

# Stowmarket High School

## New Starter Information Booklet



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# Head's Welcome



I warmly welcome you to Stowmarket High School. I am very proud to be part of this vibrant, happy and caring school where students are firmly at the heart of everything we do.

Our school is a fantastic place to learn, play and grow within a caring environment that challenges you every day to be the best version of yourself.

We pride ourselves on making this an inclusive school with a tight-knit, family feel. As staff we take pride in getting to know each student, and work to meet their needs to the very best of our ability. We have high expectations for all the students, and we value every one of them as a unique part of our community.

The curriculum here is broad and creative with an exceptional personal development programme that includes extracurricular, trips, guest speakers and assemblies to ensure our young people become well rounded citizens that understand and are tolerant of the world around them. We believe in giving students a hands-on approach to learning, letting them experiment and experience activities which will inspire them to be thoughtful and reflective in their learning

We aim to foster a lifelong love of learning and believe that our students deserve the very best as they start their secondary school learning journey with us and we work in partnership with parents, carers and members of our local communities to achieve that goal. An important part of our ethos is to value the partnership we have with parents, as we know that working closely together helps your child to benefit fully from school.

My mantra is 'work hard – be kind' here at Stowmarket High I believe that we will support your child to fulfil our core values within and beyond the classroom through mutual respect and tolerance for all, understand and show empathy, retain integrity and be successful in line with our core values. We look forward to meeting you.

Lucie Hernandez  
Headteacher



## Key Contributors



Mrs S Durrant  
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## Administration Staff:



Mrs K Pascalides  
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## **Absence**

We ask parents to contact the school on 01449 613541 before 8.30am each morning that the student is going to be absent. If no contact is made, the school will try to contact parents to ensure that the absence is genuine. Please indicate on the admission form the best number to use to contact you. If a student is absent, a note must be given to the Attendance Officer on their return to school. If a student has a planned medical appointment, we ask that we can have a copy of the appointment slip in advance.

A parent or guardian may request that the school authorise an absence for the following reasons:

- sickness
- certain religious festivals
- medical appointments (though these should be made outside school hours whenever possible)
- following the death of a close family relative
- family weddings

## **Attendance at School**

Regular school attendance has always been important. Students need to attend regularly if they are to take full advantage of the educational opportunities available to them at school. Unnecessary absence leads to educational disadvantage, places children at risk and, in some cases, can result in students being drawn into patterns of anti-social or even criminal behaviour.

## **Education Welfare Service**

The Suffolk Education Welfare Service is part of the Local Authority. The Education Welfare Officer (EWO) visits the school on a regular basis to talk with staff about school attendance, to look at school registers and to discuss a variety of issues which may be affecting students' education. The EWO may visit parents as a link between school and home as part of jointly planned action on any difficulties students may have. The EWO can be contacted through the school. The EWO is an essential part of our partnership with parents.

## **Lateness**

Students should arrive to school before 8.45am. The bottom gate closest to the Leisure Centre will be closed at 8.45am. All students who arrive after this time will be recorded as being late. Any student arriving after 9.10am should report to the attendance officer. We have to mark all students who arrive at school late, i.e., after the closure of the register as 'unauthorised absence' unless they produce a note to explain why they are late, in which case the school may authorise the absence for justified reasons. The decision to authorise an absence will always be with the school.

## Medical

Please inform us of any medical circumstances via the admission form or alternatively you can contact the Head of Year by telephone or letter. Students who are unwell should not be sent to school, but there is a Medical Room for students who are taken ill during the day. Students who become unwell should inform their subject teacher who will contact a medical responder. If they are not fit enough to continue their lessons, we will contact parents to arrange for the student to go home.

## Bad Weather Problems

Parents and students should assume that the school is open even in the event of snow, ice or other adverse weather conditions. Very occasionally, it is necessary to close the school because of inclement weather, particularly excessive snow or loss of utilities e.g. water, electricity. The responsibility for the closure of the school rests with the Headteacher and notice of such closure would be broadcast in the following ways:

- Parents/carers will receive a text message alert to advise them of the school closure.
- A message will be posted on the home page of this website.
- Suffolk County Council has a website with details of school closures:  
<http://schoolclosures.suffolk.gov.uk/>
- Staff and parents are advised to listen to local radio stations, who run regular updates.

The Headteacher will make decisions as early as practicable, usually around 7.00am. Please note, we work closely with our primary partners, Abbot's Hall, Bosmere Community, Chilton Primary, Combs Ford, Trinity CEVA, Ringshall and Wood Ley to try to make collective decisions in order to help families who may have children at different schools.

Council website: [www.suffolk.gov.uk/children-families-and-learning/schools/school-closures/](http://www.suffolk.gov.uk/children-families-and-learning/schools/school-closures/)

## Bus Passes

Decisions about entitlement to free and concessionary transport to and from school are made by:

Passenger Transport  
Suffolk County Council  
Endeavour House  
8 Russell Road  
Ipswich  
Suffolk  
IP1 2BX  
Tel: 08456 066173

Further information is available via Suffolk on Board:

<https://www.suffolkonboard.com/school-travel/>

## School Late Bus

A school late bus runs every Monday, Tuesday, Wednesday and Thursday for students who are going to intervention, attending a club, or have a DAS after school. The bus leaves school at 4.15 pm.

The route for that bus is as follows: Gipping Way → Hollingsworth Road → Service Station → Bus Stop → Needham Market High Street → Barking Road → Wattisham → Gt Bricett → Ringshall → Battisford

## Parent Calendar

Our parent calendar can be found on the school website:

<https://www.stowhigh.com/parents/calendar/>

## How to contact a member of staff at the school

- Telephone Number: 01449 613541
- E-Mail [enquiries@stowhigh.com](mailto:enquiries@stowhigh.com)
- Address: Stowmarket High School, Onehouse Road, Stowmarket, Suffolk, IP14 1QR
- Member of Staff [initial.surname@stowhigh.com](mailto:initial.surname@stowhigh.com)
- Our staff list can be found at: <https://www.stowhigh.com/parents/staff-details/>
- If your child is unwell or will not be in school, leave a message on Option 1 of the telephone system or email [attendance@stowhigh.com](mailto:attendance@stowhigh.com) giving the student's name, tutor groups and specific reason for absence



## Curriculum

Stowmarket High School's curriculum aims to develop students both academically and as well-rounded British citizens. The school's curriculum is ambitious for all students, it helps them to become successful learners, confident individuals, and responsible citizens.

By the end of Key Stage 3 students will have experienced a wide range of subjects, including Maths, English, Science, Languages, Humanities (Geography and History), the Arts (Art, Drama and Music), Technology, RSC (Religious Studies and Citizenship), PSHE (Personal, Social, Health and Economic) ICT and PE. At Key Stage 4, students have an opportunity to study slightly fewer subjects but to a greater depth, ready for their public examinations. We ensure, through Senior Leadership meetings that everyone maintains a balance of subjects while allowing students to shape their education, so that it reflects their individual interests and abilities. Our option process allows students to take responsibility for their own learning and futures.

The curriculum has been designed to ensure that our students will not only learn rich subject knowledge, but also develop their awareness of the world around them. For instance, the English curriculum has been designed to build skills and concepts over time. Texts have been chosen carefully so that pupils are exposed to a diverse range of texts, not only in their English lessons but during their tutor programme as well. In Year 7 & 8 students are exposed to Ravensgate, Noughts and Crosses and Shakespeare so that they can make the connections as they study this in Key Stage 4.

In all year groups, students have access to a carefully planned, high-quality personal development curriculum. This allows students to become active and respectful citizens. Issues such as relationship education and emotional well-being are introduced in an age-appropriate way. The school's futures program ensures that our students are prepared for life in employment, further education, or apprenticeship.

Subject leaders have planned and sequenced learning so that students can develop, and deepen, their knowledge over time, please refer to our learning journeys. This helps our students remember and recall ideas. Subject leaders will adjust their curriculum plans when they need to.

Teachers choose activities that promote learning and engage students' interest and students are encouraged to engage in discussions through Think Pair Share. Students start lessons with Do Now's to consolidate their long-term memory and will complete Checkouts to demonstrate their knowledge. Pupils improve their work through DIRT and 'Whole Class Feedback' opportunities.

## **Key Stage 3 - Years 7, 8 and 9**

Year 7, 8 and 9 pupils follow our Key Stage 3 Curriculum. Students are placed in mixed ability tutor groups and for the majority of lessons they are taught in mixed abilities classes. In Mathematics, Science and Modern Foreign Languages students are set according to ability; these decisions are made by each curriculum leaders.

Sets are regularly reviewed with movement between sets occurring when appropriate. At Key Stage 3 the majority of students have 3 language lessons focusing on one language a fortnight. A small minority of students have two language lessons, and one literacy lesson a fortnight. Data from CAT4 and NGRT tests along with Key Stage 2 data determine the demographic of this group.

All students in Key Stage 3 will study:

- English
- Mathematics
- Science
- Geography
- History
- MFL (French)



- Literacy \* some students have an additional literacy lesson per fortnight
- Art (Taught on a carousel with Drama, Music and ICT)
- Drama (Taught on a carousel with Art, Music and ICT)
- Music (Taught on a carousel with Drama, Art and ICT)
- ICT (Taught on a carousel with Drama, Music and Art)
- Design Technology Carousel - students will study Graphics, Food and Nutrition, Resistant Materials and Textiles on a rotation throughout the year
- Core PE
- PSHE (Personal, Social, Health and Economic) Education
- RSC – Religious Studies and Citizenship

## Years 10 and 11

In KS4, we offer a more personalised and flexible, curriculum enabling everyone to find a combination of courses which complement their interests and talents. We are able to cater for the needs of all our learners by offering three curriculum pathways. All learners have the opportunity to choose from GCSE and Vocational/BTEC courses.

For the majority of lessons, teaching groups will be mixed ability. In Mathematics and Science students are set according to ability based on a range of data, with each of these curriculum areas taking responsibility for how they set students. Sets are regularly reviewed with movement between sets occurring when appropriate.

All students at Key Stage 4 study:

- English
- Maths
- Science\* (Double Award or Separate Sciences)
- Core PE
- PSHE
- RSC (Year 10)

Current subjects/courses that students can choose as part of their Year 9 options process are:

- Geography
- History
- French
- German
- ICT
- Computer Science
- Exam PE
- V-Cert Sport and Coaching

- Resistant Materials
- Graphics
- Engineering
- Textiles
- Food and Nutrition
- V-Cert Hospitality and Catering
- Art
- Drama – BTEC Performing Arts
- Music – BTEC Music Practice
- Photography
- Health and Social Care
- Child Development
- Business Studies
- Employability for Life

Each year we look to evolve and adapt our Key Stage 4 offer so that it is appropriate for students in that particular year group.

Students will choose their options in the Spring Term of Year 9. Students can study a combination of GCSEs or Vocational courses; this means that we offer a personalised and flexible curriculum which ensures that everyone can find a combination of courses which complement their interests and talents.

In Years 10 and 11 students will be set according to ability in Mathematics and Science, with each of these curriculum areas taking responsibility for how the students are set. Sets are regularly reviewed with movement between sets occurring when appropriate.

## **GCSE Pathways**

From Year 10 pupils will also follow one of the following pathways:

Pathway 1:

Students must study History and/or Geography and they must study the Triple Sciences and Statistics. They will then study three other options subjects (one of which must be History and/or Geography). This will equate to 10 GCSE's or equivalent.

Pathway 2:

Students must study History and/or Geography. They will then study the Combined Sciences. They will then study four options (one of which must be History and/or Geography). This will equate to 9 GCSE's or equivalent.

Pathway 3:

Students must study History and/or Geography. They will then study the Combined Sciences. Students must study Employability for Life. They will then study three other options subjects (one of which must be History and/or Geography). This will equate to 8 GCSE's or equivalent.

## Equipment

We expect our students to bring with them the tools that they need to learn effectively, these include:

- 2 x Pens (black or blue), 2 x pencils; ruler; rubber; protractor; scientific calculator; a bottle of water and student diary as a minimum expectation.
- Please do not send a pencil sharpener or compass into school, these are banned from our equipment list due to safety reasons.
- Exercise books and work-books when they have been working at home
- Appropriate kit for PE lessons
- Ingredients for Food Technology lessons
- An appropriate bag (one which is big enough to carry all the necessary equipment and kit)
- In addition, students will benefit from bringing other basic stationery including colouring pencils, rubbers and specialised equipment for particular lessons
- Students should not bring valuable items into the school – the school will not accept liability if things go missing
- We recommend that music headphones, MP3/MP4 players, mobile phones and other electronic devices are not brought into school

## Cycles

Students who bring cycles to school must leave them padlocked in the cycle racks. The school can take no responsibility for the safety of cycles.

## Motorcycles

Students may bring motorcycles or mopeds to school only if their parents have agreed and they have gained permission from their Head of Year.

## Extra-Curricular Opportunities



At Stowmarket High School we wish to provide opportunities for all students to succeed and excel in the classroom. We place great emphasis on giving students opportunities to take responsibility, demonstrate initiative and contribute to the life of the school, on the sports field, in music, drama, design and through outdoor pursuits, or in community service. We call this the 'joy' of the curriculum. The school offers a wide range of clubs and activities, some are at lunchtime, whilst others are after school. Staff at Stowmarket High School seek to widen the learning experience of our students by organising a wide range of trips and visits during school time, at weekends and in the holidays.

As public examinations draw near, we provide revision clubs and extra tuition sessions at lunchtime, after school and during holidays.

## Opportunities in Music

We provide subsidised extra tuition with visiting specialist teachers in the following instruments: piano, guitar, bass guitar, drum kit, violin, trumpet, cornet, trombone, horn, clarinet, saxophone and flute.



## Opportunities to Perform

Music and drama form a major part of extra-curricular life at Stowmarket High School. There are opportunities to take part in the school musical, either on stage, in the band or with the backstage crew and lighting. We collaborate with projects in the community, such as performing at the local Art Exhibition. Lessons are offered on a variety of musical instruments and pupils often get together for informal rehearsal sessions. There are also opportunities to perform in events organised by pupils and in evening concerts.



## Opportunities in PE



We offer an extensive range of extra-curricular activities through lunchtime and after-school clubs, as well as representative teams. Throughout Key Stage 3 and 4 your child will have a chance to represent the school in football, rugby, netball, handball, badminton, basketball, dodgeball, athletics (indoor and outdoor), trampolining, cricket, ultimate frisbee, cross country and rounders.

We are keen to offer students the opportunity to be a part of educational visits and residential trips. There is a Key Stage 3 residential to Kingswood and Key Stage 4 football and netball tour to Spain. Alongside these we endeavour to offer trips to watch Wimbledon, International Football and Soccer Aid.

We have also created strong links with the SSCO and are able to give students the chance to experience alternative sports such as boccia, orienteering, curling and archery. Through this partnership we have developed a strong group of sports leaders who assist with the running of events and festivals for both Key Stage 2 and Key Stage 3.

We enjoy exclusive daytime use of the facilities at Stowmarket Leisure Centre and have our own large sports fields and tennis courts.



## Duke of Edinburgh's Award at Stowmarket High School

We currently run the Duke of Edinburgh's Award Scheme at the High School and start recruiting students towards the end of Year 9.

We aim to make the award as inclusive as possible, which we do by keeping the costs to a minimum, as much as possible.

The aim of the award is to develop young people to be resilient, reliable and independent. We encourage them to develop their skills and contribute to the local community, whilst having fun.



The award has three different levels: Bronze, Silver and Gold; each level being progressively more demanding than the last!

The Bronze Award consists of 4 sections: Volunteering, Physical, Skill and an Expedition. The Expedition will be a two-day hike with an overnight camp, with students hiking, cooking and camping in their groups.

The D of E award is not only enjoyable to do but achieving an Award will develop skills, confidence and a view on life that everyone is looking for, from employers to colleges and universities. Participants will be getting recognised for doing things they want to do (and may even be doing already). They'll



make a difference to other people's lives and their community, be fitter and healthier, make new friends and have memories to last a lifetime!

## ParentPay

### ParentPay – Our online payment service

ParentPay is an online payment facility which we use for dinner money, school trips and visits and music tuition fees. Using a secure website called ParentPay you will be able to pay online using your credit or debit card. ParentPay is the method of making payments to the school.

### What are the benefits to parents and pupils?

- ParentPay is easy-to-use, and will offer you the freedom to make online payments whenever and wherever you like
- the technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind
- payments can be made by credit or debit card
- full payment histories and statements are available to you securely online at anytime
- pupils will not have to worry about losing money at school

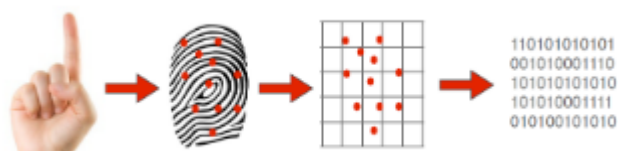
The finance office will issue letters with details of how to log in with a username and password. Please follow the instructions in the letter, any queries you have in September please email [finance@stowhigh.com](mailto:finance@stowhigh.com).

## Cashless Catering System

Lilies, our Dining Hall facility, offers a variety of healthy food. We operate a biometric system for cashless catering, which has been well received by staff and students. As you may be aware, biometric systems use a fingerprint to generate a number for each person.

Our system uses a sampling of various points on a person's finger to give a unique record. Only basic information is held on the school database and no data protection issues arise. Please give your permission for the student to give biometric data for use in an automated recognition system on the Student Admission Form.

This process does not produce an actual fingerprint.



Additional information can be found at: <https://www.edwardsandblake.co.uk>.

## Free School Meals

Your child will receive free school meals if you qualify for any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Guarantee element of State Pension Credit
- Child Tax Credit but **no element of Working Tax Credit** and have an annual income (as assessed by HM Revenues & Customs) that does not exceed £16,190
- If you are supported under Part VI of the Immigration and Asylum Act 1999
- Working Tax Credit during the four-week period immediately after your employment finishes or after you start to work fewer hours per week
- Universal Credit (provided you have an annual net earned income of no more than £7,400 (£616.67 per month), as assessed by earnings from up to three of your most recent assessment periods).

To check if your child is eligible, apply online for an immediate response or Call 0345 606 6067 if you have any questions or email us at [freeschoolmeals@suffolk.gov.uk](mailto:freeschoolmeals@suffolk.gov.uk).

You can apply online for free school meals. To do so, please visit:

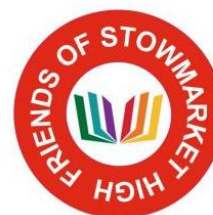
<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-meals-uniforms-and-trips/apply-for-free-school-meals/>

Students who are entitled to a free school meal are allocated a maximum value of £2.35 on a daily basis; this allowance can be used at any time during the school day. Suffolk County Council provides the school with the names of any eligible students.

This information is fed through to the individual's catering account so that they are able to receive a free meal. Students in receipt of free school meals may also top up their account for additional spending; this can be done via their ParentPay account.

## Friends of Stowmarket High School (FOSH)

Friends of Stowmarket High – or FOSH for short – are a group of volunteers supporting our students, our school and our town. All schools face reduced budgets, and while the new build for Stowmarket High brings improved facilities and surroundings, it also brings additional financial pressures as existing fixtures and fittings which can't be taken into the new building need to be replaced.



This means the school's ability to buy extra kit and equipment to support our youngsters will become increasingly unlikely – so FOSH was created to fundraise for resources, equipment and experiences that the school may not otherwise be able to afford. We're busy working our way through the necessary policies and paperwork to set up ourselves up as a registered charity.

If you'd like to support us with future fundraising ventures and events please get in touch. We would be delighted to welcome dads, grandparents and carers too! If you, or anyone you know may be interested, you can email us at [fosh@stowhigh.com](mailto:fosh@stowhigh.com) and you can also follow us on Facebook and Instagram. Please look out for us at future events and support us if you can.

## GO4Schools

GO4Schools is an online portal you can use to track your child's performance data (assessment results) and progress checks. This data is updated each day allowing you to obtain the most accurate summary of progress without having to wait for a learning check.

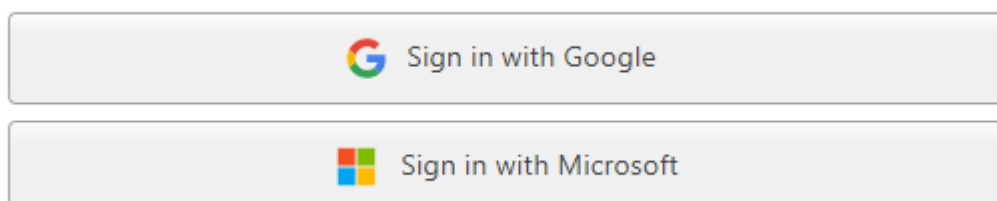


### How to login to GO4Schools for the first time

You need to use an email address that you have registered with us. If you have provided an email address, then this is already registered.

- to login to GO4Schools you need to visit [www.go4schools.com](http://www.go4schools.com) and click on the parents' login icon in the top right hand corner of the screen
- enter your email address in the 'First Time User box'. Click on the 'Please send me a password' box
- your temporary password will be sent to your email account (please allow 10 minutes for this to arrive)
- once you have logged in to GO4Schools for the first time please re-set your password for security

Parents/Students can also log in to Go4Schools by using a single sign-on with their Microsoft 365 account or sign in with Google by clicking either of these buttons:



Parents will need to use the email address that they have registered with the school on their admission form

Students need to use the sign in with Microsoft button, with their Office 365 school account which they will be given.

### What will I be able to see?

When you login to GO4Schools, you will be taken to your child's profile which contains:

- assessment information for each of the curriculum subjects (targets, current grades/levels, predicted grades/levels)
- reports (all learning checks are available as PDF documents and can be downloaded)
- timetable information
- attendance record

### Please note

**This process will only work with an email address which you have registered with Stowmarket High School.**

## The 5 Rs of Homework – ShowMyHomework

When learning in the classroom, students will often be using their short term or working memory. This is continually updated in their classes. However, once they move to another lesson the working memory is replaced by the next topic. In an ever-changing world education is more than just memorising facts. Students need to learn how to access information that is relevant to them and understand how to transfer knowledge to new situations.

Therefore, revising both the key skills and knowledge from the class during homework is scientifically proven to increase the likelihood of student retaining this in their medium and long-term memories. Homework is also critical in developing curious and independent learners at Stowmarket High School.

These include:

- **Read Around** – Find out more...
- **Research** – Prepare or consolidate your learning
- **Review/Revise** – Revise, test or re-test
- **Reflect** – What learning style works best for you?
- **Respond to Feedback**- Act on advice/Purple pen work

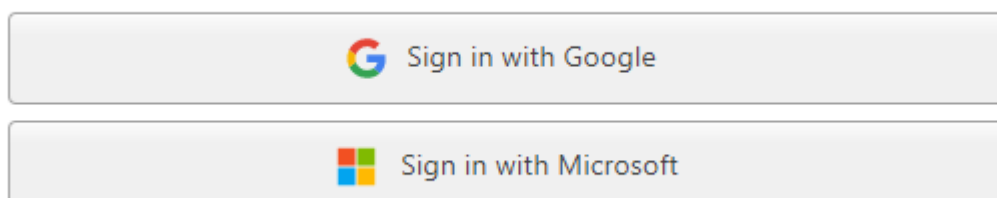
Pupils will be set a variety of tasks throughout the year which allow them to prepare, revisit and consolidate their knowledge and understanding using the 5Rs. There will be a greater emphasis on peer and self-assessment. Homework needs to be both 'meaningful and manageable'. This is true for both pupils and staff alike, so it is important that we prioritise 'quality over quantity'.

Show my Homework will remain as our platform for delivering tasks. It offers a much more effective way to communicate and support pupils and parents with links to websites, videos and resources. To support your child, you can access their accounts via the website [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk). If you have questions regarding your child's homework or would like more advice on how to support your son's/daughter's progress do not hesitate to contact the school.

For **Show My Homework**:

Parents will receive instructions on how to login along with a parent pin code.

Students need to use the sign in with Microsoft, with their Office 365 school account which they will be given.



## Inspirational Futures



As your child joins us for their next big adventure in their learning journey, thoughts of what they may do once they leave us may not have even crossed your mind yet. If the past three years have taught us anything they have taught us how to be resilient and adapt and change at a moment's notice.



I want to highlight the great ways in which our students here have been developing their characters during the past three years since pandemic life and lockdowns, how it's important we realise that learning isn't just about subject specific content and academia. I was mindful of a quote from Ginny Yurich which says 'Kids have not always needed to pass trigonometry to successfully transition into adulthood, but they have always needed time. Time to learn who they are. Time to explore their surroundings. Time to figure out how to enjoy their own company and how to structure their free time. Time to think, and to dream, and to dawdle, and to wonder. Children need time.'

When we talk about careers and futures here at Stowmarket High school we have a real link, I feel, to the ethos from the quote above. It isn't and shouldn't be about fitting a career to a child because their parents do it, or they have had one idea at some point and have clung to that, or in fact because they seem to be achieving a certain set of grades and so they must strive to go onto a certain type of course or profession.

It's giving them this time to explore, to find out who they are and ultimately what therefore brings them joy. What are they interested in, what will spark enthusiasm, what makes them want to ask for more? We offer such a wide range of opportunities to all our students, not just here at school but also out there in our community and even further afield to other counties, different countries. Places and job roles, they would never have even considered themselves. We want to broaden their horizons, but we don't want to push them into a certain space, or force them to follow a certain path. Giving them that time to think and to dream by opening their eyes to the potential, we want them to follow their joy. We only ask that you as their families as a vital part of your child's tripod, encourage them to be brave, try something new, explore and investigate outside their normal path – they might like it.

'Be brave, show up, get in the flow and follow your joy.'

### **What does this mean for my child?**

Here at Stowmarket High School, our Futures Team have a wide-ranging programme set up and you can view this on our website here <https://www.stowhigh.com/futures/>

In Year 7 our career programme is delivered through our Explore, Inspire, Create lessons which take place in your child's timetabled PSHE lessons each week.

We send out a monthly newsletter which has all the latest news for everything Futures, and you can view these on our website as well.

We also pop a little update on the parents' newsletter each week to let you know what is happening for the week ahead so you and your child can plan which events they would like to attend.



In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next steps after school, we are using Unifrog; an award-winning, online careers platform.

We use the Unifrog platform to record all of our futures related activities and careers interactions across Years 7 to 11.

Students have access in one place every undergraduate university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes, MOOCs and every college at Oxford and Cambridge. This makes it easy for students to compare and choose the best university courses, apprenticeships or further education courses for them. They can also explore exciting opportunities further afield by looking at English taught undergraduate programmes available in Europe and the USA.








We have also set up the ability to have a parent login so that you can use Unifrog as if you were a student yourself, allowing you to truly support your child.



'Advice and a Slice' will be running fortnightly in the LRC at lunchtimes for Year 7's. The aim of 'Advice and a Slice' is to give our students some ideas and knowledge about their options and future after they leave school, and even get the chance to start to build connections to help them later.

We have speakers who come into the school to talk about their own career journeys, from the army, police officers, nurses, firemen and other public services to gaming industry experts, high court judges, accountants, construction industry employees, you name it, we host it. The sky really is the limit, on that note we even have a female American pilot who joins us virtually from time to time, how cool is that! The best bit – the students get free Domino's Pizza whilst they listen to these inspiring talks.

Also on offer:

-  Career Planning and Career Goals (Linked to Option Choices in Year 9)
-  Arts Awards
-  College and Sixth Form Provider Campus Visits
-  Community Project (targeted students)
-  Careers Advisor 1:1
-  Futures Co-ordinator Drop in (lunch time)
-  Inspire Networking (lunchtimes)



- ✚ Advice and a Slice (lunchtimes)
- ✚ Labour Market and Apprenticeship talks
- ✚ Options Assemblies
- ✚ 13+ Interviews
- ✚ Explore and Inspire with Business leaders
- ✚ Barclays Life Skills
- ✚ Industry Insight Events
- ✚ Mock Interviews
- ✚ Work Experience and Work Placements
- ✚ Volunteering

## Lockers

There are a limited number of lockers available to students. They are allocated on a 'first come, first served' basis and students need to bring in a lock with a 6mm shackle for the locker.

## Lost Property

An increasing amount of equipment and clothing is being mislaid or lost at school. Lost property can be found in student services. To help us return equipment and clothing back to your child, please can you label all items of clothing and footwear.

## Lunch & Breakfast @ Lilie's

At break and lunchtime students can purchase food at Lilies which is situated in our dining room. We offer a wide variety of choices from cooked lunches to our 'grab and go' sandwich and baguette bar. Students are able to purchase a hot, healthy balanced meal at lunchtime. There is a three-week menu plan, which allows students to plan what they would like to eat. We also offer a wide range of breakfast options for £1.50 from 8am until 8.50am, hot and cold choices. We are able to offer this to pupil premium students free of charge. A sample of our breakfast choice would include: half a bacon baguette, half a sausage baguette and croissants

## Mental Health



Everyone has mental health, and sometimes we need help to keep ourselves emotionally fit. To support our young people, we firmly believe in a three-wave intervention that mirrors our SEND provision. Wave one is our universal offer of workshops, curriculum-based learning to improve mental health literacy, mental health mentor training and developing increased awareness of the term mental wellbeing; this is offered to all students regardless of any risk. Wave 2 is our selective offer that is described below, and it delivered in the form of interventions in our Oasis centre. Finally



Wave 3, our indicated offer, where we work with outside agencies to ensure students who have a diagnosed or high-risk need get the support they need.

### **Intervention centre**

Stowmarket High School has a bespoke intervention centre known as Oasis. The practitioners on Oasis offer the following support:

- Trauma Informed Practitioners (1:1 sessions)
- Emotional Based Support Assistants (ELSA)
- Lego Therapy
- Emotionally available adult check ins
- Bereavement Support
- Norfolk and Suffolk Foundation Trust Educational Mental Health Practitioners (Low mood and worry management support)
- School Nurse Drops Ins and referrals
- SEND Social, Emotional and Mental Health practitioner
- The Mix Youthwork
- Salvation Army Starfish mentoring programme

All our students are referred through our weekly consultation meetings, if you are concerned that your child needs Mental Health related support at any point in the academic year, please do contact your Head of Year.

Students who are already receiving secondary care support (Wave 3) cannot be treated in the Wave 2 interventions.



**Susie  
Thompson**  
  
**SEN  
Inclusion  
Practitioner**



**Toni  
Doherty**  
  
**Trauma  
Informed  
Intervention  
Practitioner**



**Hayley  
Langley**  
  
**Family  
Engagement  
Officer**

If you have any questions or concerns, please contact our Senior Mental Health Lead (Mrs C. Broxton)

## Online Safety and appropriate use of ICT

All young people are encouraged to use the computers and mobile technology at Stowmarket High School to benefit from the world of opportunities and knowledge that the internet provides.

However, it is important that your son or daughter understands and accepts responsibility for keeping themselves and other young people safe when online. At the start of each school year, your child will be asked to sign an Acceptable Use Policy which outlines our expectations on their use of IT at the school. Use of any school ICT equipment or access to the network implies consent to the terms of an acceptable use agreement which is available on the school website.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers our school to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

## Policies

The Trust wide policies are available from Waveney Valley Academies Trust's website:

<https://waveneyvalleyat.co.uk/waveney-valley/site/pages/statutoryinformation/policies>

The policies specific to **Stowmarket High School** can be downloaded from the school website. <https://www.stowhigh.com/information/policies>

## Photographs

### Conditions of Use

This permission is valid for the period of time your child attends this school, plus five years after they leave, to enable us to publicise the work of final year students. The consent will automatically expire after this time.

We will not re-use any photographs or recordings for more than five years after your child leaves this school. If we use photographs of individual students or small groups of students, we will avoid using their full name (forename and surname) in the accompanying text or photo caption.

**Please note that the media are likely to use forenames and surnames in their publication or broadcasts.**

## **What is Pupil Premium?**

Each year the school receives extra funding from the Government to provide additional support and educational experiences for children who are vulnerable to possible underachievement.

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in 'closing the gap' in attainment and progress of students:

- who receive free school meals
- who have received free school meals at any time in the last six years
- whose parents are armed service personnel
- who are looked after by the local authority

It has been identified nationally that these students under-perform in comparison with students from less disadvantaged backgrounds. The Government does not prescribe how we use the funding.

## **How is the pupil premium funding used?**

We use the funding to improve the attainment of eligible pupils by putting the needs of the pupil first. All pupils will reach their true potential from good teaching but other factors will also affect attainment such as access to all the other opportunities available in the school's wider curriculum.

In addition to staff training, funds are used to provide intervention, access a mentor or external service, access a cultural experience, attend trips, clubs and music tuition, as well as buy educational and ICT equipment, supply uniform, educational resources and revision guides.

We aim to provide every Pupil Premium student with a significant cultural experience, trip or visit at least once in a key stage.

## **Who should parents/carers contact for more information about the Pupil Premium fund?**

You will find more information about how we use our pupil premium funding on our website:

[www.stowhigh.com](http://www.stowhigh.com)

If you would like information on how the Pupil Premium funding is used to directly support your child's attainment, please contact Mr . McLellan Pupil Premium Champion via [a.mclellan@stowhigh.com](mailto:a.mclellan@stowhigh.com)

If you require financial assistance, please contact the Finance Office via [finance@stowhigh.com](mailto:finance@stowhigh.com). We can offer reduced charges for trips and educational visits as well as uniform, equipment and resources. All applications are treated confidentially.

## Special Educational Needs – SEND

How does the school identify children who may need SEN support?

A child has a Special Educational Need if she/he has a learning difficulty or disability that means she/he has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others, of the same age in mainstream schools.

The school identifies children who may need support in the following ways:

- Transition with the primary school
- Assessment procedures show slow progress and attainment
- Observations of changes in progress or behaviour
- Information sharing through Parent's Evenings and staff discussions

Once a pupil has been identified, the SEND Code of Practice 0-25 promotes the following cycle:

- **Assess** - clear analysis is made of needs
- **Plan** - the teacher, SENCO, parent / carers and pupil, agree on a plan of action
- **Do** - all the pupil's teachers and support staff implement the adjustments, support and interventions
- **Review** - the quality, effectiveness and impact of provision is evaluated by a review date



### What are the different types of support available?

- **Wave 1 (Universal):** describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- **Wave 2 (Targeted):** describes specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
- **Wave 3 (Specialist):** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

### How can I tell the school I am concerned about my child's progress or wellbeing?

Your first step should be to speak to your child's subject teachers. If you feel that additional support is needed beyond the universal level of provision, please contact the Special Educational Needs Coordinator (SENCo), Mrs Rachel Orton – [r.orton@stowhigh.com](mailto:r.orton@stowhigh.com) or the SEND SLT link, Mrs Broxton – [c.broxton@stowhigh.com](mailto:c.broxton@stowhigh.com)

## Personal Development

What is personal development “The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents. The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence, and independence – and help them know how to keep physically and mentally health. At each stage of education, the provider prepares learners for future success in their next steps and prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.” Ofsted working definition:

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

The personal development curriculum at Stowmarket High school is more than the lessons that our students enjoy. It is the whole school experience: from assemblies and tutor programmes to educational visits, from cultural capital discussions to student-voice sessions, from life skills to extra-curricular clubs and intervention sessions. It covers the following areas:

- Fundamental British Values and Citizenship education
- Social, Moral, Spiritual and Cultural education
- Personal, Social, Health and Economic and Sex and Relationship Education
- Careers (Gatsby Benchmarking) and Living in the Wider World education.



Our intention

when delivering

Personal Development is to widen the understanding of learning beyond the classroom to prepare our students to be successful adults upon leaving Stow High



# Teaching and Learning

## Do Nows

A 'Do Now' is a common name for an activity teachers use to begin a lesson. A 'Do Now' is a quick, independent retrieval activity that typically involves no (or minimal) guidance from the teacher. A 'Do Now' can be used to activate students learning for the lesson, surface prior knowledge, and familiarise students with lesson vocabulary and key misconceptions. A 'Do Now' works best if it is an established classroom routine as it signals to students that it is time to learn. Well written and well practiced 'Do Nows' result in less wasted time and more student engagement. Typically a 'Do Now' should take less than 8 minutes to complete and assess.

## 'Checkouts'

At Stowmarket High we believe in developing resilient and independent learners. To check this, students are regularly set 'Checkout' questions. These are often challenging (exam style questions in KS4) tasks which require the students to prove that they have understood what they have been taught. In many traditional subjects this will result in an extended piece of writing. In more technical subjects the teachers may ask the pupils to 'Checkout' their skills through a practical activity by making or doing. It is important that students take pride in their 'Checkouts' as it plays a significant role in the pupil's progress over time.



## 'DIRT' – Dedicated Improvement and Reflection Time (Purple Pen Work)

Student work at Stowmarket High School is fed back to a high level with challenging questions, comments and support to guide pupils to improve their work. DIRT is a great way for students to act upon the feedback they have been given by their teachers. This ensures the feedback is being put to use and is supporting effective progress. We expect students to take an active role to improve their work by completing the 'DIRT' work in a different colour which is purple at Stowmarket High.



## Think-Pair-Share (T-P-S)

Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problems or key questions. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing with a partner maximises participation, focuses attention and engages students in comprehending the task which has been set. This can then complement either the 'Checkout' and/or 'DIRT' work as appropriate.



## Term Dates & Timings of the School Day

Please note that each school pyramid, (high schools and their cluster primary schools), will identify five days within the general term dates as professional development days known as PD days - no pupils will be in school on these days.

The term dates for the current academic year are set by Suffolk County Council and can be found on the school website: [Our School Term Dates](#)

They are also published for the next two years on the Local Authority website and can be found under 'Education and Careers' (general information) at: [www.suffolk.gov.uk/children-families-and-learning/schools/school-term-and-holiday-dates/](http://www.suffolk.gov.uk/children-families-and-learning/schools/school-term-and-holiday-dates/)

Students are asked to arrive at school before 8.45 am and should leave the school premises by 3.30pm unless taking part in an authorised school activity.

### **The School Day – all lessons are 75 minutes long.**

- 08.45 Registration in tutor group or assembly
- 09.10 Lesson one
- 10.25 Lesson two
- 11.40 Morning break
- 12.00 Lesson three
- 13.15 Lunch
- 13.55 Lesson four
- 15.10 End of school day



## Timetable

Stowmarket High School operates a two-week timetable. Week A lessons will be different to Week B lessons. Your child will be given a copy of their timetable on their first day. It is recommended that they take a photo of their timetable in-case they lose it.

	MonA	TueA	WedA	ThuA	FriA
Reg					
1	PE FHA	Art TAD Y.G.02	Science MWE O.2.03	History AHE Y.2.19	English AFI Y.2.13
2	Maths MM2 Y.1.13	English MGI Y.2.11	History DRE S.2.01	Geography DPR S.2.10	Science MWE O.2.03
3	History AHE Y.2.19	Music DDA O.1.04	PSHE CFE Y.1.15	English AFI Y.2.13	Art GPA Y.1.19
4	English MGI Y.2.11	PE GWH	French GCO O.1.03	Maths SBR O.1.08	Geography DPR O.2.09

	MonB	TueB	WedB	ThuB	FriB
Reg					
1	Maths SBR O.1.08	Drama NRE The Hall	Maths SBR O.1.08	Music DDA O.1.04	English MGI Y.2.11
2	French DCH O.1.02	Maths SBR O.1.08	French GCO O.1.03	English MGI Y.2.11	PSHE CFE Y.1.15
3	English AFI Y.2.13	Maths MM2 Y.1.13	Science CLU O.2.05	Maths AAY O.1.05	Drama NRE Y.G.07 - Drax
4	PE FHA	Res. Mats. VGI Y.G.05	PE GWH	Geography JTH Y.2.17	Science MWE O.2.03

## Trips & Visits

Students at Stowmarket High School will be given the opportunity to attend a variety of school trips throughout their time at the school. These trips may be day trips or longer residential trips. The school will notify you about any trips and visits by letter which will be sent to you via e-mail (if provided). If you would like your child to attend the trip you can log onto ParentPay and pay for the trip or if you do not have access to a computer, by returning a reply slip via the school's student services. If you wish to discuss the details of any trip or visit, please contact the trip leader.



## Uniform and Appearance

All of our students, without exception, are expected to wear the correct uniform and take pride in their presentation.

In line with parents' and students' opinion, we have reviewed the cost and image of our school uniform and we would ask that parents/carers support us by ensuring their child attends school each day in the correct attire and with the necessary equipment to learn.

- Black blazer with school's logo on breast pocket
- Optional – Unisex black, school V-neck jumper with teal trim
- White, un-logoed and plain collared shirt or blouse with either long or short sleeves
- Any t-shirt worn beneath a school shirt must be plain white
- Clip on school tie – with the appropriate colour for their year group – Year 7, 2024 will be purple.
- Black sensible shoes, black canvas shoes or black trainers
- Black trousers, straight legged, full length and NOT made of denim, canvas, skinny cut or have zips or studs
- Black belt (plain)
- Long black socks (plain)

In the Summer Term black shorts can be worn, these must be purchased from Anglia Sports & Schoolwear

In the event of inclement weather students should wear a traditional coat if they wish to keep warm and dry. Coats must not be worn inside the school building. If a student were to come to school in a hoodie, or an alternative to the school jumper/ cardigan/ blazer, we will ask them to remove the garment and it will be handed to student services for the student to collect at 3.10pm. Any continued infringements will result in an adult having to come in to school to collect the item from reception.

### **The following are not allowed:**

- Footwear which is not completely black in colour
- Boots
- Skirts
- Hoodies (except for PE lessons)

### **PE Kit – Boys**

Sports trainers (not 'fashion' trainers/pumps).

Football boots (trainers are unsuitable for rugby/football/hockey)

Black football socks

Black football shorts

Black polo shirt with yellow panelling with school logo

Shin pads (legal requirement for hockey/football)

**Optional:**

Black hoodie with school logo

Black sports top for inclement weather (must be plain or have very small logo)

Plain black tracksuit bottoms

Reversible black Rugby shirt with yellow panelling

**PE Kit – Girls**

Sports trainers (not 'fashion' trainers/pumps).

Football boots (trainers are unsuitable for rugby/football/hockey)

Black football socks

Black sports shorts –no cycling shorts

Black polo shirt with yellow panelling with school logo

Shin pads (legal requirement for hockey/football)

**Optional:**

Black shorts with yellow panelling with school logo

Black sports hoodie with school logo

Black sports top for inclement weather (must be plain or have very small logo)

Plain black tracksuit bottoms – no leggings

**Hot Weather Rules**

Students will be advised in school when hot weather rules apply. They are as follows:

- Blazers and ties must be worn when moving around the school buildings and between lessons. Jackets may be removed when in lessons.
- Blazers, jumpers and ties may be removed when students are outside at break times and lunch times

**Our Suppliers**

Anglia Sports and Schoolwear Ltd

For uniform online Tel: 01255 474550

<https://www.yourschoolwear.co.uk/>

**Pre-loved uniform**

A selection of pre-loved uniform, donated by parents may be purchased by making a donation to the school. Please email: [uniform@stowhigh.com](mailto:uniform@stowhigh.com) with the item and size you are looking for.

## **Jewellery, Hairstyles and Mobile Phones Guidance**

Discreet jewellery is allowed, no more than a wristwatch, a ring, a bracelet, a chain/necklace (worn under shirt or blouse) and a pair of small stud earrings.

Choker style necklaces are not acceptable, and no other facial jewellery is allowed in school (e.g. nose, tongue, lip or eyebrow studs, including clear studs).

Any jewellery or nail polish must be removed for reasons of health and safety if requested by staff. False nails must be removed when students take part in Design, Food related lessons and PE.

Hairstyles which are 'extreme' or attract undue attention are not allowed – e.g. shaven styles or dyed hair (unless natural colour and appearance). It is important to contact your Head of Year before having a hairstyle which may be considered inappropriate.

Hats, caps and other headgear should not be worn on the school site except out of doors as protection from the weather. Students may wear head coverings for religious reasons.

### **Mobile Phones**

Mobile phones must be switched off and kept out of sight at all times during the school day and whilst on school premises.

Any infringement of this rule will result in the mobile phone being confiscated until the end of the school day and will require collection by a parent or carer for any reoccurrence.

No liability will be accepted by the school for loss, theft or damage of these and any other valuable items, and students are expected to take care of their own belongings.

### **Where the school's expectations are not met**

Any infringement of uniform expectations will see the school work with the student by offering a short-term alternative, asking home to bring in the correct uniform, sending a child home to get changed and return to school (where appropriate), or students will be asked to work in isolation or to remove the offending item, where possible.