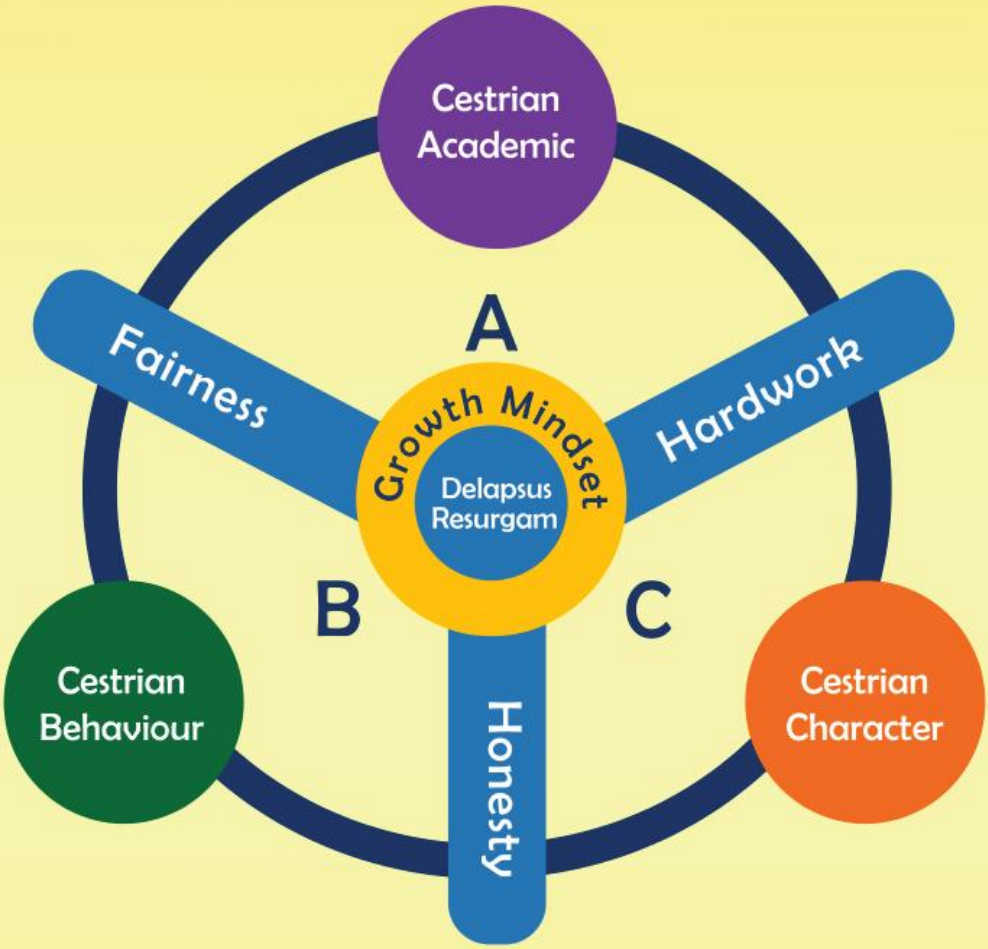
CESTRIAN WAY

The Cestrian values and ABC toolkit enable pupils to thrive and lead rich and fulfilling lives.



A

Prep
Knowledge Maps
Purple Pen
Feedback
Hardwork
Application
Motivation

B

Personal responsibility
SLANT
Valuing learning time
Honest reflection
No excuses

C

Generous of spirit
Learns from mistakes
Passionate
Purposeful
Resilient
Resourceful
Responsible
Sophisticated

Handbook for Parents & Carers

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Welcome to North Cestrian

Welcome to North Cestrian School. The School's Mission Statement is for its pupils to thrive and to go on to lead rich and fulfilling lives, underpinned by the values of hard work, fairness, and honesty. As pupils embark on their exciting journey through secondary school, they will be given lots of opportunities to grow and thrive as an individual. In our community we care for each child, show respect for each other, maintain, and expect high standards of behaviour and hard work, so that each child achieves his or her potential. Above all, their time here should be happy; happy because they are safe; happy because they are achieving; happy because they are being challenged and stretched.

Along the way we will provide a supportive environment so that any concerns are dealt with swiftly and effectively. We will do this in such a way that pupils will build resilience and confidence to help prepare them for the world ahead.

Together – parents, school staff and pupils – we will build up the young people of our North Cestrian family to become confident, articulate, qualified and well-rounded citizens who go on to achieve amazing things.

With best wishes,

Dr Mike Dore
Headmaster

NCS Annual Fund

I am appealing to parents to provide support in three main areas:

- All-weather multi-use surface for the lower playground
- Upgrading of the playing field changing rooms and pavilion
- Provision of a dedicated quiet reading/learning space within school.

If each parent makes a small regular donation per month, we will gradually build funds to provide our pupils, your children, with these valuable facilities.
Parental contribution of, say, just £10 per month will add £120 annually to the fund, with 25% Gift Aid, this becomes £150 per year.
Any contribution is greatly appreciated.

Please see the School Website Support Us section for more information or, if you can donate, complete the online donation from using the QR code.

Thank you to all those very generous parents who are already supporting our pupils by their donations.

The PTFA and Old Cestrians Association also support this cause.

North Cestrian School

Where individuals thrive

Dunham Road, Altrincham
Cheshire WA14 4AJ
0161 928 1856

Our Vision

- To engage in a non-stop pursuit of excellent teaching and learning so that all pupils gain the very best qualifications which they can achieve.
- By every means possible cultivate a Growth Mindset in all our pupils so they recognise the need for
    - **hard work** – genuine effort to achieve carefully planned, ambitious goals.
    - **fairness** – provision of opportunity irrespective of personal situation; and
    - **honesty** – to develop the cycle of self-reflection and self-improvement.
- Embed, instruct, and achieve cultural enrichment and personal sophistication to equip pupils with the character traits to enter the adult world that will enable them to thrive and go on to lead rich and fulfilling lives as global citizens.

Our Curriculum Intent

The North Cestrian curriculum equips pupils with the knowledge, skills, and experiences to empower them to learn effectively, seek cultural enrichment and develop character traits to lead rich and fulfilling lives as healthy, educated global citizens.

Via the **Cestrian ABC**, we challenge and support all pupils to take every opportunity to improve themselves, regardless of gender, race, first language, physical or intellectual ability. We aim to cultivate a positive attitude to learning and a growth mindset through the school's values of hard work, fairness, and honesty. Pupils are encouraged to read for knowledge, pleasure and to develop a rich vocabulary to improve both their Cestrian ABC and their future success.

A. **Cestrian Academic** uses retrieval practice and reflective learning to develop independent and curious learners, are of their own strengths and next steps. Responsive approaches to teaching and learning enable all pupils to gain the very best qualifications of which they are capable and allow access to their choice of further education and employment opportunities.

B. **Cestrian Behaviour** promotes a positive attitude to learning that enables a calm, safe and purposeful learning environment where all pupils feel happy to contribute and be heard.

C. **Cestrian Character** develops and rewards mindful, well rounded young people who can connect themselves, our school and community, to a diverse and ever-changing world. Through character-building, our pupils discover, demonstrate, and pursue their talents and ambitions.

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Meet the Team:

Senior Leadership Team (SLT)

- Dr M Dore — Headteacher
- Mr M Bell — Deputy Headteacher
- Dr S Askey — Academic Director
- Ms. K Reedy — Pastoral Director
- Ms. A Bellers — SENDCO

Heads of Faculty (HOF)

- Ms. J Badman — English & Drama
- Mr M Bracewell — Maths & Business
- Dr M Saker-Clark — Sciences
- Ms. L McTiernan-Heywood — Humanities
- Ms. V Isherwood-Cann — RE
- Ms. F Henes — Creatives
- Mr S Cruxton — Technology
- Ms. C Collins — MfL
- Ms. A Collins — Computing
- Ms. M Leech — PE

Pastoral Team

- Head of Year 7 & 8: Mr C Bailey
- Head of Year 9 & 10: Ms. J Connell
- Head of Year 11 & Inclusion: Mr A Boswell

Careers Advisor: Mr A Gallimore
Ms. J. Maskery(Pastoral Assistant)
Ms. G. Pearce(Pastoral Assistant)

Form Tutors (subject to staff changes)

- 7RTA: Ms. R. Taylor
- 7NLA: Ms. N. Lawson
- 7AWI: Mr A. Wilson
- 7SFE: Ms. S. Few
- 7EJA: Mr. E. Jackson
- 7KAL: Ms. K. Albiston
- 8SMI: Mr S. Mills
- 8JRI: Ms. J. Ritchie
- 8AHU: Mr A. Hulmes
- 8TGA: Mr T Garibaldi
- 8HIQ: Mr H Iqbal
- 8LCO: Ms. L. Cove & Ms. L McTiernan-Heywood
- 9JMI: Mr J. Millard
- 9HWH: Ms. H. Whittaker
- 9TLA: Mr. T. Lam & Dr. M. Saker-Clark
- 9DWI: Ms. D. Williamson & Ms.A.Smith
- 9ASI: Mr A. Singh
- 9JFA: Ms. J. Fagan
- 10ITA: Ms. I. Tabib
- 10SGA: Ms. S. Garwood
- 10JBU: Dr J Burrows
- 10RPO: Ms. R. Porcheret & Ms. V. Isherwood Cann
- 10TSA: Mr T. Sager
- 10CJO: Ms. C. Johnson
- 11CKE: Ms. C. O'Keefe
- 11SPU: Mr S. Pullen
- 11HVA: Ms. H. Vaughan
- 11ZSY: Ms. Z. Syeda
- 11CCO: Ms. C. Collins & Mr Simmons
- 11JDE: Mr J. Dennison

Attendance & Admin Team

- Ms. M. Williams (Attendance & Pastoral)
- Ms. R Bucknall (Attendance)
- Ms. L. Leck (Exams Officer)
- Ms. E. Birleson (Data & Exams)
- Ms. J Peers (Reception)

Headteacher's PA: Ms. S. Williams

Pupil Premium Coordinator: Ms. S. Iqbal
Welfare & Enrichment: Ms. Y. Stevenson
Student Services: Ms S. Calvert

Safeguarding Team

- **Designated Safeguarding Lead (DSL):** Ms. K Reedy
- **Deputy DSL & Child Protection Officer:** Ms. Lavin
- **Safeguarding Team:** Dr Dore, Mr Bell, Pastoral Team members

Learning Support Team

- **Ms. A. Bellers (SENDCO)** **SEND Support Officers:** Ms. C. Richards, Ms. P. Pearce
- **Learning Support Assistants**:
  - HLTA English: Ms Allen, HLTA Maths: Ms. James, HLTA SLCN/EAL Ms. Ostapski
  - LSAs: Ms. Chandra, Ms. Dedja, Ms. Digby, Ms. Keen, Ms. Harris, Ms. Shukla, Mr.Brett, Mr.Richards, Mrs Shawcross, Ms Andrews

Staff Email: first initial.surname@northcestrian.co.uk e.g. a.teacher@northcestrian.co.uk

The School Day

Pupils need to be on site by 8.30am. Gates open at 8am

Breakfast Club runs from 8am – 8.30am

Free Breakfasts for: Pupil Premium, forms with the best attendance, reading buddies.

MONDAY TO THURSDAY	
08.40	Form Time / Briefing
09.10	**Lesson 1**
10.00	**Lesson 2**
10.50	Break
11.10	**Lesson 3**
12.00	**Lesson 4**
12.50	**Lesson 5a for Y9, Y10**
	Lunch for Y7, Y8, Y11
13.40	**Lesson 5b for Y7, Y8, Y11**
	Lunch for Y9, Y10
14.30	**Lesson 6**
15.20	**School Ends**

FRIDAY	
08.40	**Lesson 1**
09.30	**Lesson 2**
10.20	Break
10.40	**Lesson 3**
11.30	**Lesson 4**
12.20	**Lesson 5a for Y9, Y10**
	Lunch for Y7, Y8, Y11
13.10	**Lesson 5b for Y7, Y8, Y11**
	Lunch for Y9, 10
14.00	**Lesson 6**
14.50	**School Ends for pupils**
	Staff Meeting to 15.30

The school timetable follows a two-week cycle of lessons. **Week A = Blue Week**, **Week B = Gold Week.** This information is evident from the pupil Progress tracker calendar and colour coded pages. Pupil timetables are accessed via **Arbor** and pupils are required to have a copy written in their tracker and one in their top pocket. Parents can access pupil timetables via the **Arbor Parent Portal APP**.

Period 7, Homework Clubs and Extra-curricular Clubs run until from 3.30 - 4.30pm

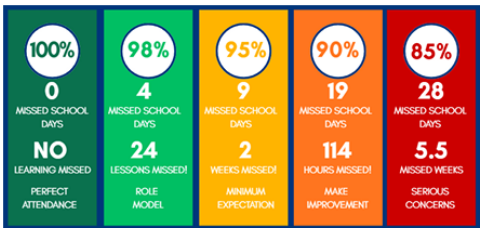
School clubs are advertised via the school Newsletter; published every Friday.

	Autumn	Spring	Summer
Term Starts:	**Thursday 3rd Sept 2026:** • **Year 7 only** **Friday 4th Sept 2026:** • **Y7,8,9 (8.30)** • **Y10,Y11 (9.50)**	**Monday 4th January 2027**	**Monday 12th April 2027**
Half Term school closes:	**Thursday 22ndOctober 3.20pm**	**Friday 12th February 2.50pm**	**Friday 28th May 2.50pm**
Term Starts:	**Monday 2nd November**	**Tuesday 23rd Feb**	**Monday 7th June**
End of Term school closes:	**Friday 18th December 12 noon**	**Thursday 25th March 3.20pm**	**Friday 16th July 12 noon**
School Closed Bank Holidays		**Friday 26th March**	**Monday 3rd May**
School Closed INSET DAYS (Staff only)	**Tuesday 1st Sept** **Wednesday 2nd Sept** **Friday 23rd Oct**	**Monday 22nd Feb**	**Wednesday 16th June**

Pupil Attendance

North Cestrian pupils must aim to have a minimum attendance of 95%.

Every minute at school is vital. It is a **legal requirement** for students to attend school except in case of illness or with the permission of the Headmaster to be absent (authorised absence).
Persistent absence, (attendance below 90%) may result in referral to the Local Authority Education Welfare Officer (EWO). Absences are shared with the local authority who may issue a penalty notice for poor attendance



- **Pupils need to be present by 8.35am**, when the main gates close. Registration takes place at 8.40am.
- Pupils arriving after this time must enter through the front door and sign in at reception (**Late mark**).
- Pupils who arrive after 8.40am without parental explanation, will serve a **20-minute late detention, that day, after school.**
- **Unauthorised absence** will be recorded at 9.30am, when registers close, unless parental explanation has been provided e.g. evidence of a medical appointment, notification of illness.

Planned absences:

- Requests for absence for **holidays, visits** and the like will not be authorised.
- **All appointments should be made outside of school hours**. We understand this is not always possible. If an absence is anticipated, for example a **medical appointment**, then inform the attendance team as soon as possible on absence@northcestrian.co.uk and provide evidence e.g. an appointment cards/letter to enable the attendance team to authorise the absence.
- **Requests** for absence for exceptional circumstances, for example, attending a family funeral, should be made by completing a **Leave of Absence** Form in advance. The leave of absence form is on the school website parent section. Please allow 2 weeks for this to be actioned.
- As a school we fully endorse British Values, therefore, in respect for other people's faith, pupils will be given authorised absence for **religious observation**. Requests should be made in advance by completing a Leave of Absence Form. To be fair and consistent, the headmaster may request confirmation of a requirement for observation from an appropriate religious leader.

Unplanned Absence e.g. Illness

- Parents are asked to contact the school **every day of the pupil absence** from school due to illness or an emergency. The best way to report is via the Arbor parent portal, by phoning school and leaving a message on the dedicated absence reporting service or to email absence@northcestrian.co.uk. Please ensure that you report the **pupil's name, their year group/form and reason for absence.**
- Special instructions, e.g. after medical issues, should also be sent in writing/email to the form tutor.

Absence notifications and attendance issues should be directed to Ms. Bucknall, Attendance Administrator. Contact 01619281856 / absence@northcestrian.co.uk by 9.00am if your child will not be in school that day

School work during a period of extended illness / absence

- We always suggest that convalescence, to speed up the return to school, is the best course of action.
- There is **no requirement to complete schoolwork during a period of illness**. However, we trust parents to make a judgement on whether requesting some work may well support mental health and wellbeing may well be useful, reducing worries surrounding falling behind for instance. We advise parents to help their child to keep in touch with school events and maintain some sort of contact with friends.
- Rest assured that each teacher will assess the need and content to catch up on their return to class.
- The Knowledge Maps are the best place to start e.g. reviewing previous & current prep from Arbor and reading ahead to next section. Other suggestions can be found HERE.
- These are useful learning opportunities that can go alongside the essential rest and recuperation that must take priority at home including completing Cultural Capital and Character opportunities found in the newsletter, and by using the Information and Guidance found in the Pupil Absence section of the school website.
- For longer absences please contact the Head of Year who will collate the appropriate specific work as appropriate. If an illness absence moves over 15 school days, school will inform the local council in order to ascertain further support.
- The Government's guideline can be read at https://www.gov.uk/illness-child-education

UNIFORM: Cestrians are smart!

Pupils should wear their uniform with pride from the moment they leave home to their return; shoes polished, shirts tucked in, skirts worn to the knee. The headmaster's view on uniform is final.

- Uniform must be worn correctly. Wearing uniform smartly is a condition of being part of the school.
- Correct uniform must be worn from home to school and back again. Pupils are the school's ambassadors and should always be smart in uniform.
- Breaches of these standards will receive a Cestrian Standards signature. Persistently falling below these standards may result in detention (3 signatures = lunchtime detention), provision of alternative clothing / shoes, or being sent home.
- Branded uniform items can be purchased from:
  - *Monkhouse School wear Specialists, 47 George St, Altrincham. WA14 1RJ. 0161 941 7503*
  - *Tru Uniforms, 120 Sale Road, Manchester. M23 0BX. 0161 998 1446*
  - *Petites Modes 9 Tatton Road, Sale. M33 7EB 0161 973 4231*
- School has stocks of second-hand clothing for loan, prior to the purchase of new items.
- Further information and examples can be found on the school website here.

Footwear must be black and sensible for school

- Leather lace up, slip on or buckled shoe
- BLACK soles
  - NO coloured markings or branding
  - NO ballerina style shoes/pumps
  - NO Dr Marten's style boots
  - NO trainers. They must look like shoes.

Trouser uniform

- **Grey** straight leg trousers – full length or knee length
- White, collared shirt, buttoned to the top, tucked in
- School tie with badge (only available from school)
- Grey, V neck jumper
- Dark Blue blazer with badge

Skirt uniform

- **Grey**, pleated skirt worn at the knee with opaque tights 40 denier+ (black, navy or grey)
- White, collared shirt, buttoned to the top, tucked in
- School tie with badge (only available from school)
- Grey, V neck jumper
- Dark Blue blazer with badge

NCS does not take responsibility for any uniform, non- uniform or other valuables which are left on site.

Please put **NAME LABELS** in all your child's uniform, PE kit, coats, bags, water bottles, lunch boxes, umbrellas, gloves etc.

Lost Property can easily be returned if we know who it belongs to.

PE uniform

- NCS Training Tee with badge (Compulsory)
- Dark Blue Shorts or Leggings (Compulsory)
- NAVY Training / Tracksuit Pants (NCS brand Optional)
- Blue ¼ zip or full zip Top or school sweatshirt (Compulsory)
- Navy sports/games Socks (Compulsory)
- Trainers / running shoes (not Converse), Football boots & shin pads.

Outdoor Coats, hats

- Coats and hats should be removed inside school buildings.
- Outdoor clothing can be stored in student lockers

Jewellery & Make-up

- Students are not permitted to wear jewellery to school. This includes bracelets and rings. Students with pierced ears may wear **one small stud in the bottom of each earlobe**: all other piercings are banned including nose, tongue and facial piercings.
- Students are not permitted to wear excessive make-up to school, and they will be asked to remove inappropriate makeup. **Make-up should look natural**, i.e. barely visible.
- **Nail varnish must be clear**. Students are not permitted to wear long acrylic nails or excessive false tan.

- Extreme hairstyles are not allowed, including partly shaved heads.

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EQUIPMENT: Cestrians are organised!

Pupils need the following equipment with them to support their learning. We want our pupils at NCS to learn to be organised and **be RESOURCEFUL**, as these skills will be very important when they leave for the world of higher education and work.
Please ensure you check equipment regularly and replace anything as it is needed. Cestrian Standards will be signed if equipment is missing (3 signatures = lunchtime detention).

Pupils should have the following items with them at all times:

- Pupil Progress Tracker
- Pocket Timetable Card in a plastic wallet
  (20p replacement charge)

In lessons, briefings, and form time

- Prep book (exercise/note book provided by school)
- Stationery items

COMPULSORY not only for lessons, but also for exams

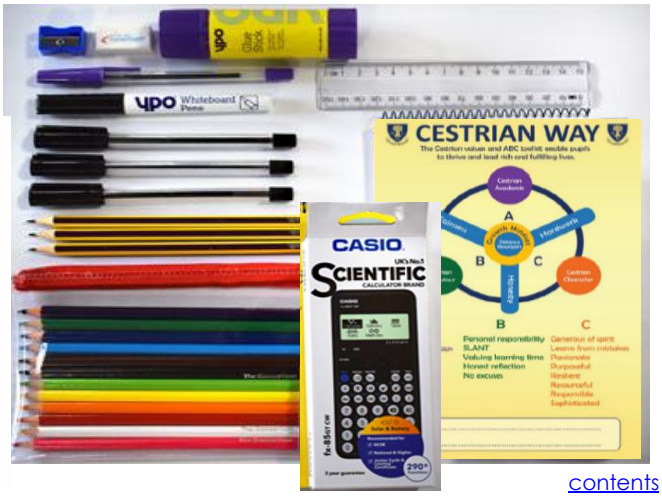
- Black pen x2
- Purple pen x2
- Pencil, rubber, pencil sharpener
- Ruler 15cm or 30cm
- Maths Set - Protractor, Compass
- Calculator (preferred school calculator is Casio fx-85GT CW)
- Glue Stick
- **Whiteboard Pens x 2 (Fine or Medium tip)**
- A few coloured pencil crayons (useful, optional)

- Plastic container / tin & Apron for Food Technology

Pupils can buy pens & pencils from staff – 30p each.
Stationery items, including calculators are available via the online shop / ParentMail.

NOT PERMITTED:

- Correction fluid (Tip-Ex) bottles or pens
- Felt tips / Sharpies / Permanent markers
- Gel Pens
- Laser pointers/pens



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Pupil Progress Tracker

All pupils are given a Progress Tracker at the start of the Academic Year.
This is an important piece of school equipment, <u>pupils must have it with them every day</u>.

The progress tracker is designed to help pupils to:

- Remember important school principles and procedures.
- Remember and organise important information about their learning.
- Record progress, events, achievements and rewards.
- Reflect and plan to improve their attitude to learning and progress.

Pupils need to

- **Take it to every lesson, including form time & briefings.**
- Complete sections when asked to do so, this may be set as a Prep task.
- Keep it clean and tidy – no graffiti.
- Tell form tutors immediately if they lose trackers.
- Replace lost and damaged Trackers at a cost of £10*(price may change each academic year).

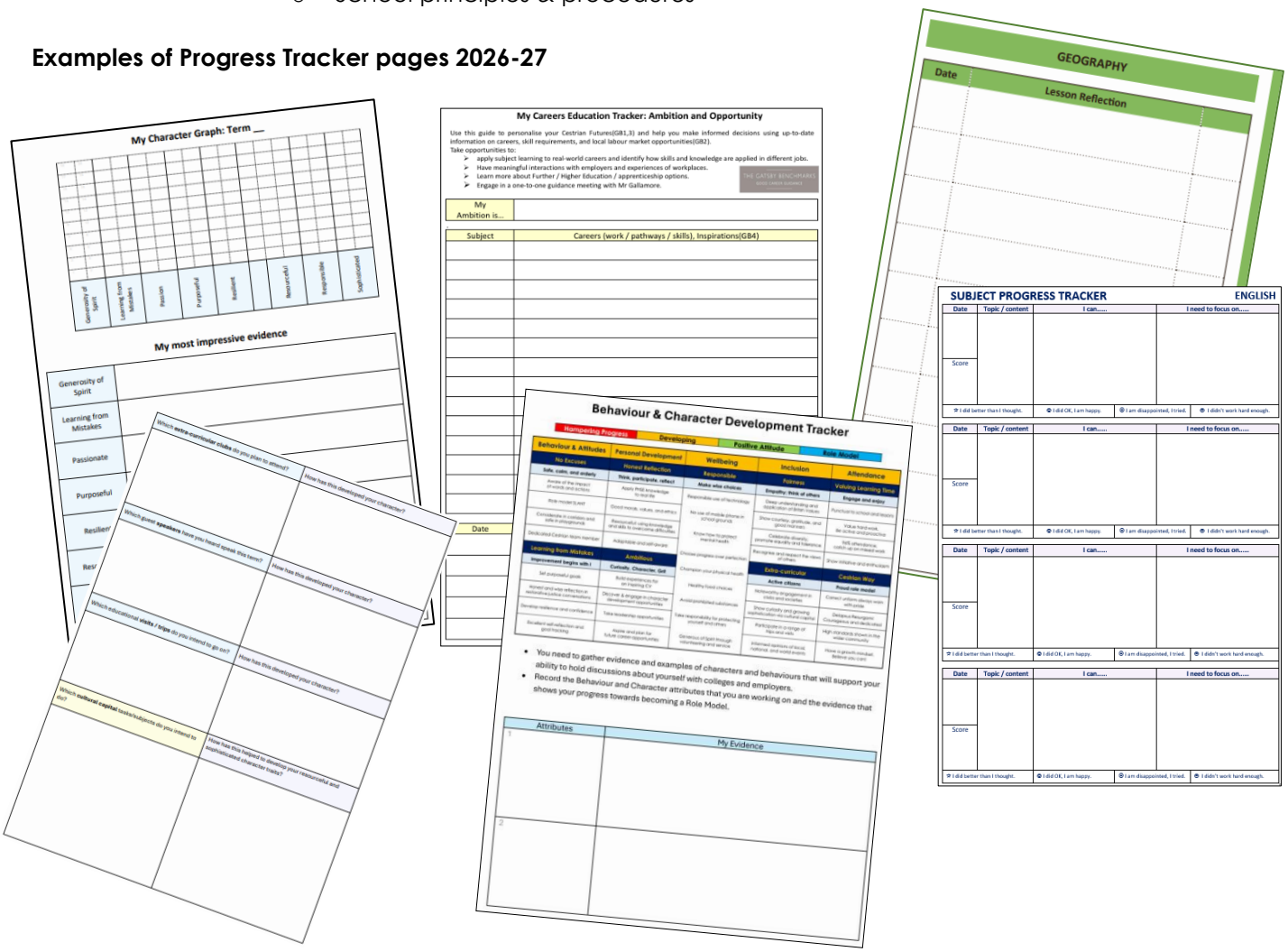
Parents need to

- Check and use relevant information about school procedures.
- Check and discuss the contents with your child, especially their attitude to learning.
- Support your child in thinking though and reflecting on their learning and progress.

Teachers need to

- Support and encourage pupils to complete relevant sections.
- Refer pupils to relevant sections of the journal in their teaching of
    - Subject
    - Literacy & Numeracy
    - Cestrian ABC & Attitudes to Learning
    - Leaning processes & reflection
    - School principles & procedures

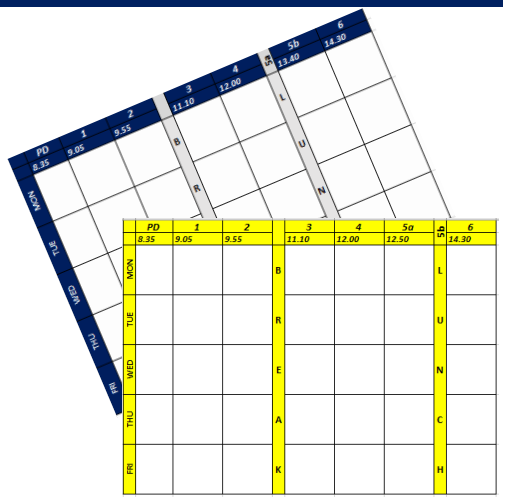
Examples of Progress Tracker pages 2026-27



Timetables & Setting

Students are expected to access their timetables via the CALENDAR function on **Arbor**. Pupils access Arbor via the website here (https://login.arbor.sc/) or Arbor APP for students.

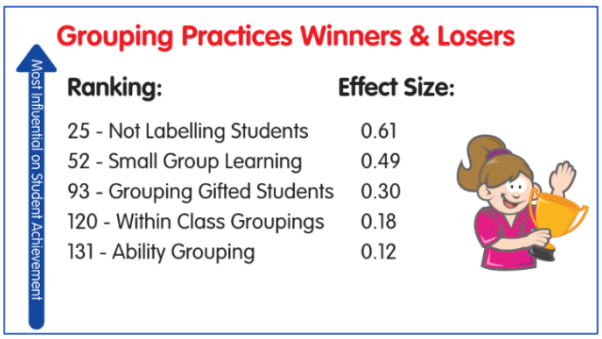
Students are provided with a **mini-timetable card**, that should be completed and always kept in their top pocket, (replacements are 20p). Students also have a timetable page in their **Progress Trackers**, that should be completed and kept up to date. There are no excuses for students not knowing where their next lesson is.



Teaching Groups

Current teaching groups are named after North Cestrian – **N, O, R, T, H, C, E**

We do not believe that academic setting by ability is always the best way to teach and enrich our pupils. John Hattie's meta-analyses in *Visible Learning* provide insights into the effectiveness of various educational strategies. According to Hattie's effect size rankings:



- **Ability grouping** (streaming) has a relatively low effect size of **0.12**, suggesting minimal positive impact on student achievement.
- **Within-class grouping** (a form of mixed ability with targeted differentiation) has a higher effect size of **0.18**, still below the "hinge point" of **0.40**, which Hattie considers the threshold for a meaningful impact
- **Not labelling students (e.g. by ability setting) has a significant impact on achievement.**

This suggests that while mixed ability grouping itself may not dramatically boost achievement more significantly than setting, its success depends heavily on **how** it is implemented—particularly through effective teacher adaptation and the removal of "labels" that polarise perceptions and expectations of top and bottom sets.

While maths prefers ability-based setting, most other subjects prefer **mixed ability grouping**. Mixed ability grouping has been shown to provide role model learning behaviour, enhanced engagement and sense of equity. Teachers can craft lesson adaptations in response to learning activities to ensure that all make progress. Additionally, with less movement between teaching groups, mixed ability groups build stronger relationships with their teachers and peers which allows tailored support and challenge to be recognized and addressed more readily.

Teaching group changes in maths are reviewed at the end of each term based on sustained performance and/or need. Our aim for mixed ability groups is to have pupils remain in the same classes throughout the academic year, making movements only when necessary.

North Cestrian uses KS2 maths and English information as a guide to pupils expected KS2 to KS4 progress pathway. In addition, pupils sit an online screening assessment on entry to allow us to identify and address any knowledge gaps that may hinder future progress. While pupils are provided with an ambitious "target" we appreciate that progress is not linear, pupils make progress at different rates. Teaching and support staff will monitor and support pupils to improve their learning strategies and engagement to ensure that they make the most of the time they spend with us. **We ask that parents and pupils make the most of this expertise and make a similar commitment to acting on the regular feedback and advice given.**

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Mobile Phones

A ban on smartphones and watches in schools came into force across England on 29th June 2026. Read more from the DfE here.

Smartphone use can be hard to manage, especially for students, and research shows that there are many reasons to put your phone away. One study even found that students who just study in close proximity of their phone found it much harder to concentrate, even if they weren't using it. Other research has highlighted how smartphone usage can lead to low sleep quality, increased stress and reduced concentration.

School has three main concerns around mobile phones:

- Impact on grades
- Impact on well-being
- Impact on online bullying and other safe-guarding issues

Phones MUST

- **Be switched off before entering the bottom school gate on Dunham Road.**
- **Remain in a bag or zipped pocket during the day.**
- **Switched on only when beyond the bottom school gate at the end of the day.**
- **Pupils should not be phoning / messaging parents during the school day.**
- **Parents must not contact pupils during the day.**
- **In an emergency, parents should phone the school office.**

If pupils need to contact home, after seeking permission from a member of staff, they can go to the Pastoral or school office

If here is a need to have phones on during the day e.g. medical devices such as an insulin monitor, parents should inform school so that adaptations and expectations can be clarified.

If accessed, or deemed to have been accessed, phones will be confiscated and kept in a school safe for 1 day; or 5 or 10 days for repeated breaches of these rules. Pupils can opt to loan a school phone replacement under these circumstances to aid their safe journey to and from school and communication with parents. School is rigorous in its application of this rule.

In the event of misuse of mobile phones and social media, The Designated Safeguarding Lead may ask to see mobile phone content relating to the issue. Phones can be confiscated by school and Police are informed in serious incidents.

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Communicating with School

- Parents should contact the **School Office** (office@northcestrian.co.uk 0161 928 1856), in the first instance, who will direct calls and emails to the relevant member of senior and pastoral staff.
- Parents can email the form tutor and subject teachers of their child in the following instances:
    - Form Tutor for wellbeing, behaviour and organisation issues.
    - Subject Teacher for lesson, learning and progress enquiries.

Parents must follow these protocols before escalating unresolved matters up the hierarchy of authority

- Parents should expect a response from an email within two school days.
- The first response may simply be an acknowledgement of the receipt of the message. Teachers and school staff are busy during the school day but will aim to respond fully to any communication from a parent/carer within two school weeks. This is appropriate time to collect any relevant information or consultation with other staff needed to respond to and/or resolve your enquiry.
- In some cases, staff may need to forward the enquiry to another member of staff.
- Staff cannot be contacted directly by telephone. Due to their teaching or other school responsibilities and commitments, teachers often cannot respond to phone calls immediately. **Staff will contact parents within two school days of an enquiry** and will prioritise calls that relate to urgent, safeguarding and wellbeing issues.
- **School staff are not expected to respond to parents and pupils during evenings (after 4pm), weekends and school holidays.**

School Newsletter – this is a significant means of communicating with parents

- The school newsletter is published online every Friday and sent via email to parents and pupils.
- Back issues available via the school website (School Life section)

School Website

- The school website is home to a range of information regarding every aspect of school life and the Cestrian Academic, Behaviour and Character ethos. This includes the school calendar, sections for parents, exams and study information for pupils, curriculum overviews and extra-curricular opportunities. The PTFA and Old Cestrians have information regarding their membership and activities.

Useful School Weblinks

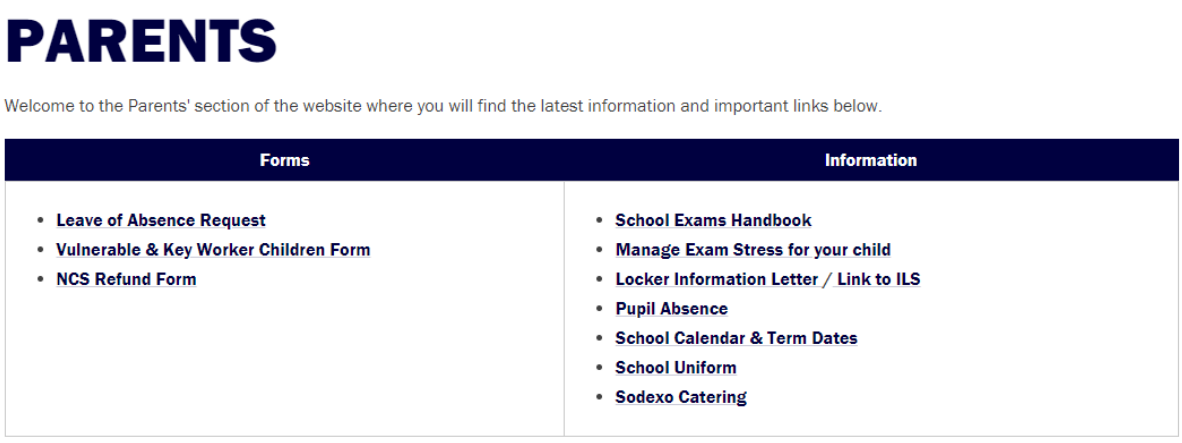
School Policies

School film

Subject Curriculum Information

Parents section of the School Website

Exam Results



PARENTS

Welcome to the Parents' section of the website where you will find the latest information and important links below.

Forms	Information
• Leave of Absence Request • Vulnerable & Key Worker Children Form • NCS Refund Form	• School Exams Handbook • Manage Exam Stress for your child • Locker Information Letter / Link to ILS • Pupil Absence • School Calendar & Term Dates • School Uniform • Sodexo Catering

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Arbor

- School uses the management Information System(MIS) Arbor.
- **All parents/carers need to use the Arbor Parent APP to access information regarding their child.**
- Click here for help with Arbor Parent App

Via the Arbor APP you will be able to access:

- Calendar – pupil timetable
- Attendance information
- Behaviour data and notifications
- Character points and evidence of character development
- Reward Passport Milestones
- Reports
- Assignments – Prep/homework
- Marks from assessments
- School communications, notices & emails
- Examination entries and timetables.

If parents are unable to access Arbor, please contact:

acoale@hamblintrust.co.uk

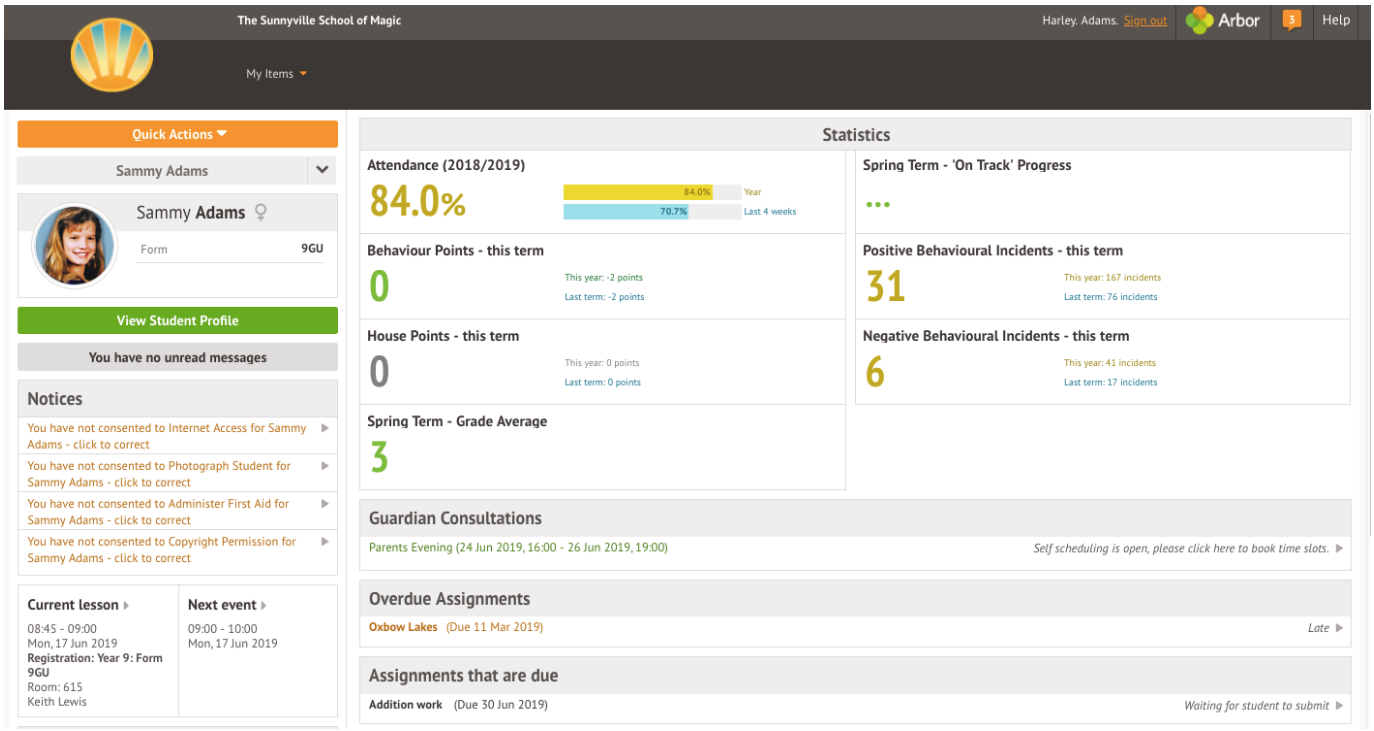
Arbor

At North Cestrian we use Arbor to help manage our school day. Parents and carers can stay connected with their child's school experience by signing up to the Arbor Parent Portal.
From your child's first day with us, you will be able to see important information such as student timetables, achievement points, behaviour points and attendance records. Contact details and addresses can be updated directly via the Arbor app and you will be advised as new features are added.

GET CONNECTED NOW!
Download the Arbor app from your app store. On the first screen 'Welcome to Arbor', type your email address (the one you have provided to NCS) into the relevant box then click 'Forgotten Password?' You will be given the opportunity to create a password with which you can then log in each time you check in with your child's school journey.

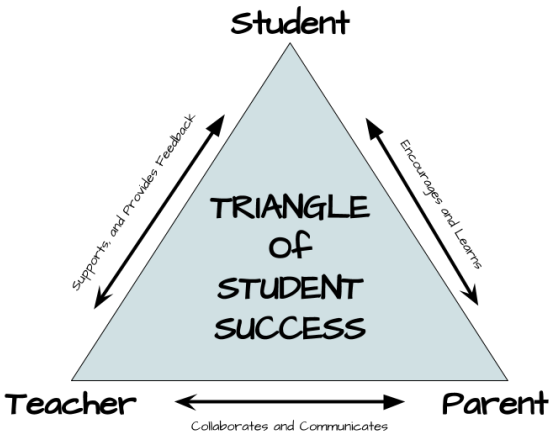
Other communication methods:

- **ParentMail** is sometimes used for mass email communications and for all financial transactions including the online shop and meal payments.
- We still use Microsoft **Outlook** for most email communications
- **School Cloud** is used for Parent Consultation Evening (Parents Evening).
- Assessment is reported via the Pupil Progress APP.



Working Together

NCS is determined to provide the best education possible for students to thrive and go on to lead rich and fulfilling lives. By creating a positive environment, with an emphasis on a knowledge-based curriculum coupled with self-discipline and respect for one another, we prepare our learners for the future. By school, home and student working together we will stand a better chance of fulfilling this mission, based on values of hard-work, honesty and fairness.
['Parents' refers to those with parental responsibility for the student]



NCS will ensure that:

- ✓ We provide a safe and supportive environment for students to enjoy learning and achieve their potential.
- ✓ We provide a consistently high standard of teaching.
- ✓ Students have the best possible education by providing a balanced curriculum.
- ✓ Students are encouraged and have opportunities to become Cestrian Role Models
- ✓ Students are guided to reflect regularly.
- ✓ We provide parents with regular reports and opportunity for discussion about their child's progress.
- ✓ We set regular homework (Prep) which is assessed the next suitable lesson.
- ✓ We contact home to praise and reward students' successes.
- ✓ We contact home if there are concerns about students' behaviour for learning.
- ✓ We provide a range of extra-curricular activities.

As a parent, please ensure:

- ✓ Your child attends school every day, on time, unless they are ill.
- ✓ Your child does not take extended family trips or holidays during term time.
- ✓ Your child has the correct learning equipment needed for the day, including PE kit.
- ✓ You support school policies and regulations on behaviour, mobile phone use and uniform including confiscations, same day after school detentions until 4.20pm and Saturday morning detentions, after communication from the school.
- ✓ You provide a suitable environment for your child to work at home.
- ✓ Your child completes their prep on time and to the highest standard.
- ✓ You attend parents' information and consultation evenings to discuss your child's progress, and any other meetings (in person / virtual) arranged with your support.
- ✓ You look at your child's tracker and help them use it for reflection daily.
- ✓ Your contact details are up-to-date and you let reception know if your contact details change
- ✓ You support your child in participating in extra-curricular activities.
- ✓ You pay for the replacement of any equipment or books your child loses or damages and pay for repair to the school fabric caused by negligent or malicious damage by your child.

As a student:

- ✓ I will always do my best to work well, reflect on my progress, and behave sensibly in class. I will follow the school rules and behave in a way that is safe for others. I will not be a bully.
- ✓ I will attend as often as possible and make sure I am on time. If I do wrong, I will follow the sanctions issued to me.
- ✓ I will do my prep purposefully. I will use my tracker responsibly.
- ✓ I uphold the school's values and embrace the opportunities to be a Cestrian Role Model.
- ✓ I will wear the full school uniform smartly. I will bring the appropriate equipment, and I will respect the school building and grounds. I will keep the school free of litter and graffiti.
- ✓ I will always act responsibly both in and out of school.
- ✓ I will treat everyone with respect as a valued part of our school community.

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High Standards

UNIFORM

Your responsibilities

- wear the right items correctly at all times
- check and bring correct PE Kit when needed

- NO – jewellery* (1 pair stud earings, discrete necklace)
- NO – branded sports shoes*(all black shoes)
- NO - nail varnish / gel /fake nails
- NO - excessive make-up

Cestrian Standards Signature in Progress Tracker
Confiscation of jewellery / inappropriate footwear

School will:
loan school shoes for the day,
loan PE Kit items – mobile phone as deposit,
loan/supply items of uniform while replacements are purchased, support PP recipients.

Home should:
check & support the uniform policy
support and develop a routine of checking uniform and PE kit each day.
contact form tutor to report issues/concerns

EQUIPMENT

Your responsibilities

- the right items* are checked & brought daily
- spare items in school bag and at home

- NO – Tippex, correction fluid
- NO – felt tips, marker pens
- NO – Mobile phone visible or switched on in school

Cestrian Standards Signature in Progress Tracker
Confiscation of mobile phone (1, 5, 10 days)
Purchase of pens (30p) via teacher/Mrs Stevenson

School will:
sell items of equipment via the online shop.
allow parentpay or cash payment for pens in school.
loan a basic mobile phone during confiscation period.

Home should:
check & support the mobile phone policy.
support and develop a routine of checking equipment and replacing as needed
be aware that school charges for pens in school
contact form tutor to report issues/concerns

HIGH STANDARDS NO EXCUSES

ATTITUDE to LEARNING

Your responsibilities

- Routinely refer to the AtL and BC grids to reflect on performance and next steps.
- Routinely reflect on own development using lesson reflections in progress tracker.
- Record Data Capture AtL in progress tracker.
- Identify and act on areas for self-development.
- Regularly share feedback in tracker with home.
- Check and act on fortnightly report via Arbor.

Staff will issue behaviour / character points and support monitoring via progress trackers.

School will work with home to support next steps and sustained improvement.
Purple Cards will support development and intervene to improve attitudes in lessons.

Home should check & support positive attitude to learning by reading & discussing:

- completion and quality of PREP via Arbor
- pupil reflection and recording in progress tracker
- fortnightly Arbor report on AtL & behaviours.
- use of support and extension materials e.g. Seneca, Cultural Capital
- DC1,DC2 and parents consultation evening.ed

PROGRESS

Your responsibilities

- Routinely record test feedback and next steps in pupil progress tracker
- Act on next steps identified from academic feedback in lessons(purple pen) and from assessments.
- Share academic feedback and tracker with home.
- Constantly strive to improve performance.

Staff will issue behaviour / character points and support completion of assessment monitoring via progress trackers.

Teachers will constantly provide verbal/written feedback to all pupils who record this in purple pen.
School will work with home to support next steps and sustained improvement.
Purple Cards will support development and intervene to improve progress in lessons.

Home should check & support focus for improvement by reading & discussing:

- pupil reflection and recording in progress tracker.
- assessments and feedback (purple pen) from tests.
- DC1,DC2 data drops via Pupil Progress app
- sources of additional support & practice
- contacting form tutor/subject teacher if any concerns

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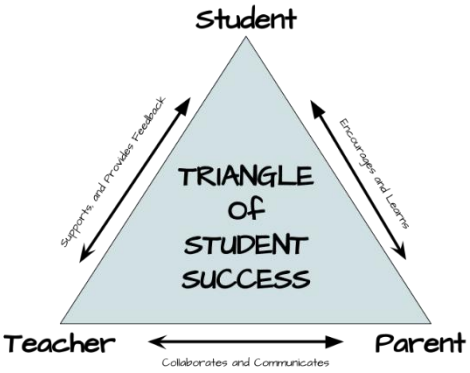
School Focus Areas

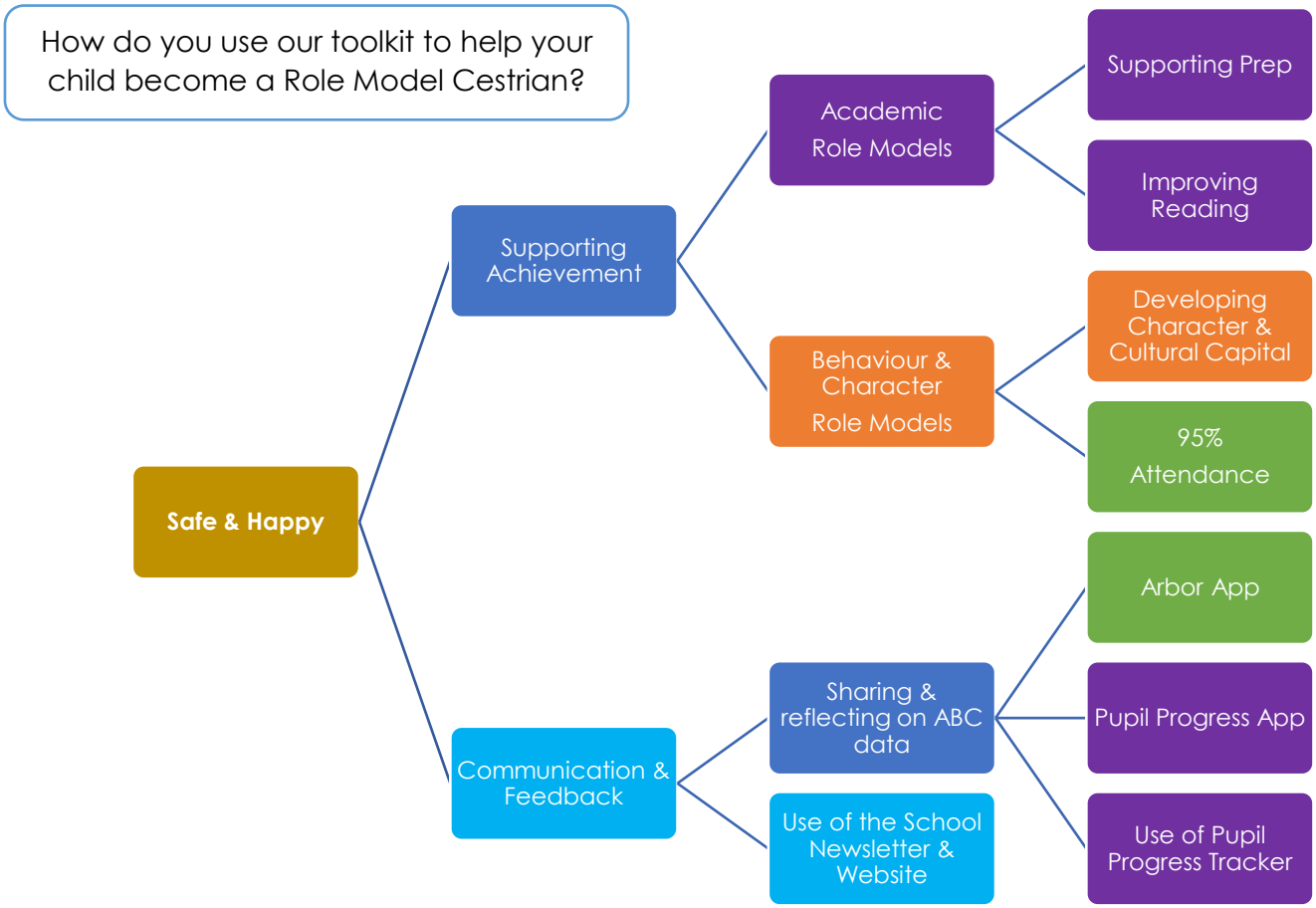
It is important that we work together in a 'triangle of strength' to create the best experiences and successes for our pupils and wider school community.



For the next three academic years (Sept.2025 – July 2029) we would like your support with the following improvement areas:

- school ABC ethos
- important practices
- themes on the Ofsted Parent Portal.

Your ideas and feedback are always welcome and particularly important via contribution to our annual **Parent/Pupil Voice Surveys**.



Ofsted Parent View

Parent View is one of the ways that OFSTED and our school use, to tell us what you think about your child's school experience.

Parent View asks for your opinion on 12 aspects of your child's school, from the quality of teaching, to dealing with bullying and behaviour. It's an opportunity to share your thoughts about the many outstanding and positive ways in which North Cestrian School serves you and your children. It is also part of our ongoing commitment to improve the standard of education that we provide. What you need to do

1. Go to www.parentview.ofsted.gov.uk
2. Click on the 'Give us your views' tab
3. Press 'Register now' and follow the instructions from there

It should only take five minutes, and we really do value your feedback.

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The Parent, Teacher, Friend Association (PTFA)

As a non-profit making organisation, the school welcomes the additional funds we provide to purchase items that benefit the wide range of activities and clubs outside the school curriculum, to obtain extra facilities for academic work, and even to help bring major projects to earlier fruition for the benefit of all the pupils. All events and new ideas are discussed at the "PTFA" meetings which are open to everyone.

Early in the Autumn Term there is an opportunity to meet the current committee members.

Everything is shared through Facebook and on the regular weekly Newsletter.

North Cestrian School PTFA is now registered with [Easy fundraising] which means supporters can raise FREE donations for NCS PTFA while shopping online at retailers such as Boots, Argos, Amazon, M&S and many more. Please find out how, here:

https://www.easyfundraising.org.uk/causes/north-cestrian-ptfa

If you would like to know more about our fundraising events or join the PTFA please contact us:
Email: ncsptfa@gmail.com

Mrs Jennie Parr - Chair of PTFA

Mrs Paula Stonier - Treasurer

Old Cestrians & Cestrian Futures

The Inaugural General Meeting of the Association was held on 3rd February 1956, with Peter Morton, at that time a member of the Teaching Staff in the Chair.
We have plans to relaunch the Old Cestrians Association. Contact details can be found via the website.

The School has already launched a series called 'Cestrian Futures' which features past pupils from a wide variety of careers to demonstrate to current pupils, the sorts of careers that they could consider. Meet some of our former students and read about their career paths via the school website.

Governance

Oversight of the school is via a Local Governing Board(LGB). This comprises volunteers with an interest in education. Most are co-opted but there are two elected parent governors. Parents may be nominated when a place is vacant.

Governors meet 5 times per year, with further sub-committees in the calendar. In turn, the LGB is overseen by the Hamblin Education Trust (HET) consisting of NCS and AGSB.
The scheme of delegation is here Hamblin Education Trust - Scheme of Delegation

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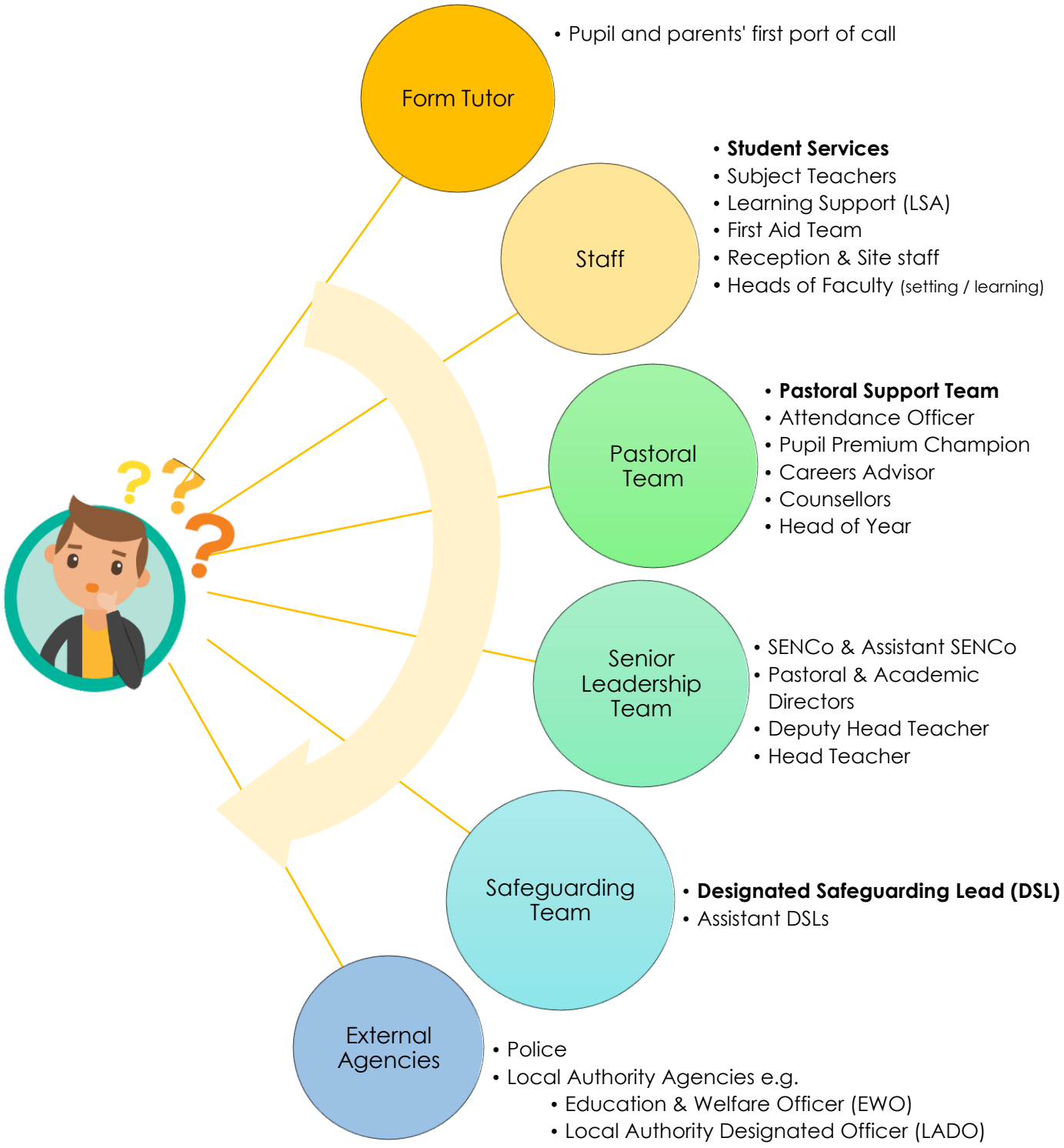
Supporting your child in school

All staff at North Cestrian are here to keep your child safe and able to focus on their learning and development.

Pupils should feel able to talk to their form tutor or a subject teacher. Staff at **Student Services and the Pastoral Office** are well trained and able to help support or direct your child to the right person to address their concerns.



The Designated Safeguarding Lead (DSL) is Ms Reedy

The Child Protection Officer is Miss Lavin

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Social media, internet, email safety

We have a duty to protect children and be aware of the risks that can arise when using the internet and digital technology. We regularly revise and consult on our approach and content to ensure we are up to date with the latest advice, guidance, and legislation. To ensure that students are not able to access inappropriate or illegal content, our internet provision is filtered and monitored. If children have mobile phones, they are required to turn them off at the school gate until they leave it again at 3.20pm (see p17).

The school **ICT Code of Conduct** outlines expectations regarding the use of our ICT facilities and how we will address any issues or misuse. See Pupil Progress Tracker and school website. Disciplinary action can be taken in response to a pupil breaching the Code of Conduct or accessing a website that is unsuitable for pupils.

Our curriculum is designed to enable all children to learn what makes responsible, capable, and educated digital citizens, and gives them opportunities to put this into practice.

- Pupils are taught what internet use is acceptable and what is not.
- They are taught the steps they can take if they do come across any inappropriate content. This includes reporting to staff, parents, DSLs, CEOP and Childline Report Remove.
- Children are taught to be aware of online safety risks and laws involved with social networking sites, gaming, live streaming, and the use of mobile phones – and are taught never to reveal personal details or arrange to meet anyone online.
- In addition, they are also taught about online scams, how to avoid viruses and malware, as well as social engineering.

How parents and carers can help keep children safe online

- Understand the school's rules regarding access to the internet and the use of mobile phones.
- Do not post information about, or photos of, pupils or staff on social media or internet forums.
- Talk to your child about their technology usage in a positive way and explore their understanding of staying safe*
- Set internet filters and parental controls* and know your child's passwords.
- Set rules and stick to them – for example, you might want to limit screen time, set boundaries about content, agree which games or sites are ok, keep computers and phones in common areas of the home.
- Know which other devices your children are using, for example at friends' houses.
- Watch for changes in behaviour – for example if your child is being secretive about what they do online or is withdrawing from the family – this could be an indicator that they are experiencing cyberbullying or being exposed to inappropriate contact.

- The **NSPCC** has some great resources, including: How to set up parental controls, conversation starters to help you talk to your child information about the risks of different games, apps and sites.

You can also find guides on most ISPs (Internet Service Providers) websites on how to restrict and filter your own home network. Here are links to some common ISP resources:

https://www.virginmedia.com/broadband/parental-control

https://www.sky.com/help/articles/sky-broadband-shield-start

https://www.bt.com/help/security/how-to-keep-your-family-safe-online-with-bt-parental-controls-an

https://ee.co.uk/help/broadband/getting-started/using-parental-controls

Other interesting articles are regularly published in the School Newsletter

The impact of TikTok on student grades

Is social media bad for our mental health?

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Supporting your child with our online systems

Your child has been given access to **M365** apps through office.com. They have been given an email address to allow them to access this. To access **office.com** they should navigate to the website using a web browser and login using their email address and passwords. (www.office.com)

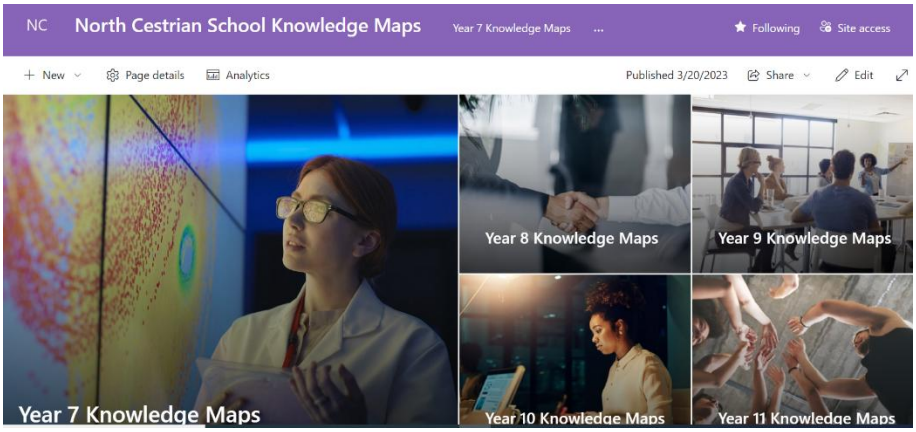
An example format for this using a fictitious year 7 student (entry Sept 2025) Joe Bloggs would be jbloggs25@northcestrian.co.uk

If the login does not work, it could be for one of the following reasons:

1) They have made an error in the spelling of their email address (common errors include leaving out the 25 in their username, spelling northcestrian incorrectly, or using .com instead of .co.uk)
2) They have made an error with their password (it should have a capital letter, be 8 or more characters long, contain a number and not contain their name. It is the same as the password they log in to the computers within school)

Knowledge Maps are available at the following link, and will also require students to login in using the details above to view them.

Knowledge Maps are required to complete daily PREP tasks



Arbor is our way of communicating PREP with your child. They can also check their timetable(calendar), attendance, rewards, and sanctions here (see page 9).

To access Arbor they need to use a web browser and visit : https://login.arbor.sc/ or download the Arbor pupil APP. The APP makes it easier to track attendance, behaviour and character points. To reset Arbor passwords, pupils need to see the IT technician in L5.

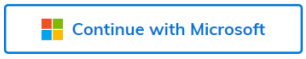
If the login does not work, it could be one of the following reasons:

1) They have made an error in the spelling of their email address.
2) They have made an error with their password.

They can reset their password for Arbor from home using the **"Forgot your password?"** link under the login boxes on the webpage. They then will be asked to input their school email address.

Still having issues? Miss A. Collins is available after school in U2 (except Tuesday) until 4pm. Please encourage your child to drop in so the problem can be resolved.

SENECA **Seneca Learning** is an online platform that supports knowledge retrieval, testing and revision. Pupils will be set regular quizzes via PREP, PREP+ or independent work to support revision for assessments. Pupils can access and study a range of courses beyond the curriculum too. Parents are invited to access Seneca to monitor task completion, results and total study time. More information can be found here. Pupils use their school login details via the Microsoft icon to access Seneca.



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The Importance of Reading & Oracy

There is no doubt, that reading is the key to unlocking your child's potential. All subjects promote reading via activities in lessons. Pupils also have access to various literacy activities e.g. reading buddies, the Book Café and NCS100 best reads chosen by staff and pupils, The Big Read, subject journals in the canteen, and NCS always likes to dress up for World Book Day in March!

New Year 7 pupils are assessed for reading using the New Group Reading Test. Some pupils may require intervention to support their reading skills.

Please encourage your child to read at home. This article from Innerdrive also gives some ideas for parents to support reading. How (and why) to get your child to read more (innerdrive.co.uk)

> "The importance of reading should not be ignored. Not only can it benefit young people's social and cognitive development, but their education as well. Parents play an essential part in developing their child's reading skills so it is important to foster a home environment where reading is encouraged."

In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life. *https://voice21.org/what-is-oracy/*

Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication. Pupils are actively encouraged to express their thinking and ideas in lessons. Oracy is a discrete part of our Attitude to Learning grid and is included in data capture assessment and reporting.

Extra-Curricular Clubs & Music Tuition

North Cestrian offers a range of extra-curricular opportunities via clubs, teams, visits & trips. weblink
For example, our current offer includes:

Cultural Capital, Extra-Curricular Clubs, Teams, Visits and Trips

Astronomy Club	Debate Club	School Bands, Choirs	Outdoor Activities Trips
Rendezvous Cafe	Drama Clubs	School Sports Teams	National & International Trips
STEM & Curiosity Science Clubs	Chess Club	Inclusive sport activities	Theatre Trips
Journalism & Writing Clubs	Gardening Group	Sports e.g. Football, athletics, tennis, basketball, swimming, table tennis, badminton, netball, lacrosse	Curriculum enhancement Trips
Table-top Games Club	Kindness Club		Subject Drop in & Revision
Anumana Code Club	eSports Club*		Y7 Head's Table Lunch
Reading Groups & Book Café	Zumba	Y10 Work Exp. & college trips	Summer Reward Trips

Extra Responsibility & Leadership Opportunities

Subject & ACEF Ambassadors	Duke of Edinburgh Awards	Y9,10,11 Prefects	Head Boy/Girl
Form Captain / vice-captain	Science Librarian	Music Lessons & Grading	Sports Captains, Charity Reps
Presentation in Briefings	Reading Buddy	Involvement in interviews & open days: pupil voice tasks, tour guide	
Character Development & Cultural Capital opportunities from our website menu		Recognition for involvement in external clubs/teams, hobbies	

Music Tuition

North Cestrian offers access to several peripatetic music teachers, via the Trafford Music Service, who provide one to one tuition on a range of instruments as well as singing. Parents may need to pay for this service. Please complete the expression of interest form or contact Mr. Wilson for further information.
Pupils will miss lessons to attend their music lessons. Times of lessons are varied each term to avoid missing the same lessons as much as possible.

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Lockers

Most students make use of lockers to help their organisation and to store their belongings
ILS provides lockers for North Cestrian School students.
The lockers are owned by ILS and are available for students to rent on an annual basis.
Rental costs are currently £38 per year* allowing use from September through to July. There are further costs for additional or replacement keys.

Please note all bookings terminate at the end of the school year in July.
We apologise but there is no discount for lockers booked late in the year.

The locker size is as follows:

Height: 595mm
Width: 300mm
Depth: 450mm

To guarantee a locker please book online at www.ilsschools.co.uk

Please note ILS are a separate entity from the school and all dealings will be directly with them, including replacement keys.
Lockers for the following academic year will be available online from **June 5th.**
Lockers are subject to availability please book early to avoid disappointment.
All available lockers are shown online. All lockers must be vacated by the end of July each year.
All rentals are subject to ILS terms and conditions which are available during the booking process.

All pupils must have a locker to safely store their property during examinations in Y10 and Y11. Pupils are not allowed to take personal belongings into examination rooms. E.g. coats, bags, phones.

Lost Property

Pupils are responsible for their belongings. It is helpful if all items are labelled with the child's name. This includes their Progress Tracker, clothing, lunch boxes and bags. If we know who it belongs to, we can return it as soon as possible.

Any lost items are handed to student services. Pupils should check there first, and then with their form tutor, who can ask for staff support to locate lost items.

Unclaimed items are stored to the end of each term. After that point, we will donate items to school uniform stocks, the Bags for School charity, or dispose of them.

UK-General Data Protection Regulation (GDPR)

The school uses and stores this data collected on admission in line with the EU's General Data Protection Regulation (GDPR). Our Data Protection Policy is available for parents on our website or a paper copy is available upon request. Privacy notices are published on our school website.

It is the responsibility of parents/ carers to ensure that the school is informed of any changes as and when they arise. Please let us know of any changes to contact details as soon as possible.

Permissions

We are careful not to publish pictures or names of children without consent. Please refer to our Data Protection policy to understand how we use information about parents, carers, and children.

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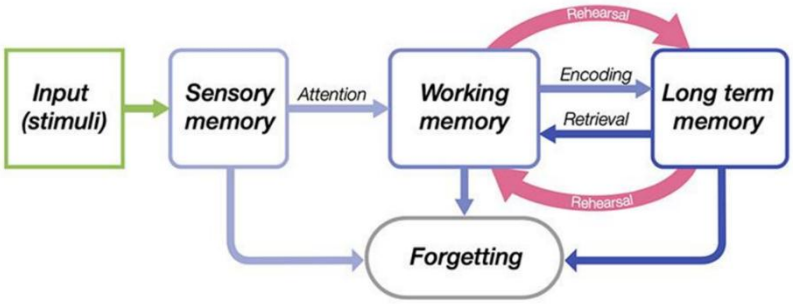
Cognitive Science

Teaching and Learning at NCS is built upon the principles and Cognitive Science model of memory and belief that intelligence is not fixed. By working hard and being resilient, pupils will eventually achieve.

Working memory is limited and to secure knowledge for future use, it needs to be transferred to long term memory. Learned information is that which we can access from long term memory.
This process is supported by:

- Linking the new knowledge to something we already know or make it meaningful to us (**ENCODE**)
- Repeatedly recalling (**RETRIEVAL**) and testing the knowledge
- Reinforcing the encoding and retrieval by regular **rehearsal** over time (**SPACING**).



Cognitive Science is embedded into our Cestrian Academic Principles

- **SLANT** improves focus and gives attention to relevant information into the working memory. It also reduces unnecessary information that can overload this limited resource.
- **PREP** allows pupils to develop encoding and retrieval strategies. By delaying the testing to the following day, it is clear to see how efficient the transfer of knowledge to long term memory has been. Further rehearsal of retrieval and encoding in lessons improves the learning.

- **TESTING** via quizzes, teacher questions, class activities, SENECA, SPARX and similar online questions allows continued rehearsal and reduces forgetting. All activities that require recall of knowledge from memory (no books, reading, copying), improve learning.

- **MINDSET** is important in managing the continued rehearsal and acknowledgement that the process takes time, mistakes shine a light on knowledge that it is "not yet" encoded and successfully retrieved. Pupils who link their resilience and dedication to rehearsal (revision) to their outcomes(results) are more likely to be self-motivated, independent learners.

- **SCAFFOLDING** allows pupils to learn processes and skills step by step by providing examples (models) and hints and slowly removing them until the task can be completed independently.

- **FEEDBACK** guides pupils' attention to aspects of their learning and Attitude to Learning. The use of **Purple Pen** draws attention to the information that needs to be further encoded and rehearsed.

- The acknowledgement of, and feedback on, **Attitude to Learning** (AtL) in lessons, and reporting via the Data Captures (DC), encourages pupil **reflection** on their performance and focused **goal setting** for improvement (**METACOGNITION**).

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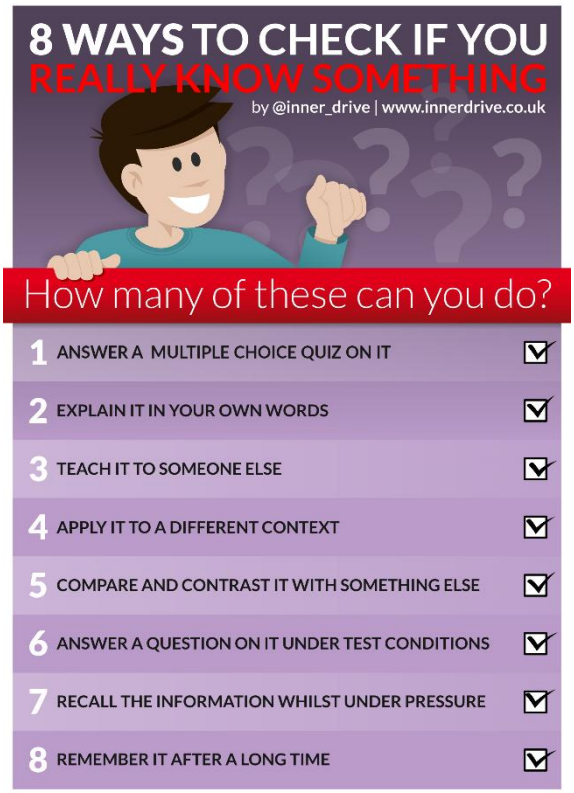
PREP (Purposeful Retrieval = Exceptional Progress)

PREP is the Cestrian homework. We ask pupils to learn facts relating to the lessons the next day. Teachers then quiz them on that knowledge and then connect and apply it to the lesson content. This process supports the way that memory works and trains pupils to learn, **memorise and retrieve** knowledge longer term. **Mastering Prep is training for effective revision**.



Pupils complete at least 15 minutes for each of the 6 subjects the next day i.e. a **minimum of 90 minutes** each evening.

Y10 & Y11 (KS4) pupils should also have **PREP+ tasks** set by subject teachers. This aims to reinforce and practise key ideas by watching video clips, online quizzes, or exam questions. KS4 pupils should be spending at least 2 hours Prep each night prior to lessons. This will increase with additional revision prior to key exams. The more pupils get into the habit of reviewing past content, little and often, the better. Pupils who develop this habit require less revision prior to exams and are less anxious during assessments.

Work is set via **Arbor** and relates to the subject **Knowledge Maps** which are access via **M365** here. Parents can see all work set via the assignments on the **Arbor Parent APP and Seneca Learning Platform (p19)**.

Parents can support pupils with their Prep by testing the recall of the knowledge. No specialist knowledge is needed. This can be a verbal quiz or pupils can write the answer into their **PREP book**. The longer you can wait to test the information following the memorisation, the better. This then tests the accuracy of recall and therefore identifies where further learning may be required.

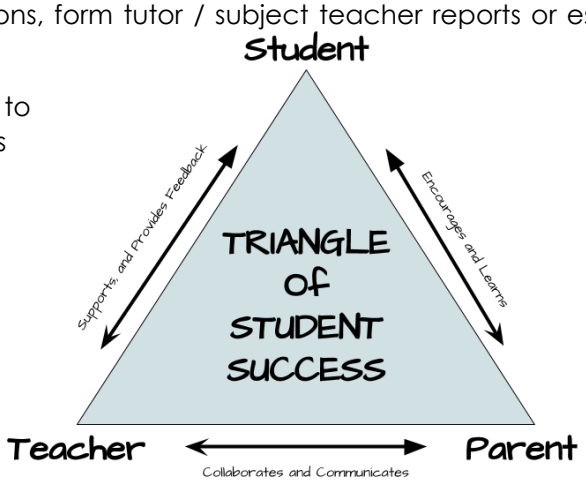
Parents can also help pupils to master the technique of Prep in the Pupil Progress Tracker. The key to success is ensuring that pupils can recall the information without looking at it. **Pupils should not copy information from the Knowledge map into their PREP books.**

READ – COVER – SAY – WRITE – CHECK – REPEAT – WAIT – QUIZ – PURPLE PEN CORRECTION

Teachers will model how to PREP and hold pupils accountable for completing the prep. If pupils are not doing as well as they can in PREP quizzes, teachers will sign Cestrian Standards tracker to show that pupils are **hampering your progress** and yet to develop good prep skills. Consistently performing below the standards, we expect (3 card signatures), will result in an Arbor B2 PREP point and the need to attend a breaktime workshop. All pupils have access to **Prep Club** after school to complete PREP under supervision.

Persistent lack of PREP despite support and intervention will be classed as defiance and sanctions will follow the behaviour system of detentions, form tutor / subject teacher reports or escalated to Head of Year or Senior Team.

Parents will be invited into school to clarify expectations and methods for supporting PREP at home.



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Cestrian Curriculum

Weblink

All pupils follow a broad curriculum at KS3.

Adaptations are made where pupils need additional support with English and maths. These pupils may have fewer Spanish lessons to make way for the development of core skills.

All KS4 pupils follow a core curriculum with the addition of 3 other subjects.

The most able pupils are expected to take Spanish with 2 other subject choices. The choice of Geography or History, gains the EBacc.

Some pupils follow a reduced KS4 offer which is tailored to their needs.

All pupils have personal development (PD) lessons to cover the statutory PSHE curriculum.

In addition, Y10 and Y11 have further time to support wellbeing and study skills.

All pupils have access to a wide range of extra-curricular, cultural capital and character development opportunities.

North Cestrian Curriculum Model 2025-6

KS3 Academic	KS4 Academic		
Foundations	Support	Expect	Extend
Maths	Entry level	Maths	GCSE Further maths
English	Entry level	English Language	Spoken Language Endorsement
3 Sciences	Extra English	English Literature	
Spanish*	Entry level	Combined Science (2 GCSE)	Separate Sciences (3 GCSE)
Humanities	Extra English	RE	
RE	Access Sports	PE	Sports Teams/captains
History	OPTION SUBJECTS		
Geography	reduce to meet need	3 options (1 blue +2)	Spanish + 2 options
Technical	Extra Maths, English, Independent study support, bespoke adaptations to meet need	GCSE Spanish	Spanish expected
Computer Science		GCSE History	Home Language in Y10/Y11
Engineering		GCSE Geography	EBacc (Maths + English + Science + MfL + Humanities GSCE)
Food & Nutrition		GCSE Computer Science	
Creatives		GCSE Drama	
Art		GCSE Music	Instrumental lessons & grading
Music		GCSE Art	
Performing Arts		Graphic Communication L1/2	
Wellbeing		GCSE Food & Nutrition	
PE		GCSE Media Studies	
Personal Development		GCSE Psychology	
Support		GCSE Business Studies	
*Extra Maths, English, Study support, bespoke adaptations to meet need, Prep Club		Sport Studies L1/2	
		GCSE Futher Maths / Statistics	
		Engineering L1/2	

Personal Development - All pupils (age appropriate)			
British Values	Social & Emotional development	How We Learn & Revision skills	Health & Wellbeing
The Law		Reading & Debating	Relationships & Sex Education
The Media	Bullying	Character Education	Mental Health
Futures & Careers	Respect & Consent	Formality & Conduct	Physical Health
Finance	Equality	Personal Responsibility	First Aid
Online Safety	Digital media	KS4 - IT skills for life, Computational Thinking	

Extra Responsibility & Leadership Opportunties			
Subject & Literacy Ambassadors	Duke of Edinburgh Awards	Y9, 10,11 Prefects	Head Boy/Girl
Form Captain / vice captain	Science Librarian	Music Lessons & Grading	Sports Captains, Charity Reps
Presentation in Briefings	Reading Buddy	Involvement in interviews & open days: pupil voice tasks, tour guide	
Character Development & Cultural Capital opportunities from our website menu		Recognition for invovlement in external clubs/teams, hobbies	

Current clubs and activities can be found on the school website and weekly Newsletter.

Personal Development

Personal Development lessons further broaden the curriculum via a sequenced, age appropriate, programme incorporating **SMSC (Spiritual, Moral, Cultural, Social) themes, British Values, citizenship, careers, and wellbeing**. **Relationships and sex education (RSE)** is an important part of PSHE education and is compulsory for all secondary school pupils. Our policy is on the school website. In addition, all pupils study Religious Education to GCSE. In learning about different religions, beliefs and traditions we hope that pupils can develop their own sense of identity and cultural enrichment about their role as citizens in modern Britain today and their links to a global community that will enable them to thrive and go on to lead a rich and fulfilling lives as global citizens.

Our mission is to thrive together, through the equality of opportunity, celebrating diversity and uniqueness through a curriculum which aims to:

- Prepare the pupils for the opportunities, responsibilities, and experiences of adult life so that they may make a positive and respectful contribution to society and keep themselves safe.
- To encourage health-promoting behaviour.
- Ensure students have the information to make informed, healthy, and safe life choices.
- Develop pupils' understanding of personal responsibility.
- Ensure pupils learn to show respect and consideration for others and alternative points of views.
- Provide support and information for young people and their parents.

Our PD curriculum is designed to enable holistic personal growth, with opportunities to explore, question, and debate issues relating to them and the world around them. It extends horizons across and beyond the subject-based curriculum.

It aims to build confidence to ask questions and talk openly about complex personal, social, and moral topics. Together we champion and protect our wellbeing, mental and physical health to provide pupils with the resilience and tools to face the realities of modern life.

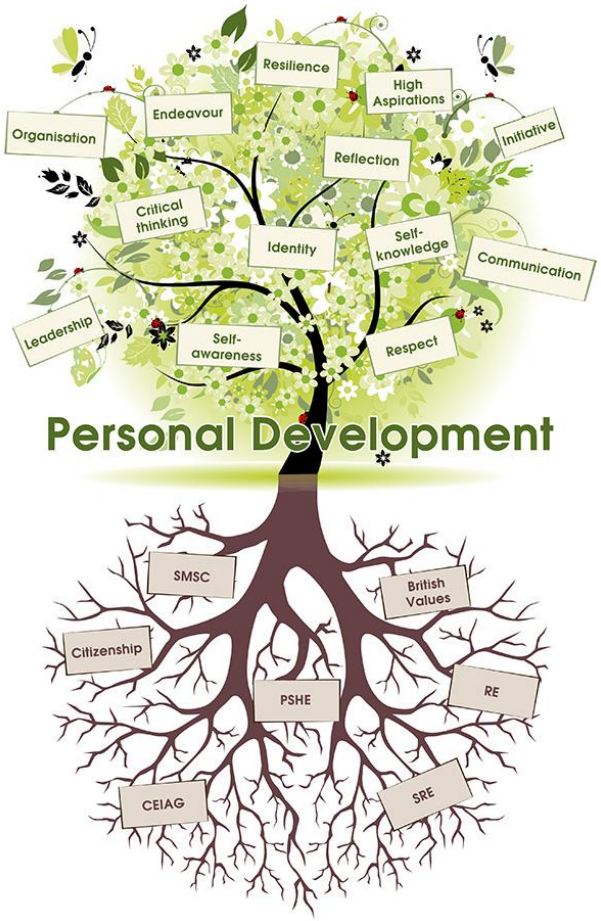
It builds informed views and character to enable a safe, happy, and successful, life and career.

Knowing more, and being able to do more, is central to a rich and fulfilling life.

Personal Development is delivered through lessons, assemblies, guest speakers, extra-curricular clubs, character development opportunities, providers such as the Duke of Edinburgh Award scheme, school trips, careers education and exploring your educational next steps.

All pupils in Year 7-10 receive 2 PD lessons a fortnight. In addition, Year 10 have 3 Wellbeing lessons comprising: mental health, careers and key IT life skills (1 term each) and 1 study skills lesson per fortnight. The importance of physical health is delivered via core PE lessons within each year.

Year 11 have 1 PD lesson and 1 study skills lesson per fortnight.



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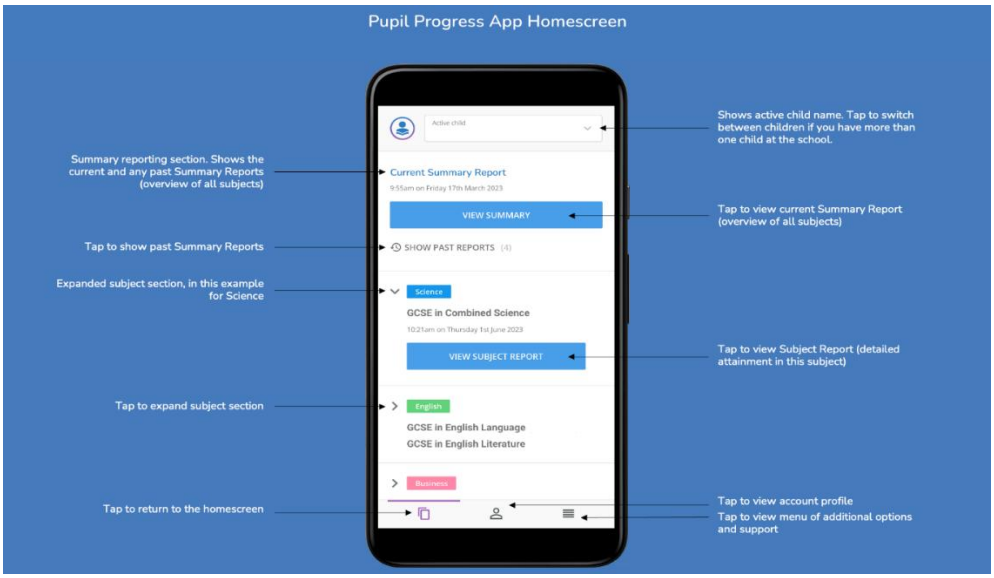
Reporting & Pupil Progress

Two **Academic Reports** will be available to primary guardians at **Data Capture 1** (December) and **Data Capture 2** (March Y11, June Y10, July Y7,8,9). These reviews can be accessed by parents and pupils via the **Pupil Progress APP.**

School will invite parents to join the school data site. This will only give access to those registered as a pupil or legal guardian on Arbor.

Pupil Progess provide you with a temporary login and link to download the app. **Once joined, school cannot reset parent and pupil passwords.** Please follow the instructions within the app to regain access or use this support link.



- **Progress Indicator -** colours will show how pupils are performing relative to expected progress for their KS2-KS4 pathway. (This is determined via KS2 SATs data and DfE progress tables KS2-KS4. We report against a flight path model towards expected GCSE grade. i.e. if the pupil continues to perform at this level they should achieve…)

KS2-KS4 Academic Pathways	
ADVANCED pathway	GCSE grades 8+
HIGHER pathway	GCSE grades 6+
PROFICIENT pathway	GCSE grades 5+
INTERMEDIATE pathway	GCSE grades 3+
FOUNDATION pathway	GCSE grades 1+

Colour indicates Performance vs. Pathway
Exceeding expectations for this year
Meeting expectations for this year
Not Yet Meeting expectations for this year
At Risk of not meeting expectations for Key Stage

- **Grades** (instead of pathway words) are reported for Y10 & 11 as GCSE courses are assessed.
  - Please note that providing predicted grades is an art, rather than a science. Grade boundaries change each year and GCSE exams are truly unseen assessments; conditions that are difficult for schools to reproduce with any certainty. Staff become skilled at "best guesses" based in the range of work completed, comparison to peers, commitment and performance of pupils throughout their two-year course. At the end of the day, it is pupil effort and motivation that makes up most of their grade, all parents and teachers can do, is create the right conditions for them to take responsibility early enough to make it count!

- **Attitude to Learning** Each of the 5 characteristics (Classwork, Feedback, Growth Mindset, Participation, Attitude) are graded against the 4 levels below at each Data Capture point.

Role Model	Positive Attitude	Developing	Hampering Progress
Consistently meeting the highest standards and seeking every opportunity to improve	Actively working to improve standards and taking opportunities to improve	Making some effort to improve standards but is inconsistent. Does not always see and take the opportunities to improve	Is not yet meeting expected standards or making the effort to engage with feedback to improve

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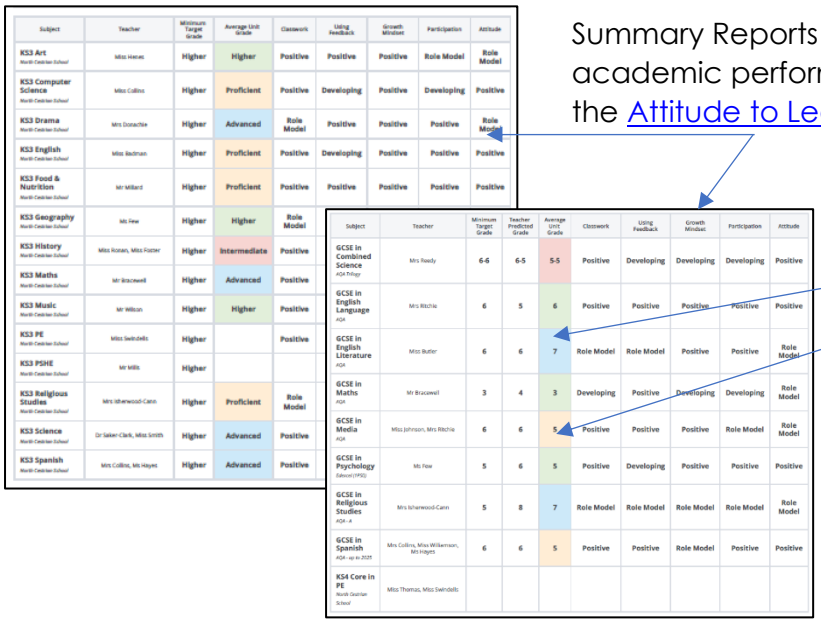
Understanding Pupil Progress Reports

Summary Report



Summary Reports give an overview of current academic performance against expectations and the Attitude to Learning indicators.

Colours indicate current performance vs. expectations.

Blue= above, green = meeting

Yellow = not yet meeting,

Red= at risk of not meeting by the end of the Keystage.

KS3 progress is reported against pathways (see previous page).

KS4 progress is reported against GCSE grades.

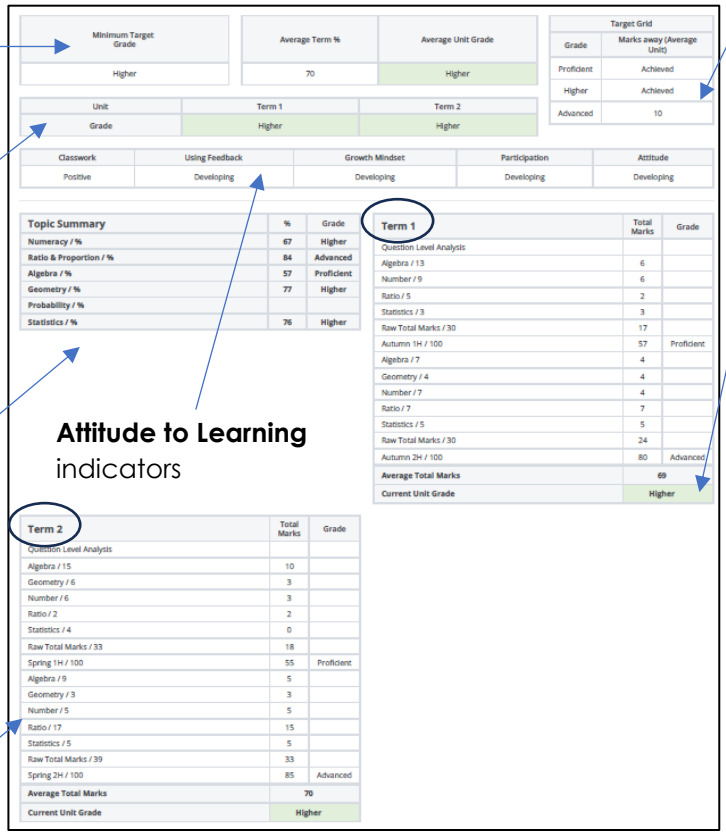
Subject Reports

Subject Reports give detailed information about performance across course related knowledge and skills. They indicate test scores, indicative grades and areas of strength and for further development.

Target grade or pathway based on KS2 SAT performance or NCS internal assessments on entry.

Unit / Term Summary: Overview of current assessment marks and grades for each unit.

Topic Summary: displays the percentage of marks a pupil has correct for any questions asked covering any core skill or topics area.



Attitude to Learning indicators

Target grid: shows the percentage of marks needed to achieve any of the next three highest grades. It is based on the Term Average.

Unit Grade: Current assessment grade.

Colour indicates comparison to target grade.

Blue= above,

green = meeting

Yellow = not yet meeting

Red= at risk of not meeting by the end of the Keystage.

KS3 progress is reported against pathways (see previous page).

KS4 progress is reported against GCSE grades.

Unit breakdown – shows end of topic tests and assessments.
Some will have question level or topic level analysis indicating areas of confident knowledge and those needed further consolidation.

Attitude to Learning

Attitude to Learning(AtL) criteria coupled with behaviour and character(B&C) development encourage all our pupils to become **Cestrian Role Models**. This is a central part of the Cestrian Curriculum.

Morning briefings and form tutor-led Cestrian lessons will focus on aspects of attitude, character, conduct and learning which will enable pupils to reflect on their progress against the **AtL and B&C criteria grids** below, and on the back page.

In lessons, teachers will give opportunities to demonstrate and develop the AtL characteristics. Feedback will be given to encourage progress towards Cestrian Role Model. Teachers will use knowledge of pupils development against these characteristics to complete the AtL section of the **school reports** to parents twice a year (DC1, DC2).

Across the school, we are working to improve pupil reflection and independence. Pupils will be taught to review their performance weekly and identify next steps to focus on the following week. This is recorded in pupil **Progress Trackers**.

Parents can help by regularly checking and discussing the reflection and feedback in the Pupil Progress Tracker. It is essential that pupils bring this to school every day. **Please check bags every morning!**

Attitude to learning is reported home in four categories.

Role Model	Positive Attitude	Developing	Hampering Progress
Consistently meeting the highest standards and seeking every opportunity to improve	Actively working to improve standards and taking opportunities to improve	Making some effort to improve standards but is inconsistent. Does not always see and take the opportunities to improve	Is not yet meeting expected standards or making the effort to engage with feedback to improve

Behaviour & Character – your key to success

Hampering Progress	Developing	Positive Attitude	Role Model

Behaviour & Attitudes	Personal Development	Wellbeing	Inclusion	Attendance
No Excuses	**Honest Reflection**	**Responsible**	**Fairness**	**Valuing Learning Time**
Safe, calm, and orderly	**Think, participate, reflect**	**Make wise choices**	**Empathy; think of others**	**Engage and enjoy**
Aware of the impact of words and actions	Apply PHSE knowledge to real life	Responsible use of technology	Deep understanding and application of British Values	Punctual to school and lessons
Role model SLANT	Good morals, values, and ethics	No use of mobile phone in school grounds	Show courtesy, gratitude, and good manners	Value hard work. Be active and proactive
Considerate in corridors and safe in playgrounds	Resourceful; using knowledge and skills to overcome difficulties	Know how to protect mental health	Celebrate diversity, promote equality and tolerance	96% attendance, catch up on missed work
Dedicated Cestrian team member	Adaptable and self-aware	Choose progress over perfection	Recognise and respect the views of others	Show initiative and enthusiasm
Learning from Mistakes	**Ambitious**	Champion your physical health	**Extra-curricular**	**Cestrian Way**
			Active citizens	**Proud role model**
			Noteworthy engagement in clubs and societies	Correct unform always worn with pride
			Show curiosity and growing sophistication via cultural capital	Delapsus Resurgam! Courageous and dedicated
			Participate in a range of trips and visits	High standards shown in the wider community
			Informed opinions of local, national, and world events	Have a growth mindset, Believe you can!

Attitude to Learning – your key to success

Hampering Progress	Developing	Positive Attitude	Role Model

Classwork	Use of Feedback	Growth Mindset	Participation	Attitude
Resourceful	**Purposeful**	**Responsible**	**Confidence**	**Passionate**
Capable of solving problems.	**Strive to achieve an ambitious vision.**	**Improvement begins with I.**	**Think, rehearse, contribute.**	**Enthusiastic and curious in lessons and beyond.**
Think before asking teachers	Work independently	Success comes from a positive 'can do' mindset	Proactively contribute to discussion, presentation, debate	Actively engage in lessons
Apply knowledge and skills to overcome difficulties	Seek feedback to make specific changes /developments	Hard work leads to success	Regularly ask thoughtful questions	Love Learning: increase your Cultural Capital
Creative: find and use innovative solutions	Show determination and dedication to reach goals	Make and take opportunities	Listen critically: understand, analyse and evaluate	Be a dedicated Cestrian team member
Quality of Work	**Act on Feedback**	Avoid the same mistakes	**Oracy**	**Cestrian Way**
Good habits and effective practice improve progress.	**Work and standards show significant improvement.**	Aim high	**Enjoy sharing knowledge and ideas.**	**Proud role model.**
Practice: Show that the 'Can You' is met (I can... I need to...)	Listen / read and understand teacher feedback	Choose progress over perfection	Audible projection, fluency, and clarity	Have high standards and champion school rules
Quality: Have consistently high standards; no gaps, no copying	Act on feedback: correct, redraft, show learning from mistakes	Take responsibility for actions	Detailed answers show and connect learning	Build integrity through the school values and ethos
Progress: Show continued improvement in knowledge and skills	Self-reflect to identify your own next steps	Excellent attendance and punctuality matter	Active listening: engage with others respectfully	Develop character through service to others
Presentation	**Purple Pen**	Learning time is precious	**Focus**	**Prep & Retrieval**
Pride and investment in work.	**Check, correct, and reflect**	**Resilient**	**Focus fuels success.**	**Effective learning skills.**
Legible: Easy to read, neat, expected layout for subject	Routine purple pen correction	**Rise to challenges.**	On task: be present, be prepared, be productive	Read, cover, write, test, repeat
Organised: titles, dates, sheets stuck in, ruled off	Meaningful reminders to improve knowledge/skills	Courage: Failure is a learning opportunity	Ask for help to stay focused	Purposeful Retrieval = Exceptional Progress
Conscientious: complete tasks, keep pace, catch up missed work	Notes link to personal development	Persistence: Delapsus Resurgam	**SLANT** in lessons	Spaced practice = continuous revision
		Self-belief: We believe you can, do you?		

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Parent Consultation Evenings (PCE)

PCE meetings are held on a Tuesday 4pm-7pm via the **School Cloud** website.

Meetings are limited to 5 minutes for KS3 and 7 minutes at KS4, which allows staff to see a maximum of 36 and 22 parents respectively with no break.

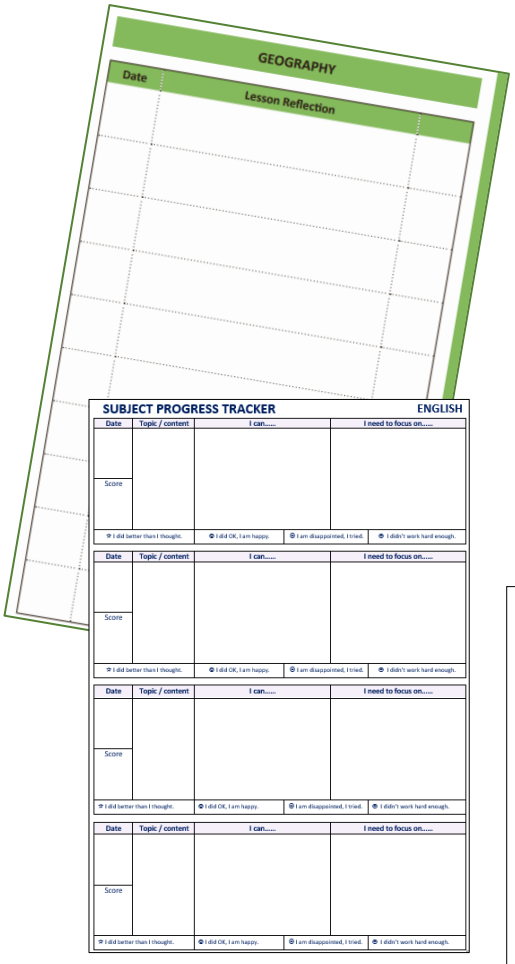
Teachers will invite parents to online subject meetings. It is common for teachers to have more than one class in a year group, therefore it is not possible to meet with all parents. Staff will therefore prioritise discussions to those that need additional support/intervention or to advise on option subject choices.

- Year 7: June after assessment of their first year
- Year 8: Late February halfway through their KS3 journey
- Year 9: January to support option choices
- Year 10: June after end of year exams
- Year 11: December to inform on progress to target grades and action toward mock exams

Staff are encouraged to call home regularly to celebrate progress as well as raise any concerns about engagement with learning.

The primary source of information about your child's progress will come from your child and their Progress Tracker and the Pupils Progress App. Pupils are encouraged to record successes and next steps from each lesson. In addition, after an assessment, they will record the score and reflect on secure knowledge and next steps for learning.

Every subject has its own **lesson reflection** pages, including morning briefings, PD and study skills lessons.



Pupils will be asked to capture something that they have learned or need to remember to support their learning in every lesson.

They will be asked to record their test scores and reflect on their successes and next steps for each one.

Parents, please check and discuss their comments regularly.

Can they remember and tell you what they did well and need to improve further?

Pupils will also be asked to reflect on their Data Capture Reports, Character development. Again, please work with your child to help them learn how to reflect honestly and identify their next steps.

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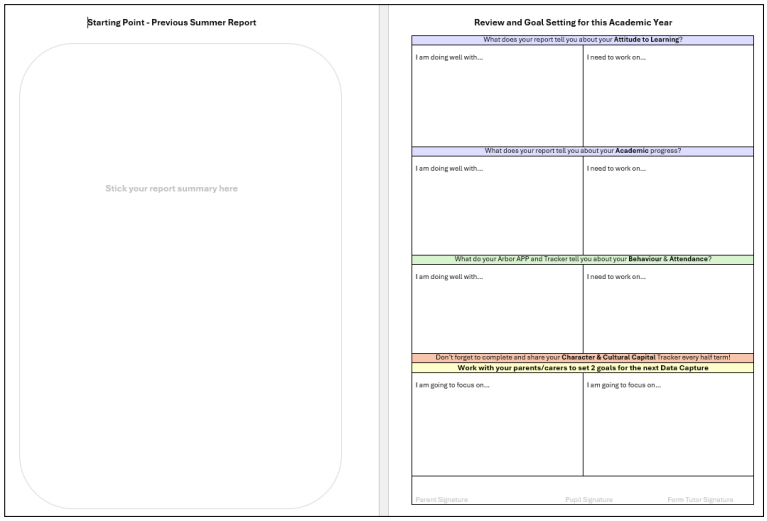

Recognition & Rewards

North Cestrian believes in specific praise that enables pupils to acknowledge progress and desired behaviour / standards. While praise for encouragement may motivate pupils in the short term, it tends to deliver a "tick box" culture that does not improve learning. Similarly, acknowledging effort over achievement has also been shown to improve progress and resilience in the long term. Research shows:

1. Praising effort over intelligence improves test scores. The Impact of Praise
2. Praising process over person is more likely to lead to a growth mindset e.g. "I really liked how you did that" vs. "you're so smart, good girl" [further reading].
3. Research has found that feedback as extrinsic rewards often leads students to place more emphasis on incentives, which result in greater...completion, rather than enhanced engagement in learning. *Boys Don't Try. p86. Mark Roberts*
4. When evaluated more broadly, research shows that praise statements have long-lasting, often negative impacts on students that may inadvertently negatively impact academic achievement. Therefore, despite the seemingly positive benefits of praise, its role in learning and development remains unsettled. Praise in Education

At NCS we are using **positive feedback and recognition instead of praise**. This reinforces the connection to a growth mindset and the fact that pupils can control their outcomes. They have a choice to act on the advice being given and hence make progress. Their "intelligence" is related to their effort. We are working with pupils to reflect and identify their own successes and next steps via their Tracker. Parents should notice an increase of reflective comments and recognition in **pupil progress trackers** over the year.

Cestrian Recognition: Half Term 1

GENEROSITY OF SPIRIT				ROLE MODEL			
Date	Reason	Staff Sign 3* to add Gen of Spirit Arbor note	FUPL reflection & point added to termly character graph & evidence	Date	Reason	Staff Sign 3* to add Responsibility Arbor note	FUPL reflection & point added to termly character graph & evidence
1			Reflection Done?	1			Reflection Done?
2				2			
3			Character point	3			Character point

We are recognising the processes and effort that pupils demonstrate rather than the person. This has shown to be more likely to lead to a growth mindset and hence improve the ability to learn throughout life. The focus of our feedback is the **Attitude to Learning and the Behaviour & Character grids** (see back page) – the transferrable skills that enable pupils to become independent and successful people.

Pupils are actively encouraged to share their success in activities outside school via the school Newsletter as well as taking advantage of the many opportunities offered via academic, character and cultural capital workshops, events and trips, including the **Duke of Edinburgh Scheme** (Bronze and Silver) We recognise our talented musicians and actors via the **annual show and concerts**; and **Culture Day** is a great way to recognise the diversity of our school community.

Every term ends with an **Honours Assembly** which gives recognition to our top academic performers in terms of achievement and recognition for those who have made the most progress in each subject that term.

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SEN & Inclusion

Diversity, Equality and Inclusion statement weblink.
North Cestrian School aims to support the diverse needs of all our students and has a whole-school inclusive approach to children with additional needs or Special Educational Needs and Disabilities (SEND). We also support new arrivals to the country with their language acquisition. Every teacher is a teacher of special or additional needs and every member of staff has a responsibility for supporting the inclusion of SEND students into the school community in its widest sense.
We believe that ALL students are entitled to an education that enables them to make progress so that they:-

- Achieve their best and achieve their full academic and personal potential.
- Become confident individuals with fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further education to higher education
- Have access to a broad and balanced curriculum.
- Will have high expectations set by teachers that are deliberately ambitious.
- Experience lessons planned to address potential areas of difficulty and remove any barriers to achievement.

We wish to develop close working partnerships with our parents and value the information shared and disclosed by our parents. We therefore encourage you to pass on any diagnosis or concerns about your child with the SENCO. Sharing this information ensures that, in accordance with the Equality Act, the appropriate reasonable adjustments and support can be put into place. Please see the school website for further information. We encourage parents and carers to participate with their child's individual education experience and will invite them to attend reviews.

Types of Support available:

- In-class support by Learning Support Assistants (LSAs) assigned to curriculum subjects for individuals as identified.
- Withdrawal for direct intervention or participation in specific programme (1:1 and small group)
- Literacy intervention and reading support
- Numeracy support
- Social communication interventions
- Mentoring (keyworker support for identified students)
- Delivery of the Study Skills programme and Preparation for Adulthood pathway
- Examination Access Arrangements
- Supporting and delivering EAL support to International New Arrivals and identified students
- Bespoke Individual Education Plans for identified students

What should I do if I think my child has Special Educational Needs?

You should contact the SEND Team by email at the following address: SENDadmin@northcestrian.co.uk. In addition to this you may contact your child's Head of Year who can refer your child to the SEN team for assessment.
The Trafford Local offer provides single point for information to help families access details about services available to them, and offers guidance in multiple areas.

Trafford SENDIASS provide free, confidential, impartial advice and support to parent carers, children and young people age 0-25 in relation to Special Educational Needs and Disability (SEND) who live in Trafford.

Trafford SENDIASS

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Cestrian Character

Cestrian Character develops and rewards mindful, well rounded young people who can connect themselves, our school and community, to a diverse and ever-changing world. Through character building pupils discover, demonstrate, and pursue their talents and ambitions. Character News can be found on the School Website here. Pupils gain **Character Points** and insightful comments when they demonstrate the 8 characteristics below.

Pupils and parents can submit evidence that shows character development in each of the character benchmarks. The 10 **Character Benchmark Certificate** categories are Volunteer Work, Community Service, Leisure Pursuits, Artistic Creative, Performance Creative, Debating - Public Speaking, Sporting Representation, Team Competition (not just sport), Individual Competition (not just sport), Acquisition of Cultural Capital (see website).

We will **invest £20 per half term** in Cestrian Role Models who demonstrate commitment to the development of their character and cultural capital. The funding is to further their passion and purpose in an area of interest.

The eight Cestrian Character traits:

Sophisticated
- Curious
- Knowledgeable
- Cultural capital
- Connecting learning

Resourceful
- Initiative
- Knowledge
- Homework club
- Good use of prep
- Good progress

Passionate
- Enthusiastic
- Devoted
- Reading for pleasure
- contribution

Generosity of Spirit
- Generous
- Empathetic
- Gratitude
- Tolerant
- Volunteer
- Kindness
- Fairness

Generosity of Spirt can be gained from 3 acts of kindness or thoughtfulness recorded I their Progress Tracker

Responsible
- Service
- Ownership
- Integrity
- Honesty
- Healthy choices
- Hard work (effort)

Responsibility can be gained from 3 Role Model points recorded in their Progress Tracker

Purposeful
- Vision
- Autonomy
- Leadership
- Goal setting / achieving.

Learns from Mistakes
- Action from purple pen
- Self-Aware
- Adaptable

Resilient
- Courageous
- Persistent
- Diligent
- Organised
- Disciplined
- Focus
- Role model attendance

Cultural Capital

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. It is this 'beyond the school work' that will kindle a person to move themselves and others to even greater achievements.

Pupils are guided in the acquisition of cultural capital both in lessons and beyond school. It may be the knowledge beyond the lesson or exam, yet essential to kindle passion, discover purpose, broaden horizons and enable sophisticated discussion. It maybe the exploration of ideas and thoughts, or deepening understanding by investigating the "what if…", "why is that.."

Cultural capital opportunities can he found on the school website here.

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Careers Education, Information Advice & Guidance

All students from Year 7 onwards are entitled to comprehensive careers education based on impartial advice in line with statutory guidance. This includes education, training and employment opportunities. Nort Cestrian School seeks to challenge preconceptions and raise the aspirations and focus of students. Therefore, partnerships with parents/carers, businesses, their employees and teaching staff are vital.

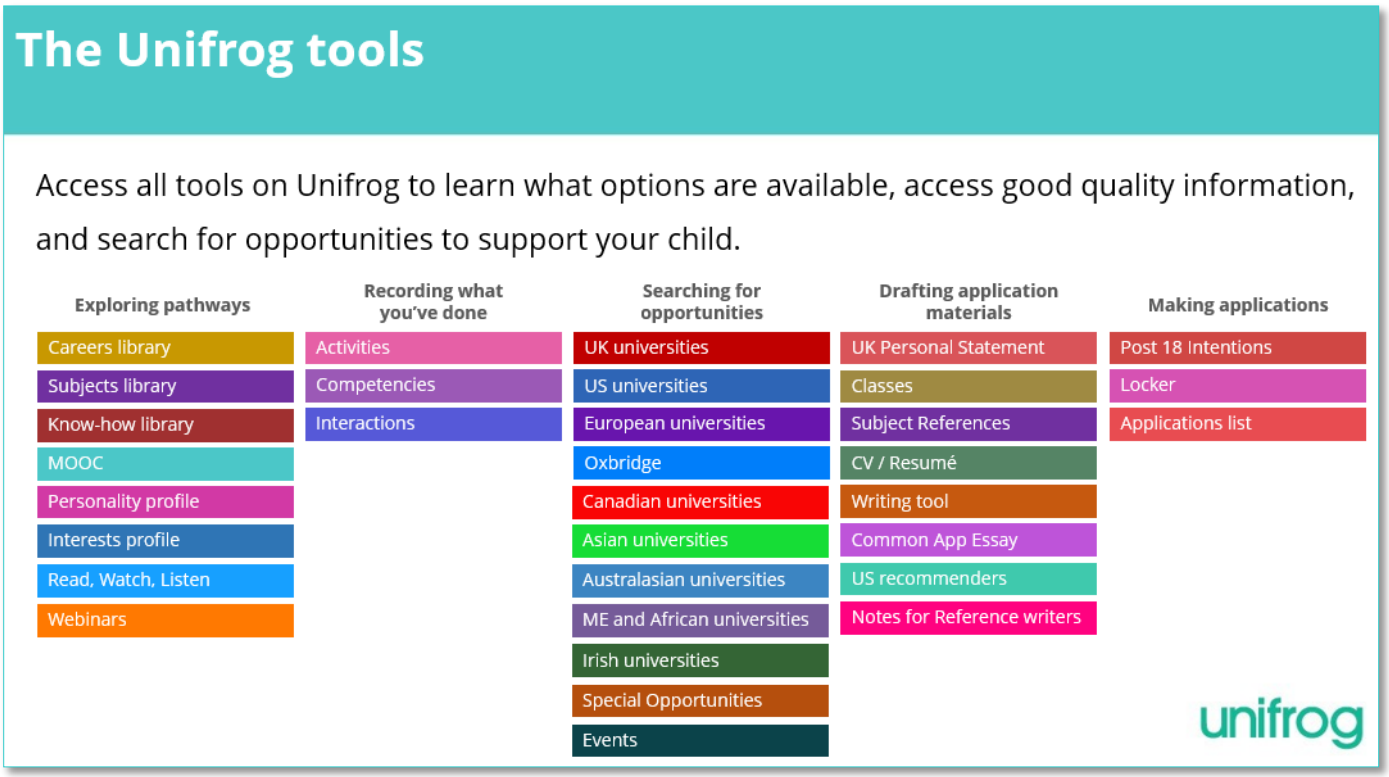
Our work in this area is rooted in the eight Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Further information, including guidance for parents can be found here.
https://www.gatsby.org.uk/education/focus-areas/good-career-guidance

North Cestrian School sees the CEIAG programme as an integral part of developing the student holistically. Through this, skills, attitudes, and abilities are developed that will enable students to undertake the responsibilities and experiences of adult life and the world of work. CEIAG is an important and distinctive element of the whole curriculum, relating to all key stages and areas of learning and experiences culminating in preparation for eventual further education, training and employment at the end of both Post 16 and Post 18 education. We feel confident that we work within the guidelines of the eight Gatsby Benchmarks.

All pupils complete careers lessons as part of the Personal development Curriculum. Pupils use a web-based resource called Unifrog from Year 7. Ask your child to show you around their site!



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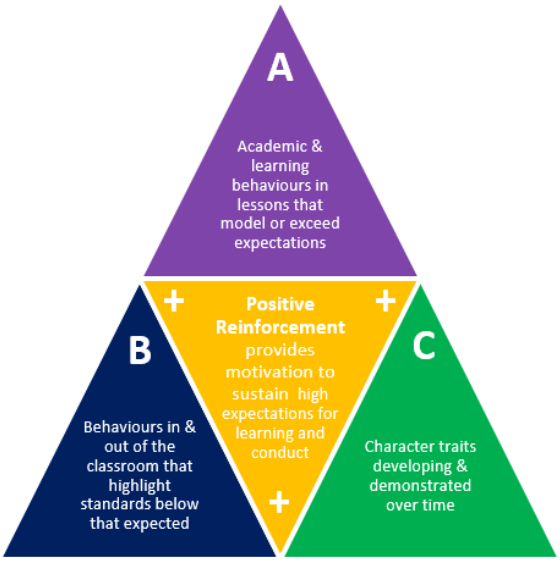
Behaviour & Standards

Behaviour at North Cestrian is very good. Pupils have a set of clear expectations to allow all pupils to feel safe and have access to a positive learning environment. The school Behaviour Policy can be found on the school website.



Corridors are orderly. Pupils walk in single file on the left, in silence. There is a one-way system to reduce congestion.

Staff will use positive reinforcement to correct pupils' behaviours, allow them to reflect and re-engage with learning. Staff should remember to follow up (FUFT) consequences by contacting home for repeat offences and to clearly communicate expectations with home after lesson removal.

SLANT exemplifies the expectations for behaviours in lessons: Sit up straight, in silence; Listen; Ask & Answer; Never Interrupt; Track the teacher.

B-Scale is used for inappropriate behaviours that impact learning time and focus of others (beyond learning behaviours related to attitude to learning).

Warnings are recorded via the Standards Card (Conduct) and are followed up with positive reinforcement to sustain required behaviours.

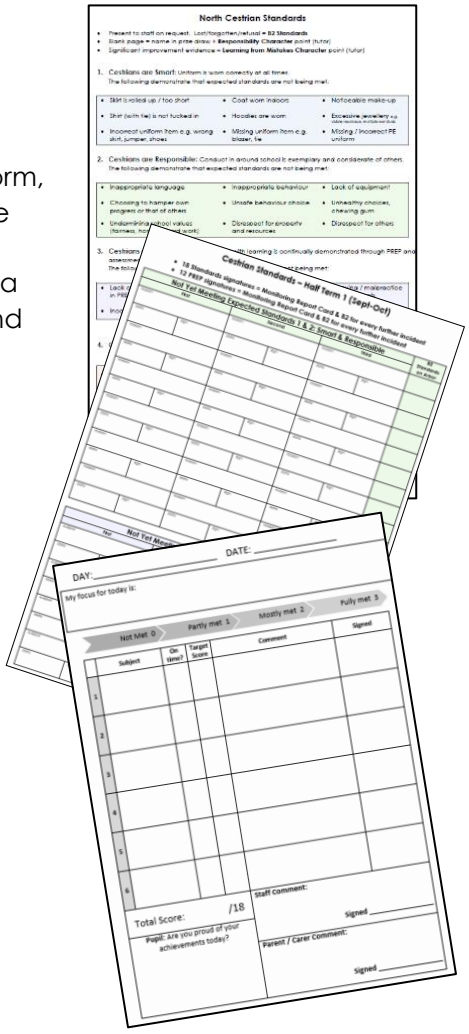
B2: 20 min consequence (lunch detention) for not correcting identified behaviours, quiet word outside lesson to refocus, move if appropriate/possible etc.

B3: Up to 60 min consequence (after school): Not responding the previous corrections and continuing to disrupt learning of others – pupils can be removed from the lesson to enable others to focus on their learning.

Pupils must always have their Progress Tracker with them.

Cestrian Standards Trackers are used to

- acknowledge and remind pupils of school expectations of uniform, conduct, equipment and healthy choices. 3 signatures in these categories results in a consequence.
- monitor Prep completion. 3 signatures for Prep place a pupil in a breaktime workshop to ensure that prep skills are understood and improved.
- gain credit for Generosity of Spirit and exemplifying Role Model (Responsible)standards. A character point reward is given for 3 signatures in these categories.



Report Cards are used to

- focus attention on an area for improvement.
- give positive reinforcement and feedback on a focus area every lesson.
- allow pupils, teachers and parents the opportunity to reflect and improve engagement.
- give pupils responsibility for their learning and conduct.
- explore alternative approaches and support to enable pupils to successful at this school.

Report Cards can be issued by form tutors, classroom teachers (purple card – academic focus), Heads of Year/Keystage (HOYK), Head of Faculty(HOF), Senior leadership team.

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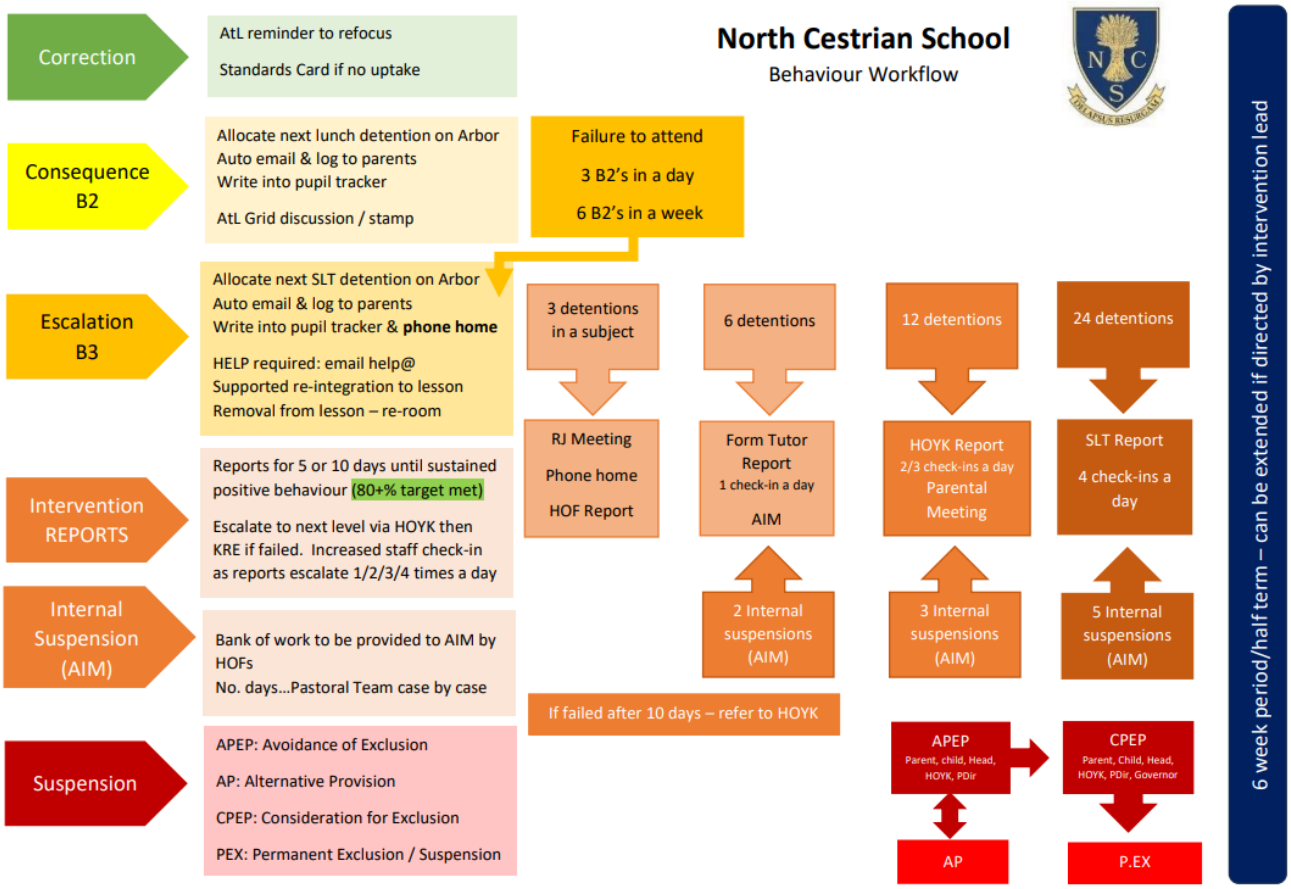
Consequences & Sanctions

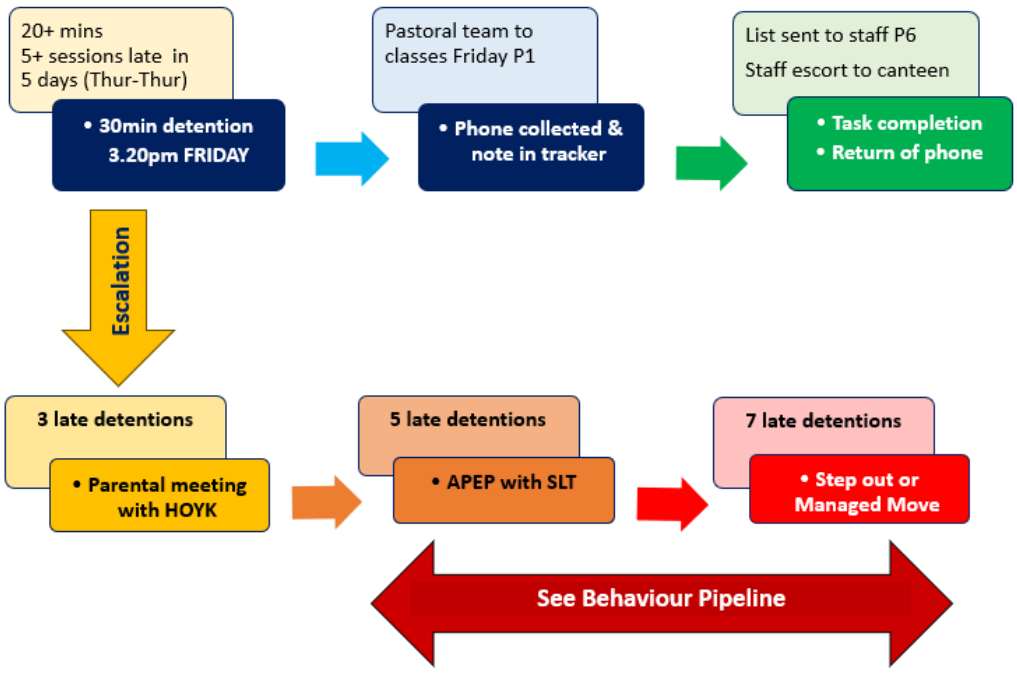
North Cestrian gives pupils every opportunity to correct their behaviour and learn from the experience. The consequences for over-stepping boundaries are shown below.



Punctuality Matters

North Cestrian pupils must be on time to school and to lessons.

No Excuses



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Free School Meals / Pupil Premium

Are you entitled to Free School Meals?
The number of students registered for Free School Meals directly affects our main funding from Trafford Local Authority and DfE, so please do make a claim if you are eligible HERE. Similar DfE guidance can be found HERE.

If you think that your child will qualify for Free School Meals please could you ensure that you **complete your application before the start of the new Academic Year**. If you would like the school to complete your application on your behalf please contact the School Office. Mrs Iqbal can support you in this process. Please phone the school office to arrange a telephone conversation or meeting in school.

Up until recently, entitlement to Free School Meals has been identified as part of the claims process for Housing Benefit and Council Tax support. As households with children move on to Universal Credit they will not make a claim for housing benefit; the rent element will be paid as part of their claim for Universal Credit.

As a result, it will become increasingly difficult for Councils to identify those children who are entitled to claim Free School Meals. To help the Council and schools identify a student's entitlement to Free School Meals, a new Online Free School Meal Checker has been introduced. This can be accessed via: https://www.cloudforedu.org.uk/ofsm/sims/

Once you have completed this application, for each child, the school will be kept informed of your Free School Meal entitlement automatically throughout the whole of their time at North Cestrian School.

To complete an application you will need to provide:

- Your own name and date of birth;
- Contact details;
- National Insurance Number or National Asylum Seekers Number;
- Child's name and date of birth;
- School your child is attending/will attend.

You can claim free school meals for a child who lives with you and who you are responsible for (for example, you receive Child Benefit for them) as long as you are in receipt of one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than
- £7,400), as assessed by earning from up to three of your most recent assessment periods;
- Income Support;
- Income-based Jobseeker's Allowance;
- Income-related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- The guarantee element of Pension Credit;
- Child Tax Credit (provided you are not also entitled to Working Tax Credit) and have an annual gross income of no more than £16,190;
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit.

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Catering & Payments

Catering are proud to be partnering with North Cestrian School and we believe that the most successful schools are close communities and nothing builds culture, empathy and collective wellbeing like the preparing and sharing of meals. We are a creative partner, bringing people together through food. Our diverse and extensive backgrounds in hospitality and catering for the last 60 years has enabled us to harness this approach.

Pupils' health and wellbeing is at the root of everything we do. We deliver fresh food you can be proud of, food that will sharpen the mind, energise and rejuvenate the body. All with dishes that will elevate the pupil experience but done in a sustainable way; that protects our environment.

Fresh food continues to be so important to us, as is provenance and seasonality of ingredients. We also go beyond great food, working with each school we partner, to deliver a range of nutritional and learning programmes.

With our industry leading culinary teams, we are passionate about delivering health nutritious food from around the globe, from the store person to the Head Chef we're committed to making each and every day a memorable and unique experience.

Feel free to click on our Sodexo website link to meet the team and learn more about our commitments.

The Dining Hall is open every day. Hot and cold snacks/meals and drinks are on sale at breakfast time, from 8.00am – 8.35am, **break time and lunchtime and menus are displayed on the school website** HERE.

School meals are freshly prepared on site and there is a range of hot meals (including vegetarian and halal options), sandwiches and snacks available at both breaks. The set meal is charged at £3.30 per day and includes a main meal, a dessert and a bottle of water. A cashless till is in operation. Students load money onto their account via ParentPay and must scan their fingerprint to have the meal deducted from their balance. Students can bring in their own packed lunch if they wish.

We aim to educate our students to take what they eat seriously, and we want them to enjoy the food on offer. Students may bring a packed lunch into school and eat this in the Dining Hall. However, students are **not allowed to bring in sweets, chocolate, large packs of crisps, fizzy drinks or any other unhealthy snack** items for consumption at any time during the school day including before or after school, at break or lunchtime. If items such as the above are brought into school, **these items will be confiscated and not returned.**

North Cestrian School is a cashless school. Students and staff need an account with ParentMail in order to use their debit or credit card to make payments to school for items such as topping up Dining Room accounts, music tuition, trips, revision guides and other activities. Occasionally, we may make exceptions to this rule for small value items such as charity collections and non- uniform days.

How to get started with ParentMail

You will be sent a ParentMail Activation Letter by email which will give you details on how to activate your ParentMail account. This ParentMail Activation Letter will contain your unique username and password. You will be directed to go to parentpay.com, click login and enter the username and password that you have been given. You will require an email address to activate your account. You can add multiple children to the same ParentMail account using the add a child button on your home page. If you already have a ParentMail account, either with our school or another ParentMail school, you can simply login to that account and add your other children via the add a child button on your home page.

If you have any questions or encounter any problems whilst using the ParentMail payments site then please email or call the main office.

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First Aid & Medical Matters

The First Aid policy can be found on the school website.

First Aid is available in school for minor accidents. There are limited interventions that we can provide when a child is ill. Schools cannot legally require staff to administer any medicine

We ask all parents to provide permission to administer painkillers and will contact parents when we feel this should take place. We log all instances and inform parents.

In severe cases we will accompany the student to hospital, even if we are unable to contact the parent/carer and provide reasonable attendance to the child. However, hospitals are often unwilling to administer treatment without the consent of the parent/carer so please ensure that we have your current telephone contact details, including that of your family doctor. It is important therefore that you attend to your child urgently.

Please note, First Aiders can only treat accidents on school premises. If your child has an injury as a result of an accident at home, please notify the school prior to your child attending so that we can offer support if necessary.

Medical Conditions

All parents/carers of children with a medical condition are asked to complete a school **Healthcare Plan** for their child/children. Please contact the school to request a copy of the plan.

We can also arrange for you to meet with a member of staff to help you complete the Healthcare Plan if you would prefer. Your child's completed plan should be returned to school at the earliest opportunity. The plan will help school staff to better understand your child's individual condition and key information including medication and/or antibiotics, triggers, individual symptoms and emergency contact numbers will be readily available to those that need it. Please make sure the school is kept informed about changes to your child's medical condition or medication. This includes changes to how much medication they need to take and when they need to take it. It is the responsibility of parents/carers to ensure that school knows to remove medication that is out of date or no longer prescribed and dispose of it safely. Parents/carers should also ensure medication held in school is replaced as required.

School Nurse: North Cestrian School is supported by the NHS School Nurse Team and representatives from the team attend school to offer support and guidance on a regular basis. The team works closely with the Pastoral Team, Designated Safeguarding Lead, the SENCO and Welfare, Support & Enrichment Officer, Ms. Stevenson.

Medicines including antibiotics should be handed in to Ms. Y. Stevenson. Parents are required to complete the appropriate form and provide a written statement detailing the medicine to be dispensed to 'named' students at 'stated' time(s) / periods of time, during school hours. Clear and unambiguous instructions are essential. Ms. Stevenson is responsible for looking after the medicine, but students are responsible for administering the medicine. **Students with inhalers and epi pens should always keep their inhaler or epi pen with them**. **We ask that spare inhalers and epi pens are also kept by Ms. Stevenson.**

Student Services

Student services is staffed every day by Ms. Calvert, who works closely with the Pastoral Team. If pupils are feeling unwell, she is their first port of call. She will then make the decision to contact parents if needed. In addition, she can offer replacement uniform items and support as required.

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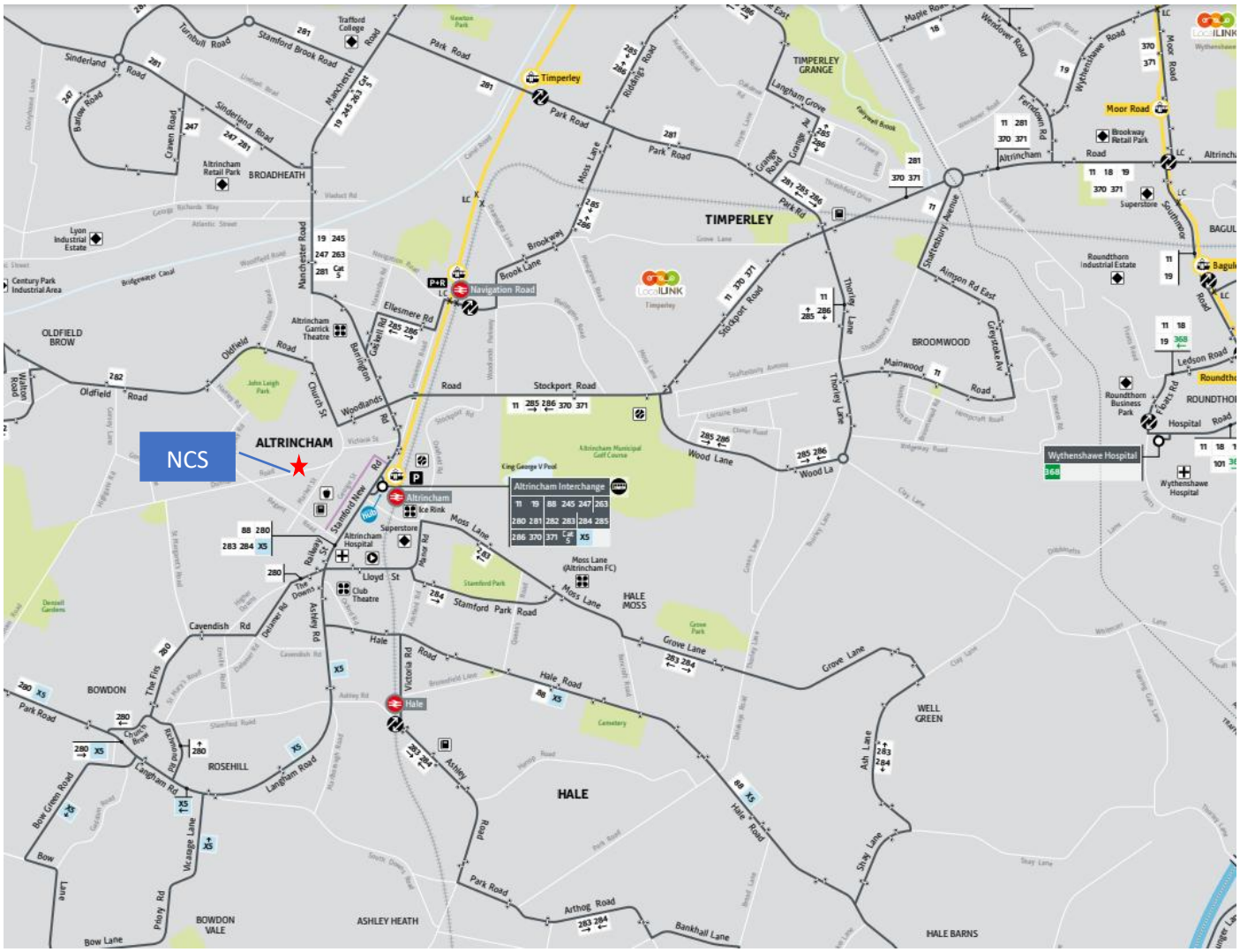
Travel & Site Access

Students are encouraged to walk or ride a bike to school. There is a **bike shed** that can be used. However students must bring a suitable lock. Pupils must wear a helmet when riding their bike. The school accepts no responsibility for loss or damage to bikes or scooters. No e-bikes or scoooters are allowed.
There is no school bus. Altrincham is served by a network of buses and trams. Information regarding these routes can be found via the Transport for Greater Manchester website **https://tfgm.com/plan-a-journey**

We value our good reputation in the community and expect all students to always act as ambassadors for our school. Students travelling to and from school are expected to always show excellent manners both to bus/metro drivers, to other passengers and to members of the public.



Site Access

In the interests of the safety of the children, parents/carers are not allowed to bring their cars into the school grounds either in the morning or at the end of the day.

If there are reasons for pupils to be collected, arrangements can be made on a 1:1 basis and reasonable adjustment made to meet their needs.

Visitors should make an appointment with the relevant staff member, who will inform reception. Where possible we ask that cars are not brought onto the school site.

Car parking for **evening events** such as Parents Information Evenings, Open Evenings, School Productions, we ask that you consider local transport or walking to reduce parking on site and to reduce environmental impact. If you need to bring your car, a member of staff will be on duty at the gate to direct you to a car parking space in front, or behind the school buildings.

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Attitude to Learning – your key to success

Hampering Progress	Developing	Positive Attitude	Role Model

Classwork	Use of Feedback	Growth Mindset	Participation	Attitude
Resourceful	**Purposeful**	**Responsible**	**Confidence**	**Passionate**
Capable of solving problems.	**Strive to achieve an ambitious vision.**	**Improvement begins with I.**	**Think, rehearse, contribute.**	**Enthusiastic and curious in lessons and beyond.**
Think before asking teachers	Work independently	Success comes from a positive 'can do' mindset	Proactively contribute to discussion, presentation, debate	Actively engage in lessons
Apply knowledge and skills to overcome difficulties	Seek feedback to make specific changes /developments	Hard work leads to success	Regularly ask thoughtful questions	Love Learning: increase your Cultural Capital
Creative: find and use innovative solutions	Show determination and dedication to reach goals	Make and take opportunities	Listen critically: understand, analyse and evaluate	Be a dedicated Cestrian team member
Quality of Work	**Act on Feedback**	Avoid the same mistakes	**Oracy**	**Cestrian Way**
Good habits and effective practice improve progress.	**Work and standards show significant improvement.**	Aim high	**Enjoy sharing knowledge and ideas.**	**Proud role model.**
Practice: Show that the 'Can You' is met (I can... I need to...)	Listen / read and understand teacher feedback	Choose progress over perfection	Audible projection, fluency, and clarity	Have high standards and champion school rules
Quality: Have consistently high standards; no gaps, no copying	Act on feedback: correct, redraft, show learning from mistakes	Take responsibility for actions	Detailed answers show and connect learning	Build integrity through the school values and ethos
Progress: Show continued improvement in knowledge and skills	Self-reflect to identify your own next steps	Excellent attendance and punctuality matter	Active listening: engage with others respectfully	Develop character through service to others
Presentation	**Purple Pen**	**Resilient**	**Focus**	**Prep & Retrieval**
Pride and investment in work.	**Check, correct, and reflect**	**Rise to challenges.**	**Focus fuels success.**	**Effective learning skills.**
Legible: Easy to read, neat, expected layout for subject	Routine purple pen correction	Courage: Failure is a learning opportunity	On task: be present, be prepared, be productive	Read, cover, write, test, repeat
Organised: titles, dates, sheets stuck in, ruled off	Meaningful reminders to improve knowledge/skills	Persistence: Delapsus Resurgam	Ask for help to stay focused	Purposeful Retrieval = Exceptional Progress
Conscientious: complete tasks, keep pace, catch up missed work	Notes link to personal development	Self-belief: We believe you can, do you?	**S L A N T** in lessons	Spaced practice = continuous revision

Behaviour & Character – your key to success

Hampering Progress	Developing	Positive Attitude	Role Model

Behaviour & Attitudes	Personal Development	Wellbeing	Inclusion	Attendance
No Excuses	**Honest Reflection**	**Responsible**	**Fairness**	**Valuing Learning Time**
Safe, calm, and orderly	**Think, participate, reflect**	**Make wise choices**	**Empathy; think of others**	**Engage and enjoy**
Aware of the impact of words and actions	Apply PHSE knowledge to real life	Responsible use of technology	Deep understanding and application of British Values	Punctual to school and lessons
Role model SLANT	Good morals, values, and ethics	No use of mobile phone in school grounds	Show courtesy, gratitude, and good manners	Value hard work. Be active and proactive
Considerate in corridors and safe in playgrounds	Resourceful: using knowledge and skills to overcome difficulties	Know how to protect mental health	Celebrate diversity, promote equality and tolerance	96% attendance, catch up on missed work
Dedicated Cestrian team member	Adaptable and self-aware	Choose progress over perfection	Recognise and respect the views of others	Show initiative and enthusiasm
Learning from Mistakes	**Ambitious**	Champion your physical health	**Extra-curricular**	**Cestrian Way**
Improvement begins with I	**Curiosity, Character, Grit**	Healthy food choices	**Active citizens**	**Proud role model**
Set purposeful goals	Build experiences for an inspiring CV	Avoid prohibited substances	Noteworthy engagement in clubs and societies	Correct unform always worn with pride
Honest and wise reflection in restorative justice conversations	Discover & engage in character development opportunities	Take responsibility for protecting yourself and others	Show curiosity and growing sophistication via cultural capital	Delapsus Resurgam! Courageous and dedicated
Develop resilience and confidence	Take leadership opportunities	Generous of Spirit through volunteering and service	Participate in a range of trips and visits	High standards shown in the wider community
Excellent self-reflection and goal tracking	Aspire and plan for future career opportunities		Informed opinions of local, national, and world events	Have a growth mindset, Believe you can!