



2021
2022

Whole School Parent Handbook

A Member Of
Swift
Academies



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WELCOME

It is my great pleasure to write the introduction to the Whole School Year 6 Parent Handbook and I hope that you enjoy reading its content and finding out about our remarkable school and the superb education we offer.

Hurworth School is an 11-16 school with academy status and is the lead school in Swift Academies Trust, where it works in partnership with The Rydal Academy and Longfield Academy. The school has a reputation for being an outstanding school and has an impressive record of achievement as an outstanding school.



Hurworth is a forward-looking school and grasps the opportunities that present themselves. A love of learning is at the heart of Hurworth with a strong emphasis on high quality teaching. The curriculum is organised to meet the needs of all students and is regularly reviewed. All staff are hardworking and dedicated to the school; staff are specialists and experts in their field and are committed to achieving the best for their students and helping them to become the best versions of themselves.

Students are bright, enthusiastic, and curious and have a love of learning. As well as the formal curriculum, students at Hurworth enjoy a rich and varied extra-curricular educational offer.

Underpinning all that goes on at Hurworth is the school's aim of Achieving Excellence with Care, as such there are excellent relationships between staff and students. Staff give generously of their time and are rewarded by the commitment and dedication of the students. Since joining Hurworth in 1996 and proudly serving as its Head Teacher for 15 years from 2003 to 2018 and once again from 2021 my aim as Head Teacher has always been to provide students with the best possible 11-16 education to be found anywhere. I believe that the students, staff and parents/carers deserve nothing less than this commitment from me and the staff at the school.

Students only get one chance at a formal education and it is our responsibility to make sure that this is the best experience that it possibly can be. In order to do this we must instil the joy of lifelong learning whilst ensuring that they have all of the necessary skills, knowledge, personal qualities and academic qualifications that they need to enable them to achieve their Post-16 hopes, dreams and ambitions.

Yours sincerely
Dean Judson
Head Teacher

SCHOOL AIMS

At Hurworth our principal aim is to provide all students with an educational experience driven by the desire to "Achieve Excellence with Care". Our overriding aim is to support all our students to become the very best version of themselves.

Our ethical beliefs are based on our four core values:

- Relationships
- Resilience
- Respect
- Responsibility

These core values are underpinned by five identified areas that together provide an overarching framework for all areas of school life:

- Opportunities
- Success
- Learning
- Expectations
- Character

We have created a set of non-negotiable expectations which both staff and students adhere to on a daily basis.

Our core values allow our students to be responsible and resilient lifelong learners who strive for excellence by developing positive relationships and learning to respect themselves and those around them.

The warm and welcoming family feel to the school is an important part of its identity and we have high expectations of our students in all aspects of school life. We believe that the development of character is an essential part of learning and we will provide opportunities for all of our students to experience success.

The highest standards are expected from our students and we firmly believe that a strong parent/carer-school partnership is essential as we work together to meet the needs of each child, provide them with the very best education possible and celebrate their successes.



PROPOSED ADMISSION STATEMENT OF HURWORTH SCHOOL 2022-2023

Hurworth School is a popular, successful school which is consistently over-subscribed. The school caters for students from the ages of 11 to 16 and is located in the village of Hurworth. The school prides itself on its pastoral care and its first class academic record; a winning combination which resulted in the school being deemed as “outstanding” in all areas of provision in its most recent OFSTED inspection.

How to apply for a place

The school will admit up to 127 students who are moving from primary to secondary school. Applications for places will be made in accordance with the LA’s co-ordinated admission arrangements and must be made on the application form (Form A) in the back of the Local Authority’s Guide for Parents or by applying online on the Council’s website.

Admissions Policy

The Governing Body of Hurworth School is the Admissions Authority for this school.

After the admission of children with an Education, Health and Care Plan (EHCP) where Hurworth School is named on the plan, and where the number of applicants is greater than the published admission number, applications will be considered against the criteria set out below in the following order:

Looked After, Previously Looked After & Internationally Adopted previously Looked After Children

Looked After and Previously Looked After Children but immediately after becoming looked after became subject to adoption, a child arrangement order or special guardianship order. Children who appear to Hurworth School to have been in state care outside of England and ceased to be in state care as a result of being adopted (*see definition*).

Children of a member of school staff

Children of a member of staff who has been employed at the school for two or more years at the time at which application for admissions to the school is made (*see definition*).

Family Links

Children who have a brother or sister already attending Hurworth School and who are expected to be on roll at the school at the time of admission (*see definition*).

Medical Reasons

Children with very exceptional medical factors directly related to school placement. Applications under this criterion must be supported by written evidence from a professional practitioner (*see definition*).

Children living in Hurworth

Children who live within Hurworth Ward (see map).

Associated Areas

Children who live within the following areas (as defined on the maps)

The villages of Middleton St George, Middleton One Row, Neasham, Bishopton, Sadberge, Great Stainton, Little Stainton and the rural areas of Sockburn, Low Dinsdale and Hurworth Moor. If your rural area is not mentioned in the list, please refer to the maps found on the school admissions website or contact the school for further clarification.

Distance

Children who live nearest to Hurworth School; distances are calculated on the basis of the shortest route by road from the front door of the child's home address (including the community entrance to flats) to the main entrance of the school. This will be based on the child's permanent home address. All distance measurements are based on the nearest route recognised by the Geographical Information System (GIS) from the child's home address to the school (see measurements).

Measurements

For applications which require a measurement to be undertaken in order to apply the oversubscription criteria or to determine a tie-break situation, the Local Authority on behalf of the Academy will measure the distance using a Geographical Information System (GIS). This ensures consistency for all measurements.

Tie-break

In the event of a tie-break in any oversubscription criteria, distance will be the deciding factor, using a GIS and may involve an officer walking the route using a pedometer.

Multiple Births

Where a single place remains and the next child to be offered is a twin or other multiple birth, then the school will use its discretion in deciding whether to offer over the PAN.

Looked After & Previously Looked After Children – definition

- A **looked after child** is a child who is (a) in the care of a Local Authority or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22 (1) of the Children Act 1989):
 - An **adoption order** is an order under section 46 of the Adoption and Children Act 2002
 - A **child arrangement order** is an order outlining the arrangements as to the person with whom the child will live under section 8 of the Children Act 1989
 - A **special guardianship order** is an order appointing one or more individuals to be a child's special guardian or guardians
 - A child is regarded as having been in **state care** in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society

Medical Criterion - definition

Children with exceptional medical factors directly relating to school placement. Applications under this criterion should be supported by written evidence from a professional practitioner.

If you state a preference for Hurworth School and indicate your reason for doing so is 'medical', then you are required to send a supporting letter from a professional practitioner. The supporting evidence should set out the particular reasons why the school in question is the most suitable school and the difficulties it would cause if your child had to travel to another school. Permission from parents must be given to share this information

Family Links – definition

Children have a family link if:

- They are half or full brother or sister
- They are adoptive brother or sister
- They are a foster brother or sister
- Their carers are married/co-habiting and children live together in the same household
- They are children in the same household (e.g. carers have Special Guardianship/Child Arrangement order)

Children of a member of school staff - definition

A member of staff includes all school staff who are under the direct employment of the Directors of Swift Academies and who work at Hurworth School.

Home Address

The home address is used for applying the admissions criteria. This means that when you state your school preferences you must give the home address of the child at the time of application, where they mainly reside Monday to Friday. You must not give the address of childminders or other family members who may share in the care of your child. For parents who may have more than one property, reference should only be made to the property in which they and the child(ren) mainly reside.

If the main address has changed temporarily, for example where a parent resides with extended family during a period of sickness or takes up temporary accommodation due to building works/renovation, then the home address remains that at which the parent was resident before the period of temporary residence began. However, if you have sold your property (exchanged contracts) and have moved into temporary accommodation, you will be required to provide evidence of your situation and a decision will be made based upon the evidence provided. Where there are shared care arrangements, the home address will be where the child lives for the majority of the week Monday to Friday or where a court has determined their home address should be.

Waiting Lists

If your child has been refused admission, a waiting list will be held by the Local Authority. Priority will be given according to the oversubscription criteria stated for this school based on the information provided at the time of application. The waiting list will be open until the end of the Autumn term.

Late Applications

Late applications will be administered in accordance with the home local authority coordinated admissions scheme.

In-Year Applications

An application can be made for a place for a child at any time outside of the normal admissions round and the child will be admitted where there are available places and/or in conjunction with the Local Authority Fair Access Protocol. Applications should be made by contacting the Local Authority School Admissions Team on 01325 406333.

Where there are places available but there are more applications than places, the published oversubscription criteria, as set out in this policy, will be applied. If there are no places available, a parent has a right to appeal.

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made by the Local Authority to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by contacting Mrs M Hall, School Manager on 01325 720424.

False Information

The governing body reserves the right to withdraw the offer of a school place, or where a child is already attending the school, the place itself in the first term of attending where it is satisfied that the offer or place was obtained fraudulently.

School Transport Arrangements

Details on transport arrangements for which the Local Authority are responsible are available in the Admissions Guide for Parents. Anyone wishing to contact the Academy with regard to its admission arrangements should contact Mrs M Hall, School Manager.

From September 2013 Darlington Borough Council only provides the statutory minimum that is required to transport children to and from school at the start and the end of the school day.

The legal requirement for ensuring that a child attends school is that of the parent/carer. The Local Authority will provide free transport assistance under some circumstances. Please refer to the Local Authority Transport Policy for the criteria under which free transport assistance is available.

For further information contact Transport Services on: (01325) 405906.

Non-Statutory Transport Arrangements

In conjunction with all secondary schools in Darlington, the Local Authority has agreed to offer a limited number of additional places on existing routes to parents/carers of secondary age children; however there will be a cost for this provision.

Parents/carers who are not entitled to 'free' transport can apply for a fare paying place on an existing school coach, where there are spaces available. The spaces are limited and there is no guarantee that every child who applies will be allocated a place. This offer only applies to children living 2 miles or more from the school for which existing transport routes are in place.

It is a parents / carers responsibility to get their child to school and your preference for a school should not be affected by the availability of transport.

Details on these arrangements will be sent to parents after the allocation of places has been made and acceptance of the offer has been received by the Local Authority.

Admission of children outside their normal age group

Admission authorities must make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group and whether they may naturally fallen into a lower age group if it were not for being born prematurely, they must also take into account the views of the Head Teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority must set out clearly the reasons for their decision.

If a parent seeks a place in a year group other than the year that their child would 'normally' be in (i.e. outside of their chronological age), they need to put their request in writing with a clear explanation of why they are making their request, for example their child is gifted and talented, they have missed a significant part of their education due to a medical problem.

If a parent seeks a place for their child to start Year 7 when they are in a year group outside of their chronological age and it is within the co-ordinated timeframe for applying (beginning of September to 31st October) then this will be considered as part of the normal admissions round.

Any application will be forwarded to the Head Teacher, Hurworth School and will be considered by the Admissions Sub-Committee.

Once a decision has been made the Admission Authority will write to the parent(s) informing them of the decision and setting out reasons for such, if parents do not agree with the decision, they have a statutory right to appeal against the refusal of a place at the school. This does not apply if they are offered a place at the school but it is not in their preferred age group. In this instance parents must complete an In-Year Application Form.

HOME TO SCHOOL TRANSPORT

Whilst we endeavour to provide home to school transport for eligible students, it is a parent/carers responsibility to get their child to school and your preference for a school should not be affected by the availability of transport.

Please note that school transport is currently available for children living in the areas outlined in the school's admissions policy - Middleton St George, Middleton One Row, Neasham, Bishopton, Sadberge, Great Stainton, Little Stainton and the rural areas of Sockburn, Low Dinsdale and Hurworth Moor.

Children living in the Firthmoor area (as defined on the map which lies South of Harris Street) currently qualify for "school transport" if their application for a place at Hurworth School is successful, under the sibling link or distance criterion.

Darlington Borough Council has a duty to make the necessary travel arrangements for 'eligible children' under Section 508B of the Education Act 1996.

The Council will provide 'free' transport in the following circumstances:

- To the nearest appropriate and/or suitable school determined by the Local Authority, if that school is more than 3 miles from the parental address using the shortest walking route judged to be safe
- To children entitled to free school meals or those families in receipt of the maximum level of working tax credit to:-
 - 1 of their 3 nearest appropriate and/or suitable schools which is more than 2 miles but less than 6 and/or
 - to the nearest suitable school on grounds of religion or belief which is more than 2 miles but less than 15

Charging Policy (2021-2022)

Please note that this may be subject to change at any time

Parents/Carers will be charged a maximum of £3.80 per day per student. If a family has more than one child that obtains a place on a coach, the eldest child will be charged £3.80 then there will be a reduction of 10% (reduced cost of £3.42) for the first sibling and a reduction of 20% (reduced cost of £3.04) for each sibling after that.

The charge will be in place for the whole of the academic year; there will be no reductions for sickness absence, holiday absence, exclusion etc.

If a child no longer requires the seat on the coach the parent must inform the School of their decision and must return the bus pass to the Finance Office at Hurworth School in order that a refund can be calculated from the date of receipt of the pass.

Allocation of places

The School will not consider providing additional routes, diversions to existing routes or increase the capacity of a coach to meet an increased demand, unless there are cost effective reasons for doing so. All decisions to provide an additional service will be taken in consultation with School Transport at Darlington Borough Council.

Places on the school bus will be allocated as follows:

Non-Statutory places will first be allocated to the students who currently use home to school transport on a non-statutory basis, and then places will be issued to any new starters or mid-year transfers.

Once students are allocated to a route they will all be treated equally regardless of year group.

The School will decide which route your child should be allocated; thereafter places will be determined on a furthest distance from the school basis; i.e. if there are two children applying for the same route we will allocate the route to the student who lives furthest from the school within the route area. No consideration will be given to childcare arrangements or drop offs due to location of parent's workplace.

If your child is successful in obtaining a place on the transport, we will attempt to enable your child to access transport for the full five years of their secondary education. However, this cannot be guaranteed as circumstances may change at any time; this transport will be known as non-statutory transport.

Allocations will be made prior to the commencement of the academic year. The application process will stipulate a date by which forms must be returned to the School for processing. Any applications made after this date will be treated as late and will not be processed until all other places are allocated. Any applications made mid-year i.e. during September to July of any academic year will be accommodated where possible.

Conditions

Places will only be made available on each route if there are seats available after all statutory children have been accommodated. If there is sufficient demand then a case will be considered for increasing the size of the coach, if possible and only in circumstances where this is cost effective.

A non-statutory child can be removed at any point in time; the School will give appropriate notice to parents for their child to be taken off a route.

The School is responsible for issuing bus passes and will undertake daily checks on bus routes to ensure that passengers are complying with the Travel Rules as per the Travel Safely in Darlington guidance.

Students will be issued one pass for one route; there is not an option for students to have multiple passes for different routes. If a student wants to change routes a request can be made by parents/carers to the Finance Office, and this will be assessed and accommodated where possible.

Payment

Hurworth School will contact you with payment details if you are successful in obtaining a fare-paying place. Parents can pay by monthly standing order or through their ParentMail account; passes will not be issued to students until payment has been received.

THE SCHOOL DAY

	Start	End
Starting to move towards form - bell rings	8.50 a.m.	
Registration activities/Assembly	8.55 a.m.	9.15 a.m.
Period 1	9.15 a.m.	10.15 a.m.
Period 2	10.15 a.m.	11.15 a.m.
Break	11.15 a.m.	11.30 a.m.
Period 3	11.30 a.m.	12.30 p.m.
Lunch	12.30 p.m.	1.15 p.m.
Starting to move towards form - bell rings	1.15p.m.	
Registration	1.20 p.m.	1.25 p.m.
Period 4	1.25 p.m.	2.25 p.m.
Period 5	2.25 p.m.	3.25 p.m.
Comfort break before journey home, collect mobile phones etc	3.25 p.m.	3.30 p.m.
End of School Day	3.30 p.m.	

SCHOOL HOLIDAYS

2021-2022

	Break Up	Return to School
Autumn Term		Thursday 2nd September 2021
October Half Term	Friday 22 nd October 2021	Tuesday 2nd November 2021
Christmas Holidays	Thursday 16 th December 2021	Wednesday 5th January 2022
February Half Term	Friday 18 th February 2022	Monday 28th February 2022
Easter Holidays	Friday 8 th April 2022	Monday 25th April 2022
May Day	Monday 2 nd May 2022	
May Half Term	Friday 27 th May 2022	Monday 6th June 2022
INSET Day	Monday 27 th June 2022	
Summer Holidays	Wednesday 20 th July 2022	

2022-2023 – *dates subject to change*

	Break Up	Return to School
Autumn Term		Tuesday 6 th September 2022
October Half Term	Friday 21 st October 2022	Tuesday 1 st November 2022
Christmas Holidays	Tuesday 20th December 2022	Wednesday 4 th January 2023
February Half Term	Friday 17 th February 2023	Monday 27 th February 2023
Easter Holidays	Friday 31 st March 2023	Tuesday 18 th April 2023
May Day	Monday 1 st May 2023	
May Half Term	Friday 26 th May 2023	Monday 5 th June 2023
Summer Holidays	Thursday 20 th July 2023	

STUDENT UNIFORM

As a school, we believe that uniform is important in creating a positive approach to study and care in personal presentation. As such, Parents/Carers are requested to give their full support to the school in adhering to the range of uniform requirements. Students who attend school with incorrect uniform will receive sanctions in line with our conduct policy.

A Summer Uniform is worn in the Summer Term and the first part of the Autumn Term. Students wear a Winter Uniform in the second part of the Autumn Term and the Spring Term.

Items and colours of clothing are as follows:

- Trousers must be plain black, standard fit and not be made from denim, corduroy, leather, lycra or other expandable material. Leggings, jeggings, black jeans or ¾ trousers are not permitted. All students must wear trousers as skirts have been removed from the permitted uniform.
- Plain white shirt not a T-shirt or blouse – this is only worn whilst in Winter uniform.
- School tie, this must cover the top shirt button (ties other than school ties are not to be worn) – this is only worn whilst in Winter uniform.
- Maroon Summer Polo Shirt – this is only worn whilst in Summer uniform.
- V-necked sweater with school logo.
- Black shoes with heels no higher than 4cm. Trainers and plimsoll shoes are not acceptable and neither are leisure boots such as Rockport, Doc Martins and Ugg boots. Plain black low heeled boots (Chelsea boot style) may be worn. Shoes must be plain black and not have stripes or logos of any kind visible. Shoes cannot have coloured or metal buckles or decoration on them.
- Jewellery – only one small stud per ear lobe and in no other part of the ear, and one watch. No other jewellery or body piercing is permitted.
- No jewellery is to be worn during PE lessons, this includes recently pierced ears (it is not acceptable to cover them with plasters). We advise for piercings to take place at the start of the 6 weeks' holiday to allow healing to take place.
- No coloured or fake nails are permitted. Nails should be of a reasonable length.
- Make up must be kept to an absolute bare minimum and must be natural looking.
- False eyelashes are not permitted.
- Coats should be an appropriate outdoor coat – no sweatshirts, hooded tops, cardigans, tracksuit tops or coats made of denim.
- Hair styles/eyebrows must not have any lines, patterns or symbols showing and extreme hair dyes (hair must be of a natural colour/multi coloured hair is not acceptable for any student).
- A school bag large enough to carry an A4 file must be carried every day.

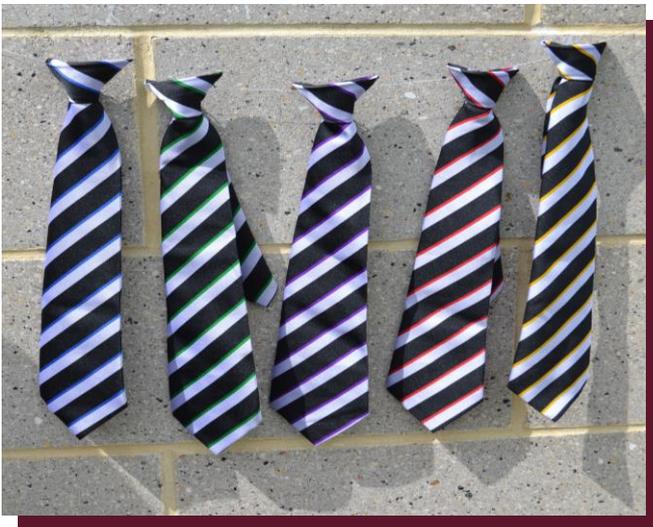
The decision when students will transfer from winter to summer uniform will be taken by the Head Teacher and will be communicated to Parents/Carers via letter. There will be a minimum of 2 weeks' notice given prior to uniform change.

P.E. AND GAMES KIT

- Maroon sports top with school logo
- Black shorts or black leggings with school logo *please note that leggings other than the school ones are not acceptable*
- Maroon socks
- Black fleece (optional)
- Black waterproof top (optional)
- Football boots – football and rugby lessons only

All uniform with school logos/colours, i.e. sweater, ties, summer polo shirts, PE Kit, is available from Elizabeth's Embroidery. This can be purchased online at www.elizabethsembroidery.co.uk password HURWORTH. They also stock black trousers and white winter shirts, although these can be purchased elsewhere.

You can also visit the shop where items can be tried on for size and ordered, at 8-10 Richardson Road, Stockton-on-Tees. Tel: 01642 674973.



EQUIPMENT

There are certain essential items students need to bring to school each day. In order to carry them, and any additional books or equipment specific to any particular day, a bag big enough to hold an A4 sized folder is required.

There are a limited number private lockers available for students use. Students may go to these lockers at break or lunchtime, not during lesson change over.

Essential items

- Pencil case
- Blue or black pens
- Pencil
- Pencil sharpener
- Ruler
- Eraser
- Calculator (available to buy from the Maths department)
- A reading book
- Student planner (issued by school)

Certain items are strictly prohibited from school, grounds including:

- Alcohol or drugs
- Weapons of any kind including any form of gun (imitation / bb / air)
- Knife or sharp bladed objects
- Laser pens

If students are found with any of the above items serious sanctions will be imposed.

Chewing gum and any fizzy/energy drinks are also not allowed in school.

It is important to note that the governors and staff of Hurworth School **DO NOT ACCEPT LIABILITY FOR DAMAGE/LOSS TO PROPERTY BROUGHT INTO SCHOOL.** Any mobile phone, iPod, iPad/tablet or similar device brought to school must be handed to the office on arrival. Failure to do so will result in a sanction being applied.

The same liability applies to school trips and visits.

MEDICAL INFORMATION/INJURIES AND CARE PLANS

If your child has a medical condition such as Asthma or Diabetes or has suffered an injury and requires treatment in school, a care plan and/or risk assessment may need completing, please contact the school office for further details.

Nuts and Allergens

We have a duty of care to all students, we will work together to minimise the risks to students by asking parents not to send in items in packed lunches marked 'does contain nuts' or 'contains peanuts'; lunchtime staff will be alert to obvious signs of nuts being brought into school and any nut/nut products found to be brought into school, will be bagged up and returned. If the student who has brought in nuts/nut products will be asked to wash his/her hands after eating (foods not permitted include: packs of nuts, peanut butter sandwiches, Nutella, chocolate bars containing nuts and cakes with nuts in them).

THE CURRICULUM

At Hurworth School we provide a broad and balanced curriculum that ignites students' love of learning and successfully unlocks the true ability of each individual.

Our knowledge rich curriculum helps us to develop life-long, independent and resilient learners. Quality first teaching ensures students' individual needs are met by breaking down barriers to learning and allowing students to be supported to reach their full potential. The curriculum is designed to inspire our students and prepare them for their future roles in society.

We aim to create well rounded citizens through our personal development programme and by teaching our character non-negotiables. The school offers a wide range of extra-curricular and leadership opportunities that students can choose to take part in.

Key Stage 3

Students entering the school at the beginning of Year 7 will study the following subjects throughout their first three years in the school:

English, Mathematics, Science, Spanish, Design and Technology, History, Geography, Religious Studies, Drama, Music, Art, Computing, Physical Education and Personal, Social, Health, Citizenship, Education (PSHCE)

For each subject students will follow a departmental learning journey which identifies the non-negotiable knowledge, allowing them to see when they are studying topics so they can make connections between them.

Regular Independent Learning Tasks (ILTs) are set for all year groups, these are designed to both broaden and reinforce learning through retrieval and the development of revision skills, with independent study the key focus of the tasks.

Key Stage 4

At Key Stage 4 the curriculum ensures that all student needs are met and they are prepared for post-16 life via a wide range of Academic GCSE's, Vocational Courses and Unit Awards.

Students select options from a list of subjects; the English Baccalaureate (EBacc) is not prescribed but is available to all students. Option groups are mixed ability and based on the combination of students' choices and the school's ability to meet their choices.

Students receive Careers Education in all year groups so they are able to make informed decisions about their post-16 destinations.



CLASS ORGANISATION

There are 5 sets in Key Stage 3 and these are reviewed regularly to ensure that students are making good progress. Students are set on entry to the school based on Key Stage 2 information and internal baseline assessments (English and Maths, as well as Cognitive Ability Tests). This allows the curriculum to be delivered at the appropriate pace so that all students' needs can be supported in order for them to reach their full potential.

Classes are reviewed throughout the year, using a combination of teachers' continual assessment and test results. This allows us to alter the set of a student if teachers feel that such a move is justified. In all cases, parents will be consulted before any action is taken with regards to student movement between classes.

Our Progress Review procedures mean that students are encouraged to understand their own progress and take responsibility for their learning. This awareness is a vital aspect of the school's policy towards target setting.

In Key Stage 4 students are in Options classes which vary in size according to the popularity of different subjects. Both English and Maths have 7 sets in Key Stage 4 for smaller class sizes.

Hurworth School is committed to ensuring that all students are offered equal opportunities throughout their time with us.



EDUCATIONAL NEEDS AND DISABILITIES (SEND)

We recognise that at some point in any student's career at Hurworth School an individual may require additional support to reach their potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If this support cannot be provided by our experienced and highly-qualified staff then we will seek external specialist support.

Objectives of the School's SEND Provision

- To ensure access to a broad, balanced and relevant curriculum for all students, with continuity across all Key Stages
- To identify students with additional needs and disabilities
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow
- To encourage a parent/carer, school and student partnership with the student at the centre of the SEND review process
- To promote effective liaison between the Leadership Team, Department Heads, Raising Achievement Coordinator, staff, parents/carers and outside agencies
- To support all staff in delivering the National Curriculum to all students
- To ensure that SEND is represented on all relevant school bodies
- To support students with SEND at important transitions such as Year 11 to Post-16
- To facilitate opportunities to work towards the Preparing for Adulthood agenda from Year 7
- To promote independence and participation in all areas of school life
- To celebrate diversity and help students understand the various needs of others

We are recognised as an inclusive school and we are very proud of our reputation.

In developing this offer, SEND children are understood to be those students with or without Educational Health and Care Plans who have difficulties in participating in those curriculum experiences which they could have expected to share, had the particular difficulty not existed. They will include children who have difficulty with - communication and interaction; physical and/or sensory; social emotional and mental health; and cognition and learning.

The school works in line with the Code of Practice principles in that:

- SEND issues are addressed
- There is recognition of a continuum of needs and provision
- Students will be given the greatest possible access to a broad and balanced education
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child

Resourced Provision for Autistic Students

As a part of our commitment to providing an inclusive education, we have an additional resource for up to 14 students with an EHCP who are identified as having significant needs due to their autism. We aim to provide a high level of support, enabling all students within this provision to access a broad and balanced curriculum within mainstream education.

Students who are supported by the provision access their curriculum mainly in standard school teaching sets. Students also attend withdrawal intervention lessons in small groups or on a one-to-one basis in a specified quiet room. During these lessons we aim to develop students' skills using the support of experienced specialist staff. The skills learnt may include life tasks, language and communication skills and a range of social skills.

Throughout the year we are actively engaged in inducting new students into this provision and a member of the SEND Team will be happy to discuss any individual transition plan with yourself or your child's current education providers.

As part of the Local Authority's outreach support services the Provision Manager also coordinates the Social Communication Outreach Support Service [SCOS]. This advisory service involves a small team of staff who work with staff and students in mainstream Primary and Secondary schools across Darlington.

Further detailed information about the SEND provision at Hurworth School can be found by following the Special Educational Needs link on the school website.



STUDENT ATTENDANCE

Your co-operation in ensuring regular attendance and punctuality is essential. When an absence occurs, **parents/carers are requested to contact school on each morning of their child's absence from school.** Should the absence be prolonged, please let the school know, so that we can provide work and any further support your child may need to continue their education.

Key Points to Remember

- Whilst it is right that schools recognise that individual students and families may have occasional problems, the aim of us all is to expect regular attendance
- Lateness is not acceptable and is also an issue of attendance
- Where a student is absent without prior authorisation, an explanation is required
- We are not obliged to accept parental notes where there is reason to doubt the validity of the explanation offered. For example, shopping trips within school hours are not acceptable or explanations such as 'minding the house', looking after siblings etc., are not acceptable reasons for absence

The school operates a First Day Contact Policy. The school will make every effort to contact parents/carers on the first day of absence.

Under current regulations school cannot authorise holidays in term time. A leave of absence form must be provided in advance of a holiday and your attendance must be above 95% just prior to your holiday taking place, school will then not refer for a penalty fine.

The attendance percentage will be calculated from the start of the new school year. Where unagreed holidays have taken place, the school will work with the Local Authority Early Help intervention team to impose legal sanctions where appropriate, with regard to holidays using a two-stage process. Any further clarification can be obtained from the school.



SETTING TARGETS

As part of our on-going commitment to provide a first class education to all our students, and to ensure each and every student achieves their full potential, we have a Target Setting, Tracking and Monitoring and Intervention System that allows students the best chance of excelling in all subject areas.

Target Setting and Progress Reviews

The school has adopted an assessment system which runs from Year 7 to Year 9 and Year 10 to Year 11.

Year 7 – Year 9

On entry to school, Key Stage 2 data and English and Maths baseline assessments will be used to ensure students are placed in the right academic sets. Setting will be reviewed in October and December for Year 7 students, and once a term thereafter. For Year 8 and Year 9 students set reviews will take place once every term. Individual cases may be reviewed outside of the formal setting procedures in extenuating circumstances.

Each subject has set out their knowledge rich curriculum, sequence of delivery and student learning journeys. Departments have also identified the Non-Negotiable Knowledge that Key Stage 3 students should expect to secure by the end of a term, by the end of a year and by the end of Key Stage 3 in their curriculum area. Departments have differentiated the Non-Negotiable Knowledge according to expectations, but there is no ceiling of Non-Negotiable Knowledge for students, allowing students to work their way through each stage of Non-Negotiable Knowledge. Links to the Key Stage 2 curriculum and the Key Stage 5 curriculum ensures that the curriculum journey for students incorporates all stages of their whole school life.

Departments will constantly track student's success in securing Non-Negotiable Knowledge via internal departmental tracking systems; identifying where individuals, groups or classes have secured Non-Negotiable Knowledge and providing support and intervention where they have not.

Throughout the year staff are asked to review student progress towards securing Non-Negotiable Knowledge. This is recorded as secure (consistently working in line with expectations with very few gaps), developing (working mainly in line with expectations with some gaps) or emerging (working towards expectations with significant gaps). This information will be published to parents/carers once a term.

Year 10 and Year 11

The knowledge rich curriculum continues into Key Stage 4 and students are set ambitious Key Stage 4 target grades in all subjects, based on the continuation of the knowledge based flight paths in Key Stage 3.

The system is based on the GCSE grading system using numerical grades. The grading system is based on grades 9 to 1, with 9 being the highest grade and 1 being the lowest. The grades will be further divided into three sub grades of H, M, L.

- H – means a student is at the top of end this grade and pushing towards the next
- M – means a student is working solidly at this grade
- L – means a student is just starting to work at this grade

Please be aware that these targets are extremely ambitious as we strive to push each student to achieve their best. If at any point during their journey through school students are showing signs that they may not achieve their targets it is possible to adjust these; similarly if a student exceeds their targets, they will have their targets raised to reflect this.

Targets will be reviewed every term in the Progress Review meetings and this information will be published to parents/carers, along with comments with regard to how secure a student's knowledge is against the Non-Negotiable Knowledge identified in the KS4 curriculum journey, and details of what subject knowledge gaps a student has, with information about how these gaps can be addressed.

Students will be assigned an academic mentor in Year 10. The mentor will work closely with their mentees to monitor their academic progress. Support strategies can be put in place, as required, to ensure that each and every student is working to their full potential, enabling them to become the very best versions of themselves.



STAFFING 2021-22

The Swift MAT comprises a central team of staff who work across all of the schools within the Trust. The members of the central team who hold management responsibilities for staff who are deployed at Hurworth are:

Mr D Judson, Chief Executive
Mr G Hart, Chief Financial Officer
Mr C Carr, Trust ICT Manager
Mrs S Jones, Trust Business Manager
Mrs L Preston, Business Support Officer

Leadership Team

Mr D Judson, Head Teacher, Academic RG Team, Green lanyard

Mrs L Burn, Assistant Head Teacher (Quality First Teaching for Impact), Academic RG Team, Green lanyard, History

Mrs K Davidson, Assistant Head Teacher (Student Support), Raising Achievement Coordinator Year 11, Academic RG Team, Green lanyard, PSHCE, PE

Mrs L Gawthorpe, Assistant Head Teacher (Assessment and Reporting), Academic RG Team, Green lanyard, Health and Social Care, Business Studies

Mr N Gawthorpe, Assistant Head Teacher (Target Setting and Tracking for Progress), Academic RG Team, Design and Technology

Mrs M Hall, Assistant Head (School Manager), Pastoral RAG, Green Lanyard, PA to the Head Teacher, Exams Manager, Academic RG Team

Mrs S Reilly, Assistant Head Teacher (Curriculum – Intent, Implementation, Impact), Academic RG Team, Green lanyard, Maths

Student Support Team (all Green Lanyards and members of the Student Support RAG)

Mr S Bradnam, Raising Achievement Coordinator Year 10, Maths

Mr D Martin, Student Support Manager, Raising Achievement Coordinator Years 8 and 9

Mrs M Pitchford, DSL, Raising Achievement Coordinator Year 7, Assistant SENCo, Literacy

Mrs L Reed, Behaviour Support

Mrs B Wright, Raising Achievement Coordinator for LAC students, Rewards, Geography

Exams and Data Officer

Mrs L Clark, SIMS/Target setting, Tracking of student progress data, Exam administration

Administration

Mrs L Dodds – Office Manager

Heads of Department

- Art - Mrs E Waller
- Business Studies - Mr D White
- Computing – Mr S Elliott
- D&T – Mr M Healey
- English – Ms T Minshull
- Geography – Mrs B Wright
- Health & Social Care – Mrs L Gawthorpe
- History – Miss K Walker
- Literacy – Mrs C Lawrence
- Maths – Mr Elgie
- MFL – Ms L Fenby
- Music – Mrs J Wilson
- PE – Mr T Liddle
- RS – Mrs N Douglass
- Science – Mr M Flood

Careers Personal Advisor and Careers Lead

Mrs P Hudson, Green Lanyard, Student Support RAG Team

Caretakers

Mr M Anderson

Mr G Ward

Catering

Mrs J Pybus, Catering Manager

Learning support

Mrs C Lawrence, SENCO, Green Lanyard, Student Support RAG Team

Mrs H Whitten, Resourced Provision Manager, SCOS Coordinator, Green Lanyard, Student Support RAG Team



ADDITIONAL INFORMATION

Careers Information

Years 7, 8 and 9 follow a programme that matches up individual interests and aspirations to practical advice and guidance.

Throughout Key Stage 4 all students will have the opportunity to experience life in the workplace. Year 11 students receive guidance about their transition to the next stage of their learning/training.

Charging and Remissions Policy

The school does not charge students for essential curriculum experiences, although Parents/Carers may be asked to make a contribution to specific curricular activities that take part during the school day e.g. theatre visits. Parents/Carers may be charged for extra-curricular activities e.g. visits abroad. We also have access to Darlington Education Fund which has in the past helped fund events for individuals.

ParentMail/SIMs InTouch

The school uses both 'ParentMail' and SIMs InTouch communication system. ParentMail is a comprehensive system that aims to keep Parents and Carers informed about up and coming events, attendance via text and email. On acceptance of a place at Hurworth School you will be encouraged to sign up to this system. The system will also allow you to make payments to the school on-line.

Reports and other communications are sent via SIMs InTouch.

ClassCharts

As part of our continued commitment to provide detailed feedback to parents with regard to pupil performance in school, we use ClassCharts as a way of recording pupil performance inside and outside of the classroom environment.

School Meals

A cafeteria meals system operates in the school and a wide variety of dishes, both hot and cold are available, as well as snack meals. Items are priced individually, and students pay for their purchases at a number of tills. A "healthy eating" policy is pursued by the school and is encouraged through curriculum programmes within Hurworth School.

STUDENTS WHO STAY AT SCHOOL FOR MEALS ARE NOT ALLOWED TO LEAVE THE SCHOOL PREMISES AND A PASS SYSTEM OPERATES.

If Hurworth/Croft parents choose to allow their children to leave school during the lunch break, then students should not return to school before 1.10 p.m. and under such circumstances, responsibility for the welfare and supervision of these students would remain with the parents.

During morning break, hot drinks and a variety of snacks are on sale in the Dining Hall.

School Security

Visitors to the school must sign in and wear a coloured lanyard. ALL members of staff know to stop and question any unfamiliar person in the building without a lanyard. Students are supervised during break times, lunchtime and at the beginning and end of the school day.

The local police advise the school on security issues and lecture the children during the school year. The school is fully alarmed and the system is reviewed annually.

The school premises and hardware are protected by Smart Water security.

HOME SCHOOL AGREEMENT 2022-27

The home school agreement is issued to every new student and their Parents/Carers when they begin their career at Hurworth. We place a great deal of emphasis on this document and refer to it many times during each child's time here. It is also equally important to staff as we have an obligation to provide the very best education possible to each and every child.

The Parent(s)/Carer(s) - I/we shall:

- Ensure that my child goes to school regularly, on time and properly dressed and equipped
- Notify the school if I know about any concerns or problems that might affect my child's work or behaviour
- Support the school's policies and guidelines for behaviour
- Support my child in their Independent Learning tasks
- Attend Parents' Evenings and discussions about my child's progress
- Find out about my child's life at school
- Ensure my child adheres to the classroom expectations, break and lunch time and transport guidelines in the Hurworth School Values Charter

Hurworth School - The school will:

- Care for your child's safety and happiness
- Provide a comfortable, safe environment in which to work
- Ensure that your child achieves his/her full potential as a valued member of the school community
- Provide a balanced curriculum and meet the individual needs of your child
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters and about your child's progress in particular
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Provide a high standard of education for your child in all subjects, thus enabling him/her to achieve his/her optimum potential
- Provide support for your child in the completion of all necessary classwork, coursework and Independent Learning Tasks. This may include support from the SEN department
- Liaise regularly with each student and his/her parents/carers regarding progress, and put strategies into place to improve chances of academic success

- Provide a series of additional lunchtime, after school and revision classes deemed necessary by the school to ensure each student achieves the highest possible performance in public examinations
- Provide students with Academic Mentors in Years 10 and 11 to support them in optimising their potential

The student - I shall:

- Attend school regularly and on time
- Adhere to the classroom expectations, break and lunch time and transport guidelines in the Hurworth School Values Charter
- Bring all the equipment I need every day
- Attend all additional lunch time, after school and revision classes deemed necessary by the school
- Complete all necessary classwork, coursework and Independent Learning Tasks by the given deadlines and to the prescribed standard of the Hurworth School Home School Agreement

I/We have read the Home School Agreement and undertake to support the arrangements set out.

Signed (Parent) _____ Date _____

Signed (Student) _____ Date _____

AGREEMENT FOR EXAMINATION SUCCESS 2022 – 2027

Name of Student

Name of Mentor

The School hereby promises to:

- Provide a high standard of education for the student in all core subjects, thus enabling students to achieve their optimum GCSE and Vocational grades.
- Provide support for students in the completion of all necessary classwork, coursework and Independent Learning Tasks as appropriate. This may include the support of the SEND department.
- Provide a comfortable, safe environment in which to work.
- Liaise regularly with students and their parents/carers regarding progress and put into place strategies to improve the student's chances of success.
- Provide a series of additional lunchtime, after school and revision classes deemed necessary by the school to assist the student in the improvement of grades (see statement overleaf). Please note 'After school' is defined as outside normal school hours (09.00-15.30) and during school holidays.

The Parent/Carer(s) hereby promise to:

- Support your child through their crucial last year of compulsory education, assisting where possible with study and providing a quiet place for your child to work at home where possible.
- Ensure your child's attendance at those additional lunch time, after school and revision classes deemed necessary by the school (see statement overleaf).
- Liaise regularly with the student's Head of Year and/or mentor about progress and assist the student and the school with remedial work should there be a need.

The Student hereby promises to:

- Attend all additional lunchtime, after-school and revision classes deemed necessary by the school. (see statement overleaf)
- Complete all necessary classwork, coursework and Independent Learning Tasks by the given deadlines.
- Conduct themselves appropriately in all lessons and in unstructured times
- Meet regularly with their mentor to discuss progress, and undertake to make improvements where necessary.

After-School and Lunchtime Classes

As part of our Year 11 Agreement to Examination Success, we run additional one hour lessons at the end of the school day on a Monday, Tuesday, Wednesday and Thursday (please note that your child may be involved in one, two, three or four of these sessions per week depending on their individual need) and at lunchtimes each day (again the number of classes your child will need to attend will be based upon their individual need) for the whole of your child's time in Year 11. The additional lessons after school begin at 3.30pm and end at 4.30pm. Lunchtime sessions will be at the discretion of the teachers and generally last for approximately 30 - 40 minutes.

We see these extra lessons as vital in optimising your child's potential and we ask you to ensure that your child attends when requested. During the lessons your child will be able to do supervised GCSE work, learn things that they may have forgotten or failed to understand properly in the first instance, complete extra revision or coursework.

Please note that if your child cannot arrange transport home following an additional class a school minibus option will be made available where possible to get your child home safely.

The school runs 'holiday' classes during the February and May half terms and the Easter holiday period.

These are for 'catch up' or revision purposes. We inform parents/carers in advance of those students whose work is, in the judgement of the school, in need of further attention. For those students, the expectation is that parents/carers will ensure their attendance.

THE GENERAL DATA PROTECTION ACT 2018: HOW WE USE YOUR INFORMATION

Individuals have a right to be informed about how the school uses any personal data that we hold about them and the reasons we may do so. Our Data Privacy Notices (explaining how we collect, store and use personal data) and GDPR Policy can be found at:

<https://swiftacademies.org.uk/privacy-data-protection/>

Complaints

We take any complaints about our collection and use of personal information very seriously. If you have a query regarding information we hold or why we process it you may be able to find useful information within our Policy or Privacy Notices.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with our Data Protection Officer.

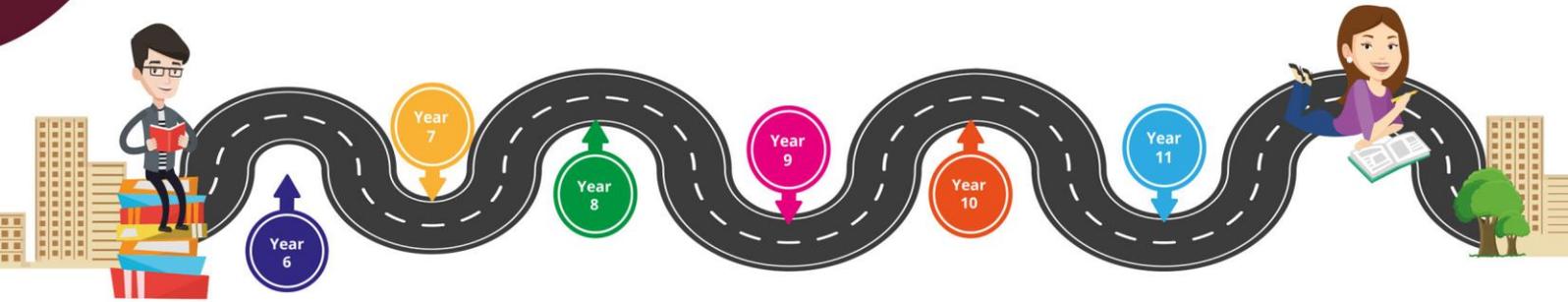
Our Data Protection Officer is Mrs S Jones who is contactable via ajs@swiftacademies.org.uk

Alternatively, a suite of information is available on the Information Commissioner's Office (ICO) website:

<https://ico.org.uk/>

If you wish to make a complaint to the Information Commissioner's Office please contact:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF



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