



Maiden Erlegh
School in Reading



Parent Information Handbook

Class of 2016-2021





Dear Parent/Guardian

We would like to take this opportunity to welcome you to Maiden Erlegh School in Reading. We would like to express our pleasure that you have chosen to send your child to our school and entrust them to our care. We look forward to working in close partnership with you over the coming years in order to provide an outstanding environment for your child to learn and develop.

We hope this handbook will explain to you some of our school routines and systems and provide you with some important information that will affect your child.

Starting secondary school is an exciting and sometimes worrying time, but we want to reassure you and your child of the many opportunities that lie ahead and the support available.

Your child will also receive their own handbook, which we hope you will also enjoy reading.

We look forward to forging a strong and happy working partnership with you and your child over the coming years to make your child's career here as positive and successful as possible.



Dr P Thomas
Headteacher



Mr A Johnson
Deputy Headteacher



Mrs K James
Head of Year





The school day and attendance

We expect all students to attend school at all times unless illness prevents this. Parents are requested to notify the school before 9.00am each day the child is absent either by telephone or email. If your child does not register for a morning session and there is no explanation for that absence, a member of staff will contact you by a text message or by phone. If you have already notified us of the reason for absence, a note is not required unless requested by the school. Email notifications can be sent to the school as long as they are from an email address that has been registered on our database.

Medical and dental appointments should not be made during school hours unless it is impossible to do otherwise. If appointments have to be made during the school day, either an email to the school office or a signed letter from you to your child's tutor is required. In addition, students must sign in and out at Reception.



The school will not authorise any request for leave during term time unless there are exceptional circumstances. Any request should be submitted in writing to the Headteacher at least 15 days prior to the absence and will only be granted at the Headteacher's discretion. Exceptional circumstances do not include term time holidays.

Research shows that there is a direct correlation between high levels of attendance, and high levels of student attainment, therefore it is important to aim for 100% attendance each year. This achievement is rewarded and celebrated.

Students are expected to arrive punctually to school and to lessons. Please take note of the timings of our school day.

Monday-Thursday			Friday		
Registration & Tutor Time	8.40-8.50		Registration & Tutor Time	8.40 – 9.20	
Lesson 1	8.55 – 9.55		Lesson 1	9.25 – 10.25	
Lesson 2	10.00 – 11.00		Break	10.25 – 10.40	
Break	11.00 – 11.15		Lesson 2	10.40 – 11.40	
Lesson 3	11.15 – 12.15			Lunch	Lesson
	Lunch	Lesson	Lesson 3a	11.40 – 12.10	12.15 – 1.15
Lesson 4a	12.15 - 12.45	12.50 - 1.50	Lesson 3b	12.15 – 12.45	11.45 – 12.15 & 12.45 – 1.15
Lesson 4b	12.50 - 1.20	12.20 – 12.50 & 1.20 – 1.50	Lesson 3c	12.50 – 1.20	11.45 – 12.45
Lesson 4c	1.25 – 1.55	12.20 – 1.20	Lesson 4	1.20 – 2.20	
Lesson 5	1.55 – 2.55				





Communication

Communications from the school are via text, email, and letter. It is therefore extremely important that you notify the school of any changes in telephone numbers (including mobile), email addresses and home address. Copies of all generic letters are held on our website, so that you may access this information at any time. The website contains information and articles celebrating the achievements of our students.

web: maidenerleghschoolreading.co.uk

twitter: @MESReading

facebook: facebook.com/maidenerleghschoolreading/

email: MERoffice@maidenerleghschool.co.uk

phone: 0118 9668065

postal address: Maiden Erleigh School in Reading
81 Crescent Road
Reading
RG1 5SL

Learning Gateway: In the first term at Maiden Erleigh School in Reading, you will be issued with a Username and Password which will provide online access to your son/daughter's timetable, attendance, reports and achievements. In addition your child will be given access to our Virtual Learning Environment. More details about this will be provided in September.

Half Term Reports: Each half term you will be able to access a short report about the progress of your child. This will be available on the Learning Gateway. Once a year we also provide a full written report from each subject.

Parents Evenings: Once a year there will be a Year 7 Parents Evening. This will be an opportunity for you to meet the subject teachers for your child and discuss how they have settled in and their progress in each subject.

Head of Year: For further information, or if you have any questions or queries please contact Mrs James, Head of Year 7, either by email, letter or telephone via any of the methods above.

**We are always happy to help you. However, in the interests of security and safety we ask that, should you need to come into school at any time,
you always report to reception first.**





Getting to school

Most students either walk or cycle to school and it is a great way for them to keep active. Keeping students safe is very important to us and we want them to get to and from school safely. Students (who do not have an early appointment) will be able to enter the school buildings at 8.35 ready for registration at 8.40. Students should arrive at school from 8.30 when the school gates will be open.

Some advice, from our experience, about different modes of transport:

Walking	Young people can often be distracted when out and about (by their friends, their phones, their music etc). Please remind your child to be vigilant when crossing roads or car parks and to keep to the footpaths, rather than walking in the road.
Bus	Many of our students travel to school by public transport, many by bus. Please could you ensure that you agree with your child where they should keep their bus pass. Also please remind your child that their conduct while travelling on the bus should be appropriate as they are representatives of the school.
Cycling	<p>Please can you ensure that your child:</p> <ul style="list-style-type: none"> • is aware of basic road safety as the roads around the school can be very busy; • wears a cycle helmet as doing so has been proven to reduce the risk of fatal head injury by 88% in the unlikely event of a serious accident; • has a bike that is in roadworthy condition. <p>As soon as they get to the school gate, cyclists should dismount and must not ride their bike on the school site. They should park their bike in the area designated for their year group and ensure it is locked with a padlock.</p>
Car travel	The roads around Maiden Erlegh School in Reading are extremely busy, especially at the start and end of the school day. We cannot allow cars on site at that time as there is nowhere to park. We therefore ask that parents do not drive their children to school unless absolutely necessary and that they understand that they may need to drop off some way from the school gate.





School building and accommodation

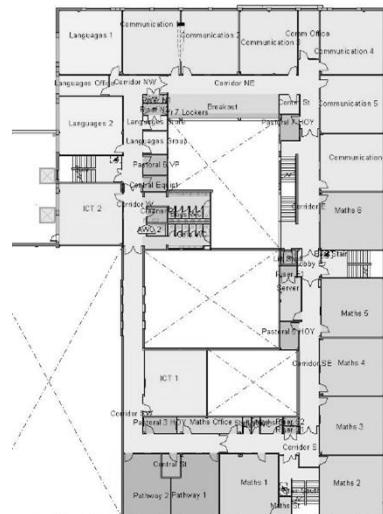
Maiden Erlegh School in Reading is benefitting from a brand new, purpose built school building that will accommodate 900 students (when the school is full).

Maiden Erlegh Trust has been informed that the building will be handed over from our contractors in three phases:

Phase 1 (September 2016) – Sports Hall

Phase 2 (November 2016) – Front half of the building

Phase 3 (January 2017) – Remainder of the building



By November, we expect that all lessons and activities will be based in our new building. Phase 1 will require the school to use temporary accommodation for lessons. The school has been working very hard to ensure we have a solution that meets the needs of our students and that does not compromise the quality of teaching and learning in the school and that will ensure the safety of all of our students. This will involve:

- Continued use of our excellent temporary accommodation at the Hamilton Road end of our site.
- Use of spare accommodation at Alfred Sutton Primary School
- Continued use of facilities at the neighbouring UTC.

Until we move in to the new building, students will continue to arrive at our Hamilton Road entrance. Year 7 will largely be accommodated in our current temporary buildings.





Uniform

Maiden Erlegh School in Reading is a uniform school.

From our experience and observations of other schools, there is no doubt that schools that maintain high standards of dress and appearance are more successful. Students who take pride in their dress and their personal presentation are more likely to take pride in their work.

In seeking to maintain high standards at Maiden Erlegh School in Reading, we regard the full support and co-operation of our parents as essential.

The uniform shopping day on Thursday 7th July, is an ideal opportunity to purchase all your uniform requirements for September.

The official outfitters for the school uniform are Stevensons. Uniform can be purchased by visiting their shop or online:



Stevensons
11-12 Market Place
Reading
RG1 2EG
www.stevensons.co.uk

The full list of uniform requirements is available on Stevensons website and on our own school website.

Our school badge is the focal point of our school blazer, featuring the Maiden Erlegh Griffin and the common motto across the Maiden Erlegh trust schools: "Qui, Veut, Peut" – If you want to, you can. This nicely sums up our approach to learning and "can do" attitude. It reaffirms our belief that Maiden Erlegh School in Reading is a place that provides opportunity and inspires success.





Teaching and learning

Teaching is not done to students, learning does not happen passively. Our teachers are talented subject experts and they plan interactive, collaborative and challenging lessons. It is essential, therefore that students:

- Arrive prepared and ready to learn to each lesson
- Participate in all activities and are prepared to work with different people
- Show they can work independently and with others
- Take every opportunity to reflect and improve on their work
- Always respect everyone else's right to teach and learn

The Curriculum

Year 7 is the first year of our two year “Foundation” curriculum. The Foundation curriculum aims, via a broad and balanced programme of study, to equip students with the key skills, knowledge and understanding to go onto successful GCSE and other courses that lead to recognised qualifications.

English: In Year 7 students continue to develop their skills and understanding in the areas of speaking and listening, reading and writing. They enjoy studying and responding to a range of poetry, prose and drama. The department encourages regular personal and shared reading of fiction; students have access to a fiction library.

Mathematics: The Year 7 scheme of work for mathematics is modelled on the new National Curriculum requirements. We regularly assess our students using rich tasks and investigations as milestone pieces of work which are used to formally assess progress in accordance with their targets. Students are placed in ability sets based on their Key Stage 2 test results and other information from primary schools. The groups are re-evaluated throughout the year in order for students to be placed in the correct set for their ability.

Science: The Year 7 scheme of work is based on the new National Curriculum requirements and our aim in the Foundation course is to fire students' curiosity about phenomena in the world around them and offer opportunities to find explanations. They cover topics such as particles, cells and forces. They discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life.



Geography: During the year, all students have the opportunity to acquire knowledge and skills associated with physical, human and environmental geography. The local community of Reading and the British Isles provide the focus for studies involving map-work, tropical rainforests, settlements, extreme weather and poles apart. Students' work is regularly assessed and there are milestone pieces of work which are used to formally assess progress in accordance with their target levels.

History: During Year 7 students will learn facts about the past and study the ways in which different features of a period of history relate to each other. They will acquire an





understanding of the key historical concepts of chronology, cause and effect, continuity and change and develop skills of using and evaluating evidence.

Religious Education: Year 7 commences with a unit of work introducing students to the role of the subject both within the context of their secondary education but also within a multicultural society as a whole. Following this, students engage with an extended unit of study looking at the deity at the heart of each world religion and ultimately seeking to answer the question of whether there is a divine force controlling the world.

Art: The course covers the visual skills associated with investigating and making in art, craft and design and develops a critical understanding of the work of other artists. Students are encouraged to work from direct observation, memory and imagination and to represent these images in a variety of media. Students have the opportunity to work on coursework in two and three dimensions.

Spanish: The Spanish course aims to give a basic introduction to the language and culture of Spain and lay simple linguistic foundations. The work encompasses the four attainment targets of the National Curriculum in modern foreign languages: listening, speaking, reading and writing. Equal importance is attached to each attainment target but there is a particularly heavy emphasis on speaking and listening during the first term. A variety of techniques are employed and students are constantly encouraged to contribute orally through role play, pair and group work.

Design and Technology: During the Foundation Stage students are shown how to structure their designing through working in a design folio which shows evidence of exploring ideas and making decisions. Students are taught techniques for developing their own ideas – thumbnail sketches, annotated drawings, 3D mock ups, computer simulations. Typically students will design and make personal items, toys and electronic devices.



Music: This is taught and assessed in a series of termly topics, which range from calypso music to Britpop and 20th century music. The focus is largely on practical work and students work both on their own and in groups on composing and performing tasks. During the course students are expected to develop their keyboard skills as well as learn to read and write their own music. Students are taught to listen critically to different genres of music and to be able appraise and evaluate and to justify their opinions.

Drama: During their first year at the school, Year 7 students are introduced to the essential disciplines of drama. They are expected to develop self-control, sensitivity to those around them and the ability to work positively with others to create effective pieces of drama. Topics are organised into half-termly schemes of work. Students require a change of footwear for this practical subject (please see equipment list). Homework set for drama may include activities such as research on topics being used in lessons, or learning lines. Students are issued with a drama learning journal which is used every lesson and which will contain a record of their progress.





Physical Education: All students are offered a wide range of activities ranging from the traditional games of rugby, soccer, netball and hockey to orienteering, health related exercise, dance and gymnastics. All students are encouraged to take part in the numerous extra-curricular activities provided by the department both before and after school. In most sports there are fixtures against local schools, both friendly and competitive. Teams are also entered for regional and national competitions. The philosophy of the department is to encourage as many students as possible to participate in some form of physical activity either on a competitive level or on a recreational basis.



Computing: Students will study computing for one lesson a week throughout Year 7. This course is designed to equip students with the basic knowledge, skills and understanding they need to use the full range of ICT applications, to understand and practise programming and web-design. The units will include basic 'Office' software skills, programming, e-safety and a website building project.

Literacy and Numeracy

At Maiden Erlegh School in Reading we recognise the fact that we are all teachers of the basic skills of literacy (reading, writing, listening and speaking) and numeracy, regardless of the subject that we teach. We strive to give students the opportunity to practise and improve on their basic skills throughout the day.

There will also be news of competitions and events that are happening to support the enjoyment and improvement of literacy and numeracy.

On entry into the school students take a number of national tests, including one that measures reading age. These tests enable us to put in place specific intervention for your child. Should they need it, a letter will be sent home explaining more about that intervention. In the past interventions have included:

- Toe by Toe, a programme that has been found to help students to make rapid progress in reading
- English as an Additional Language (EAL) club, which provides students with support in learning and understanding subject specific terminology
- Rapid-Plus reading acquisition
- Linguascope language acquisition
- Reading club
- Writing club
- Maths drop-in
- One-to-One maths mentoring

Work in all subjects is marked for literacy and you can see a copy of the literacy policy on the school website.





School Organisation

Tutor Groups: There are 6 tutor groups in Year 7. Each tutor group comprises approximately 30 students.

All tutor groups are mixed ability and will seek to be both diverse and inclusive. Our experience tells us that whilst students may have friends and acquaintances with whom they join the school, it is also an important part of their development to interact with peers whom they have not met before thereby having the opportunity to form new and lasting friendships. Students will meet with their tutor to register each morning. During this session, the tutors share notices and give out information, for example, opportunities for involvement in student voice and enrichment activities. On a Friday morning, the students will attend an assembly, followed by a tutor period of 30 minutes. During this time, students participate in the pastoral curriculum programme.

Houses: As our school grows, we will be developing a house system to support a wider sense of belonging and to encourage healthy competition and pride.

Teaching Groups: Each student has different teaching groups for each subject. For most subjects, students will study in mixed ability groups. In mathematics students will be set according to their ability. These groupings will be regularly monitored and adjustments made. Towards the end of the year, students who study Spanish will also be placed into ability sets.



Purple Pathway: It is vital for us that every student is able to access the curriculum and make good progress. Our Purple Pathway is designed for students who need a little more support with their literacy and numeracy. They will follow a slightly different timetable and will have specialist, experienced teachers to help them build their skills during the Foundation stage before commencing courses that lead to qualifications. The groupings in Purple Pathway are smaller and the style and pace of teaching and learning is more appropriate to these students.





Care for students

Safeguarding Children: At Maiden Erlegh School in Reading we take safeguarding and child protection issues very seriously.

Key Staff:

Mr Andy Johnson Deputy Headteacher and Child Protection Lead
Mrs Karen James Pastoral Leader and Deputy Child Protection Lead

Safeguarding and Child Protection covers a range of topics including:

- Child Abuse
- Internet Safety
- Radicalisation
- Female Genital Mutilation
- Forced Marriage
- Child Sexual Exploitation

If you are concerned about the safety of your child or another child, please contact the staff mentioned above.

If we have a concern about your child in the vast majority of cases we will inform you and ensure you understand exactly what we are doing about the concern raised.

In some, rare, circumstances we do not have the authority to alert parents. In those cases, you would be contacted by colleagues from other agencies who will explain the situation to you.

Medical Issues: Each day we will have a qualified first aider on duty. They will attend to medical emergencies and deals with students and staff who become ill or get injured during the school day.

Where we are notified that students have or develop a chronic medical condition, we work with the student and their parents to establish a care plan which will ensure that the student can participate safely in as many of the school's activities as possible.

Medication in School: Maiden Erlegh School does not provide any medication whatsoever for students, including painkillers such as paracetamol, Strepsils or antacids. The only exception to this rule is the emergency administration of pre-prescribed Epinephrine (Epipen) and Diazepam, which has been provided and consented for by a parent; or other prescribed medication which can be self-administered and for which a parent has given written consent. Please contact the school to discuss such requirements.

Mobile Telephones and Personal Entertainment Devices: Students are permitted to bring their mobile telephones into school for use in an emergency. They must be switched off whilst on the school site, and therefore not seen or heard during the school day. These devices are the responsibility of the students and the school takes no responsibility for them. Other forms of entertainment device should not be brought into school.

Lost Property: All property should be *clearly named* and the students must take responsibility for their belongings; if an item is mislaid, it is helpful if this is reported immediately. The student will then receive advice about where to re-claim lost items.





Bullying

Bullying is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally. Bullying behaviour may be direct or indirect.

Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact.

Indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti (this includes cyber-bullying).

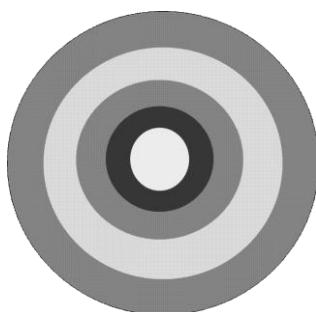
Maiden Erlegh School in Reading targets all forms of bullying and is particularly concerned to take action in relation to any incidents which involve race, culture, country of origin, sexism, disability, giftedness or homophobia. In such cases these issues will be specifically addressed with the bully (and his/her parents where appropriate) in the course of post incident management.

We adopt a zero tolerance approach to bullying and target it through prevention as well as reacting quickly to any reports we receive.

Students learn about bullying through our personal, spiritual, moral, social and cultural education (PSMSC) programme, assemblies and visiting speakers and in curriculum time. In PSMSC they learn about what to do if they have a concern about themselves or others.

Students are encouraged to report their concerns to a teacher as early as possible.

For full details please see our Anti-Bullying Policy (available on the website).



Lunch

We have a half-hour **lunch break** in the middle of the day when students can buy food or eat a packed lunch. Students will purchase and/or eat their lunch in the dining room. If students bring a packed lunch, then we ask: **no cans or glass bottles**.



We have three lunch sessions each day and so your child's lunch break may not be at the same time each day.

If your child wants to buy food in school, approximately £3.00 is the average cost. We use Parentpay as a cashless systems, details of which will be shared with you.

Below is an example of the catering options potentially available:

Week One w/b 4/9/14, 22/9/14, 13/10/14, 10/11/14, 1/12/14, 6/1/15 , 26/1/15, 23/2/15, 16/3/15, 20/4/15, 11/5/15, 8/6/15, 20/6/15, 20/7/15				
Monday	Tuesday	Wednesday	Thursday	Friday
2 course Meal of the Day				
Cornish Pasty Potato & Beans	Chicken wrapped in bacon Potato & Veg	Beef Burger & Bap Savoury Diced Potato, Side Salad	Jacket Potato Various Fillings Side Salad	Fish & Chips
Vegetarian Pasty Potato & Beans	Vegetable & Bean Bake Potato & Veg	Vegi Burger & Bap Savoury Diced Potato, Side Salad	Jacket Potato Various Fillings Side Salad	Vegetable Spring Roll & Chips
Chocolate Doughnut	Apple Pie & Custard	Home made Cookie	Muffin	Carrot cake
Snack Items				
Large slice Pepperoni Pizza plus salad	Panini	Chicken Wraps	Large slice Pepperoni Pizza plus salad	Hot Open Sandwich
Large slice Margherita Pizza plus salad	Panini	Vegetarian Wrap	Large slice Margherita Pizza plus salad	Hot Open Sandwich
Sandwiches and Baguettes				
Tuna, Cheese, Egg, Salad, Meat	Tuna, Cheese, Egg, Salad, Meat	Tuna, Cheese, Egg, Salad, Meat	Tuna, Cheese, Egg, Salad, Meat	Tuna, Cheese, Egg, Salad, Meat
New Meal Deal				
Any snack item plus drink plus yogurt or fruit	Any snack item plus drink plus yogurt or fruit	Any snack item plus drink plus yogurt or fruit	Any snack item plus drink plus yogurt or fruit	Any snack item plus drink plus yogurt or fruit
Dessert				
Yogurt, Fruit	Yogurt, Fruit	Yogurt, Fruit	Yogurt, Fruit	Yogurt, Fruit
Cake (only to be purchased with a snack item)	Cake (only to be purchased with a snack item)	Cake (only to be purchased with a snack item)	Cake (only to be purchased with a snack item)	Cake (only to be purchased with a snack item)
Other items				
Baked Beans, Fresh Vegetables, Chips (one day per week only), sachet sauces	Baked Beans, Fresh Vegetables, Chips (one day per week only), sachet sauces	Baked Beans, Fresh Vegetables, Chips (one day per week only), sachet sauces	Baked Beans, Fresh Vegetables, Chips (one day per week only), sachet sauces	Baked Beans, Fresh Vegetables, Chips (one day per week only), sachet sauces
Drinks				
Flavoured Water, Water, Milk, Fruit Drench, Fruit Juice, Suso	Flavoured Water, Water, Milk, Fruit Drench, Fruit Juice, Suso	Flavoured Water, Water, Milk, Fruit Drench, Fruit Juice, Suso	Flavoured Water, Water, Milk, Fruit Drench, Fruit Juice, Suso	Flavoured Water, Water, Milk, Fruit Drench, Fruit Juice, Suso





Homework

Many parents asked for guidance about ways in which they could help and support their children. Organisation and homework, together with the use of the homework diary, are areas where new students sometimes struggle to adjust, but a few basic rules will make everyone feel able to cope.

Homework: Most subjects set homework every week. Some, however, are set fortnightly. Each subject should average out at 30 – 40 minutes. If homework is consistently taking your child longer than this or proving to be a burden, please get in touch with the appropriate teacher. We will publish a ‘recommended’ homework timetable to help students manage their Homework tasks.

Good homework routines: Each day your child will enter brief details of the actual homework set in the homework diary. This is a reminder for them and also for your information. We would, therefore, encourage them to write notes in sufficient detail so that you know what is required (or “none set” if a subject teacher has not set homework during that lesson), and to keep their diary neat!

Many children benefit from the right type of help from their parents. Here are some of the best practices which we would encourage:

- Look at the diary together each day and discuss what homework is to be done and encourage your child to share this experience from Day 1.
- We strongly advise students to get into the habit of doing homework the day it is set, even if it need not be done for two or three days. If there is a problem the student has the time to seek help from their teachers.
- Plan out together when *and where* your child will do his/her homework, negotiating obstacles such as breaks for food, socialising with friends and favourite television programmes. We are looking for a student to be able to organise their time and to have a balanced attitude to work and leisure.
- Ask to see homework when it has been done and get your child to explain it to you. You will be asked to sign the homework diary each weekend. Your signature means you have checked and approved that week’s homework.
- Praise your child’s work as much as possible. Emphasise what you find informative, clear or imaginative; and avoid dwelling on errors.
- If your child needs more than a minimum amount of help with a particular piece of homework, encourage them to complete the work to the best of their ability and sign their homework diary to indicate that they have done so. They should then seek help from their teacher the following day.





Rewards and Sanctions

We always try to adopt a positive approach to the students' work and effort. Rewards for students will include verbal praise; letters or postcards home, commendations (for effort, achievement or service); meetings with senior staff, certificates and prizes. This culture of recognising and rewarding the desirable characteristics that we seek to teach students creates a culture of positive behaviours and attitudes.

We also like to be made aware of successes that students have outside of school so that we can recognise their achievements also. We appreciate being informed by parents, or the students themselves and would like the opportunity to celebrate these successes.

Any child may be set an appointment after school without notice for up to 15 minutes and this will be recorded in the homework diary. An appointment of longer than 15 minutes will be communicated by the teacher writing in the homework diary, with at least 24 hours notice, unless a parent agrees to the sanction being served on the same day. Appointments are given for many reasons including additional support for classwork or homework, if homework has not been completed or behavioural issues within school.

Our Rewards and Sanctions Policy is available on the school website and contains full details of all rewards and sanctions that we apply.

Maiden Erlegh School COMMENDATION	
Awarded to: _____	Tutor Group: _____
for: _____	
Effort <input type="checkbox"/> Achievement <input type="checkbox"/> Service <input type="checkbox"/>	
Staff: _____	Date: _____
Department: _____	
Pupils take both copies (green & yellow) to the Year Head.	





Achievement for all

We will provide encouragement and additional support to students who have been identified as having special educational needs or disabilities. Specialist staff provide appropriate support for students across the curriculum. We take a whole school approach in our provision for students with special educational needs, with all staff sharing in the support of their disabilities, difficulties, learning and welfare. Teaching assistants are deployed to provide support for students in lesson, where deemed necessary.

We aim:

- To help every young person reach their full potential and optimise their self-esteem
- To encourage the whole community to develop and demonstrate a positive attitude towards special educational needs and disabilities
- To encourage and support young people to participate in all decision making processes in relation to their education and that their views are taken into account
- To follow a graduated approach to special educational needs where appropriate actions are matched to the needs and wishes of each young person
- To support the students in building the skills and attributes necessary to develop their independence
- To promote equality and consideration for others
- To celebrate student achievement
- To develop social skills



In what we do, we aim to work as closely as possible with parents to complement the work they do in supporting their child towards these goals.

If you have a query related to your son/daughter's special educational need you should contact our SENCO, Mrs R Clarke at the school office.





Code of conduct

All students are expected to conduct themselves in a manner which promotes the interests of the community, of the school and the Trust.

Treat everyone in the school community with kindness and respect

Speak calmly and politely to all people, whoever they are. Never do, say or write anything which is hurtful or hateful or which constitutes bullying or harassment (this includes via social media or by text message).

Move around the school and classrooms in a safe and responsible manner

Use the correct stairs and one way systems, and do not run or push others as you move around The Trust. You may put other people's safety at risk. Hold the door open for others.

Respect the school environment and the property of others

It is more pleasant for everyone if the buildings are clean and in good condition. Do not vandalise or graffiti your school. Treat other people's property as you would wish them to treat yours.

Be attentive and polite in lessons and contribute positively

The lesson will be more interesting for you if you are positive and take part. Treat other people as you would wish them to treat you. Everyone in the classroom has the right to learn and you must not prevent them doing that.

Attend school regularly and arrive at school and lessons on time

Students are expected to make their way directly to and from school and should disperse quickly and in an orderly manner. It disrupts the lesson if you are late and it is difficult for you to take part if you do not have the right equipment with you.

Take responsibility for and managing your own learning

Ensure your work and home work is up to date and handed in on time. Have the correct equipment and books with you. Act on the advice, feedback and intervention of your teachers. Go through what you have learned each week and ask for help if you need it.

Listen and follow all reasonable instructions from members of staff

Defiance of any member of staff or responsible adult is unacceptable. Teachers have the right to decide who sits where and to determine the content of a lesson.

Use digital technology and the internet safely and positively

You must abide by the Acceptable Use Agreement: your use of mobile telephones or any other digital technology should never cause disruption to learning, or be used as a medium for bullying or harassment, or be used to bring the Trust into disrepute (for example, where the Trust or members of the Trust community are mentioned on social media and blogging sites outside of school). Students are permitted to bring their mobile telephones to school as long as they remain switched off at all times.

Dress smartly and appropriately at all times

Wear the correct uniform as laid down in the diary. Make sure that you are smart, for example have your shoelaces tied, your shirt tucked in and your tie done up properly.





Extra-curricular programme

We offer a very wide range of co-curricular activities. There are excellent opportunities for students to represent their tutor group or the school in a variety of activities or to join in a range of clubs and societies that meet regularly. The following clubs have run at Maiden Erlegh School in Reading and we will be working with the students to provide a rich and varied programme through the year:

- Drama Club
- Art Club
- Band
- Choir
- Guitar Ensemble
- Instrument Lessons
- Board Games Club
- Science Club
- Football
- Rounders
- Journalism Club
- Homework Club
- Maths Drop-in
- Community Arts Project
- Reading Club
- Writing Club
- Mentoring
- Rapid-Plus Club
- Computing Club
- Social Skills Group

Our co-ordinator for extra-curricular activities is Mrs Roberts. She also leads the PE team at the school and is committed to our aim that every student at the school will find something in our extra-curricular programme to interest them.

Tirabad

The Maiden Erlegh Trust is fortunate to part-own an outdoor pursuits centre in Mid-Wales, where students are offered the opportunity of a one week visit in Year 7.

Set up in 1971 by three schools – Charters (Ascot), Emmbrook (Wokingham) and Maiden Erlegh – Tirabad Outdoor Education Centre is a self-contained residential centre able to accommodate groups of up to 48 people.

Tirabad Outdoor Educational Centre is located in the village of Tirabad in the stunning mid-Wales countryside. The centre backs on to the Crychan forest and this, plus the nearby Brecon Beacons National Park, offers superb opportunities for exploration and exciting adventures in caves, on rivers and up mountains.

The centre grounds are well-equipped for orienteering, problem solving, archery and bush craft, while the local area is also ideal for field studies in geography and life sciences. In order to provide more information about the centre, an evening meeting will be arranged during the first half of the Autumn Term. You will receive details of this meeting shortly after the start of the new term. Courses are also available in later years. We encourage all students to attend these trips. We find it helps them to develop valuable life skills as well as them having a lot of fun.



'Tirabad is something to look forward to, where you go on a trip to Wales for a week. There you do lots of amazing activities, such as caving, gully scrambling, forest adventure walk and survival day.' (Year 7 Student)





More able students

Maiden Erlegh School in Reading is committed to ensuring that more able and gifted students have the necessary opportunities to:

- Use and develop their abilities
- Explore their interests
- Excel academically

We also ensure that they can grow and develop in an environment where being more able and/or gifted is respected by all and that their achievements are celebrated.

Students are defined as:

- Exceptionally Able
- More Able
- Gifted

Identification of students for each of three categories will come from a combination of Key Stage 2 results in both the core and non-core subjects and/or where a student demonstrates a natural aptitude in a particular subject, with the potential to excel in a specific area such as PE, art, music and drama.

Students identified with the categories above will be supported appropriately:

- **In the Classroom:** through a variety of different teaching and learning styles which cater for the needs of more able students, e.g. open ended tasks, higher order thinking skills, the opportunity for speculation and problem solving, independent learning. Schemes of work allow for extension and enrichment work, in class and at home in order to stretch and challenge the more able.
- **Beyond the Classroom:** through opportunities for enrichment activities and master classes. There are often extra-curricular activities and residential courses, visiting speakers and subject workshops. Foundation Silver and Key Stage 4 Gold Programmes are available for exceptionally able academic students.
- **Pastoral Support:** this takes into account the particular needs of these students to ensure that their social and emotional needs are met.



Year 7 Students engaged in a Silver Programme session.





Transition from primary school to Maiden Erleigh School in Reading

We all want the transition between primary school and secondary school to go as smoothly as possible. We have a dedicated team who focus on this important work.

Close liaison with Primary Schools: We work very closely with all our feeder primary schools to share information about each child. This way, we can do our best to ensure that we start to “get to know” each individual before they arrive. The main purpose of this is to make the transition as comfortable as possible, and to best place our support systems to try and meet the needs of each individual child. This liaison and communication continues until September when your child officially starts at Maiden Erleigh School in Reading.

Induction days: The Induction or ‘taster’ day that your child will attend forms another important part of the transition process. The day will be set up so that all students enjoy a representative experience of the school day. In addition, they receive information about various aspects of school life, and meet other students who will also be in the year group.



Regular communication: We have been communicating regularly with you since April, when we first received notification that your child was joining Maiden Erleigh School in Reading. Since then, we have endeavoured to ensure that you have as much information as possible about your child’s transition, and have made ourselves available for contact at every opportunity. This is the way in which we feel it is important to work with you, and therefore wish to continue in the same vein.

Anything Further?

If you have any questions, or would like clarification then please visit the new school website www.maidenerleghschoolreading.co.uk. Under the ‘Student Services’ tab, there is a section for ‘Primary Transition’.





Home-school partnership

To ensure that the transition for your child gets off to a good start we would like to ask for your support with the activities listed below:

- Please can you ensure that your son/daughter is prepared for school and has the correct equipment and uniform. This will help them fit in and be part of the school family from day one.
- Please can you take the time to talk to them about the transition they are going to make. The move to secondary school can be a time of mixed emotions and tiny worries can needlessly become big ones.
- Finally, to enable them to become more organised and independent can you think about engaging them in activities where they need to plan ahead. When it comes to packing school bags and the equipment they will need for the day ahead, it will come more naturally to them.

There are many opportunities at Maiden Erlegh School in Reading, which enhance the outstanding academic provision we have. We encourage every student to participate in enrichment activities after school; we find that those that do so, frequently achieve more and there are many clubs and teams available for them to select from. Please encourage your child to get involved and talk to them about what they might like to do; this will be a brilliant opportunity for them to try something new.

It is essential that the school, parents and students work together in order to enhance learning and promote good behaviour and discipline. Our home school partnership agreement provides the basis for a positive, flourishing relationship between home and school for the duration of the student's school career.

We would like to thank you in advance for your co-operation and support. We are looking forward to the new school year and your child joining us.

