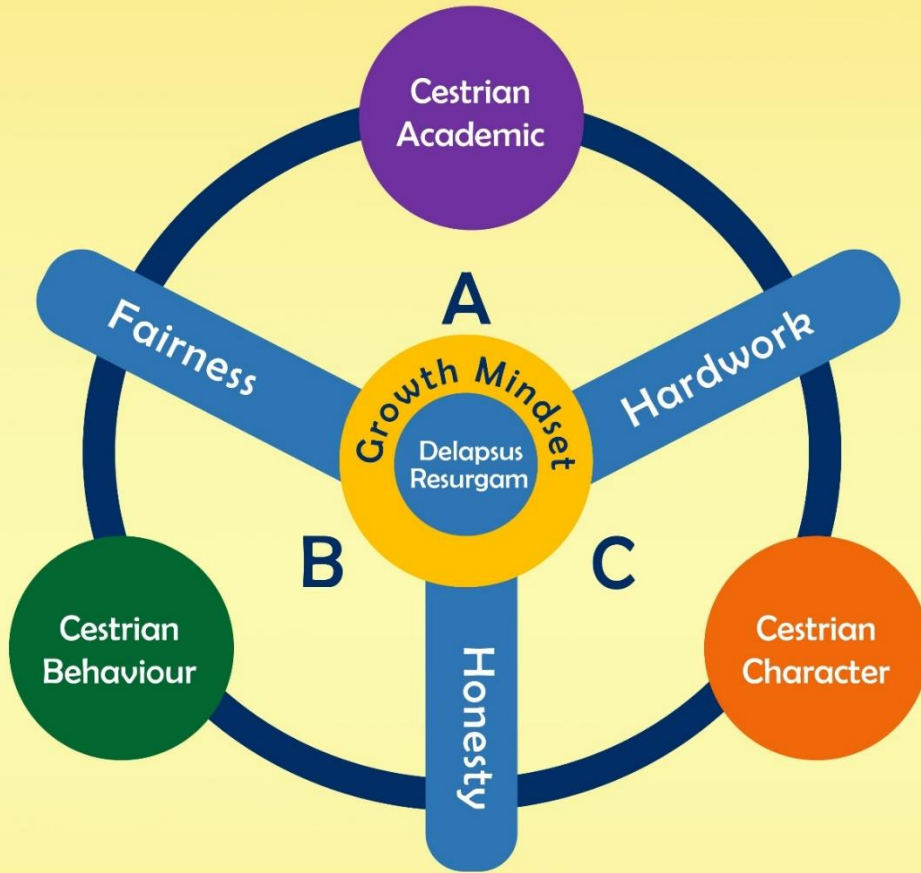




# CESTRIAN WAY



The Cestrian values and ABC toolkit enable pupils to thrive and lead rich and fulfilling lives.



**A**

Knowledge Maps  
 Purple Pen  
 Feedback  
 Hardwork  
 Application  
 Motivation

**B**

No excuses  
 Personal responsibility  
 Valuing learning time  
 Honest reflection  
 SLANT

**C**

Generous of spirit  
 Learns from mistakes  
 Passionate  
 Purposeful  
 Resilient  
 Resourceful  
 Responsible  
 Sophisticated

2024-25 v2

## Handbook for Parents & Carers

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### Attitude to Learning Grid

## Welcome to North Cestrian

Welcome to North Cestrian School. The School's Mission Statement is for its pupils to thrive and to go on to lead rich and fulfilling lives, underpinned by the values of hard work, fairness, and honesty. As pupils embark on their exciting journey through secondary school, they will be given lots of opportunities to grow and thrive as an individual. In our community we care for each child, show respect for each other, maintain, and expect high standards of behaviour, and hard work so that each child achieves his or her potential. Above all, their time here should be happy; happy because they are safe; happy because they are achieving; happy because they are being challenged and stretched.

Along the way we will provide a supportive environment so that any concerns are dealt with swiftly and effectively. We will do this in such a way that pupils will build resilience and confidence to help prepare them for the world ahead.

Together – parents, school staff and pupils – will build up the young people of our North Cestrian family to become confident, articulate, qualified and well-rounded citizens who go on to achieve amazing things.

With best wishes,

**Lee Bergin**  
Headmaster





# North Cestrian School

*Where individuals thrive*

Dunham Road, Altrincham  
Cheshire WA14 4AJ  
0161 928 1856

## Our Vision

- To engage in a non-stop pursuit of excellent teaching and learning so that all pupils gain the very best qualifications which they are capable of achieving.
- By every means possible cultivate a Growth Mindset in all our pupils so they recognise the need for
  - **hard work** – genuine effort to achieve carefully planned, ambitious goals.
  - **fairness** – provision of opportunity irrespective of personal situation; and
  - **honesty** – to develop the cycle of self-reflection and self-improvement.
- Embed, instruct, and achieve cultural enrichment and personal sophistication to equip pupils with the character traits to enter the adult world that will enable them to thrive and go on to lead rich and fulfilling lives as global citizens.

## Our Curriculum Intent

The North Cestrian curriculum equips pupils with the knowledge, skills, and experiences to empower them to learn effectively, seek cultural enrichment and develop character traits to lead rich and fulfilling lives as healthy, educated global citizens.

Via the **Cestrian ABC**, we challenge and support all pupils to take every opportunity to improve themselves, regardless of gender, race, first language, physical or intellectual ability. We aim to cultivate a positive attitude to learning and a growth mindset through the school's values of hard work, fairness, and honesty. Pupils are encouraged to read for knowledge, pleasure and to develop a rich vocabulary to improve both their Cestrian ABC and their future success.

- A. Cestrian Academic** uses retrieval practice and reflective learning to develop independent and curious learners, are of their own strengths and next steps. Responsive approaches to teaching and learning enable all pupils to gain the very best qualifications of which they are capable and allows access to their choice of further educations and employment opportunities.
- B. Cestrian Behaviour** promotes a positive attitude to learning that enables a calm, safe and purposeful learning environment where all pupils feel happy to contribute and be heard.
- C. Cestrian Character** develops and rewards mindful, well rounded young people who can connect themselves, our school and community to a diverse and ever-changing world. Through character-building our pupils discover, demonstrate, and pursue their talents and ambitions.

## Meet the Team:

### Senior Leadership Team (SLT)

- |               |                    |               |                   |
|---------------|--------------------|---------------|-------------------|
| • Mr L Bergin | Headteacher        | • Dr S Askey  | Academic Director |
| • Mr M Bell   | Deputy Headteacher | • Ms. K Reedy | Pastoral Director |
|               |                    | • Mr A Stuart | SENDCO            |

### Heads of Faculty (HOF)

- |                           |                  |                 |            |
|---------------------------|------------------|-----------------|------------|
| • Ms. E Butler            | English & Drama  | • Ms. F Henes   | Creatives  |
| • Mr M Bracewell          | Maths & Business | • Mr S Cruxton  | Technology |
| • Dr R Rodger             | Sciences         | • Ms. C Hayes   | MfL        |
| • Ms. L McTiernan-Heywood | Humanities       | • Ms. A Collins | Computing  |
| • Ms. V Isherwood-Cann    | RE               | • Mr A Cliffe   | PE         |

### Heads of Year / Key Stage

- Head of Year 7 & Transition: Mr C Bailey (HOY7)
- Head of Key Stage 3 (Year 8 & 9): Ms J Connell (HOYK3) Ms J. Maskery(Pastoral Assistant)
- Head of Key Stage 4 (Year 10 & 11): Mr A Boswell (HOYK4)

### Form Tutors (subject to staff changes in Sept.)

- |  |  |   |
|--|--|---|
| • 7ASI: Mr A. Singh                          | • 8JRO: Ms.J.Ronan                       | • 9CKE: Ms. C. O'Keefe                    |
| • 7JJA: Ms. J. Janiak                        | • 8RMI: Mr R.Miller                      | • 9SPU: Mr S. Pullen                      |
| • 7LSM: Ms. L. Smith                         | • 8ITA: Ms. I.Tabib                      | • 9RTA: Ms. R.Taylor                      |
| • 7SJO: Ms. S.Jones &<br>Ms. H.Whittaker     | • 8JBA: Ms. J.Badman                     | • 9JMA: Ms. J. Marghoob                   |
| • 7JMI: Mr J.Millard &<br>Ms.C. Hayes        | • 8SGA:Ms. S.Garwood                     | • 9NLA: Ms. N.Lawson &<br>Ms. A Collins   |
| • 10JDE: Mr J. Dennison                      | • 11SMI: Mr S. Mills                     | • 9DWI: Ms.D.Williamson &<br>Mr.A.Needham |
| • 10MSA: Dr M. Saker-Clark                   | • 11JRI: Ms. J. Ritchie                  |   |
| • 10AWI: Mr A. Wilson                        | • 11MWO: Mr M. Worswick                  |   |
| • 10SFE: Ms. S. Few                          | • 11HVA: Ms. H.Vaughan &<br>Ms. E.Butler |   |
| • 10RDO: Ms. R. Donachie<br>Ms. R. Porcheret | • 11CJO: Ms. C. Johnson &<br>Ms.L.Cove   |   |

### Attendance & Admin Team

- Ms. M. Williams (Attendance & Pastoral Support)
  - Ms. R Bucknall (Attendance)
  - Ms. L. Leck (Exams Officer)
  - Ms. J. Ellis (Data & Exams)
  - Ms. J Peers(Reception)
- Pupil Premium Coordinator:** Ms. S. Iqbal  
**Welfare & Enrichment:** Ms. Y. Stevenson  
**Student Services:** Ms S. Calvert

### Safeguarding Team

- **Designated Safeguarding Lead (DSL):** Ms. K Reedy
- **Deputy DSL & Child Protection Officer:** Ms. Lavin
- **Safeguarding Team:** Mr Bergin, Mr Bell, Mr Boswell, Mr Bailey, Ms. Connell, Ms. Williams

### Learning Support Team

- **Mr. A. Stuart (SENDCO)**
- Ms. A. Billany (Assistant SENDCO)
- **Learning Support Assistants:**
  - HLTA English: Ms Black, HLTA Maths: Ms. James, HLTA Science:TBC
  - LSAs: Ms. Bridge, Ms. Chandra, Ms. Cockayne, Ms. Dedja, Ms. Digby, Ms. Dunn, Ms. Keen, Ms. Harris, Ms. Richards, Ms. Saeed, MS. Shukla, Ms Huang-Wright
  - EAL: Ms. Lau

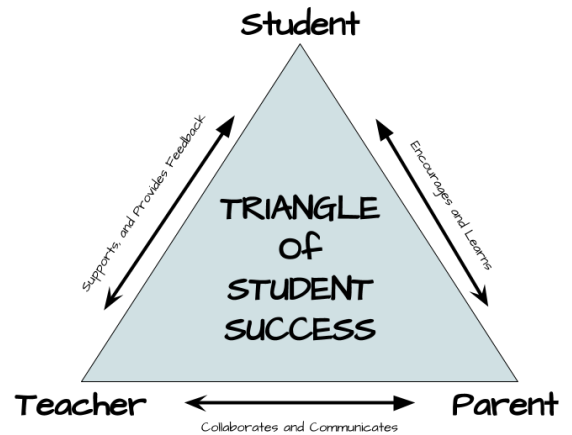
**Staff Email:** first initial.surname@northcestrian.co.uk e.g. [j.bloggs@northcestrian.co.uk](mailto:j.bloggs@northcestrian.co.uk)

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## Working Together

NCS is determined to provide the best education possible for students to thrive and go on to lead rich and fulfilling lives. By creating a positive environment, with an emphasis a knowledge-based curriculum coupled with self-discipline and respect for one another, we prepare our learners for the future. By school, home and student working together we will stand a better chance of fulfilling this mission, based on values of hard-work, honesty and fairness.

[Parents refers to those with parental responsibility for the student]



### NCS will ensure that:

- ✓ We provide a safe and supportive environment for students to enjoy learning and achieve their potential.
- ✓ We provide a consistently high standard of teaching.
- ✓ Students have the best possible education by providing a balanced curriculum.
- ✓ Students are encouraged and have opportunities to become Cestrian Role Models
- ✓ Students are guided to reflect regularly.
- ✓ We provide parents with regular reports and opportunity for discussion about their child's progress.
- ✓ We set regular homework (Prep) which is assessed the next suitable lesson.
- ✓ We contact home to praise and reward students' successes.
- ✓ We contact home if there are concerns about students' behaviour for learning.
- ✓ We provide a range of extra-curricular activities.

### As a parent, please ensure:

- ✓ Your child attends school every day, on time, unless they are ill.
- ✓ Your child does not take extended family trips or holidays during term time.
- ✓ Your child has the correct learning equipment needed for the day, including PE kit.
- ✓ You support school policies and regulations on behaviour and uniform including same day after school detentions until 4.20pm and Saturday morning detentions, after communication from the school.
- ✓ You provide a suitable environment for your child to work at home.
- ✓ Your child completes their prep on time and to the highest standard.
- ✓ You attend parents' information and consultation evenings to discuss your child's progress, and any other meetings (in person / virtual) arranged with your support.
- ✓ You look at your child's tracker and help them use it for reflection daily.
- ✓ Your contact details are up-to-date and you let reception know if your contact details change
- ✓ You support your child in participating in extra-curricular activities.
- ✓ You pay for the replacement of any equipment or books your child loses or damages and pay for repair to the school fabric caused by negligent or malicious damage by your child.

### As a student:







- ✓ I will always do my best to work well and behave sensibly in class. I will follow the school rules and behave in a way that is safe for others. I will not be involved in bullying others.
- ✓ I will attend as often as possible and make sure I am on time. If I do wrong, I will follow the sanctions issued to me.
- ✓ I will do my prep purposefully. I will use my tracker responsibly.
- ✓ I uphold the school's values and embrace the opportunities to be a Cestrian Role Model.
- ✓ I will wear the full school uniform smartly. I will bring the appropriate equipment and I will respect the school building and grounds. I will keep the school free of litter and graffiti.
- ✓ I will act responsibly at all times both in and out of school.
- ✓ I will treat everyone with respect as a valued part of our school community.









## High Standards





### UNIFORM

#### Your responsibilities

-  • wear the right items correctly at all times
-  • check and bring correct PE Kit when needed
-  • NO – jewellery\* (1 pair stud earrings, discreet necklace)
-  • NO – sports shoes\*(all black shoes)
-  • NO - nail varnish / gel /fake nails
-  • NO - excessive make-up






-  Standards Card Signature
-  Confiscation of jewellery / inappropriate footwear




-  School will
-  loan school shoes for the day,
-  loan PE Kit items – mobile phone as deposit,
-  loan/supply items of uniform while replacements are purchased, support Pupil Premium recipients.





-  Home should
-  check & support the uniform policy.
-  support and develop a routine of checking uniform and PE kit each day.
-  contact form tutor to report issues/concerns.






### EQUIPMENT

#### Your responsibilities

-  • the right items\* are checked & brought daily
-  • spare items in school bag and at home
-  • NO – Tippex, correction fluid
-  • NO – felt tips, marker pens
-  • NO – Mobile phone visible or switched on in school

-  Standards Card Signature
-  Confiscation of mobile phone (1, 5, 10 days), detention.
-  Purchase of pens (30p) via teacher/Mrs Stevenson

-  School will
-  supply items of equipment via the online shop.
-  allow parentpay or cash payment for pens in school.
-  loan a basic mobile phone during confiscation period.

-  Home should
-  check & support the mobile phone policy.
-  support and develop a routine of checking equipment and replacing as needed.
-  be aware that school charges for pens in school.
-  contact form tutor to report issues/concerns.







## HIGH STANDARDS






## NO EXCUSES






### ATTITUDE to LEARNING

#### Your responsibilities

-  • Routinely have Attitude to Learning Grid open on desk for reference in lessons.
-  • Routinely reflect on own development using grid and planner/tracker pages.
-  • Record Data Capture AtL in planner/tracker.
-  • Identify and act on areas for self-development.
-  • Regularly share feedback in tracker with home.
-  • Check and act on fortnightly report via Arbor.





-  Staff will issue negative AtL points & sign Standards cards and monitor via pupil trackers.


-  Purple Cards will support development and intervene to improve attitudes in lessons.
-  School will work with home to support next steps and sustained improvement.




-  Home should check & support positive attitude to learning by reading & discussing:
  -  Completion and quality of PREP via Arbor
  -  pupil reflection and recording in planner/tracker.
  -  fortnightly Arbor report on AtL & behaviours.
  -  DC1,DC2 and parents consultation evening.






### PROGRESS

#### Your responsibilities

-  • Routinely record test feedback and next steps in pupil Progress Tracker.
-  • Act on next steps identified from academic feedback in lessons(purple pen) and from assessments.
-  • Share academic feedback and tracker with home.
-  • Constantly strive to improve performance.

-  Staff will issue negative AtL points and support monitoring via Pupil Trackers.

-  Teachers will constantly provide verbal/written feedback to all pupils who record this in purple pen.
-  School will work with home to support next steps and sustained improvement.
-  Purple Cards will support development and intervene to improve progress in lessons.

-  Home should check & support focus for improvement by reading & discussing:
  -  pupil reflection and recording in the Progress Tracker.
  -  assessments and feedback (purple pen) sent home.
  -  DC1,DC2 and parents consultation evening.
  -  Contacting form tutor/subject teacher if concerned.

## Communicating with School

- Parents should contact the **School Office** ([office@northcestrian.co.uk](mailto:office@northcestrian.co.uk) 0161 928 1856), in the first instance, who will direct calls and emails to the relevant member of senior and pastoral staff.
- Parents can email the form tutor and subject teachers of their child in the following instances:
  - Form Tutor for wellbeing, behaviour and organisation issues.
  - Subject Teacher for lesson, learning and progress enquiries.
- Parents should expect a response from an email within two school days.
- The first response may simply be an acknowledgement of the receipt of the message. Teachers and school staff are busy during the school day but will aim to respond fully to any communication from a parent/carer within two school weeks. This time is appropriate to collect any relevant information or consultation with other staff needed to respond to and/or resolve your enquiry.
- In some cases, staff may need to forward the enquiry to another member of staff.
- Staff cannot be contacted directly by telephone. Due to their teaching or other school responsibilities and commitments, teachers often cannot respond to phone calls immediately. **Staff will contact parents within two school days of an enquiry** and will prioritise calls that relate to urgent, safeguarding and wellbeing issues.
- **Teachers and school staff are not expected to respond to parents and pupils during evenings (after 4pm), weekends and school holidays.**

### School Newsletter – this is a significant means of communicating with parents

- The school newsletter is published online every Friday and sent via email to parents and pupils.
- [Back issues](#) available via the school website (School Life section)

### School Website

- The [school website](#) is home to a range of information regarding every aspect of school life and the Cestrian Academic, Behaviour and Character ethos. This includes the school calendar, sections for parents, exams and study information for pupils, curriculum overviews and extra-curricular opportunities. The PTFA and Old Cestrians have information regarding their membership and activities, see p11.

### Useful School Weblinks

[School Policies](#)

[School film](#)

[Subject Curriculum Information](#)

[Parents section](#) of the School Website

[Exam Results](#)

## PARENTS

Welcome to the Parents' section of the website where you will find the latest information and important links below.

Forms	Information
<ul style="list-style-type: none"> <li>• <a href="#">Leave of Absence Request</a></li> <li>• <a href="#">Vulnerable &amp; Key Worker Children Form</a></li> <li>• <a href="#">NCS Refund Form</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">School Exams Handbook</a></li> <li>• <a href="#">Manage Exam Stress for your child</a></li> <li>• <a href="#">Locker Information Letter / Link to ILS</a></li> <li>• <a href="#">Pupil Absence</a></li> <li>• <a href="#">School Calendar &amp; Term Dates</a></li> <li>• <a href="#">School Uniform</a></li> <li>• <a href="#">Sodexo Catering</a></li> </ul>

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## Arbor

- School uses the management Information System(MIS) Arbor.
- **All parents/carers need to use the Arbor Parent APP to access information regarding their child.**
- Click here for help with [Arbor Parent App](#)

Via the Arbor APP you will be able to access:

- Calendar – pupil timetable
- [Attendance](#) information
- [Behaviour](#) data and notifications
- [Character](#) points and evidence of character development
- [Reward Passport](#) Milestones
- [Reports](#)
- Assignments – [Prep](#)/homework
- Marks from assessments
- School communications, notices & emails
- Examination entries and timetables.



At North Cestrian we use Arbor to help manage our school day. Parents and carers can stay connected with their child's school experience by signing up to the Arbor Parent Portal.

From your child's **first day** with us, you will be able to see important information such as student timetables, achievement points, behaviour points and attendance records. Contact details and addresses can be updated directly via the Arbor app and you will be advised as new features are added.

### GET CONNECTED NOW!

Download the Arbor app from your app store. On the first screen 'Welcome to Arbor', type your email address (the one you have provided to NCS) into the relevant box then click 'Forgotten Password?' You will be given the opportunity to create a password with which you can then log in each time you check in with your child's school journey.

Other communication methods:

- **ParentMail** is sometimes used for mass email communications and for all financial transactions including the online shop and meal payment. [See page 37.](#)
- We still use Microsoft **Outlook** for most email communications
- **School Cloud** is used for Parent Consultation Evening (Parents Evening).
- Assessment features and tracking are not all in use. (see reporting & progress pages).

The screenshot shows the Arbor Parent Portal for 'The Sunnyville School of Magic'. The user is logged in as 'Harley Adams'. The interface includes a navigation bar with 'My Items', 'Quick Actions', and a user profile for 'Sammy Adams' (Form 9GU). The main content area is divided into 'Statistics' and 'Guardian Consultations'. The 'Statistics' section shows 'Attendance (2018/2019)' at 84.0% (Year) and 70.7% (Last 4 weeks), 'Behaviour Points - this term' at 0, 'House Points - this term' at 0, and 'Spring Term - Grade Average' at 3. The 'Guardian Consultations' section shows 'Parents Evening' on 24 Jun 2019, 16:00 - 26 Jun 2019, 19:00. The 'Overdue Assignments' section shows 'Oxbow Lakes' due 11 Mar 2019. The 'Assignments that are due' section shows 'Addition work' due 30 Jun 2019. The 'Notices' section lists several consent-related messages. The 'Current lesson' and 'Next event' sections show the current lesson as '08:45 - 09:00' and the next event as '09:00 - 10:00' on Mon, 17 Jun 2019.



## Parent & Pupil Voice 2023-24

### North Cestrian Parent Voice 2023-24

#### You Said

92% of parents say their child is happy at North Cestrian.  
 93% of parents would recommend North Cestrian to another parent.  
 90% say that North Cestrian gives their child the support to succeed.  
 86% know that North Cestrian has high expectations for their child  
 90% say that their child does well at North Cestrian

**The school makes me aware of what my child will learn during the year**

**Strongly Agree / Agree 61%**

**The school makes sure its pupils are well behaved**

**Strongly Agree / Agree 92%**

**My child can take part in clubs and activities at this school**

**Strongly Agree / Agree 93%**

#### We Did

Subjects have added details of the learning journey to the school website

Subject teachers regularly write in the newsletter to celebrate the current half term's learning achievements and provide detail looking forward to what is ahead

Pupil Trackers give regular feedback to parents

Form tutors build strong relationships with their forms  
 Form tutors built relationships with parents to help know, understand and nurture the pupil. Form tutors as first contact is common language between all staff to pupils and parents. Teachers have more time to contact parents.

Teachers are well versed in assisting early identification, providing support, and recognising pupils' standards  
 Consistent message delivered in assemblies

The Pastoral Team grew

More playground supervision

Restorative justice conversations

Offered a greater number of extra-curricular clubs

Increased the form group responsibilities with Form Captains and Deputy Captains

Significant increase in the number of sports fixtures

Significant opportunities in Music and Art.

Great uptake in school breakfasts and free breakfasts

Many pupils are now a reading buddy to younger pupils

Greatly increased the number and range of school trips

Taken part in external debating competitions

Increased the number of careers trips including

Manchester Airport Careers, Trafford College, and Army Digital work experience through InvestIN.

DofE with record numbers

Association of Character Education—Quality Mark Plus

## North Cestrian Pupil Voice 2023-24

### You Said

**Is bullying a problem?  
No / Teachers are really good at  
dealing with it 76%**

**I feel safe at school  
All / Most of the time 93% 95%**

**I am encouraged to look after my  
physical health  
Strongly Agree / Agree 86%**

**I am encouraged to look after my  
mental health  
Strongly Agree / Agree 83%**

**I am encouraged to be independent  
and take on responsibility  
Strongly Agree / Agree 96%**

## North Cestrian Pupil Voice 2023-24

### You Said

**I enjoy school  
All the time / most of the time 56%**

**I enjoy learning  
All the time / most of the time 62%**

**Teachers help me do my best  
Every lesson / most lessons 93%**

**There is an adult I can talk to if I am  
worried  
Strongly Agree / Agree 85%**

### We Did

Understanding pupils' feelings and enabling them to grow in confidence and focus on their next steps  
More clubs and trips  
Providing a laptops to help with extended writing tasks  
Recognising cultural capital and celebrating all the exciting things through the Rewards passport  
Listening, showing we care and being a safe place when home life was complicated  
Providing a free breakfast and helping with organisation  
Talking through options, taking opinions seriously  
91% of pupils would recommend North Cestrian

Knowledge Atlases online so pupils could have better access, parents have access to Arbor assignments  
Attitude to Learning stamping so teachers could give you useful feedback in lessons. Positive comments on Arbor shown to parents live (93% really like the guidance)  
Teachers regularly trained in how to give support and challenge.  
Record numbers of period 7(after school) attendance.  
When pupils have felt a lack of support they have felt confident to approach their trusted staff.

Form tutors build strong relationships with their forms  
Form tutors build relationships with parents to help know, understand and nurture the pupil  
Personal Development lessons and Cestrian Ethos Briefings regularly explain to pupils about the role of Designated Safeguarding Leads  
The Pastoral Team grew  
The Learning Support Team grew  
Lots more staff on duty  
Strong relationships with Mrs McKenzie (Attendance Officer), Mrs Bucknall (reception), Mrs Williams (Heads PA), Mr Bloomfield (Premises Manager), Middyday Assistants, Dining Hall staff  
School counsellor appointments  
Talk Shop visits school weekly  
Multi Agency wellbeing referrals

### We Did

Greater emphasis in assemblies and the PD programme keeping parents and pupils informed throughout  
Separate Key Stage 3 and Key Stage 4 toilets at break and lunch  
Lunch times (playgrounds and queues) are separate for Key Stages 3 and 4  
Ball games on the lower playground, ensuring other playgrounds are calm and relaxed  
Calmly sitting in the dining hall with restaurant standards (limiting time outside, relaxing after meals), playing games (chess, cards), reading for pleasure  
New premises security gates  
Duty staff at the pavement and driveway, including restricting the entrance of cars on to site  
Kindness Club  
Time to celebrate diversity and inclusion (96% Agree that NCS encourage treating with respect and equality)

More extra-curricular sport  
Encouragement to engage in sport outside school  
Customer satisfaction with the canteen—Healthy options and healthy ingredients  
Year 10 lessons on Wellbeing Skills  
Space in the curriculum to explore your own rich and fulfilling life through extra-curricular choices, trips, cultural capital, character development opportunities, music, art, performing arts.  
Personal Development and Assembly time for wellbeing and welfare  
Calm and relaxing spaces at lunch time + Designated physically active areas at lunch time

Key Stage 3 and 4 prefects  
More pupils leading assemblies  
More pupil buddies, Reading Mentors  
Form Captains and deputy form captains  
More pupils writing in the newsletter  
Work experience opportunities extra-curricular sport  
Encouragement to be curious and develop in the North Cestrian Character Education (87% of pupils like this)  
Options link to Character, Taster Lessons, Careers Meetings, Visiting Speakers, Visiting Former Pupils (95% of pupils think the next step advice is brilliant), increased Key Stage 4 Option Choices  
More peripatetic music lessons  
More trips to Colleges, visits from local 6th form envoys;  
Pupil Tracker - 'Cestrians are responsible'



# The Parent, Teacher, Friend Association (PTFA)

As a non-profit making organisation, the school welcomes the additional funds we provide to purchase items that benefit the wide range of activities and clubs outside the school curriculum, to obtain extra facilities for academic work, and even to help bring major projects to earlier fruition for the benefit of all the pupils. All events and new ideas are discussed at the "PTA" meetings which are open to everyone.

Early in the Autumn Term there is an opportunity to meet the current committee members.

Everything is shared through Facebook and on the regular weekly Newsletter.

North Cestrian School PTFA is now registered with [Easy fundraising](https://www.easyfundraising.org.uk/causes/north-cestrian-ptfa) which means supporters can raise FREE donations for NCS PTFA while shopping online at retailers such as Boots, Argos, Amazon, M&S and many more. Please find out how, here:

<https://www.easyfundraising.org.uk/causes/north-cestrian-ptfa>

If you would like to know more about our fundraising events or join the PTFA please contact us:  
**Email: [ncspfta@gmail.com](mailto:ncspfta@gmail.com)**

**Mrs Jennie Parr - Chair of PTFA**

**Mrs Paula Stonier - Treasurer**



## OLD CESTRIANS

The Inaugural General Meeting of the Association was held on 3rd February 1956, with Peter Morton, at that time a member of the Teaching Staff in the Chair.

We have plans to relaunch the Old Cestrians Association. Contact details can be found via the website.

The School has already launched a series called 'Cestrian Futures' which features past pupils from a wide variety of careers to demonstrate to current pupils, the sorts of careers that they could consider. Meet some of our former students and read about their career paths via the school [website](#).

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## The School Day

Pupils need to be on site by 8.30am. Gates open at 8am

### Breakfast Club runs until from 8am – 8.30am

Free Breakfasts for: Pupil Premium, forms with the best attendance, reading buddies.

The school timetable follows a two-week cycle of lessons. **Week A = Blue Week**, **Week B = Gold Week**. This information is evident from the pupil Progress tracker calendar and colour coded pages. Pupil timetables are accessed via **Arbor** and pupils are required to have a copy written in their tracker and one in their top pocket. Parents can access pupil timetables via the **Arbor Parent Portal APP**.

**08.35 Registration, Cestrian Briefing (Assembly) or Cestrian Lesson (form time) with form tutors**

**09.10 Lesson 1**

**10.00 Lesson 2**

**10.50 Break                      11.07 Transition to lesson 3**

**11.10 Lesson 3**

**12.00 Lesson 4**

**12.50 Lesson 5a for Y9,10,11                      Lunch for KS3 pupils (Y7, 8)**

**13.40 Lesson 5b for Y7,8                      Lunch for KS4 pupils (Y9, 10, 11)**

**14.30 Lesson 6**

**15.20 End of school lessons**

### Period 7, Homework Clubs and Extra-curricular Clubs\* run until from 3.30 - 4.30pm

School clubs are advertised via the school Newsletter; published every Friday.

## Term Dates 2024-25

	Autumn	Spring	Summer
Start	Wednesday 4 <sup>th</sup> Sept Year 7 only Thursday 5 <sup>th</sup> Sept Y8 8.30 Y10 & Y11 10am Y9 11am	Monday 6 <sup>th</sup> January 2025	Tuesday 22 <sup>nd</sup> April
Half Term	Close Wednesday 23 <sup>rd</sup> October 3.20pm	Friday 16 <sup>th</sup> February 3.20pm	Friday 23 <sup>rd</sup> May 3.20pm
Start	Monday 4 <sup>th</sup> November	Tuesday 26 <sup>th</sup> Feb	Monday 2 <sup>nd</sup> June
End of Term	Friday 19 <sup>th</sup> December 12 noon	Friday 4 <sup>th</sup> April 3.20pm	Wednesday 16 <sup>th</sup> July 12 noon
School Closed Bank Holidays			Monday 21 <sup>st</sup> April Monday 5 <sup>th</sup> May
School Closed INSET DAYS (Staff only)	Monday 2 <sup>nd</sup> Sept Tuesday 3 <sup>rd</sup> Sept Thursday 24 <sup>th</sup> Oct Friday 25 <sup>th</sup> Oct	Monday 25 <sup>th</sup> Feb	Wednesday 18 <sup>th</sup> June

## Pupil Attendance

**North Cestrian pupils must aim to have a minimum attendance of 95%.**

**Every minute at school is vital.** It is a **legal requirement** for students to attend school except in case of illness or with the permission of the Headmaster to be absent (authorised absence).

**Persistent absence**, (attendance below 90%) may result in referral to the Local Authority Education Welfare Officer (EWO).

- Pupils need to be present at 08.35 when the register is taken to gain an attendance mark.
- Pupils arriving after this time must enter through the front door and sign in at reception.
- Pupils who arrive late with no reasonable excuse will serve a **30-minute late detention, that day, after school.**

### Planned absences:

- Requests for absence for **holidays, visits** and the like will not be authorised.
- **Where possible, please ensure appointments are made outside of school hours.** We understand this is not always possible. If an absence is anticipated, for example a **medical appointment**, then inform the attendance team as soon as possible on [absence@northcestrian.co.uk](mailto:absence@northcestrian.co.uk) and provide an appointment cards/letters for your child's attendance file.
- **Requests** for absence for exceptional circumstances, for example, attending a family funeral, should be made by completing a **Leave of Absence** Form in advance. The leave of absence form is on the school website [parent section](#).
- As a school we fully endorse British Values, therefore, in respect for other people's faith, pupils will be given authorised absence for **religious observation**. Requests should be made in advance by completing a Leave of Absence Form. To be fair and consistent, the headmaster may request confirmation of a requirement for observation from an appropriate religious leader.

### Unplanned Absence e.g. Illness

- Parents are asked to contact the school **every day of the pupil absence** from school due to illness or an emergency. The best way is to phone school and leave a message on the dedicated absence reporting service or to email [absence@northcestrian.co.uk](mailto:absence@northcestrian.co.uk). Please ensure that you report the **pupil's name, their year group/form and reason for absence**.
- Special instructions, e.g., after medical issues should also be sent in writing/email to the form tutor.

**Absence notifications and attendance issues should be directed to Ms Bucknall, Attendance Administrator. Contact 01619281856 / [absence@northcestrian.co.uk](mailto:absence@northcestrian.co.uk) by 9.00am if your child will not be in school that day**

### School work during a period of extended illness / absence

- We always suggest that convalescence, to speed up the return to school, is the best course of action.
- There is **no requirement to complete schoolwork during a period of illness**. However, we trust parents to make a judgement on whether requesting some work may well support the mental health and wellbeing (reducing worries surrounding falling behind for instance) may well be useful. We advise parents help their child to keep in touch with school events and maintain some sort of contact with friends.
- Rest assured that each teacher will assess the need and content to catch up on their return to class.
- The [Knowledge Maps](#) are the best place to start e.g., reviewing previous & current prep from Arbor and reading ahead to next section. Other suggestions can be found [HERE](#).
- These are useful learning opportunities that can go alongside the essential rest and recuperation that must take priority at home including completing Cultural Capital and Character opportunities found in the newsletter, and by using the Information and Guidance found in the Pupil Absence section of the school website.
- For longer absences please contact the Head of Year who will collate the appropriate specific work as appropriate. If an illness absence moves over 15 school days, school will inform the local council in order to ascertain further support.
- The Government's guideline can be read at <https://www.gov.uk/illness-child-education>

[contents](#)



## UNIFORM: Cestrians are smart!

**Pupils should wear their uniform with pride from the moment they their home to their return; shoes polished, shirts tucked in, skirts worn to the knee. The headmaster's view on uniform is final.**

- Uniform should always be worn correctly.
- Breaches of these standards will receive signatures on the Standards Card. Persistently falling below these standards may result in detention (3 signatures = lunchtime detention), provision of alternative clothing / shoes, or being sent home.
- Uniform can be purchased from:
  - **Monkhouse Schoolwear Specialists**, 47 George St, Altrincham WA14 1RJ. 0161 941 7503
  - **Tru Uniforms**, 120 Sale Road, Manchester. M23 0BX. 0161 998 1446
  - **Petites Modes** 9 Tatton Road, Sale M33 7EB 0161 973 4231
- School has stocks of second-hand clothing for loan, prior to the purchase of new items.
- Further information and examples can be found on the school website [here](#).

### Footwear must be black and sensible for school

- Leather lace up, slip on or buckled shoe
- BLACK soles
- NO coloured markings or branding
- NO ballerina style shoes/pumps
- NO Dr Marten's style boots
- NO trainers. They must look like shoes.



### Trouser uniform

- **Grey** straight leg trousers – full length or knee length
- White, collared shirt, buttoned to the top, tucked in
- **School tie with badge (only available from school)**
- Grey, V neck jumper
- Dark Blue blazer with badge

### Skirt uniform

- **Grey, pleated skirt** worn at the knee
- White, reverse collar blouse (no tie) or white, collared shirt, buttoned to the top with a tie
- Grey, V neck jumper
- Dark Blue blazer with badge

### PE uniform

- NCS Training Tee with badge (Compulsory)
- Dark Blue Shorts, Skort or Leggings (Compulsory)
- ¼ zip or full zip Top (Compulsory)
- Games Socks (Compulsory)
- Training / Tracksuit Pants (Optional)
- Rain Jacket (Optional)
- Trainers / running shoes (not Converse)

### Outdoor Coats, hats

- Coats and hats should be removed inside school buildings.
- Outdoor clothing can be stored in student lockers (p15)

### Jewellery & Make-up

- Students are not permitted to wear jewellery to school. This includes bracelets and rings. Students with pierced ears may wear one small stud in the bottom of each earlobe: all other piercings are banned including nose, tongue and facial piercings.
- Students are not permitted to wear excessive make-up to school, and they will be asked to remove inappropriate makeup. Make-up should look natural, i.e. barely visible.
- Nail varnish must be clear. Students are not permitted to wear long acrylic nails or excessive false tan to school.
- Extreme hairstyles are not allowed, including partly shaved heads.

NCS does not take responsibility for any uniform, non- uniform or other valuables which are left on site.

Please put **NAME LABELS** in all your child's uniform, PE kit, coats, bags, water bottles, lunch boxes, umbrellas, gloves etc.

**Lost Property** can easily be returned if we know who it belongs to.

## EQUIPMENT: Cestrians are organised!

Pupils need the following equipment with them to support their learning. We want our pupils at NCS to learn to be organised and **RESOURCEFUL**, as these skills will be very important when they leave for the world of higher education and work.

Please ensure you check equipment regularly and replace anything as it needed. Standards Cards will be signed if equipment is missing (3 signatures = lunchtime detention).

### Pupils should have the following items with them at all times:

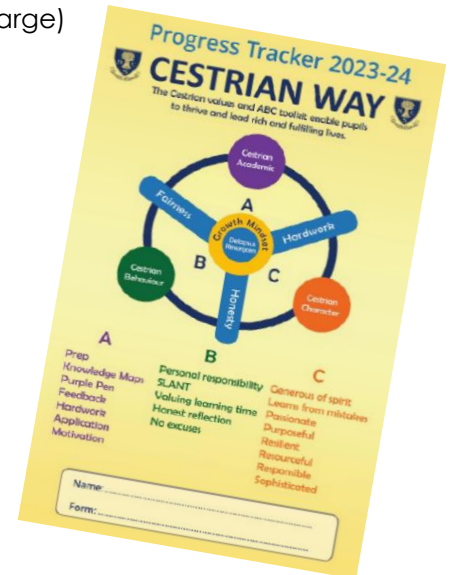
- Standards Card (replaced every half term or upon completion) \*
- Pocket Timetable Card in a plastic wallet (20p replacement charge)

### In lessons, briefings, and form time

- Pupil Progress Tracker
- Prep book (exercise/note book provided by school)
- Stationery items

### COMPULSORY not only for lessons, but also for exams

- Black pen x2
- Purple pen x2
- Pencil, rubber, pencil sharpener
- Ruler 15cm or 30cm
- Maths Set - Protractor, Compass
- Calculator (preferred school calculator is Casio fx-85GT X)
- Glue Stick
- Whiteboard Pens x 2
- A few coloured pencil crayons (useful, optional)
- Plastic container / tin & Apron for Food Technology

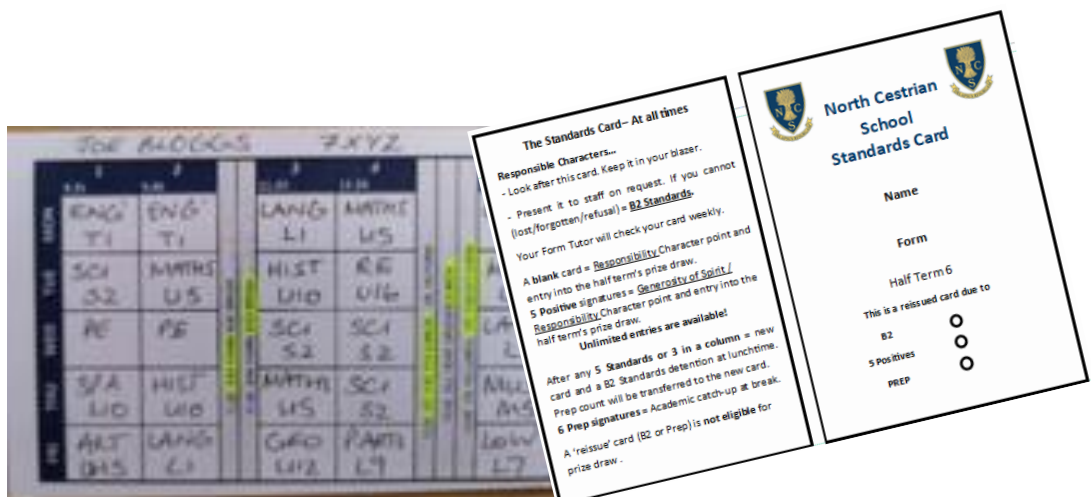


Pupils can buy pens & pencils from staff – 30p each.

Stationery items, including calculators are available via the online shop / ParentMail.

### NOT PERMITTED:

- Correction fluid (Tip-Ex) bottles or pens
- Felt tips / Sharpies / Permanent markers
- Gel Pens
- Laser pointers/pens



## Mobile Phones

Smartphone use can be hard to manage, especially for students, and research shows that there are many [reasons to put your phone away](#). One study even [found that students who just study in close proximity of their phone](#) found it much harder to concentrate, even if they weren't using it. Other research has highlighted how smartphone usage can lead to [low sleep quality, increased stress and reduced concentration](#).

School has three main concerns around mobile phones:

- Impact on grades
- Impact on well-being
- Impact on online bullying and other safe-guarding issues



### Phones MUST

- **Be switched off before entering the school gate.**
- **Remain in a bag or zipped pocket during the day.**
- **Switched on only when beyond the school gate at the end of the day.**

**Parents must not contact pupils during the day. In an emergency, phone the school office.**

If pupils need to contact home, they can go to the school office or ask permission from a teacher.

If used, phones will be confiscated for 1 day; or 5 or 10 days for repeated breaches of these rules. Pupils can opt to loan a school phone replacement under these circumstances to aid their safe journey to and from school and communication with parents.

In the event of misuse of mobile phones and social media, Safeguarding Leads may ask to see mobile phone content relating to the issue. Phones can be confiscated by school and the Police informed in serious incidents.

# 6 Reasons to Put Your Phone Away

by @Inner\_Drive  
www.innerdrive.co.uk

**Lowers Concentration**  
Having your phone out while doing homework or revision has been shown to reduce performance by 20%.

**Increases FOMO**  
Fear of Missing Out (FOMO), or the compulsive need to know what others are doing leads to worse moods and increased anxiety.

**Increases Stress and Anxiety**  
Over use of mobile phones leads to increased anxiety, feelings of loneliness and low self-esteem. Reliance on mobile phones can cause irritation, frustration and impatience.

**Warps Your View of Reality**  
Nobody is as happy as they seem on Facebook or as wise as they appear on Twitter.

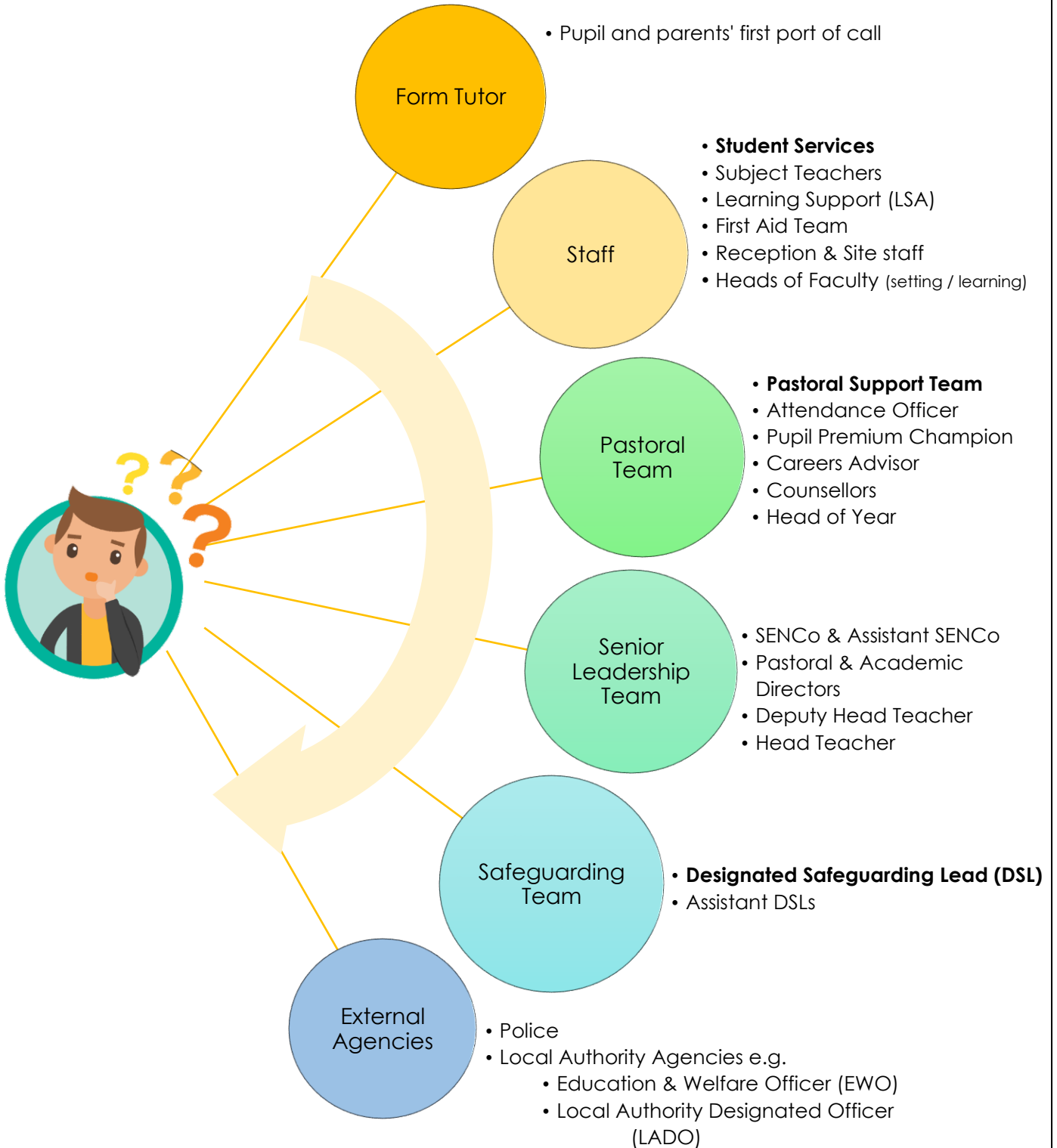
**Reduces Memory**  
Instant messages are distracting, which often leads to forgetfulness.

**Makes You Sleep Worse**  
Prolonged use of a mobile phone leads to poor sleep quality and duration. The backlight on your phone delays the release of Melatonin, which is a hormone important for sleep.

## Supporting your child in school

All staff at North Cestrian are here to keep your child safe and able to focus on their learning and development.

Pupils should feel able to talk to their form tutor or a subject teacher. Staff at **Student Services and the Pastoral Office** are well trained and able to help support or direct your child to the right person to address their concerns.



**The Designated Safeguarding Lead (DSL) is Mrs Reedy**

**The Child Protection Officer is Miss Lavin**



## Supporting your child with our online systems

Your child has been given access to **Microsoft 365** apps through office.com. They have been given an email address to allow them to access this. To access **office.com** they should navigate to the website using a web browser and login using their email address and passwords. ([www.office.com](http://www.office.com))



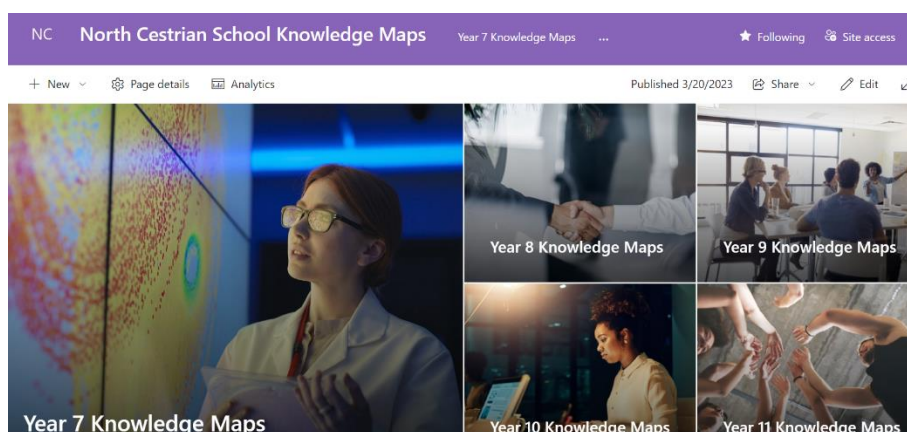
An example format for this using a fictitious year 7 student (entry Sept 2023) Joe Bloggs would be jbloggs23@northcestrian.co.uk

If the login does not work, it could be for one of the following reasons:

- 1) They have made an error in the spelling of their email address (common errors include leaving out the 23 in their username, spelling northcestrian incorrectly, or using .com instead of .co.uk)
- 2) They have made an error with their password (it should have a capital letter, be 8 or more characters long, contain a number and not contain their name. It is the same as the password they log in to the computers within school)

**Knowledge Maps** are available at the following [link](#), and will also require students to login in using the details above to view them.

Knowledge Maps are required to complete daily PREP tasks (homework, p25)



Arbor is our way of communicating prep with your child. They can also check their timetable(calendar), attendance, rewards, and sanctions here (see [page 8](#)).

To access Arbor they need to use a web browser and visit : <https://login.arbor.sc/>  
They then need to use their school email address and the password (same as their Office365 login).

If the login does not work, it could be one of the following reasons:

- 1) They have made an error in the spelling of their email address.
- 2) They have made an error with their password.

They can reset their password for Arbor from home using the **"Forgot your password?"** link under the login boxes on the webpage. They then will be asked to input their school email address.

They should then check their school email account by logging into office.com and then clicking outlook to find the email that allows them to reset their password.

**Still having issues?** Miss Collins is available after school in U2 (except Tuesday) until 4pm.  
Please encourage your child to drop in so the problem can be resolved.



**Seneca Learning** is an online platform that supports knowledge retrieval, testing and revision. Pupils will be set regular quizzes via Prep, Prep+ or independent work to support revision for assessments. Pupils can access and study a range of courses beyond the curriculum too. Parents are invited to access Seneca to monitor task completion, results and total study time. More information can be found [here](#). Pupils use their school login details via the Microsoft icon to access Seneca.





## Social media, internet, email safety

We have a duty to protect children and be aware of the risks that can arise when using the internet and digital technology. We regularly revise and consult on our approach and content to ensure we are up to date with the latest advice, guidance, and legislation. To ensure that students are not able to access inappropriate or illegal content, our internet provision is filtered and monitored. If children have mobile phones, they are required to turn them off at the school gate until they leave it again at 3.20pm (see p16).

The school **ICT Code of Conduct** outlines expectations regarding the use of our ICT facilities and how we will address any issues or misuse. See Pupil Progress Tracker and school [website](#). Disciplinary action can be taken in response to a pupil breaching the Code of Conduct or accessing a website that is unsuitable for pupils.

**Our curriculum** is designed to enable all children to learn what makes responsible, capable, and educated digital citizens, and gives them opportunities to put this into practice.

- Pupils are taught what internet use is acceptable and what is not.
- They are taught the steps they can take if they do come across any inappropriate content. This includes reporting to staff, parents, DSLs, CEOP and Childline Report Remove.
- Children are taught to be aware of online safety risks and laws involved with social networking sites, gaming, live streaming, and the use of mobile phones – and are taught never to reveal personal details or arrange to meet anyone online.
- In addition, they are also taught about online scams, how to avoid viruses and malware, as well as social engineering.

### How parents and carers can help keep children safe online

- Understand the school's rules regarding access to the internet and the use of mobile phones.
- Do not post information about, or photos of, pupils or staff on social media or internet forums.
- Talk to your child about their technology usage in a positive way and explore their understanding of staying safe\*
- Set internet filters and parental controls\* and know your child's passwords.
- Set rules and stick to them – for example, you might want to limit screen time, set boundaries about content, agree which games or sites are ok, keep computers and phones in common areas of the home.
- Know which other devices your children are using, for example at friends' houses.
- Watch for changes in behaviour – for example if your child is being secretive about what they do online or is withdrawing from the family – this could be an indicator that they are experiencing cyberbullying or being exposed to inappropriate contact.
- The [NSPCC](#) has some great resources, including: How to set up parental controls, conversation starters to help you talk to your child information about the risks of different games, apps and sites.

You can also find guides on most ISPs (Internet Service Providers) websites on how to restrict and filter your own home network. Here are links to some common ISP resources:

<https://www.virginmedia.com/broadband/parental-control>

<https://www.sky.com/help/articles/sky-broadband-shield-start>

<https://www.bt.com/help/security/how-to-keep-your-family-safe-online-with-bt-parental-controls-an>

<https://ee.co.uk/help/broadband/getting-started/using-parental-controls>

Other interesting articles

[The Impact of TikTok on student grades](#)

[Is Social Media Bad for our Mental Health?](#)



## Lockers

ILS provides lockers for North Cestrian School students. The lockers are owned by ILS and are available for students to rent on an annual basis. Rental costs are currently **£38 per year\*** (2023-24 price) allowing use from September through to July.

Please note all bookings terminate at the end of the school year in July. We apologise but there is no discount for lockers booked late in the year.

The locker size is as follows:

Height: 595mm

Width: 300mm

Depth: 450mm

To guarantee a locker please book online at [www.ilsschools.co.uk](http://www.ilsschools.co.uk)

Please note we are a separate entity from the school and all dealings will be directly with ourselves.

Lockers for the following academic year will be available online **from June 1st**.

Lockers are subject to availability please book early to avoid disappointment.

All available lockers are shown online.

All rentals are subject to our terms and conditions which are available during the booking process.

All pupils must have a locker to safely store their property during examinations in Y10 and Y11. Pupils are not allowed to take personal belongings into examination rooms. E.g. coats, bags, phones



Independent Locker  
Solutions Ltd



## Lost Property

Pupils are responsible for their belongings. It is helpful if all items are labelled with the child's name. This includes their Progress Tracker, clothing, lunch boxes and bags. If we know who it belongs to, we can return it as soon as possible.

Any lost items are handed to reception. Pupils should check there first, and then with their form tutor, who can ask for staff support to locate lost items.

Unclaimed items are stored to the end of each term. After that point, we will donate items to school uniform stocks, the Bags for School charity, or dispose of them.

## UK-General Data Protection Regulation (GDPR)

The school uses and stores this data collected on admission in line with the EU's General Data Protection Regulation (GDPR). Our [Data Protection Policy](#) is available for parents on our website or a paper copy is available upon request. Privacy notices are published on our school website.

**It is the responsibility of parents/ carers to ensure that the school is informed of any changes as and when they arise. Please let us know of any changes to contact details as soon as possible.**

## Permissions

We are careful not to publish pictures or names of children without consent. Please refer to our [Data Protection policy](#) to understand how we use information about parents, carers, and children.

## The Importance of Reading

There is no doubt, that reading is the key to unlocking your child's potential. [How \(and why\) to get your child to read more \(innerdrive.co.uk\)](http://innerdrive.co.uk)  
All pupils have their reading speed and accuracy assessed on entry via [Reading Plus - Adaptive Literacy Program - Hybrid Learning](#).



Pupils have access to age and skill appropriate texts to develop their reading skills throughout KS3. **Ms C. Johnson** manages the programme at NCS and will send out progress reports on reading each academic year. All subjects promote reading via activities in lessons. Pupils also have access to various literacy activities e.g. reading buddies, the Book Café and NCS100 best reads chosen by staff and pupils, The Big Read, subject journals in the canteen, and NCS always likes to dress up for World Book Day in March!

**Look out for the Literacy Parents Information Evenings coming in the summer term.**

**Please encourage your child to read at home.** Ask them about progress with Reading Plus or what they are reading in school. The above article from Innerdrive also gives some ideas for parents to support reading.

*“The importance of reading should not be ignored. Not only can it benefit young people’s social and cognitive development, but their education as well. Parents play an essential part in developing their child’s reading skills so it is important to foster a home environment where reading is encouraged.”*

## Extra-Curricular Clubs & Music Tuition

North Cestrian offers a range of extra-curricular opportunities via clubs, teams, visits & trips. [weblink](#)  
For example, our current offer includes:

### Cultural Capital - Extra Curricular Clubs, Teams, Visits and Trips

Astronomy Club	Debate Club	School Bands, Choirs	Outdoor Activities Trips
Rendezvous Cafe	Drama Clubs	School Sports Teams	National & International Trips
STEM & Curiosity Science Clubs	Chess Club	Inclusive sport activities	Theatre Trips
Journalism & Writing Clubs	Gardening Group	Sports e.g. Football, athletics, tennis, basketball, swimming, table tennis, badminton, netball, lacrosse	Curriculum enhancement Trips
Table-top Games Club	Kindness Club		Subject Drop in & Revision
Anumana Code Club	eSports Club		Y7 Head's Table Lunch
Reading Groups & Book Café	Zumba	Y10 Work Exp. & college trips	Summer Reward Trips

### Extra Responsibility & Leadership Opportunities

Subject & ACEF Ambassadors	Duke of Edinburgh Awards	Y9,10,11 Prefects	Head Boy/Girl
Form Captain / vice-captain	Science Librarian	Music Lessons & Grading	Sports Captains, Charity Reps
Presentation in Briefings	Reading Buddy	Involvement in interviews & open days: pupil voice tasks, tour guide	
Character Development & Cultural Capital opportunities from our website menu		Recognition for involvement in external clubs/teams, hobbies	

### Music Tuition

North Cestrian offers access to several peripatetic music teachers, via the Trafford Music Service, who provide one to one tuition on a range of instruments as well as singing. Parents may need to pay for this service. Please complete the expression of interest form or contact Mr Wilson for further information.

Pupils will miss lessons to attend their music lessons. Times of lessons are varied each term to avoid missing the same lessons as much as possible.

Extra-Curricular  
Activities

GET  
INVOLVED!

[contents](#)

# Attitude to Learning

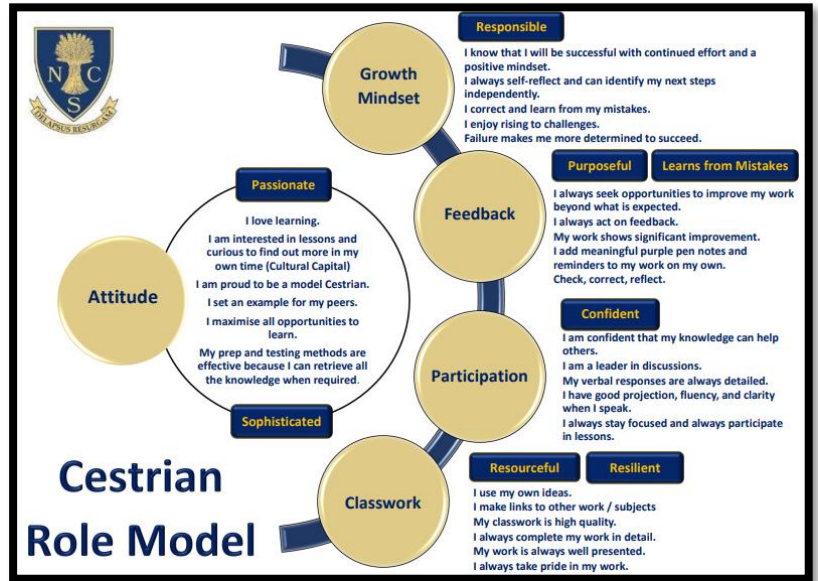
**Attitude to Learning (ATL)** criteria coupled with character development encourage all our pupils to become **Cestrian Role Models**. This is a central part of the Cestrian Curriculum.

Morning briefings and form tutor led Cestrian lessons will focus on aspects of attitude, character, conduct and learning which will enable pupils to reflect on their progress against the ATL criteria.

In lessons, teachers will give opportunities to demonstrate and develop the ATL characteristics. These will be tracked via grids and stamps in pupil exercise books/folders. Feedback will be given to encourage progress towards Cestrian Role Model. Teachers will use the trackers and their knowledge of pupils to complete **school reports** to parents twice a year (DC1, DC2).

Across the school, we are working to improve pupil reflection and independence. Pupils will be taught to review their performance weekly and identify next steps to focus on the following week. This is recorded in pupil [Progress Trackers](#).

Parents can help by regularly checking and discussing the reflection and feedback in the Pupil Progress Tracker (Learning Journal/Planner). It is essential that pupils bring this to school every day. Please check bags every morning!



**Weekly Review:**

**Attitude to Learning**

	Quality of Work	Use of Feedback	Growth Mindset	Participation	Attitude
I am doing well		I improved my Spanish spelling	I pushed myself to play netball even though I was still ill and we won!	I asked more questions in history	Stamp for positive SLANT in Science
I need to improve	Make sure I write faster so that I finish the work set.	add my own notes and reminders for positive PPen			do more maths prep on Sparks  Spend more time testing prep & revising



## Attitude to Learning

	Classwork Resourceful	Use of Feedback Purposeful	Growth Mindset Responsible	Participation Confidence	Attitude Passionate
<b>Role Model</b>	I use my own ideas. I make links to other work / subjects.	I always seek opportunities to improve my work beyond what is expected.	I know that I will be successful with continued effort and a positive mindset.	I am confident that my knowledge can help others. I am a leader in discussions.	I love learning. I am interested in lessons and curious to find out more in my own time (Cultural Capital)
<b>Positive</b>	I can use some of my own ideas. I can make some links to other work.	I can improve my work independently.	I understand that I need a 'can do' approach to be successful.	I regularly ask and answer questions. I want to speak in discussions.	I enjoy learning new things. I am engaged in lessons.
<b>Developing</b>	I need help thinking of ideas. I don't always make links to other work.	I don't ask for feedback. I need reminders to improve my work.	I don't always see that my own effort will make me successful.	I rarely ask questions. I don't always want to answer questions or feel comfortable speaking in discussions.	I don't always involve myself in learning.
<b>Hampering Progress</b>	I don't come up with my own ideas. I have to be retold about other work.	I don't take opportunities to improve my work.	I do not put effort into making my own success.	I avoid asking questions. I avoid questions or speak in discussions.	I don't show an interest in lessons and learning.
	Quality of Work	Acting on Feedback	Reflection	Oracy	Cestrian Way
<b>Role Model</b>	My classwork is high quality. I always complete my work in detail.	I always act on feedback. My work shows significant improvement.	I always self-reflect and can identify my next steps independently. I correct and learn from my mistakes.	My verbal responses are always detailed. I have good projection, fluency, and clarity when I speak.	I am proud to be a model Cestrian; I set an example for my peers. I maximise all opportunities to learn.
<b>Positive</b>	My classwork is good. I always complete my work.	I act on feedback. My work shows improvement.	I self-reflect and can often identify my next steps without help. I correct my mistakes.	My verbal responses are full sentences. I am clear and audible when I speak.	I follow the Cestrian Way. I SLANT. I make effective use of learning time.
<b>Developing</b>	My classwork is not always to the best of my ability. I don't always complete classwork.	I don't always take notice of feedback. My work doesn't always show improvement.	I self-reflect when prompted and need help to identify my next steps. I can sometimes repeat my mistakes.	My verbal responses are short or one-word answers. I am not clear, audible, or confident when I speak.	I sometimes need reminding to SLANT. My choices lead to lost learning time.
<b>Hampering Progress</b>	My classwork is below my ability. I do not complete classwork.	I don't take any notice of feedback. My work is not improving at all.	I don't self-reflect or identify my next steps. I repeat the same mistakes.	I don't give verbal responses. I won't speak in front of the class/an audience.	I often need reminders to SLANT. My actions disrupt the learning of others.
	Presentation	Purple Pen	Resilience	Focus	Prep & Retrieval
<b>Role Model</b>	My work is always well presented. I always take pride in my work.	I add meaningful purple pen notes and reminders to my work on my own. Check, correct, reflect.	I enjoy rising to challenges. Failure makes me more determined to succeed.	I always stay focused and always participate in lessons	My prep and testing methods are effective because I can retrieve all the knowledge when required.
<b>Positive</b>	My work is mostly clear and organised. I take pride in my work.	I add some reminders and notes as well as the teacher's purple pen corrections.	I push myself to try everything. I understand failure is part of learning.	I focus and participate in lessons.	My prep methods ensure I can retrieve most of the knowledge when it's required.
<b>Developing</b>	My work is sometimes untidy. I can forget to take pride in my work.	I only add the purple pen answers that the teacher tells me, or I can copy from the board.	I have a go but can give up too easily. Failure knocks my confidence.	I can sometimes lose focus in lessons. I participate when I am asked to.	I don't always prep well enough so I can't retrieve the knowledge when it's required.
<b>Hampering Progress</b>	My work is often untidy and scruffy. I do not take pride in my work.	I don't always add/copy/complete purple pen corrections.	I am not prepared to try. I don't want to get it wrong or show I don't know.	I don't focus or participate enough in lessons.	I choose not to prep. I prep by copying out the words.



# Pupil Progress Tracker

**All pupils are given a Progress Tracker at the start of the Academic Year.  
This is an important piece of school equipment, needed daily.**

**The progress tracker is designed to help pupils to:**

- Remember important school principles and procedures.
- Remember and organise important information about their learning.
- Record progress, events, achievements and rewards.
- Reflect and plan to improve their attitude to learning and progress.

**Pupils need to**

- **Take it to every lesson, including form time & briefings.**
- Complete sections when asked to do so, this may be set as a Prep task.
- Keep it clean and tidy – no graffiti.
- Tell form tutors immediately, if they lose trackers.
- Replace lost and damaged Trackers at a cost of £6\*(price may change each academic year).

**Parents need to**

- Check and use relevant information about school procedures.
- Check and discuss the contents with your child, especially their attitude to learning.
- Support your child in thinking though and reflecting on their learning and progress.

**Teachers need to**

- Support and encourage pupils to complete relevant sections.
- Refer pupils to relevant sections of the journal in their teaching of
  - Subject
  - Literacy & Numeracy
  - Cestrian ABC & Attitudes to Learning
  - Learning processes & reflection
  - School principles & procedures

**An example of a weekly Progress Tracker page 2024-25**

**Week Beginning: 2nd September 2024**

Day	Lesson Reflection: I know.... I need to know.... I need to remember.... I need to learn.....
Monday/Lunes 2nd	1
	2
	3
	4
	5
	6
Tuesday/Martes 3rd	1
	2
	3
	4
	5
	6
Wednesday/Miercoles 4th	1
	2
	3
	4
	5
	6

**Weekly Review**

Thursday/Jueves 5th	1						
	2						
	3						
	4						
	5						
	6						
Friday/Viernes 6th	1						
	2						
	3						
	4						
	5						
	6						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Weekly Reflection</th> <th style="width: 30%;">Notes</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">What have I done well this week?</td> <td></td> </tr> <tr> <td style="padding: 5px;">What do I need to work on next week?</td> <td></td> </tr> </tbody> </table>		Weekly Reflection	Notes	What have I done well this week?		What do I need to work on next week?	
Weekly Reflection	Notes						
What have I done well this week?							
What do I need to work on next week?							



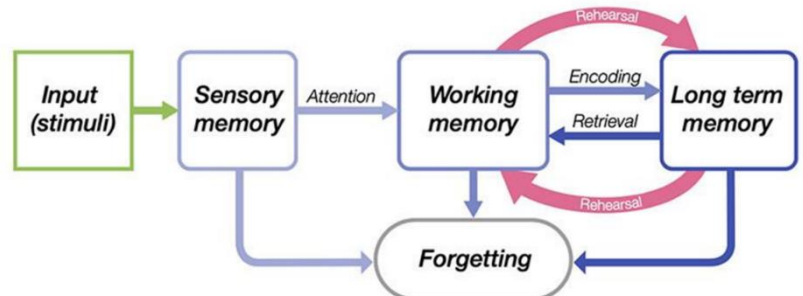
## Cognitive Science

Teaching and Learning at NCS is built upon the principles and [Cognitive Science](#) model of memory and belief that intelligence is not fixed. By working hard and being resilient, pupils will eventually achieve.

Working memory is limited and to secure knowledge for future use, it needs to be transferred to long term memory. Learned information is that which we can access from long term memory.

This process is supported by:

- Linking the new knowledge to something we already know or make it meaningful to us (ENCODE)
- Repeatedly recalling (RETRIEVAL) and testing the knowledge
- Reinforcing the encoding and retrieval by regular rehearsal over time (SPACING).



### Cognitive Science is embedded into our Cestrian Academic Principles

- **SLANT** improves focus and gives attention to relevant information into the working memory. It also reduces unnecessary information that can overload this limited resource.
- **PREP** allows pupils to develop encoding and retrieval strategies. By delaying the testing to the following day, it is clear to see how efficient the transfer of knowledge to long term memory has been. Further rehearsal of retrieval and encoding in lessons improves the learning.
- **TESTING** via quizzes, teacher questions, class activities, GCSEPOD, SPARKS and similar online questions allows continued rehearsal and reduces forgetting. All activities that require recall of knowledge from memory (no books, reading, copying), improve learning.
- **MINDSET** is important in managing the continued rehearsal and acknowledgement that the process takes time, mistakes shine a light on knowledge that it is “not yet” encoded and successfully retrieved. Pupils who link their resilience and dedication to rehearsal (revision) to their outcomes(results) are more likely to be self-motivated, independent learners.
- **SCAFFOLDING** allows pupils to learn processes and skills step by step by providing examples (models) and hints and slowly removing them until the task can be completed independently.
- **FEEDBACK** guides pupils' attention to aspects of their learning and Attitude to Learning. The use of Purple Pens draws attention to the information that needs to be further encoded and rehearsed.
- The acknowledgement of, and feedback on, **Attitude to Learning** (AtL) in lessons, and reporting via the [Data Captures \(DC\)](#), encourages pupil reflection on their performance and focus for improvement (**METACOGNITION**).



In this school we have a ...



## CESTRIAN MINDSET

- We learn from mistakes
- We improve by acting on feedback
- We never give up - Delapsus Resurgam
- We are determined, we rise to challenges
- We self-reflect to identify our next steps
- We believe effort will lead to success
- We can train our brains

**WE BELIEVE YOU CAN**

## PREP

**Prep is the Cestrian homework.** We ask pupils to learn facts relating to the lessons the next day. Teachers then quiz them on that knowledge and then connect and apply it to the lesson content. This process supports the way that memory works and trains pupils to learn, **memorise and retrieve** knowledge longer term. **Mastering Prep is training for effective revision.**

Pupils complete at least 15 minutes for each of the 6 subjects the next day i.e. a **minimum of 90 minutes** each evening.

Y10 & Y11 (KS4) pupils should also have **Prep+ tasks** set by subject teachers. This aims to reinforce and practise key ideas by watching video clips, online quizzes, or exam questions. KS4 pupils should be spending at least 2 hours Prep each night prior to lessons. This will increase with additional revision prior to key exams. The more pupils get into the habit of reviewing past content, little and often, the better. Pupils who develop this habit require less revision prior to exams and are less anxious during assessments.

Work is set via **Arbor** and relates to the subject **Knowledge Maps** which are accessed via **Office 365** [here](#). Parents can see all work set via the assignments on the **Arbor Parent APP** and **Seneca Learning Platform (p18)**.

Parents can support pupils with their Prep by testing the recall of the knowledge. No specialist knowledge is needed. This can be a verbal quiz or pupils can write the answer into their **prep book**. The longer you can wait to test the information following the memorisation, the better. This then tests the accuracy of recall and therefore identifies where further learning may be required.

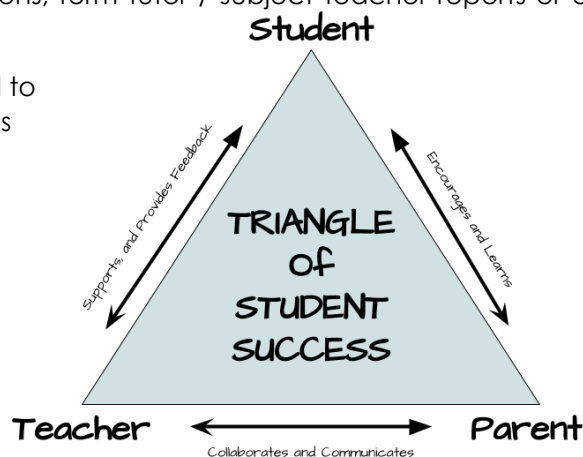
Parents can also help pupils to master the technique of Prep (page 20-21 in the Pupil Progress Tracker). The key to success is ensuring that pupils can recall the information without looking at it. **Pupils should not copy information from the Knowledge map into their prep books.**

### READ – COVER – SAY – WRITE – CHECK – REPEAT – WAIT – QUIZ – PURPLE PEN CORRECTION

Teachers will model how to prep and hold pupils accountable for completing the prep. If pupils are not doing as well as they can in prep quizzes, teachers will sign Standards Cards and stamp Attitude to Learning trackers to show that pupils are **hampering your progress** and yet to develop good prep skills. Consistently performing below the standards we expect (6 card signatures), will result in an Arbor Prep point and the need to attend a breaktime workshop. All pupils have access to **Prep Club** after school to complete prep under supervision.

Persistent lack of Prep despite support and intervention will be classed as defiance and sanctions will follow the behaviour system of detentions, form tutor / subject teacher reports or escalated to Head of Year or Senior Team.

Parents will be invited into school to clarify expectations and methods for supporting prep at home.



## 8 WAYS TO CHECK IF YOU REALLY KNOW SOMETHING

by @inner\_drive | www.innerdrive.co.uk

How many of these can you do?

1 ANSWER A MULTIPLE CHOICE QUIZ ON IT	<input checked="" type="checkbox"/>
2 EXPLAIN IT IN YOUR OWN WORDS	<input checked="" type="checkbox"/>
3 TEACH IT TO SOMEONE ELSE	<input checked="" type="checkbox"/>
4 APPLY IT TO A DIFFERENT CONTEXT	<input checked="" type="checkbox"/>
5 COMPARE AND CONTRAST IT WITH SOMETHING ELSE	<input checked="" type="checkbox"/>
6 ANSWER A QUESTION ON IT UNDER TEST CONDITIONS	<input checked="" type="checkbox"/>
7 RECALL THE INFORMATION WHILST UNDER PRESSURE	<input checked="" type="checkbox"/>
8 REMEMBER IT AFTER A LONG TIME	<input checked="" type="checkbox"/>

# Cestrian Curriculum

**Weblink**

All pupils follow a broad curriculum at KS3.

Adaptations are made where pupils need additional support with English and maths. These pupils have fewer Spanish lessons to make way for the development of core skills.

All KS4 pupils follow a core curriculum with the addition of 3 other subjects.

**The most able pupils are expected to take Spanish** with 2 other subject choices. The choice of Geography or History, gains the EBacc.

Some pupils follow a reduced KS4 offer which is tailored to their needs.

All pupils have personal development (PD) lessons to cover the statutory PSHE curriculum.

In addition, Y10 and Y11 have further time to support wellbeing and study skills.

All pupils have access to a wide range of extra-curricular, [cultural capital](#) and [character development](#) opportunities.

North Cestrian Curriculum Model 2023-24			
KS3 Academic	KS4 Academic		
Foundations	Support	Expect	Extend
Maths	Entry level	Maths	GCSE Further maths
English	Entry level	English Language	Spoken Language Endorsement
3 Sciences	Extra English	English Literature	
Spanish*	Entry level	Combined Science (2 GCSE)	Separate Sciences (3 GCSE)
Humanities	Extra English	RE	
RE	Access Sports	PE	Sports Teams/captains
History	<b>OPTION SUBJECTS</b>		
Geography	reduce to meet need	3 options (1 blue +2)	Spanish + 2 options
Technical	Extra Maths, English, Study support, bespoke adaptations to meet need	GCSE Spanish	Spanish expected
Computer Science		GCSE History	Home Language
Engineering		GCSE Geography	EBacc (Maths + English + Science + MFL + Humanities GCSE)
Food & Nutrition		GCSE Computer Science	
Creatives		GCSE Drama	
Art		GCSE Music	Instrumental lessons & grading
Music		GCSE Art	
Performing Arts		Engineering L1/2	
Wellbeing		GCSE Food & Nutrition	
PE		GCSE Media Studies	
Personal Development	GCSE Psychology		
Support	GCSE Business Studies		
*Extra Maths, English, Study support, bespoke adaptations to meet need	Sport Science L1/2		
	Creative iMedia L1/2		
	Health & Social Care BTEC		
	GCSE Statistics		
Personal Development - All pupils (age appropriate)			
British Values	Social & Emotional development	How We Learn	Health & Wellbeing
The Law		Reading & Debating	Relationships & Sex Education
The Media	Bullying	Character Education	Mental Health
Futures & Careers	Respect & Consent	Formality & Conduct	Physical Health
Finance	Equality	Personal Responsibility	First Aid
Online Safety	Digital media	KS4 - IT skills for life, Computational Thinking	
Cultural Capital - Extra Curricular Clubs, Teams, Visits and Trips			
Astronomy Club	Debate Club	School Bands, Choirs	Outdoor Activities
Rendezvous Cafe	Drama Clubs	School Sports Teams	International Trips
STEM & Curiosity Science Clubs	Chess Club	Inclusive sport activities	Theatre Trips
Journalism & Writing Clubs	Gardening Group	Sports e.g. Football, athletics, tennis, basketball, swimming, tabletennis, badminton, netball, lacrosse	Curriculum enhancement Trips
Warhammer Club	Kindness Club		Subject Drop in & Revision
Anumana Code Club	ESports Club		Y7 Head's Table Lunch
Reading Groups & Book Café	Zumba	Y10 Work Exp. & college trips	Summer Reward Trips
Extra Responsibility & Leadership Opportunities			
Subject Ambassadors	Duke of Edinburgh Awards	Y9, 10,11 Prefects	Head Boy/Girl
Form Captain / vice captain	Science Librarian	Music Lessons & Grading	Sports Captains, Charity Reps
Presentation in Briefings	Reading Buddy	Involvement in interviews & open days: pupil voice tasks, tour guide	
Character Development & Cultural Capital opportunities from our website menu		Recognition for involvement in external clubs/teams, hobbies	

Current clubs and activities can be found on the school website and weekly [newsletter](#).

## Timetables & Setting

Students are expected to access their timetables via the CALENDAR function on **Arbor**. Pupils access Arbor via the website here (<https://login.arbor.sc/>) There is no Arbor APP for students.

Students are provided with a **mini-timetable card**, that should be completed and always kept in their top pocket, (replacements are 20p). Students also have a timetable page in their **Progress Trackers**, that should be completed and kept up to date. There are no excuses for students not knowing where their next lesson is.

PD	1	2	3	4	5p	6
8.35	9.05	9.55	11.10	12.00	13.40	14.30
MON						
TUE			B			L
WED			E			N
THU			A			C
FRI			K			H

## Teaching Groups

Teaching groups are named after **North Cestrian – N1,2,3** and **C1,2,3,4**.

Grouping is driven by the needs of the pupils and the needs of the timetable. We do not believe that academic setting on ability is always the best way to teach and enrich our pupils. Some subjects prefer strict setting (maths), others prefer a more mixed ability grouping, particularly at KS3 (English). The aim is to have pupils remain in the same teaching groups throughout an academic year. This builds good relationships between teachers and pupils and allows needs to be recognized and met more readily.

On entry, Year 7 are grouped using the KS2 Maths and English information provided by the DfE. This data allows us to group pupils until we can get to know them and assess their current performance. All other year groups are set using information from teachers and their internal assessments.

**Setting is decided by Heads of Faculty.** Set changes are reviewed at the end of each term based on sustained performance and/or need. A small number of changes can take place at these review points. In some cases, pupils are moved teaching groups within a term to meet need. This is avoided wherever possible as sometimes pupils can miss / repeat teaching topics. All setting is overseen by the Academic Director.

Subjects with common skills are grouped together e.g. English sets are common to RE, History and Geography. Subjects that need to set towards an academic pathway or tiered GCSE entry, e.g. Maths, Science, Spanish dictate the organization of sets within the timetable. This can change across year groups and year on year as the timetable and staffing requirements dictate. As a continually growing school, we have not yet had a stable year pattern that we can maintain longer term.

Parents and pupils need to be aware that setting and “moving up to higher sets” is not always the answer. Indeed, such moves can increase pupil anxiety. We trust our staff to meet the needs of the pupils they teach and adapt their approaches to both support and challenge as required. Pupil attitudes to learning and the data from assessments as well as classwork are considered together before set moves can be agreed.



## Reporting & Pupil Progress

Two **Academic Reports** will be available to primary guardians at **Data Capture 1** (December) and **Data Capture 2** (March Y11, June Y10, July Y7,8,9). These reviews will be accessed via the Pupil Progress APP.

- **Progress Indicator** - colours will show how pupils are performing relative to expected progress for their ability pathway. (This is determined via Y6 SATs data and DfE progress tables KS2-KS4. We report against a flight path model towards expected GCSE grade. i.e. if the pupil continues to perform at this level they will be...)

ADVANCED pathway	GCSE grades 8+
HIGHER pathway	GCSE grades 6+
PROFICIENT pathway	GCSE grades 5+
INTERMEDIATE pathway	GCSE grades 3+
FOUNDATION pathway	GCSE grades 1+

Exceeding expectations for this year
Meeting expectations for this year
Not Yet Meeting expectations for this year
At Risk of not meeting expectations for Key Stage

- **Grades** are only reported for Y10 & 11 where GCSE work is completed.
- **Attitude to Learning** (5 indicators of key learning skills – see page 22)

In addition to this, Arbor gives parents daily access to their child's **attendance** (p13 - we expect pupils to remain above 95% attendance) and behaviour data. This data is sent home every two weeks as a summative report. We encourage all parents and carers to download and make use of the **Arbor Parent App**.

### Parent Consultation Evenings (PCE)

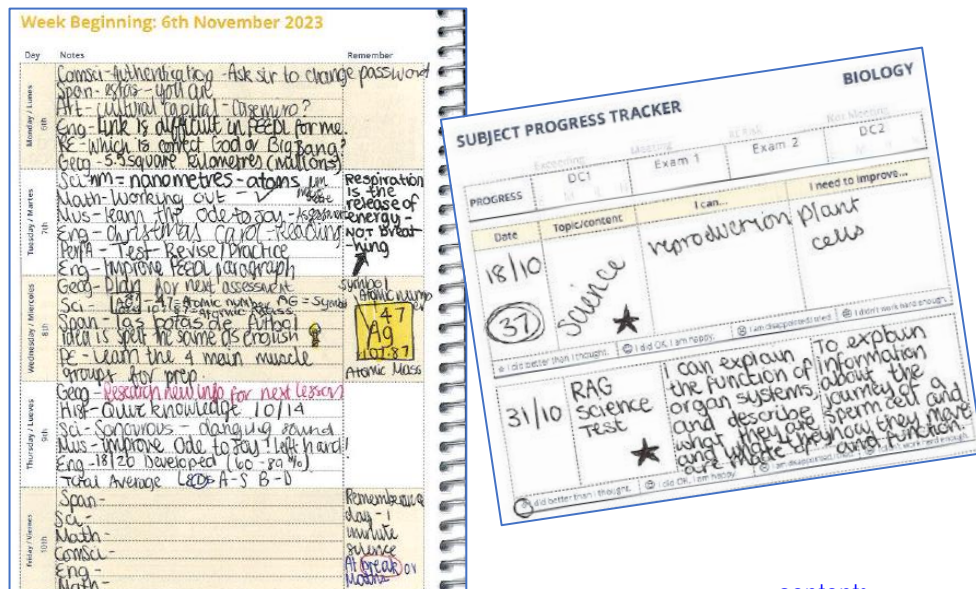


PCE meetings are held on a Tuesday 4pm-7pm via the School Cloud website. Meetings are limited to 5 minutes for KS3 and 8 minutes at KS4, which allows staff to see a maximum of 36 and 22 parents respectively with no break.

Teachers will invite parents to online subject meetings. It is common for teachers to have more than one class in a year group, therefore it is not possible to meet with all parents. Staff will therefore prioritise discussions to those that need additional support/intervention or to advise on option subject choices.

- Year 7: June after assessment of their first year
- Year 8: Late February halfway through their KS3 journey
- Year 9: January to support option choices
- Year 10: June after end of year exams
- Year 11: December to inform on progress to target grades and mock exams

The primary source of information about your child's progress will come from your child and their **Progress Tracker**. Pupils are encouraged to record successes and next steps from each lesson. In addition, after an assessment, they will record the score and reflect on secure knowledge and next steps for learning.



## SEN & Inclusion

### [Diversity, Equality and Inclusion statement weblink.](#)

North Cestrian School aims to support the diverse needs of all our students and has a whole-school inclusive approach to children with additional needs or Special Educational Needs and Disabilities (SEND). We also support new arrivals to the country with their language acquisition. Every teacher is a teacher of special or additional needs and every member of staff has a responsibility for supporting the inclusion of SEND students into the school community in its widest sense.

We believe that ALL students are entitled to an education that enables them to make progress so that they:-

- Achieve their best and achieve their full academic and personal potential.
- Become confident individuals with fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further education to higher education
- Have access to a broad and balanced curriculum.
- Will have high expectations set by teachers that are deliberately ambitious.
- Experience lessons planned to address potential areas of difficulty and remove any barriers to achievement.

We wish to develop close working partnerships with our parents and value the information shared and disclosed by our parents. We therefore encourage you to pass on any diagnosis or concerns about your child with the SENDCO. Sharing this information ensures that, in accordance with the Equality Act, the appropriate reasonable adjustments and support can be put into place. Please see the school website for further information. We encourage parents and carers to participate with their child's individual education experience and will invite them to attend regular reviews. Our SENDCO and Assistant Headteacher Inclusion is Mr A. Stuart our Assistant SENDCO is Ms. A. Billany.

### Types of Support available:

- In-class support by Learning Support Assistants (LSAs) assigned to curriculum subjects for individuals as identified.
- Withdrawal for direct intervention or participation in specific programme (1:1 and small group)
- Literacy intervention and reading support
- Numeracy support
- Social communication interventions
- Mentoring (keyworker support for identified students)
- Delivery of the Study Skills programme and Preparation for Adulthood pathway
- Examination Access Arrangements
- Supporting and delivering EAL support to International New Arrivals and identified students
- Bespoke Individual Education Plans for identified students

### What should I do if I think my child has Special Educational Needs?

You should contact the SENCo by email at the following address [A.Stuart@northcestrian.co.uk](mailto:A.Stuart@northcestrian.co.uk). In addition to this you may contact your child's Head of Year who can refer your child to the SEN team for assessment.

The [Trafford Local offer](#) provides single point for information to help families access details about services available to them, and offers guidance in multiple areas.

Trafford [SENDIASS](#) provide free, confidential, impartial advice and support to parent carers, children and young people age 0-25 in relation to Special Educational Needs and Disability (SEND) who live in Trafford.





# Recognition & Rewards

North Cestrian believes in specific praise that enables pupils to acknowledge progress and desired behaviour / standards. While praise for encouragement may motivate pupils in the short term, it tends to deliver a "tick box" culture that does not improve learning. Similarly, acknowledging effort over achievement has also been shown to improve progress and resilience in the long term. Research shows:

1. Praising effort over intelligence improves test scores. [The Impact of Praise](#)
2. Praising process over person is more likely to lead to a growth mindset e.g. "I really liked how you did that" vs. "you're so smart, good girl" [[further reading](#)].
3. Research has found that feedback as extrinsic rewards often leads students to place more emphasis on incentives, which result in greater...completion, rather than enhanced engagement in learning. *Boys Don't Try. p86. Mark Roberts*
4. When evaluated more broadly, research shows that praise statements have long-lasting, often negative impacts on students that may inadvertently negatively impact academic achievement. Therefore, despite the seemingly positive benefits of praise, its role in learning and development remains unsettled. [Praise in Education](#)

At NCS we are using **positive feedback and recognition instead of praise**. This reinforces the connection to a growth mindset and the fact that pupils can control their outcomes. They have a choice to act on the advice being given and hence make progress. Their "intelligence" is related to their effort. We are working with pupils to reflect and identify their own successes and next steps via their Tracker. Parents should notice an increase of reflective comments and recognition in **pupil progress trackers** over the year.

We are recognising the processes and effort that pupils demonstrate rather than the person. This has shown to be more likely to lead to a growth mindset and hence improve the ability to learn throughout life. The focus of our feedback is the **Attitude to Learning Grid** (see back page, p40) – the transferrable skills that enable pupils to become independent and successful people.

The **Academic Reward Passport** overtly and collectively recognises progress and success over an academic year. Pupils can work towards bronze, silver and gold subject awards as well as a North Cestrian Role Model Gold or Sapphire Award for achievement across a number of subjects. Heads of faculty can provide rewards from queue skips to badges and trips as a means of recognising those pupils who go the extra mile to improve their learning.

Pupils can also gain recognition for their character development (see p30). Generosity of Spirit and Role Model behaviours are recorded via the Standards Card and teachers can give character point awards via Arbor at any time. Blank Standards Cards and those with 5 character rewards are entered into a termly prize draw. Information about character rewards and investment in developing interests further can be found [here](#).



## Careers Education, Information Advice & Guidance

All students from Year 7 onwards are entitled to comprehensive careers education based on impartial advice in line with statutory guidance. This includes education, training and employment opportunities. Nort Cestrian School seeks to challenge preconceptions and raise the aspirations and focus of students. Therefore, partnerships with parents/carers, businesses, their employees and teaching staff are vital.

Our work in this area is rooted in the eight Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Further information, including guidance for parents can be found here.

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

North Cestrian School sees the CEIAG programme as an integral part of developing the student holistically. Through this, skills, attitudes, and abilities are developed that will enable students to undertake the responsibilities and experiences of adult life and the world of work. CEIAG is an important and distinctive element of the whole curriculum, relating to all key stages and areas of learning and experiences culminating in preparation for eventual further education, training and employment at the end of both Post 16 and Post 18 education. We feel confident that we work within the guidelines of the eight Gatsby Benchmarks.

All pupils complete careers lessons as part of the Personal development Curriculum. Pupils use a web-based resource called Unifrog from Year 7. Ask your child to show you around their site!

## The Unifrog tools

Access all tools on Unifrog to learn what options are available, access good quality information, and search for opportunities to support your child.

Exploring pathways	Recording what you've done	Searching for opportunities	Drafting application materials	Making applications
Careers library	Activities	UK universities	UK Personal Statement	Post 18 Intentions
Subjects library	Competencies	US universities	Classes	Locker
Know-how library	Interactions	European universities	Subject References	Applications list
MOOC		Oxbridge	CV / Resumé	
Personality profile		Canadian universities	Writing tool	
Interests profile		Asian universities	Common App Essay	
Read, Watch, Listen		Australasian universities	US recommenders	
Webinars		ME and African universities	Notes for Reference writers	
		Irish universities		
		Special Opportunities		
		Events		

unifrog

## Personal Development

Personal Development lessons further broaden the curriculum via a sequenced, age appropriate, programme incorporating **SMSC (Spiritual, Moral, Cultural, Social) themes, British Values, citizenship, careers, and wellbeing. Relationships and sex education (RSE)** is an important part of PSHE education and is compulsory for all secondary school pupils. Our policy is on the school website. In addition, all pupils study Religious Education to GCSE. In learning about different religions, beliefs and traditions we hope that pupils can develop their own sense of identity and cultural enrichment about their role as citizens in modern Britain today and their links to a global community that will enable them to thrive and go on to lead a rich and fulfilling lives as global citizens.

Our mission is to thrive together, through the equality of opportunity, celebrating diversity and uniqueness through a curriculum which aims to:

- Prepare the pupils for the opportunities, responsibilities, and experiences of adult life so that they may make a positive and respectful contribution to society and keep themselves safe.
- To encourage health-promoting behaviour.
- Ensure students have the information to make informed, healthy, and safe life choices.
- Develop pupils' understanding of personal responsibility.
- Ensure pupils learn to show respect and consideration for others and alternative points of views.
- Provide support and information for young people and their parents.

Our PD curriculum is designed to enable holistic personal growth, with opportunities to explore, question, and debate issues relating to them and the world around them. It extends horizons across and beyond the subject-based curriculum.

It aims to build confidence to ask questions and talk openly about complex personal, social, and moral topics. Together we champion and protect our wellbeing, mental and physical health to provide pupils with the resilience and tools to face the realities of modern life.

It builds informed views and character to enable a safe, happy, and successful, life and career.

Knowing more, and being able to do more, is central to a rich and fulfilling life.

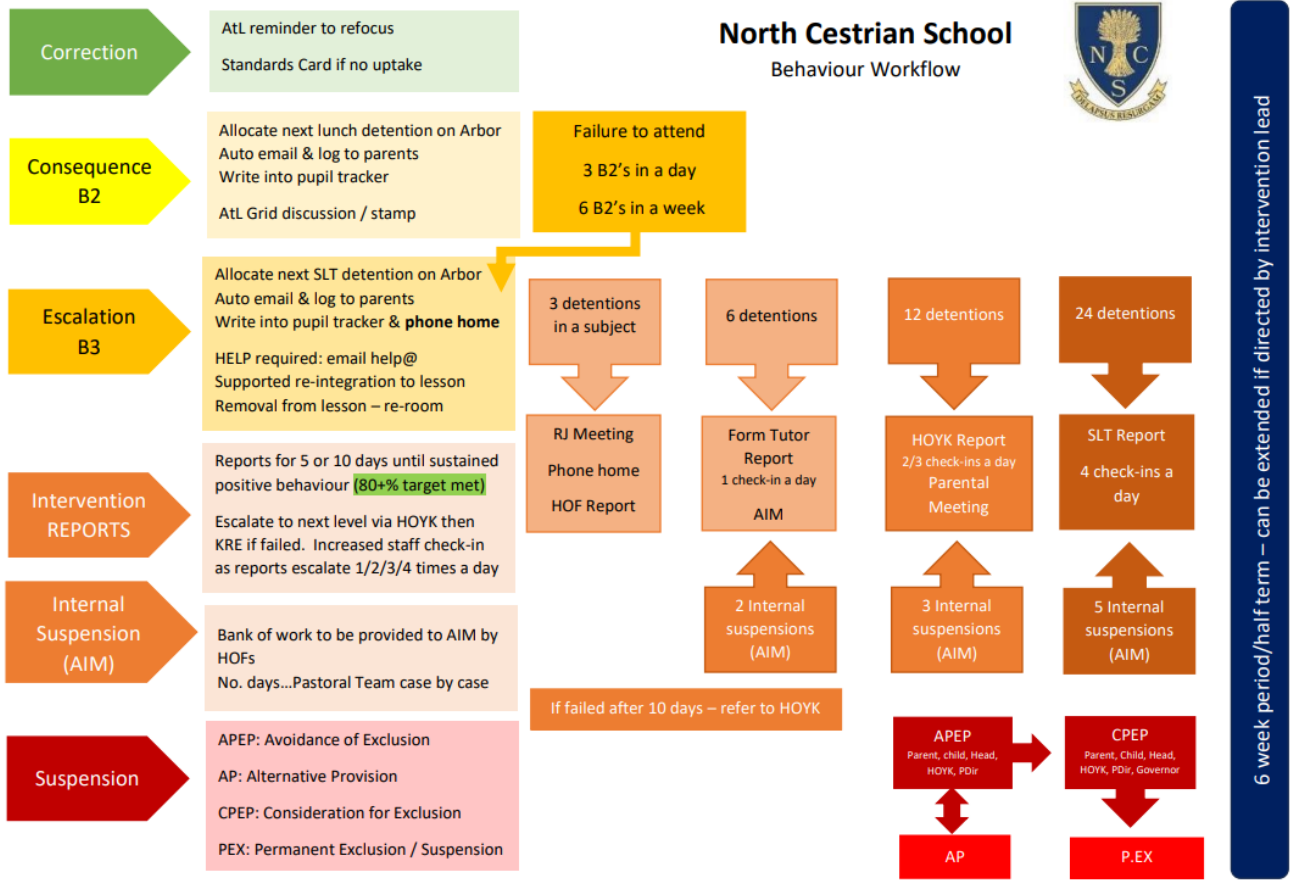
Personal Development is delivered through lessons, assemblies, guest speakers, extracurricular clubs, character development opportunities, providers such as the Duke of Edinburgh Award scheme, school trips, careers education and exploring your educational next steps.





## Consequences & Sanctions

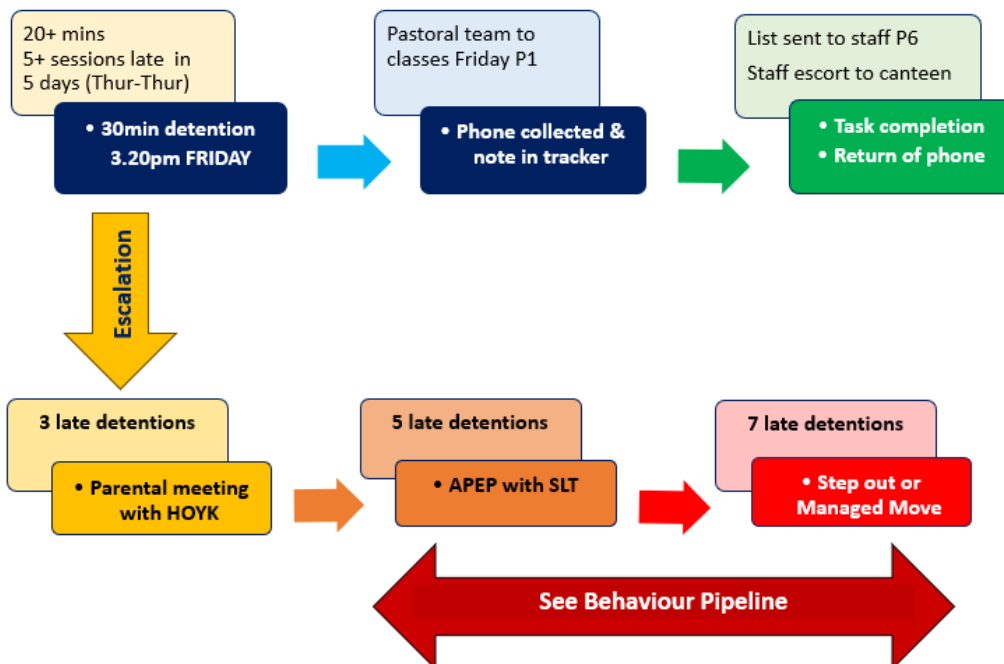
North Cestrian gives pupils every opportunity to correct their behaviour and learn from the experience. The consequences for over-stepping boundaries are shown below.



## Punctuality Matters

North Cestrian pupils must be on time to school and to lessons.

### No Excuses



[contents](#)



## Free School Meals / Pupil Premium



### Are you entitled to Free School Meals?

The number of students registered for Free School Meals directly affects our main funding from Trafford Local Authority and DfE, so please do make a claim if you are eligible [HERE](#). Similar DfE guidance can be found [HERE](#).

### Are you entitled?

If you think that your child will qualify for Free School Meals please could you ensure that you **complete your application before the start of the new Academic Year**. If you would like the school to complete your application on your behalf please contact the School Office. Mrs Iqbal can support you in this process. Please phone the school office to arrange a telephone conversation or meeting in school.

Up until recently, entitlement to Free School Meals has been identified as part of the claims process for Housing Benefit and Council Tax support. As households with children move on to Universal Credit they will not make a claim for housing benefit; the rent element will be paid as part of their claim for Universal Credit.

As a result, it will become increasingly difficult for Councils to identify those children who are entitled to claim Free School Meals. To help the Council and schools identify a student's entitlement to Free School Meals, a new Online Free School Meal Checker has been introduced. This can be accessed via: <https://www.cloudforedu.org.uk/ofsm/sims/>

Once you have completed this application, for each child, the school will be kept informed of your Free School Meal entitlement automatically throughout the whole of their time at North Cestrian School.

To complete an application you will need to provide:

- Your own name and date of birth;
- Contact details;
- National Insurance Number or National Asylum Seekers Number;
- Child's name and date of birth;
- School your child is attending/will attend.

You can claim free school meals for a child who lives with you and who you are responsible for (for example, you receive Child Benefit for them) as long as you are in receipt of one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than
- £7,400), as assessed by earning from up to three of your most recent assessment periods;
- Income Support;
- Income-based Jobseeker's Allowance;
- Income-related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- The guarantee element of Pension Credit;
- Child Tax Credit (provided you are not also entitled to Working Tax Credit) and have an annual gross income of no more than £16,190;
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit.

## Catering & Payments



**Catering** are proud to be partnering with North Cestrian School and we believe that the most successful schools are close communities and nothing builds culture, empathy and collective wellbeing like the preparing and sharing of meals. We are a creative partner, bringing people together through food.

Our diverse and extensive backgrounds in hospitality and catering for the last 60 years has enabled us to harness this approach.

Pupils' health and wellbeing is at the root of everything we do. We deliver fresh food you can be proud of, food that will sharpen the mind, energise and rejuvenate the body. All with dishes that will elevate the pupil experience but done in a sustainable way; that protects our environment.

Fresh food continues to be so important to us, as is provenance and seasonality of ingredients. We also go beyond great food, working with each school we partner, to deliver a range of nutritional and learning programmes.

With our industry leading culinary teams, we are passionate about delivering health nutritious food from around the globe, from the store person to the Head Chef we're committed to making each and every day a memorable and unique experience.

Feel free to click on our Sodexo [website link](#) to meet the team and learn more about our commitments.

The Dining Hall is open every day. Hot and cold snacks/meals and drinks are on sale at breakfast time, from 8.00am – 8.35am, **break time and lunchtime and menus are displayed on the school website [HERE](#)**.

School meals are freshly prepared on site and there is a range of hot meals (including vegetarian and halal options), sandwiches and snacks available at both breaks. The set meal is charged at £3.30 per day and includes a main meal, a dessert and a bottle of water. A cashless till is in operation. Students load money onto their account via ParentPay and must scan their finger print to have the meal deducted from their balance. Students can bring in their own packed lunch if they wish.

We aim to educate our students to take what they eat seriously and we want them to enjoy the food on offer. Students may bring a packed lunch into school and eat this in the Dining Hall. However, students are **not allowed to bring in sweets, chocolate, large packs of crisps, fizzy drinks or any other unhealthy snack** items for consumption at any time during the school day including before or after school, at break or lunchtime. If items such as the above are brought into school, **these items will be confiscated and not returned.**

North Cestrian School is a cashless school. Students and staff need an account with ParentMail in order to use their debit or credit card to make payments to school for items such as topping up Dining Room accounts, music tuition, trips, revision guides and other activities. Occasionally, we may make exceptions to this rule for small value items such as charity collections and non- uniform days.



### How to get started with ParentMail

You will be sent a ParentMail Activation Letter by email which will give you details on how to activate your ParentMail account. This ParentMail Activation Letter will contain your unique username and password. You will be directed to go to [parentpay.com](http://parentpay.com), click login and enter the username and password that you have been given. You will require an email address to activate your account. You can add multiple children to the same ParentMail account using the add a child button on your home page. If you already have a ParentMail account, either with our school or another ParentMail school, you can simply login to that account and add your other children via the add a child button on your home page.

If you have any questions or encounter any problems whilst using the ParentMail payments site then please email or call the main office.

## First Aid & Medical Matters

The First Aid policy can be found on the school [website](#).

First Aid is available in school for minor accidents. There are limited interventions that we can provide when a child is ill. Schools cannot legally require staff to administer any medicine

We ask all parents to provide permissions to administer painkillers and will contact parents when we feel this should take place. We log all instances and inform parents.

In severe cases we will accompany the student to hospital, even if we are unable to contact the parent/carer and provide reasonable attendance to the child. However, hospitals are often unwilling to administer treatment without the consent of the parent/carer so please ensure that we have your current telephone contact details, including that of your family doctor. It is important therefore that you attend to your child urgently.

Please note, First Aiders can only treat accidents on school premises. If your child has an injury as a result of an accident at home, please notify the school prior to your child attending so that we can offer support if necessary.

### Medical Conditions

All parents/carers of children with a medical condition are asked to complete a school **Healthcare Plan** for their child/children. Please contact the school to request a copy of the plan.

We can also arrange for you to meet with a member of staff to help you complete the Healthcare Plan if you would prefer. Your child's completed plan should be returned to school at the earliest opportunity. The plan will help school staff to better understand your child's individual condition and key information including medication and/or antibiotics, triggers, individual symptoms and emergency contact numbers will be readily available to those that need it. Please make sure the school is kept informed about changes to your child's medical condition or medication. This includes changes to how much medication they need to take and when they need to take it. It is the responsibility of parents/carers to ensure that school knows to remove medication that is out of date or no longer prescribed and dispose of it safely. Parents/carers should also ensure medication held in school is replaced as required.

**School Nurse:** North Cestrian School is supported by the NHS School Nurse Team and representatives from the team attend school to offer support and guidance on a regular basis. The team works closely with the Pastoral Team, Designated Safeguarding Lead, the school SENDCo and Welfare, Support & Enrichment Officer, Ms. Stevenson.

Medicines including antibiotics should be handed in to Ms. Y. Stevenson. Parents are required to complete the appropriate form and provide a written statement detailing the medicine to be dispensed to 'named' students at 'stated' time(s) / periods of time, during the school hours. Clear and unambiguous instructions are essential. Ms. Stevenson is responsible for looking after the medicine but students are responsible for administering the medicine. Students with inhalers and epi pens should keep their inhaler or epi pen with them at all times. We ask that spare inhalers and epi pens are also kept by Ms. Stevenson.

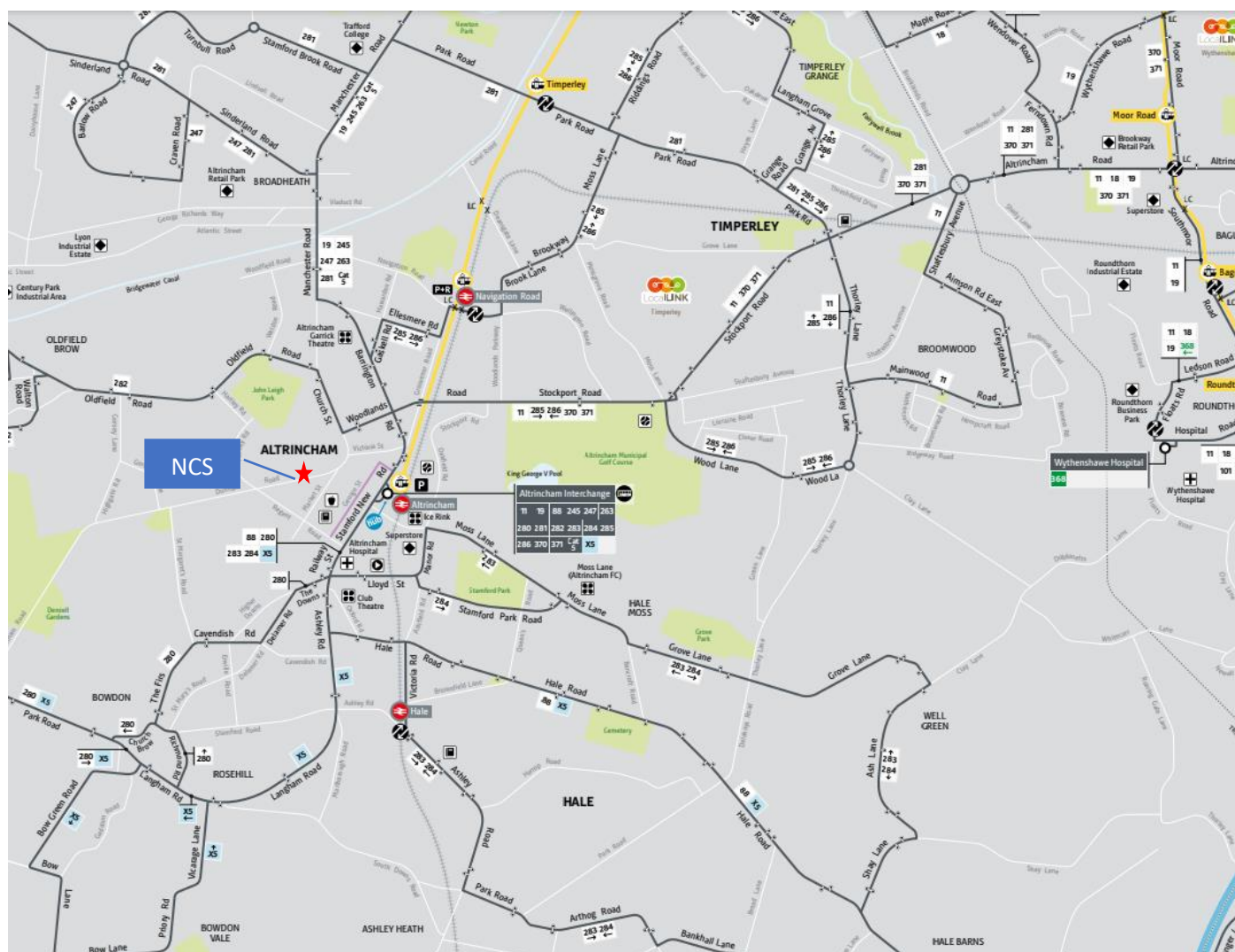


## Travel & Site Access

Students are encouraged to walk or ride a bike to school. There is a **bike shed** that can be used. However students must bring a suitable lock. Pupils must wear a helmet when riding their bike. The school accepts no responsibility for loss or damage to bikes or scooters. No e-bikes or scooters are allowed.

**There is no school bus.** Altrincham is served by a network of buses and trams. Information regarding these routes can be found via the Transport for Greater Manchester website <https://tfgm.com/plan-a-journey>

We value our good reputation in the community and expect all students to act as **ambassadors** for our school at all times. Students travelling to and from school are expected to show excellent manners at all times both to bus/metro drivers, to other passengers and to members of the public.



## Site Access

In the interests of the safety of the children, parents/carers are not allowed to bring their cars into the school grounds either in the morning or at the end of the day. If there are reasons for pupils to be collected, arrangements can be made on a 1:1 basis and reasonable adjustment made to meet their needs.

**Visitors should make an appointment** with the relevant staff member, who will inform reception. Where possible we ask that cars are not brought onto the school site.

Car parking for **evening events** such as Parents Information Evenings, Open Evenings, School Productions, we ask that you consider local transport or walking to reduce parking on site and to reduce environmental impact. If you need to bring your car, a member of staff will be on duty at the gate to direct you to a car parking space in front, or behind the school buildings.





# Attitude to Learning

		Attitude to Learning				
		Classwork	Use of Feedback	Growth Mindset	Participation	Attitude
		Resourceful	Purposeful	Responsible	Confidence	Passionate
Role Model		I use my own ideas. I make links to other work / subjects.	I always seek opportunities to improve my work beyond what is expected.	I know that I will be successful with continued effort and a positive mindset.	I am confident that my knowledge can help others. I am a leader in discussions.	I love learning. I am interested in lessons and curious to find out more in my own time (Cultural Capital)
Positive		I can use some of my own ideas. I can make some links to other work.	I can improve my work independently.	I understand that I need a 'can do' approach to be successful.	I regularly ask and answer questions. I want to speak in discussions.	I enjoy learning new things. I am engaged in lessons.
Developing		I need help thinking of ideas. I don't always make links to other work.	I don't ask for feedback. I need reminders to improve my work.	I don't always see that my own effort will make me successful.	I rarely ask questions. I don't always want to answer questions or feel comfortable speaking in discussions.	I don't always involve myself in learning.
Hampering Progress		I don't come up with my own ideas. I have to be retold about other work.	I don't take opportunities to improve my work.	I do not put effort into making my own success.	I avoid asking questions. I avoid questions or speak in discussions.	I don't show an interest in lessons and learning.
Role Model		Quality of Work	Acting on Feedback	Reflection	Oracy	Cestrian Way
Positive		My classwork is high quality. I always complete my work in detail.	I always act on feedback. My work shows significant improvement.	I always self-reflect and can identify my next steps independently. I correct and learn from my mistakes.	My verbal responses are always detailed. I have good projection, fluency, and clarity when I speak.	I am proud to be a model Cestrian; I set an example for my peers. I maximise all opportunities to learn.
Developing		My classwork is good. I always complete my work.	I act on feedback. My work shows improvement.	I self-reflect and can often identify my next steps without help. I correct my mistakes.	My verbal responses are full sentences. I am clear and audible when I speak.	I follow the Cestrian Way, I SLANT. I make effective use of learning time.
Hampering Progress		My classwork is not always to the best of my ability. I don't always complete classwork.	I don't always take notice of feedback. My work doesn't always show improvement.	I self-reflect when prompted and need help to identify my next steps. I can sometimes repeat my mistakes.	My verbal responses are short or one-word answers. I am not clear, audible, or confident when I speak.	I sometimes need reminding to SLANT. My choices lead to lost learning time.
Role Model		My classwork is below my ability. I do not complete classwork.	I don't take any notice of feedback. My work is not improving at all.	I don't self-reflect or identify my next steps. I repeat the same mistakes.	I don't give verbal responses. I won't speak in front of the class/an audience.	I often need reminders to SLANT. My actions disrupt the learning of others.
Positive		Presentation	Purple Pen	Resilience	Focus	Prep & Retrieval
Developing		My work is always well presented. I always take pride in my work.	I add meaningful purple pen notes and reminders to my work on my own. Check, correct, reflect.	I enjoy rising to challenges. Failure makes me more determined to succeed.	I always stay focused and always participate in lessons	My prep and testing methods are effective because I can retrieve all the knowledge when required.
Hampering Progress		My work is mostly clear and organised. I take pride in my work.	I add some reminders and notes as well as the teacher's purple pen corrections.	I push myself to try at everything. I understand failure is part of learning.	I focus and participate in lessons.	My prep methods ensure I can retrieve most of the knowledge when it's required.
Positive		My work is sometimes untidy. I can forget to take pride in my work.	I only add the purple pen answers that the teacher tells me, or I can copy from the board.	I have a go but can give up too easily. Failure knocks my confidence.	I can sometimes lose focus in lessons. I participate when I am asked to.	I don't always prep well enough so I can't retrieve the knowledge when it's required.
Developing		My work is often untidy and scruffy. I do not take pride in my work.	I don't always add/copy/complete purple pen corrections.	I am not prepared to try. I don't want to get it wrong or show I don't know.	I don't focus or participate enough in lessons.	I choose not to prep. I prep by copying out the words.