Castle View School

Pursue Excellence | Be The Best

Parent / Carers' Essential Guide 2025-2026

ZENITH MULTI ACADEMY TRUST

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Welcome from Mr Durkin and the Senior Leadership Team

Welcome to our Castle View School Essential Guide for Parents & Carers. This is a guide to help Parents/Carers to have at their fingertips all the key information they may need throughout the academic year 2025-26.

At Castle View School we are passionate about our school community. We actively pursue excellence, every one of us working hard to be the best that we can be. As educators, our main role is to ensure your child is successful academically. At the same time, we aim to develop every child into a caring, confident individual, someone who can actively give back to their community, now and in the future. In the next few paragraphs, I want you to get a sense of what a vibrant school your child is part of.

Recognising Excellence: We look at students' work and those who are pursuing excellence, and they are invited to the Headteacher's Roundtable to discuss their work, this in turn gets published in the Inspire Magazine. The numbers of pupils wearing the Platinum Badge for Excellence is growing. It is still prestigious and of value. There is no limit on the number of recipients. Have a chat with your child to see how they are pursuing excellence.

Take Notice: Is our first value. Our values were developed by everyone and to be of use. They guide you to making good decisions or finding solutions and eventually lead you to, integrity (doing the right thing). We take time to notice. We do this in several ways. 'I noticed…' postcards can be sent by anyone to anyone in our school; recognising the contribution others make. We sent over 4.000 last year. You can also get the Platinum Badge for Excellence in the Community. Many of the adults and students wear one because one of their peers nominated them for what they bring to our school. Last year we received over 1.200 nominations for this award. Everyone gets a copy of what others say about them too.

We have an ambitious and well-planned curriculum. This is central to how your child will learn. Delivered by our expert teachers, your child should be expanding their skills, knowledge and understanding, every day. Our **Castle View Curriculum Intent Statement** outlines our ambitions for your child, their learning and how they will be assessed. At departmental level, we continue those ambitions via **Subject Intent Statements**. Subject specialists use these statements to inform and to plan their schemes of learning and assessment. Most useful to you as parents/carers, are our **Continuous Curriculum Plans** which are available on our website and our **"Headstart"** video, that are sent to you each half term, where pupils explain what is being taught next term, so you can help your child prepare or even visit a museum to get a head start. These plans detail the weekly learning diet that students can expect throughout their time with us in each subject in both KS3 and KS4. Details of these resources are outlined in the Essential Guide 2025-26.

My team and I are very much looking forward to working with you and your child for another successful academic year.

Mr. Steve Durkin, BA (Hons), MTL, NPQH.
Headteacher, Castle View School

Inspire Magazine

At Castle View School, we believe that everyone should Pursue Excellence. This, however, is not solely about celebrating an exceptional standard, it is also about celebrating the journey as we all strive to be the best versions of ourselves.

The INSPIRE Magazine is one part of our school's Excellence Strategy and is a way of showcasing examples of the 'Pursuit of Excellence' across the curriculum and within our community. All of the students featured these magazines are nominated by teachers within the school and are brought together at 'The Headteacher's Roundtable' event which provides an opportunity for their achievement to be discussed with their peers and the Headteacher (Mr Durkin).

"The Headteacher's Round Table event is designed to recognise and celebrate student who have demonstrated Excellence in an area of life at Castle View School. Having the opportunity to meet with students and listen to them discuss their work (and importantly their learning) is one of the highlights of being a Headteacher."

Mr Durkin

Their achievement is also recognised with one of the school's highest honours, The Headteacher's Platinum Award for Excellence and you will see these students wearing their platinum badges around the school.

Events such as 'The Headteacher's Roundtable' and Excellence assemblies, along with the Platinum Awards and the INSPIRE Magazine help to create our culture of Pursuing Excellence.

Each addition of this magazine can be found on the school's website and we hope that you find as inspiring as we do.

Castle View School Values

Castle View School and its colleagues take our role as educators very seriously and we embrace academic success and personal development, equally. We view that developing the whole person and equipping them with the skills and values to navigate life (at school and beyond) is very important, forming part of our daily life, they are to be 'lived not just laminated.'

More than just words: our values are a unique life-tool and ready reckoner. Once learnt, they can be used to guide and support anyone to do the right thing (*integrity*) having *noticed* something. They can go through the stages to make a decision, to do something about what they noticed and seek a range of solutions. We should aim to value everyone involved in the situation and the solutions, equally. They can own the situation and be "in the moment" (*be present*). They should embrace the challenge that often comes with doing the right thing, as it is sometimes not the easiest thing to do. But ultimately doing the right thing - that's integrity.

Our Curriculum: Castle View's Curriculum Intent Statement

Our curriculum is designed to inspire our young people and motivate them to learn; to continuously improve upon their best, whatever their background. We aim to provide learners with opportunity and choice as they learn, and for as long as possible. We aim to deliver learning with challenge through high expectations, enabling young people to aspire to be the best and envision their future in the here and now: aiming to *Pursue Excellence and Be the Best*.

We teach a broad curriculum, one that will open doors for our students, impacting their future life chances and the part they play in society. Our curriculum values academic and vocational learning as **we strive for every child to become a well-rounded, caring and confident individual;** able to play a part in their community and equipped with the skills and mindset to contribute to wider society. Students develop not only their academic potential, but also their artistic, sporting and leadership talents. An exciting extra-curricular programme aims to extend their interests beyond the classroom, whether that is in computing, sport, music, art or drama. Our students are actively encouraged to use social time to read, play, compete, or use our musical instruments such as the piano in the main atrium; our students respect their environment and each other.

Our core curriculum: English Language & Literature, Mathematics, Science and Humanities enable our students to have the essential skills, knowledge and understanding to be successful. Students attain recognised qualifications so they can reach their future destinations, employment, training or further study. We believe passionately that students should have access to a broad curriculum, particularly at Key Stage 3. We do not reduce curriculum time and we avoid abridged curricula that lead to option decisions being made far too early. To this end we provide a full curriculum during Years 7-9, including the arts and creative subjects, which provide breadth and rigour. Furthermore, we expect students to study humanities and languages for as long as possible to ensure they have the requisite knowledge to either continue their studies at GCSE, if they choose to do so. The curriculum is structured and timetabled to ensure that leaders can improve standards, whilst providing value for money. (Ref: Curriculum Policy for details on how the curriculum is constructed).

Our subject leaders and classroom teachers use **Schemes of Learning** to deliver short, medium and long-term learning goals. These schemes are comprised of three documents:

- **Subject Intent Statements**, which outline the values, life skills and philosophy within each subject beyond and not limited to a Level 2 qualification;
- a **Continuous Curriculum Plan** that documents the learning diet of each student in each subject from primary school all the way through to further education;
- **Sequences of Learning** that detail what is taught to every student in every unit and are underpinned by the pursuit of knowledge, challenge and cognitive load theory.

We expect that **every student is challenged** and that both students and teachers are intrinsically clear on what **excellence** looks like in their subject. and in each unit of work. Our **Continuous Curriculum Plans (CCPs)** are promoted around the school and on the website. All stake holders have the opportunity to access the CCPs – they can see *what they are going to learn*, *how they are going to be assessed* as well as when that assessment will take place; students and parents / carers can look ahead at the learning to come and be prepared.

Castle View's teaching and learning priorities revolve around making students more independent in their learning. We recognise that the students who are able to apply metacognitive strategies to their studies, make more progress. Therefore, our teachers actively teach metacognition in lessons to ensure that students are clear on how learning happens and to equip them with the tools they need to do well.

We are highly **ambitious for our students**. Challenging targets are set for all pupils of all ability ranges and we ensure our students and teachers can measure their success with other students nationally and against their starting points. Teachers are focused on reducing differences in outcomes for our students compared to others nationally, particularly within key focus groups. We support our students in achieving their targets through a variety of interventions and support including targeted academic mentoring. Teaching and learning

initiatives are underpinned by a robust pastoral support structure, to ensure wellbeing and mental health needs are met.

Our **core curriculum** is supported by an **entitlement & enrichment curriculum** that we aim to operate in tandem. This curriculum (supported by Tutor and Personal Development time) enables all young people to access a variety of inspiring and motivational learning activities, often away from the formality of a classroom, including local, regional and international visits. We provide a programme that includes visiting speakers, covering a wide range of social and domestic issues such as safeguarding, mental health and wellbeing, and it supports the development of students' personal, social, community, cultural and human capital; essential for them to become active participants in society for the rest of their lives. The enrichment curriculum provides subtle learning opportunities to achieve our vision: *to develop well-rounded, caring and confident individuals*.

Opportunities to celebrate success, to recognise effort, hard work and the impact a young person can make to their lives and those of others is key. Our first value is to 'Take Notice.' We are encouraged to notice of those around us and the positive impact they have. The school values are a unique learning tool that we have created to assist in **the development of caring human beings**. College Points, postcards, certificates, badges, nominations, prizes such as the Jack Petchey Young Leaders Award, celebrate success. Those who contribute significantly to the ethos of the school are nominated and awarded our highest accolade, the Headteacher's Platinum Award and badge. Via the Headteacher's Roundtable, pupils have the opportunity to speak academically about their work that has been nominated as excellent, receive feedback and be published in the school's Inspire Magazine. For this too, they will receive the Headteacher's Platinum Award badge.

We take our responsibility as educators very seriously; we regularly review the school curriculum at departmental level, making adjustments to, ensure our curriculum planning with learners and their needs at the centre. We believe that we have a curriculum to support, challenge and provide opportunity for future success, combined with genuine breadth, choice and progression. Leaders at all levels engage with students, parents / carers and governors, external consultants and other educational settings to ensure we provide a curriculum that meet the needs of our current learners. Our curriculum remains organic, responsive to the future and, to some extent, the unknown employment opportunities of the 21st Century. We are ever mindful that our young people need the skills and adaptability to meet future employment market demands.

Most importantly of all, we take pride in providing a safe, happy and harmonious learning environment – one where every child is known as an individual and is afforded the opportunity to meet their needs, interests and personal ambitions. At Castle View we actively *Pursue Excellence* to *Be the Best*.

Who's who at Castle View School – Teaching Staff

Name	Curriculum Area	Role
Ms E Aduwa	Maths	Maths Teacher
Mr T Avraamides	PE	PE Teacher and Assistant Head of Year
Ms R Bailey	Art	Art Teacher
Mr P Barry	Science	Deputy Headteacher: Achievement, Progress and Curriculum Impact
Mrs S Barry	Humanities	Assistant Head Teacher
Miss R Burvill	Performing Arts	Drama Teacher
Ms G Butt	Maths	Deputy Director of Learning: Maths
Mr M Byrne	Science	Science Teacher
Mrs M Clark	Personal Development	Subject lead: Personal Development
Mrs C Clayton	Languages	Associate Assistant Headteacher
Miss H Clift	English	English Teacher
Mr J Cock	DT	DT Teacher
Mr S Cooper	DT	DT Teacher /Head of Year
Mr L Coutts	Performing Arts	Music Teacher
Mr A Cox	Science	Deputy Director of Learning: Science
Mrs S-J Danvers-Brough	PE	PE Teacher
Mr J Day	Business	Teacher of Business Studies
Mr S Diaz-Ward	MFL	Associate Assistant Headteacher
Mr S Durkin	Headteacher	Headteacher/Humanities Teacher
Mr N Evans	PE/DT	Assistant Headteacher: Attitudes to Learning and Progress
Mr R Evans	ICT	Director of Learning: Business & Enterprise
Mr J Forbes	Art	DHT ZMAT Teaching and Learning, Delivery and Standards
Mrs J Fordham	Maths	Maths Teacher
Mrs S Godfrey	English	Deputy Headteacher: SENDCO and Achievement of Vulnerable Groups
Miss R Green	PE	PE Teacher
Miss G Gunn	PE	PE Teacher/Associate Assistant SENDCO
Mrs K Harrington	Humanities	Head of Year/ Humanities teacher
Mrs R Hill	Business Studies	Associate Assistant Headteacher
Miss E Hobbs	PE	Assistant Head teacher: Designated Safeguarding Lead
Mrs A Hopwood	English	English Teacher
Miss R Hurrell	Languages	Deputy Headteacher: Teaching and Learning
Mrs N Jenkins	Science	Director of Learning: Science
Miss H Jones	Languages	Acting Director of Learning:MFL
Mrs L Jones	Hairdressing/Beauty	Hairdressing/Beauty Teacher
Mr S Jones	Science	Lead Practitioner Science
Mr M Kasanda	ICT/Business Studies	Teacher of Business & Enterprise/ IT
Miss E Kearney	Humanities	Teacher of Geography
Mrs M Kehre	ICT/Business Studies	Teacher of ICT
Miss S Kowarthanan	Maths	Trust Lead Practitioner: Maths
Mrs J Lamb	Ocean Suite	Student Support Teacher
Mrs K Lambert	English	DHT ZMAT: Curriculum and Progress of More Able
Mr M Lark	History	History Teacher/ Head of Year
Mrs A MacPherson	English	Teacher of English / Assistant Head of Year
Mrs J Mansaray	Maths	Lead Practitioner/Acting Director of Learning: Maths
Miss A Marinos	Performing Arts	Director of Learning: Performing & Creative Arts
Miss H Mathieson	Cross Curricular	Cover Teacher
Miss E McGinnes	English	Teacher of English
Mrs L Mechem	English	Deputy Head Teacher: Attendance
Mr B Millar	Science	Science Teacher
Mr T Moody	Science	Science Teacher/ Assistant SENDCO
Mrs K Nelson	Music	Music Teacher
Mr T Norman	Art	Art Teacher
Miss P Norton	Art	Art Teacher
Ms L Noy	PE	Deputy Director of Learning: PE
Mrs R Nunn	ICT/Business Studies	Media Teacher
Mrs O Odeje	Science	Science Teacher
Mr O Olaniran	Maths	Maths Teacher
Mr D Ox	PE	PE Teacher/Head of Year
Mr A Oyelade	Maths	Maths Teacher
Mrs M Pal	MFL	MFL Teacher
Mrs E Patrinsotro	MFL	Lead Practitioner: MFL
Mrs Y Rai	Science	Science Teacher
Miss P Raisbeck	Maths	Maths Teacher

Name	Curriculum Area	Role
Mrs E Riddle	Humanities	Lead Practitioner: Geography
Mrs P Rumsey	Humanities	Geography Teacher
Miss L Ryley	Cross Curricular	Cover Teacher
Mrs E Saunders	Science	Science Teacher
Mr L Saxton	PE	Assistant Head Teacher
Mr B Sherif	Humanities	Teacher of Humanities
Mr T Smith	Humanities	Teacher of Humanities
Mr J Squire	English	Director of Learning: English
Mr M Stevenson	PE	Director of Learning: PE
Miss C Sullivan	Humanities	Lead Practitioner: Humanities/Subject Leader History/ ECT Coordinator
Miss L Symeon	English	English Teacher
Mr H Tariq	Maths	Maths Teacher
Miss B Thorn	Technology	Director of Learning Technology/ITT Coordinator
Mr H Triggs	Performing Arts	Teacher of Drama
Miss J Turl	Humanities	Director of Learning Humanities: Subject Leader Geography
Ms S Vaux-Nobes	English	English Teacher
Mr J Windle	English	English Teacher/ Head of Year

Who's who at Castle View School – Support Staff

Administration	
Miss S Boreham	Examinations Officer
Mrs S Gainey	PA to Core Leadership Team
Mrs K Herron	SEN Admin
Mrs S Hickey	Finance Officer
Mrs D Liddard	Student Reception/Medical/Admin Assistant
Mrs T Newson - Joyce	Reception/Medical/Admin Assistant
Mrs D Wakefield	HR Manager
Mrs A Watts	PA to Headteacher
Mr L Collier	School Business Manager
Pastoral Support Team	
Mrs J Anderson	Student Support Officer Year 8
Mrs P Bagley	Student Support Officer Year 11
Mrs F Bevan	Admin Assistant; Safeguarding
Mrs A Birch	Admin Assistant: Student Support
Mrs A Bond	Safeguarding & Family liaison Officer
Miss G Clothier	Student Support Officer Year 9
Mr C Felton	Behaviour Support Coach
Mrs D Petty	Attendance Officer
Mrs R Scott	Student Support Officer Year 7
Miss A Sweeney	Student Support Officer Year 10
Curriculum Support	
Mrs N Clark	Reprographics Officer
Mrs C Hancock	Reprographics Officer
Mrs L Lewis	Ocean Suite Manager
Mrs V McAdam	Attendance Ambassador
Miss A Pulfer	Attendance Ambassador
Mrs T Short	Reading Development Manager
Mrs L Wheatley	Ocean Suite Supervisor
Mrs L White	Cover Supervisor
ICT Support	
Mr B Dudley-Howes	Data Manager
Mr C Semple	Network Manager
Mr K Wade	IT Technician
Miss E Worron	Apprentice IT Technician
Technicians	
Mrs J Booth	Science Technician Co-ordinator
Mrs V Kelly	Science Technician Co-ordinator
Ms K Lee	Food Technician
Mrs J Leighton	Food Technician
Personalised Learning Zone	
Mrs L Breading	Learning Support Assistant
Mr L Homes	Learning Support Assistant
Mrs J Jay	Learning Support Assistant
Ms S Langdon	Lead Learning Support Assistant-PLZ
Mrs D Low	Learning Support Assistant

Miss S Morris	Learning Support Assistant
Mrs L Scott	Lead Learning Support Assistant
Mrs H Searle	Learning Support Assistant
Ms K Barker	Learning Support Assistant
Midday Assistant	
Mrs S Owens	Mrs Molyneaux

Pastoral Support

The Student Support Officers (SSO) are in place to support all students at Castle View School.

Each year group is assigned an SSO, who works closely with the students to ensure their emotional and well-being needs are met. They are the **first point of contact** for both students and parents / carers.

Their primary focus is student welfare and pastoral support, ensuring students are reaching their full potential. To ensure they can support students, the SSO works closely with teaching staff to ensure any barriers to learning are identified and removed. This may include counselling, restorative work, mentoring or a personalised way of working.

The SSO works closely with the school Attendance Officer and Attendance Ambassadors. They analyse attendance data to identify causes and patterns of absence and work with other agencies to improve attendance and support students and their families.

Student Support Officers

Year	SSO	Telephone	Email
7	Mrs R Scott	01268 696811 extn. 670	rachel.scott@castleviewschool.co.uk
8	Mrs J Anderson	01268 696 811 extn. 666	joanne.anderson@castleviewschool.co.uk
9	Miss G Clothier	01268 696 811 extn. 667	grace.clothier@castleviewschool.co.uk
10	Miss A Sweeney	01268 696811 extn. 668	alexandra.sweeney@castleviewschool.co.uk
11	Mrs P Bagley	01268 696811 extn. 669	paula.bagley@castleviewschool.co.uk

Heads of Year

Each Year Group has a Head of Year. Their role is to promote a whole school approach to each learner's experience at Castle View School. Their main focus is to ensure all students are making progress as well as reinforcing good school attendance and the implementation of systems to report, record and monitor behaviour.

Mr S Cooper	Head of Year 7
Mr J Windle	Head of Year 8
Mr T Avraamides	Acting Head of Year 9
Mr M Lark	Head of Year 10
Mr D Ox	Head of Year 11

How does the school know if children need additional help and what should I do if I think that my child may have special educational needs?
Before a pupil starts Year 7, there is a transition process which includes meetings with the Primary school teachers, parents transition evening and an induction day for the pupils. During this process, information about any additional educational need is shared with the school and the SENCO or the Head of Year for Year 7 will contact the pupil's parents. Interventions and support are then put in place. If a pupil starts Castle View School, at any other point then we seek information from the previous school and the admissions process also allows parents to identify any SEND. Students not previously identified as SEND can be identified in several ways. The progress of all pupils is monitored at three key points in the year. If a pupil is not making expected progress this may indicate that additional interventions are required and that there may possibly be a special educational need. Parents, pupils and teachers can also contact the SENCO (Mrs Godfrey), Assistant SENCO (Mr Moody) and Associate Assistant SENCO (Miss Gunn). if they feel that a pupil may have SEND.
Contact for parents is via the email address below or by phoning directly.
Tel: 01268 696811
Email: sen@castleviewschool.co.uk

How will your staff support my child's academic progress and their overall well-being?
As stated in the SEND Code of Practice "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND". At Castle View School, the quality of teaching for all pupils is carefully reviewed in line with the school's policies and procedures. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND needs most frequently encountered. Specific teaching and learning strategies required will be shared with teaching staff and the impact of any interventions will be evaluated by the SENCO/SEND team. All staff receive regular updates and guidance as part of their continuing professional development. For pupils with below expected progress in literacy or numeracy, one-to-one/small group work could be introduced with a member of staff. As a school, we understand that an important feature of school is to enable all pupils to develop emotional resilience and social skills. The school's pastoral system allows pupils to access support from their Form Tutor, Head of Year and Student Support Officer.

How will I be involved in decisions about planning my child's education?
The partnership between school and home is an important and valued one and we welcome the support and involvement of parents in their child's learning. We aim to develop close and mutually supportive relationships with parents from the point of transition and to involve parents in identifying appropriate strategies to support their child. Parents can contact teaching staff and their child's Head of Year via telephone or email at any point in the academic year to discuss their child's progress. The SENCO will also analyse the impact of any strategies at the three review points in the year and plan for any additional support that is needed.

How is the decision made about how much support my child will receive?
Any decision made concerning how much support is allocated depends on the level of need and impact of interventions. If the pupil is the subject of an Education and Health Care Plan, we always ensure that statutory requirements are met. We also seek and follow guidance from other professionals working with the child/ family and take on board the wishes and feelings of the young person and parents/carers. The pupil and his/her parents and carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps.

How will the school support my child to transfer to a new school or to the next stage of education? We aim to ensure that transitions are positive and will liaise with the SEND team of their new school/educational establishment/workplace. We involve all other appropriate agencies at other points of transition to ensure that the processes run smoothly and with good outcomes.

How are the school's resources allocated and matched to children's special educational needs?
We regularly review and update individual provision. These are evaluated for impact and, if there is a cost attached, this will be reviewed to ensure value for money and the efficient deployment of resources.

SEND information, advice and support

Contact the Essex SEND Information Advice and Support (IAS) Service for free and impartial advice on SEND. They can help you with everything to do with special educational needs and disabilities.

Contact them by:

- using the online form
- email send.iass@essex.gov.uk
- call 0333 013 8913

Essex Local Offer can be accessed via, Home - Essex Local Offer Essex Local Offer

Mrs S Godfrey
Deputy Headteacher - SENCo

Mr T Moody
Assistant SENCo

Miss G Gunn
Associate SENCo

Code of Student Conduct

Attendance, Electronic devices, Uniform:

• The school day will start at 8.25am. There will be a warning bell at 8.20am. All students are to be on the school site anytime from 8.25am and in tutor time for registration by 8.30am. • Every student is expected to maintain an excellent standard of attendance and we deem this to be a minimum of 97%. • If a student is late they will receive: - a 15-minute detention on the same day (this could be at break, lunch or after school). - Repeated lateness will result in progressive sanctions • Students are not allowed to leave a class without permission and an out of lesson pass from their class teacher. Students who do so will be deemed as truanting and will be sanctioned accordingly. • All absence is unauthorised unless medical evidence is provided. • Even with the medical evidence there will be an impact on the student's overall attendance percentage and the school may decide that the absence is still unauthorised. • Students must use the toilet during break times or before and after school. During lessons, toilets are not in use.	• Electronic devices including mobile phones and earphones/ear pods are to be kept out of sight during the school day. If they are seen or heard, they will be **confiscated**. • We would not expect this to happen however in the event that a member of staff asks for an electronic device and the student refuses to hand it over, he or she will receive a sanction for defiance as per the behaviour for learning policy. • The school will not be liable for any devices misplaced in school. • Parents/guardians should use the school phone line to make contact about their children or to get a message to their child. This is because mobile phones are not allowed out of bags or pockets during the school day.	• Students are expected to attend school adhering to our dress code. We lend uniform where necessary to support students. We may also call a parent to bring clothing or shoes to school. • Hoodies/non-uniform jumpers are not allowed to be worn as part of our dress code. Outdoor coats must be worn when outside the school building only. • Students are allowed to wear a pair of stud earrings in the lobe of their ears. No other jewellery or piercing is permitted. • Students should wear their blazer around the school building but these can be removed during lessons and learning time if the teacher permits it.

Ready to learn & be rewarded

I will:

- make sure I have all the necessary equipment for learning
- arrive on time for all my lessons
- move around the building calmly and walk on the left-hand side of stairs and corridors
- sit in the seat allocated to me by my teacher
- complete the Learning Question immediately when I to enter the classroom
- listen to and follow my teachers' instructions at all times
- speak politely and with respect at all times
- stay focused on my learning
- put every effort into completing all learning activities set by my teachers
- complete all homework and submit them in by the due date
- take pride in the presentation of my learning
- care for my school and look after our equipment and furniture

Rewards & Recognition:

- When I collect college points, I will be rewarded with certificates and badges to commemorate my success during Achievement Assemblies.
- By maintaining 100% attendance to school, I will be presented with badges of excellence.
- If I show care and compassion towards others or determination in challenging circumstances, I may be nominated for a prestigious Jack Petchey Award.
- By demonstrating excellent leadership skills, I could be given the opportunity to become a member of the student leadership team or lead the learning of others.
- When I make progress using the Accelerated Reader programme, I will be rewarded during Assemblies.

Rewards and Achievement Points

Every student will have the opportunity to be rewarded in a range of ways and for a variety of reasons and especially for reflecting our Schools values. They can collect achievement points which contribute towards college points independently and as part of a team. There are a variety of rewards and awards to celebrate their successes.

An exceptional Headteacher's Platinum award is given in very special circumstance and is decided upon by the whole school community. These are incredibly prestigious awards.

By representing the school, its values and showing determination and effort students will have the opportunity to lead college teams and take part in the School leadership Team making decisions and choices for the benefit of all their peers. We actively encourage our students to become the leaders of tomorrow.

What should we expect from each other?

Castle View School Home / School Partnership Agreement
We believe that education is most successful when it is a positive partnership between home and school. At Castle View, we believe that the responsibilities of each partner should be clear, to enable all students to *Pursue Excellence and Be the Best*.

HIGH ATTENDANCE ENSURES SUCCESS – EVERY MINUTE MATTERS

Responsibilities of the School:

- To provide a safe, welcoming environment in which the rights of all to learn are respected
- To support the needs of every child
- To provide the necessary resources to deliver the curriculum both inside and outside the classroom
- To teach well and to set high standards of learning and behaviour
- To continuously seek to pursue excellence – embrace challenge
- To keep parents/carers informed of their child's progress and of other school matters through regular formal and informal communication
- To deal promptly with any queries from parents and carers in line with school policies – be decisive

Responsibilities of Students:

- To attend school regularly, on time, and ready to learn - be present
- To aim for the highest standards in all aspects of school life
- To wear correct school uniform smartly and bring required equipment/kit to lessons
- To take responsibility for learning and progress - take ownership
- To complete home learning as set and within required deadlines
- To accept the expectations of the school and co-operate with all adults first time
- To consider and respect the property and feelings of others - value equality

- To respect and care for equipment, buildings and grounds of the school
- To follow all safety procedures in school and while on official visits
- To make constructive use of leisure time and take advantage of extra-curricular opportunities
- To behave in a calm and mature manner when travelling to and from school – have integrity

- To inform the school of any issues when the occur – seek solutions

Responsibilities of Parents/Carers:

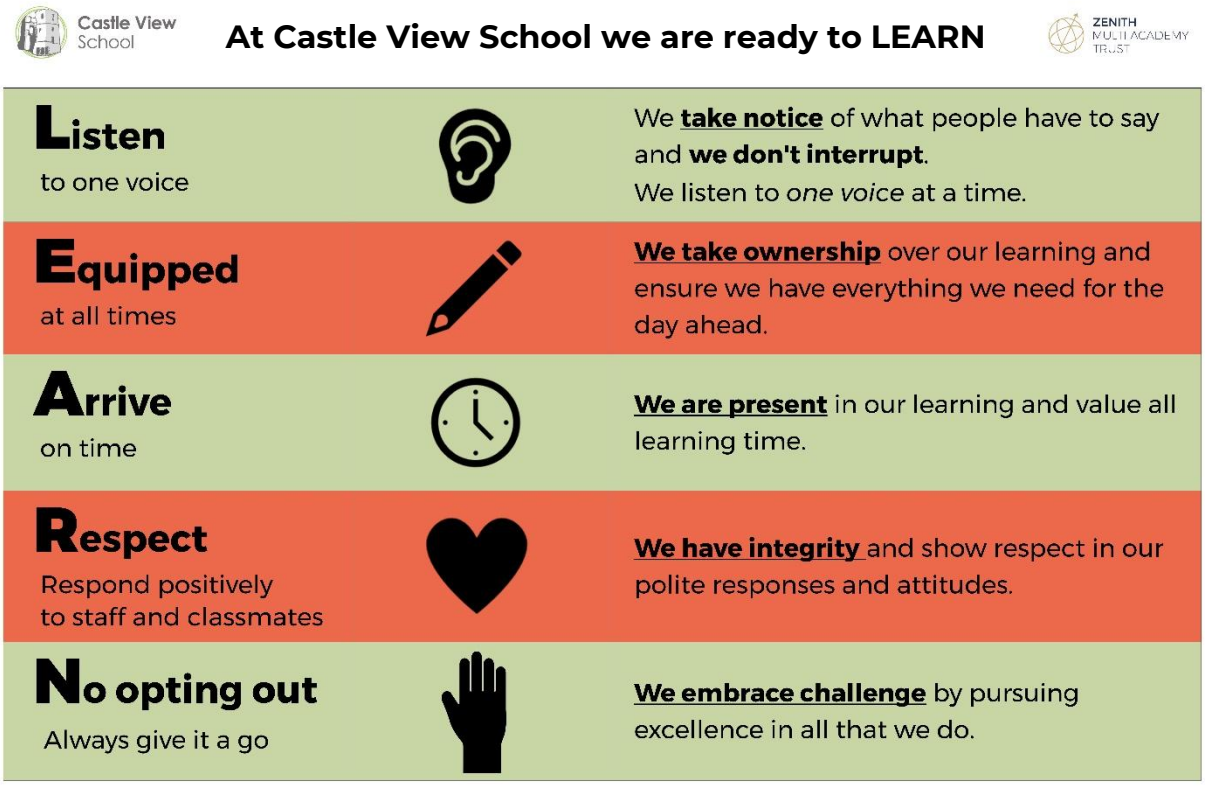
- To ensure your child attends school every day, on time and ready to learn
- To provide your child with the necessary equipment/kit for lessons
- To ensure the correct school uniform is worn correctly
- To take an active interest in your child's learning and progress - take notice
- To ensure your child completes home learning and meets all deadlines
- To support the school's behaviour for learning policy

Behaviour for Learning

We have a whole school restorative approach to behaviour. Students who choose not to meet the expectations of the school will be issued a sanction. Every student has the right to learn and every teacher has the right to teach. We are a restorative school that allows students to take ownership of their own actions and the sanctions imposed.

Restorative approaches enable all stakeholders (Staff, Students, Governors and the local community) involved in any situation the opportunity to take ownership. This allows those responsible to acknowledge the impact on others and take steps to put it right. We will use our values to assist a restorative approach.

Ready to Learn



School Behaviour Management

Students who do not demonstrate the school's values or that they are ready to learn through their actions or by not bringing the expected equipment to school will be issued an appropriate sanction.

Detentions and dismissals

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Behaviour Tarriff	Points	Detention	Consequence Type
C1 – Low	1	10 minutes	Break/Lunch/Afterschool
C2 - Medium	5	30 minutes	Break/Lunch/Afterschool
C3 – High	10	60 minutes	Lesson Declassed, Afterschool
C4 – Adverse	15	90 minutes	Leadership Detention
C5 – Extreme	20	Ocean Suite	Internal isolation in Ocean Suite (O/S)
C6 – Severe	25	Suspension	Suspensions + O/S upon return

Use of Ocean Suite – Restorative Learning

a. Reflective Learning may be used for students who are being held whilst an investigation takes place. Once an outcome has been reached an appropriate sanction will be given if necessary.
b. Restorative Learning will be used for students placed on an Internal Exclusion.
c. Ocean Suite will also be utilised to support students on alternative curriculum arrangements.

Use of Ocean Suite – Internal Exclusion

a. Students that are Internally Excluded must report to school at 9.00 am and wait at Main Reception to be collected. They will follow a tailored day with time set aside for eating lunch and toilet breaks. The day will finish at 3.15 pm.
b. Any misbehaviour/refusal/defiance whilst internally excluded will automatically lead to Fixed Term Exclusion.
c. Parents must attend a reintegration meeting before the student can return to normal lessons. This is in line with our restorative practice policy.

Late to School

All students should be on the school site by 8.20am at the latest so that they are in lessons and ready for learning by 8.30am.

Suspensions

In very rare circumstances, students that choose not to meet the school's expectations or are involved in a serious incident may be suspended from school for a fixed period. It is the Headteacher's final decision to suspend from school and will not be taken lightly. Parents/Carers will be informed by telephone and in writing. Parents/Carers will be required to meet with a member/s of staff before a return to school. A restorative meeting will take place before the student returns to the school.

Governor Panel Meeting

If the behaviour or actions of a student continue to impact the learning or well-being of any members of the Castle View community then parents will be required to attend a meeting with senior staff and the school Governors.

Rewards

Students will be rewarded for achieving milestones, these are Bronze; Silver; Gold. Once a student has received a milestone within a Year, they will be celebrated by a certificate, coloured badge and will be able to choose a variety of prizes.

Students are rewarded for demonstrating the LEARN expectations in lessons. At the end of every lesson, teachers award achievement points to students who consistently meet these expectations, reinforcing positive behaviour and recognising their efforts – "I am an Achiever!'

Achievement type	Points	Examples of achievements given
LEARN achievement	1	Good effort in lesson, following LEARN expectations
S2 – Above and beyond contribution	5	Brilliant contribution to class discussions. Participation to afterschool activities
S3 – Exceptional achievement	10	Fantastic attitude to learning throughout whole term in specific subject. Fantastic attendance
S4 – Nomination for excellence	15	Nomination of excellence showing amazing display of progress across multiple subjects, Service to the community, shows positive contribution to school ethos

Attendance

At Castle View School, we actively promote good attendance and punctuality to enable each student to fulfil their potential.

We strive:
- To achieve at least 97% attendance for all year groups.
- To reduce the number of unauthorised absences and lateness.
- To record and celebrate good attendance and punctuality.

First Day Absence
- If your child is going to be absent from school, please inform us no later than 8.30am on the morning of absence by calling the school's absence number on 01268 222 671 or by emailing CVSAttendance@castleviewschool.co.uk.
- The absence will remain unauthorised unless medical evidence is provided. This will usually be in the form of an appointment card/letter/text, prescription or medical certificate etc.

Illness during the School Day
- If your child becomes unwell at school, our medical team will make the decision as to whether your child needs to go home. If the school sends the student home the absence will be authorised. Students are not permitted to call parents themselves and make the decision to go home.
- All students going home due to illness will need to be collected by a responsible adult. The school will not allow students to go home alone if they are feeling unwell unless the parents request it and there are no child safeguarding risks.
- If it is necessary for your son or daughter to take medication at school, it should be clearly labelled with the child's name and form group and handed in to Student Services for safekeeping.

Medical Appointments
All medical appointments must be made outside of the school day. In rare circumstances where a student who must leave school to attend a medical or dental appointment should bring a note in from home to inform us. This should be taken to Student Services no later than 8.30am but preferably at least one week beforehand.

Punctuality
- Your child should arrive at school by 8.20am in order to get to their classroom for the start of the day at 8.30am.
- Any child arriving to school after 8.30am will be classed as late to school and will receive a sanction on the same day. Sanctions will progress if lateness continues
- If the late arrival to school is due to a medical appointment then we must see a copy of the appointment letter, card or text message when your child arrives at school.
- On arrival after the close of register, students must immediately report to Student Reception to register their attendance

Holidays
We never authorise holidays during term time. Please do not book holidays during term time. If you do, you will receive a fixed penalty notice.

Attendance Ambassadors
Attendance at Castle View School has made a significant improvement due to initiatives we have led within our school and across all of our local partner schools.

Attendance Ambassadors work for all of the schools equally, working with students and families from Key Stage 1 to Key Stage 4. Ambassadors may be requested to visit the home of pupil / student, as directed by the school's Attendance Officer. A visit is proactive and may take place if an individual school has not been contacted about a child's absence or if they have been late to school on a number of occasions. If a visit has taken place, but no one is home, a postcard will be delivered in order for parents / carers to be aware and make contact with the school as appropriate. The school also uses Parent Mentors to support communication between home and school; they will provide support to families and work with students in school as required.

If your child's attendance falls below 96% you will be asked to attend meetings to review their attendance. If attendance does not improve your case will be referred to the Local Authority who will take further action, including prosecution.

Anti-Bullying Code

As a school we do not tolerate bullying by staff, students or visitors to the school.

Every individual at Castle View has the right to be free from intimidation during their time at the school.

The climate, values and ethos of the school aims for children and young people to feel safe, happy, able to learn effectively and where it is made clear to all that bullying is unacceptable behaviour.
We believe that all pupils, staff and parents/carers have the right to be protected from bullying and abusive behaviour in any of its forms.

We recognise that vulnerable members of our community are particularly impacted by an imbalance of power and monitor closely ensuring they have a voice.

All cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them.
Bullying can take many forms. Most agree that the key factors that make behaviour bullying, as opposed to "having a laugh", venting frustration or non-bullying incident of physical or verbal violence/aggression are: -

- Repetition of behaviour
- Systematically undermining a person over a period of time and an imbalance of power between the person on the receiving end of the bullying and the person or persons bullying.

Bullying is when one or more people physically, emotionally or psychologically hurt or cause harm to a person who is in a weaker position than him/her/them and so is less able to protect themselves. Bullying usually happens over a period of time and consists of a series of different incidents.
Staff will work with the young person who is being bullied and help the feel safe and find responses to bullying that work. Staff will work with the young person or people who are bullying to change the bullying behaviour. Wherever possible, staff will work with the parents/carers of any child who is being bullied to support and encourage that child in finding solutions to the bullying. Wherever possible staff will work with the parents/carers of any child who is bullying to support and encourage that child in finding alternatives to the bullying behaviour.

Students are encouraged to report all instances of bullying, it is too unpleasant to ignore. Where we are made aware of incidents of bullying outside of school this will also be recorded. Bullying can be reported to anyone. Students are able to seek assistance from Anti-bulling Ambassadors in Years 8 to 11 who have been trained by the Diana Trust Antibullying Ambassador Programme in active listening, supporting and monitoring the victim through the reporting stage. Student Support Officers are also available at all times through Student Services.

We assume bullying takes place even if it is unseen. Through a comprehensive curriculum and extra-curricular activities, we deliver a range of educational experiences, protective measures and encourage active reporting.

Social Network Sites and Cyber Bullying

Social networking is part of a social and technological revolution. Used responsibly, these sites provide users with a very powerful network for sharing ideas and influencing opinion.

Facebook is the most popular medium for social networking and also has its own Terms of Use that does not allow those under the age of 18 to have an account and those who are aged 13-18 may only have an account with parental consent.

If you are being bullied via a social networking site, we would recommend you take the following action:

- Do not respond to bullies by posting equally hurtful or rude comments.
- Don't ask an older sibling or relative to respond on your behalf.
- Make your parent/carer or an adult you trust aware of the problems you are experiencing.
- It is important to have evidence of bullying so that it can be reported to the provider of the service and, if appropriate, the police.
- Remove the bully/bullies from your site once the issue has been reported.

Students are able to access our Anti-Bullying Ambassadors in Years 8 to 11, who have been trained by the Diana Trust Anti-Bullying Ambassador Programme in active listening, mentoring and supporting students.

Bullying <u>will not</u> be tolerated at Castle View School.

Calendar – Key Dates 2025-26

Castle View School Term Dates 2025/2026

	September 2025						
	M	T	W	T	F	S	S
A	1	2	3	4	5	6	7
B	8	9	10	11	12	13	14
A	15	16	17	18	19	20	21
B	22	23	24	25	26	27	28
A	29	30					

	October 2025						
	M	T	W	T	F	S	S
A			1	2	3	4	5
B	6	7	8	9	10	11	12
A	13	14	15	16	17	18	19
B	20	21	22	23	24	25	26
	27	28	29	30	31		

	November 2025						
	M	T	W	T	F	S	S
						1	2
A	3	4	5	6	7	8	9
B	10	11	12	13	14	15	16
A	17	18	19	20	21	22	23
B	24	25	26	27	28	29	30

	December 2025						
	M	T	W	T	F	S	S
A	1	2	3	4	5	6	7
B	8	9	10	11	12	13	14
A	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

	January 2026						
	M	T	W	T	F	S	S
				1	2	3	4
B	5	6	7	8	9	10	11
A	12	13	14	15	16	17	18
B	19	20	21	22	23	24	25
A	26	27	28	29	30	31	

	February 2026						
	M	T	W	T	F	S	S
							1
B	2	3	4	5	6	7	8
A	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
B	23	24	25	26	27	28	

	March 2026						
	M	T	W	T	F	S	S
							1
A	2	3	4	5	6	7	8
B	9	10	11	12	13	14	15
A	16	17	18	19	20	21	22
B	23	24	25	26	27	28	29
	30	31					

	April 2026						
	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
A	13	14	15	16	17	18	19
B	20	21	22	23	24	25	26
A	27	28	29	30			

	May 2026						
	M	T	W	T	F	S	S
					1	2	3
B	4	5	6	7	8	9	10
A	11	12	13	14	15	16	17
B	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

	June 2026						
	M	T	W	T	F	S	S
A	1	2	3	4	5	6	7
B	8	9	10	11	12	13	14
A	15	16	17	18	19	20	21
B	22	23	24	25	26	27	28
A	29	30					

	July 2026						
	M	T	W	T	F	S	S
A			1	2	3	4	5
B	6	7	8	9	10	11	12
A	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

	August 2026						
	M	T	W	T	F	S	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

School days

School holidays

Weekends

Non pupil days

Bank holidays

Help & Advice for Parents

	www.cruise.org.uk	0808 808 1677
	www.kooth.com	
	www.childline.org.uk	0800 1111
	www.mind.org.uk	0300 123 3393
	www.beateatingdisorders.org.uk	0808 801 0711
	www.yellow-door.net	01223 328051
	www.openroad.org.uk	0844 499 1323
	www.bigwhitewall.com	
	www.themix.org.uk	0808 808 4994
	www.papyrus-uk.org	0800 068 4141
	www.essexcompass.org.uk	0330 333 7444

Useful Information Overview

General School Contact Information
Telephone: 01268 696811

Attendance
If your child is going to be absent from school, please inform us between 8.00am – 9.00am on the morning of absence by calling the school's absence number on 01268 222 671 or by emailing cvsattendance@castleviewschool.co.uk.

Student Support Officers

Year	SSO	Telephone	Email
7	Mrs R Scott	01268 696811 extn. 670	rachel.scott@castleviewschool.co.uk
8	Mrs J Anderson	01268 696 811 extn. 666	joanne.anderson@castleviewschool.co.uk
9	Miss G Clothier	01268 696 811 extn. 667	grace.clothier@castleviewschool.co.uk
10	Miss A Sweeney	01268 696811 extn. 668	alexandra.sweeney@castleviewschool.co.uk
11	Mrs P Bagley	01268 696811 extn. 669	paula.bagley@castleviewschool.co.uk

Year 7	Year 8	Year 9	Year 10	Year 11
Assembly Monday	**Assembly Thursday**	**Assembly Wednesday**	**Assembly Friday**	**Assembly Tuesday**
HOY: Mr Cooper	**HOY:** Mrs K Harrington	**HOY:** Mr M Lark	**HOY:** Mr D Ox	**HOY:** Mr J Windle
SSO: Mrs Scott	**SSO:** Miss Clothier	**SSO:** Mrs Sweeney	**SSO:** Mrs Bagley	**SSO:** Mrs Scott
SLT Link: Mrs Mechem	**SLT Link:** Mrs Mechem	**SLT Link:** Mr Barry	**SLT Link:** Miss Hurrell	**SLT Link:** Miss Lambert
Support Tutors	**Support Tutors**	**Support Tutors**	**Support Tutors**	**Support Tutors**
Miss Aduwa	Mr Smith/Miss Skowarthanan	Miss Thorn	Mr Olanirian/Miss Gunn	Miss Raisbeck
Mr Coutts	Mrs Butt/Mr Tariq	Mr Norman	Miss Jones	Mrs Fordham/Mrs White
Miss Ryley	Miss Marinos	Miss McGinnes	Mrs Riddle/Mrs White	Mr Squire
Mr Evans	Miss Bailey	Miss Noy	Mrs Nelson	Miss Vaux Nobes/Mrs Jones
Miss Pal	Mr Trigg	Mr Sherif/Mrs Clark	Mr Kasanda	Mrs Jenkins
Mr Oyelade	Miss Rai	Mrs Saunders/Miss Kearney	Miss Norton/Miss Danvers Brough	Mrs Turl/Mrs Barry
Miss Clift	Mrs Rumsey	Mrs Patrinostro	Mr Cock	Miss Sullivan
Mr Day	Miss Kehr	Mr Byrne	Mr Stevenson	Mrs Odeje
			Mr Coxs	

Safeguarding and Child Protection Policy

Castle View School recognises its responsibility to protect and safeguard the welfare of students in its care. All of our staff play a vital role in safeguarding students and educating them about managing risks and improving their resilience through our curriculum.

Our full policy and useful parent information can be found on our school website under the dedicated safeguarding section.

Through our policy we aim to ensure:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.
PROTECTION by following agreed policies, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
SUPPORT is offered to all students through our pastoral support and collaboration with a variety of agencies.
SAFER RECRUITMENT processes are followed to guarantee that those who are unsuitable to work with our students are not employed.

Our policies apply to all staff and volunteers working in the school. Teaching assistants, midday supervisors, administrators as well as the teachers can be the first point of contact for disclosure (reporting) for a student. Concerned parents / carers should always contact the school and ask for their Student support Officer who will raise a concern through the correct procedures. We work very closely with the Essex Safegurding Board and other agencies to ensure the safety and well-being of our students.

Safeguarding

At Castle View school we work tirelessly to ensure our students are safeguarded from harm. As a school we and our staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, we make sure our approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

We work to our Child Protection Policy and it is written for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. This policy is available on the school website.
Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Use of Information and Safeguarding
Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm.

Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Our school works in accordance with all current legislation all of which can be found online. Further detail can be found in our Child Protection Policy and safeguarding information pages on our website.

Personal Emergency Egress Plan (PEEP)

It is the duty of the parent or carer to inform the school of the need for assistance in the case of emergency. Contact should be made directly to the Head of Year to inform of such instance. Students will not be allowed to use the site or facilities until a PEEP is in place. This is a legal requirement. Access to lifts and support will be available to assist any student to ensure they are able to access their entitlement to a full and balanced curriculum.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. A student support officer can help advise on the correct course of action if unsure. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are:

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures.

They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current Southend, Essex & Thurrock (SET) procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence. If the concern is about a member of staff the Headteacher must be informed. If it is about the Headteacher you must contact the chair of governors or the Local Area Designated Officer.

If parents / carers have any concerns, they should contact the school and ask

for a member of the Castle View safeguarding team or alternatively email:
safeguarding@castleviewschool.co.uk .

If a child is in immediate danger then you should call the police.

A good source of information out of hours can be found on the NSPCC website.

Help & Advice for Families

Contact Details for Outside Agencies
The follow services can offer help and advice. They are confidential helplines that can direct you to the information you need to help you with any problems you may have.

If you don't feel that you can talk to an adult in our school, then perhaps you may be able to call or contact one of the following.

Child Line
0800 1111
www.Childline.org.uk

Essex Police
Dial 999 for all emergencies
0800 358 0351 to report domestic abuse
Dial 101 for non-emergency

Castle Point Young Carers
01268881130
www.carerschoices.org/young-carers

NSPCC
0808 800 5000
www.help@nspcc.org.uk

Canvey Youth Project
01268 683431 or 01268 514792
www.canveyislandyouthproject.org.uk

Kidscape
Works to prevent bullying and protect children
www.kidscape.org.uk

Data Collection

It is a requirement of the school that we have the most up-to-date contact information for all our students. We will collect this information formally each year.

Every School in the country is required to have at least 2 emergency contact numbers, a third number is recommended. We will of course together select a primary contact from the numbers provided. The reason for this is in the interests of safeguarding and required under the DfE Document Keeping Children Safe in Education. This should be somebody over 18 years old that you give permission for us to speak to and who would be capable of collecting your child in case of emergency.

The information we require from each parent/carer is:

- Full Name and relationship to student
- Mobile Phone Number
- Home Phone Number
- Home Address
- Email address

One aspect of safeguarding that was very clear in the consultation, was this idea that schools need to have more available emergency contacts for children. There have been a couple of serious events in the last few years, in which parents have died and their young children have been left with them. Keeping Children Safe in Education 2021 says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

If parents do not share an address, we will require both sets of information.

Any amendments to the information we hold must be requested in writing. Any legal changes to names or contacts must be made with the relevant official documents, of which we need to see the original. We will retain a copy on the student's file.

We will not add or remove any information unless the above has been completed.

An estranged parent can request to be added to a student's contacts to receive information about that student. Proof of parental responsibility will be required or written permission from the main parent contact.

Castle View School fully complies with information legislation. For the full details on how we use your personal information please visit Castle View School Website www.castleviewschool.co.uk or call 01268 696811 if you are unable to access the internet.

Uniform Dress Code

Castle View School
Pursue Excellence | Be The Best

- **Black blazer** with a Castle View school badge.
- **Clip-on school tie** with college colour and school logo.
- **Plain white shirt with a stiff collar**. This shirt should be tucked inside in the waistband of the trousers or skirt. The top button of the shirt should be done up at all times.
- **Plain black V-neck jumper** or **Castle View grey V-neck jumper** (available to purchase from uniform shop)
- **Plain black ankle or knee-length socks or plain black tights**.
- **Black leather or leather-like formal shoes**.
- **Straight leg, black, tailored and to the ankle school trousers** with no distinctive styling or fashioning. Skinny trousers, jeans, leggings, tight trousers and trousers with obvious belts/ buttons/buckles are not permitted.
- **Castle View green tartan kilt** worn to the knee (available to purchase from the school uniform shop). The length of the skirt must not be altered.
- **Jewellery:** No jewellery except for one pair of plain studs, with one stud in each ear lobe, and a wrist watch. Any other facial piercings including eyebrow bars, nose and tongue studs are not permitted. All excess jewellery will be confiscated. **Make-up:** Students may wear discreet make up in upper school. Nails must be kept to a short, practical length with no nail varnish. False nails (acrylic or gel) and false eye lashes are not permitted.
- **Hair:** Hair style and colour should be natural. Extremes of hair styles and colour are not allowed.
- **Blazers must be worn at all times around the building**. Blazers may be removed during the lessons.

Compulsory:

Optional:

All students are expected to bring in their FULL PE KIT for every lesson. If students are ill or injured they are still expected to bring in full PE kit for their lesson as well as a note from their parents explaining their issue. These students will still be expected to get changed and join in their lesson in an alternative role highlighted by their teacher such as a coach or official. They may bring in tracksuit bottoms or jumpers to wear as highlighted in the PE kit above but will not be allowed to wear coats. Any students that do not bring in their PE kit will need to borrow kit from the spare kit cupboards (this kit is washed regularly each week by PE staff). If students fail to meet these expectations, sanctions will apply.

Compulsory	Recommended	You may wish to have…
Shorts – loose fitting plain black	Towel (if needed during winter months)	Overtops – Castle View PE Jumper with student initials is available to be purchased from Penn Sports. Alternatively, students can wear a plain black sweatshirt OR plain black training top (no stripes of change of colours)
Black & green T-shirt	Rugby shirt – black with white stripe	
Socks – Winter: black football socks outside, white sports socks indoors Socks – Summer: white sports socks	Shin Pads and Gum Shield (for Rugby and Hockey)	Footwear – football boots, gymnastics or dance shoes
Trainers		Jogging bottoms – plain black (no stripes or changes of colour) **OR** Castle View leggings – must be the Castle View leggings, no branded leggings will be allowed

PE Kit Policy

All students are expected to bring in their **FULL PE KIT** for every lesson**. If students are ill or injured they are still expected to bring in full PE kit** for their lesson as well as a note from their parents explaining their issue. These students will still be expected to get changed and join in their lesson in an alternative role highlighted by their teacher such as a coach or official. They may bring in tracksuit bottoms or jumpers to wear as highlighted in the PE kit above but will not be allowed to wear coats.
Any students that do not bring in their PE kit will need to borrow kit from the spare kit cupboards (this kit is washed after each use by PE staff).
If students fail to meet these expectations the following sanctions will apply;

No PE kit but uses spare kit:

1st Offense - Warning and conversation with teacher
2nd Offense - 10 minute detention
3rd Offense - Phone call home and 30 minute detention
4th Offense - Letter sent home and 1 hour detention
5th Offense - Department isolation followed by DOL detention and parent meeting with class teacher
6th Offense - Department isolation followed by SLT sanction
7th Offence - Department isolation followed by internal exclusion

No PE kit and refuses to borrow spare kit.

1st Offense - Department isolation, phone call home and 1 hour detention
2nd Offense - Department isolation followed by DOL detention
3rd Offense - Department isolation followed by SLT sanction and parental meeting
4th Offense - Department isolation followed by internal exclusion

PROGRAMME OF STUDY (example)

	Autumn Term	Spring Term	Summer Term
	Students will complete a range of activities from;	Students will complete a range of activities from;	Students will complete a range of activities from;
Year 7	Rugby, Basketball, Football, Netball, Dance, Hockey	X- Country, Table Tennis, Badminton, Trampolining, Football, Gymnastics	Athletics, Cricket, Rounders, Tennis
Year 8	Rugby, Basketball, Football, Netball, Handball, Dance, Hockey	X- Country, Table Tennis, Handball, Badminton, Trampolining, Football, Gymnastics	Athletics, Cricket, Rounders, Tennis, Softball
Year 9	Rugby, Basketball, Football, Netball, Dance, Hockey, Table Tennis	X- Country, Table Tennis, Badminton, Trampolining, Football, Gymnastics	Athletics, Cricket, Rounders, Tennis
Year 10	Students will choose which range of activities they wish to participate in at the start of the year from blocks of; Invasion Games (E.g. - American Football, Lacrosse), Net Games (E.g. – Badminton, Table Tennis), Striking and Fielding (E.g. – Rounders, Softball, Cricket) and Performance Activities (E.g. – Yoga, Dance, Trampolining). All Students will complete a compulsory block of fitness at some stage throughout the year. Students will not be able to change groups once they have selected during their first PE lesson so must make sure they choose the activity group they will enjoy for the entire year.		
Year 11			

*Activities may change due to facilities being used for exams and/or weather during the year.

The School Day

At Castle View we work on a fortnightly timetable.

Week A & B Monday to Friday

Time	Years 7 & 11	Years 8, 9 & 10
8.30	Period 1	Period 1
9.30	Period 2	Period 2
10.30	BREAK 1	FORM TIME (REG)
11.00	FORM TIME (REG)	BREAK 1
11.30	Period 3	Period 3
12.30	Period 4	Period 4
1.30	BREAK 2	BREAK 2
2.00	Period 5	Period 5
3.00	END OF SCHOOL DAY	END OF SCHOOL DAY

Extra-Curricular Activities

Castle View offers an abundance of extra-curricular activities. For more information on this, please see the relevant section of the website or speak to any Director of Learning.

The school provides a range of clubs from each department and these run before school, break/lunchtimes and after school. The focus of these clubs ranges from being an opportunity for students to aid their learning with some extra support, have fun participating and taking part with friends or preparing to represent themselves and the school in local or regional competitions.

PE clubs and fixtures will be arranged throughout the year following the traditional seasons for activities. The school enters all district competitions for students to compete as well as a range of county, regional and national competitions to give students a chance to excel. A full list of these opportunities can be found on the website and is updated each half term.

Creative arts also run a variety of clubs in Music, Art and Drama that comes together each year in the school production. Most recently the students performed their take on Matilda the Musical and the students gain an opportunity to perform not only to their peers but also to a wider audience in their evening shows. Students also regularly perform in the end of term assemblies and their work is displayed around the school.

Students also have the opportunity to participate in a range of trips and visits from exhibitions locally and in London, History trips to Ypres and the World War I battle fields, Sports trips abroad to Marbella and ski trips to Austria as well as many others. Information regarding all of these trips will be distributed via the member of staff leading and their departments throughout the year.

Personal, Social and Health Education

Relationship and Sex Education

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also many challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Castle View School we teach Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) through a planned, developmental programme of learning. The subject helps pupils develop knowledge, skills and attributes they need to keep themselves healthy and safe whilst preparing for life and work in modern Britain. Pupils will not only experience quality first teaching on these subjects but also opportunities to take part in workshops with outside agencies, community projects and theatre productions. They will

explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Pupils will have two lessons a fortnight in KS3 and one lesson a fortnight in KS4 called 'Personal Development' this lesson focuses on the PSHE and RSE curriculum. In addition to this, pupils have daily 20-minute tutor time sessions where varied themes are covered (please refer to the school website for more information on this morning programme). They will also have weekly assemblies that cover a wide range of topics, these will be done by Heads of Year, teaching staff and external speakers. Experienced teachers will lead the Personal Development lessons and tutor time sessions ensuring a positive learning environment, supporting pupils understanding of a diverse range of topics. Not only do we have specific curriculum time to cover these areas but we also fit these themes into the wider curriculum to ensure pupils are immersed within the subject, for example, a number of the topics are covered within Science and PE.

Rationale behind themes and topics:
Deliver mandatory topics

1) To relentlessly communicate the components of our values
2) To raise aspiration of students and provide positive role models to support what 'success and achievement' looks like
3) Use creative strategies to ensure students are engaging with topics
4) Act on student and staff voice to address any issues affecting our students

Objectives-
Embed understanding of mandatory topics

1) Ensure the school's core values are lived and not laminated
2) Increase aspirations of ***all*** students and also make them aware of topical issues and increase understanding of the local and wider community

There is no statutory requirement for end of key stage assessment in during these sessions, due to the nature of the subject, much of class work is discussion based or centred around group work activities. However, pupils will complete half termly quizzes and you will receive feedback on attitude to learning within this subject on your child's data report.

PSHE/ RSE themes will follow the core themes: Health and Wellbeing, Relationships, Living in the Wider World.

The table on the next page indicates where these main themes will be covered under different topic headings throughout the year.

Year	**Autumn Term**		**Spring Term**		**Summer Term**	
Core Theme	Health and Wellbeing	Relationships	Living in the wider world	Health and well being	Relationships	Living in the wider world
7	Transition and safety	British values, Diversity	Developing skills and aspirations	Health and puberty	Building relationships	Financial Decisions
8	Drugs and alcohol	British values and Discrimination	Community and careers	Emotional Wellbeing	Identity and relationships	Digital literacy
9	Peer influence, substance use and gangs	Respectful relationships	Setting Goals	Healthy lifestyles	Intimate relationships	Employability Skills
10	Mental Health	Healthy relationships	Financial decision making	Exploring influence	Addressing extremism and radicalisation	Work Experience
11	Building for the future	Communication in relationships	Next steps	Independence	Families	Revision

Within these themes the following topics and more will be covered in both key stages at appropriate levels. Again, parts of these themes are also taught across our wider curriculum.

- Emotional health and well being
- Protected Characteristics
- Government and politics
- Staying safe
- County lines
- Drugs and alcohol
- Careers education
- Personal finance
- Relationship and Sex education (RSE)

As part of the schools Personal, Social and Health Education programme your child will be receiving lessons on relationships, sexual health and puberty. The purpose of Relationship and Sex Education (RSE) is to provide knowledge and understanding of how relationships can change whilst also developing skills to stay safe. It should develop understanding and attitudes, which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood.

We want to instil confidence, knowledge and understanding to ensure they develop into mature and healthy adults who are able to make positive choices. The RSE programme includes a variety of lessons, exploring different topics. All teaching materials are appropriate to the age and emotional maturity of the pupils concerned and the teachers will aim to present the programme in an objective, balanced and sensitive manner.

The Relationship and Sex Education programme will cover:

1 Year 7: Recognising healthy relationships, family relationships, puberty and adolescence.

2 Year 8: Types of relationships, communication and sexual health.

3 Year 9: Contraception, Sexual Health, Staying Safe, Positive relationships.

4 Year 10: Types of relationships, Sexual Health, Contraception, Teenage pregnancy

5 Year 11: Sexual Health

Should you wish to discuss the programme, see the materials being used or exercise your right to withdraw your child from our Relationship and Sex Education lessons, please do not hesitate to contact Mrs Clark at the school.

Careers

At Castle View School, students in years 8, 9, 10 and 11 are actively encouraged to plan for their future. Some students may have already decided on their chosen path and know exactly what they want to do, however, some may still be undecided and need a little bit of extra help.

Within school, students are given a wide range of education and information to support them which includes:

- Completing a Careers module within PSHE and Citizenship lessons where they are given the opportunity to research and assess their own skills and qualities.
- Having a one to one interview with an independent Careers advisor.
- Visiting the dedicated Careers notice board where they can keep up to date with any Careers opportunities.
- Attending presentations given by external speakers about different career/further education routes.
- A dedicated area on the school's website. We update this with information we receive from colleges and employers (including Apprenticeships opportunities) as well as useful contacts and website addresses.

We regularly have a wide range of employers and educational establishments who come in to school to offer advice and guidance which help students and their parents to make a more informed decision about their option choices and career planning.

Mobile Phones

Mobile Phones and electronic devices are not to be seen during the school day at Castle View School.

The safety of your children is our number one priority and inappropriate use of mobile phones can exacerbate child on child harassment or abuse.

If a student needs to contact home for any reason during the day they need to visit the school office or their Student Support Officer where they will be permitted to use the telephone.

If a parent or carer needs to contact a student this must be done via the office.

Mobile phones will be confiscated if they are seen and placed in a safe.

There will be NO exceptions to this rule.

For repeat offenders, parents or carers will be required to attend a meeting which may result in the student being banned from bringing their phone into school.

Students that fail to hand over their phone on request will be subject to the school's Behaviour Policy and will result in an instant removal to the Reflective Practice room in the Ocean Suite.

If a student is suspected of using a device to record or film other students or members of staff then the phone will be confiscated, parents called and all images will be deleted, and the police contacted if necessary.

If a student is suspected of having any kind of images, recordings or messages that may be deemed to be anti-social, illegal or evidence of a crime then the device may be handed to the police.

Emergency phone calls can be made from Student Services.

Medicines

If you bring medicines to school, you must hand them to Student Services. They will be kept in the medical room. A letter from home should state when, amounts and how the medicine should be taken.

Cashless Vending

As you are no doubt aware, many institutions are now moving away from accepting cash and cheques as payments for goods and services. For some time now, Castle View School has used the ParentPay system as a means for parents and carers to pay for school meals, trips and other items via this online system.

There are a range of advantages in using a cashless system, for parents, students and staff at the school, some of which are detailed below:

- You can be assured that dinner money is actually being spent on a school meal rather than unhealthy snacks on the way to school. Our catering system allows you to monitor purchases and healthy choices.
- Cash is not lost on the way to school
- No need to go to the bank/cashpoint to get cash out
- Convenient – you can log into your account 24 hours per day to suit your lifestyle/other commitments
- Refunds can be automatically returned to your ParentPay account.

For those students who are entitled to receive a free school meal, the ParentPay system will credit their account on a daily basis with the price of a main meal. If the meal is not taken, the allowance will be automatically removed at the end of the lunch time period. We would encourage all parents who think they may be entitled to register for free school meals to do so. Please apply at www.cloudforedu.org.uk/ofsm/ofsm-east

Your child will not be identified in any way to their peers as receiving the allowance and the school can access pupil premium funding to support in a number of ways.

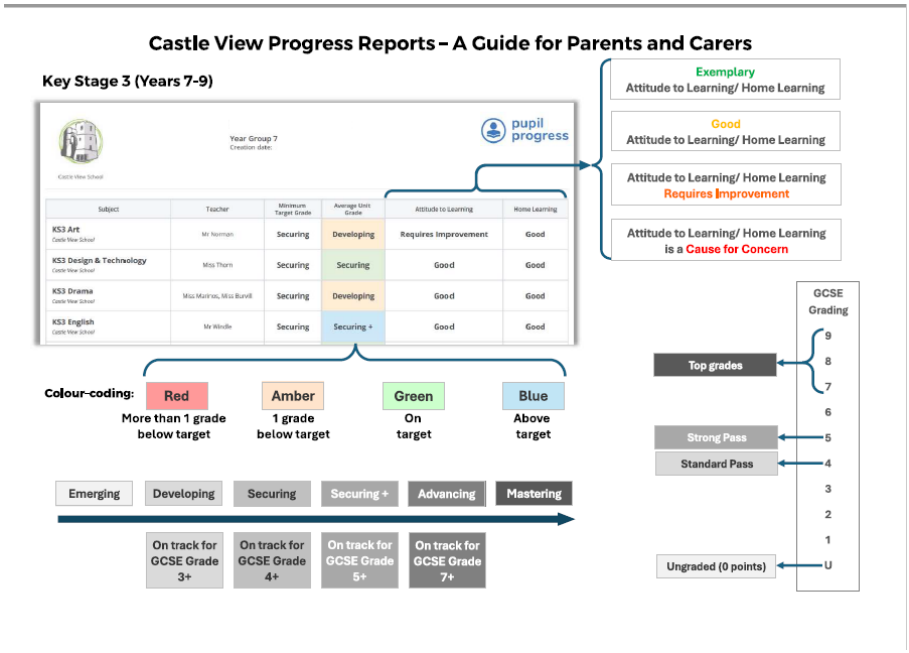
We have available within the school 'revaluation machines' – these can be used to top up accounts for the purchase of refreshments from the catering areas. However, if you choose to use this method, you will not be able to view any food purchases that your child has made.

The Finance Office does accept cash or cheques to pay for school trips, other items and school meals.

If you are unable to access the internet or you wish to discuss an alternative method, please contact the Finance Office.

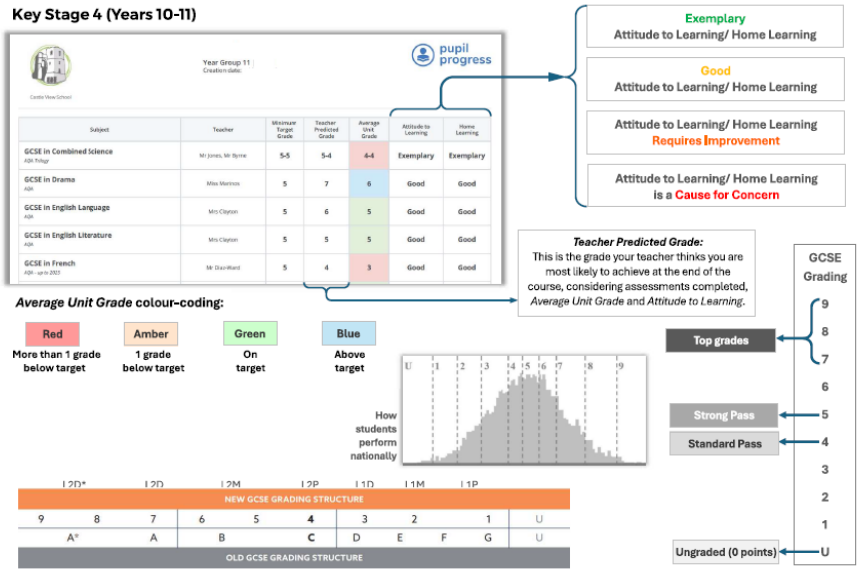
Monitoring your child's academic progress

Key Stage 3



KS4

Castle View Progress Reports – A Guide for Parents and Carers



Attitude to Learning criteria for reports

Attitude to Learning (ATL) criteria

Scale:
4. Exemplary
3. Good
2. Requires improvement
1. Cause for concern

Exemplary:
- ✓ Actively participates in the lesson at all times and fully engaged.
- ✓ Actively tries to improve the quality of their work and always responds to feedback.
- ✓ Shows great resilience and perseveres with all challenges even when they are difficult.
- ✓ Uses initiative in a range of situations and consistently demonstrates excellence in the subject.
- ✓ Consistently works above and beyond the minimum expectations of the class.

Good:
- ✓ Participates in the lesson at all times and is attentive and focused.
- ✓ Responds to feedback on how to improve the quality of their work.
- ✓ Shows resilience and is willing to persevere even when work is difficult.
- ✓ Takes responsibility for their work, is well organised and occasionally demonstrates excellence.
- ✓ Consistently works at or above the minimum expectations of the class.

Requires improvement:
- ✓ Sometimes participates in the lesson and is usually focused and quite well behaved.
- ✓ May not try hard enough to respond to feedback about their work.
- ✓ Shows some resilience but sometimes gives up when work is difficult.
- ✓ Spends an adequate amount of time on tasks and presents work satisfactorily.
- ✓ Does the minimum that is asked of them but not much more.

Cause for concern:
- ✓ Makes little effort to be involved in the lesson and sometimes disrupts the learning of others.
- ✓ Does not usually respond to feedback and makes limited progress as a result.
- ✓ Does not like being challenged and gives up when the work is hard.
- ✓ Spends an inadequate amount of time on tasks and takes little pride in their work.
- ✓ Takes little or no interest and often does not complete work.

Home Learning Criteria for reports

Home Learning criteria

Scale:
4. Exemplary
3. Good
2. Requires improvement
1. Cause for concern

Exemplary:
- ✓ Homework tasks are always completed on time.
- ✓ Knowledge and retention are improved as a result of a range of self-sought activities.
- ✓ Homework is completed to the utmost standard .
- ✓ Is self-motivated and committed to improving learning by regularly reviewing work outside the classroom.
- ✓ Presentation of homework is excellent and worthy of sharing.

Good:
- ✓ Homework is completed on time.
- ✓ Completes all set homework to a good standard and aims to exceed the minimum expectations.
- ✓ Committed to improving but would benefit from adopting strategies to ensure that maximise learning outside the classroom.
- ✓ Takes responsibility for homework which is well-organised and occasionally demonstrates excellence.
- ✓ Care has been taken to present work neatly.

Requires improvement:
- ✓ Homework is sometimes completed on time.
- ✓ Homework often meets the minimum expectations, but a better standard could be achieved with more effort.
- ✓ Spends an inadequate amount of time on homework.
- ✓ Presentation of homework is not quite meeting expectations.

Cause for Concern:
- ✓ Homework is usually not completed satisfactorily.
- ✓ Deadlines are often missed.
- ✓ There is little responsibility for homework or learning outside the classroom.
- ✓ Homework is presented poorly.

Homework

At Castle View School we believe learning at home is an integral part of education and parental support and engagement is paramount. We are committed to ensuring that homework activities are enriching; students should be inspired to be creative, reflective and to take responsibility for their development.

The purpose of homework at Castle View School is to:

- challenge learners
- pre-teach topics in preparation for lessons
- prepare students for exams
- develop student's literacy skills
- check students understanding of classwork
- To improve reading and literacy
- Engage students with the cultural capital linked to their curriculum

This will help students develop their:

- knowledge and understanding of topics which they study in lessons
- exam skills
- independence and ownership of their work and learning

Year Guide to Independent / Home Study per Week

All students are recommended to read for 20 minutes per evening either independently or as guided by the teacher. As a result, each subject's schemes of work include at least two academic reading text that should be set as homework each half term via Microsoft Teams. Students are able to complete a quiz related to this text using Accelerated Reader. The teacher receives instant feedback and students are expected to attain at least 60% accuracy to pass. Teachers can set additional homework as required to support learning and progress.

The amount of homework should be related to the specific activities to be completed rather than an arbitrary time. This said, we encourage students to spend around 30 minutes per week studying at home for each subject.

Monitoring and Recording Homework

Parents are encouraged to discuss homework with their children and help them plan its completion on time. This is especially important with extended homework that may cover a series of homework periods.

Homework is set on Microsoft TEAMS in all subjects. Students are able to view and complete work using this platform. Access to a computer or the Internet is often essential for some homework activities. To support students with this, school facilities are available at breaks, lunchtimes and after school. For further support with IT you are able to contact the school.

Homework Club takes place in the library daily and is staffed between 2.50 and 4.30pm Monday to Wednesday and 2.50 and 4.00pm on a Thursday and 2.50 – 3.15 on a Friday. All students are welcome.

Reading

What's happening **in School** for my child?

It is our aim that all children leave our school reading in line with their chronological age so that they have the very best chance in post-16 study and beyond

At Castle View, we have a 3-tiered approach to reading:

1. Academic Engagement

- Academic Reading is set in lessons and students can quiz for homework
- Teaching of new vocabulary is taught explicitly at Castle View.
- Form Time reading for all students, selecting from our form time library

Accelerated™ Reader

2. Reading for Pleasure

This is really important part of your child's education. Engagement with reading will play a huge role in their lives beyond school – even if that is on a screen!

At Castle View, we have a fantastic rewards and recognition programme for all students which includes:

- A vending machine prize giveaway for any student who reads and quizzes on 5 books
- A certification programme for improving readers
- LRC ambassadors
- Word millionaires
- Form Group/year group competitions
- Whole school word count target
- MyOn online Library
- Celebration of World Book Day *(Incl book tokens/guest speakers/quizzes etc)*

3. Intervention and Reading Support

If your child is a struggling reader and reading at a level that is below their reading age, then the school will know about it Students are tested twice a year so we can closely monitor reading ability. If your child needs intervention, we ensure it is the best possible option for them and will be tailored to their specific needs.

- The PowerUp Lexia Programme
- Small group Guided Reading
- 1-2-1 reading support
- Thinking Reading intervention lessons
- Phonics intervention

How can I get my child to read?

Building a culture of reading at home can happen with just some very small changes. Have a look through some of the ideas below, which of the following strategies could work well for your child at home?

"Reading is the gateway to success"

Read the Right Thing

Reading a book that is too hard will disengage your child. Make sure they have access to texts that are appropriate for them. Essex libraries or our school LRC can help with this.

☐

Digital Text Counts!

Online blogs, articles etc are great resources for your child. Reading doesn't mean pages and pages of words - it's about decoding and comprehending words to understand the meaning and that can come from many different modes.

☐

Read to a younger sibling

Bedtime stories are great for younger children but why not get your older sibling to be the one that reads to them? Whilst the text might be simpler than they'd need - there's a lot to be said for reading aloud with expression.

☐

Read Yourself

Sometimes when children don't see others reading too, it can feel isolating. If you have a culture of sitting down with a book in your home, it's much more likely your child will want to join you.

☐

Praise and Reward

Rewards are a great incentive: a cinema trip to see the book they've read, some pocket money towards their next read. If you don't want to do this, then just praising your child for their reading is often all they need.

☐

Little and Often

Reading well isn't about reading lots! 5 mins a day before bed is a perfect bedtime routine to get into and will make a huge difference. Plus - it's good for sleep patterns too!

☐

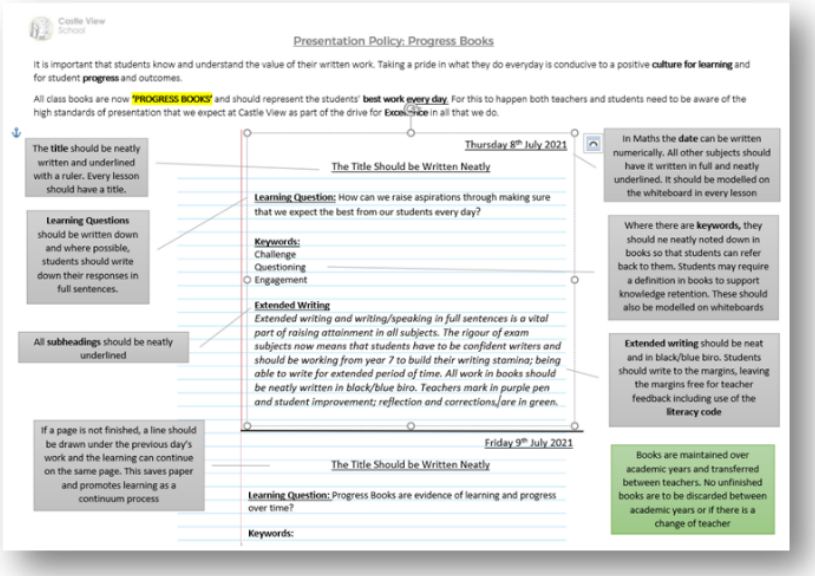
Talk about Reading

Lots of reading is happening at school so ask your child how they are getting on. What are they reading in English lessons and form, for example?

☐

Progress Books

At Castle View, exercise books are referred to as 'progress books' and are a formal document of learning and application over time. Students are expected to maintain their progress books at the highest possible standard at all times and take pride in the work that they do every day.



We encourage a dialogue of progression between teacher and student which is harnessed through FAIR marking process, as outlined on the next page.

Lesson Framework

Our lesson framework aims to make teaching explicit. By highlighting the different mechanics of what makes a good learner, we build independence in students as they gain a deeper understanding of how we learn best. Furthermore, by pinpointing key skills and core knowledge students gain awareness of what they need to know and do, in preparation for each assessment point across all subjects.

Lesson Framework	
	This is what you must **KNOW**
	This is what you must **DO**
	This is what you must **REMEMBER**
	This is what you must **LISTEN TO**
	This is what you must **TRY**
	This is how you **PURSUE EXCELLENCE**
	This is how we **WORK TOGETHER**

Stakeholder Feedback

- Your opinion is very important to us. We appreciate your feedback and will use it to evaluate any changes we make. We actively seek to improve our relationship with you as families for the benefit of Castle View School.
- You will have an opportunity to provide feedback when you visit the school by completing our online surveys.

We always welcome feedback in order to improve our work with our students and families within the Castle View School community. There are a number of ways to provide feedback and our ambition is to acted upon the information we gather and communicate our actions to our stakeholders.

Parent View
Parents can leave feedback via OFSTED's online survey. We will provide information / links to this during our regular communication via letters and social media. You will be able to see the overall views of all parents and compare views year on year.

Surveys
We ask our stakeholders (parents/carers, students and staff) to complete regular surveys to help inform the school's continual improvement. We encourage everyone to participate with this process to ensure that their voices are heard. Results are collated and compared with previous surveys to measure how we are doing and shared with all staff and governors.

Focus Groups
Following our surveys, the school regularly uses focus groups to explore specific areas of school life. This strategy allows leaders to gather a greater understanding of challenges involved.

Visiting the school
You may be asked to complete a quick survey by reception should you visit in person. This provides staff with a snapshot of your experience and whether your visit was positive in its outcome.

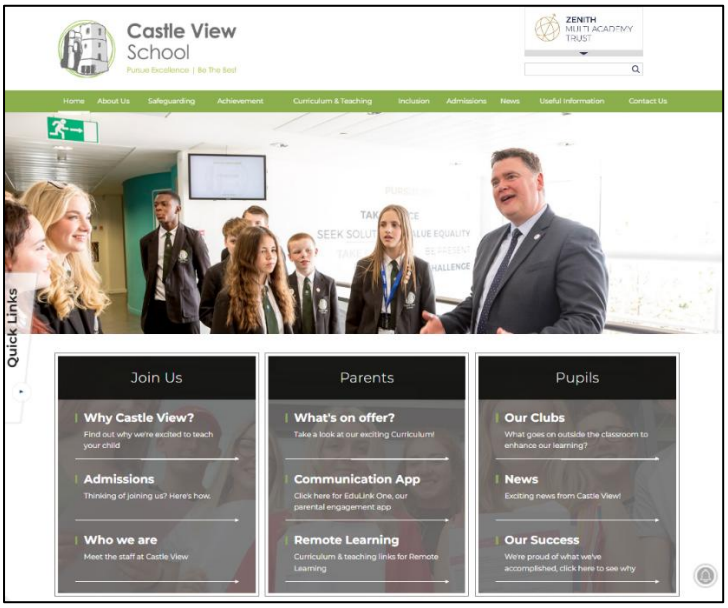
Courtesy Calls
Our SSOs (Student Support Officers) may complete a survey over the telephone with you should we speak to you over the phone. This will not take place every time but does, when completed, provide staff with a snapshot of feedback.

Student Voice Survey
Students are regularly asked for their feedback. These may take the form of the annual student survey or may be more specific surveys of individual groups of students / year groups. All feedback helps staff and governors to look at how we continually improve.

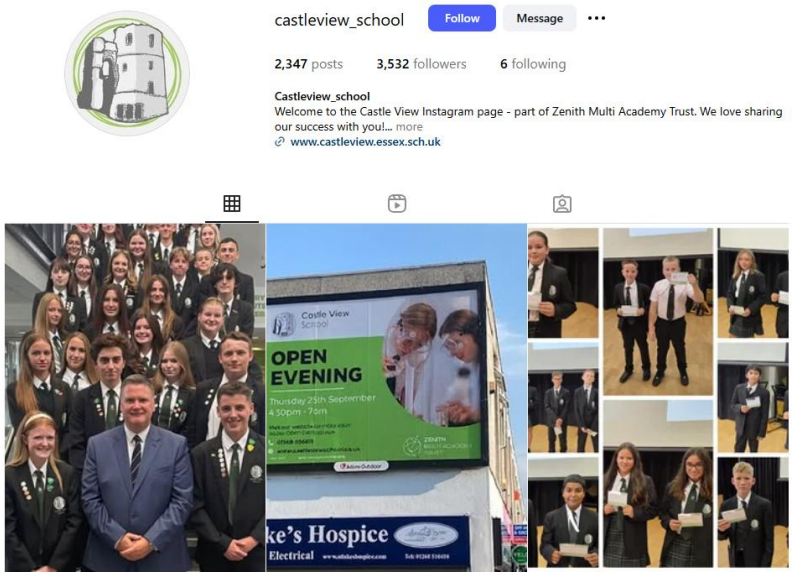
Trust Student Voice
We work collaboratively with the other schools within the Zenith Trust to ensure opportunities for our students' voice to reach Trust leaders to ensure Castle View students are part of the ongoing dialog of the Zenith Trust's development.

Communication

Castle View is proud of the varied ways we communicate to parents; from traditional letters to celebrating our events and achievements on social media accounts. Our website is proud to lead the way with home/school partnership. All information below can also be found on our regularly updated site www.castleviewschool.co.uk .



We are proud to be very active on social media and encourage all current (and potential) parents/carers of students to follow us on Instagram.



Instagram

@Castleview_school

ZENITH
MULTI ACADEMY
TRUST

Castle View
School
Pursue Excellence | Be The Best

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