The Sacred Heart Language College
Parents' Handbook 2023 – 2024

September 2023

Dear Parent,

Welcome to the Academic Year 2023/2024 at The Sacred Heart Language College. We look forward to working with you this year to ensure that all can flourish and thrive.

An integral part of the success of our school community has been the ongoing partnership between parents, pupils and the staff of the school. To aid this vital communication this booklet has been designed to ensure that you are informed about your daughter's school life. I would ask that you read it very carefully to guide you when liaising with the school. There are a number of sections which cover general information, helping your daughter with her school work.

Throughout the year our school website is an important way of keeping information about the school up to date. On our website you can view our curriculum offer including 'What we Learn' in each subject, the 'Learning Journey' and 'Learning beyond the Classroom'. You may also find the calendar and news section of value. The school website can be found at www.tshlc.harrow.sch.uk. The website provides a direct link to our twitter feed where you can also keep in touch with events throughout the school year. In addition, we have a *School News App* which you can download that will inform you of new developments as soon as they are put onto the school website.

With every good wish for a happy and successful year for your daughter at The Sacred Heart Language College.

Yours faithfully

Geraldine A. Higgins
Executive Headteacher

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MISSION STATEMENT

"Confident in God's love for us,
We commit ourselves to His service"

- by enabling everyone in our community to come to a deeper understanding of Christ
- by ensuring that everyone in our community discovers and uses the gifts and talents given to each of us by God
- by living as a Christian Community, bound together by love, and respect for our human dignity
- by striving for excellence in all that we do

The Sacred Heart Language College will offer rich experiences to enable our pupils to develop qualities of flexibility and openness, to be fully alive to life's opportunities, to understand how to transfer knowledge and skills from one context to another and, above all, to retain respect for themselves and each other which is based on a deep awareness of our essential dignity, made, and loved as we are, by God.

The Sacred Heart Language College acknowledges and welcomes the support of our girls' parents. We strive for harmony and close co-operation with them in our work for the education, development and good progress of their daughters. Our girls are individuals; we want the best for them and are working to help them become independent young people, fully equipped for their lives in a changing world.

Through specific targets for improved academic achievement and individual development, we aim to ensure that each of our girls is successful, that she becomes confident of success, that she learns to grow from failure, and that she enjoys the respect and warmth of daily interaction with her fellow pupils in our school community.

PRIORITIES 2023 – 2024

2023 sees the start of our 3 year School Excellence Plan, outlining activities that will help us to fulfil our vision. Our priorities remain constant and are aligned to fulfilling our School Mission Statement. These priorities arose from discussions with staff, parents, pupils and governors.

Our key priorities / excellence foci are:

Community

- All feel valued and secure

Learning

- All are empowered to make progress to fulfil their God given potential
- All are confident, well informed thinkers equipped with the skills for lifelong learning, flourishing and success

Leadership

- All are resilient as leaders of their own learning
- We are reflective, ensuring that all that we do serves our common pursuit of excellence
- We are secure in our resources to meet the needs of the school

In this first year of our plan the key foci for all are:

- Embedding our excellence framework
- Empowering pupil leadership
- Improving attendance and punctuality to school
- Further developing communication with parents
- Progress for all
- Well-being of all

Teaching Staff List September 2023

Name	Post
Geraldine Higgins	Executive Headteacher
Rose-Marie Sorohan	Head of School / R.E.
Peter Fahy	Deputy Headteacher / R.E.
Karen McGarvey	Deputy Headteacher/ Geography
Leo Lambe	Assistant Headteacher / Curriculum Lead for English
Susana Opoku-Gyamfi	Assistant Headteacher / Head of Inclusion
Samantha Williams	Assistant Headteacher / History
Pratishtha Aggarwal	Science, part-time Director of Studies
Josephine Alexander	Modern Languages (0.4)
Claire Alford (0.6)	Health & Social Care
Adrianna Allen	2 i/c English
Zahraa Alzabin	Mathematics
James Boyle	Mathematics
Deborah Capp	Director of Studies Year 9 / P.E. / Deputy Designated Safeguarding Lead
Nia Conduin-Llewelyn	Mathematics
Claire Conti	History / Geography
Marianna Di Lullo	Head of English
Joanne Flynn	R.E. / Director of Studies Year 7 (0.8)
Georgia Gordon	P.E.
Jake Goody	Science
Katherine Gould	History / Geography (0.6)
Michael Griffin	Acting 2 i/c R.E.
Naomi Griggs	HOD P.E.
Anthony James	Mathematics
Mali Jayasinghe	Mathematics
Ravleen Kaur	Director of Studies Year 11 / English
Pearl Khushi	HOD R.E.
Siobhán Lambert	English (0.6)
Anthony Lee	Head of Computing
John Lockwood	Head of Technology
Fatima Lopes	2 i/c Modern Languages
Christelle Louis-Joseph	Modern Languages
Hannah McCarthy	HOD Geography
Loraine McCarthy	Head of Inclusion (0.8)
Rukshana Mohamed	Mathematics
Sarah Moran	HOD Science / Careers
Maria O'Boyle	Part-time Geography
Helen Orokpo	HOD Mathematics (Acting)
Ishrat Pasha	Food Preparation and Nutrition / Art
Kala Patel	Science (0.8)
Lucy Peplow-Mullins	English
N. Readhead	R.E. / History / Geography
Courteney Robertson	English
Susie Rodrigues	Modern Languages
Michelle Ruthenbury	Technology / Art (0.6)
Aysen Sedat	HOD Drama
Sharon Shaw	2 i/c Science
Daniel Starling	Head of Performance (Music)
Nathalie Starling	Head of Modern Languages
Michael Steer	Science

Krupa Thakrar	Science
Claire Thenuwara	Director of Studies Year 8 / Mathematics
Anita Usher	English / Classics (0.8)
Neha Vadera	Teacher in Charge of Art
Giselle van Rheede	R.E.
Rahwa Woldu	Director of Studies Year 10 / English
Marie Wright	Mathematics / Chaplain (0.6)

Associate Staff – September 2023

Administration

Cristiane Burke	Data Officer
Anne Bryan	Student Services Administrator
Anuja Gupta	Finance Officer
Deborah Kelleher	Attendance Officer / Student Services Assistant
Lynn Lewis	Headteacher's PA
Jane McKeon	Exams Officer / Cover / Data (0.8)
Bonita McPherson	Reception / Admin
Margaret Nichols	School Business Manager
Colette O'Connor	Admissions Officer / Clerical Assistant
Lynne Williams	Resources Officer / Librarian
Vacancy	Pastoral Support Officer

Technicians

Ash Ayub	ICT Manager
Vacancy	Art
Nils Stas	Science
Dena Lee	Food
Vacancy	Reprographics

Learning Support

Seema Balani-Abichandani	Graduate Intern
Sandra Field	Learning Support Assistant / Learning Mentor
Vera Haren	Learning Support Assistant (Personal Care)
Sherene Hornby	Graduate Intern
Sam Lee	Graduate Intern
Evelyn Lyons	Learning Support Assistant
Anne Moran	Learning Support Coordinator (Senior LSA)
Sonal Patel	Graduate Intern
Niamh Roche	Graduate Intern
Jyotshna Vashistha	Graduate Intern

Premises

Eamon Keane	Premises Manager
Tim Moriarty	Assistant Caretaker

Chaplaincy

Chaplain:	Marie Wright

SMSAs

Georgina Yaotey
Nila Patel
Caroline Welby

Cover Supervisors

Michelle Derby
Jackie Gilbert

School Counsellor

Romany Jager

Social Worker

Caitlin Neal

Blessed Holy Family Catholic Academy Trust Staff

Roisin Boyer	HR Officer
Antoinette Moriarty	Finance
Marion Nagle	Finance

WHO'S WHO

Executive Headteacher
Miss G Higgins

Head of School	Deputy Headteacher	Deputy Headteacher
Ms R. Sorohan	Ms K. McGarvey	Mr P. Fahy

Assistant Headteacher	School Business Manager	Assistant Headteacher / Head of Inclusion	Assistant Headteacher
Mr L. Lambe	Mrs M. Nichols	Mrs S. Opoku-Gyamfi	Mrs S. Williams

Pastoral Teams

Director of Studies Years 7
Mrs J. Flynn / Mrs P. Aggarwal

7H	7E	7A	7R	7T
Ms C. Robertson	Mrs N. Starling	Ms S. Moran	Ms M. Di Lullo	Miss N. Readhead

Director of Studies Years 8
Mrs C. Thenuwara

8H	8E	8A	8R	8T
Mr J. Lockwood	Ms S. Rodrigues/Ms Sedat	Miss P. Khushi	Mrs R. Mohamed	Miss Peplow-Mullins

Director of Studies Years 9
Ms D. Capp

9H	9E	9A	9R	9T
Miss N. Griggs	Ms N. Vadera/ Miss G. Gordon	Mrs A.Usher/ Ms M. Jayasinghe	Miss N. Conduin Llewelyn	Ms G. Van Rheede/ Mr M. Griffin

Director of Studies Years 10
Miss R. Woldu

10H	10E	10A	10R	10T	10S
Ms F. Lopes	Mr M. Steer	Ms M. Ruthenbury/ Ms I. Pasha	Mrs K. Gould Mrs J. Alexander	Ms C. Conti	Ms H. Orokpo

Director of Studies Years 11
Ms R. Kaur

11H	11E	11A	11R	11T	11S
Mr J. Boyle	Miss H.McCarthy	Ms C. Louis-Joseph	Ms S. Lambert/ Mr A. James	Ms S. Shaw	Ms K. Patel/ Miss G. Gordon

THE SCHOOL DAY

PCT 8.30-9.05
Period 1: 9.05-9.55
Period 2: 9.55-10.45
Break 10.45-11.00
Period 3: 11.00-11.50
Period 4: 11.50-12.40
Lunch 12.40-1.30
Period 5: 1.30-2.20
Period 6: 2.20-3.10

Year 11 Period 7 / Intervention 3.15-4.00

ARRIVAL AND LEAVING SCHOOL

Pupils will enter and leave via the main entrance.

Pupils should not arrive significantly ahead of the start of their school day. Late arrivals must sign in at the main school reception.

LUNCHES

We have a canteen rota when students are able to access hot food (as shown below). On the days when your child cannot access the canteen **they should bring a packed lunch** or buy a 'grab bag' from school, which is ordered during form time in the morning.

Canteen Rota

(Year 11 have access to the canteen every day)

Break & Lunch Time Rota			
Week 1	**Break**	**Lunch**	
		12:40 – 1:00	**1:00 1:20**
Monday	**Year 7 & Year 9**	**Year 10 & Year 11**	**Year 8**
Tuesday	**Year 8 & Year 10**	**Year 9 & Year 11**	**Year 7**
Wednesday	**Year 7 & Year 9**	**Year 10 & Year 11**	**Year 8**
Thursday	**Year 8 & Year 10**	**Year 9 & Year 11**	**Year 7**
Friday	**Year 7 & Year 9**	**Year 10 & Year 11**	**Year 8**

Break & Lunch Time Rota			
Week 2	**Break**	**Lunch**	
		12:40 – 1:00	**1:00 1:20**
Monday	**Year 8 & Year 10**	**Year 7 & Year 11**	**Year 9**
Tuesday	**Year 7 & Year 9**	**Year 8 & Year 11**	**Year 10**
Wednesday	**Year 8 & Year 10**	**Year 7 & Year 11**	**Year 9**
Thursday	**Year 7 & Year 9**	**Year 8 & Year 11**	**Year 10**
Friday	**Year 8 & Year 10**	**Year 7 & Year 11**	**Year 9**

Playground spaces

Year 7, 8 and 9: Tennis Court Playground
Year 10: Playground behind Notre Dame building and in front of St. Teresa's
Year 11: Bistro

HOME SCHOOL AGREEMENT

In June 2014 the OFSTED inspection judged our provision for the care, welfare, health and safety of our pupils as outstanding. It stated that pupils behave very well and that our expectations are very high. Our whole school approach to our pupils and the support we give them was defined as a model of excellence. We are a listening school and we reflect upon what we do. We warmly welcome contact between home and school and we work in close co-operation with parents to ensure high standards of work and behaviour. This is an essential element in the successful progress and development of our girls and of The Sacred Heart Language College. You have chosen this school for your daughter because of our high standards. These high standards can only be maintained if every girl in our community respects all others and behaves with kindness towards others.

Please read the code we set out for ourselves, for your daughter and for you, her parents. This partnership gives the school the strength that it needs to be successful and to form and develop the confident young women of the future.

Every pupil is entitled to:

- have access to the very best the school can offer her
- a safe, clean, tidy, pleasant environment, conducive to learning
- continuity of learning and valuing of the work done so far
- have her work marked, assessed and monitored
- expect challenges and support in her work
- receive praise and recognition of her achievements, at whatever level, and in whichever way is appropriate; (house points, comments in link book or exercise books, the awarding of certificates for achievement).
- achieve success at a pace appropriate to her ability and to be in an appropriate academic ability group
- know what is expected of her in terms of behaviour and to receive firmness and fairness in the event of misbehaviour
- know what is expected of her when work is set
- assessment and review of her work both formally and informally
- respect for herself as a person,
- motivation and encouragement towards independent thinking
- those skills which, at a minimum, equip her to cope with the demands of everyday life
- further enrich her understanding of the community, the love of God and the unique place she holds in the world

All parents are entitled to:

- expect all of the above to apply to their daughter
- expect the school to reward and acknowledge good work
- regular information from the school concerning their daughter's work and behaviour
- be informed of attendance and punctuality issues, through the link book, or by letter/email/ telephone
- set expectations in relation to Attendance and Punctuality in relation to government guidelines
- information about their daughter's ability group, test results, assessment levels and, in Year 11, the tier of exam entry
- an acknowledgement, within three days, of a letter / email / telephone call and a full response as soon as is possible thereafter
- meet with the relevant Director of Studies or appropriate member of the Senior Leadership Team, by appointment, if a letter / telephone call cannot resolve a query / situation

The School is entitled to:

- expect your daughter to respect every member of our school community
- expect your daughter to treat all members of our community, particularly other pupils, kindly
- expect your daughter to work and behave in class as directed by her teachers
- expect your daughter to do the homework set
- impose sanctions, according to school guidelines, for unacceptable work or behaviour
- support from parents in monitoring homework
- an acknowledgement from parents of communication sent via the link book, letter, email or telephone
- request a meeting with a parent if circumstances dictate
- expect parents to support the ethos and the work of the school in ensuring their daughter does her very best in every situation
- expect parents to take their full part in responsibility for ensuring their daughter arrives at school on time and ready to learn
- expect parents to take full responsibility for their daughter's behaviour outside school hours and to recognise that the school's focus is on work and behaviour inside school hours
- respect and an appropriate response from all parents in their contact with the school

This means that, as a school, we:

- expect your daughter to conform to the expectations defined in the Behaviour for Learning Policy, in keeping with the standards and example of this very fine Catholic school

- expect to work with parents in a genuine partnership to help their daughter come to a deeper understanding of Christ.

THE SCHOOL'S EXPECTATIONS OF PUPILS

The Sacred Heart Language College has very high expectations of good behaviour by our pupils both in school and on the way to or from school. This is one of the reasons why you chose this school for your daughter. We are proud of our girls and know that you want them to reflect your high expectations of them in their school life. Our school is characterised by the kindness of the girls towards one another and their respect for all members of our school community. This is what makes us a strong community; this is the message of the Gospel that we try to live in our daily lives "Love one another as I have loved you". (John 15 v 12).

Each pupil is given a link book at the start of the school year. In this, our expectations are clearly spelt out for each girl. Please read these pages with your daughter. Please insist that she conforms to our high standards. Some of the most important points in our Code of Conduct are:

High Standards of Behaviour

Pupils of The Sacred Heart Language College are expected to:

- behave well on the way to and from school
- respect all others in our school community

Pupils of The Sacred Heart Language College should not:

- bring iPads, expensive items or large sums of money into school
- bring dangerous items or illegal substances into school

High Standards of Uniform

Pupils of The Sacred Heart Language College are expected to:

- be correctly dressed in school uniform both in school and on the way to and from school
- bring correct equipment to school including pens, books and PE kit
- remove all jewellery for P.E. lessons, including ear studs.

Pupils of The Sacred Heart Language College should not:

- wear trainers or jewellery other than that which is permitted
- have obviously coloured / dyed hair or excessive hairstyles
- wear make-up

High Standards of Work

Pupils of The Sacred Heart Language College are expected to:

- work hard in school
- complete homework every night

Pupils of The Sacred Heart Language College should not:

- disrupt teaching and learning in the classroom

SCHOOL UNIFORM

General Appearance

We have a very high standard of dress at The Sacred Heart Language College. You will be expected to meet these standards at all times. You will be told to remove any item that is considered inappropriate. It will be confiscated.

Hair needs to be neat and tidy e.g. brushed and combed. Hair colour and style must be appropriate for school, (i.e. hair should not be obviously dyed and hairstyles should not be excessive). Shaved hairstyles or coloured hair extensions are not allowed. The teacher's decision will be final. Hair bands/clips must be black or navy blue.

Make-up is not allowed and you will be told to remove it. Nail extensions and nail varnish must not be worn.

Jewellery will not be permitted except for a watch, a chain, with a crucifix and one pair of plain gold or silver ear studs worn in ear lobes.

Outdoor clothing will not be worn in school.

Traditional school shoes will be worn. Boots are not acceptable footwear. Trainers and plimsolls are forbidden unless you are taking part in a lesson that requires you to wear them.

Normal Uniform

Compulsory items

Navy blue blazer with badge or
Red sweater (Year 11 only)
Navy blue kilt
White open-necked blouse
Navy blue pullover with badge
Black shoes
Navy blue or black outer jacket or coat
Navy blue or black scarf
Navy hijab no longer than shoulder length

Games Wear

Navy blue leotard
White PE top with collar and school crest
Navy blue shorts with school crest
Plain navy blue tracksuit
Navy blue games skorts (skirt/shorts)
Plain navy blue sweatshirt with school crest
White sports socks
Trainers

School bags

These should be black or navy blue only without logos. They should be large enough to hold text books, folders and the work for a number of subjects.

HEALTH AND SAFETY

Your daughter's link book contains information and advice on health and safety in school, including what to do in the event of illness and accidents. There are also important guidelines on personal security and safety on the internet.

Whilst every care will be taken, The Sacred Heart Language College does not accept responsibility for loss of, or damage to, any property brought on to these premises by pupils, staff, employees or any other persons.

Please note that this also applies to items confiscated by the school. In general, items (such as jewellery, mobile phones, iPads, etc.) are only confiscated because they are in breach of the school's uniform code. Whilst every care will be taken, the school cannot accept responsibility for such items as are lost or stolen whilst held as confiscated property.

ATTENDANCE

All pupils of school age must attend school regularly. The Sacred Heart Language College expects a high standard of attendance and punctuality from all its pupils and we regularly monitor each pupil's record. ***You will be required to sign our 'Attendance & Punctuality Agreement' to confirm that you have both read and accept the conditions set out in the agreement***. This is an opt out agreement. You can view it on our website and in welcome packs when your join the Sacred heart Language College. Our school reports give full information on this and we present awards to our pupils with 100% record at our annual Awards Ceremony, on the Feast of The Sacred Heart.

Should your daughter be absent from school because she is ill, please telephone the school or send a note to her Form Tutor as soon as possible. The school will decide whether or not to authorise this absence based on a sufficient reason being given. Should your daughter's attendance fall below 90% we will follow Harrow council's procedures for issuing 'Fixed Penalty Notices'. Please contact the school should you require more information.

We have a new Attendance policy based on new government guidelines with regards to attendance and punctuality which places emphasis on the role of parents in ensuring their daughter attends school regularly and punctually.

Punctuality

School starts at **8.30 a.m.** each morning. Pupils should be in school by 8.25 a.m. at the latest. There is a systematic system of sanctions in relation to punctuality which pupils are expected to adhere to and which we expect parents to support.

Holidays during Term Time

Pupils must attend school during the school's term dates. The Sacred Heart does not authorise holidays during term.

Permission for leave for exceptional circumstances should be sought using the form in the 'Parents' section of the school website. Your request must be made IN ADVANCE.

ARBOR

Arbor is our new communications system. It will enable you to see your daughter's attendance, punctuality, house points, detentions, trips, progress reports, letters and message/notifications from school.

There is a parent app which can be downloaded or you can access through the web browser.

We're using Arbor

Who are Arbor?

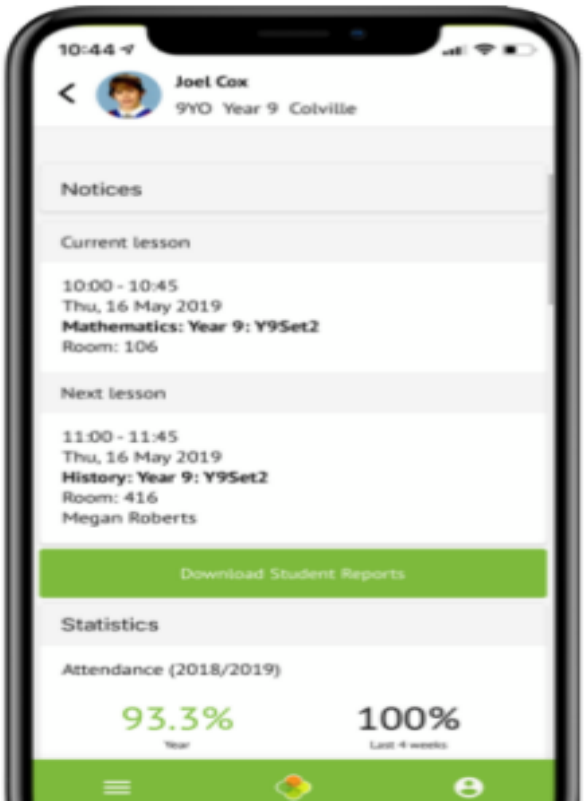
Your child's school has chosen Arbor as their MIS provider. An MIS is a system that helps schools collect, store, manage and use all the information they need. Arbor is a simple, smart and cloud-based MIS, meaning the data isn't physically stored in school, making Arbor super secure as computer theft or damage at the school would not lead to data loss or a data breach. It also means you can log into Arbor to see and update your child's information or make payments and bookings yourself!

Arbor was founded in 2011 by a small group of people on a mission to create a simple, smart MIS system that would help schools learn from their data to save teachers time and ultimately improve student outcomes.

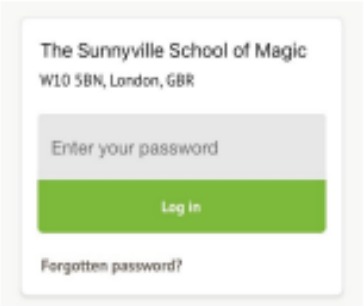
How can parents use Arbor?

Here's how you can use Arbor:

- Log into Parent Portal for Google Chrome on computers or laptops
- Download the Arbor App from the App Store or Google Play Store then log in on your phone (For Android 5.0 or iOS 10.0 and upwards)
- Your school can then send you In-app messages. Your school can also send you emails, letters or SMS from their Arbor system.



How to get started



1. Wait for the email from your school telling you that Arbor is ready for you to use
2. Click the link in your welcome email to set up your password
3. Go to the App or Google Play Store on your phone and search for 'Arbor'
4. Click 'Install' on Android or 'Get' on iPhone then open the App
5. Enter your email, select the school, then enter your password
6. Accept the Terms & Conditions and enter the birthday of your child

Need help using Arbor?

To safeguard student data in line with General Data Protection Regulations (GDPR), we only work directly with schools.

Contact your child's school if you have any questions about Arbor, the Arbor App or Parent Portal. The school will be able to help answer your questions. If not, they will contact our Support Team for assistance. Let them know the type and model of your phone, e.g. an iPhone SE, and include screenshots or screen recordings of what you are experiencing.

Some tips to try:

- Ensure your username is the email address you use for Arbor. Ask your school to **check the email address** linked to your account.
- **Reset your password** from the login page, or ask your school to.
- If the login email was sent to you more than 96 hours ago, the **password link will have expired**. Ask your school to send it again.
- Ask the school's administrative staff to check that your email address has not been used twice - e.g. on another guardian or child's profile.
- **Enter the birthday** of one of your children to log in for the first time.
- Only relatives who are **Primary Guardians** of a child can access the Arbor App. Ask your school to check if you can access Arbor.

OPPORTUNITIES FOR SUCCESS

During her time at The Sacred Heart Language College we aim to ensure your daughter's all-round progress and development. We seek to give her many opportunities for success – opportunities to shine and to develop her confidence through success in different ways. Some of the most obvious aspects for this are in her school work, in P.E. and in Sports in the school and in the Music and Drama activities on offer.

We have developed a formal system for recording individual success for each girl. We also want to acknowledge the girls' contribution to school life.

Rewarding a girl's work and effort is a major force in motivating and sustaining achievement. Progress, attitude to learning, attainment and excellence in a specific area, 100% attendance, 100% punctuality, service to the school and determination to succeed, are all goals to strive for here at The Sacred Heart Language College. Rewards and Awards are seen as positive ways of building up self-esteem and encouraging good behaviour. Our system for this is detailed below.

Rewards

The school uses the House System to strengthen pupil's sense of belonging, community input, self-esteem and opportunities for leadership. All students belong to one of six houses *(with the exception of Years 7 & 8 who have five houses)*, which are allocated according to the name of the pupil's tutor group:

H (green), E (blue), A (yellow), R (red), T (purple), S – Y10 & Y11 only (orange)

The name of each House is a saint's name, which has been chosen through the Pupil Voice Forum. The names are; Hope, Elizabeth, Adelaide, Regina, Tatiana and Seraphina.

Achievement/House points are rewarded for excellent academic work, attitude to learning, participation in extra-curricular clubs or service to the community. These are recorded by members of staff on the school database. Achievement/House points are collected half termly and the student with the highest number of points for each tutor group appears on the 'Half Term Honour's Board'. In addition, badges are awarded at assemblies to celebrate student success with a Bronze badge for 50 Achievement/House points, Silver badge for 100 points, Gold badge for 150 points and Gold Star badge for 250+ points. At the end of the academic year, the total number of points for each House are counted and published on Sacred Heart Day.

Award Ceremonies

Celebration Assemblies

Each year group has a celebration assembly once a term. This is an opportunity to recognise pupil progress, attainment and good behaviours for learning. Pupils are presented with certificates that celebrate successes in terms of progress, house-points, academic attainment, attendance, punctuality, ATL, ATH, behaviour, uniform and contribution to school life.

Pastoral Awards

Within each Tutor Group, the tutor identifies pupils who have either 100% Attendance, 100% Punctuality or 100% Attendance and Punctuality throughout the year. An award will be made to any pupils with a 100% Attendance and Punctuality record throughout the Key Stage. These awards take the form of a certificate.

Tutors may nominate one pupil for a "Tutor" award based on her all-round contribution to the Tutor Group. These awards take the form of a certificate.

Sacred Heart Day - Years Seven to Ten Presentation Ceremony

This is part of the school's celebration of the Feast of the Sacred Heart. Subject teachers, form tutors and co-ordinators nominate pupils who have attained high grades or have made an excellent effort throughout the year. Special awards are presented to recognise success across all Key Stages; for example: Linguist Award, English Excellence & Achievement, Maths Excellence & Achievement, Science Excellence & Achievement, Barbier Award & The Headteacher's Prize. Also, a Progress Shield is presented to a pupil in each year group, awarded for the greatest progress made across all subjects throughout the year. Then a House Progress Shield is presented to the house that has demonstrated the best academic progress made across all year groups.

Headteacher's Award

At the end of a Key Stage the Headteacher presents her award. This is based on the recommendations of the tutors in consultation with the Co-coordinator and decided on by the Headteacher. This is the Headteacher's award for "the pupil who most embodies the spirit of The Sacred Heart Language College". This award takes the form of a certificate, book token, a trophy (kept by the school) and a salver (given to the pupil).

Year Eleven Achievement Evening

This evening presents a certificate of achievement to every pupil in Year 11 as part of their Leaver' Ceremony. Secondly, subject awards for both attainment and attitude to learning are presented. Following this a range of special awards; KS4 Award for Effort, KS4 Award for Achievement, KS4 Award for Excellence, Linguist of the Year, The Sofia Music Award, Governing Body Award, James Pettifer Award & The Headteacher's Award. These awards take the form of a certificate, a book token, a trophy (kept by the school) and a salver (given to the pupil).

ORGANISATION OF LEARNING

The timetable is organised with each year group split in half. Each half of the year group is called Sacre and Coeur and will comprise an equal spread of abilities. In Key Stage 3 pupils will have lessons either in tutor groups or a Sacre/Coeur grouping. Majority of our lessons are mixed ability and all lessons are inclusive. In Key Stage 4, pupils will have lessons in Sacre/Coeur groups and groups based on option subjects chosen.

HOMEWORK

Homework is a fundamental and necessary part of school life, which demands good communication between the school and parents.

Homework is set in order to increase understanding and consolidate learning in the majority of curriculum subjects. It also plays a vital role in helping your daughter to develop organisational skills.

Homework set by teachers will be able to be viewed by Parents using the arbor app or website. Arbor allows pupils, parents and teachers to access homework which is set every evening in the school week. Your daughter has a homework timetable indicating when she should complete work for specific subjects and deadlines are set on Arbor which helps you to support her with the organisation of her workload.

Every pupil is issued with a school link book which is used as a form of communication between school and the home where messages, concerns and achievements can be recorded. This should be signed weekly by both parents and tutor to ensure effective communication is being maintained. Girls should not use this planner to record information other than that associated with learning. Link books should not be decorated or have any graffiti on them. Girls who lose link books or who do not use them correctly will be asked to replace them at a cost of £3.00.

The school's expectations of homework

Pupils are expected to:

- ✓ complete homework set to the best of their ability
- ✓ meet deadlines
- ✓ use 'Show My Homework' and the homework timetable to help organise their study

Teachers are expected to:

- ✓ set homework that is relevant to the work in class
- ✓ vary the type of homework set
- ✓ set homework in accordance with the homework timetable
- ✓ monitor that homework is done and mark it on a regular basis

Parents are expected to:

- ✓ check that homework is being done on 'Show My Homework'. Use the link book to record any concerns or queries
- ✓ encourage their daughter in academic pursuits (e.g. create time and a place for effective study at home).

What should homework be?

Homework helps pupils to become independent learners. It should provide them with opportunities to:

- ✓ complete, consolidate and reinforce work done in class
- ✓ research or learn information for future classes
- ✓ solve problems and improve their understanding
- ✓ communicate the understanding and the knowledge they have gained

Strategies for homework

Below are a few suggestions to help your daughter with her homework:

- ✓ help her to write out a homework timetable, taking into account other extra-curricular activities and meal times etc.
- ✓ make sure homework is done right away when she gets home
- ✓ find her a quiet place with a good light and a surface to write on, not in front of the television
- ✓ encourage her to attend the Homework Club after school
- ✓ encourage her to use websites like satchelone.com , BBC Bitesize and, of course our MLE, SharePoint
- ✓ you can help her in understanding instructions, finding texts for research, testing her, helping her rehearse oral presentations and discussing her work with her upon completion
- ✓ Check deadlines for GCSE work. Encourage your daughter to get on with work well before the deadlines. It is very important to meet deadlines for the development of good organisational skills. It will also make your household more peaceful – as you will not have a daughter who is panicking about her coursework backlog!
- ✓ If your daughter is identified, through tracking, as a homework defaulter, encourage her to sign up for the homework club. Attendance may be compulsory if your daughter defaults across a considerable number of subjects.

How can you help your daughter with her homework?

- ✓ Look at 'Show My Homework', in conjunction with her homework timetable, to check what homework has been set and the deadline for submission.
- ✓ Discuss her homework with her – are there any problems? If so, refer her back to the teacher BEFORE the homework is due in.
- ✓ Check that she does her homework – this may seem an obvious thing to say, but some students do fail to do their homework.
- ✓ Encourage your daughter to access SharePoint, the school's managed learning environment (MLE), for additional resources to support independent study.
- ✓ Observe how long your daughter spends on homework. In Years 7 – 9 she should be doing between 6 – 8 hours a week. At GCSE she should work for 10 - 12½ hours on homework.

Procedures for homework not done

If satisfactory homework is not handed in the subject teacher may:

- ✓ extend the deadline (usually because a parent has asked for this, giving good reasons)
- ✓ write a comment to the parent in the link book
- ✓ give a detention

If there is a repeated problem in one subject area, this will be referred to the Head of Department and/or the Director of Studies who will contact home.

If homework has not been completed in two or more subjects the Director of Studies will contact home by letter.

The next step is for parents to meet with the Head of Department or Director of Studies to discuss future steps.

In extreme cases pupils who do not complete homework will be referred to a member of the Senior Leadership team.

Homework Club

We have set up homework clubs for all pupils. These are run by a member of the teaching staff and the Learning Support Staff from 3.15 – 4.15 on Monday – Thursday in the Study Centre.

Please encourage your daughter to make good use of Homework Club.

Microsoft Teams

This is our remote learning platform. Many lesson resources are stored in this area. It may also be used if someone is confined at home.

ASSESSMENT

The Sacred Heart Language College is committed to its mission of 'Striving for Excellence'. We endeavour to provide an exceptional standard of education within a Catholic community. Our fundamental aim is to enable all pupils to realise their God given potential. Assessment that promotes pupil progress is at the heart of this aim: it is integral to our teaching and learning where we believe that through assessment for learning (AfL) we can empower pupils to take ownership of their learning.

For pupils, assessment should:

- Be linked to clear learning objectives and success criteria
- Provide opportunity for pupils to be engaged actively in their own learning and progress
- Provide clear feedback and advice in order that pupils can make progress
- Motivate, challenge and build confidence

For parents, assessment should:

- Provide easily understood information on their daughter's progress and attainment
- Identify areas of strengths and areas for development in their daughter's learning

Grading 9 – 1 Equivalents

The government's announcement, in 2013, of the abandonment of National Curriculum levels, has resulted in significant changes in how schools measure pupils' progress and attainment. We have a 9 to 1 numbering scale for all students in Years 7 to 11 which means there is a common approach to how we discuss a student's academic achievement across all year groups.

Grading 9 - 1	Sub-grades
9	9
8	8.75
	8.5
	8.25
7	7.75
	7.5
	7.25
6	6.75
	6.5
	6.25
5	5.75
	5.5
	5.25
4	4.75
	4.5
	4.25
3	3.75
	3.5
	3.25
2	2.75
	2.5
	2.25
1	1.75
	1.5
	1.25

Assessment

Pupils are assessed formally each half term in all subject areas. Their progress and attainment in these assessments will be recorded and reported using the grading 9 to 1 numbered scale. Informal assessment happens regularly during a lesson and through homework.

Targets

Pupils will have a personal target for each subject that will be a challenging 9 to 1 GCSE grading to reach by the end of each year. For Years 10 & 11, this target will continue to be a challenging grade to reach by the end of the actual GCSE course. This target should be written in the link book for each subject and be referred to after each assessment to check that at least good progress is being made.

Progress 1 and 2 and Summative reports

Pupils will receive a progress report in the Autumn Term and Spring Term as well as a summative report in the Summer Term. On these reports, each subject will give pupils a 'Working At' grading on the 9 to 1 scale. This grade will be coloured to demonstrate whether progress has been made since the last report. There will also be a column that indicates whether your child is working in line with their target. Year 11 pupils will also receive a prediction grade which reflects the teachers informed judgement on a likely grade on completion of the GCSE.

Pupils in Year 11 will receive a progress report in the autumn term and a summative report after the mock examinations. On these reports, each subject will give pupils an attainment grade for where they currently are and a prediction for their attainment grade at the end of Year 11.

Pupils will also receive a grade that reports on their attitude to learning and homework. The table below shows how this will be reported.

E	Excellent
G	Good
C	Coasting
U	Unsatisfactory

At The Sacred Heart Language College all students are expected to get an E or G for their attitude to learning and homework.

All reports are sent home via the Arbor app. This means your daughters reports will be stored in this app for you making them easy to access when needed for reviewing and target setting.

Attitudes to Learning

E - Excellent

- Have you:
  - done more than you were asked to do?
  - always worked to the best of your ability?
  - moved on to extension work and worked independently?
  - done extra research/ practice in preparation for the lesson?

G - Good

- Have you:
  - fully completed all tasks and moved onto extension tasks?
  - thought through tasks carefully before asking for help?
  - not given up and shown resilience in your learning?
  - presented your work neatly and clearly?

C - Coasting

- Have you:
  - completed the work set by your teacher?
  - contributed some ideas and participated in the lesson?

U - Unsatisfactory

- **Anything below C is Unsatisfactory**

Homework

E - Excellent

- Do you:
  - always complete homework to the very best of your ability?
  - do extra research / practice for homework?

G - Good

- Do you:
  - always complete homework to a high standard?
  - always meet homework deadlines?

C - Coasting

- Do you:
  - complete the homework set by your teacher?
  - mostly meet homework deadlines?

U - Unsatisfactory

- **Anything below C is Unsatisfactory**

STUDY SKILLS

A good understanding of knowledge and skills

The teachers at The Sacred Heart Language College will aim to teach effectively. Your daughter, however, should not be passive as a learner. If she does not understand something, you should encourage her to ask her teacher(s) for help.

Parents can support their daughters in many ways.

- ensure your daughter has a quiet room with a desk or table where she can work
- look through her textbooks and discuss what she is studying with her, so that you understand what is expected of her. (Programmes of Study issued by the school can help you here)
- look at her exercise books, asking yourself the following questions:
  - ✓ Does her work appear detailed, when the task seems to require it?
  - ✓ Is it well presented?
  - ✓ Has she re-read work to check for grammatical and/ or spelling errors?
  - ✓ Has she used paragraphs appropriately?
  - ✓ In your opinion, does it represent your daughter's best effort?
  - ✓ Does she act upon and respond to teacher comments in her exercise book?

If you feel the answer is 'no' to any of these questions, it may prove productive to discuss this with your daughter, especially in Years 7 to 9, where good working habits need to be embedded.

- Encourage your daughter not to copy from textbooks or the internet. She needs to make notes, using her own words. Other strategies, such as using bullet points, spider diagrams or mind maps can be very successful.
- When your daughter has to revise for tests/exams, you can help her in many ways. Our students have told us that the following strategies have helped them achieve exam success:
  - ✓ the purchase of appropriate revision guides (the school will advise on this)
  - ✓ drawing up a revision timetable – at least four weeks before tests/exams and keeping to it! (You can help with both these things)
  - ✓ highlighting notes / colour coding them.
  - ✓ listing key points
  - ✓ making spider diagrams

- ✓ teaching the topic to others – they can teach you!

- ✓ testing one another; you can help your daughter by testing her. In many subjects she needs to 'overlearn' information for exams. This means she must be able to recite information without prompting.

You may find that your daughter is so motivated that she does not want or need your help. If this is the case – CONGRATULATIONS – your daughter has become an independent learner, the vital component in educational success!

WHAT TO DO IF …

Your daughter is unhappy at school:

- Talk to her and try to find out why she is unhappy.
- Contact her Form Tutor to discuss the matter.
- If the issue remains unresolved, contact her Director of Studies for further help.

Your daughter says she is being bullied:

- Talk to her to get information about who is doing this.
- Contact her Director of Studies to discuss the matter.
- If the issue remains unresolved, make an appointment to meet with a senior member of staff for further help.

You are concerned about your daughter:

- Telephone the school to establish to whom you might need to talk.
- If your concern is simple and straightforward, talk to your daughter's Form Tutor.
- If your concern is about your daughter's work or progress in a particular subject, contact the subject teacher in the first instance.
- If your concern is more personal or a more serious matter, talk to her Director of Studies.
- If you are concerned because of the behaviour of another pupil towards your daughter, talk to her Director of Studies.
- If you are concerned about something a teacher has done, ask to speak with a senior member of staff.

INFORMATION AND REMINDERS

Address, email and telephone numbers

Parents will be asked to complete an information sheet and return to the School Office. It is important that we have the correct address, email and contact telephone numbers in case of emergency. Please notify the school immediately if there is any change in your circumstances that requires our school records to be altered (e.g. change of address or works telephone number).

Car parking

Due to the narrowness and frequent congestion of the school entrance, parents must not bring their cars onto the school premises at the beginning or end of the school day to drop or pick up pupils. Parents should park away from the school entrance to avoid accidents as pupils arrive at or leave school.

Extra-curricular activities

In addition to the many school trips and visits that take place during the school year (both home and abroad), the following is an example of the various extra-curricular activities available during lunchtimes and after school. These may be added to during the year: Netball, Football, Tennis, Athletics, Trampolining, Gymnastics, Volleyball, Chamber Choir, Concert Choir, Samba Group, Irish Music, Gospel Choir, R'n'B Band, Orchestra and ICT Club.

Enhanced Learning Curriculum

This aims at promoting learning outside the classroom where every subject has identified a range of activities to encourage a deeper understanding including watching films, reading books, visiting places of interest, researching topic areas and making sculptures. Parents are encouraged to sign off when an activity has taken place and pupils take photographic evidence which they upload into their online 'Record of Achievement' which showcases the work they have carried out from Year 7 through to Year 11.

Lateness

All pupils should arrive in school by 8.25 am. School starts at 8.30 am. Pupils who arrive after Form Registration should sign in the late book at Reception.

Lockers

Pupils may hire lockers for the school year for a rental of £2.00 per year. Year 7 pupils pay £12.00 at the beginning of their secondary school life; £2.00 of which is returned at the end of Yr. 11 if their locker key is returned to school.

Mass and holy days of obligation

We are a Catholic school and therefore worship is integral to our school life. We have a Mass every Tuesday morning at 8.00 am in our chapel, to which all are invited to come if they wish. On holy days of obligation Mass will be celebrated in school or in St. Joseph's Church and all pupils are expected to attend. All pupils are expected to attend religious liturgies regardless of their faith.

Illness

If pupils feel ill then they should go to Student Services. Mrs Bryan is qualified in First Aid. If the staff in Student Services decide the child needs to go home or to the hospital they will consult the relevant Director of Studies or a senior member of staff. In either case the parents will be contacted. It is essential that parents inform the School Office of any known medical problem so that we can provide the best possible care.

Supervision of pupils outside of school hours

No formal supervision is provided for pupils who arrive on the school premises before 8.30am. Pupils should leave the school premises promptly at the end of the school day unless staying for specific activities that are supervised, such as homework club and sports activities.

Lunch time supervision

During lunchtime, supervision is provided by members of the Senior Leadership team and lunchtime supervisors, led by Mrs Yaotey. Pupils who are found in parts of the building where they are not permitted to be, or eating or drinking outside the canteen, or in breach of any other aspects of the school's code of conduct, will be given lunch duty by a member of the supervisory team. Lunch duty entails clearing tables in the school canteen. Latex free rubber gloves are provided.

The school counsellor

As part of our commitment to the education of the whole, we have employed a school counsellor for many years to help girls who are troubled or who find it hard to conform to school rules and regulations.

Directors of studies can refer a pupil for a consultation with the school counsellor. Parents are always consulted prior to a meeting taking place between their daughter and our counsellor and need to sign a consent form. This is normally 6-8 sessions and cannot take place if the pupil is receiving therapy elsewhere. There is usually a waiting list for the school counsellor.

The number of girls referred to the counsellor in an academic year has never been more than 3% of the entire school population, and is usually a far smaller group. Please inform the school should you have any objections about a referral being made, without your knowledge, in the case of your daughter.

If you feel that your daughter may need the help of the school counsellor, please contact her Director of Studies.

Wellbeing
EXPLORE NONFICTION
SCARY
EXPLORE NONFICTION
EXPLORE NONFICTION

Britain since 1930

BOY GIANT
MULAN
PHILIP PULLMAN
HIS DARK MATERIALS
NORTHERN LIGHTS
DEAD
RUBY REDFORT
Best Friends

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