



TOOT HILL  
SCHOOL

**Welcome to Our  
Parent  
Information  
Evening 2022**





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# AIMS of Today

We want you to leave here today with a clear understanding of:

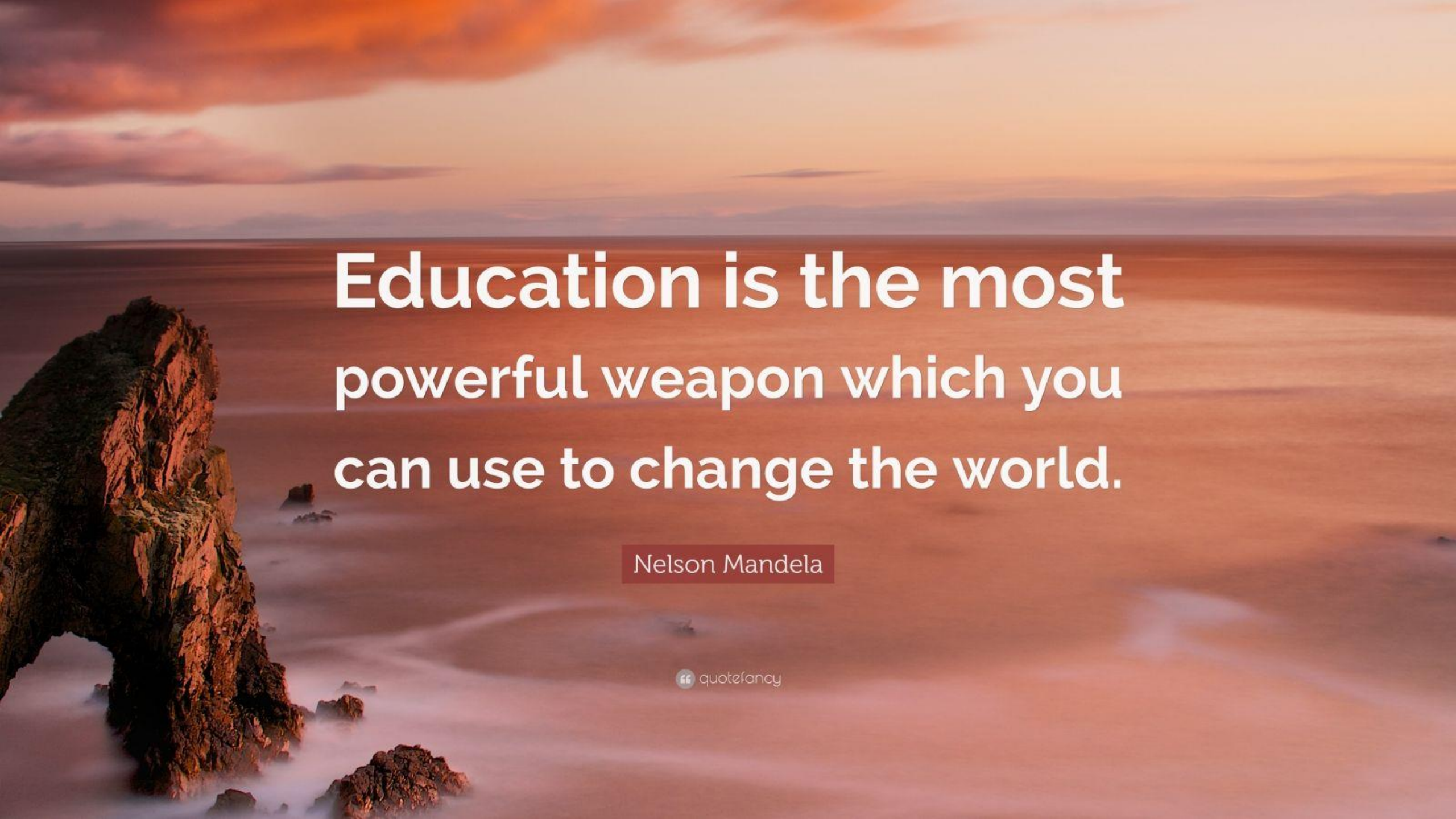
- ✓ The school's ethos
- ✓ The 'why' behind our approach
- ✓ How best to support your child
- ✓ Who to contact and how



# Pen Portrait for Mr Kelly

- 12 years of senior and executive leadership in secondary education
- 2017 – 2021: Headteacher at the most improved school in Sheffield
- 2021 – 2022: System Leader for Brigantia Learning Trust – Headteacher support WPT
- August 30th 2022: Strategic Trust Lead for Performance and Standards at Nova Education Trust
- Toot Hill – Associate Headteacher – B&A, pastoral care and standards an outstanding quality of education for students, their families and for our staff
- Fantastic school, great staff and brilliant students - delighted to be here!
- Visible!

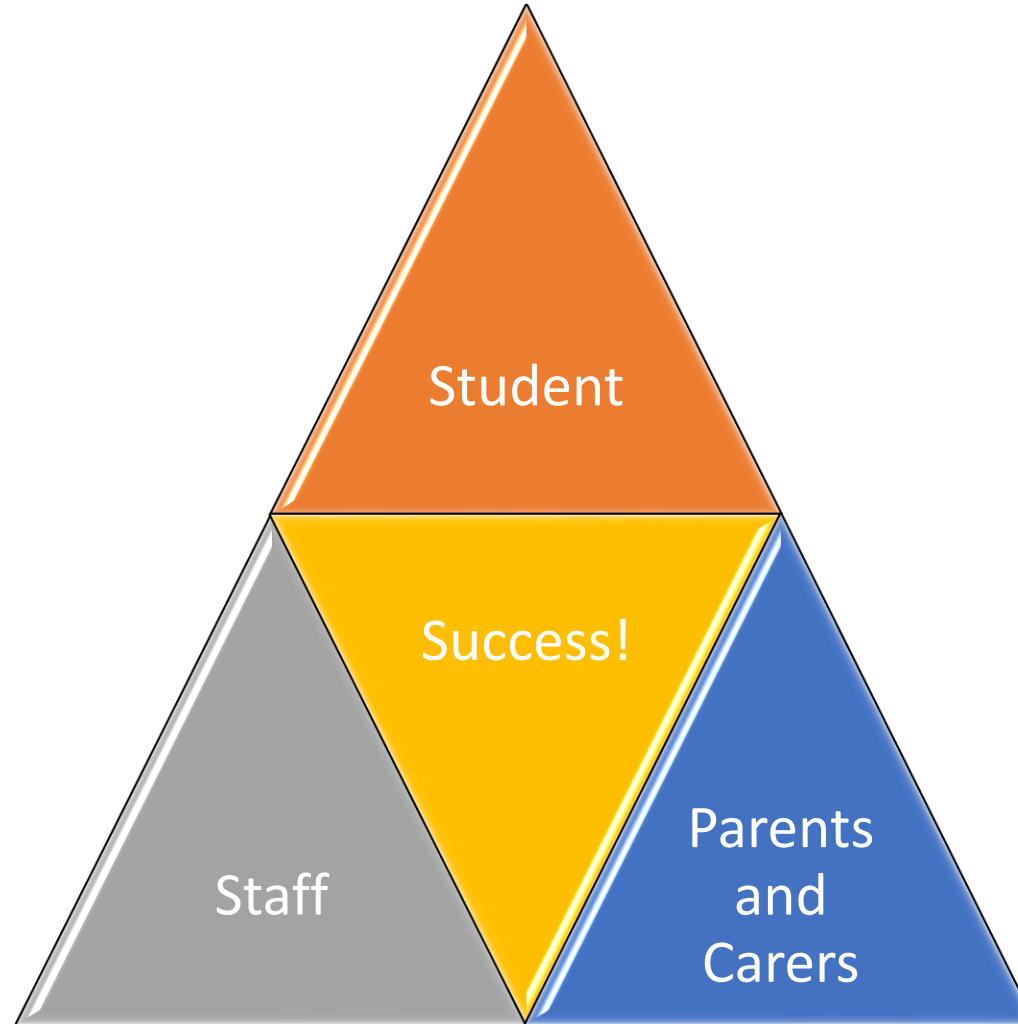


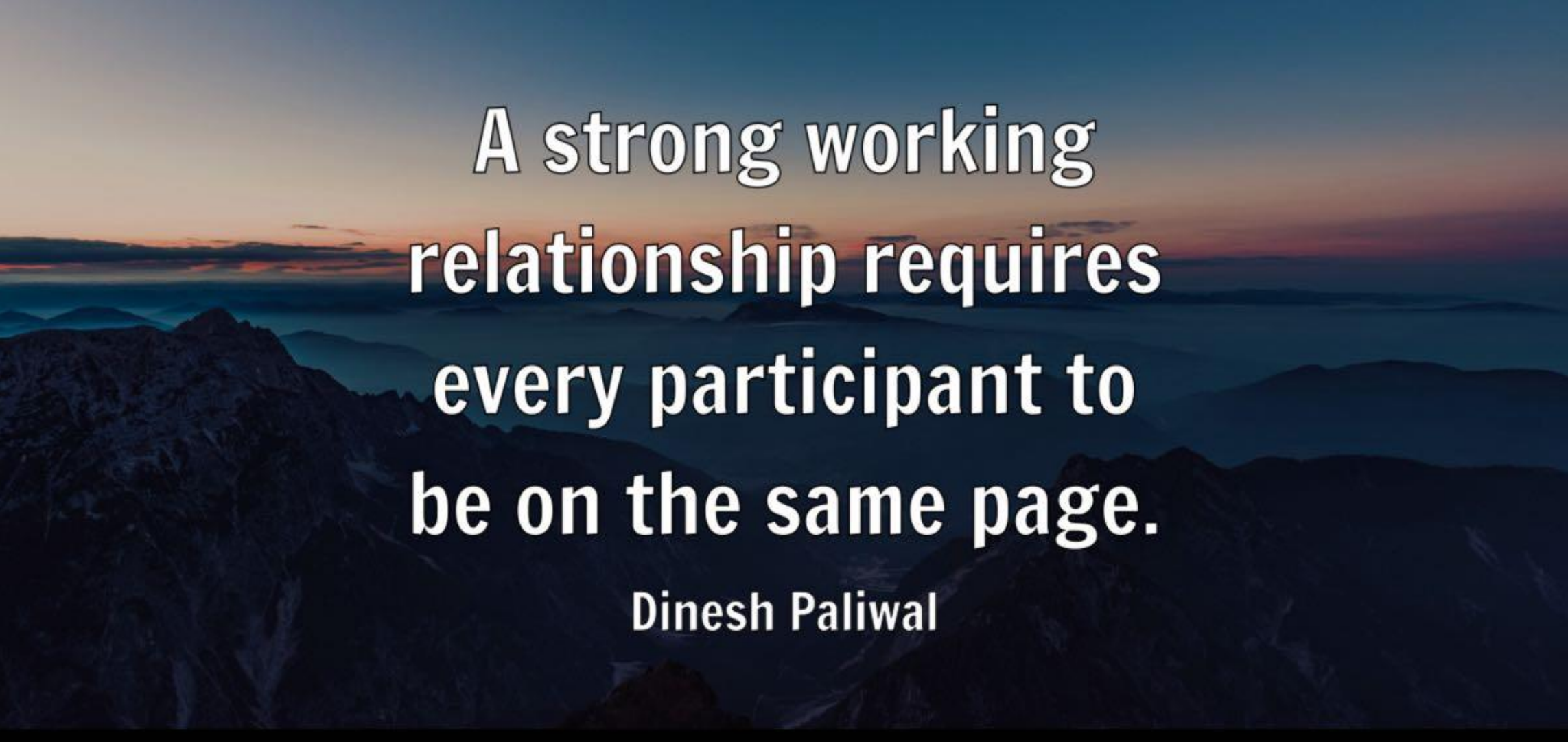


**Education is the most  
powerful weapon which you  
can use to change the world.**

Nelson Mandela

# Teamwork is the Key to Success





**A strong working  
relationship requires  
every participant to  
be on the same page.**

**Dinesh Paliwal**

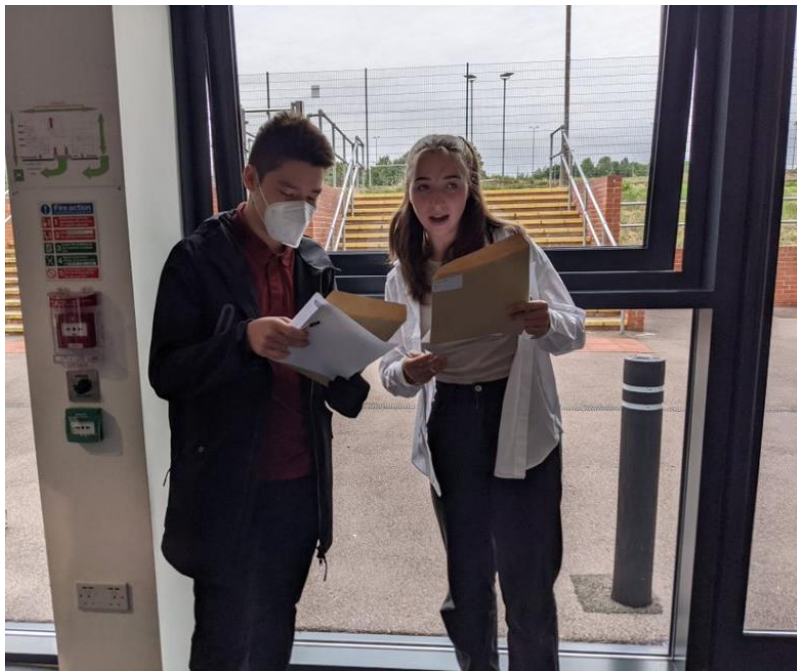
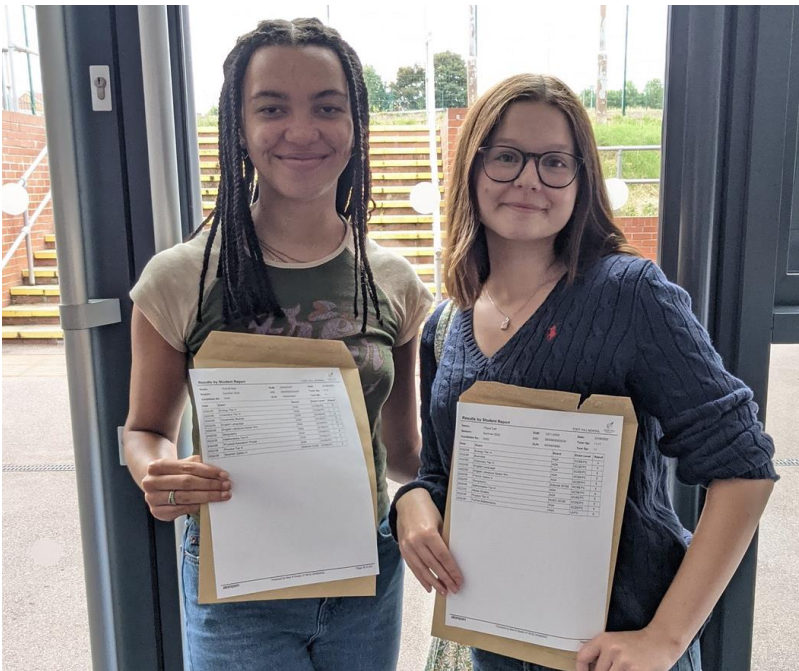
# A Transformational School for **All**



Our Vision: to create a transformational school where all students and staff achieve more than they ever thought possible through an enriched curriculum

The Foundation: exceptional student behavior and attitudes that allow everyone to thrive

All students and staff are entitled to the highest standards of behaviour







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# Entitlement

We believe every student is entitled to:

- An ambitious curriculum
- A broad curriculum, including a wide range of enrichment opportunities
- Exceptional behaviour at all times
- A school where everyone can **work hard, be kind and take pride** in all that they do





*“If we aim high and  
fall short, we still  
achieve more than  
by aiming low and  
falling short”*

- Gail Lynne Goodwin



# WORK HARD BE KIND TAKE PRIDE

WE SHOW:

**PURPOSE**

HIGH ASPIRATIONS • SELF-MOTIVATION • DECISIVENESS

**RESPONSIBILITY**

INDEPENDENCE • RELIABILITY • LEADERSHIP

**INTEGRITY**

HONESTY • FAIRNESS • SELF-AWARENESS • COURAGE

**DETERMINATION**

FOCUS • PERSEVERANCE • RESILIENCE

**EMPATHY**

COMPASSION • ACCEPTANCE • CONSIDERATION • KINDNESS

# A Culture of Celebration

- The vast majority of our students get it right throughout every single day
- We catch them getting it right
- We focus on the positives and reward students accordingly



# Recognising and celebrating success at Toot Hill School

Every day at Toot Hill School, our students display great behaviour and attitudes. Our vision is to have a multi-faceted approach and enable students to be recognised at department, pastoral and whole school level.

Our culture of collaboration underpins the shared experiences between students and staff and we believe that student success should be recognised and celebrated.



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 Achievement Assemblies	 Achievement Evening	 Attendance Certificates	 Celebration Day	 Hot Chocolate with the Head Teacher
 Positive Letters	 Praise	 PRIDE Points (Credits)	 Prom	 School Report
 Staff Nominations	 Star of the Month	 Star Student	 Subject Scholars	 Tutor Set Rewards Breakfast

**Governors' Award**

**Head Teacher's Award**

**Head of Year's Award**

**Gold Award**

**Silver Award**

**Bronze Award**



We make no apologies  
for setting high standards.

Nancy L. Zimpher

“ quote fancy

# The Importance of **Our Routines**

Routines support teachers to successfully direct learners' attention in two primary ways:

- 1) They **reduce the volume of information** for the 'thinking' brain to process and assess
- 2) By **creating social norms** that make it more likely that students will select and attend to the learning that the teacher intends

Both improve **student engagement with learning.**





**5** **First Five:**  
Meet, greet, register and ready to learn

 **Teaching:**  
Ambitious knowledge instruction, explanation and modelling, developing literacy and vocabulary

 **Learning:**  
Paired and group talk, deliberate practice, questioning for all, memory and retrieval, whiteboard work, FIT

 **Feedback:**  
Live feedback and purposeful purple pen

**5** **Last Five:**  
Review and ready to go

**EVERY** MOMENT  
MATTERS





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# Respect Rules



Everyone in our school is entitled to:

- ✔ Teach and learn
- ✔ Be treated respectfully
- ✔ Feel and be safe

At Toot Hill School, we show **PRIDE** inside and outside the classroom by:

<b>P</b> PURPOSE	 Wearing uniform correctly in line with school policy ✔	 Moving around school sensibly and with purpose between lessons ✔	 Not making poor decisions ✘	
	<b>R</b> RESPONSIBILITY	 Being ready to learn with your planner, equipment and exercise book ✔	 Behaving responsibly to and from school ✔	 Not being influenced by others' poor behaviour ✘
		<b>I</b> INTEGRITY	 Following instructions from the teacher ✔	
	<b>D</b> DETERMINATION		 Focusing on the lesson positively and completing work to an exceptional standard ✔	 Being ready for lessons promptly when the bell rings ✔
<b>E</b> EMPATHY		 Being polite, showing good manners and listening silently when others are speaking ✔	 Being kind and respectful to staff, visitors and each other ✔	 Not chewing, eating, drinking or swearing in lessons ✘



# Consequences System

## What you have done

## What happens now

C1

You have broken a Respect Rule and are impacting on teaching and learning.

You will have a verbal warning.  
Listen and act on the advice offered.  
Apologise and be respectful for the rest of the lesson.  
You may be asked to move seats to help you focus.

C2

Your attitude to learning has not improved and you are still not complying with expectations after a verbal warning.

You will be told to leave the lesson and go straight to RR.  
This will be logged on system.  
Your parent/carer will be informed.





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# Serious Incident

## Pupil action

Repeated non co-operation  
Verbally abusing students or staff  
Racist/homophobic/transphobic/  
misogynistic/ sexual comments  
Inappropriate use of electronic device  
Verbally or physically abusive to pupils or staff  
Dangerous conduct  
Vandalism

## Staff action

Immediate removal  
from lesson and sent  
to RR whilst incident is  
investigated.  
A restorative action and/  
or sanction will then be  
issued.

## Restorative action

Complete restorative  
questions and be honest  
and reflective in how you  
can resolve the situation.

# Whole School Action

The school may use the following consequences depending on the severity of the incident:

- Immediate lunch/after-school detention
- ICE
- Removal of semi-structured time (e.g. break time)
- Community Service in the form of litter-picking
- Exclusion from areas of the school (e.g. the school field at lunchtimes)
- Removal of IT rights (e.g. email and internet access)
- Correction conversations for up to 10 minutes after school without informing families
- Referral to the school police liaison officer and other outside agencies
- Formal inclusion
- Inclusion at another school
- Exclusion or permanent exclusion

**LET'S DO IT RIGHT  
THE FIRST TIME!**



## It Starts with the **Uniform...**

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- Our aim is to be a school that belongs to its community and where **all students achieve more than they thought possible.**
- Our uniform expectations reflect this aim; we have incredibly ambitious standards.
- The uniform is designed to be a visual representation of our school culture and it effectively supports a safe and purposeful climate for learning.
- Our expectation is that **all students** will adhere to our high standards of uniform at all times.

A photograph of four students in school uniforms standing outdoors. From left to right: a girl with long red hair, a boy with short brown hair, a girl with long red hair, and a boy with short dark hair. They are all wearing dark green blazers over white shirts and ties. The blazers have a crest on the left chest. The background is a blurred outdoor setting with trees and a fence.

## Uniform

- Students must wear their blazer when entering and leaving the classroom
- The teacher must grant permission to remove blazers; students may ask by politely after raising their hand
- Students can wear their cardigan or jumper **without** a blazer if permission has been granted by the teacher



# Uniform and the Reset Room

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We support students from arrival at school to ensure their uniform is smart.

Students will be sent to the RR if they are:

- Not wearing a blazer
- Are not wearing school shoes
- Have rolled up their skirt or are wearing an inappropriate skirt
- Inappropriate make-up (including nails) and jewellery

There will be an escalated approach to repeated infringements.

**Please contact your child's tutor immediately if you are having any difficulties ensuring your child is in full uniform**



# Mobile Phone Usage



- Phones should be off and in bags for **safeguarding reasons**
- If a student has their phone out during the school day, it will be confiscated and go in the reception safe
- **It must then be collected by a member of the family after school**
- Students must not go onto their phones at the end of the day until they have left the site, or they are seated on the bus
- Students may call you via student services at lunchtimes and breaktimes when there is an urgent need
- Teachers will never ask students to use their phones in lesson for a task in the main school



# Arrival At School

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- We expect every student to be lined up for tutor set by 8:25 am
- The school gates are locked at 8:25 am
- **Realistically, students should be through our gates by 8:20 am**
- This ensures tutor time is productive
- Students late to registration are counted as absent in the morning as directed by the Department for Education



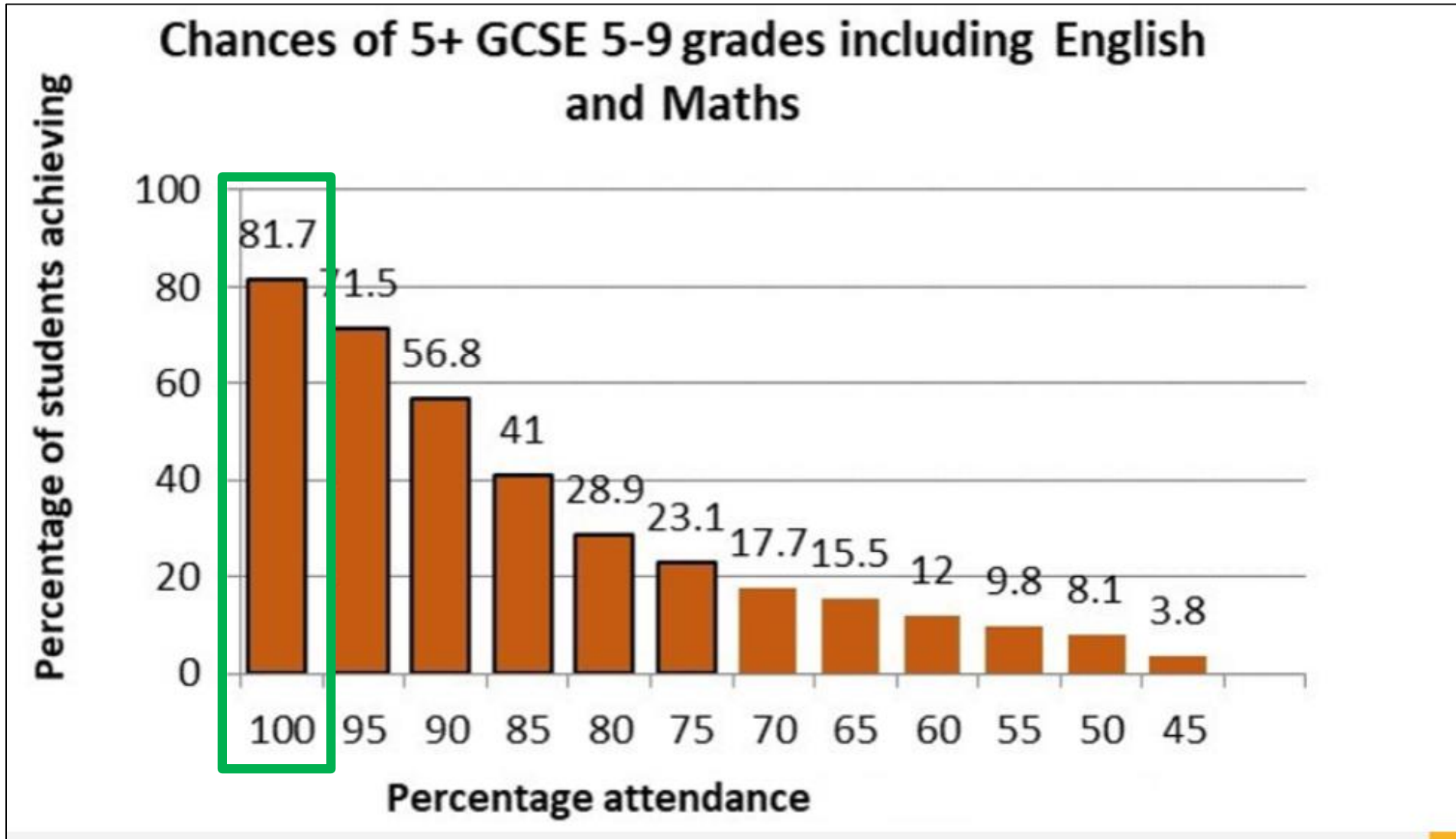


## Punctuality

- If students arrive at lessons **5 minutes late or longer** with no valid reason, they will be sent to RR for that period
- Parents/carers will be informed
- Students do make up the time in pastoral detentions

Descriptor (taken from Department for Education)	Attendance %	Actual attendance (days)	Whole days absent	Weeks of school missed	Learning hours lost
<b>Excellent</b>	<b>100%</b>	<b>190</b>	<b>0</b>	<b>0.0</b>	<b>0</b>
	<b>99%</b>	<b>188</b>	<b>2</b>	<b>0.4</b>	<b>10</b>
<b>Good</b>	<b>98%</b>	<b>186</b>	<b>4</b>	<b>0.8</b>	<b>20</b>
	<b>97%</b>	<b>184</b>	<b>6</b>	<b>1.1</b>	<b>30</b>
	<b>96%</b>	<b>182.5</b>	<b>7.5</b>	<b>1.5</b>	<b>38</b>
<b>Satisfactory</b>	<b>95%</b>	<b>180.5</b>	<b>10</b>	<b>1.9</b>	<b>48</b>
<b>Serious Cause for concern</b>	<b>90%</b>	<b>171</b>	<b>19</b>	<b>3.8</b>	<b>95</b>
	<b>89%</b>	<b>169</b>	<b>21</b>	<b>4.2</b>	<b>105</b>
	<b>88%</b>	<b>167</b>	<b>23</b>	<b>4.6</b>	<b>114</b>
	<b>86%</b>	<b>163</b>	<b>27</b>	<b>5.3</b>	<b>133</b>
<b>Persistent non attender</b>	<b>85%</b>	<b>161.5</b>	<b>29</b>	<b>5.7</b>	<b>143</b>
	<b>84%</b>	<b>159.5</b>	<b>31</b>	<b>6.1</b>	<b>153</b>
	<b>83%</b>	<b>158</b>	<b>32</b>	<b>6.5</b>	<b>162</b>
	<b>82%</b>	<b>156</b>	<b>34</b>	<b>6.8</b>	<b>171</b>
	<b>81%</b>	<b>154</b>	<b>36</b>	<b>7.2</b>	<b>181</b>
<b>Critical</b>	<b>80%</b>	<b>152</b>	<b>38</b>	<b>7.6</b>	<b>190</b>

# How Does Attendance Affect Progress?



# What can parents / carers do to **support** **great attendance?**



- Ensure your child attends school every day and on time.
- If your child is not well enough to attend, please contact the school by **9.00 am on the first day of absence**.
- Have everything ready the night before to avoid delays in the morning.
- Have good **bedtime and morning routines** with set times for going to bed and waking up.
- Try to make dental and medical appointments outside of school time or at weekends.
- Take family holidays during the school holiday. **We are unable to authorise term time holidays.**
- Contact us immediately if you need help or support with your child's attendance or punctuality.
- You must have the school's permission to take your child out of school only in exceptional circumstances.

Taking your child on holiday is not an exceptional circumstance.

The Supreme Court has confirmed that schools not parents should authorise absence from school and the final decision lies with the Head Teacher.

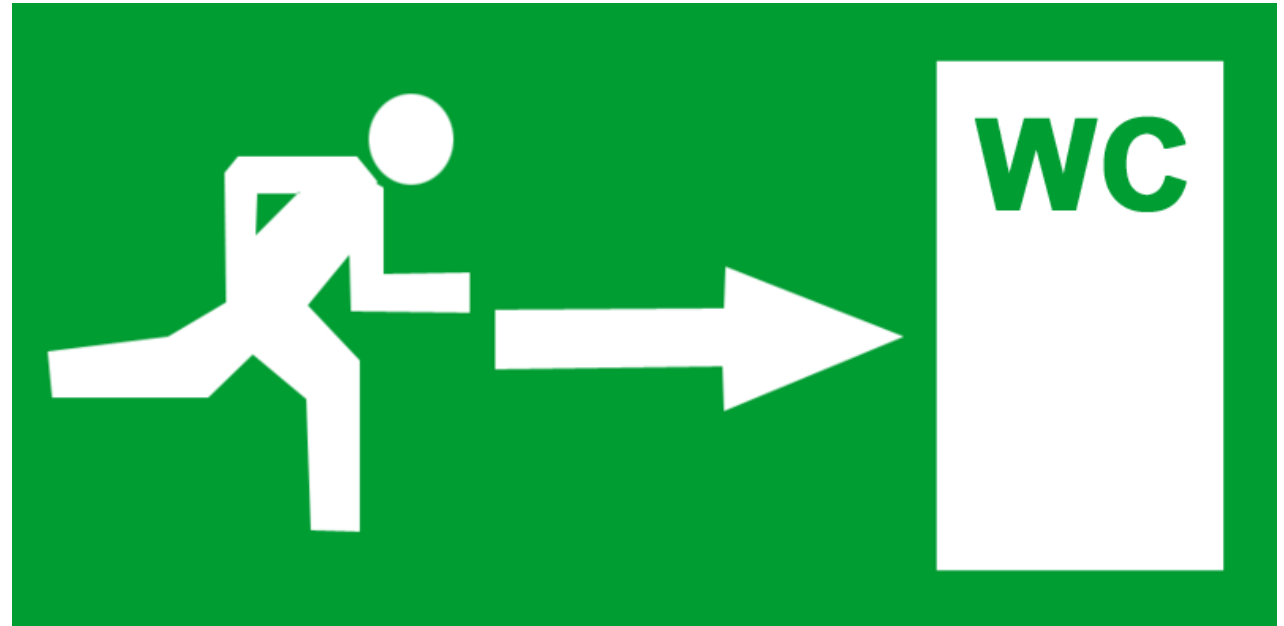


# Truancy

- Truancy is completely unacceptable
- The time will be made up after school by students
- There will be an escalated approach that could lead to suspension or even permanent exclusion

# Toilets

- Students are not to go to the toilet during a lesson unless there is a valid medical reason
- Students to go to the toilet before school, during breaks, during lunchtimes and after school
- Please contact the tutor if your child requires a toilet pass





## Silence Means **Silence**

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- There will be a FIT (Focused Independent Time) activity in every lesson
- This enables our students to think hard independently
- FIT activities will **always** be conducted in silence
- Students raise their hands when they need help





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# Home Learning

- We want students to complete Home Learning to the best of ability and hand it in on time. **Learning tasks are just as important as written ones!**
- Home Learning is logged on My Child At School
- Please have a plan for fitting Home Learning into busy lives
- Students can use 'Knowledge Organisers' to learn key information each half term

**P:** Pre-teaching

**R:** Reading

**E:** Extending

**P:** Practice



# Frequency and Amount of Home Learning



## Years 7 to 9

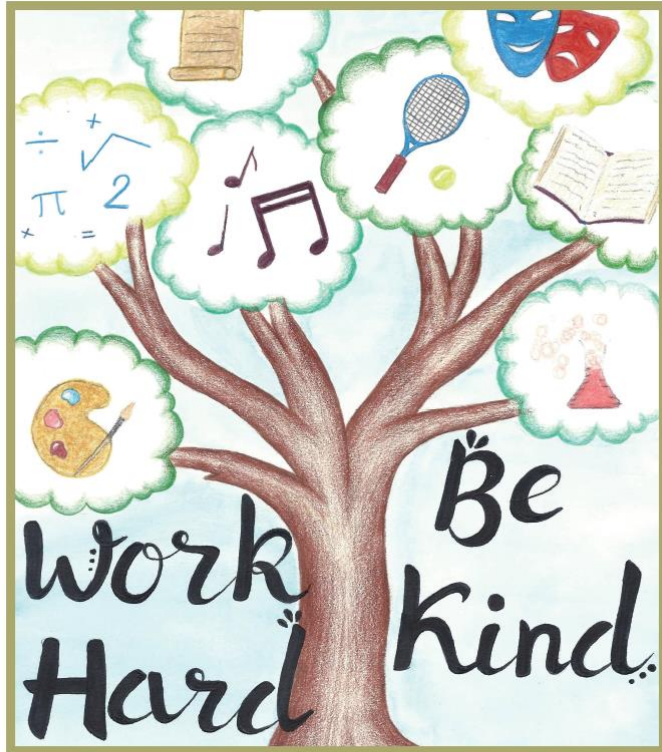
- **30 minutes per subject in accordance with the KS3 timetable**
- Subjects who only have 1 lesson a week with students should set assignments in line with Long Term Plan. (roughly every 3 weeks)

## Years 10 and 11

- **40 - 60 minutes per Subject.**

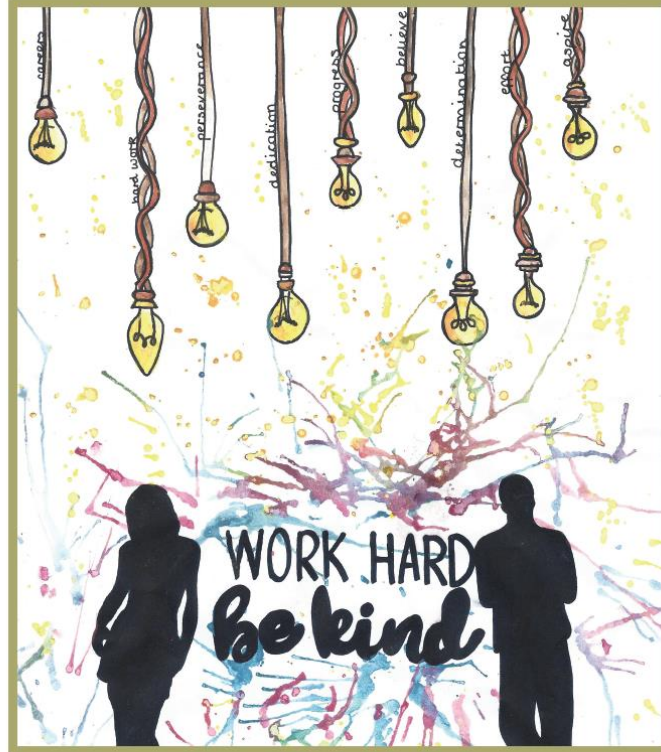


# Planners



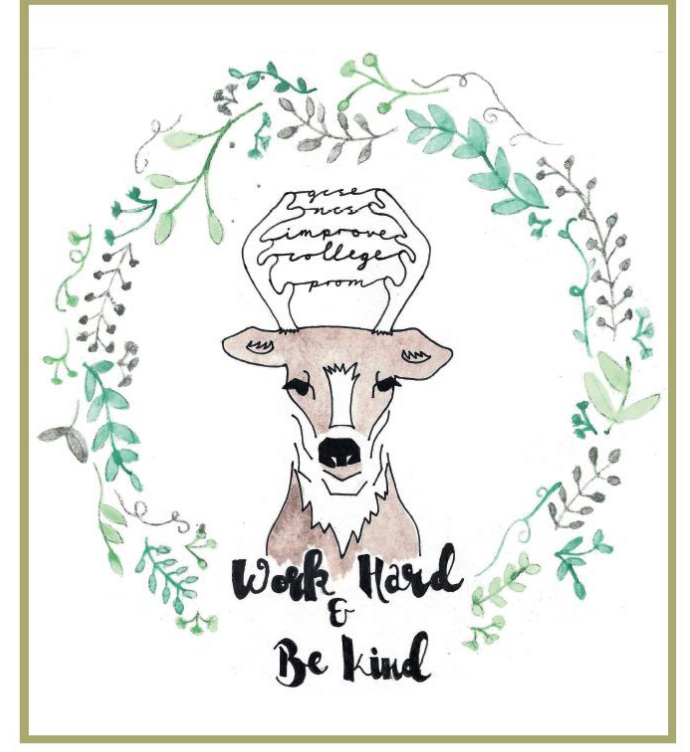
YEAR 8 PLANNER  
— 2018-2019 —

Name \_\_\_\_\_  
Tutor \_\_\_\_\_  
Tutor Set \_\_\_\_\_



YEAR 10 PLANNER  
— 2018-2019 —

Name \_\_\_\_\_  
Tutor \_\_\_\_\_  
Tutor Set \_\_\_\_\_



YEAR 11 PLANNER  
— 2018-2019 —

Name \_\_\_\_\_  
Tutor \_\_\_\_\_  
Tutor Set \_\_\_\_\_



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# My Child at School (MCAS)

- Attendance
- Positive achievements (credits) - instantaneous
- Negative behaviours (24 hour delay)
- Student timetables
- Email addresses for all class teachers
- Reports





# Your Voice Matters



# Keeping in **Touch**

- ✓ 3 reports every year (one in each term)
- ✓ 1 subject based Parents' Evening in school
- ✓ Planner
- ✓ Weekly bulletin
- ✓ E-mails and texts (SLT, Heads of Year and Heads of Department email addresses are on the website)
- ✓ Phone calls
- ✓ Student Services
- ✓ Book appointments



# Key People

- Year group teams:

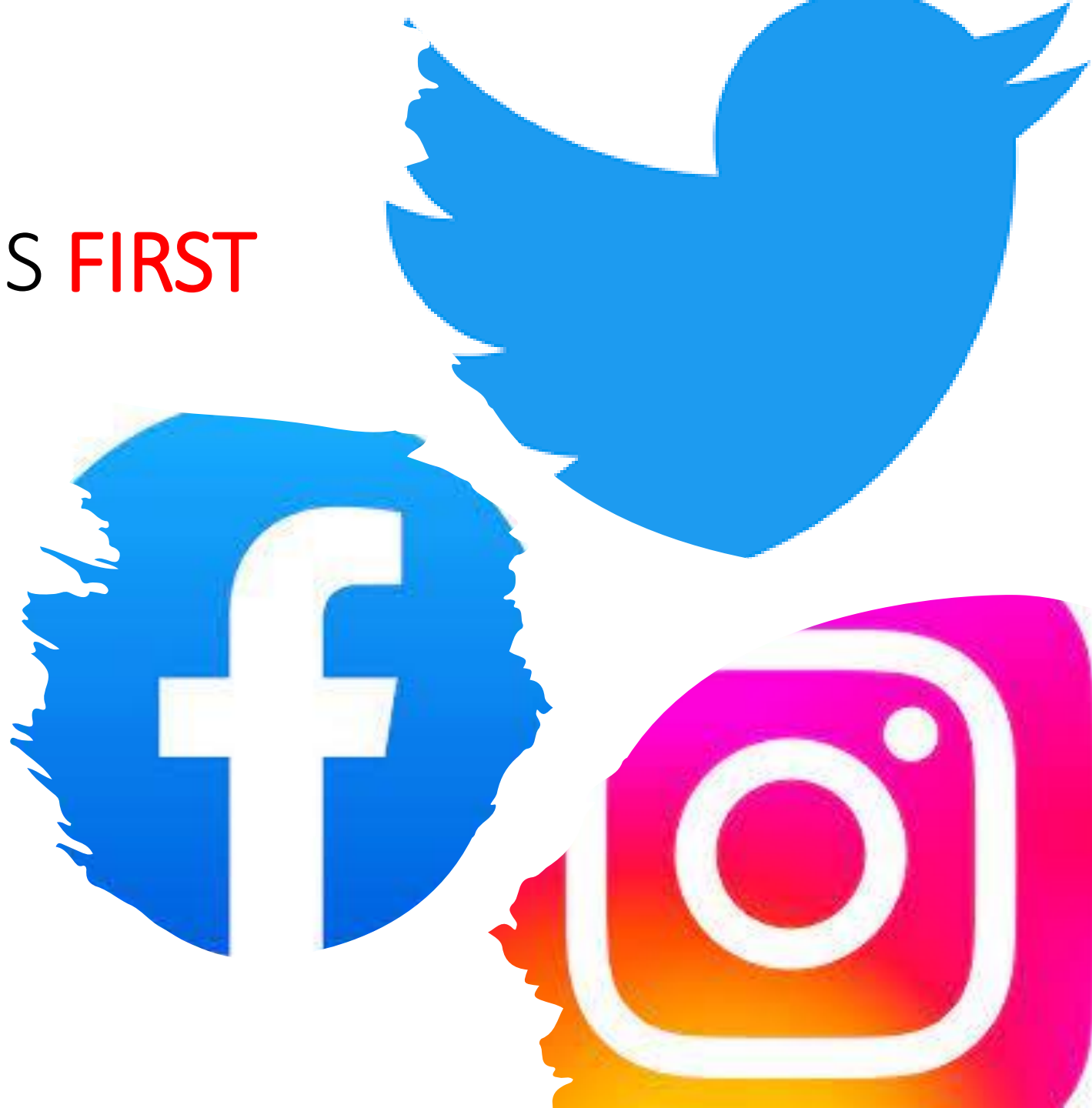
Year	Head of Year	Assistant Head of Year
7	Miss Marshall	Miss Barker
8	Mr Mordue	Miss Jordan
9	Miss Sheldon	Miss Lloyd
10	Mrs Munro	Miss Thomas
11	Miss Hughes	Mr Wickens (Achievement Lead)

- Tutor
- Safeguarding Lead: Mrs Gray (JGray@toothillschool.co.uk)



PLEASE COME TO US **FIRST**

- If you have an issue, please do not hesitate to speak to us
- We will always get back to you and work together to seek a resolution







# Our **Commitment** To You

- We will always try our best for your child
- We will listen and act upon your feedback
- We are a human organisation
- We will fulfill our promises
- We will increase our enrichment opportunities for our students

