

# STEPNEY ALL SAINTS

## Parent Guide – A Student's Learning Journey



  
**Ofsted**  
Outstanding  
School

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**WE WILL ACHIEVE EXCELLENCE AND INSPIRE GENERATIONS**

# Contents

<b>Welcome</b>	<b>Page 3</b>
<b>Introduction - Vision and Values</b>	<b>Page 4</b>
<b>Key Events for this Academic Year 2023-24</b>	<b>Page 5</b>
<b>The School Day</b>	<b>Page 6</b>
<b>Pastoral and Academic Support</b>	<b>Page 7</b>
<b>Safeguarding</b>	<b>Page 8</b>
<b>Academic Support</b>	<b>Page 9</b>
<b>School Attendance and Absence</b>	<b>Page 10</b>
<b>School Rules</b>	<b>Pages 11-12</b>
<b>House System</b>	<b>Page 13</b>
<b>Class Groups and Settings</b>	<b>Page 14</b>
<b>Assessment, Reporting and Recording</b>	<b>Page 15</b>
<b>Target Setting</b>	<b>Page 15</b>
<b>Literacy</b>	<b>Page 16</b>
<b>Parents' Evenings / Parent Forum</b>	<b>Page 17</b>
<b>Enrichment / Extra-curricular Activities</b>	<b>Page 18</b>
<b>Homework - Home Learning</b>	<b>Page 19</b>
<b>How We Support Children with Special Educational Needs or Disabilities</b>	<b>Page 20</b>
<b>More Able Students</b>	<b>Page 21</b>
<b>Student Laptops, Books and Folders</b>	<b>Page 22</b>
<b>Laptops</b>	<b>Page 23</b>
<b>Work Experience / Careers Education, Information, Advice and Guidance (CEIAG)</b>	<b>Page 24</b>
<b>Rewards</b>	<b>Page 25</b>
<b>Sanctions</b>	<b>Page 26</b>
<b>Uniform</b>	<b>Page 27</b>
<b>PE Kit and Equipment</b>	<b>Page 28</b>
<b>Exams</b>	<b>Page 29</b>
<b>Free School Meals</b>	<b>Page 30</b>
<b>Parent Pay</b>	<b>Page 31</b>
<b>EduLinkOne Parent App</b>	<b>Page 31</b>

# Welcome

## Welcome to our Parent Guide.

I am very proud to be Headteacher of this great school and I hope you share my enthusiasm as you start your career with us. We are proud of our church ethos and vision that *'we will achieve excellence and inspire generations'*. Our vision is underpinned by the Bible, *'do unto others as you would have them do unto you'*.

A child joining a new school, whether at the start of Year 7 or part way through a year, can be a steep learning curve for parents and carers. We know that being fully informed about systems and ways that you can support your child can do a lot to make the move a positive and more confident experience.

The success of the partnership between school and home is essential to the success and happiness of your child. To assist in this, we have produced a guide that gives you all the information you need to be in the best position to support your child through their time learning with us.

This guide is intended to complement the up-to-date resources that are found on the school website and references and links can be found at key points. In addition, please follow our social media feeds on Facebook and Twitter for regular updates on the work taking place at our school.

I hope you find this guide useful.

**Paul Woods – Headteacher**





# Introduction - Vision and Values

Stepney All Saints is a Church of England school for everyone of all faiths and none extending from Years 7-11, with the 6th Form College focused on Year 12 and 13 learning.

We operate with high standards of behaviour, discipline and attainment. We believe that by providing an environment in which students feel cared for and valued, they will increase in confidence and gain independence.

At the heart of our values is our school ethos based on Luke 6:31 *“Do unto others as you would have them do unto you”*.

We are a church school and one of our main aims is to ensure “respect for all” throughout the school so that:

- everyone feels valued
- everyone feels cared for
- there is a climate of forgiveness
- tolerance is promoted
- everyone is enabled to be confident and independent in their learning.

We hope that everyone feels invited to take part in prayer and worship. Our aim is to promote confidence, high aspiration, high academic achievement, initiative and resourcefulness within the context of faith.



## STEPNEY ALL SAINTS

— LEARN - PRAY - ACHIEVE —



" Outstanding School" - Ofsted Report, 2021

# Key Events for this Academic Year 2023-24

All dates can be found on the school website, however, below are the 2023-24 term dates. For events such as parents' evenings etc., please refer to updates across the year. The fortnightly letter from the headteacher provides regular updates and we communicate directly with parents/carers as necessary.

Parents / carers are encouraged to follow the school social media accounts which provide regular updates and useful information. These can be found on the Stepney All Saints School's Twitter and Facebook accounts @StepneyAS. Please check our website and social media feeds for regular updates on events.

## Autumn Term

**4th September 2023 – 22nd December 2023**

(4th Sep – Inset Day, 5th Sep – Student Induction Day)

Half Term: 23rd October - 3rd November 2023

Christmas Holidays: 25th December 2023 - 5th January 2024

## Spring Term

**8th January 2023 – 28th March 2024**

Half Term: 12th – 16th February 2024

Easter Holiday: 29th March - 12th April 2024

## Summer Term

**15th April - 25th July 2024**

Half Term: 27th May – 31st May 2024



# The School Day

The beginning of the school day can be a rush for everyone. Your child will need to be far more organised at secondary school than at primary school. Establishing a routine in the morning and evening will help the day start smoothly and with minimum stress.

Tips for a positive start to the school day:

- Encourage your child to pack their school bag and lay out their uniform before going to bed each evening. Does your child need their PE kit? Checking these things the night before will help avoid early morning panic and items being forgotten
- Try to make sure your child eats breakfast - this provides essential energy and will help to perform better at school
- Allow plenty of time for your child to get to school - build extra time into your morning routine so that if there are transport or other problems your child will not be late for registration
- Make sure that your child completes homework and uses their online planner to check for deadlines

## Timings of the School Day

Students should be at school by 8:40am every day. Please note that Thursday and Fridays timings are slightly different to Monday to Wednesday.

<b>Monday, Tuesday, Wednesday</b>	<b>Thursday, Friday</b>
Registration / Assembly 08:40 - 09:00	Registration [PSHE] 08:40 - 09:05
P1 Lesson 09:00 - 09:55	P1 Lesson 09:05 - 10:00
P2 Lesson 09:55 - 10:50	P2 Lesson 10:00 - 10:55
Break 10:50 - 11:10	Break 10:55 - 11:15
P3 Lesson 11:10 - 12:05	P3 Lesson 11:15 - 12:10
P4 Lesson 12:05 - 13:00	P4 Lesson 12:10 - 13:05
Lunch 13:00 - 13:40	Lunch 13:05 - 13:45
P5 Lesson 13:40 - 14:35	P5 Lesson 13:45 - 14:40
P6 Lesson 14.35 - 15.30	
Tuition / Enrichment 15:30 onwards	Tuition / Enrichment 14:40 onwards





# Pastoral and Academic Support

We are proud of our pastoral team. Pastoral care is integrated into everything we do to effectively meet the personal, social, spiritual, emotional and academic needs of students.

Your child will have a form tutor; this person is your first point of contact in all matters relating to pastoral and academic progress. If you have any questions or concerns, please do not hesitate to contact the Form Tutor. Up to date pastoral team contact details can be found below and on the school website.

<b>Heads of Year Chaplain</b>	<b>Telephone Extension 0207 790 6712 + Ext.</b>	<b>E-mail</b>
Year 7 Ms S Khatun	141	siddika.khatun@stepneyallsaints.school
Year 8 Mr J Birch	145	jonathan.birch@stepneyallsaints.school
Year 9 Ms S Roberts	124	stephanie.roberts@stepneyallsaints.school
Year 10 Ms M Benattou	135	maryama.benattou@stepneyallsaints.school
Year 11 Mr N Khan	120	nadeem.khan@stepneyallsaints.school
School Chaplain	N/A	rector@stdunstanstepney.com

## Heads of Department (KS3 subjects)

0207-790-6712 + extension number

- Mr James Knight – Head of English ext. 199
- Mr Abdul Alim – Head of Science ext. 138
- Ms Shahanaz Begum – Head of Mathematics ext. 121
- Mr Abdul Jalil – Head of Computer Science/ICT ext. 192
- Mr Stuart Hood – Head of Modern Foreign Languages ext. 137
- Ms Sophie Schneidau – Head of Geography ext. 196
- Mr James Davis – Head of History ext. 196
- Ms Kesi Charles – Head of RE ext. 116
- Ms Austin-Burdett - Head of Art and Design Technology ext. 134
- Ms Linda Hall – Head of Performing Arts ext. 126
- Mr Craig Holder – Head of Music ext. 127
- Mr James Trueman– Head of PE ext. 128

For any SENDCo related enquiries, please contact Parul Motin – parul.motin@stepneyallsaints.school or call 0207 791 4982 ext. 139

For any Medical related enquiries, please contact Afsana Ahmed – afsana.ahmed@stepneyallsaints.school or call 0207 791 4982 ext. 198

# Safeguarding

To report any safeguarding concerns, please call Mr I Cameron (Assistant Headteacher & Safeguarding Lead) on 020 7791 4969 ext. 310 / [iain.cameron@stepneyallsaints.school](mailto:iain.cameron@stepneyallsaints.school) or a member of the safeguarding team.

## SAFEGUARDING TEAM



**Iain Cameron**

Designated Safeguarding Lead –  
Assistant Headteacher

[iain.cameron@stepneyallsaints.school](mailto:iain.cameron@stepneyallsaints.school)  
020 7790 6712 Ext 310



**Anna Lemaire**

Deputy Designated Safeguarding  
Lead – Assistant Headteacher

[anna.lemaire@stepneyallsaints.school](mailto:anna.lemaire@stepneyallsaints.school)  
020 7790 6712 Ext 201



**Parul Motin**

Deputy Designated Safeguarding  
Lead – SENDCO

[parul.motin@stepneyallsaints.school](mailto:parul.motin@stepneyallsaints.school)  
020 7790 6712 Ext 125



**Shanaz Ali**

Safeguarding Officer  
and Administrator

[shanaz.ali@stepneyallsaints.school](mailto:shanaz.ali@stepneyallsaints.school)  
020 7790 6712 Ext 312



**Chris Rothern**

Safeguarding Officer –  
KS5 Pastoral Support

[christopher.rothon@stepneyallsaints.school](mailto:christopher.rothon@stepneyallsaints.school)  
020 7790 6712 Ext 170



**Victoria Jech**

Safeguarding Officer –  
SLC and Inclusion Manager

[victoria.jech@stepneyallsaints.school](mailto:victoria.jech@stepneyallsaints.school)  
020 7790 6712 Ext 124



**Melissa Osbourne**

Safeguarding Officer –  
Behaviour and Progress Officer

[melissa.osbourne@stepneyallsaints.school](mailto:melissa.osbourne@stepneyallsaints.school)  
020 7790 6712 Ext 211



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# Academic Support

Providing a high standard of education, which personalises the learning experience for each of our students, is at the heart of our school ethos.

Subject specific curriculum information, broken down by year group can be found on our website under the heading of Curriculum Information. Your child will need to work more independently at secondary school than at primary school, but your interest and input will still be important and will help your child to do well.

Look for opportunities to talk to your child about schoolwork - children enjoy sharing what they are learning. Try to find topics you are both interested in, so it is more of a conversation than an interrogation.

Ask your child if there is anything you can do to help with homework. Discuss the organisation of the work. If your child has several assignments due in on the same day, suggest they space the work out rather than leave it all until the night before.

If you have a subject specific enquiry, you can always contact the Head of Department. Contacts are listed on the previous page, however, do not hesitate to contact your child's teacher directly if you feel this will be most effective.



# School Attendance and Absence

We seek to ensure that all students receive a full-time education, maximising the opportunities for all to realise their true potential. All school staff will work with the families of our students to support them in meeting their legal duty to ensure that their children achieve maximum possible attendance; and that any problems which may impede full attendance are acted upon quickly.

## Did you know?

- 90% Attendance means that a student is missing half a day of school a week.
- 95% Attendance means that a student will miss two weeks of school in a year.
- 93% Attendance or better gives a student a 73% chance of achieving 5 GCSEs, Grades A-C, whatever their ability.
- The Local Authority will become involved where a student's attendance falls below the required standard (90% and below). If the student's attendance does not improve, a penalty fine will be issued.
- There are 190 school days in a year leaving 175 in which to take a holiday.

## Frequently Asked Questions

### **Q: My child is unwell, has a medical appointment, or is running late, what should I do?**

**A:** Please call the school attendance line no later than 8:30am, 020 7790 6712 (ext 161), leaving a message stating your child's name, tutor group and a brief explanation of the nature of the illness/ appointment/ lateness. Please note that a call is requested for every day of absence unless you have provided evidence for any long-term absence (3 days+).

### **Q: Why do I need to call every day?**

**A:** We cannot assume that a student is unwell just because they were off school the previous day. If you believe an absence due to illness may be prolonged, please contact us so that we can make arrangements to avoid you calling daily.

### **Q: I know in advance that my child needs to leave school early for an appointment, what should I do?**

**A:** Send your child to school with a note stating the reason they need to leave school and the time you wish to collect them. The note should be handed in at Reception. A call must also be made on the day. The student can then sign out of school.

### **Q: I have just remembered that I need to collect my child during the school day, or I have forgotten to send a note, what should I do?**

**A:** In the first instance, please call us. Reception will endeavour to pass a message to your child within your given timescale. However, it is not always possible to locate students straight away, for example during lunch or break times.

### **Q: I wish to take my child out of school for a family holiday (or other reason) during term time.**

**A:** Leave of absence will only be granted in exceptional circumstances and can only be authorised by the Headteacher. Please send a letter requesting leave to the Headteacher attaching copies of the tickets and submit no later than two weeks prior to the start of the leave. In order for the Headteacher to reach an informed decision, please include as much detail as possible to explain why exceptional circumstances apply. You will be asked to attend a meeting in school. **Please note that any prolonged leave of absence will result in the student losing their school place.**

**Attendance line:** 020 7790 6712 ext. 161

**Attendance Officer:** Attendance Officer

# School rules

**GENERAL:** Students must at all times behave sensibly, courteously and with consideration for others, both in and out of school. Year 7 + 11 students should use the Bromley Street gate. Years 8, 9 + 10 should enter the school by the gate on Copley Street. Sixth Form students enter through the Sixth Form gate on Bromley Street.

**ATTENDANCE:** Students must be regular and punctual in attendance at school as follows:

- 8.40am - 1.00pm (Mon, Tues, Weds) / 8.40am - 1.05pm (Thurs + Fri) Morning Session
- 1.00pm - 3.30pm (Mon, Tues, Weds) / 1.05pm - 2.40pm (Thurs + Fri) Afternoon Session

Students arriving after 8.40am are late and must sign in at the reception.

**UNIFORM:** Students are permitted to wear a jumper under their blazer or a coat over their blazer. They cannot wear a jumper or a coat instead of their blazer. NO PLIMSOLLS or TRAINERS are allowed. (Please refer to Home School Agreement)

Students in all years must wear their blazers to assembly.

**MOVEMENT:** Students should move quietly about the corridors and staircases at all times, keeping to the right-hand side. They may not run along corridors or staircases.

**TOILETS:** Students may not loiter in toilets. It is forbidden for more than one person to be in a cubicle at any one time.

**BREAKS:** Students may not be in a form room during break or the dinner hour unless a member of staff is present. When the weather is bad, students will remain in the locations assigned, except for visits to the toilet. Only Year 12 and 13 students are allowed to leave the premises at break.

**ABSENCE:** Leave of absence can be given for the student's own illness or for medical treatment (*Normal GP or dentist appointments should be booked outside of school hours*). In all other cases a note / evidence must be brought in beforehand. In cases of illness the note must be brought on the student's return to school. Truancy phone calls checks are made to follow up student absences.

**DETENTION:** Detentions for breaches of discipline or lateness may be held after school (from 3.00pm to 3.30pm). Prior notification is given to parents of children required to do detention to inform them of the fact and warn them that they will be late home. Students may be held without such notification for up to half an hour after school.





# School rules *(continued)*

**LATES:** Any child arriving late must report to the reception immediately on arrival for registration of attendance.

**LOST PROPERTY:** Lost property may be claimed from the Premises Manager at the end of the afternoon session. Property found must be handed to a teacher or Premises Manager. The school accepts no responsibility for the loss of any article. Money and other articles of value which have to be brought to school should be kept on the student or given to a teacher to look after.

**DAMAGE:** All damage to school property must be reported at once to a member of staff. Willful damage may be charged to the student responsible.

**TRAVELLING:** Students using public transport or moving about the streets should behave in such a way as to bring credit to the school.

**LITTER:** Form rooms and playgrounds must be kept tidy at all times. All litter must be placed in the bins provided.

**EXITS:** No students may leave the premises during school hours without permission from the Head of Year or the relevant Assistant Headteacher. Permission will not be given by parent/carer.

**SMOKING:** Students are forbidden to smoke on or around the school premises. This includes being in possession of cigarettes, tobacco, shisha and e-cigarettes in school.

**OFFENSIVE WEAPONS:** No student may have a knife or offensive weapon in their possession. Possession of any bladed item on school premises will not be tolerated and is likely to lead to permanent exclusion. Nor may students possess or wear objects or materials likely to damage persons or property.

**BICYCLES:** Students who bring bicycles to school must provide and use safety locks. Bicycles may not be ridden on the school premises.

**CHEWING:** Students should not chew gum on school premises or at any time during school hours.

**JEWELLERY:** Students are not permitted to wear any jewellery whatsoever (including colourful hair bands, nose studs, ear studs, etc.)

**HOMEWORK:** Homework should be completed and handed in on time.

**MOBILE PHONES, PERSONAL STEREOS / MP3 PLAYERS:** These may not be used in school. They will be confiscated and kept securely for collection by parents or guardians. The school will not be responsible for investigating the theft of property that should not be brought into school.

**ENERGY DRINKS:** Students are not allowed to consume energy drinks on the school premises.

# House System



Upon the discovery that Sir John Cass had been directly connected with the slave trade in Britain, it was decided that any continued link between his name and the school, conflicted with our pledge to oppose all forms of racism, discrimination and inequality.

As a result, in August 2020, following consultation with the Board of Governors, staff, students and members of the community, a new name for the school was agreed and our school became Stepney All Saints Church of England Secondary School.

We also decided to introduce a House System, with each house name being carefully selected in order to reflect our commitment to being an anti-racist school, striving for ethnically-diverse equity. Our houses are named after people and/or events which have had an important role in shaping today's Britain. Their qualities, as British figures or organisations who have taken a stand against racism or who have done something of huge significance regarding the representation of ethnic minorities in Britain, reflect the values, ethos and beliefs of our entire school community.

At Stepney All Saints, there are seven Houses. These are; **Equiano, Ignatius, Mala, Prince, Seacole, Tull** and **Windrush**.

We encourage students to play an active role in the success of their House, as it allows a sense of collegiality through a number of inter-house competition, with the aim of raising achievement of all the students and allowing them to develop skills and talents.

## House Badges and Points

The House badges help the students feel part of a team and enable them to easily identify other students who are in their house. Students must wear the metal badge of their corresponding House group on their lanyard. It is the student's responsibility not to lose their House badge. Badges will be provided to new students on the first day of the school year.

Students are expected to contribute to inter-house competitions throughout the year. Individual and team efforts are rewarded.

We hold a number of inter-house sporting and subject department competitions. Points are also awarded for sustained effort, exemplary work, high attainment, participation at enrichment activities, school events, music lessons and SASS rewards. Each of these contributes points towards the final totals which decide the overall winning House.



# Class Groups and Setting

In Year 7 our students are taught in broad ability bands in English, maths and science. For those whose specific learning needs are such that they require additional specialist teaching or support, this is made available to them through SEND. As students move up through the school, they are increasingly taught in sets based on their ability.

In **Key Stage 3** (Years 7-9) students are taught the following subjects:

English, Mathematics, Science, Religious Education, PSHE, History, Geography, one Modern Foreign Language (Spanish, French or Bengali), Art, Textiles, Resistant Materials, Graphic Design, Food Technology, Drama, Music, Computer Science, Physical Education.

In **Key Stage 4** (Years 10-11) students study a compulsory core of:

English Language and English Language and Literature, Mathematics, Science – Separate Science (Biology, Chemistry, Physics) or Combined Science, Religious Education, Physical Education and PSHE.

In addition, a range of options and pathways are offered tailored to individual student needs. Courses will only run subject to student numbers and may be offered at either or both of GCSE, BTEC, ASDAN and Cambridge Technical Level 2.

Courses that are offered are:

**GCSE:** History, Geography, French, Spanish, Bengali, Art, Design and Technology, Drama, Music, Psychology, Sociology, Media Studies, Computer Science, Food Nutrition and Preparation, Music, PE, Separate Science (Triple award).

**Level 2 BTEC:** Information Technology, Business Studies.

**Cambridge Technical Level 2:** Health and Social Care, Sport Science.

In addition to these, we also offer alternative courses, which are targeted for a handful of students;

- ASDAN
- Level 1 Business
- Level 1 Food and Cookery
- Maths Plus (additional maths intervention)
- English Plus (additional English intervention)

The curriculum for Key Stage 4 continues to develop at our school. The number of courses that are available each year will vary according to the availability of staff expertise and student demand.



# Assessment, Reporting and Recording

We have developed a whole school assessment policy for all children. Targets and grading are used in all years to help parents and carers have a clear picture of the outcomes for their child.

Regular formal assessment in class and in the exam hall should result in a level or a grade being shared with students. All students should be clear about what their targets are and which grade they are currently working at or are on target for as well as the steps they need to take to move their work on.

You will receive reports across the academic year. These will show the progress your child is making towards their target grades and their attitude to learning.

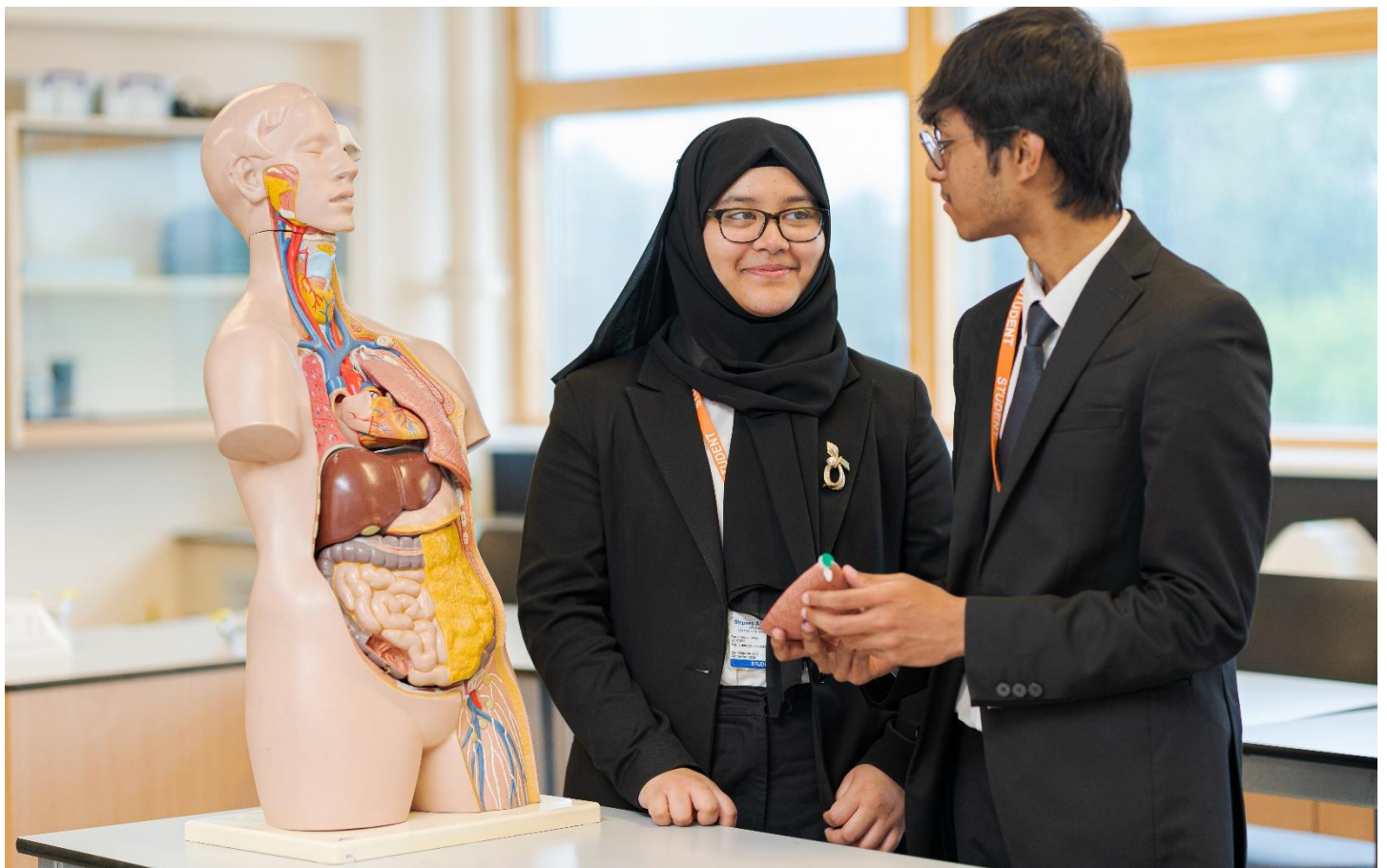
When you receive your child's report, read it carefully and note your child's strengths and weaknesses and work out what they need to do to improve in weak areas. Give praise when your child has done well, but for areas of concern agree on specific things that can be done to improve. Compare reports across the year and from year to year to highlight areas of improvement and concern.

## Target Setting

Our target setting is ambitious, placing no categories, barriers or ceilings on any student. All students can achieve beyond their current potential. The assessment and target setting process is designed to support this belief.

Our aspiration is that all learners should leave Key Stage 4 with level 2 qualifications in English, Maths, Science, Religious Education and at least four additional subjects, with the majority of students studying the English Baccalaureate and all students monitored to achieve at least 8 qualifications.

Targets are set using KS2 assessment data or teacher assessment where this data is not available. Our target grades are designed to ensure all students make AT LEAST expected progress.



# Literacy

We want our students to be able to choose whatever future they desire and have the necessary skills to be successful. Literacy is fundamental to our students' wellbeing, enabling them to function in their everyday lives whilst giving them the lifelong skills to be able to communicate and create, articulate their ideas and understand and interpret the ideas of others.

The simplest definition for literacy is the ability to read and write, but in total there are four strands of literacy:

- Speaking
- Listening
- Reading
- Writing

## Reading at our school

We believe that literacy begins with reading. At the heart of our approach to literacy is 'reading for pleasure'. We expect all of our students to read in their own time and to bring their current reading book to school every day. We promote reading through a range of events and, most importantly, through our literacy initiatives. We talk to our students about what they are reading and what we are reading. Having adults as literacy role models is essential to a child's development. We will also be providing reading recommendations for students.

Our Learning Resource Centre (LRC) is at the heart of the school and at the heart of literacy learning. It is an outstanding resource where students can borrow a wide range of reading material and find a space to work and read. All of the fiction texts have been coded to fit in with our Accelerated Reader scheme so that students are choosing books that match their reading ability more effectively.

## What is Accelerated Reader?

Accelerated Reader (AR) is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. The AR scheme claims that the program can produce an average of two years' reading age growth whilst promoting a culture of reading for pleasure. Our students will select a book at their own level and read it at their own pace. When finished, they will take a short quiz on the computer. Passing the quiz is an indication that our students have understood what was read and we expect all students to achieve at least 85% in these tests. Year 7 are the main focus of Accelerated Reader as a way to get students fully engaged in using the library and enjoying reading even more.

## Improving Writing

The quality of written communication is a key part of the assessment of some courses at GCSE and A Level. Spelling, Punctuation and Grammar (SPaG) has been implemented in the assessment of most qualifications in Key Stage 4 and 5 to develop upon the work and testing that students now complete in Key Stage 2. Developing and improving writing skills is a focus throughout the school.



# Parents' Evenings

We value every opportunity to work with parents and carers. Students in all Years 7 – 13 will all have one Parents' Evening in the academic year in addition to an Academic Review Day for most year groups. Dates can be found on the school website and in this guide.

Parents' Evenings give you an opportunity to ask questions and share information about your child and their learning. You can strengthen your partnership with your child's teacher. This helps our teachers to help your child.

Before the evening spend some time with your child discussing their strengths, weaknesses and any problems at school. Make a list of questions to ask teachers about your child's work, how they get along with classmates and their general attitude towards school. Be prepared to listen when meeting teachers, there may be key areas for development in your child's work or behaviour. Ask questions, especially if you do not understand or agree with something. Try to take away from the meeting some positive steps that you, your child and our teachers can take to help your child succeed.

Please note that KS4 parents' evening are conducted online and KS3 parents' evening are conducted in person. Full details will be shared in advance.



## The Parent Forum

The Parent Forum is a partnership between parents and the school. It is a valuable way to share ideas, views, and concerns.

The aims of the Parent Forum are:

- to share information, knowledge and skills
- to meet in a mutually supportive environment
- to be a source of support for parents, giving advice on matters from online safety to mental health
- to further improve communications between parent/carers and staff/governors
- to work together to improve the education provided for our children

Dates for meetings are published via the school website and social media.



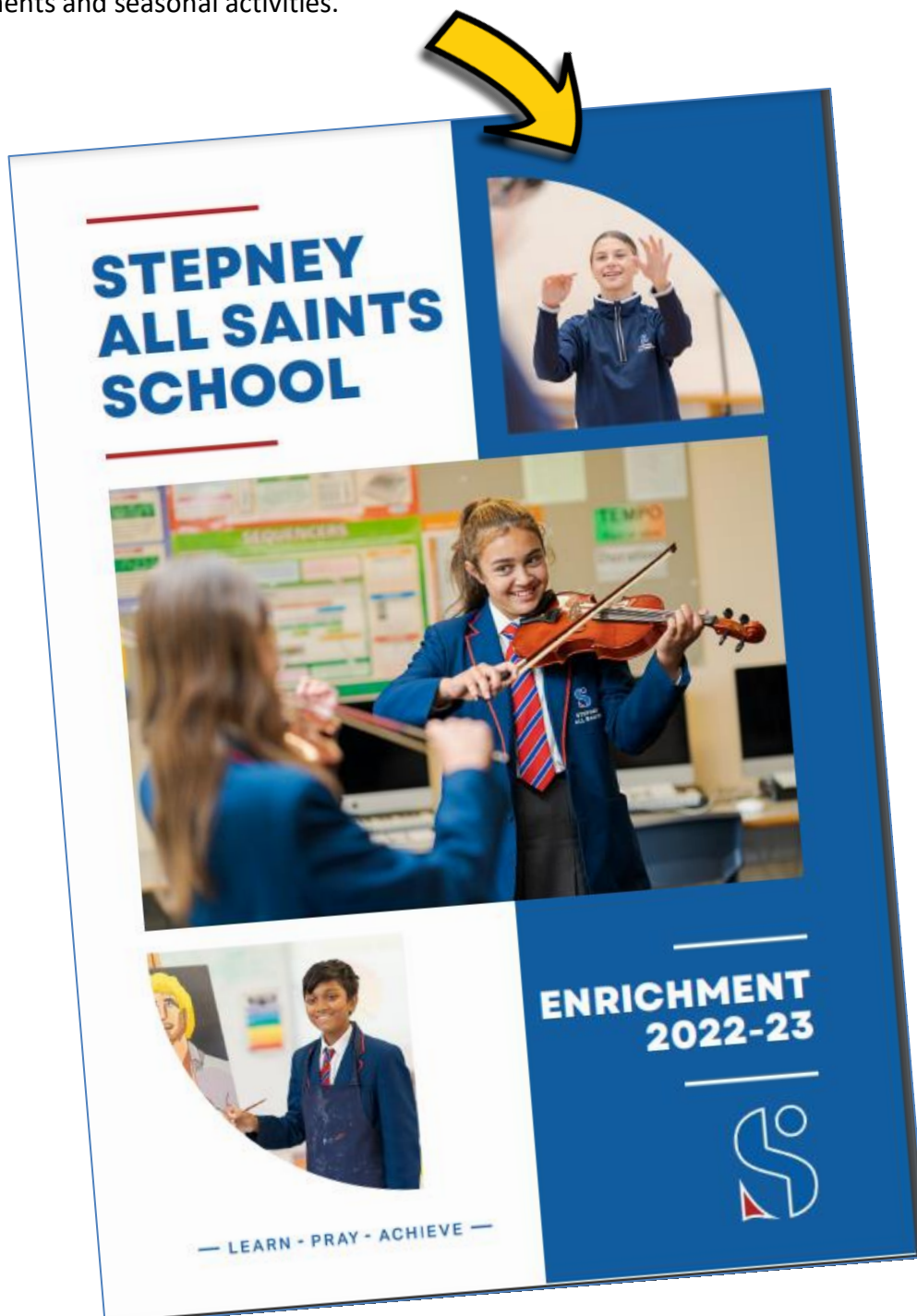
# Enrichment / Extra-Curricular Activities

There is an extensive range of clubs and extra-curricular activities taking place at our school ranging from sports clubs and teams to chess club, to name just a few. **All students in Years 7, 8 and 9 must attend at least one club per week**, which underlines the importance we place on what is gained from enrichment activities. Attendance is recorded and monitored.

The Enrichment programme offers students a wide variety of opportunities whilst allowing them to achieve nationally recognised qualifications through schemes such as Duke of Edinburgh.

These activities aim both to enhance the student's learning experience and broaden the scope of what they are learning through practical experiences that link the academic theory with real world applications and offer personal and social development opportunities to the learners involved.

A table of current extra-curricular activities can be found on our website. This is updated each term to include new developments and seasonal activities.



# Homework - Home Learning

It is school policy to set homework / pre-learning. Activities will be set on the Google Classroom for each subject with deadlines appearing in the student's Google calendar. Parents and carers are asked to check on progress on a weekly basis. Home learning is reviewed at regular intervals throughout the year.

Home learning is set for a number of reasons:

- It encourages students to work independently and develops the skills of lifelong learning
- It allows for activities which we could not easily cover in school time
- It links school to home life
- It helps to keep parents and carers in touch with schoolwork
- It is essential for older children if they are to cover examination courses



# How we support students with additional needs

During the summer term before children start the school, we invite all the parents/carers in the school to interviews where information about your child can be shared. We also visit each primary school in Year 6 to meet students with SEND and to attend any review meetings to discuss students' needs with teachers and parents.

All year 7 students are tested on entry to enable us to identify any needs that may not have been indicated to us. A close working relationship with parents of students with IEPs and EHCPs is developed through regular reviews with parents. Students' progress is monitored rigorously by the SENDCo. Learning Support Assistants regularly keep notes of student progress which is reviewed by the SENDCo each month. Additionally, SEND teachers and LSAs keep progress records for all students that they work with in small groups or one-to-one.

A range of interventions are used to support students with SEND. These include:

- Learning Support Assistants supporting in class
- One-to-one or small group withdrawal for literacy, numeracy, social communication, Speech and Language and other needs
- ASD intervention
- Nurture/Lunch club
- Homework support club
- Mentoring
- Counselling
- Transition support including post-16 college applications
- Examinations support
- Modification of resources, including Visual Impairment
- External agency support, such as Phoenix Outreach and Speech and Language
- Internal SEN assessments and screening
- Educational Psychologist
- Friendship/buddy circle support
- Extracurricular activities

For further information please contact the SENDCo, Parul Motin, on 0207 791 4982 or by email – [parul.motin@stepneyallsaints.school](mailto:parul.motin@stepneyallsaints.school)





## More Able Students

We recognise the importance of providing appropriate education for all students, none more so than our most able learners.

We are continually developing individual learning programmes to challenge our more able learners. We also use setting by ability from Year 7 to enhance progress.

As well as opportunities which arise for the most able students within the classroom there are also opportunities for them in our extra-curricular provision, ranging from Duke of Edinburgh Award to debate club, additional music opportunities such as lessons, and residential trips. We also encourage more able students to take part in national competitions for example STEM challenges. For those who prefer a more mathematical focus, we have participated in the National Maths Challenge. This and many other opportunities mean that all gifts and talents are recognised, appreciated and encouraged to develop.

We continue to develop our provision for our KS4 and KS5 students, in particular providing as much support as possible regarding options for when they leave school. Our students are given the opportunity to attend university days including amongst others the University of Cambridge, careers conventions and workshops which all provide valuable information regarding the next steps in their education. We have a belief in the ability to achieve potential for all our learners, and will always do our utmost to guide, support and reward each individual in order to reach this goal.



# Student Laptops, Books and Folders

It is the responsibility of all learners to take care of their laptops as well as all text and exercise books entrusted to them by staff. In the event of loss or damage, the cost of replacement must be borne by families. Laptops are issued to all students. They are vital to the learning process and parents and carers are asked to check their child's Google Classroom for deadlines and work set.

The teacher looks at and checks completed work on a regular basis and the Leadership Group and Subject Leaders undertake reviews throughout the year, examining whole schoolbooks, folders and planners.

Basic expectations for all presentation are as follows

- Underline title and date
- Blue or black pen
- Self-assessment in green pen

Presentation of work is always important. Careless presentation will create a bad impression on your reader which may distract from what you have to say. Many readers will make judgments about your general ability and even your attitude, if the presentation of your work appears to be careless.

The following guidelines are given to students:

- Do not allow your books to be decorated with stickers or graffiti.
- Always hand written work with a title and the date and underline.
- Try to draft your work then check for content and accuracy. Rework as necessary, then write-up neatly.
- Take care with layout making proper use of margins and indented paragraphs. Write in blue or black ball point and only use colour when this is necessary to aid presentation.
- Proof-read all work for spelling, punctuation, and grammar.
- Do not hope for the best - make sure your work is correct otherwise your marks and grades will suffer in all subjects.

Homework is both important and necessary. Homework done regularly throughout secondary school can be equivalent to an additional year of study.

The homework is set in the Google Classroom, which helps to organise work and time. The Google Calendar should be used to keep a check on what work must be done and by when it must be completed.

## Marking

You should expect to see your child's work marked. Teachers will give feedback telling the student what went well and then setting them a development target.

# A laptop for each student

Our mission is to level an unequal playing field and ensure equality of opportunity for all of our students. Having personal laptops for use in and outside of school will ensure that no student's achievement is hindered as a result of not having sufficient access to technology.

We provide all of our students with a laptop. It is our commitment to ensure that each student attending Stepney All Saints School has this laptop for the duration of their time with us. It will be their device to keep and to use for the duration of their time as a student at Stepney All Saints.

Students must have their laptop in school for use in lessons and take them home with them daily to use for homework and further research. We believe that encouraging the use of laptops and access to educational resources will prepare and inspire students to become more active and independent learners.

These laptops were purchased in partnership with the Portal Trust, and we would like to extend our thanks and gratitude for their support in helping our school and students



## Work Experience

Students undertake a work experience placement during Key Stage 4 and 5. Work experience is a way of learning about the world of work and the workplace environment. It also provides insight into specific areas of employment and promotes personal and social development. It helps to improve attainment by making learning more relevant and also broadens the range of continuing education, training and employment which students consider.

## Careers Education, Information, Advice and Guidance (CEIAG)

We believe good quality careers education will raise the aspirations of all young people. It will increase motivation by linking activities in school with preparation for life post 16 and post 18. CEIAG will therefore contribute to raising student achievement, help our students focus on their longer-term career ambitions and ensure an equality of opportunity for all.

We provide a comprehensive CEIAG programme to students in every year group and this includes aspects of work related learning, enterprise education, option choices and information on all post 16 choices following the government directive to ensure all students remain in education or employment based training until they are 18 years old. Our high level of engagement with universities and employers provides excellent networking opportunities to raise aspirations ensuring that our students make informed choices. Sixth Formers are very well supported as they make their applications to university, apply for Higher Level Apprenticeships or other non-university post 18 pathways.

Most people spend many years of their life in a working environment and it is important to equip our students with the necessary skills for them to career plan and know how and where to access impartial and independent information.





# Rewards

All members of staff award merits for a range of reasons; these include effort in a task, outstanding achievement, contribution to activities in school, attendance and consideration to others.

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

When students do something well their teacher will recognise this by speaking to the student in class, writing comments on work and giving high marks or grades.

There are 5 levels of merits

- Merit - 2 Point
- Commendation - 5 Points
- Star - 10 Points
- Diamond - 20 Points
- Head Teachers Award - 50 Points

These points are accumulated over the year leading to the awarding of certificates and badges for Bronze, Silver, Gold and Platinum.

Merits can also be earned in areas like British Values and Equal Opportunities. Merits earned will contribute to the award of certificates and awards from Form Teachers, Heads of Year, Heads of Key Stage and the Headteacher. They will also lead to offers of reward trips and prize draws.

# STEPNEY ALL SAINTS SCHOOL

**We will achieve excellence and inspire generations**

## • WE LEARN TOGETHER

– We value education, community and equality

## • WE PRAY TOGETHER

– We value reflection, faith and peace

## • WE ACHIEVE TOGETHER

– We value success, hard work and opportunity

*“Do to others as you would have them do to you.” Luke 6:31*

# Sanctions

Where high standards of work/behaviour are not met, a number of different sanctions apply. Students may be kept in at break by individual staff or in department detentions. Students may also be placed on report for a period of time in order to monitor particular aspects of behaviour, attitude and performance.

Specific targets for improvement are set and parents/carers are fully involved in helping to monitor progress towards achieving these targets. Serious incidents of poor behaviour are dealt with by Year Team staff or the Leadership Group. Parents/carers are contacted as appropriate, and a strong emphasis is placed on partnership with parents/carers to achieve high standards in all aspects of school life.

Bullying and harassment including discriminatory bullying or harassment of any kind e.g., homophobia will not be tolerated in any form whatsoever. Victims of bullying, harassment or students who observe incidents involving others, either in school or on the way to and from school, must inform a member of staff.



# Uniform

Uniforms show that you are part of a community. Wearing it says we are all in this together. Also, if you wear your uniform with pride, it means you are halfway there to being respectful, buying into what the organisation is all about. We believe passionately that our uniform gives students a sense of belonging to our school and creates an identity for the school in the community. Research has shown that a school uniform can improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more serious environment, allowing students to perform better academically. Perhaps most importantly, a uniform means students do not have to worry about peer pressure when it comes to their clothes. When everyone is dressed the same, worrying about what you look like is not so important. There is no competition about being dressed in the latest trend, which would put a great deal of financial pressure on students and parents. Potential bullies have one less target for their insults; it is hard to make fun of what someone is wearing when you are dressed exactly the same.

All students must wear full and correct uniform for school, school occasions and PE lessons. Students who come to school dressed incorrectly may, if there is no adequate reason, be sent home to change. In addition, all items of uniform should also be labelled with the student's name.

## Purchasing Uniform

All uniform must be purchased via ParentPay. Full details as well as a size guide can be found on the school website - <https://stepnevallsaints.school/for-parents/school-rules-and-information/uniformequipment-list/>

## Uniform list

### Essential

- White collared shirt/blouse
- Tie (in year colours). Ties should be worn to the correct length, showing at least 7 stripes. Ties will be supplied to all students at the start of year 7. There will be a charge for replacement ties.
- Mid-grey uniform trousers **OR** Mid- grey pleated skirt knee length or longer) **OR** Mid- grey full length smart skirt
- Mid-grey uniform trousers **OR** Mid- grey pleated skirt; of suitable length **OR** Mid- grey full length smart skirt
- School Blazer (purchased from school)
- Plain black or grey socks (with trousers) **OR** Knee or ankle length black or grey socks or black coloured seamless tights (with skirt)
- NO jewellery, other than wrist watches
- Head bands must be black or navy
- School ID card on correct year group lanyard (there will be a fee of £5.00 for replacement ID cards)

### Shoes:

- Black low-heeled smart shoes, NO trainers/trainer-shoes/boots or plimsolls

### Optional:

- Grey V-neck logo jumper (school logo or plain)
- Coat – black/navy. Must be of an appropriate length to cover the blazer. NO hoodies or tracksuit tops
- Headscarf (hijab) – navy



# PE Kit & Equipment

In the interests of health and safety, as well as comfort it is essential that all students should change clothes and footwear for Physical Education. Parents are asked to co-operate with the school in providing the essential items of PE Kit.

As part of the PE Health & Safety policy should a student be unable to take part in the lesson, they must still get changed into their PE Kit and provide a letter from a parent / carer.

## PE Kit:

- PE school logo T-shirt in royal blue (purchased from school)
- Navy school logo tracksuit trousers (purchased from school)

## OR

- Navy school logo PE shorts (purchased from school)
- Royal blue football socks (may be purchased from school)
- Sport trainers
- Shin pads (for football)

## Swim Kit

- Navy blue swimming shorts (NOT baggy surf shorts)

## OR

- Navy blue 1-piece swimming suit

## OR

- Navy burkini suit – all swimwear must be appropriate lycra/elastin/nylon material
- Swimming hat
- Towel

## Optional:

- Goggles





# Exams

## Assisting with Revision

All students will sit examinations in varying degrees of formality. The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

### Tips for revision planning:

- Work out a revision timetable for each subject
- Break revision time into small chunks - hour-long sessions with short breaks at the end of each session often work well
- Make sure your child has all the essential books and materials
- Condense notes onto postcards to act as revision prompts
- Buy new stationery, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they revise a topic
- Time your child's attempts at practice papers

### Providing all-round support

The best way to support your child during the stress of revision and exams is to make home life as calm and pleasant as possible. It helps if other members of the household are aware that your child may be under pressure and that allowances should be made for this.

Make sure there are healthy snacks available and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it is a busy revision day - it is important to have a change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise. A brisk walk around the block can help clear the mind before the next revision session.

Try not to nag or make too many demands on your child during exam time. Arguments are counter-productive and will only add unnecessary stress and distract from revision.

It is important to get a good night's sleep before an exam, so discourage your child from staying up late to cram. And make sure your child eats a good breakfast on the morning of the exam.



# Free School Meals

Your child may be able to get free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you applied after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

Your child may also get free school meals if you get any of these benefits and your child is both:

- younger than the compulsory age for starting school
- in full-time education

You can check if your child is eligible for free school meals here - <https://pps.lgfl.org.uk/>

## Children of Parents in Receipt of Universal Credit

Prior to 1 April 2018 children of parents in receipt of Universal Credit were entitled to free school meals. However, the Government has now limited eligibility for UC recipients by introducing a net annual earnings cap of £7,400, (£616.66 per month).

### ***Transactional protection***

*Children who were getting Free School Meals on 31 March 2018, (including those children whose entitlement was based on the national universal FSM provisions) will continue to be entitled until UC is fully rolled out nationally regardless of any changes to the parents' income.*

## How to claim free school meals

The child's parent (or guardian) must make a claim either by:

- completing a paper copy of the claim form available by telephoning the benefits service on 020 7364 5000
- making a claim for housing and/or council tax benefit (which also counts as a claim for free school meals – you do not need to complete a separate form in this case)

## Information and evidence required

- the child's name, date of birth and school
- evidence of the parent's (or guardian's) income (unless this has been provided already)

You can get further advice by visiting one of the One Stop Shops:

- Bethnal Green One Stop Shop - 1 Rushmead
- Bow & North Poplar One Stop Shop - 1 Ewart Place
- South Poplar One Stop Shop - 15 Market Square
- Stepney & Wapping One Stop Shop - 260 Commercial Road

## Parent Pay

Parent Pay is our cashless system that can be used for dinner money and school trips. Full details can be found on the school website and full information is provided upon enrolment into the school.



## EduLink One

EduLink One is our parental information and communication system. We are keen to maintain good and immediate communication between families and school. This facility will keep you up to date with information on your child at school including achievements, behavioural issues, catering, and lesson attendance.

EduLink One is a purpose-built parental communication tool in the form of an iOS and Android App – with support from a website for those unable to access the apps.



For security, this new system requires an individual parent login username and password. In order for parents to join, parents/carers are emailed with joining instructions. It is vital that the school has your most up-to-date email address on record; this is to avoid any delays in setting up the app. If you have more than one child at the school, you will only require one account and all children will be visible through this.

To access this tool you will need to either:

- search for EduLink One from the Apple App Store or Google Play Store and install the App to a mobile device – you can have it on multiple devices if you wish.
- or, if you do not have a device suitable for the app, you can access the same great features through the website at <https://www.edulinkone.com/>

Once installed, please refer to your email from [edulink@stepneyallsaintsschool.com](mailto:edulink@stepneyallsaintsschool.com) and follow the instructions to complete your setup.

Once you have completed your setup, please visit our website where there is a dedicated section with user guides on how to use EduLink. These guides can be found under the 'For Parents' section and then under 'Guidance and Advice for Parents' section on our website.

*Please note that your activation email is unique to you and your child. Your activation email will expire after 14 days if it is not used, please contact the school Data Team for further guidance.*



# STEPNEY ALL SAINTS

— LEARN - PRAY - ACHIEVE —

## **STEPNEY ALL SAINTS CHURCH OF ENGLAND SCHOOL**

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WE LEARN TOGETHER, WE PRAY TOGETHER, WE ACHIEVE TOGETHER