



Huddersfield Grammar School

Year 7 Handbook



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Traditional values promoting responsibility and respect.

We believe in a sense of community and moral values, instilling a genuine sense of care in all our pupils. These values guide our pupils and staff, creating responsibility and respect for all around them. Whilst we retain our traditional values, we're committed to the future, developing new programmes and extraordinary opportunities.

From the Headmaster's study...

Dear Parent,

This guide serves as your A-Z of the key information you will need whilst your child is in Year 7 at Huddersfield Grammar School and we hope that you will find it useful.

Our GCSE results are consistently excellent and – importantly – we know that children make more progress while they are with us than is predicted by the baseline assessments collected on their arrival at the school.

At Huddersfield Grammar School, we believe in the primacy of the individual and understand that the development of character is a prerequisite for success in life. That is why our young people are provided with a rich variety of experiences, both within and beyond the classroom, that allow them

to develop as well-rounded, enthusiastic and impressive individuals. Outdoor activities and expeditions to the wilderness, visits to the First World War battlefields, the History excursion to the National Holocaust Centre and Museum, and involvement in a host of extra-curricular activities, from debating to falconry, are just some of the features of the school calendar.

Education at Huddersfield Grammar School is challenging, enjoyable and stimulating.

Our young people are provided with a wide range of opportunities to use their unique talents to achieve individual success in a caring, well-ordered, and nurturing environment.

Michael Seaton
Headmaster BA MBA

The School Ethos

The chance to participate in learning is precious and we want all those who come to our school both to enjoy and to achieve at the highest level. The school has a proud tradition of enabling academic success whilst also nurturing rounded, happy and positive individuals who are excited about the future.

Equally, our teachers are conscious that childhood today is very different to that which they enjoyed. With this in mind, we offer a future-facing curriculum, delivered through teaching that blends creativity and rigour, and have recently introduced a bespoke character development programme, *The HGS Identity*, which is designed to help our pupils navigate their path through childhood.

Ultimately, we want children to leave our school feeling happy, inspired and empowered. We want to work with parents, carers, pupils and colleagues who share that ambition.

At Huddersfield Grammar School we are committed to:

- **Learning and helping others learn**
- **Supporting the ethos and expectations of the school**
- **Striving to the best of our ability in all aspects of school life**
- **Valuing our own achievements and taking pride in our work**
- **Taking care of the school environment**
- **Being respectful and demonstrating good manners at all times**
- **Valuing each other and caring for one another**
- **Taking responsibility for our actions and for the consequences of our choices**
- **Respecting other cultures**
- **Working as a member of a team**
- **Celebrating the achievements and success of others**



Welcome

Welcome parents of the class of 2022! Sounds a long way off, doesn't it? But actually, it's not, and your child's 5 years at Huddersfield Grammar School will fly by. In that time they (and you!) will experience highs and lows, fun and laughter, tears and teenage years which will all help to shape them into their future selves.

We want those future selves to be first rate versions of themselves, not second rate versions of someone else. We have high expectations of behaviour, attitude to learning and effort, and this starts in Year 7. But it can only be successful when we work collaboratively together: school, parents and students. Together we can help them achieve their potential, support them through their ups and downs and watch them grow into that first rate version of themselves.



The aim of our Year 7 pastoral team is to make the transition to Senior School as smooth and enjoyable as possible - for everyone. It can be a daunting time with many new things to get used to and your support is crucial.

Not only will your child experience outstanding learning opportunities within the classroom, but there is also a fantastic array of extra-curricular and enrichment activities on offer and we encourage all Year 7 students to get involved as much as possible.

So whether it's sport, drama, music, art, baking, IT, chess, astronomy, debating - there's something for everyone. By 2022 we want our students to have developed the enduring traits needed to embrace adulthood: self-belief, resilience and self awareness.

This is the start of their journey and promises to be a very exciting time for all of us. We look forward to getting to know you more as the year progresses and to sharing in the successes of your child in the future.

Angela Fitzpatrick
Head of Middle School

Year 7 Team

Our pastoral system is planned to assist the educational, social and personal development of every child, and to ensure that the achievements of our students are well recognised. When problems or issues occur which hamper the child's development our pastoral systems are designed to initiate positive intervention. We believe in ensuring that parents / carers are fully involved and we work with them in order to address any issues that may occur.

The Year 7 pastoral team will work to ensure that your child settles into Senior School, makes friends, enjoys learning and achieves their full potential in everything they do. On joining Year 7, each pupil is placed in a mixed ability tutor group. The Form Tutor is the key figure in the pastoral structure, and has overall responsibility for the progress and conduct of the members of his or her tutor group.

Students spend each day from 8.30am until 8.45am with their form and their Form Tutor. Students can approach their Form Tutors with any concerns or problems they may have. Form Tutors also monitor students' attendance, behaviour and homework diaries and will be in touch with you if they have any concerns.



MR BELL 7H

dbell@huddersfield-grammar.co.uk



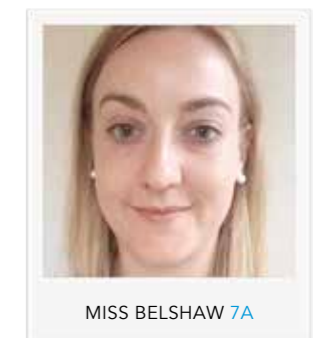
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MR PEARTREE 7S

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MISS BELSHAW 7A

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MRS FITZPATRICK HoMS

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MRS HOLMES DH

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The year group is overseen by the Head of Middle School and further supported by the Deputy Head (Character Development).

Timetable

The day is split into 9 periods of typically 40 minutes. Lessons are usually taught as double periods although there will be times when this is not the case.

| | |
|---------------|--|
| 8.35 - 8.50 | Form tutors receive students in registration rooms |
| 8.50 - 9.30 | Period 1 |
| 9.30 - 10.10 | Period 2 |
| 10.10 - 10.50 | Period 3 |
| 10.50 - 11.30 | Period 4 |
| 11.30 - 11.45 | Morning Break |
| 11.45 - 12.25 | Period 5 |
| 12.25 - 1.05 | Period 6 |
| 1.05 - 1.55 | Lunch |
| 1.55 - 2.05 | Registration |
| 2.05 - 2.40 | Period 7 |
| 2.40 - 3.20 | Period 8 |
| 3.20 - 3.50 | Period 9 |

Please note that Senior School students who arrive to school before 8.30am should wait in the courtyard until admitted to the school buildings by a member of staff. In cases of inclement weather, the school buildings will open from 8.00am to provide shelter for students prior to the start of school.

If your child is late for school, he/she is required to sign in at the School Office before going to lessons. If the lateness is known about in advance, please contact the School Office no later than 8.30am, so that the class teacher for registration may be informed.

Homework

Educational research shows that, for most students, homework really does improve academic performance. For example, evidence indicates that pupils in Years 10 and 11 undertaking approximately two hours of homework per night are almost ten times more likely to achieve a minimum of five good GCSE grades.

At Huddersfield Grammar School, we believe that it is important to strike the right balance between homework and home life. As a result, homework gradually increases both in challenge and time allocation as our students progress through the Senior School.

Assigned homework reflects the year group, ability level and prior learning of our students. The Senior School offers a supervised Homework Club from 4.00-5.00pm on all weekdays, which supports participating students in working independently within a quiet learning environment.

Year 7

Students in Year 7 are given homework in all bar one (PE) of the 15 subjects that they study in school. All of these subjects are split over a fortnightly homework cycle, with the exception of weekly English and Mathematics homework.

This leaves Year 7 students with a combined total of eight pieces of homework each week, and they should spend approximately 30 minutes on each of these.

CROWTHER

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |

RAMSDEN

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |

Attendance & punctuality

Good attendance and punctuality are vital to any student's education. It is also vital for success and achievement in later life that students get into good habits with regard to attendance and punctuality when young.

The school regards this as a shared responsibility, between the school, parents/carers and students themselves, who must begin to accept responsibility for their own performance in this regard.

The school has adopted an electronic registration system which allows accurate checking of punctuality and attendance not only on a daily basis but from lesson to lesson.

The school will:

- Make very clear to students when they are late
- Record lateness and attendance
- Report information on punctuality and attendance to students and parents regularly
- Set targets to help students to improve attendance and punctuality
- Encourage good punctuality and attendance by rewarding it on a personal and form group basis

Lateness

Should a student be late, he or she must sign in at the School Office in the Royds Mount building, giving the reason for his or her lateness. Students who are persistently late will be followed up by the Head of Middle School and will receive sanctions such as a lunchtime detention, or after school detention.

First Day Absence

We ask that parents or carers telephone the school early in the morning on the rare occasion a student is absent and explain why the student is absent from school. The school should be contacted every day thereafter until the student returns.

From 9.30am onwards the school will contact home to seek an explanation for any absence that has not been communicated. This contact will normally be made by the School Office. It is therefore important that if a student is late to school they sign in at the School Office, otherwise they will be recorded as absent from school and you will be contacted.

Parents/Carers are expected to avoid making dental, doctors or opticians appointments during the school day. However, occasionally this is not possible and students who know in advance that they will need

permission to miss school time, (e.g. hospital appointment) should bring a note from their parents in advance with the relevant appointment letter or card.

If an absence is likely to be prolonged, please contact the Form Tutor so arrangements can be made to send work home if required.

Monitoring Attendance and Punctuality

All attendance data is recorded and analysed. Your child's future employers, colleges or universities will refer to these records when considering applications. Attendance that falls below 95% is automatically looked at by the Head of Middle School. If no improvement is seen it is likely that contact will be made with home.

Illness and Medical Attention

Parents/Carers must provide information to the school of any medical conditions that their child has, so we are able to support them and ensure the safety of others. The school also needs to be informed of any special medical needs or conditions including dietary needs and pre-activity precautions as well as of any medication brought into the school at any time.

Please ensure that you inform the school of any temporary disabilities, illness or other medical needs. For example, if your child has incurred an injury which requires crutches or a sling, please report to the School Office upon arrival with the note from the hospital or the GP. All medical information received by the school will be treated sensitively.

Illness and Accidents when at School

If a student becomes ill in a lesson and the illness cannot wait for treatment until break or the teacher feels that medical treatment is required, the student will be sent to the School Office. Where a student becomes ill at break or lunchtime they should report this to their teacher at the start of the next lesson. Parents/Carers will be contacted depending upon the nature of the medical problem. In more serious cases, where hospital attention is deemed necessary, the school will contact the parent/carer who will be expected to accompany their child to hospital.

The details of what to do and who to contact in an emergency is required as part of the registration process and must be updated when any change occurs. The school has a strict policy that no medication will be given orally or externally unless permission has been given by the parent/carer.

Holidays in Term Time

The school views known absence during term time as detrimental to learning and progress. Should you need to request a leave of absence, you should write to the Headmaster, as far in advance as possible, and state the reasons why you need to take the student out of the school during term time.

The Headmaster will consider the reasons given and the absence will only be authorised in the case of extenuating circumstance.



TERMS AND HOLIDAYS FOR PUPILS 2018 – 2019

Staff return to school for the Autumn Term on Monday, 3rd September 2018
Pupils return to school for the Autumn Term on Thursday, 6th September 2018

| TERM | SCHOOL CLOSES | FIRST DAY OF HOLIDAY | LAST DAY OF HOLIDAY | RETURN TO SCHOOL |
|------------------|---------------------------------|--------------------------------|------------------------------|------------------------------|
| Autumn Half Term | Friday 19th October 2018 | Monday 22nd October 2018 | Friday 2nd November 2018 | Monday 5th November 2018 |
| Christmas | Wednesday 19th December 2018 | Thursday 20th December 2018 | Friday 4th January 2019 | Monday 7th January 2019 |
| Spring Half Term | Friday 15th February 2019 | Monday 18th February 2019 | Friday 22nd February 2019 | Monday 25th February 2019 |
| Easter | Friday 5th April 2019 | Monday 8th April 2019 | Wednesday 24th April 2019 | Thursday 25th April 2019 |
| May Day | Friday 3rd May 2019 | Monday 6th May 2019 | Monday 6th May 2019 | Tuesday 7th May 2019 |
| Summer Half Term | Friday 24th May 2019 | Monday 27th May 2019 | Friday 31st May 2019 | Monday 3rd June 2019 |
| Summer | Thursday 11th July 2019 | Friday 12th July 2019 | TBC | TBC |

Communicating with you about your child

We believe that communication is vital in strengthening the partnership between pupils, teachers and parents. This takes place in a variety of ways:

Home contact

It is essential that the school has up to date contact details including postal address, mobile phone number and email address. This is required so that we can contact you during the school day and send home important information.

We also need an emergency contact should we be unable to contact you in an emergency situation.

The school uses an automated call system that will text/email important messages to you, for example if the school needs to close due to adverse weather conditions.

Please ensure that you update our records if your contact details change at any time during the year.

Student Planner

All students are given a planner at the start of the academic year. The planner is both a student handbook and a homework diary. It contains useful information for your child as well as a full year diary. Students are expected to have this with them at all times and to place this on their desk in every lesson.

Students are expected to write down their homework each day in their planner and we ask that you check this and sign it every week.

The planner is a useful point of contact between you and the school. You may write messages to staff within the planner and individual staff may write messages to you. You can always ask your child to ask that a member of staff signs your message to ensure they have seen it. You will also be able to see what homework has been set for your child and we ask that you support staff in ensuring this is completed fully and on time.

Teachers may also notify parents/carers of any concerns they might have about a student's progress via a written note in the planner, by telephone call, email or by letter.

HGS Connect

The school has a weekly e-newsletter that is published once every week. This will be emailed to you on a Friday to share with you information on events taking place in the school and will remind you of key dates such as holiday closures and what is happening in school. It is also available on our facebook page.

The **Key Dates Booklet** is also published every term to share future events that are planned.

The newsletter and other information about the school can also be found on the school website:
www.huddersfield-grammar.co.uk

Website

The school website has key information such as term dates, school policies, a copy of this handbook and a variety of other useful and important documentation.

Facebook

www.facebook.com/HuddersfieldGrammar

Student Progress and Achievement

Early in the school year, we invite parents/carers of the Year 7 students to attend a Parent Information Evening where you will be able to have an individual meeting with your child's Form Tutor to discuss their early progress and transition to our school. This evening will be held on:

Wednesday 26th September 2018

We also report home regularly on student attainment and effort through our Assessment Windows reporting system. Across the year students will receive six reports home.

Prior to these being brought home the students will spend an hour discussing these and reviewing their progress with their Form Tutors. Please expect these on the dates shown below:

Friday 19th October 2018

Wednesday 19th December 2018

Friday 15th February 2019

Friday 5th April 2019

Friday 24th May 2019

Thursday 11th July 2019

Parents' Evenings are the most important communication opportunities that we have and as such, attendance at them is very important. Parents' Evenings at Huddersfield Grammar School have been arranged in a way that makes them as accessible as possible, running from 6pm - 8.30pm.

As such, attendance at Parents' Evening is expected. If you are unable to attend a Parents' Evening it is important that we are informed in advance so any concerns can be shared with you.

The Year 7 Parents' Evening will take place on:

Thursday 2nd May 2019 (7H & 7G)

Wednesday 8th May 2019 (7S & 7A)



Here to help

The first point of contact at the school should be the Form Tutor, via the Student Planner or email. At school our email addresses all follow the same format and these can be found on the school website.

Initial of our forename followed by surname@huddersfield-grammar.co.uk

So for example, Mr M Seaton would be mseaton@huddersfield-grammar.co.uk

Please use this to let the school know of any concerns you may have. If you wish to speak with the Head of Middle School, please telephone the School Office in order to arrange a mutually convenient time.

Head of Middle School - **Mrs A Fitzpatrick**

Deputy Head - **Mrs D Holmes (Character Development)**

Should you not be satisfied with the response that you receive, please consult the Compliments and Complaints Policy, which is posted on the school website. A hard copy of this document can be obtained from the School Office upon request.

Morning snacks

Huddersfield Grammar School believes in promoting healthy eating for healthy minds.

Students are allowed to bring in a plastic bottle of water (no more than 500ml) to ensure that they are hydrated during the school day. Glass bottles are not allowed in school at any time. Juices and drinks, other than water, may be consumed at break and lunch time only. Carbonated/fizzy drinks are not allowed.

Students may bring in snacks that are for their own consumption during Morning Break, and these are not to be shared.

Food is not to be consumed in classrooms, on staircases or corridors. Food should only be consumed during morning break and at lunch time.

Lunch in the Dining Hall

A healthy lifestyle is always a priority at Huddersfield Grammar School and our students are provided with healthy, balanced meals.

The school contracts out to a catering company (Thomas Franks) which provides all food, ensuring that it conforms to government guidelines on standards for school lunches. Meals are cooked on site and there is a variety of food on offer daily including vegetarian dishes and a salad bar. The weekly menus can be viewed on the school website and will also be shared weekly through HGS Connect e-newsletter. An example can be found on the next page.

Packed lunches are not permitted unless there is a specific dietary need and permission has been granted by the Headmaster. In such instances, the catering team can usually make appropriate adjustments to meet the requirements of the student.

If you have any questions regarding the catering please contact our new chef Jamie Stewart-Milne at: huddersfieldgrammar@thomasfranks.co.uk

THIS WEEK'S MENU

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|---|---|---|
|  <p>Dish of the Day Classic Butchers Pork Sausages</p> | <p>Dish of the Day BBQ Chicken Wraps Curly Fries Vegetable Ribbons</p> | <p>Dish of the Day Pauline's Meat Feast Pizza</p> | <p>Dish of the Day Roast Beef & Yorkshire Puddings</p> | <p>Dish of the Day Batter Crisp Cod</p> |
| <p>Vegetarian Option Quorn Sausage</p> | <p>Vegetarian Option Sweet Potato & Cauliflower Curry served with Basmati Rice & Naan Bread</p> | <p>Vegetarian Option Cheese & Tomato Pizza</p> | <p>Vegetarian Option Spicy Mixed Bean Wraps Topped with Crushed Nachos & Cheese</p> | <p>Vegetarian Option Macaroni Cheese</p> |
| <p>Both served with Creamed Mash Potato, Sugar Snap & Garden Peas, Red Onions & Gravy</p> | | <p>Both served with Mixed Salad Sweetcorn Nibs</p> | <p>Both served with Roast Potatoes Seasonal Vegetables</p> | <p>Both served with Chunky Chips Mushy Peas or Baked Beans</p> |
| <p>Snack Option Jacket Potato served with Salad, Tuna Mayonnaise, Cheese, Cold Meats or Baked Beans or Freshly made sandwiches</p> | <p>Snack Option Tomato & Basil Sauce served with Pasta Shapes or Freshly made sandwiches</p> | <p>Snack Option Jacket Potato served with Salad, Tuna Mayonnaise, Cheese, Cold Meats or Baked Beans or Freshly made sandwiches</p> | <p>Snack Option Roast Vegetable Tomato Sauce served with Pasta Shapes or Freshly made sandwiches</p> | <p>Snack Option Jacket Potato served with Salad, Tuna Mayonnaise, Cheese, Cold Meats or Baked Beans or Freshly made sandwiches</p> |
| <p>Dessert Fresh Fruit or Flavoured Yoghurt or Flapjack</p> | <p>Dessert Fresh Fruit or Flavoured Yoghurt or Baked Pink Rice Pudding served with Jam Sauce</p> | <p>Dessert Fresh Fruit or Flavoured Yoghurt or Fruit Jelly & Whipped Cream served with Wafers & Sprinkles</p> | <p>Dessert Fresh Fruit or Flavoured Yoghurt or Chocolate Cake served with Chocolate Sauce</p> | <p>Dessert Fresh Fruit or Flavoured Yoghurt or Toffee Crisp</p> |



COGNITA
FLAVOURING TECHNOLOGY

Week commencing: 16/04 & 07/05

Expectations of uniform

Students are expected to take pride in their uniform and appearance, creating a positive first impression of the school. Students are expected to take responsibility for their own appearance, upholding policy and showing themselves to have the highest standards at all times. All students are expected to wear the full uniform whilst travelling to and from school.

Students not complying with the expectations below may be sent home to change and/or rectify the situation; items which are non-uniform will be confiscated.



- Huddersfield Grammar School blazer with pre-embroidered pocket badge. These must be worn at all times unless permission given not to do so
- Dark grey school trousers or a navy blue skirt. The trousers/skirt must not be fitted or a Lycra stretch material
- The only style of skirt acceptable is the regulation A-line school skirt. Skirts should be below the knee
- No motifs, branding, coloured stitching or other embellishments are allowed on belts and they must be black
- White shirt to be worn with a school tie, or regulation white blouse with rever collar. Top buttons to be fastened and shirts must be tucked in at all times
- Ties are to cover the top button and to reach the waist band
- V-necked pullover is optional but must have the school logo if choosing to wear this
- Black, navy or dark grey socks for boys, navy socks or tights for girls

Footwear

All students must wear plain black leather shoes that have no logos. Boots and trainers are **NOT** allowed. Backless, suede, slip on or cloth footwear is totally inappropriate and can be a health and safety hazard when using the many staircases in school or when working in some classroom environments.

We appreciate that many suppliers market shoes as 'school shoes'. Please see our additional guidance about acceptable footwear, as here at Huddersfield Grammar School some of these would not be acceptable.

Coats

Coats are allowed in school but must be a plain, dark coloured with no logo. No items of non specified uniform are to be worn under the school blazer at any time.

Jewellery

Only the following jewellery is acceptable for school wear:

- A plain wrist watch
- Discrete religious symbols
- Single stud - one in the lobe of each ear no larger than 3mm diameter

Make-up, nail polish and false nails are not permitted.

Hair

The Senior School does not permit any extremes in the styling, length or colour of hair. Hair dye is only permitted for students in Years 10 and 11 and, if worn by any of these students, must be of a natural colour (e.g. blonde, brown or black, rather than grey or silver). Excessive two-toned styles, shaved heads or shaven patterns are not allowed.

In the Senior School, girls may wear their hair down for most lessons as long as it remains neat and tidy. It must, however, be tied up for Food Technology, Science and Art lessons, for all sports activities, or at a teacher's request. As a result, girls must carry a bobble with them at all times.

Boys' hair should also be smart and tidy. Neither facial hair nor hair length of less than a Grade 3 are permitted, and hair must not extend beyond the collar.

Equally, hair must not be overly styled with products and the natural style, fringe or hair length should not impede the learning of any student or those around him/her.

School Uniform can be purchased from:

Bridge Schoolwear, 4 -6 Scar Lane, Milnsbridge, Huddersfield. HD3 4PE. 01484 655655

www.bridgeschoolwear.co.uk The code to access the Huddersfield Grammar School section is: **hgs1699**

Alternatively, a school Clothing Shop sells 'nearly new' items and is open every Monday during term time from 2.30pm. Additional opening times and dates are published on the calendar as necessary.

Examples of **UNACCEPTABLE** shoes



NO CONVERSE



NO PUMPS OR
TRAINER STYLE



NO ANKLE
BOOTS



NO BOOTS

Additional guidance

- Trainers / shoe hybrid styles will not be considered appropriate footwear
- Shoes made by sportswear manufacturers are deemed to be trainers
- Shoes that cover the ankle are deemed to be a boot
- A shoe marketed as a school shoe may not be acceptable at Huddersfield Grammar School
- Canvas style shoes are not allowed
- Single velcro styles, as shown, are permitted on a traditional upper
- Pump or ballerina styles must have a strap across to keep the foot secure

Examples of **ACCEPTABLE** shoes



PE kit



Students will have two timetabled PE lessons per week. Over the course of the year they will cover a minimum of 12 different sporting activities and will be offered many competitive opportunities to represent school within these.

It is important that each student has the correct kit for his or her lesson. Due to the unforeseeable nature of the weather there is sometimes the need to change the activity being taught that day so students are asked to bring with them all items of their kit each lesson.

Boys kit

Polo shirt, shorts, reversible outdoor jersey, training jacket, pitch side pant and navy socks.

Girls Kit

Polo shirt, shorts, outdoor micro fleece, training jacket, pitch side pants, sports leggings and navy socks.

Additional kit required for safety reasons

Gum shield, shin pads and football boots.

PE expectations

- Pupils must always bring their PE kit. If they are excused from taking part physically, they will still get changed and be engaged in the learning of the lesson
- Sanctions are in place for when students forget items of kit
- If pupils forget their PE kit, they are expected to wear a spare kit provided by school
- The correct PE kit must always be brought to every lesson
- Any pupils with long hair are expected to bring a hair bobble to every lesson to tie their hair back

Lost property

Parents/carers are advised to label all equipment and items of uniform, including PE kit, with the student's name so they can be returned easily if lost and found.

All items that are found without a name are placed in lost property for student identification.

The school does not accept responsibility for any property that is lost and will not be liable for its replacement.

What will I need?

It is essential that students have the correct equipment for all lessons. Students are expected to have a bag as part of their uniform.



A pupil's main school bag must be large enough to properly carry an A4 ring binder. Smaller bags are not appropriate as a main school bag.



Students must have the following basic equipment (shown above) at all times:

A pencil case, black or blue ball-point pens, green and purple ball-point pen, HB pencil, an eraser, a pencil sharpener, a compass, a protractor, a 30 cm ruler, scientific calculator (purchasable from the Mathematics Department for £5), highlighters, glue stick, USB (for school use only), Scissors (small pair – not pointed), Good set of coloured pencil crayons (not felt-tips) and a set of earphones.

Additional equipment we expect pupils to have

In addition to the basic equipment, pupils are also required to have the following specialised equipment to assist them in the named subject areas. Please note that this additional equipment is not optional as it will assist them in following our curriculum successfully but is only necessary to carry to the specific subjects.



Spanish dictionary.

Carried with them in their bag should always be their planner (which they will receive on the first day of the new school year) and suitable equipment to support their learning.

Getting around...

Finding your way around initially may feel daunting. We appreciate that moving from either our Prep School or a primary school, where you are predominantly based in one classroom, to a Senior School in which you will move to a different classroom for each lesson, requires some adjustment.

Each classroom is numbered in a way that makes it easier to locate. For example, rooms in the Waverley building start with the letter W, St Davids the letter S and Argyle the letter A. These are all located around a department area and numbered in a chronological order to help you find them.

For example, **W1** will be next to **W2** followed by **W3**.

There are always lots of students and staff around that would be happy to help. To support your child in the first few weeks it would be useful to identify the night before with the use of the timetable where the next day's lessons will be taking place, allowing your child to plan where to go the following day.



Character development

At Huddersfield Grammar School we are developing an innovative Character Education Programme across all phases of the school. This will have an emphasis on developing the three key character traits of:

SELF BELIEF RESILIENCE SELF AWARENESS

These are enduring traits which make a difference to success in life and success in learning both within and beyond the classroom. These strands will be embedded throughout the school to provide opportunities for pupils to develop good character. These opportunities will include:

- Six dedicated Character Days around one of the key strands that build collaborative skills, communication skills, creativity and critical thinking and respect, responsibility and relationships
- Active Learning Programme e.g. Bushcraft, Duke of Edinburgh and, in time, the John Muir Award
- Peer support groups with a particular focus: Pupil Voice, Bullseye, Environment, fundraising, etc
- Leadership training and responsibility posts for the pupils
- Community service volunteering opportunities and partnerships
- Extra-curricular activities
- Wellbeing Programme
- 'Be Inspired'- Speaker Programme for pupils, parents and staff



Underpinning these traits are a range of character attributes which support character development.

SELF BELIEF

- Wanting a second go at things they find challenging first time
- Talking openly about their successes, and their failures
- Feeling proud of what they have achieved and wanting to move forward to the next challenge
- Developing resilience through perseverance where before they felt they could not succeed
- Overcoming apprehensions to take part
- Displaying more social confidence – “come out of their shell”
- Feeling positive about themselves – having a ‘can-do’ attitude

RESILIENCE

- Demonstrating initiative in overcoming obstacles
- Trying hard to succeed at activities they find physically or emotionally challenging
- Setting realistic targets for themselves over an extended period
- Persevering with good humour in the face of discomfort
- Taking responsibility for their own safety and that of others

SELF AWARENESS

- Learning to recognise their own and others’ strengths and current limitations, valuing the contribution of others
- Willingly trusting others and accepting their support, while also recognising when others need support and willingly offering theirs
- Treating others with tolerance and respect, challenging intolerance when necessary
- Understanding how their own actions impact on others
- Recognising and applauding the achievements of others, regardless of how these compare with their own
- Developing and valuing friendships

Active learning

Huddersfield Grammar School has implemented an Active Learning Programme, across all phases of the school, to ensure that a 'golden thread' of character education underpins all outdoor learning experiences. Active Learning experiences provide a rich opportunity for developing character and lifelong learning skills.

Each child will take something different from the experience depending on their own learning, prior experiences and development needs. At the heart of the Active Learning experience is the development of character.

Learning Away has shown that a residential learning experience provides opportunities, benefits and impacts that cannot be achieved in any other educational context or setting. There is also strong evidence that impacts in these areas lead to positive outcomes in terms of students' engagement with and progress in their learning, as well as their self-belief and expectation that they will make progress and succeed.

Therefore at Huddersfield Grammar School there will be an ongoing variety of opportunities for pupils to experience active learning at all key stages including:

- Bushcraft and Leadership training
- John Muir Award
- Duke of Edinburgh Award
- Ski Trip
- Sports Trip
- Cultural and Music Trips
- Subject Trips



Excursions & visits

Excursions and visits are an essential part of school life which greatly enhance the educational experience of students at all levels. We consider that thorough and careful planning is essential at all stages before any visit takes place and we require supervision of the highest standard once an expedition is underway.

Our Senior School students are, of course, expected to be good ambassadors for the school at all times, and to comply with the expectations and instructions of the lead staff for exemplary conduct and behaviour.

The proposed excursions list for the academic year includes the following:



In addition, visits to various museums, theatres, art galleries and exhibitions take place throughout the school year.

Extra-curricular activities

Students at Huddersfield Grammar School are encouraged to become involved in the many activities on offer. We recommend that all of our Senior School students join at least one club throughout the academic year.

The school offers a range of clubs and activities that are usually free of charge. If an outside specialist is running a club, it is possible that a small charge will be made (e.g. for LAMDA and Trampolining).

Extra-curricular Activities include sporting, creative, musical and artistic opportunities and are generally organised for particular age groups. They are held at lunchtimes and after school.

Students who wish to be considered for a school team will be expected to attend practice sessions regularly and should ensure that they speak to the activity leader on the rare occasions that this will not be possible.

A full list of the activities offered each term can be found in the School Calendar.



Additional tuition

Optional peripatetic music lessons are available at school in brass, clarinet, drums, flute, guitar, piano, saxophone, violin and voice. Please contact Mrs Fitzpatrick, Head of Middle School, at: afitzpatrick@huddersfield-grammar.com

Students bringing in their own instruments should have them clearly labelled and these must be stored securely as agreed with their teacher.

Those interested in Speech and Drama who wish to take LAMDA examinations may join the Fine Acting Club, details of which are in the School Calendar. For further information, please contact our Head of Drama, Miss Haigh at: nhaigh@huddersfield-grammar.com



Assessment

Extensive use is made of standardised data in the Senior School and we track the progress of each individual student using our School Management System (SIMS). To enable teachers to measure the academic progress of individual students against baseline data, all students in Year 7 take the MidYIS (Middle Years) test and students in Year 10 will take the YELLIS (Year 11) tests.



In the GCSE examination years, subject specific grade targets are set for each student and are also shared with parents. These are closely informed by the MidYIS and YELLIS data as well as the specific insights of our teachers as they monitor the performance of individual students.

Teaching staff adopt appropriate intervention strategies if any student falls below the expected level of progress. Parents are consulted at this stage as appropriate and internal examinations across the Senior School play an important role in enabling our teaching staff to measure the progress of each child.

There are tests and assessments throughout the academic year, with formal examinations at the end of the Summer Term. Year 10 students take examinations in May, with Years 7 and 8 examinations in June. Year 9 has its KS3 exam in December to help inform their option choices. Year 11 has its GCSE trial examinations in January.

Student work is marked frequently and returned promptly in accordance with our Marking and Assessments Policy. Typically, students are asked to evaluate their own work as part of this process, before responding to teacher comments and corrections by using a green pen.

Setting Targets

Each student joins school with their unique profile and our baseline testing will provide us with an accurate picture of their starting point. The standardised data provides accurate predictions of what over time they would be expected to achieve in a 'typical' school setting within the maintained sector.

As an ambitious independent school, we use this data to set aspirational targets that would see them exceeding the predictions for 'typical' performance generated by the standardised data, and so making good progress by our standards. We would identify this as their pathway, a journey towards their key assessments and ultimately their GCSEs.

From September 2018, we are using the GCSE Grading specifications to develop our own year group specific descriptions to allow each pupil to be assessed effectively throughout all stages of the school against this. The demands of each grade will become progressively more difficult as they progress through school and get closer to their GCSEs. It is therefore expected that a student with a GCSE target grade of a 6 will be working at a Grade 6 throughout their five years within the Senior School. Maintaining this grade when the criteria to do so becomes more challenging will show they are still on target to achieve this when they reach their GCSEs.

We will communicate each half term through our Streamlined Reports to ensure that you are frequently informed on your child's progress. Whilst Streamlined Reports will provide an efficient snapshot of performance across all subjects, and so allow any areas of concern to be easily identified, Full Reports will also be issued at certain points in the academic year to provide more extensive, qualitative information.

What will this look like?

On the report you receive home we will share with you the MidYis/YELLIS expected grade and alongside this our aspirational prediction, the aspirational target that the school has set your child. Each term we will show your child's current attainment, which would be expected to be the same as his or her target. We will also show this over time so you can compare this to your child's previous attainment.

The use of a very simple colour scheme will clearly indicate whether your child is making inadequate, expected or good progress:

- Green representing good progress and they are achieving in line with our aspirational targets
- Amber if they have made expected progress in line with MidYIS/YELLIS but below our aspirational target for good progress
- Red clearly shows underachievement and inadequate progress

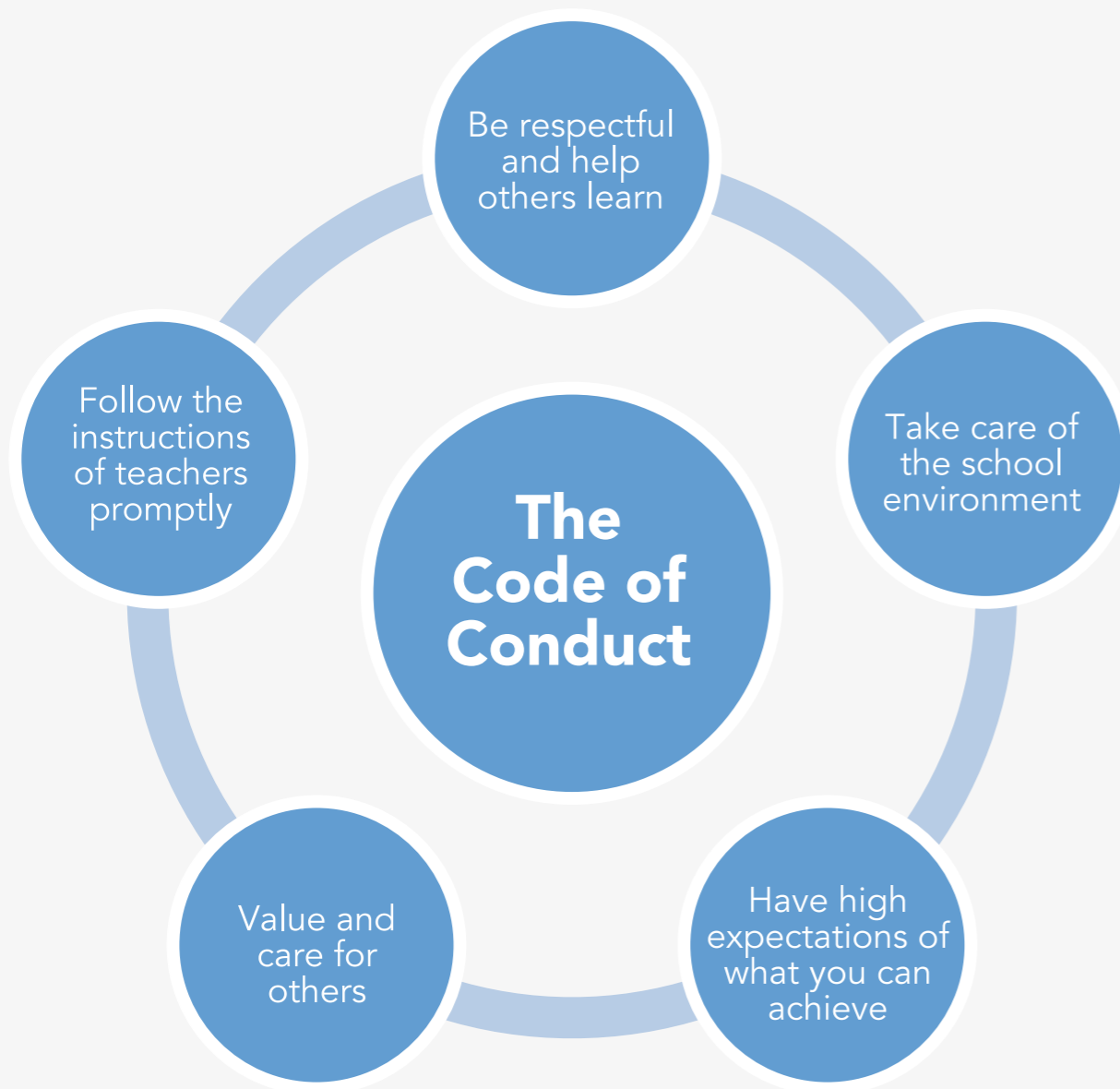
Where effort is not excellent or good (1 or 2) we will also highlight this clearly in red to show the under achievement. To ensure we are able to address this quickly we have developed stages of intervention to support each student in fulfilling their potential.

| | Yellis expected | HGS Target | Autumn Term 1 | Effort | Autumn Term 2 | Effort |
|---------|-----------------|------------|---------------|--------|---------------|--------|
| Maths | 5.8 | 6 | 6 | 1 | 6 | 1 |
| English | 5.3 | 6 | 5 | 3 | 6 | 1 |
| Science | 5.6 | 6 | 6 | 2 | 4 | 2 |
| History | 5.5 | 6 | 6 | 1 | 6 | 1 |

Code of conduct

Huddersfield Grammar School expects a high standard of behaviour. Our children are expected to act with courtesy and consideration for others at all times; they are reminded to hold doors open for others and to stand for visitors.

To support this process, Senior School teaching staff will enter comments into the Student Planner to allow parents to see areas of achievement as well as any issues that may have arisen on a daily basis.



If a student breaks the Code of Conduct in a Senior School lesson, the pupil is given a series of warnings:

Warning 1 - the student's name may be recorded by the teacher, but no further action is taken

Warning 2 - the student is given an official **Demerit** and this is recorded promptly on SIMS

Warning 3 - the student is referred to an available member of the SLT (by reference to the SLT Rota) and the pupil's parents are contacted.

Please note that students who fail to hand in homework, hand in unsatisfactory homework, arrive late without good cause or forget key equipment will receive a Demerit without Warning 1 having first being applied.

Please note that the following additional sanctions apply to specific pupil actions:

- 2 Demerits for no homework or unsatisfactory homework **Standards Detention** (lunchtimes)
- 5 Demerits in one week **After School Detention** Wednesday or Friday, 4.00-5.00pm
- Persistently poor effort in class (noted in half-termly data capture) **Target Report** issued
- Serious incident occurs **Headmaster's Detention** (at the Headmaster's discretion)

Target Reports (Senior School) are used to support students in improving their behaviour both in lessons and around the school site. Such a measure clarifies the expectations of the school whilst enabling pupils, staff and parent to communicate both progress and expectations.

Parents will always be notified face-to-face by the relevant member of the pastoral team/SLT prior to a Target Report being issued. Whilst the student is on report, the relevant member of the pastoral team/SLT will continue to liaise closely with pupil's parents, Class Teacher/Form Tutor and other pastoral team/SLT members.

Pupils who are placed on Target or Lesson and Rec Reports should sign and be involved in the setting of targets that are set. These targets make the specific expectations of the student clear to the student, parents and teaching staff.



Rewards

Pupils who consistently follow The Code of Conduct, as well as those who exhibit more general positive behaviour, achievement, progress or effort, are rewarded by teachers giving Merits, which also count as House Points and are logged on a computer-based system. For particularly exceptional work or conduct, pupils can receive special awards, which are worth more Merits:

House Point - 1 Merit

- Excellent modelling of the code of conduct
- Doing a good deed for a teacher
- Exceptionally good manners
- An excellent piece of work
- An excellent effort

Deputy Head Award - 5 Merits

- Letting a teacher know a fellow student needs help or support
- An excellent piece of extended work
- A sustained improvement in one subject area

Headmaster's Award - 10 Merits

- An outstanding act of consideration, kindness or helpfulness to others
- Organising an event in school for the benefit of fellow students
- An outstanding series of pieces of work or an exceptional achievement
- An exceptional improvement due to effort, resilience and/or determination

Each term, House Reward Trips are arranged for the top performers in the merit system and these may include trips to the cinema, theatre or a restaurant. Students are also rewarded for the number of Merits each term.



Additional prizes are also awarded in our termly Celebration Assemblies or at Presentation Evening.

Houses

Students are placed into one of two Houses upon entry to the school: Crowther (Blue) and Ramsden (Red).

House leaders are:



Besides the weekly announcement of House Point totals, a variety of exciting **Inter-House** activities take place over the school year, including debating, go-karting and bake-offs!

Details of House events are included in the termly calendar of events.



Spelling Bee

Go Karting

Chess

Debating

Bake Off

Curriculum

It is the expectation that all our students should experience a future-facing curriculum which not only prepares them for their chosen learning pathway in further education or employment, but develops and encourages a deeper understanding of the world in which they live, their own values and those of others from differing belief systems.

Year 7

The curriculum is designed to provide a broad balanced range of content in keeping with National Curriculum requirements delivered in such a way as to enable all students to demonstrate exceptional progress from their starting point. The curriculum includes a wide variety of learning experiences provided both in and out with the classroom.

As part of our future-facing curriculum, Year 7 pupils now follow a weekly course, Trivium, which takes place in the school's new Trivium Centre. Trivium lessons will provide our pupils with a bespoke opportunity to enhance their intellectual curiosity, public speaking, presentational and debating skills.

Trivium lessons now feature in some of the leading independent schools in the United Kingdom, including Epsom College and Oundle School, and the addition of this subject to the HGS curriculum is an exciting innovation for the school.

All foundation subjects are given equal weighting as are core subjects in order to give the students a balanced learning experience.

Year 7 Curriculum lessons per week

| | | | |
|-------------|-----|---------------------------|-----|
| English | - 6 | Physical Education | - 5 |
| Mathematics | - 6 | Computing | - 2 |
| Science | - 6 | Art | - 2 |
| Spanish | - 6 | Music | - 2 |
| Geography | - 2 | Drama | - 2 |
| History | - 2 | Assembly, Form Period etc | - 2 |
| Trivium | - 2 | | |

In addition to the weekly timetable, your child will participate in six dedicated Character Days over the course of the school year. The half-termly Character Days will supplement the school's vibrant assembly programme in offering spiritual as well as personal, social and health education.

Additional information

Personal Property

Students should not bring large amounts of money or valuable possessions (e.g. iPods, iPads, expensive watches, etc.) to school. We advise students to use their lockers to store any valuables that may occasionally be brought into school for educational purposes.

Students are expected to carefully look after the school textbooks and exercise books, as well as any equipment provided by the school.

School Policies

All key school policies are posted on our website. Hard copies of these policies are available from the School Office upon request.

Parents' Association

The school organises a number of events to which the whole school community is invited. The Fireworks Night, the Christmas Fayre and the Summer Garden Party are events not to miss. The school will occasionally ask for parent volunteers to assist in the management of these events.

Lockers

Students are expected to look after their own belongings and, as part of this process, must purchase a lock for their locker and ensure that they have at least one spare key, which should be labelled and promptly handed in to the Form Tutor for safekeeping.

Anti-Bullying

Huddersfield Grammar School aims to establish a positive school culture in which all members of the community feel safe, confident and treat each other with respect and courtesy, particularly with regard to individual differences. To that end, bullying will not be tolerated.

The Anti-Bullying Policy is available on the school website and should be read and understood in the context of our Behaviour Policy, our Equalities and Diversity Policy, and our approach to Personal, Social, and Health Education (PSHE) through our six dedicated Character Days.

As a Cognita School, Huddersfield Grammar School has signed up to the principles embodied within our group-wide membership of the Anti-Bullying Alliance (ABA), linked to the National Children's Bureau, including access to specialist training of staff to support our best efforts to eradicate bullying in school.

Acceptable Use Policy for ICT

At Huddersfield Grammar School we are committed to safeguarding your child. We actively promote educating students to use technology safely and wisely so they will be better placed to protect themselves from the risks and challenges they may encounter both at school and out of school.

Parents are urged to put in place the necessary filters and to talk to their children about how they communicate online with their friends. The school issues a Social Media Guide for Parents, upon request.

Please note that mobile devices must be switched off throughout the school day unless permission has been granted from a member of the teaching staff. Any mobile phone that is seen out and/or heard will be confiscated and handed to the School Office; parents will then be informed via the Student Planner and the phone may only be collected by the student at the end of the school day.

Where further instances of inappropriate use of a mobile device occur, parents will be required to collect the device from the School Office. In such circumstances, the student in question may no longer be allowed to bring a mobile device to school.

Charities and Fundraising

Consideration for others plays a prominent role in the school ethos. As a result, all children are encouraged to play their part in organising the many charity events and initiatives that take place in school throughout the year. These range from local activities to national initiatives such as Comic Relief, Sport Relief and Children in Need.

Transport

The school operates a private bus service from both the Holme Valley and Calderdale. A high standard of behaviour is expected from all students using this service. All students must wear seatbelts and anyone reported by the driver for misbehaving may be barred from using the bus, either temporarily or permanently.

Please note that school buses cannot wait for late students. If students are required to leave to catch the bus, they must inform teachers in advance.

For further information please visit coachtravel.me

Special Educational Needs

Huddersfield Grammar School accepts responsibility for the educational needs of all children and for their physical wellbeing while they are on the school premises. The school employs a specialist SENCo, Mrs Hutson, who coordinates our approach to Special Educational Needs.

Every effort is made in the case of genuine need or difficulty to give appropriate and sympathetic support. Should the school be unable to provide this support within its existing structure, we will discuss the situation with parents, educational services and other appropriate professional bodies.

Safeguarding and Child Protection

Every child has the right to protection from abuse and exploitation. For this reason, the school has a Safeguarding Children Policy, a designated teacher for child protection, and all staff are trained to be aware of the possible signs of abuse. Staff are also aware of the child protection procedures established by the Kirklees Education Authority.

Any issues should be reported to the Designated Safeguarding Lead, Mrs Holmes.

Photographs of Children

In line with legislation covering the use of children's photographs in the media (including the internet), we will ask you to provide your written consent for the school to use photographs of your son/daughter where appropriate.

Photographs may be used for a variety of purposes, including advertising, publicity pieces in the press, on our Facebook site, the School prospectus, CDs, DVDs and on our school website.

Please notify the school in writing should you not wish for your child to be photographed and we will respect this.

Parents should only use photographs and videos taken at school events for their own personal use. Such photos and videos must not be placed on public-facing social media networks.

Please also note that:

- Recording or photographing other than for your own private use would require the consent of all the other parents whose children may be included in the images;
- Parents and carers must follow guidance from staff as to when photography and videoing is permitted and where to stand in order to minimise disruption to the activity;
- Parents and carers must not photograph or video children changing for performances or events;
- If you are accompanied or represented by people that school staff do not recognise, our staff may need to check who they are and if they are using a camera or video recorder;
- The same rules apply for images taken on mobile phones: these should be for personal use only.

School Events

A range of school events take place throughout the academic year, including Parents' Evenings, concerts, drama performances, sports fixtures and charity events. Parents and family are always welcome to join us for such activities. The school will provide relevant information ahead of each event, including the number of available tickets and entry time to the school grounds.

Useful contacts

Contact Number: **01484 424549**
 Website address: **www.huddersfield-grammar.co.uk**

Senior Leadership Team:

| | | |
|---------------------------|---------------|-------------------------------------|
| Headmaster | Mr M Seaton | mseaton@huddersfield-grammar.co.uk |
| Deputy Head (Character) | Mrs D Holmes | dholmes@huddersfield-grammar.co.uk |
| Deputy Head (Achievement) | Mrs C McMurdo | cmcmurdo@huddersfield-grammar.co.uk |
| Deputy Head (Pedagogy) | Mrs O Wareham | owareham@huddersfield-grammar.co.uk |
| School Business Manager | Mrs H McManus | hmcmanus@huddersfield-grammar.co.uk |

Year Team:

| | | |
|-----------------------|-------------------|---|
| Head of Middle School | Mrs A Fitzpatrick | afitzpatrick@huddersfield-grammar.co.uk |
| Form Tutor | | @huddersfield-grammar.co.uk |

Specific issues, questions or concerns connected with:

| | | |
|---------------------------|----------------|--------------------------------------|
| Attendance | Mrs H Kelly | hkelly@huddersfield-grammar.co.uk |
| First Aid | Mrs H Kelly | hkelly@huddersfield-grammar.co.uk |
| Special Educational Needs | Mrs S Hutson | shutson@huddersfield-grammar.co.uk |
| Finance | Mrs P Howatson | phowatson@huddersfield-grammar.co.uk |
| Child Protection Concern | Mrs D Holmes | dholmes@huddersfield-grammar.co.uk |
| General | Mrs H Kelly | admin@huddersfield-grammar.co.uk |

Subject specific concern:

| | | |
|-----------|----------------------|--|
| Art | Mrs S Davis | sdavis@huddersfield-grammar.co.uk |
| Biology | Mrs B Nemyria | bstead@huddersfield-grammar.co.uk |
| Chemistry | Mrs D Holmes | dholmes@huddersfield-grammar.co.uk |
| Drama | Mrs N Haigh | nhaigh@huddersfield-grammar.co.uk |
| English | Miss K Brearley | kbrearley@huddersfield-grammar.co.uk |
| Food | Mrs A Richards | arichards@huddersfield-grammar.co.uk |
| Geography | Mrs G Doyle | gdoyle@huddersfield-grammar.co.uk |
| History | Mr T Poulter-Dunford | tpoulterdunford@huddersfield-grammar.co.uk |
| ICT | Mrs K Ackroyd | kackroyd@huddersfield-grammar.co.uk |
| Maths | Mrs R Rudkin | rrudkin@huddersfield-grammar.co.uk |
| Music | Mrs A Fitzpatrick | afitzpatrick@huddersfield-grammar.co.uk |
| PE | Mr S Butters | sbutters@huddersfield-grammar.co.uk |
| Physics | Mrs A Watson | awatson@huddersfield-grammar.co.uk |
| Spanish | Miss C Newton | cnewton@huddersfield-grammar.co.uk |
| Trivium | Mrs I Simmons | isimmons@huddersfield-grammar.co.uk |

Things to remember

Please use this page to jot down anything important that you don't want to forget or any questions you may wish to ask.

The whole child is the whole point.