



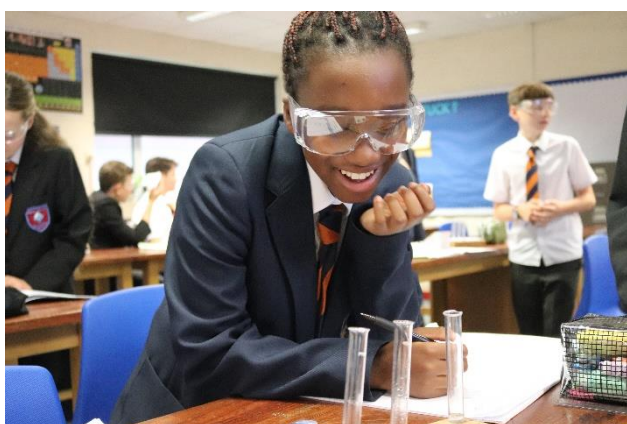
Key Information for Parents & Carers

2022-2023

September 2022

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Welcome from the Head of School

Welcome to Manor School, where we are proud to be part of the Nene Education Trust. We are an ambitious school with a strong ethos and set of values, striving for excellence in all that we do in order to achieve our mission of 'Success for All'. To us this means we are a genuinely comprehensive school delivering education that is truly inclusive.



We want Manor students to enter the world beyond compulsory education happy, healthy, employable and with a positive view of the world. We achieve this by combining an unwavering focus on academic excellence, a vibrant curriculum focussed on our core strands of Work. World. Wellness. and unapologetically high expectations of student behaviour and engagement.

Students are encouraged to aim high in their learning, academic success and personal development. We firmly believe that students learn best in a safe, happy and supportive environment and we pride ourselves on the positive relationships we achieve within the school.

Teaching and learning is at the heart of what we do as we hope to promote a genuine love of learning, and support students to realise their aspirations. This is enhanced by extensive enrichment opportunities beyond the classroom.

#OurManor family consists of students, staff, parents, carers, the Nene Education Trust and our community. Our relationships are crucial to succeeding our mission and enabling Manor School students to contribute positively in the future as citizens in an ever-changing world.

This booklet is designed to give parents a summary of the key information about our values, principles and the way we operate. The information within this booklet is correct at the time of publication in September 2022. From time to time we will make adaptations and improvements to our systems and information, so please check school communications and our website regularly for updated information.

We look forward to working with you.

Lee Towers

Our values

At Manor School, our mission statement is **Success for All**. To achieve this, our core values are about being a school which is **genuinely comprehensive** and **truly inclusive**. To us, this means that we will aim to ensure that every student in our school achieves their own success, regardless of background or previous attainment.

These two core values provide the foundations for our curriculum, personal characteristics and code of conduct.

Curriculum

To ensure that students can be successful, our curriculum is built on the basis of **Work**, **World**, **Wellness**, and is designed to enable students to leave school employable, with a positive view of the world, and be physically and mentally well.

Our **Work** curriculum provides the opportunities for students to consider their future education and career aspirations, reflecting on the characteristics, skills and knowledge they will need to develop to progress onto their future pathways.

Through **World**, students develop and challenge their views on the modern world, considering their places as global citizens and celebrate the diversity that exists within it so that they can leave Manor School having had significant opportunities to develop their cultural capital.

At Manor School, **Wellness** is defined as an active process of becoming aware of, and making choices that lead to a healthy and fulfilling life. Wellness is more than being free from illness; it is a process of change and growth, both mentally and physically.

REACH

We expect all members of our school community to demonstrate our **REACH** values. These are the personal characteristics which we believe will provide students with the personal skills and qualities they need to be successful in the modern world.

- **Resilience** is the capacity to recover quickly from difficulties; toughness.
- **Empathy** is the ability to understand and share the feelings of another.
- **Aspiration** is the hope or ambition of achieving something.
- **Curiosity** is being eager to know or learn something.
- **Humanity** is an individual's behaviours that demonstrate compassion.

Our rewards system is built entirely upon our REACH values and rewards students who demonstrate these values.



Code of conduct

We are unapologetic about our expectations for high standards of behaviour at Manor School. It is our Code of Conduct that outlines the behaviours that are expected of a Manor student.

At Manor School we are Ready, Respectful and Responsible.

At Manor School we are ready because we are equipped, focussed and prepared to engage in learning.

We are punctual to school as well as each and every lesson.



We arrive to school wearing the correct uniform.



We have all the equipment required for our learning.



We keep our phone switched off and away during lessons.



At Manor School we are respectful because we act with care, consideration and tolerance.

We understand that everyone has the right to opportunities and celebrate differences.



We express our views in an appropriate manner.



We respect other's right to challenge themselves, make mistakes, become confident and resilient.



We appreciate our school environment and the belongings of others.



We communicate with care, consideration and tolerance.



At Manor School we are responsible because we take ownership of our learning and our actions. We act in a safe manner.

We enter every learning space ready to engage and work hard for the duration of the lesson.



We ensure classwork and homework is completed to the expected standard.



We hand in all homework on time.



We understand that everyone has the right to an education and respect this at all times.



We act in a manner that keeps us and our community safe and well.



House and tutor structure

Everyone at Manor School is a member of one of our three houses.



Students are divided into six tutor groups in each year group. In many cases, tutors move through the school with their tutor group from Year 7 through until Year 11, with specialist tutors rotating to support students in our Sixth Form.

Each team of tutors is led by a Progress Leader (PL), supported by a non-teaching Pastoral Support Officer (PSO) and a Senior Tutor (ST)

Year 7	Year 8	Year 9
Mr T Pool (PL)	Mrs R Howes (PL)	Miss S Bishop (PL)
Mrs N Youngman (PSO)	Mrs J Crawley (PSO)	Mrs M Sydenham (PSO)
7DEN - Mr D English 7DSC - Mr D Schulze 7JDS - Mr J Daniels 7MTN - Mrs M Thompson 7SKE - Miss S Kempster Skinner 7BMI - Mr B Mitchell-Bunce	8MAH - Mr A Ahmin 8SVE/EWI - Mrs S Verma / Mrs E Wilford 8DHA - Mr D Harris 8NEA - Mrs N Eales 8JRE - Mrs J Reece 8CJY - Mrs C Jolley	9ARA/PCR - Mrs A Rate / Mrs P Crowther 9CWI - Miss C Wildman 9JHA - Mrs J Hanrahan 9EPA - Mr E Parker 9KDO - Mrs K Donovan 9TJE - Mr T Jeffrey
Miss T Hustwait (ST)	Mrs C Johnson (ST)	Miss C Collier (ST)
Year 10	Year 11	Year 12 / 13
Mr P Kelsall (PL)	Mr B Cousins (PL)	Miss C Holtman (PL)
Mrs P Johnson (PSO)	Mrs H Walker (PSO)	Ms S Birch (PSO)
10CAM - Mr C Amadi 10LPG - Mrs L Per Gimeno 10DMC - Mr D McGuinness 10SPE - Miss S Pell 10SBH - Mr S Bhangal 10TIR - Mr T Irving	11EMC - Miss E McDowell 11DRO - Mr D Rowe 11KRO - Mr K Rohit 11ATO/RMO - Mrs A Towers / Mrs R Moreton 11MBR - Mr M Brooks 11RIR/KHA - Miss R Ireland / Mrs K Harman	12KWI - Mrs K Williams 12RPN - Mr R Parkin 12DSK - Mr D Skeggs 13JMI - Mrs J Mitchell-Bunce 13LFR/NNE - Mrs L Freestone / Miss N Newman 13ASN - Mr A Stephenson
Miss M Barron (ST)	Mr C Brown (ST) Mrs A Charles (ST)	Mrs R Matthews (ST) Mr J Andrews (ST)

Attendance

Achievement of students can be directly linked to attendance. Previous data shows that the greater the attendance, the greater the achievement.

We support parents and carers to encourage excellent attendance, with positive and proactive solutions.

What does good attendance mean?

Our school attendance target is to achieve attendance of **96%**. A lot happens in a school day, and even one day missed can mean students risk slipping behind a little. We want to avoid that.

The table below shows what miss

	Attendance	Equivalent time off school per term	Equivalent time off school per year	Equivalent time off school per 7 years of Manor
Excellent	98%+	1 day off	6 days off	42 days off
Good	95%+	1.5 days off	9 days off	63 days off
Needs improvement	90%+	2 days off	12 days off	84 days off (half a school year!)
Concerns	86%+	3 days off	18 days off	126 days off
Serious concerns	85% and below	4.5 days off	27 days off	189 days off (a school year!)

To support your child's attendance, we ask that you:

- Talk to your child about school.
- Take a positive interest in your child's attendance and work, including homework.
- Attend parent/carers consultation evenings, forums and other school events.
- Arrange appointments outside of school time or consider early morning or late afternoon appointments, ensuring that your child attends school either side of the appointment.
- Take holidays only during school holiday periods.

Our morning registration is completed at 8:35am. Students should arrive at their registration room for this time. Students who arrive after this time, while the register is still open, will be marked as late. Students who arrive after this time without a satisfactory explanation, will have an unauthorised attendance mark recorded.

Reporting absence

If you need to report an absence for your child, or to discuss concerns about your child's attendance, you should contact our attendance team.

You must inform the school of your child's absence on the first and subsequent days of absence. Where possible, please do this before **8:30am**.

After recovering from illness, please make sure that your child makes a prompt return to school, demonstrating resilience in their learning.

Please provide medical documentation for your child's illness and / or appointments where this is available.

On the first day of absence, we will contact home for students who are not in school or for those we have not received communication from their parent / carer. On some occasions, we may send an email home to parents / carers whilst our attendance team is processing emails or voicemails. We do this to ensure that students are safely registered as quickly as possible.

To contact our attendance team:

Email:

attendance@manor.school



Phone:

01933 627020



Rewards

Students are allocated REACH points by staff throughout the school day for demonstrating our school's REACH values of **resilience**, **empathy**, **aspiration**, **curiosity** and **humanity**.

Students' REACH points contribute towards their individual REACH awards and are combined with enrichment attendance, house competitions and sports day results to award the house cup each academic year.



Award title	Criteria
Bronze REACH Award	60 REACH points
Silver REACH Award	90 REACH points
Gold REACH Award	120 REACH points
School Colours	15 REACH points in every category

Students who receive a **Gold REACH Award** or our **School Colours** award are invited to our annual **REACH Fest** celebration in July.



Behaviour

Our Code of Conduct outlines the expectations of students at all times. At Manor School we are **ready, respectful** and **responsible**.

Learning Modes

In lessons, our Learning Modes are used by teachers to set the expectations for how students are to behave during lessons.

- During **respectful whole class**, students should sit silently and follow teacher instructions. This is usually used whilst the teacher is explaining. Students may be asked to answer questions or they may be asked to volunteer contributions.
- **Silent independent** is used when students are to work on their own, in silence, focussing fully on the task being completed.
- Sometimes a teacher may ask for **polite shared learning** where students are asked to complete a task with a partner or in a small group. This enables focussed discussion on the task being completed.



Ask, tell, consequence

In a lesson, a teacher will use their toolkit of skills to remind students of the Code of Conduct and the expectations of them. If a student is not complying with the Code of Conduct, a member of staff will **ask** them to stop the behaviour and return to their work. Should they continue the member of staff will **tell** the student to stop the behaviour and return to their work. If the behaviour continues beyond this point, the student will be issued a **consequence** and will be asked to wait for a member of our Pastoral Team who will remove them from the lesson. A student who receives a consequence and is removed from a lesson will be set an **automatic lunchtime detention** to be completed the next day.

If a student's behaviour significantly disrupts the learning of others, or presents a risk to the safety of themselves or others in the classroom, a student may be removed without a member of staff asking or telling them about their behaviour.

Automatic lunchtime detentions

Students may be set an automatic detentions for failing to meet basic standards as set out in our Code of Conduct. These detentions will take place at lunchtime on the following day. Reasons for these detentions include:

- Ready – Incorrect uniform (hoodies or headphones)
- Ready – No blazer (main school) or lanyard (sixth form)
- Ready – Mobile phone seen in a lesson
- Responsible – Inappropriate physical contact

Lunchtime detentions begin at 13:10. Students should bring a packed lunch to their detention. Students who are in receipt of free school meals, or who purchase food from our canteen should order a 'sandwich grab bag'. The sheet to do this will be on the door to student services until the end of morning registration.

Behaviour points

A member of staff may issue a behaviour point to a student for low level incidents of behaviour. These behaviour points are monitored by Form Tutors and Progress Leaders. In themselves, each of these behaviour points does not merit a sanction, but students who receive these behaviour points regularly, or who reach higher numbers of points may be a cause for concern. Form tutors will discuss these points with their tutees and make contact with parents / carers to discuss the reasons behind them. Where necessary, form tutors, and parents / carers will agree to targets that will be used to monitor behaviour and a behaviour contract may be established. Sanctions such as lunchtime detentions or time in refocus may be issued to students for failing to meet targets as set out, or failing to comply with a behaviour contract.

Refocus

For more serious incidents of behaviour, the school uses periods of time in our refocus room. This room is used as an alternative to exclusion for students. Students who complete time in refocus will complete a mixture of independent online study, work set by teachers and time for reflection that is intended to avoid future repeats of similar behaviour.

Where student behaviour is extreme in nature, persistent, or significantly challenges our school values and mission of Success For All, we reserve the right to use Fixed Term (FTE) or Permanent (PEX) Exclusions.

Contact us about behaviour

Our Form Tutors, led and supported by our Pastoral Team will monitor the standards and trends of behaviour incidents. They will contact parents / carers to discuss concerns around a student's behaviour. If you have any questions about your child's behaviour, please contact your child's Form Tutor in the first instance.

School uniform and equipment

We firmly believe that a school uniform helps to instil pride in our community, supports positive behaviour and discipline, and encourages identity with the school and its underlying ethos. It ensures that students of all backgrounds feel welcome and protects them from social pressures to dress in a particular way. To this end we expect students to wear their uniform at all times to and from school and when in school unless specific advice is given otherwise.

Our uniform consists of:

- Navy, Manor School blazer.
- Grey tailored trousers or the Manor School grey tartan skirt.
- Navy, blue or grey tights (with the tartan skirt).
- White button up shirt with a collar and the Manor School tie.
- Polishable plain back shoes with no visible markings.
- Coats should not be worn in classrooms or in the canteen/eating areas.
- An optional Manor School embroidered v-neck jumper may be worn. This is not a replacement for the school blazer.

Our PE kit consists of:

- Navy, Manor School PE polo shirt.
- Shorts, skorts or knee length socks, which are either Manor School branded or plain navy blue.
- Training shoes, football / rugby boots or gum shields / shin pads as necessary.

Students in Year 9 and above may continue wearing their legacy (black) uniform items until the point at which parents / carers are required to purchase new uniform items. The school's legacy uniform will be removed from our uniform policy from September 2023.

Purchasing uniform

Uniform can be purchased from our uniform supplier, **Karlsports**.



Email: www.karlsports.co.uk

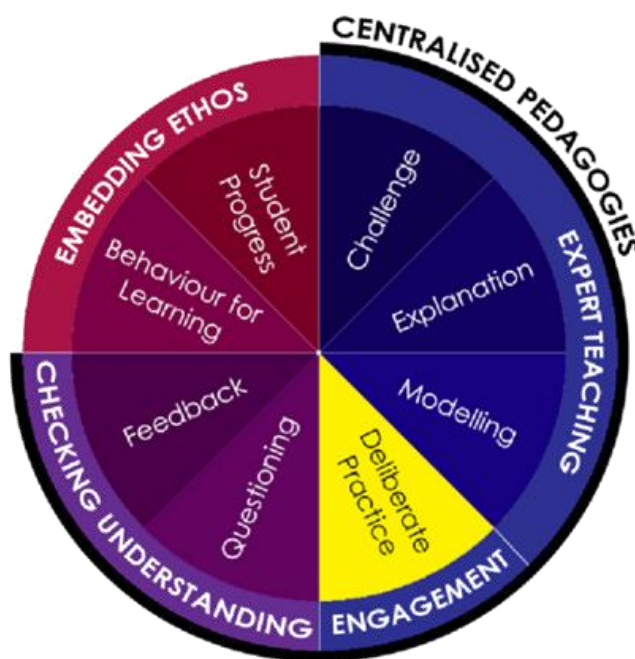
Phone: 01536 601731

Unit 7, Trafalgar Road, Kettering, Northamptonshire, NN16 8DB

Teaching and learning

At Manor School, and across the Nene Education Trust, our teaching and learning strategy is based around a set of core **centralised pedagogies**. These pedagogies have been based on extensive research from across the education sector.

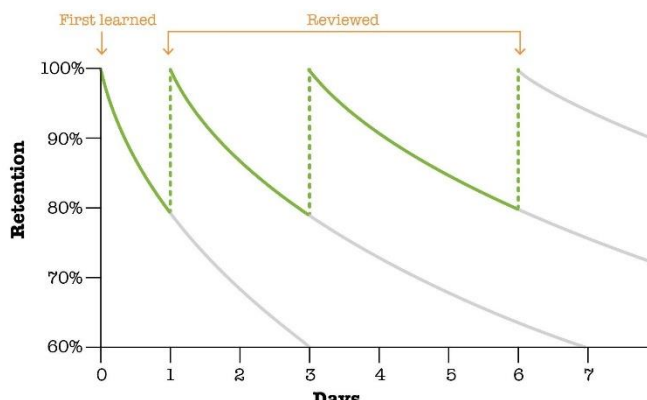
Our teachers are knowledgeable with high levels of expertise. We expect our teachers to lead student learning through expert teaching which requires a high level of challenge for all students, and appropriate scaffolding to support this. From this starting points, detailed explanations and models are used to demonstrate the learning that is expected. Once knowledge and / or skills have been taught, students are provided with opportunities to engage in deliberate practice to reinforce and establish their learning in a variety of situations. At all stages, questioning and feedback are used to check the level of understanding and support individual groups of students in their learning.



Homework

Students completing independent learning, both within and outside of school, is a key part of the learning process. Research suggests that students typically forget up to 20% of their new learning after 24 hours, and up to 40% of new learning after 72 hours. As such, homework is used as an opportunity for students to regularly interact with key content. We recognise the value of homework and the positive effect it has on learning and building student resilience. Homework gives students a chance to revisit learning from lessons, explore new ideas themselves and develops crucial independent learning and self-management skills.

Typical Forgetting Curve for Newly Learned Information



Source: elearningindustry.com

Homework at Manor School is set by teachers to achieve one of the following purposes:

1. Retrieval of previous knowledge.
2. Pre-learning of key content.
3. Deliberate practice of knowledge.
4. Extend learning beyond the school curriculum.

Students in **Years 7, 8 and 9** will receive approximately **25-35 minutes** of homework per subject area, per week. This will increase to **45-60 minutes** for students in **Years 10 and 11**.

Sixth Form students will be set tasks to complete outside of taught lesson time and to develop extended progress. It is expected that approximately **4-6 hours** of tasks will be set per subject, per week.

As students progress through the school, precise instructions and guidance for homework tasks may be replaced by increasingly independent guided revision focusing on each student's own individual focus areas.

Homework will currently be set by teachers on the **Microsoft Teams** platform. Parents and carers will be able to view the homework that has been set and deadlines in a weekly guardian summary email that will begin from the second week in September.

Assessment and exams

Assessments and examinations are a crucial way to evaluate the progress that a student is making throughout their time at school, both academically and pastorally.

Throughout each year, students will compete assessments that are formative and summative in nature:

- **Formative** assessments are used to inform student progress towards a given end point. These will often include low stakes quizzing, in class exam questions, homework tasks, classwork and teacher questioning as tools to judge a student's learning before a formal assessment point. These assessments will often not lead to a judgement about a student's current level of attainment.
- External examinations, and formal assessments are used as **summative** assessments to judge attainment at a given point in time.

Students in every year group will receive three data collection reports each year. Each report will contain:

- An **Attitude to Learning** grade
- An **summative assessment** judgement (KS3) or a **teacher assessment** (KS4 and KS5)

Students in KS4 and KS5 will also receive **trial examination grades** at relevant points in their journey. Students in Year 7-12 will receive a **written tutor comment** during the summer term, summarising the final data collection report and the student's general attitude towards school. Year 13 students will receive a **written subject comment** for each subject in the spring term.

The table below shows the anticipated date for issuing reports to parents.

Report	Anticipated issue date
DCP1	Term 2
Year 11 & 13 Trial Examination Results	Term 3
DCP2	Term 4
Year 13 Written Subject Comments	Term4
Year 11 Written Tutor Comments	Term 5
DCP3 (Years 7-10 & 12)	Term 6
Written Tutor Comments	Term 6

Attitude to learning

Our attitude to learning (ATL) descriptors are used by teachers to judge the characteristics and performance of a student in their learning, evaluating how they are engaging in their studies. This is ranked on a scale of 1-4, with 1 representing excellence and 4 representing the need for students to receive regular reminders and prompts.

1	Students demonstrate an exemplary attitude and are <u>role models</u> for others. They are <u>eager to study</u> and <u>take responsibility</u> for their own learning. They <u>consistently behave</u> in a way which <u>helps themselves and others</u> learn.
2	Students are <u>proactive</u> in their approach to learning. They <u>respond quickly</u> to instructions and <u>actively participate</u> in lessons, which has a <u>positive impact</u> on their learning.
E x p e c t e d S t a n d a r d T h r e s h o l d	
3	Students may need <u>prompts</u> to work and can be <u>slow to respond</u> to instructions. They do what is required but can <u>lack engagement</u> in lessons and tend only to <u>participate with encouragement</u> .
4	Students need <u>frequent reminders</u> to focus on learning and often do not respond adequately to prompts to work. They <u>persistently behave</u> in a way that <u>prevents the learning</u> of <u>themselves and others</u> .

Key stage 3

GL Assessments

Students in Key Stage 3 complete **GL Assessments** in Years 7 and 9. These assessments are external assessments which are used to provide a benchmark for student attainment during their education and evaluate a student's cognitive ability, therefore suggesting methods of learning and strategies that are most useful to individual students. GL Assessments are also completed in maths, English and science as Progress Tests. GL Assessments are nationally standardised and require no revision from students.

Good pass benchmarks and formative assessment sheets

Our **good pass benchmarks** determine the generic skills and concepts that a student should master by the end of Key Stage 3 in order to achieve a '**strong pass**' (GCSE equivalent of grade 5) at the end of their Year 11 study. Formative assessment sheets review whether a student is developing in their progress, making expected progress or making beyond progress towards the good pass benchmarks. Assessments against these benchmarks are formative and do not take account of individual expectations or starting points.

Summative assessment

Before each data collection points, students will complete a summative assessment in each subject. These tests will be used to identify whether a student is **broadly on track** in that subject, given their Year 7 starting point.

The table below shows three example students and how their assessment scores are used to determine whether they are 'on track or not'.

Student A's GL Assessments are used to determine that their expected progress on the particular test should be between 60% and 70%. They score 62% so they are **on track** based on their Year 7 starting point – they are making expected progress.

Student B's GL Assessments determined a expected progress range between 50% and 60%. They scored 32% on their assessment and so they are **not on track** based on their starting point. They need to improve their engagement or require further teacher input to make expected progress.

Student C's GL Assessments expect the student to achieve between 70% and 80%. Because of the time difference between KS3 and the end of Year 11, a buffer either side is accounted for and as Student C achieves 68%, this is within the buffer to suggest that while they may not have achieved 70% on the particular assessment, it is close enough to suggest that they are **broadly on track** from their Year 7 starting point. It is determined they may need to make some slight changes supported by their teacher but they are broadly on track.

	Expected progress	Actual summative percentage	On Track
Student A	60-70%	62%	Yes
Student B	50%-60%	32%	No
Student C	70-80%	68%	Yes

Key stages 4 and 5

Students in Key Stages 4 and 5 are assessed using grades awarded by external awarding bodies. Curriculum Leaders and teaching staff work hard to assess against these as accurately as possible during students courses but final grades are awarded based on grade boundaries that are set after final examination.

Most courses now have terminal examinations, with some elements of controlled or non-exam assessment used in some courses. There remain a small number of BTEC qualifications where modular exams can be completed at several points throughout the two year courses.

Students are set ambitious targets at the start of their courses, and these are shared with students and parents / carers via data reports. These targets are ambitious and represent progress that would be broadly just above average when compared to students across the country with similar starting points.

Year 10 and 11

- GCSE courses are assessed using 9 - 1 grade scales with 9 being the highest possible grade.
- BTEC and vocational courses are assessed using Pass, Merit and Distinction grades, with a Level 2 pass being broadly equivalent to a grade 4 in a GCSE course. Some BTEC courses award grades starting at a Level 1 Pass (L1P), equivalent to a grade 1 in a GCSE course.
- Combined Science students will receive two GCSE grades from 9.9 – 1.1. Each of the numbers in the grade reported represents a single GCSE.

Students will complete trial examinations in the summer of Year 10 and the autumn of Year 11. A further set of trial examinations will be completed for Year 11 in core subjects and in lessons before Easter in Year 11.

Year 12 and 13

- A Level courses are assessed using scales from A*-E with A* being the highest possible grade.
- BTEC and vocational courses are assessed using Pass, Merit and Distinction grades, with Distinction* (Distinction Star) being the highest possible grade to achieve).

Students will complete trial examinations in the summer of Year 12 and the autumn of Year 13. Other trial examinations will take place as necessary.

Catering

Students in **Years 7-10** have access to the **canteen**, while **the restaurant** is available to students in Year 11 and our Sixth Form.

Our catering provision operates a **cashless system** which means there is no facility to pay for school meals with cash.

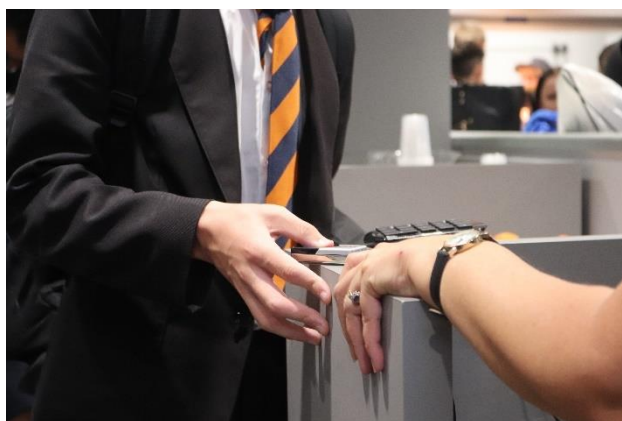
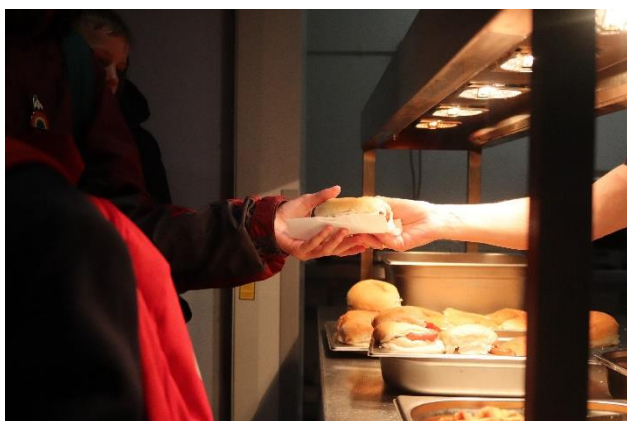
Our preferred method of payment is for parents / carers to make online payments to their child's cashless catering account using WisePay.

You can access WisePay by visiting https://www.wisepay.co.uk/store/generic/parent_login.asp.



There are two revaluation machines available in the school, one in the canteen and another in the restaurant, which students can use to load cash onto their catering accounts if absolutely necessary. We encourage you to avoid this if at all possible.

Our catering team offers a range of hot and cold food daily, with up to date menus and full information available on our website.



Enrichment

Students at Manor School are encouraged to **participate fully in their school life**, including enrichment beyond the classroom. We run a wide and varied range of opportunities for students to engage in.

Lunchtime and afterschool clubs

Our clubs cover everything including, but certainly not limited to:

- Inclusive sports clubs for participation
- Training, fixtures and competitions for sports teams
- Debate and ethics clubs
- STEM club
- Eco-schools
- Performing arts clubs and showcases



The clubs and enrichment opportunities available for students each term are displayed on tutor notice boards and our school website.

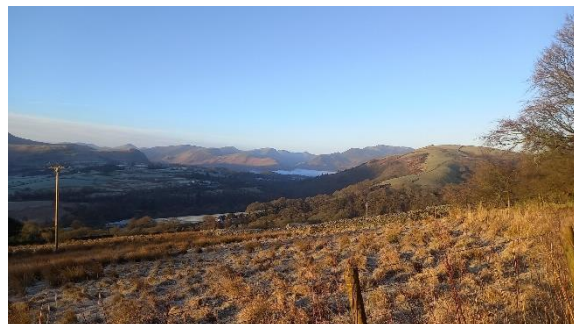
Students can also receive individual or group **instrumental or voice tuition** through our music department's partnership with Northampton Music and Performing Arts Trust. For more information, please contact **Miss M Barron, Curriculum Leader for Performing Arts** directly via mbarron@manor.school.



Trips and visits

Each year, a number of trips and visits are available for students to take part in, both residential and non-residential. In recent years, just some of our visits have included:

- Hunstanton (Geography)
- Year 9 Grafham Waters (PE)
- Birmingham Sixth Form revision visits
- University visits to Northampton and Cambridge
- Music and Dance Tour to Prague
- Spain, France and Germany residentials
- Camps International visits to Cambodia and Ecuador.



Details of trips and visits available are shared via our newsletter each week, with consent (and payment) where required, completed via WisePay.

Student welfare

Student progress is crucial to meeting the needs of all students, allowing **Success for All** as a genuinely comprehensive and truly inclusive school. By providing expert teaching and personalised support for individuals who need it we are committed to meeting the needs of every individual student.

Inclusion and Wellness team

We have a dedicated team of Teaching Assistants, led by an Inclusion Manager and SENDCo who support students in lessons, and where necessary for short period of time away from class.

In the vast majority of cases, students who have additional needs will find that their needs are completely met through our whole school entitlement curriculum, where expert teachers scaffold and personalise learning to cater for individual needs.

Where a students needs go beyond that of our entitlement curriculum, or an individual barrier is identified, teaching staff are supported by our Inclusion team who then operate a **'Plan, Do, Review'** model. This will identify the need, plan and carry out an intervention before reviewing it's impact and determining next steps. Research suggests that short bursts of interventions are often more effective than those that are continuous without an end point.

Nothing by accident

At Key Stage 4 and 5, our **'Nothing by Accident'** programme is designed to provide every student with the support and opportunities they need to meet or exceed ambitious target grades. This programme includes a comprehensive package of afterschool sessions, tutor interventions, mentoring and preparation for their trial and formal external examinations. This is combined with opportunities to celebrate student success at what can be a challenging time of a young person's life, ensuring that student wellness is balanced with the need to make academic progress.



Safeguarding

Safeguarding of students is the golden thread that runs through everything we do at Manor School. We know that young people cannot thrive unless they feel safe and secure. The whole school community is dedicated to **safeguarding our site and the students within it**.

Our **Work. World. Wellness.** programme guides students through the challenges they face as they grow up, and our bespoke staff training means that the whole school community is well informed.

We have a large team of safeguarding experts that ensure that our families are supported, our students are surrounded by trusted adults, and that all our staff are well equipped to make Manor a positive place to learn and grow.

Our **Designated Safeguarding Lead** at Manor School is Mrs C Radd, Assistant Head of School. Mrs Radd is supported by a team of trained designated safeguarding leaders.

If you have a concern about the welfare of a student in our school, at any time, please contact one of our Senior Safeguarding Leads by emailing concerns@manor.school.

This email address is monitored at all times.

#ManorWatch

We want Manor School to be a place where students feel safe and happy to come to school. We follow up on all student concerns and expect students to tell us when something isn't right. Our processes ensure that support is in place for the student who has raised the concern, as well as challenging any behaviours which contravene our school values or Code of Conduct.

Students can report any concerns to us, at any time, using **#ManorWatch**. This is monitored by our Pastoral and Safeguarding teams who will act on any concerns as necessary.

#ManorWatch

See It, Scan It, Log It

<https://bit.ly/ManorWatch>



Communication

We believe that a strong relationship between school and home is crucial for student success throughout their education journey. The information below outlines the key channels of communication that we will use to strengthen the link between home and school.

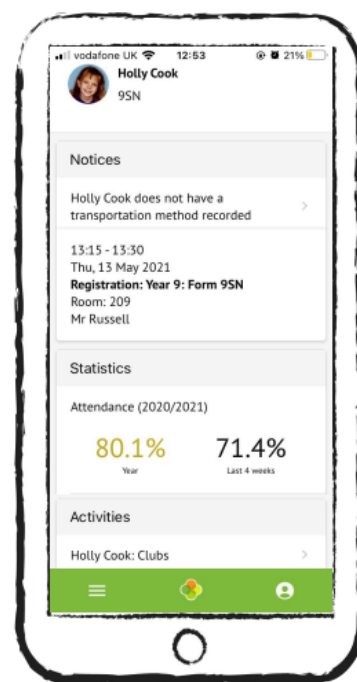
Much of the information that parents / carers need can be found on our school website, Arbor portal or OurManor newsletters. If parents / carers find the need to contact the school, our staff will endeavour to respond to your query as soon as possible, at least 48 hours after the first point of contact. Please remember that our staff are often teaching or working with students so are not always available to respond to your communication immediately. Wellness is crucial for staff as well as students and so they are not expected to monitor emails outside of the working day, at weekends or during school holidays.

In all communication, we expect parents to act politely and remember that our staff have the right to be treated with dignity and respect. Inappropriate language or behaviour towards our staff in face to face, telephone or written communication will not be tolerated.

Arbor portal

At Manor, and across the Nene Education Trust, we use a platform called **Arbor** to manage student information and data. Arbor provides a **parent portal** which can be used by parents /carers to access key information and as a source for communication with the school.

To access the portal, please visit <https://login.arbor.sc/> and select 'Forgotten Password'. You will then be sent an email containing further instructions. Once registered, you will be able to download the app from Google Play or the App Store and log in with your details. If you do not receive an email after following the instructions above, please contact us by emailing enquiries@manor.school so that we can check the details we hold on record are correct.



OurManor newsletters

We distribute our electronic newsletters, known as **OurManor**, weekly on a Friday during term time. These newsletters are the source of latest news and information, updates to procedures and systems, as well as an opportunity to celebrate student success. A link to the newsletter is shared with parents / carers via email each week and previous versions can be accessed from our school website.

Contacting us

General enquiries

For general school enquiries, queries, concerns or compliments, please contact our reception team by emailing **enquiries@manor.school**. Our team will direct your contact to the appropriate member of staff.

Beyond the enquiries email address, queries or concerns should be directed in the first instance to your child's **form tutor or subject teacher**. Staff email addresses can be found on our school website.

If your query or concern cannot be resolved by our reception team managing our general enquiries email, your child's form tutor or subject teacher, please contact the relevant Curriculum Leader or Progress Leader.

Telephone contact

If you would prefer to phone the school, our main switchboard number is **01933 623921**. Our receptionists will direct your phonecall to the appropriate member of staff, or take a message and pass this on for you.

In person contact

From time to time, you may need to visit the school site in person. On these occasions, our school reception is open during term time from 8:00 until 16:30. Please only visit our reception if you have a planned appointment - it is not always possible for a member of staff to see you without one.

Reporting student absence

To report student absence, please contact **01933 627020** or email **attendance@manor.school**.

Contacting the finance team

For enquiries relating directly to finance, please contact **finance@manor.school**.

Concerns about a child's welfare or safety

If you are concerned about the welfare or safety of your child, or another child in our school, please email **concerns@manor.school**, our dedicated email address which is monitored by one of our Senior Designated Safeguarding Leaders at all times.

Key leaders

The lists below identifies the key leaders in our school.

Progress Leaders

- Year 7 – Mr T Pool
- Year 8 – Mrs R Howes
- Year 9 – Miss S Bishop
- Year 10 – Mr P Kelsall
- Year 11 – Mr B Cousins
- Year 12 and 13 – Miss C Holtman

Curriculum Leaders

- Art & Design – Mr B Cousins (*Assistant Curriculum Leader – Miss R Ireland*)
- Business & Computing – Miss C Collier (*Assistant Curriculum Leader – Mr D Skeggs*)
- English – Miss K Dicker (*Assistant Curriculum Leader – Mrs K Williams*)
- Geography, Culture & Ethics – Mr J Andrews (*Subject Leader Culture & Ethics – Mrs C Jolley*)
- Maths – Mr C Brown and Mrs A Charles
- Modern Foreign Languages – Mrs M Thompson (KS3) and Mr M Brooks (KS4 and 5)
- Physical Education – Miss T Hustwait
- Science – Mr G Turner (*Director of Science*) (*Assistant Director of Science – Mr T Irving*)
- Social Sciences – Mrs C Johnson (*Strategic Lead for Praise and Rewards*)

Inclusion and student support

- Mr M Sturgess – Director of Student Services
- Mrs L Jenkins – Progress Leader
- Miss H Notley – SENDCo

Leadership Team

- Mr J Birkett – Executive Principal
- Mr L Towers – Head of School
- Mr C Bateman – Deputy Head of School
- Mr D Carter – Assistant Head of School
- Mr M Hurren – Assistant Head of School
- Mrs C Radd – Assistant Head of School
- Miss C Collier – Curriculum Leader Business & Computing / Associate Assistant Head of School
- Mr B Cousins – Curriculum Leader Art & Design / Associate Assistant Head of School
- Miss T Hustwait – Curriculum Leader PE / Associate Assistant Head of School
- Mrs C Johnson – Curriculum Leader Social Sciences / Strategic Lead for Praise and Rewards
- Mrs J Mitchell-Bunce – Lead Practitioner
- Mr M Sturgess – Director of Student Support
- Mr G Turner – Director of Science

Key dates and times

Dates for key school events are available on our school website, and shared in advance as far as possible via OurManor newsletters. The dates listed below are accurate at the time of publication in September 2022.

Timings of the school day

September 2022 sees a change to the timings of our school day. We have made this change to have a greater impact in the time that students have with their Form Tutors. The timings of the school day are included below.

Time	Event
8:20 – 8:35	Gates open for student arrival
8:35 – 9:00	Morning registration
9:00 – 10:00	Period 1
10:00 – 11:00	Period 2
11:00 – 11:20	Breaktime
11:20 – 12:20	Period 3
12:20 – 13:20	Period 4
13:20 – 14:05	Lunchtime
14:05 – 14:15	Afternoon registration
14:15 – 15:15	Period 5
15:15 – 16:30	Students depart and afterschool enrichment

Key dates

[All dates are accurate at the time of publication in September 2022 but are subject to change]

Term 1	Training Day Training Day Term 1 begins Year 6 Open Evening Year 7 Meet the Tutor evening End of term 1	Thursday 1 September 2022 Friday 2 September 2022 Monday 5 September 2022 Wednesday 5 October 2022 Thursday 13 October 2022 Friday 21 October 2022
Term 2	Training Day Term 2 begins Year 11 Consultation Evening Year 12/13 Consultation Evening End of term 2	Monday 31 October 2022 Tuesday 1 November 2022 Thursday 03 November 2022 Thursday 10 November 2022 Friday 16 December 2022
Term 3	Training Day Term 3 begins Year 10 Consultation Evening Year 9 Consultation Evening End of term 3	Tuesday 3 January 2023 Wednesday 4 January 2023 Thursday 19 January 2023 Thursday 09 February 2023 Friday 10 February 2023
Term 4	Term 4 begins End of term 4	Monday 20 February 2023 Friday 31 March 2023
Term 5	Term 5 begins Year 8 Consultation Evening Bank holiday Year 7 Consultation Evening End of term 5	Monday 17 April 2023 Thursday 20 April 2023 Monday 1 May 2023 Thursday 25 May 2023 Friday 26 May 2023

Parents of students in Year 11 and 13 should be aware that the **national formal summer exam season** is likely to take place between Monday 8 May 2023 and Friday 30 June. While exact dates have not yet been released by the exam boards, all school days during this period may be used for formal examinations. This **includes** Monday 5 June, regardless of the Training Day.

Term 6	Training day Term 6 begins End of term 6	Monday 5 June 2023 Tuesday 6 June 2023 Friday 21 July
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www.manor.school

01933 623921

@Manor_School



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Nene Education Trust