

Learner Planner

Our Values:

Dreaming big

Rewarding effort

Leading together

Respecting each other and our world
Learning that inspires

Academy:

Name:

Class:

Tutor:



Discover more

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How to use your planner

Your planner is the central method of communication between home and school. You must look after your planner and maintain it in the condition it is given to you.

You are expected to:

- Take pride in your planner, keeping it clean, tidy and in excellent condition. This includes no graffiti or doodling, ensuring no pages are removed, torn or pulled out
- Write your name on the front of your planner and on the weekly diary pages
- Take your planner with you to every class and place it on your desk open at the correct page at the start of every lesson.

Your parents or carers should:

- Look at your planner closely and sign it at the end of each week (not weeks in advance).
- Use it as a way of finding out about your learning so they can support you at school.
- Check that work is completed on time and inform us of any problems.

Your Form Tutor will:

- Check that you have your planner with you every day.
- Check that you are recording information in your planner correctly.
- Review the information in your planner with you regularly.

Name:

Form Tutor name:

Form Tutor contact number/email:

Home/School Agreement

These pages must be completed by the form tutor, learner and parent/carer before the end of the first week.

At Dudley Academies Trust we believe that learners make the best progress if parents/carers and teachers work closely together. We appreciate how important the partnership is between home and school and the need for us to work together to provide the best education for our young people. For our learners to make the most of their time at the Trust, we need to acknowledge that there are responsibilities for all parties. We will make a commitment to you and your child, and in return, we ask that you accept certain responsibilities as supportive parents/carers, entering into a Home School Agreement with us. It is important that our learners also recognise the part they play as members of our learning community and they too are asked to sign to acknowledge this.

Dudley Academies Trust – Our Promise

We will put in place a clear, simple structure to ensure all learners and their parents and carers understand what is expected from every member of our learning community. This will be referred to as 'Values Driven Expectations'.

We will do everything in our power to ensure that the learner is safe from bullying, harassment or any other danger; that they are encouraged to be healthy and active and that they are encouraged and allowed to make a positive contribution in our learning community.

Furthermore, it will be our absolute priority to ensure that they enjoy school and make the maximum academic progress possible, giving them the skills and knowledge needed to access further education and employment.

We will always maintain an effective communication partnership with parents and carers, notifying them quickly when concerns arise, as well as communicating praise where appropriate. It will be our intention to ensure that every young person who works well at our academies will be made to feel valued, appreciated and recognised.

The Learner

As a learner of Dudley Academies Trust, I commit to understand and abide by the Trust's 'Values Driven Expectations'. I will do my best at all times and I will embody the Trust's five Core Values in everything I do. I recognise that in order to do this I need to apply positive effort in learning, behave well and show respect to all adults and all other learners who make up our learning community.

I recognise that bullying is totally unacceptable and I will act to stop bullying wherever and whenever I witness this.

I will set a positive example to my peers and do everything I can to promote the Trust's values. I will represent the Trust positively in the local community; this includes wearing the correct uniform with pride and helping to keep the environment as tidy as possible.

I will arrive for every lesson prepared to do my best work, try hard and apply good (or better) effort. I will bring my equipment, complete home learning to the best of my ability, be resilient in the face of challenge and do everything I can to learn and progress.

Signed (Learner):

Dated:

The Parent/Carer

I recognise the key role I play in supporting my child and the school. I will check their planner each week and will do all I can to encourage my child to work hard in school, be positive about their learning, develop resilience and be ambitious for the future.

I have read and understood Dudley Academies Trust's Values Driven Expectations and I will support the Trust in upholding these in order to maintain the highest possible standards.

Where I experience issues which I believe are a cause for concern I will address these promptly with school in a supportive manner, working in partnership to address concerns as swiftly as possible.

I will play my part in supporting the Trust in implementing all policies approved by the Local Advisory Committee.

I will do everything I can to ensure that my child attends school every day, that they are in the correct uniform and are properly equipped for learning.

I will attend all Parents/Carers Evenings to understand how my child is progressing and how I can support them and the school in their learning.

Signed (Parent/Carer):

Print Name:

Dated:

'Values Driven Expectations' - Introduction

Key Expectations of Dudley Academies Trust

At Dudley Academies Trust we are committed to 'Values Driven Education'. **This means we all live by our 5 Core Values:**

Dreaming big
Rewarding effort
Leading together
Respecting each other and our world
Learning that inspires

As a Dudley Academies Trust learner you will be expected to fully comply with 'Values Driven Expectations' which is rewards led.

Our values fully embody British Values which align with our commitment to treating others with honesty, integrity and respect. **There are five British Values:**

Democracy
Rule of law
Individual liberty
Mutual respect
Tolerance of those with different faiths

In assemblies, tutor time and a large number of lessons, you will have opportunities to think about the importance of our values system.

Above all, we want you to be a well-educated citizen who can make the right choices for you and others so that you can contribute to society in many positive ways.

Good choices bring rewards; poor choices bring sanctions.

Our five core values are at the heart of all that we do. Our values give us a shared understanding of how we should all behave so that we can all be happy and successful. At all times we should treat each other with respect.

Dreaming big

There are no limits to how far our learners can go in their studies and in all of the other activities they choose to participate in.

Rewarding effort

Anything worth doing well, requires real effort and the determination to learn from setbacks and try again. We believe that encouraging our learners to always give 100% will enable them to do even better.

Leading together

Our learners need to learn leadership skills. We will encourage all learners to take ownership of their learning and involve them in school decisions.

Respect each other and our world

Respect is fundamental to a productive society. We will show our learners respect and in return expect a culture of mutual respect for each other.

Learning that inspires

Our learners deserve the best education that we can provide. We will promote positive attitudes so learning is inspirational.

Rewards

Part of the 'Values Driven Expectations'

Through our 'Values Driven Expectations' we will always reward learners when they are doing well. This will lead to significant rewards!

The 'Values Driven Expectations' system at Dudley Academies Trust is REWARDS led. The planner is absolutely central to the system and during every lesson each learner is expected to have their planner open on their desk at the correct page for that week.

Teachers will seek to reward learners for excellent effort, engagement and commitment to learning. Teachers will stamp/sign merits directly into the learner's planner in recognition of these positive learning behaviours.

All staff will actively seek opportunities to praise. Learners will be rewarded through written or verbal praise, phone calls home, merit stamps and commendations.

Special Celebration events are held every term where learners who have earned a large number of merits and commendations will be rewarded with privileges, gifts, food, events and places on trips.

Merit Stamps will be awarded for:

- Excellent/Good effort in class.
- Excellent/Good effort in home learning.
- Positive behaviour.
- 97% attendance.
- 97% punctuality.
- Contributions to school life, such as sport, music or charity.
- Supporting other learners and staff.

Commendations (5 merits) will be awarded for:

- Excellent effort over a sustained period of time (4 weeks).
- Doing something that gives their teacher the 'WOW' factor!



Dudley Academies Trust 'Values Driven Expectations' – Good Choices Bring Rewards

Expectations for Learning

Part of the 'Values Driven Expectations'

We believe all learners are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.

Arrive equipped for learning

You are expected to arrive at school and for every lesson with basic equipment:

- your planner
- black pen
- pencil
- ruler
- red pen for assessment
- green pen for improving (GfG)
- Please purchase a Casio FX-83GT-CW calculator
- your PE kit for your PE lessons.

You may also choose to bring the following equipment for excellence:

- highlighters
- fine liners
- maths set
- pencil sharpener.

At the beginning of the lesson you are expected to:

- Arrive at your lesson on time.
- Arrive at your lesson wearing the correct uniform.
- Arrive at your lesson quietly, calmly and prepared to learn.
- Sit in the correct seating plan without needing to be told or prompted.
- Take your equipment out of your bag and place it on your desk.
- Take your planner out of your bag and place this on your desk, opening it at the correct page for the week.
- Begin the 'do now' activity that the teacher has set for you quickly.

During the lesson you are expected to:

- Listen carefully to your teacher and follow all instructions and classroom rules at all times.
- Observe all health and safety instructions at all times.
- Remain in your seat unless you are given permission not to.
- Complete all work to the best of your ability.
- Apply at least good effort at all times (see page 16).
- Present all your work in line with PROUD expectations (see page 12).
- Be respectful of your teacher and all other learners in the class by making sure nothing you do is disruptive to learning.
- Work in silence when working independently.
- Be respectful by not talking when your teacher or other learners are talking.
- Not ask to go to the toilet unless it is for exceptional circumstances.
- Not ask to leave the lesson to fill up your water bottle.

At the end of the lesson you are expected to:

- Wait for your teacher to tell you to finish working and pack away.
- Ensure your work area, including the floor around you, is tidy and free from litter ready for the next class (remember to leave the classroom as you would wish to find it).
- Ensure you have all your equipment and your planner and that this is packed away in your bag.
- Put your chair under the desk and stand behind it.
- Make sure your uniform is correct, this includes making sure you are wearing your blazer before leaving the classroom.
- Stand behind your chair, leave the classroom quietly, calmly and only when you are told to do so by your teacher.

We will not allow our **Core Values** or the safety and learning experience of any member of our school community to be compromised by those who make a choice not to follow our 'Values Driven Expectations'.

If you make a choice not to follow 'Values Driven Expectations' for Learning, the following consequences will be applied:



V1

The first time you choose not to follow 'Values Driven Expectations' within lesson your teacher will **take your planner from you and place your planner on their desk. You will lose a line.**



V2

The second time you chose not to follow 'Values Driven Expectations' **you will lose a second line.** Your teacher will try to help you to make positive choices by, for example, discussing your behaviour with you or moving you to an alternative seat.



V3

On the third occasion of choosing not to follow 'Values Driven Expectations' **you will lose a third line.** Your teacher will make sure you understand how serious the situation is and will encourage you to make the right choices.



V4

Should you continue to choose not to follow 'Values Driven Expectations' **you will lose a fourth line** and your teacher will move you to another classroom within the department (known as departmental parking).

WARNING! Should you fail to follow 'Values Driven Expectations' in departmental parking **you will lose two lines.** The teacher will call for a member of the Senior Leadership Team to **remove you from learning and place you in Supporting Expectations**, where you will stay for a minimum of 5 complete periods.

Equipment and Presentation

Part of the 'Values Driven Expectations'

Equipment and presentation

For every lesson I need:

Basic equipment:

- Black pen.
- Pencil.
- Ruler.
- Rubber.
- Red pen for assessment.
- Green pen for acting on feedback (GfG).
- Calculator.

Additional equipment for excellence:

- Highlighters.
- Fine liners.
- Maths set.
- pencil sharpener.

Organisation:

- Planner (open on the correct week), pencil case and equipment on desk.
- Bag away (under desk or in bag stores).
- Coats/jackets in your locker.

To ensure excellent presentation I will:

c/w	<u>Date in full (underlined)</u>
	<u>Title (underlined)</u>
	<i>Start work keeping letters between the lines. Check my punctuation and spelling</i>

- Start a new page for each new topic.
- Write C/W for class work or H/L for home learning in the margin at the top left.
- Write the full date on the top line on the left.
- Write the title on the 1st line down in the middle.
- Underline the date and titles using a ruler.
- Draw diagrams in pencil.
- Assess work using a red pen.
- Correct or improve my work using a green pen (GfG).

Teacher Feedback - PROUD

Part of the 'Values Driven Expectations'

Good effort:

- Responsible learner
- Hardworking
- Attentive and focussed
- Responds well to feedback
- Works to a high standard
- Shows determination
- Works well with peers
- Takes pride in presentations
- Supportive of others

- Always ready to learn
- Good home learning
- Brave with new challenges.

Excellent effort:

- Actively participates
- Actively seeks feedback
- Great determination
- Perseveres with all tasks
- Great bravery

- Highly self-disciplined
- Takes great pride in presentation
- Highly supportive
- Works effectively with peers
- Always ready to learn
- Shows great resilience
- Always aiming high
- Works beyond expectations
- Excellent home learning.

If it's not excellent, it's not finished... Take P.R.I.D.E.
Plan, Review, and Improve with Determination to achieve Excellence



Improving my literacy...

If a teacher has identified a literacy error, check:

- | | |
|-----------|-----------------------|
| P | errors in punctuation |
| C | incorrect use of case |
| Sp | errors in spelling |
| // | use of paragraphs |
| Gr | errors in grammar |

Check, correct and improve your work in green pen.

If a teacher writes **PROUD** on your work, have you...

- | | |
|----------|---|
| P | missed/misused Punctuation or made a spelling error |
| R | drawn lines without a Ruler |
| O | not put in Outstanding effort |
| U | missed an Underline |
| D | forgotten the Date or title |

Check, correct and improve your work in green pen.

Check, correct and improve your work...
Read, think and respond to your feedback - Green for Growth

Assessments and Home Learning

Part of the 'Values Driven Expectations'

Assessments and Home Learning

Home Learning

Learners should:

- Keep up to date with all Home learning and make a note of when it is due in.
- Aim to complete work at least one day before due.
- Always attempt all aspects of Home Learning.
- **If it's not excellent, it's not finished!**
- Read, check and respond to your feedback ... Green for Growth (GfG).

PRIDE

- Plan, Review, Improve with Determination to achieve Excellence.

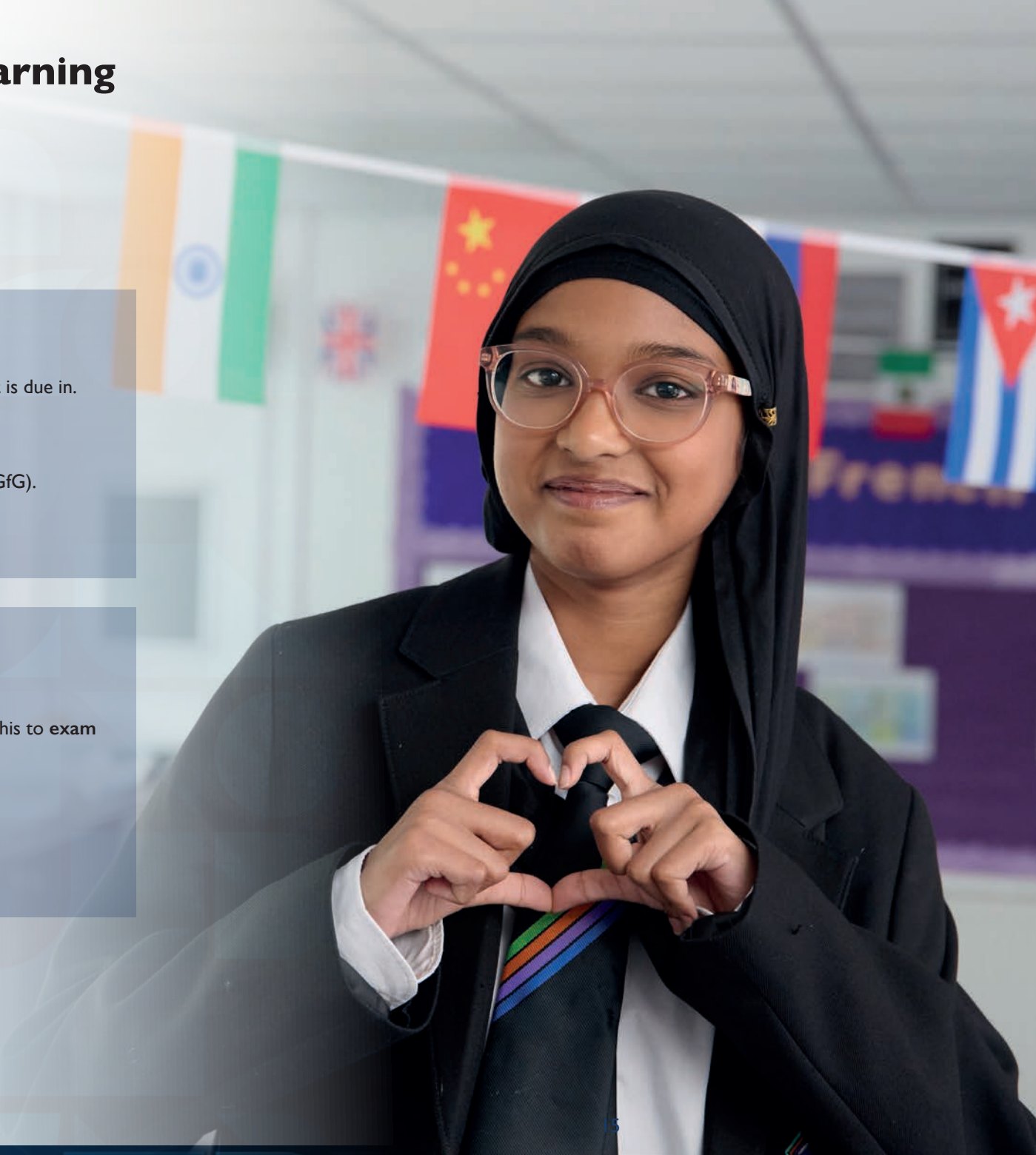
Tests, Exams and Milestones

REVISE → REVIEW → REVISE → APPLY

- When **knowledge** is secured in your **memory**, you need to apply this to **exam practice questions**.

Some proven effective revision techniques are:

- Mind maps.
- Mnemonics and acronyms.
- Picture storyboard.
- Websites (e.g. BBC Bitesize).
- Flash cards.
- Audio recordings.
- Practice questions.



Expectations for Effort

EXCELLENT EFFORT

means you are committed to getting the most out of all learning opportunities available, and you show excellence in all that you do. You should always aim to apply excellent effort.

- Actively participate and fully engage in the lesson at all times.
- Actively seek feedback on how to improve the quality of your work.
- Show great determination and persevere with all tasks, even when difficult.
- Show great bravery when faced with new challenges and situations.

- Manage your time and work efficiently, be highly self-disciplined and take pride in all areas.
- Be highly supportive of others with their learning and work effectively with your peers.
- Be equipped and ready to learn in all lessons.

- Use your initiative in a range of situations, and be independent in learning.
- Consistently aim high showing an excellent level of effort, working beyond expectations.
- Always demonstrate excellent effort in all home learning tasks set.

Effort Level 5

GOOD EFFORT

means you are responsible, hardworking and consistently apply effort in all lessons. Once achieved, you should aim for excellence in all areas of learning.

- Show good interest in your learning, you are attentive and focused.
- Respond well to feedback and complete work to the expected standard.
- Show determination, and are willing to persevere when things are difficult.
- Show bravery when faced with new challenges and situations.

- Take responsibility for your work, you are well organised and take pride in presentation.
- Be supportive of others with their learning and work well with peers.
- Be consistently equipped and ready to learn in all lessons.

- Willingly do all that is asked of you, and sometimes more.
- Consistently demonstrate a good level of effort across all lessons.
- Frequently demonstrate good effort in all home learning tasks set.

Effort Level 4

EFFORT REQUIRES IMPROVEMENT

in one or more areas means you are doing what you are supposed to do, but you are failing to push yourself to make the most of the opportunities available, you must act on feedback to improve.

- Participate more, remain focused and behave better throughout lessons.
- Try harder to improve your work after feedback.
- Show more determination when things get difficult.

- Show greater bravery when faced with new challenges and situations.
- Improve time on tasks, be more organised and show greater pride in work.
- Be more supportive of others with their learning and work better with peers.

- Be more consistent in being equipped and ready to learn in all lessons.
- Aim to do more than the minimum that is asked of you.
- Improve your approach and consistency of effort across all lessons.
- Improve the consistency of effort shown in home learning.

Effort Level 3

INSUFFICIENT EFFORT

means that you are inconsistent in your level of effort. The standard of your work is below minimum expectations and requires intervention to improve.

- Makes insufficient effort and may disrupt the learning of others.
- Makes little response to feedback and is reluctant to improve work.
- Shows insufficient determination and gives up too easily.
- Shows insufficient bravery when faced with new challenges and situations.

- Time spent on tasks is variable and the presentation of work is inconsistent.
- Rarely supportive of others with their learning and works inconsistently with peers.
- Not always equipped and ready to learn in lessons.

- Little evidence of self-motivation and too much reliance on the teacher.
- Effort in learning is inconsistent resulting in minimal progress made.
- The standard of home learning is below the minimum required.

Effort Level 2

UNACCEPTABLE EFFORT

means that you need to significantly improve and you will require extensive support or intervention to become a more effective learner.

- Make no effort to be involved in the lesson and disrupts others' learning.
- Fails to act on feedback provided and as a result, does not make progress.
- Is not interested in being challenged and will give up without trying.

- Shows no bravery when faced with new challenges and situations.
- Spends a poor amount of time on tasks, taking no pride in your work.
- Is unsupportive of others with their learning and works ineffectively with peers.

- Lacks equipment and readiness to learn in lessons.
- Takes no responsibility for own learning or behaviour.
- Effort in lessons is a cause for concern.
- Fails to complete home learning task set.

Effort Level 1

Use of IT

Part of the 'Values Driven Expectations'

Information Technology is a significant part of society and critical to your learning at Dudley Academies Trust. It is essential that you take responsibility for any work completed digitally in the same way you do for your written work. This includes applying at least good effort and making sure your work follows our PROUD principles.

When using Information Technology you are expected to

- Remember your password. Your school password is as essential as your pencil case – it allows you to access your student IT account, forgetting your password will impact upon your learning.
- Reset your password in school before any holiday. This will ensure you can access all online resources and complete any set work in the holidays.
- Save your work correctly. It is your responsibility to ensure that any work completed electronically is saved in the correct location with an appropriate file name.
- Treat all IT equipment with respect. Report any issues with IT equipment immediately to your teacher, do not attempt to address them yourself.
- Remember to leave the classroom, including any IT equipment, as you would wish to find it.



It is your responsibility to make sure you follow expectations for the use of Information Technology. Should you fail to do so you will lose a line. (A more severe consequence may be applied in the event of damage to IT equipment).

For your safety, please remember the following when using the Internet at home or in school:

- Never give out personal information such as your home address, telephone number and parent's/carer's work address/telephone number to others online. Only give your email address to those with whom you are familiar.
- Never agree to meet anyone, anywhere, without first discussing this with a parent or carer.
- Never give out your username and password to anyone online.
- Never send chain letters on the internet and school network.
- Do not reply to any message that you feel is offensive, strange, mean or upsetting either to you, or to others. Report this immediately to a teacher or to your parents/carer.
- Stop if you see or read something on a website that is upsetting or offensive to you. Not all websites are suitable for everyone.

Expectations Around School

Part of the 'Values Driven Expectations'

Remember, your planner is central to 'Values Driven Expectations' and you are expected to have this with you at all times.

As members of the Dudley Academies Trust learning community we are all collectively responsible for our school environment and for the health, safety and happiness of each other.

We will apply our Core Values around school; we will **lead together**, promoting **respect for each other and our world**. We will **reward effort** and encourage all learners to **dream big**. We will challenge those who do not respect that we are developing a culture of **learning that inspires**.

Food and Drink

- Food must only be consumed in designated areas.
- Learners must not consume food or drink (other than water) in any area outside the school building.
- All rubbish must be thrown in the bins and not left. All cutlery, trays and plates/dishes must be returned to the clearing station.



If the school environment is not respected and litter is left, you will be notified as you leave school that the following day will be a **RED DAY**. On a red day the school canteen will be closed at break time and you will not be permitted to purchase any food or drink items during breaks. (Please note, on a red day you will still have access to water).

Smoking and E-cigarette/Vape

- Smoking (including E-cigarettes/Vape) is strictly prohibited in all areas of the school and its grounds for everyone. This includes smoking within any vehicle that may be parked in the school grounds.
- Smoking while dressed in school uniform outside school is strictly prohibited.



A first offence will result in immediate removal to **Supporting Expectations**. A second offence will result in a **Suspension**. Should you be found to be assisting or standing with a smoker at the time an offence is committed, you will be subject to the same consequence.

Smoking and E-cigarette/Vapes are a health and safety risk and bad for your health.

Expectations Around School

Part of the 'Values Driven Expectations'

Technology/Mobile Phones

- Mobile phones, Ipods, MP3/4, smart watches and headphones cannot be used at any time on the school site and will be confiscated if seen or heard in use'.
- No potential technological/web enabled sources of information to be used unless instructed by the teacher.



Learners will be permitted to collect their confiscated phone from reception at the end of the school day. Learners will be issued with a detention.

Boundaries

Learners must remain within the designated boundaries during school hours. The following areas are considered out of bounds:

- Any area considered off site.
- All corridors during break and lunchtime (unless you have the permission of a member of staff and this has been recorded in your planner).
- Other specific out of bounds area as designated by the individual school.



It is your responsibility to make sure you are within the designated boundaries. If you have permission to be beyond the designated boundaries it is your responsibility to make sure you have the appropriate written consent from a member of staff and that this is recorded in your planner. If you are out of bounds you will **lose a line**.

Uniform

You must always ensure you are following the uniform policy around the school, this includes;

- Making sure you are wearing your tie at all times.
- Ensuring your shirt is tucked into your skirt or trousers all the way around.
- Ensuring your blazer sleeves are not rolled or pushed up.
- That you are wearing your blazer (with the exception of break and lunchtime when you will be permitted to remove your blazer should you want to or if given permission by the teacher whilst in lesson).
- Ensuring your coat is not worn inside the school building.
- Only school shoes to be worn around school – trainers are for PE lessons only.



It is your responsibility to make sure you are following the uniform policy and wearing your uniform appropriately and correctly at all times. If you fail to follow the policy or to wear your uniform correctly you will **lose a line**.

Uniform

Part of the 'Values Driven Expectations'

Remember, your planner is central to 'Values Driven Expectations' and you are expected to have this with you at all times.

At DAT we believe all learners should be proud to be a part of our learning community and respect our values.

Our uniform policy allows every member of our school to feel equal, irrespective of their background. By wearing the school uniform, you can feel smart and professional in your learning, preparing you for the world of work. Wearing your school uniform with pride also allows you to represent DAT positively in the local community and beyond.

Tie

- Learners must wear their tie at all times.
- The tie must be kept in good condition with no pulls or graffiti and with no accessories attached (such as hair grips).

Blazer

- Learners must wear their school blazer at all times when in the school building with the exception of break/lunch when they are permitted to remove the blazer should they wish.
- Learners are not permitted to wear a jumper or a cardigan under their blazer.
- Learners must not wear their blazer with rolled or pushed up sleeves.

Skirts and trousers

- Learners must only wear black trousers or skirts. Trousers should be tailored (not stretch) and full length.
- If a learner wears a skirt it must reach at least the top of the knee at all times including when walking (it is unacceptable for the skirt only to be the correct length if the learner pulls it down).
- A variety of skirt styles are permitted within school including box pleats, A-line and pencil.
- Leggings, denim and jeans are not permitted.
- Learners may wear a plain black Shalwar Kameze.

Shirts

- Learners must wear a white shirt under their blazer.
- Both long and short sleeved shirts are permitted.
- The shirt must be long enough to be tucked into the trousers or skirt.
- The shirt must be tucked into the trousers or skirt all the way around the waist at all times.
- The shirt must be buttoned up to the collar at all times with the tie clipped on.
- Long sleeved and/or coloured t-shirts must not be worn under your school shirt.

Shoes

- Learners are required to wear formal, smart, black leather or patent shoes to school.
- Learners are not permitted to wear trainers. This includes black leather trainers including those without markings.
- School shoes should have no visible branding (whether the branding is in a different colour or black) including Nike ticks or sporting logos.
- If you choose to wear black ballet pumps, these should be plain black without any accessories, such as studs.
- Boots are not acceptable (a boot is defined as anything that touches or comes above the ankle bone).

Belts

Belts must be black with plain buckles. Decorative buckles of any description will not be permitted.

Hair

- Hair accessories such as bows, flowers and wide bands are not permitted however; thin Alice bands can be worn.
- Only natural hair coloured dyes are permitted.
- Hair should be no shorter than a grade 1 and no design lines/patterns are allowed.
- A plain black head covering may be worn for religious purposes.

Make-up

- No make-up is allowed unless to conceal a skin complaint/condition. In this instance learners are permitted to wear subtle skin make-up such as foundation, tinted moisturiser or concealer.
- Skin make-up will not be considered as subtle if it leaves a mark on the collar of your shirt.
- False eyelashes or extensions are not permitted.

Nails

- Learners are not permitted to wear nail varnish.
- Acrylic or false nails must be removed for school.

Information regarding obtaining second hand uniform items can be found on the website. If in doubt please contact the school for guidance.

Exceptions: Some religions or beliefs may preclude learners from wearing aspects of their school uniform in line with the human rights or for equality and discrimination reasons. Where this is the case a request for special consideration must be made to the Local Advisory Committee. Please note; the Local Advisory Committee have the right to restrict an individual's rights to manifest their religion or belief on the grounds of promoting cohesion, good order or for health and safety considerations.



It is **your responsibility** to make sure you are complying with **Expectations for Uniform** at all times. Failure to do so will result in you **losing a line**. Should you repeatedly refuse or fail to comply with **Expectations for Uniform** you will be removed from learning and placed in **Supporting Expectations**.

Socks

- Socks must be plain black.

Jewellery

- Jewellery is limited to the following:
 - one small, plain, metal stud in each ear lobe.
 - a watch.
- No facial piercings, such as nose studs, are permitted.
- Stretcher-style piercings are not permitted under any circumstances.
- No jewellery is permitted to be worn at all for PE lessons.
- If a learner is required to wear jewellery for medical reasons, suitable medical evidence must be provided to school.

Outer wear:

- We prefer outdoor coats to be as dark and plain as possible and for any logo to be as small as possible. Denim/leather jackets, tracksuit tops, sweatshirts and hoodies are NOT to be brought into school.
- School bag – we prefer bags to be as dark and plain as possible and for any logo to be as small as possible. Bags should be suitable for carrying folders, textbooks and PE kit backpacks are advised.
- PE kit: see school for guidance.

Consequences

Part of the 'Values Driven Expectations'

Remember, your planner is central to 'Values Driven Expectations' and you are expected to have this with you at all times.

You will start each week with eight lines. Each time you make a choice not to follow 'Values Driven Expectations' you will lose a line. For the majority of learners, losing a line will be an indication that a change in behaviour and/or attitude is required and they will quickly take steps to make positive choices moving forwards. Sometimes a learner may not make the necessary changes quickly enough, or may commit an offence that requires a more severe consequence than losing a line. Where this is the case there are a number of additional consequences and support measures that can be implemented.

Detention

You will immediately be issued with a **detention** and will **lose a line** for the following:



- Five lines lost for the same consequence across the school.
- Chewing gum anywhere on the school grounds.
- Use of mobile phone.
- Inappropriate language.
- Failure to bring equipment, kit and/or ingredients for practical lessons.

Supporting Expectations

The purpose of Supporting Expectations is to remind you of our 'Values Driven Expectations' and to support you to comply with these. You will immediately be placed in Supporting Expectations (SE) for the following:



- Losing eight lines within a week.
- Losing ten lines for the same consequence.
- Defiance.
- Fighting.
- Vandalism and graffiti.
- Truancy.
- Smoking including E-cigarettes /Vape (first occurrence).
- Stealing (first occurrence).
- Failure to attend an detention.
- Plagiarism or cheating.

If you are removed to **Supporting Expectations** you will receive a letter to take home, a copy of which will also be emailed to your parents or carers.

Suspensions

The following actions will result in a Suspension:



- Inappropriate or poor behaviour in Supporting Expectations.
- Fifteen lines lost for the same consequence.
- Fourth occurrence of being removed to Supporting Expectations.
- Bullying.
- Racism, homophobia or sexism.
- Verbal abuse and/or swearing at staff.
- Drugs (including legal highs).
- Unprovoked physical assault.
- Being under the influence of drugs or alcohol on the school grounds..
- Failure to comply with an agreed behaviour contract.
- Bringing an illegal substance into the academy.
- Stealing (second occurrence).
- Smoking including E-cigarettes/Vape (second occurrence).
- Any other action that has placed the safety and welfare of learners, staff or any other persons at risk.
- The above list is not exhaustive. Any other reason at the discretion of the Principal/Senior Leadership Team which is considered serious.

During a **Suspension**, you will be expected to complete the work provided to you. Upon your return to school a reintegration meeting will take place with a member of the Senior Leadership Team. The learner's parent or carer is required to attend this meeting.

If the Suspension was a result of failing to complete the full duration of Supporting Expectations, the learner must **return to complete Supporting Expectations** before going back to lesson.

A Suspension is very serious. However, in some instances (and in the interests of safety and wellbeing of all learners) the academy may have no alternative but to permanently exclude a learner.

If a learner's behaviour or actions are exceptionally severe and therefore place themselves or any other person in danger, there is a strong likelihood that the learner will be permanently excluded from the academy.

Permanent exclusions are a very rare occurrence, and we take the permanent exclusion of any learner from one of our academies extremely seriously.

Anti Bullying

Part of the 'Values Driven Expectations'

We believe all learners are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.

We will not tolerate bullying in our school community and will do all we can to eradicate bullying in all its forms if this occurs at Dudley Academies Trust.

What is Bullying?

Bullying is something which is carried out on several occasions with the intention of upsetting or harming the victim. Bullying can take a number of different forms:

EMOTIONAL

Being unfriendly or being tormented (for example, hiding books).

VERBAL

Name calling, spreading rumours, making fun of someone.

PHYSICAL

Pushing, kicking, hitting, biting or spitting for example.

RACIST

Racial taunts, making fun of someone's race, colour, creed, culture or religion.

SEXUAL

Unwanted physical contact.

HOMOPHOBIC

Targeting someone because of their sexuality or focusing on the issue of sexuality.

GENDER

Targeting someone because of their gender.

ONLINE/CYBER

Setting up hate websites, posting hateful comments, offensive messages sent via text, social media or email for example.

Bullying is not falling out with friends.

What should I do if I am being bullied, or if I think someone is being bullied?

We will not tolerate bullying in our Trust and expect all members of our school community to report incidents of bullying. We cannot take action to stop bullying unless we know it is happening.

One of our core values is to **respect each other and our world**. Below are just some of the expectations we expect of all Dudley Academies Trust learners:

- I will accept everyone, whoever they want to be.
- I will understand and support those who choose to disclose their sexuality, whatever it may be.
- I will be brave and challenge discrimination and prejudice whenever it is encountered.
- I will educate any person who shows intolerance including other learners, family members, friends and members of the wider community.
- I will respect different peoples' views but not be afraid to challenge those who hurt others.
- I will act maturely and not use inappropriate language; I will challenge those who do.
- I will stamp out stigma and stereotyping.

What should a learner do if they are being bullied, or if they think someone else is?

We will not tolerate bullying at the Dudley Academies Trust and expect all members of our Academy Trust community to report incidents of bullying. We cannot take action to stop bullying unless we know it is happening. Any incidents of bullying can be reported in person to the Head of Behaviour.



Attendance

Part of the 'Values Driven Expectations'

Excellent attendance at school is crucial if you are to reach your full potential. If you are **dreaming big**, you need to attend school on time every single day. The table below highlights the importance of good attendance and the impact poor attendance will have.

Attendance %	Number of Days Lost	Impact upon Your Education
Green 100% - 96%	Up to 9 days Up to 45 lessons	Impressive This gives you the best chance to achieve your full potential and reach your goals.
Amber 95.9% - 93%	Up to 14 days Up to 70 lessons	Can be improved Could affect your chances to achieve your potential and reach your goals.
Red 92.9% - 90%	Up to 19 days Up to 95 lessons	Needs to improve Less chance of success. Makes it harder to make progress or reach your goals.
-90%	Persistently absent More than 20 days More than 100 lessons	Serious concerns Serious impact on education and reduces your life chances. Poor attendance could lead to you not reaching your goals.

Punctuality

LOST MINUTES = LOST LEARNING!



Personal Attendance Record – use this page to keep track of your own attendance

WEEK	Weekly attendance	Year to date	WEEK	Weekly attendance	Year to date
1			21		
2			22		
3			23		
4			24		
5			25		
6			26		
7			27		
8			28		
9			29		
10			30		
11			31		
12			32		
13			33		
14			34		
15			35		
16			36		
17			37		
18			38		
19			39		
20			40		

Important information for the learner and parents/carers:

- Learners are expected to be on school premises at least 10 minutes before registration time or period 1 (whichever is first on their timetable) to ensure that they are punctual for the start of the school day.
- In the event that a learner cannot attend school the parent or carer will need to contact the school on each day of absence.
- The learner's parent or carer will need to advise us of the reason for absence and the expected date upon which the learner will return to school.
- If there is a long standing or ongoing medical problem that prevents a learner from attending school their parent or carer is requested to obtain medical evidence and share this with us so we can put appropriate support in place for the learner.
- If a learner has on-going low attendance, we may request medical evidence for each absence. This can be an appointment card, hospital letter or prescription; this does not have to be a formal letter from a Doctor.
- If there is an underlying reason why a learner does not want to attend school, they should speak to their Form Tutor, Learning Manager or Attendance Officer so that appropriate support can be put in place for the learner.
- When the learner returns to school following an absence they are expected to work with their teachers to ensure they catch up on any work missed.
- If a learner's absence is pre-planned, it should be discussed with their teachers in advance so they can give the learner work to complete while they are absent.
- Where possible, we ask that parents/carers arrange any medical or dental appointments outside of school hours.
- Where this is not possible, we ask that the learner attends school before and after the appointment, only taking the minimum time needed away from school.
- We do not authorise holidays during term time unless there are exceptional circumstances.

A learner who arrives late:

- Before the register has closed will be marked as late, using the appropriate code.
- After the register has closed will be marked as absent, using the appropriate code.
- If a learner is persistently late to school we may have no alternative but to make a referral to the Educational Support Service.

Timetable



Timetable

Upgrade					
Period 5					
Period 4					
Period3					
Period 2					
Period 1					
	Monday	Tuesday	Wednesday	Thursday	Friday

[illegible][illegible]

Merit Tracker

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						

Commitments



Commitments are a key part of the academy philosophy. The aim of the commitments is to enhance learners' life experiences at and beyond the academy.

The commitments programme ensures that our learners appreciate and understand the value of extra- curricular involvement within and outside of the academies. Through meeting commitments, learners gain confidence, develop existing knowledge and experience valuable life skills that will help to prepare them for life beyond school. Commitments encourage our learners to get involved, make new friends and take pride in themselves and all they do.



Mind to be Kind



Mind to be kind has been designed to develop a culture of kindness, so that kindness becomes a way of life for every single learner.

Rather than focusing on performing acts of kindness for a reward, Mind to be Kind events will shift the focus to how it feels when we are kind. As acts of giving and receiving kindness increase, the academy will become an even happier, calmer and more productive place for everyone.

Mind to be Kind is introduced via assemblies and form time sessions, with a theme of the week planned for each week of the term.



Student Leadership

All learners in every year group have the opportunity to participate in student leadership activities, at the heart of which is our Student Leadership team. This highly impressive group of young people supports key school events across the Trust and works with the entire student body to ensure that our core values are put into practice. Members of this team regularly report to our Principals' Board, the Local Advisory Committees and our Trust Board. Our young leaders genuinely play a central role in shaping the direction of the Trust and putting learner voice at the heart of our decision-making processes.

In the academies, young leaders help to organise school events, guide people on tours, speak in assemblies, work on 'staying safe' initiatives, discuss issues and suggestions with the Principal, organise sports teams, run charity events and contribute to the recruitment of staff.



Student Leadership Leading Together

Our Student Leaders are:

Academy Student Presidents:

Academy Vice Presidents:

Student Representatives for your Tutor Group:

The Student Ambassador for the following committees are:

Dreaming big:

Rewarding effort:

Respecting each other and our world:

Learning that inspires:

Other:

Student Leadership Structure

Leading Together

Academy & Trust Student President
Year 11 (x2)

Academy & Trust Student Vice President
Year 11 (x2)

Student Leaders
Years 7-11
(x8 per Year Group)

Student Reps
Report to Student Leaders
(x1 per Tutor Group)

Values Committees

There will be four Values Committees:

- Dreaming big Committee.
- Rewarding effort Committee.
- Respecting each other and our world Committee.
- Learning that inspires Committee.

The Presidents and Vice Presidents will lead one committee each. Committees will consist of two student leaders from each year group.

Notes:

Emotional Health and Wellbeing

Looking after your emotional health and wellbeing is just as important as looking after your physical health. Your Mental Health First Aiders are:

Name(s) of mental health first aider:

How to contact:

If you feel worried or upset, don't keep it to yourself – speak to an adult you can trust. That could be a parent, carer, teacher, school nurse, mental health first aider or your GP.

If you can't talk to someone face to face, then you can contact the helplines below for free, confidential support:

- **Young Minds Crisis Messenger (youngminds.org.uk)**
Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis. If you need urgent help text 'SHOUT' to 85258. All texts are answered by trained volunteers, with support from experienced clinical supervisors
- **Shout (www.crisistextline.uk)**
Or text 'SHOUT' to 85258. Providing support for anyone struggling to cope, 24/7
- **Dudley Happier Minds (happierminds.org.uk)**
If you have any urgent concerns regarding your mental health, help can be found by contacting the Black Country 24/7 urgent mental health helpline number 0800 008 6516. Or text 'SHOUT' to 85258.

- **Samaritans (www.samaritans.org)** If you're in distress and need support, you can ring Samaritans for free at any time of the day or night. Freephone 116 123 (24 hours) or email: jo@samaritans.org
- **Childline (www.childline.org.uk)**
Freephone 0800 1111 (24 hours). If you're under 19 you can confidentially call, email, or chat online about any problem big or small. Sign up for a childline account on the website to be able to message a counsellor anytime without using your email address and chat 1:1 with an online advisor

Additional information and resources are available on our website under the curriculum tab.

Emotional Health and Wellbeing

Keeping emotionally and mentally healthy is just as important as keeping physically healthy. This is particularly important as nationally there is a rise in teenagers being diagnosed with poor mental health. In order to address this, it is important that you receive information, strategies and knowledge of where to go if you need support.

What is stress?

Stress is your body's way of responding to any kind of demand or threat. When you sense danger, whether it's real or imagined, the body's defences kick into high gear in a rapid, automatic process which can be known as the "fight-or-flight" reaction or the "stress response." The stress response is the body's way of protecting you.

In ancient times, this danger could have presented itself as a tiger or a poisonous snake. Nowadays, we can experience the same physical reaction for perceived threats such as tests, arguments or life changes. Unfortunately, our brains cannot distinguish between a real threat or a perceived threat.

Stress isn't always bad. It can motivate us to achieve success and keep us safe from harm. However, if we experience prolonged stress, it can lead to anxiety and depression. Therefore, being knowledgeable about the signs of stress and addressing them effectively will help us maintain good mental health.

What are the physical signs of stress?

- Muscle tension.
- Blurred eyesight or sore eyes.
- Problems sleeping or having nightmares, which can lead to tiredness.
- Headaches or feeling dizzy.
- Indigestion, feeling sick, constipation or diarrhoea.

What are the emotional signs of stress?

- Irritable, aggressive, impatient or wound up
- Over-burdened.
- Anxious, nervous or afraid.
- Unable to enjoy yourself.
- Feeling down.
- Feeling alone.

Dealing with stress

Exams are a huge part of school life but the way in which you deal with them and think about them can impact your mental health. This may start if you don't feel you are coping with revision or feel pressured to perform well. This worry can make you feel physically and/or mentally unwell.

Having a growth mind set, to see things in a positive way will have a positive impact on your behaviour. Believing you can get better at something by practising when faced with a challenge, makes you more determined to succeed to overcome knockbacks. This will make you feel as if you're in control, and less threatened by failure. Resilience and persistence is key!

Practical tips to help

Listen to music

Your body reacts to the tempo and pace of music. Playing slower music can reduce your heart rate and breathing to relax you. Whereas, faster paced music can energise you to revise. Having an exam play list is probably the most accessible therapeutic source that you can create – so why not create your own today?

Get lots of rest

when stressed, your body will experience physical changes. It is essential that you get plenty of sleep to give your body the time to recuperate.

Eat healthy

Caffeine drinks and sugary foods will increase your blood sugar, and if you are stressed, this effect is increased.

Exercise

Healthy body equals a healthy mind. Organise your time - Identify your best time of day, and do the important tasks that need the most concentration at that time. Make a list of things you have to do. Arrange them in order of importance, and try to focus on the most urgent first. Some people find creating a timetable useful so they can plan when they can spend time on each task. Look for an activity that you enjoy and give it a try; for instance, have a go at football or netball, walk the dog, cycle to school, dance. Get inspiration at Active Black Country at www.activeblackcountry.co.uk.

Breathe

Yes! It sounds strange but controlling your breathing so that you breathe deeper can help your body to relax.

Give

Help other people by being kind, giving a smile or a thank you. Check in with a friend. Do something for others.

Talk

A problem shared is a problem halved! Speaking to a close friend or a member of staff will help to alleviate the pressure of stress. There are also organisations that you can contact, if you prefer.

Connect

Spend time with people around you at home, school or the local community. Say hello. Spend time with friends and family. Make a new friend. Be a mate. Listen to how someone is. Help a neighbour.

Keep learning

Learning isn't just for school. Learn to cook something new, go to a museum, learn a new instrument, visit a new place.

Take notice

Be aware of the world around you. Enjoy nature, grow a vegetable, fruit or flower. Pay attention to your own feelings.

Don't forget to laugh!

Laughter releases tension, according to research. Even if it is forced, your body cannot tell the difference and it will lead to real smiles and laughter!



Safeguarding

All children have the right to live free from abuse or risk of harm and you are protected by law. If you or someone you know has been or is at risk of abuse, you can stop it now. You have a right to live your life free from the following:

Domestic abuse **Gender Identity or Disability**
Gender **Physical, Emotional and Sexual Abuse** **Homophobia**
Neglect **Sexual Exploitation**
Criminal Exploitation
Modern Day Slavery **Female Genital Mutilation**
Private Fostering **Relationship Abuse** **Sexual Violence**
Missing **Forced Marriage**
Grooming **Misogyny** **Trafficking**
Gangs and Youth Violence **Religion**
Mental Health
Self-Harm and Self-Neglect **Peer on Peer abuse**
Substance Misuse **Sexuality**
or Dependency
Harmful Sexual Behaviour
Extremism and Radicalisation
Bullying and hate crime such as Racism



Name of Designated Safeguarding Lead:

How to contact:

Dudley Academies Trust puts your welfare as a priority. Our staff are able to help and support you. Write the name of your Designated Safeguarding Lead and their Deputies in the box below. This will help you to remember who they are, should you ever need them.

If school is closed and you are worried, there are local people that will help you. All you need to do is contact Dudley Children's Services, as shown below.

Dudley Childrens Services

Report a concern about a child or young person to 0300 555 0050, or 0300 555 8574 (after 5.00pm)

You can also report abuse to national organisations that can help you.

NSPCC Childline

0800 1111 or www.childline.org.uk
 In an emergency ring 999 and ask for the Police.

It does not matter whom you tell, just tell someone and help to put an end to child abuse.

Online safety

Reporting illegal and harmful online content
www.internetmatters.org/report-issue/

Diary Planner



Diary Week 01

Theme:

Name:

Class:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary

Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 02

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 03

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 04

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 05

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 06

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 07

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 08

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 09

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 10

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 11

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 12

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 13

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 14

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 15

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 16

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 17

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 18

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 19

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 20

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 21

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 22

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 23

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 24

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 25

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 26

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 27

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 28

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 29

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 30

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 3 I

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 32

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 33

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 34

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 35

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 36

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 37

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 38

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 39

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

Diary Week 40

Theme:

Home Learning and Notes		Due
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lines

	Date	Subject	Code	Details	Initials
1					
2					
3					
4					
5					
6					
7					
8					

Key to Codes: HL = Home Learning, B = Behaviour (including late to lessons), U = Uniform, L = Late to school, E = Effort, P = Preparation for Learning, PR = Practical Equipment

Diary Merits and Commendations

Subject	Tally
Art and Design	
Business	
Child Development	
Computer Science	
Dance	
Design Technology	
Drama	
Engineering	
English	
Geography	
I Media	
Health and Social Care	
History	
Maths	
MFL	
Music	
P.E.	
Psychology	
Religious Studies	
Science	
Sociology	
TOTAL	

[illegible]

Notes

[illegible]

Complex Speed Sounds

At The Dudley Academies Trust, we prepare learners to be able to read the vast range of texts they experience in the curriculum and the outside world. For every learner to meet our challenging targets and high aspirations, they must become highly proficient, fluent readers who enjoy what they read.

If learners are currently progressing through our phonics program, they will need to refer to the complex speed sounds chart shown opposite.



Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Slippery Spellings

accommodation	definitely	necessary	quite
beautiful	disappear	neighbour	receive
because	disappointed	nervous	separate
beginning	embarrass	opportunity	sincerely
believe	extremely	persuade	surprised
business	friend	queue	until
ceiling	immediately	queueing	
decided	minute	quiet	

Apostrophes for omission

Put the apostrophe where the missing letter(s) should be:

E.g.

can not → can't

do not → don't

let us → let's

they have → they've

it is → it's

(but only if you can say 'it is' in the sentence and it makes sense, otherwise it's 'its')

who is → who's

(but only if you can say 'who is' in the sentence and it makes sense, otherwise it's 'whose')

2 exceptions to the rule:

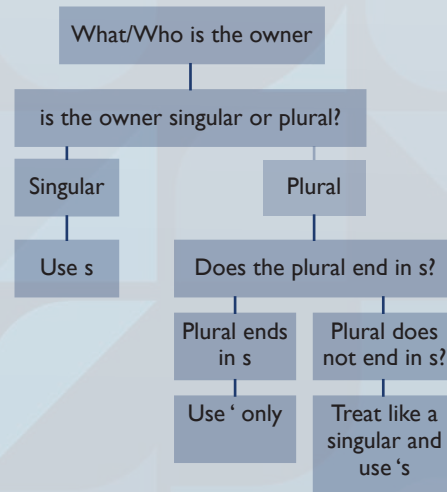
Will not → won't

Shall not → shan't

Apostrophes for possession/ownership

Examples

- The teacher's book
- The students' essays
- The children's toys
- The princess' dress
- Mr Jones' house



GCSE English Poems

Ozymandias

BY PERCY BYSSHE SHELLEY

I met a traveller from an antique land
 Who said: "Two vast and trunkless legs of stone
 Stand in the desert . . . Near them, on the sand,
 Half sunk, a shattered visage lies, whose frown,
 And wrinkled lip, and sneer of cold command,
 Tell that its sculptor well those passions read
 Which yet survive, stamped on these lifeless things,
 The hand that mocked them, and the heart that fed:
 And on the pedestal these words appear:
 'My name is Ozymandias, king of kings:
 Look on my works, ye Mighty, and despair!
 Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare
 The lone and level sands stretch far away."

London

BY WILLIAM BLAKE

I wander thro' each charter'd street,
 Near where the charter'd Thames does flow,
 And mark in every face I meet
 Marks of weakness, marks of woe.
 In every cry of every man,
 In every Infants cry of fear,
 In every voice, in every ban,
 The mind-forg'd manacles I hear.
 How the Chimney-sweeper's cry
 Every blackning Church appalls;
 And the hapless Soldier's sigh
 Runs in blood down Palace walls.
 But most thro' midnight streets I hear
 How the youthful Harlot's curse
 Blasts the new-born Infants tear,
 And blights with plagues the Marriage hearse.

Extract from *The Prelude*

BY WILLIAM WORDSWORTH

One summer evening (led by her) I found
A little boat tied to a willow tree
Within a rocky cove, its usual home.
Straight I unloosed her chain, and stepping in
Pushed from the shore. It was an act of stealth
And troubled pleasure, nor without the voice
Of mountain-echoes did my boat move on;
Leaving behind her still, on either side,
Small circles glittering idly in the moon,
Until they melted all into one track
Of sparkling light. But now, like one who rows,
Proud of his skill, to reach a chosen point
With an unswerving line, I fixed my view
Upon the summit of a craggy ridge,
The horizon's utmost boundary; far above
Was nothing but the stars and the grey sky.
She was an elfin pinnace; lustily
I dipped my oars into the silent lake,
And, as I rose upon the stroke, my boat
Went heaving through the water like a swan;
When, from behind that craggy steep till then
The horizon's bound, a huge peak, black and huge,
As if with voluntary power instinct,

Upreared its head. I struck and struck again,
And growing still in stature the grim shape
Towered up between me and the stars, and still,
For so it seemed, with purpose of its own
And measured motion like a living thing,
Strode after me. With trembling oars I turned,
And through the silent water stole my way
Back to the covert of the willow tree;
There in her mooring-place I left my bark, —
And through the meadows homeward went, in grave
And serious mood; but after I had seen
That spectacle, for many days, my brain
Worked with a dim and undetermined sense
Of unknown modes of being; o'er my thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
Remained, no pleasant images of trees,
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do not live
Like living men, moved slowly through the mind
By day, and were a trouble to my dreams.

My Last Duchess

BY ROBERT BROWNING

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now; Fra Pandolf's hands
Worked busily a day, and there she stands.
Will't please you sit and look at her? I said
"Fra Pandolf" by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I)
And seemed as they would ask me, if they durst,
How such a glance came there; so, not the first
Are you to turn and ask thus. Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek; perhaps
Fra Pandolf chanced to say, "Her mantle laps
Over my lady's wrist too much," or "Paint
Must never hope to reproduce the faint
Half-flush that dies along her throat." Such stuff
Was courtesy, she thought, and cause enough
For calling up that spot of joy. She had
A heart—how shall I say?— too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast,
The dropping of the daylight in the West,
The bough of cherries some officious fool
Broke in the orchard for her; the white mule
She rode with round the terrace—all and each
Would draw from her alike the approving speech,

Or blush, at least. She thanked men—good! but thanked
Somehow—I know not how—as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift. Who'd stoop to blame
This sort of trifling? Even had you skill
In speech—which I have not—to make your will
Quite clear to such an one, and say, "Just this
Or that in you disgusts me; here you miss,
Or there exceed the mark"—and if she let
Herself be lessoned so, nor plainly set
Her wits to yours, forsooth, and made excuse —
E'en then would be some stooping; and I choose
Never to stoop. Oh, sir; she smiled, no doubt,
Whene'er I passed her; but who passed without
Much the same smile! This grew; I gave commands;
Then all smiles stopped together. There she stands
As if alive. Will't please you rise? We'll meet
The company below, then. I repeat,
The Count your master's known munificence
Is ample warrant that no just pretense
Of mine for dowry will be disallowed;
Though his fair daughter's self, as I avowed
At starting, is my object. Nay, we'll go
Together down, sir. Notice Neptune, though,
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!

GCSE English Poems

The Charge of the Light Brigade

ALFRED LORD TENNYSON

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
“Forward, the Light Brigade!
Charge for the guns!” he said:
Into the valley of Death
Rode the six hundred.

“Forward, the Light Brigade!”
Was there a man dismay’d?
Not tho’ the soldier knew
Some one had blunder’d:
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die:
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley’d and thunder’d;
Storm’d at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

Flash’d all their sabres bare,
Flash’d as they turn’d in air
Sabring the gunners there,
Charging an army, while
All the world wonder’d:
Plunged in the battery-smoke
Right thro’ the line they broke;
Cossack and Russian
Reel’d from the sabre-stroke
Shatter’d and sunder’d.
Then they rode back, but not
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley’d and thunder’d;
Storm’d at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro’ the jaws of Death,
Back from the mouth of Hell,
All that was left of them,
Left of six hundred.

When can their glory fade?
O the wild charge they made!
All the world wonder’d.
Honor the charge they made!
Honor the Light Brigade,
Noble six hundred!

Exposure

BY WILFRED OWEN

Our brains ache, in the merciless iced east winds that knife
us...

Wearied we keep awake because the night is silent...
Low, drooping flares confuse our memories of the salient...
Worried by silence, sentries whisper, curious, nervous,
But nothing happens.

Watching, we hear the mad gusts tugging on the wire,
Like twitching agonies of men among its brambles.
Northward, incessantly, the flickering gunnery rumbles,
Far off, like a dull rumour of some other war.

What are we doing here?

The poignant misery of dawn begins to grow...

We only know war lasts, rain soaks, and clouds sag stormy.

Dawn massing in the east her melancholy army
Attacks once more in ranks on shivering ranks of grey,
But nothing happens.

Sudden successive flights of bullets streak the silence.
Less deadly than the air that shudders black with snow,
With sidelong flowing flakes that flock, pause, and renew,
We watch them wandering up and down the wind’s
nonchalance,
But nothing happens.

Pale flakes with fingering stealth come feeling for our faces –
We cringe in holes, back on forgotten dreams, and stare,
snow-dazed,

Deep into grassier ditches. So we drowse, sun-dozed,
Littered with blossoms trickling where the blackbird fusses.
Is it that we are dying?

Slowly our ghosts drag home: glimpsing the sunk fires, glozed
With crusted dark-red jewels; crickets jingle there;
For hours the innocent mice rejoice: the house is theirs;
Shutters and doors, all closed: on us the doors are closed, –
We turn back to our dying.

Since we believe not otherwise can kind fires burn;
Nor ever suns smile true on child, or field, or fruit.
For God’s invincible spring our love is made afraid;
Therefore, not loath, we lie out here; therefore were born,
For love of God seems dying.

Tonight, His frost will fasten on this mud and us,
Shrivelling many hands, puckering foreheads crisp.
The burying party, picks and shovels in the shaking grasp,
Pause over half-known faces. All their eyes are ice,
But nothing happens.

GCSE English Poems

Storm on the Island

BY SEAMUS HEANEY

We are prepared: we build our houses squat,
Sink walls in rock and roof them with good slate.
This wizened earth has never troubled us
With hay, so, as you see, there are no stacks
Or stooks that can be lost. Nor are there trees
Which might prove company when it blows full
Blast: you know what I mean - leaves and branches
Can raise a tragic chorus in a gale
So that you listen to the thing you fear
Forgetting that it pummels your house too.
But there are no trees, no natural shelter.
You might think that the sea is company,
Exploding comfortably down on the cliffs
But no: when it begins, the flung spray hits
The very windows, spits like a tame cat
Turned savage. We just sit tight while wind dives
And strafes invisibly. Space is a salvo,
We are bombarded with the empty air.
Strange, it is a huge nothing that we fear.

Bayonet Charge

BY TED HUGHES

Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
Bullets smacking the belly out of the air –
He lugged a rifle numb as a smashed arm;
The patriotic tear that had brimmed in his eye
Sweating like molten iron from the centre of his chest, –

In bewilderment then he almost stopped –
In what cold clockwork of the stars and the nations
Was he the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
Statuary in mid-stride. Then the shot-slashed furrows

Threw up a yellow hare that rolled like a flame
And crawled in a threshing circle, its mouth wide
Open silent, its eyes standing out.
He plunged past with his bayonet toward the green hedge,
King, honour, human dignity, etcetera
Dropped like luxuries in a yelling alarm
To get out of that blue crackling air
His terror's touchy dynamite.

Remains

BY SIMON ARMITAGE

On another occasion, we got sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.

Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
I see broad daylight on the other side.
So we've hit this looter a dozen times
and he's there on the ground, sort of inside out,

pain itself, the image of agony.
One of my mates goes by
and tosses his guts back into his body.
Then he's carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
Then I'm home on leave. But I blink

and he bursts again through the doors of the bank.
Sleep, and he's probably armed, and possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –

he's here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land
or six-feet-under in desert sand,

but near to the knuckle, here and now,
his bloody life in my bloody hands.

Notes:

GCSE English Poems

Poppies

BY JANE WEIR

Three days before Armistice Sunday
and poppies had already been placed
on individual war graves. Before you left,
I pinned one onto your lapel, crimped petals,
spasms of paper red, disrupting a blockade
of yellow bias binding around your blazer.

Sellotape bandaged around my hand,
I rounded up as many white cat hairs
as I could, smoothed down your shirt's
upturned collar; steeled the softening
of my face. I wanted to graze my nose
across the tip of your nose, play at
being Eskimos like we did when
you were little. I resisted the impulse
to run my fingers through the gelled
blackthorns of your hair. All my words
flattened, rolled, turned into felt,

slowly melting. I was brave, as I walked
with you, to the front door; threw
it open, the world overflowing
like a treasure chest. A split second
and you were away, intoxicated.
After you'd gone I went into your bedroom,
released a song bird from its cage.
Later a single dove flew from the pear tree,
and this is where it has led me,
skirting the church yard walls, my stomach busy
making tucks, darts, pleats, hat-less, without
a winter coat or reinforcements of scarf, gloves.

On reaching the top of the hill I traced
the inscriptions on the war memorial,
leaned against it like a wishbone.
The dove pulled freely against the sky,
an ornamental stitch. I listened, hoping to hear
your playground voice catching on the wind.

Notes

War Photographer

BY CAROL ANN DUFFY

In his dark room he is finally alone
with spools of suffering set out in ordered rows.
The only light is red and softly glows,
as though this were a church and he
a priest preparing to intone a Mass.
Belfast. Beirut. Phnom Penh. All flesh is grass.

He has a job to do. Solutions slop in trays
beneath his hands, which did not tremble then
though seem to now. Rural England. Home again
to ordinary pain which simple weather can dispel,
to fields which don't explode beneath the feet
of running children in a nightmare heat.

Something is happening. A stranger's features
faintly start to twist before his eyes,
a half-formed ghost. He remembers the cries
of this man's wife, how he sought approval
without words to do what someone must
and how the blood stained into foreign dust.

A hundred agonies in black and white
from which his editor will pick out five or six
for Sunday's supplement. The reader's eyeballs prick
with tears between the bath and pre-lunch beers.
From the aeroplane he stares impassively at where
he earns his living and they do not care.

Notes

GCSE English Poems

Tissue

BY IMTIAZ DHARKER

Paper that lets the light
shine through, this
is what could alter things.
Paper thinned by age or touching,

the kind you find in well-used books,
the back of the Koran, where a hand
has written in the names and histories,
who was born to whom,

the height and weight, who
died where and how, on which sepia date,
pages smoothed and stroked and turned
transparent with attention.

If buildings were paper, I might
feel their drift, see how easily
they fall away on a sigh, a shift
in the direction of the wind.

Maps too. The sun shines through
their borderlines, the marks
that rivers make, roads,
railtracks, mountainfolds,

Fine slips from grocery shops
that say how much was sold
and what was paid by credit card
might fly our lives like paper kites.

An architect could use all this,
place layer over layer, luminous
script over numbers over line,
and never wish to build again with brick

or block, but let the daylight break
through capitals and monoliths,
through the shapes that pride can make,
find a way to trace a grand design

with living tissue, raise a structure
never meant to last,
of paper smoothed and stroked
and thinned to be transparent,

turned into your skin.

The Émigrée

BY CAROL RUMENS

There once was a country... I left it as a child
but my memory of it is sunlight-clear
for it seems I never saw it in that November
which, I am told, comes to the mildest city.
The worst news I receive of it cannot break
my original view, the bright, filled paperweight.
It may be at war; it may be sick with tyrants,
but I am branded by an impression of sunlight.

The white streets of that city, the graceful slopes
glow even clearer as time rolls its tanks
and the frontiers rise between us, close like waves.
That child's vocabulary I carried here
like a hollow doll, opens and spills a grammar.
Soon I shall have every coloured molecule of it.
It may by now be a lie, banned by the state
but I can't get it off my tongue. It tastes of sunlight.

I have no passport, there's no way back at all
but my city comes to me in its own white plane.
It lies down in front of me, docile as paper;
I comb its hair and love its shining eyes.
My city takes me dancing through the city
of walls. They accuse me of absence, they circle me.
They accuse me of being dark in their free city.
My city hides behind me. They mutter death,
and my shadow falls as evidence of sunlight.

Notes

GCSE English Poems

Checking Out Me History

BY JOHN AGARD

Dem tell me
Dem tell me
Wha dem want to tell me
Bandage up me eye with me own history
Blind me to my own identity
Dem tell me bout 1066 and all dat
dem tell me bout Dick Whittington and he cat
But Toussaint L'Ouverture
no dem never tell me bout dat

Toussaint
a slave
with vision
lick back
Napoleon
battalion
and first Black
Republic born
Toussaint de thorn
to de French
Toussaint de beacon
of de Haitian Revolution

Dem tell me bout de man who discover de balloon
and de cow who jump over de moon
Dem tell me bout de dish run away with de spoon
but dem never tell me bout Nanny de maroon

Nanny
see-far woman
of mountain dream
fire-woman struggle
hopeful stream
to freedom river

Dem tell me bout Lord Nelson and Waterloo
but dem never tell me bout Shaka de great Zulu
Dem tell me bout Columbus and 1492
but what happen to de Caribs and de Arawaks too
Dem tell me bout Florence Nightingale and she
lamp and how Robin Hood used to camp
Dem tell me bout ole King Cole was a merry
ole soul but dem never tell me bout
Mary Seacole

From Jamaica
she travel far
to the Crimean War
she volunteer to go
and even when de British said no
she still brave the Russian snow
a healing star
among the wounded
a yellow sunrise
to the dying

Dem tell me
Dem tell me wha dem want to tell me
But now I checking out me own history
I carving out me identity

Kamikaze

BY BEATRICE GARLAND

Her father embarked at sunrise
with a flask of water, a samurai sword
in the cockpit, a shaven head
full of powerful incantations
and enough fuel for a one-way
journey into history

but half way there, she thought,
recounting it later to her children,
he must have looked far down
at the little fishing boats
strung out like bunting
on a green-blue translucent sea

and beneath them, arcing in swathes
like a huge flag waved first one way
then the other in a figure of eight,
the dark shoals of fishes
flashing silver as their bellies
swivelled towards the sun

and remembered how he
and his brothers waiting on the shore
built cairns of pearl-grey pebbles
to see whose withstood longest
the turbulent inrush of breakers
bringing their father's boat safe

- yes, grandfather's boat – safe
to the shore, salt-sodden, awash
with cloud-marked mackerel,
black crabs, feathery prawns,
the loose silver of whitebait and once
a tuna, the dark prince, muscular, dangerous.

And though he came back
my mother never spoke again
in his presence, nor did she meet his eyes
and the neighbours too, they treated him
as though he no longer existed,
only we children still chattered and laughed

till gradually we too learned
to be silent, to live as though
he had never returned, that this
was no longer the father we loved.
And sometimes, she said, he must have wondered
which had been the better way to die.

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Insert for GCSE Chemistry (8462), Combined Science: Trilogy (8464), and Combined Science: Synergy (8465) papers v1

All student leaders should:

1. Arrive on time for school and lessons.
2. Demonstrate good standard of uniform and behaviour at all times.
3. Take a proactive approach in school improvement.
4. Are a positive role model for all learners.
5. Support peers and staff.
6. Are prepared to work for the good of the school and its learners.

Signed:

Date:



Our Careers Programme

Preparing for a rewarding career

Preparing You for a Successful Future

CareerFit at Dudley Academies Trust: an award-winning careers programme helping you discover your strengths, explore your options and take your next step with confidence.

At Dudley Academies Trust, we want every learner to dream big, raise their aspirations and feel confident about the future. Our careers programme helps you understand your options and prepare for life beyond school.

From Year 7 onwards, you will take part in careers activities shaped by the latest national expectations and the Gatsby Benchmarks, helping you explore pathways, develop key skills and make informed choices about your next steps.

Throughout your time at school, you will use careers platforms and digital tools to reflect on your strengths, skills, experiences and ambitions.

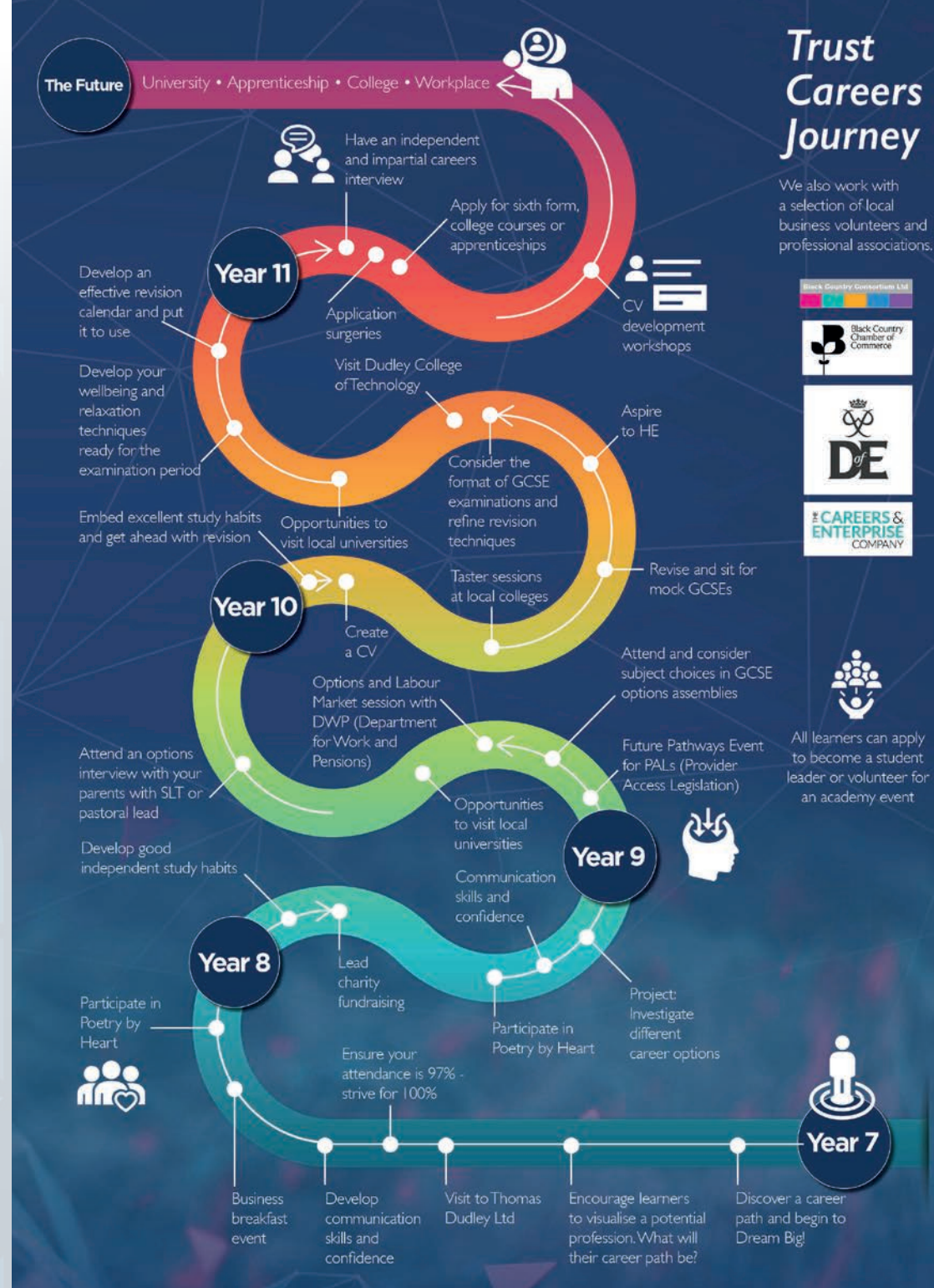
As part of the programme, you will have:

- Careers advice and guidance from qualified professionals.
- Information about jobs, courses, apprenticeships and future pathways.
- Opportunities to meet employers and learn about different industries.
- Workplace visits, work experience and practical careers activities.
- Careers fairs, mock interviews and employability workshops.
- Support to build skills such as communication, teamwork, leadership and problem-solving.
- Time to record and reflect on your achievements and experiences.

By the End of Year 11 you will have explored a range of future options, including:

- A Levels and sixth form
- T Levels and college courses
- Apprenticeships and training
- University and higher education
- Employment with training

By the time you leave school, you will have the knowledge, skills and confidence to make informed choices and take your next step with ambition and purpose.



Notes

Library Books

In order to take books out from the library, learners will need to keep and use the barcode below:

Our Values:

Dreaming big

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