

REDBORNE UPPER SCHOOL
& COMMUNITY COLLEGE



Handbook for Parents, Carers and Students

Year 9

2018-19



Academic Excellence Shared Values Outstanding Education



Some thoughts from our students

Redborne is such a big school and I was worried I would be late to lessons, but the teachers were very accommodating to begin with and after this, it was all fine.

Year 9 student, 2017



I was worried about very strict teachers, but they have helped me a lot and have been very supportive.

Year 9 student, 2017

Even though I came to this school only knowing about 10 other students, I easily made friends within about a week. I really like the good teachers.

Year 9 student, 2017

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Our school - a message to new students

Welcome to you all as we plan for a new academic year in September 2018. We hope that you are feeling excited about making a fresh start in a new school and we are sure that you will settle in quickly, find your way around, make new friends and do your best to take advantage of all that the school has to offer. We are a fully comprehensive school and we will value you for the person that you are and can become. Whether or not you have made a success of middle school, this is your chance to impress us by showing us how well you can do in the future.

When you arrive in September we hope that the weather will allow you to make use of the green space on the fields and around the buildings. The Connolly Hall, with its impressive theatre, has just opened a new 4 classroom extension and canteen space for the sixth form. Many of you will benefit from this in years to come, and in the short term there should be more space for you in the other social areas around the school as the sixth form move out of the other canteens.

You will really enjoy exploring our school; making use of our wonderful facilities and learning in the company of other year 9 students. Hopefully, you will join at least one of our extra-curricular clubs: from recycling to debating, to the Duke of Edinburgh awards, there is something for everyone.

Both students and staff are a hard working team. Redborne is at its best when we have teachers and students working together in partnership – almost all students will see the benefit of that approach and will show the maturity needed to benefit from this more adult environment. We have high expectations of all in every aspect of school life, not just in the classroom. There is so much on offer and we hope you will join us ready to work, fully equipped and willing to take a full part in the life of our community.

I cannot possibly learn the names of 1600 students, but if I get to know you personally let's hope it's because of your fantastic achievements or that you stand out for your positive personality. Do your best to make a great start – first impressions can be important.

See you in September!



Steve Gray
Acting Headteacher

Once you join Redborne you get helpful feedback from teachers; this helps you to succeed even further in your work. You get supportive advice and recommendations in every lesson...I hope you love Redborne, just like I do!

Year 9 student, 2017

Our statement of aims

At Redborne, we aim for:

- **academic excellence**, by providing a broad, balanced, stimulating and flexible curriculum that centres on the needs and engagement of the individual student, placing teaching and learning at the heart of our professional development programme, recruiting and retaining high-quality staff and maintaining a sharp focus on monitoring progress;
- **shared values** such as tolerance, caring for others, democracy, self-discipline, independence and mutual respect to foster the spiritual, emotional, moral, social and cultural development of students both as individuals and as citizens in society;
- **outstanding education** in its broadest sense, through a vibrant programme of curricular, pastoral and extra-curricular activities, to prepare students for a positive and confident approach to the next stage of their education, training or employment and for adult life.

Essential Information

School Address: Redborne Upper School and Community College
Flitwick Road
Amphill
Bedfordshire
MK45 2NU

General e-mail address: admin@redborne.beds.sch.uk

To contact a subject teacher please do so via the head of faculty: e-mail addresses on our website

Website: www.redbornecommunitycollege.com

Telephone Number: 01525 404462

Year 9 Direct Line: 01525 842617

Governors: Chairman: Dr R A'Court

Office Staff: Main Reception: Mrs L Jeffrey
Mrs D Watson
South School Reception: Mrs T Barnard

North School office is open:

Monday to Thursday: (North School) 8.00am-4.30pm






Friday: 8.00am-4.00pm

South School office is open:





Monday to Thursday: (South School) 8.00am-4.00pm

Friday: 8.00am-3.30pm


Senior Leadership Team

<p>Deputy Headteacher</p>  <p>Mr A Day</p>	<p>"Academic Excellence, Shared Values, Outstanding Education". We are all so lucky to be able to call Redborne our school, our place of work and our home from home. Redborne is a focal point for the community providing varied opportunities for so many young people. Welcome to Redborne and all that it offers.</p>
<p>Deputy Headteacher</p>  <p>Mr A French</p>	<p>Welcome to Redborne! I am one of the Deputy Headteachers at Redborne and I am responsible for the school's finances and business matters. Redborne is an excellent school to be part of and it can offer you a wealth of exciting opportunities over the next phase of your academic career. I look forward to meeting you at some point during your time here.</p>
<p>Deputy Headteacher</p>  <p>Mrs J Williets</p>	<p>Welcome to Redborne! We are really looking forward to you joining the Redborne family and wish you a happy and successful time with us. You will find friendly and kind young people, helpful staff who strive to get the best for our students and a lovely environment. We very much look forward to meeting you.</p>
<p>Assistant Headteacher</p>  <p>Ms N Brennan</p>	<p>Welcome to Redborne - it's so nice to meet you all! I hope you will grab as many opportunities as you can to take part in and contribute to the life of our school, as well as working incredibly hard for yourself and your own success. This is such a welcoming and yet successful school. I am very proud to work here.</p>
<p>Assistant Headteacher</p>  <p>Mr D McGuigan</p>	<p>Redborne is a caring community where students are treated as individuals and every pupil is supported to enable them to fulfil their potential. There are widespread opportunities for students to develop academically, socially and morally; whilst the pastoral support offered is outstanding. I am confident that you will do well at Redborne and we are looking forward to you joining this vibrant community.</p>



Senior Leadership Team

<p>Assistant Headteacher</p>  <p>Mr C Graves</p>	<p>Redborne is a fantastic place to study and to work. The curriculum here is incredibly varied, with opportunities for every student to find something that they enjoy and can succeed at. I look forward to welcoming you to the school in September.</p>
<p>Assistant Headteacher</p>  <p>Mr V Parry</p>	<p>I have a number of roles within the school in addition to my position on the senior team. You may well come across me as head of humanities or as subject leader for history. I thoroughly enjoy all aspects of my job. Redborne is an excellent school and I am pleased to be able to play my part in its continuing success.</p>
<p>Assistant Headteacher</p>  <p>Mr J Trapp</p>	<p>I have been at Redborne for five years now and am enjoying working with our forward thinking senior team and contributing to the running of the school. I am looking forward to seeing you all throw yourself into the Redborne Award - I expect you all to get Bronze this year! I am also a head of year and a teacher of English, so there are a number of ways I might run into you. I am always pleased to see how friendly and polite our students are around the site, so if you do see me, please feel free to say hello.</p>
<p>Assistant Headteacher</p>  <p>Mr R Woodward</p>	<p>It has been a pleasure to serve this school for the best part of twenty years. In that time I have seen the school go from strength to strength. We do not only pride ourselves in the academic achievements of our students, but we seek to nurture the talents of all of the children in our care. I hope that you will make the most out of your time at Redborne by working hard and grabbing every opportunity, because once they're over you can never get them back.</p>









Year 9 Pastoral Team

<p>Head of Year</p>  <p>Mr J Trapp</p>	<p>I am a big believer that, in life, you get out what you put in – you’ll hear me mention this quite a bit. You should consider your time at Redborne an opportunity; a chance to make yourself the best person you can be. My job is to help you achieve that and my door will always be open to support you and if we do ever have a cross word, it’ll be for your own good!</p> <p>As year 9 students, you may feel a little overawed initially, but I promise you everyone will make you feel welcome. My door is always open and we will help you if we can, so don’t be afraid to ask.</p> <p>This is a brilliant school in which to work, and that is because we produce brilliant students; students that are civilised and courteous, put the feelings of others before themselves and who strive to be the best they can in everything they do. If you can take advantage of all the opportunities that Redborne offers you then this is a place in which you can thrive.</p> <p>Attend as often as you can, be on time, be polite, be honest and try hard – I don’t think any of that is too much to ask.</p>
<p>Assistant Head of Year</p>  <p>Miss J Flores</p>	<p>This is my tenth year at Redborne and I've been an assistant head of year for four years. I teach Spanish, French and Personal Wellbeing and what I love most about teaching is encouraging students to find their confidence, either at speaking a foreign language or simply at expressing their opinions or asking for clarification in Personal Wellbeing.</p> <p>It's not easy being a teenager in Britain today. I'm glad I grew up before social media took over. If I had a magic wand I'd get students to stop and think before doing things online: posting photos, sending messages, commenting on someone else, etc. We need to empower our young people so that they can model good behaviour not just in the community but online.</p> <p>We have a poster in the year room which says "Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen." When students in my year group stand up and speak it makes me very proud. We should always feel strong enough to challenge behaviour that we see to be unsuitable. Moving from middle to upper school can feel frightening - for students and for parents - but we will be there to support you all at each step along the way.</p>
<p>Assistant Head of Year</p>  <p>Miss S Bean</p>	<p>The part of my job that I love the most is listening to people and finding out about their stories of success and challenges. Each year brings about its own set of these and my job is to help you navigate your way through these, especially when you're coming to a new school.</p> <p>Sometimes this will involve making sure you're respecting the school rules when they've slipped your mind; at other times it can be about bringing to your attention all of the positive traits and accomplishments you possess.</p> <p>The most important thing you can do this year is come and say ‘hi’, so we can get to know you. Take on as many new opportunities as you can; it's never as scary once you get started.</p>








Year 9 Pastoral Team

<p>Pastoral Support Officer</p>  <p>Miss E Wood</p>	<p>Joining a new school is such an exciting opportunity, but for some it can be a bit daunting. Don't worry we are all here to support you. No matter what your question or concern may be, please come and see me. Your wellbeing and happiness at Redborne is one of my main concerns. I am here to listen and signpost you to extra help if required. You will never be judged.</p> <p>My pastoral role means that I will be here to support you all through your time at Redborne, through your ups and down, highs and lows, tears and laughter. If it's a shoulder to cry on or a celebratory high-five you're after...my door is always open. I operate an appointment system: from 8am before school; break; lunch and after school until 4pm.</p>
<p>Senior Pastoral Support Officer</p>  <p>Ms L Tink</p>	<p>I have had the honour of working in a pastoral role at Redborne for seven years. Initially as a pastoral support officer within a year team, and then taking on the role of senior PSO in 2016.</p> <p>At Redborne we offer excellent opportunities for our students to thrive academically, but we also appreciate the importance of supporting our students' emotional wellbeing. After all, exams are stressful and life still happens. When a student needs support it is important they know who they can talk to and be able to trust those people are going to do what is best for them at that time in their lives.</p> <p>Having worked closely with students, families and agencies I believe we have a strong network of support which can be accessed as and when required. This is on top of our large, dedicated pastoral team at Redborne, which I am proud to be part of.</p>

Year 9 Form Tutors

 <p>Mrs H Birkett Head of Faculty Expressive Arts</p>	<p>Welcome to Redborne; a school that values the development of each and every individual. Your time here will fly by so make sure you take advantage of every opportunity available to you - don't have any regrets!</p>	 <p>Miss L Borritt</p>	<p>This might sound clichéd but school days really will be some of the happiest days of your lives! So make sure that you enjoy your time at Redborne. Soak up every new opportunity, make new friends and laugh often but don't lose sight of why you are here. Work hard, keep focused and you'll end up with results that you can be truly proud of.</p>
 <p>Miss L Brady</p>	<p>I hope you make the most of your time at Redborne as it will pass very quickly. It's important you seize the opportunities given to you over the next 3 years to make your time here as successful as possible.</p>	 <p>Mr G Capello</p>	<p>Hello! I look forward to you starting at Redborne and meeting you in September. I am confident both opportunities and success will follow. New friends, subjects, teachers and clubs will all help you settle in to life at Redborne and together we will all work towards being the best we can be.</p>
 <p>Mr D Day</p>	<p>Welcome to Redborne! I can't wait to meet you and help you settle into your new school. My advice is to work hard in your lessons, persevere at the things that aren't immediately easy and make sure you take time to relax. I'll always be here whenever you need help or advice. I look forward to seeing you discover and rediscover, your individual talents here at Redborne.</p>	 <p>Mrs R Grainger Subject Leader PE</p>	<p>"The future depends on what we do in the present" Mahatma Gandhi. An inspirational quote relevant to the here and now, as we start year 9. Let's not dwell on the past but make the most of the opportunities life throws at us and have no regrets knowing that you have tried your best.</p>
 <p>Miss Z Hounam Subject Leader Literature</p>	<p>One day, years will have passed and you might come across this handbook at the bottom of a dusty drawer. When you flick back through it, I hope the following ring true: that you loved your time at Redborne because you made the most of it. Join lots of clubs, relish the open spaces and the farm, soak up every bit of knowledge from your excellent teachers. Your time here will be short, but it will set you up for life.</p>	 <p>Miss A Hubbard</p>	<p>I am really looking forward to meeting you all and hope you enjoy your time at Redborne. My advice for enjoying Year 9 would be to make the most of every opportunity given to you including clubs and school productions. You will be able to meet a wide variety of students from other schools so it's a great time to meet new people.</p>

Year 9 Form Tutors

 <p>Miss C Hunt</p>	<p>“The more that you learn, the more places you'll go.” (Dr Seuss). Your time at Redborne will be filled with lots of changes and lots of learning. You will see the fruition of your hard work in education. My advice to you is to enjoy your time here, take as many opportunities available to you as you can and to make your memories here happy ones.</p>	  <p>Mr B Middleton and Mrs R Field Joint Acting SENCo (maternity cover)</p>	<p>Aim to get involved in the myriad of extra-curricular activities that are on offer throughout school. There are lots of opportunities to make new friends, try things you have never done before, improve your skills in something you love and make a difference.</p>
 <p>Miss L Nemeth</p>	<p>I am looking forward to meeting you and supporting you along the next 3 years at Redborne. There are plenty of extra-curricular opportunities here, so make the most of the clubs and activities on offer, have fun and work hard!</p>	 <p>Miss A O’Keeffe</p>	<p>I am looking forward to meeting you in September, and supporting you through your time at Redborne. Everyone can be successful as long as they have a good work ethic, character and outlook. Start upper school in September as you mean to go on; motivated and excited to learn new things, polite, kind, and helpful, with a positive can-do attitude.</p>
 <p>Miss G Perri</p>	<p>Start your journey at Redborne with a smile on your face and positive thoughts in your mind. Be enthusiastic, work hard and you're sure to succeed. As the wonderful Roald Dahl says... “If you have good thoughts, they will shine out of your face like sun beams and you will always look lovely.” I am looking forward to meeting you all!</p>	 <p>Mrs R Tattersall</p>	<p>There is a wealth of opportunity available for each and every one of you so make the most of everything. Remember – the important thing is to not stop questioning. Curiosity has its own reason for existing.</p>

Heads of Faculty

<p style="text-align: center;">ENGLISH</p>  <p style="text-align: center;">Ms C Harvey</p>	<p>I have been working at Redborne for over 10 years; why have I stayed here this long? I have the pleasure of working with an English department who are an amazing team of dedicated teachers, all of whom work hard to ensure all students have the best experience they can.</p>	<p style="text-align: center;">MATHEMATICS</p>  <p style="text-align: center;">Mr M Jones</p>	<p>I have been teaching at Redborne since 2010. From this experience, I can say with confidence that Redborne is a school that helps everyone to be successful. The maths department in particular, is friendly, supportive and willing to go the extra mile. You are at an excellent school, so make the most of this opportunity.</p>
<p style="text-align: center;">EXPRESSIVE & PERFORMING ARTS</p>  <p style="text-align: center;">Mrs H Birkett</p>	<p>I have been teaching at Redborne since 2003. Why have I stayed so long? I just love the whole ethos of the school and how together we work as a community to enable all students to achieve their potential within and outside of the curriculum. I am extremely proud to lead a creative and vibrant faculty which provides students with opportunities to develop their confidence and self esteem across the 'arts' with the support of committed and dedicated staff.</p>	<p style="text-align: center;">HUMANITIES</p>  <p style="text-align: center;">Mr V Parry</p>	<p>I have worked at Redborne since 2008. I like the wide variety of subjects we offer across the school which gives students the opportunity to play to their strengths. I also like the relationship between students and staff which is based upon mutual respect and a culture of achievement.</p>
<p style="text-align: center;">MODERN FOREIGN LANGUAGES</p>  <p style="text-align: center;">Mrs D Morey</p>	<p>I have just joined Redborne because it is a fantastic school with a great reputation and I am incredibly proud to be the leader of the very successful languages team. I am looking forward to getting to know each of you individually and teaching you languages. The great thing about learning a language is that it is fun, exciting and rewarding at school as well as providing you with many lifelong skills.</p>	<p style="text-align: center;">SCIENCE</p>  <p style="text-align: center;">Mr C Graves</p>	<p>I've been here at Redborne for over 10 years now. I actually came here as a student and enjoyed my time here so much that I wanted to work here. There's loads to get involved in; I'd recommend taking part in the Duke of Edinburgh's Award.</p>
<p style="text-align: center;">TECHNOLOGY</p>  <p style="text-align: center;">Mr C Forbes</p>	<p>I joined Redborne in 2008. I particularly enjoy that every subject is valued and appreciated and that we offer a broad curriculum to students. The range of subjects that we offer within the Technology faculty allows students to fully express themselves and make excellent progress. It is a great place to work.</p>		

Subject Leaders

<p>AGRICULTURE/ ENVIRONMENTAL STUDIES</p>  <p>Mr A Hodds</p>	<p>I have always believed that students learn best by actively doing. Studying down on the farm, being actively involved in caring and looking after the animals, has taught our students so much over the years. Things that will hopefully stay with them for the rest of their lives.</p>	<p>ART & DESIGN</p>  <p>Mrs S Blackwell</p>	<p>As head of art I have seen thousands of children achieve outstanding results with many students successfully going onto careers in the creative industries.</p>
<p>BIOLOGY</p>  <p>Dr K Juty</p>	<p>Biology is flourishing, with more trips and competitions than ever this year. I am particularly proud of the Biology Club, who have even had some of their findings published.</p>	<p>BUSINESS STUDIES</p>  <p>Mrs S Wilson</p>	<p>The business studies department is very popular because students achieve good grades and what they have learnt is very useful when they start work and often leads to promotion.</p>
<p>CHEMISTRY</p>  <p>Mr P Ciampa</p>	<p>I have been at Redborne for over 10 years. I was hoping that as I grew older I would begin to look more like my hero in chemistry, Dmitri Mendeleev, the father of modern chemistry; however, alas, that will now never happen because my hair follicles have begun to give up on me.</p>	<p>CHILD DEVELOPMENT</p>  <p>Mrs L Hartley</p>	<p>Successful courses are offered in child development and health and social care. Many of our students progress to university to study midwifery, nursing, paediatric nursing, social work or primary teaching.</p>
<p>DANCE</p>  <p>Mrs E Gentle</p>	<p>Dance is a powerful and expressive subject which encourages all who participate in it to develop their creative physical, emotional and intellectual capacity. I am extremely honoured to teach and offer this subject at GCSE and A level for Redborne students. I am always proud of the efforts, hard work and achievements of my performing students.</p>	<p>DRAMA</p>  <p>Mrs T Francis</p>	<p>I am proud of Redborne's commitment to the arts and enjoy leading lessons in which students learn not only performance skills but are able to demonstrate the maturity, tolerance, resilience and concentration necessary to work as a team.</p>

Subject Leaders

<p>ENGLISH</p>  <p>Ms C Harvey</p>	<p>We aim to give our students a broad experience within English; which not only focuses on achieving at GCSE and A level but also develops a wider appreciation of literature, including visits to the theatre, entering national competitions and running the school magazine.</p>	<p>FOOD & CATERING</p>  <p>Mrs G Colby</p>	<p>Food, nutrition, catering and hospitality is an ever changing and exciting area of study. The practical nature of the courses ensure that students learn through doing and experimentation. We have brilliant facilities and are ever expanding our range of equipment for students to create challenging and exciting dishes.</p>	
<p>FRENCH</p>   <p>Mrs N Crossley and Mrs P Shaw</p>		<p>At Redborne, all the French teachers strive to ensure that each of our students has an enriching and rewarding learning experience.</p>	<p>GERMAN</p>  <p>Mrs R Neale</p>	<p>German is very popular at Redborne and I hope that some of you will take part in our regular German exchange in the summer.</p>
<p>GEOGRAPHY</p>  <p>Mrs K Wheeler</p>	<p>Geography is a popular subject at Redborne. In year 9 you will have the opportunity to go on visits to the Olympic Park and London Stadium, plus the Scott Polar research institute in Cambridge. In lessons we will cover a range of different topics and you will love it as much as we do!</p>	<p>GRAPHICS</p>  <p>Mr C Forbes</p>	<p>Graphics is a popular subject and we have a wide and varied team teaching at all levels. I particularly enjoy the fact that so many staff and students work outside of lesson time in the subject area and this is key in the production of superb graphics work from all year groups.</p>	
<p>HISTORY</p>  <p>Mr V Parry</p>	<p>We aim to foster a love of history and to develop an understanding of the present through a study of the past. We try to bring history alive in the classroom as well as running an array of out of school visits such as our residential trip to Berlin, and visits to places such as the World War I battlefields and Imperial War Museum.</p>	<p>ICT & COMPUTING</p>  <p>Mrs M Williams</p>	<p>ICT and computer science are evolving subjects and I am proud of the experiences our students receive. The IT sector is expanding and diverse. I am pleased that we can offer both of these subjects at Redborne.</p>	
<p>LATIN</p>  <p>Mr S Dobson</p>	<p>I relish the opportunity to bring the perennially relevant themes, literature and linguistics of ancient Europe to life for students at Redborne and I strenuously deny the rumours that I am just in it for the school trips to Italy and Greece!</p>	<p>MATHS</p>  <p>Mr M Jones</p>	<p>We aim to improve every student's confidence with maths skills through a challenging and enriching curriculum. There are opportunities to explore the wider aspects of mathematics during puzzle days and the maths challenge. All students have access to a number of digital resources to support their independent learning.</p>	

Subject Leaders

<p style="text-align: center;">MUSIC</p>  <p style="text-align: center;">Mr B Bottone</p>	<p>I have worked at Redborne for over 10 years. The department ethos is one of inclusivity. We work hard to offer a wide range of musical opportunities for students to enjoy all musical styles. We put on regular concerts, musicals, trips and external concerts.</p>	<p style="text-align: center;">PHYSICAL EDUCATION</p>  <p style="text-align: center;">Mrs R Grainger</p>	<p>Our ethos as a department is to promote enjoyment and participation across the different sporting activities. We believe that every individual can achieve and recognise the importance of leading a healthy, active lifestyle through lifelong participation.</p>
<p style="text-align: center;">PHYSICS</p>  <p style="text-align: center;">Miss O Calloway</p>	<p>Studying physics is known to be tricky, but rewarding. The Physics department at Redborne is very strong and I hope that we can inspire you in the realms of physics, as well as you enjoying it. Be prepared to put yourself forward in lessons - Albert Einstein once said "Anyone who has never made a mistake never tried anything new".</p>	<p style="text-align: center;">PRODUCT DESIGN</p>  <p style="text-align: center;">Mr K Brooks</p>	<p>My biggest positive about Redborne is the enthusiasm of the students and I have great pleasure in watching their skills grow. I run the Redbone Racing project which is an electric powered endurance racing car.</p>
<p style="text-align: center;">RELIGIOUS STUDIES</p>  <p style="text-align: center;">Ms K Eldridge</p>	<p>All RS teachers at Redborne are passionate about high quality teaching of religion, philosophy and ethics. Year 9 students have the opportunity to meet a holocaust survivor in person which is an experience they never forget.</p>	<p style="text-align: center;">SPANISH</p>  <p style="text-align: center;">Miss H Bennett</p>	<p>The department runs an immersion trip each year in March to Malaga. It's a great opportunity to put into practice your communication skills and students learn a lot about Spanish life. Hopefully we will see some of you on the trip next year.</p>
<p style="text-align: center;">TEXTILES</p>  <p style="text-align: center;">Mrs K Lang</p>	<p>In fashion we are constantly updating our projects to keep them current, relevant and on trend. Textile clubs are also offered to allow students to extend their knowledge and skills outside of the curriculum. The classrooms are always busy at lunchtimes and after school, with students of all years developing a wide range of fantastic products, which creates a really inspiring environment to work in. Redborne offers amazing facilities for textiles and fashion students, which really enhances the quality of the work that is produced.</p>		

Attendance and Punctuality

Lack of punctuality affects learning and behaviour, not only of the student who is late, but it can have an impact on all other learners as the teacher may need to recap on missed learning.

We recognise that attending school regularly and on time has a positive impact on learning and progress and, therefore, offers the best life chances for our students. Excellent attendance and punctuality are the foundation for our students' academic success and preparedness for the world of work. Developing good attendance and punctuality are key life skills and will help your son or daughter to develop a positive attitude towards school together with employable qualities.

It is expected that, wherever possible, students attend every school day. Missing one day means 5 hours of work missed that needs to be caught up.

Each year there are 190 school days which leaves 175 days for holidays, birthday treats and non-urgent medical and dental appointments.

On average, if a student has 7 days absence in the Autumn Term, their attendance drops to 90%.

The Government states that attendance below 90% is classed as persistent absence and our Educational Welfare Officer will want to know the reasons for such persistent absence.

Students are expected to be in their classrooms at the start of Period 1. **Therefore, arriving at the school entrance at 8.40am means that they are already late.** A target time of 8.30am for arrival in school is for which students should aim.

If students are travelling by car to school, drop off is available at south school bus bay. North school will not be accessible after 8.30am for student drop off. On arrival at the school site, students should make their way to the classroom for their Period 1 lesson. Remember it can take 5 minutes to get from the bus bay to your classroom and this should be factored in to your timings.

If late, the student should sign in at either North or South Reception and then go straight to their lesson.

Attendance and Punctuality

Attendance over one school year

If your son or daughter has:

98% attendance = equivalent to 4 days absent from school.

95% attendance = equivalent to 10 days absent from school.

90% attendance = equivalent to 19 days absent from school.

85% attendance = equivalent to 28.5 days absent from school.

80% attendance = equivalent to 38 days absent from school.

Remember: 90% or below is classed as persistent absence.

We regularly monitor and review the attendance of our students. If a student nears 90% attendance we are required to discuss the reasons for absence with the Educational Welfare Officer.

If a student misses one school day, **they miss 5 hours of work** and it is expected that they will catch up on missed work. Please encourage your son or daughter to do the following:

- borrow a friend's book and copy up missed work
- e-mail their teacher and ask about missed work
- complete any homework that was set whilst they were absent

If your son or daughter is absent from school

Please contact the school by phone or e-mail the Pastoral Support Officer on the first morning of absence, indicating the reason for the absence.

Leaving premises during the day

Students should not leave the premises at any time during the school day without a written request from parents or carers which should be given to the form tutor. A medical appointment card is acceptable. Students should sign out at reception if they have permission to leave.

Unauthorised absence could result in referral to the Educational Welfare Officer.



REDBORNE ATTENDANCE PROCEDURE

The pastoral team and deputy headteacher (pastoral) meet on a fortnightly basis to discuss individual student attendance. Every student has a unique set of circumstances and we will always show compassion where a young person faces health problems. The Education Welfare Officer will be made aware of ongoing concerns.

We use several strategies to help students maximise their attendance at school. Common interventions are given below, to give you an idea of what to expect should your son or daughter's attendance become a concern.

Attendance interventions:

- form tutor speaks with student to establish any additional support needs which could help improve attendance
- Pastoral Support Officer (PSO) speaks with student and/or parents
- letter 1 – gentle reminder that your child's attendance is becoming a concern
- informal meeting between student, PSO and Education Welfare Officer (EWO) to discuss any difficulties the student may be facing and which are impacting on attendance
- praise postcard for students who achieve sustained improvement in attendance following a deterioration
- letter 2 – requesting medical evidence for future absences
- formal meeting between PSO, EWO, parent and student. In this meeting, targets will be set for students to aim to reach
- formal referral to EWO
- home visit by EWO/school staff
- EWO issues a fixed penalty notice

Caring for our students

Safeguarding

The school recognises its responsibility to be vigilant in identifying cases of suspected child abuse. Where cases of abuse are suspected the school will follow the Bedfordshire Local Safeguarding Children Board procedures and refer cases to the appropriate agency. The designated teacher for safeguarding is Mrs J Williets, Deputy Headteacher.

A copy of the school's Safeguarding Policy is available on the school website or from the Acting Headteacher.

Counselling: Personal guidance and support

Each year group has a dedicated Pastoral Support Officer (PSO) to offer students emotional support as appropriate. In addition, the school can provide individual support for those students who may be experiencing personal difficulties, e.g. bereavement. Referrals can also be made through the Early Help Assessment system to a range of services. Students can contact their **form tutor** or their Pastoral Support Officer in the first instance to discuss this.

Sex and relationships education

The governors believe that appropriate, responsible and sensitive sex and relationships education is an important element in the work of the school in preparing students for adult life. The purpose of the school's Sex and Relationships Programme is:

- to provide factual information on sexual matters
- to give understanding of sexual attitudes and behaviour in present day society
- to encourage students to make informed, reasoned and responsible decisions about their own attitudes to sexual matters, both whilst they are at school and as they approach adulthood

Sex and Relationships Education is provided in Years 10 and 11 in an objective and balanced manner. The teaching and learning being within the context of the school's statement of aims. Students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others.

Parents have the right to withdraw their child from part of, or the entire, Sex and Relationships Education Programme outside the National Curriculum. If you wish to withdraw your child from the programme please write to the Acting Headteacher, Mr Gray, indicating the nature of your request. The school's Sex and Relationships Education Policy is regularly reviewed to be relevant to the students at Redborne.

Expected behaviour in school

We have high expectations of students at all times and expect parents/carers to support our ethos and standards. Students must follow our shared values policy and those who do not will receive clear sanctions. In summary, students should:

- arrive at each lesson ready to learn and work hard
- show good manners and respect to all adults and fellow students at school
- co-operate with all; work hard in lessons and do not disrupt the learning of others
- arrive on time for each lesson and tutor period
- be fully equipped for each day and wear the agreed school uniform correctly
- treat all school buildings and property with care and respect, as would be done at home
- abide by safety rules

Expected behaviour out of school

When a student is wearing the Redborne uniform, they are representing our school. We have close and strong links with our community and wish to uphold these.

If behaviour out of school is deemed to be inappropriate, firm sanctions will apply in exactly the same way as they would whilst the student is in school. We would expect parents/carers to fully support us in enforcing these sanctions.

Getting to and from school

The school is sited just near a busy roundabout. It is essential that all students crossing the roundabout do so by using the footbridge. Students from Ampthill, who need to cross the main road, should cross at the pelican crossing.

All school buses arrive and depart from the South School bus bay (at the front of South School). At the end of the day, students should wait for their bus at this bay in an orderly fashion and comply with instructions from staff on duty.

If taking a school bus, or any form of public transport, it is expected that behaviour will be safe and considerate at all times. Any incidents of bad behaviour or upsetting other passengers may result in a ban from the bus as well as sanctions applied in school. Bus companies always report bad behaviour back to us and have CCTV on their vehicles.

School detentions

These are set for varying reasons and range from 30 minutes to 2 hours after school. They also may be set at lunch or break time. Notification of an afterschool detention is usually via e-mail to the student and parent/carer, with 24 hours' notice given. **It is the parent/carer's responsibility to collect their child on the day the detention is set, even if the child usually catches a school bus.**

Shared Values

The Redborne Way



What makes a *TERRIFIC* student?

Tolerance

Embrace the fact that people have different lifestyles, cultures and beliefs.

Empathy

Understand how your words and actions affect the feelings of others.

Respect

Be civil towards your teachers and fellow students during and between lessons.

Resilience

Learn from your mistakes and persevere when things get tough.

Independence

Plan for where you want to be and how you will reach your targets.

Focus

Take responsibility for your own work, behaviour and achievement.

Initiative

Ask questions and take new opportunities to grow and learn.

Co-operation

Appreciate the value of working with, and learning from, others.

Redborne Upper School Our Effort Grades

Grade	Descriptor
O = Outstanding	<ul style="list-style-type: none"> • Exceptional effort well beyond that normally expected of students, in terms of time or quantity or depth of work. • Work is completed extremely efficiently – often ahead of deadline. • Enthusiastic, well-motivated and self-disciplined in lessons – contributes well in discussions and is a good listener. • In group activities, student shows leadership skills in helping the team achieve a high standard.
V = Very Good	<ul style="list-style-type: none"> • A high level of effort, above the normal expectation (e.g. completion of optional tasks, high levels of organisation and presentation in written work). • Work is completed efficiently - at or ahead of deadline. • Keen contributor to discussions and behaves very well. • Takes a very active part in group or practical activities and co-operates fully and enthusiastically with the work of the group or activity leader.
G = Good	<ul style="list-style-type: none"> • The normal expectation for student effort. • Work completed on time to a good standard. • Behaves well in lessons and will contribute to discussions when asked. • Follows instructions in group or practical activities and takes an active part in the work.
N = Needs Improvement	<ul style="list-style-type: none"> • Work is only completed after an extension to the deadline, or is only partially completed. • May need reminding to participate or engage in the lesson or the need to stay on task and remain focused. • Reluctant to contribute to discussions, or may make irrelevant or distracting comments. • In activities, does nothing disruptive but is very passive, relying on others to do more of the work.
W = Warning	<ul style="list-style-type: none"> • Work is only completed after a first level sanction (e.g. break detention) or threat of a higher level sanction. • Lack of co-operation in activities with low-level disruption. • Behaviour leads to formal warning or sanctions (e.g. 'time out').
U = Unacceptable	<ul style="list-style-type: none"> • Work is incomplete or of such poor standard that it needs to be done again, even after reminders. • Detention after school or similar sanction issued for lack of work. • Behaviour during activities is poor and leads to sanctions being applied (e.g. being removed from activity, detention)

Regardless of a student's ability, we put a lot of emphasis on high effort at Redborne. The chart above shows how staff grade effort. The effort seen in classes will be reflected in the effort grade awarded in a progress check or report.

A **G grade** is the minimum acceptable standard, but many, many students achieve a lot higher than this in some subjects.

Students: lots to aim for here!



The Redborne Award

as summarised by a current Year 9 student

The Redborne Award, introduced earlier this year, is currently being tested on the Year 9s as a sort of 'guinea pig' experiment. The response so far has been generally positive, with the concept having been widely embraced by all types of students. But what is it?

The award was created by teachers, to try to encourage those students that do not engage fully with school life to do so, but at the same time giving those that do work hard the recognition they deserve.

The Bronze Award is made up of four strands:

- achievement points
- punctuality and attendance
- community work
- school contribution

The **achievement points** strand is there to give previously employed achievement and behaviour points more of a meaning, to make them more desirable for students to obtain. Students are required to get at least 180 achievement points to pass this strand. This will hopefully encourage better behaviour in lessons and around school.

The **punctuality and attendance** strand is there too and as the name may suggest, gives students a bit more inspiration when it comes to arriving on time, or at all. There is a maximum number of times students can be late or absent before the Bronze Award becomes unobtainable and this possibility acts as a bit of an incentive.

The **community strand** involves pupils contributing to helping in the community. This will not only build Redborne's reputation, but also helps students to become better, more rounded citizens.

The **school contribution** strand involves pupils being a little more involved when it comes to the life of the school. For example: helping out at parents evening, joining a club or helping out on the farm.

As mentioned before, the award so far has been well received, encouraging even the most reticent students to do their bit, not only for the school and surrounding community, but for themselves. It has sparked conversation at the Year 9 and School Council meetings on how to develop the award further. For example, a current idea is to create an app so students can keep up to date with their progress in the award and where they can also upload their own evidence. We are really looking forward to seeing how the award evolves, and personally I am looking forward to working towards my Bronze, Silver and Gold!

School Calendar 2018/2019

		September 2018				
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

		October 2018				
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	31
Thu		4	11	18	25	
Fri		5	12	19	26	
Sat	6	13	20	27		
Sun	7	14	21	28		

		November 2018				
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24		
Sun	4	11	18	25		

		December 2018				
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

		January 2019				
Mon		7	14	21	28	
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24	31	
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

		February 2018				
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22		
Sat	2	9	16	23		
Sun	3	10	17	24		

		March 2019				
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	


		April 2019				
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24		
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

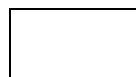
		May 2019				
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

		June 2019				
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

		July 2019				
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

		August 2019				
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

 School Holiday

 Bank Holidays and Weekends

 Pupil Day

 Training Day



Week A and B

We work on a 2 week timetable: week A and B and lessons are different in each week. Students need to know which week is A or B, to ensure they prepare and arrive for the correct lessons.

Autumn Term 2018

Wednesday 5 September	-	Friday 7 September	A
Monday 10 September	-	Friday 14 September	B
Monday 17 September	-	Friday 21 September	A
Monday 24 September	-	Friday 28 September	B
Monday 1 October	-	Friday 5 October	A
Monday 8 October	-	Friday 12 October	B
Monday 15 October	-	Friday 19 October	A

Half-Term

Tuesday 30 October	-	Friday 2 November	B
Monday 5 November	-	Friday 9 November	A
Monday 12 November	-	Friday 16 November	B
Monday 19 November	-	Friday 23 November	A
Monday 26 November	-	Friday 30 November	B
Monday 3 December	-	Friday 7 December	A
Monday 10 December	-	Friday 14 December	B
Monday 17 December	-	Wednesday 19 December	A

Spring Term 2019

Monday 7 January	-	Friday 11 January	B
Monday 14 January	-	Friday 18 January	A
Monday 21 January	-	Friday 25 January	B
Monday 28 January	-	Friday 1 February	A
Monday 4 February	-	Friday 8 February	B

Half-Term

Monday 18 February	-	Friday 22 February	A
Monday 25 February	-	Friday 1 March	B
Monday 4 March	-	Friday 8 March	A
Monday 11 March	-	Friday 15 March	B
Monday 18 March	-	Friday 22 March	A
Monday 25 March	-	Friday 29 March	B
Monday 1 April	-	Friday 5 April	A

Summer Term 2019

Wednesday 24 April	-	Friday 26 April	B
Monday 29 April	-	Friday 3 May	A
Tuesday 7 May	-	Friday 10 May	B
Monday 13 May	-	Friday 17 May	A
Monday 20 May	-	Friday 24 May	B

Half-Term

Monday 3 June	-	Friday 7 June	A
Monday 10 June	-	Friday 14 June	B
Monday 17 June	-	Friday 21 June	A
Monday 24 June	-	Friday 28 June	B
Monday 1 July	-	Friday 5 July	A
Monday 8 July	-	Friday 12 July	B
Monday 15 July	-	Friday 19 July	A
Monday 22 July	-	Wednesday 24 July	B

THE SCHOOL DAY

Lessons start at 8.40am

Lessons finish at 3.10pm

You must be on site by 8.35am

Morning Session - 8.35am - 1.10pm

Start	End	
8.35		Warning Bell- you should be outside of your classroom at this time
8.40	9.40	Lesson 1
9.40	9.45	Movement time
9.45	10.45	Lesson 2
10.45	11.00	BREAK
11.00	11.05	Movement time
11.05	12.05	Lesson 3
12.05	1.10	Lesson 4

Lunchtime – 1.10pm - 1.45pm

Afternoon Session – 1.45pm - 3.10pm

Start	End	
1.45		Warning Bell
1.50	2.10	Afternoon Registration: Form Period/Assembly
2.10	3.10	Lesson 5

NOTE

The school day changes during examination periods to a 3/2 split with 3 lessons in the morning and 2 lessons in the afternoon. The lunch period changes to 12.05pm-12.40pm during this time, with a warning bell at 12.40pm.

Important Dates 2018-2019 for Year 9 Students

AUTUMN TERM

Friday 7 September	School Photographs
Friday 14 September	Year 9 Course Descriptions booklet issued
Friday 21 September	Enrichment Booklet issued
w/c 8 October	German Exchange – German students in UK
Thursday 15 November	5.00-8.00 pm Parents' Consultation Evening with Year Team and Senior Leadership Team. Students are invited to attend
Thursday 15 November	Progress Checks issued to students
28-30 November	7.00-9.00pm School Production – Connolly Hall
Wednesday 19 December	School closes 1.10pm

SPRING TERM

Friday 11 January	Curriculum Booklets describing courses available in Years 10 and 11 issued to students
Friday 1 February	Subject excellence information issued to parents and carers
Friday 1 February	Reports, IEP's and option blocks proforma issued to students
Thursday 7 February	5.00-8.00pm Options Evening (students are expected to attend)
Monday 18 February	Last day to return Option Forms
3-7 March	Spanish immersion visit

SUMMER TERM

w/c 6 May	Year 9 Charity Week
Friday 17 May	Progress Checks and IEP's issued to students
Monday 3 June	New Year 9 into 10 timetable begins
6-14 July	Educational Visit Languages German Exchange Bavaria
Friday 19 July	Progress Checks issued to students

Note: Dates and information correct at time of going to print and subject to change

Extended Learning

Our extended learning policy can be found on our school website. It explains how and when we set work for students out of lessons.

From year 9, certain subjects will begin teaching the GCSE syllabus. This means students will be examined in year 11 on content learned in year 9. Thus, for these subjects, it is essential students keep their exercise books from year 9 until the end of year 11. They will be required for revision and exam preparation.

Expectations of all students in terms of independent learning

We expect all students to complete set work, but also to get into the routine of reviewing each lesson (see below). This forms the basis of upper school 'homework'.

It is important both parents and students understand that there is always school work to be done. This is either independent learning (see below) or set work from a teacher.

After each lesson:

- Students should go back over work taught and check their notes are complete.
- Use a revision guide to look up topics that were not fully understood, or use BBC Bitesize or another site recommended by a subject teacher.
- **On a regular basis (at least once per month), make cue cards or mind maps of content covered and keep this in folders dedicated to each subject.**
- These folders can be kept at home or school. When it is time to prepare for exams, a set of revision cards will already have been made and these can be used to help with revision.

This forms the basis of all extended learning for our students and is a very effective way to learn. If additional reading or written work has been set, this should be completed by the deadline set. (This can be checked on the Show My Homework site. Both parents and students have received a personal login).

I feel that I have really made a lot of progress in a short space of time since joining Redbone.
Year 9 student, 2017

Extended Learning – how can I support as a parent/carer?

How parents and carers can best support their son or daughter

At school

- Ensure attendance at school and punctuality are 100% or as near as possible.
- Check the correct equipment is available for each day.
- Supply a bottle of water to drink. (Energy drinks are banned in school).
- Supply a snack and ensure lunch is eaten.
- Check the homework set by logging onto Show My Homework, and providing encouragement to complete work in good time.

At home

- Where possible, provide a quiet area to work, and discourage any use of social media whilst school work is being done.
- We suggest putting the mobile phone away. Students need to be able to concentrate without distraction.
- If space to work is tight at home, encourage your child to attend the after school study club in the library.
- Encourage your child to look through class notes and highlight key facts. These key facts can be put onto cue cards. (Buy from Tesco or WH Smith or make them by cutting up A4 card).
- Test your child on their cue cards; ask them to give 2 or 3 key facts learned each week and talk to them about these.
- Help your child to organise their class notes and keep their books and resources safe.

Please remember, the content and exams in the 3 core subjects (maths, English and science) have now been made much more challenging. Instilling good habits in year 9 will help a lot in years 10 and 11.

Extended Learning – how can I support as a parent/carer?

Knowing what homework is set

- Homework is given in most subjects, in addition to our expectations of students reviewing their learning. This will be published on the Show My Homework (SMHW) site.
- The link for SMHW is on our homepage. Students and parents/carers will be issued with their unique login at the start of term. This allows you to see the homework set for your own child, including when it is due in.
- If you lose the login, you can still access the site and search the homework set by any one teacher. You only need to know the name of the class your child is in, and this is shown on their timetable.
- Please help your child to manage their time; complete their set homework by the agreed deadline and complete independent learning to the best of their ability.

What happens if my child does not understand a homework or has lost the task sheet?

- They should see their class teacher as soon as possible, but at least 2 days BEFORE the work is due in, either in their lesson, at lunchtime or after school.
- Your child can also e-mail the teacher with their query. The child's form tutor will always be able to offer help and advice too.
- Students **should not** just turn up to the lesson saying they could not do the homework or have lost the task sheet.

I found it hard to get used to looking over the notes I made in class. But, my science teacher showed me how to make revision cards to use for revision. I do that all the time now as there's too much to learn for science all in one go at the end of the year.

Year 9 student, 2017

Extended Learning – how can I support as a parent/carer?

English Study Skills

- In year 9 students should focus on developing their reading skills; including a range of texts from fiction to non-fiction. A good place to start for fiction would be with the school library. Students should also read non-fiction (particularly broadsheet newspapers).
- When they find words where the meaning is unknown, encourage them to look it up and add it to a wordlist that is stuck on the fridge. Test them on this list; little and often is best.
- Ask your child to talk to you about what they are reading or ask them to produce a re-write of what they have read in their own words. Can they summarise the main points for you? This makes them think about what they are reading.
- Play word games when you can: try Scrabble, Boggle or Hangman. Anything that practises and develops new vocabulary is a bonus.

Science Study Skills

What GCSE science course do we study at Redborne in Year 9?

All Year 9 students start with 'AQA combined science trilogy' (what we call double science in school) course code 8464. If a student wants to study separate sciences, this is chosen during the options process ready for Years 10 and 11.

Revision guides and websites

- An older revision guide (from a sibling or friend) will be great, but unfortunately the syllabus has changed, so there may be gaps. If you do buy a new guide, the latest edition is the best one to buy. We do not recommend buying any revision guide for science until Year 10, once your child has opted for either separate or combined science.
- Use the free science lessons videos www.freesciencelessons.com to revise a topic when extra help is needed. Here you will find a series of 3-5 minute videos on most topics in the syllabus. Watch a topic and make revision cards. Learn the card content and ask to be tested on this. You can also teach topics to a friend. This is one of the best ways of learning key facts.
- **At least once per month** - students should summarise their class notes by making revision cards, mind maps or similar.

Keep these revision resources in a safe place to use when preparing for any tests. In Year 9 these occur at the end of topics.

Extended Learning

Maths Study Skills

If your child does some independent maths learning (on top of their set maths tasks) every week, (we recommend 20 minutes, 3 times per week), then over 40 weeks this adds up to an extra 40 hours of maths per year.

This will have a really positive effect on progress made in maths, regardless of your child's ability when they start. This is an easy win. Please support this as good habits are best formed early.

See the table below for a list of online revision resources. We recommend:

- For students with an indicator grade of 2 or below in maths, try MyMaths. The students should not be using the games.
- For students with an indicator at grade 3 or above, try ActiveLearn. Use the exercises - ask a maths teacher to help if you cannot find the right exercises.

<p>Pearson ActiveLearn – www.pearsonactivelearn.com</p> <p>This is an online textbook resource that includes a number of exercises and videos on the whole GCSE course. Should be used from year 9.</p>	<p>Login: School e-mail address Password: ChangeMe639</p>
<p>MathsWatch VLE – https://vle.mathswatch.co.uk/vle</p> <p>This has videos, interactive questions and worksheets on every topic of the new GCSE.</p>	<p>Login: School e-mail address Password: ChangeMe639</p>
<p>MyMaths – www.mymaths.co.uk</p>	<p>Login: redborne Password: factorise</p>
<p>Corbett Maths – www.corbettmaths.com</p> <p>This site has worksheets and videos for each topic. There is no login required for the site.</p>	<p>www.corbettmaths.com</p>
<p>GCSE Bitesize – www.bbc.co.uk/education</p> <p>Make sure you select Maths (2015 onwards).</p>	<p>www.bbc.co.uk/education</p>
<p>For the very able Year 9 mathematician, who wishes to look at past GCSE papers: Redborne Maths Website – www.redbornemaths.co.uk</p> <p>This has a number of practice papers that you can print off and complete. All the solutions are on the site so you can mark the work yourself. You do not need to sign up, just login to the website.</p>	<p>Login: redborne@maths.co.uk Password: factorise</p>

My dad made me do maths from MyMaths about twice per week from September. I hate to admit it, but it has made a real difference to my understanding. I am not telling him that though!
Year 9 boy, 2017

Uniform Regulations

Polo Shirt

White polo short sleeved shirt, with black striped ribbed collar.

Jumper

Black V-neck jumper with school badge.

Redborne Hoodie ***NEW FOR 2018***

We have introduced a Redborne Hoodie this year. This is a black hoodie which can be worn over the jumper for an added layer of warmth. This is the only hoodie which may be worn as part of our uniform. Please do not confuse this with the red hoodie that is to be worn for PE. (Non stock item allow 1-2 week delivery)

Skirt or Trousers

Girls can choose between the skirt or trousers that our stockist supplies:

- Girls' knee length straight pencil skirt with black vent.
- Girls' black straight leg slim fit trouser.

Boys trousers must be slim fit or regular fit that our stockist supplies:

- Boys flat front, slim fit trousers
- Boys single pleated, regular fit trousers

Shoes

Plain black with flat or low heels. Please see additional notes below.

Socks / Tights

- Plain black or white socks
- Black or natural coloured tights.

Outerwear

Coats (front fastening) may be worn on top of the uniform. The only hoodie which may be worn is the black Redborne Hoodie.

Bag

Big enough to accommodate basic equipment, e.g. exercise and text books.

Equipment:

- Pen
- Pencil
- Ruler
- Planner
- Calculator
- A pair of compasses
- Pencil case
- Rubber
- Colouring pencils
- Protractor
- Set square

Uniform Regulations

Please note the following:

- Trousers and skirts must be bought from our stockist
- We have a selection of good quality second hand uniform in our school shop
- Skirts are to be worn on the knee
- Nail varnish, if worn, must be neutral in colour and nails must be short in length
- Inappropriate or excessive make-up is not permitted
- Extreme hair colour or styles are not permitted
- Body piercing is not permitted, e.g. nose studs. This includes clear studs and retainers
- Excessive jewellery, including earrings with hoops larger than a 5p piece, are not permitted
- Trainers, boots and backless shoes are not permitted. Some shops sell 'uniform' school shoes that are not allowed at Redborne – if in doubt, please check with us before buying
- Hoods must be worn down at all times and hats are not to be worn in the school buildings
- Caps are not permitted.

Stockist

- School Shop (Via North Reception) – Tel. 01525 842654, e-mail stevahobson@redborne.com
Opening hours: 5 days a week during term time only between 10.00am and 3.30pm Monday to Thursday and between 10.00am and 3.00pm Fridays.
- The uniform order form can also be found on the school website – www.redborne.com and orders can be placed via Wisepay using the link on the website. For login details please contact the school shop or finance office.
- School Stockist (excluding PE kit) – Prestige Design & Workwear Ltd, 46-48 High Street, Flitwick, Beds, MK45 1DX, Tel. 01525 716558

PHYSICAL EDUCATION KIT (to be used for all PE lessons)

Girls' Kit

Red and black Redborne girls Encore Polo Shirt*

Red Redborne unisex Encore Hoodie **

Black and red Redborne unisex Encore Shorts

and/or Black and red Redborne Encore Skort

and/or black Encore Leggings all with Redborne logo *

Red and black Redborne unisex Encore Training top

Red football socks

White sports socks

Black long sleeved base layer

Shin pads (for football/hockey)*

Suitable trainers/Astros *

Gum shield (recommended for hockey)

* Compulsory items

** Non stock item 3-4 week delivery

Boys' Kit

Red and black Redborne unisex Encore Polo Shirt*

Red Redborne unisex Encore Hoodie**

Black and red Redborne unisex Encore Shorts **and/or** black Encore Training Trousers all with Redborne logo *

Red and black Redborne unisex Encore Training Top

Red football socks

Football boots

White sports socks

Suitable trainers / Astros *

Shin pads (for football / hockey)*

Gum shield (recommended for rugby)

Black long sleeved base layer

All jewellery should be removed for PE

Essential equipment

We cannot stress enough how important it is that students arrive to each and every lesson fully equipped. It wastes valuable learning time if students do not have the required equipment and we view this very seriously.

Whatever their age, please check your child's kit on a regular basis.

What essential equipment is needed for school every day?	
2 pens (black or blue)	Calculator – Casio fx-85GT or fx-83GT Or Aurora AX-595TV (sold in school shop)
2 pens (red or green)	
Pencil and rubber	A bag large enough to carry books and stationery
Pencil case (to avoid losing kit)	Water bottle (energy drinks are banned and will be confiscated)
Colouring pencils	Snacks and lunch or money to buy food
Ruler	
Set square	
Protractor	

All of the stationery above can be bought in the school shop.

If you prefer not to use the school shop, the maths equipment can be bought very cheaply as a set from most supermarkets. All of the above is essential. It is not possible to access all of the maths curriculum without a calculator, protractor and set square.

Financial assistance

We are able to consider any requests for financial support to purchase essential equipment, or to take part in activities or trips. These should be made in writing to the school office, or via e-mail to Mr D McGuigan, Assistant Headteacher on stdanmcguigan@redborne.com. All requests will be treated in confidence. This starts from September 2018.

Prohibited Items

The following items should not be brought to school	
Alcohol	Skateboards/scooters
Chewing gum	Screwdrivers and other tools
Illegal drugs	Weapons including knives and blades
Bluetooth speakers	Smoking materials including: matches, lighters, electronic, herbal and all other types of cigarettes
Laser pens	
Corrosive chemicals	

Mobile Phones

Students at Redborne are permitted to be in possession of and use mobile phones freely at school during break and at lunchtimes. However, during lessons, tutor periods and other supervised sessions, mobile phone use is not allowed. On occasions, a teacher may permit phone use, for example as a research tool or to record homework set. The recording of staff or other students is not permitted.

When mobile phones are used in lessons without permission, students can expect their mobile phone to be confiscated for the rest of the school day. Please do not text or call your child during lesson times and expect a reply at that time.

When a student has his/her mobile confiscated in a lesson the following will apply:

- **1st occasion**
Mobile phone confiscated in the lesson and entered in a log.
- **2nd occasion**
Mobile phone confiscated in the lesson, entered in a log and a letter sent home informing parents that a phone has been confiscated for a second time.
- **3rd and subsequent occasions**
Mobile phone confiscated in the lesson, entered in a log and a letter sent home informing parents/carers that a phone has been confiscated again and an instruction that the mobile phone will need to be submitted at reception on the morning of a given day. This length of time will increase with the number of subsequent confiscations.

We look forward to your support in this matter and therefore encourage the younger generation to use their mobile phones responsibly.

The Library

The library is a quiet, calm and relaxed area for the students to work independently during their break, lunchtimes and, for the sixth form, their study periods. The library is open before and after school. Food and drink is not permitted in the library during these times. However, there is a book club in the library, open to all year groups, on a Thursday lunchtime where students are permitted to eat their lunch during this time. Thus, the library is closed for general use on Thursday lunchtime.



Mobile phones and electronic listening devices are not permitted in the library. However, if occasion arises, they may be used if permission has been given.

General opening times:

Monday to Thursday 8am-4.30pm

Friday 8am-3.30pm

Study Club

The after school study club has been set up to provide opportunities for students to get extra support and tutoring with their school work, homework and revision.



We have appointed and trained a team of sixth formers who work as learning mentors, providing one to one tutoring or support to individuals and small groups as appropriate, supervised at all times by Mrs Randhawa. Students work on core subjects or other subjects that have been identified as a priority, using their own resources, textbooks or digital resources. They can also get advice on organisation and study skills.

The study club runs in the library after school (Monday to Thursday, 3.15pm to 4.30pm) and light refreshments are provided.

In situations of financial hardship, or for pupil premium students, we may be able to supply a taxi home for students who would otherwise not be able to attend. Please contact Mr D McGuigan if you would like to discuss this. stdanmcguigan@redborne.beds.sch.uk

For more information on all of the above, please contact Mrs Randhawa (stvrindhawa@redborne.beds.sch.uk) or visit the library (we are based in South School).

Redborne School Council

Each year has a year team council with representatives from each form. These councils meet to discuss issues raised within the year group, organise social events and plan the charity week that is associated with that year. The year councils are supervised by a member of the year team, usually an assistant head of year.

Elections to the school council take place in the first half of the autumn term and the students vote for two senior students to represent them. This year, to reflect our growing numbers we have three senior students. Meetings take place weekly at lunchtimes on a day that suits the council best, and are chaired by the three senior students, with Mr Gray and Ms Brennan in attendance to represent the staff.

This year the council finalised plans to upgrade the Culcheth Centre and worked with staff to develop the Redborne achievement award. In addition, they continued to focus upon improving the range of food in the canteens at both break and lunchtime; always a popular topic!

Council members are often called upon to represent the school when meeting external visitors. The council representatives from Year 12 also serve as deputy senior students.



Mr S Gray
Acting Headteacher



Ms N Brennan
Assistant Headteacher

Students who have special educational needs (SEND)

The SEND Code of Practice 2014 outlines the ways in which the school, parents and other agencies must work collaboratively to ensure the appropriate provision of all students with SEND.

How do we identify both the students and their needs?

A student has a special educational need when they have a greater difficulty in any aspect of learning than the majority of students of the same age. The Redborne Learning Support staff meet their colleagues at middle schools to identify such students and to discuss how their individual needs might continue to be met. On a day to day basis, teaching staff, parents or students themselves may raise concerns about any additional needs and bring these concerns to **Mr B Middleton and Mrs R Field (Acting SENCos to cover maternity leave)**.

How do we help?

We operate a whole school approach with regard to the Code of Practice. All members of staff have a responsibility for students with SEND. The overall co-ordination is the responsibility of the SENCo but several members of staff will contribute to the provision we make.

Students with significant needs

If it is felt that a student's needs cannot be met within the school's existing resources we can ask the local authority for help. In such cases the student may be issued with an Education, Health and Care (EHC) plan. Usually, extra resources are then provided by the local authority to help the school with the needs of that particular student. However the statutory assessment process can be a lengthy one.

Teaching Assistants

A team of Teaching Assistants work to support the learning of all students across many curriculum subjects. The Learning Support team has a broad range of qualifications, training and experience and collectively are able to provide additional support to our students, and practical guidance to staff and parents.

Teaching assistants are mainly faculty based and work to support learning in the classroom by assisting the classroom teacher with all students in the room. They also mentor students, liaise with parents and produce bespoke resources.

Students who have special educational needs (SEND)

What can parents and carers do?

The student with SEND can be at their most vulnerable on entry to upper school. Suddenly they are faced with a bigger building, more teachers, a more complicated timetable and probably more reading and writing than ever before. The confidence of the student can suffer at this time. Parents and carers should try to compensate for this by helping with the organising of homework, checking that the student has the correct equipment for the day, know which lessons they are taking and of course, informing the school of any problems as they arise.

A copy of the school's Special Educational Needs Policy is available on the school website.

Learning Support has helped me by giving me more confidence to do things and also speaking to the teachers when I need support in my lessons. It has also helped me with homework, spelling and reading.

Year 9 student, 2017



Learning Support lessons have helped me with my maths, English and other subjects I struggle with. Even with things I might need help with later on in life. I have improved in all of my subjects that I struggled with and I am continuing to make improvements in those subjects today.

Learning Support could help you by allowing you the chance to talk to the learning support team, if need be, to help with work. But most of all if you're feeling down then you can go to Learning Support and see a smiling face no matter what.

Year 9 student, 2017

Students who are Able, Gifted and Talented

We believe that all students are individuals with their own special needs and requirements. We recognise our responsibility to ensure that opportunities are made available for all students to realise their potential.

How do we identify students who are able, gifted and talented? (A, G&T)

- Middle school liaison and the collection of data.
- Staff nominations: Subject staff nominate students in December of Year 9 for **Subject Excellence**.
- Students in Years 10 to 13 are nominated for our Able, Gifted and Talented register.
- Parental nomination, particularly regarding students with an excellence outside traditional subject areas.



At Redborne, we are pleased to support our Able, Gifted and Talented students by offering a number of provisions:

- An individual student profile.
- A careers interview.
- The opportunity to attend any of the enrichment opportunities run by the school; such as masterclasses, visiting speakers, inspiring practitioners, trips to universities and Oxbridge interview evenings.
- Subject target setting and review: for students in Years 10 to 13, subject staff will negotiate specific targets and strategies with students, according to their individual needs. These will be reviewed in a scheduled session.
- A personalised curriculum with the reduction or addition of courses where appropriate and necessary.

Pupil Premium

Starting at Redborne

We have developed strong links with our middle school partners and, as a result, we have created a robust system for the handover of information about students. This means that before the end of Year 8 we have detailed information on all students that are planning to join us, including details of those who qualify for Pupil Premium.

Once the students start at Redborne it is our aim to provide Pupil Premium students with every opportunity to make good progress and fulfil their potential; we will do our best to facilitate this over the coming years.

How is Pupil Premium used?

The best way to ensure that students fulfil their potential is through high quality teaching provision. Interventions should ideally take place in the classroom although a range of strategies may be required for some students which are carefully targeted for maximum impact.

This means that each Pupil Premium eligible student at Redborne receives a unique provision; however to give some idea of how we use the funding:

- English and maths are provided have additional staffing to reduce class sizes for groups containing large numbers of pupil premium students
- Only highly qualified and specialist teachers are appointed to deliver lessons
- After school mentoring and study club is provided all year round
- Study skills days are arranged to boost performance in particular subjects
- Small group tuition is provided in English
- Up to 6 hours per week of 1-2-1 tuition in year 11 in preparation for exams
- Support from professional counsellors

There are many other means of support from equipment to revision materials available, it really does depend on the needs of the student.

Is your child eligible for Pupil Premium?

There are a number of indicators for Pupil Premium eligibility, these include those who:

- are eligible for free school meals or who have claimed them in the last 6 years;
- have been adopted from care in England;
- have left care under a Special Guardianship Order or under a Residential Order;
- have a parent currently serving in the armed forces.

In order to be eligible for free school meals the parent(s)/guardian(s) of the pupil must receive one of a range of qualifying benefits. For more information on this please either visit the Central Bedfordshire website (<http://www.centralbedfordshire.gov.uk/benefits/free-school-meals/qualifying-benefits.aspx>) or contact the school.

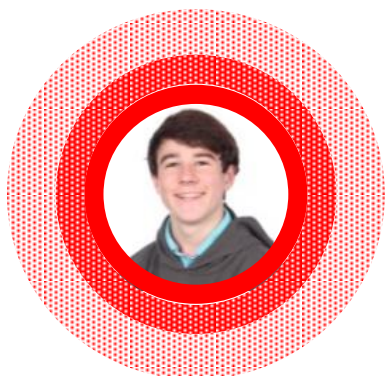
Finally...

Every student is unique and brings their own character, skills, abilities and needs to Redborne and, as a true comprehensive, we welcome you all. As Assistant Headteacher with responsibility for Pupil Premium I look forward to helping your son/daughter during their time at Redborne but in the meantime if you have any queries please do not hesitate to contact me, Mr McGuigan, on stdanmcguigan@redborne.com.

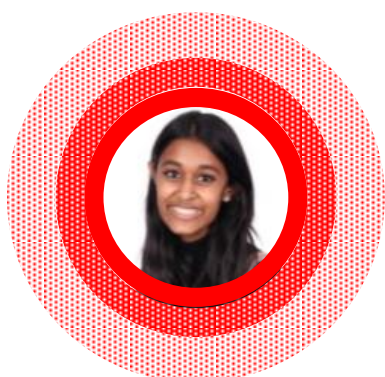
Senior Students

Each year Redborne hold elections to elect three Senior Students. They are seen as role models to all of our students and it is a role which carries great prestige and respect.

Our Senior Students 2018-19 are Charlie Galvin, Roshni Patel and Adam Shelley.



When first coming into Redborne you realise how much bigger everything is. Not only with the opportunities you have, but the size of the school itself. I was nervous, excited and looked forward to it but I was also pretty scared because it was so different. Yet it only took me a few days to realise the opportunities that the school has to offer and the stuff you can do, the support you have from your year team and teachers, as well as the friends that you can soon make. Enjoy your time here, because it doesn't last long.



Firstly, it's a pleasure to welcome you all to Redborne! Transitioning to upper school can be such a daunting prospect. I know that I found it difficult to get my head around the sheer size of Redborne. However, there is such a strong sense of community that you feel when you walk around the school which makes this transition so much easier. The fantastic support network from your teachers will help you on this rollercoaster journey - from stressful exam periods to making the best of memories with friends. One thing I can guarantee is that your time here at Redborne will absolutely fly by. I wish you the best and strongly encourage you to make the most out of the many opportunities Redborne has to offer as this time will never come again!



Right now the thought of moving up to the next level of your education can seem daunting, I know I was particularly worried about picking GCSE options as I felt I wouldn't be ready. However, I found upon joining Redborne that you are never too far away from help, be that with pupils or members of staff. The friendly, yet hard working, environment you are introduced to makes settling down and becoming prepared for the future easy to do. I feel Redborne has really developed my confidence; be that in character and my academic work. Redborne has helped me in making new friends and develop an idea of what I want to do with my future. The best advice I can offer you is to make the most of everything that is available at Redborne. Make sure you enjoy yourself and do well with whatever you choose to get involved in. I look forward to working with you next year.

Important Information

Medical arrangements

Mrs Jeffrey has overall responsibility for the administration of first aid in the school and is assisted by a number of qualified first aiders. She is based in the North School reception and is in school throughout the day. In the case of illness, students should report to either North or South reception. **Students should refrain from contacting parents or carers;** staff will call should collection be required. As the school has a duty of care, students are only allowed home accompanied by an adult and authorised by a parent or carer.

In the case of serious illness or an accident, Mrs Jeffrey, or a first aider, will arrange for the student to be referred to a local hospital. Every attempt is made to contact parents or carers by telephone at home or via the emergency contact number.

Please ensure that your contact details are accurate and that the school is informed of any changes.

Students may carry a maximum of two analgesic tablets, for example paracetamol or ibuprofen, and should not give these to anyone else. The school does not provide pain relieving medication. If your son or daughter is required to bring any other medication to school, or there are medical matters you wish the school to be aware of, please inform your child's tutor in writing.

Our School Nurse is Jo Mallams, based at Highlands Medical Centre Flitwick, telephone number 01525 631245.

Parents' rights to remove their child from religious studies

Section 389 of the Education Act 1996 gives parents the right to request that their child is removed, either wholly or partly from religious studies or collective worship or both. Please write to the Acting Headteacher, Mr Gray, indicating the nature of your request.

School Canteen



We have a canteen in both North and South school buildings. Breakfast is available in the North School canteen 8.15am to 8.35am. At lunchtimes we offer a selection of hot and cold food, fruit, biscuits and drinks in both canteens.

Sample Price List

Meal of the Day

Main course + dessert - adult	£3.00
Main course + dessert - student	£2.60
Main course – adult	£2.40
Main course – student	£2.00

Other Dishes

Baked Potato + Filling	£1.60
Beef Curry	£1.60
Sweet Chilli Chicken	£1.60
Chicken Wraps	£1.60
Bbq Chicken Legs	£1.60
Pizza Pin Wheels	£1.60
Pasta Bake	£1.60
Pasta Pronto	£2.00
Quiche	£1.60
Sweet And Sour	£1.60
Toad In The Hole	£1.60

Snacks

Bacon + Cheese Roll	£1.70
Sausage Roll	£1.00
Chips	£1.20
Small Bacon Roll	£0.80
Pasta	£1.00
Pizza In A Box	£2.00
Pizzini	£1.40
Chicken Ciabatta	£1.70
Pizza Toasties	£1.00

Sandwiches

Panini	£2.20
Sandwiches from	£1.50
Baguettes from	£1.80
Cold Pasta Boxes	£2.40

Fruit

Fresh Fruit	£0.60
Yogurt	£0.60

Biscuits

Triple Choc Shortbread	£0.90
Shortbread Homemade	£0.70
Iced Sponge	£0.80
Pain Aux Choc	£0.80
Flapjack	£0.80

Drinks

Bottled Water	£0.50
Flavoured Milk	£0.50
Orange Juice	£0.50
Milk	£0.50
Omj Cans	£0.70
Volvic Water	£0.80

The school is introducing cashless catering in 2018. Termly payment for a set meal is available. Information and prices correct at time of going to print and subject to change.

FAQ - everything you need to know but did not like to ask...

Question	Answer
Can I chew gum in school at break/lunchtime?	Chewing gum is banned in all places, at all times in school.
Can I bring valuables into school?	You should not bring anything into school that you do not wish to lose. You are responsible for your own valuables. During PE lessons all valuables, including money, MUST be handed in at the start of the lesson.
Can I have a locker?	Yes. There are some available for rent for 3 years. You need to pay a £5 fee and will be given a key. On its return, £3 will be refunded. Each spare key costs £3.
Can I bring a bike to school?	Yes. Bike racks are available for use in North and South school. Their location is on our map. You should wear a bike helmet.
Can I buy food at school?	Yes - breakfast from 8am; snacks at break and a variety of food at lunch.
Do I have to attend a detention if I can't get home?	Yes. Your parent/carer has to organise your transport home. It may be possible for you to reorganise with the teacher concerned, but it is at their discretion.
I was away. Do I need to complete the homework?	Yes. It is expected that you copy up all missed work; find out what the homework was and complete it. It is not up to the teacher to do this for you.

FAQ - everything you need to know but did not like to ask...

Question	Answer
Can I wear make-up?	Yes – but only if it is discreet and can't really be noticed.
Can I wear nail polish or have gel/shellac/false nails?	Yes, BUT, only if it is in neutral colours and nails are short in length. No bright red, orange etc. So, keep the coloured gel nail appointments for the long holidays.
Can I bring a phone to school?	Yes, but it cannot be used in lessons, unless to record homework as agreed by the class teacher. All sounds should be switched off. Parents/carers – please don't call or text your child during lessons. Any unauthorized use or checking of a phone in lessons will lead to confiscation until the end of the day.
Can I have back any item that is confiscated?	If it is a prohibited item, then a parent/carer must call into school to collect it from the office. Otherwise, this is usually collected at the end of the day from the school office as directed by the staff member who confiscated it.
What do I do if I feel ill?	Inform the teacher you are with. At break and lunchtime, go to the school office and we can assess how you are. We encourage you to stay at school for minor ailments. Please don't call parents and ask them to collect you.
Should I put my hand up in lessons to ask or answer questions?	Yes, if you want to ask something specific, BUT, at upper school the teacher will ask you to answer questions even if your hand is not up! So, be ready and listen at all times!

