



Bishop Rawstorne
Church of England Academy



**WELCOME TO BISHOP
RAWSTORNE**

YEAR 7 BOOKLET 2023-2024

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VISION AND MISSION STATEMENT



Fortiter Et Fideliter
Bravely and Faithfully

“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

Vision

“Bishop Rawstorne Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all.”

Mission Statement

As a community that extends far beyond the school walls, we strive to create a partnership that offers a positive, secure and happy environment. We celebrate the diverse talents of all our students and seek to ensure that every individual receives the encouragement and support they need to fulfil their own unique ambitions.

As a Christian school, we seek to promote the core values of love, tolerance, respect, understanding and faith in His word. In an environment of equity and excellence every student is equipped and confident enough to embrace the many challenges they may face. At the heart of our Christian school is the learning experience: through our rigorous, diverse and an academically focussed curriculum, we empower all students to become passionate and motivated individuals who are driven to succeed.



HEADTEACHERS LETTER

Dear Parent/Guardian

I am delighted to welcome you to Bishop Rawstorne as we prepare for your child joining us in August. Our main focus in the first few weeks will be to ensure a smooth transition from primary to secondary school and to successfully integrate our Year 7 cohort into the daily life of our school.

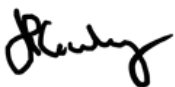
Bishop Rawstorne is first and foremost a Church of England school and as such is unapologetic in providing a high quality Christian education for its students. The Christian ethos that pervades everything we do, supports our students in developing academically, morally and spiritually. We have inspiring, innovative and driven teaching and support staff, who provide the very best teaching and learning experiences for all of our students. All of this is underpinned by a rich and varied extra-curricular programme that complements and extends the whole-school curriculum. This is truly an environment in which, through hard work and commitment, your child will flourish and go on to achieve whatever they want to in later life. We truly believe that there are no barriers to what can be achieved and this is exemplified in our ex-students who have gone on to be experts and leaders in their chosen professions.

We are proud of our school and all of its students and in turn we have the highest expectations of all those who attend Bishop Rawstorne, pride in our uniform, respect and tolerance for each other, drive and motivation in the classroom.

We are committed to ensuring that the care and support we provide to our students, our nurturing yet challenging environment and the outstanding academic attainment achieved year-on-year continues to make Bishop Rawstorne the number one choice for parents and students in our community.

Year 7 is a fresh start, a new beginning and we look forward to the growth and success we will celebrate together in the coming 5 years. I hope to see as many of you as possible at our Intake Evening on Thursday 8 June and also at our Year 7 Welcome Service on Tuesday 22 August.

Yours sincerely



Mr P Cowley

OUR JOURNEY

WORSHIP INSPECTION

In December 2017, the school underwent a SIAMS Inspection and was judged to be outstanding. The principal objective of the SIAMS inspection was to evaluate the distinctiveness and effectiveness of Bishop Rawstorne as a Church school, and how well the distinctive Christian character and ethos of the school ensures the development and achievement of the whole child or young person.

Naturally we were delighted at this judgement which was a clear and unequivocal recognition of the outstanding distinctiveness and effectiveness of our Christian community, built upon our shared Christian values and ethos. To have received such an overwhelmingly positive report reflects the strength of relationships and partnerships between students, staff, governors and parents, all working together to constantly improve outcomes for all of our community.

OFSTED INSPECTION

In November 2021 we had a full section 5 inspection and under the new framework we are proud to be judged as a Good school.

Bishop Rawstorne is a truly enriching educational establishment. We are committed fully to meeting the individual needs of all of our students regardless of their ability within a caring, supportive environment that is embraced by the love of God and driven by His word. The fabric of the school has altered a great deal since 1960, but the foundations were, are and will always be, the Christian messages of the Bible, the core values that we promote of love, tolerance, respect, understanding and faith in His word.

The school has grown and evolved constantly, and whilst able to recognise and celebrate its many successes, the Governing Body and school leadership do not and will not allow complacency to be a part of our school community. From a small base as a rural school with just 300 students, the school has grown through the decades and now has 960 students and has become one of the leading schools in the country. In the last twenty years in particular our growth and development has been recognised firstly through our designation as a specialist Language College in 1996 and subsequent Teaching School designation. In addition, we became a Training School in 2000 and were awarded Leading Edge Status in 2004. As our reputation for academic excellence grew we were awarded additional specialisms of Science with Maths and High Performing Specialist School status in 2007. We converted to academy status in September 2011 and in March 2012 we were designated as a national Teaching School and National Support School in recognition of our sustained track record in teaching and learning innovation and excellence. This has allowed us to make a contribution to supporting schools in the region in challenging circumstances and improve outcomes for their students.

Year-on-year, particularly since 2014, we have invested significantly in improving the environment for all of our students with a new English block, major refurbishments in Design and Technology, the constant upgrading of our IT facilities, new toilet facilities, new Science labs and most recently an extension to our current dining room facilities to accommodate our students in comfort.

Our commitment and aspiration to excellence remains unwavering and we will continue to invest in the infrastructure and staffing that contribute directly to our on-going success.

We look forward to meeting you very soon and to providing your child with the opportunity to become part of the school's fine traditions and history.



TASTER DAY



On **Wednesday 5 July 2023** we will be holding a taster day enabling new students to experience a taste of life at Bishop Rawstorne. Further details about this will follow in the coming weeks.

What should my child wear?

We expect children to come in their normal primary school uniform.

What should my child bring to school on this day?

We suggest that your child brings a small bag containing the following:

- a pencil case containing a pen and pencil
- the completed 'All About Me' sheet, if not already returned.

The bag will also be useful for taking home any work done or books given out.

A free lunch will be provided on the day.

Why is this day so important?

In our experience this day, more than any other, really helps our new students settle in. They learn where places are and become less anxious about getting lost when they arrive in August! They make new friends so fears about 'not knowing anybody' are dispelled. Seeing our school in action, being in the playground and moving around along with older students will hopefully reassure them that our students are generally helpful, caring and keen to make them welcome.



THE BASICS

SCHOOL UNIFORM

UNIFORM SUPPLIER

Uniform supplies can be obtained from Impressions in Leyland and Standish.

Appointments are recommended for fitting and orders can be placed online.

For further information visit the website for more details:-
<https://impressionsuniform.co.uk/>

Leyland - 01772 431431
Standish - 01257 400010

Below is a list of the school uniform items required. The aim is to be comfortable, economical, smart and practical for daily school activities.

School dress is an outward sign of our belonging to Bishop Rawstorne. Students are expected to wear full uniform at all times, with pride. They act as ambassadors for the school and their dress, both in school and to and from school, should be of the highest order.

BOYS

Blazer	Plain blue with school crest
Shirt	Plain white
Trousers	Plain black with school crest
Jumper	Plain navy blue V-neck with school crest (Optional)
School clip-on tie	To be worn (Year 11 wear a blue or Senior Prefect tie)
Shoes	Low heeled, black, sensible - no boots or trainers - laces tied
Socks	Plain black or navy
Scarves	Plain dark-coloured - to be worn in cold weather only

GIRLS

Blazer	Plain blue with school crest
Blouse	Traditional plain white school blouse with buttons to collar - not fitted
Skirt	Plain navy blue box knee length pleated skirt with school crest
Trousers	Plain navy blue tailored trousers with school crest
Jumper	Plain navy blue V-neck with school crest (Optional)
School clip-on tie	To be worn (Year 11 wear a blue or Senior Prefect tie)
Shoes	Low heeled, black, sensible - no boots or trainers - laces tied
Socks	Plain black or navy socks
Tights	Navy or black tights may be worn (Socks or tights to be worn but not both)
Scarves	Plain dark-coloured - to be worn in bad weather only

SPORTS KIT (ALL)

Red training top with school crest
Navy training shorts **or** navy tracksuit bottoms with school crest
Red and navy training socks
Training shoes (non-marking soles)
Astroturf training shoes (no metal studs) - can be used as training shoes if non-marking
Shin pads
Gum shield
Optional - 1/4 zip navy training top with school crest - for outdoor use

ALL CLOTHING, BAGS AND SPORTS KIT SHOULD BE NAMED.



MOBILE PHONES

Students are allowed to bring mobile phones for emergency calls only. No other apps on the phone, including video, audio or social networking sites may be used at all in school.

Phones must be switched off at all times on the school premises. Phones may only be used with the express permission of a member of the teaching staff.

In the event that a student does need to contact parents then the student should see their group tutor in the first instance or the Curriculum Leader/Lead Teacher for the lesson that they are in.

Students should not contact parents during the school day using their mobiles and parents should not contact students directly via mobile during the school day. All messages for students must be directed via the school office.

UNIFORM POLICY

Our uniform policy can be found under the Parents' section of the school website. It is our policy to maintain a high standard of dress. Students not wearing full uniform will be offered spare items from school, if available. If not available, students will be placed in our inclusion area until the uniform issues are resolved. We are grateful for parents' co-operation and support in maintaining the high standards which enhance an environment for learning.

Jewellery, Make Up and Accessories

No jewellery is allowed, including earrings. A cross may be worn if tucked into a shirt. No make-up, false tan, false nails, nail varnish or body piercings are allowed.

Hair Colour and Style

Students must ensure that hair is of one natural colour at all times. Hair should have no bright or extreme colourings. Long hair should be tied back away from the face at all times (both boys and girls). No shavings, etchings or extreme styling will be tolerated and hair must be no shorter than a Grade 2 and blended. If parents are unsure, we strongly advise you to contact the group tutor in the first instance. Any contravention of the school policy with regards to uniform and personal appearance will necessitate sanctions being imposed as appropriate.

Coats

Outdoor coats should be plain navy blue or black only; no fur jackets, sweatshirts, denim jackets, hooded tops, band jackets, tracksuit tops or any other 'fashion' coats are allowed. Plain dark-coloured scarves can be worn during cold weather but should not be worn inside the school buildings.

Chewing Gum and Energy/Sugary/Fizzy Drinks

Under no circumstances are chewing gum, energy drinks, sugary or fizzy drinks permitted on the school premises.

Smart Watches and Readers

Smart watches must not be used in school under any circumstances. However, the use of kindles/readers during periods of controlled reading during lesson times is permitted. The school does not however accept any responsibility for the damage or loss of any equipment.

Headphones

Students should bring headphones into school as these are considered essential equipment in some lessons. They are only to be used under teacher supervision.

The school will be the final arbiter regarding suitability of dress and appearance.



GENERAL EQUIPMENT



Below is a list of general equipment that will need to be purchased before starting Bishop Rawstorne:

SCHOOL EQUIPMENT

School bag - black, unbranded

Pencil case

- Pens – more than one – black or blue ink
- Green pen
- Pencils
- Pencil sharpener
- Coloured pencils
- Highlighters
- Glue stick
- Ruler
- Rubber
- Protractor
- Compass
- Mini whiteboard
- Mini whiteboard pen

Headphones - line-in ones for using with computers

Calculator – a scientific one

Collins Easy Learning German dictionary - ISBN: 978-0-00-830026-5

Art sketchbook - this can be purchased from school via iPayimpact for £2

Below are some other things that will be required to bring to school each day:

- Snack and lunch.
- Water bottle
- Exercise books and textbooks (check timetable)
- Sports kit (check timetable)
- Reading book

THE SCHOOL DAY

SCHOOL BUSES

Students who miss the bus at the end of the school day should return to school and report to the office.

If a bus does not arrive on time, students are advised to wait. Parents are asked to arrange for students to get to school if buses are not available.

For bus related queries, including times and lost property please contact Lancashire County Council Travel Line on 0300 123 6738.

The school day at Bishop Rawstorne is below:

TIME	LESSON
8.55 - 9.00	Morning registration (<i>First bell is at 8.50am</i>)
9.00 - 10.00	Period 1
10.00 - 11.00	Period 2
11.00 - 11.15	Morning break
11.15 - 12.15	Period 3
12.15 - 1.15	Period 4
1.15 - 1.45	Lunch
1.45 - 2.00	Afternoon registration (<i>& assembly if designated day</i>)
2.00 - 3.00	Period 5
3.00	School ends.

In the morning students are expected to make their own way to school and parents are asked to arrange this.

Bikes may be kept in the cycle parking area but should be locked and pumps etc removed for safe keeping.

Students arriving late

Students must sign-in at reception if they are late for any reason.

Leaving the school premises

No student is allowed to leave the premises during the school day. At lunchtime school provides a full menu for students and caters for all needs. Students are also able to bring in a packed lunch or heat up food they have brought in.

Going to appointments

Parents must sign students in and out at reception when collecting them for appointments and dropping them off. School respectfully requests proof of appointment for students' absence records.

Absences

If a child is absent, parents **must** let the school office know by **9.30am on each day** of absence that a child will not be present in school. Proof of appointment is required for hospital and dental appointments etc.

Bringing medicine into school

Please contact our SENCO Team prior to medicines being brought in so that specific arrangements can be made.



BEAUMONT'S CAFE

SAMPLE OF CURRENT PRICE LIST

Breakfast

Toast	30p
Bacon Sandwich	£1.25
Cheese on Toast	60p
Waffle	85p

Mid Morning Break

Toast	30p
Bacon/Sausage Barm	£1.25
Pancake	40p
Waffle	85p
Plain Bagel	85p
Fruit Bagel/Teacake	85p
Meat & Potato Pie	£1.25
Cheese Pasty	£1.10
Cheese & Ham Baguette	£1.25
Cheesy Garlic Bread	£1.10
Cheesy Garlic Baguette	£1.20
Sausage Roll	£1.10
Crossiant	85p

Lunch Menu

Main meal	£2.00
Jacket & 1 filling	£1.55
Jacket & 2 fillings	£1.85
Sandwiches	£1.55
Wraps/Baguettes/Bloomers	£1.65
Salad Bar Small 80p Large	£1.65
Cookie	60p
Homebakes & Muffins	80p
Flapjack	80p
Deluxe Muffins	£1.00

Our dining facilities at Bishop Rawstorne is called Beaumont's Cafe and the catering is run by Mellors Catering Services. Students are able to purchase a snack or drink from the restaurant or bring packed lunches.

Catering Arrangements for Year 7

Year 7 students can either bring money into school or their accounts can be credited using iPayimpact (information to follow in the coming weeks). This money will be added onto their account in Beaumont's café enabling them to buy food. Students can spend up to a maximum of £6.50 per day if they intend to purchase food at break and lunch time.

To enable the students to become familiar with the dining procedures, Year 7s will have an extended lunch period for the first week. Our aim is to process student details and operate the cashless facility as soon as possible. Students will be notified when accounts become active.

Food Allergies and Intolerances

We cater for students who have an allergy or intolerance and are happy to meet to discuss what you would like to eat off the menu and whether it is suitable. If not, we will do what we can to adapt the recipe or find a suitable alternative, please order these in advance. Please bring a medical note from your doctor or dietician so we can register you and understand your needs.

Theme Days

Once a term we run different themed days, these will be advertised in the cafe with posters and on our website.

Free School Meals

For information on Free School Meals for 2022/2023 please contact Lancashire County Council on 01772 531809.

Opening Hours

Breakfast - 8.30-8.50am

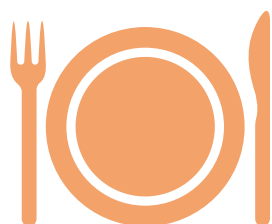
Breaktime - 11.00-11.15am

Lunchtime - 1.15-1.45pm

Finish - 1.45pm

Sample Menu

Overleaf is a sample of the current menu. The menu runs on a 2 week rota.



 <h1>MENU</h1> <div>  - MEAT FREE MONDAY  - CHEF'S CHOICE  - 1 OF YOUR 5 A DAY </div>					
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Main Dish 	Spaghetti Bolognese Served with crusty garlic bread	Chicken tikka curry served on a bed of rice	Roast pork sage and onion stuffing and gravy served with creamy mash potato	Homemade mince beef & onion pie	Crispy battered fish goujons with chunky chips
Vegetarian Main Dish 	Cheese Pasty served with potato wedges	Veggie packed loaded skins	Tomato & Basil Pasta	Cheese & onion quiche	Friday Favourites
Accompaniments 	Peas & sweetcorn	Side salad	Roasted potatoes Seasonal veg	Baton carrot & creamed potatoes	Mushy peas Baked beans
Street Food 	Salsa meatball sub rolls	Cheese & Ham Panini	Crispy chicken goujon wrap & wedges	Chicken Burgers	Chicken Wrap
Jacket Potato & Sandwich Selection	Jacket with various fillings Selection of Sandwiches	Jacket with various fillings Selection of sandwiches	Jacket with various fillings Selection of sandwiches	Jacket with various fillings Selection of Sandwiches	Jacket with various fillings Selection of Sandwiches
Dessert	Selection of home bakes and cookies Fruit & Yoghurt	Selection of home bakes and cookies Fruit & Yoghurt	Selection of home bakes and cookies Fruit & Yoghurt	Selection of home bakes and cookies Fruit & Yoghurt	Selection of home bakes and cookies Fruit & Yoghurt

 <h1>MENU</h1> <div>  - MEAT FREE MONDAY  - CHEF'S CHOICE  - 1 OF YOUR 5 A DAY </div>					
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Main Dish 	Sausage & creamy mash potato	Sweet & Sour Chicken with Noodles	Roast beef & Yorkshire pudding with creamy mash potato	Homemade Lasagne with crusty garlic slice	Crispy battered fish goujons with chunky chips
Vegetarian Main Dish 	Vegetarian pizza & Potato wedges	Macaroni cheese	Vegetable pasta bake	Pomodoro pasta	Friday Favourites
Accompaniments 	Sweetcorn	Seasonal vegetables and salad	Roasted potatoes Seasonal veg	Seasonal vegetables salad	Mushy peas Baked beans
Street Food 	Fish finger barm	Beef burgers	Chicken goujons & wedges	Tuna & cheese panini	Chicken wrap
Jacket potato & sandwich selection	Jacket with various fillings Selection of Sandwiches	Jacket with various fillings Selection of Sandwiches	Jacket with various fillings Selection of Sandwiches	Jacket with various fillings Selection of Sandwiches	Jacket with various fillings Selection of Sandwiches
Dessert	Selection of home bakes and cookies	Selection of home bakes and cookies	Selection of home bakes and cookies	Selection of home bakes and cookies	Selection of home bakes and cookies



LEARNING SUPPORT

FEELING UNWELL

Learning Support is situated behind the orangery between A block and the English block.

This is the place where students will be able to go should they need any extra support. It is also the place they come to if they are feeling unwell.

The Learning Support Department at Bishop Rawstorne assists students who have a wide range of needs including physical, social, behavioural and specific learning difficulties.

How we Support Students

We support the students in a variety of ways, through assistance in the classroom to the development of good study skills or basic literacy and/or numeracy studies.

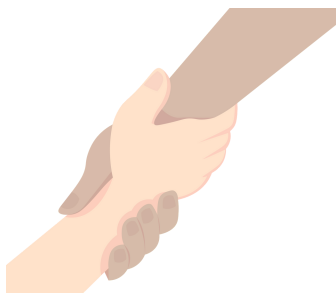
The school uses a step by step, graduated approach to dealing with children's needs, as recommended by the Code of Practice. The school works in partnership with parents to identify and take action to meet children's needs as early as possible. Student reviews take place over the year where we assess the progress made and suggest strategies for further interventions.

The special needs of students are met by a whole school approach, together with the provision of additional specialist help to meet the needs of students with statements or EHC's.

Further Information

Mr Almond, Assistant Headteacher, Dr Saunders, SENCO and Mrs Lawrence, Deputy SENCO have overall responsibility for the department and any questions should be addressed to them.

For further information please see our section on the school website and the SEN Policy.



LIBRARY RESOURCE CENTRE

RECOMMENDED READING

The Library section on our website contains the shortlisted titles for Lancashire Book of the Year, plus recommended reading lists for KS3 and KS4 which students might find useful. Each list is broken down by book type and it is possible to read an extract of some of the books too.

These can be found in the Student Area/Reading Zone section of the website.



Our library is fully computerised and generously stocked with a wide selection of books, both fiction and non-fiction, together with other sources of information. Students are able to borrow up to two books at any one time for two weeks once they have been registered.

Facilities and Initiatives

Students are able to access computers at break and lunchtimes for homework and leisure purposes.

Other facilities and initiatives in the library include:

- photocopying and printing services for staff and students under supervision.
- regular events such as reading challenges, Scholastics Book Fair, Lancashire Book of the Year, World Book Day celebrations, reading club and author visits.
- the ability to earn rewards and prizes with our loyalty card scheme.
- students actively supporting charities through the Readathon sponsored read.
- activities such as crosswords and quizzes and games are available every day.

Our Librarian (assisted by a team of enthusiastic Student Librarians) will be available to help with choosing books, printing and homework and any other assistance students will need.

Opening Times:

Break - 11am - 11.15am

Lunch - 1.15pm - 1.45pm

**Note there may be some times when the library will need to be closed, for example during exams or school events and meetings.*



REWARDS AND SANCTIONS



BISHOP RAWSTORNE 3BRs

IMPORTANCE OF THE 3BRs

The 3BRs – Be Respectful, Be Resilient, Be Ready, underpin a great deal of what we encourage as a Christian school.

We understand that we play a very influential part in the personal development of our students and it is important that we do this in a manner that is beneficial to all our young people. We aim to develop an ethos in our school within which all students can grow, flourish, respect others and be respected.

Our aim at Bishop Rawstorne is to ensure that we do all that we can to help our students develop into self-assured, confident, happy, aspirational young people who are developing their self-knowledge and who will become positive global citizens.

Our vision:

To enable all students to be resourceful and resilient and to guide them in becoming responsible, confident and successful citizens of the future.

Ultimately, we want all of our students to be excellent role models for others, both within school and beyond. The agreed focus for learning and to develop key skills for life is reflected in our 3BRs.

BE RESPECTFUL

Students will be respectful to their peers, their teachers and the support staff. Students will respect their environment; both the one in which they learn and the one in which they live.

BE RESILIENT

We encourage our students to ‘develop the skills to withstand and rebound from disruptive life challenges, strengthened and more resourceful’ (Walsh, 2008).

Students will accept challenges and work to overcome them and learn from them, to ask questions and seek support in tackling the things they find difficult in life.

BE READY

Students will arrive promptly to lessons and tutor, be ready to learn and have the right books, equipment and attitude to listen and learn.

Students will be wearing their uniform correctly and following the expectations of the school and their classroom teacher with regard to safety and behaviour.

We will:

- help our students to be reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity and developing curiosity in their learning.
- help our students develop and apply an understanding of right and wrong in their school life and life outside school.
- provide opportunities for our students to take part in a range of activities requiring social skills.
- help our students develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.
- help our students to gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- provide opportunities for our students to develop an appreciation of theatre, music, art and literature.
- help our students to develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- provide opportunities for our students to respond positively to a range of artistic, sporting and other cultural opportunities.
- help our students to understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.



REWARDS



Points System

We realise that a sense of achievement is the best reward ever and that students benefit the most from their schoolwork when they feel proud of their accomplishments and have an internal drive that motivates them to succeed. Naturally, our students thrive from praise and a pat on the back from parents but we also offer a points system that acknowledges a range of positive behaviours. Students in Year 7, 8 and 9 will be awarded badges when they reach a certain number of points.

BADGE	POINTS
BRONZE	200
SILVER	450
GOLD	700
PLATINUM	950

In Year 10 and Year 11 badges will be distributed to students when they achieve Gold and Platinum. Letters are also sent home to recognise these successes. Further to this at the end of every half term we acknowledge student success with reward breakfasts, lunches or celebration events. Details for the award of any points will be given on the SIMS parent app.

The B at Bishop's Badge

The 'B' for Bishops Badge is presented to students who have achieved success on behalf of Bishop Rawstorne at sporting and non-sporting events, as well as to celebrate personal accomplishments outside of their usual school activities. There are 7 categories of 'B' for Bishops Badges that are available - each one recognising a slightly different achievement:

- 1.Character - demonstrating consistent strength of character.
- 2.Ambassador - representing the Academy in school or in events.
- 3.Charity - raising money, or promoting awareness for good causes.
- 4.Community - demonstrating community spirit by helping others.
- 5.Enterprise - setting up a business, raising sponsorship, inventing or promoting something.
- 6.Arts - Using skill or imagination to excel in an activity outside of school.
- 7.Sport - Sport achievement outside of school.

Students must be nominated for a 'B' for Bishops Badge, either via their peers, teachers or by a parent/guardian. 'B' for Bishops Awards are presented to students by the Headteacher every Friday lunchtime.



Headteacher's Award

Students will receive a Headteacher's Award once they have gained 2 or more 'B' for Bishops badges in different categories, for competing nationally, or if they have been nominated directly for doing something else that is exceptional - at the Headteacher's discretion. There are different levels (bronze/silver/gold) depending on how many 'B' for Bishops badges they have received. Headteacher Awards are presented to students by the Headteacher in year group assemblies at the end of every term.



SANCTIONS

PARENTAL COMMUNICATION

Parents and students will be informed of the following by email:

- Students are made aware of their individual achievement awards each day
- Students receive an email regarding their weekly achievement points' total and a reminder of the Bronze / Silver / Gold / Platinum Awards' levels
- Parents and students will receive emails announcing when each student has achieved their Bronze / Silver / Gold / Platinum Awards
- Parents will receive an email if their child has lost points for one or more behaviour or homework issues in that week. A separate email is sent to parents if a student receives 3 or more B1 / 2 / 3s in a week, with information on the restorative action that will take place.

Everyone makes mistakes and as part of our efforts to develop resilience, we encourage our students to take it on the chin, learn from it and move on. If your child has a behaviour incident, please advise them that it is not the end of the world and discuss how they can learn from the experience.

The Behaviour System

Any student who fails to meet classroom expectations or disrupts the learning of others will be subject to our Behaviour for Learning system which moves through a series of stages intending to remind the student about what is required in terms of good classroom conduct.

STAGES	DESCRIPTION
B1	A warning. B1 logged.
B2	Continual issues. B2 logged.
B3	Removed from the lesson and sent to another room. A meeting with the teacher and/or curriculum leader regarding future conduct and appropriate sanction. B3 logged.
Green Card	Serious behaviour incident. Removal to inclusion room. Parents contacted by Head of Year.
After school - 1 or 2 hour detention	For serious behaviour incidents or continual issues. At the discretion of SLT and the pastoral team. Parents will be notified.

Students who receive 3 B1s in a week, will attend a support session by arrangement with the Head of Year, to discuss the reasons for the B1s and strategies to avoid such behaviour in future.

Details of any sanctions will be given on the SIMS parent app.

The Inclusion Room

This room is organised by our Inclusion Officer, Ms Helm, who is there to support students and liaise with teachers regarding any missed work due to absence or removal from class.





YEAR 7 TIMETABLE AND SUBJECTS

INTRODUCTION TO YEAR 7

PARENTS' EVENING

Parents' evenings are scheduled every year, details of these will be made available nearer the time.

STUDENT TRACKING

Each term a tracking document is completed for all students. This document contains target grades/levels, end of year predictions as well as a grade for attitudes to learning in lessons and attitude to independent learning.

An analysis of this is then undertaken by the Head of Year and appropriate intervention is put in place to assist those students achieve further, and where necessary, parents/guardians are informed.

Student progression is not only monitored through the tracking process but regularly throughout the year. Class teachers, Curriculum Leaders, Lead Teachers and the pastoral support team are in close contact to liaise with students and parents to ensure the maximum academic potential of the students is aspired to at all times, and that the appropriate intervention is implemented where deemed necessary.

At Bishop Rawstorne students will have the same tutor and tutor group throughout their school life. Students will go to their tutor room at the start of every day for morning registration and again after lunchtime for afternoon registration. During this time, as well as registers being taken, tutors will pass on any relevant information and will be the first point of contact for any issues or questions students will have.

For 2023-2024 the Year 7 tutors are as follows:

TUTOR GROUP	NAME OF TUTOR	TUTOR ROOM
7A	Mr Steel	T8
7B	Mrs Townley	E1
7C	Mr Tye/Mrs Farrimond	S6
7H	Mr Rockley	T4
7M	Mr Kennedy-Sutton	S1
7X	Mr Bushell	M1

Head of Year

The Head of Year throughout your child's Bishop Rawstorne journey will be Miss Ashcroft.

Other Teaching Staff

There are many other staff in the school who will teach students during their time at Bishop Rawstorne. This will be visible on student timetables (for example a Year 7 Mathematics class taught by Mr Bushell will appear on student timetables as Y7SBU) and a full staff list with the subject taught is kept up-to-date on our website.

Tutor Time & Assemblies

The Tutor Time will include a time of worship which may be with the tutor group or the year group. Tutor Group worship will be followed by administration tasks and/or group work on personal and social development.

Extra Curricular Activities & Educational Visits

We have a full programme of extra-curricular activities which is communicated to parents at the start of every term via email and students are kept informed of what is available via their tutor.

We also run educational visits, further details on these can be found on the subject pages later on in this booklet.



A UNIFIED APPROACH

We know that our parents play a crucial role in supporting their child's education; evidence suggest that effective support can lead to learning gains of +3 months over the course of a year.

However, we also recognise that we must work together on far more than academic success. If we are united in delivering a consistent approach to behaviour and standards, we can ensure that our young people also leave school equipped with the respect, resilience and readiness that will ensure they are successful in life beyond school.

With this united approach in mind, we urge all parents to refer to the school website with regards to information regarding standards and to trust and support us in our decisions regarding behaviour and expectations.

Home Learning

Home Learning is any activity or task that students are asked to do outside of lesson time to:

- sustain learning.
- consolidate learning.
- extend learning.
- prepare for future learning.
- help students plan and organise their time and take ownership of their own learning.
- use information and resources that may not be available in lesson time.

Subjects will set constructive home learning tasks as required and they will be checked or marked soon after submission. Home learning will involve a specific learning purpose or assessment focus and will complement any work that has been studied in class.

It is important to keep encouraging your child to complete their home learning. Please help your child to get into good habits such as finding a quiet place to concentrate without distraction of mobile devices, prioritising their time and always putting maximum effort into their work. If they ask for help, it is a good chance for you to understand the work they are doing, and show them different ways of thinking about it, as well as showing them new places to find the information: books, the internet, newspapers, etc. Support them in submitting their home learning on time and please inform school if there is a genuine reason for concern.

Students will have a SIMs app where they can consult their timetable for the next day and view any homework which is required to be completed.

Interventions and Support

Bishop Rawstorne appreciates that during their time with us our students will probably need help for different things and in a variety of ways. Naturally, we are committed to supporting students across the year groups and have a wide range of expertise in offering both pastoral and academic intervention. Academic intervention is ongoing, and students are identified in subject specific areas when they are significantly below target. Some of our intervention strategies may include additional study time, mentoring and additional resources whilst pastoral intervention may include anything from peer to peer support to formal mentoring.

Parental Comments

From time to time we will attempt to elicit your evaluation of how well we are meeting the needs of our students, parents and our local community. You may find that you are invited to complete a questionnaire from time to time. Parental comments can also be made through the website.



THE YEAR 7 TIMETABLE

ROLES AND RESPONSIBILITIES

As we prepare our students for life beyond school, we are aware of the importance of students holding roles of responsibility throughout their five years with us. Employers, colleges and universities are not merely concerned with academic success but also ask for evidence of skills such as teamwork, communication and the ability to show initiative and integrity in roles of responsibility.

In addition to the extra-curricular clubs, there are many opportunities for students to get involved in the life of the school.

Some of the most popular ones include:

- Librarian
- Student mentor
- Reader Leader
- Reading buddy
- Worship council
- Student council
- Year 10 mentor
- Prefect – all students in Year 10 are awarded with a prefect badge which is reviewed by Heads of Years.
- Senior Prefect (all prefects have a chance to apply for senior prefect and Head Boy and Head Girl roles.
- Eco club
- On-line safety team

Our broad and balanced curriculum addresses both the academic and non-academic needs of the students as well as promoting the Christian values and ethos of the school and its community.

The curriculum provision in Year 7 is organised in the following way:

SUBJECT	HOURS OF STUDY / QUALIFICATION
ENGLISH	4 hours per week
MATHEMATICS	3 hours per week
RELIGIOUS EDUCATION	3 hours per fortnight
SCIENCE	3 hours per week
GEOGRAPHY	3 hours per fortnight
HISTORY	3 hours per fortnight
GERMAN	3 hours per week
ART	1 hour a week
COMPUTER SCIENCE	1 hour a week
MUSIC	3 hours per fortnight
TECHNOLOGY	2 hours a week (10-week rotation of Engineering, Food Studies & Nutrition, Graphics/Textiles and Design and Technology)
DRAMA	1 hour per week
PHYSICAL EDUCATION	2 hours per week
PSHE AND CITIZENSHIP	1 hour per week

Extra Curricular Activities

We have a full programme of extra-curricular activities which is communicated to parents at the start of every term via email and students are kept informed of what is available via their tutor.

Educational Visits

All students are entitled to apply to go on educational visits on offer to them, residential and non-residential, in the UK and to foreign countries. These enhance the subject knowledge in school but helps develop them further in their social and interactive skills. Educational visits are dependant on staff availability (who make these trips in their own free time), as well as travel restrictions, affordability and the topics being studied at the time. Further details on what visits we have run previously can be found on the subject pages later on in this booklet.



SUBJECTS TAUGHT IN YEAR 7

LITERACY

Developing the three key literacy strands of reading, writing and oracy are a focus across subject areas at school.

Resources to support students can be found within the 'Literacy' area of the school website. In addition to this, resources to support and encourage regular reading for pleasure can be found within the 'Student Area' of the website, in the 'Reading' section. Here you can find a wide range of recommended fiction texts and opening extracts to download and enjoy.

Furthermore, here you can also access our wonderful online news subscription to 'The Day Explorer', a site which contains a wealth of topical and engaging nonfiction articles for younger readers, to promote wide reading and discussion.



ENGLISH

English is a national curriculum core subject and provides students with crucial skills to help prepare them for the future. Students will study the National Curriculum for KS3 and 4 which assesses spoken language, reading and writing. In particular, it is our aim to develop in each individual, the resilience and confidence to communicate effectively in speech and writing, as well as encourage an appreciation and lifelong love of literature. By following the National Curriculum we are able to:

- build on the good work achieved in primary schools and ensure continuity between Key Stages 2 and 3;
- focus on challenging, personalised student targets which are aspirational and achievable;
- enable the transference of essential literacy skills from English across the whole curriculum;
- raise levels of achievement for all our students irrespective of ability.

Student Groupings

On admission, students are not taught in sets but in English bands. During their first term, our students are given a range of diagnostic tests to assess spelling, reading and writing. There are formal writing, reading and spoken language assessments that take place throughout the academic year and progress is tracked continually against key criteria. Targets are set accordingly and students are encouraged to proof read their work across all the subject areas.

The demands of the Key Stage 3 curriculum requires confident, fluent readers who are able to access and comprehend a range of text types. All new students immediately become members of the school library which offers a wide range of texts, both fiction and non-fiction, and our school website is regularly updated in terms of recommended reads. As a department, we promote reading, widely and often, by setting explicit reading homework which is closely monitored. Notably, it is vital that parents support their children in their reading by checking their child's reading record card each week.

Furthermore, oracy is a strong focus within our teaching. Whilst giving extended responses, students are often encouraged to 'stand and speak' in order develop important communication skills and provide the building blocks to structure written tasks.

Proofreading is also a highly important skill and all students are provided with a green pen with the expectation that they 'green pen' all written work to ensure greater accuracy and development. Such a practice is used across the curriculum and can also be encouraged at home following the completion of any written tasks.

LUNCHTIME MATHS SUPPORT

Every lunchtime students who require any additional support are able to access computers in the Mathematics Department which is staffed by one of the classroom teachers, in addition to some helpers from Year 10. We urge students to seek help if they need it, and not to leave their homework tasks until the night before they are due in!

EXTRACURRICULAR MATHS

There are a number of extracurricular activities provided by the Mathematics Curriculum Area including STEM Club and Games Club. We actively encourage students to participate in these enrichment activities as feedback from these in the past has shown them to be very popular. Above all, we aim to ensure that the outstanding practice undertaken in primary schools is implemented in all Key Stage 3 lessons to establish continuity and progression. Lessons will involve clear learning outcomes, focussed on providing motivating and engaging learning activities, to support our students' sustained progress towards challenging, but achievable targets.



MATHEMATICS

The new National Curriculum is the framework for providing each student with a broad, balanced, relevant and differentiated Mathematics curriculum. Our aim is to provide each student with a mathematical education suited to their ability and promote a positive attitude to the subject through engaging, varied, enjoyable and interesting learning experiences. Students will learn new skills, underpinned by a teaching for understanding approach. Students will develop a resilient approach to mathematical challenge, and be able to call upon a toolkit of mathematical approaches to solve problems.

Student Groupings

On joining the school in Year 7, students will be placed in teaching groups straight away using Key Stage 2 primary school data. The teaching groups they are placed in will not be numbered. The rationale behind not numbering 'sets' stems from the belief that no matter which class your child is in, they can achieve highly. Particularly for students who lack confidence in a subject, being made aware of their 'set' can exacerbate negative perceptions about their ability and potential to achieve good grades. There will be limited movements following their autumn assessment. Classes will remain carefully structured in terms of having similar ability ranges, as we feel this provides the best platform for progression.

Assessment

Their first formal summative assessment takes place during the autumn term and teaching group movements may follow should we feel they are necessary. Every student undergoes a termly assessment which will review the work that they have covered in that term. 'Mathswatch' revision plans will be provided in good time for each assessment, and students will all be complete a 'Pinpoint' booklet following the assessment. The 'Pinpoint' booklet will focus on their five weakest areas from the test, and will provide a bank of questions alongside suggested Sparx clips to help them improve in these five areas. The spring and summer assessments are cumulative in that they will both cover content taught for the whole of the school year.

Resources

Students will have access to a variety of resources, including laptops and desktop computers. It is vital to each student's development that they come fully equipped to all lessons, with their own geometry equipment and calculator.

Homework

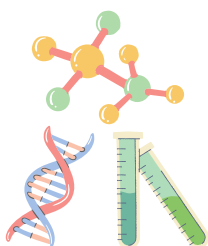
Homework is set on a weekly basis; this will generally take the form of a Sparx task, based on topics they have covered in class. An independent study book will be provided for students to complete their work in as they complete the quizzes, and each quiz has an accompanying video clip should your son/daughter need support. The students will all be given a low-stakes quiz on a weekly basis, which tests how well they retained the knowledge and skills of the taught content. Students will normally be given one week to complete their homework. Mr Hosker, the Curriculum Leader of Maths, will be hosting an event at school in September which will explain in more detail how Maths aim to facilitate students' independent learning.



EXTRACURRICULAR SCIENCE

There are extra-curricular activities available for students such as astronomy club, science club and CREST club where students have the opportunity to complete a Nationally recognised award.

We offer a Year 7 trip to Blackpool Zoo looking at adaptations.



SCIENCE

All students have 3 one-hour lessons per week of science and are taught a combination of Biology, Chemistry and Physics topics. Throughout, there is a strong emphasis on 'Working Scientifically', which focuses on the practical skills needed to carry out an investigation, science specific learning skills such as following instructions, carrying out practical work in a safe and systematic manner, making careful observations, recording and analysing data and evaluating.

The faculty is very well equipped and students have access to a wide range of scientific equipment, such as microscopes and data loggers. The curriculum is designed to give all students hands on experience of science both inside the laboratory and outside in Biology fieldwork.

Student Groupings and Assessment

The Science faculty uses KS2 primary school data to inform setting for Science. Assessment takes place regularly throughout the year and student progress is monitored and reviewed, which may result in the resetting of students.

Students will be provided with literacy sheets for each topic which outline the key vocabulary involved in the topic. Assessment of each topic involves summative and formative assessment, part of which uses the online platform Kerboodle which all students have individual access to. Each student will also have full access to an online textbook and resources to support their learning.

Homework

In most weeks, one homework task is set and the feedback from these are used to inform teachers about the attitude, effort and academic progress of students.

FOREIGN EDUCATIONAL VISITS

The faculty runs yearly educational study visits abroad for Year 8-10 students. In recent years, these have included trips to Paris and Cologne in Germany.



MODERN FOREIGN LANGUAGES

Students in Year 7 at Bishop Rawstorne study German for 3 hours per week, with the more able linguists taking on a second language, French, in Year 8. The Modern Foreign Languages' Faculty is staffed by 5 full-time and 1 part-time specialist teachers. Students benefit from contact with Associate Teachers and parent helpers in order to develop their confidence and fluency and learn more about the culture and countries where the languages are spoken.

Student Groupings

In Year 7, students are taught in mixed ability bands. Following assessments, they move into bands based on their linguistic capability and movement between bands is possible following end of module assessments and at the end of each academic year. Lessons are highly interactive, with a strong focus on independence and creativity based on sound grammatical knowledge.

Assessment

In Year 9, students continue their study of either 1 or 2 language(s) having made their option choices for GCSE towards the end of Year 8. They continue to be assessed regularly in order to monitor progress and set targets for their development. The majority of students study one Modern Foreign Language at Key Stage 4 (German). The more linguistically able students who studied French alongside German in Year 8 have the opportunity to continue these 2 Languages to GCSE level. A foundation level GCSE option is available for those students who would struggle to cope with the demands of the higher level GCSE course.

Homework

Homework is crucial to support the learning that takes place in the classroom and students will usually receive a homework task to complete each week. Students are strongly encouraged to learn vocabulary independently and to make use of departmental subscriptions to interactive websites as part of their self-study programme.

PSHE AND MENTAL WELLBEING NEWSLETTER

Look out for the PSHE, Mental Health and Wellbeing newsletter sent to parents every half-term which provides further information on the topics students will be studying each half term.



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND CITIZENSHIP (PSHE)

PSHEe and Citizenship is a compulsory part of the Key Stage 3 curriculum. Studying aspects of Personal, Social Health and Economic Education, together with Citizenship contributes to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve.
- confident individuals who are able to live safe, healthy and fulfilling lives.
- responsible citizens who make a positive contribution to society.

PSHEe and Citizenship is delivered through timetabled lessons, a series of dedicated days throughout the year and other activities outside the timetable. The whole school curriculum also supports the PSHEe and Citizenship programme. During the lessons and sessions staff and outside agencies provide learning opportunities on different issues and themes. For Year 7, this will include sessions on positive relationships, bullying, peer pressure, risk taking, online safety, healthy lifestyles, positive mental health and puberty.

HUMANITIES

The Humanities subject areas comprise Religious Education, Geography and History at Key Stage 3.

Each subject is taught independently by subject specialists. However, colleagues work closely together in the development of teaching and learning across the areas. The subjects within deal with values, attitudes and beliefs. They aim to equip students with the knowledge understanding and skills that will enable them to make sound decisions for the future and to make sense of the world in which they live. Students study Humanities' subjects for 3 hours per fortnight in Year 7, in classes which are banded according to ability to ensure a differentiated and personalised learning experience is provided.

EDUCATIONAL VISITS

In Year 7 we visit both a Cathedral and a Mosque. We run annual educational study visits in History and Geography.



RELIGIOUS STUDIES

Religious Studies at Bishop Rawstorne is a core subject alongside Maths, Science and English. It is an academically rigorous subject in which we embark on in-depth studies of the major world religions. As a Church of England school, we recognise the central place of Christianity in our studies; as a result, we dedicate a larger proportion of curriculum time to the study of Christianity in KS3. We have close ties with the Blackburn Diocesan Board of Education and take guidance from their Framework for Religious Studies.

Topics explored in Year 7 include identity and belonging. We investigate what religion is, whilst also asking questions about religion's place and influence in contemporary society. Religious Studies at Bishop Rawstorne is about putting God and religions 'under the microscope'. The aim of Religious Studies is not to become religious but to understand religions from an academic point of view. Religious Studies contributes dynamically to our student's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

Student Groupings and Assessment

Similarly, to English in KS3 students are not taught in sets but in bands; these tend to be adjusted as we move into KS4. We strive to ensure that students are able to access RE through a variety of media. We use iPads and ICT equipment strategically.

At KS4, Religious Studies follows the Edexcel exam board and curriculum. All GCSE exam boards request an in-depth study of two major world faiths. The two that we study here at Bishop Rawstorne are Christianity and Islam. There is no course work. All student sit two one hour and forty-five minute papers at the end of Year 11.

GEOGRAPHY

The Geography course in Year 7 aims to provide students with a firm foundation of knowledge and skills for the rest of their study at Bishop Rawstorne. Students begin by updating their geographical skills such as grid referencing, field sketching, reading OS maps and understanding contour lines. They then complete a series of units looking at contemporary issues in Geography such as food miles, sustainability, plastics, the EU, migration, tourism, tectonics, population and incredible landscapes. This is underpinned throughout by work on world locational geography and a gradual introduction of skills that will stand them in good stead in the GCSEs.



HISTORY

The History curriculum in Year 7 begins with a study of the events of 1066 and the subsequent Norman Conquest of England. This will offer students an engaging insight into one of the most famous years in British history and the impact that these events had on Britain, as well as introducing students to the historical skills they will develop throughout Key Stage 3 at Bishop Rawstorne.

Following this, Year 7 will follow a chronological study of Medieval England, where they will study some of the most intriguing monarchs of the period and some of the well-known events they were part of, life for ordinary people in the middle ages, as well the impact of the Black Death on British society and the significance of the Peasants Revolt. Later in Year 7, students will progress to look at the next stage of British History, with a study of the War of the Roses, followed by a study into the legacy of the Tudor monarchs and their impact on Britain. Students will continue their chronological study of British history by learning about the Stuart period, most notably the English Civil War and the Glorious Revolution, including the opportunity to learn about the witch craze of the early Stuart period.

EXTRACURRICULAR ACTIVITIES

We are proud to offer a wide range of extra-curricular sporting activities at lunchtime and after school, which we encourage our new students in Year 7 to take part in.

We have built strong relationships with community clubs who also deliver some of our extra-curricular provision and we compete in a wide range of local and regional competitions, including the Chorley School Games.



PHYSICAL EDUCATION

At Bishop Rawstorne our vision for Physical Education is to develop students physical, mental and social well-being through a love of sport, physical activity and exercise contributing towards a healthy and active lifestyle. We have excellent sporting facilities including a 4-badminton court sports hall, 3G AstroTurf pitch, tennis courts, gymnasium, fitness suite and grass pitches.

Year 7 are taught a broad and balanced range of activities which include: football, handball, netball, fitness, badminton, dance, rugby, table tennis, hockey, athletics, cricket, softball, tennis and rounders. Year 7 are also taught theoretical PE knowledge such as: components of fitness, names of muscles, names of bones, movement at joints and benefits of a warm up before physical activity.

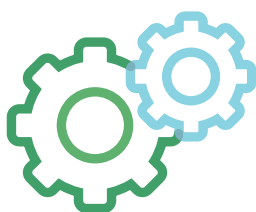
Student Groupings and Assessment

When students arrive in Year 7 they will undergo 6 weeks of baseline assessment. This assessment will look at; invasion games, striking and fielding, fitness testing, athletics, team activities, bench and dodgeball. Students will then be set into PE groups based on ability to follow a curriculum of activities suitable to them.

It is expected that all students will participate in PE unless they have a medical issue substantiated by a doctor's certificate. A note from parents should be sent into school whenever a student cannot participate in a lesson, however, all students will still be expected to change into full sports kit and participate in the lesson in a coaching/assistant capacity. Please ensure that all students have their PE kit labelled for their first lesson.

EXTRACURRICULAR TAG

Significant opportunities are offered in Year 7, focused on STEM (Science, Technology, Engineering, Maths) subjects.



TECHNOLOGY ART COMPUTING

TECHNOLOGY

At KS3, students have experience of four different subject areas - Food Preparation and Nutrition, Engineering, Design and Technology and Textiles/Graphics. Each area provides our students with a mixture of learning activities, such as Designing, Researching, Planning and Manufacture. Furthermore, students use a wide range of equipment and materials relevant to the tasks set. In some lessons, students use specialist computer software. This experience provides students with the opportunity to develop knowledge of industrial practices. The curriculum area of TAC prides themselves on the depth and breadth of student-centred learning. Consequently, students improve skills to solve problems using knowledge and understanding of materials, debugging and processes and thus preparing students with a core foundation ahead of the variety of GCSE courses.

ART

In Key Stage 3 (Years 7-8) all students' programmes of study are designed to explore the world around in a range of media and processes. Emphasis will be placed on the development of observational skills, design and artist research. Through the development of their own sketchbooks, students' learning is extended through Home Learning tasks. A critical awareness of Art and Design through the ages and in other cultures is a major part of National Curriculum Art. Students will be encouraged to develop a personal 'journey' through the use of their sketchbooks and will experiment with presentation skills throughout the key stage. The course of study is designed to create a smooth transition into the GCSE course, building students' confidence and abilities.

COMPUTING

Computing is changing dramatically and is not only an essential skill for all young people but offers many and varied careers in an ever-expanding industry. At Bishop Rawstorne, we are continually adapting and developing our computing curriculum to equip our students with 21st Century knowledge and skills for the future. Furthermore, we offer a wide variety of computing skills, including digital literacy.

We have 4 computer suites with at least 30 up to date computers in each one to enable all students to gain the best possible experience. We utilise the BBC microbit as well as the Raspberry Pi computers at varying times throughout the year. Students will work a mixture of collaborative and independent tasks and we assess students at the end of each unit. There are approximately 4 assessments per academic year, and this informs teachers on the student progress made.

In Year 7, students will study a variety of units of work from learning what is inside a computer and how the computer works, students will learn how to think like a computer scientist and digital literacy. Students study computing for 1 hour a week in Year 7 and 8 before being able to opt to take it as a GCSE subject for Years 9, 10 and 11.



EXTRA-CURRICULAR DRAMA

We participate in the Arts both locally and nationally and students are encouraged to perform regularly as part of their involvement with Drama.

At school, we have a Drama Council run by students from across the key stages, who run drama activities at lunchtimes for the KS3 students.

We also perform for the feeder primary schools at Christmas and Easter at St. Mary's Church in Ecclestone.

Students are encouraged to participate in school productions and outside Drama groups, in order to gain the experience and confidence necessary for taking GCSE Drama.

School workshops help improve their confidence and acting ability in Drama as part of the preparation for the school production and/or talent shows.

There is a drama extra-curricular club in E2. This is an opportunity for all Year 7 students to gain confidence in Drama in both scripted and unscripted texts in a supportive and fun environment.

DRAMA

In Year 7, students experience one hour of Drama per a week. The Year 7 students are given a flavour of practical performance skills such as improvisation, mime and scripted work. They are expected to participate in workshop-based performances to help them to learn a series of Drama techniques.

At Key Stage 3, in Years 8 and 9, Drama is taught as part of the English curriculum as part of the Options process where the students can opt to take GCSE Drama. Throughout the year, there are many opportunities to become involved in extra-curricular drama by participating in the school plays, theatre in education pieces for the feeder primary schools and talent shows to gain confidence and experience in the skills of acting, directing, writing and designing.

At Key Stage 4, Drama is a linear subject which means all assessments take place in examination conditions. There are three components:

- Component 1 – Understanding Drama which consists of a written exam based on a set play and a review of a live theatre performance.
- Component 2 – Devising Drama (Practical) which consists of devising a performance based on a theme, rehearsing and reviewing the work using a devising log (diary)
- Component 3 – Texts in Practice (Practical) which consists of performing two extracts from a play in front of an examiner in test conditions.

All students study drama from an acting perspective but some selected students choose a technical pathway which includes: set design, lighting, sound or costume design for their chosen play.

MUSIC

Students are taught in classes banded on ability in Humanities/Languages and through a practical experience in Music, learn to perform and compose through a variety of means as well as receiving tuition in stylistic awareness to music theory. In KS3 students follow a syllabus that is very broad and covers a wide range of skills as well as exploring the background behind it. This includes theoretical work, the exploration of the keyboard, world music, popular music through working as a small ensemble and the Ukulele.

Instrument Tuition

Students have the opportunity to learn a musical instrument if they wish and can receive tuition from specialist instrumental teachers within school. At the present time we offer tuition in woodwind, strings, brass, guitar (including electric and bass guitar), keyboard, piano, voice and drums.





HELP AND RESOURCES

HELP! THEY'RE STARTING HIGH SCHOOL!

Starting any new school is a stressful time for students, but also for parents!

Below is a list of common problems that parents sometimes experience and more importantly, solutions to dealing with them. Please see the back of this welcome pack for further information on how to contact school if you need to discuss anything further.

I don't know what's going on anymore!	Although the days of picking them up at the school gates are gone, you still want to know what is happening at high school. Make sure you check your emails - we communicate frequently through methods. Check the school website to see what's going on each week.
They won't be able to remember all the stuff they need!	Encourage them to be organised the night before. Get them to check their timetable and pack all the equipment they need. It can be handy to keep a checklist of all the items they might need. Try to resist the temptation to do everything for them; they need to learn how to manage their time and won't do this if everything is done for them.
How do I make sure they do homework?	Make sure you check the SIMS app - all the homework is listed on there. The best advice is to do homework the night it is set, this should prevent homework piling up. If homework tasks are not completed, they will be logged and will show on both the parent and child version of the app.
Their homework is too hard! How can I help them!?	Get them to do their homework the night it is set, that way, if they can't do it they have time to ask their teacher, who will be happy to help. We have a maths' information evening towards the start of the year - attend these and take advantage of the help on offer. There are also a number of homework support classes that run during the week so your child needs to go along to one of these to seek help - encourage them to be proactive in getting support.
How do I know if they're doing well?	There are three tracking reports each year; they show how your child is performing academically and what their attitude to learning is like. There's also online parents' evening where you can speak to their teachers. Most importantly is the SIMS app, this shows you when they do things well as they are rewarded with points.
They spend all their dinner money straight away!	They now have choice over the food they buy at break and lunch so have the potential to spend more. There is a daily limit of £6; they can't spend more than this. Talk to them about budgeting and how long the money on their account should last them. Encourage them to buy food for themselves and not treat all their friends!
I can't back books!	At the start of the year they will get homework - initial tasks may simply be to back their exercise books, this is a tricky job! Encourage them to ask for help, there will be people on hand to help them with this task.
They don't know anyone!	Quite a few students this year are the only child coming from their primary school. This is nothing to worry about. Your child will meet lots of new people and friendships will form; the most important thing is to reassure them that it all takes time but eventually things will settle. Encourage them to get involved in extra-curricular clubs on offer in school; these are a great way to make friends.
They say other people are being mean to them.	It does take a while for everyone to settle and find their way. Hopefully, your child will never experience unpleasantness from others but if they do, make sure they speak to their tutor about this. If we know about it, we can sort it.
My child has lost points.	This is not the end of the world - we expect students to make mistakes and lost points are a way of making sure our young people learn from those mistakes. Discuss the reason for the loss of points and trust that the teacher has taken them for a good reason.



MENTAL HEALTH AND WELLBEING

DIGITAL HEALTHY SCHOOLS

If you struggle to know what apps will not only help your child but are also appropriate, then Digital Healthy Schools is the perfect place to go. Digital health is revolutionising health and care services, forming a crucial step on the road to care that is more efficient and patient-centred than today.

Developed by clinicians, ORCHA's AppFinder gives you unlimited access to thousands of independent app reviews across all health conditions, each of which includes a breakdown of key assessment criteria relating to Clinical Assurance, Data Privacy and User Experience.

See the link below to access.
<https://bishoprlanes.digitalhealthyschools.co.uk/>

Everyone has mental health, just like we have physical health. Mental health is about the way we think and feel and our ability to deal with ups and downs. Sometimes it can feel like we don't have any control over what we think or how we feel but by making simple changes to our lives, we can make a real difference to our mental health. Feeling good is worth investing in - and the best thing is that these simple tips won't cost you much time or money.

Discussing mental health with your child is important. There is too often a stigma around mental health, however, an open conversation about thoughts and feelings is a good place to start.

As parents/guardians you can find a wealth of information and support on our school website. This can be found under the parents' section then learning support. Additionally, there is information and support for students under the student area on the website.

If your child has any worries about starting high school towards the end of the booklet are some helpful resources; you may work through them together to aid discussion and ease any concerns.

What is emotional wellbeing and mental health?

'Emotional wellbeing describes your **mental state** - how you are feeling and how well you can cope with day-to-day life. Emotional wellbeing is essential for us to function and be happy.'

'Mental health is defined as a state of well-being in which every individual realises his or her own potential'

Mind, 2018

With good mental health...

Your child will...

- build up **resilience** with confidence and self-esteem
- be able to express a range of emotions and talk about them freely
- have **ambitions** to achieve and succeed
- build and maintain good relationships with others
- feel **included** and engaged with the world around them
- cope with the challenges of daily life in a **respectful** manner

MIND OVER MATTER! HOW CAN I SUPPORT MY CHILD TO BECOME MORE RESILIENT?

Bishop Rawstorne is dedicated to developing a culture where everyone who works here is more resilient, determined and prepared to face any challenge that life throws at us. We feel it is important for you to be aware of why we think such a culture is important and how you can support us as parents.

Unfortunately, some people grow up believing they are either good at something or they are not; that they are talented...academic....sociable, etc....or they are not. Quite simply, they believe that their own basic qualities, like intelligence or talent, are fixed traits and there is nothing that can be done to change this. WE believe this is wrong. Instead of taking time to find ways to improve or putting more effort in, some people prefer to give up, often using a variety of excuses to explain their failures – it's too hard, I'm just not good at it, I'm not clever enough, people are better than me, my parents were not good at that either.

What we are aiming to develop is a culture where our students and staff believe that their most basic abilities can be developed through dedication and hard work. A school where students realise that hard work and perseverance are crucial attributes for improvement and that their brains will grow if they persist through challenge. Such a positive approach creates a love of learning and a resilience that is essential for life in general. We need to instil in our students the idea that if they aim high, even if their arrow misses the mark, they will reach further than if they had never aimed at all.

Such a positive outlook is essential for life ahead. It enhances relationships but more importantly, it creates a sense of resilience in the face of challenge. Quite simply, giving up should never be an option!

As adults, every word and action we use sends a message so we must be united in how we develop such a culture of resilience in school. Ultimately, without realising it, we tell our children how to think about themselves. We can give them the impression that they can conquer the world if they keep trying or we can give them a way out, if they experience failure. What we say to our children can really influence the way they think about their learning. The most important thing we can do to help our child develop grit and tenacity is to praise them for effort when they are successful. Messages like “You learned that so quickly! You're so clever/intelligent!” teach a child that they are either clever or they are not and that effort may be a sign of weakness. When they encounter difficulty in the future, they will just give up – what's the point if they are no good at something immediately?

Instead, messages such as “I like the way you approached that problem”, or “it is great how you kept going and found a different strategy that did work”, teaches our students that effort is something we can all benefit from to reach our full potential, and that they need to be working purposefully in order to keep getting better.

If you state that they find maths difficult and you declare that you were never good at maths at school, the likelihood is that your child will start to think that they will never be any good at maths. If you explain their inability to do well in a subject is due to the fact that ‘they don't really get on/like the teacher’ what message will be sent about their own effort? Use a bit of clever psychology and your child will start to believe that they can get better at anything, if they are proactive! Even if it takes a while, we must never give them the impression they can just give up and never improve.

If we work together on developing this culture for our students, we will ensure that they can tackle any challenge and be more proactive in finding ways to do so.



SPOTTING RESILIENCE

People lacking resilience often:	People lacking resilience often:
<ul style="list-style-type: none"> • Fear failure • Give up easily on tasks they find difficult • Ignore feedback • Avoid challenges • Feel threatened by the success of others 	<ul style="list-style-type: none"> • Learn from their mistakes • Are motivated to succeed • Put forth more effort • Seek feedback • Take risks • Take challenges head on • Learn well • Learn faster

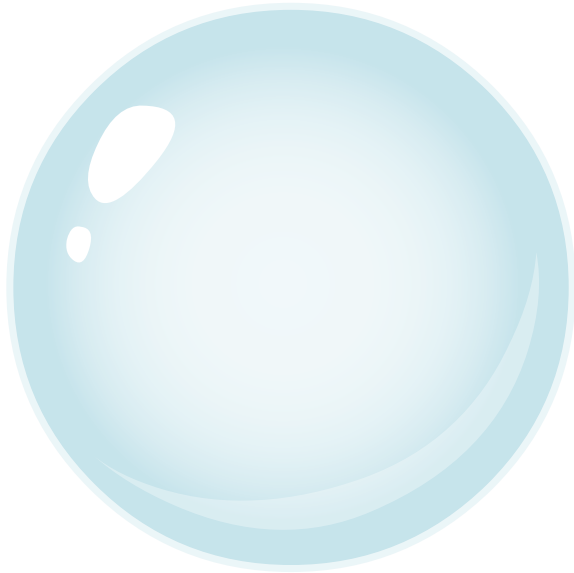
What you or your child may have said in the past...	What to say in the future...
I just can't do.....	<p>You can't do it YET.</p> <p>What do you need to know/do to help you improve?</p> <p>What are you missing?</p> <p>You'll get there if you keep at it.</p>
<p>You have done a fantastic piece of work/brilliant job.</p> <p>You're so clever....</p>	<p>You must have worked really hard on that and it paid off.</p> <p>You spent a lot of time studying/working on that. What strategies/methods helped you?</p> <p>How do you feel about getting such a good score/good result?</p> <p>What did you find difficult? How did you tackle it?</p>
I'm really good at.....	How can you be even better? What/Who can help?
I can't make it any better/it's finished..	I can always improve/do better
I always make mistakes	Mistakes can help you learn – we all make them!
She/He is so clever/cleverer than me/I will never be as clever as they are.	What do they do differently? What strategies can you pick up from the way they work?
It's good enough.	Is it my best work?
It's too hard	<p>Why is it difficult?</p> <p>It may take time and effort but keep going.</p> <p>Who can help you? What do you need to do to get better?</p> <p>If you keep trying you will improve</p>

MY THREE BUBBLES

We all have things that make us happy, things that make us worry and things that we hope for in the future and Bishop Rawstorne is your future. Spend time with your parents/guardians and fill in the below and discuss each bubble.

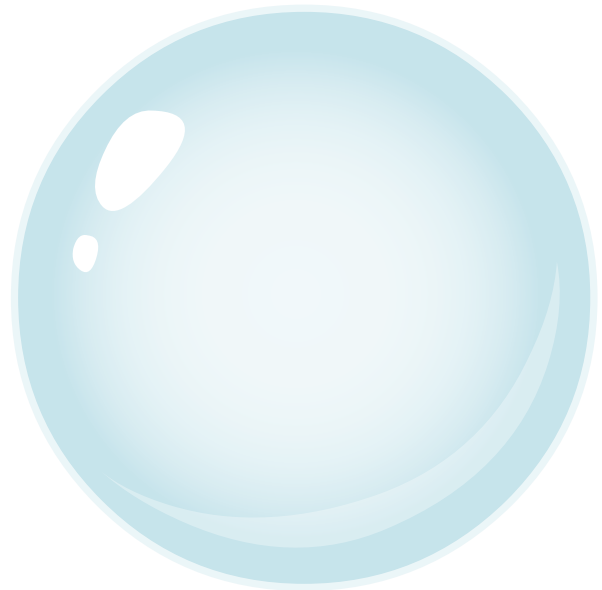
BUBBLE OF HAPPY/GOOD THINGS

(WHAT THINGS IN YOUR LIFE MAKE YOU HAPPY?)



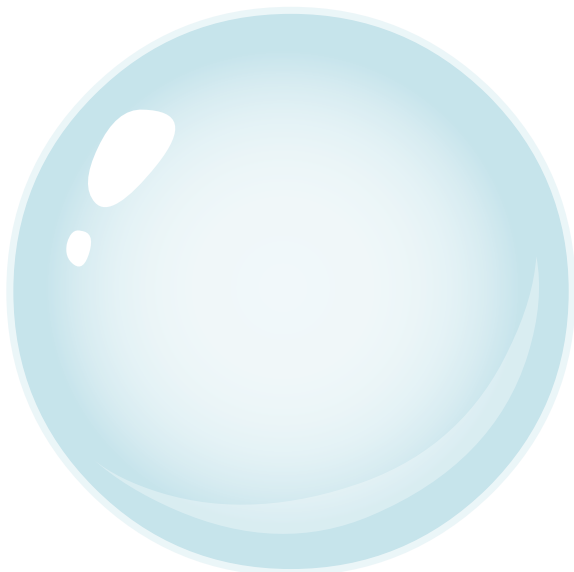
BUBBLE OF DREAMS

(WHAT DO YOU HOPE FOR IN BISHOPS?)



BUBBLE OF WORRIES

(WHAT THINGS DO YOU WORRY ABOUT?)



WORRY JAR

This is a worry jar, if you are feeling stressed and worried about something then put it in the jar by writing it down. The top of the jar is sealed so that the worry cannot get out of it.

Once it is locked in the jar it is time to think about the positives and negatives of the worry. There can be positives that come from a worry, just think really hard, write these down and use two different colours to write them down, choose your favourite colour for the positives and another colour for the negatives.

If you want, you can even share your worry with someone else so that they can help you, but you have to be comfortable to do this.



ONLINE SAFETY

The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices. However, the internet is always changing, and being able to keep up to date with your children's use of technology can be a challenge. You may sometimes feel that your child has better technical skills than you do, however children and young people still need advice and protection when it comes to managing their lives online. Issues that your child may encounter on the internet will vary depending on their age and online activities.

We have grouped potential online risks into these 4 categories:

Conduct	Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Encourage your child to be respectful and responsible when communicating with others online, and to consider how what they share may reflect on them. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.
Content	Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.
Contact	It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is bullied online, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.
Commercialism	Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within apps. Encourage your child to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms. Make your child aware of scams that may seek to gain access to their accounts, and advise them to be wary in following links or opening attachments in emails that appear to be from organisations such as banks and service providers.

USEFUL WEBSITES FOR ADVICE AND SUPPORT

www.childline.org.uk
www.NSPCC.org.uk
www.thinkuknow.co.uk

www.childline.org.uk
www.childnet.com
www.ceop.police.uk





IF YOU HAVE ANY CONCERNS

In the first instance, please contact the school. We will then speak to the student(s) concerned and offer advice. We may also refer your child to websites, which offer support. If a student is found to have inappropriately used a site/app or acted as a cyber-bully to another student, sanctions will apply in line with the School Behaviour Policy.

In the event of the incident being related to a safeguarding concern, we have clearly defined safeguarding procedures in place.

If concerns are raised by students in school, we will follow school procedures where appropriate and will log all Online Safety concerns.

If your child is subject to cyber bullying we would request your support in encouraging them to provide us with evidence of the incident (e.g. screenshots) as well as whether he/she has any indication of who is possibly behind it.

Sharing of Pictures

We have a growing concern over students sending indecent photos through the use of social networking, in particular through Snapchat and Instagram. More worryingly that students feel it is ok to send indecent photos as long as they know the person.

Along with your help we need to make students aware of the following.

- Some people make you think they are your friend, boyfriend or girlfriend, and may ask for photos but really they are using you and will change once they have gained the photos.
- Some people will try and make you feel special in order to gain photos of you. E.g. paying you compliments and sending gifts.
- Some people use pressure and threats to try to gain photos of you.
- Once you have sent a photo you have no way of knowing who is looking at those personal pictures.
- If the images end up in the hands of someone with bad intentions, they may be used to attempt to manipulate you and blackmail you.
- Once something is online it is very difficult to remove. Images become part of your 'digital footprint'.
- **It is illegal to take, possess or share indecent images of anyone under 18 even if you're the person in the picture and it could lead to police prosecution.**

Students **MUST** be aware that none of this is tolerable and that there is support if they are subject to anything of this variety.

Moreover to avoid a situation that could occur from sending a picture that they **DO NOT** send it in the first place.

Tips for Teens

1. Protect your online reputation: use the tools provided by online services to manage your digital footprints and 'think before you post.' Content posted online can last forever and could be shared publicly by anyone.
2. Know where to find help: understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone.
3. Don't give in to pressure: if you lose your inhibitions you've lost control; once you've pressed send you can't take it back.
4. Respect the law: use reliable services and know how to legally access the music, film and TV you want.
5. Acknowledge your sources: use trustworthy content and remember to give credit when using other people's work/ ideas.
6. Be a critical thinker: not everything or everyone is trustworthy; think carefully about what you see and experience on sites, social media and apps.



FURTHER HELP AND INFORMATION

PARENTAL ENGAGEMENT - SIMS

WHAT HAPPENS NEXT?

Once your son/daughter has registered with us on 22 August 2023, full instructions and an activation code will be sent via email to enable you to register for the 'SIMS Parent App'.

Students will be setting up their own 'SIMS Student App' account on their first day. This will provide them with access to their school timetable and homework plan, either via the App or online from a smartphone, tablet or PC.

If you have a child already at school in Years 7 to 10 this year, and you already have the App up and running, then your child joining in Year 7 should appear on the App during the first two days of term, without any additional action from you.

Maintaining parental involvement with your child's school life is an essential element of the parent/school partnership at Bishop Rawstorne.

To communicate with parents we use a system called 'SIMS parent App, and emails. These are sent regularly and sometimes on a daily basis, with information about school and how your child is progressing. To enable us to do this we require an email address for each parent with parental responsibility.

SIMS Parent App

You can access either the App, or the online version from a smartphone, tablet or PC – anytime, anywhere.

What you will find in the SIMS Parent App:

- Important information such as timetable, attendance, achievement, behaviour incidents and homework.
- School term, inset dates and contact details available at the click of a button.
- Access your son/daughter(s) school report.
- Receive notifications to remind you about important information such as key dates for your diary.
- Access to update your contact details, so we always have the most up-to-date information in case of an emergency.
- If you have more than one child at school, you will have access to information for all your children, from the same app.

The information that you receive through the app will help you to stay up-to-date with your child's school life as well as support your child's development and progress.

IPAYIMPACT

iPayimpact is an easy, safe and secure way to make payments online. This reduces administration and cash handling in schools and also allows students to reduce the amount of cash they carry to school. iPayimpact has a 'shopping basket' approach, allowing payments to be made for school meals, trips and many other payments in one easy transaction.

For school meals, each child will have an account. If they use the canteen you will be required to top up this account with money. The school canteen takes payment by using a biometrics system (please see the biometrics letter and the Cashless Meals System information sheet sent previously).

Registration

Once the school has sent you a letter containing the 'Child Account Ref' for your child, you can register by following these instructions:

- Go to www.ipayimpact.co.uk and click on Register
- Enter the Child Account Ref – as provided by your school for one of your children
- Enter a Username (eg initial & surname) – this is what you will use to login to your account
- Enter a valid email address and confirm it
- Enter a password that you will remember and confirm it
- Answer the maths test - to prove you are human!
- Read and agree the terms and conditions
- Click on Register
- You will receive an email with an activation link
- Click on the link or copy and paste the link into your browser and this will activate your account
- You can now log on to www.ipayimpact.co.uk
- When you first login you will be asked to enter some personal details such as your name and address. This is to ensure that you don't have to keep entering these details when making a payment via the secure site.

If you have other children at school

If you have other children at school, you can link them to your new parental account:

- LOGIN to your account
- Click on the Child Accounts tab
- Click the Link a New Child Account button
- Enter the Child Account Ref for the child
- Click Find School and Account – select the school from the list (if offered)
- Click the Link Account button

How to Make a Payment

- From your Home Page – simply click on Add to Basket
- You can amend the amounts you wish to pay
- Proceed to Checkout

You will receive an email receipt of your payment once it has been authorised.

Free School Meals

If your child is entitled to free school meals, their account will be automatically credited with the allowance on a daily basis. If your child needs to 'top-up' this amount, you will need to 'credit' their account as described above. The system ensures anonymity for your child.



BISHOP RAWSTORNE TRUST FUND

How We Use the Trust Fund

Previously we have purchased picnic benches, refurbished the library and our most recent improvement has been the purchase of a new minibus. However, there is still much to do if we are to maintain our commitment to providing your children with an outstanding education in an outstanding environment.

There will be a detailed explanation of the Gift Aid Donation Scheme on the New Intake Evenings.

Gift Aid is one of the simplest and most effective ways of giving to charity and allows the school to claim an additional 25p for every £1 donated if you are a UK taxpayer.

By completing a Gift Aid Declaration the school can treat your donation as a gift aid donation which can be used for repairs and capital investment. We therefore ask you to give serious consideration to support school by contributing a minimum of £2 per family per week using a Gift Aid Donation form. Of course if you feel able to contribute more please feel free to do so.

£8 per month pledged by Gift Aid (£96 per year) over the next five years is £480 and for every £1 donated, we can claim an additional 25p. This makes a total of £600.

Please support our Trust Fund

Your support for our Trust Fund will make a real difference to the quality of educational provision we afford your children. We appreciate that it is time consuming completing forms and providing bank details but we do need your support for our improvement programmes. As stated prior, every penny will be spent in ensuring our facilities are the best we can offer so our students can access the best facilities possible.

Trustees

Mr P Cowley

Mrs K Cooper

Mr S Gregson

Trust Secretary

Mrs L Hood



TERM DATES 2023 - 2024

AUTUMN TERM 2023	
STAFF INSET DAY – SCHOOL CLOSED	Monday 21 August 2023
School re-opens on	Tuesday 22 August 2023 ALL YEARS
AUGUST BANK HOLIDAY - SCHOOL CLOSED	Monday 28 August 2023
STAFF INSET DAY – SCHOOL CLOSED	Thursday 21 September 2023
Closure after school on	Friday 13 October 2023
School re-opens on	Monday 30 October 2023
Closure after school on	Thursday 21 December 2023 at 2pm
STAFF INSET DAY – SCHOOL CLOSED	Friday 22 December 2023

SPRING TERM 2024	
School re-opens on	Monday 08 January 2024
Closure after school on	Friday 09 February 2024
School re-opens on	Monday 19 February 2024
Closure after school on	Friday 22 March 2024 at 2pm

SUMMER TERM 2024	
School re-opens on	Monday 08 April 2024
MAY DAY HOLIDAY - SCHOOL CLOSED	Monday 06 May 2024
Closure after school on	Friday 24 May 2024
School re-opens on	Monday 03 June 2024
Closure after school on	Friday 12 July 2024 at 2pm
STAFF INSET DAY – SCHOOL CLOSED	Monday 15 July 2024
STAFF INSET DAY – SCHOOL CLOSED	Tuesday 16 July 2024

Leave of Absence

Please note that any leave of absence will only be granted in very special or exceptional circumstances. We strongly urge parents to avoid taking children out of school for holidays during term time. The Headteacher remains the final arbiter for any requests made.



CONTACTING THE SCHOOL

HOME SCHOOL PARTNERSHIP

Parents are encouraged to get in touch with the group tutor if they are worried or concerned about any matter.

Often difficulties can be sorted out very simply if they are dealt with straight away - if they are left they can become more serious. Sometimes it is helpful if one person knows of a factor at home that may affect the student, e.g. the death of a grandparent or even a pet. If the group tutor is not available, you can approach the head of year 7.

HOME SCHOOL AGREEMENT

Based upon consultation with parents, the Student Council, teaching staff and Governors, the school has its own Home School Agreement. It is not a legal document, but a statement of intent to be signed by all parties.

This is intended to further enhance the Home School Partnership.

We hope this booklet has helped provide you with more information about Year 7.

If you require any further information you can contact the school office via email at office@bishopr.co.uk who can direct your query to the most appropriate person. We endeavour to respond to parental queries within 48 hours, where possible (working days only).

Please note that teaching staff often have a full day of lessons timetabled, as well as break and lunch supervision duty, internal and external meetings and training sessions. It may therefore not be possible for a member of staff to return your call or reply to your email on the same day.

Depending on the complexity of an enquiry, it may take up to 20 working days to deal with a particular request, in accordance with Freedom of Information guidelines.

Please do not contact school on week nights or at weekends as we will not be able to deal with anything until the next working day. As you will be aware, teachers have to plan and mark during evenings and at weekends as well as support their own families and we need your help in ensuring they have a healthy work-life balance.

Note that any serious safeguarding issue will be dealt with as a priority.



COMPLAINTS PROCEDURE

Complaints Procedures

In the event of a complaint needing to be made, these are normally handled informally between parents and the member of staff to whom the complaint or matter arising pertains. It might require further dialogue between a parent and a Curriculum Leader where and if appropriate. Should an initial complaint be of a pastoral nature, it can be directed to the relevant Group Tutor or Head of Year.

Where a matter has not been resolved to the satisfaction of a parent and further discussion or action is warranted, then a parent may wish to speak to a member of the Senior Leadership Team. At this point any complaint or matter arising would not be addressed directly by the Headteacher, Mr Cowley, but by his Deputy, Mr Rawlinson.

If at this point, there was not sufficient parental satisfaction with the way in which and the extent to which the complaint had been handled, then it would be passed to the Headteacher, Mr Cowley as the final operational arbiter in the matter.

It is the responsibility of the Governing Body to oversee and monitor the effectiveness of the school's procedures, processes and systems and should you wish to make a formal, written complaint, then this would be made to the Governing Body.



BISHOP RAWSTORNE CHURCH OF ENGLAND ACADEMY
HIGHFIELD ROAD
CROSTON
LANCASHIRE
PR26 9HH
TEL: 01772 600 349
WEB: WWW.BISHOPR.CO.UK
COMPANY NUMBER: 7672781



Fortiter Et Fideliter