

FAMILY HANDBOOK

Together we ensure your child's success



THE

ROYAL SUTTON

SCHOOL

2024 - 2025

POTENTIAL INTO REALITY

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Guiding your
Child to Success

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YOUR CHILD'S
ACADEMIC
PROGRESS
THROUGHOUT
THE YEAR
AND YEARS
TO COME.**



THE
ROYAL SUTTON
SCHOOL

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Welcome

Welcome to our
Family Handbook

Dear Families

Welcome to our Family Handbook.

This handbook has been designed to help you understand key information about our school. We believe that families are an integral part of a student's education and we want to ensure that you have all the necessary information to support your child's learning. The Family Handbook includes details about our motto and virtues, policies and procedures, and expectations regarding student conduct.

Additionally, the handbook outlines information about our curriculum and how we approach teaching and learning. We hope this will help you to support your child's academic progress throughout the year and years to come.

We encourage you to review the Family Handbook carefully and keep it handy to refer to. If you have any questions or concerns, please don't hesitate to reach out to us. We value your partnership and look forward to working with you to ensure your child's success.

Thank you for entrusting us with your child's education.

Best wishes

Nicola Gould

Headteacher



THE
ROYAL SUTTON
SCHOOL

**FAMILIES ARE AN INTEGRAL
PART OF A STUDENT'S
EDUCATION**

Term Dates

Academic Year
2024-2025

Autumn Term 2024

Term Starts: Wednesday 4 September 2024
Half Term: Monday 28 October to Friday 1 November 2024
Term Ends: Thursday 19 December 2024

Spring Term 2025

Term Starts: Tuesday 7 January 2025
Half Term: Monday 17 February to Friday 21 February 2025
Term Ends: Friday 11 April 2025

Summer Term 2025

Term Starts: Tuesday 29 April 2025
Monday 5 May 2025 - Bank Holiday
Half Term: Monday 26 May to Friday 30 May 2025
Term Ends: Friday 18 July 2025

Teacher Training Days

Monday 2 September 2024
Tuesday 3 September 2024
Friday 29 November 2024
Friday 20 December 2024
Monday 6 January 2025
Monday 28 April 2025
Friday 4 July 2025
Monday 21 July 2025

Critical Questions

A Culture of High Expectations

Why do we exist?

We exist to provide our students with an education that allows them to turn their “potential into reality”. By the end of Year 11, we want each of our students to flourish as individuals, contribute to their communities and lead positive change in the world.

How do we behave?

The Royal Sutton School is built on a foundation of eight Moral Virtues. We believe that these virtues are central to forging young people who have not only the skills and knowledge to achieve academically, but the strong moral character to thrive personally and to shape society for the better.

8 MORAL VIRTUES



Self-Discipline – The ability to manage one’s feelings and conduct oneself appropriately.

Integrity – The quality of being honest and trustworthy.



Kindness – The quality of being friendly, generous, and compassionate.

Gratitude – Feeling and expressing thanks and appreciation.



Courage – Acting with bravery in challenging situations.

Respect – Due regard for someone’s feelings and rights.



Commitment – Demonstrating dedication and determination to achieve a goal.

Service – A humble generosity of time, thought and spirit.



Critical Questions

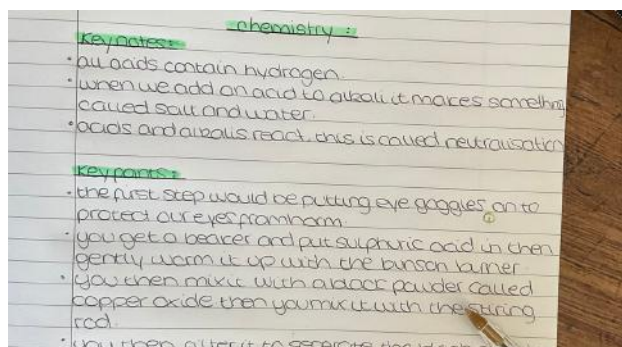
A Broad, Rich and Ambitious Curriculum

What do we do?

We teach students a broad, rich and ambitious curriculum that has been designed to ensure the students have the knowledge and skills they need to succeed in later life.

How will we succeed?

1. Uphold a culture of high expectations and high standards
2. Continue to develop an ambitious and inclusive curriculum
3. Implement the curriculum effectively, informed by evidence based teaching



SENIOR LEADERSHIP TEAM

Mrs N Gould	Headteacher
Miss T Richards	Deputy Headteacher
Mr M Grove	Assistant Headteacher
Mrs L Lockley	Assistant Headteacher
Mrs L Norton	Assistant Headteacher
Mrs G Aston	Associate Assistant Headteacher
Mrs N Sturmev	Associate Assistant Headteacher
Ms V Spawton	Designated Safeguarding Lead

PASTORAL TEAM

Mrs C Wakefield	Head of Year 7
Miss S Wootton	Head of Year 8
Mr M Denver	Head of Year 9
Mr A Ahmed	Head of Year 10
Mr M Cannell	Head of Year 11
Mrs C Halford	Phase Leader for Year 11
Miss E Smart	Phase Leader for Year 9 & 10
Mr D Smikle	Phase Leader for Year 7 & 8

Timings of the Day

Our
Routines

TIMINGS OF THE DAY

8:20am	Gates open
8:40am – 8:50am	Line Up
8:50am – 9:10am	Registration
9:10am – 10:10am	Period 1
10:10am – 11:10am	Period 2
11:10am – 11:30am	Break
11:30am – 12:30pm	Period 3
12:30pm – 1:30pm	Period 4
1:30pm – 2:10pm	Lunch
2:10pm – 3:10pm	Period 5

*For the first two weeks of term in September, year 7 students will go to lunch at 1:15pm

Communication

Communication
between families
and staff

Communication

We value open communication between families and staff to ensure we achieve the very best support and outcomes for the students in our care.

Form tutor

If you have a question or concern regarding your child, your first point of contact will be your child's form tutor. Form tutors are responsible for their tutor group pastorally during their 5 years at school and see them on a daily basis. The tutor is usually the best placed person to advise or signpost to an appropriate staff member to support you with your enquiry. You can contact your child's tutor by writing them a note, emailing enquiry@jws.bham.sch.uk or phoning the school and requesting a returned call.

Other staff

Should you wish to speak with a specific member of staff, please leave a message with the school reception. Staff teach during most of the day so they will return your call.

We aim to respond to calls within 48 hours but endeavour to respond as soon as possible.



Communication

Communication
between families
and staff

The Royal Sutton School Update and Letters

The Royal Sutton School Update is sent fortnightly to provide families with key information and updates about events taking place within the school. Letters are sent with other information as required. To reduce our carbon footprint, communications are usually sent digitally via a link on text and/or email. Occasionally, they may be sent via a link on a text message.

Text messages

Text messages are predominately used to provide families with quick, brief information, for example to inform families of a student having a detention.

Website

Our school website is kept up to date with information regarding school life. Our main policies and procedures can also be found there.

Our website is <https://jws.bham.sch.uk/>.

Social media

We regularly share news and stories about life at The Royal Sutton School on our Twitter/X page <https://twitter.com/JohnWillmottSch>.

Media, film and photographs

We like to share photographs and films of school events and activities. Most families are happy for their children to be photographed with appropriate safeguards in place. Families will be asked to provide permission for this.



Communication

Communication
between families
and staff

Trips and Visits

We have many exciting opportunities for students to attend trips and residential. These will be made available on the ParentPay app, where payment and consent can be given. We also have a number of local area visits where consent is not required as we are taking the students to places within our agreed local area visits policy. We will inform you via email or text if your child is attending a local area visit.

Lost property

Students are responsible for any items they bring into the school. Please ensure their possessions, including uniform, are clearly marked with their name in order for lost property to be swiftly returned. Items that are not named are placed in lost property. These are held until the end of term and then put on display for students to look at. Any unclaimed property will then be given to charity.

Money

As a cashless school, there is no reason for students to bring money into school. Families of new students joining the school will be given information about ParentPay, an online payment service which allows us to collect payments for meals, clubs and trips.



Communication

Communication
between families
and staff

Causes for concern

Should families have concerns about any aspect of the school, be it curriculum-based, pastoral or administrative, they are advised to contact the school at the earliest possible opportunity. All concerns are recorded. Where there is a significant concern, details will be forwarded to an appropriate senior member of staff for their urgent attention and investigation. Families will be informed on the outcome in respect of their own child.

Leaving the school

If, for any reason, you wish to withdraw your child from the school, we require this in writing to the Headteacher at least one month before the leaving date. We also need to know the school your child is moving to in order to ensure a smooth transition.



Warm Strict

Flourishing
Academically and
Socially

Warm Strict

At The Royal Sutton School, we advocate a warm strict culture to create an environment where students flourish academically and socially. Warm strict is an approach that combines high expectations with supportive relationships. A warm, supportive environment helps students feel safe and cared for, while high expectations challenge them to achieve their best.

A warm strict culture helps to create a positive learning environment where students feel valued, respected, and supported. High expectations set clear goals for students and help them to push themselves to achieve their best. Students who feel supported and challenged are more likely to be engaged in their learning and develop a sense of ownership over their education.

Our warm strict culture helps to prepare students for the challenges of the real world. In the workplace, high expectations are often placed on employees, and a supportive environment can help to build a strong team and foster a positive culture.

**A POSITIVE LEARNING
ENVIRONMENT WHERE STUDENTS
FEEL VALUED, RESPECTED, AND
SUPPORTED.**



Our Virtuous Code of Conduct

Building Character
and Culture

Our Virtuous code of conduct:

We promote a virtuous code of conduct that links back to our founding 8 moral virtues.

We demonstrate **Self Discipline:**

- o By managing our time to arrive at all lessons on time-every time.
- o By wearing our full school uniform with pride at all times.
- o By being prepared for learning with all our equipment and our daily planner.
- o By working to our full potential in all lessons.
- o By engaging in all learning to the best of our ability.

We demonstrate **Integrity:**

- o By telling the truth even when this is difficult.
- o By keeping our promises so that others can rely on us.
- o By accepting responsibility for our own actions, good and bad.
- o By avoiding judgement of others and never spreading rumours or gossip.
- o By doing the right thing, even when no one else is watching.

We demonstrate **Kindness:**

- o By being welcoming, friendly and encouraging to everyone.
- o By offering help when we see others in need.
- o By considering the needs and wishes of others as much as our own.
- o By choosing our words and actions carefully to avoid harm.
- o By forgiving ourselves and others.

We demonstrate **Gratitude:**

- o By saying “thank you.”
- o By treating our school environment with respect and care.
- o By appreciating the things that our family, teachers and community do for us.
- o By celebrating our achievements and the achievements of others.
- o By making the most of the opportunities and experiences available.



Our Virtuous Code of Conduct

Building Character
and Culture

We demonstrate Courage:

- o By facing up to our mistakes and making them right.
- o By doing the right thing, even when it is difficult.
- o By asking for help and support when we need it.
- o By standing up for others who need our help.
- o By speaking up when we see or know about something that is wrong.

We demonstrate Respect:

- o By listening patiently and speaking calmly to everyone.
- o By following staff instructions because we trust them to keep us safe and help us to achieve.
- o By acknowledging the views of others, even when we disagree.
- o By apologising when we are in the wrong and trying to make amends.
- o By treating the school environment and the wider community with care.

We demonstrate Commitment:

- o By attending school on time each day.
- o By attending all lessons on time, every time.
- o By regularly taking part in extracurricular activities.
- o By always being a role model for others, both at home and in our community.
- o By catching up on any missed work to ensure we don't miss out on learning.

We demonstrate Service:

- o By clearing up our own rubbish and helping to keep the school site tidy.
- o By giving our talents and time to improve our school and community.
- o By taking on positions of student leadership.
- o By taking opportunities to raise money for charity.
- o By having generosity of spirit, thoughts, words, and actions.



Attendance



Attendance and Punctuality

Attendance

Students' attendance and punctuality is critical to their academic success and social wellbeing.

Students will:

- Attend school every day (unless absent due to a diagnosed medical condition that is supported by a GP)
- Strive to achieve 100% attendance
- Enter the gate from 08:00 and line-up by 08:40
- Attend sanctions when they arrive late to school or lessons
- Ensure they arrive to all their lessons on time

Teachers will:

- Take the register within the first 10 minutes of every lesson

The Royal Sutton School will:

- Follow up an unreported absence with a same day text and/or telephone call

In the event of an illness, families will:

- Contact the attendance team on the morning of each day of absence on 0121 378 6564 by no later than 08:30

Anything less than 97% attendance is not good enough and the school would expect this only to be the case for students with serious medical issues. Meetings will be arranged with families and students who have poor punctuality or attendance of less than 97%. Any holiday request during term time will be refused. We trust that families will only request a leave of absence in exceptional circumstances.



**STUDENTS'
ATTENDANCE AND
PUNCTUALITY IS
CRITICAL TO THEIR
ACADEMIC SUCCESS
AND SOCIAL
WELLBEING.**

Uniform



Pride in
Our School

Uniform

Uniform is an important aspect of our identity. It reinforces our community values and helps students to feel a sense of pride in their school. We expect students to wear perfect uniform every day.

To support students:

- Staff will check students' uniform every morning on entry to school
- Staff will check students' uniform during morning line up
- Heads of Year will support tutors to ensure that missing uniform items are addressed and uniform has been corrected
- Staff will check students' uniform throughout the day at the start and end of every lesson and at each line up
- Students will ensure their uniform is worn perfectly for the duration of the school day
- Students will only take their blazers off in lessons after they have been given permission by their teacher

If students fail to wear perfect uniform, they will either borrow temporary uniform to wear or families will be contacted and asked to bring in appropriate uniform. Failing this, students will be sent to our school isolation room until their uniform meets our expectations. We will do this to ensure that all our students take pride in their appearance and to make sure that all students are treated fairly.

The Royal Sutton School Uniform

- White shirt (regular fit, not fitted) tucked in with top button done up
- The Royal Sutton School tie
- Plain navy trousers (off the leg – straight cut, not skinny style) or formal navy skirt that's down to the knees
- Plain, black shoes with black socks/black tights
- The Royal Sutton School blazer to be worn at all times
- Plain navy blue woollen V-neck jumper

TAKING A SENSE OF PRIDE IN OUR SCHOOL

Uniform



Pride in
Our School

Inappropriate uniform (what we will not accept)

- Footwear Canvas shoes or trainers
 - Open front shoes
 - Trousers Skinny/tight fit or cropped
 - Trousers cannot be skin tight or Elastic/legging/Lycra material
 - Short skirts that do not touch the knee
 - Tight fit Lycra based skirts
 - White or coloured socks
 - Trainer socks
 - Socks with tights
 - Hoodies or Sweatshirts
 - Sweat bands
 - Caps
 - Balaclavas
 - Neck warmers
 - Bracelets
 - Necklaces
 - Heavy make-up
 - Acrylic or gel nail extensions
 - Multiple ear piercings
 - Hooped earrings or hanging earrings
 - All other types of ear piercings Ear stretchers/Ear expanders
 - Septum piercings or facial piercings
-
- Students CAN wear a small clear stud in their nose and CAN wear one pair of small studs. Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (eyebrow, lip, tongue, or any other facial piercings are not permitted).

**WE EXPECT STUDENTS TO WEAR
PERFECT UNIFORM EVERY DAY**

P.E Uniform



Our
P.E. Kit

PE Uniform

All students are expected to have the following items of PE kit with them for every PE lesson:

- The Royal Sutton School long sleeved sports top.
- Plain navy t-shirt with no logos (please be aware that students are not allowed to wear branded t-shirts or tracksuit/sweatshirt tops.)
- Plain navy tracksuit bottoms or shorts. These may have a small logo on them.
- Trainers suitable for indoor and outdoor use.

N.B. The Royal Sutton School logo coat can be worn if students are outside for PE lessons.

Students will only need to bring their PE kit with them on the day they are timetabled for PE. We do have lockers that you can have for a fee of £35 for 5 years. If a student does not have a locker, they will be expected to carry it with them in a suitable bag for the duration of that day. Failure to bring correct PE kit for lessons will result in a consequence.



Equipment

Students are expected to bring the right equipment to the school every day. They should have with them:

- School Bag
- Pencil case
- Glue Stick
- Black ink pen x2
- Green ink pen x2
- Pencil x2
- Eraser
- Ruler
- Scientific calculator
- Protractor
- School iPad
- School wallet (for all equipment)
- School white board



Mobile phones

The Royal Sutton School does not permit students to use mobile phones, headphones or other electronic devices on the school site. If families wish for students to bring their mobile phone to the school it must be turned off and put away in their bag. If a student's mobile phone, headphones or other electronic devices are seen or heard they will be confiscated by the member of staff who saw/heard it, a text will be sent home and the item can be collected, by the student, from reception at the end of the day. On a second confiscation, parents are required to come into school to collect.



Recognition and Rewards

Recognition and rewards are used to celebrate and motivate students getting it right.

Virtue Points

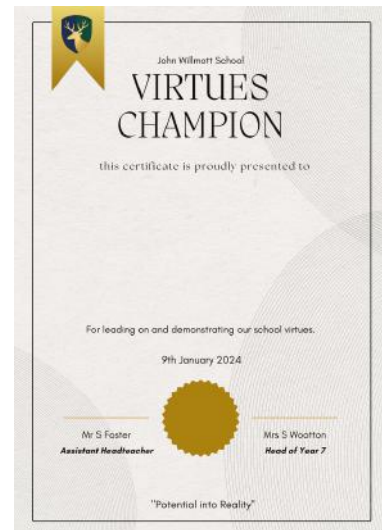
Around the school, and in lessons, staff use positive language and reinforcement to signal to students that they are demonstrating our virtuous code. They may also provide students with virtue point on ClassCharts and award a GOLD star.

Virtue Praise Post Cards

Form Tutors may award virtue postcards where students have demonstrated our virtue of the week in lessons and/or in their actions throughout the week.

Recognition events – Virtuous Reward Assemblies and Trips

At points throughout the year, students attend recognition events to celebrate sustained attitude, effort and commitment over time.



Disruption Free Learning

Behaviour

Disruption free learning

At The Royal Sutton School, we have a three-stage consequence process for managing disruptive behaviour in the classroom.

Warning 1 – verbal warning

Verbal warning, reminder of school rules and consequence. An example of the language used by the teacher could be, “X, I need you to be silent during this activity, that is a Warning 1”.

Warning 2 – verbal warning and/or seat change

Verbal warning, reminder of school rules and consequence. Where possible, the teacher may move the student to another seat to reset the behaviours displayed. The class teacher may log the behaviour on Bromcom. An example of the language used by the teacher could be, “X, I have asked you not to talk, but you have continued, that is a Warning 2”.

Oncall

If the student is continuing not to meet the behaviour expectations, the teacher will email for a member of the pastoral team/SLT to remove the student from the lesson and attempt to redirect the behaviour so the student can return to the classroom with a positive attitude.

Warning 3 – After school detention

Student will be removed from the lesson and placed into the department referral classroom/reflection room. Student will be issued with a 30-minute afterschool detention to be attended on the same day. The class teacher will log the behaviour on Bromcom. An example of the language used by the teacher could be, “X, unfortunately, you have continued to talk so you will have a W3 and I’m going to call oncall and you will receive an afterschool detention”.



Bullying

Bullying is when a person or group deliberately and persistently intends to cause someone else to feel hurt, distressed, threatened, or humiliated. Bullying can take many forms, this could include physical assault, teasing, making threats, name calling or cyberbullying. Bullying is considered a 'red line' behaviour at The Royal Sutton School and will be dealt with robustly. Everyone deserves to feel safe in school. If students are being bullied, they are taught to have courage and report it to a member of staff immediately. If students witness bullying, they are taught to report it to a member of staff immediately. If you are concerned about your child being bullied, please contact the school and arrange to speak with your child's Head of Year. Online safety whilst mobile phones are banned within the school, we recognise that some families may wish their child to have a mobile phone on them to use to and from school. We remind families that the legal age to access most social media sites such as Instagram, TikTok and Snapchat is 13 and strongly advise families to monitor their child's use of social media and more general use of the internet.

Tips for families to support keeping children safe online:

- Educate your children about online safety and privacy, including the dangers of sharing personal information online.
- Set ground rules for internet usage, such as time limits and appropriate websites and apps.
- Use parental controls and monitoring software to limit access to inappropriate content and track your child's online activity.
- Encourage open communication with your child about their online experiences and any concerns they may have.
- Teach your child to be respectful and kind online, and to report any cyberbullying or harassment they may encounter.
- Keep your own devices secure and model safe online behaviour for your child.
- Stay up-to-date on current online threats and trends to better protect your child.

Further advice and support can be found on our website here: <https://jws.bham.sch.uk/parents/safeguarding/staying-safe-online/>

Personal safety

Our students' safety is important to us. At The Royal Sutton School, we do everything we can to make sure that students learn in a safe environment. If students feel unsafe at any time, they are reminded that they should report any concerns to a trusted adult or a member of the safeguarding team immediately.

Tips for families to support keeping children safe outside of school:

- Set clear boundaries and rules for where they can go, who they can spend time with and what time they should return home.
- Ensure they know how to call for help if they need it, and have a designated safe space, such as a neighbour's house, for emergencies.
- Teach them the importance of stranger danger and how to recognise risky situations.
- Encourage them to walk in groups rather than alone and always wear visible clothing when out in the dark.
- Remind them that alcohol and drugs can harm their health and cause them to take unnecessary risks.
- Have open and honest conversations about their experiences to help them feel supported and safe, reminding them that if an adult tries to hurt them it's not their fault.



Break and Lunchtimes

Relax and
Socialise

Break and lunchtimes

The opportunity to relax and socialise with friends is an important part of students' wider educational experience. Furthermore, we know that breaks from lessons support students to regain focus and energy, making it easier for them to concentrate in class.

Break

At 11:10, all students take a 20-minute break. Students may use the toilets, fill up water bottles and go outside with their year group to benefit from fresh air and the opportunity to socialise or engage in physical activity. They are also able to get food from the school canteen.

Lunch

Lunch is available from 13.30. Our on-site catering team serve a balanced and healthy choice of meals, catering to all students' dietary requirements, religious beliefs and cultural practices. Alternatively, students may bring a packed lunch into school. If you send your child to school with a packed lunch, please avoid foods high in fat or sugar. Energy drinks are banned in school and only water is allowed. In the event of rain, all year groups have an allocated alternative indoor space. The lunch menu can be found here:

<https://jws.bham.sch.uk/welcome/school-menu/>.

Personal safety

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Medical matters

School staff cannot administer medication without permission from families. Please ensure you have completed a Medical Form and returned this to main reception, along with any prescribed medicine that you want your child to take during the school day. All Medical Forms have to be signed by the Headteacher. When a student is feeling unwell, they will remain in lessons as we know they will be near a member of staff at that point. Students should only miss learning in exceptional circumstances. We have trained First Aiders, but staff cannot help if a student is simply feeling unwell. We will monitor the situation if a student feels unwell and contact home if appropriate. Families of students with medical needs should complete a Medical Health Care Plan in association with the School Nurse Team to ensure that appropriate support and provision is in place.

SEND and Inclusion



SEND
Code of Practice

SEND and Inclusion

We value inclusion highly to ensure all students have a full access to their education. We adhere to all aspects of the SEND Code of Practice.

We will always contact parents if we have a concern that a student may have a special educational need. We work closely with students with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress.

The SENDCo will make sure that all necessary school staff are aware of your child's needs and the strategies to meet those needs via Passports/review updates/ Learning Support information lists and SEND staff briefings.

Students will be supported by our SEND Team, which comprises of:

- Head of Inclusion and SENDCo
- Assistant SENDCo
- Inclusion Manager
- Strategic Lead for SEMH
- Teaching Assistants
- SEND Champions (Literacy and Numeracy)

In addition to the team in school, we work with a range of external support agencies, including but not limited to:

- Behaviour Support Service and City of Birmingham School (COBs)
- Communication and Autism Team (CAT)
- Physical Disability Service (PDS)
- Pupil and School Support (PSS)
- Educational Psychologist Team
- Sensory Support Service (SSS)
- Occupational Therapy
- School Nurse (Falcon Lodge Clinic)
- Family Support (Featherstone Children's Centre)
- Birmingham Safeguarding Team

Further information about SEND support can be found in the SEN Information Report: <https://jws.bham.sch.uk/support/send/>

And through the Local Offer: <https://www.localofferbirmingham.co.uk/>

Curriculum Principles

Inclusive and
Ambitious

Curriculum principles

The curriculum is inclusive and ambitious with high expectations and aims to develop resilience and joy in our students.

At The Royal Sutton School we have a five-year curriculum delivered by subject specialists. The curriculum is broad, rich and ambitious and has been designed to ensure that students have the knowledge and skills they need to succeed later in life. In each subject we have identified key knowledge and carefully considered how these are sequenced to ensure ambitious end points. A core principle is that there is no denial of knowledge for any student and that ambition is reflected regardless of prior attainment.

We advocate a curriculum that is ambitious, inclusive and knowledge rich. These principles guide the design and implementation of our curriculum.

Our curriculum is underpinned by the core belief that knowledge is power. A driving factor of our curriculum is the importance of ensuring that our pupils become both culturally literate and that they are exposed to and can remember a breadth and depth of knowledge through subjects that enable them to take a full and meaningful part in society. We aim to give our pupils the ability to bring about positive change by building knowledge that allows them to articulate and understand complex social issues and to engage with challenging debates about the barriers to change. Our knowledge rich curriculum allows all of our pupils to engage with this deep and powerful knowledge across all subjects and disciplines and all key stages.

We recognise the importance of reading and the place of high-quality texts at the core of our curriculum implementation. We place a high emphasis on advancing our pupils' reading age where needed, maintaining progression of literacy levels and pushing our pupils to read academically challenging texts that advance their confidence and knowledge.

The deliberate design and sequence of the curriculum allows our pupils to commit knowledge to long-term memory through a curriculum that builds on prior knowledge and revisits at levels of greater complexity. Through co-planning and review, our teachers engage in a constant dialogue about sequencing and implementation, particularly where review has exposed knowledge gaps or necessary adaptations due to lost learning time.

Curriculum Principles

Inclusive and
Ambitious

Students in 7, 8 and 9 have the following lessons:

English

Mathematics

Science

History

Geography

Religious Education

Technology

Computer Science

MFL (French)

Art

Music

PE

Character Development (PHSE and RSE)

Drama

Students in Year 10 and 11, all study English Language and English Literature, Mathematics, Science and the majority are guided to choose four additional options. Students also continue to receive Physical Education, Personal Development/RE lessons and dedicated form tutorial time (including assemblies).

The vast majority of students at Key Stage 4 are encouraged to take History or Geography and many are directed to choose a Modern Foreign Language.

*The English Baccalaureate (EBacc) is a performance measure showing the proportion of students who achieve a Grade 4 or more in English, Mathematics, a Science, History or Geography and a language.

Students with additional needs have access to the full range of subjects at GCSE. We offer flexible pathways for a small number of students who may need to take alternative qualifications.

Tutor time

All students are placed in a tutor group which is a class comprising of students from the same year group. Form tutors are responsible for their tutor group pastorally during their 5 years at the school. Each morning, tutors lead a 20-minute tutor time session before lessons begin. During tutor time, tutors take the register and provide students with key updates and announcements. They also ensure that students have perfect uniform and check equipment.

Students engage in a weekly tutor time curriculum that links to our virtues:

- Year group assembly
- Reading
- Character Development session

Character Development

Our Character Development curriculum delivers the Department for Education's statutory RSE curriculum, these are included, along with other PSHRE topics. It also includes additional topics such as careers and learning skills. Our curriculum is built on the foundation of eight moral virtues. It is our intention to prepare our students for life, to have the knowledge and skills to keep themselves happy, healthy and safe. Throughout our curriculum we highlight and educate students in the virtues to thrive personally and shape society for the better.



Careers

The Royal Sutton School has a full programme of careers and employability activities for students in all year groups. The programme can be found on the school website. There is lots of information about careers on our website, including T Levels, apprenticeships, careers newsletter for parents and information about local colleges, 6th forms and apprenticeship providers and lots of other careers resources.

1:1 Careers interviews

Every Year 11 student will have a series of 1:1 careers meetings with the Careers Lead. These consist of discussions around career areas and students' ideas, exploring Post 16 and Post 18 options, researching and applying for college and 6th forms and apprenticeships. Students from all other year groups can book an appointment with the Careers Lead, via their tutor.

Careers Fairs

Each year we hold an education fair and a careers fair for students to speak to visitors from lots of different organisations about college, 6th form, university, apprenticeships and many different career areas. Information will be sent out prior to these events to students and families.

Careers Talks and Careers in the Curriculum

Throughout the year we welcome representatives from local and national organisations, to talk to our students about careers opportunities and routes into specific careers areas. These events have taken place during dropdown days, in subject lessons and in assemblies.

Year 10 Work Experience and Work Ready

All Year 10 students have a mock interview with local and national employers and have the opportunity to arrange a week of work experience.

Unifrog

The Unifrog platform is designed to support students in making informed decisions about their futures. Students can complete quizzes, watch webinars and complete online courses. They can also search colleges, 6th forms, university and apprenticeship opportunities, part time jobs and much more. Each student has their own personal account and login.

Literacy

Literacy encompasses all elements of communication, enabling our students to read, write and speak in a way which is clear, effective and purposeful. Through these three key strands we teach our students how to use their literacy skills to be successful both in the varied areas of the curriculum as well as preparing them for the world beyond school. Writing in class, teachers will always seek opportunities to support your child with mastering written elements of handwriting, spelling, vocabulary and sentence structures. We encourage our students to plan their longer writing tasks before beginning so that their ideas are clear, but also to review their work as they create to ensure that they are constantly focused on the technical accuracy of their work. We are driven to ensure every child reaches their potential and, through our actions, ensure that students are able to use writing skills to describe and explain the world around them as well as their personal experiences.

Literacy at Home

At home, encourage your child to write descriptions about images or their favourite activities. Spend time looking at their letter formation and punctuation, reading work aloud together to ensure clarity and to check for small mistakes. Revisiting written pieces is also incredibly powerful, allowing students to develop stronger word choices and use language techniques such as similes and metaphors to give their writing further depth. Use a different colour to make these changes to allow your child to see how they are improving!

**CLEAR, EFFECTIVE,
PURPOSERFUL**



Oracy

We value every voice

Oracy

At The Royal Sutton School we value every voice and hold high expectations of our students' ability to articulate their ideas and opinions both with clarity and sensitivity to the views of others. Within their lessons, your child will encounter various opportunities where they will be expected to work in groups, using the ideas of others to springboard their own, to explore different avenues of an argument or to analyse and solve problems. Collaborative working and the ability to share ideas within this setting is a vital skill which your child will need to take into the world beyond the school. You may also find your child being asked to create presentations to give to the rest of their class, either as part of a team or as an individual. Students will be explicitly taught oracy skills such as volume, pitch, gesture and appealing to an audience to truly develop their abilities. These are amazing opportunities for our students to exhibit their learning to both staff and students, showing their understanding of a topic as well as practising communicating to others in a more formal setting.

Oracy at Home

At home, encourage your child to speak about their day or activities. Draw attention to non-standard English, making it clear where their choices are different to those they will use in the school or the world of work. Using 'how' and 'why' questions are also a great way to engage your child in conversation, ensuring that they can't escape with a 'yes' or 'no' answer! Being able to hold conversations with adults and share their feelings and experiences is not always easy, so practising this at home is an excellent opportunity to develop.

**ARTICULATING IDEAS
AND OPINIONS BOTH
WITH CLARITY AND
SENSITIVITY**



Reading

Widening
vocabulary

Reading

Reading is the basis for accessing all areas of the curriculum and the outside world, from completing exams and assessments to reading job descriptions and work reports. We are creating a whole school reading culture at The Royal Sutton School, ensuring that our students acknowledge the crucial importance of reading both widely and regularly. They will have opportunities to visit the library to read and exchange different reading materials.. Through reading, our young people learn about new experiences, different ways of writing, different formats through which to express themselves and widen their own vocabulary. It is an incredibly valuable life skill.

Reading at Home

At Home: With the rise of the internet, reading can be a challenge to face in the home, especially with the inevitable argument of 'I don't like reading!' Remember, reading does not have to be making their way through a full novel from cover to cover; there are a whole range of different materials which can help them continue to make progress. Why not look at football programmes, magazines or leaflets that drop through the door? What about books that were used to create tv series or films that they enjoy? Look at different extracts or opening chapters to try different genres of novel – perhaps it isn't that they don't like reading, but that they haven't found the right book!

**ENSURING THAT OUR
STUDENTS ACKNOWLEDGE THE
CRUCIAL IMPORTANCE OF
READING BOTH WIDELY AND
REGULARLY**



THE
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SCHOOL

Library

Our library is a vibrant, colourful and popular space, designed to encourage students to 'Read for Empowerment'. Students can access the Library during break, lunchtimes and after school, where they are encouraged to use the space to read, study or play board games. The Library can accommodate small groups and full class sizes, as well as having soft seating areas for relaxing with a book, magazine or a game of chess.

How you can improve your child's confidence in reading:

- Ask them to visit the School Library. They don't have to choose a fiction book; there are plenty of resources. All reading is important.
- Watch something together on TV that you enjoy and put the subtitles on. This is a subtle reading technique as your child will associate the words they read with the spoken words in the film/programme.
- Send links to their phone from news articles or websites on subjects that interest them, or that they've talked about with you. Follow up with questions on what they thought about the article.
- Ask your child to write a magazine profile of a character in their reading, or create a map, flow chart or a list of the key events in a piece of reading.

**'Read for
Empowerment'.**



School iPads

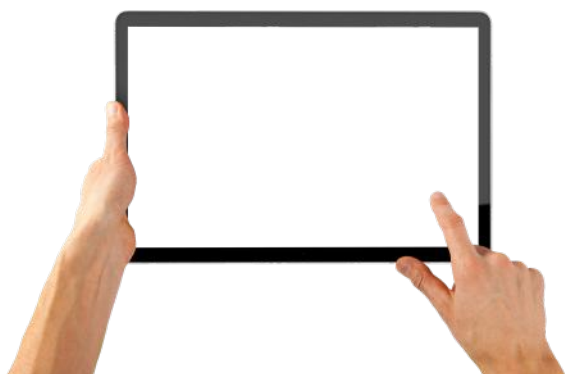
Learning
Futures

School iPads

Learning Futures is a scheme where every child in an ATLP school receives an iPad. We want to make ensure that every pupil receives the same opportunities. Whether at school or at home, our young people will be able to learn, study or research online; the iPads enhance everyone's learning.

We want to deliver the ATLP curriculum, and the best teaching and learning, into the hands of every pupil, at home and at school. The iPad comes with access to powerful educational applications, or apps, for pupils to use to take their learning further.

Learning Futures prepares our young people for their next steps. Using this powerful tool each day will give them a greater understanding of e-safety and provide them with the opportunity to engage with technology throughout their school career. Learning Futures provides a firm foundation towards further education and aspirational careers.



THE
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SCHOOL

Enrichment

At The Royal Sutton School we take pride in providing enriching educational opportunities that extend beyond the classroom. Field trips and clubs empower students to connect with their subjects on a deeper level and foster a greater appreciation for the world around them. Many students participate in extra-curricular sports activities and represent the school in our teams playing football, netball and basketball. Students also have the opportunity to participate in a wide range of cultural activities, including science club, musical instrument lessons and school productions.

Duke of Edinburgh Award

We offer the Duke of Edinburgh Bronze and Silver Award. The Duke of Edinburgh Award is held in high regard by employers and universities. There are four sections to the Duke of Edinburgh Award: Skill, Physical, Volunteering and Expedition. In the Skill section, students need to learn and develop a new skill (e.g., computer programming, sewing). In the Physical section, students need to take part in a new physical activity. In the Volunteering section, students need to volunteer their time to a good cause. The Expedition section involves students working as a team to plan and complete an expedition.



What does a Royal Sutton School lesson look like?

Above all else a Royal Sutton School lesson is shaped by the curriculum and subject expertise of the teacher and the faculty. Our lesson structure gives freedom to teachers to develop the most effective ways to deliver their subjects and implement their curriculum intentions.

We do ensure a number of common pedagogical features to our lessons, informed by the best evidence-based research into improving student outcomes. Lessons begin with a Do Now Activity, typically a tool for consolidating memory of knowledge, and usually with brief self-assessment.

Teacher exposition then outlines the new learning, and how it fits into the curriculum, this exposition is chunked with opportunities for checking pupils' understanding. This is then typically supported by high quality modelling of what is expected of the pupils. Lessons also include deliberate practice, with a suitable level of challenge for the pupils, and teachers circulating the classroom, intentionally monitoring (live marking), for pupils' understanding and providing targeted support. Pupils are supported according to the needs of the moment, as well as adaptation informed by teacher knowledge of every child, reflected by the use of a data rich seating plan, and the teacher's most recent feedback and marking of the pupils' work.

Presentation

We believe that presenting work neatly and professionally is not only a sign of respect for oneself and others, but also a critical component of learning. In each lesson, students are expected to:

- Write in neat handwriting using a blue or black pen.
- Write a date and title at the top of each page, which should be underlined with a pencil.
- Never doodle on or, in their books, as this can be a distraction and detract from the quality of their work.

This not only helps students stay organised and focused, but also serves as a reference for future studying. By emphasising the importance of presenting work well, we are helping students develop the skills and habits they need to succeed both inside and outside of the classroom.

Homework

At The Royal Sutton School we believe homework should encourage students to develop good study habits and reinforce the content taught in school. Homework will be assigned on a regular basis and will focus on reviewing and consolidating what has been taught in class. Homework will not introduce new content but instead provide opportunities for students to practice and apply what they have learned. Homework will be set in a variety of formats including using Seneca, Sparx, revision, written assignments, practicing previously taught knowledge and skills. Homework will be meaningful and relevant to the subject being studied. Teachers will provide clear instructions and guidance on how to complete homework tasks and when they are due to be completed. Students are expected to complete homework to the best of their ability and to submit it on time. Families are encouraged to support students with homework by providing a quiet and well-lit place to work, setting aside time for homework each day, and encouraging their child to ask for help if needed. We believe that by working in partnership, we can help our students to develop the skills and knowledge they need to succeed in their studies and beyond.

Your child's progress

As a school, we want to ensure you are provided with regular information about your child's progress.

Reports

In addition to the regular assessments that teachers undertake as part of their standard classroom practice, we also conduct internal summative assessments in December and July to capture student progress. Once these assessments have been checked and standardised, we publish them in the form of reports. They detail your child's progress and attitude to learning in each of their subjects. They also provide information about their attendance and behaviour. Parents' evenings are held once a year and provide families with a vital opportunity to meet with subject teachers in person to discuss their child's attitude to learning and academic progress. You will be informed of your child's parents' evening a few weeks beforehand and will be given access to an online booking system where you will be able to book 5-minute appointments. Parents' evenings are mandatory at The Royal Sutton School as there is a strong correlation between family involvement in a child's education and their eventual academic success.

Free School Meals

Eligibility

Free School Meals

Apply online – <https://www.cloudforedu.org.uk/ofsm/birmingham/>

It is quick and easy to find out if your child is eligible for Free School Meals by applying through the online checking service which will instantly advise you if your child is eligible. Your details are also updated automatically so there is no need for a formal review process, everything is kept up to date after your initial application.

Please email enquiry@jws.bham.sch.uk if you are advised that your child is eligible so that the free school meal allowance can be applied straightaway to your child's dinner account.





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