
Welcome to
Year 7
at Leytonstone School



Leytonstone
SCHOOL

2023/2024

Contents

Welcome to our school – Head Teacher	Page 1
Welcome from Head of Year 7	Page 2
School Ethos	Page 3
Taught Curriculum	Page 4
Teaching and Learning	Page 5
Learning at Home	Page 6
Assessment	Page 7
Pastoral Care and Support	Page 8
School Expectations	Page 9
Professional Performance	Page 10
Anti- Bullying and Cyberbullying	Page 11
Attendance and Punctuality	Page 12
Enrichment	Page 13
Community and Family Engagement	Page 14
Rewards	Page 15
Careers and Guidance	Page 16
School Uniform	Pages 17-18
Equipment	Page 19
Our School Day	Page 20
Literacy	Pages 21-22
Leytonstone Canon	Pages 23-24
English as an Additional Language (EAL)	Page 25
Provision for pupils with Special Educational Needs (SEND)	Pages 26-27
Pupil Parliament	Page 28
Additional Information	Pages 29-31

Welcome to our school

Jessica McQuaid (Head Teacher)

'Education is our passport to the future; for tomorrow belongs to the people who prepare for it today.'



We are very excited to have the honour of welcoming you and preparing you for all the wonderful activities and experiences which await you at our happy school.

At Leytonstone School our number one priority is to provide our young people with life chances – good qualifications and the capacity to be successful, kind, healthy, happy and confident adults with a rich range of personal resources upon which they can draw. We are driven by a desire to make a lasting difference to our pupils, their families and our wider community through the education we provide and the associated services we offer.

As a Leytonstone School pupil, you will feel safe and will learn to engage respectfully and positively with your peers and all the adults in the school. We offer a number of very interesting extra-curricular opportunities for all pupils and leadership is at the core of our vision for developing confident and successful young people. Our assemblies and form periods are purposefully focused to support pupils in their personal development and the contributions they can make to the school and their wider communities.

We have high expectations of our pupils and we are committed to developing the exemplary standards of behaviour and conduct we expect our young people to demonstrate. We know that all pupils can succeed in their learning and extra support is always available for those who need it. We are a thoroughly inclusive environment where bullying and discrimination are rare - and never tolerated.

Leytonstone School is a special place where teachers are interested in, and truly *know*, their pupils.

We are very much looking forward to welcoming you in September.

Ms J McQuaid

Head of Year 7 - Welcome

Hello lovely people!

My name is Mr Thompson and I have the pleasure of being your Head of Year when you join Leytonstone School in September.

When you join us in September, you will be assigned a form class and with this form you will have a form tutor. The peers in your form class will be the first people you see and interact with every morning and your form tutor will be a consistent, trusting member of staff who will be your first port of call for any queries or concerns you have. pupils at Leytonstone School know where to go if things get difficult and our amazing Year 7 team will always be there for you, if and when you need them. Our assembly will take place on Fridays. During this time, we will talk about important issues and celebrate your success as a year group.



During form times on Monday to Thursday, activities that you will do will be given to challenge and shape you as a young person to make you emotionally intelligent, kind and compassionate. Grades are really important at helping to support your future but so is being a good human being. Our school strives to ensure you leave Leytonstone School as the best version of yourself.

All pupils and staff at Leytonstone will tell you we have high standards and high expectations. I will never drop my standards, instead, I will do everything in my power to ensure you reach your potential and beyond. We want you to hold yourselves in high regard as a Leytonstone School pupil and, as a citizen of the world. To help you do this, we will monitor our high standards of uniform and equipment during the week, ensuring we are all ready to start the day with a positive attitude.

The minute you and your parents/carers chose Leytonstone as your secondary school, you chose to attend a school that is dedicated to your growth in all areas of your lives, both at school and at home. We will work tirelessly with you and your families to ensure that the transition from primary to secondary school is smooth and manageable. I will always be an approachable and active listener, where your well-being will be my primary concern; not just at the start of your journey, but throughout your time at this school. As our ethos states: "We are proud, we are a family, a community; we are citizens. We work hard together, hands held, challenged to improve, and we improve every day."

There is a buzz that you get when you arrive here and I cannot wait for you to feel it too. Have a brilliant end to your time at your primary school, your summer holidays and I will see you all very soon.

Mr Thompson

LEYTONSTONE ETHOS

Leytonstone School is a village.
We are proud, a family, a community; we are citizens.

We work hard together, hands held, challenged to improve, and we improve, every day.

Every member of our community is dedicated to growth. We are both teacher and student; when we make mistakes, we reflect, regroup and improve.

As Leytonstone citizens we know what we want and we know how to get it.

We are curious, we ask questions we delve and discover. We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable.

We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains.

We think, we observe, we are chameleons; ready for any and all situations.

We are many, a family from near and far, different in race, creed and belief. We value and understand our diversity.

We are healthy in mind and body. Life brings us challenge, but we take care of ourselves and each other; when things get difficult we know where to go.

We are the future; we shine bright; we are powerful beyond measure.

We are Leytonstone School Citizens.



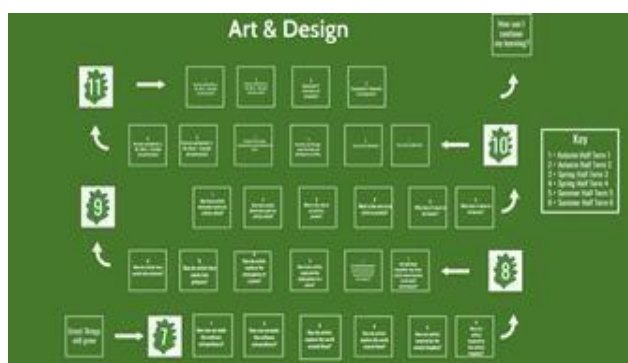
Taught Curriculum

Our aim is that 'great things will grow' from a curriculum that is innovative, intelligent and enriching. As part of the transition process, we seek to know what the pupils have learnt and how we can best support them. We celebrate, and embrace, our increasingly diverse community and recognise all backgrounds in our curriculum. These people are resilient and highly qualified - ready to embark on their steps in education. In doing so, children must be able to make mistakes and learn from them, to ensure they have an innate understanding of the knowledge and skills they are taught and develop a passion for learning. This exciting learning journey begins in Year 7, when the pupils study a wide range of subjects in depth before making their curriculum choices in Year 9. Subjects taught in Year 7:-

English	PSHRE
Maths	PE
Science	Art
French	Drama
Spanish	Music
History	Computer Science
Geography	Technology (Resistant Materials, Food Technology, Textiles and Graphics.
RE	

It is important that every pupil, and their family, know the content and purpose of our curriculum so that learning is supported. You can access our live curriculum maps on our school website on the 'Curriculum' page, or you can use this address:

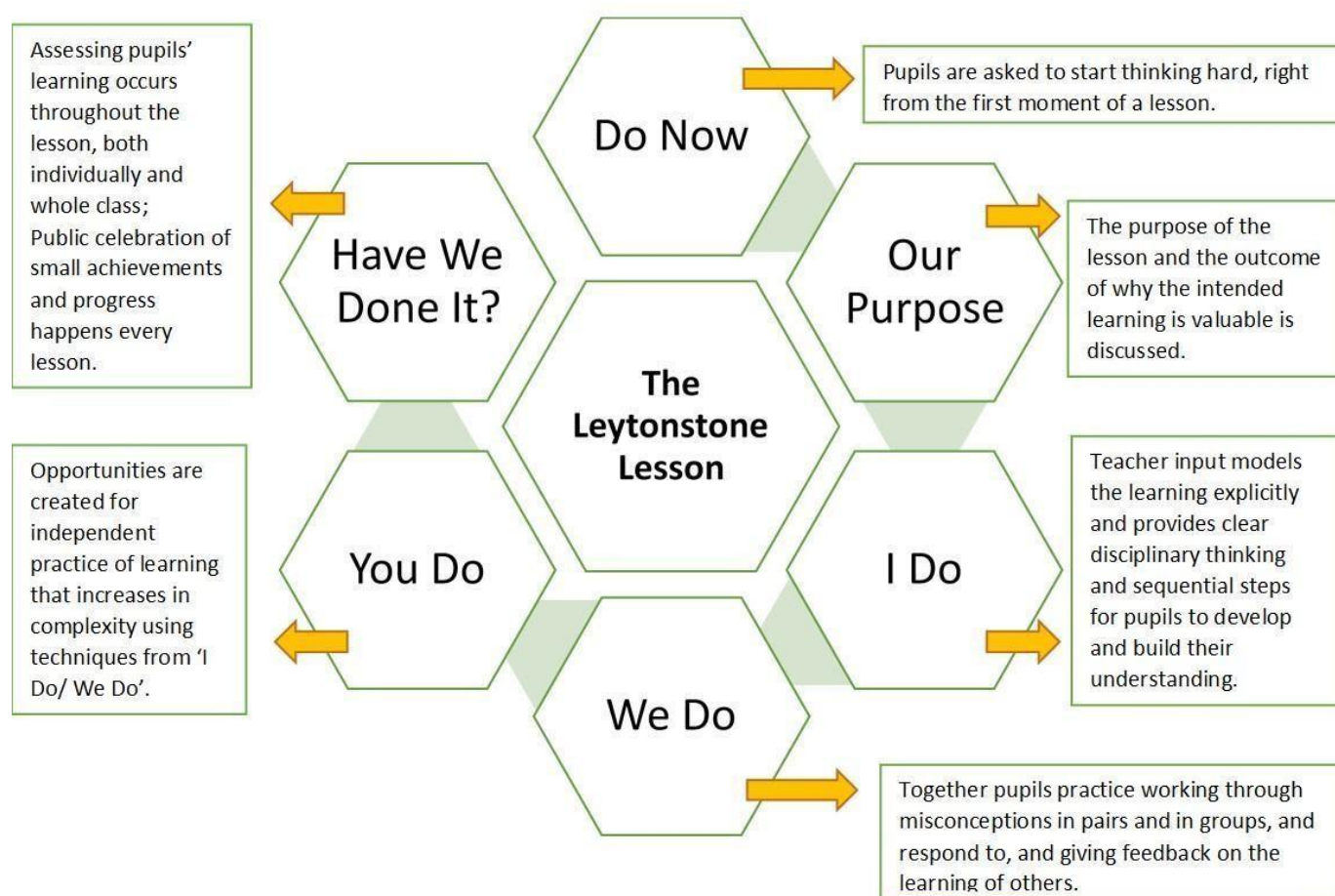
<https://www.leytonstoneschool.org/page/?title=Subjects&pid=32>



Teaching and Learning

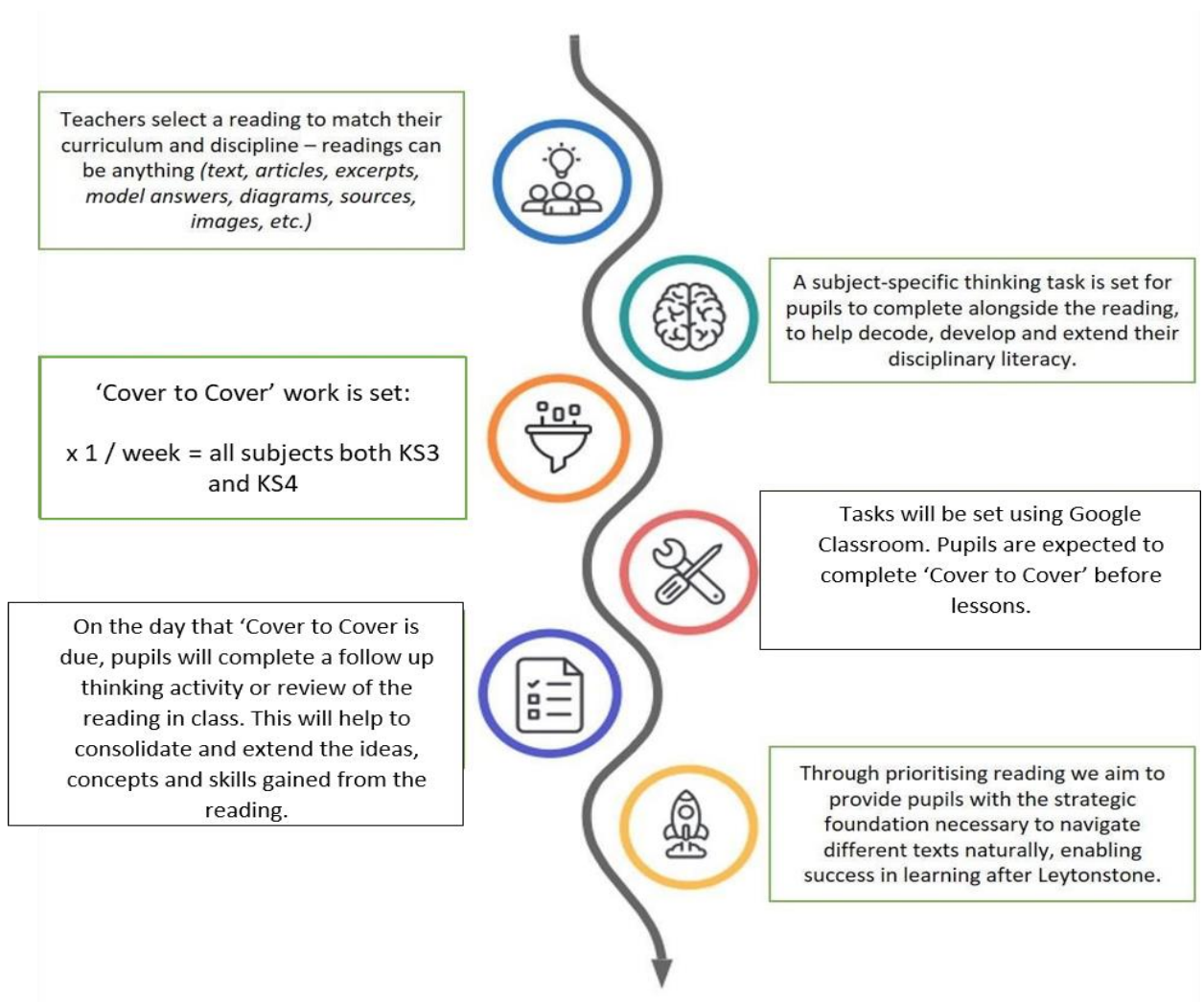
At Leytonstone School we want our pupils to receive the best outcomes possible throughout their learning journey with us, and so as teachers we are dedicated to continually improving our own practice – just as we expect our pupils to be dedicated to growing themselves. We know that learning is not a straight path, that success means something different for everyone, and that there is no one route that works for everyone.

We also know that structure and routine liberates and allows for creativity, therefore we have adopted a whole-school framework for our lessons:



Learning at Home

We believe independent learning at home should provide pupils with an opportunity to practise the specific skills and strategies needed to decode and interact with the unique language of each subject. Reading is the foundation of every subject and a key skill that directly affects pupils' attainment, subject-specific ways of thinking, and understanding about the world. As part of our 'Cover to Cover' project, all home learning assignments will be based around disciplinary literacy, with the exception of Maths, which focuses on disciplinary numeracy. Here is how it works:



Being able to independently navigate subject-specific texts naturally and draw upon prior knowledge of the world is essential for all future pathways. Post-16 education, especially, requires pupils to be able to independently work through sizable amounts of text. The 'Cover to Cover' project provides our pupils with an opportunity to acquire and practise subject-specific reading strategies.

Assessment

In Year 7, Leytonstone School pupils complete a set of initial benchmarking assessments such as the CAT4 (Cognitive Ability Test) and the NGRT (New Group Reading Test). By taking



part in these assessments we, as a school, will gain vital information about our new Year 7 pupils in order to best harness their talents and support their areas of development. It is this information that can also shape our taught curriculum (see taught curriculum). For more information about these two assessments please visit the links



below.

CAT4: <https://www.gl-assessment.co.uk/assessments/products/cat4-for-secondary/>

NGRT: <https://www.gl-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/>

Every term, parents and guardians will receive a report that evaluates their child's academic progress. Reports will show where your child is working compared to where they are expected to be for each subject. This is calculated using their KS2 data and the department assessments that happen throughout the academic year in individual subjects.

At Leytonstone School, we believe that students should engage with the data they receive, and identify personalised targets and tasks to maximise progress and attainment. Data and targets will also be discussed at parent's evenings. After receiving their reports, pupils will engage in a self-reflection task in a dedicated form time session.

Alongside the form tutor, pupils will review their report to:

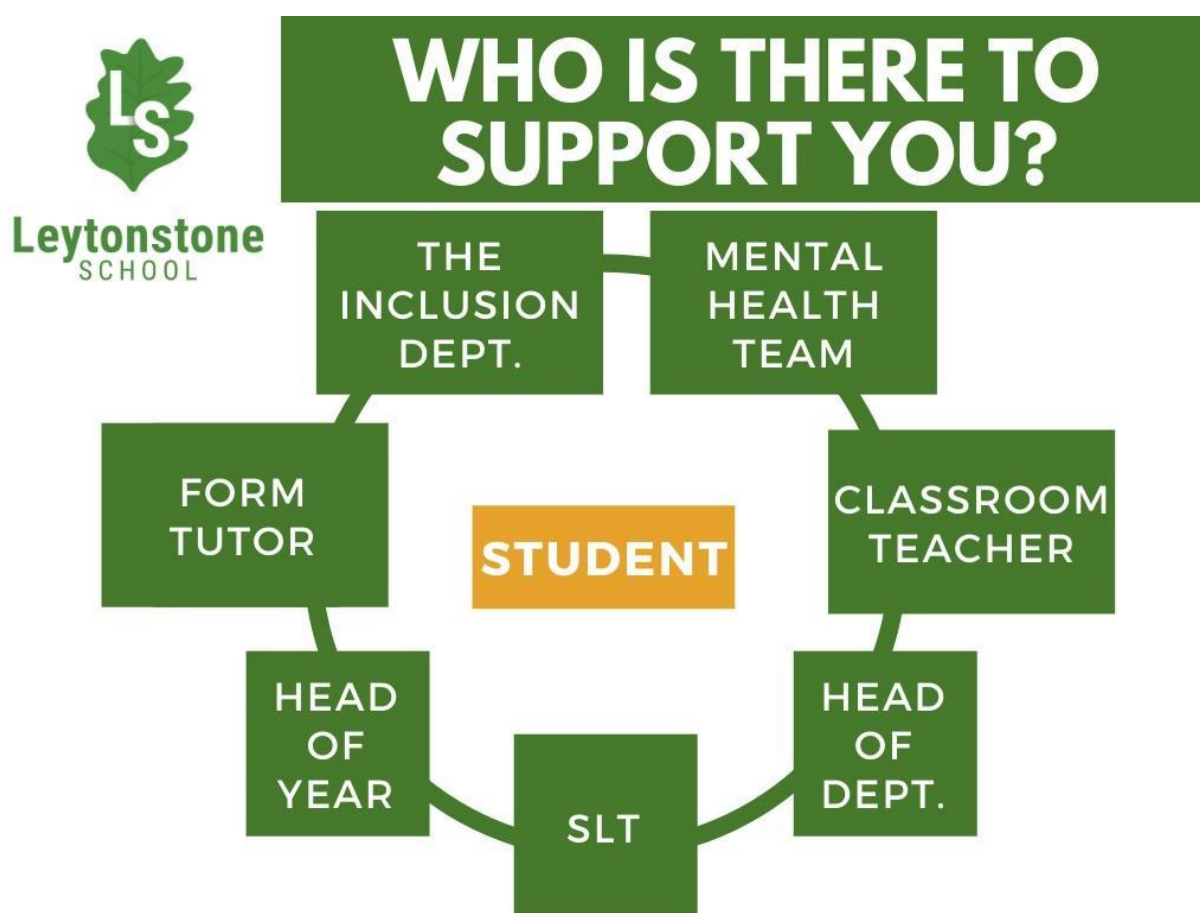
1. Celebrate their achievements
2. Identify the subjects where they are making progress
3. Identify the subjects where improvement can be made
4. Fill out a self-reflection form

Alongside academic achievement, reports will also include important pastoral data including:

1. Overall % attendance
2. Late sessions to school
3. Minutes late to school and minutes late to lessons
4. Achievement points
5. Behaviour points

Pastoral Care and Support

At Leytonstone School we are a family, we want all of our young people to feel cared for and listened to as we firmly believe *they* are the future. Our school culture is built on kindness which is why every pupil belongs to a form group. These form groups form part of your year team and your year team will play a really important part in helping you feel like part of the Leytonstone family. Your form tutor is a key person who will always look out for you and guide you through any celebrations, learning steps or problems that you might have. During the time with us you will learn our core values and ethos which will help you to grow into wonderful and well-rounded young adults. Each form group is chosen with care to ensure a mix of abilities, backgrounds, friendships and personalities. The form tutor is normally the contact person for parents in any matter affecting individual pupils.



School Expectations

The school has a reliable behaviour system which is easy for pupils to follow and allows every pupil to have a positive learning experience. We expect pupils to follow the pupil code of conduct:



STUDENT CODE OF CONDUCT

- Be polite and respectful to my fellow pupils, all staff and any visitor to the school.
- Be punctual to school and all my lessons. Only be absent for a genuine reason and bring a note on my return to school.
- Bring the correct equipment to school every day, using the essential equipment document and my timetable as a guide.
- Dress smartly and appropriately in my Leytonstone uniform. Ensure I never wear trainers or sportswear other than in PE lessons or sporting extracurricular activities.
- Do all my classwork and homework as well as I possibly can and ask for support or guidance if I need it.
- Follow instructions from all members of staff without argument. If I feel I have been unfairly treated then I should speak to the teacher or another trusted staff member at an appropriate time.
- Leave all areas of the school in a tidy state, understanding that they are a shared environment.
- Have respect for Leytonstone School's neighbours and try to be helpful and considerate in the community.
- Leave school by the correct exit and go home without lingering around the area.



Behaviour Systems:

Leytonstone School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. If you would like further information on the school's behaviour system please refer to our school website where you can read the full behaviour policy.

Professional Performance

Our core focus in the Pastoral curriculum is to ensure our young people are prepared for life outside Leytonstone School. This means we have a keen focus on pupils interacting in a formal and respectful manner. We refer to this as professional performance in that we expect staff and pupils to consciously adjust their behaviours according to contexts. As a pastoral team, we focus on explicit teaching of these behaviours using the 5 steps listed below:



Anti-bullying

All pupils at Leytonstone School have the right to learn, participate and grow in a safe, secure and orderly atmosphere. All pupils at Leytonstone School are entitled to the respect of others.

Bullying or discrimination of any kind are against our ethos, culture and policies, and will not be tolerated. In this school, we take all incidents of bullying very seriously.

We have behaviour and anti-bullying policies which dictate clear and consistent strategies for managing behaviour and dealing with bullying. We record all incidents of bullying and discriminatory incidents. We deal with all types of these incidents with reference to all parties involved and aim to bring out positive resolutions. This is achieved through mediation and support.

In line with the Anti-Bullying Policy, we are actively teaching our pupils that in the event of bullying, pupils should not join in or stand by and do nothing. We nurture the idea in our pupils that safeguarding is everyone's business. Our pupils know that bullying or harassment incidents need to be reported to one of our Safeguarding Team Officers or can also be confidentially reported through our email: reportit@leytonstoneschool.org. In some scenarios, it also may be possible for a pupil to safely stop an incident of bullying occurring. The school positively encourages this intervention.



Cyber Bullying

Young people face daily and constant exposure to electronic devices, multiplying social media platforms, ever expanding chat rooms and the peer pressure to be part of them. Social media occurs 24 hours a day, 7 days a week which may prevent pupils from getting a break from peer issues once they leave school. We know that educating young people on staying safe online has far more powerful impact than reacting to incidents that already occurred. To reduce the risks of cyber bullying, the use of children's mobile phones on school premises is not allowed and social media are inaccessible from school computers. We also liaise with parents on censorship and supervision of social media platforms used by their children.

The school takes the issue of cyber-bullying extremely seriously and always takes considered and appropriate action to ensure the safety and wellbeing of all our pupils and staff.

For further information on our Anti Bullying Policy please refer to our school website.

Attendance and Punctuality

Good attendance and punctuality are crucial to success at Leytonstone School. We have an Attendance Officer and Education Welfare officer who work extremely closely with families and Heads of Year to ensure that every child receives the best education possible.

- Parents/carers should ensure their child attends school regularly and on time
- Parents/carers should notify the school by 9.30am if their child is going to be absent on that day, either by phone, email or text giving the reason for the absence.
- Once a child returns to school they must provide notes, letters or appointment cards to validate absences, in advance when possible.
- If an absence lasts longer than three days, or if there are existing concerns regarding a pupil's attendance, you will be asked for medical evidence to authorise the absence (e.g. GP note, copy of prescription).

* Where attendance falls below the school target of 97% parents will be contacted to discuss the reasons for absence by their child's form tutor.

- Pupils with an attendance below 90% are classed as Persistent Absentees (PA) and will be referred to our Education Welfare Officer, who will discuss with the family any concerns that may be causing poor attendance to school.
- If your child is going to be late, please call to let us know why and roughly what time we can expect them to arrive. They will also need to bring in a note of explanation. If your child fails to register and we have not been informed of a reason for absence, a text/voice message will be sent to you asking you to contact the school to provide an explanation.



To report a child's absence please either email: attendance@leytonstoneschool.org or report your child's absence via the Edulink app.

Enrichment

'We are curious, we ask questions we delve and discover. We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable'

At Leytonstone School, enriching experiences are written into our Ethos. We value the development of pupils' cultural experiences, their agency and their independence. These enriching experiences can occur within the school day, in the form of workshops, guest speakers and dramatic performances. We also plan for the time they have between taught lessons. Pupils can access enrichment before school, at break, lunch and after school. These experiences could be academic, in the form of after-school clubs or home learning. They may support our pupils' spiritual and social development in the prayer room or board games club. They even promote creativity, in robotics club or choir club. Pupils are encouraged to participate in our dramatic performances both on stage and behind the scenes, we have both a production and our annual Panto In A Hurry! We do not see enrichment as 'extra', it is a valued part of our wider curriculum. It is integral to our young people's development, and we will support them to participate in activities most suitable to who they are as individuals.

A programme of enrichment opportunities for pupils will be made available at the start of each term as they are subject to change depending on staff availability and their interests. We strongly encourage parents and carers to discuss opportunities with pupils, and enrol in activities via the Edulink App. Further information can be found on our school website.



Community and Family Engagement

'We are proud, a family, a community; we are citizens. We work hard together, hands held, challenged to improve, and we improve, every day'

At Leytonstone School we recognise that everyone exists within a network of communities. In order for pupils to be as successful as possible we must celebrate and work with those communities. Pupils' families and wider communities can be the deciding factor in how successful school life is for them. We encourage close relationships with heads of year, form tutors, subject teachers and senior leadership links. We have cultivated some key methods for collaboration to maintain and build these relationships. We have a thriving Parent Teacher pupil Association (PTSA), with parents and teachers from a cross section of our community. We have a termly newsletter which outlines what is happening in the curriculum and wider school life, recognising and celebrating success across our school community. We work hard to communicate with families via appropriate means so that they are kept updated and secure in their knowledge of the school.



Rewards

At Leytonstone School merits are awarded at the end of lesson as part of the classroom routine. This ensures there are plenty of opportunities for your teachers to recognise your achievements and efforts. You will not only receive merits for producing exceptional work, but also for demonstrating the school's values, including reading books from 'The Leytonstone Canon'.

Merits fall under the following categories:

- Classroom achievement
- Cover to Cover
- Behaviour
- Extra-curricular activities
- Contributions to the wider school community
- Attendance
- Punctuality
- Reading books from 'The Leytonstone Canon'
- Tutor time

Parents, carers and families will be alerted every time a merit is received and can view the reason for the reward on the Edulink app. The aim is to collect as many merits as possible throughout the year and receive a variety of prizes at the end of every half term.

The ultimate goal is to collect 100 merits and become a member of 'The 100 club'!

Number of merits	Reward
Level 5 - 100 merits	Trip
Level 4 - 80 merits	Gold badge
Level 3 - 60 merits	Silver badge
Level 2 - 40 merits	Bronze badge
Level 1 - 20 merits	Certificate

Careers and Guidance

At Leytonstone School it is our duty to make sure that you are prepared for success. We have an inspiring careers program, guided by the Gatsby Benchmarks for Good Careers guidance, which will give you the opportunity to gain insight into a variety of careers and study options for when you leave us at 16. Our program is progressive, starting in Year 7, when you will engage in activities to explore different career sectors and future pathways. Special attention is paid to subject specific events such as science week, as well as exploring equality and diversity issues within certain sectors. We will support you in learning more about yourself and help you to explore the areas you might like to pursue in the future. Throughout your time with us you will also have opportunities to engage in an exciting speaker series, visit further education sites, and learn first-hand about different careers and the paths towards them.

These experiences will help you to make informed decisions about the subjects that you wish to specialise in while in Key Stage 4, and we will support you with this every step of the way. In Year 10 you will receive personalised support through careers interviews, and be able to get a taste of the world of work through work experience opportunities. The focus for Year 11 will be supporting your transition to further education or training through a variety of experiences such as CV building, apprenticeship and career insight workshops as well as college taster days.

At Leytonstone School we want the very best for you and we are excited to be a part of your journey towards success.



School Uniform

School uniform identifies a pupil as a member of our community and prepares them for the working world ahead. School uniform must be worn at all times unless specifically stated so by the school (e.g. non-uniform days or some activities/trips). Leytonstone School branded uniform can be purchased at Victoria2schoolwear based in Walthamstow - www.victoria2schoolwear.co.uk.

- **A black blazer embroidered with the school logo on the right pocket** - you may purchase a plain black blazer from a high street store and an embroidered badge from the school to iron on.
- **White shirt** (long or short sleeves) with a stiff collar, buttoned to the neck
- **School tie** - Black, green and gold school tie
- An optional **black V-neck jumper** embroidered with the school logo on the right side or a plain black V-neck knitted jumper (available from large supermarkets).
- **Black trousers** (straight leg only)
- **Black skirt** (skirts must be at least knee length)
- **Black, polished shoes** without any logo or pattern; plimsolls and canvas shoes/trainers of any kind (this includes - Nike Air Force Ones) are not permitted.
- **A black hijab and salwar kameez** are permitted, however school blazers must still be worn.
- Pupils are not permitted to wear makeup, pupils may only wear one plain ring or a single pair of small stud earrings. No other visible jewellery is allowed



School PE kit

PE kit options at Leytonstone School are designed to give all pupils the ability to perform in high quality sportswear and at the same time taking into account weather conditions, activities studied and pupil preference. Pupils should have the following items of clothing;

- **PE top** – Either a polo shirt with school logo, tshirt with school logo **or** training top with school logo (at least one item with a logo must be work for PE)



- **PE bottoms** - either of these items must be black and with or without the school logo - PE shorts, a skirt or training trousers. All items must not be branded – no sports logos such as Nike, Adidas etc. will be allowed.



- **Sports socks** - Green and black PE socks or plain black PE socks
- **Footwear** - Black trainers are to be wore for PE – no flat sole pumps such as Converse
- **Optional:** Leytonstone rain jacket



All PE kit can be purchased from our supplier Victoria 2 Schoolwear, 246 Hoe Street, Walthamstow, E17 3AX or online at www.victoria2schoolwear.co.uk.

Please note – If a pupil is unable to take part in Physical Education for any reason it is the school expectation that they will still be in full PE kit as described above. pupils will be able to then take part in a variety of different roles such as coach or official in order that their learning is not interrupted during this time.

Equipment

Learners will achieve their maximum potential when they attend lessons with the correct equipment. In order to be prepared for the learning tasks ahead, pupils should bring the following items with them every day:

School Planners

School diaries are provided on the first day of the school year. The school diaries contain a week by week planner for pupils to record any set homework or important events.

Writing Equipment

In order to complete any potential learning task we advise all pupils to bring pens, pencils, a 30cm ruler, eraser and sharpener. Highlighters and green pens are provided in class but pupils may want to bring in their own.



Mathematics Set

To ensure learning is enhanced and to improve mathematical skills, pupils should have a basic mathematical set which includes a protractor, compass and scientific calculator.



School Bag

Pupils should bring a suitable school bag that will fit all books and equipment on a daily basis, up to size A4.

Swipe Card

Leytonstone School operates a cashless catering system. Pupils are required to pay for lunches using a swipe card, which must be topped up with a balance prior to entering the queue. We use Parent Pay in school so you can top up your child's lunch card from home. Pupils with free school meals receive their top up balance automatically at lunch time. Please note pupils are only permitted to purchase items from the restaurant with their own swipe card.

Our School Day

At Leytonstone School, we operate a two week timetable (Week A and Week B) that remains fixed throughout the school year; pupils will have set lessons at the same time every week during Weeks A and B. Registration will take place in tutor groups four days a week and during assembly once a week.

Year 7 will follow the timings below:

8.40am – 9.00am	Registration
9.00am -9.50am	Lesson 1
9.50am – 10.40am	Lesson 2
10.40am - 11.00am	Break time
11.00 -11.50am	Lesson 3
11.50am – 12.40pm	Lesson 4
12.40am – 1.30pm	Lunch
1.30pm - 2.20pm	Lesson 5
2.20pm – 3.10pm	Lesson 6
3.10pm	End of School

Our school day comprises a morning registration session and six lessons at a length of 50 minutes each (double lessons are 100 minutes long). Pupils are expected to arrive by 8.35am for a prompt start to registration at 8.40am. During this time pupils will be registered by their form tutor, before a session that forms part of the pastoral curriculum.

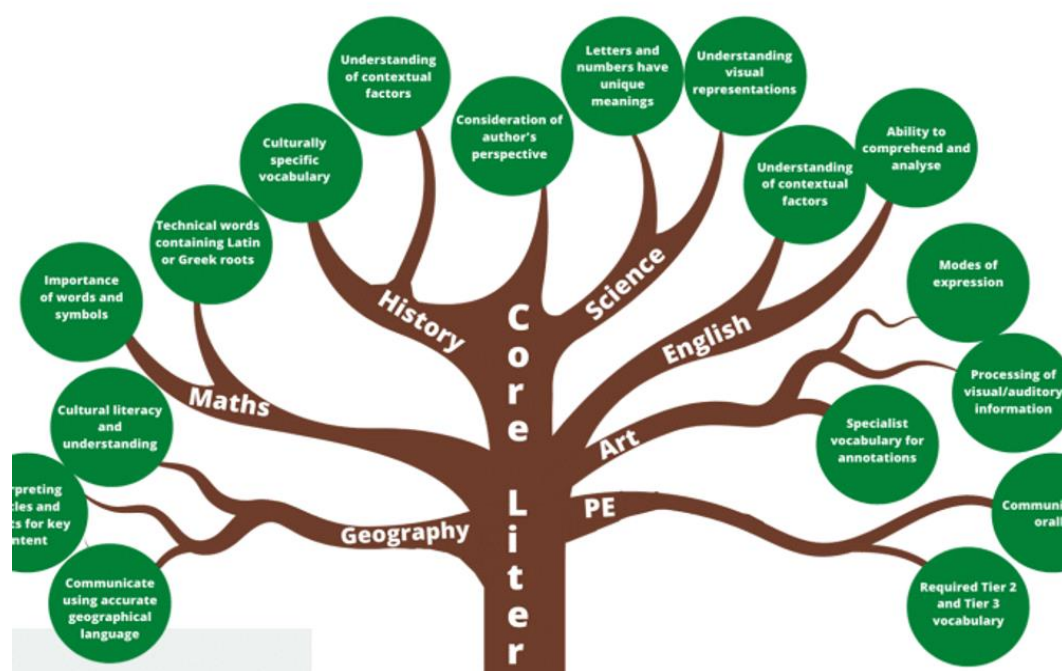
Pupils have two breaks during the day (breaktime and lunch) when they can purchase food and refreshments in the restaurant. There are clubs which the pupils can attend at lunchtime, or they can go to the library to read and study.

Literacy

Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. At Leytonstone School, we recognise that literacy is key to progress and that it is the responsibility of *every* teacher to deliver a literacy rich curriculum. We therefore aim to ensure pupils gain and consolidate high literacy skills across the school, not only in English. We believe this is essential for pupils' well-being in secondary school and beyond.

As literacy becomes more specific to each subject and more advanced, each department focuses on key areas of literacy to develop disciplinary literacy in our pupils. Disciplinary literacy is a teaching approach that enables learners to think, read, write and speak like experts in a particular subject.

Literacy is also included in the 'Pastoral Curriculum', with weekly Literacy Form Time activities. There are two weekly reading sessions in Form Time, books are selected from the Leytonstone Canon (see page 24). The reading sessions are an opportunity for reciprocal reading, pupils discuss text and predict/clarify/summarise/ question the text guided by their teacher.



Our Learning Resource Centre (LRC) is open with plenty of space for quiet reading and lots of reading material. Reading is fostered and celebrated at Leytonstone School. A reading book is part of your equipment and there are opportunities for reading in the school day and in Reading Clubs which run on a weekly basis.

At Leytonstone School, we believe Literacy should be at the heart of *every* curriculum. The focus is not only on reading and writing skills but spoken language too. In each department, encourage high levels of formal, respectful and articulate responses. This is encouraged using 'The Habits of Discussion'. The Habits of Discussion differ from subject to subject but the aim is to provide tools for pupils to communicate effectively.

Habits and etiquettes of discussion

1. **Use Standard English.**
2. **Face the speaker** so they know they have your full attention.
3. **Listen to understand, not to just respond.** Discussions are about learning from others as much as it is teaching others.
4. **Use peoples' name** when responding to their point to show politeness.
5. **Keep an eye on your body language.** You want to show confidence; not aggression, arrogance or a lack of interest.
6. **Respect turn-taking.** Don't interrupt or talk over others so an orderly discussion can take place and evolve.

Sentence starters to respond in a discussion

Building on a previous point:

Further to _____'s point, I would like to add that...
To extend _____'s point further, I would like to add...
I agree with _____ when they said and would build on that with

Questioning/interrogating another point:

I would like to pose a question to _____ following their point ...
 Could it be argued that
 _____ have you considered that ...
 STRETCH: I would like to pose the following question to the class ...

Disagreeing with a previous point:

I believe that _____ failed to recognise
 I understand _____'s point about ... but disagree because
 STRETCH: Having evaluated _____'s point I agree with the part but disagree/ think that

We recently introduced the "The Leytonstone Canon". This consists of books from *every* subject for each academic year. The "Leytonstone Canon" aims to represent the rich diversity of our school and community. Books in "The Leytonstone Canon" will be linked to quizzes, presentations and rewards and other great activities for all pupils to take part in.

Every year we celebrate World Book Day; teachers dress up and there are competitions, reading challenges, prizes and assemblies. Of course, book tokens are distributed to every pupil.

The Leytonstone Canon



Rationale

Traditionally, the literary 'canon' refers to a set of works/texts which are considered to be the most important, or the best examples from a particular social context. Debates rage in academia about the traditional literary canon and its relevance for readers today. In many ways the themes and topics covered by the canon are universal and can be said to transpose time and place, and yet the stark dearth of writers from diverse backgrounds is often cited as criticism of the idea of an English literary canon.

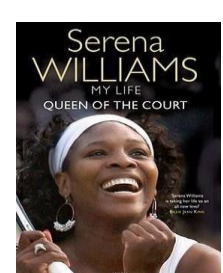
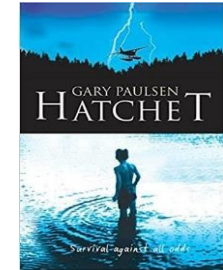
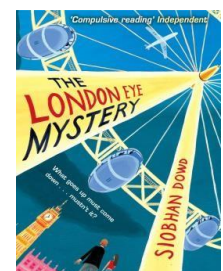
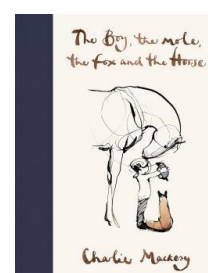
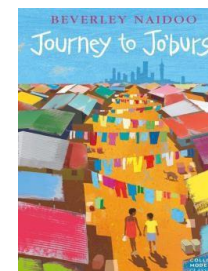
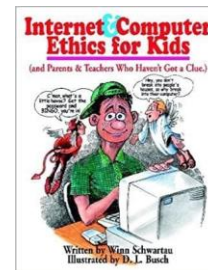
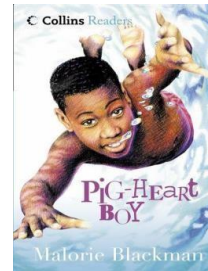
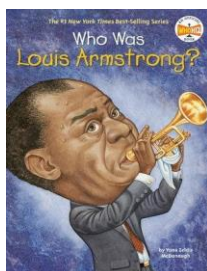
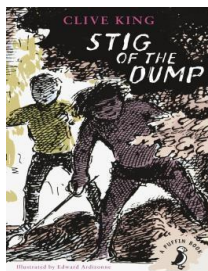
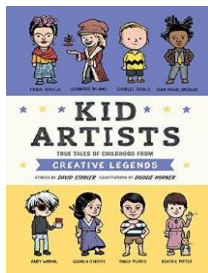
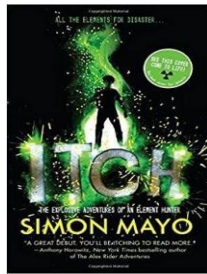
Here and now, at a time when educators are earnestly questioning bias with their curriculum and examining where curricula must rightly be decolonised, we will be establishing the 'Leytonstone Canon'.

Our canon comprises set works from *across* our curriculum which we believe, the reading of, will improve the success, intelligence and cultural capital of our pupils. The texts span fiction and non-fiction and represent writers from a range of backgrounds. Our school ethos served as the litmus test of 'The Leytonstone Canon' before texts were ascribed by departments.

In order to establish a culture of reading and curiosity, pupils will be recognised for the texts they read. 'The Leytonstone Canon' links to the school's reward system. Therefore, pupils are rewarded for every book they complete.

Turn to the next page to see a full list of the 'The Leytonstone Canon' for Year 7. Every book has been chosen by a specific department (including the SEN and PSHRE department).

The Leytonstone Canon



English as an Additional Language (EAL)

Many different languages are spoken here at Leytonstone School by pupils and staff and we are extremely proud of our diversity.

We are committed to the care and education of all of our EAL pupils, regardless of their proficiency, we try to ensure the very best overall care, academic access and opportunities to succeed and reach their full potential. The learning of English is a journey and can take many years to perfect, however, our EAL Department will be there to support EAL learners every step of the way.

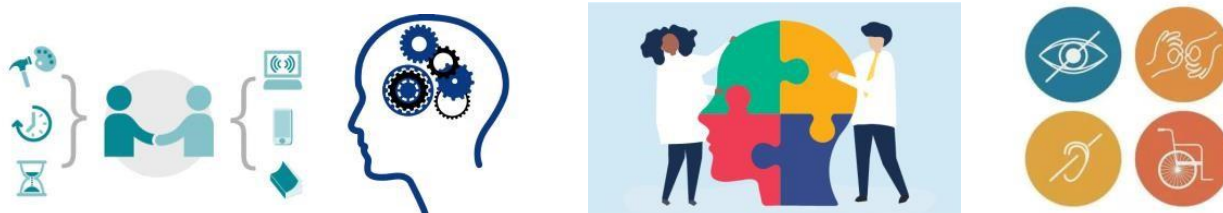
EAL pupils are defined as “all pupils who use or have access to more than one language at home or at school” and the DfE codes to assess EAL pupils’ proficiencies are:



EAL pupils will be assessed regularly and provision is put in place if they require extra English lessons. When progress is deemed to be “expected” or “above” pupils will be rewarded for their efforts. Where progress is deemed to be “less than expected”, parents will be notified and a meeting may be arranged to discuss the child’s progress and how all parties can best work together to support and improve the academic progress being made.

The school regularly audits and reviews its resources to ensure pupils’ needs are being met using research and the most effective and interactive methods, e.g.: through small group intervention or the ‘Flash Academy’ learning platform. The EAL Coordinator liaises closely with teaching staff and other support services in school to ensure pupils with specific learning barriers continue making progress as far as English language acquisition is concerned as well as in the broader Curriculum. Staff training and guidance are regularly shared around specific support and intervention individual pupils may require. Our EAL lead is passionate and trained in supporting pupils with language barriers. As a team we are dedicated to the academic progress and overall well-being of EAL pupils at Leytonstone School.

Provision for pupils with Special Educational Needs (SEND)

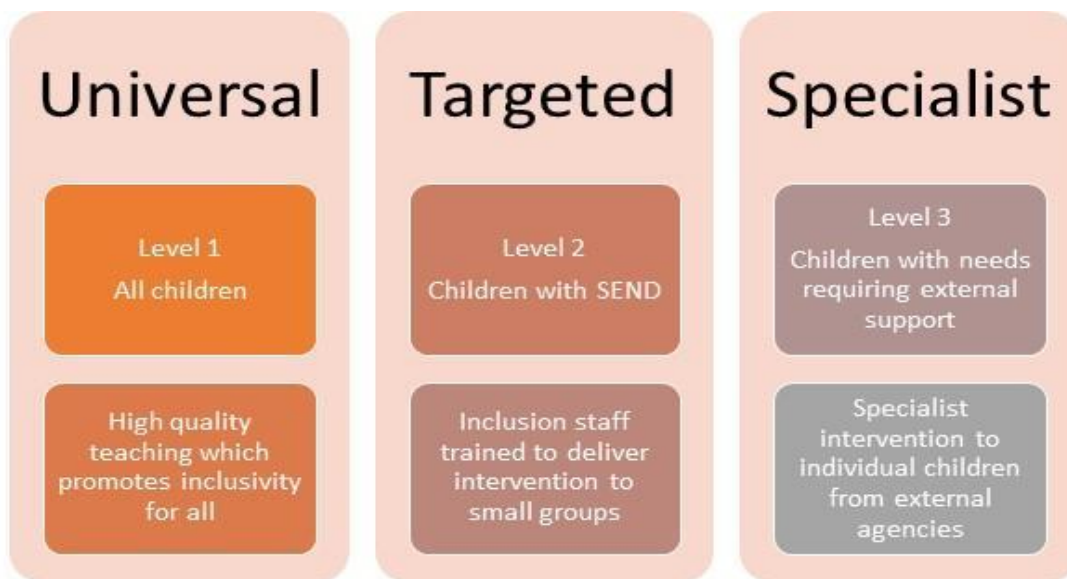


The four areas of need are;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and physical

At Leytonstone School, we are aware that some pupils will have additional educational needs which may hinder their learning. Pupils presenting special educational needs are identified and assessed. Referrals can come from a multitude of sources including; subject teachers, Heads of Year and parents.

The implementation of the Code of Practice 2015 made clear that, in line with Quality First Teaching: 'The progress of SEN pupils is the responsibility of the classroom/subject teacher'. However the SEN department and the SENCO will liaise with subject teachers and parents regarding SEN pupils' learning. All SEN pupils have learning plans which are reviewed 3 times a year. SEN pupils are also allocated a key worker who will meet with parents throughout the year. The SENCO is available at all parents' evenings to discuss pupil progress and concerns parents may have. The good relationship and communication we have with parents is paramount to the success of SEN provision. Pupils will receive support in accordance with their needs. Some pupils will be supported in the mainstream classroom; others will gain support in small groups. Individual support is provided for some pupils who are entitled to time being spent on developing specific skills.



The progress of a pupil on the SEN register will be monitored in a number of ways, through:

1. Tracking of subject attainment data
2. Observations in lessons
3. Feedback from subject teachers
4. Annual review/Key Worker meetings
5. Diagnostic tests where appropriate

Pupil Parliament

As part of our commitment to providing a holistic education, we believe that our pupils should be provided with the opportunity to develop as leaders of their community. Pupil Parliament at Leytonstone School empowers pupils to drive meaningful change within our community and beyond. Pupil Parliament is a platform for pupils to make themselves heard within the school and allows for the views of our young people to be incorporated into the decision-making that affects their everyday lives. In the past year they have delivered assemblies on anti-racism and LGBT+ history, raised awareness about school facilities, promoted a 'greener' school with a litter rota and given feedback to the Senior Leadership Team on a variety of matters. They have also organised fundraising events for local charities such as Stories and Supper. Members are supported by the Pupil Leadership Coordinator and elections to the new Pupil Parliament take place in the Autumn Term where each year group is represented so look out for those!



Additional Information

ParentPay

School lunches, trips, music lessons, etc. can be paid for by using ParentPay. You will receive a letter with your login details at the start of the school year. There will also be options throughout the year to contribute to the PTSA and to fundraising events via ParentPay.

For finance queries please contact finance@leytonstoneschool.org

EduLink

Leytonstone School has a free app available to all parents / carers with an email address. Using this app allows you to check and track behaviour/achievement points and attendance of your child/children. This is also the primary way we inform you of your child's reports. You can also use the app to update details we hold about you and your child on our SIMS system.



Access Cards/School Lunches

The school operates a card system that is used for school lunches, printing and access to the building. For school lunches this system currently requires pupils to top up their card to use at the till although we hope to move to a biometric fingerprint system in the near future. This must be done online via ParentPay. We recommend a daily allowance of £3.00 for food at school. Refreshments are also available before school and at break times.

Pupils in receipt of free school meals will receive their allocated balance for the set meal at the start of lunchtime but are free to top up additional funds for break time if they wish. Pupils who overspend on their cards will be expected to clear the negative balance as soon as possible (please note there is an automatic £10 negative balance limit, after which point, pupils cannot purchase anything further).

Free School Meals and Pupil Premium

Free school meals are provided for children whose families are in receipt of benefits such as Income Support or Income-based Job Seeker's Allowance. Families can apply online at www.walthamforest.gov.uk/content/free-school-meals.

The school receives funding to tackle the financial inequalities produced by poverty and disadvantage. This funding (called Pupil Premium) is allocated to pupils who currently claim free school meals or have claimed free school meals in the past 6 years.



Communication

Telephone: 020 8988 7420

Email: school@leytonstoneschool.org

The school office is open from 8.00am—4.00pm. Our administration staff are on hand to help with any enquiries you may have. However, we ask parents/carers to be mindful that the head teacher, along with all members of teaching staff, have a set timetable and may not be available at short notice to meet with you. Parents may leave their name and contact information with the relevant member of staff to request a call back or arrange an appointment.

Pupils may ask their Head of Year to contact home regarding changes to after school activities, issues with uniform, meals or travel arrangements. Pupils must not use a mobile phone to contact home in any way - this is to help us maintain a high level of safeguarding at all times.

Pupils who are taken unwell will be assessed by a First Aid trained member of staff. If a child is too unwell to stay in school, parents will be contacted by a member of staff. We kindly ask parents to not collect pupils who have contacted home themselves to avoid unnecessary absences from school.

It is incredibly important that we can contact home for a child when the need arises. Please inform us of any changes to your address, contact number or email as soon as possible. This can be done face to face, by phone, email or via the EduLink app.

We very much hope that if a parent/carer has a concern, they are able to resolve the matter quickly by contacting the appropriate member of staff, usually the Form Tutor or Head of Year for behaviour issues or Head of Department for subject-specific queries. If the matter is still not resolved, you are welcome to make an appointment to discuss it further with a senior member of staff.

The Governors of the school operate clear arrangements for considering complaints formally. These arrangements follow borough guidelines. If you wish to make a complaint through the Governing Body, please contact the Headteacher's PA.

If you require further details regarding any of the sections within this booklet, please contact the school. Our school website is updated regularly with comprehensive information on the school: www.leytonstoneschool.org

You can also follow us on Twitter @LeytonstoneSch

We look forward to welcoming you to our family.