



PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education

Aim High

Be Determined

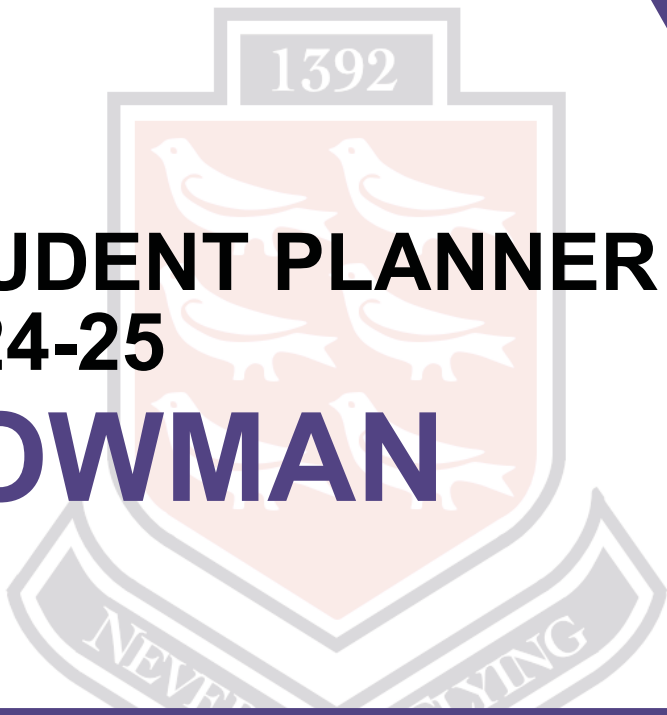
Be Kind

Be Supportive

Be Proud

1392

STUDENT PLANNER 2024-25 BOWMAN



Name:

Never Stop Flying



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How to use your Planner

2024-25 Academic Year

Your planner is part of your essential equipment, and the central method of communication between home and school. You must look after your planner and maintain it in the condition it is given to you.

You are expected to...

- Take pride in your planner, keeping it clean, tidy and in excellent condition. This includes no graffiti or doodling, ensuring no pages are removed, torn or pulled out and making sure the wire is intact, not removing it or misshaping it.
- Write your name on the front of your planner and on the weekly diary/merit pages.
- Take your planner with you to every class and place it on your desk open at the correct page at the start of every lesson, with the merit page facing up.
- Be aware that, should you lose or damage your planner, it is your responsibility to replace it, for which there will be a £6.00 charge.

Your parents or carers should...

- Check your planner on a regular basis and use it as appropriate to communicate with school.
- Use your planner as a way of finding out about your learning, behaviour and effort so they can support you at school.
- Check that work is completed on time and inform us of any problems.

Your mentor will...

- Check that you have your planner with you every day.
- Check that you are recording information in your planner correctly.
- Review the information in your planner with you regularly.

Name:

Emergency Contact Name:

Emergency Contact Number:





Home/School Agreement

Student Planner 2024-25

The following pages must be signed by the Mentor, Student and Parent or Carer.

At Penistone Grammar School, we believe that students make the best progress if parents/carers and teachers work closely together. We appreciate how important the partnership between home and school is in providing the best education for our young people. For our students to make the most of their time at PGS, we need to acknowledge that there are responsibilities for all parties. We will make a commitment to you and your child and in return, we ask that you accept certain responsibilities as caring, supportive parents and carers, entering into a Home/School Agreement with us. It is important that our students also recognise the part they play as members of our learning community and they too are asked to sign to acknowledge this.

On behalf of Penistone Grammar School

We will put in place a clear, simple structure to ensure all students and their parents and carers understand what is expected from every member of our learning community. This will be referred to as **'Values-Driven Expectations'** (VDE).

We will do everything in our power to ensure that students are safe from bullying, harassment, or any other danger, that they are encouraged to be healthy and active and that their positive contribution to our learning community is facilitated. We will advocate the mental wellbeing of each student and will proactively support those who suffer mental ill health.

Furthermore, it will be our absolute priority to ensure that students can make the maximum academic progress possible, ensuring that they have the skills and knowledge needed to access further education, employment, or training.

We will always maintain an effective communication partnership with parents and carers, notifying them quickly when concerns arise, as well as communicating praise where appropriate. It will be our intention to ensure that every young person who works well at PGS is made to feel valued, appreciated and recognised.

Signed:

(Mentor)

Dated:



Student

As a student at Penistone Grammar School, I commit to understand and abide by the school's Values-Driven Expectations. I will always do my best and I will embody the school's five Core Values in everything I do. I recognise that to do this I need to apply positive effort in learning, behave well and show respect to all adults and all other students who make up our learning community.

I recognise that bullying is totally unacceptable, and I will act to stop bullying wherever and whenever I witness this.

I will set a positive example to my peers and do everything I can to promote the school's values. I will represent the school positively in the local community; this includes wearing the correct uniform with pride and helping to keep the environment as tidy as possible.

I will arrive for every lesson prepared to do my best work, try hard and apply good (or better) effort. I will bring my equipment, complete home learning to the best of my ability, be resilient in the face of challenge and do everything I can to learn and progress.

Signed:

(Student)

Dated:

Parent or Carer

I recognise the key role I play in supporting my child and the school.

I will check their planner and will do all I can to encourage my child to work hard in school, be positive about their learning, develop resilience and be ambitious for the future.

I have read and understood the school's Values-Driven Expectations (as set down within my child's planner) and I will support the school in upholding these expectations to maintain the highest standards possible.

Where I experience issues which I believe are a cause for concern, I will address these promptly with school in a supportive manner, working in partnership to address concerns as swiftly as possible.

I will play my part in supporting the school in implementing all policies approved by the Governing Body.

I will do everything I can to ensure that my child attends school every day, that they are in the correct uniform and that they are properly equipped for learning.

I will attend all Parents' and Students' Evenings to understand how my child is progressing and how I can support them and the school in their learning.

Signed:

(Parent/Carer)

Print Name:

Dated:





Anti-Bullying

Student Planner 2024-25

We believe that all students are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.

We will not tolerate bullying in our school community and will do all we can to eradicate bullying in all its forms if this occurs at Penistone Grammar School.

To signify this commitment, we ask that every member of our learning community signs an anti-bullying pledge at the start of every year. By signing this pledge, students, staff, parents/carers and members of the Governing Body agree to the following:

Anti-Bullying Pledge

1. I will accept and value difference while treating others with respect.
2. I will avoid becoming involved in bullying incidents or being a bully and will support anyone who has been or is subjected to bullying.
3. I will be vigilant in terms of bullying in places around the school where there is less adult supervision.
4. I will be aware of the school's policies and understand my role with regards to anti-bullying and immediately report all incidents.
5. I will talk about concerns regarding bullying and work with the school to stop bullying.
6. I will speak out against all forms of bullying.
7. I will be a good role model in our school community.
8. I will support those who report bullying, as will all staff and our school community.

Signed: **(Student)** **Date:**

Signed: **(Parent/Carer)** **Date:**

Signed: **(Mentor)** **Date:**

My personal anti-bullying pledge:

.....

.....



The definition of bullying is when an individual, or group of people, with more power repeatedly and intentionally cause hurt or harm to another person or a group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Bullying can take a number of different forms:

EMOTIONAL	Being unfriendly or being tormented (for example, hiding books).
VERBAL	Name calling, spreading rumours, making fun of someone.
PHYSICAL	Pushing, kicking, hitting, biting, or spitting for example.
RACIST	Racial taunts, making fun of someone's race, colour, creed, culture, or religion.
SEXUAL	Unwanted sexual advances, either verbal or physical.
HOMOPHOBIC	Targeting someone because of their sexuality or focusing on the issue of sexuality.
ONLINE/CYBER*	Setting up hate websites, posting hateful comments, offensive messages sent via text, social media, or email for example.
GENDER IDENTITY	Discriminating/targeting someone because of their chosen gender.

* National Online Safety have released some excellent resources which provide advice for children and adults about how to stay safe online. Specific advice about how to deal with online bullying can be found at: National Online Safety | Guides (www.nationalonlinesafety.com)



History of Houses

Student Planner 2024-25

We have six Houses, all strongly connected with the school's history:

The colour of the tie each student wears, symbolises each House.

Weirfield



Weirfield House was the original schoolhouse in 1892 when the school relocated from the centre of Penistone. It was home to various Headmasters (as they were always called) and later used for classrooms, staffroom and administration. As Weirfield was a listed building, demolition did not take place in 2011 when the school moved into the new building and the building was later renovated into flats.

Bowman



Eric Fisher Bowman was Headteacher from 1928 until 1958. Mr. Bowman was born in 1883 and educated at Scarborough High School for Boys and Balliol College, Oxford where he gained a degree in History. During his 30 years of headship, he guided PGS through difficult times including the world slump and the second world war. Mr. Bowman guided PGS through its traditional grammar school to a comprehensive school. The Bowman building (built in 1954) housed the Headteacher's office, admin dept, cloakrooms and several History, Geography and Technology classrooms.

Fulford



Joseph Fulford was appointed Headteacher in 1892, a position he retained until 1921. Mr Fulford deserves to be remembered not just for overseeing changes, but as an outstanding headmaster who raised standards to a new high level. The move of the original school in Penistone Centre to its current site was overseen by Mr Fulford. Due to PGS successes he grew the school from 100 day/boarders to 350 students .



An attempt had been made to have Fulford Building 'listed', English Heritage reported that it was not special enough, except for a sentimental attraction to local people and they could not list it.



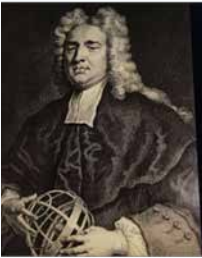
Colwell



Eileen Hilda Colwell (16 June 1904 – 17 September 2002) was a pioneer children's librarian, "the doyenne of children's librarianship in Great Britain". Colwell attended PGS between 1905 and 1920 and went on to study at the University College, London. She provided the blueprint for which children's use of storytelling hours (sometimes with a puppet called Jacko), and let the children help with the running of the library.

In 1937 Colwell founded the Association of Children's Librarians which later evolved into the Youth Library.

Saunderson



Dr Nicholas Saunderson, the celebrated blind professor of Maths at Cambridge, was born on the 20 January 1682 in Thurlstone and died on the 19 April 1739 aged 57. Dr Saunderson received his earliest education at PGS. Dr Saunderson was an ex PGS scholar. One of the old school buildings was named after him. When Saunderson was a year old, he lost his sight through smallpox but this did not prevent him from acquiring a knowledge of Latin and Greek, and studying Mathematics. As a child, he is also thought to have learnt to read by tracing the engravings on tombstones around St John the Baptist Church in Penistone with his fingers.

Armitage



Heather Armitage (later Young), an ex-PGS student, was Britain's top female sprinter of the 1950s, winning seven major international medals and claiming four Women's Amateur Athletics Association titles. She reached her peak in 1958, becoming the first British woman to win an individual track gold medal at the European Championships with victory in the 100 metres in Stockholm.

Clarels – Our Prefects



The school owes its existence to the Clarel family, who donated the land in 1392 for the first school to be built on, in the centre of Penistone. Thomas Clarel was the lord of the manor. The new school logo with the martlet birds is the Clarel family crest. However, we have changed the motto from 'Disce Aut Discede (Latin for Learn or Leave) to 'Never Stop Flying'. To remember our history, our prefects are called Clarels.





Values-Driven Expectations

Key Expectations of Penistone Grammar School

At Penistone Grammar School we are committed to Values-Driven Education.

This means we all live by our five Core Values:

Aim High; Be Determined; Be Kind; Be Supportive; Be Proud.

Our values fully embody British Values which are central to all that we do. These British Values completely align with our commitment to treating others with honesty, integrity and respect. Above all, we are a highly supportive community.

There are four British Values: Democracy; Rule of Law; Individual Liberty and Mutual Respect for and Tolerance of those with different faiths.

In assemblies, mentor time and many lessons, you will have opportunities to think about the importance of our values system.

Above all, we want you to be a well-educated citizen who can make the right choices for you and others so that you can contribute to society in many positive ways.

As a Penistone Grammar student you will be expected to:

- Aim High in everything that you do and fully embrace our values system
- Be Determined and demonstrate at least good effort
- Fully comply with Values-Driven Expectations which are rewards-led

If you fail to comply, you will face consequences.

Our five Core Values are at the heart of all that we do. Our values give us a shared understanding of how we should all behave so that we can all be happy and successful.

At all times we should treat each other with *honesty, integrity and respect.*



Aim High

There are no limits to how far you can go in your studies and in all the other activities you choose to participate in.



Be Determined

Anything worth doing is worth doing well, and this requires real effort and the determination to learn from setbacks and try again. Dealing with failure in the right way will enable you to do even better.



Be Kind

Above everything at Penistone Grammar School we want all members of our school community to be kind to one another.



Be Supportive

We can all achieve and enjoy school life because we are a caring, supportive community. You will be supported by your teachers, associate staff, fellow students and your parents and cares of course.



Be Proud

Penistone Grammar School is a great school. Wear your uniform with pride, represent your House with pride and be proud of your achievements.





Excellence Rewards

Part of the Values-Driven Expectations System

Through our **Values-Driven Expectations**, we will always recognise when you are doing well. This will lead to significant **rewards!**

*Our Values-Driven Expectations system is **REWARDS**-led.*

Your teachers will seek to reward you for excellent effort, engagement, and commitment to your learning. Your teachers will put merits into your Planner and directly onto Bromcom so that you and your parents/carers can clearly see how well you are doing.

Every week, there will be a dedicated mentor session, which will enable your Mentor to congratulate you and celebrate your successes as a mentor group.

All adults in school will actively seek opportunities to praise you. You will be rewarded through written or verbal praise, phone calls home, merits and commendations.



Merits will be awarded for...

- Effort in class
- Getting a great result for you in a milestone
- Positive behaviour
- Supporting students and staff and demonstrating our core values
- Exceptional effort in home learning



Commendations (5 Merits) will be awarded for...



Excellent effort over a sustained period (4 weeks)



Doing something that gives your teacher the **'WOW'** factor!

Termly Awards for Attendance, Merits and Effort Reviews

Gift Vouchers
 Queue Jump Passes
 Celebration Breakfast
 Electronic Device

The cut offs to access a rewards trip/day is usually the top 50 students in each year group but this may change from term to term and dependent on the number of merits.

Important Information: We reserve the right to refuse access to a Reward Event should a student's behaviour, during the term for which it applies, indicate that they are likely to impact negatively upon the enjoyment and/or health & safety of other students in the event. We also reserve the right to refuse access to a termly Reward Event/Day for a significant one-off instance of poor behaviour.





House Rewards

Part of the Values-Driven Expectations System

Through our **House System**, we will always recognise when you are making positive contributions to school life. This will lead to significant **rewards!**

Our House System is designed to support you to develop your Core Values, leadership and communication skills, teamwork, build confidence, resilience, and encourage empathy and compassion as global citizens.

Your Heads of House and your Mentors will seek to reward you for engagement in school activities like extra-curricular clubs, competitions, and participation in House activities. By participating, you will be able to access a range of reward events.

As well as the great personal benefits that taking part in a range of competitions will bring, there will also be opportunities to earn certificates, competition-specific prizes, fun trips out of school, and lots of other rewards and treats along the way!

House prizes/rewards will be awarded for...

- Engaging in mentor time House activities
- Participating in lunchtime activities and extra-curricular clubs
- Entering solo House competitions
- Supporting students and staff with House competitions and activities
- Being awarded the top places in competitions



House Competition Rewards

Gift vouchers, mystery prizes and rewards!



Christmas House Reward Event

Time out of school to attend Penistone Paramount Cinema for a classic Christmas film!



House Champions

A visit to a theme park as voted for by your House!



Important Information: We reserve the right to refuse access to a Reward Event should a student's behaviour, during the term for which it applies, indicate that they are likely to impact negatively upon the enjoyment and/or health & safety of other students in the event. We also reserve the right to refuse access to a termly Reward Event for a significant one-off instance of poor behaviour.



Personal Development Curriculum

Student Planner 2024-25

At Penistone we believe in developing the whole student, focusing on academic and personal development. Below is a summary of what we want every Penistone student to have learnt/achieved/experienced at the end of each key stage.

KS3	KS4	KS5
I can play an instrument and have performed drama and music in front of my peers.	I am developing my financial literacy.	I understand student loans and budgeting.
I can cook a meal.	I have attended a celebration event such as the Y11 leavers assembly or prom.	I understand the application process for university/work/apprenticeships and have opportunity to engage in person with all of them.
I can communicate in a different language.	I can understand and apply study skills.	I have advanced time management and study skills.
I can understand how to do basic first aid.	I can discuss career pathways.	I am developing professional communication skills.
I understand and can apply the school core values.	I have had a one-to-one careers interview.	I can prepare a professional resume/CV/personal statement for a range of purposes.
I have experienced a range of sports.	I understand healthy relationships.	I have leadership and teamwork skills.
I have represented my house and understand its history.	I have completed mock interviews.	I have advanced presentation skills.
I have begun to explore my career options and understand my options choices for KS4.	I understand exam techniques and stress management.	I have independent living skills.
I have taken part in an extra-curricular event or solo house competition.	I have spoken with potential employers.	I understand global issues.
I have been on a school trip.	I understand my rights and responsibilities as a citizen.	I engage in networking opportunities.
I can understand and talk about my mental health and support others.	I have received a range of advice on Post 16 options.	I have critical thinking and problem-solving skills.
I can articulate British Values, recognising Britain is multicultural and recognising people have the right to express their beliefs as long as they do not harm others.	I have a clear post-16 education plan.	I do volunteer work or internships.
I have supported a charity.	I understand the value of fitness and healthy eating for physical and mental wellbeing.	I have engaged in some form of work experience.
I have a good understanding of the different careers available to me.	I have a love of reading in any format.	I understand and can apply for scholarships/apprenticeships.
I have been on an overnight residential or trip.	I can complete a high-quality CV and personal statement.	I have supported other students within PGS - lessons, cadets, enrichment.
I have applied to be a prefect or another student leadership role such as a curriculum ambassador.	I can use a range of IT packages, including Word, Outlook, PowerPoint and Teams.	I have a good understanding of my own safety and the safety of others around me in terms of alcohol, illegal drugs and sexual health including consent.
I read weekly for pleasure.	I can cite the Equality Act 2010 and related protected characteristics.	I understand how to improve my credit score, getting the most from bank accounts and where to seek help for financial difficulties.
I have developed digital literacy skills.	I can explain the significance of human rights.	I am aware of the importance of self-care in terms of mental well being and know how to access help if needed.
I understand the dangers of drugs.		

You will have the opportunity to apply for a PGS Excellence Award. You can do this by evidencing that you have met all the above in the key stage you are in. Evidence can be photographs, statements from teachers or written explanations. You can apply by completing the form on the student intranet. Mentors will be available to support you to do this.





Core Values in Practice

Student Planner 2024-25

At Penistone our school is underpinned by our core values; be kind, be determined, be proud, be supportive and aim high. By incorporating these actions into our daily routines, students can live out the school's core values and contribute positively to the school community.

Be Kind	Be Determined	Be Proud	Be Supportive	Aim High
<p>Helping Others: Offer to help classmates who are struggling with their home learning or understanding a lesson.</p>	<p>Perseverance in Learning: Keep trying to understand difficult subjects or topics, seeking help from teachers or peers when needed.</p>	<p>School Representation: Wear the school uniform and house colours neatly and with pride, and follow the school's code of conduct.</p>	<p>Peer Support: Offer to tutor or mentor younger students or peers who need help in certain subjects. You could do this by applying to be a prefect.</p>	<p>Academic Excellence: Strive for excellence in all subjects, aiming for the highest grades possible and seeking out additional learning opportunities.</p>
<p>Inclusive Behavior: Make an effort to include all students in group activities, especially those who might feel left out.</p>	<p>Extracurricular Commitment: Regularly attend and actively participate in extracurricular clubs and sports, even when they are challenging. This might be outside of school clubs.</p>	<p>Showcasing Achievements: Share personal and group achievements in assemblies or school newsletters. Apply for an excellence award.</p>	<p>Teamwork: Work collaboratively and positively in group projects, ensuring all members are heard and contribute.</p>	<p>Leadership Roles: Take on leadership roles, such as becoming a prefect or subject ambassador.</p>
<p>Polite Interactions: Use polite language and manners when speaking to teachers, staff, and fellow students. Also when emailing staff, you say hello and please and thank you.</p>	<p>Personal Goals: Set personal academic and personal goals and work consistently towards achieving them, even when progress is slow.</p>	<p>Positive Attitude: Speak positively about the school to others, showing pride in being part of the school community.</p>	<p>Emotional Support: Be there for friends and classmates who might be going through tough times, listening and offering support.</p>	<p>Ambitious Projects: Undertake ambitious projects or research beyond the standard curriculum. You could try and raise money for charity.</p>
<p>Random Acts of Kindness: Perform small acts of kindness, such as holding the door open for someone or picking up litter in the dining.</p>	<p>Resilience: Bounce back from setbacks, such as a poor test score or a lost match, and continue to strive for improvement.</p>	<p>Participate in School Events: Get involved in school events, such as open days, fairs, or competitions, to represent the school.</p>	<p>Encouraging Participation: Encourage peers to join clubs or try out for teams and support them in their efforts.</p>	<p>Future Planning: Start planning for future educational and career goals, seeking advice from teachers and career counselors.</p>





Expectations for Attendance

Part of the Values-Driven Expectations System

Excellent attendance at school is crucial if you are to reach your full potential. If you are aiming high, you need to be determined to attend school on time every single day.

The table below highlights the importance of good attendance across a school year and the impact poor attendance may have (based on the **actual results of PGS Students** in Summer 2023).

Percentage Attendance	Number of Days Lost	% of PGS Students who achieved 5+ Grade 9 to 4 Qualifications (Summer 2023)
100%	None! Outstanding Attendance! Excellent work, well done You have given yourself the best possible chance of achieving your targets	97%
Greater than or equal to 97%	Great Attendance Fewer than 6 days of absence in one academic year	95%
95 to 96.9%	Up to 10 days of absence Students are likely to achieve their targets and will be well prepared as they move through school	93%
90 to 94.9%	You will have had up to 19 days of absence. Pupils in this category may fall behind and it can be difficult for them to achieve their best. Attendance in this bracket is a major concern and should be addressed quickly.	< 91%
Less than 90%	Persistently Absent: you will have had more than 19 days absence (more than 3 weeks and 4 days) over the academic year and your results will probably reflect the amount of time missed. This is very poor attendance, and the Educational Welfare Officer may become involved.	55%





Expectations for Attendance

Part of the Values-Driven Expectations System

Important information for you and your parents or carers:

- You are expected to be in school ready to start learning at 08:18 each day.
- Being persistently late to school will incur consequences which can lead to referral to the Education Welfare Service and have legal implications for your parent/carer.
- In the event that you cannot attend school, your parent/carer will need to contact us **on each day of your absence** and advise us of the reason for your absence and your expected date of return. The telephone number is **01226 762114** (select **Option 1**) or email **attendance@penistone-gs.uk**.
- If there is a longstanding or ongoing medical problem that prevents you from attending school, your parent/carer is requested to obtain medical evidence and share this with us so we can put appropriate support in place for you.
- If you have ongoing low attendance, we may request medical evidence for each absence. This can be an appointment card, hospital letter or prescription, this does not have to be a formal letter from a Doctor.
- If there is an underlying reason why you do not want to attend school, you should speak to your Mentor, Achievement Leader or Student Support Officer so they can put appropriate support in place for you.
- When you return to school following an absence for any reason, you are expected to work with your teachers to ensure you catch up on any work missed.
- Where possible, we ask that your parent/carer arranges any medical or dental appointments outside of school hours. Where this is not possible, we ask that you attend school before and after the appointment, only taking the minimum time needed away from school.
- We do not authorise holidays during term time unless there are exceptional circumstances.
- Students should not contact home themselves when they are unwell, instead they should access our first aid provision who, if necessary, will contact home.

Absence for medical reasons:

- If you become ill at school you should speak to a member of staff who will make an assessment about whether you should remain in school, or whether it is necessary for us to contact a parent/carer to collect you. Under no circumstances should you call home and ask to be collected without first speaking to a member of staff. If you do, your absence will be unauthorised.
- If you suffer an injury or illness which requires specific arrangements to be put in place, a risk assessment will need to be completed. **It is important that your parents/carers contact school to make an appointment to attend with you on your first day back in school following the injury/illness so that a risk assessment can be conducted.** Until the risk assessment is in place, we will be unable to let you access mainstream lessons for your own safety.
- Should it be necessary for you to be absent from school for a prolonged period of time due to a medical condition, we ask that you are assessed by a medical professional and that evidence of your medical condition is provided to school wherever possible.





Expectations for Learning

Part of the Values-Driven Expectations System

Arrive equipped for learning...

You are expected to arrive at school and for every lesson with **Basic Equipment**:

- Your planner
- Essential Knowledge Books (KS3)
- A blue or black pen
- A pencil, sharpener and eraser
- A ruler
- A red pen for assessment
- A green pen for improving (Green for Growth (GfG))
- A whiteboard pen and eraser
- A maths set including a pair of compasses and 360° protractor
- Highlighters and fine liners
- A pencil case for the above

- A calculator (Casio FX-83GTCW or Casio FX-85GTY)
- Glue stick
- Your PE kit for your PE lessons

We believe all students are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.

You may also choose to bring the following **Equipment for Exceptional**:

- Headphones with a 3.5mm connector.

At the beginning of the lesson you are expected to...

- arrive at your lesson on time.
- arrive at your lesson wearing the correct uniform, including shirt being tucked in.
- arrive at your lesson quietly, calmly and prepared to learn.
- sit in the correct seating plan without needing to be told or prompted.
- take your equipment out of your bag and place it on your desk.
- take your planner and essential knowledge sheet books out of your bag and place on your desk, open them at the correct page for the week/subject (make sure that your name is written at the top of the page in your planner).
- Quickly begin the 'Do Now' activity that the teacher has set.

During the lesson you are expected to...

- listen carefully to your teacher and always follow all instructions first time, every time.
- observe all health and safety instructions, at all times.
- remain in your seat unless you are given permission not to.
- complete all work to the best of your ability.
- always apply at least expected amount of effort.
- present your work with pride and care following our excellence in work guidelines.
- be respectful of your teacher and all students by being 100% attentive and focused throughout.
- work in silence when working independently.
- be respectful by not talking when your teacher or other students are talking.
- do not ask to go to the toilet unless for exceptional circumstances (such as a medical issue).
- do not ask to leave the lesson to fill up your water bottle.





Expectations for Learning

Part of the Values-Driven Expectations System

At the end of the lesson you are expected to...

- wait for your teacher to tell you to finish working and pack away.
- ensure your work area, including the floor around you, is tidy and free from litter ready for the next class (remember to leave the classroom as you would wish to find it).
- ensure you have all your equipment and your planner, and that this is folded properly (to avoid pages falling out) and packed away and in your bag.
- make sure your uniform is correct, this includes making sure you are wearing your blazer before leaving the classroom.
- stand behind your chair, leave the classroom quietly, calmly, and only when you are told to do so by your teacher.
- Follow the one-way system and stay on the left.

We will not allow our *five Core Values* or the safety and learning experience of any member of our school community to be compromised by those who make a choice not to follow our *Values-Driven Expectations*.

If you make a choice not to follow Values-Driven Expectations for Learning, the following consequences will be applied: The first time you choose not to follow Values-Driven Expectations within lesson, your teacher will **take your planner from you and place your planner on their desk. This is your reminder of expectations.**



The second time you choose not to follow Values-Driven Expectations within lesson, your teacher or associate staff will issue you a VDE warning. **You will lose a line (remember this is a reminder).** Your teacher will try to help you to make positive choices by, for example, discussing your behaviour with you or moving you to an alternative seat.



The third time you choose not to follow Values-Driven Expectations, **you will be issued a second warning line.** Your teacher will make sure you understand how serious the situation is and will encourage you to make the right choices.



Should you continue to choose not to follow Values-Driven Expectations, **you will be issued with a third warning line** and your teacher will move you to another classroom within the department (known as departmental parking). This is a consequence of continued poor choices.

WARNING! Should you fail to follow Values-Driven Expectations in departmental parking, the teacher will call for a member of the Senior Leadership Team to **remove you from learning and place you in Supporting Expectations.**





Expectations for Excellent Effort

Part of the Values-Driven Expectations System

We have the highest expectations and aspirations for all our students. We know that the harder you work and the more consistent effort you apply, the greater you achieve.

At each Assessment Review Point (ARP) teachers use effort level descriptors to award a single effort grade to measure your effort, behaviour, preparation, and home learning consistently applied over time.

EXCEPTIONAL EFFORT (4) For a student to achieve this level they must be excelling in all four sub-descriptors and have not received any VDE lines within the subject between Assessment Review Points. A student is unable to achieve this level if they are 'working towards' or below their 'expected progress' pathway.

Level	Descriptor	A student is at this level because they...
Exceptional effort (4)	Effort	Apply 100% effort and actively participate in every task in every lesson. Consistently exceed expectations in independent practice.
	Behaviour	Demonstrate exceptional learning behaviours, impeccable conduct and follow instructions first time, every time.
	Home Learning	Complete 100% of home learning assignments on time and to the highest standard, and routinely complete more than is required.
	Preparation	Are always punctual with the correct equipment, and have exemplary presentation and pride in their work.

EXCELLENT EFFORT (3) For a student to achieve this level they must be excellent or better in all 4 sub-descriptors and have not received a VDE line for a sub-descriptor within the subject between Assessment Review Points. A student is unable to achieve this effort level if they are 'working towards' or below their 'expected progress' pathway.

Level	Descriptor	A student is at this level because they...
Excellent effort (3)	Effort	Apply consistently high levels of effort and participate fully in tasks. Continually meet expectations in independent practice.
	Behaviour	Demonstrate excellent learning behaviours, conduct and are always attentive and focused in lessons.
	Home Learning	Complete all home learning assignments on time and to a high standard.
	Preparation	Are punctual with the correct equipment and present work with quality, pride and care.



EXPECTED EFFORT (2) When a student receives this level, it means that they are consistently meeting expectations but have the capacity and potential to achieve more. A student may have received one VDE line in a sub-descriptor within the subject between Assessment Review Points (ARPs).

Level	Descriptor	A student is at this level because they...
Expected effort (2)	Effort	Consistently apply good levels of effort, and with Encouragement participate fully in tasks. Complete Independent practice successfully with support and guidance.
	Behaviour	Demonstrate positive learning behaviours, conduct, and are consistently attentive and focused in lessons.
	Home Learning	Complete the assigned home learning to the expected standard and consistently meet deadlines.
	Preparation	Are punctual with the basic equipment, and present work to a good standard.

REQUIRES IMPROVEMENT (1) When a student receives this level, it will be due to not meeting expectations in one or more of the effort sub-descriptors, they will have received more than one VDE line in a sub-descriptor between Assessment Review Points (ARPs), and will not be 'exceeding expectations' in progress.

Level	Descriptor	A student is at this level because they...
Requires improvement (1)	Effort	Need to work harder and participate more in learning. Lack effort and commitment when completing independent practice.
	Behaviour	Have inconsistent learning behaviours and/or conduct with at times a lack of attention and focus.
	Home Learning	Need to complete all home learning on time and to the expected standard.
	Preparation	Do not always arrive to lessons on time with the correct equipment and work produced needs to be presented with more pride and care.

Average effort grade

We now provide you with an average effort grade achieved across all subjects and place you in an average effort band. This allows you to see how consistently you are applying effort across all subjects and how this compares to other students within your year group.

Effort grade band	Year group percentile
Well above average	1-10%
Above average	11-30%
Average	31-70%
Below average	71-90%
Well below average	91-100%





Expectations for Learning Achieving Excellence in your Work

Part of the Values-Driven Expectations System

For every lesson I need:

Basic Equipment (in a pencil case):

- A blue or black pen
- A pencil, sharpener, and eraser
- A ruler
- A red pen for assessment
- A green pen for improving (GfG)
- A whiteboard pen and eraser
- A maths set including a pair of compasses and 360° protractor
- Highlighters and fine liners
- A calculator (Casio FX-83GTCW/Casio FX-85GTY)
- A glue stick
- PE kit for PE lessons

Organisation:

- **Planner** (open at correct week), **EKS book**, **pencil case** and **equipment** on desk.
- **Bag** away (under desk or in bag stores).
- **Coats/jackets** in your locker.

To ensure excellent presentation I will:

C/W	<u>Date in full.</u>
	<u>Title</u>
	<i>Start writing keeping letters between the lines. Check your spelling, punctuation and grammar throughout.</i>

- start a **new page** for each **new topic**
- write **C/W** for class work or **H/L** for home learning in the margin at the **top left**
- write the **full date** on the top line on the left
- write the **title** on the **1st line** down in the **middle**
- **underline** the date and titles using a ruler
- draw **diagrams** in **pencil**
- assess work using a **red pen**
- correct/improve work in a **green pen** (GfG)

Acting on Teacher Feedback (GfG)

Improving my literacy...

If a teacher highlights literacy errors, check:

- P** errors in punctuation
- C** incorrect use of case
- Sp** errors in spelling
- //** use of paragraphs
- Gr** errors in grammar

Check, correct and improve your writing in **green** pen.



All teachers have high expectations of you, the work you produce and the way in which you present your work. Using the **PROUD** expectations will help you to take pride in your work.

Remember! Check, correct and improve your work in **green** pen.

Home Learning and Assessment

Home Learning

- I must check Teams for all Home Learning and make a note of when it is due in
 - I should aim to complete Home Learning at least 1 day before it is due
 - I will always attempt all aspects of Home Learning by applying excellent effort
- *If it's not Excellent, it's not finished***
- Read, check, and respond to your Quizzing | Mind Maps feedback... **Green for Growth (GfG)**

Tests, Exams and Milestone Assessments REVISE → REVIEW → REVISE → APPLY

When **knowledge** is secured in your long-term **memory**, you need to apply this to practice **questions**. Proven revision techniques include:

Essential Knowledge Sheets:
Read > cover > write > check

Flash Cards | Using Mnemonics and Acronyms
Sparx Maths | Sparx Reader | Self-Practice Questions/Exam PPQs





Expectations for the use of IT

Part of the Values-Driven Expectations System

Information Technology is a significant part of society and critical to your learning at Penistone Grammar School.

It is essential that you take responsibility for any work completed digitally in the same way you do for your written work. This includes applying at least good effort and making sure your work follows our PROUD principles.

When using Information Technology you are expected to...

- **Password security**

Your password must be 12 characters, including a number and capital letter.
Your password must not include your name, "password" or "Penistone".

- **Remember your password**

Your school password is as essential as your pencil case, it allows you to access your student Microsoft 365 account (see page 24), including Teams for Home Learning (see page 25). Forgetting your password will impact upon your learning.

- **Reset your password if you think your account is compromised**

Your password will not expire, so please be vigilant and notify your mentor if you spot something suspicious with your account.

- **Save your work correctly**

It is your responsibility to ensure that any work completed electronically is saved in the correct location with an appropriate file name.
Use your Office 365 OneDrive space to transfer files to and from home – USB sticks will not work on school devices.

- **Treat all IT equipment with respect**

Report any issues with IT equipment immediately to your teacher, do not attempt to address them yourself. Remember to leave the IT classroom as you would wish to find it.



It is your responsibility to make sure you follow expectations for the use of Information Technology. Should you fail to do so you will **lose a line**. (A more severe consequence will be applied in the event of damage to IT equipment).





Internet Safety

Part of the Values-Driven Expectations System

For your safety, please remember the following when using the internet at home or in school:

- **Think before you post**

Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.

- **Don't share personal details**

Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

- **Watch out for phishing and scams**

Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.

- **Think about who you're talking to**

There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to school. Find out more about grooming.

- **Keep your device secure**

Make sure that you're keeping your information and device secure. Make sure you keep security software up to date and run device updates regularly.

- **Never give out your password**

You should never give out your password or log-in information. Make sure you pick strong, easy to remember passwords with 12 characters, including a number and capital letter.





Microsoft Office

Part of the Values-Driven Expectations System



Microsoft 365

Every member of Penistone Grammar School receives a full Microsoft 365 account to carry out all your online activities both in and out of School.

It is **FREE** to use and install on your home computers.

Your Microsoft 365 account includes lots of software and online apps:

- Outlook Email
- Calendar - including your School timetable
- OneDrive - 1TB of storage for all your files
- Word, Excel, PowerPoint and OneNote
- SharePoint - our internal website for all your subjects and information
- Teams - for all your subject teams and home learning assignments (see page 25)



At home and on the move, your Microsoft account is all accessible at:

portal.office.com

To log in, you will need your school email address and school password:

Username: [schoolusername]@penistone-gs.uk

Password: [yourschoolpassword]

Have you got a mobile phone or tablet?

Visit your device app store to download the official Microsoft Apps.

Search for 'Microsoft Corporation' to see them all.



Don't forget - it is **FREE!**

Your school Microsoft 365 licence includes **FIVE FREE** copies of Microsoft Office 365 to install on **ANY** home PC, Mac or Tablet.

You could install Office on your home laptop, or a family member's PC. **For FREE!**

Look out for the 'Install Office' button when you login online, or use a web browser to go directly to **aka.ms/office-install**





Microsoft Teams

Part of the Values-Driven Expectations System

Microsoft Teams provides you with all you need to play an active part in our learning community, including access to curriculum materials, school information and home learning assignments. You will also receive all your notifications and alerts in Teams.



Microsoft Teams

Teams is best viewed using the **Microsoft Teams app**.
The app is available for Windows, MacOS, iOS and Android devices.
Download the app from your app store, or by visiting this link:

aka.ms/teamsdownload

Inside Teams:



PGS Intranet:

Your one-stop shop for Information sites, and Department sites.



Activity:

You'll get notifications when you are mentioned or when you get an assignment. Be sure to visit your class team to check for other messages.



Assignments:

A list of all your home learning assignments. Be sure to visit your class team to check for other notices and information too.



Teams:

A list of all the teams that you are a member of, including your year group "Class of ##" team, and all your class teams.



Calendar:

You can view your timetable lessons in your calendar.

Please note: the timings of calendar lessons may not match the School Day timings.

Visit the student IT Support site to learn more about Teams and much more:

<https://penistonegrammarschool.sharepoint.com/sites/StudentITSupport>





Expectations around School

Part of the Values-Driven Expectations System

Remember; your planner is central to Values-Driven Expectations and you are expected to have this with you at all times.

Our school building has been designed and equipped to inspire our students and staff, encouraging them to Aim High in all they do. As members of the PGS learning community, we are all collectively responsible for our school environment and for the health, safety and happiness of each other.

We will apply our Core Values around school; we will Be Proud that we have access to such fantastic school facilities. We will Be Determined to do all we can to look after them, preserving them for current and future students. We will Be Kind to one another at all time, and we will Be Supportive of those who may need help to make positive choices.

Food and Drink

- **Hot plated food** must only be consumed in the main dining rooms but not in the toilets or in the toilet area.
- All other food and drink may be consumed in outside areas at break and lunchtime.
- All rubbish must be thrown in the bins and not left (remember to leave the dining room/ Amphitheatre/Lecture Theatre as you would wish to find them) and recycle whenever you have the opportunity.
- All cutlery, trays and plates/dishes must be returned to the clearing stations.



Specific students or groups of students may be banned from specific areas and further consequences applied if litter is left.

Smoking

- Smoking is a health and safety risk and bad for your health.
- Smoking (including e-cigarettes) is strictly prohibited in all areas of the school and its grounds for everyone. This includes smoking within any vehicle that may be parked in the school grounds.
- Smoking/vaping while dressed in school uniform outside school is strictly prohibited.



A first offence will result in immediate removal to **Supporting Expectations**. A second offence will result in a **Fixed Term Suspension**. Should you be found to be assisting or standing with a smoker at the time an offence is committed, you will be subject to the same consequence. Our smoke detectors pick up e-cigarettes that are used in toilets and a fine may be issued by the Fire Service if they are called out as a result of this.



Mobile Phones

- You are not permitted to use mobile phones or smart watches inside the school building.
- All mobile phones must be switched off and stored in either your bag or your locker.
- You are not permitted to carry mobile phones on your person, including in your pockets, (students caught with mobile phones in blazer or trouser/skirt pockets will be issued with an after-school detention). Subsequently after this the consequence will be confiscation and a phone ban.
- Should you need to contact a parent/carer in the event of an emergency, you should go to main reception where you can use the school's telephone.



Mobile phones which are in sight, in blazers, heard, or used contrary to the school's expectations (set out above) will be confiscated. You will be permitted to collect your confiscated phone from reception at the end of the school day. You will be issued with a **detention**.

You must remain within the designated boundaries during school hours. The following areas are considered out of bounds:

Boundaries

- All corridors during break and lunchtime (unless you have the permission of a member of staff and this has been recorded in your planner).
- PE Level 5 (unless you have the permission of a member of staff and this has been recorded in your planner).
- Beyond Weirfield Way.
- More than one student being in a toilet at one time.
- Any grassed area.
- Beyond the line of the trees on the grassed area to the right of the South Plaza steps/path.
- Beyond the North Entrance.
- Any area considered offsite.

Please note the use of the MUGA at break and lunch will be at the discretion of the school.



It is your responsibility to make sure you are within the designated boundaries. If you have permission to be beyond the designated boundaries, it is your responsibility to make sure you have the appropriate written consent from a member of staff in your planner. If you are out of bounds you will **lose a line**. If you are persistently out of bounds it will be treated as defiance (please see the consequences page).

You must always ensure you are following the uniform policy around the school; this includes:

Uniform

- Making sure you are always wearing the correct tie for your House.
- Ensuring your shirt is tucked into your skirt or trousers all the way around.
- Ensuring your blazer sleeves are not rolled or pushed up.
- Wearing your blazer (except for during lessons, break and lunchtime when you may remove your blazer should you want to).
- Ensuring your coat is in your locker and that you are not carrying this around.



It is your responsibility to make sure you are following the uniform policy and always wearing your uniform appropriately and correctly. If you fail to follow the policy or fail to wear your uniform correctly you will **lose a line**.





Expectations around School

Part of the Values-Driven Expectations System

Remember; your planner is central to Values-Driven Expectations and you are expected to have this with you at all times.

At Penistone Grammar School we believe all students should *Be Proud* to be a part of our learning community.

Our uniform policy allows every member of our school to feel equal, irrespective of their background. By wearing the school uniform, you can feel smart and professional in your learning, preparing you for the world of work. Wearing your school uniform with pride also allows you to represent Penistone Grammar School positively in the local community and beyond.

Tie

- You must always wear the correct House tie.
- Your tie must be kept in good condition with no pulls or graffiti and with no accessories attached (such as hair grips).

Blazers, Jumpers and Coats

- You must always wear your school blazer when in the school building. You may remove your blazer during breaks, lunchtimes and lessons.
- You are permitted to wear an optional PGS House jumper under your blazer in colder months. Plain black jumpers are not permitted
- You must not wear your blazer with rolled or pushed up sleeves.
- You must remove your coat before entering school and store it in your bag or locker.

Skirts, Shorts and Trousers

- You must only wear black trousers, black tailored shorts or PGS school skirts.
- If wearing a skirt, the school logo must be visible below the bottom of the blazer.
- Black, cotton, tailored unbranded shorts are permitted to be worn with black or white unbranded ankle socks. No football or sports shorts. Shorts must be visible below the blazer.
- Black or nude tights, or white or black unbranded ankle socks are permitted.
- Leggings are not permitted.

Belt

- Belts must be black with plain buckles.
- Decorative buckles of any description will not be permitted.

Shirts

- You must wear a white shirt under your blazer.
- Both long and short sleeved shirts are permitted.
- Your shirt must be long enough to be tucked into your trousers, shorts or skirt.
- Shirts must always be buttoned up to the collar with your tie clipped on.
- Long sleeved and/or coloured t-shirts must not be worn under your school shirt. White vest tops and white t-shirts are permitted to be worn under shirts for warmth.



Shoes

- You are required to wear formal, smart, black leather, suede, or patent shoes to school. Black ballet pumps are permitted.
- You are not permitted to wear trainers. This includes black leather trainers including those without markings.
- Your school shoes should have no visible branding including Nike ticks or sporting logos.
- Boots are not acceptable (a boot is defined as anything that touches or comes above the ankle bone). If boots are required to be worn for medical reasons, a note of this must be in your planner from your parents/carers.

Nails

- You are permitted to wear nail polish (except when taking part in Food Technology practical lessons).
- Acrylic or false nails must be removed for school for health and safety reasons. It is your responsibility to ensure any nails worn for celebrations such as weddings, are removed in time for school.

Make-up

- You are permitted to wear subtle make-up; foundation; tinted moisturiser; concealer; mascara.
- False eyelashes are not permitted.
- Henna will only be acceptable if this has been applied for a religious festival. In this circumstance you must ensure you have a note in your planner from your parents/carers.

Jewellery

- You are permitted to wear one pair of stud earrings (an earring in each ear), stretchers are not permitted.
- Facial piercings of any description are not permitted (including nose, eyebrow, lip, and tongue).
- You are permitted to wear one ring on each hand.
- You are to wear a watch (except for examinations). Smart watches are permitted with the message function disabled.
- You must remove all jewellery for PE for health and safety reasons.
- You may wear one bracelet or charity band on each wrist.
- Necklaces must be worn tucked inside your shirt collar.

PE Kit

- **Indoor PE kit** - PGS PE kit or: Plain red t-shirt; plain black shorts, black football socks, trainers and hair bobble for long hair. An optional green PGS PE top for GCSE students.
- **Outdoor PE kit** - PGS PE kit or: plain black tracksuit/joggings or PGS leggings, plain red or black jumper (no hoodies), black or red rain jacket, or black or red underlayer.

Please be aware that buying clothes from the school section of a high street shop does not mean they will necessarily comply with our uniform policy. If in doubt, please contact the school for guidance.

If there is an issue with school uniform, such as something breaking, it is the parent's responsibility to contact school.

If there has been no contact or there is no note in the planner, behaviour sanctions will be issued.

Reasonable Adjustments Policy We are a fully inclusive school and ensure all students feel comfortable. As per the Equality Act 2010, please let us know if your child requires a reasonable adjustment to their uniform for sensory issues and/or inclusivity.

Some religions or beliefs may preclude students from wearing aspects of their school uniform in line with the human rights or for equality and discrimination reasons. Where this is the case a request for special consideration must be made to the Governing Body. **Please note** The Governing Body have the right to restrict an individual's rights to manifest their religion or belief on the grounds of promoting cohesion, good order or for health and safety considerations.





Consequences

Part of the Values-Driven Expectations System

Remember; your planner is central to Values-Driven Expectations and you are expected to have this with you at all times.

You will start each week with six lines. Each time you make a choice not to follow Values-Driven Expectations you will lose a line. Losing a line is your warning to change your behaviour. For most students, losing a line will be an indication that a change in behaviour and/or attitude is required and will quickly take steps to make positive choices moving forwards.

Sometimes a student may not make the necessary changes quick enough or may make a further poor choice that requires a further consequence. Where this is the case there are several additional consequences and support measures that can be implemented.

SLT Detention



You will immediately be issued with an SLT detention for the following:

- 3 missed or incomplete HL.
- Losing six lines for the same reason.
- Chewing gum anywhere on the school grounds.
- Use of mobile phone.
- Inappropriate language.
- Internal truancy (including leaving a lesson without permission).
- Second occasion (and for every occasion thereafter) of failing to bring planner, equipment, kit and/or ingredients for practical lessons.
- Failure to attend a compulsory after-school intervention session.
- External Truancy.
- For any other reason deemed appropriate by the Head of Behaviour Support or SLT.

Your parents/carers will be informed of detentions via your planner.

Supporting Expectations



The purpose of **Supporting Expectations** is to remind you of our Values-Driven Expectations and to support you to comply with these. You will immediately be placed in Supporting Expectations (SE) for the following:

- 12 missed or incomplete HL
- Losing six lines within a week
- Losing 12 lines for the same reason over a term (apart from late lines, which are not reset and continue through the year).
- Defiance
- Persistent internal truancy
- Bullying
- Fighting
- Vandalism and graffiti
- Smoking including e-cigarettes (first occurrence)
- Stealing (first occurrence)
- Failure to attend an SLT detention
- Plagiarism or cheating
- For any other reason deemed appropriate by the Head of Behaviour Support or SLT



Internal and/or Fixed Term Suspension



The following actions are likely to result in an Internal and/or Fixed Term Suspension:

- Inappropriate or poor behaviour in Supporting Expectations.
- Losing twenty lines for the same reason over a term.
- Fourth occurrence of being removed to Supporting Expectations.
- Persistent Defiance.
- Bullying.
- Losing 20 lines for being late to school.
- Racism, homophobia, or sexism or any discrimination.
- Verbal/physical abuse and/or swearing at staff.
- In possession or under the influence of drugs (including legal highs) or alcohol.
- Assault (including sexual assault or harassment).
- Bringing a weapon into school (including a knife, air rifle or anything which can be used to cause harm).
- Malicious or false setting off, of the fire alarm.
- Failure to comply with an agreed behaviour contract.
- Bringing an illegal substance into school.
- Stealing (second occurrence).
- Smoking including e-cigarettes (second occurrence).
- Any other action that has placed the safety and welfare of students, staff, or any other persons at risk. Including the sharing of inappropriate imagery and/or other prohibited items.
- Any other reason at the discretion of the Principal.

During a **Fixed Term Suspension**, you will be expected to complete the work provided to you. For both a Fixed Term and Internal Suspension, a Reintegration meeting will take place with the Principal or a member of the Senior Leadership Team. Your parent/carer is required to attend this meeting. You will not be permitted to return to mainstream learning until this meeting has taken place. A **permanent exclusion** will be issued to any students distributing vapes/e-cigarettes/drugs in school or the wider community.

Report Card



A report card is a support mechanism which allows your Mentor, Achievement Leader, Inclusion Team and members of the Senior Leadership Team to monitor your progress, effort and behaviour. The report card symbolises a commitment between you, PGS and your parents/carers to changing your behaviour so the choices you make are in line with our **Values-Driven Expectations**.

You can be placed on report for a variety of reasons including:

- Mentor Report - 12 BIL lines.
- Year Team Report - 20 BIL lines or failed Mentor Report.
- Behaviour Report - One off serious incident, continued poor behaviour or failed Year Team Report.
- SLT Report - Continuous poor behaviour or failed Behaviour Report.

Please note For the purposes of accumulation of lines over time, all lines are reset to zero at the start of each term or after a rewards event (except late lines). Cumulation of sanctions is not reset.





Quick Guide: How do I get Rewarded or Sanctioned?

To help you to understand how our Values-Driven Expectations system works and to support you to get the most from your time at PGS, we have provided some examples of how you can earn merits and commendations (below). We have also included some information about the types of behaviours and actions that will result in you losing lines.

<p>What is the type of things can I do to earn a Merit?</p>	<ul style="list-style-type: none"> • A piece of work in class which goes beyond your expected progress. • A piece of home learning which demonstrates good effort. • A good result in a milestone or assessed piece of work. • A well thought out verbal response in class. • Demonstrating any of the school's Core Values, around school or in class. 	
<p>What is the type of things can I do to earn a commendation (5 merits)?</p>	<ul style="list-style-type: none"> • A piece of work in class which shows outstanding progress. • Excellent effort over a period of time. • A piece of home learning which demonstrates outstanding effort. • An exceptional result in a milestone or assessed piece of work. • An exceptional verbal response in class. • Going above and beyond to represent the Core Values of the school. 	
<p>What are the types of actions and/or behaviours that will result in me losing a line?</p>	<p>Behaviour around School (BAR)</p>	<ul style="list-style-type: none"> • On the corridor at break or lunch or anywhere deemed out of bounds. • Dropping/leaving litter or multiple students in a toilet • Jumping the queue. • Rude to a member of staff/student. • Not following instructions from a member of staff. • Not upholding our Core Values.
	<p>Behaviour in Learning (BIL)</p>	<ul style="list-style-type: none"> • Talking during silent work or calling out. • Walking out of lesson without permission to do so. • Being rude to a member of staff/another student. • Not starting work when requested to. • Involved in an exam incident or inappropriate use of IT.
	<p>Effort (E)</p>	<p>Failure to meet the expectations for good or better effort in your learning despite being issued with reminders by staff.</p>
	<p>Home Learning (HL)</p>	<ul style="list-style-type: none"> • Not handing in your home learning on time. • Not meeting the expected standard for the home learning. • Not completing the home learning.
	<p>Practical Equipment (PR)</p>	<p>Failure to bring any required practical equipment or resources for subjects such as PE, Technology and Art, which then prevents you fully participating in the lesson.</p>
	<p>Preparation for Learning (P)</p>	<p>Failure to arrive at school with any of the items listed on the 'Basic Equipment' list as detailed in this book (Expectations for Learning).</p>
	<p>Uniform (U)</p>	<p>Failure to comply with any aspect of Expectations for Uniform as set down in this book.</p>
<p>Late (L)</p>	<p>Late to school, mentor time or lesson.</p>	





School Day Timings



PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education

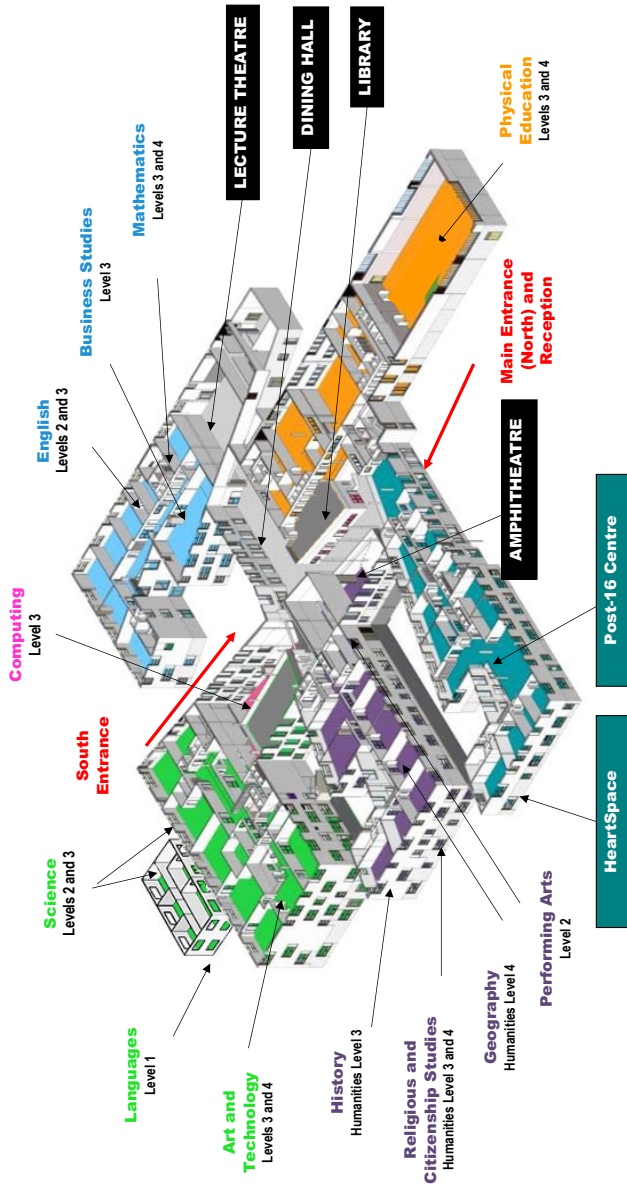
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
08:20	Mentor Time [25mins]	Mentor Time [25mins]	Mentor Time [25mins]	Mentor Time [25mins]	Mentor Time [25mins]	Mentor Time [25mins]	Mentor Time [25mins]
08:45	Period 1 [1hr]	Period 1 [1hr]	Period 1 [1hr]	Period 1 [1hr]	Period 1 [1hr]	Period 1 [1hr]	Period 1 [1hr]
09:45	Break [20mins]	Period 2 [1hr]	Break [20mins]	Period 2 [1hr]	Break [20mins]	Break [20mins]	Period 2 [1hr]
10:05	Period 2 [1hr]	Period 2 [1hr]	Period 2 [1hr]	Period 2 [1hr]	Period 2 [1hr]	Period 2 [1hr]	Period 2 [1hr]
10:45	Period 2 [1hr]	Break [20mins]	Period 2 [1hr]	Break [20mins]	Period 2 [1hr]	Period 2 [1hr]	Break [20mins]
11:05	Period 3 [1hr]	Period 3 [1hr]	Period 3 [1hr]	Period 3 [1hr]	Period 3 [1hr]	Period 3 [1hr]	Period 3 [1hr]
12:05	Period 4.1 [35mins]	Period 4 [1hr10mins]	Lunch [35mins]	Period 4 [1hr10mins]	Lunch [35mins]	Lunch [35mins]	Period 4 [1hr10mins]
12:40	Lunch [35mins]	Lunch [35mins]	Period 4 [1hr10mins]	Lunch [35mins]	Period 4 [1hr10mins]	Period 4 [1hr10mins]	Lunch [35mins]
13:15	Period 4.2 [35mins]	Lunch [35mins]	Period 4 [1hr10mins]	Lunch [35mins]	Period 4 [1hr10mins]	Period 4 [1hr10mins]	Lunch [35mins]
13:50	Period 5 [1hr]	Period 5 [1hr]	Period 5 [1hr]	Period 5 [1hr]	Period 5 [1hr]	Period 5 [1hr]	Period 5 [1hr]
14:50	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13





Plan of the School

**PENISTONE
GRAMMAR SCHOOL**
Achieving Excellence through a Values-Driven Education





Bus Services

By Location

Area	Bus Number
Barnsley	20, 21, 408, 410, 412, 420
Barugh Green	412, 416
Carlecoats	401
Cawthorne	420
Crane Moor	26, 410
Cubley	20, 26
Darton	420
Dodworth	20, 21, 408, 410, 416, 422
Dunford Bridge	401
Flouch	401
Gawber	412
Gilroyd	410
Green Moor	409
Hade Edge	401
Higham	416
Hood Green	410
Hoylandswaine	20, 420
Ingbirchworth	401
Kexborough	420
Mapplewell	420
Maythorne	401
Millhouse Green	21, 401
Oxspring	21, 408, 409
Penistone	20, 21, 408, 409, 412, 416, 420, 422
Silkstone	20, 21, 412
Silkstone Common	21, 408, 416, 422
Springvale	21
Stocksbridge	26
Thurgoland	26, 409, 422
Tanlead	401
Victoria	401
Wortley	26, 409





Maps

World Continents





Maps

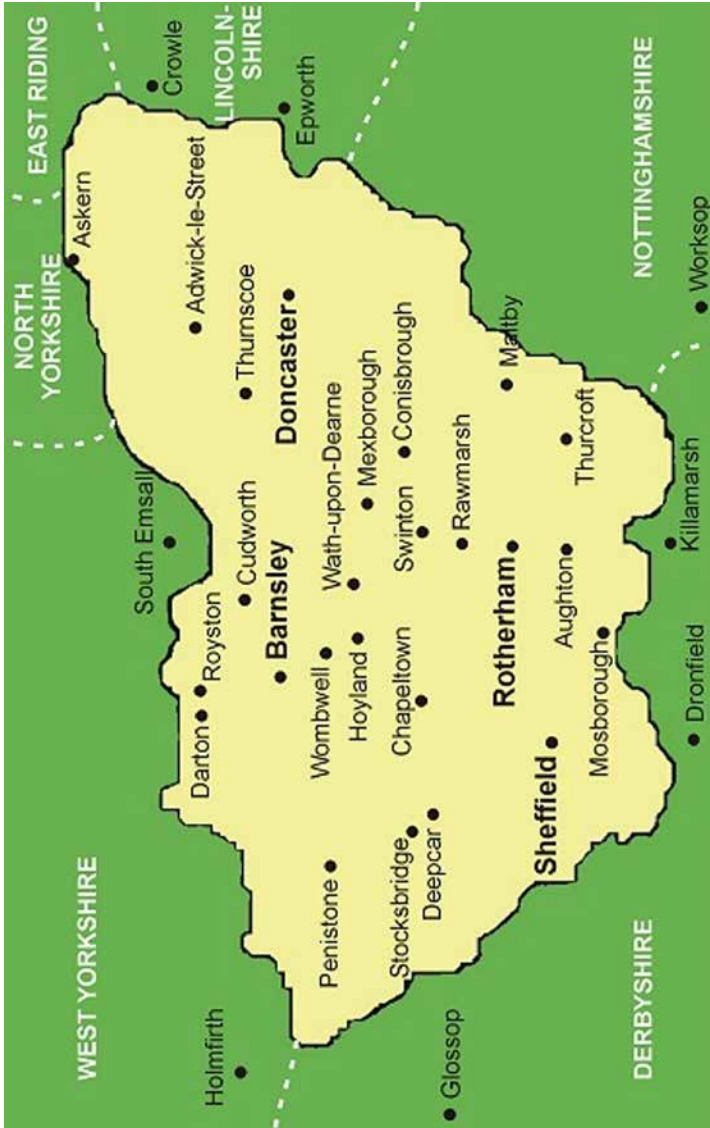
Map of the UK

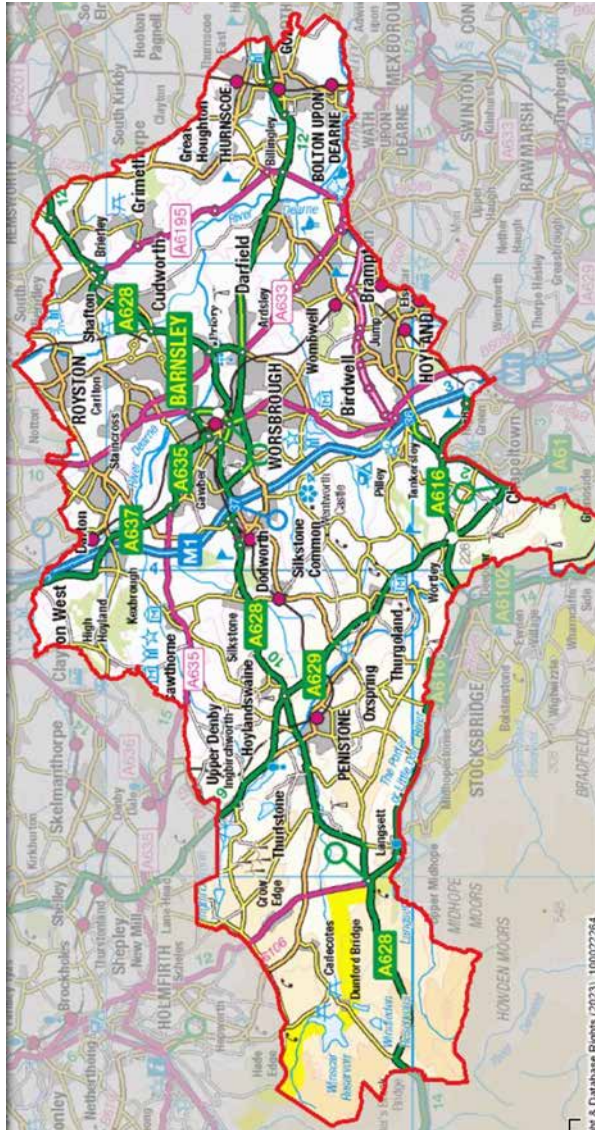




Maps

South Yorkshire







Maps

Penistone





Maps

Map Key

Landranger® (Present day) Only a selection of the more important symbols have been shown.

	Track multiple or single		Bridges / Footbridge		Electricity transmission line (pylons shown at standard spacing)
	Track under construction		Level crossing		Pipe line (arrow indicates direction of flow)
	Siding		Viaduct		Buildings
	Tunnel		Station, (a) principal		Public building (selected)
	Light rapid transit system, narrow gauge or tramway		Light rapid transit syst station		Bus or coach station

	Place of worship	with tower
		with spire, minaret or dome
	without such additions	
	Chimney or tower	
	Glass structure	
	Heliport	
	Triangulation pillar	
	Mast	
	Wind pump / wind generator	
	Windmill with or without sails	

	Marsh or salting		Slopes
	Towpath		Cliff
	Lock		Flat rock
	Aquaduct		Shingle
	Canal		Lighthouse (in use)
	Weir		Lighthouse (disused)
	Footbridge		Mud
	Bridge		Normal tidal limit
	Lake		Dunes
			Beacon
			Sand
			Low water mark
			High water mark

	Orchard / Park or ornamental ground		Cutting / embankment
	Spoil heap, refuse tip or dump		Quarry
	Coniferous wood		Contours are at 10 metres vertical interval
	Non-coniferous wood		Heights are to the nearest metre above mean sea level
	Mixed wood		.144

	Motorway (dual carriageway)		Place of worship	with tower
	Motorway under construction			with spire, minaret or dome
	Primary Route		without such additions	
	Main road		Chimney or tower	
	Primary Route / Main road under cons		Glass structure	
	Secondary road		Heliport	
	Narrow road with passing places		Triangulation pillar	
	Road generally more than 4m wide		Mast	
	Road generally less than 4m wide		Wind pump / wind generator	
	Path / Other road, drive or track		Windmill with or without sails	

	Service area
	Junction number
	Elevated
	M1
	Unfenced
	Footbridge
	A 470
	Dual carriageway
	A 493
	B 4518
	A 855
	Bridge
	B 885

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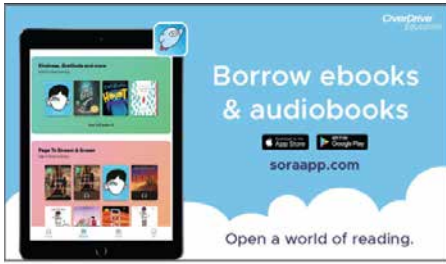


THE Library

Where is the library? Level 4 Orange

When can I visit?	<ul style="list-style-type: none">• 08:00-08:15• Breaks and lunchtimes• 14:50-15:30 (reference library only for study)
How many books can I borrow?	<ul style="list-style-type: none">• One book per student; this increases to three books per student before each holiday
When do books need to be returned?	<ul style="list-style-type: none">• Books must be returned within two weeks. If you need extra time, the librarians can extend your loan for you
How do I find out the latest library news?	<ul style="list-style-type: none">• Visit Teams for the regular Library newsletter• Follow us on Twitter/X @TheLibraryPGS
What can I do in the library?	<ul style="list-style-type: none">• Borrow and read books• Join an enrichment club (main library 14.50-15.30)• Meet guest authors/illustrators• Complete home learning• Speak to our career advisors• Volunteer as a Student Librarian• Revise for exams
Win prizes for reading!	<ul style="list-style-type: none">• Every time you borrow a book you receive a stamp on your loyalty card with the date it is due to be returned. Collect six stamps to earn an entry into the termly prize draw to win one of three £10 Amazon vouchers





What is SORA:

Sora is the completely free reading and audiobook app for PGS students.

Getting Started With SORA:

- Download the app (search SORA in the App Store) or go to soraapp.com.
- Search for “Penistone Grammar School.”
- Log in using your usual school Teams log-in (e.g. JoeBloggs@penistone-gs.uk).
- Click the “Explore” tab at the bottom to begin browsing over 5000+ eBooks, audiobooks and magazines.



The ebooks you want to read, available from **THE Library**



Quick Access QR Code



Library

Reading Log

Borrow and read twenty books from the library, give each book a star rating and receive a library stamp. Students reading twenty library books (or more!) will receive a prize at the end of the year.

Book Title	Star Rating	Library Stamp
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
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	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	



Library Reading Log

Borrow and read twenty books from the library, give each book a star rating and receive a library stamp. Students reading twenty library books (or more!) will receive a prize at the end of the year.

Book Title	Star Rating	Library Stamp
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	
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	★ ★ ★ ★ ★	
	★ ★ ★ ★ ★	



Reading, Writing and Communication: Disciplinary Literacy

Common Suffixes

Prefix	Meaning	Key Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-*	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-*	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-*	not	unfriendly
under-	under	undersea

***Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.**



Reading, Writing and Communication: Disciplinary Literacy

Common Suffixes

Suffix	Meaning	Key Word
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-ed*	past-tense verbs	hopped
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker, actor
-est	comparative	biggest
-ful	full of	careful
-ic	having characteristics of	linguistic
-ing*	verb form/present participle	running
ion, -tion, -ation, -ition	act, process	occasion, attraction
-ity, -ty	state of	infinity
-ive, -ative, -itive	adjective form of a noun	plaintive
-less	without	fearless
-ly*	characteristics of	quickly
-ment	action or process	enjoyment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the quality of	joyous
-s, es*	more than one	books, boxes
-y	characterised by	happy

***Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.**



Your Username and Password

Log in to Sparx using Microsoft

or

Use your Sparx login

Username:

Password:

Navigating Sparx

Log into: <https://sparxmaths.com>



Compulsory

This will tell you about any current or outstanding tasks.



XP Boost

These are extra questions you can try to boost your score.



Target

These are more extra questions personalised to you.

Independent Learning

Look for this button to complete revision or for additional topics.



Independent Learning

Enter code/topic here

Select Difficulty here

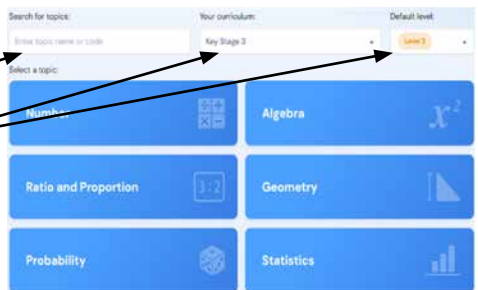
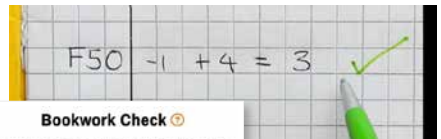
Home Learning Club

Every Tuesday in Maths, 3pm-4pm

My Home Learning Day is:

Expectations

1. Home Learning must be completed before the deadline, the earlier you start it the better. Merits are awarded for those who start the task early.
2. All working out must be written down in your Sparx Home Learning Books - along with the book codes. If you do not bring your Home Learning Book you will get a Preparation Line.
3. You must get at **100%** on your Home Learning. You must have watched the videos and attempted the questions you are stuck on. Merits will be awarded for students who complete the Target and XP Boost.





Home learning for English uses Sparx Reader.

Search www.sparxreader.com to find the website.

You can log in using the same passwords that you use for Sparx Maths or click the banner that will take you straight to your Microsoft account:

Log in to Sparx using Microsoft

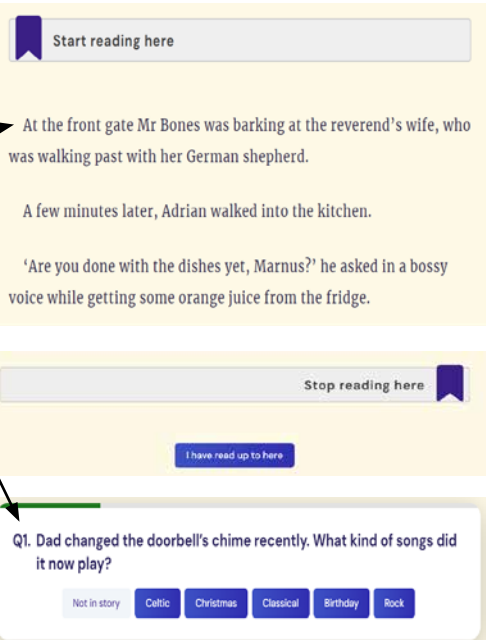
1. In an English lesson you will complete a Sparx Reader assessment to determine the level of book you should be reading.

2. Choose a book - you will be given a choice of 4.

3. Begin reading. After each section of reading you will be asked some comprehension questions.

You will earn **Sparx Reader Points** for the questions that you answer correctly.

You need to achieve **300 Sparx Reader Points (SRP)** each week to complete your home learning.



The screenshot shows the Sparx Reader interface. At the top, there is a grey bar with a blue bookmark icon and the text "Start reading here". Below this is a yellow reading passage. The first paragraph reads: "At the front gate Mr Bones was barking at the reverend's wife, who was walking past with her German shepherd." The second paragraph reads: "A few minutes later, Adrian walked into the kitchen." The third paragraph reads: "'Are you done with the dishes yet, Marnus?'" he asked in a bossy voice while getting some orange juice from the fridge." Below the passage is another grey bar with a blue bookmark icon and the text "Stop reading here". Underneath that is a blue button that says "I have read up to here". At the bottom of the screenshot is a comprehension question: "Q1. Dad changed the doorbell's chime recently. What kind of songs did it now play?". Below the question are six buttons: "Not in story", "Celtic", "Christmas", "Classical", "Birthday", and "Rock".

Sparx Reader Support Club

Every Wednesday in English, 3pm-3:45pm





Physical Education

Home Learning and Rewards

In years 7, 8 & 9, for your PE home learning you will be set a series of quizzes via Teams in relation to the sports that you are completing. These will be due to be completed at the end of every activity block. This will help to solidify your knowledge in those sports that you have been participating in.

Merits will be awarded for success on the quizzes. If you achieve 100% in your first attempt on the quiz on you will receive 3 merits, if it is your second attempt, you will receive 2 merits, and if it is your third attempt, you will receive 1 merit.

In years 7-11, when you attend a PE club during the year, you will gain a club stamp. Every student who has received 50 club stamps by the end of the year will be entered into a draw to win a gift voucher.

PE Kit (all year groups)

In order for students to progress and fulfil their potential in PE, it is important for them to remain organised and bring the correct PE kit consistently to lessons. As having kit is crucial for a student to access the PE curriculum, the PGS PE department operate a 'consequence system' over each full term for when students fail to bring all of their kit.

Occurrence	Consequence
First time	Lose a line - expected to borrow PE kit.
Second time (and ongoing)	Lose a line and a one-hour SLT detention. Expected to borrow PE kit.

Refusal to borrow kit will result in an SLT detention. If you are excused physically from PE for any reason you **must** bring a signed note from a parent/carer explaining why. If this is a medical issue that persists for more than 2 weeks, please bring medical evidence. You **must also** bring kit as normal as you will be expected to take an active (non-physical) role in the lesson. This ensures there is no detrimental impact upon your learning. Failure to bring kit will result in the consequence system being implemented as outlined above.



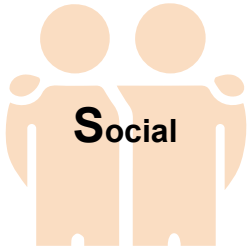
Indoor PE Kit	Outdoor PE Kit
<ul style="list-style-type: none">PGS PE kit or:<ul style="list-style-type: none">Plain red t-shirtPlain black football style shortsBlack football socksTrainersHair bobble for long hair	<ul style="list-style-type: none">Indoor PE kit or:<ul style="list-style-type: none">Plain black tracksuit/jogging bottoms or PGS leggingsPlain red or black jumper (hoodies not permitted)Black or red rain jacket (optional) (suitable for exercise, everyday coats not permitted)Black or red underlayer (optional)
To Note: <ul style="list-style-type: none">Please be aware that If students wish to wear leggings, they must be Sports leggings (unbranded is fine) as cotton / thin jersey leggings will not be permitted.Cycling shorts or Nike Pro shorts will not be permitted.Football boots are not required for outdoor PE lessons.Jumpers are not permitted for indoor PE lessons.	





KS3 PE Curriculum

The Key Stage 3 Curriculum is centred around the PGS Model. Students will be assessed in three different domains, psychomotor (physical), cognitive (growing mind) and affective (social). It is our belief that this approach will allow all students to enjoy and achieve in PE.

 <p>Physical</p>	<ul style="list-style-type: none">• Fundamental Movement Skills• Basic Skills• Advanced skills• Competitive and Health Participation• Timing• Expression• Creativity Adaptation
 <p>Growing Mind</p>	<ul style="list-style-type: none">• Decision Making• Problem Solving• Tactical Awareness• Rules and Regulations• Evaluation and Analysis of Performance• Literacy and Numeracy
 <p>Social</p>	<ul style="list-style-type: none">• Core Values• Sportsmanship• Positive Relationships• Communication• Leadership• Resilience• Motivation• Benefits of Exercise





Physical Education

Year 7 Core PE Assessment

AO	Developing	Securing	Mastering
<p>P1/P2</p>	<p>I can demonstrate basic skills in isolation but find it challenging to demonstrate these skills in a competitive situation</p>	<p>I can demonstrate fundamental skills in isolation but can only sometimes demonstrate these skills in a competitive situation</p>	<p>I can demonstrate fundamental skills in isolation and most skills in a competitive situation</p>
<p>P1/P2</p>	<p>I can replicate basic skills but have limited timing, expression and creativity. I am starting to select appropriate skills for the sporting situation but lack consistency</p>	<p>I can replicate fundamental skills, and have elements of timing, expression and creativity. I am starting to select appropriate skills for the sporting situation but lack consistency</p>	<p>I can replicate fundamental skills and have evidence of good timing, expression and creativity. I can select appropriate skills most of the time for the sporting situation most of the time</p>
<p>P1/P3</p>	<p>I find it difficult to adapt to changing situations / environments</p>	<p>I can identify and adapt to changing situations / environments sometimes during physical play (e.g. defence into attack)</p>	<p>I can identify and adapt to changing situations / environments most of the time.</p>



Physical





Physical Education

Year 7 Core PE Assessment

AO	Developing	Securing	Mastering
G1	I can recall the basic rules of some activities	I can recall the basic rules of most activities	I can recall and apply the basic rules and regulations to all activities
G2	I am starting to use basic tactics and make some accurate decisions in some of my activities	I understand tactics and make accurate decisions most of my activities	I understand basic tactics and make accurate decisions in all my activities
G3	I can solve some problems in PE but sometimes need help from others	I can solve some problems in PE often independently	I can solve most problems in PE independently
G1/G4	I show evidence of literacy and numeracy in lessons and am starting to use tier three vocabulary for some sports	I am showing good evidence of literacy, numeracy and can use tier three vocabulary for most sports	I show excellent levels of literacy and numeracy and use tier three vocabulary for most sports
G4	I can identify some strengths and weaknesses of a performance	I can identify some strengths and weaknesses of a performance, and offer basic feedback to aid progress	I can identify most strengths and weaknesses of a performance, and offer feedback to aid progress



**Growing
Mind**





Physical Education

Year 7 Core PE Assessment

AO	Developing	Securing	Mastering
S1	I have shown interest in extracurricular activities and attend occasionally. My participation in lessons is improving	I have shown lots of interest in extracurricular activities and attend where possible. My participation in lessons is very good	I have regularly attended extra-curricular activities and have represented the school multiple times
S2	I can recall some long-term health benefits of physical activity	I can recall and apply multiple long term health benefits of physical activity	I can describe the benefits and the positive impact on individuals from physical activity
S3	I demonstrate the core values mostly when I am winning. I struggle to do this when I am losing	I demonstrate the schools core values most of the time	I demonstrate the schools core values all the time
S4	My communication skills are improving so that I can lead a paired warm up	I have effective communication skills which allow me to lead a small group warm up. I can work effectively with others	I have effective communication skills which allows me to lead a large group warm up (6+), I can work effectively with others



Social





Physical Education

Year 8 Core PE Assessment

AO	Developing	Securing	Mastering
<p>P1/P2</p>	<p>I can demonstrate fundamental skills in isolation but can only sometimes demonstrate these skills in a competitive situation</p>	<p>I can demonstrate fundamental skills in isolation and most skills in a competitive situation</p>	<p>I can demonstrate fundamental and advanced skills in isolation and in a competitive situation</p>
<p>P1/P2</p>	<p>I can replicate fundamental skills, and have elements of timing, expression, and creativity. I am starting to select appropriate skills for the sporting situation but lack consistency</p>	<p>I can replicate fundamental skills and have evidence of good timing, expression, and creativity. I can select appropriate skills most of the time for the sporting situation most of the time</p>	<p>I can replicate advanced skills and have evidence of excellent timing, expression, and creativity. I can select appropriate skills accurately for different sporting situations</p>
<p>P1/P3</p>	<p>I can identify and adapt to changing situations / environments some-times during physical play (e.g. defence into attack)</p>	<p>I can identify and adapt to changing situations / environments most of the time</p>	<p>I can identify and adapt to changing situations / environments consistently</p>



Physical





Physical Education

Year 8 Core PE Assessment

AO	Developing	Securing	Mastering
G1	I can recall the basic rules of most activities	I can recall and apply the basic rules and regulations to all activities	I can recall and apply all basic and some advanced rules and regulations to most sports
G2	I understand tactics and make accurate decisions most of my activities	I understand basic tactics and make accurate decisions in all my activities	I understand basic tactics and some advanced tactics in most of my activities
G3	I can solve some problems in PE often independently	I can solve most problems in PE independently	I can solve more complex problems in PE independently
G1/G4	I am showing good evidence of literacy, numeracy and can use tier three vocabulary for most sports	I show excellent levels of literacy and numeracy and use tier three vocabulary for most sports	I show excellent levels of literacy and numeracy and use tier three vocabulary with accuracy consistency for most sports
G4	I can identify some strengths and weaknesses of a performance, and offer basic feedback to aid progress	I can identify most strengths and weaknesses of a performance, and offer feedback to aid progress	I can evaluate a performance and offer in depth feedback to aid progress



**Growing
Mind**





Physical Education

Year 8 Core PE Assessment

AO	Developing	Securing	Mastering
S1	I have shown lots of interest in extracurricular activities and attend where possible. My participation in lessons is very good	I have regularly attended extra-curricular activities	I have regularly attended extra-curricular activities and have represented the school multiple times
S2	I can recall and apply multiple long term health benefits of physical activity	I can describe the benefits and the positive impact on individuals from physical activity	I can explain the physical, mental, and social benefits of physical activity and the positive impact on individuals
S3	I demonstrate the schools core values most of the time	I demonstrate the schools core values all the time	I always demonstrate the core values and can inspire others to participation
S4	I have effective communication skills which allow me to lead a small group warm up. I can work effectively with others	I have effective communication skills which allows me to lead a large group warm up (6+). I can work effectively with others	I have effective communication skills which allows me to lead a large group warm up (6+), I can work effectively and inspire others




Social





Physical Education

Year 9 Core PE Assessment

 <p>Physical</p>	Skills (P1)
	I can demonstrate some basic skills in isolation but find it challenging to demonstrate skills in a competitive situation in my current activity
	I can demonstrate fundamental skills in isolation but find it challenging to demonstrate skills in a competitive situation in current activity
	I can demonstrate fundamental skills in isolation and some skills in a competitive situation in my current activity
	I can demonstrate advanced skills in isolation and during competitive situations in my current activity
	I can demonstrate advanced basic and advanced skills in isolation and during competitive situations in my current activity
	Timing, expression, creativity (P2)
	I find it challenging when replicating skills. I also find it difficult when selecting the appropriate skill for the situation
	I can replicate basic skills but have limited timing, expression or creativity most of the time. I am starting to select appropriate skills for the sporting situation
	I can replicate basic skills and have some evidence of timing, expression or creativity. I can select appropriate skills most appropriate skills most of the time for the sporting situation but lack consistency
	I can replicate advanced skills and have particularly good evidence of timing, expression or creativity. I can select appropriate skills most of the time for the situation
	I can replicate advanced skills and have outstanding evidence of timing, expression or creativity. I can select appropriate skills consistently during different sporting and recreational situations
	Adapting to environments (P1,2,3)
	I find it challenging to identify and adapt to changing situations/ environments during physical activity. (e.g. defence into attack)
	I am starting to identify and adapt to changing situations/environments during physical activity. (e.g. defence into attack)
	I can identify and adapt to changing situations/environments some of the time during physical activity (e.g. defence into attack)
	I can identify and adapt to changing situations/environments most of the time during physical activity (e.g. defence into attack)
	I can identify and adapt to difficult changing situations/environments during physical activity (e.g. defence into attack)



Physical Education

Year 9 Core PE Assessment



**Growing
Mind**

Rules and Regulations (G1)

I find it challenging to recall and use rules and regulations in many activities

I can recall the basic rules of most activities

I can recall and apply the basic rules and regulations to all activities

I can recall and apply all basic and some advanced rules and regulations to most sports

I can recall and apply advanced rules and regulations in most activities with accuracy and could apply this to the role of official

Tactics (G2&3)

I find it challenging to use tactics or make accurate decisions in many activities

I am starting to use tactics and sometimes make accurate decisions during PE

I am using tactics and make accurate decisions most of the time during PE and always attempt to solve problems

I understand and demonstrate tactical decision making in activities and am excellent at solving problems

I understand and demonstrate tactical decision making in activities and I am excellent at solving problems

Tier 3 Vocabulary (G1&4)

I have shown limited evidence of literacy, and I am starting to use tier three vocabulary

I am showing some evidence of literacy, numeracy and tier three vocabulary for some sports

I am showing good evidence of literacy, numeracy and tier three vocabulary for some sports

I am showing good evidence of literacy, numeracy and tier three vocabulary in most sports

I am showing excellent evidence of literacy, numeracy and tier three vocabulary in all sports

Analysis and Evaluation of performance (G4)

I find it challenging to evaluate my own and others performance

I am starting to evaluate performances and showing an understanding of how to make improvements

I can analyse or evaluate any performance with accuracy and give basic feedback on how to improve

I can analyse or evaluate any performance with accuracy and give helpful feedback on how to improve

I can analyse or evaluate any performance with accuracy and give detailed feedback on how to improve





Physical Education

Year 9 Core PE Assessment

 <p>Social</p>	Enrichment (S1)
	I do not currently take part in extra-curricular activities in or outside of school
	I am aware of extra-curricular opportunities but have not attended an activity I might enjoy
	I have shown interest in extra-curricular activities and attend occasionally
	I have shown lots of interest in extra-curricular activities and attend where possible
	I am proud to represent my school in many extra-curricular sporting activities or take part health-related opportunities
	Benefits of Exercise (S2)
	I can recall and multiple long term health benefits of physical activity
	I can describe the benefits and positive impact on individuals of physical activity
	I can describe the physical, mental and social benefits of physical activity and positive impact on an individual
	I can explain the physical, mental and social benefits of physical activity and positive impact on an individual
	I can explain the short- and long-term benefits of physical activity and positive impact on an individual
	Core Values (S3)
	I demonstrate the core values mostly when I am winning. I struggle to do this when I am losing
	I demonstrate the core values mostly when I am winning. I struggle to do this when I am losing
	I demonstrate the core values in activities most of the time
	I demonstrate the core values all the time
	I always demonstrate the core values and can inspire others to participation
	Communication and Leadership (S4)
	My communication skills are improving so that I can lead a paired warm up
I have effective communication skills which allow me to lead a small group warm up, I can work effectively with others	
I have effective communication skills which allows me to lead a large group warm up (6+), I can work effectively with others	
I have effective communication skills which allows me to lead a large group warm up (6+), I can work effectively with and inspire others	
I have effective communication skills which allows me to lead a large group warm up and skills sessions. I can work effectively with and inspire others	



Physical Education

KS3 Assessment Review Points

ARP 1	Physical	Growing Mind	Social
	Mastering	Mastering	Mastering
	Securing	Securing	Securing
	Developing	Developing	Developing

ARP 2	Physical	Growing Mind	Social
	Mastering	Mastering	Mastering
	Securing	Securing	Securing
	Developing	Developing	Developing

Student Reflection

Following ARP1 The Assessment Objective I will focus on is...

Following ARP2 The Assessment Objective I will focus on is...





Physical Education

PE Home Learning

Quiz title	Score	Merits awarded	Quiz title	Score	Merits awarded