



# STUDENT PLANNER 2021/2022

**SCHOOL READY  
WORK READY  
LIFE READY**



Name:

Form:

PRINT FOR SCHOOLS

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## College Leadership Team

Principal	Mrs C Huddart	Assistant Principal	Mr B Irving
Associate Principal	Mr D Bowden	Assistant Principal	Mrs C Malson
Associate Principal	Mrs A Saeed	Assistant Principal	Mr G Middleton
Vice Principal	Mr A Arezoo	Assistant Principal	Mr N Plant
Vice Principal	Miss C Collins	Assistant Principal	Mrs C Anyon
		Assistant Principal	Mrs S Proud
		Assistant Principal	Miss L Sheldon
		Assistant Principal	Miss F Winterburn
		Assistant Principal	Miss D Musgrove
		Assistant Principal	Ms S Harrison
		Assistant Principal	Mrs S Goodall

## School Teams

### YEAR 11

Head of School	Mr N Plant
Deputy Head of School	Mrs C Robinson
Deputy Head of School	Mr C Norton

### YEAR 10

Head of School	Miss F Winterburn
Deputy Head of School	Mr P Reilly
Deputy Head of School	Miss S Khan

### YEAR 9

Head of School	Mr G Middleton
Deputy Head of School	Mrs N Ola-Craig
Deputy Head of School	Mr A Cousins

## STUDENT WELLBEING OFFICERS

Miss N Palmowski  
 Ms D Gibson  
 Mrs B Fielding  
 Miss D Wilson  
 Mrs M Derbyshire  
 Miss L White

### YEAR 8

Head of School	Miss L Sheldon
Deputy Head of School	Mr M Trainer

### YEAR 7

Head of School	Mrs C Malson
Head of School	Mr B Irving
Deputy Head of School	Mrs L Heskett



Dates in bold indicate college is closed.

## Autumn Term

Year 7 Induction Day – Wednesday 1<sup>st</sup> September 2021 (Year 7 students only)

Autumn half-term 1 – Thursday 2<sup>nd</sup> September to Thursday 21<sup>st</sup> October 2021

**INSET Day – Friday 22<sup>nd</sup> October 2021**

**Half-term holiday – Monday 25<sup>th</sup> October to Friday 29<sup>th</sup> October 2021**

Autumn half-term 2 – Monday 1<sup>st</sup> November to Thursday 16<sup>th</sup> December 2021

**INSET Day – Friday 17<sup>th</sup> December 2021**

**Christmas holiday – Monday 20<sup>th</sup> December to Monday 3<sup>rd</sup> January 2022**

## Spring Term

Spring half-term 1 – Tuesday 4<sup>th</sup> January to Friday 18<sup>th</sup> February 2022

**INSET Day – Monday 31<sup>st</sup> January 2022**

**INSET Day – Friday 18<sup>th</sup> February 2022**

**Half-term holiday – Monday 21<sup>st</sup> February to Friday 25<sup>th</sup> February 2022**

Spring half-term 2 - Monday 28<sup>th</sup> February to Friday 8<sup>th</sup> April 2022

**Easter holiday – Monday 11<sup>th</sup> April to Friday 22<sup>nd</sup> April 2022**

## Summer Term

Summer half-term 1 – Monday 25<sup>th</sup> April to Friday 27<sup>th</sup> May 2022

**May Day – Monday 2<sup>nd</sup> May 2022**

**Half-term holiday – Monday 30<sup>th</sup> May to Friday 3<sup>rd</sup> June 2022**

Summer half-term 2 – Monday 6<sup>th</sup> June to Wednesday 20<sup>th</sup> July 2022

**INSET Day – Friday 1<sup>st</sup> July 2022**

**Holiday in lieu of Platinum Jubilee – Thursday 21<sup>st</sup> July 2022**

**Summer holiday – Friday 22<sup>nd</sup> July 2022 to Wednesday 31<sup>st</sup> August 2022**



# CORE VALUES

## At Horizon Community College

<b>Pride</b> Wear full College uniform at all times. Take pride in all you do and actively look to improve your work.	<b>Organisation</b> Bring correct equipment to every lesson. Organise your time and complete homework to the best of your ability.	<b>Engagement</b> Be focussed and attentive in lessons, act on advice and feedback. Seek to discover new things & be prepared to take risks.	<b>Questioning</b> Contribute in every lesson. Ask questions to deepen your knowledge and understanding.	<b>Respect</b> Follow staff instructions the first time & every time. Be honest and polite to others.
<b>Kindness</b> Be considerate and supportive of others. Treat others as you would expect to be treated.	<b>Teamwork</b> Engage with cooperative learning. Take on an active role within the team, readily sharing ideas and information.	<b>Tolerance</b> Value others regardless of sexuality, race, faith gender or disability. Accept the quirks of others.	<b>Independence</b> Demonstrate dedication & commitment. Be self-disciplined and evidence self-direction.	<b>Resilience</b> Persevere and recognise it is alright to make a mistake. Respond well to constructive criticism.

School Ready; Work Ready; Life Ready



# EFFORT GRADES

What is expected?

## Outstanding

### Always demonstrates outstanding effort

- You **always** put outstanding effort into your class work and when completing home learning. You take great pride in the work you produce.
- You **always** arrive on time to lessons and are equipped to learn and **always** bring your exercise books.
- You **always** engage with all work promptly, face the front, follow instructions, and track the speaker.
- You **always** ensure key pieces of work are finished and you always complete your home learning.
- You **always** answer questions in class when asked. You **always** respond to feedback and revisit work to improve it with high levels of effort when asked to.
- You are **always** supportive of your peers and value their effort.

## Consistent

### Demonstrates consistent positive effort

- You put **consistently** effort into your class work and when completing home learning.
- You **consistently** arrive on time to lessons and are equipped to learn and regularly bring your exercise books.
- You **consistently** engage with your work promptly, face the front, follow instructions, and track the speaker.
- You **consistently** ensure key pieces of work are finished and you regularly complete your home learning.
- You **consistently** answer questions in class when asked and respond to feedback and revisit work to improve it.
- You are **consistently** supportive of your peers and value their effort.

## Inconsistent

### Sometimes demonstrates a positive effort

- You are inconsistent in the effort you put into your class work and when completing home learning.
- You are sometimes distracted from your work, you usually follow instructions (though not always at the first time of asking) and track the speaker when reminded to; however, you are likely to be inconsistent in these behaviours.
- You are sometimes late for lessons. You may also be inconsistent in terms of being equipped to learn and sometimes forget your exercise book.
- You are likely to ensure some key pieces of work are finished but not all and you complete some of your home learning on time.
- You may answer questions in class when asked but will rarely persevere or show resilience if you are unsure. You sometimes engage with feedback to improve your work but, again, inconsistently.
- You may sometimes be unsupportive of the learning of your peers, and on occasions, you may cause low level disruption.

## Unsatisfactory

### Rarely demonstrates a positive effort

- Your effort is unsatisfactory. You will generally make little effort in your class work and show little or no pride in your work.
- You may lack focus in class, may often turn around and talk to others and disrupt the learning of others. You may regularly fail to follow instructions on the first time of asking.
- You may often arrive late to lessons. You may often lack the correct equipment or forget your exercise books.
- You are likely to leave key pieces of work unfinished on multiple occasions and have a very poor home learning completion record.
- You may rarely respond to feedback and improve pieces of work when instructed to. You may refuse to answer questions in class and will rarely engage with teacher support to help you respond.
- You may often struggle to respond to the Consequences system and may have been removed from the lesson on occasions. You are often not supportive of your peers.

\*Where students are 'Inconsistent' in their effort, they may still meet some aspects of the 'Consistent' criteria; where students are 'Unsatisfactory' in their effort, they may still meet some aspects of the 'Inconsistent' criteria.

School ready; Work ready; Life ready

# Outstanding character in the classroom involves...

## Having high expectations for yourself

Taking pride in your work and ensuring your books are well looked after and organised

Finishing work and where you don't, taking it home to finish it

Pushing yourself onto challenging work and not staying in your comfort zone

Speaking loudly and clearly using a 'stage voice' when addressing the class



## Taking responsibility for your learning

Being fully equipped to learn for every lesson

Arriving on time for all lessons

Tracking the speaker

Asking questions to clarify learning

Bringing your book

Being aware of your strengths and areas for development



## Having a growth mindset

Wanting feedback so you can use it to improve

Working hard consistently

Listening to others to learn from them

Supporting your peers and valuing their effort

Answering questions and not being afraid of being wrong



## Taking ownership of your learning

Taking your books home so that you can finish work and use them for revision

Responding to feedback

Completing home learning on time and bringing it in

Revising for assessments

Getting on with the 'Do Now' work, in silence as soon as you arrive at your lesson



Pride

Organisation

Engagement

Questioning

Respect

Kindness

Teamwork

Tolerance

Independence

Resilience

<b>Health and Wellbeing</b> (inc. RSE) 	<b>Careers and Enterprise</b> 	<b>Cultural Literacy</b> 
<b>Character Building</b> 	<b>Cleaner, Greener Horizon</b> 	<b>Community Action</b> 

Personal development at Horizon Community College extends the curriculum beyond the expected academic, technical and vocational and provides our students with opportunities to develop passion, talent and interests. We believe in providing rich experiences of exceptional quality, in the curriculum and through a full range of extra-curricular activities, that considerably strengthen the character and education of our students. We support learners in developing their character including their resilience, confidence and independence, ensuring they know how to stay physically and mentally healthy throughout. At every stage of our students' journey, we provide an outstanding programme of careers and enterprise, preparing students for further education and next steps, ensuring students are work ready. In turn, students are prepared for life in modern Britain within all subject areas but additionally through an in-depth programme of citizenship and tutor period debate.

## The Six Key Areas of Personal Development

### Health and Wellbeing including Relationships and Sex Education (RSE)

All students will gain a knowledge and understanding of how to keep themselves both mentally and physically healthy throughout their lives. Students will engage with activities in class and form period that build their skills in first aid as well as developing their understanding of a range of positive relationships.

### Careers and Enterprise

All students are provided with an outstanding curriculum of careers and enterprise throughout their journey from Y7-11 at Horizon, ensuring that all are work ready and life ready.

### Cultural Literacy

All students are prepared for life in modern day Britain with a clear understanding and appreciation of diversity and cultural differences. At Horizon Community College we drive an inclusive environment for all where students are educated in historical and popular cultural to ensure a successful transition into work and life.



## **Character Building**

All students are provided with opportunities throughout Y7-11 to develop their character with a clear focus on our ten core values: pride, organisation, engagement, questioning, respect, kindness, teamwork, tolerance, independence, resilience.

## **Cleaner, Greener Horizon Community College**

It is our mission to ensure we are reducing our impact upon the Earth through continuing to make Horizon Community College cleaner and greener. Students are educated through curriculum time, form period and Votes for Schools with regards to the impact humans are having on the planet and how to take action.

## **Community Action**

All students are equipped to be responsible, respectful, active citizens who contribute positively to society. Students are given the opportunity to get involved in many of our community projects including fund raising, Christmas hampers and many more.

## **My Personal Development Pledge - September 2021**

It is important that in addition to your timetabled lessons you are taking the opportunities to build knowledge and skills for the wider world. Therefore, please make your personal development pledge for this year:

I pledge to seek out extra-curricular opportunities in the subjects I am most passionate about, which are;

## **My Pledge Review- February 2022**

Since September I have:

Before the end of the year I intend to:

## Reading Journeys

Reading Journeys allows you to be recognised for the books that you read and challenges you to read books from different genres. The aim is to read one book from each of the genres on the card. You will be given a card by your English teacher.

Once you have read a book, talk to your English teacher, who will then sign the relevant place on the card and award you 5 achievement points.

Once you have completed your first Reading Journeys Card, bring this to the library to receive a certificate and a praise letter home.

For any further cards you complete, bring it to the library to receive a certificate, phone call home and a free book.



**READING JOURNEY**

Name: \_\_\_\_\_ Journey number \_\_\_\_\_

SCIENCE FICTION & DISTO  
ADVENTURE  
FANTASY & MYTHOLOGY  
HUMOUR  
THE WORLD AROUND YOU  
GOING MYSTERY CRIME & SUSPENSE  
SPORT & LEISURE  
HISTORICAL FICTION

Read a book from each genre to complete a journey. Once you have read a book from a genre, have the circle signed by your English teacher or the Librarian.

Hand in completed cards to the Library for prizes.

## The Library

The library will be open at set times for you to borrow books from. These times will be given to you during form time. Please place them in the table below.

Day	Times
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Once you borrow a book, you will have two weeks to read it. After two weeks, if you haven't already finished and returned it, you can borrow it again by calling into the library and making arrangements with the staff in there.

If you don't return a book, you will be contacted about this. Any books not returned will be charged at the price it cost us to buy the book.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# HORIZON COMMUNITY COLLEGE

## COLLEGE DAY



	8.15	8.30	8.45	9.00	9.15	9.30	9.45	10.00	10.15	10.30	10.45	11.00	11.15	11.30	11.45	12.00	12.15	12.30	12.45	13.00	13.15	13.30	13.45	14.00	14.15	14.30	14.45	15.00	15.15	15.30
Year 9	FP		1			2					3		4																	
Year 8			1			2					3		4																	
Year 7					FP	2					3		4																	
Year 10						2					3		4																	
Year 11			1								3		4																	
	8.15	8.30	8.45	9.00	9.15	9.30	9.45	10.00	10.15	10.30	10.45	11.00	11.15	11.30	11.45	12.00	12.15	12.30	12.45	13.00	13.15	13.30	13.45	14.00	14.15	14.30	14.45	15.00	15.15	15.30

**Key**



Form Period



Break



Lunch



<b>My Timetable</b>					
<b>Week 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>



## My Timetable

[illegible]

The more regularly you attend school, the better chance you will have in succeeding during your time here at Horizon.

Any day you are absent from College, whether this is due to an illness, medical appointment, going on holiday or any other reason, will lower your attendance and can affect the progress you make at Horizon. You will need a minimum attendance of 97% to maximise your academic progress and if you wish to attend any trips or visits which are not linked to the curriculum.

As soon as you have had 3 days absence, the attendance team will notify parents/carers by sending a letter home. Your Tutor/ School team will support you through the use of a supportive attendance 'check in' – this will allow you to reflect on your attendance, the effect it can have on your studies and what you can do to catch up on any missed work.

## Absence

If for any reason you are unable to attend College, please notify a member of the Attendance team as soon as possible. When you phone the College, select the option for 'Attendance' which will direct you to the Attendance Officers. Form Tutors or the school team will follow up on any absence with a well-being phone call. If you are aware of any appointments in advance, please notify the College through the School team or via [attendance@horizoncc.co.uk](mailto:attendance@horizoncc.co.uk) by providing a copy of the letter/text/appointment card where possible. You can also access this email address through our college website.

***Y11 students – Please note you will need a minimum attendance of 97% to attend the end of year prom.***

## ATTENDANCE – Everyday counts!

190

### School days in a year!

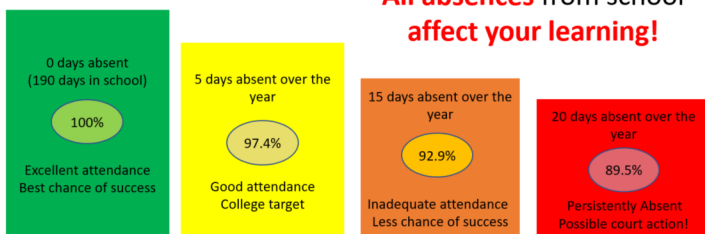
You are expected to be in school for 190 days per year.

175

### Non school days in a year!

Days to spend on family time, visits, holidays and appointments.

**All absences from school  
affect your learning!**



## Uniform

### Girls:

- College blazer with badge;
- Plain long or short sleeved white shirt with standard button collar; to enable wearing of the College tie, with the top button fastened;
- Plain black, straight leg trousers (any belt must be plain black). No jeans, chinos, leggings, jeggings or any other skinny fitting trouser;
- College skirt; the length of the skirt must not be altered in any way and must sit just above the knee;
- College clip on tie;
- Formal looking, plain black shoes made of leather or material which looks like leather (No trainers, boots, pumps or canvas shoes);
- Plain all black V-necked jumper or long sleeved cardigan;
- Tights must be skin coloured or black. Students **must not** wear leggings instead of tights.

### Boys:

- College blazer with badge;
- Plain long or short sleeved white shirt with standard button collar; to enable wearing of the College tie, with the top button fastened;
- Plain black, straight leg trousers (any belt must be plain black). No jeans, chinos or any other skinny fitting trouser;
- College clip on tie;
- Formal looking, plain black shoes made of leather or material which looks like leather (No trainers, boots, pumps or canvas shoes);
- Plain all black V-necked jumper or long sleeved cardigan;

Any make up must be discreet, false eye lashes are not allowed. School teams will consider what make up is appropriate. Long nails must be filed down. Acrylic and false nails are not allowed.

Jewellery must be a maximum of one ring and one watch only.

Only one piercing in each ear is acceptable – plain stud earrings only.

No Facial piercings are allowed. This includes clear piercings. Students will be expected to remove and hand in any extra piercings and/or jewellery which will be stored safely until the end of the day.

No extreme haircuts or unnatural colours. No bold hair accessories.

## Equipment

At Horizon, it is an expectation that students have a **school bag** (to fit A4 books) and the following equipment to enable them to achieve their best in their studies:

- |                                |   |
|--------------------------------|---|
| • <b>Black pen</b>             | • <b>Reading book</b> (Y7 & Y8 only)                          |
| • <b>Purple pen</b>            | • <b>Scientific Calculator</b> - the Casio FX82 or FX85 model |
| • <b>Pencil</b>                | • <b>Sharpener</b>  |
| • <b>Ruler</b>                 | • <b>PE kit</b>   |
| • <b>Rubber</b>                | • <b>Planner</b>  |
| • <b>Coloured pens/pencils</b> |   |



# Computer Access at Horizon

To access the College network, you will be given a Username and Password. It is your responsibility to remember these details and to keep them safe. To support you in doing so complete the details below.

Username: \_\_\_\_\_

Password hint: \_\_\_\_\_

Email address: e.g., username@horizoncc.co.uk

\_\_\_\_\_ @horizoncc.co.uk

## Horizon Student Hub

This is where you will access Apps, Shared files and lots more.

To access go to **<http://www.horizoncc.co.uk>** and click Student hub



## Horizon Student Hub

### Outlook:

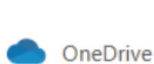
Access your emails.



Outlook

### OneDrive:

Access your Documents.



OneDrive



Word



Excel



PowerPoint



OneNote



SharePoint



Teams

### Teams:

Access  
Assignments.

We understand that mobile devices have become a 'must have' item for many young people and acknowledge that mobile devices can be really useful in emergency situations.

**However, the use of mobile devices in college is not allowed.** If your child decides to bring a mobile device with him/her to college, the following rules must be adhered to:-

- Mobile devices must be switched **OFF** at all times whilst students are on college grounds and remain out of sight throughout the college day
- Mobile devices are the responsibility of the individual student at all times
- Any students found taking images or videos of incidents on their devices will have them confiscated and the images destroyed
- Horizon Community College is **NOT** responsible for the loss, damage or theft of any mobile devices
- Any student who is caught with a mobile device in an exam is immediately referred to the examination board, in accordance with exam board rules. The outcome is likely to be disqualification from the exam.

If a student is found using a mobile device on the premises, it will be confiscated and held at Reception until the end of the school day, when the owner will be welcome to collect it.

## Use of Email and the Internet

---

In today's connected world, the wealth of information and opportunities that technology offers is immense; the positive benefits are an essential part of everyday life and far outweigh the risks. However, with these opportunities come responsibilities and, occasionally, consequences that may not always be positive.

In school we aim to raise awareness linked to online safety so that students:

- can make informed decisions based on accurate information
- are aware of responsibilities linked to their actions when using various forms of technology e.g. the internet, chat rooms, text or e-mail
- know how to report suspicious behaviour on the internet
- know where they can go for support, help and advice, in addition to that offered at home and college.

We recognise that parents and carers may also welcome additional information on online safety so that they are aware of how to keep themselves and their children safe on line. This includes monitoring student access, what age they need to be to access certain social media sites, your duty of care and what constitutes 'acceptable use'.

You therefore may find the following link useful: [www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)

## Online Safety

Follow the **SMART** rules to help stay safe online.

### Safe

**S**

Stay **safe** online by not sharing your personal information.



### Meet

**M**

Do not **meet** anyone who you have only become friends with online.



### Accept

**A**

Do not **accept** messages and friend requests from people you do not know.



### Reliable

**R**

Not everything online is **reliable**. People online are strangers and you can't always trust everything they say.



### Tell

**T**

**Tell** an adult you trust if anything happens online that you do not like.





All adults in school will actively seek opportunities to praise students. Students will be rewarded through written or verbal praise, phone calls home, achievement points, awarding of 'Star of the Lesson', positive conduct points, postcards home, rewards trips, stamps and stickers. A celebration assembly takes place at the end of each half term for each year group. All achievement points and positive conduct points will be recorded in the pupil planner. We use the social media platform of 'Twitter' and the College Website to share all celebrations.

## Recognition

There are different levels for rewards, depending on your effort and conduct in and outside of lessons:

<b>BRONZE</b>	<b>100 NET points</b>	Certificate given in Form Period. Text message home. Name on website.
<b>SILVER</b>	<b>200 NET points</b>	Certificate in Assembly. Positive postcard home. Name and photo on website.
<b>GOLD</b>	<b>300 NET points</b>	Certificate presented in the Principal's office. Congratulations letter home. Invite to whole college rewards trip. Name and photo on website.
<b>PLATINUM</b>	<b>450 NET points</b>	Certificate presented in the Principal's office. Parents and students invited to Celebration Evening. Certificate is presented on the evening. Name and photo on website.

## Positive Conduct in the Planner

Positive Conduct points can be awarded in both the classroom and also in unstructured times. Every 5 positive conduct points will be logged by a teacher as 5 Conduct achievement points. This will result in students having a ticket submitted into the half term prize draw, with prizes including gift vouchers, Queue-Jump Passes, Breakfast and Pizza Parties.

## Gold Pin Badges

Gold pin badges are awarded to students who display an excellent attitude to learning. It is presented to students in the top 10% of their school group following each data collection. It reflects their excellent engagement in the classroom and their commitment to becoming independent learners who are positive role models for others. A letter will also go home to parents/carers to acknowledge the student's successes.

## Principal's Award

The Principal's Award is presented termly to one student in each year. School Leadership teams select a student to receive this award. Students are selected based on one of a variety of reasons including being in the top 10% of students gaining the highest number of 'outstanding' effort grades in lessons at a data collection, supporting a school event – showing responsibility, outstanding contribution to the local community or school life, representing the school at a local/national level, enthusiastic participation in enrichment activities.

## Star of the lesson

Teachers can award a 'Star of the Lesson' to one pupil per lesson. This is awarded to a student whom the teacher feels have gone above and beyond the required expectation. This can include completion of exceptional home learning. A same-day text goes home to inform parents/carers when their child has received 'Star of the Lesson'. The student is also awarded 5 achievement points.

## Student Ambassadors

Students have the opportunity to apply to become a student ambassador. These are very important roles within the college requiring students who display excellent attitude, work ethic and behaviour, as well as a commitment to the college core values.

The selected Ambassadors will work as part of a team, taking responsibility for a variety of roles in and around the college. Examples include fundraising for our local charities, supporting at a whole college event, supporting other students within the college, working within a subject department area, supporting with visitors to the college. All the ambassadors are presented with a badge to wear with pride on their blazer.

Student ambassadors also make up the student council. The council will meet each term to use student voice networks to inform a variety of future college plans and considerations.

## Proud Thursday

Every Thursday we like to celebrate the excellent work created and completed by our students during lesson time and at home. Each school team will publish examples of excellent work produced by students on the college twitter site. This also includes home learning and extra-curricular/enrichment opportunities. These students will receive a praise certificate via email to congratulate them on their hard work and efforts. Students will also be encouraged to share their proud work with senior members of staff in the heartspace at the celebration stand.

Parents/carers also have the opportunity to email in achievements and successes that the college may not know about. The email address is [proudthursday@horizoncc.co.uk](mailto:proudthursday@horizoncc.co.uk)

## CLT Star Cards

Star cards are handed out in lessons by the College Leadership team (CLT) for outstanding contributions and/or outstanding work. The cards can be exchanged for a reward during lunchtimes at student reception.

## Star Student Breakfast

Students who receive Outstanding effort (all subjects) in a data collection are invited to a celebration breakfast with members of the College Leadership team.

# PRAISE AND REWARDS



We believe that by celebrating and rewarding the efforts and achievements of our students we cultivate their self belief, foster self esteem and drive their ambition to be positive role models.

**PRINCIPAL'S  
AWARD**

**GOLD PIN  
BADGES**

**ACHIEVEMENT  
ASSEMBLY**

**ACHIEVEMENT  
CERTIFICATES**

**STAR STUDENT  
BREAKFAST**

**PROUD  
THURSDAY**

**POSITIVE  
CONDUCT POINTS**

**CLT STAR  
CARDS**

**ATTENDANCE  
PRAISE**

**PRAISE  
POSTCARDS**

**THIS PAGE IS DELIBERATELY  
BLANK - THE CONDUCT PAGES  
ARE ON YELLOW CARD AND IT  
WOULDN'T FLOW CORRECTLY  
IF MOVED HERE -  
PLEASE ADVISE**

## Expected behaviour in lessons:

1. You remain silent when the Teacher is talking to the class;
2. You stay on-task;
3. You follow instructions on first request;
4. You do not disturb another student for any reason;
5. You speak to other students and staff in a pleasant way.

If you do not follow any of the behaviour targets or you choose to repeat negative behaviour you have been spoken to about, you will receive a consequence using the system below.

Stage	Action	Result
C1	Verbal warning	Name on the board and you are reminded about choices you have made.
C2	Behaviour point	You are moved seats or your task is modified to help you succeed.
C3	'Parked' to another classroom	30 minute detention.

If you refuse to go to the 'parking room' or fail to arrive at the allocated 'parking room' within 5 minutes of being dismissed by your teacher you will be issued with a **C5 - this is a 1 hour detention**. Refusal to go to a 'parking room' will result in a C5. You will be expected to remain in the 'timeout room' for the remainder of that lesson.

If you display any extreme behaviour, the Teacher will request senior staff support through the 'on-call' system. Any 'on-calls' will have a minimum sanction of a C5 – this is a 1 hour detention.

Late to lesson or form period – **1 negative Conduct point in your planner**

Your teacher will log any incidents resulting in a C3 or C5 onto your SIMs record.

## Detentions

C3 detentions are 30 minutes and C5 detentions are 60 minutes in duration. A copy of the daily detention list can be found outside your School office.

Although your parent/carer's notice and consent are not required, they will be notified of a detention by phone call or text message as a matter of courtesy. If you miss a detention due to a valid reason, you will be automatically booked into the next available slot.

It is **your** responsibility to attend the detention. Failure to attend the detention with no valid reason will result in escalation of the sanction. There are no break or lunchtime detentions unless a teacher wants to speak to a student.

## Conduct around college

You will be expected to carry your planner with you at all times and hand it to a member of staff when requested to do so. They may record positive or negative comments depending on your conduct around college. Teachers can also award positive conduct points in the classroom.

Important information - The following situations will result in a C5 consequence:

1. If you **arrive to college without a planner**, you will be issued with a temporary planner. For every three 'no planners' you receive, you will be given a C5 detention.
2. If you **rip any conduct pages** out of your planner
3. If all **conduct pages are removed** from your planner (you will also be expected to buy a new planner).
4. If you **lose your planner** at any point, (you will also be expected to buy a new planner)

**In lessons, if you have no planner**, the Teacher will inform the school team. This will be followed up by the School teams.

**5 Positive comments = 5 Achievement points**

**5 Negative comments = C5 detention**

Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period



Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
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D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period

	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
1						
2						
3						
4						
5						
1						
2						
3						
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Positives		Negatives	
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Positives		Negatives	
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	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
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	Positive			Negative		
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	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
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Positives		Negatives	
Code	Action	Code	Action
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	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
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## Where do I go if I need support ?

If you have a concern about yourself, a friend or family member make sure you report this to an adult in school.

All staff at Horizon Community college have a responsibility to help safeguard students. However, there are key staff who play a specific role in safeguarding students. These are:

- The Student Welfare team (wellbeing and room 10.1)
- Mrs Wake - Safeguarding Officer & Deputy Designated Safeguarding Lead (Wellbeing room)
- Mrs Booth - Safeguarding Officer & Deputy Designated Safeguarding Lead (room 10.1)
- Mrs Saeed - Vice Principal & Designated Safeguarding lead
- Mrs Huddart - Principal & Designated Safeguarding lead

Emotional wellbeing is the ability to cope and meet the demands of everyday life. A young person or family can be affected by many factors that can have a negative impact on health and wellbeing. These may include :

Home circumstances and family dynamics

Economic disadvantage

Illness

Caring responsibilities

Bullying

Abuse

Bereavement

COVID-19

The first port of call if you require support with your health and wellbeing is your Form Tutor or the Student Welfare team. There are many specific interventions that can be accessed to help you.

Email **[studentwellbeing@horizoncc.co.uk](mailto:studentwellbeing@horizoncc.co.uk)** to reach out for help and support. This inbox is checked every day.

## Useful Contacts

The contacts below can help you stay safe and inform you what to do if you are worried about yourself, or someone else.

### Student Wellbeing Hub

#### Bullying

If you are feeling bullied contact;

Childline [www.childline.co.uk](http://www.childline.co.uk) or 0800 1111 or

NSPCC – [www.nspcc.co.uk](http://www.nspcc.co.uk) or 0808 800 5000

#### Crime

If you have been affected by crime you can be supported by

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

You don't have to have reported the crime to the Police to gain this support.

#### Anxiety, Depression, Negative thoughts

If you want information on how to look after yourself and how you can feel better, the following can help: Compass

[www.wearemindspace.com](http://www.wearemindspace.com) Mindspace offer sessions in School

[www.youngminds.co.uk](http://www.youngminds.co.uk)

[www.stem4.org.uk](http://www.stem4.org.uk)

You can get in touch with Barnsley Child and Adolescent Mental Health Services (CAMHS) using their Single Point of Access (SPA) by calling 01226 644819 or dropping in to their centre Mon-Fri 9am-5pm at the New Street Health Centre.

#### Drugs and Alcohol

If you want facts about drugs, where to access advice if you're using drugs and want to stop, visit the Talk to Frank website - [www.talktofrank.com](http://www.talktofrank.com).

There is also a confidential online chat and free helpline where you can speak to a trained drugs counsellor by calling 0300 123 6600

#### Online Safety

For tips on staying safe online visit [www.childnet.com](http://www.childnet.com) or [www.safetynetkids.org.uk](http://www.safetynetkids.org.uk)

If you are upset due to issues online, speak to an adult or contact Childline on 0800 1111

#### Sexual Exploitation

You may not know you are being sexually exploited. This can happen to boys and girls. If you have concerns for you, or anyone else

BSARCs (Rape and abuse) <http://www.bsarcs.org.uk> 01226320140

Police emergency 999 112, non-emergency 101 or report it online at [reportingcrime.uk](http://reportingcrime.uk)

#### Other useful contacts;

School Nursing Service – Call the Single Point of Access (SPA) 01226 774411

Samaritans – 116 123 (Call for free)

Missing people - 116 000 (Call or text for free from mobiles or landlines)

NHS direct - 111

South Yorkshire Fire and Rescue - 0114 2727202

National rail enquiries – 0345 7484950

Meadowhall - 0333 3132000

Horizon Community College is committed to working with students and parents to provide a caring, friendly and safe environment for all our students so they can learn in a secure and supportive environment.

## What is bullying?

The Anti-Bullying alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace'*.

### **Bullying can result in pain and distress to the victim.**

Bullying can be:

- Emotional derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racial taunts, graffiti, gestures.
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Repeated verbal name calling, sarcasm, spreading rumours, teasing, abuse and threats, ridiculing an individual.
- Cyber Bullying – all areas of internet such as email and internet misuse. Mobile threats by texts messaging, calls, social media networking sites. Misuse of associated digital technology, e.g. camera and video facilities.

**Bullying is not one-off disputes between friends.**

## What should a student do if he/ she is being bullied, or if he/she thinks someone else is?

Incidents of suspected bullying can be reported to any member of staff, in particular the Student Wellbeing team in 10.1. Students can also report bullying by completing a **yellow resolve form**.

We also conduct a whole college Student Safety and Wellbeing Survey every term. The findings of these surveys inform our ongoing work to ensure all our students can feel that our college is a safe and enjoyable place to learn and grow. Students can also contact our Student Wellbeing team for support by emailing [studentwellbeing@horizoncc.co.uk](mailto:studentwellbeing@horizoncc.co.uk)

These forms can be found in the following areas - Student Reception, Library, Safeguarding & Student Wellbeing office (10.1) and also on the College Website



# Why We Set Home Learning

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The College has a home learning strategy that is designed to help you become a more independent learner. Having good habits of home learning will support you in understanding what you study in lessons and enable you to be successful in all elements of college life.

The key home learning strategy for Horizon is Retrieval Practice – you will use different techniques to revise information from your subject knowledge organisers. Refer to the page “Home Learning: how to revise and remember” for more help on this.

You will be quizzed in lessons on the information you have been set to revise at home – to be successful in these quizzes, it’s essential you keep up with your home learning tasks.

There may be other opportunities for you to supplement your learning or prepare for assessments through the means of:

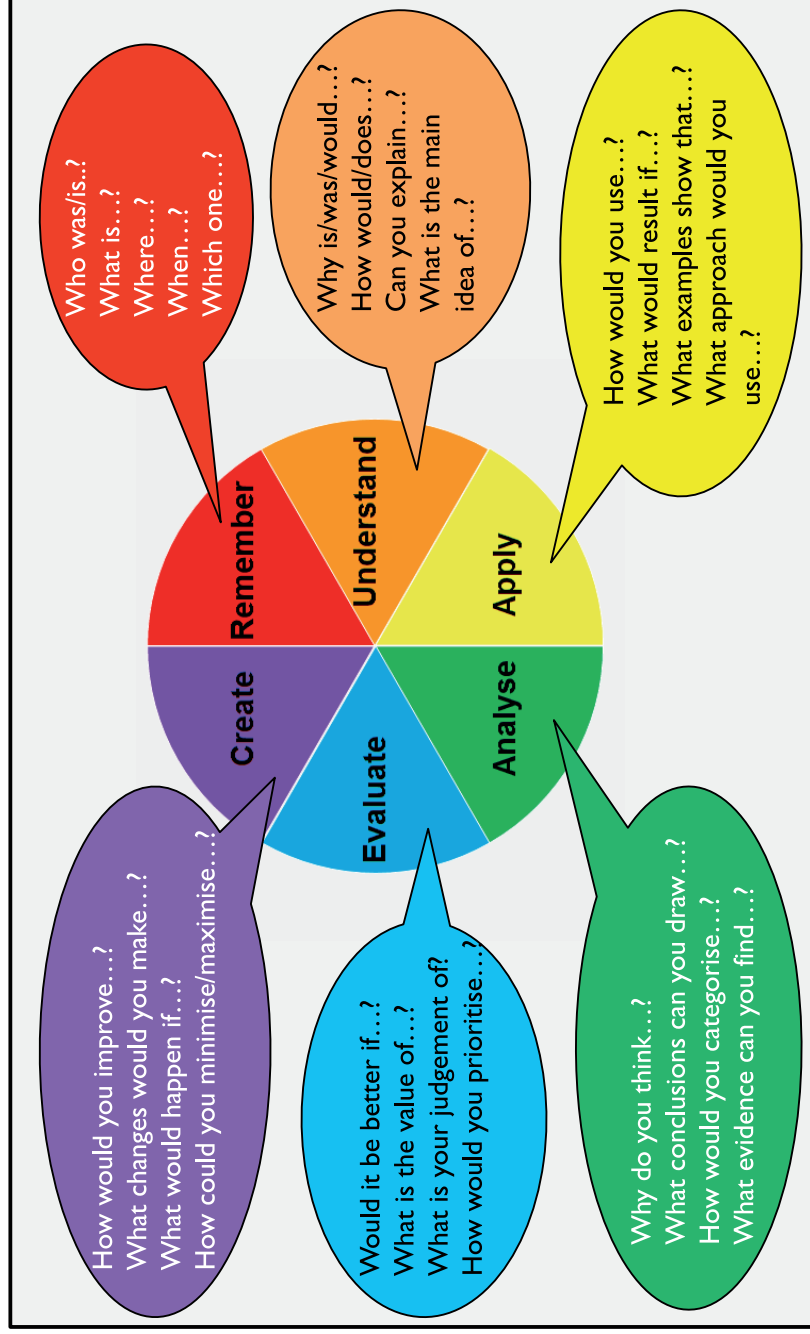
- Exam-style questions
- Research for project work
- Preparatory reading

Your subject teachers will tell you if there additional pieces of homework for you to complete.



# Questioning

Questions are an essential element of learning. Try to contribute in every lesson; ask and answer questions to deepen your knowledge and understanding. Use these question stems which help you to think on multiple levels about your learning.



# Home Learning: how to revise and remember!

Every week you will be given sections of your knowledge organisers to revise at home ready for your quizzes in lessons. Use the strategies below to revise in your home learning exercise book.



## Brain dump

- Before any revision – write down as much as you can remember about the set topic.
- Check this against the section of the knowledge organiser to be revised.
- Add to your original notes with anything you've forgotten or needs elaborating (in a different colour).

## Mind map

- Write the topic to be revised in the centre of a piece of paper.
- List main concepts or facts associated with the central theme – drawing branches to connect these to the centre.
- Elaborate on these elements, drawing off branches which organise their knowledge into sub-sections associated with that topic.
- Try to make connections between branches.

## Look cover write check

- Break the information down into key statements and facts.
- Read the statements (look).
- Try to recall from memory without looking (cover).
- Re-write the key statements (write).
- Check your work against the set statements (check).

## Self Quizzing

- Read the section of the knowledge organiser to be revised.
- Create a set of questions for which the answers are found in that section.
- Answer the questions without looking at the section to be revised.
- Check and correct answers.

## Target Grade

You are given a target grade for each subject. In Y7 – 9, this is the minimum grade you are always expected to be working at. In Y10-11 this is the minimum predicted grade you are expected to achieve at the end of the course. This doesn't mean that you cannot achieve a higher grade than this in your studies: you should always strive to achieve the very best you can in every subject.

## Grade

### Years 10-11

This is the grade that your teacher believes you will achieve at the end of your Year 11 exams in a subject if you continue to maintain current levels of effort, attitude, attendance and progress. Where appropriate '+' and '-' have been used to indicate how secure your predicted grade is with. A '+' means you are very likely to achieve that grade and potentially could achieve a grade higher if you put extra effort in. A '-' means you are at risk of achieving a grade lower unless efforts improve.

### Years 7-9

This is the level at your teacher believes you are currently working at. The levels are:

- Greater depth (GD) means that you are mastering the learning expected for your age and are able to explore ideas in greater detail.
- Age-related (AR) means that you are working at the standards expected for a student in your year group.
- Approaching standard (AS) means that you are yet to work at the standards expected for a student in your year group.

## Tracking progress

On the next couple of pages, you will keep a record of your progress throughout the year. In September, you will input the subjects you study, your target for those subjects and set yourself some initial goals. After each data collection, your form tutor will share your grades with you, and you will update this progress tracker. You will also reflect on your previous goals and set yourself some new goals.



When setting goals, you need to make them SMART. This means you are clear in what you are aiming to achieve, how you are going to do that, and you have made sure they are achievable and realistic.



Subject	Target	DC1	DC2	DC3
Example subject	AR or 5	Grade Effort		



Subject	Target	DC1	DC2	DC3



# My Progress Tracker – Goal setting

---

Below are my goals for this year. These are SMART.

## Start of the year

My goals for the start of this year are:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## DCI

Reflection and amendments to goals from the start of the year are:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# My Progress Tracker – Goal setting

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## DC2

Reflection and amendments to goals from the start of the year are:

1.

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2.

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3.

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## DC3

Reflection and amendments to goals from the start of the year are:

1. \_\_\_\_\_

\_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

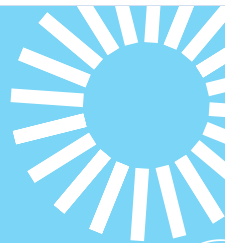
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# Useful Numbers



If you need help or information, there is always someone on the end of a phone to point you in the right direction. Here are a few helpful numbers:

<b>National Drugs Helpline</b> <a href="http://www.talktofrank.com">www.talktofrank.com</a>	<b>0800 77 66 00</b>
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<b>Samaritans (lines open 24/7)</b> <a href="http://www.samaritans.org">www.samaritans.org</a>	<b>08457 90 90 90</b>
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<b>Childline</b> <a href="http://www.childline.org.uk">www.childline.org.uk</a>	<b>0800 1111</b>
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<b>Missing People Helpline</b> <a href="http://www.missingpeople.org.uk">www.missingpeople.org.uk</a>	<b>0500 700 700</b>
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<b>Missing Persons Message Home Service</b> If you have left home, or run away you must let someone know that you are OK. Call this number and leave a confidential message.	<b>0800 700 740</b>
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<b>NHS Direct</b> <a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a>	<b>0845 4647</b>
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<b>Get Connected</b> <a href="http://www.getconnected.org.uk">www.getconnected.org.uk</a> Free confidential help for young people	<b>0808 808 4994</b>
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<b>South Yorkshire Passenger Transport</b> <a href="http://www.sypte.co.uk">www.sypte.co.uk</a>	<b>0114 276 7575</b>
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<b>South Yorkshire Police</b> <a href="http://www.southyorks.police.uk">www.southyorks.police.uk</a> Dial <b>999</b> or <b>112</b> <u>only in an emergency where there is danger to life or a crime is in progress.</u>	Otherwise call <b>0114 220 2020</b>
--	--

<b>South Yorkshire Fire &amp; Rescue</b> <a href="http://www.syfire.gov.uk">www.syfire.gov.uk</a>	<b>0114 272 7202</b>
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<b>Motorpoint Arena</b> <a href="http://www.motorpointarena.co.uk">www.motorpointarena.co.uk</a>	<b>0114 256 56 56</b>
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<b>Meadowhall Shopping Centre Careline</b> <a href="http://www.meadowhall.co.uk">www.meadowhall.co.uk</a>	<b>0845 600 6800</b>
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<b>Supertram</b> <a href="http://www.supertram.com">www.supertram.com</a>	<b>0114 272 82 82</b>
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<b>National Rail Enquiries</b> <a href="http://www.nationalrail.co.uk">www.nationalrail.co.uk</a>	<b>08457 48 49 50</b>
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## School Nursing Service

**Would you like confidential advice and support  
from your school nursing team?**

### We can help with:

- Stress at home or school
- Body changes/puberty
- Healthy eating/eating disorders.
- Relationships
- Stopping smoking
- Body shape/size
- Worries about others in the family.

### What we can offer:

- Weekly drop-in clinics in school
- Confidential one to one appointments
- Signposting and information about other services
- Support for parents and carers to meet your health needs
- Immunisation programmes within school
- Medical care plans/support for young people with healthcare needs
- Safeguarding young people

### How to Contact Us

- Just turn up to weekly drop-in clinic in school
- Contact your student support officer
- Post a school nurse contact form in the secure school nurse postbox.



**Looking after your physical and emotional health**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## **Student Diary 2021-22**

**August / September 2021****Week 1****30****To do Done**


Notes/comments

**31 Tuesday****To do Done**


Notes/comments

**01 Wednesday****To do Done**


Notes/comments

**02 Thursday****To do Done**


Notes/comments

**03 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# September 2021

## Week 2

### 06 Monday

To do Done


Notes/comments

### 07 Tuesday

To do Done


Notes/comments

### 08 Wednesday

To do Done


Notes/comments

### 09 Thursday

To do Done


Notes/comments

### 10 Friday

To do Done


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# September 2021

## Week 1

**13** Monday

**To do Done**


Notes/comments

**14** Tuesday

**To do Done**


Notes/comments

**15** Wednesday

**To do Done**


Notes/comments

**16** Thursday

**To do Done**


Notes/comments

**17** Friday

**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# September 2021

## Week 2

### 20 Monday

To do Done


Notes/comments

### 21 Tuesday

To do Done


Notes/comments

### 22 Wednesday

To do Done


Notes/comments

### 23 Thursday

To do Done


Notes/comments

### 24 Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**September / October 2021****Week 1****27 Monday****To do Done**


Notes/comments

**28 Tuesday****To do Done**


Notes/comments

**29 Wednesday****To do Done**


Notes/comments

**30 Thursday****To do Done**


Notes/comments

**01 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**October 2021****Week 2****04** Monday

To do Done


Notes/comments

**05** Tuesday

To do Done


Notes/comments

**06** Wednesday

To do Done


Notes/comments

**07** Thursday

To do Done


Notes/comments

**08** Friday

To do Done


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**October 2021****Week 1****11 Monday****To do Done**


Notes/comments

**12 Tuesday****To do Done**


Notes/comments

**13 Wednesday****To do Done**


Notes/comments

**14 Thursday****To do Done**


Notes/comments

**15 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**October 2021****Week 2****18 Monday****To do Done**


Notes/comments

**19 Tuesday****To do Done**


Notes/comments

**20 Wednesday****To do Done**


Notes/comments

**21 Thursday****To do Done**


Notes/comments

**22 Friday****To do Done**


Notes/comments



<b>My cumulative Attendance</b>	
<b>My total Achievement points</b>	
<b>My total Behaviour points</b>	
<b>My net points</b>	
<div>Notes &amp; Reminders</div>	

**October 2021****Half Term****25 Monday****To do Done**


Notes/comments

**26 Tuesday****To do Done**


Notes/comments

**27 Wednesday****To do Done**


Notes/comments

**28 Thursday****To do Done**


Notes/comments

**29 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**November 2021****Week 1****01 Monday****To do Done**


Notes/comments

**02 Tuesday****To do Done**


Notes/comments

**03 Wednesday****To do Done**


Notes/comments

**04 Thursday****To do Done**


Notes/comments

**05 Friday****To do Done**


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**November 2021****Week 2****08** Monday**To do Done**


Notes/comments

**09** Tuesday**To do Done**


Notes/comments

**10** Wednesday**To do Done**


Notes/comments

**11** Thursday**To do Done**


Notes/comments

**12** Friday**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**November 2021****Week 1****15 Monday****To do Done**


Notes/comments

**16 Tuesday****To do Done**


Notes/comments

**17 Wednesday****To do Done**


Notes/comments

**18 Thursday****To do Done**


Notes/comments

**19 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**November 2021****Week 2****22** Monday**To do Done**


Notes/comments

**23** Tuesday**To do Done**


Notes/comments

**24** Wednesday**To do Done**


Notes/comments

**25** Thursday**To do Done**


Notes/comments

**26** Friday**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**November / December 2021****Week 1****29** Monday**To do Done**


Notes/comments

**30** Tuesday**To do Done**


Notes/comments

**01** Wednesday**To do Done**


Notes/comments

**02** Thursday**To do Done**


Notes/comments

**03** Friday**To do Done**


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**December 2021****Week 2****06** Monday

To do Done


Notes/comments

**07** Tuesday

To do Done


Notes/comments

**08** Wednesday

To do Done


Notes/comments

**09** Thursday

To do Done


Notes/comments

**10** Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**December 2021****Week 1****13 Monday****To do Done**


Notes/comments

**14 Tuesday****To do Done**


Notes/comments

**15 Wednesday****To do Done**


Notes/comments

**16 Thursday****To do Done**


Notes/comments

**17 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**December 2021****Christmas Break****20 Monday****To do Done**


Notes/comments

**21 Tuesday****To do Done**


Notes/comments

**22 Wednesday****To do Done**


Notes/comments

**23 Thursday****To do Done**


Notes/comments

**24 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**December 2021****Christmas Break****27 Monday****To do Done**


Notes/comments

**28 Tuesday****To do Done**


Notes/comments

**29 Wednesday****To do Done**


Notes/comments

**30 Thursday****To do Done**


Notes/comments

**31 Friday****To do Done**


Notes/comments





<b>My cumulative Attendance</b>	
<b>My total Achievement points</b>	
<b>My total Behaviour points</b>	
<b>My net points</b>	
<div>Notes &amp; Reminders</div>	

## January 2022

## Week 2

**03** Monday

To do Done


Notes/comments

**04** Tuesday

To do Done


Notes/comments

**05** Wednesday

To do Done


Notes/comments

**06** Thursday

To do Done


Notes/comments

**07** Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

## January 2022

## Week 1

**10** Monday

To do Done


Notes/comments

**11** Tuesday

To do Done


Notes/comments

**12** Wednesday

To do Done


Notes/comments

**13** Thursday

To do Done


Notes/comments

**14** Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

## January 2022

## Week 2

**17** Monday

To do Done


Notes/comments

**18** Tuesday

To do Done


Notes/comments

**19** Wednesday

To do Done


Notes/comments

**20** Thursday

To do Done


Notes/comments

**21** Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**January 2022****Week 1****24 Monday****To do Done**


Notes/comments

**25 Tuesday****To do Done**


Notes/comments

**26 Wednesday****To do Done**


Notes/comments

**27 Thursday****To do Done**


Notes/comments

**28 Friday****To do Done**


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**January / February 2022****Week 2****31 Monday****To do Done**


Notes/comments

**01 Tuesday****To do Done**


Notes/comments

**02 Wednesday****To do Done**


Notes/comments

**03 Thursday****To do Done**


Notes/comments

**04 Friday****To do Done**


Notes/comments



<b>My cumulative Attendance</b>	
<b>My total Achievement points</b>	
<b>My total Behaviour points</b>	
<b>My net points</b>	
<div>Notes &amp; Reminders</div>	

**February 2022****Week 1****07 Monday****To do Done**


Notes/comments

**08 Tuesday****To do Done**


Notes/comments

**09 Wednesday****To do Done**


Notes/comments

**10 Thursday****To do Done**


Notes/comments

**11 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**February 2022****Half Term****14 Monday****To do Done**


Notes/comments

**15 Tuesday****To do Done**


Notes/comments

**16 Wednesday****To do Done**


Notes/comments

**17 Thursday****To do Done**


Notes/comments

**18 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**February 2022****Week 2****21 Monday****To do Done**


Notes/comments

**22 Tuesday****To do Done**


Notes/comments

**23 Wednesday****To do Done**


Notes/comments

**24 Thursday****To do Done**


Notes/comments

**25 Friday****To do Done**


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**February / March 2022****Week 1****28 Monday****To do Done**


Notes/comments

**01 Tuesday****To do Done**


Notes/comments

**02 Wednesday****To do Done**


Notes/comments

**03 Thursday****To do Done**


Notes/comments

**04 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# March 2022

# Week 2

07 Monday		To do	Done

Notes/comments

08 Tuesday		To do	Done

Notes/comments

09 Wednesday		To do	Done

Notes/comments

10 Thursday		To do	Done

Notes/comments

11 Friday		To do	Done

Notes/comments

PRINT FOR SCHOOLS



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# March 2022

# Week 1

**14** Monday

To do Done


Notes/comments

**15** Tuesday

To do Done


Notes/comments

**16** Wednesday

To do Done


Notes/comments

**17** Thursday

To do Done


Notes/comments

**18** Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

March 2022

Week 2

21 Monday		To do	Done
Notes/comments			

22 Tuesday		To do	Done
Notes/comments			

23 Wednesday		To do	Done
Notes/comments			

24 Thursday		To do	Done
Notes/comments			

25 Friday		To do	Done
Notes/comments			





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**March / April 2022****Week 1****28 Monday****To do Done**


Notes/comments

**29 Tuesday****To do Done**


Notes/comments

**30 Wednesday****To do Done**


Notes/comments

**31 Thursday****To do Done**


Notes/comments

**01 Friday****To do Done**


Notes/comments



<b>My cumulative Attendance</b>	
<b>My total Achievement points</b>	
<b>My total Behaviour points</b>	
<b>My net points</b>	

**Notes & Reminders**

**April 2022**

**Week 2**

**04 Monday**

**To do Done**


Notes/comments

**05 Tuesday**

**To do Done**


Notes/comments

**06 Wednesday**

**To do Done**


Notes/comments

**07 Thursday**

**To do Done**


Notes/comments

**08 Friday**

**To do Done**


Notes/comments

PRINT FOR SCHOOLS



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**April 2022**

*Easter Break*

<b>11 Monday</b>		To do	Done
Notes/comments			

<b>12 Tuesday</b>		To do	Done
Notes/comments			

<b>13 Wednesday</b>		To do	Done
Notes/comments			

<b>14 Thursday</b>		To do	Done
Notes/comments			

<b>15 Friday</b>		To do	Done
Notes/comments			



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**April 2022**

*Easter Break*

<b>18 Monday</b>		To do	Done
Notes/comments			

<b>19 Tuesday</b>		To do	Done
Notes/comments			

<b>20 Wednesday</b>		To do	Done
Notes/comments			

<b>21 Thursday</b>		To do	Done
Notes/comments			

<b>22 Friday</b>		To do	Done
Notes/comments			





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**April 2022**

**Week 1**

25 Monday		To do	Done

Notes/comments

26 Tuesday		To do	Done

Notes/comments

27 Wednesday		To do	Done

Notes/comments

28 Thursday		To do	Done

Notes/comments

29 Friday		To do	Done

Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**May 2022****Week 2****02 Monday****To do Done**


Notes/comments

**03 Tuesday****To do Done**


Notes/comments

**04 Wednesday****To do Done**


Notes/comments

**05 Thursday****To do Done**


Notes/comments

**06 Friday****To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**May 2022**

**Week 1**

**09 Monday**

**To do Done**


Notes/comments

**10 Tuesday**

**To do Done**


Notes/comments

**11 Wednesday**

**To do Done**


Notes/comments

**12 Thursday**

**To do Done**


Notes/comments

**13 Friday**

**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# May 2022

# Week 2

16 Monday		To do	Done
Notes/comments			

17 Tuesday		To do	Done
Notes/comments			

18 Wednesday		To do	Done
Notes/comments			

19 Thursday		To do	Done
Notes/comments			

20 Friday		To do	Done
Notes/comments			





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**May 2022**

**Week 1**

**23 Monday**

**To do Done**


Notes/comments

**24 Tuesday**

**To do Done**


Notes/comments

**25 Wednesday**

**To do Done**


Notes/comments

**26 Thursday**

**To do Done**


Notes/comments

**27 Friday**

**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# May / June 2022

## Half Term

**30** Monday

To do Done


Notes/comments

**31** Tuesday

To do Done


Notes/comments

**01** Wednesday

To do Done


Notes/comments

**02** Thursday

To do Done


Notes/comments

**03** Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**June 2022**

**Week 2**

**06 Monday**

**To do Done**


Notes/comments

**07 Tuesday**

**To do Done**


Notes/comments

**08 Wednesday**

**To do Done**


Notes/comments

**09 Thursday**

**To do Done**


Notes/comments

**10 Friday**

**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**June 2022**

**Week 1**

**13 Monday**

**To do Done**


Notes/comments

**14 Tuesday**

**To do Done**


Notes/comments

**15 Wednesday**

**To do Done**


Notes/comments

**16 Thursday**

**To do Done**


Notes/comments

**17 Friday**

**To do Done**


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**June 2022**

**Week 2**

**20 Monday**

**To do Done**


Notes/comments

**21 Tuesday**

**To do Done**


Notes/comments

**22 Wednesday**

**To do Done**


Notes/comments

**23 Thursday**

**To do Done**


Notes/comments

**24 Friday**

**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# June / July 2022

Week 1

**27** Monday

To do Done


Notes/comments

**28** Tuesday

To do Done


Notes/comments

**29** Wednesday

To do Done


Notes/comments

**30** Thursday

To do Done


Notes/comments

**01** Friday

To do Done


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**July 2022**

**Week 2**

**04 Monday**

**To do Done**


Notes/comments

**05 Tuesday**

**To do Done**


Notes/comments

**06 Wednesday**

**To do Done**


Notes/comments

**07 Thursday**

**To do Done**


Notes/comments

**08 Friday**

**To do Done**


Notes/comments



<b>My cumulative Attendance</b>	
<b>My total Achievement points</b>	
<b>My total Behaviour points</b>	
<b>My net points</b>	
<div>Notes &amp; Reminders</div>	

**July 2022**

**Week 1**

**11 Monday**

**To do Done**


Notes/comments

**12 Tuesday**

**To do Done**


Notes/comments

**13 Wednesday**

**To do Done**


Notes/comments

**14 Thursday**

**To do Done**


Notes/comments

**15 Friday**

**To do Done**


Notes/comments





My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

**July 2022**

**Week 2**

**18 Monday**

**To do Done**


Notes/comments

**19 Tuesday**

**To do Done**


Notes/comments

**20 Wednesday**

**To do Done**


Notes/comments

**21 Thursday**

**To do Done**


Notes/comments

**22 Friday**

**To do Done**


Notes/comments



My cumulative Attendance	
My total Achievement points	
My total Behaviour points	
My net points	

Notes & Reminders

# July 2022

# Week 1

25 Monday		To do	Done
Notes/comments			

26 Tuesday		To do	Done
Notes/comments			

27 Wednesday		To do	Done
Notes/comments			

28 Thursday		To do	Done
Notes/comments			

29 Friday		To do	Done
Notes/comments			



<b>My cumulative Attendance</b>	
<b>My total Achievement points</b>	
<b>My total Behaviour points</b>	
<b>My net points</b>	
<div>Notes &amp; Reminders</div> <div>PRINT FOR SCHOOLS</div>	

## Attendance, Behaviour & Achievement



<b>My cumulative Attendance</b>	
<b>My total Achievement points</b>	
<b>My total Behaviour points</b>	
<b>My net points</b>	
<b>Notes &amp; Reminders</b>	

## What we do

We are here to help you make the most informed decision that you can about your future choices and career options.

## How do we do this?

- **Organise events** and experiences that give you the opportunity to explore different job sectors.
- **Give you guidance** – not sure what you want to do or what path to take after you finish? – Let us help you.
- **Assist you with career advice and information** – You will have a one to one meeting with one of the careers advisers at some point in your school journey – it helps if you are prepared with some knowledge.
- **Help you prepare for your next stage** – CV writing, interview advice and mock interviews and other tips and tricks.
- **Give you support** – Help you understand why you should try your best during your school life, and we help support you do that.

## Who are we?

Our office is based at the end of the leadership corridor we have information and resources that can help you research your options. In the office you will find the following staff.

**Mrs. Harrison** - Assistant Principal, Careers Leader

**Mr. West** - Careers Adviser & Enterprise Coordinator

**Mrs. Middleton** - Careers & Enterprise Coordinator

**Mr. Argent** - Careers & Enterprise Coordinator

**Mrs. Daykin** - Post 16 Enrichment Coordinator

**Mr. Butterfield** - Careers Adviser

**Miss Kenyon** - Events Manager

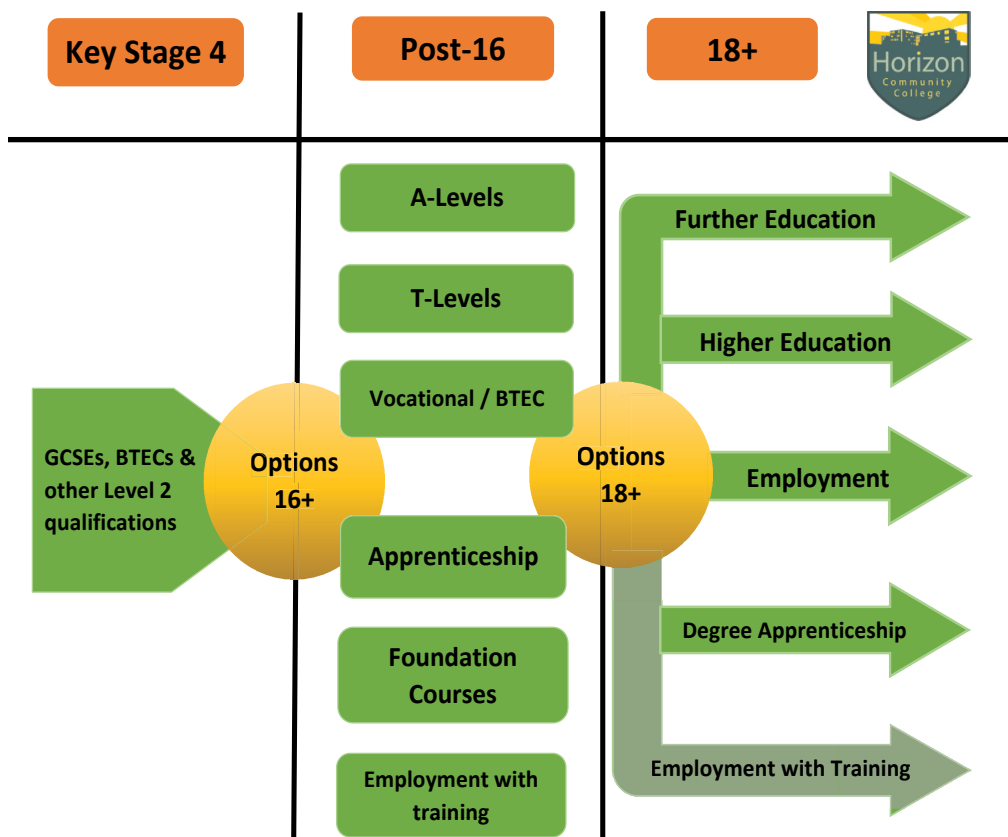


**Come and meet us, in our office, around the college or in the Careers Café.  
We are here to help you achieve your potential!**

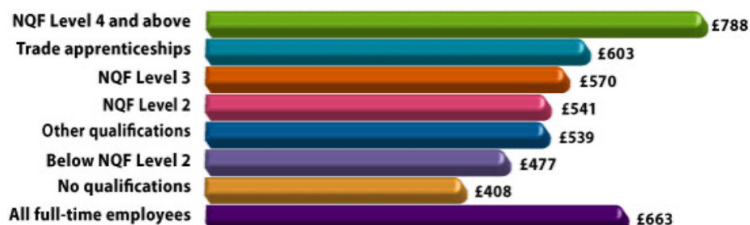
**#OPPORTUNITIES FOR ALL**

1	TEAMWORKING	This means you are good at cooperating with other people, sharing ideas and supporting others to get tasks completed.
2	MOTIVATION/INITIATIVE	This means you have a positive attitude. You can plan your own work and get on with it effectively.
3	DIGITAL SKILLS	This means you know how to use email, the internet and the common office software found in most workplaces.
4	NUMERACY/LITERACY	This means you have the necessary reading, writing and maths skills to carry out work-related tasks.
5	RELIABILITY	This means you turn up to work on time, and you can be relied on to complete your tasks properly and thoroughly.
6	FOLLOW INSTRUCTIONS	This means you're a good listener, and can follow instructions accurately.
7	FLEXIBILITY	This means you can adapt the way you work when circumstances change or if you need to switch to a different task quickly.
8	RESILIENCE	This means you stick at tasks, even when things go wrong. You learn from any setbacks, stay positive and keep trying.
9	PRESENTATION	This means you dress smartly and appropriately for your job. You speak clearly and respectfully to your colleagues.
10	UNDERSTANDING	This means you act responsibly and know how to build good relationships with managers, colleagues and customers.





Average gross weekly pay of full-time employees aged 16-64 by highest qualification held March 2020 in England



Level 4 and above = for example, higher national certificate or diploma, foundation degree, degree apprenticeship or degree

Level 3 = A level or BTEC National Diploma

Level 2 = 4 GCSEs grade 9 to 4 or BTEC First

# The UK



# The World







# Know Your Languages



## Les Nombres

0	zéro
1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
30	trente
40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingt-dix
100	cent



## Les Números

0	cero
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince
16	dieciséis
17	diecisiete
18	dieciocho
19	diecinueve
20	veinte
30	treinta
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien (ciento)

## Days of the week



lundi  
mardi  
mercredi  
jeudi  
vendredi  
samedi  
dimanche



lunes  
martes  
miércoles  
jueves  
viernes  
sábado  
domingo

## Months



janvier  
février  
mars  
avril  
mai  
juin  
juillet  
août  
septembre  
octobre  
novembre  
décember



enero  
febrero  
marzo  
abril  
mayo  
junio  
julio  
agosto  
septiembre  
octubre  
noviembre  
diciembre



## Les phrases clés

Hello  
Goodbye  
How are you ?  
I'm well, thank you  
What is your name ?  
My name is..  
Please  
Thank you

### Opinions

I like  
I love  
I don't like  
I hate  
because it is  
fun  
incredible  
great  
boring  
rubbish

### Present tense

I have  
I am  
I do  
I go  
I play  
I eat  
I drink  
there is

### Past tense

I went  
I ate  
I drank  
I played  
It was  
There was

### Future tense

I am going to go  
I am going to eat  
I am going to drink  
It will be  
There will be  
I would like to go  
I would like to eat  
I would like to drink  
It would be  
There would be

Bonjour  
Au revoir  
Ça va ?  
Ça va bien, merci  
Comment tu t'appelles ?  
Je m'appelle  
S'il vous plaît  
Merci

J'adore  
J'aime  
Je n'aime pas  
Je déteste  
car c'est  
amusant  
incroyable  
génial  
ennuyeux  
nul

J'ai  
Je suis  
Je fais  
Je vais  
Je joue  
Je mange  
Je bois  
Il y a

Je suis allé  
J'ai mangé  
J'ai bu  
J'ai joué  
C'était  
Il y avait

Je vais aller  
Je vais manger  
Je vais boire  
Ce sera  
Il y aura  
Je voudrais aller  
Je voudrais manger  
Je voudrais boire  
Ce serait  
Il y aurait



## Les Números

Hello  
Goodbye  
How are you ?  
I'm well, thank you  
What is your name ?  
My name is..  
Please  
Thank you

### Opinions

I like  
I love  
I don't like  
I hate  
because it is  
fun  
incredible  
great  
boring  
rubbish

### Present tense

I have  
I am  
I do  
I go  
I play  
I eat  
I drink  
There is

### Past tense

I went  
I ate  
I drank  
I played  
It was  
There was

### Future tense

I am going to go  
I am going to eat  
I am going to drink  
It will be  
It will have  
I would like to go  
I would like to eat  
I would like to drink  
It would be  
There would be

¡Hola!  
Adiós  
¿Qué tal?  
Bien, gracias  
¿Cómo te llamas ?  
Me llamo...  
Por favor  
Gracias

Me gusta(n)  
Me encanta(n)  
No me gusta(n)  
Odio  
porque es  
divertido  
increíble  
genial  
aburrido  
nulo

Tengo  
Soy / Estoy  
Hago  
Voy  
Juego  
Como  
Bebo  
Hay

Fui  
Comí  
Bebí  
Jugué  
Fue  
Había

Voy a ir  
Voy a comer  
Voy a beber  
Será  
Tendrá  
Me gustaría ir  
Me gustaría comer  
Me gustaría beber  
Sería  
Habría

# The Periodic Table of Elements

1	2	3	4	5	6	7	0
7 <b>Li</b> lithium 3	9 <b>Be</b> beryllium 4	<div> <div>1 <b>H</b> hydrogen 1</div> <div> <div>relative atomic mass</div> <div>atomic symbol</div> <div>atomic (proton) number</div> </div> </div>					4 <b>He</b> helium 2
23 <b>Na</b> sodium 11	24 <b>Mg</b> magnesium 12	11 <b>B</b> boron 5	12 <b>C</b> carbon 6	14 <b>N</b> nitrogen 7	16 <b>O</b> oxygen 8	19 <b>F</b> fluorine 9	20 <b>Ne</b> neon 10
39 <b>K</b> potassium 19	40 <b>Ca</b> calcium 20	27 <b>Al</b> aluminium 13	28 <b>Si</b> silicon 14	31 <b>P</b> phosphorus 15	32 <b>S</b> sulfur 16	35.5 <b>Cl</b> chlorine 17	40 <b>Ar</b> argon 18
85 <b>Rb</b> rubidium 37	88 <b>Sr</b> strontium 38	56 <b>Fe</b> iron 26	59 <b>Co</b> cobalt 27	59 <b>Ni</b> nickel 28	63.5 <b>Cu</b> copper 29	79 <b>Br</b> bromine 35	84 <b>Kr</b> krypton 36
133 <b>Cs</b> caesium 55	137 <b>Ba</b> barium 56	101 <b>Ru</b> ruthenium 44	103 <b>Rh</b> rhodium 45	106 <b>Pd</b> palladium 46	108 <b>Ag</b> silver 47	127 <b>I</b> iodine 53	131 <b>Xe</b> xenon 54
[223] <b>Fr</b> francium 87	[226] <b>Ra</b> radium 88	190 <b>Os</b> osmium 76	192 <b>Ir</b> iridium 77	195 <b>Pt</b> platinum 78	197 <b>Au</b> gold 79	[210] <b>At</b> astatine 85	[222] <b>Rn</b> radon 86
[227] <b>Ac*</b> actinium 89	[227] <b>La*</b> lanthanum 57	277 <b>Hs</b> hassium 108	[268] <b>Mt</b> meitnerium 109	[271] <b>Ds</b> darmstadtium 110	[272] <b>Rg</b> roentgenium 111	[294] <b>Ts</b> tennessine 117	[294] <b>Og</b> oganeson 118
		201 <b>Hg</b> mercury 80	204 <b>Tl</b> thallium 81	207 <b>Pb</b> lead 82	209 <b>Bi</b> bismuth 83	[209] <b>Po</b> polonium 84	[209] <b>At</b> astatine 85
		286 <b>Nh</b> nihonium 113	288 <b>Fl</b> flerovium 114	289 <b>Mc</b> moscovium 115	293 <b>Lv</b> livermorium 116	[294] <b>Ts</b> tennessine 117	[294] <b>Og</b> oganeson 118

\* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.  
Relative atomic masses for Cu and Cl have not been rounded to the nearest whole number.









**Wipe Board**

PRINT FOR SCHOOLS









# Absence Notes

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If a student is required to leave site for an appointment, they will need to show evidence and details of the appointment. It is recommended that these are shown to the relevant school team in advance. The Head of school, Deputy Head of school and Student Wellbeing will be on duty at the student entrance each morning, where they can sign the students' planner giving them permission to leave site. Due to safeguarding regulations, no student will be permitted to leave the College site without a signature from a member of the School team in their planner.

Alternatively, you can email the college on [attendance@horizoncc.co.uk](mailto:attendance@horizoncc.co.uk) with the name of the student and the appointment details in advance. The details will then be logged on the college system and the student will be able to sign out and leave at the required time.

The telephone number to report your child's absence is 01226 704230

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_





The telephone number to report your child's absence is 01226 704230

My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_  
\_\_\_\_\_  
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Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
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Signed (Parent/Carer): \_\_\_\_\_

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for the following reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

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My child was/will be absent from (date): \_\_\_\_\_ to (date): \_\_\_\_\_  
for the following reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

# Permission to Leave Class

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# Permission to Leave Class

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# CHANGE TO STUDENT DETAILS

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**Student Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_

**Details to be changed: (Please tick)**

Name ☐ Address ☐ Telephone ☐ Number ☐ Contact ☐ Other ☐

**New Details:** (if address or telephone number change, please state which contact to be changed)


Change requested by: \_\_\_\_\_

Form completed by: \_\_\_\_\_

Actioned on SIMS by: \_\_\_\_\_

# CHANGE TO STUDENT DETAILS

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**Student Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_

**Details to be changed: (Please tick)**

Name ☐ Address ☐ Telephone ☐ Number ☐ Contact ☐ Other ☐

**New Details:** (if address or telephone number change, please state which contact to be changed)


Change requested by: \_\_\_\_\_

Form completed by: \_\_\_\_\_

Actioned on SIMS by: \_\_\_\_\_



# Parent Consultation Appointments



Date: \_\_\_\_\_

Time	Subject	Teacher	Venue
4.30			
4.35			
4.40			
4.45			
4.50			
4.55			
5.00			
5.05			
5.10			
5.15			
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5.35			
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6.35			
6.40			
6.45			
6.50			
6.55			
7.00			



# Parent Consultation Appointments

Date: \_\_\_\_\_

Time	Subject	Teacher	Venue
4.30			
4.35			
4.40			
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4.55			
5.00			
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**PLASTIC  
POCKET  
HERE**





# CPR and Defibrillators Save Lives

**Cardiopulmonary resuscitation (CPR) is a simple life-saving technique given to someone in cardiac arrest. It aims to take over the job of the heart and lungs by keeping blood and oxygen flowing through the body.**

## CPR Step-by-step Guide

If someone is unconscious and not breathing normally, it's important to call 999 and start CPR straight away.

- Step 1** - Lay the person on their back and open their airway by lifting their chin.
- Step 2** - Place the heel of your hand on the breastbone at the centre of the person's chest. Place your other hand on top of your first hand, knuckles up, and interlock your fingers. Position yourself with your shoulders above your hands.
- Step 3** - Using your body weight (not just your arms), push down by 5 to 6cm (2 to 2.5 inches) on their chest.
- Step 4** - Continue to push hard and fast at a rate of 100 to 120 times a minute (or to the tune of Stayin' Alive) until an ambulance arrives, you become exhausted or the patient starts to show signs of regaining consciousness such as coughing, opening eyes, speaking or breathing.



## Defibrillators

Defibrillators give a strong electric shock to the heart of someone who has suffered a cardiac arrest to reset the heart in the hope that it returns to a normal rhythm.

Combined with CPR, defibrillators give cardiac arrest patients the best possible chance of survival.

No training is needed to use the devices which provide clear instructions about how to attach the defibrillator pads and will only allow you to deliver a shock if it's needed.



The location of defibrillators - often in yellow or green cabinets in public spaces - can sometimes be marked with a green heart on a white background, or they could just be mounted on a wall behind a bar, in gyms, leisure centres, tourist information centres, schools, colleges, railway stations, restaurants - anywhere at all.

If someone has suffered a cardiac arrest and you need a defibrillator, anyone calling 999 for an ambulance will be directed to their nearest device and provided with a code to open its secure cabinet if necessary.

*This information has been provided by Yorkshire Ambulance Service NHS Trust*

[www.restartaheart.yas.nhs.uk](http://www.restartaheart.yas.nhs.uk)



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**Web:** [www.horizoncc.co.uk](http://www.horizoncc.co.uk)



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