



SMITHILLS SCHOOL
SUCCESS FOR ALL

FAMILY HANDBOOK

2026 - 2027



CONTENTS

p.1	Bolton Impact Trust – proud partners in your child’s education	p.44	Teaching and Learning
p.2	Welcome to Smithills School	p.45	Extra-Curricular
p.3	Vision and Values	p.46	Additional intervention
p.4	Our Smithills Family	p.47 – p.48	The Hive (library)
p.5	Attendance	p.49 - 50	Assessment and Data
p.6	Reporting an Absence and Attendance Expectations	p.51	Pupil Progress
p.7	Attendance and Missing School	p.52 – p.53	Homework
p.8	Medical Appointments	p.54	Rewards
p.9	Punctuality	p.55 – p.56	Behaviour for Learning Expectations
p.10 - 13	Uniform Expectations	p.57	Mobile Phones
P.14	The School Day	p.58	Mental Health and Wellbeing
p.15 - 18	Session Zero	p.59	Safeguarding
p.19 - 20	ACHIEVE and THRIVE	p.60	Arbor Parent App
p.21	KS3 Banding and Setting	p.61	Microsoft Teams and Office 365
p.22	Curriculum Model	p.62	Parents’ Evenings
p.23 - 42	Curriculum Maps	p.63 - 64	Using Technology Responsibly
p.43	RSHE		

BOLTON IMPACT TRUST – PROUD PARTNERS IN YOUR CHILD'S EDUCATION

Bolton Impact Trust (BIT) is the multi-academy trust of which Smithills School is a proud and valued member. As a trust rooted in Bolton and deeply committed to the communities we serve, BIT exists to ensure that every young person in our care receives an outstanding education — one that opens doors, builds character, and creates futures.

Our trust brings together a family of schools across Bolton, each with its own identity and specialism, but united by a shared belief: that every child deserves the very best, regardless of background or circumstance. Alongside Smithills School, BIT supports provision across mainstream, special, and alternative education settings, ensuring that no young person falls through the gaps.

At the heart of BIT's work is a commitment to people — the pupils we teach, the families we support, and the staff we develop. We believe that great schools are built on great relationships, and we work hard to create the conditions in which those relationships can flourish. Our approach to school improvement is collaborative, compassionate, and ambitious for pupils and staff alike.

We are proud to celebrate the fact that our Academies have been judged outstanding by Ofsted on ten separate occasions. In our latest inspection, Ofsted commented that 'Pupils receive the best education at this inspiring school' and 'Expectations for pupils' achievement are extremely high'. I believe that this is testament to the outstanding skills, knowledge, professionalism and commitment of my staff team.

We are enormously proud of Smithills School and everything it represents. Its vision of Success for All reflects values that resonate across the whole of BIT: the belief that potential is everywhere, and that it is our privilege and responsibility to unlock it.

As a trust, we are committed to working alongside Smithills by supporting its leadership, investing in its staff, and championing its community so that every pupil who walks through its doors has every opportunity to thrive.

Paul Hodgkinson

Chief Executive Officer



HEADTEACHER'S WELCOME



SMITHILLS SCHOOL
SUCCESS FOR ALL

It is a privilege to lead a school with such a strong sense of community, ambition and care for young people. We are proud of our school and the journey each pupil takes with us.

At Smithills High School, our vision of Success for All underpins everything we do. We believe that every pupil can achieve excellence, develop independence, and contribute positively to our community. This is brought to life through our core values of Excellence, Independence and Community, which guide our decisions, our relationships and our expectations every day.

We are committed to ensuring that every pupil feels safe, valued and known as an individual. We want all young people to flourish academically, socially and personally, and to leave us with the confidence, character and ambition to succeed in the next stage of their lives.

We provide a high-quality education through a carefully designed, knowledge-rich curriculum, delivered by expert teachers who are passionate about their subjects. This ensures that pupils develop deep understanding across a broad range of disciplines and are supported to achieve and exceed their academic potential.

Alongside this, our PSHE programme and wide range of extracurricular opportunities ensure that pupils develop the skills, confidence and experiences they need to thrive beyond the classroom.

We recognise that the most successful outcomes are achieved when school and home work in partnership. We greatly value the support of our parents and carers and look forward to working closely with you throughout your child's journey at Smithills High School.

This handbook contains key information about school life and will help you to support your child during their time with us. We hope you find it useful and informative.

We set high expectations for all pupils in their learning, behaviour and conduct, and we are committed to providing a calm, purposeful and ambitious environment in which all pupils can succeed.

Thank you for taking the time to read this handbook. We look forward to working in partnership with you and to a successful year ahead.

C. Dewse.

Headteacher

VISIONS AND VALUES

Our school is an incredibly special place; we are an inclusive, caring and friendly family where every child is respected and encouraged to reach their potential and shine. This is supported by our vision of **Success for All** and our strong values that are evident in all that we do.

Our vision and values support our curriculum, our bespoke pastoral offer, our personal development and our pathway to academic success.

Nurturing **Independence**

We recognise the importance of taking charge of our intellectual growth and of being self-sufficient individuals. We take responsibility for our own actions yet know we can access the support of others for guidance.

Building **Community**

We value our community and the need for us to be positive and productive members of society. We respect views and differences when working alongside others.

Achieving **Excellence**

We value the process of striving for excellence. We ensure that whatever activities we take part in, we do them to the best of our abilities and endeavour to meet our potential.



This is what being a part of the Smithills family means to us.



ATTENDANCE

Good attendance helps pupils achieve their best. Coming to school every day supports learning, helps pupils build strong friendships, and develops important life skills such as resilience, responsibility and independence.

Research shows that pupils who attend school regularly are more likely to achieve higher exam results, have stronger friendship groups, and enjoy better opportunities in later life.

At Smithills School, we are committed to helping every pupil achieve the best attendance possible. Each pupil has a Form Tutor and Head of Year who will regularly talk about the importance of attendance, celebrate success, and help pupils set goals to improve or maintain their attendance. We also have a dedicated Attendance Team who are always available to offer advice and support to both pupils and families. Smithills School is committed to doing everything possible to help pupils attend school every day.

We understand that some families may face challenges that affect attendance. Our aim is always to work together with pupils and families to identify and remove barriers to attendance. By working in partnership, we can help every pupil attend school regularly, feel part of the school community, and reach their full potential.



REPORTING AN ABSENCE AND ATTENDANCE EXPECTATIONS

If your child is absent from school, please contact us every day that they are absent. This helps us make sure your child is safe and allows us to keep our attendance records up to date.

Please report your child's absence before 8:45am by:

- Calling the Attendance Team on 01204 842382
- Reporting the absence through the Arbor App

We understand that pupils will sometimes be unwell and unable to attend school. However, regular attendance is important for learning and success.

Our attendance expectation for all pupils is 96% or above. This is equal to no more than 10 days absent across the school year.

Our dedicated Attendance Team is here to support pupils and families. If you have any concerns about your child's attendance or need advice and support, please contact us:

Telephone: 01204 842382

Email: attendance@smithillsschool.net

Smithills School Attendance Team	
C Angus	Assistant Headteacher - Attendance
B Patel	Lead Attendance Officer
F Mohamed	Assistant Attendance Officer
J Hillyard	Assistant Attendance Officer

We will always work with families to help pupils attend school every day whenever possible.

ATTENDANCE AND MISSING SCHOOL

Every Day Counts

The law says that parents and carers must make sure their child receives a full-time education and attends school regularly.

If you have not reported your child's absence, the school will usually contact you via telephone to discuss the absence.

In some cases, a member of staff may visit your home to check that your child is safe and to offer support if needed.

When Can My Child Miss School?

Your child should attend school every day unless:

- they are too ill to attend school
- you have asked for leave in advance and the school has agreed there are exceptional circumstances
- they are taking part in a recognised religious observance
- school transport arranged by the Local Authority is not available
- your family is a Gypsy or Traveller family and needs to travel for work

What Happens If My Child Misses School Without a Good Reason?

If your child is absent without permission, the school and Local Authority may need to take action.

If attendance becomes a concern, we will work with you to understand any difficulties and provide support.

Attendance may become a concern if your child:

- misses a lot of school
- is regularly late to school
- has a pattern of absences, such as missing the same day each week

Our aim is always to work in partnership with families to improve attendance and help every child get the most from their education.

MEDICAL APPOINTMENTS, HOLIDAYS DURING TERM TIME AND UNAUTHORISED ABSENCE

Medical and Other Appointments

We ask parents and carers to book appointments outside school hours whenever possible.

We understand that this is not always possible. If your child has an appointment during the school day, please tell the Attendance Office as soon as you can.

Where possible, your child should come to school before the appointment and return to school afterwards.

Holidays During Term Time

Good attendance is important for your child's learning and success.

The law says that schools cannot normally approve holidays during term time. This means that holidays taken during term time will usually be recorded as unauthorised absence.

If there are exceptional circumstances, please contact the school to discuss your situation.

Unauthorised Absence

An absence may be recorded as unauthorised if:

- the school has not been told why your child is absent
- the reason given is not one that the school can authorise
- the school has concerns about the reason given and needs more information

If your child's attendance becomes a concern, we will usually work with you to understand any difficulties and offer support.

However, if attendance does not improve, or if a child is taken on holiday during term time without permission, parents or carers may receive a fine from the Local Authority.

For more information about attendance fines, please visit the government website: www.gov.uk/school-attendance-absence

PUNCTUALITY

At our school, the day begins promptly at 8:45am, and we ask that all pupils arrive before 8:40am to ensure they are ready for a positive start to the day.

- A warning bell will sound at 8:40am, giving pupils four minutes ("Door in Four") to make their way to their Session Zero (form) classroom.
- The school gates close at 8:45am. Pupils arriving after this time will need to enter via the Attendance Office and sign in. A late arrival after 8:45am will result in a C2 after-school correction.
- In line with national attendance regulations, the morning register closes at 9:15am. Pupils arriving after this time will be recorded as having a half-day absence, which will affect their overall attendance record.

Why arriving on time matters

Session Zero is an important part of the school day. During this time, form tutors deliver key aspects of the curriculum, provide pastoral support and mentoring, share important messages and information, and lead assemblies and other activities that help pupils prepare for the day ahead.

We greatly appreciate your support in helping your child arrive at school on time each day. If you know that your child will be late for any reason, please contact the Attendance Office.

Pupils are expected to arrive to school and lessons on time. Where lateness becomes a recurring concern, additional consequences may be applied.

However, our priority is always to work in partnership with pupils and families to understand and address barriers affecting punctuality.

In some cases, repeated lateness may lead to a meeting with parents or carers, where we will work together to identify supportive strategies and improve punctuality.

ATTENDANCE MATTERS

Lost minutes = Lost learning



Every school day counts BUT every minute is equally important!

UNIFORM EXPECTATIONS

COMPULSORY

Year Group Tie (branded)
Shirt
Blazer (branded)
Grey trousers
Grey pleated skirt
Appropriate black footwear
School bag



OPTIONAL

Black jumper for
all year groups
(branded)

UNIFORM EXPECTATIONS

BOYS PE KIT

Long sleeved top (branded)
Shorts (branded)
Socks

OPTIONAL

Trainers, football boots and shin pads will also be required.



GIRLS PE KIT

Long sleeved top (branded)
Shorts or Skort (branded)
Socks

OPTIONAL

Trainers are essential NOT pumps.



UNIFORM EXPECTATIONS

Uniform will be checked at the entrance to school each day.

Shirts should be tucked in and the top button fastened.

Blazers and ties must also be worn at all times.



Item	Expectation
Blazer with Smithills badge on it	The blazer must be worn at all times. Please note, pupils will be advised when they are permitted to remove blazers outside of the classroom due to weather conditions.
Grey pleated skirt or grey trousers	- Knee length skirts may be worn - Full length (not ¾ length) trousers must be worn on the waist. - Pupils may wear full length trousers with a pleated skirt (no leggings)
Black belt	Only black belts with a small, plain buckle are permitted. Belts must be worn inside belt loops
White shirt	Must be tucked into the skirt or trousers with all buttons done up
School jumper	This is an optional item if pupils wish to wear an additional layer to keep warm
Plain white, grey or black socks/ black or grey tights	- If wearing a skirt, socks must be white, grey or black and knee or ankle length - If wearing trousers, socks must be white, grey or black and ankle length - Trainer socks are not permitted
Appropriate black footwear	- Footwear must have no emblems, white or coloured markings - Boots must not be worn - The school retains the final decision on whether a shoe is in line with the policy
Hair	- Hair must always be kept off the face and not fall below the eyebrows - Hair that falls below the collar should be tied back - For hair that falls below the collar and cannot be tied at the back of the head, a larger headband should be used to keep the hair together - Distinct shape-up/shaping of the hairline is not permitted and there should be no hair markings or shapes cut into the hair - There must be no distinct contrast (including 'step') between the top, the back and the sides of the hair; any short sides and back must be blended gradually into the top of the hair - Hair must be the pupil's natural colour - Eyebrows must not be shaved or have any markings in them - Facial hair must be clean shaved or natural - The school retains the final decision on whether hair, including facial hair, is in line with the policy
Jewellery	- No jewellery is permitted, except for a single/pair of small, plain, round gold or silver stud earrings in the lobe of the ear - Diamante stud earrings are not permitted. No other form of body piercing is allowed - A watch may be worn providing its only function/feature is telling the time e.g., no smartwatches, watches with alarms or sound effects, watches with calculators or video/audio recording capability - Jewellery and watches must be removed before all P.E. lessons - Watches need to be removed for all external exams in line with the JCQ guidance.
Head covering	Faces must always be fully visible; full or partial face coverings are not permitted

UNIFORM EXPECTATIONS

Smithills School Uniform Footwear

YES...



- Appropriate plain black footwear
- No white marks or emblems









NO...



- Inappropriate black footwear e.g. boots
- White/coloured logos or emblems











SMART CLOTHING

OFFICIAL SCHOOL UNIFORM STOCKISTS Est 1995

Bolton's Premier School Uniform Outfitter



We stock a wide variety of coats, bags, stationery, shoes & swimwear etc.

Available in store

Schoolwear available all year round

Low prices guaranteed

We are facing Blackhorse Street, on the side of Bolton Market

Shops 5, 6 & 7, Bolton Market Complex, Blackhorse St, Bolton BL1 1SY

Tel: 01204 392 610

www.smartschoolwear.co.uk



Back To School Opening Times: Monday - Saturday 9am - 5.30pm
Bank Holiday & Sundays* 10am - 4pm

*Only applies to last Bank Holiday in August and last 4 Sundays before the new term starts in September

All major credit cards accepted.  We accept payments by klarna on our website [Klarna](#).

A young man with dark hair and glasses, wearing a dark suit, white shirt, and a red tie with green and white stripes, is sitting at a desk in a classroom. He is focused on writing in a notebook with a red cover. Other students and desks are visible in the background, slightly out of focus. The image is overlaid with a dark blue geometric shape in the bottom left corner containing text and a logo.

NURTURING INDEPENDENCE



THE SCHOOL DAY

School starts at 8:45am every day, therefore pupils need to be in the building for 8:40am.

8:40	Warning Bell
8:45-9:25	Session Zero
09:25-10:25	Period 1
10:25-11:25	Period 2
11:25-11:40	Break
11:40	Warning Bell
11:45-12:45	Period 3
12:45-13:15	Period 4A
13:15-13:45	Period 4B
13:45-14:15	Period 4C
14:15-15:15	Period 5

Lunch Times	12:45-13:15	13:15-13:45	13:45-14:15
Year 7 (Lower)	1st Half of lesson	Lunch	2nd Half of lesson
Year 10 (Upper) Year 11 (Lower)	Lunch		
Year 8 (Upper) Year 9 (Lower)			Lunch

SESSION ZERO

At Smithills School, every pupil begins the school day with Session 0. This is an important part of our daily routine and helps pupils start the day calmly, purposefully and ready to learn.

For pupils in Key Stage 3 (Years 7–9), Session 0 provides regular opportunities to develop the foundational knowledge and skills they need to be successful across the curriculum. These sessions focus on reading, literacy, numeracy and wider personal development through assemblies. We know that pupils are more successful when they can read fluently, understand what they read, use vocabulary accurately, communicate clearly and apply key numeracy skills with confidence. Session 0 helps pupils practise these skills regularly so that they become more fluent and confident learners.

Years 7-9

Each week, Key Stage 3 pupils will take part in:

- one assembly
- two Session 0 reading sessions
- one key literacy session
- one numeracy session

As pupils move into Key Stage 4, Session 0 is adapted to meet the needs of pupils preparing for GCSE examinations and life beyond school.

Year 10

Each week, Year 10 pupils will take part in:

- one assembly
- two Session 0 reading sessions
- two PSHE sessions

Year 11

Each week, Year 11 pupils will take part in:

- one assembly
- two PSHE sessions
- two Boost sessions

SESSION ZERO

Session 0 Assembly

Each week, pupils will attend an assembly. Assemblies support pupils' personal development and help build a strong sense of community. They provide opportunities to explore key themes linked to school values, expectations, safeguarding, attendance, behaviour, achievement, careers and wider life beyond school.

Assemblies also allow pupils to reflect on important messages, celebrate success and understand their role as positive members of the Smithills community.

Session 0 Reading

Pupils in Years 7–10 take part in Session 0 reading twice a week. During these sessions, the teacher reads aloud as a model of expert reading. This includes accurate pronunciation, fluency, expression and prosody. Prosody means reading with appropriate rhythm, tone, pace and expression. When pupils hear expert reading modelled well, it supports their understanding of the text and helps them develop as confident readers.

During Session 0 reading, pupils will listen carefully, follow the text and answer key comprehension questions. These questions help pupils check their understanding, retrieve important information, make inferences and discuss key ideas.

Pupils will also use turn and talk strategies to support oracy. This means pupils are given structured opportunities to discuss their ideas with a partner before sharing more widely. Turn and talk helps pupils rehearse their thinking, develop confidence in speaking and improve the quality of their responses.

These reading sessions are designed to support pupils to access texts with increasing confidence across all subjects.

Session 0 Literacy

For Key Stage 3 pupils, one Session 0 each week is focused on key literacy. These sessions support pupils to develop the reading, writing, speaking and vocabulary skills they need to succeed across the curriculum. Literacy sessions may focus on areas such as:

- key vocabulary
- spelling
- grammar
- punctuation
- sentence construction
- comprehension
- extended writing
- speaking in full sentences
- using academic and subject-specific language accurately

SESSION ZERO

Strong literacy skills help pupils communicate clearly, understand challenging texts and express their knowledge successfully in lessons, assessments and examinations.

Session 0 Numeracy

For Key Stage 3 pupils, one Session 0 each week is focused on numeracy. These sessions support pupils to develop confidence and fluency with key mathematical knowledge and skills. Numeracy sessions may focus on areas such as:

- number facts
- times tables
- fractions, decimals and percentages
- calculations
- mathematical vocabulary
- problem solving
- interpreting graphs, charts and data
- applying numeracy across different subjects

Numeracy is not only important in mathematics. Pupils use numeracy in science, geography, technology, PE, business, health and social care, and many other areas of the curriculum. Strong numeracy skills also help pupils in everyday life and future employment.

Session 0 PSHE

For pupils in Years 10 and 11, Session 0 includes two PSHE sessions each week. These sessions support pupils' personal development and prepare them for life beyond school. Topics include health and wellbeing, relationships, careers, financial education, citizenship and preparation for adulthood. Through PSHE, pupils develop the knowledge, understanding and skills needed to make informed decisions and become responsible, confident members of society.

Session 0 Boost

For pupils in Year 11, Session 0 includes two Boost sessions each week. These sessions provide targeted support in English, mathematics or science. Boost sessions focus on strengthening key knowledge, addressing gaps in learning and improving GCSE outcomes through retrieval practice, exam preparation and focused intervention.

Why Session 0 Matters

Session 0 helps pupils strengthen the core knowledge and skills they need for success. Reading, literacy and numeracy are essential foundations for learning.

SESSION ZERO

For Key Stage 3 pupils, Session 0 focuses on developing the foundational knowledge and skills that underpin success across all subjects through reading, literacy and numeracy. For Year 10 pupils, Session 0 continues to develop reading fluency and comprehension whilst supporting personal development through PSHE. For Year 11 pupils, Session 0 focuses on personal development and targeted academic intervention, helping pupils strengthen their knowledge and improve their GCSE outcomes.

When pupils can use these skills fluently, they are better able to access the curriculum, understand new ideas, complete tasks independently and demonstrate what they know.

By practising these skills regularly, pupils build confidence, independence and resilience. Session 0 supports our school vision of Success for All. It helps ensure that every pupil has the foundations they need to learn well, achieve well and prepare for future success.



ACHIEVE AND THRIVE

At Smithills School, pupils follow two key routines: ACHIEVE and THRIVE. These routines support our vision of Success for All. They help pupils understand what is expected of them every day, in every classroom and around the school site. They also help create calm, purposeful and respectful learning environments where pupils can be successful.

ACHIEVE

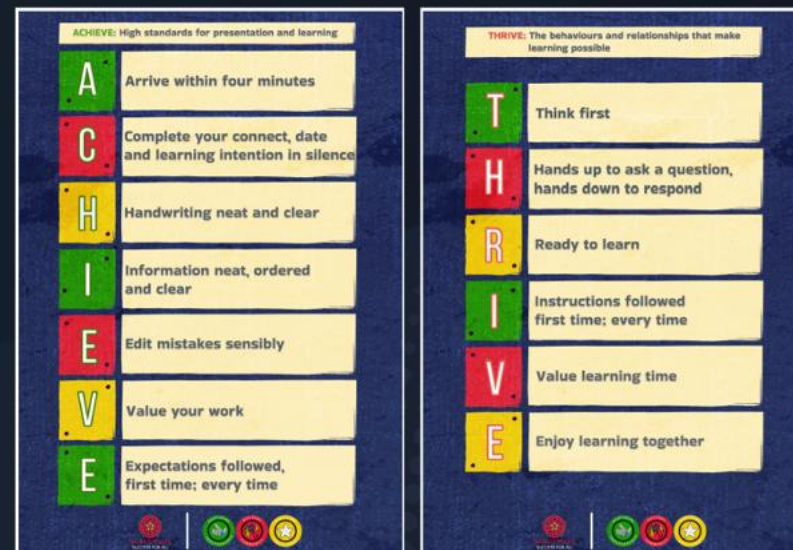
ACHIEVE is our learning routine. It helps pupils understand how to engage positively in lessons, present themselves as learners and take pride in their work. ACHIEVE helps pupils build the habits they need to become successful learners. It supports pupils to be organised, focused and independent.

THRIVE

THRIVE is our behaviour and relationships routine. It supports pupils to make positive choices, show respect and contribute to a calm and safe school environment. THRIVE helps pupils understand that positive behaviour, strong relationships and respect for others are essential parts of school life.

Lesson routines

On a daily basis, pupils will follow clear and consistent classroom routines. These routines help pupils feel safe, understand expectations and focus on learning. This will include, but is not limited to:



Routine 1: Meet, Greet and Connect

During this routine pupils are expected to:

- walk purposely to their lesson
- enter the classroom in a calm manner
- complete the connect activity that has been prepared for them

This phase of the lesson is designed to connect prior knowledge and future activities, making them feel safe, setting the scene for learning and helping pupils to understand the benefits of learning.

Routine 2: Activate

During this routine pupils are expected to:

- Engage in the introduction of new learning
- Be curious
- Ask and answer questions to gain and gauge understanding
- Problem solve
- Collaborate
- Use the success criteria and modelling to independently take part in appropriate tasks

This phase of the lesson is designed to activate new knowledge and build schema.

Routine 3: Demonstrate

During this routine pupils are expected to:

- Explain, document or depict new learning and ideas
- Respond to questioning with honesty to allow the teacher to gauge an understanding of where each individual is at
- Use the opportunity of deliberate practice in a safe space to gain feedback
- Take part in carefully crafted and structured discussions

This phase of the lesson is designed for pupils to show they have grasped the key elements of the lesson through the application of knowledge and skills.

Routine 4: Consolidate

During this routine pupils are expected to:

- Review for recall and retention
- Reflect on their learning
- Ensure they understand the homework to be completed and know the deadline, recording this in their planners
- Pack away and stand behind their chair ready to be dismissed
- Move quietly and purposefully to their next lesson or social area

This phase of the lesson is designed for the teacher to gain information about progress and make decisions about how to move pupils forward with their learning.

ACHIEVE AND THRIVE

Equipment

Being ready to learn means having the correct equipment every day. To support this, we provide all pupils with an equipment pack.

The equipment pack includes:

- black pen
- blue pen
- purple pen
- mini-whiteboard
- whiteboard pen
- whiteboard cloth
- ruler
- pencil
- rubber

Pupils are expected to look after their equipment pack and bring it to school every day. Once an item runs out or needs replacing, pupils can either bring in a replacement bought from elsewhere or purchase a replacement item from school using their fingerprint.

In addition to their equipment pack, pupils are expected to bring:

- required exercise books for the day
- homework exercise book
- homework booklet for the half term
- PE kit and trainers where appropriate

Equipment is checked regularly. If pupils do not have the correct equipment, staff will support them to resolve this, but pupils are expected to develop the habit of preparing properly for school each day. Families can support by helping pupils check their bag each evening and ensuring they have the equipment, books and kit they need for the next school day.

KEY STAGE 3

BANDING AND SETTING

To ensure that every student receives the appropriate level of support and challenge from the start of Year 7, students are placed into teaching bands and sets using the information available before they join the school.

How Banding Works

Students are placed into one of three bands based on their prior attainment:

- C Band – Higher prior attainment
- D Band – Middle prior attainment
- B Band – Developing prior attainment

Banding is based on students' Key Stage 2 (KS2) scaled scores, with students ranked according to their overall performance.

- C Band comprises approximately 90 students with the highest KS2 scaled scores.
- D Band comprises up to 90 students.
- B Band includes the remaining students and is therefore the smallest band wherever possible.

Where KS2 scaled scores are unavailable, Cognitive Abilities Test (CAT) scores are used to determine the most appropriate band placement.

Teaching Sets

Not all subjects are taught in sets during Key Stage 3, and some subjects do not set in Year 7 at the start of the year.

Setting is used in the subjects where it is considered to best support students' learning and progress.

These initial sets are created within each band again using:

- KS2 scaled scores, where available; or
- CAT scores, where KS2 data is unavailable.

Students will remain in their teaching bands in mixed ability sets for other subjects. As students settle into secondary school and further assessment information becomes available, additional setting arrangements may be introduced in other subjects where appropriate.

Reviewing Placements

We recognise that students' attainment and confidence can develop rapidly during their first years of secondary school. For this reason, band and set placements are reviewed following cumulative assessment data points twice throughout the year.

Teachers use a range of evidence, including cumulative internal assessment data, classwork, and professional judgement, to monitor students' progress. Where appropriate, students may move between teaching sets to ensure they continue to receive the appropriate level of challenge and support.

Our aim is to provide a learning environment in which every student can achieve their full potential while benefiting from teaching that is matched to their individual needs.

CURRICULUM MODEL

At Smithills, we follow a two-week timetable, where Week A and Week B alternate. While students study the same subjects in both weeks, the schedule varies slightly, with lessons arranged in a different order depending on the week.

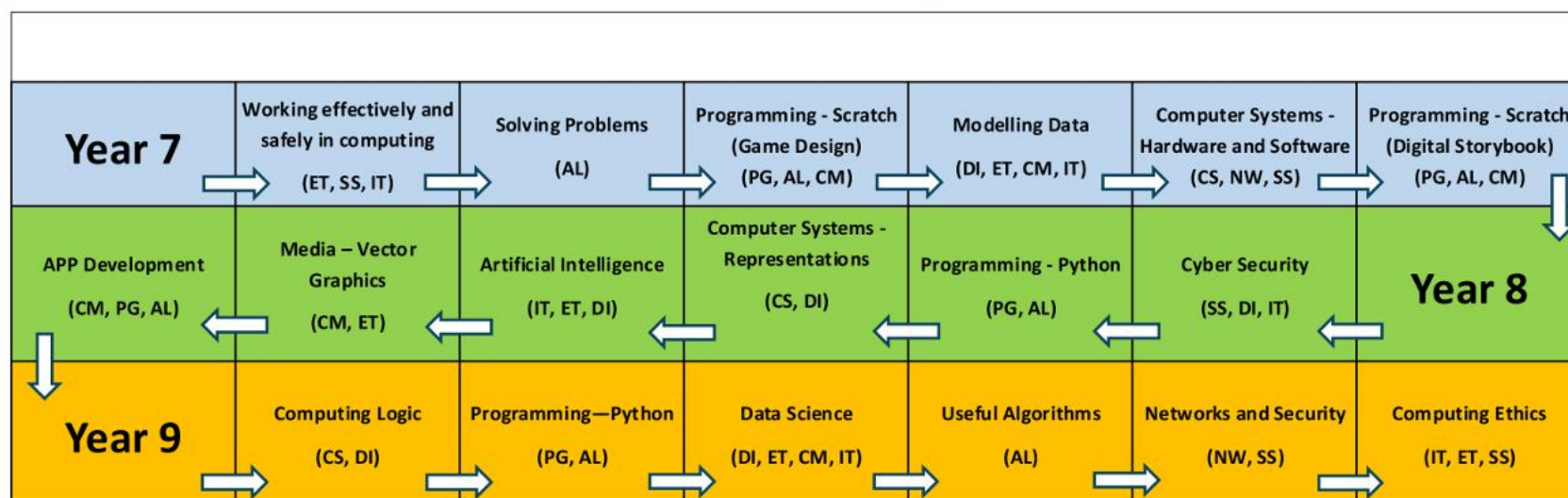
Year 7		Year 8		Year 9		Year 10		Year 11	
English	8	English	8	English	7	English	10	English	10
Maths	8	Maths	7	Maths	8	Maths	10	Maths	10
Science	6	Science	7	Science	7	Science	10	Science	10
Geography	4	Geography	4	Geography	4	Humanities Option	6	Humanities Option	5
History	4	History	4	History	4	Option 1	6	Option 1	5
RE	3	RE	3	RE	3	Option 2	6	Option 2	5
PE	3	PE	3	PE	3	PE	2	PE	2
Art	2	Art	2	Art	2			Boost (English, Maths, Science)	3
Computing	2	Computing	2	Computing	2				
Dance	1	Dance	1	Dance	1				
Drama	1	Drama	1	Drama	1				
Design Technology	1	Design Technology	1	Design Technology	1				
Food	1	Food	1	Food	1				
Music	2	Music	2	Music	2				
MFL	4	MFL	4	MFL	4				



ART CURRICULUM MAP



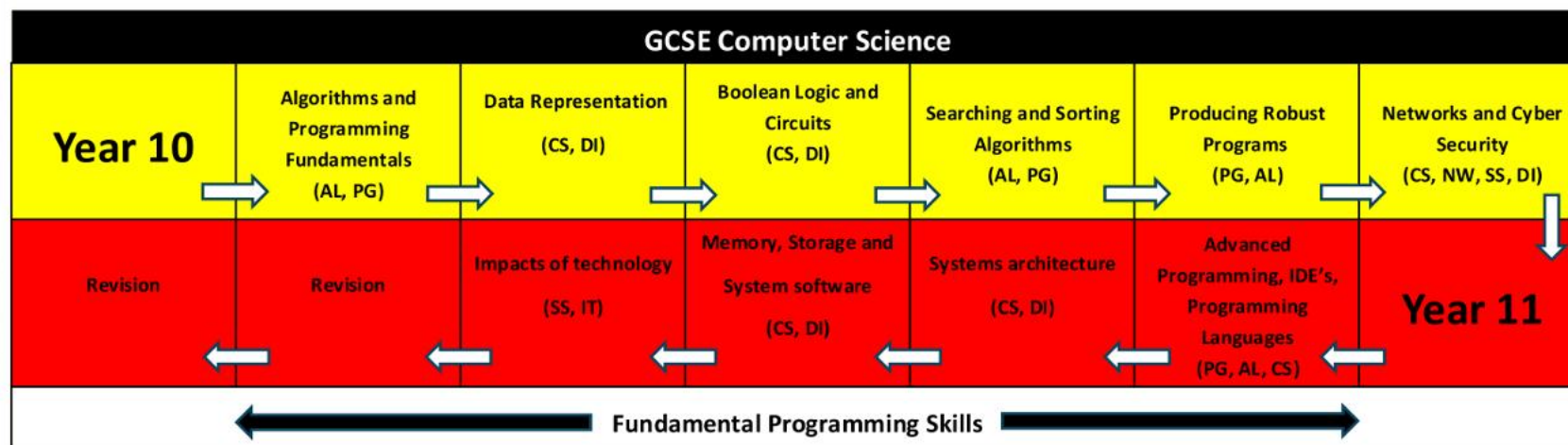
COMPUTING CURRICULUM MAP



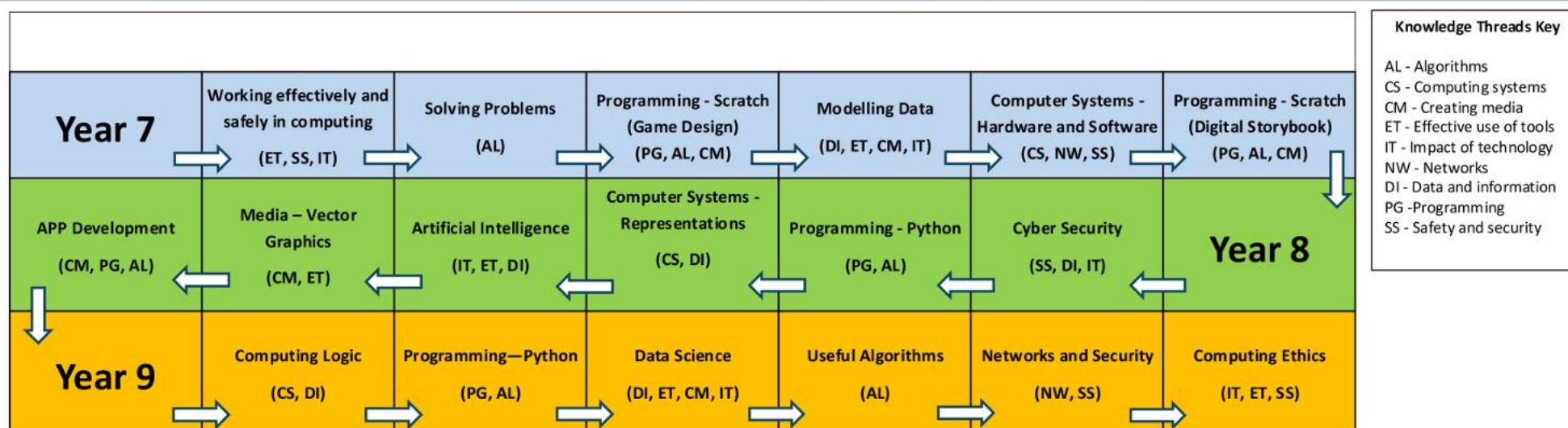
Knowledge Threads Key

AL - Algorithms
 CS - Computing systems
 CM - Creating media
 ET - Effective use of tools
 IT - Impact of technology
 NW - Networks
 DI - Data and information
 PG - Programming
 SS - Safety and security

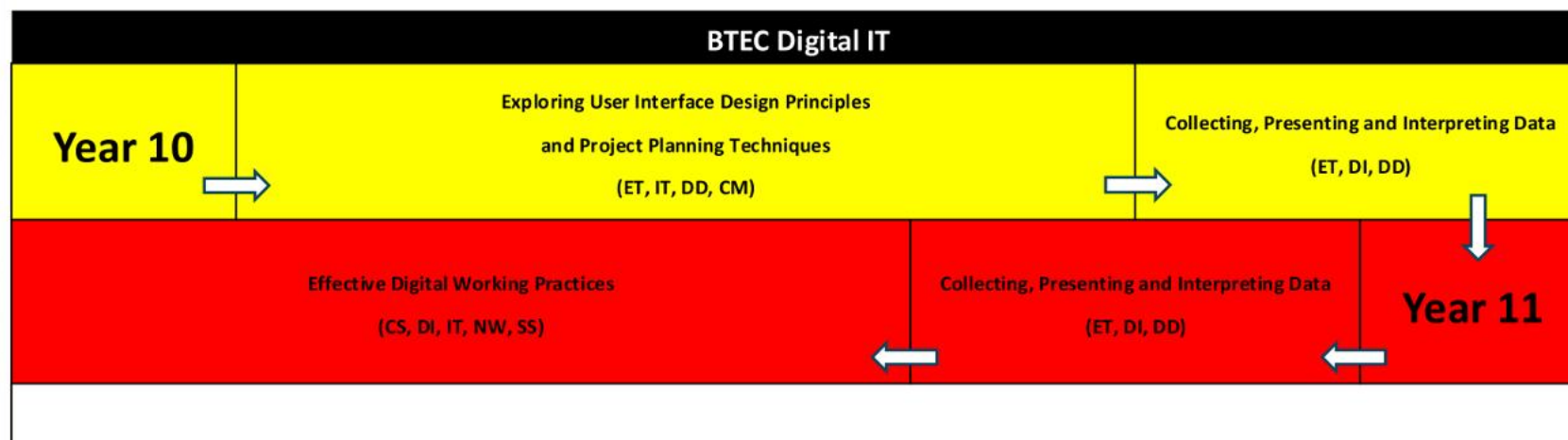
Option to pick GCSE Computer Science



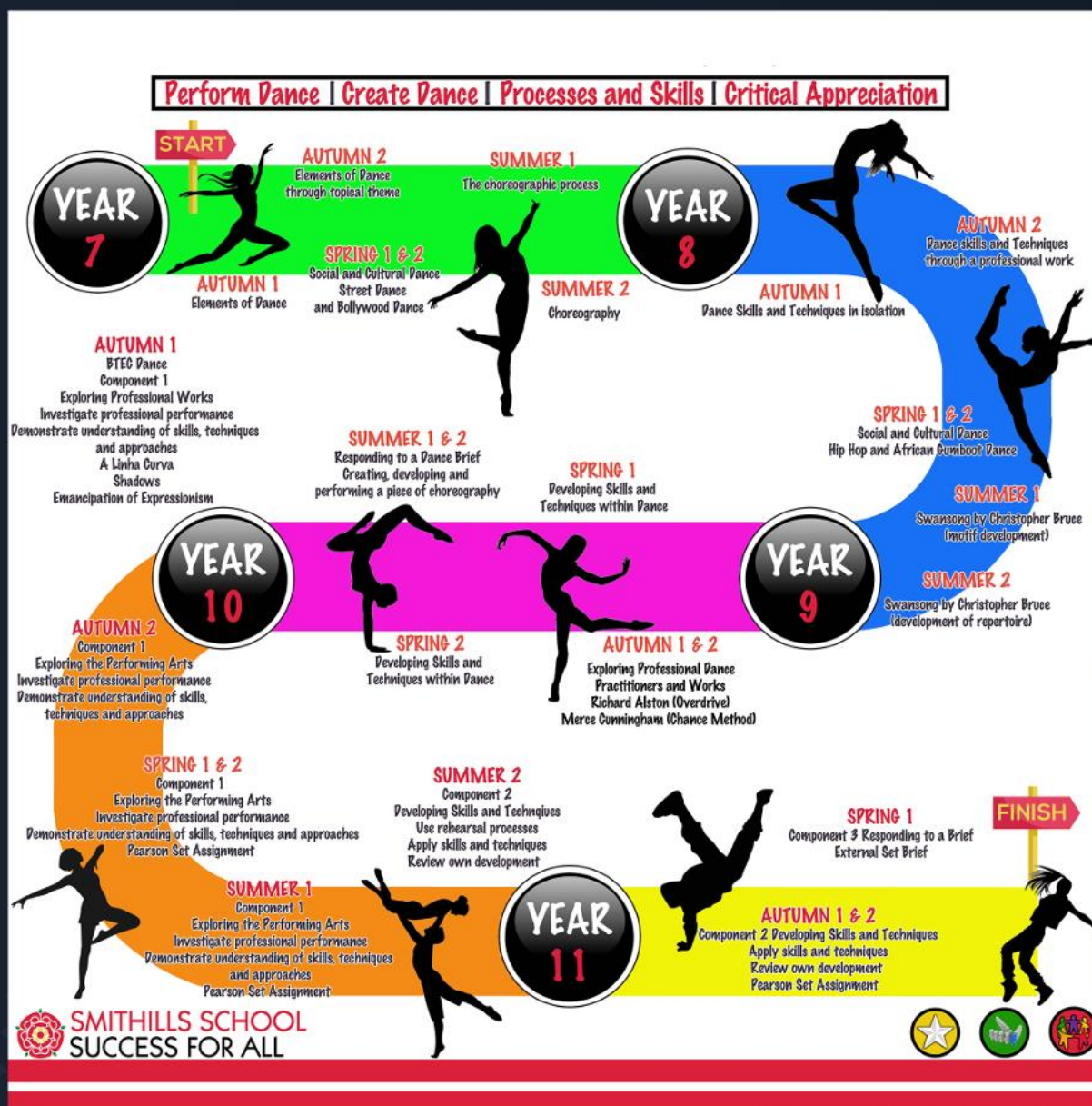
DIGITAL IT CURRICULUM MAP



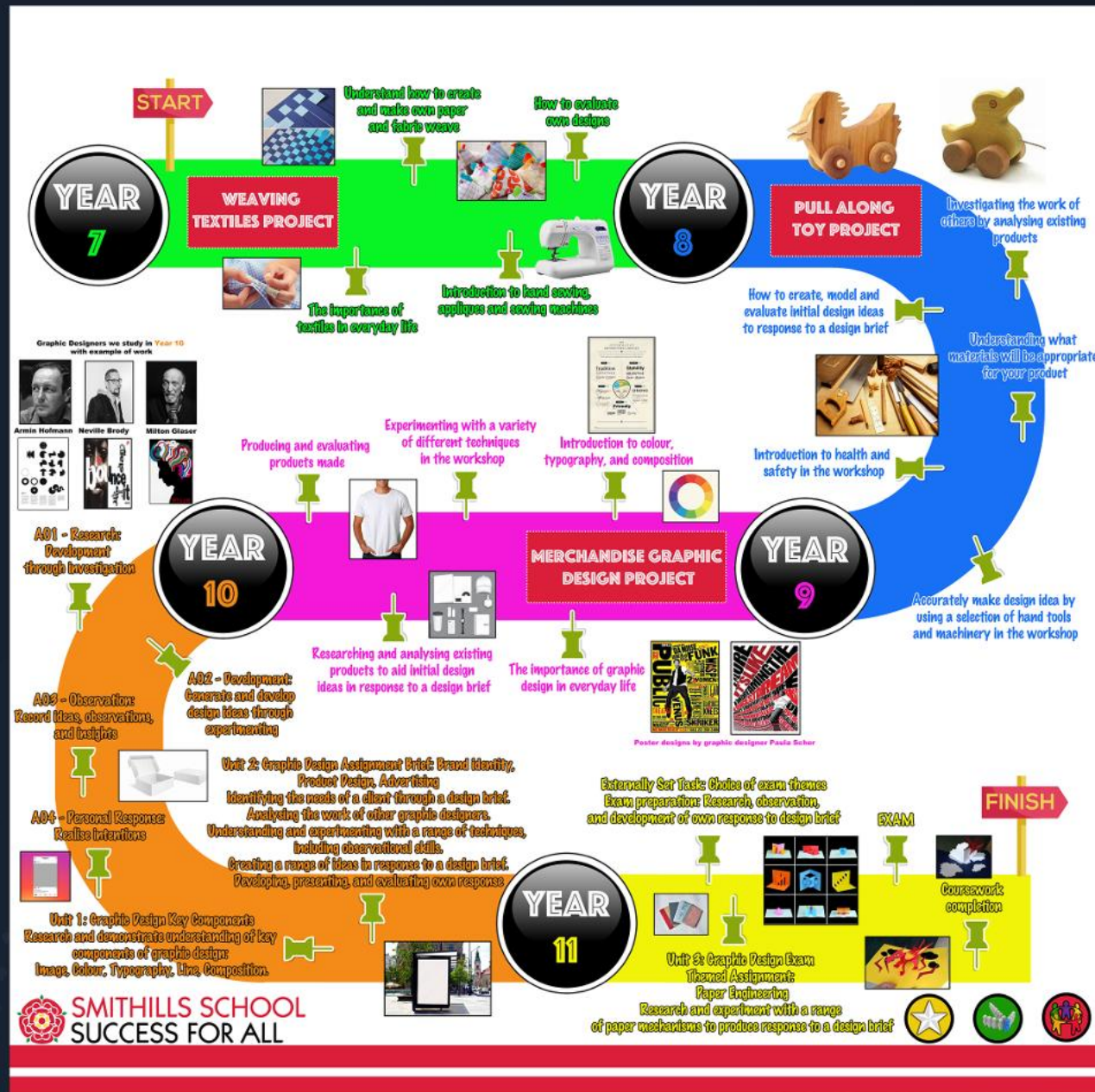
Option to pick BTEC Digital Information Technology (DIT)



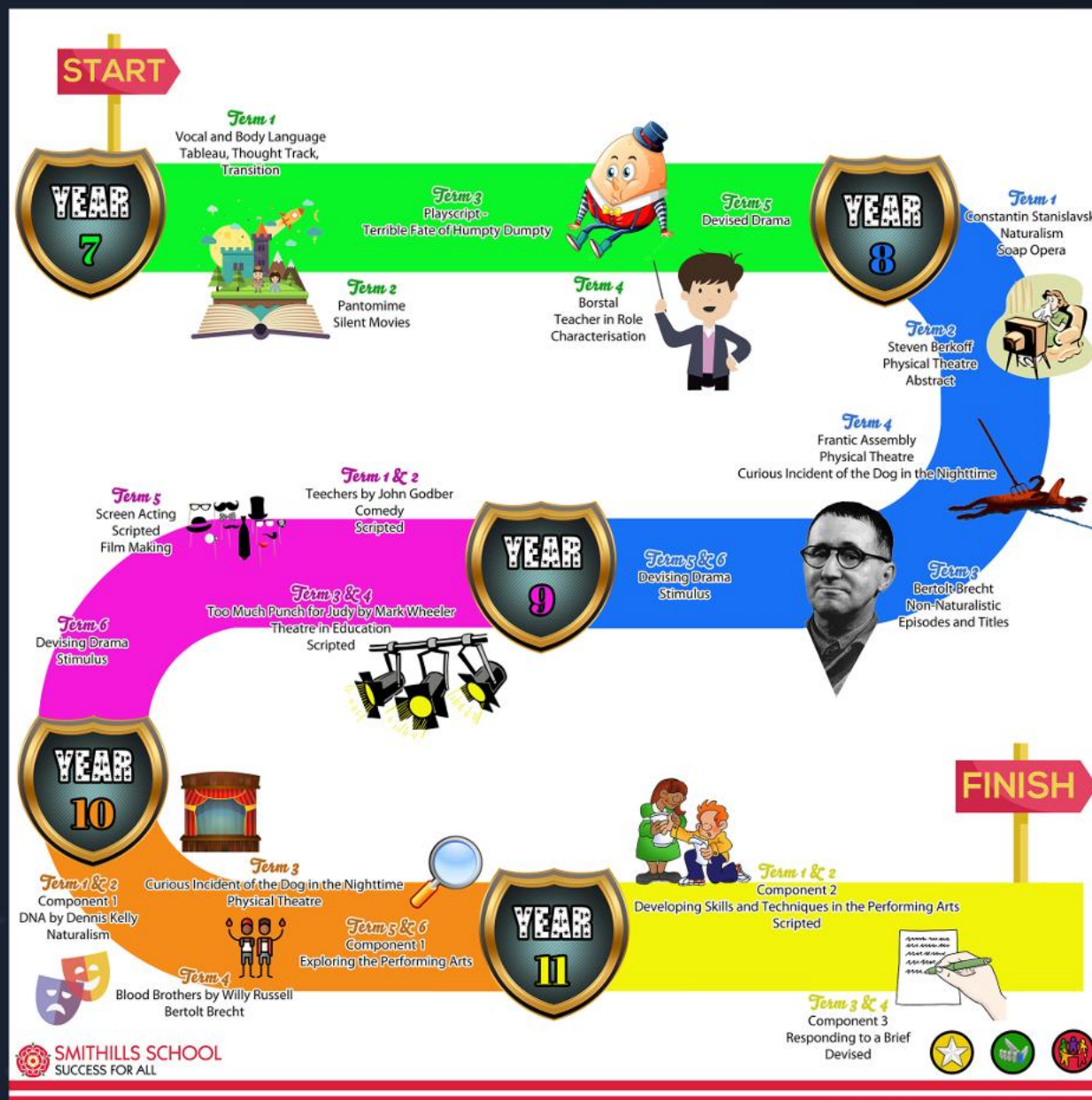
DANCE CURRICULUM MAP



DESIGN TECHNOLOGY CURRICULUM MAP



DRAMA CURRICULUM MAP



ENGLISH CURRICULUM MAP



Through reading, writing and discussion, students explore how literature reflects society, identity, power and human experience.



YEAR 7

FOUNDATIONS OF LITERATURE & IDENTITY

Exploring stories, societies and belonging

LITERATURE THROUGH TIME

ANIMAL FARM
(George Orwell)

THE BREADWINNER
(Deborah Ellis)

THREADED THROUGHOUT

YEAR 8

POWER, CONFLICT & HUMAN NATURE

Understanding people, power and society

THE TEMPEST
(Shakespeare)

DR JEKYLL AND MR HYDE
(Robert Stevenson)

OF MICE AND MEN
(Steinbeck)

THREADED THROUGHOUT

YEAR 9

SOCIETY, RESPONSIBILITY & IDENTITY

Exploring identity and moral choices

JULIUS CAESAR
(Shakespeare)

AN INSPECTOR CALLS
(J.B. Priestley)

TRANSACTIONAL WRITING

IDENTITY POETRY

YEAR 10

GCSE FOUNDATIONS

Conflict, power and human experience

POWER & CONFLICT ANTHOLOGY

A CHRISTMAS CAROL
(Charles Dickens)

UNSEEN POETRY

BLOOD BROTHERS
(Willy Russell)

PLAUSIBLE NARRATIVES

EDUQAS LANGUAGE PAPER 1 SECTION A

Studied alongside poetry, A Christmas Carol and Blood Brothers

YEAR 11

GCSE COMPLETION & REVISION

Consolidation and examination success

MACBETH
(Shakespeare)

EDUQAS LANGUAGE PAPER 2

INTERLEAVED LITERATURE REVISION

EDUQAS LANGUAGE PAPER 1 & PAPER 2 REVISION

EXAM PRACTICE & REVISION

KEY

Literature

Language

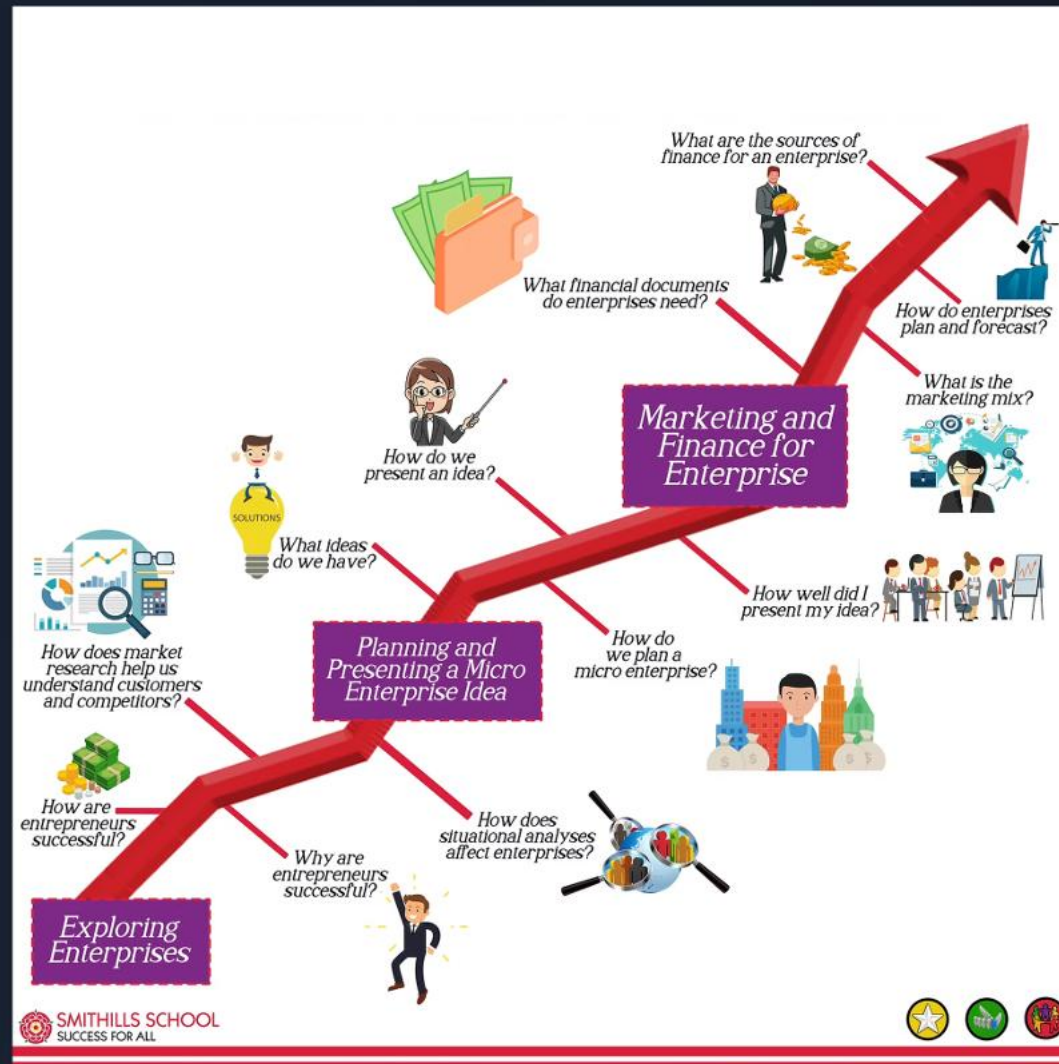
Writing

GCSE Preparation

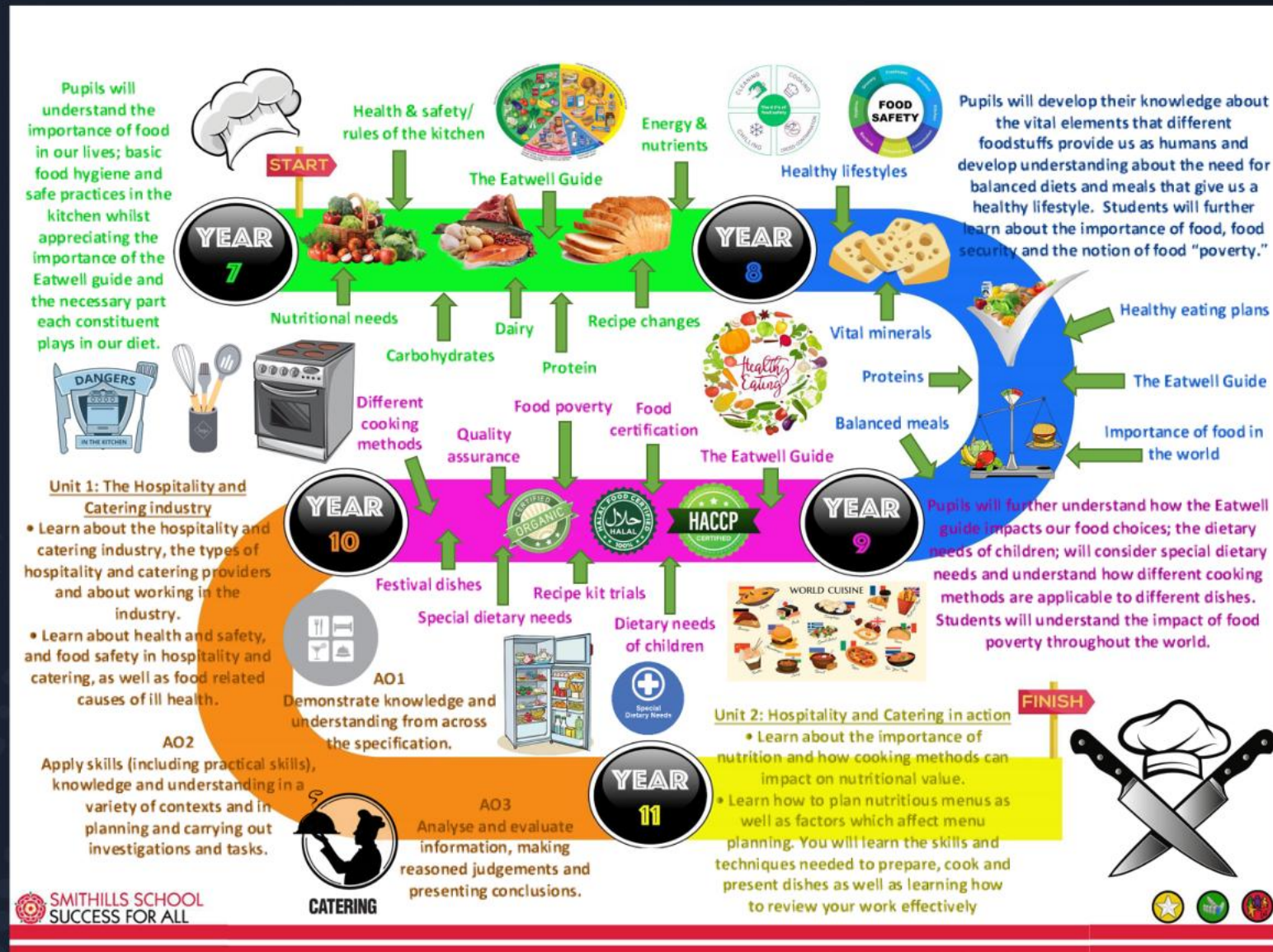
Revision & Exam Readiness

SMITHILLS SCHOOL
SUCCESS FOR ALL

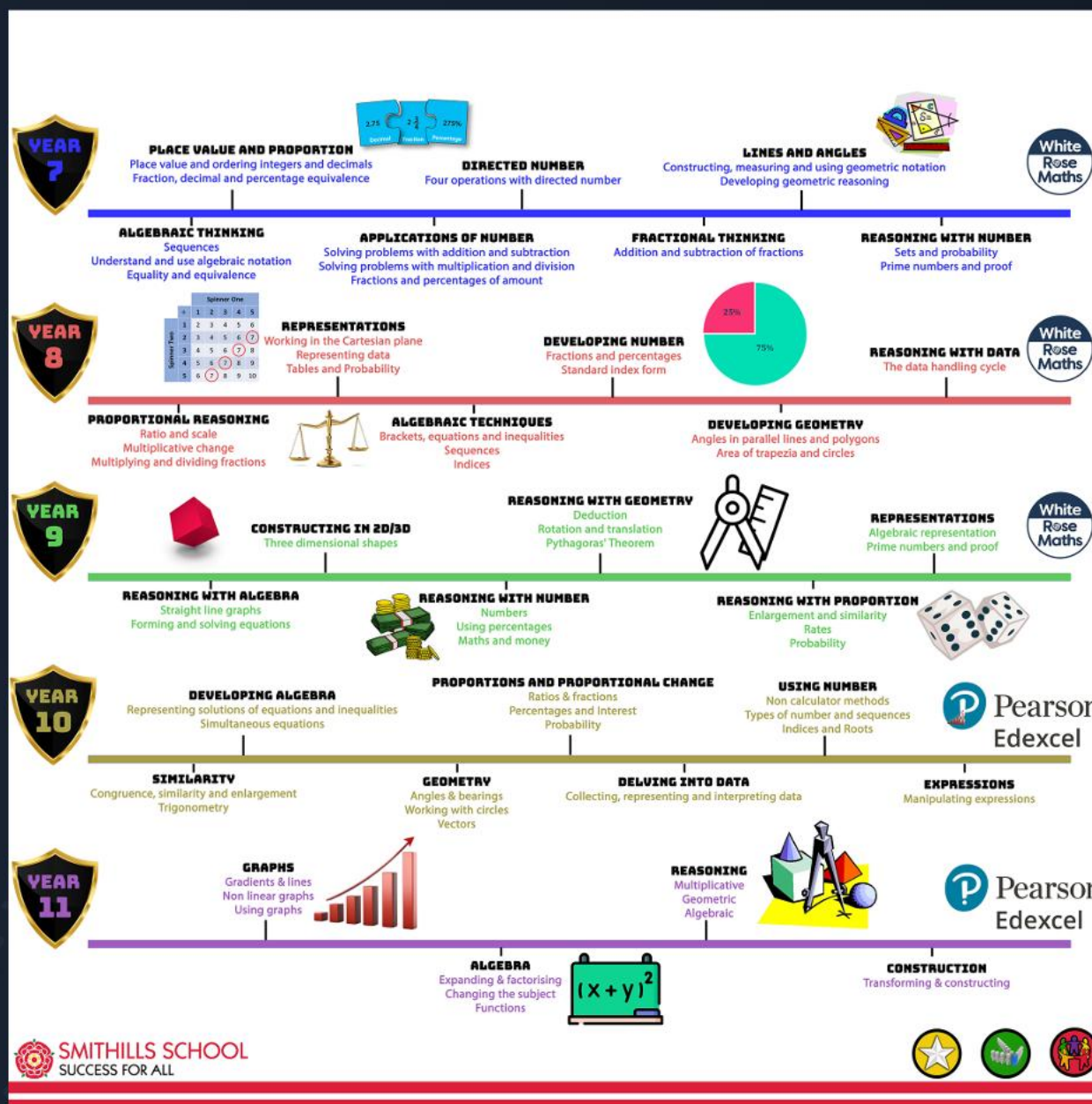
ENTERPRISE CURRICULUM MAP



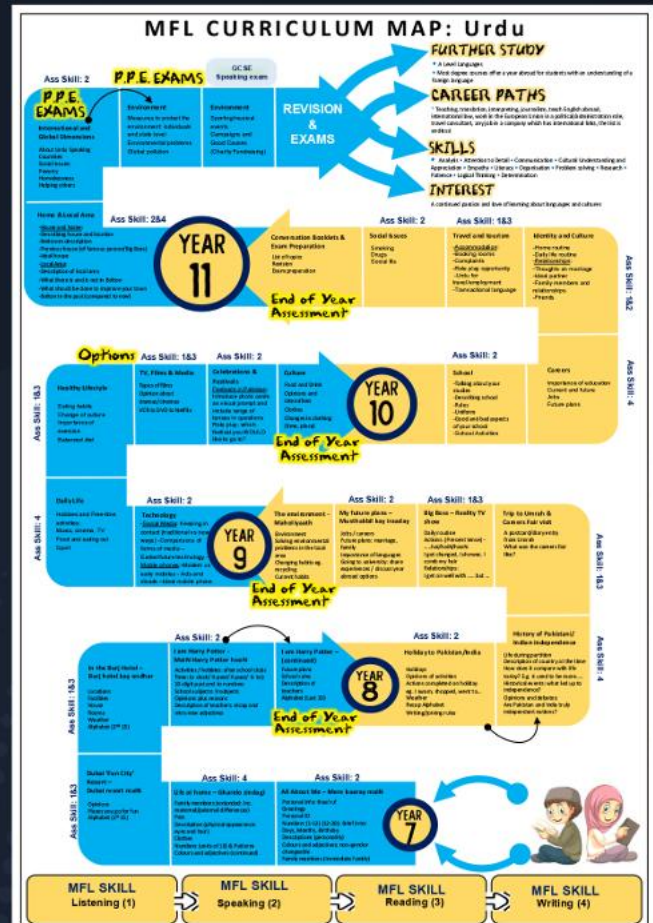
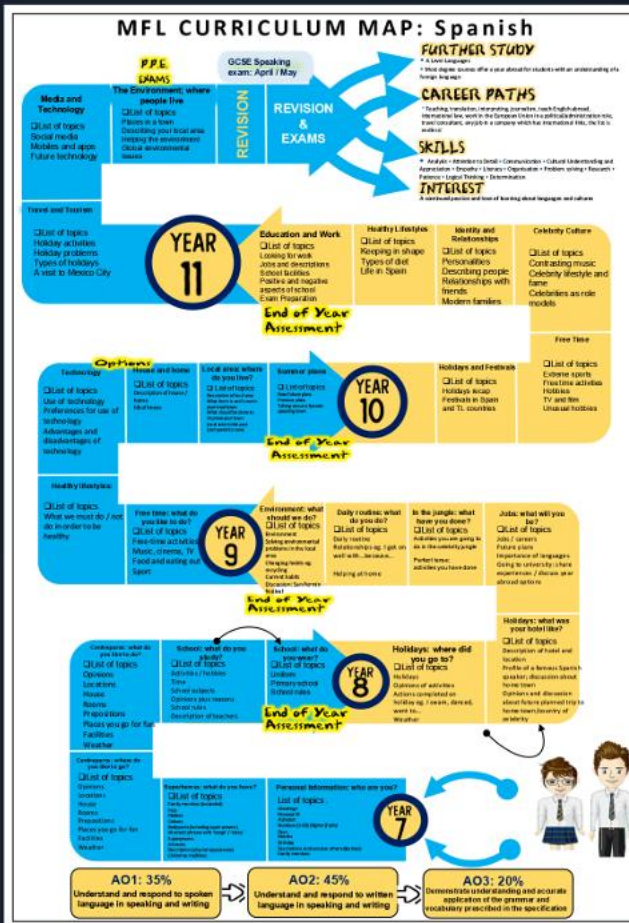
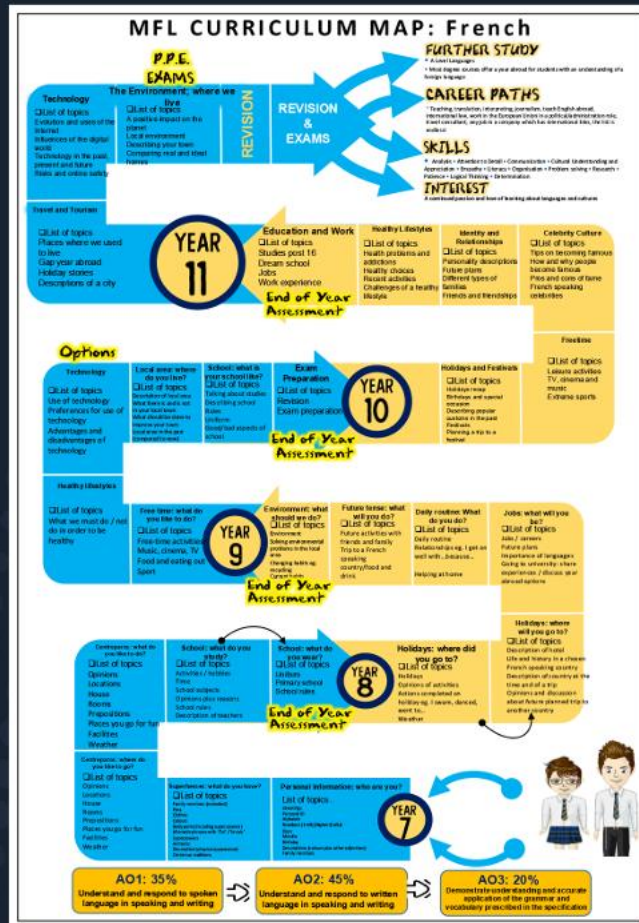
FOOD TECHNOLOGY, HOSPITALITY & CATERING CURRICULUM MAP



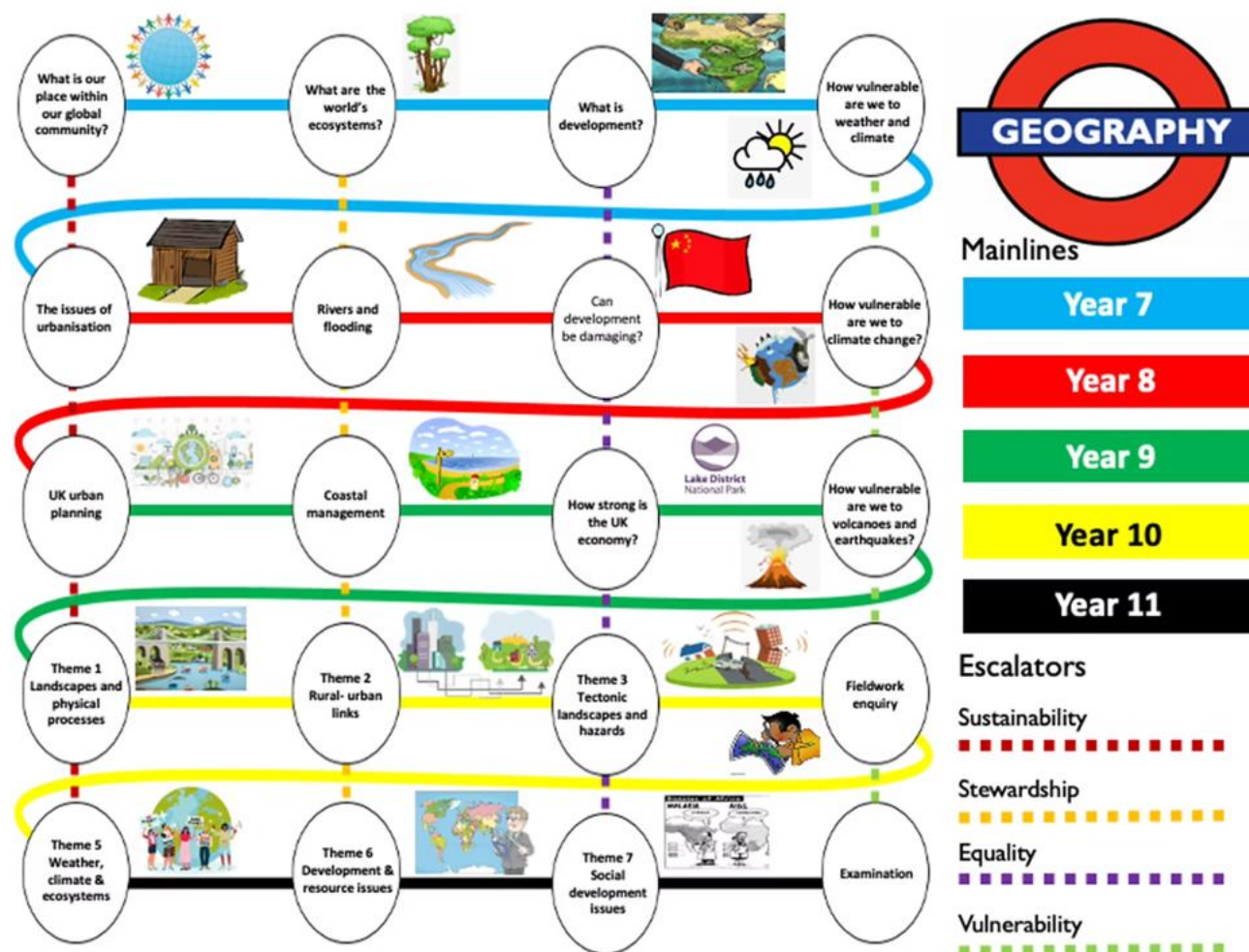
MATHS CURRICULUM MAP



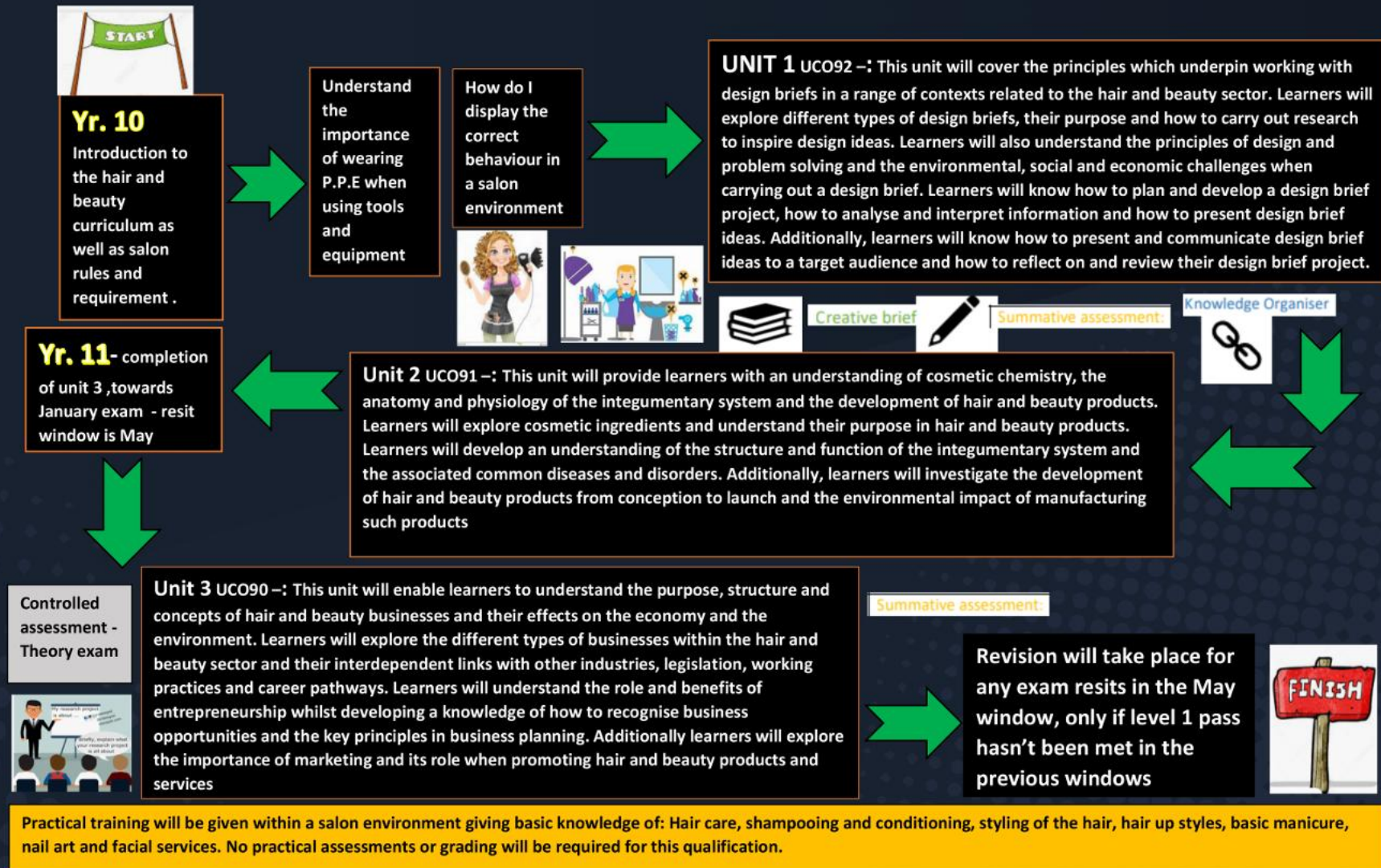
MFL CURRICULUM MAP



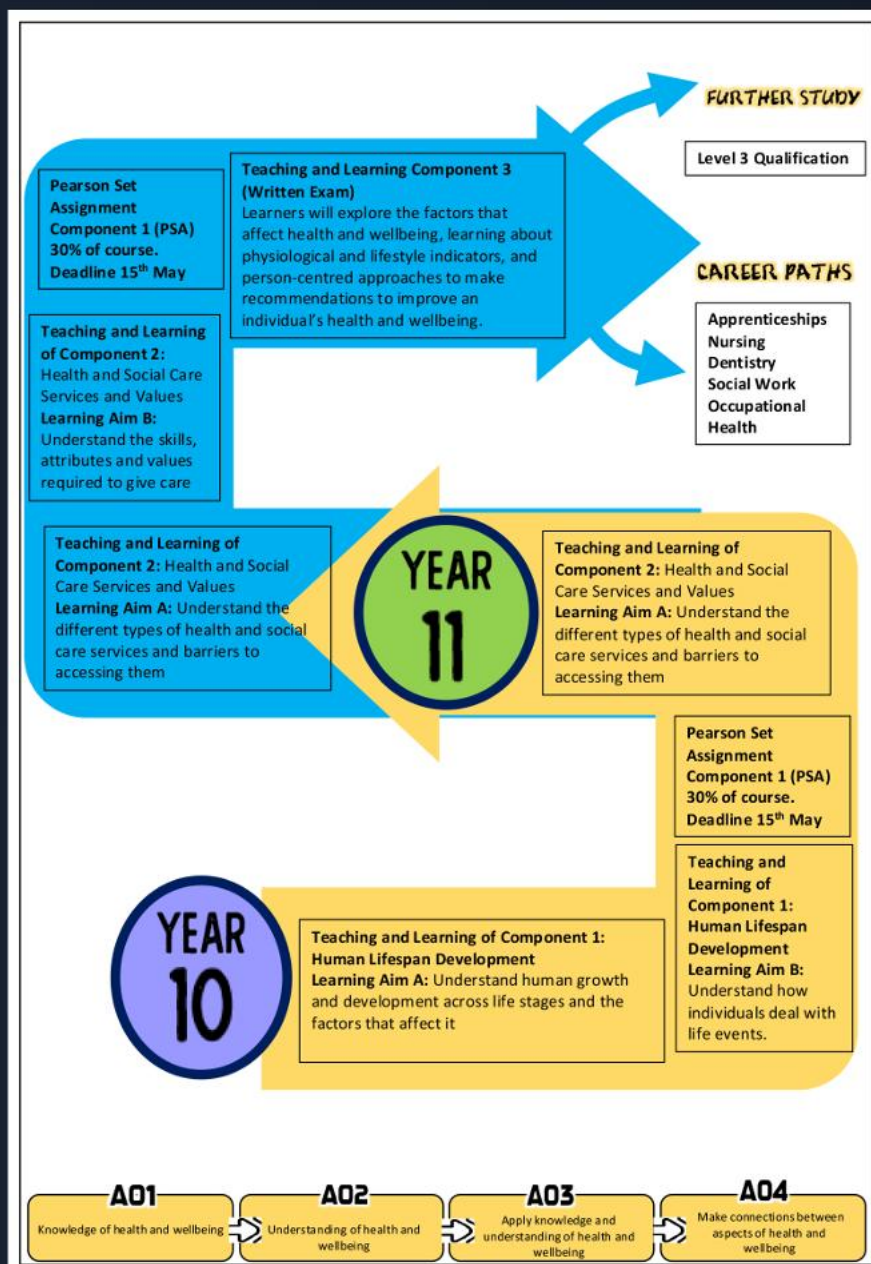
GEOGRAPHY CURRICULUM MAP



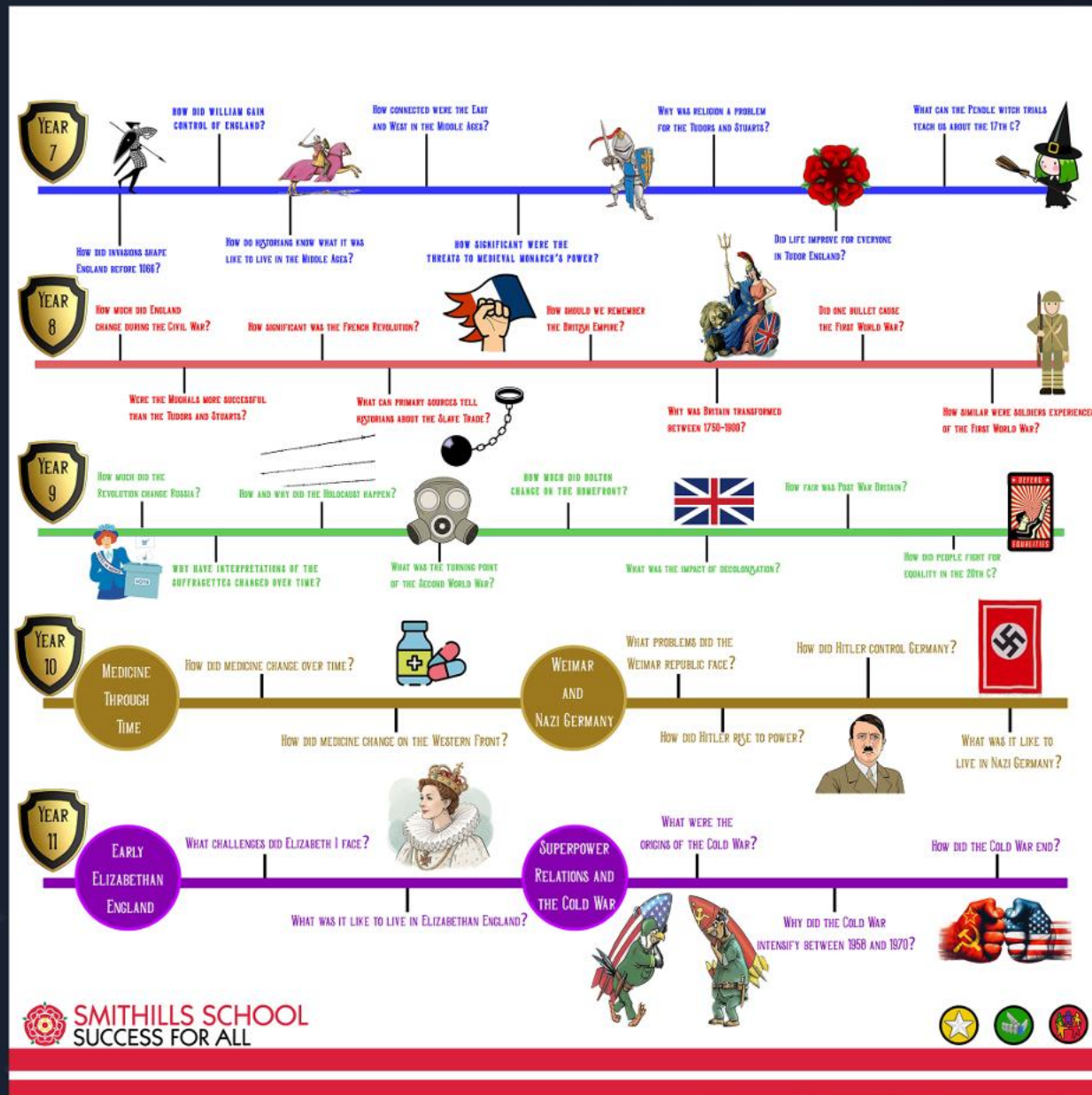
HAIR AND BEAUTY CURRICULUM MAP



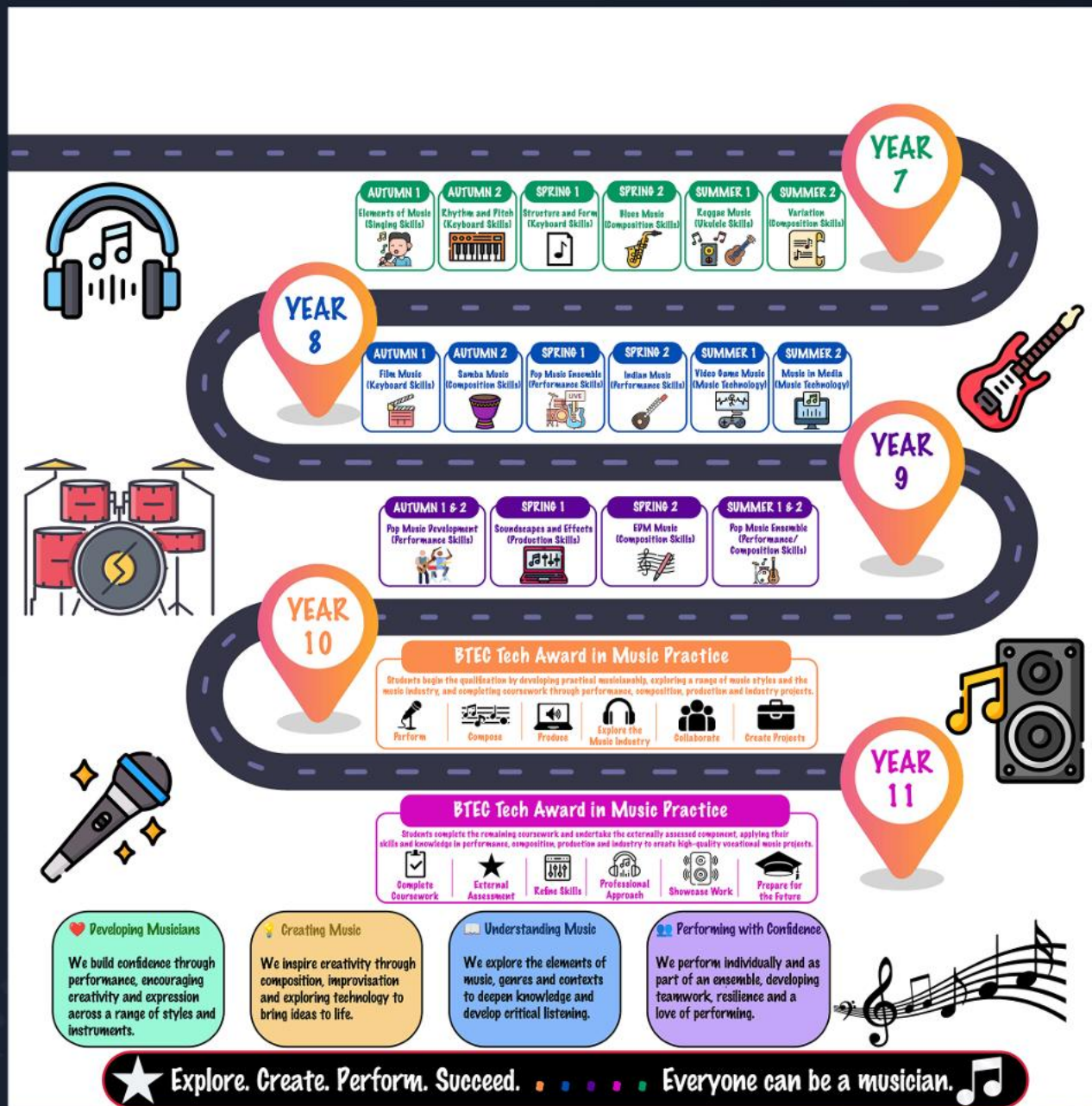
HEALTH AND SOCIAL CARE CURRICULUM MAP



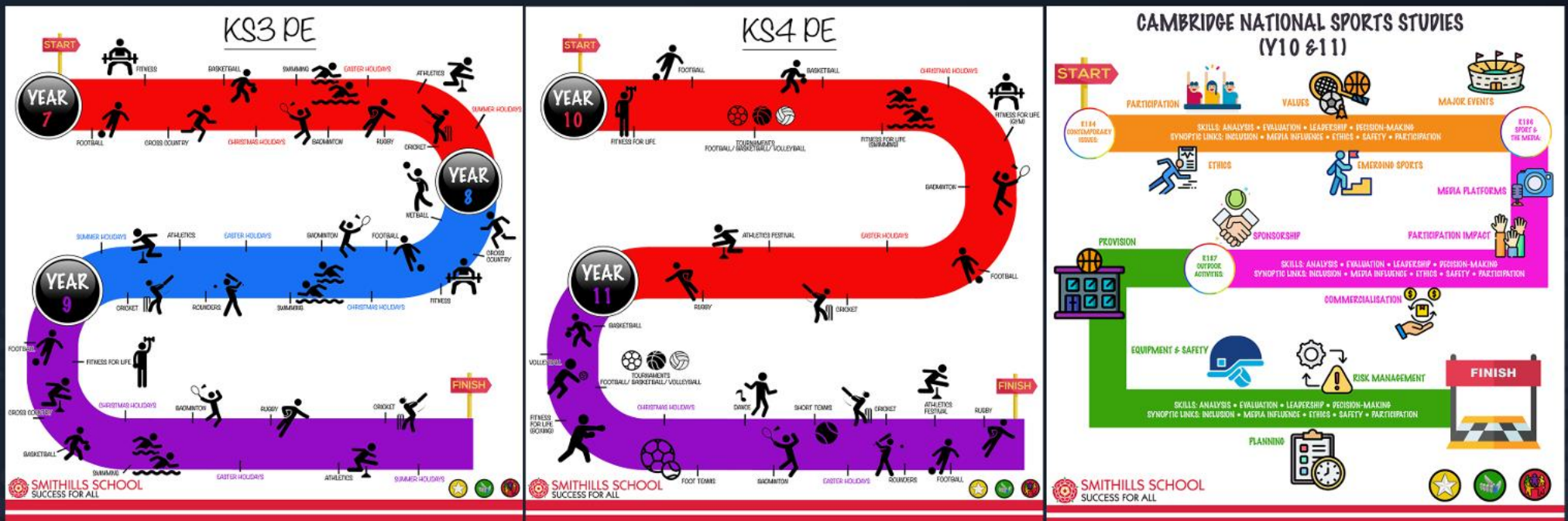
HISTORY CURRICULUM MAP



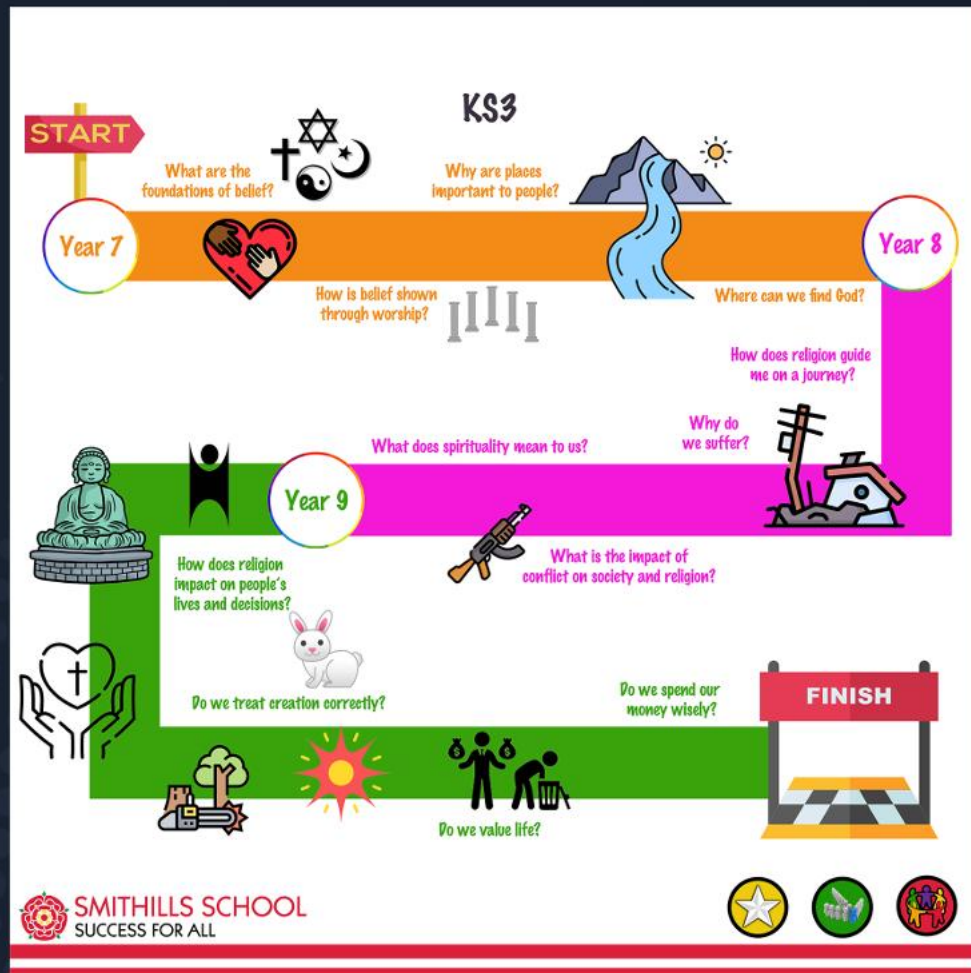
MUSIC CURRICULUM MAP



PE CURRICULUM MAP



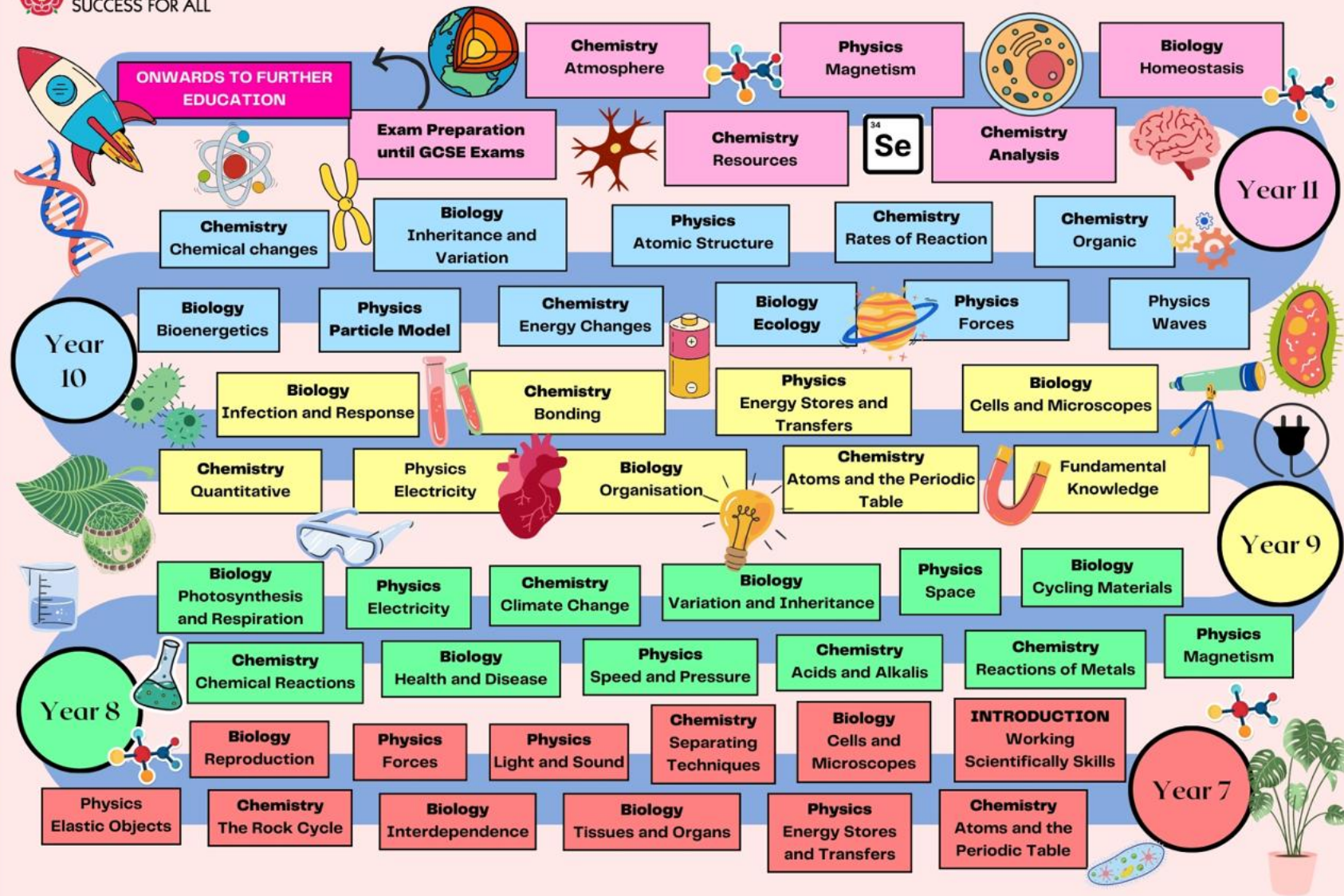
RE CURRICULUM MAP



PSHE CURRICULUM MAP



SCIENCE CURRICULUM MAP





BUILDING COMMUNITY



RSHE: RELATIONSHIPS, SEX AND HEALTH EDUCATION

Children and young people in the 21st century are growing up in an increasingly complex world, living their lives online and offline. This presents many positive and exciting opportunities, but also presents them with challenges and risks which they need to learn to navigate. At Smithills School, we teach our pupils how to be safe and healthy, and how to manage their lives in a positive way, preparing them for life in the adult world: our pupils develop the knowledge and skills they need to manage their lives now and in the future. We teach our pupils how to stay healthy and safe, whilst also preparing them to make the most of their lives and careers.

Our RSHE curriculum has been developed in line with the statutory guidance from the Department for Education which was released in 2019 and which was updated in 2025, for teaching from September 2026. All of this documentation is freely available at

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

RSHE is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and families, while always with the clear aim of providing pupils with the knowledge of the law that they need to make safe and legal choices. We are clear that parents and carers are the main educators for children on many RSHE matters and our curriculum complements and reinforces this role. We are also clear that RSHE must be delivered in line with age appropriate needs and we focus, therefore, on developing pupils' knowledge and skills at relevant times in their lives.

The following topics are covered in our RSHE curriculum:

Relationships education	Health education: Health and wellbeing
Families	Mental wellbeing
Respectful relationships – including friendships	Wellbeing online
Online safety and awareness	Physical health and fitness
Being safe	Healthy eating
Intimate and sexual relationships, including sexual health and consent	Drugs, alcohol, tobacco and vaping
	Health protection and prevention, and understanding the healthcare system
	Personal safety
	Basic first aid
	Developing bodies

Each of these topics covers a wide range of issues and knowledge, as we teach our pupils the full meaning of growing into responsible, self-aware young people and future adults.

TEACHING AND LEARNING

As our vision says, our aim is to prepare pupils for future success in the broadest sense: academically, socially, personally and economically. When pupils leave us, they enter an exciting but demanding world. To meet the demands of further education, training, employment and adult life, they need to develop strong knowledge, confidence, independence, resilience and determination. We strive to ensure that every pupil receives the highest standard of education. We want pupils to access a high-quality curriculum, build strong literacy and numeracy skills, develop their character and take part in the wider life of the school. We believe every pupil should be supported to become the best version of themselves, and we work in partnership with pupils and families to make this happen.



Teaching and learning at Smithills is guided by the Smithills 6, our shared framework for excellent classroom practice. This framework supports staff to plan, teach, assess and adapt learning so that pupils can make strong progress over time.

The Smithills 6 are:

1. High challenge and ambition for all: We have high expectations of every pupil. Lessons are designed to challenge pupils appropriately and support them to think hard, work hard and achieve well.
2. Purposeful curriculum design towards ambitious end points: Our curriculum is carefully planned so that pupils build the knowledge and skills they need over time. Learning is sequenced so that pupils understand how current learning connects to previous and future learning.
3. Coherent, cumulative curriculum planning that secures progress: Pupils revisit important knowledge regularly so that learning is remembered, strengthened and applied with confidence. This helps pupils connect ideas and apply knowledge more successfully.
4. Expert, highly responsive teaching that builds independence: Teachers use clear explanations, modelling, questioning and practice to help pupils understand new learning. They check understanding throughout lessons and adapt teaching where needed.
5. Communication and language: We place a strong focus on reading, vocabulary, spoken language, extended writing and mathematical reasoning. Pupils are taught how to use subject-specific language accurately and confidently.
6. Assessment: Assessment is used to help teachers understand what pupils know, what they can do, and where they need further support. Teachers use this information to address gaps, correct misconceptions and help pupils improve.

In lessons, pupils can expect teachers to explain learning clearly, model high-quality work, check understanding, support independence and provide opportunities for practice. Pupils are expected to arrive ready to learn, contribute positively and respond to feedback. Teachers also use assessment during lessons through questioning, discussion, mini-whiteboards, live marking and checking pupils' work. Staff will use green pen to live mark work, address misconceptions or correct literacy errors. Pupils will use purple pen to respond to feedback, correct errors, improve answers or complete follow-up tasks.

Families can support teaching and learning by encouraging excellent attendance, punctuality, good organisation, completion of homework and regular reading at home. In summary, we aim to give every pupil the knowledge, skills, attitudes and habits that will enable them to live a happy and fulfilled life, and the confidence to always strive to be the best version of themselves.

EXTRA-CURRICULAR

Extra-curricular activities are an integral part of the ethos of our school, providing pupils with invaluable opportunities to enhance their personal development and self-image. These activities are thoughtfully planned to extend pupils' learning experiences beyond the classroom, fostering growth in a broader community context. Through participation in various clubs and activities, pupils can explore diverse interests, develop new skills, and build lasting relationships. These are available to all pupils, with staff providing necessary guidance to ensure an inclusive and enriching experience for everyone involved.

Smithills School offers a wide range of extra-curricular activities available during break times, lunchtimes, and after school. These activities encompass various interests and disciplines, ensuring there is something for every pupil. All pupils are encouraged to attend a variety of these activities.

We believe engaging in extracurricular activities brings a multitude of benefits, enriching our pupils' lives in various dimensions. These activities open their eyes to the world around them, fostering awareness and appreciation of diverse perspectives, which aids in their development into well-rounded citizens. Academically, participation in extra-curricular activities enhances attainment by providing practical experiences that complement classroom learning, promoting skills such as time management, teamwork, and problem-solving. Personal development is also supported, as pupils build confidence, resilience, and leadership abilities. Moreover, these activities contribute significantly to pupils' health and well-being, offering physical exercise, stress relief, and a sense of belonging. Our activities also cater to spiritual, moral, social, and cultural needs, encouraging our pupils to explore their values, engage with their communities, and appreciate cultural diversity, ultimately shaping them into empathetic and responsible individuals.

Our extra-curricular timetable changes regularly. Our most up to date version can be seen by scanning the QR code below.



ADDITIONAL INTERVENTION

Nurture Group

When a pupil requires a supportive smaller group setting and needs to build up their fundamental reading and numeracy skills they will be identified for the nurture group. Consideration of pupils' profiles when they transition from primary determines the appropriateness of the intervention.

Reading Support

Support involves a variety of reading programmes such as an intensive reading scheme and specific phonics interventions depending on the barrier to reading. Pupils' reading ability is tested on a termly basis to monitor progress and establish further barriers.

SEMH and Wellbeing support

When required, wellbeing support is available to pupils on a one to one or group basis. The provision is to aid those pupils who struggle to fully function due to barriers arising from poor mental health and wellbeing. The sessions are delivered by our Mental Health Champions, Mentors and Counsellor.

Behaviour Support

Available in a one to one or group situation, the intervention supports pupils presenting with conduct that is hindering their capability to progress within the school curriculum alongside their peers. This is delivered by our trained Inclusion and Engagement Team.

Speech and Language support

Pupils identified by the SEND Team, due to significant receptive and expressive language difficulties, may benefit from accessing programs such as Talking Partners. This intervention is delivered by Elklan trained staff.

Social Skills

Support is available for pupils identified by our pastoral and SEND teams. Group sessions are delivered by our TAs trained in the nurturing approach to improve the social development of our pupils.

In Class Support

In circumstances where classes have high levels of needs, TAs may be available as an additional adult to work alongside the teacher to personalise and support the learning for pupils within a class setting.

Keyworkers or Mentor Support

Pupils with complex or high needs often benefit from a trusted adult to monitor and support their progress. Pupils are identified on a case by case basis.

Numeracy Intervention

Available for pupils struggling with basic numeracy skills. The intervention includes the IDL package to boost their maths ability.

Agency Support

When required, external agencies such as Woodbridge Educational Psychologist, Bolton Behaviour Support Service and Sensory Support offer their expertise to intervene with particular pupils on an individual and group basis.

Other Small Group Intervention

Small group intervention is available for pupils struggling with specific difficulties such as working memory, spelling and handwriting barriers.

THE HIVE (LIBRARY)

Reading

Reading is the foundation for accessing all areas of the curriculum and the wider world. Pupils need strong reading skills to complete exams and assessments, understand texts, access subject knowledge, read job descriptions, understand instructions and communicate effectively in adult life. At Smithills, we are committed to creating a whole-school reading culture. We want pupils to understand the importance of reading widely and regularly. Through reading, young people encounter new experiences, different viewpoints, unfamiliar vocabulary, varied writing styles and different ways of expressing ideas. Pupils have opportunities to read during the school day, through lessons, Session 0, The Hive and wider reading activities. Reading may include fiction, non-fiction, current affairs, subject-specific texts, articles, magazines, graphic novels, biographies, dual-language books and books linked to personal interests.

The Hive

The Hive is our dedicated library, reading and study space at Smithills School designed to encourage pupils to 'Read to Succeed'. It is a calm, welcoming and purposeful environment where pupils can read, study, complete homework, revise, access resources and receive additional support. The Hive plays an important role in helping pupils to develop strong learning habits. These include independence, organisation, resilience, responsibility and a love of reading. Pupils can access The Hive before school, during break, lunchtime and at other designated times.

The Hive includes:

- fiction and non-fiction books
- dual-language books
- books to support pupils in the early stages of reading
- books for reluctant readers
- graphic novels, magazines and newspapers
- careers resources
- our 16 before 16 programme – books that pupils are asked to read by the time they finish Year 11. Many of these books help pupils to develop their understanding of issues around equality and diversity.
- recommended reading lists
- curriculum-linked reference books
- themed displays and reading events
- quiet spaces for reading and study

The Hive also supports pupils with homework and independent study. Pupils may be directed to use The Hive if they need a quiet space, access to resources, help with homework or support to catch up on missed work.



THE HIVE (LIBRARY)

'Accessit' Library System

The Library System is accessible to everyone via the 'Library' menu on the school website, or QR code in pupil planners. Pupils can use their school login details to leave reviews, reserve books or leave requests for resources. Using this system pupils can also:

- Search for available resources in the Library
- There is a facility to leave book reviews for rewards
- Use the interactive homepage on the school website with regularly updated information regarding Reading events, new resources, word puzzles, and videos
- Access curriculum area resource lists, linked to learning in the classroom

Encouraging reading at home

Reading at home does not always have to mean reading a full novel from cover to cover. All reading matters. Families can support reading by encouraging pupils to read materials linked to their interests.

This could include:

- fiction books
- non-fiction books
- sports reports
- magazines
- newspapers
- graphic novels
- recipes
- biographies
- articles linked to hobbies
- subtitles on television programmes or films
- books linked to films or TV series
- websites linked to school subjects or future careers
- Sparx Reader, which supports pupils to develop reading fluency, comprehension and confidence. More details about Sparx Reader can be found on our Homework page.

Sometimes pupils say they do not like reading, when actually they have not yet found the right book, author, topic or format. The Hive staff can help pupils find reading material that interests and challenges them.

Reading rewards and leadership

Pupils can be rewarded for reading in a range of ways, including:

- taking part in reading competitions
- engaging positively with reading in Session 0 or lessons
- achieving Gold Reader Status on Sparx Reader
- borrowing regularly from The Hive
- leaving book reviews
- earning positive points on Arbor
- becoming a Reader Leader

Reader Leaders support other pupils to enjoy reading and make good use of The Hive. They may help pupils find books, promote reading activities, assist with events and encourage others to take part in the reading life of the school. The Hive is central to our aim of helping all pupils become confident, fluent and enthusiastic readers.

ATTAINMENT, ASSESSMENT AND PROGRESS

KS3 Assessment

Your child will be assessed formally twice a year, towards the end of Autumn term and Summer term. These will be in the form of Cumulative Assessments which will assess knowledge spanning through all the curriculum up to recent content. Your child will be prepared for these through revision lists and revision resources prior to the assessments taking place. These Cumulative Assessments will help to inform the "Assessment" grade on your child's report using the Smithills KS3 Assessment Framework below.

	1. Mastering	2. Securing	3. Developing	4. Emerging
Curriculum Progression Descriptors	Pupils are mastering a large majority of the curriculum content, demonstrating a strong understanding of the knowledge and skills expected.	Pupils have a secure understanding of most of the curriculum content, demonstrating a good understanding of the knowledge and skills, although there may be some gaps.	Pupils understanding of the curriculum content is developing , whilst they do understand some of the knowledge and skills required, this is not secure or there are a number of gaps.	Pupils aren't demonstrating that they are learning the curriculum content successfully, there are significant gaps in the knowledge and skills expected.
Evidence to reach judgements				
Cumulative assessment scores	75% or above	55% to 74%	35% to 54%	Below 35%
Unit assessments and connect retrieval quizzes	Consistently scoring 80%+ in unit assessments Consistently scoring 80%+ in connect retrieval quizzes	Consistently scoring 60%+ in unit assessments Consistently scoring 60-80% in connect retrieval quizzes	Consistently scoring 45%+ in unit assessments Consistently scoring 40-60% in connect retrieval quizzes	Consistently scoring below 40% in unit assessments Consistently scoring below 40% in connect retrieval quizzes
Classwork and questioning	Completes all tasks and learning items to a good standard. Able to consistently articulate their understanding when questioned.	Completes majority of tasks and learning items to a good standard. Able to frequently articulate their understanding when questioned in class.	Completes majority of tasks but not always to a high standard, or doesn't complete enough tasks to demonstrate a secure understanding. Is sometimes able to articulate their understanding when questioned, but this isn't secure or consistent.	Doesn't complete tasks and learning items to a high standard, or doesn't complete them at all. Doesn't answer questions in class or is frequently unable to show their understanding if they do.
Arriving at overall grade	Mainly blue – 1	Mainly green – 2	Mainly amber – 3	Mainly red – 4

ATTAINMENT, ASSESSMENT AND PROGRESS

Alongside the assessment grade, your child's Behaviour for Learning grade will be shown on their report to make you aware of their conduct in class. There will also be a 'ranking' on the report so you can see how your child has performed compared with students across the year group.

KS4 Assessment

Your child will be assessed throughout their time in KS4 in a similar way to KS3, as this ensures your child's teacher is aware of whether they have remembered the key knowledge required in each subject. Alongside the Cumulative Assessments, pupils will sit a series of PPE (mock exams). There will be one PPE towards the end of Year 10, a second PPE in Autumn Term of Year 11, and a final PPE in Spring Term of Year 11. In Year 10, these will be used to identify gaps in knowledge and misconceptions, to ensure they receive appropriate instruction and support as they begin Year 11.

The PPEs in Year 11 will be modified specification papers in Autumn term and full specification papers in Spring term for each subject. These will be used to allocate a grade and allow teachers to provide further support as they prepare for final GCSE examinations.

For pupils in KS4, each subject will enter a 'predicted' grade at each reporting point. This will be the teacher's prediction of what your child is currently on track to achieve at the end of Year 11.

Reports

KS3

After each Cumulative Assessment, KS3 reports will be accessed through the Pupil Progress App. This will include a summary page of progress and behaviour as well as key strengths and weaknesses in skills and topics across all subjects. Both parents and students will be able to access the App so they can see exactly what they need to focus on to address gaps and accelerate their progress. All formal assessments (e.g. CATS) will be included in their report alongside reading scores.

KS4

After the Cumulative Assessment or PPEs, KS4 reports will be accessed through the Pupil Progress App. This will include a summary page of target GCSE grade, grade achieved on the assessment, predicted GCSE grade, and behaviour. For each subject, there will also be key strengths and weaknesses in skills and topics available on the App. Both parents and students will be able to access the App so they can see exactly what they need to focus on to address gaps and accelerate their progress.

PUPIL PROGRESS

At Smithills School, we want pupils and families to have a clear understanding of how well pupils are learning, what progress they are making, and what they need to do next. To support this, we use Pupil Progress, an online assessment and tracking system that helps teachers, subject leaders and senior leaders monitor pupils' attainment and progress more accurately.

Pupil Progress allows staff to record assessment information in one central place. This means that teachers can look carefully at how pupils are performing in different subjects, classes, topics and assessment areas. It helps us to identify pupils' strengths, spot any gaps in knowledge or understanding, and plan the right support at the right time.

For pupils in Key Stage 3, assessment information is used alongside our Smithills KS3 Assessment Framework. This helps teachers understand how securely pupils are developing the knowledge, skills and understanding needed for future success. It also supports teachers in planning lessons, feedback and intervention so that pupils continue to build strong foundations across the curriculum.

For pupils in Key Stage 4, Pupil Progress supports our tracking of GCSE and vocational courses. As the system is aligned to examination courses, it helps departments monitor performance against the requirements of each qualification. This allows teachers to identify specific areas for improvement, such as particular topics, skills, assessment objectives or exam questions. This information is then used to adapt teaching, plan revision, provide feedback and target intervention where it is needed most.

Pupil Progress also supports school leaders in ensuring that pupils are receiving the right support. This helps us to make informed decisions about curriculum, teaching, intervention and wider support for pupils.

Parents and carers will continue to receive regular reports during the school year. The information recorded in Pupil Progress helps us make these reports clearer and more useful, so families can understand whether their child is on track and what they can do to support them at home.

At Smithills, Pupil Progress is not just a data system. It is part of our wider commitment to helping every pupil achieve excellence by making sure that assessment information is accurate, meaningful and used to improve learning.



ACHIEVING EXCELLENCE



HOMework

To ensure that all pupils fulfil their academic potential, we aim to nurture resilient, independent learners, readers and writers. Homework is an important part of this. It helps pupils revisit key knowledge, strengthen long-term memory and develop the study habits they need for future success. At Smithills, homework is built around retrieval practice. Retrieval means recalling knowledge that has been previously taught. Each time pupils retrieve knowledge from memory, they strengthen their understanding and make it easier to remember and use that knowledge again in the future. Homework is therefore not just about completing a task; it is about building strong learning habits over time. Clear communication with families is important. All year groups have a homework timetable, which explains when homework is set and by which subject. Individual year group timetables are included in homework booklets and are also posted on the school website.

Homework booklets

All pupils are provided with a homework booklet. This includes knowledge organisers and tasks linked to the curriculum pupils are studying in school. A knowledge organiser is a set of key facts, vocabulary and information that pupils need to know and be able to recall in order to master a unit or topic. Knowledge organisers bring the most important knowledge together in one place, helping pupils revisit learning, prepare for future lessons and strengthen long-term memory. Knowledge organisers are most effective when pupils use them actively. Simply reading through a page or highlighting information is usually not enough to secure learning. Pupils should test themselves, cover information, recall it from memory, check their answers and correct any errors. This helps them understand what they know well and what they need to continue practising.

Revision strategies

Homework booklets use four key strategies that help pupils learn effectively and prepare for revision at Key Stage 4. These strategies are taught and practised so that pupils build confidence in how to revise before they reach their GCSE years.

Look, Cover, Write, Check, Correct: Pupils look carefully at a section of their knowledge organiser, cover it, write as much as they can from memory, check it against the original and correct any mistakes. This helps pupils practise accurate recall.

Word Up: Pupils focus on key vocabulary. This helps them understand, remember and use important subject-specific words with confidence.

Mind Mapping: Pupils organise knowledge visually, making links between key ideas, topics and vocabulary. This helps them see how information connects.

The Gist: Pupils summarise the main idea of a piece of knowledge or reading. This helps them identify what is most important and explain it clearly. More information about these strategies can be found on the Homework page of the school website.

Sparx

In addition to homework booklets, pupils' complete homework using Sparx platforms. Sparx Maths supports pupils to practise mathematical knowledge and skills. It is linked to the curriculum and helps pupils revisit key topics so that knowledge becomes more secure over time. Sparx Science supports pupils to retrieve and practise key scientific knowledge. It helps pupils revisit important topics and strengthen their understanding of the science curriculum. Sparx Reader supports pupils to develop reading fluency, comprehension and confidence. Regular reading helps pupils access learning across all subjects and develop the vocabulary they need for success. Sparx homework is checked by the relevant subject teachers. This ensures consistency and helps staff monitor engagement, completion and progress.

HOMework

Homework expectations

Pupils are expected to complete homework carefully, bring their homework booklet and homework exercise book to school each day, and meet the deadlines set. Homework booklets and exercise books are checked in school during Session 0. Homework is set according to the homework timetable. Pupils are expected to complete this work at home or by using the study and enrichment opportunities available in school, including before school, at break, lunchtimes and after school. Please see the extra-curricular timetable for further information. Pupils are rewarded for homework completion on Arbor. Where homework is not completed, or is not completed to the expected standard, pupils may be required to catch up or repeat the work where needed. An example of the Year 7 homework timetable is below:

Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
Week A	English	Sparx Maths	Sparx Science	English	Sparx Maths
	Geography	History	MFL	RE	
	Music	Dance	PE	Food	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
Week B	Sparx Science	English	Sparx Maths	Sparx Science	English
	Geography	History	MFL	RE	
	Art	Drama	Des Tech	Computing	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader

How families can support homework

Families play an important role in helping pupils build strong homework habits. You can support your child by:

- checking that they have their homework booklet and homework exercise book each day
- helping them follow their homework timetable
- encouraging them to complete homework at the same time each day where possible
- providing a quiet space to work, if available
- asking them to explain what they have learned
- testing them using their knowledge organiser
- encouraging them to use the four strategies they have been taught to support effective retrieval
- checking that Sparx Maths, Sparx Science and Sparx Reader are completed
- praising effort, independence and improvement
- contacting school if there are difficulties with access, resources or understanding

Adults do not need to be subject experts to support homework. The answers pupils need are included in the homework booklet. The most important thing is helping pupils practise recalling knowledge from memory, checking their answers carefully and correcting mistakes. At Smithills, we believe that regular retrieval, effective use of knowledge organisers and consistent completion of Sparx homework help pupils remember more, grow in confidence and become successful, independent learners.

REWARDS

Our reward system is designed to celebrate achievement, effort, and character across our school community. All staff award 'Value Points' in recognition of pupils consistently demonstrating our core values of Independence, Excellence, and Community, ensuring that positive contributions are noticed and rewarded daily. The pinnacle of our awards suite is the prestigious 'Proud' Award, which recognises outstanding work or achievement and highlights pupils who go above and beyond expectations. Pupils regularly attend our 'Proud' lunchtimes, where they have the opportunity to showcase work they are particularly proud of to their Head of Year in a celebratory and affirming environment. We are committed to recognising as many pupils as possible, whether through spontaneous treat drops, the awarding of Proud winners, celebration trips and events, or our highly anticipated annual awards evening, ensuring that success in all its forms is valued and shared.



BEHAVIOUR FOR LEARNING EXPECTATIONS

We want our behaviour for learning system to be centred upon rewards and not sanctions.

Pupils must consider:

- How they respond to adults
- Their use of language
- Their body language
- Taking 100% responsibility for their actions

Reintegration

If a pupil refuses to go to the Reflection Room or repeatedly misses corrections, they will be placed in Reintegration. Failure to follow instruction in Reintegration may result in a fixed term suspension.

A pupil will be given a C2 after school correction if found out of lesson beyond 4 minutes from the start of the session.

In exceptional circumstances we may need to issue a fixed term suspension. This will be for a period no longer than 5 days. Work will be set for pupils while they are suspended.

Pupils will be sent home with a pass after contact with home has been established. Following a suspension there will be an agreed reintegration meeting planned for the return of the child with parents/carers in attendance. The pupil will also have a 121 intervention with their pastoral leader to provide support and ensure the returning pupil does not encounter a similar issue down the line

A suspension may be given if:

- There is a serious safeguarding breach
- Pupils are verbally abusive
- Pupils are refusing to cooperate after a C4
- Pupils are refusing to go into Reintegration or do not adhere to our expected standards in Reintegration
- Pupils are not safe/making others unsafe

There will be exceptions to this list, but we want to avoid suspensions as much as possible. Reflection and redirection with parental support will always be a preferred route for the staff at Smithills School.

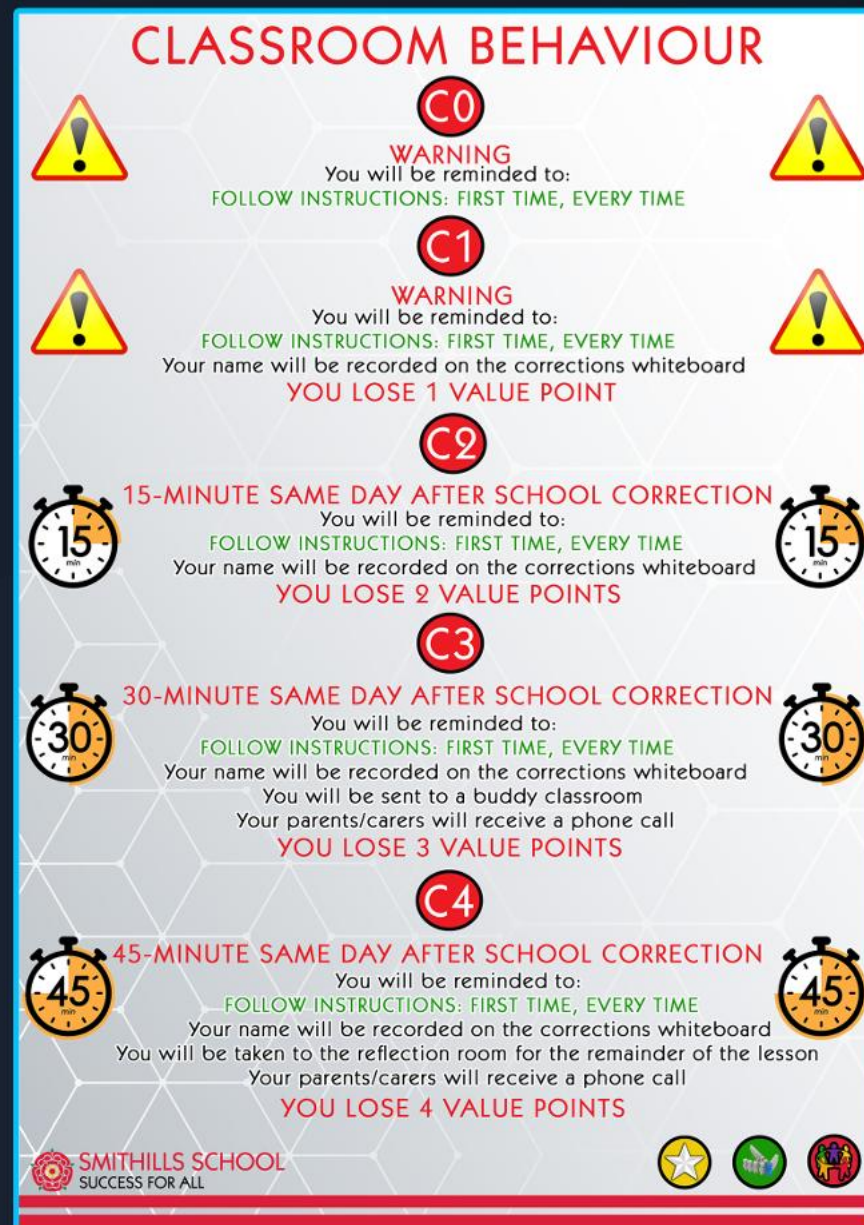
BEHAVIOUR FOR LEARNING EXPECTATIONS

Our consequence system is fair, consistent, and proportionate. It is designed to support pupils in making better choices — not to punish them. All staff apply consequences in the same way so that every pupil knows where they stand.

At Smithills School we have developed a system of consequences to help us to rapidly deal with and eliminate low-level disruptive behaviour. We ask all pupils to 'follow instructions: first time, every time', providing all children with an opportunity to improve their behaviour before staff apply a graduated approach as they work through our consequence table.

Behaviour allocation:

If pupils choose not to 'follow instructions: first time, every time' they will be issued with a consequence.



MOBILE PHONES

ON SITE — OUT OF SIGHT

Smithills School is a mobile-free zone. Mobile devices are not permitted from the beginning to the end of the school day. This policy exists to create a calm, purposeful environment where all pupils can focus fully on their learning.

What this means in practice:

- Phones must be switched off and stored out of sight for the entire school day.
- This applies on arrival, at break and lunch, between lessons, and until the end of the school day.
- Any pupil seen with a mobile phone will have it confiscated immediately and will receive a 15-minute correction at the end of the school day before it is returned.
- Repeated violations will result in escalating consequences, including requiring a parent/carer to collect the device in person.

If you need to contact your child urgently during the school day, please telephone the school office and a message will be passed on promptly.

Why this policy matters

Research consistently shows that mobile phones are a significant distraction to learning — even when switched off on a desk.

Our mobile-free policy allows pupils to be fully present: in lessons, in conversations, and in their school experience.

It also protects pupils from online pressures, cyberbullying, and the anxieties that social media can cause during the school day.

Schools with mobile-free environments report improved concentration, better relationships between pupils, and a calmer atmosphere for everyone.

If your child's phone is confiscated:

1. A 15-minute after-school correction will be issued.
2. The phone will be held securely at the school office.
3. It will be returned to your child after the correction on the same day.
4. Repeated offences will require a parent/carer to collect the device in person.

Please support us by reminding your child: ON SITE — OUT OF SIGHT.



MENTAL HEALTH AND WELLBEING

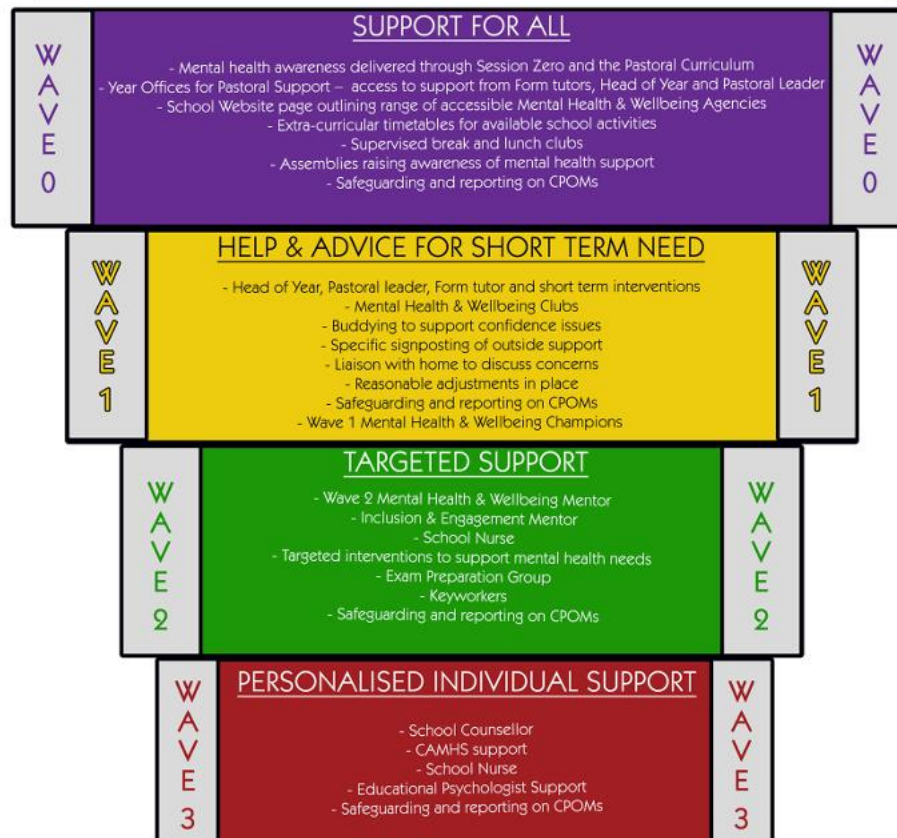
At Smithills School, we are committed to supporting the mental health and wellbeing of every pupil. We encourage open conversations about mental health—without shame, stigma, or judgment—and promote positive lifestyle choices that help everyone to thrive.

Mental Health Champions

Our trained Mental Health Champions are here to offer support, guidance, and a listening ear. Whatever a young person may be experiencing, no concern is too big or too small - we are here to help.

In-School Specialist Support: Referral Process

PATHWAY OF SUPPORT FOR MENTAL HEALTH NEEDS



PSHE and Assemblies

Mental health and wellbeing are central to our PSHE curriculum. Through lessons and assemblies, we actively promote understanding, resilience, and strategies to support positive mental health, and we welcome opportunities to further develop students' knowledge in this area.

School Nurse

Where appropriate, pupils may be referred to the School Nurse for additional support.

We encourage all students to develop and maintain a healthy, balanced lifestyle. This includes a focus on nutrition, sleep, physical activity, personal hygiene, and taking time for reflection and positive social connections.

SAFEGUARDING

We are committed to a strong culture of safeguarding, ensuring that all staff embrace the principle that 'it could happen here.' Everyone who works in or visits our school is expected to share our commitment to vigilance and the safety of all pupils at all times.

We encourage staff, pupils, and visitors to report anything that concerns them, and we will always act in the best interests of the child. Our pupils are taught how to stay safe — including online — and how to recognise when they or others may be at risk. We make sure every pupil knows how to seek help when they need it.

Our Safeguarding Policy is available on the school website. All visitors receive essential safeguarding and health and safety information upon entering the school. If you have a safeguarding concern outside of school hours, please email tellme@smithillsschool.net.

If your child is experiencing bullying — whether in school or online — please encourage them to report it to their Form Tutor or Year Team (their Head of Year or Pastoral Leader) as soon as possible. An appropriate course of action will be identified, and parents and carers will be kept informed throughout.

To raise a safeguarding concern, please contact a member of our Safeguarding Team:

- DSL - Mr P Pavey — Deputy Headteacher — p.pavey@smithillsschool.net
- DSL - Mrs S Gastall / Miss L Wignall — s.gastall@smithillsschool.net / l.wignall@smithillsschool.net
- DDSL - Mr J Paling — Assistant Headteacher — j.paling@smithillsschool.net

ARBOR PARENT APP

Communication between school and home is key to positive and successful outcomes for pupils.

To ensure high quality communication, we are now using Arbor to communicate efficiently with parents and carers.

The Arbor Parent App can be used to track your child's attendance, achievements, behaviour/corrections and homework.

You also have access to your child's timetable through the Arbor Parent App.

We will also send any communications through the Arbor Parent App as well as via email, keeping you informed at every stage of your child's journey at Smithills.

If you have any questions or would like to speak to us about your log in information please email reception@smithillsschool.net



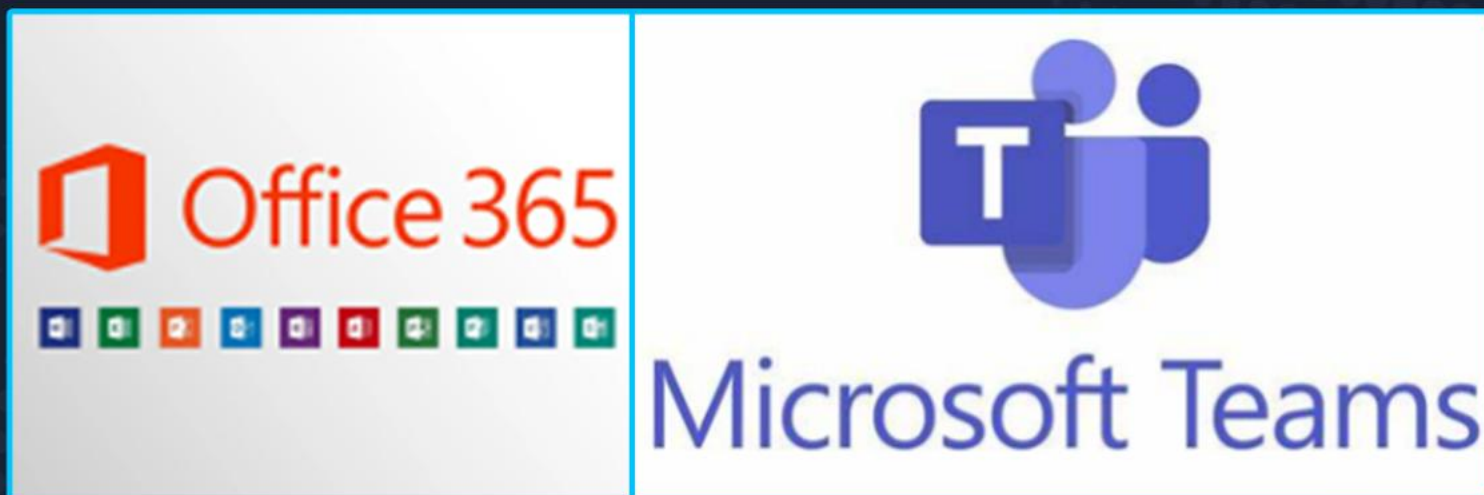
MICROSOFT TEAMS AND OFFICE 365

At our school, we recognise the vital role that technology plays in modern education and are committed to integrating it effectively into our pupils' learning experiences. We have therefore, provided all pupils with access to Microsoft Teams and Office 365. These powerful tools facilitate a collaborative and interactive learning environment, enabling pupils to engage with their peers and teachers seamlessly, whether in the classroom or remotely. Microsoft Teams enhances communication and organisation, offering a platform for discussions, and group projects as well as providing a platform for staff to communicate with pupils or set work. Meanwhile, Office 365 provides access to essential applications like Word, Excel, and PowerPoint, equipping pupils with the skills and resources they need to excel in their academic pursuits. By providing these, we aim to enhance educational outcomes, foster digital literacy, and prepare our pupils for future success in an increasingly digital world.

All pupils can access both of these platforms for free using their school account. They can be accessed through the web or by downloading the app. Log in details are in the form of;

Username: 24TPupil@smithillsschool.net

Password: [This will be the password they use on the school network.](#)



PARENTS' EVENINGS

Smithills School now conducts its parents' evenings online using a system called School Cloud. This innovative platform allows parents to schedule and attend virtual meetings with teachers from the comfort of your own homes. Through School Cloud, you can easily book appointments, receive reminders, and participate in video conferences, ensuring that communication between parents and teachers remains seamless and effective.

Each year group will have one parents' evening annually, providing an opportunity to discuss your child's progress with class teachers, and you will receive a letter beforehand inviting you to book an appointment. You will be able to access a designated website where you can enter your own details along with your child's information to complete the registration process. This streamlined system ensures that all necessary information is accurately recorded, facilitating smooth communication and appointment scheduling for parents' evenings. By registering online, you can quickly and easily secure a time slot to discuss your child's progress with teachers, making the entire process convenient and efficient.

Our school cloud website is www.smithillsschool.net/parents-evenings

Once you have registered on the website above, you will be able to access and book appointments for parents' evenings. However, this booking process can only be initiated after you have received the official parents' evening letter. This letter will provide the necessary details and instructions, ensuring that all parents have the information they need to schedule their appointments in a timely and organised manner.

We do, however, recognise that face-to-face meetings are sometimes essential. Therefore, we will continue to host in-person evenings for a select number of important events, such as the year 6 transition evening. These occasions allow for more personalised interactions and provide an opportunity for parents, pupils, and teachers to engage directly, ensuring that specific needs and concerns can be addressed more effectively.



USING TECHNOLOGY RESPONSIBLY

Guidelines for Pupils - Smithills High School is committed to providing good computer facilities and access to the internet and email for all staff and pupils.

Computer Equipment

Treat computer equipment with care. Do not take food and drink into computer areas. School computer equipment is primarily for pupil education and staff professional activity. It must not be used for private purposes. Use for personal financial gain, gambling, political purposes or advertising is forbidden.

Password Security

You will be held responsible for anything done on a computer logged on with your user name; log out when you finish. Do not tell other people your password. If you suspect that someone knows your password, change it and tell the Help Desk/Form Tutor /Head of Year.

Information stored on School computers

Copyright and intellectual property rights must be respected. Using the school badge, pictures of pupils or the school grounds on personal social media sites is not permitted and will bring serious consequences. Do not store or distribute any offensive material. Do not install any unauthorised software.

Email

All pupils have a personal Smithills email address provided and are encouraged to use it for all correspondence with staff. Users are personally responsible for email(s) they send and for contacts made. Therefore, emails should be written carefully and politely. Any email(s) sent to an external organisation should be authorised before sending. Do not send or forward offensive emails, anonymous messages, or chain letters.

Internet access

All Internet use is monitored. Access to inappropriate sites is barred in so far as this is possible; access to these sites is not accepted, and the user is liable to disciplinary actions. Details of any accessible site with inappropriate content should be reported to the IT Helpdesk.

The use of public chat-rooms and social networking sites are not allowed.

Photographs or video clips taken within the school environment, including off-site trips and residential, must not be distributed or uploaded to public sites without prior consent of the school and those captured in the images.

Social Networking Sites

The use of social networking sites is not permitted within the School at any time. Pupils must be aware that any inappropriate use of social networking sites outside of school that causes a problem inside our community, or brings us into disrepute, will be treated very seriously and will include police involvement.

We advise all families to carefully monitor their child's use of social networking sites and seriously consider whether it is appropriate for younger pupils.

Concerns about posts on social media

If you are made aware of social media posts that target a child unfairly we want to help. In the first instance, if this happens in school hours, the issue must be reported to a head of year. If the incident occurs outside of school time we advise the following course of action:

- Write down the username/account details of the person posting the offensive item
- Screenshot if possible
- Do not respond in any way
- Block the person if possible

USING TECHNOLOGY RESPONSIBLY

- Report the issue on the platform that it appears on. This is the quickest way to get it removed
- Log the issue with the police. The easiest way to do this is by using the 101 service online. They will get back to you
- Inform your child's head of year if there is a connection with school and we will support the police in their investigation.

We also have an email that we can use to get posts taken down. This can take up to 72 hours and we do require precise details of the post(s) such as usernames and times.

We have supported many families with issues that have started on social media platforms. Sometimes we are not permitted to sanction pupils involved from school because of ongoing investigations by services. We will always try to help but please be mindful that we are often limited in our ability to respond to issues that occur outside of school.

The greatest piece of advice we can give is to monitor your child's activity on social media and limit it where possible. TikTok and Snapchat are the main platforms where issues occur.

Any concerns about online bullying or intimidation need to be reported to a form tutor, head of year, safeguarding lead or by using the online Sharp System: www.smithillsschool.thesharpsystem.com





SMITHILLS SCHOOL
SUCCESS FOR ALL



SMITHILLS SCHOOL
SUCCESS FOR ALL

FAMILY HANDBOOK

2026 - 2027



Contact

Smithills School
Smithills Dean Road
Bolton
BL1 6JS

Tel: 01204 842382

Web: smithillsschool.net

Email: office@smithillsschool.net

Headteacher: Miss C Dewse