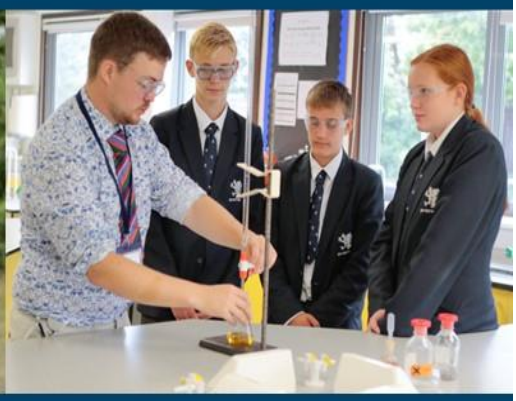
MAIDEN ERLEGH TRUST

Ofsted Good Provider

MAIDEN ERLEGH CHILTERN EDGE



Parent Handbook

Welcome to the Class of 2023-2028

MAIDEN ERLEGH
CHILTERN EDGE

WELCOME FROM THE HEAD

Dear Parent/Guardian

We would like to take this opportunity to welcome you to Maiden Erlegh Chiltern Edge and to express our pleasure that you have chosen to send your child to our school and entrust them to our care. We look forward to working in close partnership with you over the coming years in order to provide an outstanding environment for your child to learn and develop.

We hope this handbook will explain some of our school routines and systems and provide you with some important information that will affect your child.

I hope that our ethos of 'opportunity, diversity and success for all' shines through, both in this booklet and though all of our actions. My aim is to ensure that after five years at MECE, students leave as confident, self-assured global citizens with a set of transferable skills and academic qualifications that will allow them to achieve whatever they desire.

Starting secondary school is an exciting and, sometimes, worrying time, but we want to reassure you and your child of the many opportunities that lie ahead and of the support available.

Your child will also receive their own handbook, which we hope you will also enjoy reading. Please take some time over the next few weeks to sit down and go through the booklet with them so that they both understand and feel excited about the next phase of their education.

We look forward to forging a strong and happy working partnership with you and your child over the coming years to make your child's career here as positive and successful as possible.

Mr Andy Hartley
Headteacher

"QUI VEUT PEUT"

'IF YOU WANT TO, YOU CAN'

Schools for the community, schools as a community

MAIDEN ERLEGH
CHILTERN EDGE

Contact Information

School office meceoffice@maidenerleghtrust.org

Attendance meceabsenceandmedical@maidenerleghtrust.org

Transition Enquiries mecetransition@maidenerleghtrust.org

Maiden Erlegh Chiltern Edge
Reades Lane
Sonning Common
Reading
RG4 9LN

0118 972 1500

www.maidenerleghchilternedge.co.uk

twitter.com/@MEChilternEdge

Communication

Communication from Maiden Erlegh Chiltern Edge is via telephone call, email and letter. It is therefore extremely important that you notify the school of any changes in telephone numbers, email addresses and home address. Copies of all generic letters are held on our website, so that you may access this information at any time.

Contacting us about your child

Our main job is to teach and care for your child and the overwhelming majority of staff time during the day is committed to lessons, meetings, scheduled tasks etc. We cannot guarantee that a particular member of staff will be available at any given time, or that they will be able to reply to correspondence or messages immediately.

We ask you to understand also, that our teachers will be teaching several classes and more students than primary school colleagues. This may make them less immediately accessible than perhaps you are used to. We do, however, want to hear from you and respond to any questions and concerns, but the process may feel different.

If you contact us we will respond within 72 hours of receipt unless the issue is urgent (eg: a safeguarding concern).

If you have a query or wish to pass on some information, you may wish to ring or email the school (please use the main office email address). Please put the name of the member of staff or the department in the subject line.

If you wish to speak to someone, please ring or email into school to make an appointment.

We are also on Twitter:

@MEChilternEdge	Maiden Erlegh Chiltern Edge feed
@MaidenErleghTru	Maiden Erlegh Trust feed
@CareersMECE	Maiden Erlegh Chiltern Edge Careers feed
@MECEADT1	Art, Design & Technology feed
@EnglishMece	English feed
@ChilternEdgePE	PE feed
@Mecescience	Science feed
@Mecehumanities	Humanities feed

And Instagram

@meceenglish	English Instagram
@Maidenerleghchilternedgepe	PE Instagram

Coming into school

If you do need to come into school, in the interests of security, we ask that *you always report to reception first*.

If possible, please make an appointment if you wish to see a particular member of staff.

If you are coming into school for an appointment and have mobility issues, please let us know so that we can make arrangements to meet you somewhere appropriate.

As you are aware, the forecourt of the school and the areas immediately outside are extremely busy and used by the school buses. Please do not park on the double yellow lines before 9:30am or after 2:30pm. There is also limited parking on site. In order to maintain the safety of the children, please do not bring your car onto the school site between the hours of 8.00am and 3.30pm unless:

(a) You have a pre-arranged appointment with a member of staff
(b) Either you or your child has a mobility issue
(c) You are collecting a sick or injured child

Please can we ask that if you do need to park in one of the nearby roads, that you are respectful of local residents and you do not block driveways.

MAIDEN ERLEGH
CHILTERN EDGE

The School Day

Students are expected to arrive punctually to school and to lessons.
Please take note of the timings of our school day.

Registration 08:45 – 09:10
Period 1 09:10 – 10:10
Period 2 10:10 – 11:10
Break *11:10 – 11:30*
Period 3 11:30 – 12:30
Period 4 12:30 – 13:30
Lunch *13:30 – 14:10*
Period 5 (inc PM Reg) 14:10 – 15:15

We expect students to be outside their tutor areas at 8.40am ready to be let into their tutor rooms. Registration commences promptly at 8.45am. Anyone arriving after this time will be marked late.

Breakfast

The canteen opens at 8.20am for Breakfast Club. Students can purchase a variety of snacks such as: cereal, fruit, toast, bacon rolls and drinks.

Break

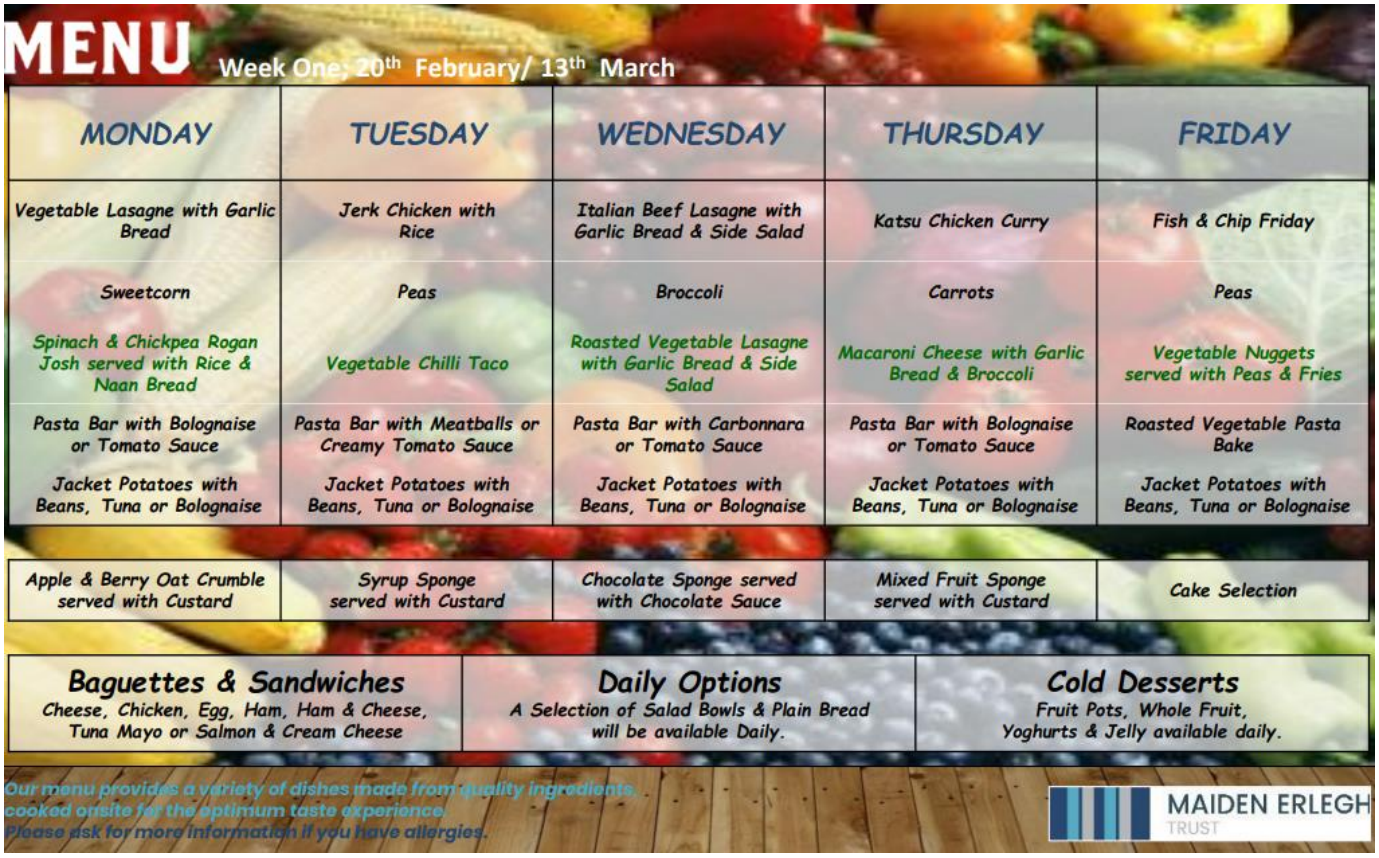
At break, students have time to visit the canteen to purchase food and get some fresh air.

Students can eat a snack and have a drink at that time. They are encouraged to bring a water bottle with them, which can be refilled at break and lunchtime. No glass containers should be brought to school. Sugary drinks or canned drinks should not be brought in.

Lunch

Students have the option of bringing in a packed lunch or purchasing lunch from the canteen. If your child wants to buy food in school, they will need approximately £3.00 per meal to be paid via ParentPay. Students will receive their pin number on the first day, to enable them to pay for their lunch. There is a wide choice of sweet and savoury foods. If they bring a packed lunch, please do not include cans or glass bottles.

An example of our weekly menu is shown below



MENU Week One: 20th February/ 13th March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Vegetable Lasagne with Garlic Bread	Jerk Chicken with Rice	Italian Beef Lasagne with Garlic Bread & Side Salad	Katsu Chicken Curry	Fish & Chip Friday
Sweetcorn	Peas	Broccoli	Carrots	Peas
Spinach & Chickpea Rogan Josh served with Rice & Naan Bread	Vegetable Chilli Taco	Roasted Vegetable Lasagne with Garlic Bread & Side Salad	Macaroni Cheese with Garlic Bread & Broccoli	Vegetable Nuggets served with Peas & Fries
Pasta Bar with Bolognaise or Tomato Sauce	Pasta Bar with Meatballs or Creamy Tomato Sauce	Pasta Bar with Carbonnara or Tomato Sauce	Pasta Bar with Bolognaise or Tomato Sauce	Roasted Vegetable Pasta Bake
Jacket Potatoes with Beans, Tuna or Bolognaise	Jacket Potatoes with Beans, Tuna or Bolognaise	Jacket Potatoes with Beans, Tuna or Bolognaise	Jacket Potatoes with Beans, Tuna or Bolognaise	Jacket Potatoes with Beans, Tuna or Bolognaise
Apple & Berry Oat Crumble served with Custard	Syrup Sponge served with Custard	Chocolate Sponge served with Chocolate Sauce	Mixed Fruit Sponge served with Custard	Cake Selection

Baguettes & Sandwiches	Daily Options	Cold Desserts
Cheese, Chicken, Egg, Ham, Ham & Cheese, Tuna Mayo or Salmon & Cream Cheese	A Selection of Salad Bowls & Plain Bread will be available Daily.	Fruit Pots, Whole Fruit, Yoghurts & Jelly available daily.

Our menu provides a variety of dishes made from quality ingredients, cooked onsite for the optimum taste experience.
Please ask for more information if you have allergies.

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Getting to/from school

Many students get a bus into school, however, our local students tend to either walk or cycle to school and it is a great way for them to keep active. Keeping students safe is very important to us and we want them to get to and from school safely.

Bus

We expect our students to conduct themselves in a safe and appropriate manner whilst travelling to and from school. The school bus service is a public service and therefore it is important that our students are positive representatives of the school. Bus passes are issued through Oxfordshire County Council or Brighter Futures for Children. Please see their respective websites if you need to order or replace a bus pass.

Walkers

Young people can often be distracted when out and about (by their friends, their 'phones, their music etc). Please can you remind them to be vigilant when crossing roads or car parks, but also to keep to the footpaths, rather than walking in the road.

Cyclists

Please ensure that your child has a bike that is in roadworthy condition and that they are aware of basic road safety, as the roads around the school can be busy.

We recommend that your child wears a cycle helmet, as doing so has been proven to reduce the risk of fatal head injury by 88% in the unlikely event of a serious accident.

In school, students must not ride their bike on the pedestrianised areas on the school site. They must remember that they share the other areas with cars. They should ensure their bike is locked with a padlock on one of the racks provided for students at the front of the school.

Car

The roads around Maiden Erlegh Chiltern Edge can be busy, especially at the start and end of the school day. Cars are not permitted to wait or park in front of the school. If students are being collected then we ask that you park in one of the allocated parking spaces to wait for your child.

Medical

A number of our staff are qualified in First Aid and can attend to medical emergencies, they are trained to deal with students and staff who become ill or get injured during the school day.

We also have a defibrillator onsite.

We run regular update training sessions for our staff for a range of conditions including Epipen administration.

Chronic medical conditions

Where we are notified that students have or develop a chronic medical condition, we work with the student and their parents to establish a Medical Health Care Plan, which will ensure that the student can participate safely in as many of the school's activities as possible. It is imperative that the Medical Health Care Plans are completed and returned to school promptly.

Medication in school

We do not provide any medication for students.

The only exceptions to this rule are the following and with the written consent of a parent:

- the emergency administration of pre-prescribed auto-injector (Epipen) and Salbutamol inhaler (which has been provided by the parent)
- other prescribed medication which can be self-administered
- painkillers such as paracetamol

If your child requires repeated administration of medication during the school day then you will need to complete a Medical Health Care Plan. Please contact the school to discuss such requirements.

Medical information

It is the parents' responsibility to ensure the medical information we have about their child is up to date and correct. This is the information we use during the day, on trips and would pass on to the emergency services if necessary. If there are any changes, please inform the Medical Welfare Officer in writing as soon as possible.

If your child is unwell during the school day

Students must report their illness to the Medical Welfare Officer in Student Services. If we believe that it is in the student's best interest to come home, then you will be contacted. Students should not be using their phones during the school day. Therefore, if you receive a call or text from your child asking to come home as they feel unwell, please ask them to tell their teacher. Their teacher will send them to Student Services, where the Medical Welfare Officer will assess them and call you, if they need to speak to you.

MAIDEN ERLEGH
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Pastoral Structure

Contacting School

Your child's form tutor is your initial point of contact for the school, any general enquiries, questions and concerns should be directed to them. These might include: behaviour, attendance concerns, support or progress. Where appropriate, form tutors will forward these onto the Head of Year. If you have any subject specific questions then these should be directed to the relevant subject teacher or Head of Department.

If your child needs help at school then they should speak to their form tutor who will either help to resolve the issue or signpost your child to the appropriate member of staff who can support.

Providing strong pastoral care throughout a student's career with us is extremely important to ensure that a student feels happy and supported. We have a very clear structure for pastoral support but if you are in any doubt, contact your child's tutor or Head of Year. For students in Year 7 the critical contacts in the Pastoral Team are:

Miss E Bliss
Deputy Headteacher &
Safeguarding Lead

Mrs N Benham
Assistant Headteacher & SENCO

Miss S Cheeseman
Head of Year 7

7A
Tutor

7B
Tutor

7C
Tutor

7D
Tutor

Ms E Rixon
Inclusion Manager

Medical Welfare Officer

The Inclusion Team

The Inclusion Team aims to ensure your child is supported both with their well-being as well as their academic attainment. We firmly believe that pastoral care underpins academic success and that every child should be supported to reach their potential, regardless of any barriers to learning they may have.

Currently, the Inclusion Team comprises the pastoral team mentioned on the previous page, as well as a cohort of teaching assistants who can provide support in lessons and in small groups, attendance officer and family liaison worker.

We use many services, both internally and externally, to help us provide support for our students that include:

- ELSA Sessions
- Behavioural Support
- Cranbury Outreach Mentoring
- Starting Point Mentoring
- Peer Mentors
- Life Coaching
- Lego therapy

Tutor Groups, Teaching Groups & Houses

Tutor Groups

There are 4 tutor groups in Year 7. Each tutor group has approximately 30 students and they are all mixed ability and designed to be both diverse and inclusive.

While students may have friends who join the school at the same time, in order for them to integrate best, it is important that they interact with as many new students as possible. We do not, therefore, guarantee that friends will be put together in tutor groups. Indeed, our experience shows us that they feel more part of the community in the long run and also form new and lasting friendships as a result of being “mixed up” in the beginning. You may be surprised how quickly they adapt.

Students will meet with their tutor group to register each morning. During these sessions, the tutors share notices and information with students e.g. opportunities for involvement in student voice and enrichment activities. They will also check Tools for Learning and deal with individual issues as necessary as well as following our Tutor Reading programme.

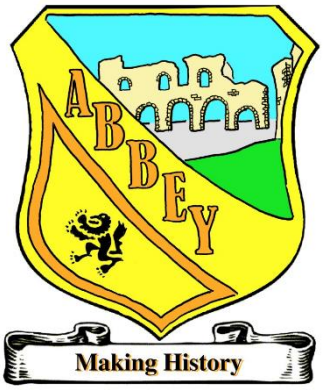
Teaching Groups

Some of your child’s lessons will be taught in tutor groups. The exception being for subjects where class sizes need to be smaller, such as technology, to allow for appropriate health and safety requirements to be met. Students will be set in English, maths, computing and French, based on prior attainment data. Adjustments will be made during the school year based on student performance.

Houses

The House System at MECE is a core aspect of our ethos, to recognise and celebrate good behaviour, academic attainment as well as successes outside the classroom. Your child will be assigned a house and house events take place throughout the school year where students can earn house points for themselves and their house. House points can also be earned in lessons for sustained good work, excellent homework, attending extra-curricular clubs and positive attitude towards learning. Students with the most house points will be rewarded with certificates and praise events. The amount of points each house has accumulated will be shared and celebrated during house assemblies, in our school MECEmatters newsletter and on displays in the school canteen. Within the house system there are also leadership opportunities as students can apply to become House Ambassadors and House Captains. Within these roles, students are given the responsibility to plan, organise and run house events and help support the Heads of House in promoting their house and all house events.

The four houses are:



A Typical First Week

Students will arrive around 8.30am and head to the Quad, or if raining, the Main Hall. From there they will go with their tutor to their tutor room where they will be issued with a timetable looking similar to this:

	Mon, 12/09/2022		Tue, 13/09/2022		Wed, 14/09/2022		Thu, 15/09/2022		Fri, 16/09/2022
AM	7D, M1 EG	AM	7D, M1 EG	AM	7D, M1 EG	AM	7D, M1 EG	AM	7D, M1 EG
	7M-Fr1-, L3 CBI	1	7D-Gg1-, HUM1 MY	1	7D-Ar1-, AS1 JW	1	7D-Pe1-... PG	1	7M-En1-, En1 AXG
	7D-Hi1-, L2 DHU	2	7D-Sc1-, S1 EZS	2	7M-En1-, En1 AXG	2	7D-Hi1-, L2 DHU	2	7M-Ma1-, M4 LJ
BR1		BR1		BR1		BR1		BR1	
	7M-Ma1-, M4 LJ	3	7M-Ma1-, M4 LJ	3	7D-Se1-, En4 SC	3	7M-Ma1-, M4 LJ	3	7D-Hi1-, L2 DHU
	7D-Sc1-, S1 EZS	4	7M-En1-, En1 AXG	4	7D-Rp1-, HUM2 LZS	4	7D-Dr1-, DDS TH	4	7D-Sc1-, S1 EZS
LU		LU		LU		LU		LU	
PM	7D, M1 EG	PM	7D, M1 EG	PM	7D, M1 EG	PM	7D, M1 EG	PM	7D, M1 EG
	7D-Pe1-... DHU	5	7D-Mu1-, MR BXB	5	7M-Cp1-, BITS KHD	5	7M-Fr1-, L3 CBI	5	7D-Gg1-, HUM1 MY
AS		AS		AS		AS		AS	

They will spend some time in the morning with their tutor getting themselves used to being in school and getting to know the members of their tutor group.

They will then start their first secondary school lessons and meet some of their teachers.

MAIDEN ERLEGH
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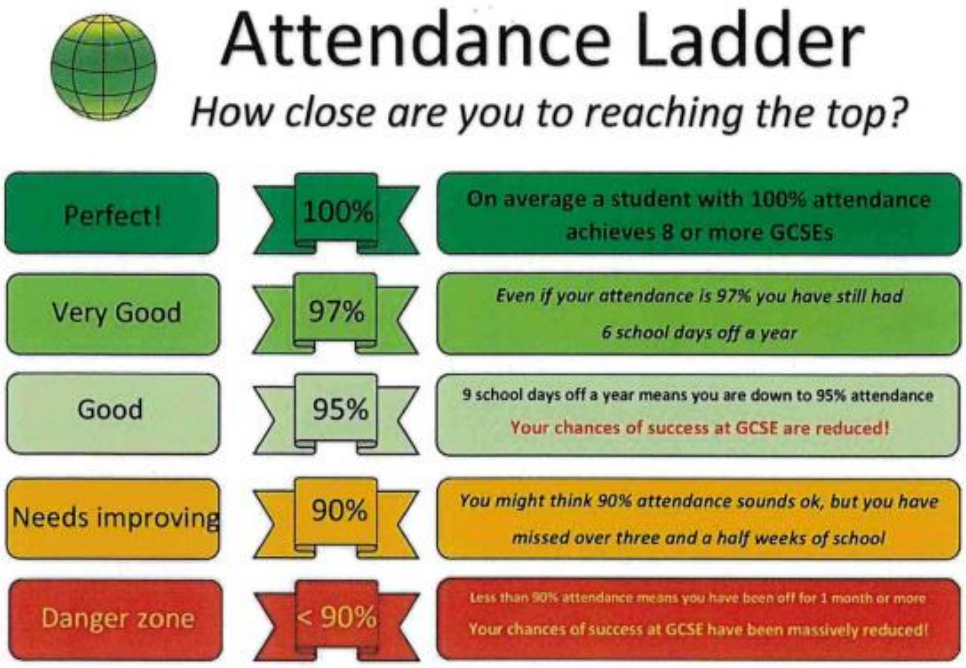
Attendance and Punctuality

At Maiden Erlegh Chiltern Edge, our expected attendance percentage is a minimum of 96%. Attendance has a direct impact on us helping students get great results.



We expect all students to attend school at all times unless illness prevents this. Students must be at their tutor groups by 8.40am every morning.

Please notify the school before 8.20am each day your child is absent, either by emailing meceabsenceandmedical@maidenerleghtrust.org or calling 0118 9721500. If your child does not register for a morning session and there is no explanation for that absence, the Attendance Officer will contact you.

If you have already notified us of the reason for absence, a note is not required unless requested by the Attendance Officer.

Medical and dental appointments should not be made during school hours unless it is impossible to do otherwise.
If appointments have to be made during the school day, please email evidence of appointments to meceabsenceandmedical@maidenerleghtrust.org in order that we can authorise an absence. In addition, students must sign in and out at Student Services.

Due to a change in the law, the school can no longer authorise any request for leave during term time unless there are exceptional circumstances. Any request should be submitted in writing to the Headteacher, Mr Hartley, at least 15 days prior to the absence and will only be granted at his discretion. Exceptional circumstances do not include term time holidays.

Uniform and Equipment

Uniform

Linked to our traditional values, we have a traditional uniform. This is something which is supported by staff, governors, parents and students.

We expect parents who send their children to Maiden Erlegh Chiltern Edge to support us in maintaining uniform and personal presentation standards.

Our partner school uniform stockist is Stevensons in Reading who are the only suppliers of items bearing the school logo (http://www.stevensons.co.uk). It may however be possible to obtain other items elsewhere, but they must be identical to the Stevensons product.

Stevensons stock the mandatory branded items. Otherwise, other items can be purchased in general clothing shops or supermarkets.

Main School Uniform

Mandatory Branded Items

- Maiden Erlegh Chiltern Edge blazer (boy or girl cut)
- School tie in House Colours
- PE/Sports top (boy or girl cut)

Mandatory Generic Items

- White shirt or blouse
- Grey trousers, grey drain leg trousers OR grey drop waist skirt (worn just above the knee) OR long tailored grey school style shorts. A navy salwar may be worn under the skirt for religious reasons
- Dark socks

Shoes

- Students should wear polishable black school shoes with no logos
- Boots, trainers, canvas shoes, sports brand shoes etc. are not appropriate and students should not wear them
- Shoes should be sensible i.e., not have thick soles or high heels/wedges

Please note that any student that arrives in the incorrect uniform will be loaned the correct uniform from our school stock so that they may integrate into the school community for the rest of the day.

Physical Education Kit

- Navy PE shorts
- Navy sports socks
- Football boots
- Non-marking trainers
- Shin pads and mouth guard

Optional Generic Items

- Navy v-neck pullover
- Navy headscarf
- Plain black or navy coat or anorak
- Plain black, navy, grey turbans/headscarves/hijabs

Personal Appearance

- Well-groomed hair/facial hair (no extreme styles). Nothing shorter than grade 1 please. Shoulder length and longer hair to be tied back during PE, design, art, science and food lessons for health, hygiene and safety reasons
- Natural coloured hair
- One small silver/gold stud or ring in the lower lobe of each ear only
- We recommend that all students wear a wristwatch for school
- No other jewellery should be worn to school
- Head scarves may be worn for religious reasons by agreement and should be plain black, grey, or navy
- School uniform should be worn appropriately (e.g. ties done up, shirts tucked in, shoelaces tied etc.)
- No make-up or nail varnish except light foundation

Equipment

Students should come to school fully equipped with their “Tools for Learning” each day. We strongly recommend they organise themselves around their timetables so that they are not bringing in all their books every day.

Tools for Learning

- Large see through pencil case
- Three black or blue pens
- HB pencil
- Rubber
- Pencil sharpener
- 30cm ruler
- Protractor
- Highlighter pen
- Scientific calculator
- Coloured pencil (or pens)
- Glue stick
- Reading book
- Planner

The calculator we recommend is the Casio FX-83GTX. Students will be taught how to use this in maths lessons so please try to purchase this model.

These items will be available for students to purchase from Student Services during break and lunchtime.

Students should have a sturdy and sensible bag so that they can carry their equipment and books around safely.

Lockers

All students in Year 7 have the opportunity to have a locker. An email will be sent out with full details of how to apply.

Lost Property

All property should be ***clearly named*** and students must take responsibility for their belongings.

Students should not bring items of value to school and they must understand that they do so at their own risk.

If an item is mislaid, it is helpful if this is reported immediately at Student Services, as this is where lost property is kept. Students will be advised to check in all the areas they have been in that day as well as tutor areas and PE areas. Students should check back at Student Services on the following day if this item has not been immediately found.

Behaviour and Expectations

Code of Conduct

All students are expected to conduct themselves in a manner which promotes the interests of the community of the school and the Trust.

Treat everyone in the school community with kindness and respect
Speak calmly and politely to all people, whoever they are. Never do, say or write anything which is hurtful or hateful or which constitutes bullying or harassment (this includes via social media or by text message).

Move around the school and classrooms in a safe and responsible manner
Use the correct stairs and one-way systems, and do not run or push others as you move around the school as you may put other people's safety at risk. Hold the door open for other people.

Respect the school environment and the property of others
It is more pleasant for everyone if the buildings are clean and in good condition. Do not vandalise or graffiti your school. Treat other people's property as you would wish them to treat yours. Littering is not tolerated. Students are expected to use the bins around site to maintain the environment.

Be attentive and polite in lessons and contribute positively
The lesson will be more interesting for you if you are positive and take part. Treat other people as you would wish them to treat you. Everyone in the classroom has the right to learn and you must not prevent them doing that.

Attend school regularly and arrive at school and lessons on time
Students are expected to make their way directly to and from school and should disperse quickly and in an orderly manner. Students should make their way promptly to lessons during the day, it disrupts the lesson if you are late.

Take responsibility for and manage your own learning
Ensure your work and homework is up to date and handed in on time. Have the correct equipment and books with you. Act on the advice, feedback and intervention of your teachers. Go through what you have learned each week and ask for help if you need it.

Listen to members of staff and follow all reasonable instructions
Teachers have the right to decide who sits where and to determine the content of a lesson.

Use digital technology and the internet safely and positively
You must abide by the Acceptable Use Agreement: your use of mobile telephones or any other digital technology should never cause disruption to learning or be used as a medium for bullying or harassment, or be used to bring the school into disrepute (for example, where the school or members of the school community are mentioned on social media and blogging sites outside of school).

Dress smartly and appropriately at all times
Wear the correct uniform. Make sure that you are smart, for example, have your shirt tucked in and your tie done up properly.

Unacceptable Actions
Please refer to our behaviour policy on the school website.

Complete homework to the best of your ability
Homework is an essential part of your child's learning and progress and there is an expectation that students complete all their homework and meet deadlines. Please see our website for further information on homework.

Homework

Most subjects set homework every week. Some, however, are set fortnightly. Please see our website for further information.

Homework is set on a website called Bromcom. Students will be given their login details during the first week of term. Parents / Guardians will be able to keep an eye on the homework being set using the Bromcom App – My Child at School (MCAS). Log in details will be sent home to parents and guardians via email. (MCAS is also used to view behaviour points, achievement points, attendance and contact details).

If your child needs more than a minimum amount of help with a particular piece of homework, encourage them to complete the work to the best of their ability and sign their planner to indicate that they have done so. They should then seek help from their teacher the following day.

If homework is consistently taking your child longer or proving to be a burden, please get in touch with your child's tutor.

Typical homework tasks are:

- ✓ *Rote learning (learning off by heart)*
- ✓ *Structured worked examples*
- ✓ *Applying knowledge and understanding (e.g. problem solving)*
- ✓ *Topic review/consolidation of notes*
- ✓ *Consolidation of skills, knowledge or understanding*
- ✓ *Revision for an examination or assessment*
- ✓ *Extension of learning e.g. reading or watching around a text or topic*
- ✓ *Creative tasks to demonstrate skills, knowledge or understanding*
- ✓ *Guided reading*
- ✓ *Vocabulary development*
- ✓ *Extended writing*
- ✓ *Research or preparation for learning in the next lesson (flipped learning)*
- ✓ *Practising examination techniques*
- ✓ *Completion of class assessment*
- ✓ *Acting on formative feedback (DIRT)*
- ✓ *In vocational subjects: portfolio development*

Good Homework Routines

Each day your child should enter brief details of the actual homework set in their planner. This is a reminder for them and also for your information. Further details of the homework task can then be accessed on the Bromcom student app and on MCAS.

Many children benefit from the right type of help from their parents. Here are some of the best practices which we would encourage:

- Look at the planner and Bromcom student app together each day and discuss what homework is to be done and encourage your child to share this experience from day 1.
- Completing homework the day it is set, even if it need not be done for two or three days. If there is a problem the student then has the time to seek help.
- Planning out together *when and where* your child will do his/her homework, ensuring a clean and tidy study space, negotiating breaks for food, socialising with friends and favourite television programmes. Ultimately, we want students to be able to organise their own time and to have a balanced attitude to work and leisure.
- Getting your child to explain their homework and learning to you. Praise your child's work as much as possible. Emphasise what you find informative, clear or imaginative and avoid dwelling on errors.

Parents also often ask us how they can support or extend their child's learning in each subject. A really helpful habit is to ask your child to tell you about the lessons they had today. Rather than an open 'did you learn anything', encourage them to give you a brief run-down. Describing the content and skills they practise (known as 'Retrieval Practice') is one of the best ways of trying to embed new knowledge and understanding into their long-term memory. We would encourage you to contact subject teachers or heads of department to enquire about these resources.

Support and challenge for all

Every single student is important and every term, when we review progress, teachers, heads of subject, heads of year and senior leaders check if there are students in classes or groups who need some support or perhaps just a nudge.

In this way, we ensure that students who need help have opportunities to access it. Teachers will do this directly with your child or may contact you as well to help support.

Rewards

We always try to adopt a positive approach to the students' work and effort, aiming for at least a 6:1 Rewards: Sanctions ratio. This recognition of and reward for the characteristics and attitudes we seek to develop in students creates a culture of positive behaviours and attitudes.

To celebrate students' achievements, they will receive house points. Currently, these are awarded on Bromcom and parents will be able to see these via the My Child at School (MCAS) App. These points then contribute to the House Cup Competition as well as determining invites to celebration events. Other rewards for students may include verbal praise, letters or postcards home, invitations to school trips, meetings with senior staff, certificates and prizes.

We also like to be made aware of successes that students have outside school so that we can recognise these achievements also. We appreciate being informed by parents, or the students themselves and would like the opportunity to celebrate these successes.

Detentions

Detentions are a consequence for poor conduct and/or defiance. Students are expected to attend and failure to do so will result in an escalation of sanctions.

Our Behaviour Policy is available on the school website and contains full details of all rewards and sanctions that we apply.

MAIDEN ERLEGH
CHILTERN EDGE

Expectations for the start of Year 7

To ensure that your child gets off to a good start here, we would like to ask for your support with the activities listed below:

- Please can you take the time to talk to them about the transition they are going to make and reassure them. The move to secondary school can be a time of mixed emotions and tiny worries can needlessly become big ones.

- Please can you ensure that your son/daughter has the correct school uniform and equipment. This will help them fit in and be part of the Maiden Erlegh Chiltern Edge community from day one.

- Help them to be organised and independent by showing them how to plan ahead using their timetable and planner to pack their bags; encouraging them to write down clear information about homework, tests and appointments and also taking responsibility for passing on information between school and home.

We would like to thank you in advance for your co-operation and support. We are looking forward to the new school year and your child joining us.

The Curriculum

Curriculum Intent

The curriculum at Maiden Erlegh Chiltern Edge School is rich and carefully constructed, relevant, aspirational and accessible for all. At MECE, students at all stages are provided with opportunities that develop confidence, broaden individual skills, deepen knowledge, and advocate academic excellence. In turn, this promotes a love of learning by fostering the intellectual, creative, moral and spiritual development of all students and helps to ensure they are fully prepared for the next stage of education and the working environment.

Preparing students for excellent outcomes that meet their individual potential sits at the heart of all we do at MECE. However, the curriculum is also about providing a wealth of opportunities for students to be the very best version of themselves; articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to the community.

The objectives for our curriculum are:

- To meet the needs of our students and keep as many options open to them as possible
- To secure the best possible academic results for all our students
- To ensure high quality learning over time
- To ensure substantial knowledge and language acquisition
- To practise and develop transferable skills development
- To prepare students for the next phase of their education or employment and life in modern Britain
- To develop well-rounded, confident and open-minded young adults

The delivery of our curriculum is underpinned by:

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development and character education (including SRE and
- preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students

In Year 7

The Year 7 Curriculum is designed to stretch the students quickly beyond their Key Stage 2 base but also to allow them opportunities to solve problems and think critically, thereby developing their understanding and skills. More information can be found on our website.

All students follow a common curriculum which is designed by the curriculum leaders and their teams to best support the learning required in KS4.

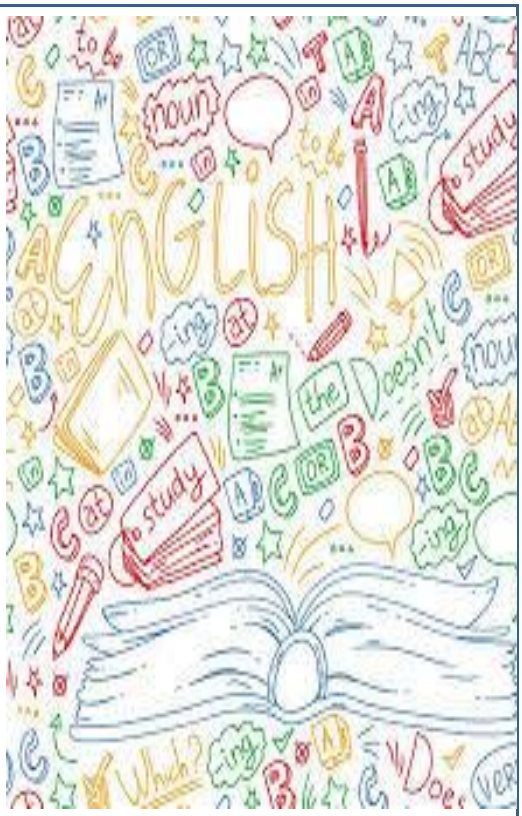
Core:	English Maths Science
EBACC:	Geography History Modern Foreign Languages (French)
Extension:	Art Design Technology Drama Food Technology Computing Music Physical Education (PE) PSHE & Religion and Philosophy

Purple Pathway is a bespoke pathway for students entering Year 7 with estimated KS2 scores in the 80s for both reading and mathematics. Students use languages lessons in Year 7 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible and to enable the students to access mainstream KS4 pathways.

Students will follow a 2-week timetable, which will be issued on the first day. An extended tutor time on the first day will allow time to explain this and help students interpret it. Students will not need their PE kit on the first day of term as a bespoke timetable will be followed.

English: In Year 7, students will explore the world of literary fusion of not only the classics but also a wide variety of texts which promote and unpick the world we live in. Skills of inference and analysis are woven through each topic, beginning with “A Monster Calls” by Patrick Ness and Shakespeare’s “A Midsummer Night’s Dream”. Alongside the study of literature, we also examine Language use. By evaluating core texts, we aspire to inspire pupils to build a definitive and strong cultural capital whereby they are able to voice their opinions on key issues. Moreover, through the study of 19th century culture and life in the UK, we build on contextual understanding of the Victorian era, which is a key element needed for further years' studies in English.

We are proud of the heroes of our past and celebrate their experiences by delving into the literature of war, using poetry from the likes of Sassoon, Owen and Brookes to name but a few. Throughout the year, students are given a number of assessments for reading, writing and speaking and listening. They are given clear feedback to make excellent progress and are monitored closely. Intervention is implemented swiftly, if students are struggling, they are supported rigorously, in and out of the classroom.



Mathematics: 'Mathematics reveals its secrets only to those who approach it with pure love, for its own beauty ' - Archimedes.

The maths department at Maiden Erlegh Chiltern Edge strongly believe that the appreciation of mathematics in the world around us begins in Year 7. Students will begin the year securing their foundation knowledge of addition, subtraction, multiplication and division and will go onto understanding how indices and powers link to space, science and technology.

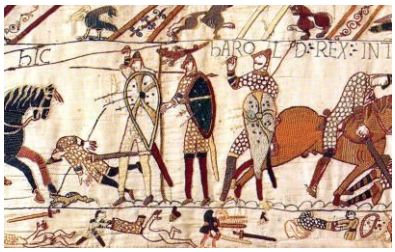
Students will also discover the art of algebra and how simple problems can be solved with its application. As well as this, they will focus on securing their understanding of different charts and graphs and be able to apply their new-found knowledge of fractions, decimals and percentages to their everyday lives. We can almost guarantee that our student's shopping experiences and handling of money will be revolutionised in the real world.

We understand that students need to see more applications of mathematics outside the four walls of the classroom. Therefore, our theme days at the end of each term explore mathematics in different parts of the world, allow students to practice their skills of buying stocks and shares on the stock market and will incorporate school trips to broaden their horizons.

Science: During Year 7, students will be taught the foundations for understanding the world through the specific disciplines of biology, chemistry, and physics. It is vital young people have a thorough understanding of the impact science has on our lives. All students are taught key aspects of knowledge, methods, processes, and uses of science. Students are encouraged to develop a sense of curiosity and apply their scientific knowledge to understand the world around them. We teach students the scientific method for writing up experiments, and encourage reading, writing and mathematical skills in lessons. Students will have the opportunity to complete experiments and teacher demonstrations. We also have extra-curricular opportunities including Stem Club and Eco Club.

Geography: Year 7 is all about being wowed by the world around as we study different landscapes and cultures and along the way, help students to find their place and identity in the world. During the year, all students have the opportunity to acquire knowledge and skills associated with physical, human and environmental geography. We start the year with a geographical skills module and then investigate fantastic places and develop an understanding of how landscapes change over time. We also explore the UK and what it means to us, as well as understanding the weather we experience and how that can vary over the school site. Environmental issues such as climate change and plastic pollution are also key areas of study. Students' work is regularly assessed and there are assessment pieces of work which are used to gauge progress in accordance with their target levels.

Year 7 Landscape Models



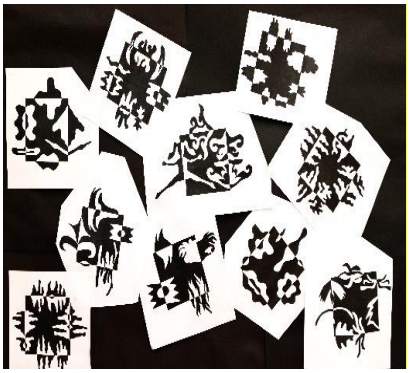
History: Year 7 history is all about engaging with a range of topics and concepts over a variety of time periods. We consider how Britain has evolved and developed to be the place it is today, as well as studying wider world history, such as the Qing Dynasty in China. We aim for students to enjoy studying a range of engaging topics, from the Romans to the Crusades, as well as comparing the Black Death to the recent Coronavirus pandemic. We aim to teach an inclusive history, integrating a range of minority histories into the curriculum and considering things from a variety of perspectives. Students will acquire an understanding of the key historical concepts of chronology, cause and effect, continuity and change and develop skills of using and evaluating evidence. Students will also undertake written assessments throughout the year that develop their ability to explain, analyse, evaluate and reach substantiated judgements.

French: Students will be encouraged to make connections with a new language, learn about new cultures, be curious learners and show resilience when applying new skills. The course begins with a strong emphasis on phonics and accuracy of grammar, and aims to lay the strong foundations necessary to ensure that students are proficient and confident language users. Students will learn to produce the language (in spoken and written form) and recognise and understand (by reading and listening). Strategies will be covered to help students feel reassured and happy to challenge themselves. It is important that students start learning vocabulary and grammar regularly and use any online platforms recommended to increase confidence.

Design & Technology:
In design and technology, we start with familiarising students to the workshop environment – which is often a new experience. A skills-based design and making project – resulting in the production of a photo stand – introduces Year 7 to a variety of tools, machinery and processes such as the pillar drill, band facer, laser cuter and computer aided design. Throughout this time, a health and safety passport is documented and worked on, as students increase their understanding of the wide range of skills involved. A second project - the wooden knot - consolidates this learning and introduces more hand tool skills, material understanding and accuracy. Students get to take home the finished products which will make perfect gifts for members of your family and friends.

Food & Nutrition: In food and nutrition, students will develop their culinary skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. We make a range of dishes including fruit kebabs, savoury scones, pasta sauces, bread and macaroni cheese, to name a few. Students are taught to understand the relationship between diet, nutrition and health, how to prepare food safely and understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices. Of course, the best thing about food and nutrition is you get to eat what you make!

Art, Craft and Design: In art, craft and design, we begin Year 7 looking at the formal elements of art and how they contribute to creating art. We look at a range of skills using paint, printing and collage in term 1 learning about the work of Mark Hearld. As the year progresses, we study a range of techniques and develop 3D skills and in term 2 we use the work of Peter Randall-Page to inspire us to create our own ceramic boulders. We build and develop our skills, revisiting drawing and painting and conclude the year looking at the architecture of Reading. Year 7 will get to make a range of fantastic artworks and further their development in the subject with a range of home learning projects.



Drama: In Drama, Year 7s will explore key concepts of drama and theatre through practical group work. Students will be introduced to vocal exercises, rehearsal techniques and will learn to communicate intended meaning to an audience in a variety of ways. Students will also take part in activities designed to develop confidence, team working skills, time management skills. Through work based on WW2, Year 7s will focus on how drama can be used to help understand and feel empathy in a safe environment and make links with other subjects including English and history. In Year 7, students will also be introduced to new performance styles, like physical theatre, which looks at how layers of meaning can be communicated in performance work whilst focusing on the body, balance and control of movement. Students will develop their understanding of British culture through their work on Shakespeare which will help foster a greater understanding and appreciation of the Bard. All this, and more, will take place in our purpose-built drama studio which boasts a full rig of stage lighting that is used in many of the lessons in Year 7!

Music: Music is a largely practical subject, and students are taught and assessed in half termly or termly units. Assessments are mainly of composition or performance pieces, although there are formal listening assessments at various points throughout the year. The topics studied in each year include a variety of world, classical and popular genres and styles. Students will develop their piano skills in addition to using their voices, ukuleles, guitars and a variety of percussion instruments. Students will appraise and evaluate their own and others practical work and be taught to use musical theory and language to be able to fully justify their opinions. There are opportunities to be involved in additional music making through extra-curricular ensembles, the school production and other performances. Weekly instrumental lessons are also available.

Physical Education: Maiden Erlegh Chiltern Edge Physical Education curriculum is designed to inspire and engage all students and is devoted in allowing students to unlock their potential through sport, exercise and physical activity. At MECE we have developed a reputation for supporting and encouraging all of our students to participate consistently and enthusiastically during curriculum time, establishing healthy active lifestyles outside the taught curriculum. All students are encouraged to take part in the numerous extra-curricular activities provided by the department, both at lunchtime and after school. In most sports there are fixtures against local schools, both friendly and competitive. All students have 4 lessons of PE over the 2-week timetable and activities change every half term and cover a wide variety of sports and activities.

Computing: Students will have one Computing lesson per week throughout Year 7. The Computing curriculum includes topics from Computer Science, Digital Literacy and ICT. They will begin by learning how to use the school's computer network and Google Classroom, a digital literacy unit that also looks at how to be safe online and how to use technology to collaborate with others. Computer Science topics for the year include networking and programming. The second unit is networking to learn how computers communicate worldwide and how the Internet functions. Coding is an important part of the curriculum and Year 7 includes two Scratch units, where the basic principles of programming are studied as a foundation for learning Python in Year 8 and 9, and as a grounding for GCSE Computer Science. They will also study spreadsheets, an ICT topic, learning how to write formulae and functions to analyse data, and will end the year returning to digital literacy, focusing on how we can judge the reliability of online sources.

PSHE: A provisional programme for Years 7 to 11 can be viewed on our website. The purpose of this programme is to give students information and tools so that, as they grow up, they can make informed decisions about personal, financial and work-related issues. It is also about giving them the opportunity to discuss and explore different points of view on a range of issues. This programme is supplemented by coverage in the wider curriculum, assemblies, the tutor programme and school events

Religious and Philosophy: Year 7 will explore and engage in debates around important questions such as 'What is the difference between fact, opinion and beliefs?', 'Do miracles happen?' and 'Does God exist'. This gives students the opportunity to develop their skills in forming opinions, expressing these opinions and learning how to understand different opinions from their own.

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Extra-Curricular and Enrichment

Extra-curricular and enrichment activities are excellent opportunities for students to develop existing skills and interests and discover new ones. They enable students to develop a range of “soft skills” (from team working to leadership and from communication and resilience). They are also a great way of making new friends!

In-school Activities

There are many exciting activities that take place regularly during and after school at Maiden Erlegh Chiltern Edge. In addition, students will be given the opportunity to represent their house in events and competitions and get involved in other events such as fundraising, sports fixtures, dance shows and much more.

In the past, the following clubs have run:

Sports
Netball
Football
Hockey
Rugby
Basketball
Cricket
Rounders
Softball
Cheerleading
Badminton
Table Tennis
Athletics
Cross Country
Fitness
Gymnastics
Trampolining
Squash
Benchball
Dodgeball

Performing Arts
Choir
Busking lunches
Elite Dance Company
School musical

Rest of School
Art Club
Games Club
Equality Club
Homework Club
Maths clinic
Film Club
Debate Club
Puzzle Pirates
Homework Club
Gold & Silver Club
Eco Club
Amnesty International Club
Gardening Club
History Club

Trips and Visits

Every child at Maiden Erlegh Chiltern Edge will have access to a wide variety of offsite trips during their time at the school to complement the classroom-based provision. Trips may be extra-curricular and offer the opportunity to build cultural capital or be a critical aspect of a subject's curriculum. The specific list of trips planned for a given year changes each year but below are some examples of trips that have run in the past few years to give you a flavour of the breadth of opportunity available to students:

Rockley Watersports (France)
Oxford University taster day
Reading University Careers Day
London Theatre trip to see Wicked!
National Space Centre
Y7/8 STEM trip to Johnson Matthey Labs, Sonning Common
Microsoft DigiGirlz event
Ewelme Maths Challenge
Science fieldwork in local woodland and visits to Oxford Science Park
Royal Opera House, Covent Garden
Woman in Black Theatre trip, Oxford
Eyot Centre, Henley
Astronomy workshop (led by Reading University)
Geography fieldwork to Avonmouth and Henley-on-Thames
History trips to Oxford Castle and Gaol
Art exhibitions (including Tate Modern, National Portrait and the Bodleian Library)
Physics trip to Thorpe Park
Ski trip
Situational Awareness
Imperial War Museum
Design Museum, Kensington

Provision for the Most Able

Maiden Erlegh Chiltern Edge is committed to ensuring that more able and gifted students have the necessary opportunities to:

- Use and develop their abilities
- Explore their interests
- Excel academically

We also ensure that they can grow and develop in an environment where being more able and/or gifted is respected by all and that their achievements are celebrated. The Silver and Gold programmes run throughout the school and students are periodically afforded additional opportunities through being a member of these groups.

Identification of students will come from a combination of prior attainment data and/or where a student demonstrates a natural aptitude in a particular subject, with the potential to excel in a specific area such as PE, Art, Music and Drama.

It is the responsibility of Heads of Department to monitor the progress of the most able in their respective subjects.

Students identified with the categories above will be supported appropriately:

In the Classroom:

Through a variety of different teaching and learning styles which cater for the needs of more able students, e.g. open-ended tasks, higher order thinking skills, the opportunity for speculation and problem solving, independent learning. Schemes of work allow for extension and enrichment assignments, in class and at home, in order to stretch and challenge the more able.

Beyond the Classroom

Through opportunities for enrichment activities and master classes, there are often extra-curricular activities and even residential courses, visiting speakers and subject workshops. Year 7 and 8 Silver and Key Stage 4 Gold Programmes are available for exceptionally able academic students.

Special Educational Needs and Disabilities (SEND)

Inclusion Team

The inclusion department provides encouragement and additional support to SEND students. Faculty staff provide appropriate support for students with special educational needs across the curriculum. We take a whole school approach in our provision for students with special educational needs, with all staff sharing in the support of their disabilities, difficulties, learning and welfare. Teaching assistants are deployed to provide support for students in lesson, where deemed necessary.

We aim:

- To help every young person reach their full potential and optimise their self-esteem
- To encourage the whole community to develop and demonstrate a positive attitude towards special educational needs and disabilities
- To encourage and support young people to participate in all decision-making processes in relation to their education and that their views are taken into account
- To follow a graduated approach to SEND where appropriate actions are matched to the needs and wishes of each young person
- To support the students in building the skills and attributes necessary to develop their independence
- To promote equality and consideration for others
- To celebrate student achievement
- To develop social skills

In our work we aim to work as closely as possible with parents to complement the work they do in supporting their child towards these goals.

If you have a query related to your son's/daughter's special educational needs you should contact Mrs Benham, Assistant Headteacher and SENCO.

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Safeguarding and Child Protection

At Maiden Erlegh Chiltern Edge we take safeguarding and child protection issues very seriously.

Key Staff:

Miss Emma Bliss	Safeguarding Lead/Deputy Headteacher
Mrs Nicola Benham	Assistant Headteacher
Ms Jade Hibberd	Family Liaison Worker
Miss Sarah Cheeseman	Head of Year 7
Mr A Mount	Head of Year 8
Ms Clare Biddiss	Head of Year 9
Mrs Claire Ashley	Head of Year 10 & 11

Safeguarding and Child Protection covers a range of topics including:

- Child Abuse
- Internet Safety
- Radicalisation
- Female Genital Mutilation
- Child Sexual Exploitation

If you are concerned about the safety of your child, or another child, please contact Miss Bliss, or any of the staff mentioned above (indeed contact any member of staff).

If you are worried about a child and cannot reach anyone in school, then you can report this directly to the NSPCC on **0808 800 5000** or email **help@nspcc.org.uk.**

If you are concerned about the conduct of an adult, please contact Mr Andy Hartley, Headteacher, or Ms Charlotte Cant, Local Advisory Board member with responsibility for safeguarding.

If we have a concern about your child in the vast majority of cases, we will inform you and ensure you understand exactly what we are doing about the concern raised.

In some, rare, circumstances we do not have the authority to alert parents. In those cases, you would be contacted by colleagues from other agencies who will explain the situation to you.

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Anti-Bullying

Bullying is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally. Bullying behaviour may be direct or indirect.

Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact.

Indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti (this includes cyber-bullying).

Maiden Erlegh Chiltern Edge targets all forms of bullying and is particularly concerned to take-action in relation to any incidents, which involve race, culture, country of origin, sexism, disability, giftedness, homophobia, transphobia or biphobia. In such cases these issues will be specifically addressed with the bully (and his/her parents/guardians where appropriate) in the course of post incident management.

We adopt a zero-tolerance approach to bullying and target it through prevention as well as reacting quickly to any reports we receive.

Students learn about bullying through our personal, spiritual, moral, social and cultural education (PSMSC) programme, assemblies and visiting speakers and in curriculum time. In PSMSC they learn about what to do if they have a concern about themselves or others. We appoint students as anti-bullying and wellbeing ambassadors who run drop-in sessions at breaktimes for other students to use if they need someone to talk to.

Students are encouraged to report their concerns to a teacher as early as possible.

For full details please see our Anti-Bullying Policy (available on the website).

MAIDEN ERLEGH
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Key Dates

2023/24 Term Dates

Autumn Term
5 September – 20 October 2023 30 October – 20 December 2023
Spring Term
08 January – 09 February 2024 19 February – 28 March 2024
Summer Term
15 April – 24 May 2024 03 June – 24 July 2024
Professional Development Days (school closed to students)
Friday, 01 September 2023 Monday, 04 September 2023 Friday, 01 December 2023 Friday, 23 February 2024 Wednesday, 03 July 2024

'Opportunity, diversity and success for all'

Maiden Erlegh Chiltern Edge is a part of Maiden Erlegh Trust . . .

Maiden Erlegh Trust is a thriving and supportive community of schools that serves families across Berkshire and Oxfordshire. Our journey started in 2011 when Maiden Erlegh School, an outstanding secondary school in Wokingham converted to academy status.

Our founding members formed Maiden Erlegh Trust in 2014 following a successful application to the Department for Education to build a new Free School in Reading. Alongside this the Trust became an approved Academy Sponsor and our Teaching School was established.

Since 2014 the Trust has grown in a steady and measured way, supporting schools from across the education sector to include primary, secondary and special education. The breadth of our provision aligns with our ethos of providing distinctive, inclusive and excellent education for all our pupils and students, whose interests are at the heart of what we do.