

DEAN TRUST
Ardwick



2022

2023

Parent and Carers' Transition Handbook

Welcome Class of 2027!



@DT_Ardwick



www.deantrustardwick.co.uk

Section 1: Key Transition Information

Section 2: Our High Expectations

Section 3: Our Curriculum

Section 4: Supporting your child



Mr Worthington
Headteacher

Welcome to Dean Trust Ardwick parents/carers of the Class of 2027! I am thrilled that you have chosen our school for the next stage of your child's education and I look forward to welcoming you as an integral part of our school community.

I am immensely proud to be the Headteacher of a school that is dedicated to serving the local community. Having taken over at Easter this year, it is a privilege to welcome a new cohort of pupils as I too start my first full year in post from September. As we embark on the next stage of our journey together, the Class of 2027 will be a very special cohort to me and I look forward to forming lasting relationships with you all and your children as we move through this year and beyond.

Here at Dean Trust Ardwick, we liken secondary school to climbing a mountain. It is effortful, requires dedication but your child will find it extremely rewarding when they reach the top. It is our aspiration that your child will reach their summit in 2027, ready to thrive and make a valuable contribution to society. To best prepare pupils for this journey, we offer a carefully crafted Transition Programme, the core of which is your child.

We recognise that transitioning to secondary school is a pivotal time in your child's development and education. It is an exciting time full of new opportunities; a time to build strong relationships; to learn new knowledge; to grow academically and personally. However, we also understand that transitioning from Primary School can hold challenges and anxieties.

Throughout this time, we will provide multiple opportunities for you, as parents/carers, to have your voices heard and enable us to tailor our support to your child's individual needs. We believe that any child can need support at any time; as such, we aim to offer a fully supportive, individualised, and collaborative Transition Programme that meets the needs of all pupils.

Starting in September, your child will be introduced to a full range of subjects- some which they may never have encountered before. Through continuing to build links with our partner Primary Schools, our staff strive to enable an academically seamless transition so that your child can continue to thrive in lessons as they enter our school.

Alongside this, we have high personal expectations of all children and maintain meticulously high standards as the benchmark of success. These are explored further within this Transition Handbook, but we believe that by creating a culture in which high expectations frame our policies on behavior, uniform and appearance, and attendance we set our young people up for success in the best possible way.

We also aim to instill the character traits in our young people that we know will enable them to thrive at our school and beyond. We value respect, empathy, grit and self-regulation as aspects of character that can enable our young people to be truly successful. We do not just aim to give the best academic education possible, but also develop your child into a citizen of the world: thoughtful, empathetic, and truly resilient to the challenges life will throw at them.

Ultimately, you and your child are now a part of the Dean Trust Ardwick community – a school where I hope you are proud to belong.

Mr Worthington



Mr Bridden
Head of Year 7

Head of Year 7 Welcome- Mr Bridden

My name is Mr Bridden and I have been a member of staff at Dean Trust Ardwick since the school first opened in 2015. At this time, the school was in a small building with a single year group. Now we have a full school of over 1250 pupils, over 100 members of staff and fantastic facilities. Not only am I privileged to have seen the school grow in size, but I am also privileged to know every single pupil that has ever come through our doors.

I have two roles at the school. My first role is as the Head of Year 7 from September when your child joins us. This means that I will see your child every day and they will have an assembly with me every week. I will be here to lead them, guide them, support them and, when necessary, challenge them to be the best versions of themselves. Moving from primary to secondary school is an exciting time. However, I also recognize that many of you may be nervous and my job is to make sure that you feel supported and that your child makes a great start to their time with us.

My second role is as a Teacher of Mathematics. I love teaching Mathematics, and I may even teach some of your children when they start with us! I love Mathematics, and I hope you will love it too!

At Dean Trust Ardwick we celebrate our pupils' achievements and accomplishments as well as support them if they face challenges. My job is to help every single child to succeed academically and pastorally and for this, we (as parents/carers and staff) need to work together. Over the next five years of your child's education, we will work as a team. We know, just like at my team Manchester United, things won't always be perfect, but if we work together we can accomplish greatness and overcome any challenges we face.

HeadOfYear7Transition@deantrustardwick.co.uk



Miss Horsley
Assistant
Headteacher-
Inclusion



Ms Saeed
Assistant
Headteacher-
KS3



Ms McNair-
Welfare Team



Ms Qasim-
Head of EAL
Faculty



Ms Fitzgerald-
Inclusion Team

EALFacultyTransition@deantrustardwick.co.uk

InclusionFacultyTransition@deantrustardwick.co.uk

Our Core Beliefs

Our 'Core Beliefs' define who we are as an organisation.

1. Dean Trust Ardwick is the school the community wanted

Before we opened in 2015, there was no school that purely served the Ardwick Community. We are a community school and we are proud of this privilege.

2. Dean Trust Ardwick is privileged to educate many families whose thirst for education has taken them half-way across the planet

We, like you, value the power of education. We recognise that it provides our young people with choices for their future and the power to influence their paths.

3. Dean Trust Ardwick changes lives and helps pupils to become the change that they want to see in the world

We want all of our pupils to be active participants in society and believe knowledge gives them a voice.

4. Our aspiration for pupils to thrive as citizens of the world applies to *all* pupils, without exception

The majority is not good enough for us. We strive to ensure that *all* pupils find their purpose and thrive.

5. Our identity is our diversity

Our Dean Trust Ardwick community is enriched by the diversity of our pupils and staff. We celebrate this. It is what binds us together and makes us stronger.

Our School History



Our school is built on the former site of Daisy Mill.



In 2015 Sir Bobby Charlton opened the school to 120 pupils.



£4.5 million has been spent extending the school over the last 3 years. We now have over 1250 pupils.

School Day and Term Dates

School Day		
Period	Start Time	Finish Time
Form Period	8:40	9:00
Period 1	9:00	9:50
Period 2	9:50	10:40
Break	10:40	11:00
Period 3	11:00	11:50
Period 4	11:50	12:40
Lunch	12:40	13:20
Period 5	13:20	14:10
Period 6	14:10	15:00

Term Dates 2022-23	
Autumn Term	
Tuesday 6th September 2022	Friday 21st October 2022
Monday 31st October 2022	Friday 16th December 2022
Spring Term	
Tuesday 3rd January 2023	Friday 17th February 2023
Monday 27th February 2023	Friday 31st March 2023
Summer Term	
Monday 17th April 2023	Friday 26th May 2023
Monday 5th June 2023	Friday 21st July 2023

Inset Days

Monday 5th September 2022 Friday
21st April 2023
Friday 30th June 2023 (Trust INSET
Day)

Additional Bank Holidays

Monday 26th December
2022 (Boxing Day) Tuesday
27th December 2022
Monday 2nd January 2023
Friday 7th April (Good
Friday) Monday 10th April
(Easter Monday) Monday 1st
May 2023 Monday 29th May
2023

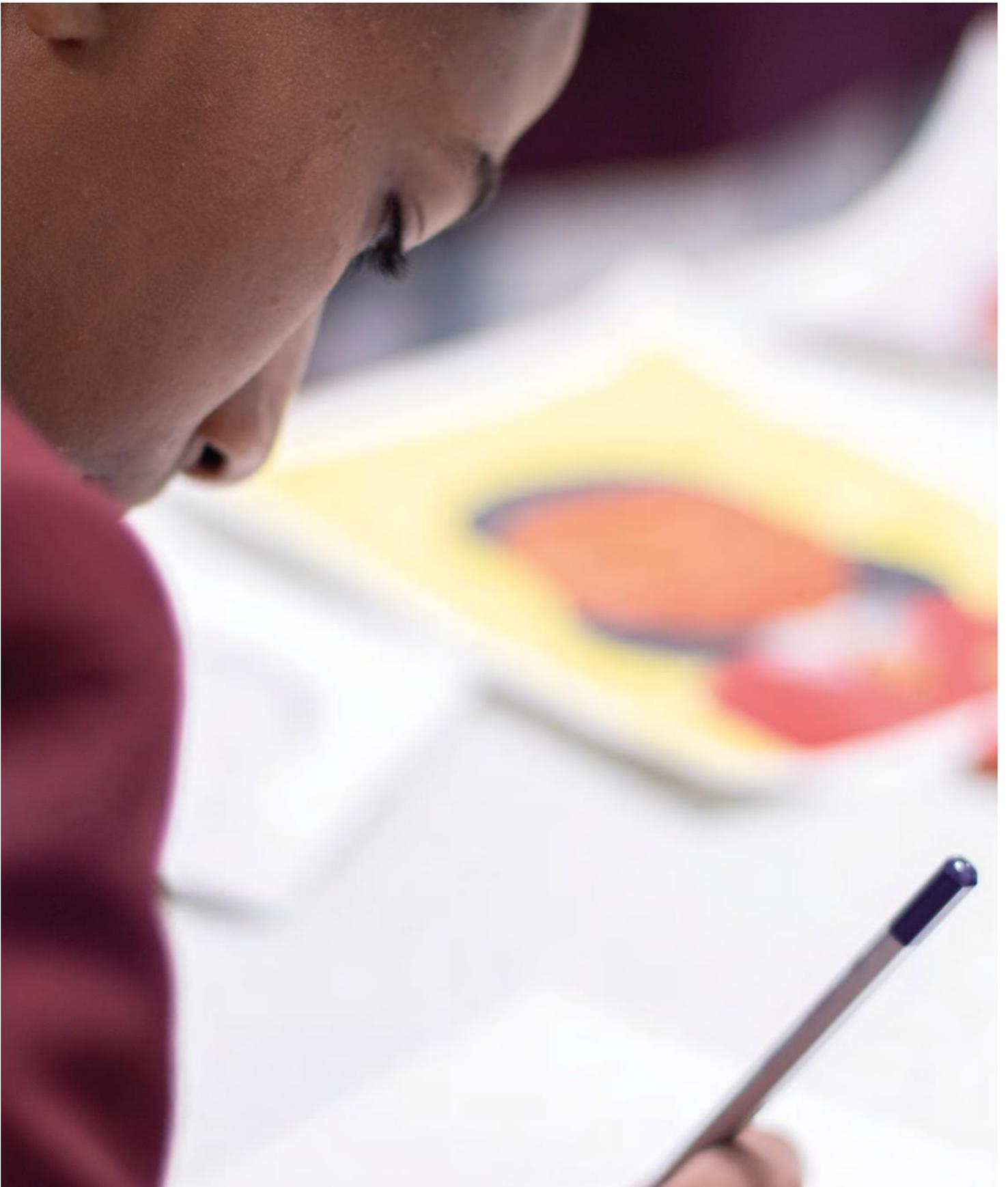
Our Transition Timeline

At Dean Trust Ardwick we recognise that leaving Primary School and starting Secondary School is a really exciting time for your child. It's the foot of a new mountain, a new challenge, and one that will take hard work, effort, teamwork, and perseverance to climb. However, for some pupils, it can also present challenges and will sometimes be tough. At Dean Trust Ardwick we strive to ensure that all children are supported through transition and we want to work meaningfully with parents/ carers and children as a team to ensure that all our new pupils can thrive at Dean Trust Ardwick. We want all pupils, without exception, to be successful and that's why we have put together a transition package of support to ensure that everyone takes a great first step on their own mountains. Below is a timeline of our initial Transition Programme. You will receive communication from us throughout.

Key Transition Dates	
Summer Term 2021-2022	
Monday 27 th June	Transition Evening
Tuesday 5 th or Wednesday 6 th July	Transition School Day
Summer Holidays	
Summer School- All Pupils	Monday 22 nd – Friday 26 th August
Summer School- Invite Only	Tuesday 30 th August- Friday 2 nd September
Autumn Term 2022-2023	
First Day	Tuesday 6 th September
Residential	Autumn Term

How we will communicate with you throughout your child's transition and beyond:

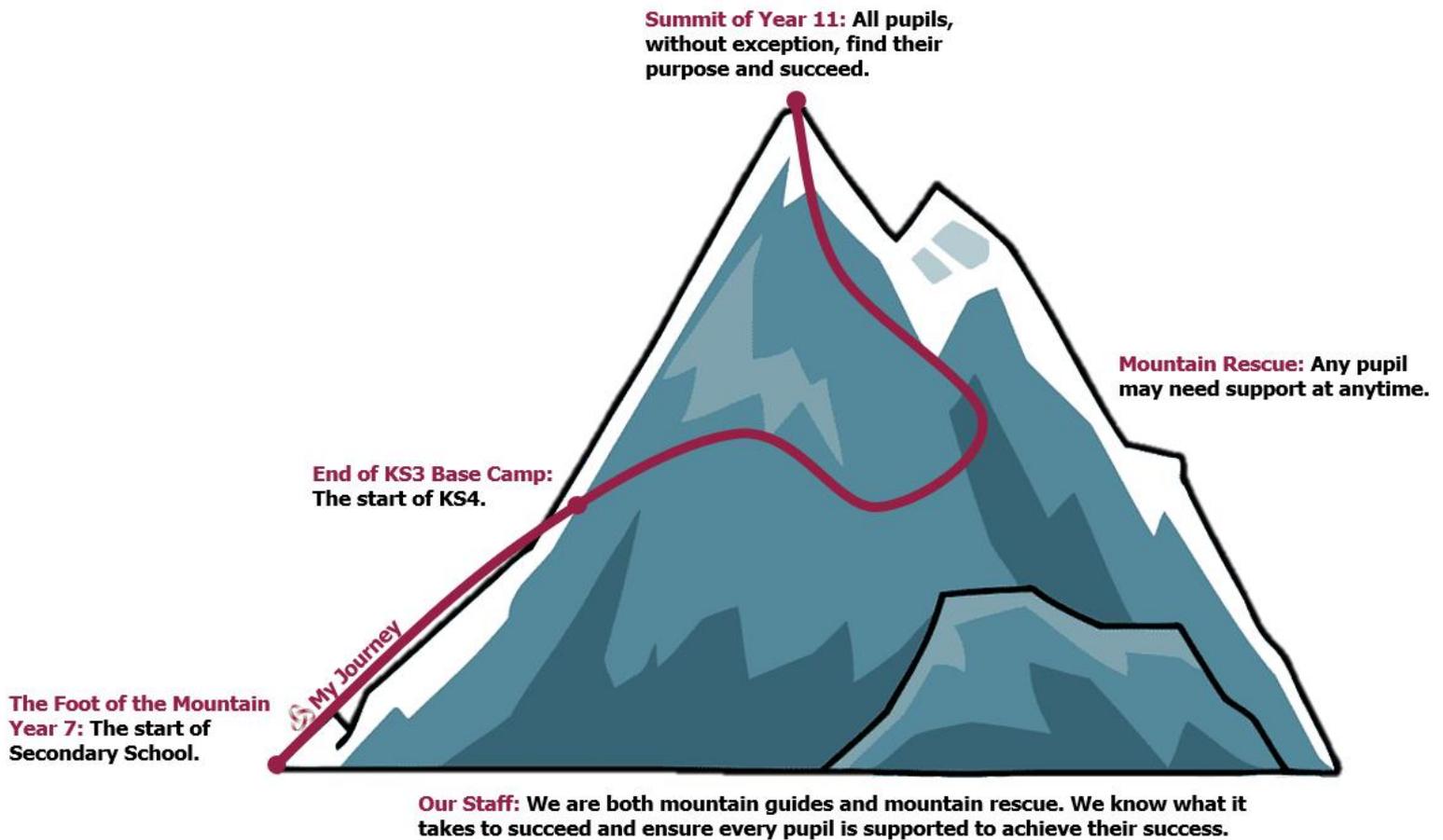




SECTION 2
Our High Expectations

The Mountain Analogy

To illustrate why we do what we do, we talk about Secondary School being like a "Climbing a Mountain"



Climbing a mountain is not easy.

- It is **effortful**
- It requires **discipline**
- It needs **clear and consistent routines**
- It requires **teamwork** and **leadership**
- It requires a **relentless commitment to high expectations**
- It requires a **support network** for success

Climbing a mountain also **requires consistency**, including challenging pupils to be the best versions of themselves. If, with the best of intentions, we are lenient with some pupils, we are showing them that we have lower expectations of them: **"If we let them off, we let them down"**.

This is why we are relentless in our pursuit of excellence in the following areas, because we know what will enable pupils to successfully scale their mountain:

- **Uniform and Appearance**
- **Attendance**
- **Behaviour and Conduct**

"Every forward step you take, no matter how small, is a step towards the summit of your mountain"

Uniform, Appearance and Equipment

At Dean Trust Ardwick, our standards of uniform are high and expected of all pupils at all times.

This includes walking to and from school.

We believe that taking pride in our uniform and appearance is crucial to showing we have a committed mindset.

You will find that all Dean Trust schools follow the same uniform and appearance standards.



Boys	Blazer	Burgundy with the Dean Trust Ardwick badge
	Trousers	Tailored plain black trousers
	Shirt	White button collar
	Tie	School colours (clip on)
	Socks	Plain black or grey (no sports or trainer socks)
	Shoes	Plain black, polished and black soles

Girls	Blazer	Burgundy with the Dean Trust Ardwick badge
	Skirt / trousers	Plain grey box pleated knee length / Tailored plain black trousers full length
	Shirt	White button collar
	Tie	School colours (clip on)
	Socks	Plain grey knee length or black tights (ankle length socks under trousers)
	Shoes	Plain black, polished and black soles

- **Dark Plain Coats or Jackets only**
- **A Large School Bag**
Pupils will need a large school bag as they are expected to bring their books and equipment for each day.
- **Optional Jumper**
Grey with the Dean Trust badge. Pupils may wear a school jumper but only underneath, not as a replacement for the school blazer. They must be purchased through school.
- **Physical Education Kit (Boys and Girls)**
Polo shirt, shorts, football socks, and fleece (girls) or rugby top (boys) all with the Dean Trust Ardwick logo.
Any colour trainers.
Optional to purchase: Tracksuit pants with

the Dean Trust Ardwick logo.

We provide every Year 7 pupil with a blazer and tie. The rest of your uniform can be purchased by visiting the link on the website or on Transition Evening:

www.swidtp.co.uk uniform items are displayed on the website and detailed on the next page.

More information about our standards around uniform and appearance is available on our website.

Uniform, Appearance and Equipment

All pupils must bring the following items to school:

Item	School Standard	Not Allowed
Bag	Sturdy and large enough to carry all belongings.	Handbag styles. Carrying belongings in blazer pockets.
School pencil case <i>(Year 7 pupils will be given a pencil case and basic equipment)</i>	Basics: <ul style="list-style-type: none"> • Two BLACK ink pens • One GREEN ink pen • Two pencils • Eraser • Rigid ruler • Coloured pencils 	<ul style="list-style-type: none"> • Blue pen for written work • Correction fluid • Felt tip pens • Own pencil case
Other equipment	<ul style="list-style-type: none"> • Scientific calculator • Protractor • Dictionary (to be provided) 	<ul style="list-style-type: none"> • Bandy rulers • Own pencil case

Whilst every effort is made to safeguard property, the school cannot be held responsible for any loss or damage.

Pupil Planner

The Pupil Planner is one of the most important pieces of equipment your child will use at Dean Trust Ardwick. It contains all the information necessary for your child to be well organised and equipped for lessons. It is mainly used to record homework and it also provides essential information for your child. We encourage you to check your child's planner regularly. Your child's Form Tutor will do the same every week and there is space to write notes and messages should you wish to do so. In order to ensure your child is prepared for school we ask that you encourage them to pack their bag the night before school, remembering particularly any homework that needs to be handed in. Most late homework is due to the fact that pupils do it and then forget to pack it.

All new Year 7 pupils will receive equipment and a planner on their first day of school.



WEEK BEGINNING: 11th July 2016

Subject	Day set	Homework Details	Date due	✓
English				
Mathematics				
Science				
Art				
Geography				
History				
ICT				
Modern Foreign Languages				
Performing Arts				
PSHCE				
Religious Education				
Technology				

WEEKLY READING RECORD

	Reading session 1 Day	Reading session 2 Day	Reading session 3 Day
Book title			
Page number finished			
Parent/Carer signature			

HOME/SCHOOL EXCHANGE

Total Marks
% Attendance

Please sign when you have checked your child's Homework and Reading Record.

PARENT/CARER _____ FORM TUTOR _____

"100% of pupils, in 100% of lessons, 100% of the time"

Attendance and Punctuality

In order for your child to be successful, they must attend school every day. School starts at 8.40am and we ask that pupils be on site by 8.38am at the latest to ensure they arrive at Form on time. The school gates will close at this time. If a child is late to school they will receive a lunchtime detention on the same day.

Good attendance and punctuality is rewarded individually and as a form on a weekly and half-termly basis.

Attendance at Dean Trust Ardwick is excellent and consistently above the national average. To ensure attendance is as high as possible, we ask that any holidays and medical appointments be arranged for times outside of school hours. If your child is ill, it is essential that you contact the school and provide a note upon return. If your child has an unavoidable medical appointment then this must be accompanied with a medical note from the doctor, clinic or hospital.

If a child has fallen, or is on track to fall below 90% attendance then they are classed as a persistent absentee and this will trigger a monitoring process. 90% attendance equals half a year of missed lessons during the 5-year education period!



Dean Trust Ardwick

Code of Conduct

You are **respectful**:

- » to yourself
- » to others
- » of your environment

You are **ready**:

- » to learn
- » to embrace opportunity
- » to be the best you can be

You are **responsible**:

- » for your behaviour
- » for your learning
- » for your appearance

Recognition and Sanctions

As a school, we aim to deliver a balance of 80% recognition to 20% sanction. Recognition is shown regularly and consistently, and sanctions are used where standards fall below expectations. We feel behaviour is a choice and we expect all pupils to follow the school code of conduct.

Recognition may come in the following forms:

- Speaking to your child and/or writing a comment on their work
- Rewards Assemblies
- Headteacher Commendation
- Rewards Breakfasts
- Rewards trips and experiences
- A positive phone call home to parents
- A Praise Postcard home



SECTION 3

Our Curriculum



Our core purpose at Dean Trust Ardwick is to empower all pupils to find their purpose and thrive as citizens of the world. At Dean Trust Ardwick we believe that

knowledge is empowering; knowledge gives pupils a voice in a world they can change. It also gives pupils choice about their future. Reaching the summit of any mountain requires knowledge: to plan your route, to navigate the journey and to overcome challenges. That is why we take pride in our knowledge-rich ambitious curriculum, that broadens the horizons of our young people and encourages them to grow into citizens of the world. When you reach the summit of secondary education the knowledge acquired on the journey equips you with choices- to choose your next journey, your next path, their next adventure.

The curriculum is arguably the most significant instrument in achieving this. Our leaders and teachers, as subject experts, are all co-construct our curriculum to ensure the pupils we serve receive a rich, coherent and ambitious education.

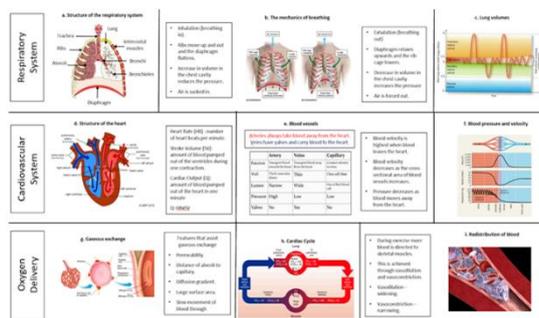
The Dean Trust Ardwick Curriculum Aims:

1. **Provide pupils with access to powerful knowledge.**
2. **Develop pupils' ability to clarify and communicate their knowledge and understanding.**
3. **Fostering a love for learning so that pupils become lifelong learners.**

The Key Stage 3 curriculum is broad and balanced and provides the foundations for all pupils to be successful on an ambitious pathway, appropriate for them, at Key Stage 4. Knowledge is sequenced in a way that connects to prior learning from Key Stage 2 and focusses on embedding deep understanding of key concepts in each subject.

Knowledge Organisers

Every half term (or term depending on the length of the topic being studied), your child will be given a Knowledge Organiser in each subject. Knowledge Organisers contain the essential knowledge (such as definitions of subject specific vocabulary and facts) pupils need to learn. They are a useful tool for revision and homework as well as being regularly referred to in lessons. Knowledge Organisers can help you, as parents and carers to support your child with their work at home.



Learning Plans

With the Knowledge Organiser, pupils are also provided with a Learning Plan. This provides an overview of the topic being studied. You will notice that our Learning Plans are divided into stages with a challenging question designed for each stage. As your child moves through the unit of study, they will be learning to apply the knowledge they gain to answer the challenging questions with increasing depth, breadth and justification. Through modelling the thought process and the language needed to answer these questions, our teachers aim to guide our pupils from subject novices to subject experts.

Year 11 GCSE PE Learning Plan Dean Trust Ardwick

HT1 Year 11 GCSE PE Learning Plan

How does the human body take in and transport oxygen from the atmosphere to the working muscles?

<p>Stage One – What has pressure got to do with breathing?</p> <ul style="list-style-type: none"> • The structure of the respiratory system (A) • The mechanics of breathing (B) • How inhalation and exhalation are caused by changes in pressure (B) 	<p>Homework</p> <p style="font-size: x-small;">All homework will be completed in the booklet provided. This is also available on Google Classroom.</p>
<p>Stage Two – Is it possible to empty your lungs?</p> <ul style="list-style-type: none"> • Lung volumes (C) • How lung volumes change during exercise (C) 	<p>Week 1 – Phases & Axis</p>
<p>Stage Three – Who has the greatest cardiac output: Mr. Worthington or Mr. Fark?</p> <ul style="list-style-type: none"> • The structure of the heart (D) • Cardiac hypertrophy (D) • Heart rate, stroke volume and cardiac output (D) 	<p>Week 2 – Personality & Motivation</p>
<p>Stage Four – How are blood vessels designed to meet the demands of their role?</p> <ul style="list-style-type: none"> • The cross-sectional area of blood vessels (E) • How blood pressure and velocity changes as blood leaves and returns to the heart (E) 	<p>Week 3 – Social Groups</p>
<p>Stage Five – How efficient is the human body at transporting oxygen and carbon dioxide?</p> <ul style="list-style-type: none"> • What is gaseous exchange and where does it occur (G) • What features assist with gaseous exchange? (G) • Cardiac cycle – the path of blood around the body (I) 	<p>Week 4 – Recap Quiz</p> <p>Week 5 – Movement</p>
<p>Stage Six – You shouldn't eat before you swim. Myth or fact?</p> <ul style="list-style-type: none"> • Distribution of blood (J) • Vasodilation and vasoconstriction (J) 	<p>Week 6 – Commercialisation</p> <p>Week 7 – PEDs</p> <p>Week 8 – Recap Quiz</p>
<p>Review the Learning – Three is the magic number!</p> <p style="font-size: x-small;">It is important that you revisit the content of the lesson on at least three different occasions in order to successfully commit the learning to memory.</p>	

Assessment

At Dean Trust Ardwick we use assessment to inform our teaching. Pupils will be assessed Termly to ensure that they have learnt the taught curriculum. After assessments, we ensure that pupils know what they have successfully learnt and are given feedback lessons to ensure that they can fill any gaps in their knowledge.

To the right is an outline of what you will receive in your child's Termly Reports and the descriptors used to describe their current attainment. The progress descriptors will show how much progress they have made based on their expected attainment (from the starting point of their Year 6 SATS data).

How will you be informed about your child's progress?

- Termly reports
- End of Year written report
- Year 7 Parents Welcome Evening HT1
- Year 7 Progress Evening

Progress Descriptor
Exceptional Progress
Good Progress
Expected Progress
Less than Expected Progress
Cause for concern

Attainment	Progress
The grade/level that a pupil achieves	How far a pupil moves forward in their learning from their starting point

Measuring Attainment- What stage is my child at?

For key pieces of pupils' work, assessments and for reporting to parents, we will be using four attainment descriptors: Advanced; Secure; Developing; and Foundation.

Descriptor	What does this mean?
Advanced	A pupil is working above the level expected.
Secure	A pupil is working at the level expected.
Developing	A pupil is working just below the level expected.
Foundation	A pupil is working well below the level expected.

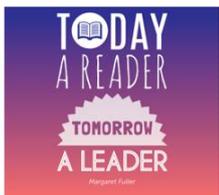
Purposeful Summer Work

We believe that it is important that pupils complete purposeful work over the Summer Holidays to prepare them for the start of their Dean Trust Ardwick journey and to enable them to feel confident starting with us in September. On their Induction Day, pupils will be given work for English, Maths, Science, Humanities, MFL (Spanish), Performing Arts, Computer Science, Technology, Art. This is to ensure that they have a taste of the breadth of subjects that they will study in Year 7. We have also included a recommended reading list in this pack which contains suggested 'reading for pleasure' texts. These will also be uploaded to our Transition Website. An example for English is below.

The Dean Trust
Believe. Achieve. Succeed.

**Summer Transition Booklet –
English**

Year 6 into Year 7



Name: _____

1

The Dean Trust
Believe. Achieve. Succeed.

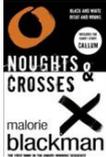
Welcome Message:

Welcome to your English Summer Work Class of 2027! We are very excited to welcome you to our school in September! In this pack you will find 6 activities to complete over the 6 weeks of the Summer Holidays. It will help you to learn some key vocabulary that will give you a flying start when you join us in September. Please hand this in to your class teacher when you start.

Here is a message from the Head of English:

My name is Miss Horsley and I am an English teacher here at Dean Trust Ardwick. I am very much looking forward to meeting you all in September. The best thing you can do to prepare over the Summer is to read as much as you can! I recommend joining your local library and finding your new favourite book. My favourite books are anything by Roald Dahl – you have probably read some of his books for younger children, but have you ever read his adult short stories? I also love to read Dystopian Fiction- books that show the world in a different way and make us think about things! 'Noughts and Crosses' by Malorie Blackman is fantastic! Also, you've probably heard of Frankenstein's monster, but have you ever read the text? This is a spooky story about science and the dangers of ambition!

Our recommendations to you:


2

The Dean Trust
Believe. Achieve. Succeed.

Contents:

Week	Task	Completed
1	Root words- Prefixes and suffixes	
2	Etymology	
3	Plot - reading	
4	Plot - writing	
5	Character - heroes	
6	Character - villains	

3

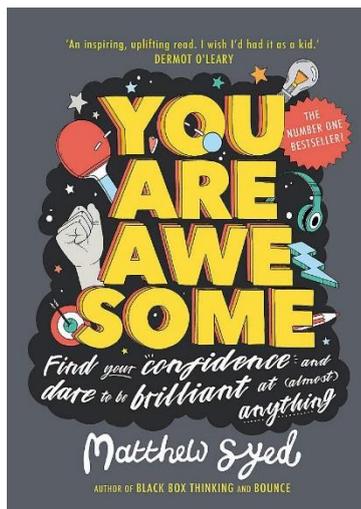
Being an accurate and fluent reader is one of the biggest indicators of academic success in school. We want to encourage pupils to be avid readers for pleasure, and we want to support pupils who may not yet be able to read at their chronological reading age.

What to expect from reading at Dean Trust Ardwick:

- A continued focus on reading in lessons and on reading for pleasure.
- A Library induction to show them how and when to use the Library.
- A timetable of events and workshops which pupils can attend in the Library throughout the year.
- The opportunity to become a Library Assistant.

Form Time Reading:

Once a week, pupils have a guided reading session in Form Time. These texts are chosen to develop the character traits we want our pupils to have. Our Year 7s read "You Are Awesome" by Matthew Syed.



On their Transition Days we will gather information about what your child is interested in, what they usually read, and what they may want to learn about.



We then create a bespoke plan for their 'reading for pleasure' based on their preferences and data.



Throughout the year they will have reading milestones, prizes, workshops, badges and other incentives as they reach their own goals.



Reading Support:

We assess pupils with the New Group Reading Test (NGRT). This is a standardised, termly assessment that reliably measures reading skills against National Averages. Pupils who are significantly struggling to read at their chronological age will be placed in Reading Intervention. We use the Read Write Inc. Phonics Instruction.





Section 4: Supporting your child

Inclusion Faculty

At Dean Trust Ardwick, we want all pupils, without exception, to reach the summit of their mountain. The needs of all learners will be addressed primarily through their access to Quality First Teaching in the classroom.

QFT is the effective inclusion of all pupils in high-quality personalised teaching. In all lessons pupils will be stretched, challenged and supported. However, some pupils may require additional support so that they can make the same level of progress as their peers. Support is given at different levels dependent on the pupils' needs. At Dean Trust Ardwick Special Educational Needs is divided into four categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Pupils with Special Educational Needs, identified as needing additional support from QFT, will be:

- Allocated a keyworker
- Have a One Page Profile
- Given additional intervention where required

Support is given according to statutory entitlement and the deployment of Learning Support Assistants (LSA's) within teaching groups as deemed appropriate.



Ms Fitzgerald and our Inclusion Team ensure that all pupils with Special Educational Needs or Disability are fully supported in their transition to Dean Trust Ardwick. We go above and beyond in our package of support to ensure that all pupils transition successfully. This support includes:

- **Coffee Mornings for parents and carers**
- **True o-collaboration with parents**
- **Personalised school visits from June onwards**
- **Bespoke Summer School**
- **If you have any questions or concerns, please use our Inclusion Email Address:**

InclusionFacultyTransition@deantrustardwick.co.uk

EAL Faculty

English as an Additional Language (EAL)

All pupils with EAL will be supported to ensure that they can access the curriculum and make academic progress. Pupils with EAL are assessed on how proficient they are in English. Pupils identified as 'absolute beginners' and 'beginners' will be withdrawn from some lessons for a period of time so that they can receive intensive English Language teaching.

Gradually pupils will be phased into a full timetable whilst still accessing support when necessary. For other pupils with EAL, who have some acquisition of English, support will be provided by the classroom teacher and they will receive intervention appropriate to their proficiency of the English Language.

Some of the languages we support are:

Pashtun
Arabic
Urdu
Bengali
Italian
French
Spanish
Portuguese
Russian

Ms Qasim and the EAL Faculty are here to support you and the needs of your child. If you have any questions please contact the EAL Faculty email address below.



EALFacultyTransition@deantrustardwick.co.uk

At Dean Trust Ardwick we take the pastoral care of pupils very seriously. We believe that in order for pupils to succeed they need to feel safe, happy and well cared for. All our staff provide pastoral care for pupils. However, Form Tutors are the first point of contact for pupils if they need help or support. We also have a team of Pupil Support Managers (PSMs) who are linked to a year group and are there to support pupils and work alongside Form Tutors and teachers. Your child's Head of Year is responsible for ensuring the right kind of pastoral support is in place for your child

We work closely with parents and carers and will always let you know if we have a concern about the welfare of your child; we also have a range of external professionals at hand who can provide extra support if needs be. Our Early Help Offer on the website gives more information on what we do to prevent welfare issues escalating to serious safeguarding issues.

If you have any concerns about your child please do not hesitate to contact our Pupil Support Managers in the first instance by ringing the school.

Heads of Year

Heads of Years are in charge of Year Groups and are responsible for ensuring high standards of attendance, punctuality, behaviour and progress of pupils in their year. They also lead the team of Form Tutors in their Year Group and ensure that an effective Form Tutor Programme is delivered to pupils. Heads of Year meet every week with their forms in assembly.

Form Groups

All pupils are placed in Form groups on entry to school and are led by a Form Tutor. Belonging to a Form is an essential part of school life, and normally pupils stay in their Form with the same Form Tutor for the five years they are at school. We name the Forms after inspirational people of, or places within, Manchester.

Our Form Tutors provide excellent pastoral care for pupils in their Form. They aim to build positive, caring and trusting relationships with their Form members.

Form groups meet at the start of every day for 20 minutes. The morning register is taken, and pupils follow a weekly Form Time programme which includes:

- Activating your greatness: Character

- Think Bigger: SMSC
- What's your Why: Ambitious Pathway
- Spark your interest: Oracy and Debating
- Year assembly (one assembly per week)

Form time is an opportunity for Form Tutors to set the tone for the day, make sure that pupils are in the right frame of mind for work, and ensure that all pupils are well prepared for a successful day of lessons. There are plenty of opportunities where pupils can work together as a Form e.g. weekly attendance and 'Behaviour for Learning' competitions, assemblies, charity events, sports day, Form council, discussions on current affairs.

Pupil Support

Pupil Support lies at the heart of school life and comprises a team of adults, who are based around school to provide easy access for pupils. Pupils can visit members of the Pupil Support Team to purchase equipment, planners, and retrieve their lost property. Pastoral Support Managers (PSMs) are attached to a year group and work closely with the Head of Year to ensure pupils' welfare, attendance and punctuality are a priority; they are trained to be first aiders and assist in ensuring outstanding behaviour. PSMs can support and advise your child at any time, however the Form Tutor remains the first point of contact.

PSMs get to know parents and carers well and have excellent relationships with them. You can ring the school to speak to a PSM if you have any queries or wish to discuss your child's welfare or attendance.



Ms McNair-
Welfare Team



Ms Wilde-
Designated
Safeguarding Lead

At Dean Trust Ardwick we endeavor to ensure that your child is safe, happy and supported at school and at home. Safeguarding means ensuring that your child is protected from abuse, and protected from harm and that they have good mental health.

In our school, all staff have a commitment and statutory responsibility to safeguard and promote the welfare of all pupils. We are alert to the signs of abuse and neglect, and take any concerns and allegations seriously. Staff respond appropriately to any suspicion or disclosure that suggests a child is at risk of harm. We follow our procedures to ensure that pupils receive effective support, protection and justice. We have a Welfare Team who form part of Pupil Support Services, who lead on safeguarding, and communicate with parents, carers and external agencies.

We revise and update our Safeguarding Policy annually and adapt it when legislation changes (see website). All staff receive annual training and regular updates. We publish the policy on the school's website.

The school works with other professionals to

ensure the best provision and support. We follow current statutory guidance and Manchester Safeguarding Partnership procedures which can be found on:

www.manchestersafeguardingpartnership.co.uk

Early Help

We believe in 'prevention rather than cure'. At Dean Trust Ardwick we seek to identify concerns about a pupils' welfare early on to avoid more serious problems later. 'Early Help' includes prevention education as well as intervention through PSHCE / RSHE, assemblies, Peer Mentors, displays, information and advice available in our library and online, and so on.

