

Welcome

Welcome to Turton. We are a unique school which offers a warm and friendly environment to students, parents, staff and visitors. We have built our reputation on the care we have for individual students, our broad curriculum and our high standards of academic success. Another year of excellent results for the GCSE and A level students at Turton were achieved in 2017.

We offer exciting new courses, excellent art, music and sports facilities, a vibrant Sixth Form College and a commitment to constantly develop all our teaching and learning areas. Students will have the opportunity to fulfil their potential here, whatever their individual strengths, needs, interests and abilities.

We have a national reputation for excellence and innovation, working closely with our local primaries and other leading secondary schools across the country to develop the best educational opportunities for all. We are leading the development of the new curriculum, balancing the need for both knowledge and life skills, promoting independent learning, encouraging social and emotional resilience and much more. We focus on the United Nations Convention on the Rights of the Child so that everyone learns about their right to a good quality education but also the responsibilities to themselves and to others which come hand in hand with that.

In May 2015, Ofsted Inspectors visited Turton and judged us to be a good school. Their feedback was highly positive and the report includes comments such as:

‘This is a harmonious school where all flourish. Relationships are excellent and students are happy and enjoy coming to school.’

‘The school’s work to keep students safe and secure is outstanding.’

Primarily, this school belongs to the students and parents who make up our local community. The Ofsted 2015 Parent View saw an exceptionally high approval rating from Turton parents, and so securing the national Leading Parent Partnership Award mattered to us greatly. We work with our parents; we respond to their concerns and their commendations; we appreciate their support.

Gaining the Artsmark Gold gives recognition to our broad and balanced curriculum. Again this matters to us. The current focus of our national regime seems to be entirely on English and Maths. We share the view that this is the cornerstone of a good education, but it is not the whole picture. Our parents want the creativity, the independence, the initiative and the self-belief for their children that comes from a much broader experience. History, Art, Drama, Music, Science, Technology, Graphics, Media, Sport and so many other areas in which Turton excels, help our students to develop as people, as well as gaining a broad range of qualifications.

We are never complacent and are always seeking to make Turton even better. Everyone is encouraged to play their part. Staff, students, parents, governors and members of the local community are welcomed into school to take part in our improvement and development.

We share a whole school pride in our achievements as a learning community. We thrive on challenge and, through mutual trust and team work, we know we can build an even more successful future. We hope that you will enjoy being part of this future and we look forward to working with you. These are exciting times for Turton, so come along, pay us a visit and see for yourself the many opportunities we have to offer.

Sam Gorse - Head Teacher



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The Turton Ethos

Our Motto: 'Building on the knowledge of the past to help the children of today meet the challenges of tomorrow.'

We want all students to become well educated young people who develop good character and have the abilities needed to thrive.

Our aim is to provide an exciting and nurturing learning environment where children can flourish. We are a future-building school that takes seriously its responsibility to equip its students for the future.

We aim to achieve this through the synthesis of a progressive school culture with traditional teaching methods based on a 21st century trivium.

The Turton ethos provides an atmosphere and culture that recognises and values each individual, provides care and support through quality relationships and ensures that our students receive an education that is 'fit for purpose', in that it prepares them for life after school.

To this end, there are 5 core touchstones that define our ethos and create a common purpose in ensuring that all students develop the skills and knowledge needed for their

Relatedness

These are the skills needed to build quality relationships, where working together impacts positively on everyone's effectiveness.

Community and Belonging

Community provides a safety, a sense of belonging and sense of purpose and collective spirit. Community is the platform for developing responsible citizens by using the Turton community as a model for life beyond school.

Creativity and expression

This is about students developing the 'habits of mind', attitudes and skills needed to not just survive, but to thrive beyond school, including the ability to take risks, bounce back from set-backs, develop curiosity and imagination and respond well to feedback.

Self-Awareness

Self-Awareness encompasses the inter-personal skills and attitudes needed to achieve well-being and develop personally, socially and emotionally.

Seeing the good in others

This is about our investment in students and developing a learning culture in school where it is recognised that everyone has skills and talents to develop.

Knowledge and Wisdom

Developing a love of learning, becoming a good scholar and gaining a deep understanding alongside developing virtue and character.

Teaching and Learning

We aim to give every child at Turton the best education possible and work on the principle of 'every single child, as good as they can be.'

The purpose of teaching and learning at Turton is to help students to embed knowledge, to learn how to think, to become wise and learn about life.

We do this through developing a great teaching culture based on the trivium. The trivium is a method of teaching that incorporates three skills combined to produce good education.

The three skills are:-

Grammar (knowledge)

All subjects have grammar, it is their knowledge base. Students learn the knowledge and mechanics of a subject and through this develop good memory, and a thirst for learning.

Dialectic (understanding)

Dialectic develops students as thinkers and philosophers who start to understand, form opinions and create their own ideas.

Rhetoric (communication)

Rhetoric is the application, or the way thoughts and ideas are communicated; this can be in the form of essays, performances, presentations etc.



Admissions, Visiting the School, Communication

Admissions

There are currently 270 places in each year group but every year we are oversubscribed. 572 parents applied to Turton for September 2017.

Admission into Years 7 to 11 is arranged by Bolton Local Authority in line with the national admissions policy. All queries regarding admissions should be addressed to the Manager, Pupil & Student Services, Children's Services, 2nd Floor Paderborn House, Bolton, BL1 1UA. For admission into the Sixth Form, students and their parents should contact the Director of Sixth Form, Kelly Bali, at Turton.

Visiting the School

We hold three Open Mornings in September, when parents and prospective students have the opportunity to see the school on a typical working day. These days are organised in conjunction with our feeder primary schools so that Year 6 classes are not too disrupted. We appreciate that parents have to take time out of work commitments to attend, but we feel that they gain more from seeing our school as it really is, every day, rather than by attending a showcase evening or presentation out of school hours. Most of our parents do agree with us on this.

If any prospective parent is unable to attend on these days, appointments for tours can be organised at other times by prior arrangement. Please contact the Head's P.A., Joanne Shaw, in this case. Visitors to the school should use the main entrance on Bromley Cross Road.

Communication

General

As an Eco-school we endeavour to minimise the use of paper-based systems but we recognise that good effective communication is central to good home/school relations. We aim to achieve this in a number of ways:

web-site www.turton.uk.com

The web-site should be the first place to look for information about events during the school year. It also has links to newsletters, the prospectus and relevant documents which can be downloaded.

School Calendar

The School Calendar is accessible on the school website www.turton.uk.com along with a range of other relevant information.

Letters/notices.

Throughout the year, notices and letters are sent to parents, when appropriate, sometimes via the students, sometimes via e-mail and text reminders to parents.

Parents' Evenings

We report to parents twice a year. (Please see Assessment, Reporting and Recording Achievement.)

Communication, Curriculum

Parent Governors

The Governing Body of the School has members who are elected from the parent body to serve a four-year term. This is a way for parents to become actively involved in the running of the school. The current Parent Governors give us invaluable support and insight in this role.

Parents' Association

Coming to the meetings of the P.A. is a good way of finding out more about what is happening in school and of contributing your own ideas and opinions. P.A. meetings are usually attended by the Head Teacher and/or our Events Manager. The PA organises a number of social events through the year as well as offering support to the school and its staff.

Parents' Forum

Parents meet with the Leadership team and Chair of Governors each year to discuss issues of mutual importance. The meeting is intended to be a real forum in which new ideas are explored and views exchanged.

Parents are welcome to telephone (01204 333233) or email school (info@turton.uk.com) at any time to discuss any relevant matter with individual members of staff. In most circumstances, parents should contact their child's group tutor initially. Should you wish to call in to school to see a member of staff, please telephone beforehand to arrange an appointment to ensure staff availability. Parents may be invited into school at any time by staff, to deal with individual concerns and discuss students' progress and well-being.

Curriculum

As a comprehensive school with students who have a wide range of abilities, we believe that it is important to cater fully for each and every one of them, irrespective of ability, and to ensure that there is no concentration of attention, facilities or resources on any group to the detriment of others. We strive to provide personalised learning to cater for each individual whilst retaining a broad, balanced and relevant curriculum overall.

We work hard to ensure that no students are disadvantaged by their social or financial circumstances.

Parents who have any concerns about the learning experience should contact their child's form tutor in the first instance. Pastoral leaders, Heads of Department, the Head and Deputy Head Teachers are also always available to offer advice and guidance.

Curriculum

Tutor Groups

Each year is organised into two populations, T band and S band, with approximately 150 or 120 students in each group. Within each T band there are 5 tutor groups and in S band there are 4 tutor groups, each with approximately 30 students, i.e. 7T1, 7T2 etc. There is no significance in either the letter (T or S) or the number (1-5) in the designation of the tutor group except as simple references for timetabling purposes.

New students are allocated to one of these nine groups, each of which covers the full ability range, and they normally stay in these tutor groups until the end of Year 11. In Year 7 all subjects, except Maths, are taught to students in mixed ability groups. In Maths students are set in October within each of the bands T and S.

Key Stage 3: Years 7-9

In Years 7-9 (Key Stage 3) the timetable consists of a full range of national curriculum subjects as well as a wide range of opportunities which will support students' future development. The curriculum is designed to enable our students to grow into independent learners who think creatively and work productively with others. Students also benefit from the RSA's Opening Minds programme which develops the key skills needed for all areas of the curriculum.

Homework is a key part of success, and is set regularly for all students. Homework allows the skills of independent learning to develop.

This year the following subjects are taught at Key Stage 3:

English, Maths, Science, Art, Geography, History, Modern Languages, Music, Physical Education, Design Technology, Computer Studies, Performing Arts, and Faith & Ethics. In Year 7 all students will learn French and Spanish. Students will then opt for either French or Spanish from Year 8 onwards.

Key Stage 4: Years 10 and 11

In Year 10 more specialised courses are chosen which carry on through Year 11. The aim is to provide a broad and balanced curriculum which avoids too early specialisation in a narrow range of subjects. English Literature is taught alongside English Language as an integrated course, leading to separate qualifications. Some students are selected for an alternative curriculum that is specifically designed to meet their needs and includes college days or work experience. All students follow a core curriculum of Maths, English Language and Literature, Science, Faith and Ethics and PE, complemented by four option subjects.

We do not play the game of putting all students in for courses to make the school look good in league tables, nor are we forcing all students to follow a particular route. Instead we try and offer an appropriate range of courses, both academic and vocational, to suit students' individual needs, interests and abilities. At the same time, we recognise that some subjects may become a pre-requisite for applying to some universities and future careers, so we will advise students appropriately, to maximise their chances of future success.

We also have a Foundation Learning Tier which will provide progression routes and recognised qualifications for those students for whom GCSEs are not appropriate, through Year 10 and 11 and on into the Sixth Form.

Curriculum

Please see below the full list of the curriculum for the current Year 10.

Option Subjects

(students choose 4 GCSE Subjects)

Art and Design	History
Business Studies	ICT Technical Aware
Children's Play and Development	Media Studies (GCSE and Level 2 BTEC)
Computer Science	Music
Dance	Physical Education
Drama	Design Technology
Food Preparation and Nutrition	Spanish
French	Health and Social Care
Geography	Separate Sciences
Art Graphics	

Core Subjects (students complete all subjects)

Careers Education, Information, Advice and Guidance and PHSEE (covered during registration time)

English Language GCSE

English Literature GCSE

Mathematics GCSE

Physical Education

Religion and Life (GCSE short course) or Philosophy and Ethics (GCSE full course)

Triology Science

Curriculum

The Sixth Form currently offers over thirty A level courses and three BTECs at Level 3, as well as many extra-curricular opportunities.

There is very much a philosophy in the Sixth Form that the staff and students share the experience of what is a particularly demanding two years and this is reflected in the record A-level results in 2015.

The Sixth Form is a transition from GCSE to Higher Education or employment and is popular with students not only from Turton but also from neighbouring schools. Currently we have nearly four hundred students and are the largest school sixth form in the area. We pride ourselves on the community spirit that is generated within the student population, as well as the high levels of examination success.

The subjects currently offered at A-level are:

Art: Fine Art	Food Technology	Product Design
Art: Graphics	French	Psychology
Art: Textiles	Further Mathematics	Religious Studies
Art: Photography	General Studies	Sociology
Biology	Geography	Spanish
Business Studies	Government & Politics	Textiles Technology
Chemistry	History	Theatre Studies
Computer Science	Mathematics	BTEC Level 3 Applied Science
Dance	Media Studies	BTEC Level 3 Business Studies
Economics	Music	BTEC Level 3 Health and Social Care
English Language	Physical Education	BTEC Level 3 ICT
English Literature	Physics	Extended Project Qualification

The subjects offered are arranged in option blocks specially constructed each year in order to meet the changing subject combinations requested by the students.

Destinations of Year 11 and Sixth Form Leavers

Full details of the destinations of Year 11 and Sixth Form leavers can be found in the statistical appendices to this prospectus.

Curriculum

Faith and Ethics

The overall aim of Faith and Ethics in the school is to provide the opportunity for all students to explore the issue of spirituality in both a personal and a global context and to teach and encourage each student to develop a reasoned opinion and viewpoint. Dogmatism and intransigence are studiously avoided and we hope to lead students to accept basic moral values, which are the foundation of society, whilst gaining a respect for others and themselves.

Parents wishing to exercise their right under the Education Act 1944 to withdraw their children from religious education or collective worship should contact the Head Teacher.

Citizenship

The C4W (sometimes called Citizenship and Personal, Health, Social and Economic Education) programme has been developed to promote students' good health and well being. The study of Citizenship will support the students towards:

- developing confidence and responsibility and making the most of their abilities;
- preparing to play an active role as citizens;
- developing a healthy, safer lifestyle;
- developing good relationships and respecting the differences between people;
- developing financial awareness and enterprise.

Aspects of Citizenship are also delivered through subjects and formative Citizenship education underpins the ethos of the school and our understanding of rights and responsibilities, based on the United Nations Convention on the Rights of the Child.

Curriculum

Sex and Relationships Education

The school uses “drop down “days as an aid to delivering a planned programme of sex education within a coherent, caring and sensitive environment. This offers students the opportunity to explore values and attitudes, to develop relevant skills such as assertiveness, communication and decision-making and to learn the facts necessary for them to cope with this aspect of human existence. Biological facts and hygiene will be included, as will moral, legal and cultural dimensions. The course will also be connected with exploring feelings about relationships and responsibility towards oneself and others. At all stages throughout the programme we aim to develop every student’s self-esteem. Certain aspects of the Science curriculum deal exclusively with the biological aspects of human sexual behaviour and this is compulsory for all students.

These programmes will deliver other aspects of sex education and legally must include education about HIV and AIDS and other sexually transmitted infections. Balanced factual information will be provided for all students in such a manner as to have regard to moral, ethical and emotional considerations and the value of family life. It will be tailored to the age and understanding of the students. Health professionals play a role in the resourcing and delivery of this programme.

Parents do have the right to withdraw students from all or part of the sex education lessons delivered within the context of the programme. We would hope that, in these circumstances, parents would be prepared to give their reasons for requesting withdrawal so that any misunderstandings might be resolved before such a decision is taken. If such a decision is taken by parents, who then may wish to educate their sons or daughters at home, the school may be able to provide appropriate materials to assist in this process. Up-to-date copies of schemes of work, which are available in school for perusal by parents on request. Any requests to withdraw students from this aspect of their education should be addressed, in the first instance, to Mrs Bach.

Homework

Students use a personal organiser in which they should enter all homework details. If parents check their child’s organiser and sign it regularly to confirm that all homework has been completed, it will help home-school communication.

In Years 7 and 8, students are given homework in all subjects, on at least a weekly basis. Homework allows students to develop independent enquiry skills, as well as demonstrating their creativity and ability to direct their own learning.

By the time they reach Years 10 and 11, students are expected to take more responsibility for managing their work in order to meet examination board deadlines. Advice about time and work management is given in lessons with additional support being offered on an individual basis by our dedicated learning mentors. There are also information evenings to keep parents informed about the latest developments and issues. Homework continues to be set regularly by all subjects.

Independent learning facilities are offered out of lesson time in the library, with IT access, after school until 4.00 pm.



Curriculum

Special Educational Needs

The whole school recognises that each child is special and individual with particular learning needs. All staff, with the assistance of the Learning Support Team, aim to support individual children from the least able to the most gifted. The school is committed to all students enjoying a full curriculum entitlement. In exceptional circumstances, students may be disapplied from a part of it. We have an established Foundation Learning Tier in Key Stages 4 & 5.

It is hoped that within a caring atmosphere, students will feel comfortable about approaching staff with their own specific requirements and self-referral will be encouraged.

At all stages, the paramount importance of the partnership between students, parents and staff is acknowledged, together with the role of the Local Authority and other external agencies and the need for full consultation as a vital link in this process. Learning Support policies at Turton will support the enrichment of all students and will help them to take their place in tomorrow's society. All students are valued for their individual contribution. They are helped and encouraged to feel positive about themselves and to experience success.

The school's SEN policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2014. It has also been written with reference to sections 29, 35 and 63-65 of the Children and Families Act 2014. This school believes that high quality teaching that is differentiated for all underpins progress for all pupils, including those with SEND.

It is our aim to:

- provide a safe and happy environment in which all students have the opportunity to develop personally, physically, socially, academically and spiritually;
- provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity and high standards of teaching.

Able and Talented Students

In providing for the needs of able and talented students, the school focuses first of all on the teaching and learning in the classroom, in particular:

- approaches which develop higher order thinking and learning skills in the context of subject study;
- setting targets which are sufficiently challenging and which take into account a student's strengths and any areas for development;
- building opportunities for enrichment and extension, both in lessons and in out-of-school activities.

The school also draws upon the expertise from local universities, sports coaches, performance artists, practising writers, musicians, dancers and experts in other fields.

Independent Careers Education and Information, Advice and Guidance

Independent Careers Education is co-ordinated by the Pastoral Team and forms an integral part of the tutorial programme throughout the school. A close contact is maintained with all branches of the business world, with the various establishments in the Further and Higher Education sectors and with the Connexions Advisory Service. There is a Careers Rooms in the Main School, with a wide variety of up-to-date careers literature and computerised databases.

Year 9

The Connexions Advisory Service works closely with the Pastoral Team and with the co-operation of a number of staff, helps students in Year 9 to make their choice of GCSE and Applied Learning options. Individual guidance is given to help students assess the viability of their career aspirations and to give guidance in the choice of options for Year 10 and 11. This individual guidance is supplemented by close contact with parents. Parents are given a booklet explaining the various options and are then invited to an Information Evening in school where the options system is explained. Individual advice is offered in written reports and profiles and this is then followed by a Parents' evening and further interviews if required.

Years 10 and 11

An advisor from Connexions is available to interview students in Year 10 and 11 to discuss post-16 plans and the school also organises transition days each summer. All prospective Sixth Form students are interviewed by members of the Sixth Form team. Furthermore, Year 11 students are offered the opportunity of a mock interview as part of a scheme run in conjunction with the Parents' Association. The school runs a 'Choices at 16+' event which is attended by representatives from local colleges and training providers and the armed forces. Year 11 students and their parents are also able to tour the Sixth Form College as part of an open evening and discuss the choice of courses with members of the teaching staff.

When examination results are published at the end of Year 11, the Connexions Service and a team of senior staff interview every student considering continuing in full-time education to discuss the feasibility and relative merits of alternative courses either in the Sixth Form or in Further Education establishments. Further guidance is also available at this stage for those who are leaving school and who are still seeking advice regarding employment or other forms of training or apprenticeship.

Sixth Form

A significant element of the Year 12 tutorial work is about preparing students for the challenges after they leave the Sixth Form, whether this be university, apprenticeships, work or even a gap year.

Over 70% of our students go on to Higher Education, and this is, in part, due to the care and preparation that goes into the application for University and College courses. A dedicated team of tutors work in the Sixth Form and carefully monitor the students through the Higher Education application process. In addition to guidance about writing personal statements, the students are also given the opportunity to visit University and College Open Days, attend seminars related to competitive courses, have mock interviews, and complete work experience. We offer the Extended Project Qualification, which is a great way for students to develop their independent learning skills ready for university.

We also recognise that the Sixth Form is not just a vehicle for Higher Education, and, for those students who wish to follow a different path, we have dedicated sessions on other options available to them. We have built up links with a number of employers who are interested in students with A level and BTEC qualifications.

Assessment, Reporting and Recording

Teacher assessment is an on-going process throughout all year groups. Methods of teacher assessment vary from subject to subject and from year to year. Low stakes tests are used in class to check students' learning on a regular basis. Formative tests are used by teachers to test the knowledge of a topic or concept.

The information gained from these regular tests is used to inform teaching and the progress of each child. This is discussed with parents at a parents' evening held once a year for each year group.

Years 7, 8 and 9

Summative assessments take place at the end of each year for each subject, to test students' learning for that year. This is followed by a report to parents at the end of the summer term. (See page 15 example.)

In each year group there is an information evening for parents in addition to Parents' evening. This is to keep parents informed about various aspects of curriculum, learning and assessment. See report example on the following page.

Years 10-11

In Year 10, examinations are held towards the end of the Summer Term. Mock GCSE examinations for Year 11 are held in November and February.

Full subject profiles are published once each year for students in Year 10 and 11, and a Parents' Evening will also be held during the course of the year. There are also two information meetings for parents, one to explain current exam requirements in Year 10 and one to give an update on revision skills and final examination preparation in Year 11.

Years 12-13

A system of regular assessment of each student's progress, in terms of both effort and achievement, is in operation for both Years 12 and 13. At the end of Year 12, there are internal exams which determine whether a student will continue with their course into Year 13. In Year 13 there are mock exams in December and external exams in June. Parents' evenings are held in each year.

Examination Entry Policy

The policy is to enter all students for public examinations unless they are not capable of achieving the minimum grade in that examination. These include GCSE and A levels, BTECs, NVQs and more.

Public Examinations

Turton students consistently achieve very high levels of academic achievement. Full details of the 2015 results can be found in the statistical appendices to this prospectus.

Year 7 Progress Report 2015-16

Turton
School

Mathematics

Teacher: Ms R. Baguley

Class : 7T/Ma2

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End of Year Mark

Achievement

Joe shows resilience and perseveres with all challenges, even when they are difficult. He uses his initiative in a range of situations, and doesn't always have to be told what to do.

Attitude to learning

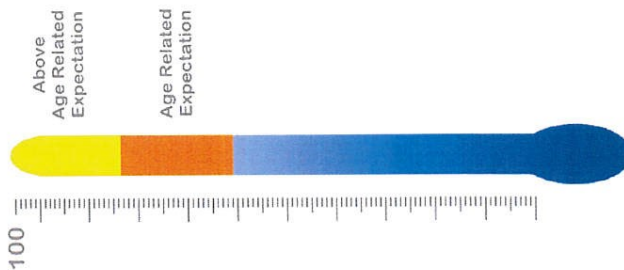
Joe actively participates in the lesson and is fully engaged and focused. He seeks solutions to difficulties and actively seeks feedback. He learns from setbacks and mistakes, responding positively to praise and critique. Joe sets an example to others.

Homework

He manages his time and work efficiently, and is highly self-disciplined. He seeks his own solutions to problems.

Strategies for improvement

Joe will benefit from structuring his revision of the topics covered. He would also find that further investigation of each topic will help to strengthen his mathematical understanding.



Welcome to your child's end of year report.

This report represents a brief summary of your child's learning and progress throughout the year and I hope provides you with an opportunity to reflect on the year with your child and subsequently provoke a discussion that enables them to prepare for their next year at Turton.

This is the first year of teaching and assessment without NC levels. It is a substantial change to assessment and reporting and as a school we have embraced this change by carefully and thoughtfully considering the nature of the curriculum in KS3 and what we want students to learn. Our assessments inform our teaching, ensuring that we test what has been taught and the extent to which students have learned the knowledge and skills.

Progress is measured against Age Related Expectations, as such we would anticipate that the majority of students will achieve ARE on the thermometer by the end of the year.

Our aim is to establish a clear vision of what we expect pupils to achieve and an understanding of progression in each subject.

This is alongside a professional understanding of assessment and its relationship to planning, teaching and achievement.

This leads us to use benchmark expectations to design the curriculum, plan lessons and provide opportunities for pupils to make progress.

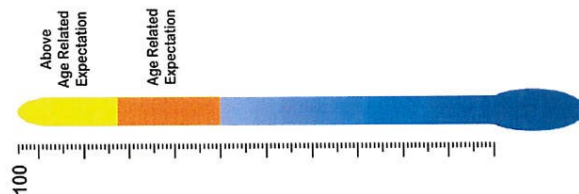
Opportunities to assess are built into curriculum plans. We use the benchmark expectations to create assessment criteria and set standards for pupils in individual teaching units.

Day to day assessment (formative assessment) is used to provide feedback and next steps to students.

Summative assessment – end of year – gives a broader view of progress. Pupils are assessed at below/at/above what is expected against the end of year benchmark statements.

(Transitional assessments (Year 9) are used to make judgements against end of Key Stage benchmark statements i.e., using the Age Related Expectations Test and a portfolio of work).

Report to parents, which includes end of year test scores and positioning on our thermometer indicating whether your child is below/at/above Age Related Expectations for each subject.



We appreciate that, due to the changes both nationally and at school, you may wish to discuss the content of the report with your child's form tutor. You may do this during a drop in session between 3.15 pm and 5.00 pm on

Building on the knowledge of the past to help the children of today meet the challenges of tomorrow

Extra-Curricular Activities

We believe extra-curricular activities play a very important role in school life and many students, through their work in this area, gain in confidence and self-esteem. Students learn new skills and refine old ones. This aspect of school life helps to create a sense of belonging and pride in the school – it's also great fun, whether your particular interest is Astronomy, Computer Science, Music, Sport, achieving the Duke of Edinburgh Award or any other areas of activity.

Sport

The school enjoys a strong sporting tradition with an impressive record of participation and success at School, Town, County and National levels. Clubs are open to students at all skill levels and we encourage wide participation. School sports teams have practices after school and many inter-school matches take place on week-day evenings. Parents are asked to allow and encourage children to participate. Sports on offer include athletics, gymnastics, badminton, basketball, cricket, cross-country, football, golf, hockey, netball, orienteering, rounders, rugby, soccer and swimming. Turton was the most successful school in Bolton in 2015, finishing Bolton Champions in more than one sport in every year group.

Music

Turton is well known for the quality of its musical presentations and ensembles and choirs rehearse regularly to prepare concerts for parents and the local community. Currently the Music department holds rehearsals and performances for Vocal Group, Junior Orchestra, Junior and Senior Jazz Band, Senior Wind Band and many smaller ensembles. All musicians, whether they have instrumental lessons in school or privately, are asked to support these ensembles by attending practices on a regular basis. During the past few years the main musical presentations have included trips abroad to Belgium, Austria, Italy, Spain and Germany, full departmental concerts each term featuring all the school ensembles, and a number of stunning performances at the National Festival of Music for Youth finals (Queen Elizabeth Hall, London) and at the Bridgewater Hall, Manchester. Many individual musicians gained excellent grades in 'Associated Board' and Trinity College of Music examinations playing a wide range of instruments. Turton is a Roland Champion School, receiving a variety of new music software and Roland equipment and specialist support with new musical projects. This collaboration looks set to hold the key to some very exciting developments in the music department. Turton was the first school in the area to have Jampods, 'silent' rock bands where 30 students can join together to play in one room. We are currently in the fifth year of this excellent partnership.

Instrumental Lessons

Tutors from the Alfa Music Service visit the school during the week to offer lessons on a range of percussion, string, brass, woodwind, guitar, keyboard instruments and voice. Every effort will be made to accommodate all requests for instrumental lessons. Students will pay £67 for a shared 25 minute weekly lesson. Additionally there is an option to have an individual lesson for £134 per term. Those students who receive instrumental lessons are encouraged to join the various music ensembles in school and to attend rehearsals and concerts to gain further musical experience. . Many instruments are available on a rental basis and students can also take advantage of special student instrumental purchase rates through school.

Instrumentalists are encouraged to enter for the Associated Board and Trinity College Music Examinations. Further details may be obtained from the Music Department staff.

Extra-Curricular Activities

Other Clubs

There are many other extra-curricular activities and clubs, including Art, Dance, Drama, Languages, Science, Duke of Edinburgh Award, ICT, Photography, Reading Groups and more.

Educational Visits and Exchanges

We believe in the value of school trips since, as well as providing high quality active learning, they have also proved to be so motivational to many students. History visits to World War II concentration camps develop skills and understanding, as do visits to the House of Commons, Mock Trial competitions, Geography Field Trips and other trips abroad, which have recently included visits to New York, Austria and Italy. There are visits, trips and exchanges on offer across the whole spectrum of subjects.

The Music Department also visit various European countries and perform at several international venues.



For legal reasons, parents are asked to sign a form giving permission for students to be taken out of school on any educational visits which may take place during the course of the year. There are also Reward Trips for each year group to recognise students' effort, enthusiasm and hard work during the year.

Pastoral Care and Student Achievement

Pastoral care is a major strength of the school and encompasses the school's ethos for caring and learning. Pastoral leaders, tutors and mentors support students to develop socially, emotionally and academically.

In line with Article 29 of the UNCRC, we believe that "education should develop each child's personality and talents to the full..." As such, students in each year group are supported by a team of staff whose primary concern is the overall well-being of students, and staff are skilled in offering care and guidance to all students in their year group.



Pastoral Structure 2017—2018

Deputy Head Teacher
URSULA HODGSON
(Child Protection Designate)

Associate Assistant Head Teacher
NATALIE PARRY

Pastoral Secretary
JANET HULME

Attendance Officer
TINA HILTON

Pastoral Leaders

Head of Year 7	Head of Year 8	Head of Year 9	Head of Year 10	Head of Year 11
ANGELA GOLLAND	DAN MCELROY	RAY FOY	REBECCA WRIGHT	MARK SYKES

Head of Year 12
ELIZABETH LANE

Head of Sixth Form
KELLY BALI

Head of Year 13
CRAIG MCGOWAN

Mentors

LEANNE COWBURN (Child Protection Designate) STEPHANIE THOMAS (Designated Safeguarding Lead)

SEAN BENNETT SARAH TAYLOR TOM BERRY LEANDER NEILD KELLY HIBBERT

Pastoral Staff, Policy on Bullying

Pastoral Staff

The Group Tutors are the first point of contact for all students in their tutor group; they have the most regular contact with students in their care and will oversee both their welfare and overall progress. Parents should contact the Group Tutor in the first instance with any problems. While the Group Tutor may not be able to return your call immediately, due to teaching commitments, they will call you back within 48 hours.

We now have a team of Learning Mentors who work alongside teaching staff in the area of student support. The pastoral areas ensure that education and well being are accessible to all students, so creating an inclusive community within school. The pastoral centres are a resource in the areas of behaviour management, personal and social development, accessing the curriculum and providing emotional support and guidance.

Pastoral Care holds relationship building, positive reinforcement and respect for individuals at its core. Where problems in a student's progress or welfare do occur, for example not making sufficient progress and/or displaying behavioural difficulties, then reporting and monitoring procedures will be used. Students may be placed 'on report', starting with a yellow subject report and will receive regular additional guidance.

The highest standards of behaviour and uniform are expected from students and these are achieved through the development of self-respect, self-esteem and mutual respect for others and the school. Students are encouraged to develop respect for themselves and others through the 'Rights Respecting School Programme', which underpins the ethos of pastoral care. Article 28 reminds students, "young people should be encouraged to reach the highest level of education they are capable of".

We have two 'on site' counsellors, available to students and parents. The counsellors work within BACP guidelines for counselling in schools and hold to the ethos that counselling for young people is more effective when working in partnership with parents/carers. Students have access to a counsellor through a referral system in school. Support can be offered to students experiencing emotional distress and or behavioural problems as a result of social and peer pressure, family tension, bereavement and difficulties with normal developmental issues.

Policy on Bullying

Any behaviour which has the wilful, conscious desire to hurt, threaten or frighten someone else is bullying. Bullying is not acceptable at Turton.

The school has an Anti-Bullying Policy and the School Charter explains clearly and simply how students are expected to treat each other: that is, with consideration and respect. Students are positively encouraged to report bullying either to their Group Tutor or to any member of staff in whom they feel comfortable confiding. Students, parents and staff are given written guidelines so that everybody understands how to respond if a difficulty of this sort should arise.

Additionally, the school has adopted a variety of strategies which attempt to minimise bullying behaviour. We have a full-time Health Care Assistant and a committed group of Sixth Formers who have undertaken Peer Mediation training. There is also an excellent team of Year 9 Peer Mentors who help the new Year 7 students settle in.

Safeguarding and Child Protection

Safeguarding and Child Protection

The Local Authority has procedures relating to safeguarding and child protection and it is the responsibility of all staff within school, both teaching and support, to detect, monitor and prevent the exploitation and abuse of children.

Schools are in a unique position to protect children and teachers in particular have the training, skills and opportunity to know what might be expected of and by children in any given situations.

Children have the right within school to be listened to, valued, respected and protected from harm and our policy in school flows from and supports this.

The Head Teacher has responsibility for following the guidelines set down by the ACPC in cases where abuse is suspected. The procedure for dealing with child abuse is not a matter for the discretion of the Head Teacher or of individual members of staff.

The Safeguarding Child Protection Officer is Sam Gorse (Head Teacher).
The Deputy Child Protection Officers are Leanne Cowburn, Ursula Hodgson (Deputy Head Teacher) and Natalie Parry (Associate Assistant Head Teacher).

Our child protection policy aligns with article 19 of the UNCRC 'Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect'.

Student Voice

Student Voice plays a key role in how we deliver pastoral care as well as influencing the teaching and learning of each subject. Students have the opportunity to express their views on the care they receive and their learning experiences in the classroom. It also gives them an opportunity to assess their own attitudes to learning and school. The Touchstones Group are a group of students from all year groups who work on promoting local and national charities in school as well as promoting the Touchstones through whole school initiatives.

School Records

Parents or carers wishing to have sight of their son's or daughter's individual school records may do so on written request to the Head Teacher. Relevant records that are held on file will be made available for examination in school on receipt of such a request. These include the records of a student's progress in all their school subjects.

Access to Official Documents

Government regulations require that there should be public access to a range of official documents concerning the policy and curriculum of the school. A file of these is maintained and may be examined by arrangement with the Head Teacher or his Deputies. Many are also available on the School website.

Health And Welfare, School Meals

Health And Welfare

Mrs Gail Curnock, Health Care Assistant, is available in the Medical Room to provide first aid to all students and staff as required daily from 8 am to 4 pm. Students requiring First Aid during this time should report to the Reception Office. If children are ill before coming to school parents are asked to consider most seriously the wisdom of sending them: it may be more appropriate to keep them away from school rather than cause additional distress and discomfort while they wait to be collected and taken home.

If accidents do occur in school, or a student is taken ill, we may contact the parents and request that they come as quickly as possible to collect their child. In the meantime we will try to keep the child as comfortable as we can. If an ambulance has to be called, we will arrange this immediately and contact parents to let them know what is happening.

If any student needs to take medication in school hours either on a regular or an emergency basis, it will be kept for them in the Medical Room and will be available on request from the Health Care Assistant. Parents will be asked to provide a letter of instruction along with the medication. Students are allowed to carry their own inhalers and epi-pens in case of emergency. A number of our students have a disability or illness, which may affect their performance in school. Parents are asked to notify us of any illness or disability and to keep us informed as changes occur.

It is important that school is informed of changes of address, telephone numbers and mobile telephone numbers in case of an emergency.

A school nurse is provided by the Bolton Primary Care Trust to work in partnership with teachers, other professionals, parents and children to offer a confidential service. This service aims to achieve the best possible level of health, incorporating mental, physical and social well being, current and future, for children of school age. We encourage and enable children to take responsibility for their own health and to adopt a healthy life-style.

We also have mentors who support students with mental health issues and work to promote well-being and self-confidence.

The Healthcare Assistant and other trained colleagues will offer initial first aid or support in the event of illness or injury in school. However, it is still parents' responsibility to monitor and follow up if necessary any particular incident, taking advice from their local GP or the Accident and Emergency Department at Bolton Hospital, as appropriate.

Colleagues in school will always do our best to support parents in this by providing accurate information and advice whenever possible.

School Meals

A varied menu, which is reviewed on a regular basis with healthy eating in mind, is provided daily at lunchtime with a choice of meals. The meals are served by a cafeteria system with cashless catering, offering a variety of payment options. More details of the cashless catering system will be provided on New Intake evening.

Students who wish to bring a packed lunch are welcome to eat this in school. We also provide snack bar services at morning break at both kitchens.

Time is limited at lunchtime and all students will have lunch in school, whether taking a school meal or bringing sandwiches. Students are not allowed to leave the school grounds without permission and in no instance will such permission be given to enable the purchase of food from local shops for eating on or off the school premises.

School Attendance and Absence from School

Attendance

The school is keen to maximise students' attendance. Students need to attend regularly if they are to take full advantage of the educational opportunities available to them. In addition absence from school places children at risk and in some cases can result in students being drawn into patterns of anti-social or criminal behaviour. We know that there is a strong correlation between attendance and educational attainment, research shows that an absence rate above 5% can start to impact on a child's learning.

Parents of registered students of compulsory school age are under a legal duty to send their children to school regularly and risk prosecution if they fail in this duty. Additionally, parents should do their best to ensure that their children arrive on time, in correct school uniform and prepared to learn.

Our Attendance Officer monitors and liaises with parents to ensure good communication and promotion of the very highest attendance rate for each child. Mentors in school are trained and experienced in helping parents ensure that their child maintains good attendance. Mentors work closely with Connexions key workers to help overcome barriers to good attendance and can help parents to support their child where an issue arises.

Absence

To ensure that absences are legitimate, parents are asked to notify the school directly as soon as possible, preferably on the first day of absence. If the student is ill, the school should be informed of the nature of the illness and, where predictable, the likely date of return to school.

PLEASE NOTE: It is particularly important that parents provide a letter on the student's return to school authorising his or her absence. Government legislation now requires schools to publish specified data on unauthorised absence and to include details of unauthorised absence on each student's school reports.

Colleges and future employers can request information on a student's attendance record. It is vital that we work together to ensure that students are prepared for their future in the best way possible by promoting patterns of high attendance. Parents are requested not to withdraw students from school for family holidays. The government has decided that these requests should not be granted by the school. Absence will therefore be deemed unauthorised.

Late Arrival and Signing Out

All students are to arrive in school for registration by 8.50 am. Any students arriving late, after the end of registration must report to the General Office on arrival to be signed in by the Office Staff.

All students leaving the premises, for example to attend medical or dental appointments, must sign out at the General Office and sign in on their return. Wherever possible, medical and dental appointments should be made outside school hours.

PLEASE NOTE: Students arriving after 9.30 am will be registered with an unauthorised absence unless the late arrival stems from difficult circumstances at home or other genuinely unavoidable issues. The individual circumstances of each case will be taken into consideration. Attendance and punctuality are important considerations for future job applications and references.

The School Day

<u>Time</u>	<u>Period</u>
8.50 am	Registration
9.10 am	Lesson 1
10.10 am	Lesson 2
11.10 am	Break (20 minutes)
11.30 am	Lesson3
12.30 pm	Lesson 4/Lunch Sitting 1 (Years 8, 10 & 13)
1.00 pm	Lesson 4/Lunch Sitting 2 (Year 7)
1.30 pm	Lesson 4/Lunch Sitting 3 (Years 9, 11 & 12)
2.00 pm	Lesson 5
3.00 pm	End of School Day

Lunch sittings will be split into year groups.

Students will be in Lesson 4 when not on lunch.

Lesson 4 will be split before and after lunch for Sitting 2.

Uniform

Years 7-10

Black plain tailored school trousers (no black denim) or black tailored skirt of a respectable style and length.
Navy blue v-neck pullover with Turton logo
White shirt with collar suitable for wearing with a tie
Special tie for each year group available from school. Black tie for prefects.
Navy blue blazer with badge except in Year 11 where they can wear specific school sweatshirt.
Plain outdoor coat
Black/white socks or plain opaque black/natural tights
Appropriate plain black shoes –no white soles, marks or emblems
Suitable school bag

Shirts must be tucked in at all times. Outdoor coats should be of a plain colour and suitable for adverse weather conditions: denim and sweatshirt fabric is not acceptable.

We also advocate that students do not bring expensive items into school, such as computer games or fashion accessories, because of the upset caused if these are lost or damaged. Mobile phones must be used appropriately and may be confiscated if necessary. The school blazer must be worn by all students, boys and girls, in years 7-10. Year 11 students have the privilege of wearing the Year 11 sweatshirt instead of, or as well as, a blazer.

We appreciate the support of all parents in ensuring that students come to school looking smart and dressed appropriately. In particular would you please note the following;

- Coloured hair is not permitted- natural hair colours only.
- No visible body piercings are permitted.
- Years 10-11 are allowed to wear **discrete** make-up as an upper school privilege.
- Nail varnish should not be worn at all
- Trainers, hoodies, hats and baseball caps are not part of the uniform and must not be worn to school.
- **Please note: from September 2016 no earphones should be worn in lessons.**

Each student should accept responsibility for their own personal possessions and equipment whilst on the school site. It is not sensible to bring valuable items into school. If this is unavoidable, it is strongly recommended that the item is locked away by an appropriate member of staff. Our aim, as always, is to ensure that students and their possessions remain safe and secure.

Thank you for your co-operation

P.E. Kit

The PE Department, Student Council, the Parents' Association and Governors have chosen a good quality kit; this is provided by PSL Custom Kit / Cricket World and is available on request at Harrisons and Parkers. In response to parental concerns about cost and convenience, please note that all items can be purchased from **ANY** retail outlet and it is not compulsory that PE kit has the PE department crest.

Girls PE Kit – Indoor Lessons	Boys PE Kit – Indoor Lessons
White polo shirt	White polo shirt
Navy blue shorts or navy blue skirt*	Navy blue shorts
Navy blue football socks	Navy blue football socks
Training shoes	Training shoes
Girls PE Kit – Outdoor Lessons	Boys PE Kit – Outdoor Lessons
White polo shirt	Navy blue / white reversible rugby sports top
Navy blue shorts or navy blue skirt*	Navy blue shorts
Navy blue Turton sweatshirt	Navy blue football socks
Training shoes	Football boots and trainers
Navy blue Turton tracksuit bottoms (optional)	Towel
Girls PE Kit – Swimming Lessons	Boys PE Kit – Swimming Lessons
Navy blue swimming costume	Navy blue swimming shorts (plain with no large prints)
Towel	Towel
Girls Extra- Curricular Team Kit	Boys Extra- Curricular Team Kit
Navy blue Turton tracksuit (optional)	Navy blue Turton tracksuit (optional)

*Girls PE skirt is compulsory for all girls' extra-curricular teams.

If you do require any further information please do not hesitate to contact

Mr Carr, Head of PE on carri@turton.uk.com

Hairstyles, Valuables, Mobile Phones

Hairstyles

In order to maintain a good standard of appearance, we ask for your co-operation regarding hairstyles. Severe haircuts including stepped, undercut, tramlines, extremely close-cut styles or any pattern shaved into the hair are not desirable, nor would we wish to accept hair which is dyed to multi-colours or unnatural colours.

Valuables, Money, Lost Property

Students should not bring valuables to school. Only sufficient money should be brought for personal daily use, but if larger sums of money have to be brought for any reason, they should be handed in to the Finance Office for safe keeping at the beginning of the school day.

The school cannot be held responsible for the property of students, but every effort will be made to trace lost, marked articles. Those finding articles of lost property are requested to hand them in at the main Reception Office.

Mobile Phones

We recognise that mobile phones can play an important part in ensuring students' safety and aiding communication between students and their parents.

Mobile phones are allowed in school subject to very clear guidelines. Phones may be used at all times except during lessons and in situations where students are expected to take instructions from staff (such as fire drills). Students are responsible for ensuring that their phones are switched off during lessons. iPods, MP3 players and similar items should not be used in lessons either.

We remind students that since these are sought-after items they should be kept secure. The school cannot be held responsible for the security of mobile phones. These are brought in at the students' own risk.

Any abuse of these requirements will lead to confiscation until the end of the day, in the first instance. Any student misusing a camera phone will be liable to having the phone confiscated and may not be allowed to bring it into school again.

Car Parking Facilities

Because of the size of the school and the nature of the site, parking at Turton can be a problem. The front car park on Bromley Cross Road has only one entrance/exit and should not be used at all for dropping off students at the beginning of the day or picking them up after school. It is the designated pick-up point for minibuses and taxis dropping off and picking up wheelchair users. Therefore it is not able to accommodate parents or grandparents wishing to collect students by car.

The car park on Chapeltown Road is used by the many buses dropping off and picking up students. Parents are asked to be aware of the times just before and after school, when buses arrive and leave, as cars can cause dangerous congestion.

The best solution is for our young people to make their own way to and from school, but if this is not possible, parents are asked to drop students off before 8.40 am and pick them up after 3.15 pm, using the lower entrance on Chapeltown Road and leaving by the top exit. This should avoid the congestion with school buses.

If any student has particular special educational needs which affect the journey to and from school, please liaise with our SENCO, Sarah Worswick, or Natalie Parry (Associate Assistant Head Teacher), in the first instance.

School Terms and Holidays 2017-18

Autumn Term

*Staff Training Day:	Monday 4th September 2017
Term begins for students:	Tuesday 5th September 2017
*Staff Training Day:	Friday 6 th October 2017
Half Term:	Monday 23rd October to Friday 27th October 2017
Term ends:	Thursday 21st December 2017

Spring Term

*Staff Training Day:	Friday, 5th January 2018
Term begins for students:	Monday, 8 th January 2018
Half Term:	Monday 19th February to Friday 23rd February 2018
*Staff Training Day:	Monday, 26 th February 2018
Term ends:	Thursday, 29 th March 2018

Summer Term

Term begins for students & staff:	Monday, 16 th April 2018
Bank Holiday:	Monday 7th May 2018
Half Term:	Monday 28 th May to Friday 1 st June 2018
Term ends:	Friday, 20th July 2018

***School not open for pupils on these days.**

New Regulations on term-time holidays

The Education (Pupil Registration) (England) Regulations 2006 previously allowed Headteachers to grant leave of absence for the purpose of a family holiday during term time in "special circumstances" of up to ten school days leave per year. Headteachers were also able to grant extended leave for more than ten school days in exceptional circumstances.

*From September 2013 Amendments to the 2006 regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may **NOT** grant any leave of absence during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.*