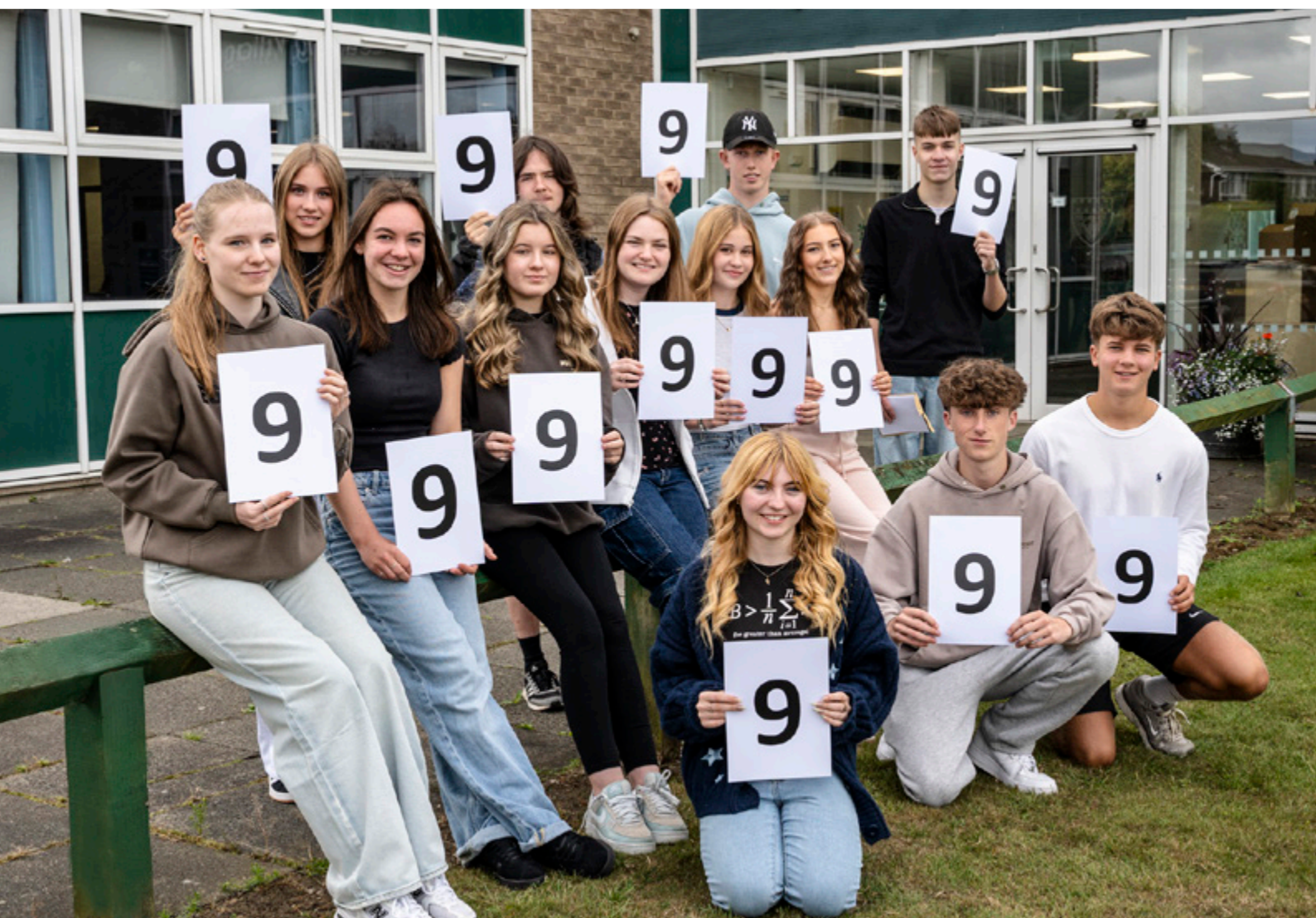


# CRAMLINGTON LEARNING VILLAGE

WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING



# PARENTS' BOOK

# FOREWORD

## CRAMLINGTON LEARNING VILLAGE


**W**elcome to Cramlington Learning Village. Our school provides an environment where children can thrive and grow through the exciting learning opportunities within lessons and through our extensive extracurricular opportunities. We want our students to aim high and develop the skills and knowledge needed to take on the future.

We are aware there is a real limit to what any school can achieve unless we work in partnership with parents and carers. You are your child's first educators and we are committed to working closely with you to provide the best education for your child. There is a wealth of information in this Parent Handbook and we hope it proves a useful starting point.


We look forward to working with you as we set a brand new year 7 cohort off on their journey through Cramlington Learning Village.





**Mr Jon Bird & Ms Kim Irving**  
Co-headteachers


 THE CRAMLINGTON WAY

**WE ARE READY**



 **UNIFORM**

 **ATTITUDE**

 **EQUIPMENT**

**WE ARRIVE ON TIME EVERY DAY READY TO LEARN WITH A POSITIVE ATTITUDE**

 THE CRAMLINGTON WAY

**WE SHOW RESPECT**



 **KIND**

 **POSITIVE**

 **HELPFUL**

**WE RESPECT OURSELVES, OUR SCHOOL, STUDENTS AND STAFF**

 THE CRAMLINGTON WAY

**WE FEEL SAFE**



 **AWARE**

 **CARE**

 **SHARE**

**WE ARE SUPPORTED TO KEEP SAFE AT ALL TIMES INCLUDING ONLINE AND TO SHARE CONCERNS**

# CONTENTS

## PARENTS' BOOK

### ALL ABOUT OUR VILLAGE

**04-08**

Our Day - The Learning Village day explained	04
Uniform - What your child will need for the Learning Village	05
Pastoral Care - Our pastoral system explained	07
Attendance - Why attendance matters	08

### THE CURRICULUM IN OUR VILLAGE

**09-19**

Curriculum - How your child will experience learning	09
Literacy - Why literacy is important to your child	10
Numeracy - Why numeracy is important to your child	12
Home Learning - Our home learning policy	14
Well-Being - PSHE - Personal, Social and Health Education Programme	16
Challenge Wednesday - Enriching activities and learning new skills	17
Enrichment Activities - Taking part in new activities and clubs	18
Rewarding Students - Junior Learning Village Rewards	19

### EVERY CHILD MATTERS

**20-25**

Supporting Students - An insight into our Learning Development Department	20
Mental & Emotional Well-Being - Our services explained	21
Safeguarding & Anti-Bullying - Keeping your child safe	22
eSafety Advice - Top tips to keep your child safe online	23
Careers & Guidance - Helping students work towards a successful career	25

### WORKING TOGETHER

**26-32**

Keeping You Informed - How to contact us	26
Data - Understanding student progress data	28
Exams & Tests - 10 ways to help your child prepare for tests & exams	29
Parent Portal - An overview of our online portal	30
The Learning Village & You - The role of Parent Governors	31
Travel Advice - Planning the journey from home to school	32

### JARGON BUSTER

**33-34**

### USEFUL WEBSITES

**35**

# OUR DAY

## THE LEARNING VILLAGE DAY EXPLAINED

A  
L  
L  
  
A  
B  
O  
U  
T  
  
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**W**e welcome students on site from 8.15 am. Our breakfast club is open in the Knowledge Café for our JLV students and the Inspire Café for our SLV and ALV students.

Students must be in their home groups for morning briefings by 8.40am. A warning signal will be given to students at 8.35am. Students arriving after 8.40am will be marked late.

We have a two week timetable. This means that we have a two week cycle of lessons. When looking at your child's timetable it is important to know which week you are on. The weeks always follow on after a school holiday. So, for example, if your child finishes for a holiday on a week 2 they start the next half term on a week 1.

Please refer to the website for term dates.

### LESSON TIMES (EXCLUDING WEDNESDAY)

8.40am - 9.00am	Tutor time/registration
9:00am - 10:05am	Period 1
10:05am - 11:10am	Period 2
11.10am - 11.30am	Break
11:30am - 12:30pm	Period 3
12:30pm - 1:20pm	Lunch
1:20pm - 2:20pm	Period 4
2:20pm - 3:20pm	Period 5

### LESSON TIMES (WEDNESDAY ONLY)

8.40am - 9.10am	Extended Tutor time/registration
9:10am - 10:15am	Period 1
10:15am - 11:20am	Period 2
11:20am - 11.40am	Break
11:40am - 12:40pm	Period 3
12:40pm - 1:30pm	Lunch
1:30pm - 2:30pm	Period 4
2:30pm - 3:30pm	Challenge Wednesday for year 7 students only

Students in years 8 - 13 finish at 2.30pm on Wednesday



# UNIFORM

## WHAT YOUR CHILD WILL NEED FOR THE LEARNING VILLAGE



### CLV UNIFORM

- Plain white shirt with collar. Shirt must be tucked in at all times
- Black round neck jumper
- Full-length black trousers (no leggings, no black jeans, no press studs on pockets and no visible branding)
- Black knee-length skirt
- Formal black school shoe or ankle boot

### PE KIT

- Plain red t-shirt
- Black shorts or tracksuit bottoms
- Trainers
- Socks (red socks optional)

We also recommend a plain red sweatshirt for outdoor lessons and students can wear other sportswear underneath red items, such as a base layer, so long as the outer layer is a red t shirt or a red sweatshirt.

T-shirts & Hoodies with optional school logo can be purchased from our PE kit supplier.



**W**e believe a uniform plays a valuable role in contributing to our ethos and culture and sets an appropriate tone. It can also instil pride, support positive behaviour and discipline, ensure pupils of all backgrounds feel welcome, protect children from social pressures to dress in a particular way and promote good relations between different groups of pupils. Above all, we believe that school uniform supports effective teaching and learning.

### WE DO NOT ALLOW

- **Trainers are not allowed.**
- **Facial piercings** of any kind is not allowed, this includes no tongue piercing and no nose studs or nose rings of any kind. Plastic retainers used in piercings are not allowed.
- **Makeup** must be `light`. Students wearing excess makeup will be asked to remove it. False nails and false eyelashes are not allowed across the school.
- **Extreme haircuts and hairstyles** are not allowed. Hair should not be dyed bright colours and, for health and safety reasons, long hair must be tied back for practical subjects.
- **Expensive items** of outdoor wear are not recommended as

- they present a security risk.
- **Jewellery** is allowed but must be discreet and safe: one pair of small earrings (a stud or small hoop). Earrings and jewellery must be removed during PE and Sports activities such as Challenge Wednesday.

If you are unsure as to what clothing to buy your child please see the uniform page on our website.

### UNIFORM BANK

The Hope Centre in Cramlington has a Uniform Bank which redistributes donated new and used school uniform. For further information please visit their website [www.cramlingtoncofe.org/hope-centre](http://www.cramlingtoncofe.org/hope-centre)

### EQUIPMENT

All students are expected to come equipped with their own pen, pencil, ruler, calculator etc. Students carry all of their equipment with them so should have a suitably sized school bag (large enough to hold an A4 file).

### MOBILE PHONES

Mobile phones interrupt lessons and learning. In line with DFE statutory guidance mobile phones are not allowed in school. Students **must**

**not** bring a mobile phone to school. Mobile phones will be confiscated if used during school hours, parents contacted and a sanction given. If contact with home is required, students should do this via student services or reception.

### SAFETY IN PE

All jewellery and watches must be removed for PE. Facial piercings of any kind are not allowed in school and piercings anywhere present an injury risk during PE lessons, so are not allowed when participating. We also advise the wearing of shin pads for football.

### WHAT HAPPENS IF A STUDENT FORGETS THEIR PE KIT?

We require all students to participate in PE and to wear the correct PE kit to every lesson.

In the event of an injury, that prevents full and active participation, we operate a `no notes policy`. This means that the student explains to the teacher what the problem is and to what extent they can be involved in the lesson i.e. planning, refereeing or even limited physical activity depending upon the nature of the injury. When this is the case, students are still required to wear the correct PE kit.

# PASTORAL CARE

## OUR PASTORAL SYSTEM EXPLAINED

**W**e want to create an outstanding climate for learning. We want our young people to feel happy, cared for and well supported so that they are able to flourish in the classroom. We have therefore put in place a system of pastoral care that is proactive in its approach to provide the support and guidance that our students deserve. Our pastoral team is made up of both teaching and non-teaching staff.

Each student is given personal attention through their Learning Guide who acts as an advocate for the child by supporting their individual needs and aspirations. Learning Guides build strong relationships with parents and carers

as they travel the whole school journey from year 7 to year 11 with the student and are the first point of contact for parents with the school.

Students see their Learning Guide every morning and they quickly develop a strong relationship with your child and will be the adult who knows them best in school.

Each year group is led by a Learning Manager who coordinates the role of the Learning Guide. Learning Managers have an overview of the progress made by all students in that year group and provide additional support packages for students when necessary.

Students in each year group are also supported by a Pastoral Coordinator. Pastoral Coordinators do not teach and are available to deal immediately with issues as they arise.

Pastoral Coordinators get to know their year group very well and will work with individuals or groups who need additional support and guidance at particular times in the day.

Miss Teasdale is the school's Child Protection Officer and will work closely with a range of external agencies to ensure all students feel safe and well cared for.



# ATTENDANCE

## WHY ATTENDANCE MATTERS

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**C**ramlington Learning Village believes that achieving a high level of attendance is directly linked to the achievement, life chances and employment prospects of our young people. Parents, staff and students all have a responsibility to ensure students maintain excellent attendance standards and therefore succeed in achieving their goals.

When your child attends school on a regular basis, they take an important step towards reaching their full potential and have the greatest opportunity to learn and develop. Time spent at school also enhances their social skills and ability to make friends, boosting their confidence and self esteem.

A student's chances of a successful future can be affected by not attending school regularly. The link between persistent absence and poor educational attainment is well known. Those who do not attend regularly struggle to keep up with their school work.

### HOLIDAYS

Over recent years, we have become concerned by the amount of school time that some students miss as a result of holidays and the impact this absence has on their learning. In line with guidance from the Local Authority **we will not authorise any holidays in term time.**

If you feel there are extenuating circumstances for your request, these can be discussed and assessed on a case by case basis by the Attendance Team. In these circumstances we would request that you submit a Leave of Absence request form **4 weeks in advance of commencement.**

It is important to note, should the request not be granted this may result in a **Fixed Penalty Charge being issued to parents.** More details can be obtained from our Attendance Officers, Janet Leese, Deb Steele and Jemma Lee-Finlinson.

### PUNCTUALITY

Helping your child establish good habits from an early age can help them through their school career and into adult and working life. Good punctuality is vital and we expect all of our students to be on time for the start of every school day and every lesson.

Arriving late for school can severely affect achievement. Five minutes late each day = three days lost over the year. We expect all students to be on site from **8.35am** each morning. We have sanctions in place for students who arrive late and will work hard with students and their families to overcome poor punctuality.

### WORKING TOGETHER

We believe that maintaining a high level of attendance and punctuality at CLV is vitally important and we will work closely with families to accomplish our attendance targets of 96% and above. Good attendance is celebrated and awards are given each term for those students with

100% attendance.

To continue our close links with home we would ask that if your child cannot come into school for any reason, you telephone to let us know. If we have not been informed we will contact parents on the first day of absence. If contact still cannot be made, an email will be sent followed by a possible home visit as part of our safeguarding procedures.

If your child is having problems attending school, please contact their Learning Guide or Learning Manager. You can also contact one of our Attendance Officers on **01670 712311** or email **jleese@cramlingtonlv.co.uk** or **dsteeler@cramlingtonlv.co.uk** or **jleefinlinson@cramlingtonlv.co.uk**. We welcome any communication so we can work together to overcome problems.

### CLV Attendance Ladder



# CURRICULUM

## HOW YOUR CHILD WILL EXPERIENCE LEARNING

**S**tudents in the JLV follow the National Curriculum covering the subjects you'd expect such as Maths, English, Science, French, Physical Education and Art. Students also study History, Geography, Religious Studies, Music, and a termly SECURE option. In SECURE lessons, students will experience new areas of learning, such as cookery, Spanish, Media, Drama, ICT; or have the opportunity to catch up on areas in which they are weaker.

Our curriculum is designed to optimise achievement alongside developing the key skills and attributes required for students to be successful learners throughout their time with us and beyond. Literacy and numeracy skills are developed across all subjects in the JLV curriculum.

As a school we believe in a set of core principles, which infuse throughout our curriculum, culture, classrooms, and have become a key part of our everyday language: *'This is a school built on respect, developing resilient learners, expert readers, knowledge explorers*

*and responsible citizens'.* We want our students to become increasingly independent in their learning and become less reliant on a teacher telling them what to do. Opportunities for greater independence grow as students move through the JLV.

Well-being is an important part of the JLV curriculum and our PSHE programme, alongside dedicated well-being days, is structured to equip our students with the skills and knowledge required for success as an individual, a member of a community and a member of a global society. It aims to help students consider how they can play their own personal part in making our community and the world around them a better place.

Challenge Wednesday is part of the enrichment curriculum we are able to offer students in year 7. Students are able to tackle a range of activities such as creative crafts, swimming and a range of other sports to name just a few.

On Wednesday afternoons, students

in year 8 are given the opportunity to attend a homework support session. For most students this will be optional but for those needing additional support in core subjects (English, Maths and Science), this may be a compulsory session.

The Key Stage 3 curriculum makes the most of the inspiring spaces in the Junior Learning Village. The classroom spaces are used very effectively to enable students and staff to work in more flexible and varied ways than those typically found in a secondary school.

Students study Computing and ICT across Key Stage 3. This encompasses a range of skills including an introduction to programming, how computers work, the impact computing has on the world and the cultural and environmental implications of the use of technology.

At Key Stage 4, we offer a range of courses. The variety of pathways are well matched to students' needs and interests and provide a very good range of vocational options.

### A SCHOOL BUILT ON **RESPECT** CREATING:



# LITERACY

## WHY LITERACY IS IMPORTANT TO YOUR CHILD

**L**iteracy incorporates all areas of reading, writing, speaking and listening. Students who have high standards of literacy are more likely to have a positive attitude and outlook on life. Therefore, literacy is the key to improving learning and raising standards.

Good literacy levels ensure students can access the curriculum, achieve the highest standards of learning and become excellent communicators. Poor levels of literacy impact negatively on what students can do and how they see themselves.

It is important that all students are

given the opportunity and resources to improve their standards of literacy. All subjects in the JLV focus on improving basic literacy skills. Students will be assessed for literacy in every subject and it is important that the basics are consolidated now. The basics include:

- Being aware of purpose, audience and form
- Using capital letters and full stops / exclamation marks / question marks
- Writing in sentences
- Using different types of sentences
- Using paragraphs
- Using a range of vocabulary
- Following spelling rules.

The intervention team may work with your child to support their progress in literacy and numeracy. We have a team of specialist teachers with expertise in ensuring that students are prepared for the demands of the curriculum at secondary school. You will be informed if your child requires this type of intervention.

### ACCELERATED READER

All students in the JLV are enrolled in the Accelerated Reader programme to encourage them to read for pleasure and to improve their reading fluency.





Students read books at an appropriate level and take online comprehension and vocabulary quizzes when each book is completed. Progress is constantly monitored to ensure students are reaching their potential.

Certificates and prizes are given regularly to reward achievement, effort and progress. Students are expected to have their reading book with them at all times. Although time is given to reading in school, students will make maximum progress if they are also reading regularly at home.

In years 7 and 8, students will be set reading targets by their teachers and will have ongoing home learning to read for 30 minutes every evening. There are pages in the student reading log for you to sign when you have read with your child. You can also check your child's reading progress on the Parent Portal.

Alongside the Accelerated Reader programme, we have a wide range of initiatives to promote reading for pleasure. In the Autumn term, all year 7 students will choose a free book to keep as part of the national Bookbuzz programme. Students also have access to ebooks and audio books through our ePlatform.

All students will have the opportunity to take part in exciting author events and workshops during their time in the JLV. In recent years, we have enjoyed visits from authors such as Cathy Cassidy, David Almond, Ben Miller and Holly Bourne as well as the illustrator of Horrible Histories, Martin Brown, Beano cartoonist Kev Sutherland and Ben Lyttleton from Football School.

We offer a wide range of reading-related, extra-curricular activities including book club, creative writing, book award judging and Reading Champions.

If you have any questions about reading in the JLV, or the Accelerated Reader programme, please contact your child's English teacher.

## HOW CAN YOU HELP IMPROVE LITERACY WITH EVERYDAY ACTIVITIES?

- Read, watch, listen to and discuss newspaper articles, TV and radio news coverage and magazines
- Visit the library
- Encourage reading of different types of texts – fiction, nonfiction (cookery books, instruction manuals), magazines and newspapers
- Set a good example - do you read at home?
- Encourage talking about reading in your family
- Make a time and a place for reading in your home
- Use a dictionary to find the correct spelling and meaning of words
- Look at advertisements together and estimate how much money you can save if you buy different brands. For example, compare prices of clothing or sports equipment at different stores. This is also a great way to teach your child about finding good prices and encouraging good numeracy skills
- Cook or bake together; let your child choose a recipe and then make it together
- Play spelling and language games - like Scrabble, Boggle or Trivial Pursuit - and look for the correct spelling and meaning of words.

# NUMERACY

## WHY NUMERACY IS IMPORTANT TO YOUR CHILD

**F**ew skills are more valued by employers than numeracy. Children with good numeracy are more likely to stay in education, be in work as adults, and earn more money throughout life. This is because the numeracy skills developed can be applied to all aspects of life.

Helping your child feel confident about maths gives them a head start. Even if you yourself don't feel confident with maths, you can still make a huge difference to your child's numeracy confidence and ability.

### TOP TIPS

- Keep positive about maths! Never say things like "I can't do maths" or "I hated Maths at school"... your child might start to think like that themselves...
- Point out maths in everyday life. Include your child in activities involving numeracy such as using money, cooking and understanding time.
- Praise your child for effort rather than ability - this shows them that by working hard there is always the opportunity to improve.

### NUMERACY AT HOME

When you're at home there are plenty of opportunities to play with numbers, and to help your child keep feeling positive about numeracy.



- Talk about numbers in sport - how many points does your team need to avoid relegation? How many goals/tries/conversions/points/ runs has your team scored this season?
- Measure ingredients together, use a timer when you are cooking. Talk about fractions – how many quarter cups make a full cup?
- Talk about proportion when you make a cup of tea or squash – how much milk to water?
- Talk about time - (for example, what time should they leave the house to be at school on time?)
- Use news apps or websites and talk to your child about percentages in special offers, the probability in the weather reports, the length of TV shows and compare the salaries in the jobs section
- Popular games involving dice and cards are a good opportunity to use counting skills and make decisions based on data.

## NUMERACY AND MONEY

As your child understands more about money, you can use it to develop their numeracy and finance skills. Don't forget to talk to your child about where money comes from.

- At the shops - if you're buying a couple of items in a shop, ask your child to work out how much they will cost. As a challenge, ask them to try and estimate what the weekly shop will come to. Which offers are the best value?
- If you give your child pocket money, use this as an opportunity to talk about maths. Are they saving for anything? How much do they need to save each week to buy it in two/three/four weeks?
- When you travel somewhere, ask your child to help you work out whether it's cheaper to drive or take public transport. Are there any deals you can get on public transport?

## WHAT NUMERACY SKILLS ARE WE PRACTISING?

- Reading and writing numbers
- adding
- subtracting
- doubling
- halving
- multiplying
- dividing
- numbers in between whole numbers
- counting
- estimating
- comparing
- checking
- reasoning
- problem solving...and more.

## NUMERACY HOME LEARNING

Students will receive home learning from their Maths teacher to support the development of numeracy skills.



# HOME LEARNING

## OUR HOME LEARNING POLICY

**W**e believe home learning is an important part of the learning experience for students at Cramlington Learning Village. Home learning is an opportunity for students to develop as independent learners and to extend and practise research skills.

Students will receive regular home learning which will be set via Google Classroom. Students will also write details of their home learning down into their school planner.

Should you wish to see what home learning your child has been set you can see this in their planner. For more detail please feel free to ask students to show you full details on Google Classroom.

### WHAT SORT OF ACTIVITIES SHOULD CHILDREN BE DOING?

All home learning activities are related to work that children are doing at school. Home learning may include:

- Reading
- Preparing a presentation to the class
- Finding out information
- Making something
- Developing a solution to a problem
- Trying out a simple scientific experiment
- Revision of knowledge
- Practice of skills





## SHOULD I HELP MY CHILD WITH HOME LEARNING?

We are very keen for parents/carers to support and help their child with home learning. However, there are times when we want to see what your child can do on their own. It is particularly important, as they get older, for your children to become increasingly independent in their learning.

We feel that children are likely to get more out of an activity if parents get involved, as long as they do not take over too much. If you are unsure about what your role should be, you should discuss it with your child's Learning Guide or subject staff. They

will be very pleased that you are interested and will want to help you get the balance right.

## FEEDBACK ON YOUR CHILD'S HOME LEARNING

At the Learning Village we will make sure children are given feedback on their home learning. It will be given in a way that lets your child know:

- How well they have done
- How they could do better.

This may not always happen through written comments from the teacher. Sometimes, work will be discussed in lessons or teachers may give written comments on just one or two aspects of a piece of work.

If you are concerned about the feedback given to your child you should discuss this with the relevant member of subject staff and/or Learning Guide.

## HELP WITH HOME LEARNING

Here are some really useful websites for help with home learning:

- [www.bbc.com/bitesize/learn](http://www.bbc.com/bitesize/learn)
- [www.mymaths.co.uk](http://www.mymaths.co.uk)

## 10 THINGS YOU CAN DO TO HELP YOUR CHILD LEARN

**1.** Give your child confidence through lots of praise and encouragement. As a parent, you have tremendous power to strengthen your child's confidence - and confidence is vital to learning.

**2.** Make sure the necessary equipment is available - pencils, rubber, paper etc.

**3.** Insist that the television be turned off so that your child can concentrate; sometimes playing music at low volume helps to mask household sounds (studies have shown that listening to Mozart improves a child's ability in Maths!)

**4.** If you have any concerns speak to your child's Learning Guide.

**5.** Visit museums and places you think your child might find interesting. (Children now have free admission to major national museums and art galleries.)

**6.** If your children like watching television, watch it with them sometimes and encourage them to talk about what they have seen. They will get more out of the experience.

**7.** Set aside a special time for home learning each day; don't wait until your child is nearly ready for bed, it is likely they will be too tired.

**8.** Set aside a place for home learning to be done; this can be as simple as the end of the kitchen table.

**9.** Encourage your child to discuss home learning with you, including feedback from teachers.

**10.** If there is a lot of home learning, help your child to structure the time; set a timer and encourage short breaks of a few minutes.

# WELL-BEING

## PSHE - PERSONAL, SOCIAL AND HEALTH EDUCATION PROGRAMME

**O**ur PSHE curriculum is a planned programme of learning designed to help students develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. PSHE education helps students make informed choices and prepare for the challenges and opportunities of adult life.

We believe students should have opportunities to co-construct elements of the PSHE programme so that learning is engaging, relevant and student friendly. We also value strong partnerships between home and school, as this helps support each child's personal and social development and enables sensitive discussion of complex issues such as mental health and staying safe online and offline.

Our programme is comprehensive and incorporates, but is not limited to, Relationships and Sex Education (RSE) and Health Education statutory guidance delivered through tutorial sessions approximately every two weeks, alongside six wellbeing days throughout the year. We use the VotesforSchools programme during registration to encourage students to engage with current affairs, consider different viewpoints, and develop confidence in discussing and debating social, political and ethical issues respectfully.

### KEY STAGE 3 PROGRAMME

The year 7 programme supports transition into Key Stage 3 and helps students settle into CLV. They explore themes such as valuing difference, respect for themselves and others, and respect for the rights, dignity and environment of all people.

A strong focus is placed on keeping safe, including mental health, online safety and healthy lifestyles. This includes education around the risks associated with drugs, alcohol, smoking and vaping.

Students also take part in sessions on growing up and puberty, helping them understand the physical and emotional changes they experience, and providing strategies to manage these sensitively and confidently.

The year 8 programme builds on this foundation and explores age-appropriate topics including healthy and respectful relationships, peer influence and pressure, discrimination and equality, emotional wellbeing and mental health, personal and online safety, and healthy lifestyles. They deepen their understanding of consent, boundaries and sex and relationships education, including an introduction to contraception, within a framework that promotes respect, responsibility and informed decision-making.

Across years 7 and 8, there is a clear focus on anti-bullying to ensure students feel confident to report concerns and build positive relationships with their peers.

The year 9 programme supports students as they transition from the JLV to the SLV. It prepares them for increased independence and responsibility as they move towards Key Stage 4 and GCSE study. Students explore healthy relationships, peer influence, conflict resolution, online media influences, drugs and the law (including county lines and exploitation), personal safety and emotional wellbeing. They also develop essential study skills, revision strategies, organisation and resilience.

Across Key Stage 3, students are supported to recognise risks to themselves and others and are equipped with the skills, language and confidence to seek help, make informed choices and act safely and responsibly.

### KEY STAGE 4 PROGRAMME

At Key Stage 4, students build on and extend the knowledge and skills developed in Key Stage 3. The programme reflects their increasing independence and preparation for adult life. Students deepen their understanding of diversity, equality and inclusion, including protected characteristics, racism, discrimination, prejudice and the impact of extremist views, as well as how to recognise and challenge harmful narratives safely.

Wellbeing days focus on healthy relationships, consent, personal safety, online influences, substance use and its impact on decision-making, and emotional wellbeing. Students are also encouraged to recognise early warning signs of poor physical and mental health and to understand how and when to access appropriate support from trusted adults and professionals.

In year 11, PSHE sessions also focus on revision planning, organisation, effective study strategies and managing exam pressure. Additional wellbeing sessions support resilience, stress management and positive mental health, helping students balance academic success with personal wellbeing as they prepare for their future beyond school.

# CHALLENGE WEDNESDAY

## ENRICHING ACTIVITIES AND LEARNING NEW SKILLS

**C**hallenge Wednesday is all about learning new skills, working with new people, discovering new interests and having a fun time.

The activities are for year 7 students only. We try to offer activities which are not available within the main curriculum, giving students the opportunity to enrich their learning and to work with people from the community rather than teaching staff.

Challenge Wednesday activities take place every Wednesday afternoon from 2.30pm until 3.30pm and activity lasts a half term, meaning each student will participate in 6 activities across the school year. Many are based in school and the Sporting Club - with swimming at Concordia Leisure Centre in Manor Walks. The tutors, facilitators and coaches for all the activities come from the local community and are supported by Learning Support Assistants and Sixth Form students, with a team of school pastoral staff acting as roving supervisors across all the groups.

To sign up, we ask parents to discuss choices with their child and select their choices using our Parent Portal. Students are encouraged to sign up for something new as well as activities they may have already tried, hence the title 'Challenge' Wednesday.



### SOME OF OUR EXCITING ACTIVITIES

**SPORTING ACTIVITIES** - including Badminton, Basketball, Cricket, Multisport, Rugby, Swimming and Yoga.

**BOOKISH** - Bring books to life. Become an expert storyteller and encourage young children to love reading at local primary schools.

**CREATIVE CRAFTS** - Learn how to make friendship bracelets, shrinkies, Hama bead coasters and lots of other 'crafty' things.

**BEE CALM** - Sessions will involve mindfulness, meditation, positive body image and dealing with stress, anxiety and emotions.

**CODE CLUB** - Ever wondered how your computer, games console and phone can follow commands? Come and learn how to write real code that will power your computer. Start learning the basics that make all computers work.

# ENRICHMENT ACTIVITIES

## TAKING PART IN NEW ACTIVITIES AND CLUBS

**E**xtra-curricular opportunities are available to our students throughout the year. Many take place after school and others run at lunchtimes. Every department has something to offer and we encourage everyone to make the most of at least one club each week. Many students choose a new experience or follow an existing interest. Students can look on the 'enrichment' page of Frog to see what's available to them.

### CRAMLINGTON SPORTING CLUB

With a wide range of extra-curricular clubs taking place through school, our aim is to then develop pathways into community sport, so that students can extend their participation and pursue excellence.

Cramlington Learning Village is proud to support community sport by offering our facilities for hire outside of school hours. As well as being a base for a wide range of local sports clubs to train and play, Cramlington Sporting Club is available for casual use, so that friends and family can enjoy sport and exercise together. We also offer gym memberships to adults. You can check availability of pitches and courts and make bookings by visiting [cramlingtonlv.schoolhire.co.uk](http://cramlingtonlv.schoolhire.co.uk)



- JUST SOME OF A WIDE RANGE OF EXTRA-CURRICULAR ACTIVITIES ACROSS THE SCHOOL
- |                                |                               |
|--------------------------------|-------------------------------|
| Art                            | Music and Theatre Productions |
| Athletics                      | Netball                       |
| Badminton                      | Orchestra                     |
| Ballet                         | Phoenix Newspaper             |
| Basketball                     | Reading Champions             |
| Book Club                      | Rock School                   |
| Cricket                        | Rugby                         |
| Debating Group                 | Science                       |
| Duke of Edinburgh Bronze Award | Shakespeare Stars             |
| Film Club                      | Show Band                     |
| Fitness                        | Singing Ensemble              |
| Football                       | Singing Group/Choir Group     |
| Gardening Group                | Sketchbook Circle             |
| Guitar Group                   | STEM                          |
| Gymnastics                     | Student Librarians            |
| Languages                      | Table Tennis                  |
| Maths                          | Teen Gym & Fitness            |
| Mini Medical School            | Tennis                        |
| Mock Trials Group              | Trampolining                  |

# REWARDING STUDENTS

## CELEBRATING ACHIEVEMENTS

**O**ur achievements system recognizes and rewards the holistic progress students make during their time at school. Students can accumulate points and online badges across the following five areas:

### RESILIENT LEARNERS

Points are awarded for good punctuality and attendance. Participation in Challenge Wednesday and our enrichment programme also contributes points.

### EXPERT READERS

Students can receive points for their efforts and progress in the Accelerated Reader programme.

### KNOWLEDGE EXPLORERS

Students receive points for their attitude to learning in subjects through termly reviews. Students who are recognised with subject certificates also receive points.

### RESPONSIBLE CITIZENS

Students are awarded for demonstrating responsibility in school and our wider community. Students that receive postcards, consistently attend in the correct uniform, voted student of the week also receive points.

### RESPECTFUL ATTITUDES

Points are awarded for students showing respect to their fellow students, teachers and environment.



# SUPPORTING STUDENTS

## AN INSIGHT INTO OUR LEARNING DEVELOPMENT DEPARTMENT

EVERY CHILD MATTERS

**W**e have a strong tradition of supporting the inclusion of all young people in our local community. We aim to provide the best learning environment for all young people including those who may have individual needs.

We have extensive experience of working with young people who have had a wide variety of needs such as:

- Literacy
- Numeracy
- Physical needs e.g. cerebral palsy, muscular dystrophy
- Autistic spectrum disorder
- ADHD
- Down's syndrome
- Hearing impairment
- Visual impairment
- Communication and language difficulties.

The Learning Village is adapted for young people in wheelchairs with lifts in all blocks, ramps at doors, hygiene rooms and toilets for disabled students in all buildings. There are also adaptations in place for students with visual impairments.

Some students join the Learning Village with an Education, Health and Care Plan. However, we also assess the needs of our students individually via screening, assessments and observations. This process informs appropriate interventions which are reviewed regularly.

There is an extensive variety of support available:

- Homework Clubs
  - Mentoring
  - Access arrangements - special exam arrangements
  - In class support while developing independence
  - Lunch Clubs
  - Literacy and numeracy interventions
  - Social communication groups
  - Emotional literacy support
  - Social, emotional and mental health (SEMH) support
  - Support to transition to further or higher education
- (This is not an exhaustive list.)

There are outside agencies we can refer students to for further support including:

- Northumberland Inclusive Support Services (NIES) which includes Educational Psychology, ASD and literacy services

- Children's and Young People's Service
- Counselling
- EOTAS (education other than at school).
- School Health
- Primary Mental Health

### THE BRIDGE IN THE JLV / INSPIRE 11 IN THE SLV

These are spaces in school available for working with vulnerable students e.g. students who are reintegrating into school or students who are experiencing difficulties coping in lessons. It is a totally individualised provision.

There are a number of Higher Level Teaching Assistants and Teaching Assistants with a range of experience and backgrounds who work together as a team in the Learning Development Department.



# MENTAL & EMOTIONAL WELL-BEING

## OUR SERVICES EXPLAINED

**F**ew of us are able to work well when we are unhappy. The impact of difficult or distressing situations and events can be felt even more acutely by young people than by adults and it is our experience that some young people need support when they are finding things difficult.

We offer services in school and can also refer our students to outside agencies. To ensure the right support is provided, we have a triage system which involves a team of pastoral and senior staff. Each case is discussed so the right offer of support is made to the young person according to their situation and level of need.

Each type of intervention has a specific time allocation and is designed to give our students the skills and tools to manage their own mental and emotional health. If they need more support, we can refer them to triage again and, if necessary, provide more help or refer them for a higher level of support.

### IN SCHOOL SUPPORT

The **Thrive Programme** supports children with their emotional and social development, offering practical

strategies and techniques to support children's emotional development and providing action plans for their individual needs.

#### **Social Emotional and Mental Health Teaching Assistants**

support the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health.

#### **Counselling** is support for students from a qualified professional.

Common areas of support include relationships, change and transition, loss, stress and distressing, traumatic events. It is a time when young people can talk about their worries without fear that they will have an impact on the listener or that they will be discussed elsewhere. In the first meeting, the counsellor will explain how confidentiality works and that they will need to pass on concerns if they are concerned the student or others may be in danger. Concerns are passed to the Designated Safeguarding Lead in school.

#### **A Mental Health Practitioner**

at CLV offers guided self-help sessions based on cognitive behavioural therapy (CBT) principles.

These sessions are for students experiencing difficulties such as anxiety, stress, low mood, low self-esteem or bereavement. Students will be introduced to a range of strategies aimed at improving their wellbeing, which they will be asked to practise using within and outside of sessions. Targeted groups are also run throughout the year e.g. exam stress groups for years 11 & 13. Confidentiality will be explained in the first session and any concerns are passed to the Designated Safeguarding Lead in school.

### EXTERNAL AGENCIES

External agencies include:

- School Health
- Primary Mental Health
- Children and Young People's Service
- Early Help Team.

There is a huge range of support available online and we recommend the following to our students:

[kooth.com](https://www.kooth.com)  
[chathealth.nhs.uk](https://www.chathealth.nhs.uk)

Shout **85258** (text 24/7 for help)

# SAFEGUARDING & ANTI-BULLYING

## KEEPING YOUR CHILD SAFE

**C**ramlington Learning Village believes that students have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of students.

The safety of our students is our highest priority at Cramlington Learning Village. There is a senior member of staff responsible for safeguarding and one of our governors has responsibility for overseeing this specific area of the school. All staff have regular training regarding safeguarding. We regularly audit our processes and procedures to ensure we are meeting all the requirements of safeguarding. All practical subjects complete risk assessments as a matter of course when planning activities and tasks.

Our school is part of the Operation Encompass and Operation Endeavour schemes. Operation Encompass passes information to school if there has been a domestic

### ANTI-BULLYING PLEDGE CREATED BY STUDENTS

- Cramlington Learning Village is anti-bullying because:
- We look after ourselves as we are important
  - We listen and try to understand others' points of view
  - We are aware of how our actions affect other people
  - We speak to others the way we would like to be spoken to
  - We accept that people have the right to be different.

abuse incident recorded by the police and Operation Endeavour provides information to school about students who have been reported as missing to the police. Both of these systems allow us to provide support for students and families as needed.

Our well-being and PSHE programmes are both designed to ensure that students learn about how to stay safe. A wide range of topics are covered such as road safety, anti-bullying, esafety and healthy lifestyles. All of the topics are designed to support our students in making the right life choices as they move through puberty into adulthood.

Students, as part of our student

voice, are highly involved in determining the content of some of the PSHE programme, for instance, working with outside agencies to prepare a series of workshops on particular 'staying safe' topics. Our students have also devised our own CLV anti-bullying pledge (see above).

**If you have any concerns about your child's safety, please call 01670 712311 to speak to their Learning Manager or the Designated Safeguarding Lead.**

The table below shows a summary of our anti-bullying work which has been recognised by the Anti-Bullying Alliance and the school awarded Gold status accreditation.

PROTECT: CULTURE OF RESPECT	PREVENT: EVERYONE UNDERSTANDS THE RISKS	INTERVENE & RESPOND: HOW WE RESPOND TO CONCERNS
<p>All pupils are supported to treat others with <b>respect</b></p> <p>Pupils are protected and know how to get <b>support</b> if they experience bullying, homophobic behaviour, racism, sexism</p> <p>Pupils feel <b>confident</b> to report concerns</p> <p>Our team of pupil anti-bullying <b>ambassadors</b> in year 7-9 contribute to this work</p> <p>We regularly <b>survey</b> pupils and parents about their experiences of bullying</p>	<p>Our PSHE curriculum focusses continually on developing <b>positive relationships</b>, keeping safe <b>online</b> and how bullying behaviours change as our young people grow</p> <p>Staff undergo <b>training</b> regularly to maintain vigilance and spot signs or concerns</p> <p>We work with <b>parents</b> and the community so everyone understand the <b>risks</b> associated with using technology, including <b>social media</b>, of bullying, grooming and other forms of exploitation</p> <p>We work with outside <b>agencies</b> to respond to concerns about bullying - including the <b>police</b></p>	<p>Any discriminatory or bullying behaviours are <b>challenged</b></p> <p>We act quickly, investigate thoroughly and use a full range of <b>sanctions</b> when any reports of bullying are made whether inside or out of school, online or in person</p> <p>We <b>support</b> those experiencing bullying behaviours and those who exhibit these behaviours</p> <p>We closely <b>monitor</b> and record instances of bullying. This is reported to the <b>governors</b> of the school every half term</p>

EVERY CHILD MATTERS

# ESAFETY ADVICE

## TOP TIPS TO KEEP YOUR CHILD SAFE ONLINE

**T**here are a great many benefits to using modern technology. With all the advantages that technology brings there are also some very clear dangers. It is our responsibility to identify those dangers, minimise the risk they pose and to help our young people to understand those risks themselves and to learn how to keep themselves safe.

### WHAT CAN WE DO?

Teach them to swim:  
*"Young people need to be empowered to keep themselves safe – this isn't just about a top-down approach. Children will be children – pushing boundaries and taking risks. At a public swimming pool we have gates, put up signs, have lifeguards and shallow ends, but we also teach children how to swim."*

**Dr Tanya Byron**

**Safer Children in a Digital World: The Report of the Byron Review.**

### 11 TIPS FOR PARENTS AT HOME

1. We strongly encourage you to set up appropriate Internet filtering on your home wifi/Internet. This can usually be done directly via your Internet Service provider. If you need advice or help with this you will find it in our esafety section on our Parent Portal.
2. Check out what child protection servers your Internet Service Provider (ISP) offers. Do they filter for spam, for instance? If not, ask them why.
3. Keep the computer in a communal area of the house, where it's easier to monitor what your children are viewing.
4. Tell children not to give out their personal details. If they want to subscribe to any services online, use a family email address to receive the mail.
5. Make sure your children only use moderated chat rooms (BBC Online offers many moderated forums). Encourage them to introduce you to their online friends.
6. Encourage your children to tell you if they feel uncomfortable, upset or threatened by anything they see online.
7. Involve your children in writing your own family code of acceptable Internet use.
8. Computers are expensive, so bear in mind that a child with a Chromebook may be vulnerable if carrying it to and from school.
9. The Internet is a great resource for home learning, but remember to use more than one site in research for a balanced view.
10. Surf together. Go online with your children and become part of their online life. The key to safe surfing is communication.
11. Discuss Internet use with your child and encourage your son or daughter to be responsible in their use.

For more information please look at our comprehensive esafety section on Frog. Here you will find resources and videos to help you to understand the dangers students can face online as well as ways we can support them in keeping themselves safe.



## **CHROMEBOOKS**

In year 7, all of our students have the opportunity to opt into the 1:1 Chromebook scheme. This is an integral part of what we do in the JLV.

The Chromebook will be used in lessons to do work. It will also be used by students to access Frog where they can see their timetable and their reward points.

In year 8, students will build upon the skills they have gained with digital technology in year 7 by using their Chromebook across the curriculum. Some specific work built into computing lessons and the tutorial programme helps them to learn how to use technology safely and effectively. They will be set problems to solve and challenges to overcome where they can apply and practise what they learn.

## **CHROMEBOOK TIPS**

We have created a comprehensive user guide for you to use. Students will find a shortcut to this on their Chromebook and you can also

access this on our Frog Parent Portal. You will find some key information including what to do if a Chromebook is accidentally damaged or malfunctions.

Here are a few key points:

- Encourage your child to take good care of their Chromebook. We source the most robust device we can, however if it is not treated with care it can break
- Please encourage your child to charge their Chromebook fully before they come to school and to remember to pack it ready for school
- If your child accidentally forgets their Chromebook they can borrow a loan device from the pastoral office when they first arrive into school and return this at the end of the day. Clearly this should only be a rare occurrence
- Ensure that all liquids are kept away from your child's Chromebook including in their school bag
- Remember issues or accidents need to be reported quickly. If you have a problem with

your device or accidentally damage it please report it to our technicians immediately

- In order to make a repair claim simply see our Chromebook technician with your device any break or lunch time
- Please feel free to ask your child to show you the work they are doing on the Chromebooks. We rely on your support to make this scheme work and it is important that you know that your child is getting full use out of their device
- Please help your child understand that their Chromebook is a learning tool and part of their school equipment. Although they can use the Internet as they see fit at home they must respect the device and look after it so it is available to use for their school work.

# CAREERS & GUIDANCE

## HELPING STUDENTS WORK TOWARDS A SUCCESSFUL CAREER

**H**ere at Cramlington Learning Village, our Careers programme has been developed around the Gatsby Charitable Foundation's "Good Career Guidance" report which identifies eight Gatsby Benchmarks, defining a world-class standard of excellent careers guidance. We have developed a coherent programme of activities from year 7 up to year 13, designed to provide our young people with the knowledge and skills necessary to make successful transitions to the next stage of their life. We believe that strong careers education and guidance helps to broaden horizons, challenge stereotypes and raise aspirations, providing a clearer idea of the routes to jobs and careers which are not only engaging and rewarding, but relevant in the current labour market.

### HOW DO WE HELP STUDENTS?

Careers information, advice and guidance is available to students in many different ways:

- A structured Careers Education and Guidance programme
- A dedicated Careers page on Frog with useful links and activities to develop career and employability skills and knowledge
- Support with applications to university, college and apprenticeships
- Information about financial issues such as student loans



- Opportunities each year to encounter a variety of employers and hear about career pathways
- Support for students with special educational needs
- A range of Futures Days which all focus on career exploration, employer interaction and the development of employability skills
- Organised work place experiences in year 12.

It is never too early to start thinking about the future so even in the JLV we begin to encourage our students to consider future career pathways! Raising future aspirations through guest speakers and assemblies in

year 7 and 8 is one of the ways in which they can find out more about what they can achieve when they are older.

Visitors in assemblies recently have included the BBC Bitesize careers team – introducing students to the range of different careers and sectors on their doorstep. We have also had students attending our annual careers fair which was attended by more than 25 different businesses from a range of locally and nationally based sectors.

You can read more about our programme on our school website.

EVERY CHILD MATTERS

# KEEPING YOU INFORMED

## HOW TO CONTACT US

It is absolutely crucial that staff and parents/carers are able to communicate effectively with each other during the day or at various scheduled events throughout the year. So what methods of communication are available to you at the Learning Village?

### EMAIL

On occasions you might feel that an email is better to send. At Cramlington Learning Village you can email any member of staff directly and we would urge you to do so if and when necessary. It can be quite difficult to reach a member of staff over the phone particularly as for most of the day they are either teaching, on duty or in meetings.

We respect the work life balance of staff. Email correspondence received after 5:30pm or at a weekend will not be considered until the following working day. When contacting school you should expect a response to your enquiry within 24 hours.

### PHONE

You may, on occasions, wish to speak to a member of staff over the phone. Our staff are always keen to respond to your questions and concerns over the phone.

Members of staff can be contacted via the main school number **01670 712311**.

If you're not sure who to speak to then you should contact your child's Learning Manager.

### LETTER

Of course you may wish to write to a member of staff. Please note if you are concerned about your child's progress or general welfare it will usually be your child's Learning Guide that you should write to. This is because they will have an overview of their progress and will see them every day.

Your child's Learning Guide will seek the answers to your questions and endeavour to get back to you within 72 hours.

### KEEPING YOU INFORMED

We will contact you with information about school events, trips and other updates when necessary. We prefer to use Bromcom, our data system, as this sends information to your email address. This can be a very useful way of communicating with parents as it ensures you receive information instantly. As you know, paper copies can get lost between

school and home or sometimes students may forget to take them home at all!

To benefit from this service please ensure that you provide us with an up-to-date email address for an account that is used regularly, preferably every day. The data verification check, that is sent out at the start of each year, is used to update this information and you can notify us of changes at any time.

### PARENT PORTAL

Frog is a great way of finding out how your child is progressing in their subjects online. You will be issued with a username and password to view a wide range of information including your child's attendance, punctuality, timetable, progress data, school meals available, current notices and contact information for staff who teach your child.

### NEWSLETTERS

Parents / carers will receive a copy of our termly newsletter. This covers upcoming events, uniform guidelines, expectations, contact information for Learning Guides and other information you may find useful.

## PROGRESS REVIEWS

You will receive a detailed progress review every term from subject staff outline the progress your child is making and target areas to work on as well as comments about the attitude to learning, including home learning.

## HOME GROUPS - LEARNING GUIDES

A Learning Guide is an advocate for the child they are responsible for. A Learning Guide will try and remove any barriers in the way of learning and support the direction each student wants to take with their education.

We firmly believe every young person has talent and their Learning Guide wants to help each student tap into that talent. A Learning Guide will also be aware of the additional support available to your child if he/she needs it and will work closely with the year group's Learning Manager to access the support your child deserves.

## PARENTS EVENINGS

We run parents evenings for each year group during the school year where you will have a chance to meet with your child's subject staff. Parents evenings are one of the best opportunities for you to meet teachers to discuss how your child is doing; it is important for you to attend.

Remember, these events are a two way process - while parents want and need to know how their child is doing, this is also an opportunity for teachers to learn how your child acts at home, for instance their approach to home learning, and to make suggestions to parents on how they can help with their child's learning.

## YEAR GROUP BRIEFINGS

At the start of the autumn term we like to provide parents/carers with information about their child's upcoming school year. This includes key dates as well as important curriculum and assessment arrangements for your child's year

## SOME USEFUL QUESTIONS TO ASK....

- What are my child's strengths?
- Has my child shown any special talents?
- What is my child finding difficult and how can I help with this?
- Can you show me examples of these?
- Does my child try hard enough?
- Does my child arrive to school on time and equipped to learn?
- Does my child join in class discussions?
- How can I help with my child's school work in general?
- Has my child made sufficient progress since his/her last report?
- Is my child happy at school?
- Has my child made friends?
- Does my child's behaviour give cause for concern?

group and we hope you find it useful.

## PARENTS / FAMILY IN PARTNERSHIP EVENTS

Throughout the year parents and carers are invited to attend key events to provide them with further information about the Learning Village and ways that they can

support their child at home. Events include:

- Keeping up with the kids
- ICT and internet safety
- Home Learning
- Student health and well-being
- How to help your child with revision and preparing for exams
- How to make sense of student review data.

## TIPS FOR SCHOOL MEETINGS AND PARENTS EVENINGS

- Read your child's school report and relevant progress review before the meeting / parents evening
- If possible, look at some of your child's work beforehand
- If the teacher says anything you don't understand, don't be afraid to ask what they mean
- If you feel nervous about meeting teachers, remember they probably feel the same way about meeting parents!!!
- Try to come away with some positive steps for you, your child and teachers to help your child succeed
- If there are any points of conflict, try to talk about them with teachers and find a solution that is in the best interests of your child
- If you think a meeting might be difficult, take another adult - a family member or friend - for support and to bring a different perspective to the situation
- Make a few notes of the meeting if it will help you remember what was said and what was agreed.

# DATA

## UNDERSTANDING STUDENT PROGRESS DATA

**T**hroughout your child's time with us you will be presented with lots of data that will inform you of the progress that is being made in the various subject areas. It is important that you understand the information so that you know where you can support at home and discuss ways to improve.

Every term we review every student's progress. You can view this data via our Parent Portal. The review includes information about your child including their current performance based on their learning

in each curriculum area and their attitude to learning.

### KEY STAGE 3 (YEARS 7-9)

Our curriculum is designed to ensure that pupils reach good outcomes at Key Stage 4 (GCSE) and beyond. We use information from primary schools and SATs performance to help us understand your child's starting point in Year 7. Teachers use assessment information throughout Key Stage 3 to judge if they are making progress towards good

outcomes and this is shared with you at three review points every year.

### KEY STAGE 4 (YEARS 10-11)

Targets for your child are set in Year 10 Key Stage 4 (years 10 - 11). The targets that we set are challenging but achievable. We also expect in some cases for students to exceed these target levels/grades. In essence, students should not see them as a ceiling but something that they can go beyond.



# EXAMS & TESTS

## 10 WAYS TO HELP YOUR CHILD PREPARE FOR TESTS & EXAMS

**1.** Talk to your child about how you can support them and what they would find helpful.

**2.** Tests are a chance to find out what is going well and what needs a little more work. You need to say this! Find out what any test is about (e.g. a whole unit, one topic or a mock exam) before you start to help.

**3.** The simplest things often get in the way of starting revision – weeks can be lost while pupils 'are going to get some folders soon.' Get around these by simply providing the files, dividers, wall-charts etc your child will need for the revision period. Quietly top up the workbox with pens, rulers, paper pads etc.

**4.** Agree how much time should be spent revising for the test and when these times should be. Our minds work best when there is a

good balance between work and relaxation.

Be flexible – if your child wants to go out to a party on a revision night, agree when they will make the time up. Little and often revision is better than hours on end.

**5.** Support your child in choosing one good revision guide for each subject – it's the best investment you will make. There are lots around so check with the teacher yourself if you are not sure which is best. You can also support your child's revision by using a number of websites.

[www.markedbyteachers.com](http://www.markedbyteachers.com)  
[www.sparknotes.com](http://www.sparknotes.com)  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)  
[www.mymaths.co.uk](http://www.mymaths.co.uk)

**6.** The concentration span for a child in their teens is about 20-30 minutes, so remind them to stick to

this amount of time, have a short break and then start again or on a different topic. Provide favourite snacks and water for revision periods.

**7.** Encourage your child to organise the information to be learned in a way that he/she finds helpful (diagrams, memory maps, timelines, voice recordings are all great ways). Students are revising when they are sorting and organising this information. Quality revision usually involves doing something with the information rather than just reading it (e.g. writing and checking, redrawing diagrams, trying out a question and checking it, talking it through).

**8.** Encourage your child to talk to you about the information they have to learn. Explaining it out loud often makes it clearer and easier to remember.

**9.** Keep up with regular check-ins and don't nag in between times. Show an interest in how revision is going, talk through any difficulties and be prepared to help reschedule their planning as necessary.

**10.** Keep calm! Avoid making revision a battle ground. Keep things in perspective – your child may not be doing things the way you would do them, or as often you would like, but they are doing the best they can in the way that works for them at the stage they are at.



# PARENT PORTAL

## AN OVERVIEW OF OUR ONLINE PORTAL

**T**he parental area of our VLE, named the Parent Portal, aims to provide you with relevant information on all aspects of your child's school life. In addition, the portal contains access to review data, information and guidance that you might need to help you to support your child at school.

You will receive a username and password for each of your children attending the school. Your login information should be kept safe. If you lose your login information or have difficulty accessing the Parent Portal please contact our Data Team.

### INFORMATION

Once you have logged in to the portal, you can view any school notices related to your son/daughter, see a snapshot of their attendance data and their timetable for the day.

The tabs at the top of the Parent Portal Home Page lead to sections you will need to access on a regular basis, whilst the My Information section allows you to access whole school information such as Our Expectations, Newsletters, Enrichment and Exams.

Other buttons on the Home Page allow you to see your child's school rewards and the menu offered by the school canteen.

### MY CHILD'S DATA

The `My Child's Data` tab provides access to Progress Reviews and Subject Progress reports produced throughout the school year, along with other related information. This section allows you to keep as up-to-date as possible with your son/

daughter's academic progress across all of the subjects they are studying.

### STAYING IN TOUCH

To make contacting our teachers convenient, we have included their email addresses. We also have an online form for you to keep the school up-to-date with your current email address(es). It is very important we have these details and not just for an emergency.

We use Bromcom to contact parents by email in most cases rather than by post. This system not only helps the environment, but the money saved from postage costs is reinvested back into our classrooms.

We hope you explore the Parent Portal and find it useful.

WORKING TOGETHER



# THE LEARNING VILLAGE & YOU

## THE ROLE OF PARENT GOVERNORS

**E**very school has a Governing Body. The key role of the Governing Body is to act as critical friend to the school, supporting our self-evaluation work, questioning the evidence base with us and supporting how we respond.

Therefore, as a team, Governors are responsible to parents, the DFE and the wider community, making sure the school provides a good quality education and promotes high standards of educational achievement.

Members of a Governing Body include:

- Parents elected by other parents with children at the school
- The Headteacher, if the Headteacher chooses to be
- Staff members (teachers and support staff)
- People chosen by governors from the local community
- Representatives from a church, charitable trust or business interest.

The role involves:

- Representing parents' and pupils' viewpoints regarding school strategies and practices
- Voting in key decisions (including the appointment of new staff to the school)
- Keeping in touch with general views of parents.

One way you can get involved with your child's education is by becoming a Parent Governor. As full members of the Governing Body your task is to represent parents' viewpoints in the Governing Body's work. Although there are no financial rewards from being a Parent Governor you can achieve personal satisfaction from performing an

important public service. It also enables you to build effective and valuable relationships with many of the school's partners.

For advice on how to become a Parent Governor or to check details of any vacant posts coming up please contact the **Office Manager** on **01670 712311 ext 326**



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# TRAVEL ADVICE

## PLANNING THE JOURNEY FROM HOME TO SCHOOL

**W**e encourage responsible and safe behaviour by our students when they travel to and from school. Care and consideration for members of the wider community is very important and we regularly remind students that their conduct when wearing our uniform reflects upon us all.

The vast majority of students walk or cycle to school, making good use of the network of paths and cycleways that link all parts of Cramlington. We have illustrated the approximate walking and cycling

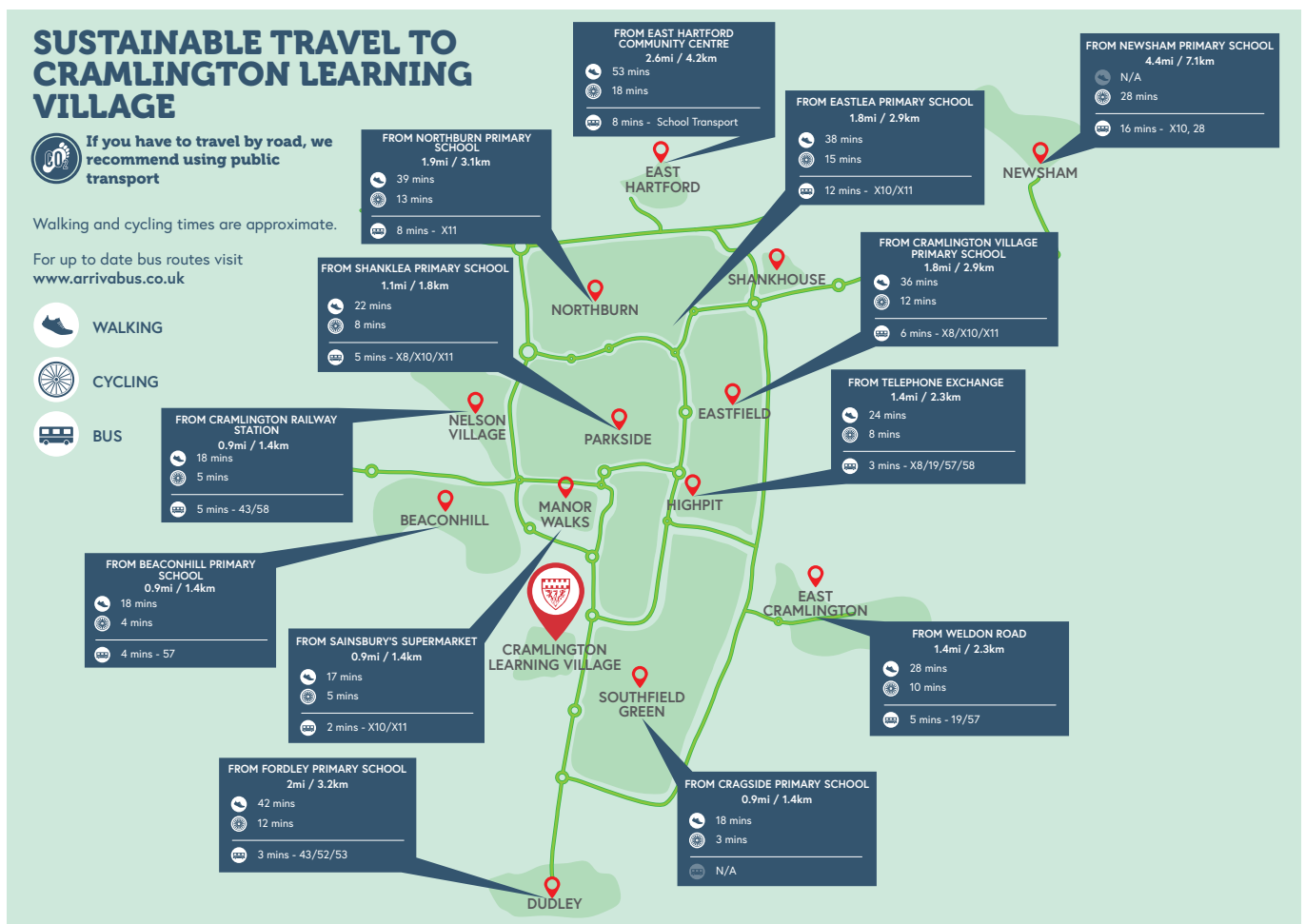
times from different parts of the town. There are specific health benefits to be gained from walking and cycling, with the government recommending an hour a day of physical activity for young people. Allowing your child to travel independently can help their personal development, as it teaches them time management and builds their confidence.

If your child has to travel by road we would recommend public transport, as there are frequent bus services that stop near to school.

We acknowledge that there are certain circumstances when travelling to school by car may be unavoidable. If you have no alternative, please consider your drop off place carefully so that you do not inconvenience our community or risk the safety of pedestrians and cyclists.

Your child may be eligible for home to school transport through the local authority - more information can be found on Northumberland County Council's website.

WORKING TOGETHER



# JARGON BUSTER

## STAY IN THE KNOW

School terminology may sometimes seem a bit confusing and difficult to follow, so we have put together this jargon busting guide to make sure everyone is clear about what we mean...

<b>ATTAINMENT</b>	What pupils accomplish/achieve.
<b>CATCHMENT AREA</b>	A defined geographical area from which a school takes its pupils.
<b>CODE OF PRACTICE</b>	A guide to schools and Local Authorities about the help they can give to children with special educational needs.
<b>CORE CURRICULUM</b>	English, Mathematics, Science and PE - subjects which must be studied by all pupils.
<b>CURRICULUM</b>	All the courses and learning opportunities a school offers, or a course of study being followed by a child.
<b>DFE</b>	Department for Education. The government department responsible for education and children's services.
<b>DIFFERENTIATION</b>	The way in which the school's curriculum and teaching methods are adapted to meet the needs of children.
<b>EBD</b>	Emotional and Behavioural Difficulties.
<b>EDUCATION, HEALTH AND CARE PLAN</b>	A plan setting out any special educational provision to be made for a child or young person.
<b>EQUAL OPPORTUNITIES</b>	The chance for everyone to participate in school life/curriculum.
<b>EVALUATION</b>	How well did it work?
<b>EWO</b>	Education Welfare Officer. A person employed by the Local Authority to make sure that children are getting the education they need. They deal mainly with school attendance.
<b>EXCLUSION</b>	Exclusion means that your child may not attend lessons or go on to the school premises for a set period of time, or permanently in the case of expulsion.
<b>G&amp;T</b>	Gifted and Talented. Schools are expected to provide an extensive range of opportunities to meet the needs of students who are deemed to be 'Gifted and Talented'.
<b>INCLUSION</b>	A process by which schools, local authorities and others develop their cultures, policies and practices to include pupils.

<b>I</b>	<b>INSET DAYS</b>	In-Service Education and Training. INSET days are set aside to allow teachers to update their skills and knowledge in order to raise pupil achievement.
	<b>KEY STAGE</b>	Your child's progress through school is measured in Key Stages. Key Stage 1 covers pupils from 5-7, Key Stage 2 from 7-11, Key Stage 3 from 11 to 14 and Key Stage 4 from 14-16.
	<b>LEARNING DIFFICULTY</b>	If a child has a learning difficulty they find it much harder to learn than most children of the same age.
	<b>LSA</b>	Learning Support Assistant. A non-teaching member of staff who helps to meet the educational needs of children.
	<b>MLD</b>	Moderate Learning Difficulties.
	<b>NATIONAL CURRICULUM</b>	The basic framework setting out what children aged 5 to 16 in state schools should learn.
	<b>OFSTED</b>	Office For Standards in Education. The body which inspects state funded schools. OFSTED inspectors produce education reports to help improve schools.
	<b>PERFORMANCE TABLES</b>	Available towards the end of the year to help parents whose children are moving to secondary school choose where they want them to go. You can ask at school for a copy for your local area.
	<b>PROGRESSION</b>	Do pupils move forward with their learning?
	<b>PRU</b>	A Pupil Referral Unit is a centre that can provide part-time or full-time support for children who are currently not attending school or who need additional help with their behaviour or learning.
	<b>SEND</b>	Special Educational Needs and Disabilities. Learning difficulties, talents or other needs, for which a child requires special help. One in five children may have some sort of learning difficulty during their school life.
<b>J</b>	<b>SEMH</b>	Social, emotional & mental health difficulties.
<b>A</b>	<b>SENDSCO</b>	Special Educational Needs and Disabilities Co-ordinator. The teacher in a school who is responsible for arranging extra help for children with special educational needs. Our SENDSCO is Mrs Jane Arthur.
<b>R</b>		
<b>G</b>	<b>SPLD</b>	Specific Learning Difficulty. A child has a specific learning difficulty if they have a problem with one or more areas of the curriculum, usually reading, writing, spelling and/or number work.
<b>O</b>		
<b>N</b>	<b>STATEMENT</b>	A document that sets out a child's needs and all the extra help (provision) he/she should get.
	<b>TA</b>	Teaching Assistant.
<b>B</b>		
<b>U</b>	<b>TALENTED</b>	Students who are exceptionally skilled in practical subjects such as Music, PE and Drama.
<b>S</b>	<b>TARGETS</b>	The individual goals set for a child. Targets are a way of checking a child's progress.
<b>T</b>		
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# USEFUL WEBSITES

## NATIONAL ORGANISATIONS WITH EXPERTISE IN SUPPORTING PARENTS

[www.familyandchildcaretrust.org](http://www.familyandchildcaretrust.org) - The Family and Childcare Trust is a charity working to support parents in bringing up their children, to promote the well-being of families and to make society more family friendly.

[www.barnardos.org.uk](http://www.barnardos.org.uk) - Barnardo's is a children's charity which offers relationship support, including parent-child relationships.

[www.coram.org.uk](http://www.coram.org.uk) - Coram is a children's charity that aims to develop and promote best practice in the care of vulnerable children and their families.

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk) - Action for Children supports some of the UK's most vulnerable and excluded children, young people and families.

[www.schoolhomesupport.org.uk](http://www.schoolhomesupport.org.uk) - School Home Support is a charity which provides practical and emotional help for disadvantaged children, young people and families.

[www.familylives.org.uk](http://www.familylives.org.uk) - A website offering support to anyone parenting a child or teenager. It includes an email support service and downloadable information materials for parents.

[www.home-start.org.uk](http://www.home-start.org.uk) - Home Start UK offers support, friendship and practical help to parents with children under 5 who are experiencing difficulties.

[www.talktofrank.com](http://www.talktofrank.com) - An interactive website giving confidential advice and support to drug users and their families. A free helpline is available on **0300 123 6600**.

[www.careforthefamily.org.uk](http://www.careforthefamily.org.uk) - A charity which offers parenting training and support.

[www.relate.org.uk](http://www.relate.org.uk) - Relate is a charity which offers support to children and families.

<https://northumberland.fsd.org.uk> - Provides local support in zones; children, parent/carer and young people. Support on childcare, finance, education, families and much more...

[www.dad.info](http://www.dad.info) - Provides national support on everything from birth to leaving school. Tips on helping with home learning, how children are graded, information on health, separation and money.

[www.oneplusone.org.uk](http://www.oneplusone.org.uk) - One Plus One works to strengthen couple and family relationships.



**CRAMLINGTON**  
LEARNING VILLAGE



HIGHBURN NORTHUMBERLAND NE23 6BN

T: 01670 712311 E: ADMIN@CRAMLINGTONLV.CO.UK W: WWW.CRAMLINGTONLV.CO.UK