

A Commitment to Excellence



Wade
Deacon
High
School

Wade Deacon Trust



Frequently Asked Questions

Connecting with Wade Deacon

We have an active parental engagement programme called WD Connect, driven and supported by parents, staff and students alike.

We offer:

Educational workshops
Enrichment opportunities
Parenting support
Parent forums
Consultation groups



97% of parents and carers said that attendance at workshops made them feel more confident as a parent and carer.



Students whose parents and carers attend workshops at school have been shown to make more progress than their peers

Working together to support the progress and wellbeing of our students

Frequently Asked Questions

The following information has been provided by parents and carers of pupils in our school.

We understand that the transition from primary to secondary school is a significant undertaking, and sincerely hope that you find the move to Wade Deacon positive for your family.

If you have any questions, or concerns, or would like any more information, please don't hesitate to contact school.



"Fantastic school, fantastic staff! Wade Deacon has served both our sons amazingly both pastorally and academically".

"Very supportive staff. Our children settled in really well and made lots of new friends. I was more nervous!!"



What kind of behaviour is expected around school?

Conduct around school is expected to be exemplary at all times. Students are required to remove outdoor coats when entering the building, wear blazers around site and always be in full uniform. Students must walk in the corridors and stairs in an orderly fashion and demonstrate respect and consideration for one another.

Our school site is kept immaculately tidy and students are expected to play a role in maintaining this by putting any litter in the bin, ensuring learning spaces are left neat and tidy and caring for their books and equipment.

What is a Target?

Your child's Key Stage 2 score in English provides their MEG (Minimum Expected Grade) for English, MFL, Geography, History and RE. Technology, Physical Education, Art and Music have MEGS based on a mixture of Key Stage 2 data, subject-specific assessment, demonstration of practical skills and classwork.

Your child's Key Stage 2 score in Maths provides their MEG for Maths, Science and Computer Science.

When generating targets, Wade Deacon will add an element of challenge appropriate to each individual to ensure that your child has the opportunity to not only reach, but to exceed their potential.

What is a MAP?

MAP stands for Minimum Assessment Point.

This is a quick method of checking pupil learning. This may be on an assessed piece of extended writing, the demonstration of a skill or a response to a style of question. MAPs are not tests, but rather a way to evaluate progress. Pupils will be informed if they are undertaking a MAP.

What is Feedback?

Effective feedback is one of the most important strategies to consolidate learning. The vast majority of feedback received by pupils is verbal and occurs every lesson. At key points in the learning journey teachers will provide written feedback on work and in books. All pupils receive feedback written alongside the following codes:

Positive features in the work.



Highlights positive features in the work



Targets to aim for in order to ensure progress is made.

Pupils then write a response to the feedback, outlining what they will do next and label this 'Acceleration'. This is what the pupil intends to do to accelerate their learning. Time is then provided to work towards their targets.

Reporting on your child's progress

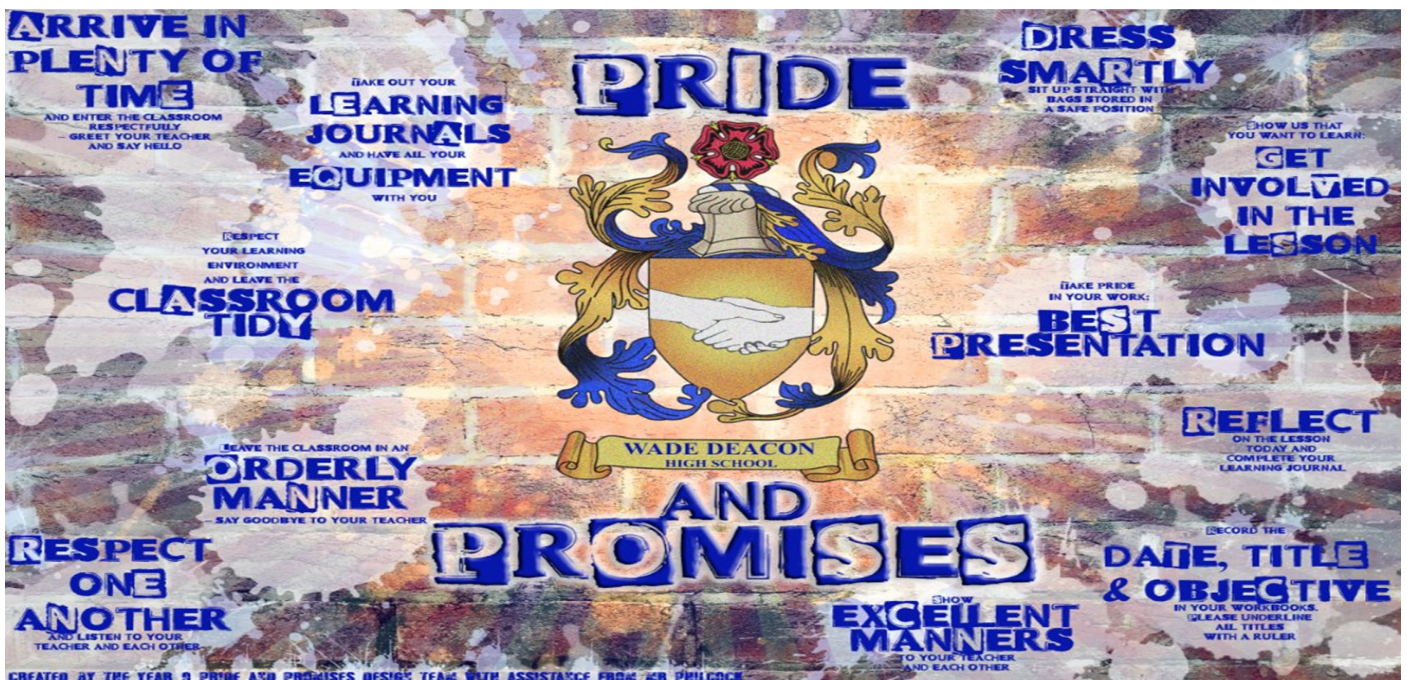
Your child will receive two written reports per year. The report will tell you everything you need to know about your child's progress. It will also include information relating to your child's attitude to learning, behaviour, attendance, as well as the number of RISE reward points accumulated. Progress will be presented as per the table below:

Progress Comment	Yr 7
Excellent Progress is being made	Above MEG
Very Good Progress is being made	On MEG
Steady Progress is being made	1 below MEG
Progress is being made but limited	2 below MEG
Progress is a concern	3 or more below MEG

Pride and Promises

The best way to support your child is to encourage revision all year round, taking a "little and often" approach. Getting into the habit of this is a fantastic way to prepare for GCSEs and will help to consolidate learning. Once homework has been completed, please encourage short bursts of regular revision.

Pupils and Teachers worked together to compile our 'Pride and Promises'. These values contribute to making our school a thriving and positive learning environment and highlight our commitment to excellence, hard work, punctuality, attendance and mutual respect.



What is Attitude to Learning (AtL)?

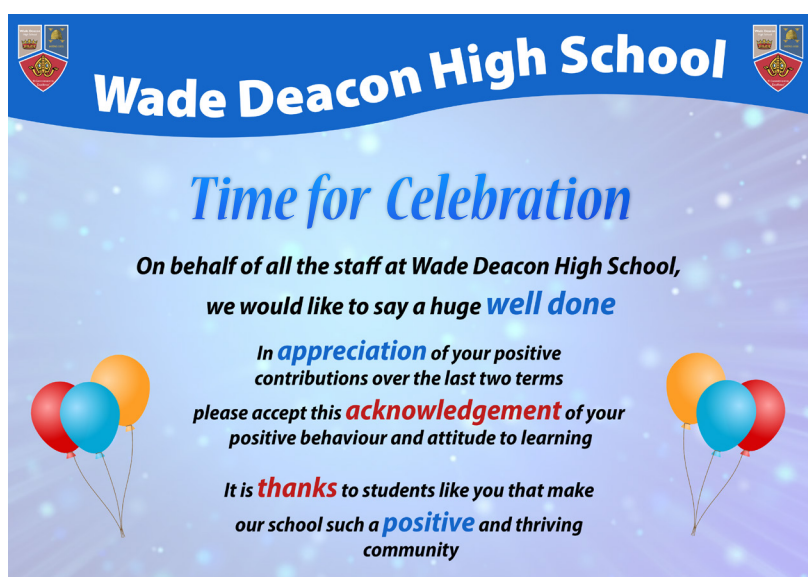


A positive attitude to learning (AtL) is essential for successful progress and attainment. We expect the attitude to learning of every pupil to be positive, and graded as 1. This means that they always work hard, participating in lessons to the best of their ability; they are positive about their learning and are keen to progress.



If a class teacher feels that there is a need for improvement and the pupil is not working to their full potential, a pupil's attitude to learning will be graded as a 2.

If a class teacher feels that there is a cause for concern, then attitude to learning would be graded as a 3. If this were the case, you would already be made aware of the situation via communication with the teacher.



Above: Examples of an AtL rewards postcards given for consistently positive attitude to learning.

What is the best way to transport my child to school?

The school car park and surrounding roads can be very busy. It is recommended that, where possible, students walk to and from school.

The school gates are closed from 8:30-8:45am and 2:45-3:00pm to ensure the safety of all students when entering and leaving the site.

If my child is absent, what should I do?

For every day that your child is absent you are required to phone the school and inform Reception of the reason for absence. For long term absence, a medical note is required. Wherever possible, it is best if medical appointments can be arranged outside of school hours. If this is not possible, please send details of the appointment via a note in your child's planner and a copy of the appointment card. Please then collect your child from Reception and return them back to school after the appointment.

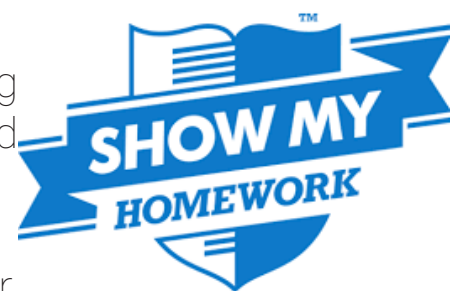
If your child needs to be absent for any other reason, please complete a 'Request for Leave of Absence' form that can be collected from Reception or found on the school website.

How much homework will my child get?

Homework is set by class teachers, and each class will receive an amount relative to the number of hours they have each subject.

You can see what homework your child has by logging on to Show My Homework. All details will be provided in your pack.

In addition to homework, we recommend regular, short bursts of revision for every subject. Advice is given at the annual Year 7 revision evening and subject coffee mornings.



How do I stay in touch with school?

Parent App is a great way to find out all of the information about upcoming events and you will receive regular notifications once you are registered. You will find the link to download the app for apple and android devices on the homepage of the Wade Deacon website.

If you have a particular point of praise or concern, then your child's personal tutor is the first point of call. Simply phone reception on 0151 423 2721 and they will be help you get in touch. Personal tutors know your children well, and are always ready to support in any way they can. Please allow a reasonable response time when awaiting a reply from school.



How do I build resilience in my child?

10 Growth Mindset Statements

FIXED MINDSET **GROWTH MINDSET**

What can I say to myself ?

INSTEAD OF: **TRY THINKING:**

<p>I'm not good at this.</p> <p>I'm awesome at this.</p> <p>I give up.</p> <p>This is too hard.</p> <p>I can't make this any better.</p> <p>I just can't do Math.</p> <p>I made a mistake.</p> <p>She's so smart. I will never be that smart.</p> <p>It's good enough.</p> <p>Plan "A" didn't work.</p>	<ol style="list-style-type: none">1 What am I missing?2 I'm on the right track.3 I'll use some of the strategies we've learned.4 This may take some time and effort.5 I can always improve so I'll keep trying.6 I'm going to train my brain in Math.7 Mistakes help me to learn better.8 I'm going to figure out how she does it.9 Is it really my best work?10 Good thing the alphabet has 25 more letters!
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This is a question asked by many parents and carers as resilience and positive mental health are becoming more and more topical in the news and on social media.

At Wade Deacon, we care about growing adults fit for the future, confident in their abilities and resilient to the challenges they will face.

We use the philosophy of Growth Mind-Set in our teaching and learning to nurture our students ability to embrace challenges.



We partner with Halton Health Improvement Team to deliver information sessions on positive mental health and have a strong pastoral team within school. Intermittently throughout the year, we deliver family information sessions about fostering resilience and positive mental health. Keep an eye on Parent App for more information.



Managing Screen Time



Excessive use of technology, particularly mobile phones and tablets, has been shown to have a negative effect on the progress and health of young people.

Here are some tips you can use to manage:

Limit time – Try to reduce exposure to a maximum of two hours leisure screen time for children over 3. This does not include homework. Turn off all devices an hour before bedtime to allow wind down time.

Stop Multi-Tasking – if your child is using a screen for homework, try to ensure that they are focusing on homework and not using that time for leisure as well.

Switch Off – have media free times and zones in your home. Think about having screen free dinners, or kitchens, or time away from technology to communicate with your children.

Set a good example – Think about how much time you spend on your phone/tablet/computer and how often you are focused on a screen

Monitor Use – Take an average week and look at how much time your family spends on screen. Include, TV shows, movies, app play, internet browsing and video games. Keeping technology out of bedrooms will help to limit over use.

When you limit screen time your children may surprise you with the activities they come up with.

Cambridge University researchers found that children spending an extra hour a day on screen, (TV, computer, games console, phone) saw a fall in GCSE results equivalent to two grades overall.

Think about ways to introduce physical activity, social activity and hobbies into your daily life.

Keeping Your Children Safe Online



Don't bury your head in the sand - Try to stay up do date with the latest technology so you can understand what your child is doing online

Know what they are up to - Just like you wouldn't let your child go out without knowing where they were going or who with, they can meet new people and visit new places in the virtual world. Check their phone and computer regularly and monitor use.

Talk to your kids - We teach kids how to cross the road, and about 'stranger danger' and we need to teach them how to be safe online as well. Keep an open dialogue, without telling them off, about how to stay safe, and help them manage the virtual word and relationships.

Exercise Parental Control - Make use of your provider's parental control settings. Try to stick to the age limits on apps and games and ensure that you know the passwords to all of their online accounts.



School Information

Our Mission:

***A 'Commitment to Excellence' in everything that we do is underpinned by:
Exceptional Values***

Exceptional Teaching and Learning

Exceptional Achievement

We Believe: All pupils are entitled to an educational environment in which their individual abilities and talents are fully developed.

We Provide: Quality teaching to the highest standards that produces exceptional examination results. A caring community spirit with happy and successful pupils at its centre. An environment in which respect, courtesy and integrity towards other people abound.

We Offer:

A wide range of extra-curricular activities with particular strengths in the arts and physical education.

Many opportunities for pupils to contribute to and enhance the life of our wider community.

A variety of social activities to engage pupils of different ages, abilities and interests.



Leading Parent Partnership Award

Our whole school drive is to engage effectively with parents and carers to support and enhance the attainment, progress and wellbeing of all of our students.

We would like parents and carers to work with us to identify and drive the actions we need to take. Please contact the school if you would like to be part of a parent steering group.

Parent Focus Groups - Before any major changes are made to school policy, we invite parents and carers in so that your views can feed into the changes. Recent focus groups have played a role in our recognition strategy, homework policy and drive towards whole school progress.

Coffee mornings/evenings - These workshops have been requested by parents who would like more information on what and how our children learn, how they are being assessed, and how you can support them at home. Keep an eye out on our website and parent app for upcoming dates.

Parenting and Family Support - At various times throughout the year, we offer the Triple P **P**ositive **P**arenting **P**rogramme and the Youth Connect 5 course designed to promote family wellbeing. If you would like to know more about either of these, or require more personalised support, you can contact Mrs Bairstow directly at school.



What parents say“Everyone should do Triple P. It has given me some great ideas that work with my son and made me more confident about the future.”

We have tried to include as many of the Frequently Asked Questions as we can. However, we are aware we cannot cover all questions.

Please feel free to use this space below to pen any questions you may have and we will endeavour to answer these for you.



*'A Commitment to
Excellence'*

We would be very happy to read your comments about any aspect of our New Intake Process. Please use the space below to communicate your thoughts to us. Simply tear off the back page and either post it back to us or drop it in at Reception.

Thank you for your comments

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