

# New Parent Guide



**St LUKE'S**  
Church of England School

Life to the full

# Welcome

## letter from your Headteacher, Mr Littler

➤ **We're delighted to welcome you to St Luke's Church of England School.**

We are very much looking forward to working closely with all of our new students and their families to ensure that their time here is happy and successful.

St Luke's is an ambitious and inclusive school. We have the highest expectations of and for all our students. Our aim is for every student to take an active part in all aspects of school life so that they can all live 'life to the full'.

Students are most likely to achieve their potential when there is a strong sense of partnership between the school, families and the children themselves. This guide provides a clear foundation for our partnership. In it you will find information about our beliefs and values, how the school operates, and what your child will study. It also describes what you can expect from the school, and offers clarity on our expectations for students' uniform and equipment, among other things.

If you have any questions about life at St Luke's that are not answered in the guide, please do not hesitate to contact us by telephone or email.

We really look forward to having a close partnership with you over the coming years to ensure we secure the very best outcomes for your child, both in terms of their academic and personal development. We again welcome you to the St Luke's community and look forward to meeting you all very soon.

With warm regards,  
Harrison Littler  
Headteacher





# Vision and Values

## Our Vision

### › LIFE TO THE FULL (John 10:10)

Jesus said 'I have come that they might have life to the full'. He was offering his early followers a whole new kind of existence – a new way to be human. This title includes embracing social justice, forgiving people that hurt you and living generously.

In our context at St Luke's, we aspire to help each young person experience life in all of its fullness. This includes their social, physical, spiritual and academic progression.

## Our Vision

- **Showing respect**

All of our community treat one another with dignity and respect. By treating each other this way, we acknowledge the God-given value and worth that is in each person.

- **Being inclusive**

We welcome all students regardless of background, race or faith. We view each student through the lens of their potential and not through the labels that have been applied by themselves or others.

- **Giving hope**

We support and encourage our students to overcome adversity, give hope in times of difficulty and nurture resilience.

- **Achieving your best**

We expect all our students to do their best in all subjects and extra-curricular activities. We celebrate effort and achievement. A full life is determined, in part, by the energy and effort that we put in.

- **Taking responsibility**

We enable and encourage students at St Luke's to be 'good stewards' of their own lives and of the world around them by taking personal responsibility for themselves, their learning and their environment.

# Life to the full

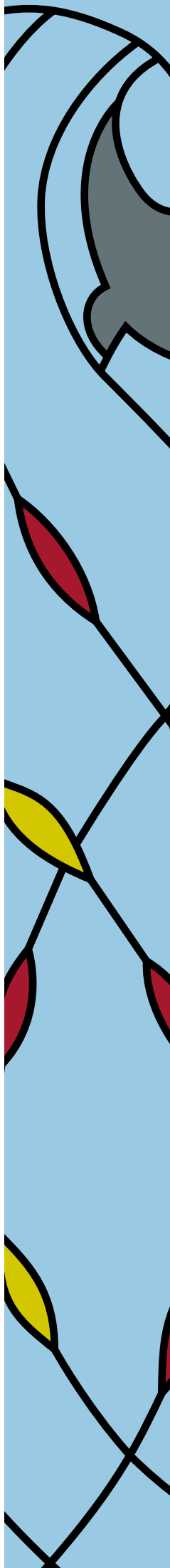
# School term times and holidays

These are published on our website along with a full calendar of events.

It should be noted that Ted Wragg schools follow a cycle system, which is explained fully in the 'Curriculum' section of this booklet. This means there are non-pupil days (NPDs) on Mondays towards the end of each term. There is also an extended two-week half term break for students in the Autumn Term.

## Structure of the school day

Time	Session
8.30 - 9.15	<b>Morning Meeting Mindful Moments and Tutor Reading</b>
9.15 - 10.15	<b>Lesson 1</b>
10.15 - 11.15	<b>Lesson 2</b>
11.15 - 11.45	<b>Break 1</b>
11.45 - 12.45	<b>Lesson 3</b>
12.45 - 13.45	<b>Lesson 4</b>
13.45 - 14.10	<b>Lunch Time</b>
14.10 - 15.10	<b>Lesson 5</b>
15.10 - 16.10	<b>Enrichment (optional)</b>





## Tutor time

Tutor time at St Luke's is extremely valuable, and where we bring together the academic and pastoral curricula. Your child's tutor is their first point of contact for any queries and the time they spend together in the morning ensures that students are ready to learn. It is an opportunity to check standards of equipment, homework, uniform and attendance. Meetings in the morning set the tone for the rest of the day and will include year group assemblies, celebrations and rewards, Mindful Moments and participation in our reading programme. We take reading seriously here, and know that access to good quality texts improves academic outcomes as well as wellbeing and cultural capital. Our Mindful Moments are an ethos-based daily reflection session centered on our core school value for that week and provide students with the opportunity to discuss their thoughts and feelings on different current issues and topics within their tutor group. The tutor groups are named to include their year group and the initials of their tutor. For example: D7/APA

## Essential equipment for lessons

Students should come to school with a sturdy and waterproof bag that is strong enough to protect their books and equipment. The bag must be of a suitable size to hold their school books, St Luke's A4 homework book, A4 Knowledge Organiser, pencil case and packed lunch (if applicable). Handbags are not appropriate or adequate as a school bag. For every lesson, the equipment required is:

- A clear pencil case
- Two black/blue pens
- Two pencils
- A green pen
- A rubber
- A 30cm ruler
- Highlighter/s
- A scientific calculator
- Knowledge Organiser and homework book
- Your St Luke's 'Read Like a Scholar' bookmark

This equipment must be put out on students' desks ready at the start of every lesson. Students are responsible for their own belongings and should ensure that items are named and cared for. It is essential that students bring all of this equipment into school every day.



# **School uniform**

At St Luke's we set great importance on the wearing of school uniform as a way to promote students' sense of belonging and pride. We pride ourselves on having a very smart uniform which is conducive to high standards and creating a purposeful and successful environment within which to learn.

Students are expected to wear their full uniform at all times and will be rewarded for doing so. Those wearing incomplete uniform or non-approved items will receive a sanction and students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated.

We pleased to have moved all school uniform and PE kit to online purchasing. This will be available to purchase from Price and Buckland <https://price-buckland.co.uk/>. Parents can purchase other school items such as shirts and trousers for both girls and boys from any retailer.

The full uniform policy is set out clearly below. Parents and carers are strongly advised to pay particular attention to the uniform details, as only the items exactly as specified will be acceptable.

We are aware that uniform can be expensive so we do facilitate a uniform shop where items can be bought at a cheaper price or swapped.

## **Main uniform**

### **› St Luke's blazer with logo (black)**

Our school blazer is only available from Thomas Moore. Substitutes, even of the same colour or design, are not permitted.

### **› White collared shirt**

Shirts must be plain and white with buttons all the way up and tucked into trousers or skirt. No logos, designs or patterns are permitted.

### **› Trousers**

Trousers must be school trouser material and plain black. Trousers that have designs, logos or are made of canvas, linen, chino or jeans material are not permitted. Skinnies (ankle tight leggings or trousers) are not acceptable.

### **› Skirt**

Our skirts are only available from Thomas Moore. Skirts must be the St. Luke's bespoke Trutex Castle Tartan Kilt worn no higher than a palm width above the knee. This skirt is not to be hemmed. Skirts that are too short, too tight or made of a stretch fabric material are not permitted.

### **› Official St Luke's tie**

Our clip-on ties are only available from Thomas Moore. Ties of another colour or design are not permitted. Please note that the colour of the tie is associated with the four school houses and it is important that your child wears the tie colour of their respective house. We will let students know which house they are in after May half term.



## › Shorts (black with school logo)

Shorts are an optional item and can be worn in the when the weather is hot and sunny and must be the bespoke tailored shorts from Thomas Moore which include the St. Luke's logo. Shorts of any other kind, including sports and the St Luke's PE shorts, are not permitted to be worn as uniform.

## › Plain socks/tights

Socks must be plain black; no sports logos or similar are permitted. No other colour is permitted.

Tights must be black or grey.

Leggings or footless tights are not permitted as a substitute for tights.

## › Black sweater

This is an optional uniform item. V-neck sweaters must be plain black and only worn under the blazer. Cardigans of any kind are not permitted.

## › Shoes

Shoes in general must be in keeping with the rest of the St Luke's uniform with careful consideration towards cost, fashion, practicality and safety.

These must be a shoe design only, no trainers of any kind are permitted. They can be slip-on, Velcro or lace fastenings, and must have flat heels. The footwear must be entirely black throughout including sole, uppers, stitching and any piping. No logos or designs are permitted.

Some of the types of shoes which are appropriate for school are pictured below. Please pay very close attention to this detail so as not to waste money on shoes which are unsuitable for school.



We have plenty of spare pairs of shoes in school to provide students with an option to correct their footwear when there is an issue. In the rare instances that students refuse to borrow reasonable alternatives when offered, they are hosted in our reset room until the footwear is changed.

Please note that if your child uses the astroturf at lunchtimes they will need to change into their trainers (which will need to be astroturf trainers). School shoes are not permitted on the astroturf.

## › Styles of shoe which would NOT be suitable include:



## › Coats and scarves

Coats and scarves may only be worn outside the building and not as a substitute for a blazer. All coats, scarves and hoodies should be removed at the front door (by 8.20am) and not worn again whilst inside the school building.

## › PE kit

Our PE kit is available from Thomas Moore, both in the shop and online.

### Boys' compulsory PE Kit:

- Red St Luke's polo shirt
- Black shorts (plain black)
- Trainers

### Boys' optional PE kit:

- Black tracksuit bottoms
- Black St Luke's shorts
- Red St Luke's rugby shirt
- Gum shield
- Red St Luke's football socks
- Red St Luke's fleece
- Black sports coat or plain black hoodie
- Studded football boots/shin pads

### Girls' compulsory PE kit:

- Red St Luke's polo shirt
- Black shorts (plain black)
- Trainers

### Girls' compulsory PE Kit:

- Black sport leggings (not tights)
- Black tracksuit bottoms
- Black St Luke's shorts
- Red St Luke's fleece
- Red St Luke's football socks
- Black sports coat or plain black hoodie
- Red St Luke's rugby shirt
- Studded football boots/shin pads



# Jewellery and appearance

## › Jewellery

Necklaces, bracelets and rings are not permitted for health and safety reasons. This includes charity bands as they are not part of school uniform.

Students are permitted to wear a wristwatch.

Students are encouraged to wear their school uniform badges with pride.

## › Piercings

Piercings are limited to one stud in the lobe of each ear only. No other piercings or spacers, including clear or retaining piercings are permitted. Tongue piercings are not permitted. Ear lobe stretchers and spike earrings are strictly forbidden due to health and safety reasons.

## › Make-up

If worn, make up must be hardly noticeable, natural and very subtle. Students will be asked to remove fake eyelashes and any obvious make-up if worn into school.

- Subtle, natural make-up



- Excessive make-up



Examples of the types of facial jewellery which are not permitted are shown below:



## › Body art

Tattoos (even if only temporary), henna decorations and other body art are not permitted.

## › Hair

Cuts, styles and accessories must be suitable for a business-like school environment and not deemed extreme or aggressive. Hair must be clean and a natural colour. Styles must not reflect any group affiliation e.g. carved patterns, Mohicans or excessively short crops (grades zero). Hair colouring, if at all used, must be a natural hair shade.

## › Nails

The wearing of false nails or gel nails is not permitted. Nail varnish, if worn, must be clear.

## › Chewing gum

Chewing gum is not permitted at St Luke's.

## › Non-uniform days

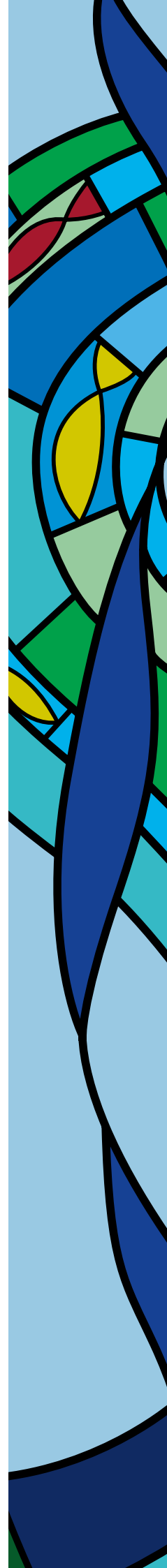
On non-uniform days, clothing should be non-revealing and not bear offensive logos or comments. The rules concerning hair colour, jewellery, make-up and facial piercings will still apply.

# Uniform expectations

Our students look extremely smart and we are very proud of the way in which they wear their uniforms. Students receive merits daily for good presentation of our uniform expectations.

Parents and carers have a responsibility to ensure all students meet the School's uniform policy. We always work to alert parents/carers prior to any uniform sanction being issued in the hope that we can work together to rectify the issue and avoid any student missing their learning. On occasion, parents/carers may be contacted first thing in the morning to arrange for a student to be sent home to correct the uniform issue, returning immediately to school on completion, or for correct uniform items to be dropped into school if possible. In addition, a student may be asked to borrow an item of uniform made available by the school and are expected to wear this for that day.

Please note that religious observance or a particular medical need could be a valid exception and that the above list is not exhaustive. If you are in any doubt, please do not hesitate to contact the school to seek advice.





## **Lost property**

All clothing and equipment must be clearly marked with your child's name. We also recommend that valuables are not brought into school. The School cannot accept any responsibility for lost property (although reasonable efforts will be made to recover it). Lost property can be found at the student reception and students are directed to look for any missing items there.

## **Lockers**

Lockers are available for students to rent if they wish to store some of their equipment at school. Year 7 students will be given a letter explaining how they can rent a locker once they start with us in September.

## **Mobile phones**

At St Luke's, the use of mobile phones is strictly forbidden. They are not allowed to be used at all during the school day, unless specifically instructed by a class teacher for educational purposes within their lesson. You may have your phone on you, however, it must not be seen or heard, otherwise it will be confiscated. We would therefore suggest that you either leave it at home, or keep it in your bag (turned off/or silent) from the moment you enter the school building. Mobile phones are confiscated by a member of staff immediately if they are seen during the school day. We do not advise any student bringing expensive belongings into school.

## **Medical information**

If your child has a particular medical need, please let us know as soon as possible so that we can make arrangements to support them. If any accidents occur within the school day, our first aiders will deal with the situation. Additionally, if your child feels unwell during the course of the day, they should go to main reception with the permission of their class teacher. If your child needs to take prescription medicine during the course of a school day, you will need to complete a form from the school.

# **Rewarding success**

Achievement and success is highly valued at St Luke's. Praise and encouragement is used as much as possible by all staff at the school and we have an ethos of 'catching students being good'. Students are rewarded for consistently producing good work, improvements made in class, homework, for representing the school in a positive way and for helping others.

## **› Individual awards**

Merits are awarded by staff in every lesson for excellent achievement and effort and for making great progress; they are also awarded for demonstrating each of our classroom expectations. They can also be awarded for equipment, attendance and uniform. A record is kept of the number of merits each student collects and these can be spent on a number of different rewards in the rewards shop. These might include purchasing school equipment to a 'skip the queue' canteen pass and gift vouchers for shops. Parents can access their MyChildAtSchool account to view their child's achievements.

## **› Celebration events**

We hold regular year group assemblies to celebrate the success of individual students. At the end of every term the Head of Year will hold a celebration assembly to reward students for all of the hard work and progress they have made through the term. This will include certificates, individual subject awards, tutor awards, attendance awards, ethos and school values awards and reading awards.

## **› Department awards**

Departments often award their own certificates and prizes in recognition of excellent work and outstanding effort and achievement. Departments and pastoral staff may contact home through phone calls, postcards or letters to celebrate the achievement of the students.

## **› Headteacher awards**

Any member of staff can nominate a student for a Headteacher letter which is given in recognition of exceptional achievement. There are also occasions where a student may be invited to a special breakfast or lunch with the Headteacher.







# Behaviour policy

At St Luke's, we have an ethos of 'catching students being good' and praising and rewarding as much as possible. We also have the highest expectations of every student where we expect that every single individual treats one another, our school and our community with the utmost respect. Our behaviour curriculum will support every student to meet these high expectations.

We expect every student to work hard, show respect and be kind at all times. Where these expectations are not met, we have clear policies and sanctions in place that will be followed consistently and fairly by all staff.

Under no circumstances is any form of bullying or prejudicial behaviour tolerated. Again, we have robust policies in place to deal with any incidents that may arise and we continually urge all students and parents to be vigilant and proactive in reporting issues swiftly so that we can support and address them. In the same way that you can view your child's rewards on MyChildAtSchool, you can also view any demerits (negative behaviour points) awarded too.

We follow the **L.E.A.R.N** system in class which supports our students to achieve their best and creates purposeful classrooms. Students can have reminder for the following issues:



**L - Late**  
being late to a lesson



**E - Engagement**  
not taking part actively in the lesson



**A - Attitude**  
displaying an inappropriate attitude to learning



**R - Respect**  
demonstrating a lack of respect for the teacher and/or students



**N - No calling out**

If students are given a reminder for any of the above issues, their name will be put on the board and the teacher will make it clear about why they have received that reminders. A second reminder in the same lesson will result in the student being sent to our Behaviour Support Room for one learning cycle and parents/carers automatically contacted. Before the student returns to mainstream lessons, a restorative conversation will take place between the teacher and the student to discuss the removal from lesson, to highlight any learning issues and to set some mini targets moving forwards so that the incident isn't repeated and the student can access their learning more effectively in future lessons.

For more information on our Behaviour policy, please visit our website.

# Attendance and absence

In order for students to make the best possible progress at school it is essential that they have a good attendance record. At St Luke's Church of England School, attendance is closely monitored by the school's attendance officer and the relevant Head of Year.

Every week, students with maintained or improving attendance are rewarded with merits. Those students with declining attendance will, in the first instance, have a supportive conversation with their form tutor to identify any potential issues and to ensure appropriate support is offered if needed.

The school works closely with the Attendance Engagement Service (AES) over issues of truancy and poor attendance. Please note that the school operates legal meetings and a penalty fines procedure for cases of poor attendance in conjunction with Devon County Council. Parents will be notified by the school if a student's attendance is below an acceptable level. This is to ensure that our parents and carers are up to date with their child's attendance levels.

When students are absent from school it is essential that parents or carers contact the school to let us know as soon as possible on the first day of absence. Parents must then make contact with the school for every day their child is absent. If you wish to report your child as absent. You can contact the attendance team via MyChildAtSchool or on the email address below. Email: [attendance@stlukescofe.school](mailto:attendance@stlukescofe.school).

Once a child returns to school, any medical evidence to support the absence must be sent in if possible.

If your child has an unavoidable appointment during the school day your child must bring in a letter or an appointment card which is to be taken to the student reception. Your child will sign out and sign back in again upon return to school. Students will not be permitted to leave the site without a letter or an appointment card. Where possible, we would ask that appointments be made out of school hours so that your child's learning is not disrupted, especially during exam or assessment periods. Non-essential appointments will not be authorised.

Absence, including holidays, during term time will not be authorised except in exceptional circumstances and if permission is sought in advance.

Please contact our attendance team at: **[attendance@stlukescofe.school](mailto:attendance@stlukescofe.school)** for further details.





# Transport to school

St Luke's Church of England School recommends that students come to school on foot, by bicycle or on public transport.

- **Cycling** - we have a secure bike shed where bikes must be locked. Please note that if you wish for your child to come to school on a bicycle, it is your responsibility to insure the cycle, check it is roadworthy at all times and ensure that a helmet is always worn. The school cannot accept responsibility for any loss or damage. Please note that bikes should not be ridden on the school site which includes the school bridge.
- **Car** - the school site is not open to parent traffic for drop off and collection, unless you have a disabled badge or a pass that has been authorised by the school. We would suggest to parents who drop their children by car to use alternative areas opposite the school that can be accessed via the school bridge allowing students to cross the road safely. We do ask that parents do not use the road which leads to Whipton Hospital.
- **Bus** - students travelling on any public transport, including the dedicated school transport to and from school, are expected to behave properly at all times. The school takes any complaints very seriously and it is important that students remember that they are still ambassadors for the school out of hours.

Please be aware that skateboards/longboards and E-scooters are not an acceptable mode of transport for students to use to get to school. We do not have anywhere to store them during the day.

Devon County Council provides help with transport for some students and parents should liaise directly with the Council about this and not the school. The information below is taken from their website.

## › Whose responsibility is it to get a child to school?

All parents are encouraged to consider the practicalities of sending their child to a school which is not within walking distance, unless it is the designated or nearest school, because it is a parent's responsibility to get their child to school throughout the whole time the child is there.

## › How do I check if my child is eligible for free school transport?

If you apply for a place at the school designated to serve your home address and you live more than three miles away by the shortest walking route, your child will be entitled to free transport. You can check which is the designated school to serve your home address at:

- [www.devon.gov.uk/schoolareamaps](http://www.devon.gov.uk/schoolareamaps) or by telephoning **0845 1551019**.

Your child will also be entitled to free transport to the school nearest to your home if it is closer than the designated school, provided it is still over three miles from your home by the shortest walking route. Transport can only be provided from one permanent address. If a child lives at two addresses, the parents or carers must nominate one address as the permanent residence for transport. You must let us know if your child's home address changes and provide proof of this.

## › Transport for work experience

Please note that transport is NOT provided for work experience, taster and induction days.

## › What if I am on a low income?

If your family is on a low income i.e. your child is entitled to free school meals, or your family is in receipt of the maximum level of Working Tax Credit, your child is eligible for free transport to a choice of the three nearest schools between two and six miles of your home. Please contact Devon County Council directly to see if you qualify.

# **Insurance**

Students are insured against injuries caused by building defects etc. and by accidents which occur as a result of negligence by a member (teaching or non-teaching) of the Ted Wragg Multi Academy Trust (TWMAT). Students attending the TWMAT schools are not insured against personal injury or accident while on education premises or taking part in recognised activities outside the school. TWMAT expects all employees and the students to accept full responsibility for their personal possessions, including money, and to consider taking out insurance themselves to cover all risks.

# **Social times**

During social times, students can use their time as they wish. The school is supervised during this time by staff who monitor both the indoor and outdoor areas. Year groups have their own spaces. They can also use the canteen which provides a wide range of food at both social times. Wherever possible, we encourage students to be physically active during their lunch times and offer an exchange system where they can borrow sports equipment from the PE Department and access some facilities during lunch times.

Lunch is eaten in the atrium area of the school. There is a pasta bar and a cafeteria system offering a choice of main meals and desserts. Students may also bring their own packed lunch which can be eaten in the atrium area too.

St Luke's operates a cashless system. Therefore, no cash will be accepted at the tills. Parents and carers are able to pay money into their child's account and then the child is given a PIN. When they make a purchase, they use their PIN to deduct money from their account. PINs are given out on the first day of term. Any amount of money can be paid into your child's account, with the money spent on food and drink deducted on a daily basis. There will be a daily 'spend limit' of £5.00 programmed into the system. This can be increased or decreased for an individual student by making a written request to the school. All Year 7 students will be given training on how to use the system on the first day of term.

Information about how you can add money to your child's account will be provided to you before the start of the school year. This can be done through MyChildAtSchool app (MCAS) in which you will also be able to view all purchases made by your child.

To ensure calm and safe social times for all students, we operate a social time red card system. If a student is issued with a red card, they attend an immediate supervised detention. Red cards are issued for anti-social behaviour such as running indoors, swearing, littering, boisterous or dangerous behaviour, etc.

Equally, students demonstrating our values during social times are issued with merits.







## **Free school meal (FSM) entitlement**

Parents and carers who receive any of the following are entitled to Free School Meals (FSM) for their child:

- Income Support (IS)
- Income-related Employment and Support Allowance
- Child Tax Credit without Working Tax Credit (with an annual taxable income of less than £16,190)
- Income-based Job Seekers Allowance (IBJSA)
- Guaranteed element of state pension credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Working Tax Credit run-on paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

All information regarding FSM is completely confidential so please do not worry about other children knowing this information. FSM funding is automatically allocated to your child's account on a daily basis so it will be there when they go to purchase food using their PIN.

Applications for FSMs can be made by asking your child's school for a form. Additionally, you can call **0845 1551019** or find out more at: <https://myfreeschoolmeals.com/>

If you do qualify for FSM, then St Luke's will receive additional Pupil Premium funding which will be used to support your child during their time at school. This support may include small group teaching in the core subjects or financial help towards trips and equipment. If you meet the above criteria, please apply for FSM as the additional funding will help us to fully support your child while they are with us.

## **Special Educational Needs & Disabilities**

St Luke's has a highly effective and dedicated inclusion team - to us, every child matters. Our transition programme for Year 6 into 7 will identify any students who may have a special educational need or disability. Our primary liaison staff visit all schools that are sending students to St Luke's to talk to students and primary school staff. The team visits all our feeder schools to meet with their SENDCo (Special Educational Needs and Disabilities Coordinator) and class teachers to gather information on students with special educational needs who are transferring to St Luke's. In planning meetings with primary school staff, students who have additional difficulties, who are anxious about transfer, will be identified. In some cases, group work or extra individual/small group visits to St Luke's may take place. Records are transferred to us from primary school (now a legal requirement 15 days after a pupil has transferred).

During the first few weeks at St Luke's, staff screen the new intake with a literacy test. Some other departments also give initial baseline tests, in addition to all year 7 students being screened for speech and language needs, this is so we can then intervene and support as needed.

As we know that students spend the majority of time in lessons and that high quality classroom teaching has the biggest impact on students, this is our main focus. Staff are skilled in supporting students with SEND and they receive regular training so that we can be confident that students' needs are being catered to and met whilst we also remain aspirational for everyone.

Where student needs cannot be met in the classroom, we also offer carefully planned interventions outside of the classroom. Students receive targeted support and this is offered typically on a 6 weekly basis so that progress can be reviewed. Parents and carers are informed about the purpose and content of these interventions when they are timetabled to happen.

We would urge parents who have any concerns about their child's special educational needs to contact the school SEND team on [send@st-lukes.devon.sch.uk](mailto:send@st-lukes.devon.sch.uk)

## **Children in care (CIC)**

Students who are in care (CIC) will work closely with our dedicated Designated Teacher. They will ensure that all children in care are well supported, particularly in the transition period from primary to secondary, as well as communicating effectively between the School and carers. PEP meetings will be held at least termly. The Designated Teacher for Children in Care at St Luke's is Tamar Busby [tamar.busby@stlukescofe.school](mailto:tamar.busby@stlukescofe.school).

## **Students with English as an additional language (EAL)**

St Luke's is fully inclusive and welcomes all students. As a school, we work hard to ensure that the needs of EAL students are fully met and we are pleased to be able to offer the use of an online programmes to help with the acquisition of the English language. We are also pleased to be able to offer GCSE entries in a student's home language in Year 10.

We greatly welcome the wide cultural diversity that our EAL students bring to the school. In order to ensure full and frequent communication between school and home, an interpreter can be provided and we are happy to arrange this with prior notice. Please contact our EAL team for further information and guidance should this be required.

## **High prior attaining students (HPA)**

St Luke's Church of England School ensures that our High Prior Attaining students are able to access a very strong academic curriculum that will challenge and inspire them, as well as offering them a wide extra-curricular programme to support their achievement.

We also have access to the REACH Academy, aimed at offering additional activities and experiences to students. Although predominantly aimed at our Key Stage 4 students, there will be a strong focus on encouraging participation from Year 7 onwards in aspiring to membership of the Academy.

## **Homework**

At St Luke's our policy on homework in Years 7-10 is simple - one hour per school night for every student. We believe that this is the key to supporting our knowledge-based curriculum and will instil the value of homework within every student. Each student will receive a set of Knowledge Organisers for every subject they study and a guide on how to use them, predominantly by using Cornell Notes. Details of how to do this can be found on the homework section of the website. A Knowledge Organiser is a page of information and facts that you need to know and be able to recall to successfully make progress in a unit or topic. Generally, a Knowledge Organiser will be one page per topic. Each knowledge organiser is broken down clearly into weeks, making it quick and easy to see which content needs to be learnt each week. This simple method will help you to learn the facts.

They will also have a homework workbook, where they record their learning, and a set timetable that is bespoke to them as a year group. It is our expectation that every child spends one hour per school night covering the subjects highlighted within their timetable. This will be checked daily by our tutors, with rewards given for completion, and an immediate one-hour compulsory catch-up session after school on that day for any student who has not completed the set study. We firmly believe that this homework policy will support memory recall which will be tested regularly with low-stakes testing within lessons.



## **Reading and literacy**

Good literacy ensures more life opportunities, contributes to positive mental health and enables students to access all areas of the curriculum. At St Luke's our aim is to embed a culture of reading, speaking and writing like scholars, through consistent approaches to teaching these skills in the classroom, a strong focus on vocabulary development at all times and a robust reading programme.

'Reading is to the mind what exercise is to the body'. At St Luke's, we want every student to develop a love of literacy and language through reading. Our pastoral programme is centred very much on reading. This reading programme is led by our tutors and will ensure that every student is exposed to high quality vocabulary which will support their progress across the whole curriculum. All texts will be centralised and provided by the school. Students all receive a St Luke's bookmark when they start with us.

## **Presentation of work**

At St Luke's we believe that the presentation of students' work demonstrates the pride that they have in their learning. They understand that a well-presented book is a delight to read.

In short, if students have high expectations of themselves, they will achieve more.

- Blue or black pen should be used and pencil are used for diagrams and tables;
- Students are not allowed to doodle graffiti in their books;
- Every title, date and learning objective should be underlined neatly;
- Students should be conscious of the environment, using all pages and not starting a new one each lesson;
- Green pen is used every lesson to make corrections, redraft and respond to feedback.

# Learning technologies

St Luke's Church of England School will be using a range of learning technologies to support lessons and independent study.

These include but are not limited to:

- DrFrostMaths <http://www.drfrostmaths.com>
- Seneca Learning <http://www.senecalearning.com>
- Sparx <http://www.sparx.co.uk/>
- Kahoot <http://www.kahoot.com>
- Quizlet [www.quizlet.com](http://www.quizlet.com)
- Google Classroom <http://classroom.google.com>
- BBC Bitesize [www.bbc.co.uk-bitesize](http://www.bbc.co.uk-bitesize)
- Active Learn [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- Gaming Grammar [www.ncelp.org-resources-gaminggrammar](http://www.ncelp.org-resources-gaminggrammar)
- Duolingo [www.duolingo.com](http://www.duolingo.com)
- Quizziz <http://quizziz.com>
- iDEA <http://idea.org.uk>
- Edpuzzle <http://edpuzzle.com>

These services are provided by external companies and assist us with delivering an innovative and individualised teaching and learning experience to our students, so are therefore necessary for the delivery of lessons to your child. Please see their relevant websites if you would like more information on their content and their privacy notices.

In line with normal practice in technology provided for schools, the software system captures data about students and teachers, including the performance of students and their engagement with maths quizzes and games, as well as about the students' interactions with their teacher. The use of this data will be compliant with all GDPR regulations that came into effect on the 25th May 2018.

These service providers use and analyse this data to improve their content and services. For more information about the types of data being collected and used as part of the services we use, please see the policies section of the St Luke's website or request a hard copy from us. How the companies use this data will be compliant with all GDPR regulations that came into effect on the 25th May 2018.

The use of these technology systems is of significant benefit to the school and the performance of its students. If you have any questions or concerns about the collection and sharing of student and teacher data, please contact **office@stlukescofe.school**.



# Internet safety

## › The parents' and carers' guide to the internet

'The Parents' and Carers' Guide to the Internet', from CEOP (Child Exploitation & Online Protection Centre), is a light-hearted and realistic look at what it takes to be a better online parent. It covers topics such as: talking to your child about the technologies they use and the things they might see. Watch the guide here: <https://www.youtube.com/watch?v=YyzokhRfRJA>

## › How can I help my child stay safe online?

For a wide range of information about keeping your child safe online visit:

- <https://www.thinkuknow.co.uk/parents/> or <http://parentzone.org.uk/parent-info>

If you are concerned about sexting, visit:

- <http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Resources/So-You-Got-Naked-Online/Content/Sexting-Toolkit.aspx>

## › Has someone acted inappropriately towards your child online?

If your child has experienced sexual or offensive chat that has made them feel uncomfortable or if someone is trying to meet up with them, you can report this directly to CEOP. Make a CEOP Report at:

- <https://www.ceop.police.uk/Ceop-Report/>. If you or your child are in immediate danger call **999**.

## › What help can I get for my child?

If your child needs someone to talk to because something has upset them (they could be being bullied or have seen something online which has upset them), they can ring the NSPCC Childline on 0800 1111 and speak to trained counsellors about any problems they may face. Alternatively, they could visit:

- [www.childline.org.uk](http://www.childline.org.uk)

## › Worried about viruses, hacking and online security?

Being the victim of online crime can be as distressing as real-world robbery. Learn about the risks and understand the urgency of protecting your family at:

- <http://www.getsafeonline.org/>

## › Does your child need support with mental health and wellbeing?

These are some sites to visit:

- <http://www.youngminds.org.uk/> - The Voice for young people's mental health and well-being
- <https://www.minded.org.uk/> - Bite-sized chunks designed to support mental health
- <http://mentalhealth.org.uk/> - Mental Health Foundation

If you would like more information and support regarding your child staying safe online - please contact your child's tutor in the first instance.



# Curriculum

The following sections will give you an insight into the different subjects that your child will study in during their time with us. For more detailed information about our curriculum and the options process in Years 8 and 9, please see the website.

St Luke's is proudly part of the Ted Wragg Trust. Our curriculum intent has at its core an absolute commitment to transform lives through learning. Our school values underpin what we teach and how we teach it; they enable our students to live life to the full. These are:

- Showing respect
- Being Inclusive
- Giving hope
- Achieving your best
- Taking responsibility

We have created an ambitious learning culture in the way our curriculum is implemented over time and enacted every day. Our curriculum is designed so that it maximises the likelihood that our learners will remember and connect the steps they've been taught by following a progression model that builds on prior learning, ensuring comprehension of substantive and disciplinary knowledge with regular opportunities for interleaving and deliberate retrieval practice. This ensures that knowledge is profoundly retained and not merely encountered.

Our school year is divided into three knowledge cycles of approximately twelve weeks. Each cycle comprises ten teaching weeks, followed by an assessment week when all students in Years 7-11 complete exam-based tests/other assessments to analyse their strengths and weaknesses in current and previous knowledge cycles. This is followed by 'Super Teaching Week' in which teachers re-teach areas that students have struggled with in the assessments. St Luke's teachers understand the importance of students responding to feedback.





St Luke's Principles of Excellent Teaching in Action

# Learning Structure

## Entry Routine

Threshold, Do Now, Review Now.

## Teacher Instruction

Linked to prior learning and delivered in small steps.  
Examples include storytelling, reading, practical demonstrations, presenting, teacher modelling, examples, non-examples and diagrams.

## Guided Practice

Example include 'we do' phase of modelling, turn and talk, show me and cold call.

## Independent Practice

Examples include independent writing, exam questions, skill demonstrations and retrieval practice.

During independent practice teacher sets timer, circulates, checks student understanding, hunts for misconceptions and gives individual and whole class feedback.

## Exit Routine

Exit questions and dismissal.

May be repeated numerous times within a lesson or take place over a sequence of lessons.



St LUKE'S  
Church of England School

- English Language A-Level
- English Literature A-Level
- English Language and Literature A-Level
- English Degree



## Possible Careers

- Digital Copywriter
- Editorial Assistant
- Lexicographer
- Journalist
- Web content manager
- Teacher
- Author

Exploring Non-Fiction Texts: exploring different perspectives and viewpoints

Non-Fiction Writing: understanding the conventions of different forms and purposes of writing to present our own perspectives and viewpoints

English Language GCSE

**Post 16**

Descriptive Writing: understanding how writers' craft can influence our own writing

Year 11 Mocks 2

Revision

Exploring Fiction Texts

Speaking and Listening Assessment

English Literature GCSE

**Year 11**

Year 11 Mock 1

Shakespeare's Romeo and Juliet: exploring conflicts, internal, relational and societal

Constructing Viewpoints

Revision of Literature Texts

**Year 10**

An Inspector Calls, Priestley on Capitalism: poverty and privilege:

English Literature Mock

A Christmas Carol, Dickens on Victorian England: redemption and morality

The Poetry of Conflicted Identity and Consolidation of the Academic Register

**Year 9**

The Poetry of Power and Conflict: society, state and impacts of war

Politics of Literature, Animal Farm: politics of power, the state and authorial intention



Shakespeare's Macbeth: exploring ideas about power, influence and justice

**Year 8**

Evaluating a Writer's Message: how context influences and shapes meaning and ideas



Widening Perspectives and Developing a Voice: exploring social justice and tolerance

Exploring Perspectives and Viewpoints: developing knowledge of the wider world and social justice

**Year 7**

Introduction to Writers' Craft: the power of storytelling











# Life to the full

*Our life to the full journey is divided into two strands of enquiry; exploring and equipping.*

Life and study skills

Speaking in public

Courses at College and University



Exploring how others live life to the full

Equipping myself to live life to the full

People skills at work and apprenticeships

**Post 16**



Healthy lifestyle: Mentally and physically



What do I need to know to be an adult?



**Year 11**

Mental health: What do people do when life gets hard?



Islamophobia and radicalisation



War and Peace

Racism, prejudice and discrimination



Relationships and sex education



Careers: Post 16; what are my goals?



What would Jesus do?



Relationships & Sex Education

**Year 10**

Death and bereavement: How far does it make a difference if you believe in life after death?



What is the purpose of life?



Diversity: Is everyone equal?



Why is there evil and suffering in the world?



Relationships and sex education



Lifestyle: My money and my health

**Year 9**

Moral issues: Good, bad; right, wrong: how do I decide?



Understanding Christianity: Who is Jesus?



Islam: What is it like to be Muslim teenager in Britain today?

Who am I? How can I care for my mental health?

What is Sikhism?

Relationships and sex education



**Year 8**

Crime and Punishment: Why are people good and bad?



Careers: What are my options after St Luke's?



Relationships and sex education



Understanding Christianity: What is the trinity? What are prophets?



How can I live a healthy life?



What do I believe? World Religions and I





A Levels and degrees e.g. History, Ancient History, Law, Politics, Sociology, Archaeology, Criminology

Apprenticeships, BTECs and Diplomas e.g. public services, government, police, legal services

Skills e.g. research, analysis, written communication, organizing information, forming enquiries.

The Cold War

Revision and GCSE Exams



WWI – Surgery on the Western Front

Nazi Germany



**Post 16**

**Year 11**



Medicine



Elizabethan England

Weimar Germany



**Year 10**



Minorities and Struggle and Terrorism



The Cult of Personality in the 20<sup>th</sup> Century



The World Wars

**Year 9**



The Silk Roads



The British Empire and the Transatlantic Slave Trade

The Legacy of the British Empire

**Year 8**

Henry VIII's Legacy and The English Civil War



Medieval Life and the Reformation



The Roman Empire and Norman Conquest



**Year 7**



Physical Fieldwork

Revision and GCSE Exams



Changing  
Economic World



Coasts  
and  
Rivers



Resource  
Management

**Year  
11**



Urban Fieldwork

Ecosystems



Natural  
Hazards

**Year  
10**

Urban  
Issues



Cold  
Environments



Superpowers and  
Globalisation



**Year  
9**



Weather  
and Climate

Development  
and Resources



Rivers  
and  
Coasts



**Year  
8**

Plate  
Tectonics



Population and  
Migration



Biomes and  
Ecosystems



**Year  
7**





Academic essay writing skills

Speaking in public and the skill of debating



## Peace and conflict:

What is just war? What are Muslim attitudes to conflict? Why are issues of terrorism and weapons of mass destruction important to discuss?



## Marriage and the family:

Divorce, marriage or cohabitation? What are Christian views on sexual relationships? What types of family unit exist today?



**Muslim Beliefs:**  
What do Muslims believe in?



**Crime and Punishment:**  
What are the issues with crime in our society?



Understanding Christianity: What is the trinity? What are prophets?



**Year 11**

## Living the Muslim Life:

What is important to a Muslim in their day to day life? What are the five pillars of Islam?



## Living the Christian Life:

What is important to a Christian in their day to day life? Why is prayer and the Church important?



Understanding others, contrasting opinions, thought processes and religious backgrounds at work and apprenticeships

**Post 16**

## Crime and Punishment:

Why do people commit crimes? What is the right way to punish someone? Should the death penalty still be used today?



**Christian Beliefs:**  
What do Christians believe in?

**Year 10**

## Matters of Life and Death:

What is right and wrong? Should we have the power to end a life? What happens when we die? When does life begin?



What is the purpose of life?

**Year 9**

Why is there evil and suffering in the world?



Diversity: Is everyone equal?

Buddhism: How and why do the Buddha's teachings have meaning for people today?



Moral issues: Good, bad; right, wrong: how do I decide?

**Year 8**

Islam: What is it like to be Muslim teenager in Britain today?



What is Sikhism?



Understanding Christianity: Who is Jesus? Why is he seen as radical?

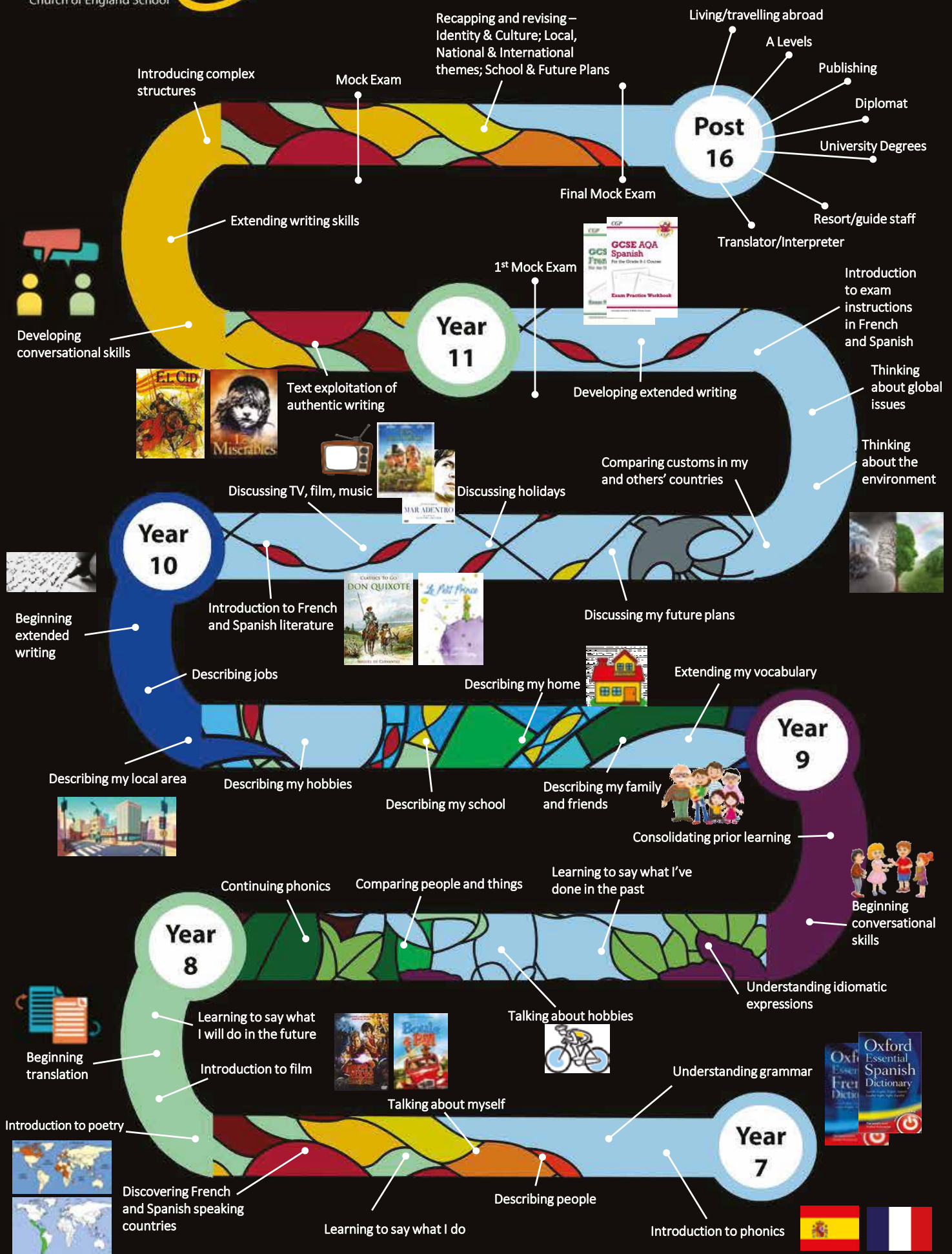


**Year 7**

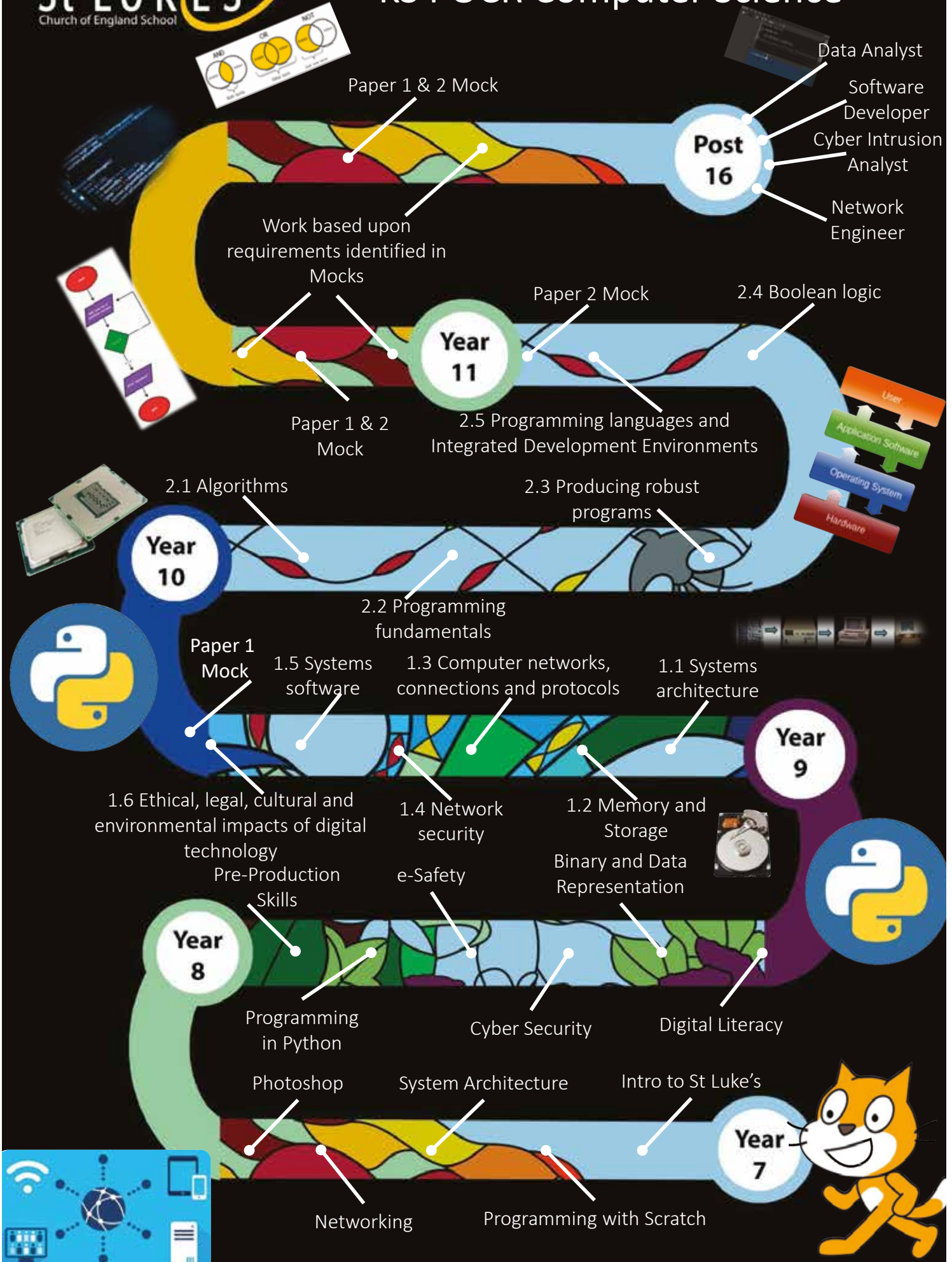
What do I believe? World Religions and I







# Learning path - KS3 Computing to KS4 OCR Computer Science





# Learning path - KS3 Computing to KS4 Creative iMedia

## Unit R093: Creative iMedia in the Media Industry

Exam Unit Revision

**Post  
16**

UX Designer

Game Designer

Web Designer

Graphical Artist

Film/TV Producer

## Unit R097: Interactive Digital Media

TA3: Review Interactive Digital Media    TA2: Create Interactive Digital Media    TA1: Plan Interactive Digital Media

**Year  
11**

## Unit R094: Visual Identity and Digital Graphics

TA1: Develop Visual Identity    TA2: Plan Digital Graphics    TA3: Creating Visual Identity Digital Graphics

**Year  
10**

## Unit R093: Creative iMedia in the Media Industry

TA4: Distribution Considerations    TA3: Pre Production    TA2: Factors of Product Design    TA1: The Media Industry

**Year  
9**

Pre-Production Skills

e-Safety

Binary and Data Representation

**Year  
8**

Programming in Python

Cyber Security

Digital Literacy

Photoshop

System Architecture

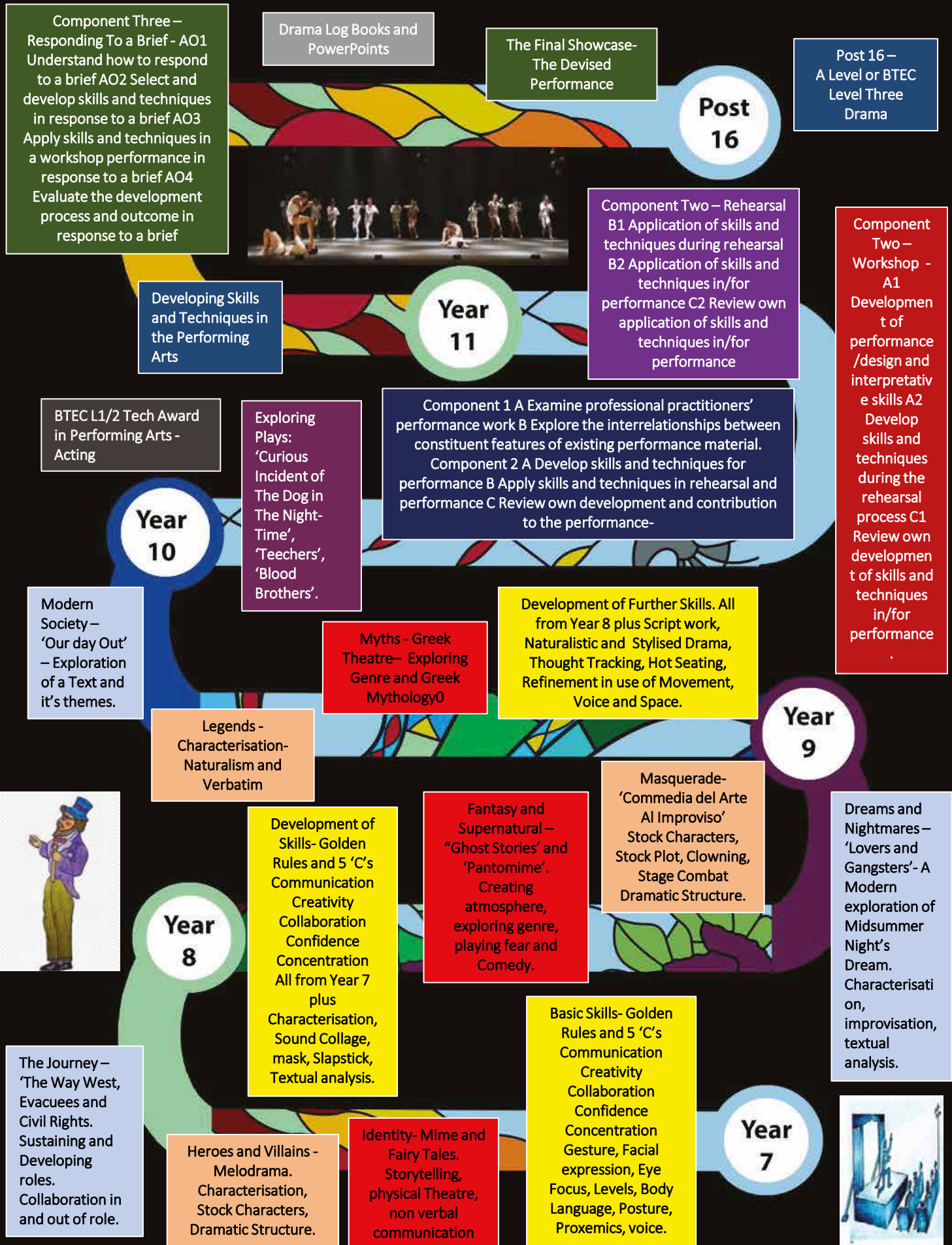
Intro to St Luke's

**Year  
7**

Networking

Programming with Scratch







## In Year 11 you will:

- Learn how to use music sequencing software.
- Create a piece of music using this software.
- Present your final solo performance to show your development.
- Continue to learn about the music industry.
- Sit your Unit 1 exam.

**Post  
16**

## Post 16:

**A Level, BTEC in Performance, Technology and Production**

## Year 11 Units

- Unit 1** The Music Industry  
**Unit 5** Introducing Performance  
**Unit 7** Introducing Sequencing

**Year  
11**

## In Year 10 you will:

- Plan, promote and perform in a concert.
- Work on solo performance skills and keep a diary charting your development.
- Learn how to create professional recordings of musical performances.
- Learn about the workings of the Music Industry.

**Year  
10**

## Year 10 Units

- Unit 1** The Music Industry  
**Unit 2** Managing a Music Product  
**Unit 5** Introducing Performance  
**Unit 6** Introducing Recording

- Cycle 1** Film Music  
**Cycle 2** Film Music  
**Cycle 3** Just Play Your Song

## Skills Learnt

Modulation, Composing for Film, Song writing for a band, Using Primary and Secondary Chords, Further harmony

**Year  
9**

- Cycle 1** The Blues  
**Cycle 2** Canon & Dance  
**Cycle 3** Just Play 60s & 70s Rock

## Skills Learnt

Song writing, Sequencing Software, Using Structure, Lyric writing, Chord Sequences, Writing melody

**Year  
8**

- Cycle 1** The Voice & Keyboard  
**Cycle 2** Riffs  
**Cycle 3** Just Play Pop

## Skills Learnt

Singing, Reading notation, Improvisation, Keyboard playing, Identifying tonality, Playing chords, Ensemble skills, Identifying and using musical elements

**Year  
7**

**AO1 Develop Ideas:** Through creative and purposeful investigations & demonstrate critical understanding of sources.

**AO2 Refine Ideas:** The ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

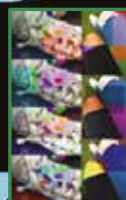
**AO3 Record Ideas:** The ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.

**AO4 Present:** The ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. To demonstrate understanding of visual language.

## Further Education:

A Level, BTEC National Diploma, Extended Certificate & Foundation

Post  
16



Year  
11

YR 11

**COMPONENT 1 60% MOCK EXAM**  
Theme explored from past exam paper  
**COMPONENT 2 40% FINAL EXAM**  
Externally set assignment



Year  
10

**YR 10 COMPONENT 1 60%**  
ART - Billy Bragg / WW2 / Poem  
PHOTOGRAPHY - Reflection / 'Sound of Silence'  
(song) / Own Song

## YR 10 & 11 PROCESSES & KEY SKILLS

**AO1 Develop Ideas :** Mind-Maps, Mood boards, artist research, artist response  
**AO2 Refine Ideas:** Drawing, photographs, painting, printmaking use of mixed media to experiment with initial ideas

**AO3 Recording ideas:** Further drawings, experiments and edits demonstrating ideas and annotations throughout  
**AO4 Present:** Final piece ideas and development along with evaluations

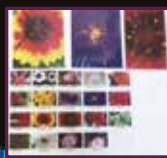
## YR 9 PLANTS

**CYCLE 1 Myths**  
**CYCLE 2 Legends**  
**CYCLE 3 Modern World**

## YR 9 KEY SKILLS

Observational drawing, pastels, painting, printmaking, mixed media, photography, editing, collage & abstract final piece

Year  
9



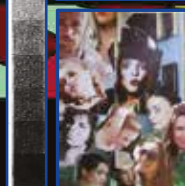
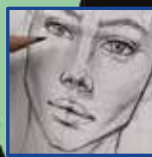
## YR 8 FANTASY

**CYCLE 1 Fantasy & Supernatural-MND**  
**CYCLE 2 Masquerade**  
**CYCLE 3 Dreams & Nightmares**

## YR 8 KEY SKILLS

Creative drawing, Shakespeare character research, mixed media, collage, paint, mask design, 3D construction & relief.

Year  
8



**YR 7 PORTRAITURE**  
**CYCLE 1 Identity**  
**CYCLE 2 Heroes & Villains**  
**CYCLE 3 Journeys**

## YR 7 KEY SKILLS

Observational drawing, proportions, accuracy, measuring, Facial features, tonal shading, emotions, print making & 3D construction.

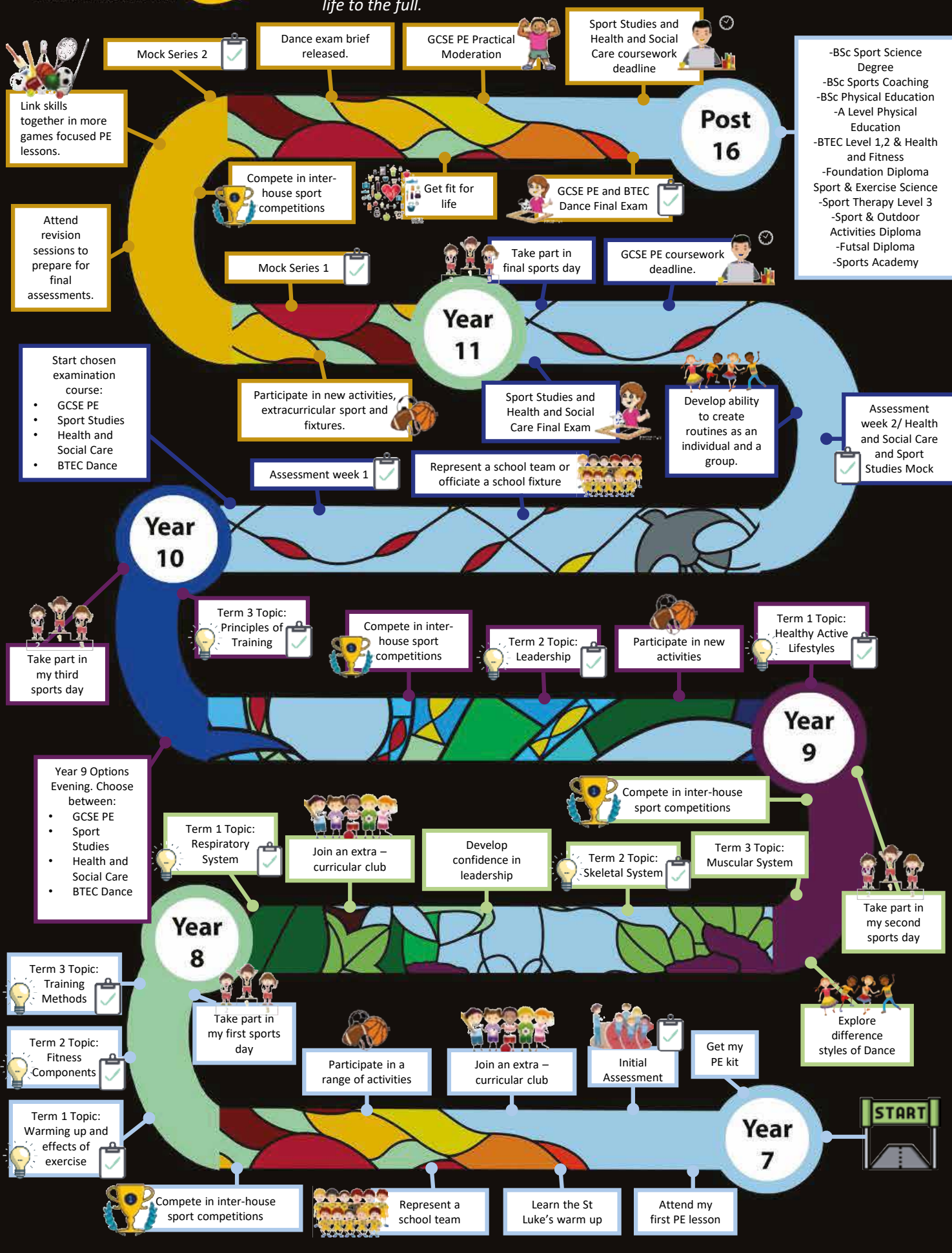
Year  
7



Elements  
Studied in Art:  
LINE  
TONE  
FORM  
SHAPE  
SPACE  
COLOUR  
PATTERN  
TEXTURE  
COMPOSITION



The **Intent** of the Physical Education Curriculum at St Luke's C of E School is to develop Physical Education students that are passionate, engaged and enthusiastic about physical activity. The curriculum aims to develop students physically, mentally, socially and ensures students have a greater understanding of health in order that they live life to the full.









## **Parent and carer and carer queries** **- who shall I contact?**

It is inevitable that you are likely to have questions about various aspects of school life at St Luke's Church of England School. Below is a summary of suggested contacts, depending on your query, which we hope you find helpful. Email is usually the best way to contact staff and you will find their contact details within this document and on the St Luke's website.

## **St Luke's Church of England school -** **communicating positively with** **our parents and carers**

At St Luke's, it is really important to us that there is an effective partnership between school and home, ensuring that we all have the best interests for our young people. Throughout the academic year, the following opportunities are in place for parents to engage with the school:

- At least one parents' evening per year group, with additional specific themed evenings such as Year 7 Settling-in Evening and Year 8 Options evening
- Parent focus groups, with focused agenda items to allow parents to have a voice and be a part of our school development
- Parents group events and fundraising activities, such as bingo and the Christmas craft fair

As a school, we use letters and electronic communication via text messages, email and the MyChildatSchool app to give regular information to our parents and carers. We also use MyChildAtSchool to update you on your child's attendance, achievement, merits and de-merits.

In addition, we will place regular updates on our school website **[www.stlukescofe.school](http://www.stlukescofe.school)** and also update you on the progress of us as a school and celebrate our students' achievements via the following means

- Half-termly e-newsletter
- Twitter
- Facebook

We welcome our parents and carers to communicate with us as often as is needed, whether it is just a general query or question. We would recommend that parents and carers contact the school by email in the first instance, using the staff email addresses that can be found on the school website. Staff at St Luke's have full timetables including teaching commitments, meetings and enrichment activities which mean that it is unlikely that they will be able to respond immediately. Therefore, please email and you will receive a response within two working days.

However, if you would prefer to speak to somebody in person, you are welcome to telephone the school on **01392 204600** to speak to the appropriate member of staff. It is important to note that our reception is manned during the hours of 8am - 4pm with two members of staff being present during the busier times of 8am - 9.30am and 2.30pm - 4.00pm. In addition, our phone system is set-up in a way that enables your call to be transferred to another member of the administrative team if in the event the school reception is busy. As stated above, if they are not available, please leave a message and you will receive a response within two working days. If you have an urgent reason to contact us, please do not hesitate to call reception or email **[office@stlukescofe.school](mailto:office@stlukescofe.school)**



[office@stlukescofe.school](mailto:office@stlukescofe.school)

01392 204600

[www.stlukescofe.school](http://www.stlukescofe.school)

