

Year 7

September 2023

Welcome to your first year at Meole Brace School. We are all very excited to meet you all as you start your secondary school journey with us.

It is a lot of information to take in for you and your parents and carers at this stage of the year, so remember, your form tutor is always on hand to answer any questions you may have in the coming months.

Learning – Respect – Success. Keep these three words from our school ethos in mind and you will go far during your time with us.

Secondary school is a chance for you to try new things and develop your skills and knowledge in all areas. Try to be as good at getting the basics right as you can be. Make sure you are always ready to learn, focused in class and that you complete the work you are given to the best of your ability. This includes your extended learning (learning beyond the classroom, including at home).

Please remember that intelligence is not fixed. We can all get better at those things with which we struggle, by working hard and putting in the effort, this is called having a growth mindset. Put simply, the more effort and determination you put into something, the better at it you will get. Those with a growth mindset approach tend to take risks as learners and try something new, as they are more interested in mastering skills than in looking clever. These people tend to be much less likely to give up when the going gets tough, as they are less concerned about failure and are more concerned about what they can learn from the challenges they set themselves.

Your focus this year is to settle into life at Meole Brace School, to make a success of opportunities that come your way and most of all, to develop your love for learning and for being a part of our community.

Have a great year. We are looking forward to meeting you all,



Mrs M Pope

Deputy Headteacher

LEARNING – RESPECT - SUCCESS

Meole Brace School is a place for **learning, respect and success**.

We are committed to being an inclusive, safe environment, free from disruption, discrimination or intimidation, so that we can all learn, make progress and thrive.

LEARNING – We want our students to enjoy learning, remain curious and be inspired to achieve their very best, through a rich, ambitious and coherent curriculum.

RESPECT – We will always endeavour to show care, kindness and tolerance towards each other, valuing and celebrating the contributions and traditions of all. We will use our values to create an inclusive environment and we will learn to take responsibility for our actions.

SUCCESS – We recognise and celebrate success in all its forms, both within school and beyond. We learn from our mistakes and persevere to be the very best we can be.

Key Dates for Year 7 Parents and Carers

Below are some of the key dates for your diaries for next year in addition to the term start and end dates. As always, some of the individual items may be subject to change as the year progresses.

6 th September	Term begins (All year groups)
Thursday 14 th September	School Photographs
w/c 11 th September	NGRT Baseline Reading Assessments
5 th October	Form Tutor Evening
w/c 6 th November	CAT Tests
December	1 st Progress Report
March	Bikeability
14 th March	Progress Evening
w/c 29 th April and w/c 6 th May	NGRT Reading Progress Assessments
June	2 nd Progress Report
June / July	English and Maths Progress Tests

Aug-23						
M		7	14	21	28	
T	1	8	15	22	29	
W	2	9	16	23	30	
Th	3	10	17	24	31	
F	4	11	18	25		
S	5	12	19	26		
Su	6	13	20	27		

Sep-23						
M		4	11	18	25	
T		5	12	19	26	
W		6	13	20	27	
Th		7	14	21	28	
F	1	8	15	22	29	
S	2	9	16	23	30	
Su	3	10	17	24		

Oct-23						
M		2	9	16	23	30
T		3	10	17	24	31
W		4	11	18	25	
Th		5	12	19	26	
F		6	13	20	27	
S		7	14	21	28	
Su	1	8	15	22	29	

Nov-23						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
Th	2	9	16	23	30	
F	3	10	17	24		
S	4	11	18	25		
Su	5	12	19	26		

Dec-23						
M		4	11	18	25	
T		5	12	19	26	
W		6	13	20	27	
Th		7	14	21	28	
F	1	8	15	22	29	
S	2	9	16	23	30	
Su	3	10	17	24	31	

Jan-24						
M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24	31	
Th	4	11	18	25		
F	5	12	19	26		
S	6	13	20	27		
Su	7	14	21	28		

Feb-24						
M		5	12	19	26	
T		6	13	20	27	
W		7	14	21	28	
Th	1	8	15	22	29	
F	2	9	16	23		
S	3	10	17	24		
Su	4	11	18	25		

Mar-24						
M		4	11	18	25	
T		5	12	19	26	
W		6	13	20	27	
Th		7	14	21	28	
F	1	8	15	22	29	
S	2	9	16	23	30	
Su	3	10	17	24	31	

Apr-24						
M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24		
Th	4	11	18	25		
F	5	12	19	26		
S	6	13	20	27		
Su	7	14	21	28		

May-24						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
Th	2	9	16	23	30	
F	3	10	17	24	31	
S	4	11	18	25		
Su	5	12	19	26		

Jun-24						
M		3	10	17	24	
T		4	11	18	25	
W		5	12	19	26	
Th		6	13	20	27	
F		7	14	21	28	
S	1	8	15	22	29	
Su	2	9	16	23	30	

Jul-24						
M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24	31	
Th	4	11	18	25		
F	5	12	19	26		
S	6	13	20	27		
Su	7	14	21	28		

Aug-24						
M		5	12	19	26	
T		6	13	20	27	
W		7	14	21	28	
Th	1	8	15	22	29	
F	2	9	16	23	30	
S	3	10	17	24	31	
Su	4	11	18	25		

2023/2024

School Day	190
School Holiday	
UK Bank Holiday	
PD day	4
PD day*	1

Autumn	1 st Half	38 days
Autumn	2 nd Half	35 days
Spring	1 st Half	24 days
Spring	2 nd Half	25 days
Summer	1 st Half	34 days
Summer	2 nd Half	34 days
	Total	190 days

Term Dates and PD Days 2023-2024

Autumn Term (2023)

PD days: Monday 4th and Tuesday 5th September 2023
 Term starts: Wednesday 6th September 2023
 PD day: Friday 27th October 2023

Half term: Monday 30th October - Friday 3rd November 2023

Term ends: Friday 22nd December 2023

Spring Term (2024)

PD Days: Friday 5th January and Monday 8th January 2024
 Term starts: Tuesday 9th January 2024

Half term: Monday 12th February - Friday 16th February 2024

Term ends: Thursday 22nd March 2024
 Holiday: Monday 25th March - Friday 5th April 2024

Summer Term (2024)

Term starts: Monday 8th April 2024
 May Day Bank Holiday: Monday 6th May 2024
 Half term: Monday 27th May - Friday 31st May 2024

Term ends: Friday 19th July 2024

General Ways for Parents and Carers to Support Learning at Home

As staff, we are often asked how parents, carers and families can best support learning. Here are some thoughts for you to consider and share at home:

A) Reading

Improving a reading age has the greatest impact on any student's academic performance. We monitor student reading ability throughout key stage 3 and set aside time in the week for reading. Supporting your child in improving their reading will be a tremendous help to them. You can do this in the following ways:

- Encourage your child to read books they are interested in; the learning hub has a wide range of different genres and topics for different reading levels. Reading takes all forms and using online articles and reports on sports or current affairs can make reading more relevant and help motivate your child to read,
- Ask your child to recap the characters and events in the story or key information they have read so far,
- Ask your child to read a section either aloud or to themselves and discuss what has happened. Talk about the meaning of words and, if need be, encourage them to use an online dictionary to help their understanding,
- If your child finds a particular word difficult to read help them by breaking it up into sections.

B) Progress Evenings and Progress Reports

For Year 7 there will be a Form Tutor Evening in October. This will be an information and settling in evening with the opportunity for parents and carers to come in to hear updates and additional information about the year ahead.

The Year 7 Progress Evening (where appointments may be made with subject teachers) will be face-to-face and will take place in March. Bookings will be made via the online system School Cloud. Details of School Cloud access will be sent out to parents and carers nearer the time.

These meetings, together with the two Progress Reports issued during the year, are a key way for us to communicate with you about the progress your child is making. It is helpful where possible that students are present at the Progress Meetings with subject teachers so they can hear the positive comments and steps for improvement identified. It is good for students to hear the feedback first-hand and to be involved in the discussion on the ways forward. We also ask that when the reports are sent home, that you sit with your child and discuss it with them, focusing in particular on their Attitude to Learning (AtL) grades. We find this is a key indicator of how successful our students will be in their studies. If you have any questions or concerns, then please contact the Form Tutor in the first instance or the Head of Year or subject teacher.

C) Having the correct equipment

It is important that all students are ready to learn so that they can make the best use of their time in classes. Although it is the student's responsibility to make sure they have the right equipment, many can often do with a little help.

Every day students should have their pencil case, a calculator, a reading book, planner, exercise books and other materials needed for the day e.g. P.E. kit or cooking ingredients.

All these items, and more, can be bought from the school shop. All students who are 'Pupil Premium' receive these free of charge. All items brought into school should be named (wherever possible) so we can quickly and easily return any lost items. We want to develop independent learners and a good starting point is having the right equipment and being ready to get going at the start of the lesson.

Essential Pencil Case List

All students are to have a pencil case with the following minimum contents:

- 1 black or blue pen
- 1 red pen
- 1 pencil
- Ruler

These items are also recommended:

- Rubber
- 1 green pen
- pencil sharpener
- 2 different coloured highlighters
- 5 different coloured felt pens or pencils
- glue stick
- protractor
- calculator

All students in Key Stage 3 are to carry a reading book every day.

D) Uniform

Students are expected to be always in full school uniform.

The full information about uniform expectations is given in the code at the back of this booklet and includes details on jewellery, hair and make-up. We appreciate the support of parents and carers in maintaining high standards of uniform across the school. Having an efficient start in the morning, without the need to resolve uniform issues, ensures that students are ready to learn from the outset and gives a positive start to the day.

The uniform expectation also includes P.E. lessons when students are to wear the Meole Brace PE uniform.

All items can also be purchased from School Shop Direct (info@schoolshopdirect.co.uk) or from our school shop.

E) A place to study

Homes are often very busy places, with family members on different work schedules and with access to a variety of electronics available to work on, learn with and be entertained by. It is therefore more important than ever to have a zone, free from distraction, where focused reading and learning can take place. For some this may be the bedroom, but often it is better that homework is done in an area that is supervised (e.g. at the kitchen table).

We often find that students benefit from having a regular time to study at home. Having a set time works well because it allows a healthy balance between work and play. If there is little homework one evening, then that time can then be used to read, complete action comments on work, check spellings or review work. Students that can develop independent study skills and habits and do not rely on having tasks set but use their initiative to use their time well will find learning in later years, in all manner of areas of their future lives, much easier.

F) Extended Learning (is not just Homework)

Homework is set for students in Year 7. All homework is on the Satchel One app which can be downloaded by students and parents or carers.

There is likely to be more homework for subjects where there are a greater number of lessons, e.g. maths. Timing guidelines for homework will be provided with the task that has been set. This will vary but if the work is completed quickly, we would ask that students consider the following:

- Have any previous spellings and punctuation errors been corrected?
- Are all of the target or action comments completed?
- Has the work been checked through for mistakes?
- If you have finished early is there any classwork you should review or make notes on?

Independent study is important because it allows students to practise skills, consolidate knowledge and carry out further research. Independent study is also about students taking responsibility for their learning. This will become particularly important as students move into their GCSE courses where they will need to take responsibility for reviewing their learning at home.

There will be after school study support running after school next academic year for Year 7 students who are struggling with managing the expectations and with the completion of work. This will target primarily the students most in need. Parents and Carers will be contacted by the school if it is felt that a child would benefit from a period of attendance at the support sessions.

Attendance

Attendance at Meole Brace School means friendship, shared experiences and shared learning. Attendance means academic learning, and also enrichment activities, sports activities and meeting new people. Help us to provide this to all our students by helping your child to attend every day. Most of our students manage an average attendance of 98%. If attendance falls below 95% (i.e. 1 lesson in every 20 being missed) it will clearly start to impact negatively on the young person's education. Research has shown that regular attendance is a key factor in students achieving their full potential at secondary school. For every drop in attendance of 10% there is an average drop of one grade at GCSE. If your child was to attend only 80% of the time throughout all of their time at Meole Brace School, it would be the same as them missing a whole school year across that time.

However, the school will always seek to support students who are unavoidably absent and the first point of contact in these situations would be the form tutor.

Attendance Rate	100%	95%	90%	85%	80%
Number of days absent in an academic year	0	10 (2 weeks)	20 (4 weeks)	30 (6 weeks)	40 (8 weeks)

If your child needs a medical appointment during school time, it will help us if it was in the afternoon after 2.30pm. We are also keen where possible for students to return to school when an appointment is completed when it takes place earlier in the day.

G) Breakfast

There are a multitude of reasons why having a good breakfast before you come to school is really important, but from an education point of view, it is vital. We know that some teenagers struggle to eat their first meal of the day but arriving at school having not 'broken their fast' will mean they are far less likely to concentrate in class and will not learn as effectively. Please do what you can to ensure they are ready to learn in this respect.

Mobile Phones in School

Students are permitted to bring a mobile phone (and associated items such as headphones and chargers). All items should be switched off and always kept out of sight in bags/lockers from 8.45 (first bell) to the end of the school day, and always when inside a school building. They should not be seen or heard at any time within these times/places. Students who infringe the rules will have their phone confiscated; it will be sent to reception for safe keeping and students will be able to collect it at the end of the school day. For persistent offences (three times in a half term) the mobile phone will only be handed over to parents/carers in person. There are further details in the Mobile Phone Acceptable Use Policy on the school website.

Anti-bullying

Bullying is not the same as arguing or falling out with friends; it is not a one-off event but usually a series of repeated negative behaviours towards an individual or group of individuals. There is no place for bullying, either at school or in the wider world. We can only stop bullying if we confront it and explain that it is unacceptable. Repeat bullying is punished using the school systems.

Bullying is similar to racism and sexism. If nothing is said, then nothing can change. Martin Luther King, Rosa Parks and the Suffragettes all stood up and said that bullying because of perceived differences is wrong.

We ask our students to operate a no tolerance approach by:

- telling another student or an adult they can trust,
- if they see bullying then let someone know,
- understanding that a bully needs to be stopped and it is up to all of us to show that bullying is wrong. If students see bullying then they must let someone know. Remember “bad things happen when good people pretend nothing is wrong”.

If you as a parent or carer have concerns, you should contact your child’s form tutor in the first instance to discuss the situation.

Who to Contact in Meole Brace School

If you would like to discuss a matter concerning your child, then please use the list below as a guide. For pastoral concerns, please first contact your son/daughter's form tutor or Head of Year. You can contact them by calling the school and leaving a message with reception and they will get back to you as soon as they are able. During the day, most staff will be in the classroom, so we would appreciate your patience whilst awaiting a response.

If you need to contact the school at any time, please telephone reception on 01743 235961 and ask to contact the relevant member of staff.

Email Address: admin@meole.co.uk

Web Address: www.meolebrace.com

Form Tutors	Initial point of contact for students and parents/carers for matters about pastoral care or general concerns and queries	
Subject Teachers	Initial point of contact for students and parents/carers for subject-specific matters	
Mr D Leece	Head of Year 11	Enquiries relating to student progress, behaviour and pastoral care, but not related to specific subjects
Mrs R Kerwin	Head of Year 10	
Mrs R Hurlstone	Head of Year 9	
Mr M MacKenzie	Head of Year 8	
Mr A Smith	Head of Year 7	
Mrs K Hare	Special Educational Needs Coordinator (SENCO)	Queries relating to students with special educational needs
Mr L Carter-Johnson	Exams Officer	Exam related enquiries
Mrs M Collinge	Attendance Officer	Absence and attendance
Mrs S Altinok	Designated Safeguarding Lead and Wellbeing Lead	Safeguarding
Mr S Iddon	Assistant Head and Designated Safeguarding Lead	Safeguarding, Mental Health Lead
Dr C Smith	Assistant Head	Year 6-7 transition, new arrivals, EAL and LAC students
Mrs R French	Assistant Head	Lead on Satchel One, homework and uniform
Mrs H Wright	Deputy Headteacher (Pastoral and Inclusion)	Whole school matters
Mrs M Pope	Deputy Headteacher (Quality of Education)	Whole school matters
Mr A Doust	Headteacher	Whole school matters

Curriculum Overview Year 7 2023-24

	PDC	MATHS	ENGLISH	SCIENCE	GEOGRAPHY	HISTORY	FRENCH	PE	RE	ART	DRAMA	MUSIC
AUTUMN 1 Weeks 1-8	<p>PDC</p> <p>Welcome to Meole Brace Making Friends and settling in</p>	<p>Rounding & Place Value 1</p> <p>Directed Numbers</p> <p>Algebraic Thinking</p> <p>Simplifying Expressions</p> <p>Constructing & Measuring</p> <p>Fractions, Decimals and Percentages</p> <p>Applications of Number - Addition & Subtraction</p>	<p>Fabulous Fiction</p> <p>Characters over time</p> <p>Science vs Nature</p> <p>Play – Frankenstein</p> <p>Poetry – Romantic Poets</p>	<p>Lab safety and basic experimental skills</p> <p>Project to assess planning and experimental skills</p> <p>Biology Cells & Movement</p> <p>Physics Sound & Light</p> <p>Chemistry Acids/alkalis & metals /non-metals</p>	<p>Natural World</p> <p>Map skills and Shropshire</p> <p>Changing World</p> <p>Settlements</p>	<p>Pre 1066 Britain</p> <p>What was Britain like before 1066? To include a study of Celts, Romans, Anglo Saxons and Vikings</p>	<p>Greetings</p> <p>Phonics</p> <p>The Classroom</p> <p>Numbers</p> <p>Age</p> <p>Birthday</p>	<p>B.S.F Badminton</p> <p>Dance Football</p> <p>H.R.E Handball</p> <p>Invasion Lacrosse</p> <p>Netball</p> <p>O.A.A</p>	<p>What is Religious Education?</p> <p>Introduction to RE</p> <p>Christianity</p> <p>An introduction to the key beliefs and practices of Christianity</p>	<p>Theme/ Artist :</p> <p>Toile – Joris Hoort</p> <p>Formal Elements:</p> <p>Lines, shape, tone</p> <p>Media: Pencil, dry media</p> <p>Skills: Drawing, tonal values, research</p>	<p>Essential Skills 1</p> <p>Explore performance skills and techniques</p> <p>Macbeth and the Witches</p> <p>Shakespeare and Jacobean Theatre, Script work</p>	<p>Elements of Music and Graphic Scores</p> <p>Understand the elements of music and utilise key terms</p> <p>Understanding different ways to visually represent a topic through music</p>
	AUTUMN 2 Weeks 9-15	<p>Online Safety</p> <p>Cyber relationships and screen time</p>										
SPRING 1 Weeks 16 - 21	<p>PDC</p> <p>Citizenship</p> <p>Identity and community</p>	<p>Probability</p> <p>Developing Number Sense</p> <p>Sequences</p> <p>Fractions and Percentages of Amounts</p> <p>Applications of Number Multiplication & Division</p> <p>Area & Perimeter</p>	<p>The Whole World's a Stage</p> <p>Play – A Midsummer Night's Dream (Shakespeare)</p> <p>Greek Myths and Legends</p>	<p>Project to assess planning and experimental skills</p> <p>Biology Cells & Movement, Interdependence & sampling</p> <p>Physics Sound & Light, Speed and Gravity / Space</p> <p>Chemistry Acids/alkalis & metals /non-metals, Particles & Solids, liquids and Gases</p>	<p>Industrial World</p> <p>Making a Living</p> <p>Diverse World</p> <p>World of Sport - STFC</p>	<p>The Norman Conquest</p> <p>How did the Normans change Britain? To include the Battle of Hastings- the Feudal System, The Domesday Book and development of the Church</p>	<p>Family and Friends</p> <p>Pets</p> <p>Physical Description</p> <p>Personality</p>	<p>B.S.F Dance Football</p> <p>H.R.E Handball</p> <p>Hockey</p> <p>Lacrosse</p> <p>Net / Wall</p> <p>Netball</p> <p>O.A.A</p>	<p>Belief in God</p> <p>Who is God?</p> <p>Arguments for and against the existence of God.</p> <p>The nature of God in Christianity and Hinduism.</p>	<p>Art</p> <p>Theme/ Artist: Abstract Art</p> <p>Formal Elements: Colour, shape, line</p> <p>Media: Paint, recyclable materials</p> <p>Skills: Colour theory, 3D sculpture making</p>	<p>Story telling through Physical Theatre</p> <p>Learn how the body can be manipulated to create objects as well as characters</p> <p>The Runaway – Promenade Theatre</p> <p>Creating a performance from scratch on the theme of running away from home</p>	<p>Keyboard skills</p> <p>Learning correct performance technique</p> <p>Developing solo performance skills</p> <p>Minimalism</p> <p>Understanding different ways to visually represent a topic through music</p>
	SPRING 2 Weeks 22 - 26											
SUMMER 1 Weeks 27- 31	<p>PDC</p> <p>RSE</p> <p>Healthy relationships and dealing with conflict</p>	<p>Rounding & Place Value 2</p> <p>Geometric Reasoning</p> <p>Properties of Number</p> <p>Equations</p> <p>Adding & Subtracting Fractions</p>	<p>Our world and Beyond</p> <p>A Modern Novel</p> <p>Letter Writing – Environmental Issues</p> <p>Group Presentation</p>	<p>Science Year 7 exam</p> <p>*Separating Mixtures</p> <p>*Cells</p> <p>*Universe</p> <p>*Energy Transfers</p> <p>Project</p>	<p>Threatened World</p> <p>World Biomes</p> <p>Living World</p> <p>Weather and Climate</p>	<p>How dark were the Dark Ages?</p> <p>To include the developments of Castles and the later Middle Ages including the Wars of the Roses and the Princess in the Tower</p>	<p>French</p> <p>Countries</p> <p>Nationalities</p> <p>Town</p> <p>Home</p>	<p>Athletics</p> <p>Rounders</p> <p>B.S.F Badminton</p> <p>Net / Wall</p>	<p>Happiness</p> <p>An exploration of what happiness is, the importance of this and how we can achieve it.</p>	<p>Theme/ Artist: Underwater/Fish</p> <p>Formal Elements: Pattern, texture</p> <p>Media: Pencil, dry media, clay, collage</p> <p>Skills: Clay making</p>	<p>Spy school – Naturalism</p> <p>Explore and demonstrate use of imagination and belief</p> <p>Mime</p> <p>To identify how a story can be told to an audience using movement and mime</p>	<p>Chromaticism</p> <p>Exploring chromatic movement in music and utilising this in composition and performance tasks</p> <p>Intro to world music</p> <p>Understand features of African, Indian and Latin American music</p>
	SUMMER 2 Weeks 32-39											
TECHNOLOGY		Computing		Food Technology		Graphics		STEM		TEXTILES		
		<p>Defining a Computer</p> <p>Data Measures</p> <p>Hardware/Software & Devices</p>		<p>Foundation food practical skills</p> <p>Food Hygiene</p> <p>Health & Safety</p>		<p>Perspective</p> <p>Tone & shade</p> <p>CorelDraw</p>		<p>Using Machines</p> <p>ID Tag</p> <p>Mechanical Display</p>		<p>Pencil Case Roll</p> <p>Applying Colour & Pattern</p> <p>Using Sewing Machines</p>		

Reporting and Assessment in Key Stage 3

- 1) **CAT Tests.** These are Cognitive Ability Tests (CAT) and are carried out with students when they arrive at the school. They are not tests that can be revised for as they do not test knowledge but are a way of assessing a student's potential ability across all subject areas through a range of short online assessments. These will provide information, along with the transition information from primary schools, that will help us to monitor the progress of your child as they move through the school.

These provide an average Standardised Age Score (SAS) for a student which is used as an additional piece of information for monitoring progress. These range from 60 to 140 with 100 being the average score nationally.

- 2) **NGRT Assessments.** These are New Group Reading Test Assessments (NGRT) which will take place at two points during each academic year for all students in Year 7 to provide us with information about students' reading progress. Again, these are not tests that can be revised for and they are completed online at a suitable point. A number of students may then complete follow up assessments with the Literacy Team in school to determine if additional support is required. These are repeated during Years 8 and 9 to identify any ongoing areas of concern.
- 3) **The Progress Tests** completed during the summer term are designed to determine the progress that students have made over a period of time. These are completed in English and Maths only. These tests are not set by the school and again cannot be revised for. They are commercially produced and provide an indication of a student's progress against age-related and national data. Amongst other uses, the tests help to identify gaps in knowledge and skills which we are then able to revisit and address. They also provide information that can be used to monitor individual student progress in these subjects.
- 4) **Reporting Progress.** In all subjects, students will be assessed at one of three bands of attainment. Developing, Secure and Mastery. These relate to the expected standard of knowledge and skills for a student in their year group. The criteria for these bands will advance as the student moves up through the school during key stage 3. This will be derived from summative (formal) assessments and formative (informal or teacher observation) assessments.

Developing	Secure	Mastery
Developing towards the age-related expectations	Secure in the age-related expectations	Exceeding the age-related expectations

- 5) **Progress Reports.** There are two Progress Reports issued each academic year.

Following the release of the Progress Reports, if you have any queries or concerns about your child's progress in school, then please contact their subject teacher in the first instance and they will be able to assist you.

Where there are general concerns emerging in the Progress Reports about a student's Attitude to Learning, students are monitored for a period of approximately two weeks following the report release where tutors support and encourage these students to improve in these areas.

Accessing Key Apps and Websites for School Use

There are several apps and websites that students will be required to access for study and school-related purposes. There are always links to these provided on the school website in case students have difficulty in locating them. Some of the key elements are detailed below.

Go4Schools

This is a key app used in school for almost all aspects of your child's progress in school. This includes information about attendance, behaviour, academic progress and report information. Detailed information about how to access this will be sent out to parents and carers separately. www.go4schools.com

Satchel One

Students will all be issued with usernames and passwords for Satchel One. Parents and carers will also be provided with access details. Should this not be the case, then please contact your child's form tutor and they will get in touch with the IT Support Department to resolve any issues. www.satchelone.com/login

Microsoft Office 365

All students have an Office 365 account through the school which provides access to email for school use, and other useful apps. Microsoft Teams was used extensively during home learning, and it is essential that your child can log in and access their account.

How to sign into Office 365 for MBS Students

1. Click the Office 365 Login tab on the school website www.meolebrace.com (under 'Home Learning' then 'Office 365' to Sign In. Or go to <https://www.office.com/>
2. Enter your school email address and school password. This will be your username and password that you use to access school computers.
3. When prompted to Stay signed in Click 'No'.

Note: if you save the password to a home device using the autofill settings in chrome or on an iPhone etc and at a later date you change your password you will need to remove the old, saved password to logon again.

How to Download Microsoft Office 365 for MBS Students

Every student is able to get the education version of Office 365 for free through the school. See below for instructions. After you have signed into your school email account (Microsoft Office 365), you can download the free version of Microsoft Office and install it to your compatible devices.

1. Click the apps section then click on the Office 365 arrow to the right and look for the install office message highlighted red to download it to your home devices.
2. Choose a language, and then select 'Install'.
3. When prompted, select 'Run'.
4. Select 'Yes' to allow the app to make changes to your device.

The installation may take several minutes, depending on your Internet speed. Once installation is complete, you will see a quick tour of how to open your apps. Close the tour, as well as the installation dialogue. You are now ready to start using Office on your computer.

Schools Buddy

This is an online system that is used for students to sign up to after school clubs and events. The log in page is found at <https://meole.schoolsbuddy.net/Account/Login>. There are videos and details of how to set up accounts on the school website www.meolebrace.com under 'School Life' and then 'Extra-curricular Provision'. If you still have any further queries, then please contact the P.E. department.

Uniform Code

Shoes and Socks / Tights	Sensible leather (or leather look) plain, black shoes suitable for everyday school wear. No logos of any sort. Training shoes, pumps, boots of any kind, sandals, mid or high heels or footwear of any other colour is not permitted. Plain black knee socks. Black or white ankle socks. Plain black or natural-coloured tights.
Trousers	Grey school trousers which are not tight fitting . Full length and not rolled/turned up. Hipsters, flared trousers, denim material or denim type material, chinos or trousers of any other colour are not permitted. Tight trousers of any style including around the ankle are not appropriate. Belts should be dark in colour and of the type that loop through the trousers. They should not be excessively wide or bulky, studded or brightly decorated. Jeggings or Leggings are not permitted; neither are trousers of a lycra or stretchy tight material.
Shirts	White school shirts only, suitable for wearing with a tie.
Ties	Meole Brace School Year 7-9 tie.
Skirts	School grey skirt with navy insert only available from School Shop Direct. This is the only acceptable skirt.
Jumpers	Jumper embroidered with same crest for all year groups only available from School Shop Direct. Please note that the wearing of the school jumper is compulsory during autumn and spring terms.
Shorts	Shorts may be worn in the summer term only. These must be plain grey and only those bought from the school supplier are acceptable for school.
Coats	Outdoor garments should be appropriate for everyday school use. Plain in style with no excessive pattern, stripes or logos. An acceptable coat is an item with either a zip fastener or a set of buttons all the way down the front. A 'hoodie' is not a coat (even if it has a zip) and any item that is pulled over the head is not acceptable. The only exception to this rule is a waterproof cagoule type coat worn in wet or inclement weather. Leather and denim garments and tracksuit or jogging tops are not acceptable as appropriate school outerwear.
Headgear	The wearing of baseball caps or headgear of any sort, including the hoods from coats, is not permitted in the school buildings at any time unless there is a religious requirement to do so, in which case items should be plain black.
Jewellery	Students may wear one stud type earring per ear and a watch. No other forms of visible jewellery are permitted. This includes fabric braids around wrists and ankles, (one charity band may be worn). All forms of facial piercing are strictly forbidden.
Hair	Extreme styles of hair are unacceptable. Hair colours should be natural, e.g. no blues, greens, pinks, oranges, purples or scarlets etc. If you have any queries, please contact the school in advance of getting a haircut or colour. If it is shoulder length or longer, students will be asked to tie it back in Science, D.T. and P.E. for health and safety reasons.
Makeup	No obvious makeup should be worn for school e.g. brightly coloured eye shadow, mascara, thick eyebrow pencil or lipstick. No false eye lashes. No false nails or nail polish to be worn. Students will be instructed to remove these immediately.

