

# Edith Kay School Information

---

## **Transition**

At Edith Kay Independent School we provide a clear transition during all stages of our community's learning journey. Joining a new school community at any age provides new opportunities for our pupils. It can also be an anxious time for parents and young people alike so we work closely with families and key agencies to ensure every pupil's transition is secure and stress-free where possible.

During transition, key staff members engage in well-informed discussions regarding each pupil's learning experience so they can identify and respond to each young person's needs and strengths. Pupils are then carefully phased in during the first few weeks thereby enabling a smooth transition.

For pupils joining at the beginning of the academic year, parents are invited to meet with the school community at a celebration event prior to the September start..

## **First Phase**

In September we hold a review meeting with each family to go through each young person's targets and goals for the coming year. Part of the discussion involves developing a bespoke curriculum appropriate to the strengths and needs of each pupil. It also provides an excellent opportunity for families to discuss their young person's progress and considerations.

## **Second Phase**

Entry points of transition at Edith Kay are on a rolling basis and we know how important it is to ensure that there is a learning pathway specific to each pupil. Our pupils mainly join us in Year 10 and 11 through to post 16. Our Education Development Trust Careers lead is also available to speak to our pupils in regard to their learning pathway with a view to developing each pupils' employability skills for the future.

Our mentors also work closely in building a good supportive relationship with our pupils. At the beginning of the Autumn Term, our new pupils are invited to take part in a two day Induction programme giving each new pupil an opportunity to get to know the school community in a safe and enabling environment.

Our older pupils are encouraged to work in developing their voice during the year through assembly, charity and enrichment events in ensuring that they are fully involved in school life. Our life skills programme is also closely linked with the transition between pupils current phase of learning and further education. We also invite outside speakers to join us in our assemblies and PSCHE lessons. We also offer a variety of experiences to our students in preparing them for the working world and our students are encouraged to work with our career advisor in ensuring that they are prepared for life beyond Edith Kay Independent School.

## **General Information regarding School Life**

The school day is as follows:

- 9.00-9.30 – **Breakfast, registration and planning**
- 9.30-10.15 – **Period 1**
- 10.15-11.05 – **Period 2**
- 11.05-11.15 – **BREAK**
- 11.15-12.00 – **Period 3**
- 12.00-1.00 – **LUNCH**
- 1.00-1.35 – **Period 4**
- 1.35-2.10 – **Period 5**
- 2.10-2.30 – **De-brief and end of the day registration**

### **Parent Meetings:**

Parents are contacted regularly during the year in regard to their young person's progress. We also have one formal meeting during the year to discuss their learning pathway. This is in addition to the initial target meeting which occurs in September. There are also a number of events during the year where families are invited to visit the school i.e. prize giving afternoon, summer barbecue.

### **Curriculum:**

The curriculum is built around our three core subjects, English, maths and science. A range of subjects such as art, sports, careers, carpentry and food and nutrition are also offered depending on each pupil's pathway. Each pupil's timetable facilitates their onward journey whether they show a keen interest in a specific A Level pathway, apprenticeship or BTEC diploma. Most pupils work on GCSE pathways alongside BTEC programmes and NCFE accreditation. Edith Kay also works with outside agencies and therapists to enrich the main curriculum and ensure every child has the opportunity to access the curriculum effectively.

### **Information for Pupils in regard to Arrival, Registration, and Preparation for Lesson**

#### **1: Register your attendance**

Every morning, on arrival, your attendance is registered between 9-9.30 or at a specified time negotiated with the Headteacher and SendCo. There is a signing in book in reception which is signed by our pupils. Your attendance is recorded and tracked on the school's central register. It is important that you maintain

a consistent attendance record. If you are absent through illness, your parent and/or guardian are asked to contact the school after 9.00a.m. and before 9.30a.m. on each day that you're away.

## **2: Acquiring up to date information**

Always check the main notice board located opposite the science room for any changes to the day. Notices are also highlighted on the whiteboard when needed. A copy of your timetable can be checked on the main noticeboard as well.

**3: Look after your belongings** – while the safety of your belongings is your responsibility, the school provides lockers for storing your equipment each day.

## **4: Mobile Phone Policy**

The school has a “no phones” policy to ensure that pupils are given every opportunity to concentrate on their learning and support their wellbeing. We appreciate that more and more pupils are ever increasingly reliant on their phones and we will work with parents to ensure the school remains mobile free.

## **5: Punctuality**

While punctuality is an important life skill, particularly in terms of employability, it is a key area that we continue to monitor and develop according to the provision of needs for every young person in our care.

## **6: Absenteeism/ Illness**

Pupils who are absent for whatever reason are required to phone reception on 02089614204 to inform the school of their absence. Please remember to contact the school daily before 9.30a.m. on each day they're ill.

## **8: Completing homework/independent learning effectively**

Pupils are asked to use their personal time constructively while at Edith Kay to cover areas that need special attention. You may have homework to research, or exam questions to brush up on. Don't forget to speak to your teachers who will always support you.

## **9: Personal, Social, Citizenship, Health Education and Professional Development**

Once a week there is at least one lesson allocated to areas regarding personal, social, citizenship, health and general wellbeing. The lesson will also link in with key themes that are discussed throughout the year in assembly and one off workshops throughout each term. There may also be opportunities for specialist classes with guest speakers or theatre trips/outings relevant to your development.

## **10: Fire Drill Procedure**

All pupils are expected to read and fully understand the Fire Drill notices which are exhibited throughout the School. Fire Drill will take place during the term. The Fire Warning will be a continuous sounding of the Fire Alarm.

## **11: Damage to Property**

Pupils must not damage school property. Wilful damage will be charged and won't be tolerated.

## **THE ACADEMIC YEAR**

- The academic year runs from September to July
- Each academic year will consist of three terms
- Pupils have a debrief in the morning and afternoon with assembly themes attached to both periods

## **PUPIL FACILITIES**

- There is an on-site kitchen serving hot and cold food. Lunch is a community effort and a variety of dishes are available each week.
- The on-site Safeguarding team members are Karen Dwyer-Burchill as the Designated Safeguarding Lead and the Deputy Designated Lead is Mia O' Brien. There is always a member of the team available throughout the day during term time.
- All new pupils have an initial assessment to determine individual needs for learning support. Continued support coordinated by the SendCo will be reflective of the pupil's needs and available during term times where appropriate.
- Therapies such as music will be allocated across the year to pupils.
- All students have dedicated mentors and receive regular reviews with the Head Teacher and the academic team.

## **ASSESSMENTS**

- All pupils will be assessed each term and two formal reports will be sent out to parents at Christmas and at the end of the year.
- Subjects are now graded according to the 9-1 grading system introduced in 2017. *See Marking and Feedback policy 2018*
- All pupils will be assessed twice-yearly in all subject areas.
- All pupils will be expected to evaluate their own work.

## **ASSESSMENT INFORMATION AND MARKING CRITERIA**

### **1. Assessment**

Assessment is fundamental in measuring your learning. Your progress and level of attainment is measured against a set of criteria (learning outcomes), outlined by each subject, at various stages of the year. Through the assessment cycle, we are able to identify strengths and areas that need improvement. Feedback from Assessment provides an indication of how well you have absorbed and applied your learning; this in turn would enable you to plan personal goals for your future learning.

## **YEARLY WRITTEN REPORTS**

At the end of the Autumn and Summer Term, teachers prepare a written report covering pupils progress in their subject area. The report is generally sent to your home address.

**What can I expect to learn from my time at Edith Kay Independent School?**

By the end of your time at Edith Kay, you should have achieved a great deal. Technically, your work should be increasingly secure and provide a well-grounded foundation for further improvement when you are working in the profession of your choice. Your presentation skills should become progressively more secure as you gain confidence and experience, both in class and social situations. Your knowledge and understanding of the core subjects, working practices and traditions will expand throughout the course, along with your understanding of the professional skills you will be expected to have in finding and obtaining work.

In addition to all of the above, pupils will be expected to leave with solid attainment results in their appropriate learning pathway i.e. GCSE examinations.