



*'Every Student Matters,
Every Moment Counts'*



Parent Welcome Booklet 2021



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This Welcome Booklet (whilst not definitive), is aimed at providing you with some key information so that is easily accessible and to hand. To complement the information provided here you will receive a Parent Handbook in September.

Throughout each academic year, we run a series of WINK events that will cover many aspects of school life: a programme will be sent to all parents to highlight these evenings at the start of the year.

We also have the Wildern Insight APP which allows you to view information about your child and to keep you up to date with all the latest news.

You can keep up to date with current news and events via our school website and through our twitter (@wildernschool) and Instagram account (@wildern_school)

Message from the Headteacher

Dear Parent/Guardian,

Wildern School is built on the three key pillars of the Multi Academy Trust words; CARE, OPPORTUNITY and QUALITY and believes that **'Every student matters, every moment counts'**. We are a comprehensive school in the heart of our community and are very proud of the relationships we have with our students, parents and local residents. We also believe passionately in quality education for all and the significant part we play in ensuring this both within our own community and beyond.

The three stated academy aims for Wildern School are:

- To enhance the opportunities and successes enjoyed by all present and future students and staff.
- To develop further the school's track record of contributing to school improvement, innovation and transformation both within the school, locally within our immediate family of schools and for the wider system as a whole.
- To develop further the schools wider community role and our contribution to opportunities for our stakeholders in our immediate community, particularly in the arts and sport.

We take pride in our excellent record of academic success and the opportunities that we offer our students both through the curriculum and our extensive extra-curricular activities. We continue to perform well above the national average, an achievement which has been recognised by our progress and attainment.

Wildern is a successful school that is proud of its students' achievements whether they are academic, sporting, artistic or dramatic. We strive to ensure that all students achieve their full potential through a clear focus on learning and achievement in a supportive environment. We provide a curriculum that is both broad and balanced, and one that has received national recognition for its quality.

We especially value our collaboration with parents, ensuring that this partnership is to the benefit of your son or daughter.

We believe that together we can ensure that our students, your children, achieve their very best and become the determined, adaptable, compassionate young people we all want them to be.

We are thrilled that your son or daughter is joining us and look forward to working with you over the next 5 years.

Best wishes



Mrs Oakley
Headteacher



**“Happiness will grow if you plant the seeds of love in the garden of hope with compassion and care.”
— Debasish Mridha**

‘Every student matters, every moment counts’



Wildern as a Community School

As a school we are very proud of the partnerships that we have developed and the relationships we have forged with our community.



Students within the community

We expect students to uphold our school values both to and from school, when in school uniform and when they are in the community. The school works closely with organisations and retailers locally and regularly communicate so that we can support each other when students get it wrong and celebrate when they get it right.

We want your child's start in Year 7 to be a productive, successful and happy one. It is a fantastic time in their education and one where they should flourish and develop their skills and personality.

Car Parking

Please can we remind all parents that to ensure the safety and safe exit of our students, parents should wait outside of the school gate to collect their child at the end of the day as cars are not allowed on site between 2.45pm and 3.15pm

Alternatively, parents may want to take advantage of free parking facilities at Turnpike Way Recreation ground or B&Q in Hedge End who have kindly agreed to the use of their car park as an additional overspill option.

Students on site after hours

Students should not be on the school site after hours unless:

- They are invited by school staff to be there
- They are attending an organised school or community event
- They are using, through paid admission, any of the school's facilities

Community Police Officers

Please do not be alarmed if you see these Police Officers around the school site or outside of school. As part of our local community partnership these Police Officers will be working in collaboration with all schools to develop relationships with young people within the local area. We regularly meet with our local policing team to ensure that we are doing all we can to support students with regard to being safe and being good role models in the community.

Smoking

The school site is a no smoking site, this includes vaping and e cigarettes. Smoking therefore should not take place anywhere around the site including the school field.

A Typical School Day

Your child will have five lessons per day. Students follow a two week timetable and will be given a copy of their timetable, by their tutor, on their first day to copy into their Planner.

08.30 - 09.00	Registration or Assembly
09.00 - 10.00	Lesson 1
10.00 - 11.00	Lesson 2
11.00 - 11.30	Break
11.30 - 12.30	Lesson 3
12.30 - 1.30	Lesson 4
1.30 - 2.00	Lunch
2.00 - 2.50	Lesson 5
2.50	End of school day for Years 7 & 8



Registration The day starts with registration and there is a warning bell that sounds at 8:30 to remind students to get to tutor time. Your child will be registered by their tutor. If your child is late and misses registration they **MUST** sign in at the First Aid room. If, for any reason, your child needs to leave school (i.e. to attend a medical appointment) then please write a note in the planner for the attention of your child's tutor and again we ask that they sign out at the school First Aid Room before they leave the school site.

Break and Lunch Your child will have a short rest break. This gives them time to run off steam, grab a snack or play with their friends. Your child can either have a school lunch or can bring their own packed lunch. The Learning Resources Centre is also available during break times and before and after school.

Lunch - No sweets or canned drinks please. The school operates a no-nut policy. Some children suffer from allergies and we have children in school for which any sort of contact with nuts can be fatal. In the interest of safety parents should not send in food containing nuts. Students must not bring energy drinks to school.

Dropping off your child in the morning The site generally has limited space. To help alleviate any congestion we have a partnership agreement with B&Q whereby visitors may utilise their parking facilities. Additionally, we have an agreement with Eastleigh Borough Council and Hedge End Town Council for further parking at the Turnpike Way recreation ground. Both locations are only a few minutes walk away.

Key dates

We will keep you informed of any changes to dates in the calendar should any changes need to happen in response to Government guidelines.

Start of the School Year

School year starts (Year 7 only) - Thursday 2nd September 2021

Start date for all other Year groups - Monday 6th September 2021

Important Dates: Year 7

Year 7 Curriculum Evening (Virtual) - Thursday 2nd September 2021

Parent Tutor Evening - Wednesday 3rd November 2021

Year 7 Parents Evening - Wednesday 27th April 2022

Awards Evening - Weds 13th July 2022

Inset Days

Weds 1st September 2021

Fri 15th October 2021

Fri 26th November 2021

(School Closure Day)

Mon 28th February 2022

Fri 8th April 2022

Mon 4th July 2022

Progress and Achievement

At Wildern School we use a range of opportunities to communicate with parents regarding the progress and achievement of your son or daughter. We report on students' attitude and attainment up to three times a year via WAD (Wildern Assessment Data). You can find out more information about WAD through the WINK and Tutor evenings.

Year 7 WAD dates

Week beginning 1st November 2021	WAD 1 (Wildern Assessment Data)
Week beginning 7th February 2022	WAD 2
Week beginning 13th June 2022	WAD 3

The Pastoral System

At Wildern we place our students at the heart of the school community. We believe that all students can be successful in an environment where 'Every student matters, every moment counts'. Wildern is a happy school which provides an atmosphere that supports students and enables success, development of character and well-being. Our students know that they are valued as individuals with unique needs, strengths and potential.

Tutor Groups

There are 12 tutor groups of approximately 30 students in Year 7. Each tutor group has a tutor who will stay with their Year 7 tutor group until they leave in Year 11.

The tutor's role is very important and should always be your first point of contact in school. They will meet with their tutor group every morning for registration, when they will check attendance, uniform, planners and pass on any relevant messages or information. They will also meet with individuals to discuss progress on a regular basis. You will have the opportunity to meet with your child's tutor on Induction Evening and during the Year 7 Welcome Evening in November.

Every year group is looked after by a Director of Progress and Achievement. Your child's Director of Progress and Achievement (DOPA), Mr Denman will work with you right through your child's school career until the end of Year 11.

Student Services

Who are they?

The Student Services team is a support and intervention team who are skilled in offering staff, students and parents the support to ensure our students succeed in school.

Their aim is to:

- Respond to any immediate concerns parents and carers may have
- Liaise with year staff and teachers as necessary
- Follow up any concerns and keep parents/carers informed of progress
- Track and monitor attendance, punctuality
- Work with parents to help them support their children
- Provide bespoke interventions to support students in behaviour, well-being and health
- Work with staff to safeguard and support students
- Work closely with outside agencies to provide support 'beyond our walls'.

How does Student Services work?

The team is made up of:

- Mrs N Dunn (Head of Student Services)
- Mrs A Chandler (Behaviour Support Officer)
- Mrs E Brenton (Behaviour Support Officer)
- Mrs E Millard (Student Services Officer and Inclusion)

Parents can phone Student Services on 01489 779494 if they have any pastoral concerns. These may include concerns for wellbeing, attendance or social and emotional concerns. The tutor should always be the first port of call and the DOPA still has overall responsibility for the year group.

Safeguarding

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm.

Safeguarding is defined as:

- protecting children from maltreatment.
- preventing impairment of children's physical and mental health and development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Safeguarding is everyone's responsibility.

If you believe that a student within the Wildern School community is at risk, then please contact the school through our secure email address of:

safeguarding@wildern.org

Alternatively, please ring the school on 01489 783473, and ask to speak to one of the school's Designated Safeguarding Leads

- Mr Chance (Deputy Head Pastoral)
- Mrs Oakley (Headteacher)
- Miss Litton (Executive Headteacher)
- Mrs Thomas (Senior Leader of Learning)
- Mrs N Dunn (Head of Student Services)
- Miss Jones (Assistant Headteacher)
- Mrs Brenton (Student Services)
- Mrs Millard (Student Services)
- Mrs Cowan (Deputy Head Curriculum)
- Mrs A Chandler (Student Services)



Supporting your child with transition

Moving schools from primary to secondary can be a daunting time for parents and children. When children move schools from primary to secondary, it's a time of great change and mixed feelings are natural. Some children might worry about not fitting in, getting lost in a new setting, making new friends, or even losing old friends. For some, the prospect of starting a new school can feel very exciting and your child might be really looking forward to a fresh start and new challenges.

All of these feelings are very normal. Talking to your child about this transition will help to build their confidence and support them in coping with the practical and emotional worries they may be experiencing.

As moving schools can be a stressful time, don't be surprised if your child loses their temper or gets irritable more often. They may start to argue with you over trivial things like their school uniform, packed lunch or pencil case. Remember to keep your mind on the bigger picture of supporting your child through these changes and be patient with them.

Top Tips for Parents with children starting Secondary School*

- Encourage your child to be organised. Get them to pack their bag, pencil case etc the night before so they don't have to worry in the morning.
- Remind them never to be afraid to ask for help, or talk to someone they trust, like you or their tutor if they're concerned about anything.
- Suggest they make the first effort to make new friends.
- First impressions last a long time, so encourage them to make sure theirs are good ones – for organisation, presentation, and behaviour!
- Encourage them to make the most of all the new opportunities. They will have the chance to try out new clubs and activities.
- Help them to find out about the layout of the school, and learn where classrooms are (and the toilets!)
- Remind them to find out what their timetable is, what time they need to be at school, and what time they can go home.
- Make sure they know what uniform they need, and what to bring in for sport.
- Encourage them to enjoy it! Making new friends and learning new things is exciting. Remind them that everyone else is in the same boat, so they should just aim to have a good time!

*Sue Atkins: parent coach and author of *'Raising Happy Children'*.

Home – School Partnership

It is important that the school, the students and parents all work together to get the very best outcome for the young people who attend Wildern. By agreeing to the Home School Partnership, we are all committing to doing the best we can to support one another throughout a student's journey through school.



As students we will:-

- Always try our very best in everything that we do.
- Maintain the highest standard of behaviour and respect towards all visitors and members of Wildern and the wider community.
- Follow all school rules including those on behaviour, uniform, punctuality and attendance.
- Uphold the behaviour for learning expectations listed in the student planner.
- Conduct ourselves in a manner that brings credit to us and the school on journeys to and from school, on school trips and in the local community.
- Follow the instructions of Prefects who act on behalf of the Headteacher.
- Take care of our environment.
- Always be honest and trustworthy.
- Be kind to each other.

As Parents we will:-

- Ensure our child attends school, is punctual and will not take holidays during term time.
- Ensure our child is equipped for lessons.
- Provide an environment that encourages good self-study habits and support students with their home learning.
- Ensure our child is always dressed in uniform according to the school uniform policy.
- Work in partnership with the school in maintaining a high standard of behaviour, accepting and supporting the use of appropriate sanctions in line with the school's behaviour policy.
- Monitor our child's education by regularly checking and signing the school's student planner.
- Attend parental consultation meetings if required.
- Promptly notify the school of any changes in circumstances that may affect our child's well-being and their learning.
- Monitor my child's online activity and encourage the safe and appropriate use of electronic devices.
- Contact the school if we have any concerns and work with the school to resolve any issues.

As staff at Wildern School we will:-

- Nurture our students' academic progress and their social and personal development.
- Encourage a strong sense of positive personal values.
- Encourage respect and empathy for others within the school and the wider community.
- Provide a safe and supportive environment in which a system of rewards and sanctions motivates and challenges students.
- Provide a broad and balanced education at the appropriate level for each individual.
- Review progress and set self-study as an integral part of the learning process.
- Provide a high level of teaching and learning within specialist areas.
- Work in partnership with parents and the wider community.
- Communicate formally and informally regarding attendance, academic and pastoral progress.
- Ensure all members of the school community embrace the notion of Rights and Respect.

Attendance

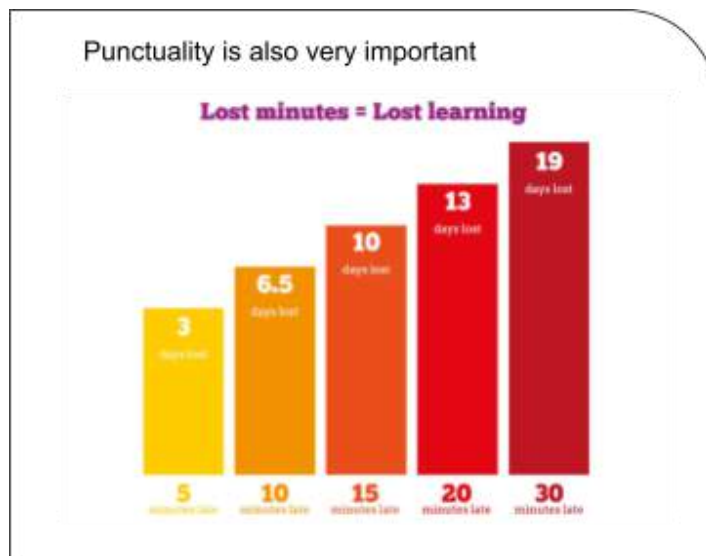
At Wildern, we expect all students to attend school regularly to take full advantage of the educational opportunities available to them. Regular school attendance and educational attainment are inextricably linked.



Good attendance and punctuality is vital in order for your child to achieve their potential. We expect all students to aspire to achieve 100% attendance and appreciate the full support of parents and carers in encouraging this. Parents can check their child's attendance through the Insight App.

There will be occasions when your child is unable to attend school. This could be due to poor health or an exceptional circumstance that means absence is unavoidable. It is important you contact the school on each day your child is absent so we can track attendance and support where necessary. Exceptional leave of absence can be granted with the permission of the Headteacher following completion of the appropriate form.

If your child's absence becomes a concern, then we will do all we can to support you in improving their attendance. This may involve school based support but if absence continues to be a concern, we will seek the support of the local authorities legal team or other professionals such as the school nursing team.



Please report any absence due to illness via absence@wildern.org or through the 'Report Absence@' feature on the Insight App under attendance.

Contacting the school

<u>Main Reception</u> To report absences and for all other enquiries	01489 783473 absence@wildern.org
<u>Student Services</u>	01489 779 494
<u>Email</u> All emails will be forwarded to relevant parties	wildern@wildern.org
First Aid Room:	01489 779445
D@rt: 01489 779471	01489 779471
Leisure Centre: 01489 787128	01489 787128

We will be pleased to discuss any student's conduct or progress at any time. Parents are welcome to make contact with us as soon as any concern arises. General concerns should be directed towards the Tutor; subject specific concerns should go to the subject teacher or the Director of Learning (DOL) for that subject.

Please note that the school will always endeavour to return telephone calls or email within 24 hours, and we will respond in writing as required within five to ten working days.

If you have a more serious concern you can contact your child's DoPA or the subject leader. You can do this by writing via letter/email or telephone to ask for the DoPA or subject leader to contact you and talk the matter over when convenient.

If for any reason you wish to talk to a Senior Member of Staff, contact the school either by telephone/email/letter and a Senior Teacher will arrange to see you as soon as possible and, in an emergency, at very short notice. The Executive Headteacher/Headteacher are always pleased to meet with parents. Should you find that after contact with other staff your concern remains, please contact either. We are all concerned with helping individuals.



First Aid

It is not uncommon for some children to become unwell, or be involved in a minor accident which requires some first aid while at school. The school has a first aid room which is administered by qualified first aiders during the school day. All students are made aware of this facility and can access this if required. If a student is unable to return to lessons after visiting the first aid room, the first aider will try to make contact with parents/guardians to arrange for the student to be collected from school. If the emergency services are required, the first aider, or another member of staff in their absence will accompany the student until parents or guardians arrive.

All students will have received an information pack prior to starting school, which contained a health form on which parents/guardians could advise the school with relevant medical information. It is essential that the school is kept informed of any changes to a student's medical circumstance so that our records remain up to date.

Parents/Guardians of children with conditions that staff need to be aware of from the first day of admission e.g nut allergies, are asked to meet with the first aider to agree procedures in the case of an emergency.

If a student has medical needs that require managing in school or that are severe or complex, the first aider will meet with parents to create a Health Care Plan.

Regular vaccinations are carried out at school, working with the Southern Health immunisation team and School Nursing Team. Parents/guardians are informed of these in advance in case they wish to be present.

Allergies

There are students and staff within Wildern School that have severe food allergies to peanuts and nuts. It is important that there is strict avoidance in order to prevent a life-threatening allergic reaction.

To reduce the chance of this occurring we ask you to not send your child with peanut or nut containing products to school or on school trips. We appreciate your support with these procedures.



QUALITY

**“Quality means doing it right when no one is looking.”
— Henry Ford**

‘Every student matters, every moment counts’



SCHOOL UNIFORM

All students are expected to uphold the high standards of the school. This is especially applicable to uniform. It is our belief that if students are appropriately dressed for school, they are in the correct mind-set for learning and the expectations this brings.

If a student is wearing incorrect uniform they will be told to correct it for the next school day and a mark will be placed on their uniform tracker. Each time a row is completed on the tracker, a sanction is put in place. Should uniform breaches happen on a regular basis, parents will be asked to attend a meeting with the DOPA to discuss a way forward as this is seen as persistent defiance.

School uniform is available to purchase from Skoolkit at 31 Leigh Road, Eastleigh, SO50 9FF or online at www.skoolkit.co.uk.

Hair must not be shorter than Grade 2. Extreme hairstyles and hair adornment are not permitted. Hair must be natural in colour.

Tramlines, braiding and beads are not acceptable.

Plain white shirt, not patterned, tucked into trousers. Top buttons should be done up to allow the clip-on tie to be worn.

Plain black regular trousers (loose fitting on the leg, not intentionally above the ankle).

Black socks



Students who have long hair must tie it back during activities where personal safety requires this.

Make-up including nail varnish and false nails must not be worn in Years 7 and 8.

Clip-on school tie

Bottle green 'V' neck sweatshirt with school logo.

Tartan skirt (brought from Skoolkit)
Skirts must be worn to the knee. They must not be rolled up at the waist.

Plain black socks/tights. Socks must be worn below the knee. No leggings or footless tights.

Plain black leather shoes with entirely black laces/velcro. (They must be business-like leather and polishable with no visible logos, other colours or contrasting soles).

Jewellery The only permitted items of jewellery are:

- A watch
- ONE stud in each ear lobe. (Silver or Gold).
- No other piercing is permitted in school.
- If you allow your son or daughter to have additional piercings, please arrange for these to be done at the start of the school summer holidays so that there is no need for retainers when they return to school in September. No piercings that require retainers should be undertaken at any other time of the school year, as they will not be permitted.
- The wearing of any other jewellery, including wrist bangles either by girls or boys is not permitted. The only badges that may be worn are those issued by the school.

Summer uniform: from May half term

There is an option to wear a summer short sleeved shirt with school logo that can be worn without a tie and sweatshirt

- If a short sleeved shirt without a logo is worn, the school tie needs to be worn
- If a sweatshirt is worn, a tie always needs to be worn

Coats

- Dark outdoor coat of plain, sober colour and unpatterned material is preferable. (Fluorescent strips advisable for added safety on dark evenings)
- Coats should be waterproof, hooded tops, tracksuit type jackets and other outdoor clothing of this type, particularly if emblazoned with logos/motifs or large lettering are not acceptable
- Any coats should always be worn over school jumpers, not as a replacement, and should be removed when indoors

PE Kit

Indoor	Outdoor
Sports trainers	Sports trainers
PE red/green/GCSE Polo top	Boots (activity dependent)
Green/red shorts	Green/red shorts
Plain, unbranded black sports leggings	Plain, unbranded black sports leggings
Plain red socks/white trainer socks	Plain red socks/white trainer socks
	- if very cold black/plain tracksuit bottoms & black/long sleeved skins can be worn underneath the PE top
	Long sleeve red/green jersey

SWIMMING: plain dark coloured trunks/one piece swimming costume and towel.

KS3 DANCE: green/red shorts and green/red Wildern polo shirt, plain black sports leggings or tracksuit bottoms

KS4 DANCE: black GCSE Dance T-shirt and plain black sports leggings or tracksuit bottoms

EXAMINATION PE: red/green PE polo shirt (optional)

Plimsolls are not acceptable footwear

All students must have sports trainers, not fashion trainers

PROHIBITED/BANNED ITEMS

- Knives and other weapons
- Drugs (other than prescription medication that is kept with first aid by arrangement)
- Drug paraphernalia
- Aerosol sprays
- Tippex and solvents
- Chewing gum
- Energy Drinks, including Lucozade
- Cigarettes, tobacco and other smoking paraphernalia
- E Cigarettes and vaping equipment
- Students are also advised not to bring cash or valuable possessions into school, as we cannot accept responsibility for loss or damage.
- Mobile Phones, iPads, MP3 Player, headphones and Airpods should not be visible. Such equipment, if brought into school, should be kept in the students' school bag. (If such equipment is used without permission or it is seen around the school site during break times and lunch times, it will be confiscated and if a repeat offence parents or carers will be required to collect the item from reception).

Behaviour for Learning

Effective learning and teaching takes place where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully.

At Wildern School we want students to be willing to learn and ready to work to enable them to succeed. A positive and hardworking attitude can make a vital difference to student performance. For each WAD, staff will give a behaviours for learning colour depending on students demonstrating the statements below:

Successful Wildern Students will be demonstrating the following behaviours for learning:

- ▶ a) Being respectful which will allow yourself and others to learn
- ▶ b) Being punctual and attending all lessons which has a positive impact on learning
- ▶ c) Being always appropriately equipped and ready to learn
- ▶ d) Engaging in lessons
- ▶ e) Completing all class work to a required standard
- ▶ f) Completing all self study to a required standard
- ▶ g) Working to the best of your ability and taking pride in everything you do
- ▶ h) Understanding and acting on feedback
- ▶ i) Preparing appropriately for assessments
- ▶ j) Using appropriate subject specific vocabulary

Behaviours for Learning Coding:

Y (Yellow)	Demonstrating the behaviours for learning that will support achieving your target
T (Turquoise)	One or more behaviours for learning need improvement to support reaching your target
B (Blue)	Not demonstrating the behaviours for learning to reach your target

The comment column of your report will indicate which element of the 10 behaviours for learning needs to be prioritised in each subject

The EREF (Achievement and Behaviour) System

At Wildern there are a wide range of rewards that a student can receive.

In lessons students can be awarded erefs by their teacher. These come in the form of either Green (worth 2 points) or Gold (worth 4 points). These are awarded for excellent work and attitude in class as well as excellent pieces of self-study.

However on occasions when a student breaks the school behaviour Policy a negative Eref will be written Amber (-1 points), Red (-2 points) or for the most serious issues, a Purple (-4 points).

These awards will be recorded automatically on the Insight App (child and parent) and you will be able to see your child's current score each time you log onto the app.

A student's overall points total will be used in supporting the Wildern House Championship competition along with the opportunity to receive individual awards and recognition in the celebration assemblies.

Curriculum

At Wildern our aim is to offer all students access to a broad, balanced, relevant and challenging curriculum, which prepares them for the opportunities, responsibilities and experiences of adult life.

The curriculum enables our students to:

- Develop their knowledge, skills and understanding
- Appreciate human achievement
- Gain understanding of social, economic and political issues
- Be aware of the spiritual and aesthetic dimensions of life
- Develop attitudes, values and beliefs that are reasoned and acceptable within society
- Develop independence of learning fostering skills and attributes for lifelong learning
- Be aware of their own health and safety and to appreciate the benefits and risks of the choices they make
- Prepare for life in Modern Britain. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths.

We are committed to giving students opportunities to achieve and experience success; establish sound constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and the world as a whole.

Teaching and Learning

Teaching and Learning is what Wildern is all about; it is our primary job and is integral to the work that we do every day. Staff continually make use of the latest research on how students learn and trial the effectiveness of new practices to ensure that we stay at the forefront of educational thinking, innovation and enquiry.

We believe that students learn best when they:

- Enjoy their learning
- Are interested, motivated and engaged
- Achieve success and gain recognition
- Are given tasks which match their ability
- Clearly understand the learning objectives, content and expectations for lessons
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Are involved in their own learning and are encouraged to think about new ideas and ask questions
- Are encouraged to extend their classroom learning during study time at home
- Are encouraged to develop their analysis and thinking skills
- Are involved in evaluating their own and others' progress (AfL)
- Know their level of performance, understand the assessment criteria and can see themselves progressing, knowing how to improve

Key Stage Three Curriculum

There are 25 lessons each week. Each lesson lasts for 1 hour.

At Key Stage Three students will study the following subjects:

<u>Subject</u>	<u>Code</u>	<u>Lessons</u>
Art	Ar	2
Drama	Dr	2
Dance	Da	1
English	En	7
Geography	Ge	3
History	Hi	3
Information Studies (ICT)	Is	2
Maths	Ma	7
Modern Foreign Language (MFL) (Students study 1 MFL subject) French German or Spanish	Fr Gm SP	5
Moral and Social Studies	MSS	1
Music	Mu	2
Physical Education	Pe	4
Religious Education	Re	2
Science	Sc	6
Technology including Design & Technology and Food and Nutrition	De Fd	3



Class Codes

The School ethos is 'no bottom set' and most subjects are taught in mixed ability classes. Some subjects have higher and foundation tiers so have broadly set groups (Maths and Science).

The class codes take the form of; Year, Population, Subject, Class number.

A Year 7 student in the W population in English class number 3 would have the class code 7wEn3. This is a mixed ability group. In Year 7 there are 3 populations W, X, Y (KS3)

Self-study

In Key Stage three students can expect up to 30 minutes Self-study per subject per week. Self-study tasks and deadlines must be recorded in students' planners.

We believe that completing work outside lessons helps students in a number of ways:-

- It develops the Wildern Attributes and study habits.
- It teaches the importance of deadlines and consolidates and extends classroom learning.
- It encourages an enquiring mind.
- It affords the opportunity for enrichment.
- It ensures opportunities to practise and consolidate new skills.
- It enables students to think critically and creatively.
- The impact of self-study on learning is consistently positive (leading to on average five months' additional progress).

For all Year 7 students, we feel it is important to phase in the Self-study tasks. This is in order to support students with the transition from Year 6 to Year 7.

Phased Self-study – Year 7 only	
September	English, Maths, ICT, Science and MFL vocabulary
December	MFL, Art, Music, Dance and Drama
February	History, Geography, RE and Technology



Self-study – KS3

Self-study at KS3 is set frequently with a weekly or fortnightly deadline. Tasks should take a student up to 30 minutes to complete per subject area. The emphasis should be on the quality of the response and not the amount completed.

Listed are some examples of potential self-study tasks at KS3:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Google Quiz ● Vocabulary learning ● Extended reading with comprehension questions | <ul style="list-style-type: none"> ● Kahoot ● Quizlet ● Practice papers (Self marking) |
|---|---|

Self-study tasks will usually involve peer or self marking to enable instant reflection and feedback for improvement. This may be conducted in a variety of ways by the class teacher. Marks for each self-study task must be recorded using the relevant system within the department area.

Supporting Your Child: Literacy



One of the best ways you can help your child do well at school is by helping them to enjoy reading for pleasure – whether they like magazines, newspapers, novels or comics. Research shows that children who enjoy reading do better at school, and that parents play a key role in helping to develop this love of reading. Having books, newspapers and magazines around the home can make a difference to how interested children are in reading.

Instant ideas for helping your child to love reading:

- Let your child choose what to read, rather than choosing what you think they should read.
- Encourage your child to read magazines, comics, newspapers and the internet as well as books.
- Talk to your child about books or magazines you haven't enjoyed, as well as things you love.
- Make time to read together if you can. (Children are never too old to be read to!)
- Buy books as presents. Don't forget TV tie-ins and books about interests such as computer games or bands.

Parent power:

Parents make the difference. A recent study has found that children who were reading to their parents improved their reading skills a great deal, even if the parents could not read English or read at all in any language.

RELUCTANT READERS -

Students can gain a wealth of knowledge from nonfiction texts and should be encouraged to explore what interests them. For those reluctant to pick up a paper copy of a book, it is important to note the worth of an audiobook or being read to by a parent or guardian. Studies show that listening this way is incredibly beneficial to students' literacy skills.

KEEN READERS -

For our keen readers, it is important to use this passion and hobby to enhance vocabulary. As your child is reading, encourage them to write down words they haven't come across before. Then, when convenient, your child could be encouraged to look up the definition of the word and create their own vocabulary pages ready to use in class and discussion.

WORDPLAYERS -

Every Monday, students in years 7 and 8 will have a 'Wordplayers' session during Tutor time where they are given a 'Word of the Week' in the form of an anagram. This is written into their planner. We encourage you to question your child on the word and its meaning.

Word games you could play with your child:

Hangman, word searches, crosswords, scrabble, boggle and Pass the Bomb are all great games to develop and build your child's vocabulary.

You could even try Bulls and Cows: this involves one player thinking up a secret word of a set number of letters. The second player guesses a word; the first player tells them how many letters match in the right position (bulls) and how many letters are correct but in the wrong position (cows).

Supporting Your Child: Numeracy

Maths is used in the world around us every day. From routine tasks such as checking you have received the correct change to the bigger decisions later in life involving mortgages and credit cards, the value of having a solid foundation in Numeracy is important for every student in our community. As well as preparing students for their GCSE at the end of year 11, Maths lessons at Wildern prepare students for the numeracy they are going to encounter in the real world.

Numeracy at Wildern - A few of the things we do to help students with their basic numeracy skills

- Students complete the Numeracy Ninja program twice a week for 21 weeks. This is designed as a fun and engaging way to help students maintain and improve their basic number skills.
- Consolidation self-study tasks: in year 7 and 8, these largely focus on Numeracy skills.
- Starter activities for all years often involve students being given 10 numeracy questions to complete in 10 minutes.



Helping your child at home - Supporting your child with numeracy at home can be done in a few very simple ways

- Estimating total costs or weights for example when walking around a shop ('How much do you think this is going to cost?')
- Following a recipe, particularly one where the ingredient list needs to be halved or doubled – turn Pancake day into an opportunity for Maths!
- Encouraging your child to read the time from a variety of different sources including Analogue and Digital Clocks.
- Memory games such as Simon Says (or Bop-it) as well as strategy games such as Draughts, Chess, Uno, Scrabble or even Noughts and Crosses allow children to develop problem solving skills.
- Online resources such as MyMaths can be used to support with topic specific problems.



Learning Support

The Learning Support Department at Wildern is committed to ensuring that students with additional needs are identified and supported to enable them to reach their full potential. For information regarding the provision provided by the Learning Support Department, please refer to the SEN information report and policy which are both available on the school website.



Rufus has been working at Wildern school since October 2016 and is based in the learning hub. Rufus likes to take a supervised stroll around school and runs "Reading with Rufus" every Wednesday in the LRC.

Rufus loves meeting students and staff and loves his job.

MAC

At Wildern we believe that effective teaching and learning takes place when all students are challenged, feel successful and are stimulated and motivated.

MAC refers to our most able children: those who are working or have the potential to work ahead of their peers and have a high aptitude for learning. Identifying these students is just the beginning of provision; knowing every student in our classroom and understanding their strengths and weaknesses is paramount to high quality teaching and learning. We aim to maximise the potential of all of our students, including those who have the highest capacity for learning, and the importance of doing so is highlighted by economic research.



Selecting Students

Our MAC register is continuously reviewed to support students' academic development and students are identified using a multi pronged approach, including a range of data, teacher and parent feedback.

This gives a list of students who should be attaining Grades 8-9 in **a suite of subjects at GCSE**. It approximately constitutes the top 10% of the year group, but it varies depending on the ability of the cohort.





**“We often miss opportunity because it's dressed in overalls and looks like work”
— Thomas A. Edison**

‘Every student matters, every moment counts’



School Trips and Enrichment Opportunities

Pre-covid we offered a vast array of school trips, after school clubs, and enrichment opportunities for students, including educational day trips and residential and we are very much looking forward to offering these again.

In September, all of our Year 7 students will have the opportunity to go to Hillier Gardens with their tutor groups for some team building challenges. More information regarding this trip will come out to you at the start of the academic year.

We are always looking to keep our offer in line with our curriculum and add to the enrichment opportunities we offer. As a result trips and enrichment activities may vary year on year. Below is an example of some of the trips/visits that that have taken place:

Year 7

Sir Harold Hillier Gardens
The Anvil, Basingstoke
Computer Science trip to
Bletchley Park
Nuffield Theatre
Harry Potter Studios
Theatre Royal, Winchester
English trip to the Globe
Legoland
Mary Rose Museum
Southampton University
Mayflower Theatre



Year 8

History trip to Fort Nelson
German Exchange
MFL trip to Paris (yrs 8,9 & 10)
Water sports trip to Spain
The Anvil Basingstoke
Royal Albert Hall
Fortune Theatre
RHS Wilsley
Apple Store, West Quay
IBM Trip
Berry Theatre

ParentPay Online Payment System

All trips, and enrichment opportunities will be emailed to parents as trips arise with details of how the trip can be booked (and paid for when applicable) using our ParentPay system.

All parents receive an activation letter with a nine letter reference to enable them to set up their ParentPay account. Parents can merge accounts if they have more than one child at the school. Using ParentPay:

- enables you to pay for all school activities i.e. school dinners, trips etc online
- offers a highly secure payment site
- gives a history of all payments you have made
- means you don't need to write cheques or search for cash
- enables you to make payments for larger trips in instalments
- is quick and easy to learn
- allows for quick and easy refunds to be made back to the payment card

School clubs and extracurricular activities

All curriculum areas offer a range of clubs and activities during lunch times and after school. Some of the clubs and afterschool activities we offer can be found in your child's Welcome Booklet.

Joining after school activities will give your child the chance to make new friends and socialise with other children. Scientific research proves that encouraging children to engage in activities after school could aid their development. It is suggested that participation in extracurricular activities on a regular basis is the best way to help children develop their individual personality, cut down on emotional stress, and enhance social or academic skills that could benefit them in the future.

On Induction Evening you will be able to attend our Freshers Fair event with your child. This is an opportunity to find out about many of the clubs and enrichment opportunities we have on offer, and talk to your child about what they might be interested in getting involved with.



The House System

Every member of the school community, excluding the Executive Head teacher, Head teacher and the House Championship coordinator, is a member of one of the six houses. Naming the schools houses was voted upon by students and staff in 2012 who decided to represent Hedge End's rich strawberry growing heritage and so Houses are named after specific varieties.

The make up for each house is spread across all year groups, with two/three tutor groups being allocated to each house. Students in that tutor group will continue to represent that house for the full five years at Wildern whilst being supported by all other staff who are house members. Heads of house are all from the schools Senior Leadership team and are ably assisted by the House Captains who form a focal point for the organisation and delivery of events across the school, while also publishing results on the House blog pages and screens across the school.

Ethos

The Wildern House Championship is designed to allow all students, of any ability, aptitude or talent, to participate in a yearly competition. The championship is open to all, and every member of the school community will have the opportunity to participate individually or part of a team.

Heads of House



House points are awarded for student attendance, e-ref's, and house competitions. The house with the most points at the end of the year wins the House trophy!

The Learning Resource Centre (Library)

The LRC is open before and after school.

We have a large selection of DVDs, fiction and non-fiction texts available from the LRC.



<p>When is the LRC open?</p> <p>Monday 8.00am to 5.00pm Tuesday 8.00am to 5.00pm Wednesday 8.00am to 5.00pm Thursday 8.00am to 5.00pm Friday 8.00am to 5.00pm</p>	<p>Computers</p> <p>There are several computers in the LRC and everyone has access to these before and after school and at break and lunch times.</p> <p>The LRC staff and team of student librarians can assist in finding information for projects and self-study. We can also help with book selection and what to read next.</p>
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What else goes on in the LRC?

We run a number of initiatives to promote reading and support students in all year groups, including Author Promotions and events, competitions and much more.

Year 7 Reading Tournament

Read and review books in the LRC to work towards your bronze, silver and gold certificates, earning e-refs for every certificate you achieve.

LRC Board Games Club

(Open to all years)
 Held during Friday lunchtimes.
 A great way for students to make new friends.

Student Librarians

The LRC has a team of dedicated student librarians who support the LRC at break and lunchtimes.
 Vacancies are offered to Year 7 in October.



WILDERN SCHOOL STAFF STRUCTURE

