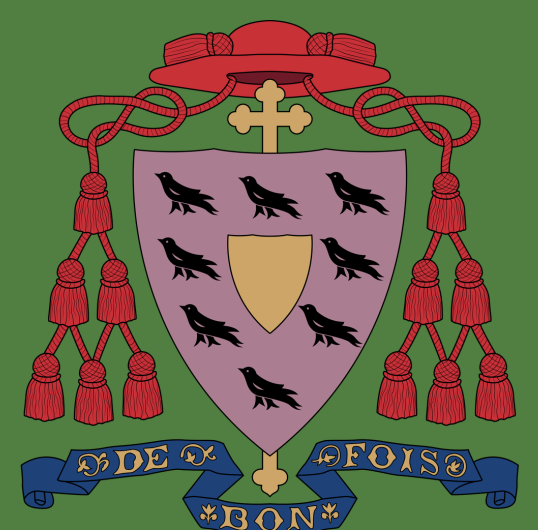
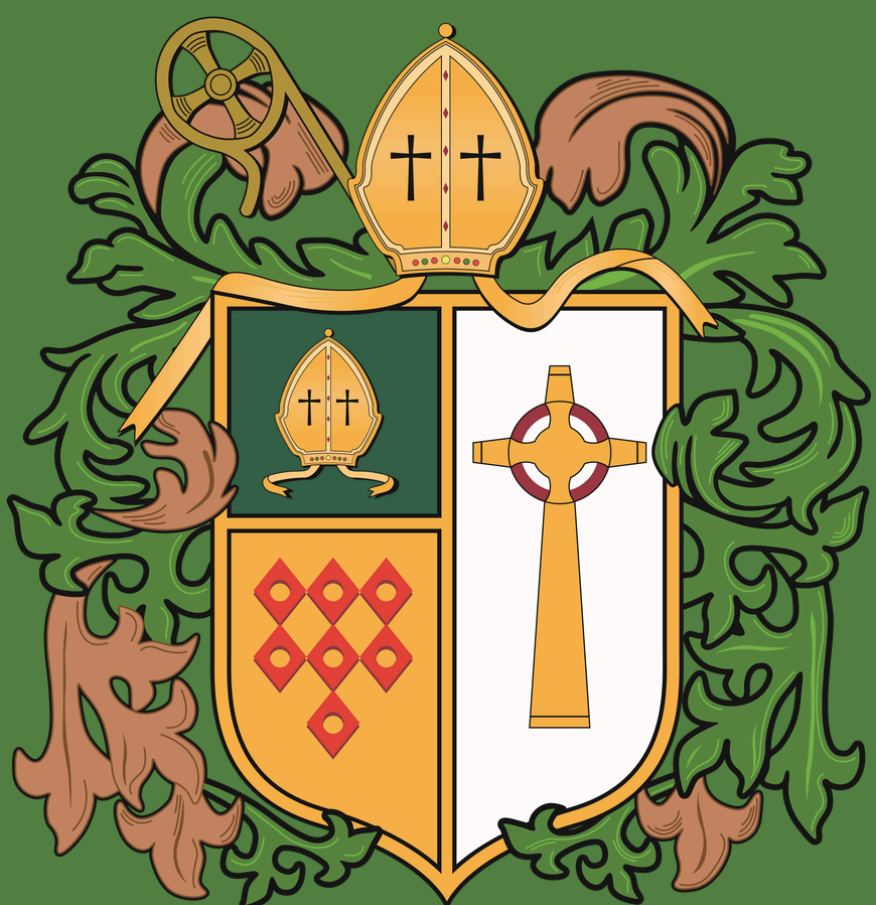


ST WILFRID'S RC COLLEGE



WELCOME TO YEAR 10



Bishop Chadwick
Catholic Education Trust

HEADTEACHER'S WELCOME

Dear Families,

I hope that your child has settled well into the new academic year and has enjoyed getting to know their teachers and classmates. September brings a fresh start for us all, and I am excited about the opportunities and experiences that lie ahead for our school community.

Having worked in education for many years, I know that the strongest schools are built on positive relationships, high expectations, and a shared commitment to helping every young person succeed. At St Wilfrid's, we already have much to be proud of, and I look forward to working closely with pupils, staff, families, governors, and our wider community as we continue to build on these strengths and make our school even better.

This year, we will place a particular emphasis on developing our learning habits, helping pupils to grow as confident, resilient, and independent learners who are ready to embrace every opportunity available to them. By working together and supporting one another, I am confident that we can ensure every child is challenged, nurtured, and empowered to fulfil their God-given potential.

Thank you for your continued support. I wish your child every success and happiness in the year ahead at St Wilfrid's RC College.

Warm wishes,
Mr G Sanderson
Headteacher



Our Shared Mission

We strive for every pupil to realise their God-given potential, become the best version of themselves, and leave us equipped with the knowledge, character and skills needed to thrive in society.



YOUR FIRST TERM'S CURRICULUM

YEAR 10

YEAR 10	
ENGLISH	AQA LANGUAGE PAPER 1 JEKYLL AND HYDE
MATHS	• CONGRUENCE, SIMILARITY & ENLARGEMENT • TRIGONOMETRY • REPRESENTING SOLUTIONS OF EQUATIONS & INEQUALITIES • SIMULTANEOUS EQUATIONS
SCIENCE	• KEY CONCEPTS OF BIOLOGY • KEY CONCEPTS OF CHEMISTRY • FORCES AND MOTION
RELIGIOUS EDUCATION	CATHOLIC BELIEFS ON THE ORIGINS OF THE UNIVERSE ALONGSIDE SCIENTIFIC EXPLANATIONS, FOCUSING ON THE CREATION STORY, SANCTITY OF LIFE, AND IMAGO DEI. THEY WILL APPLY THESE TEACHINGS TO ISSUES LIKE ABORTION, EVALUATING CONCEPTS AND FORMING THEIR OWN OPINIONS. THE COURSE ALSO EXPLORES CHRISTIAN ART, RELIGIOUS SYMBOLISM, AND DIFFERENT BIBLE INTERPRETATIONS. FINALLY, PUPILS WILL EXAMINE HOW THESE BELIEFS INFLUENCE CATHOLIC LIFE, INCLUDING TOPICS LIKE HUMAN RIGHTS, INTERFAITH DIALOGUE, AND CATHOLIC CHARITIES.
HISTORY	MEDICINE IN BRITAIN C1250 TO PRESENT AND THE BRITISH SECTOR OF THE WESTERN FRONT 1914-18; INJURIES, TREATMENTS AND THE TRENCHES.
GEOGRAPHY	DEVELOPMENT AND RESOURCE ISSUES (GCSE EDUQAS A) TO UNDERSTAND HOW THE WORLD VIEWS CONTEMPORARY GLOBAL PATTERNS OF DEVELOPMENT INCLUDING THE CAUSES AND CONSEQUENCES OF UNEVEN DEVELOPMENT; WHILST LOOKING AT HOW THE CHANGING ROLE OF INDUSTRY EXPLOITS UNEVEN DEVELOPMENT ON A GLOBAL, NATIONAL AND LOCAL SCALE. THE MODULE THEN MOVES TO FOCUS ON RESOURCE ISSUES WHERE PUPILS WILL UNCOVER THE REASON FOR THE CHANGING DEMAND FOR WATER AND UNDERSTAND THE SUSTAINABLE METHODS TO REDUCE THIS.
MFL (SPANISH)	LESSONS WILL CONTINUE TO FOCUS ON THE 3 PILLARS OF LANGUAGE LEARNING. PUPILS ARE NOW REFINING THEIR GRAMMATICAL KNOWLEDGE OF KEY LANGUAGE STRUCTURES, SUCH AS CONNECTIVES, VERBS IN VARIOUS TENSES, GIVING JUSTIFIED OPINIONS, USING NEGATIVES AND COMPARATIVES, IN THE CONTEXT OF: MY HOLIDAYS MY SCHOOL
MFL (FRENCH)	LESSONS WILL CONTINUE TO FOCUS ON THE 3 PILLARS OF LANGUAGE LEARNING. PUPILS ARE NOW REFINING THEIR GRAMMATICAL KNOWLEDGE OF KEY LANGUAGE STRUCTURES, SUCH AS CONNECTIVES, VERBS IN VARIOUS TENSES, GIVING JUSTIFIED OPINIONS, USING NEGATIVES AND COMPARATIVES, IN THE CONTEXT OF: WHO AM I? FREE TIME ACTIVITIES
MUSIC	MUSIC GCSE IS DIVIDED INTO THREE SKILLS: PERFORMANCE, COMPOSITION AND APPRAISING. IN YEAR 10 WE DEVELOP APPRAISING SKILLS TO ENCOMPASS A WIDE RANGE OF MUSICAL TERMINOLOGY, INTRODUCE MELODIC DICTATION, AND BEGIN COMPOSING LONGER PIECES. PUPILS ALSO DEVELOP PERFORMANCE SKILLS ON THEIR INDIVIDUAL INSTRUMENTS.

CURRICULUM OVERVIEW

INFORMATION TECHNOLOGY (ICT)	CAMBRIDGE NATIONALS IMEDIA. PUPILS ARE COVERING THE THEORY UNIT R093 (CREATIVE IMEDIA IN INDUSTRY) LEARNING AND DEVELOPING SKILLS FOR R094 COURSE WORK UNIT (VISUAL IDENTIFY).
COMPUTER SCIENCE	GCSE IN COMPUTER SCIENCE IS ENGAGING AND PRACTICAL, ENCOURAGING CREATIVITY AND PROBLEM SOLVING. IT ENCOURAGES PUPILS TO DEVELOP THEIR UNDERSTANDING AND APPLICATION OF THE CORE CONCEPTS IN COMPUTER SCIENCE. PUPILS ALSO ANALYSE PROBLEMS IN COMPUTATIONAL TERMS AND DEVISE CREATIVE SOLUTIONS BY DESIGNING, WRITING, TESTING AND EVALUATING PROGRAMS.
ENGINEERING MANUFACTURE	PUPILS ARE INTRODUCED TO ENGINEERING PROCESSES BY WORKING WITH METAL USING WORKSHOP TOOLS AND EQUIPMENT. PRODUCTION PLANS AND RISK ASSESSMENTS ARE DRAFTED AND FOLLOWED. THEY LEARN HOW TO INTERPRET AN ENGINEERING DRAWING, AND BEGIN TO DRAW IN ORTHOGRAPHIC PROJECTION USING CAD SOFTWARE.
DESIGN AND TECHNOLOGY	PUPILS ARE INTRODUCED TO WORKSHOP TOOLS AND EQUIPMENT TO MANIPULATE RESISTANT AND COMPLIANT MATERIALS, SUCH AS TIMBERS, POLYMERS AND CARD. THEY WILL SKETCH IN 2D AND 3D AND USE PRESENTATION TECHNIQUES TO COMMUNICATE THEIR IDEAS. EXAM CONTENT IS COVERED, SUPPORTING THE WORKSHOP LESSONS.
PHYSICAL EDUCATION	PUPILS WILL FOCUS ON 'ORIGINALITY.' PUPILS WILL DEMONSTRATE CREATIVITY TO APPLY TECHNIQUES AND TACTICS IN GAME SITUATIONS TO OVERCOME OPPONENTS. PUPILS PARTICIPATE IN A RANGE OF SPORTS THROUGHOUT YEAR 10 AND 11, IN ORDER FOR PUPILS TO EXPLORE A RANGE OF ACTIVITIES TO INFORM THEIR LIFELONG PARTICIPATION CHOICES. IN THESE SPORTS, PUPILS AIM TO USE THE SKILLS THEY HAVE ACQUIRED, REFINED AND DEVELOPED IN KEY STAGE 3, TO CREATIVELY ADAPT THEM TO GAME SITUATIONS TO OVERCOME OPPONENTS USING ORIGINALITY.
BUSINESS STUDIES	THEME 1 INVESTIGATING A BUSINESS: PUPILS BEGIN TO LEARN THE FUNDAMENTAL PRINCIPLES SURROUNDING ENTERPRISE AND ENTREPRENEURSHIP. PUPILS INVESTIGATE THE DYNAMIC NATURE OF BUSINESSES AND CONSIDER RISK AND REWARD IN ENTERPRISE. PUPILS THEN EXAMINE HOW ENTREPRENEURS SUCCESSFULLY SPOT A BUSINESS OPPORTUNITY AND LOOK AT THE MARKET RESEARCH METHODS CARRIED OUT BEFORE STARTING A BUSINESS.
TRAVEL AND TOURISM	COMPONENT 1: TRAVEL AND TOURISM ORGANISATIONS AND DESTINATIONS: PUPILS BEGIN TO LOOK AT THE MAIN SECTORS OF THE TRAVEL AND TOURISM INDUSTRY AND HOW THEY ALL WORK TOGETHER SUCCESSFULLY. PUPILS INVESTIGATE HOW CONSUMER TECHNOLOGIES ARE USED BY ITS CUSTOMERS. PUPILS THEN CARRY OUT RESEARCH ON A GIVEN DESTINATION AND EXAMINE HOW THE DESTINATION MEETS A RANGE OF CUSTOMER NEEDS. PUPILS THEN CONSIDER THE SUITABILITY OF DIFFERENT TRAVEL ROUTES FOR VISITORS.
PHOTOGRAPHY	SLINKACHU – PUPILS LEARN THE BASICS OF PHOTOGRAPHY THROUGH THIS MINI-PROJECT. PUPILS WILL EXPLORE THE WORK OF SLINKACHU WHERE THEY WILL LEARN HOW TO PRESENT A POWERPOINT, UPLOAD PHOTOGRAPHS, EDIT PHOTOGRAPHS AND THE BASICS OF PHOTOGRAPHY. HANDS – PUPILS WILL EXPLORE THE WORK OF JOHN COPLANS AND TIM BOOTH AND HOW THEY SHOW ABSTRACT PORTRAITS THROUGH THE USE OF HANDS. PUPILS WILL EDIT AND CREATE THEIR OWN PHOTOGRAPHS INSPIRED BY THE PHOTOGRAPHERS. FANTASTIC AND STRANGE – PUPILS EXPLORING THE WORK OF JULIE COCKBURN, DAN MOUNTFORD AND SHAMEKH BLUWI. PUPILS EXPLORING MORE PHYSICAL PHOTOGRAPHY, STITCHING AND STENCILLING TO CREATE PHOTOGRAPHS. PUPILS WILL BE LOOKING AT CONCEPTS AND THEMES. THEY WILL USE THE 3 PHOTOGRAPHERS AS A BASE FOR A THEME THEN EXPLORE FURTHER THROUGH A MOCK EXAM.
ART	MIXED MEDIA – SHORT MINI PROJECT WHERE PUPILS EXPLORE A WIDE VARIETY OF MATERIALS IN ORDER TO IMPLEMENT IN THEIR FUTURE COMPONENTS. IDENTITY PART 2 – PUPILS EXPLORING THE WORK OF STEPHANIE LEDOUX AND HOW SHE SHOWS CULTURAL IDENTITY. PUPILS EXPLORE PORTRAITURE AND FACIAL FEATURES/STRUCTURE. PUPILS CREATE THEIR OWN INDIVIDUAL PIECE INSPIRED BY THE THEME 'IDENTITY'
HEALTH AND SOCIAL CARE	COMPONENT 1 – PUPILS WILL STUDY THE AREAS OF GROWTH AND DEVELOPMENT THAT CONTRIBUTE TO THE WHOLE PERSON, INCLUDING PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL. THEY WILL EXPLORE HOW DIFFERENT FACTORS CAN IMPACT ON AN INDIVIDUAL'S GROWTH AND DEVELOPMENT. PUPILS WILL ALSO REFLECT ON HOW DIFFERENT LIFE EVENTS CAN IMPACT DEVELOPMENT AND HOW INDIVIDUALS COPE WITH THESE CHANGES BY USING DIFFERENT SOURCES OF SUPPORT.
WIDER CURRICULUM	PUPILS WILL STUDY THE FOLLOWING KEY CONCEPTS: HEALTH AND WELLBEING, RELATIONSHIPS, BRITISH VALUES, RISKS, FINANCIAL UNDERSTANDING AND WORK-RELATED LEARNING

ST WILFRID'S SIXTH FORM



Over the course of Year 10, pupils will have the opportunity to learn more about our Sixth Form offer.

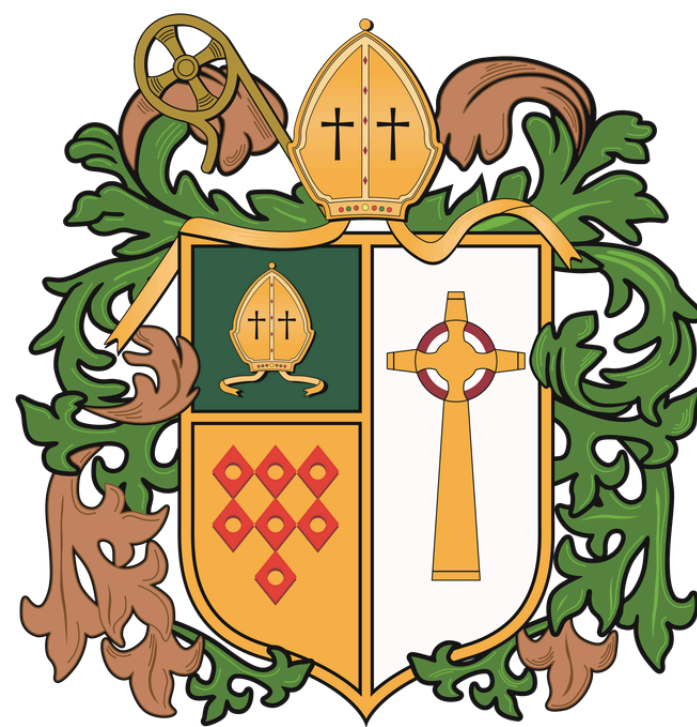
There is a pathway for everyone

We offer a suite of A-level and vocational subjects that are able to open many doors as your child moves forwards in their education. We have an excellent pastoral and academic team who are dedicated to supporting your child as they apply for further study or choose to seek employment.

OUR LEARNING HABITS

At St Wilfrid's, we believe that success is built through positive habits and high expectations. Our Learning Habits help every pupil to develop the behaviours that support excellent learning, personal growth and future success. Pupils will be rewarded for demonstrating our learning habits with credits.

By consistently demonstrating these habits, pupils create a positive learning environment where everyone can thrive.



Respectful

No answering
back

Perfect
Uniform

Responsible

Attendance
and
punctuality

Be fully
equipped

Resilient

On task

Homework

100% HOMEWORK

At St Wilfrid's, we believe that success comes through consistent effort and the development of positive Learning Habits. One of our Learning Habits is for pupils to complete all homework.

Morning Meetings

To support the completion of homework, pupils participate in daily Morning Meetings with their tutors where they complete their 100% work.

All pupils are provided with a 100% Book, which contains the key knowledge, vocabulary and skills they need to learn in each subject.

The purpose of the 100% Book is to utilise retrieval practice to strengthen learning and improve long-term memory. Retrieval practice is most effective when it is repeated regularly. For this reason, 100% work is completed daily as homework by all pupils and is set during Morning Meeting. Pupils should use the Look, Cover, Write, Check, Respond method to learn the content from the key skills, key knowledge and key vocabulary sections of the designated 100% sheet.

Daily Retrieval

To maximise the benefits of retrieval practice, pupils will be quizzed regularly on the content of their 100% Book during Morning Meeting, as well as through retrieval activities within lessons.

Expectations

All pupils will complete their 100% work every day. This will be recorded in a green exercise book to encourage pride in presentation and learning.

Form tutors will check, sign and date completed work during Morning Meeting.

The 100% Book will also be used within lessons wherever appropriate to support learning and strengthen long-term recall.

Pupils who do not complete their 100% work correctly will be required to make corrections. Where necessary, additional support and intervention will be provided to ensure all pupils develop effective study habits.

How can I support my Child?

Each booklet includes a homework schedule at the front, outlining when pupils are expected to complete and review their learning. Please review the schedule with your child to ensure that they are prepared for Morning Meeting the next day.

The 100% Booklet is considered a piece of core school equipment, alongside items such as pens and exercise books. Pupils are expected to have their booklet with them at all times and bring it to school every day. By equipping your child with an appropriately sized bag, you are helping to ensure that they are equipped for school.

As the booklets are essential learning resources, any lost booklet will need to be replaced at a cost of £1.50.

Further information including the 100% book for each term, can be found on our website. Use the QR code below to take you directly to our homework page:



DAILY INTERVENTION TIME

All Year 10s have daily intervention in maths, English, RE or science.

These short, focused sessions are designed to help your child close gaps in learning, improve their confidence and give them the best chance of achieving.

Your child will change intervention group and/ or subject each cycle depending on their termly data.

Over the course of KS4 each pupil will receive at least one cycle of timetabled intervention in each core subject area.

Key Stage 4 pupils still have assemblies and personal development opportunities during this time.

Intervention during reading time is in addition to our lunch and afterschool revision timetable

Example schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Intervention	Intervention	Intervention	PD Day	Assembly



ST WILFRID'S WAY

OUR BEHAVIOUR CURRICULUM

RESPECTFUL	RESPONSIBLE	RESILIENT
IN SCHOOL AND IN THE WIDER COMMUNITY WE LIVE GOSPEL VALUES. AS PUPILS OF ST WILFRID'S R.C. COLLEGE, WE ARE HONEST, WE SHOW EVERYONE RESPECT AND HAVE COMPASSION FOR ONE ANOTHER.	WE RECOGNISE THAT EACH PUPIL IN OUR SCHOOL COMMUNITY HAS UNIQUE AND INDIVIDUAL GOD-GIVEN TALENTS. WE ARE RESPONSIBLE FOR FULFILLING OUR POTENTIAL AND ACCEPT SUPPORT FROM OUR TEACHERS AND PEERS.	WE ARE HARDWORKING PUPILS, THAT ALWAYS TRY OUR BEST. IN CHALLENGING TIMES, WE ARE RESILIENT AND NEVER GIVE UP. WE WANT THE BEST FOR OURSELVES AND OUR PEERS.
BE A CARING AND CONSIDERATE MEMBER OF THE SCHOOL COMMUNITY.	IF YOU MAKE A MISTAKE, ACCEPT RESPONSIBILITY AND APOLOGISE. IF YOU NEED SUPPORT, SEEK OUT A MEMBER OF STAFF.	MAINTAIN THE HIGHEST POSSIBLE LEVELS OF ATTENDANCE.
BE RESPECTFUL AND HAVE GOOD MANNERS. DEMONSTRATE RESPECT THROUGH YOUR ACTIONS AND REACTIONS.	TAKE RESPONSIBILITY FOR OUR ENVIRONMENT: • PUT ALL YOUR LITTER IN THE BIN • KEEP THE CLASSROOM, CORRIDORS AND SOCIAL AREAS TIDY • DO NOT GRAFFITI OR DEFACE SCHOOL PROPERTY • TIDY AWAY AFTER LUNCH	BE IN THE RIGHT PLACE AT THE RIGHT TIME. • PUNCTUALITY IS A VITAL LIFE SKILL • MAKE A PROMPT AND PURPOSEFUL START TO EVERY LESSON • MAKE SURE YOUR BASIC EQUIPMENT IS OUT STRAIGHT AWAY SO YOU ARE READY TO LEARN
NEVER BEHAVE IN A DISRESPECTFUL, DISCRIMINATORY OR DEROGATORY WAY TO ANYONE IN OUR SCHOOL OR WIDER COMMUNITY.	LINE UP CALMLY AND QUIETLY. WALK ON THE LEFT-HAND SIDE OF CORRIDORS AND STAIRS. FOLLOW THE ONE-WAY SYSTEM IN SCHOOL. WALK CALMLY AND WITH PURPOSE.	FOLLOW THE TEACHER OR PEER WHO IS TALKING TO DEMONSTRATE THAT YOU ARE ACTIVELY LISTENING.
USE APPROPRIATE TONE, VOLUME AND LANGUAGE. • BE OBVIOUSLY KIND.	WEAR YOUR SCHOOL UNIFORM CORRECTLY AND WITH PRIDE: • SHIRTS TUCKED IN / SKIRTS POLICY LENGTH • CORRECT FOOTWEAR • NO JEWELLERY / NAILS / MAKE UP	TRY HARD IN LESSONS – BE THE VERY BEST VERSION OF YOURSELF.
VISIBLY SHOW YOUR RESPECT: • ADDRESS STAFF AS SIR / MISS • SAY GOOD MORNING / GOOD AFTERNOON TO EACH OTHER • SAY PLEASE & THANK YOU • STAND & BE SILENT WHEN STAFF ENTER THE ROOM • FOLLOW INSTRUCTIONS - DO AS YOU ARE ASKED THE FIRST TIME YOU ARE ASKED • RESPECT PERSONAL AND SCHOOL PROPERTY • HOLD DOORS OPEN FOR EACH OTHER	MOBILE PHONES SHOULD BE TURNED OFF BY 08:30 AND STORED IN LOCKERS OR BAGS. NOT ACCESSED UNTIL YOU ARE OUT OF THE BUILDING. THEY SHOULD NOT BE VISIBLE DURING THE SCHOOL DAY.	USE TOILETS AT BREAK OR LUNCHTIME TO AVOID DISRUPTION TO LEARNING.

EXCELLENTIA PER FIDEM, PER SCIENTIAM, PER ADIUVATUM

OUR SCHOOL DAY

Year 7, 8, 11 and Sixth Form

8.40 – 9.10	Morning Meeting
9.10 – 9.15	<i>Movement between lessons</i>
9.15 – 10.05	Lesson 1
10.05 – 10.10	<i>Movement between lessons</i>
10.10 – 11.00	Lesson 2
11.00 - 11.15	Break
11.15 – 11.40	Reading/ Intervention
11.40 – 11.45	<i>Movement between lessons</i>
11.45 – 12.35	Lesson 3
12.35 – 1.25	Lunch
1.25 – 2.15	Lesson 4b
2.15 – 2.20	<i>Movement between lessons</i>
2.20 – 3.10	Lesson 5

Year 9 and 10

8.40 – 9.10	Morning Meeting
9.10 – 9.15	Movement between lessons
9.15 – 10.05	Lesson 1
10.05 – 10.10	Movement between lessons
10.10 – 11.00	Lesson 2
11.00 – 11.15	Break
11.15 – 11.40	Reading/ Intervention
11.40 – 11.45	Movement between lessons
11.45 – 12.35	Lesson 3
12.35 – 12.40	Movement between lessons
12.40 – 1.30	Lesson 4a
1.30 – 2.20	Lunch
2.20 – 3.10	Lesson 5

ATTENDANCE

Schools must take an attendance register twice a day, which is a legal document. Any absences will be recorded with a specific code depending on the type of absence. Absences fall into two main categories:

- Authorised – those which schools can give you permission for
- Unauthorised – those which they will not

Examples of absences which the school is unlikely to authorise can include:

- Sickness of a parent, or other family member
- Inadequate clothing for school
- Child being used as a carer
- Problems with transport
- Non-urgent medical treatment
- School refusal or truancy
- Days off for birthdays, shopping trips
- Family holiday

If your child needs a leave of absence you must ask for permission in advance. The headteacher can only approve the absence if he/she views them to be exceptional reasons.

As set down by the Department for Education, Penalty Notices can be issued for unauthorised absence.

Penalty Notices are issued when a pupil has had 10 or more half-day sessions (equivalent to five school days) of unauthorised absence, in the last 10 school week period.

Unauthorised absence is absence not approved by the school and will be coded on your child's attendance record.

Penalty notices are intended to provide an early intervention to deter patterns of unauthorised absence developing. Parents and pupils are supported both at school and at Local Authority level to overcome irregular attendance and any of the sanctions available are only for use when there is no parental co-operation or it is not sufficient to resolve the difficulties.

**OUR FULL ATTENDANCE POLICY IS
AVAILABLE VIA OUR SCHOOL WEBSITE**

KEEPING IN TOUCH

Follow us on
Social Media



WHOLE SCHOOL COMMUNICATION

- Arbor App:** All parents and carers are advised to download and use the Arbor App. This is the main way in which we will communicate with you.
- School Term Dates:** Our term dates can be found on our school website
- Social Media:** we appreciate that social media is one of the most accessible ways to see what is happening at St Wilfrid’s. We aim to share regular updates about a range of activities in school.
- Expected Response Times**
- Reception enquiries: same day (may take time during busy periods)
 - Form tutor, class teacher or pastoral team: within 48 school hours
 - Attendance: same day

Pupil Specific Communication

The table below aims to outline who to contact linked to the relevant query

Examples of common queries	Appropriate member of staff / team		How to contact them
Forgotten PE kit or equipment	PE teacher / form tutor		Note in pupil planner
Referring to a letter sent out to families	School website		All letters sent to parents can be found on the ‘School Letters’ page of our school website School Letters St. Wilfrid's R.C. College
What will my child be learning this term?	School website		All curriculum documents can be found on the ‘Curriculum’ page of our school website Our Curriculum St. Wilfrid's R.C. College
Arbor queries • Password resets • Exam / timetable printing	Admin team	Form tutor	For Arbor resets, contact admin@st-wilfrids.org , for timetable printing, note in pupil planner for tutor
Homework question	Password resets for online homework (e.g. Sparx, Seneca)	Reception team or class teacher	Note in pupil planner or email to admin@st-wilfrids.org
	Pupil can’t remember which 100% task to complete	Check our dedicated homework page https://www.st-wilfrids.org/homework	Note in pupil planner
Friendship worry	Form tutor		Note in pupil planner or via email
Attendance • Reporting absence • Requesting leaves of absence during term time	Attendance officer		Email attendance@st-wilfrids.org Remember to give a specific reason for absence - ‘unwell’ is not specific enough
Lost property	Form tutor		Note in pupil planner
Safeguarding concern	Designated safeguarding lead		Call school reception on 0191 4569121
Queries specifically for your child's House team.	Head of House or Assistant Head of House		Aidanhouse@st-wilfrids.org Bedehouse@st-wilfrids.org Cuthberthouse@st-wilfrids.org Hildahouse@st-wilfrids.org clitherowhouse@st-wilfrids.org Columbahouse@st-wilfrids.org
Queries relating to your child with SEND	Our SEND team		Email sendenquiries@st-wilfrids.org