



# RAWMARSH COMMUNITY SCHOOL

## MOVING UP GUIDE



WICKERSLEY  
PARTNERSHIP  
TRUST.

# WELCOME!

## AS ADULTS. WE KNOW THAT OUR CHILDREN WILL SOMETIMES FACE ADVERSITY AND FRUSTRATION.

At Rawmarsh Community School we want all students to leave able and qualified to play their full part in an ever-changing world, through an ambitious, creative and innovative curriculum.

This means we want all of our students to start their lives equipped with not only qualifications, but also the skills and attributes that they will need to deal with the challenges of life beyond their time at RCS.

We aim to work in partnership - parents, students and teachers - to develop our children as resilient individuals with the determination to overcome barriers. For that reason, we say and do things in a certain way at RCS: "The Rawmarsh Way". This allows us to promote the skills our children need to develop their independence, responsibility and resilience.

We promote a high challenge, low fear environment, where students are encouraged to have a go without fear of making a mistake. Children are encouraged to learn from their mistakes, as the most valuable achievements are the ones they have worked hardest for. Working together, the Rawmarsh Way will help us ensure that our children leave ready to play their full role in the world

## WE STRIVE FOR EXCELLENCE IN EVERYTHING WE DO.

Our vision is to be an Outstanding School, where all students have every opportunity to fulfil their potential; a school where our challenging and diverse curriculum and high quality teaching

and learning, alongside our supportive pastoral care will secure success and achievement for all.

Our school is business-like and purposeful and our students want to learn. Smart dress, good attendance and punctuality underpin our ethos of high expectations.

We are 100% child centred and believe that all children have the right to a quality education, and we encourage, challenge and support every child.



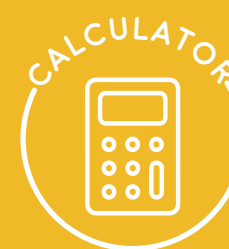
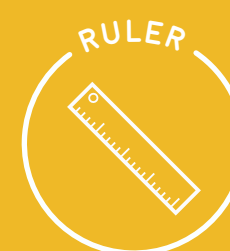
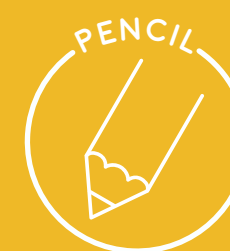
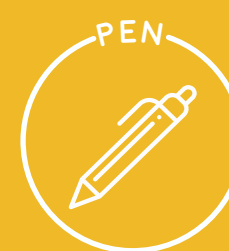
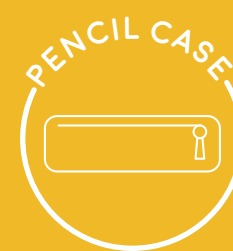
# SCHOOL DAY



TIME	PERIOD
8.45 am - 9.00 am	Form Tutor Time
9.00 am - 9.20 am	Reading
9.20 am - 10.35 am	Lesson 1
10.35 am - 11.50 am	Lesson 2
11.50 am - 12.20 pm	Break 1
12.20 pm - 1.30 pm	Lesson 3
1.30 pm - 2.00 pm	Break 2
2.00 pm - 3.10 pm	Lesson 4

## EQUIPMENT

We all recognise that we come to school to learn. In order to do this it is essential that you bring the correct equipment every day.





Students should only be absent if they have a really good reason for being away. Research shows that students with attendance of over 95% produce the best results at GCSE.

Therefore, being in lessons will help your child with their learning. Their attendance will appear

**TO ACHIEVE THEIR  
BEST. STUDENTS  
MUST BE ON TIME  
AND IN SCHOOL  
EVERY DAY.**

in their school reports and is reported to colleges or employers when they leave school.

If there is a problem that prevents your child attending, there is always someone in school who you can talk to about it; your child's Form Tutor or Student Pastoral Manager.

The attendance team will always help you get the support you need.







## PUNCTUALITY

If students arrive after 8.45am they will be registered as late.

We value punctuality for a number of reasons: it ensures that lessons start on the most positive footing, it avoids classroom disruption and it minimises wasted time for both students and teaching staff. Furthermore, it is an issue that many companies will consider when interviewing candidates for employment or training.

## ILLNESS & MEDICAL APPOINTMENTS

If your child is ill please telephone the Attendance Team on 01709 512290 before 9am the same day or message school via the MyEd app.

For absences known in advance, e.g. a medical appointment, a note must be provided. This should be presented to the attendance office before students sign out. Students should sign back in on their return. If your child is not at school we need to make sure they are safe. We will text or telephone you to ensure you are aware that they are not in school. It is our duty to investigate unexplained absences either through school or the Early Help Team.

## HOLIDAYS IN TERM TIME

We will NOT authorise holidays in term time. Any holidays taken will be classed as unauthorised absence from school.



# BEHAVIOUR & EXPECTATIONS

## CODE OF CONDUCT

All students are responsible for their own behaviour in and out of the classroom. They should, in each lesson, take personal responsibility for their actions and follow the necessary sanctions placed on them by staff.

## STUDENT CLASSROOM CONDUCT

- Attendance is crucial to academic achievement and students are expected to attend school every day.
- Punctuality is a direct example of a student who is on message and we expect all students to arrive to school and all lessons on time.
- Uniform is important in ensuring a calm and business like atmosphere in school and students are expected to attend school in full uniform without exception.
- Equipment ensures all students are ready to learn. We expect all students to arrive to lessons with the correct equipment: This is inclusive of PE kit, books and as a minimum a pen, pencil and ruler.
- All students are expected to line up calmly ready to enter lessons. This is to ensure a meaningful start to each lesson.
- Students must remove all outer clothing on entering the classroom and get out their equipment.
- All classroom teachers' instructions must be adhered to at the first time of asking.



**WE ARE ALL MEMBERS OF  
THE SCHOOL COMMUNITY  
AND IT IS EXPECTED THAT  
EVERYONE ACTS WITH  
CONSIDERATION AND  
COURTESY FOR OTHERS AT  
ALL TIMES.**

- All requests from members of staff should be carried out without argument.
- No student should be disrespectful to, or show rudeness towards, anyone in school.
- Mobile phones have a crucial role to play in the learning process. However, during lessons mobile devices must be turned off and in your bag. They may only be taken out when instructed to by a member of staff.
- Earphones or charging devices in lesson or anywhere on school site are not permitted. If seen they will be confiscated immediately and without exception.
- Bullying will not be tolerated.

## **CLASSROOM TEACHER EXPECTATIONS**

All classroom teachers are responsible for behaviour for learning within their own classroom. They should, in each lesson, take personal accountability for dealing with incidents and following through necessary consequences and restorative practice to ensure behaviour is approached with consistency.



## THE RAWMARSH WAY

We say and do things in a certain way at Rawmarsh, referred to as 'The Rawmarsh Way.'

The Rawmarsh Way allows us all to promote the skills and attributes you need in order to develop independence, responsibility and resilience to have

**STUDENTS ARE  
PROUD TO BE  
PART OF THE  
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ABOUT THE  
RAWMARSH WAY**

us all to ensure that RCS students leave school able and qualified and ready to play their full part in the world.

a happy and successful life. It defines who we are and what we stand for at Rawmarsh Community School.

Working together in this way will help

# THE Rawmarsh Way

Learn  
Believe  
Succeed  
Together

## WE BELIEVE IN OURSELVES

**we take**  
responsibility  
for our choices & actions

**WE TAKE  
RISKS** **&** **RISE TO A  
CHALLENGE**

**WE DREAM BIG**


**WE ARE PROUD OF  
OUR ACHIEVEMENTS**

**WE ARE RESPECTFUL  
& WE LISTEN TO OTHERS**

**WE TAKE  
PRIDE  
IN OUR  
APPEARANCE**

*We are prepared to make mistakes  
& Learn from them*

**WE WORK  
HARD  
& NEVER  
GIVE LESS  
THAN OUR  
BEST**

  
**THE  
RAWMARSH  
WAY**

**WE SUPPORT OTHERS AROUND US**

**WE TAKE PRIDE IN  
& LOOK AFTER  
OUR SCHOOL  
COMMUNITY**

## WE ARE EQUIPPED TO LEARN



# RAWMARSH PLEDGES

AT RCS WE BELIEVE THAT WE SHOULD SEND OUR STUDENTS OUT INTO THE WORLD ABLE AND QUALIFIED AND WITH BASIC LIFE SKILLS THAT WILL LAST A LIFETIME.

These activities provide students with experiences they will remember in the future and also build invaluable life skills such as determination, resilience and confidence. It's also a great way to make new friends and work in teams.

As part of a team, you will be given the opportunity to represent school at events and matches.

All our students are expected to show the same high standards out of school, as they do in school, both in behaviour and uniform.

A lot of hard work goes into building great teams and regular participation and practice is expected in order to be selected for such events. In order to enable all students to take part in extracurricular activities, we offer a full timetable of clubs across the week, including breaks and after school.

## KS3 PLEDGES

### BRONZE

### SILVER

### GOLD

#### ACTIVE CITIZENSHIP



Volunteering  
Charity  
Appreciating Diversity  
Democracy

Volunteer to take a lead role supporting your teacher in the classroom  
Take part in a school fundraising event such as the sponsored walk  
Participate in a religious encounter activity  
Take part in a Form discussion about a current event

Benefit your local community by carrying out an act of kindness  
Take part in a charity event in the community  
Participate in an inclusive sport  
Take a Student Leadership role within school

Regularly volunteer  
Organise a fundraising event for charity  
Take an active part in an Equality Month activity  
Talk or write to your local MP or Councillor about an issue that you are interested in

#### LIFE SKILLS



Careers & Aspirations  
Communication  
Wellbeing  
Independence

Research a career you have an interest in  
Take part in a team building activity  
Complete a mindfulness exercise  
Undertake First Aid training

Complete a visit or an interaction with a local employer  
Present to your Form or Year Group about a subject or topic that interests you  
Keep a sleep, exercise or healthy eating diary and analyse your choices  
Create three different types of revision resources for an upcoming assessment

Interview a person from your chosen career  
Pitch a campaign for change in school to a key adult  
Take up a new activity which helps your wellbeing  
Show independence in the wider world, for example, book your own doctor's appointment or organise your own bus pass

#### CULTURAL EXPERIENCES



Extra-curricular  
Reading  
Out of School  
Understanding your Roots

Regularly take part in an extra-curricular activity in school or in the community  
Keep a reading diary or log for a term including a comment on each book you have read  
Participate in a school visit or trip  
Research your local area and find out five interesting facts that you didn't already know

Take part in an extra-curricular activity outside of school  
Write a report on a book you have read  
Visit a museum, heritage site or place of interest  
Research a faith or culture different to your own and present this to your form or class

Take a lead role in an extra-curricular activity  
Take part in peer reading within school  
Visit a different city and reflect on your experience  
Research your family history or the history of your school



- Clip on tie for all
- School approved trousers or tailored, plain black, knee-length skirt
- White shirt.
- Black V neck jumper or cardigan with school logo.
- Footwear must be plain black leather with no stripes or logos.
- Make-up should be discreet and minimal with no false eyelashes, false finger nails, bright or garish nail colours.
- Extreme haircuts are not allowed.

It is the School's discretion as to what constitutes 'extreme' but usually involves shaven heads, multi-coloured or unusually coloured hair.

- Jewellery must be kept to a minimum; no more than one small earring, sleeper or stud in each ear. No other facial and body piercings are allowed on school site.

Gold, silver and bronze award pin badges should be worn as part of school uniform.

Please note: Protective clothing is required when students use the school workshop and other craft facilities and these will be provided by the school.

## PE KIT

The compulsory PE kit consists of:

- RCS black T shirt
- RCS black hooded top (optional)
- Black socks
- Black shorts or tracksuit bottoms containing RCS logo
- Sports trainers
- Jewellery must never be worn during games or PE lessons.
- Hair should be tied back.
- Please put your son's/daughter's name on to items of PE kit





These activities provide students with experiences they will remember in the future and also build invaluable life skills such as determination, resilience and confidence. It's also a great way to make new friends and work in teams.

## **TAKING PART IN EXTRACURRICULAR ACTIVITIES IS A VITAL PART OF SCHOOL LIFE AND AT RCS WE OFFER A FANTASTIC RANGE OF CLUBS TO ALL STUDENTS.**

As part of a team, you will be given the opportunity to represent school at events and matches. All our students are expected to show the same high standards out of school, as they do in school, both in behaviour and uniform.

A lot of hard work goes into building great teams and regular participation and practice is expected in order to be selected for such events. In

order to enable all students to take part in extracurricular activities, we offer a full timetable of clubs across the week, including breaks and after school.

Here are just a few of the clubs you could take part in:

- Choir
- Football
- Netball
- Function band
- Dance
- Climbing
- Basketball





## TARGET SETTING

Students complete baseline tests in English, Maths and Science. We use these scores, alongside data we receive from Primary Schools to set targets in Year 7 and 8 in all subjects.

These targets are the levels we expect students to achieve in each subject. They are realistic, so every student is capable of achieving their target; they are also aspirational, encouraging students to strive to attain the best possible level.

## KEY TERMINOLOGY

### Target Level / Grade

This is the level / grade that your child should aim for.

### Current Attainment

This is the level / grade that your child is currently working at.

### Predicted Level / Grade

This is the level / grade that your child is expected to be working at by the end of the year / end of Y11 at GCSE.

## DATA COLLECTIONS & FULL REPORTS

You will receive a Data Report for your child three times per year. In Y7 and Y8, this will include a “breakdown” of the objectives your child has studied during the term.

Here, you will be able to see how many objectives they have mastered successfully. Some of the objectives that your child has not yet achieved will be included in the report as a subject specific target. These targets are important skills or vital areas of knowledge, which will be central to your child making progress in each subject.

In Y9 - Y11, you will receive information about your child’s current attainment and the predicted grade submitted by their teacher for the end of Y11. Personalised subject specific targets will indicate what your child needs to do to improve their attainment.

## EFFORT

Alongside attainment data, students receive an Effort Grade in each subject from their teacher. Effort is graded as: Excellent, Coasting, Requires Improvement or Poor. This gives you an insight into your child’s behaviour and attitude in lesson.

All students are capable of achieving ‘Excellent’ for effort, regardless of ability. Students are also given an ‘Effort Rank’ - this is a clear indicator of how hard your child is working relative to other students in the year group.

For example, in a year group of 200 students, a student with an “Effort Rank of 1 out of 200” has Excellent effort in all of their subjects. If there are 30 students with Effort Rank 1, a student with “Effort Rank of 31 out of 200” will have mostly Excellent effort with one Coasting effort. “Effort Rank 200 out of 200” indicates that effort must improve in all subjects. Students should always strive to be top of the Effort Rank.



## GOLD. SILVER & BRONZE AWARDS

Our students wear their Gold, Silver and Bronze badges with pride and it's become an RCS tradition to wear these on ties as a marker of the many wonderful achievements.

Badges are awarded after each Data Collection and the criteria for these takes account of:

- Effort
- Attendance
- Punctuality

At the end of each year, we identify success across all of the data collections with our Bronze, Silver and Gold Rewards Pyramid where we celebrate the achievements of those students who consistently meet the highest standards.

The names of all of our award winners go up on our corridor displays to celebrate their success.

## RAWMARSH PLEDGE AWARDS

Active Citizenship and Cultural Experiences through Enrichment, we will be celebrating the achievements of our students who have completed parts of The Rawmarsh Pledge.

There are three levels of award available starting with Bronze, through to Silver and finally Gold and the Pledge tasks there are a separate set of RCS Pledge tasks for KS3 and KS4. RCS Pledge completers will receive our new Pledge Badges as part of our RCS Pledge Celebration event.

## 100% ATTENDANCE

Every Term students with 100% attendance for that full term are invited to have their photo taken as a whole group, this is then displayed around the school. Students receive a letter home praising them on their attendance and also receive a prize.





## EFFORT RANKING SYSTEM

The effort rank will be displayed around school for students who have been ranked number 1 for the longest amount of time. In addition students who are number 1 in the effort rank will receive letters and phone calls / texts home. Students who are recognised for outstanding effort and improved effort have photo rewards that are sent home to parents.

## CAUSE FOR PRAISE (CFP)

Our simplest and possibly most effective method of praise is the CFP. When a student has gone above and beyond the usual high expectations, staff complete a Cause For Praise which is shared with Form Tutors, HOY and, as often as possible, parents.



## PRAISE POINTS

Were introduced to reduce the impact of CFPs awarded for 'behaviour' and for students who 'had a good lesson.' Student perception was that most CFPs were handed out to students who did not necessarily deserve them and whilst data suggests this is incorrect praise points remove the bias. They work as follows:

Effort	Each excellent effort receives 1 praise point, coasting 0, requires significant improvement -1 and poor -2
Cause for Praise	Each CFP is equivalent to 1 praise point
Cause for Concern	Each CFC is equivalent to -1 praise point

## FORM TIME INCENTIVE LEAGUE

Students are now grouped in tutor based on attendance, effort and behaviour within school and compete against their peers. Each Year Team runs an incentive league using the forensic analysis of data on a week to week basis. The Year Leader will analyse how many CFCs, CFPs, late marks and what the attendance of each form was during the week. The forms are also set personalised targets from the Year Leader to meet each week.

## SUBJECT AWARDS

Each term, teachers across school choose a student from each of their classes who is deserving of a 'Subject Award.' These can be won by any student in Y7 – Y9 who consistently goes the extra mile in their subject.

## GOLDEN BOOKS

This award recognises outstanding presentation of work. Each term, students in Y7 – Y9 are nominated to have their book backed in gold to celebrate the pride taken in their books.



## LEADERSHIP LUNCH

Every half term, all year groups and tutors nominate students in their tutor group who have gone above and beyond for that half term, displaying the Rawmarsh Way.

These students invited to a “Leadership Lunch” have exclusive access to a special lunch in the cafeteria, which is closed to all other students. Our nominees may bring along a friend of their choice who can join them for their free lunch along with the Senior Leadership Team and their HOY/SPMs.

## AWARDS ASSEMBLIES

The Awards Assemblies take place at the end of each academic year and celebrate the success of students from year groups 7-10. The assemblies celebrate the achievements made by our students over the course of the last 12 months both in and out of school; in particular those who have excelled in subject areas, improved their effort or demonstrated outstanding effort consistently. The assemblies also celebrate attendance and endeavour.



# OUR TEAM

**AYESHA KEOGH**  
ASSOCIATE ASSISTANT HEADTEACHER - PD



About me:  
I grew up in Sheffield and went to University in Manchester to study English and History. My first job was EAL lead in a Sheffield school which I loved and decided to train to teach. I was placed at RCS with Teach First as a teacher of English and have stayed ever since! I recently completed my MA in Leadership in Education and my role in school currently is Personal Development Lead. I am very passionate about enriching and developing students' personal development; ensuring all RCS pupils leave school able and qualified to enter society with confidence and resilience to succeed in their goals.

Favourite Book: Jane Eyre  
Food: Pizza  
Place: Anywhere hot or snowy!  
Film: Jurassic Park  
Sport: Horse riding (I have a horse!) and swimming

**ROB DUROE**  
HEAD OF KEY STAGE 3



Favourite

Book: Gotcha  
Food: Indian  
Place: Northumberland  
Film: Monsters, Inc.  
Sport: Rugby and Swimming

About me:  
I grew up in Anston and attended Wales High School in Kiveton, where I enjoyed studying Biology, Physics and Chemistry. Given my interest in Science I chose to study Biomedical Sciences at Hull University and following this decided I wanted to pursue a career in teaching. To enable me to do this I returned to Rotherham to work as a cover supervisor and then completed my teacher training at Wath Comprehensive. Having previously worked at Clifton Community school as a Science teacher and Head of Year, I joined Rawmarsh Community School as Head of KS3 in September 2022. My role along with the rest of the Pastoral Team at Rawmarsh is to support students develop the attributes and skills they need to be the best version of themselves.



About me:

I grew up in a small village in Nottinghamshire. I attended my local dance school from the age of 5 studying Disco Freestyle, Street Dance, Ballet, Tap and Contemporary dance styles and fell in love with performing arts from that moment! After completing secondary school I went on to study Performing Arts, Theatre Studies and English A levels. I then decided to take a 2 year gap to broaden my horizons in performing. I have performed in dance productions such as Hairspray and CATS. I also became an Adele and ABBA tribute act during this time. I then attended the university of Derby where I gained my BA(Hons) degree in Dance and PGCE post 14 in education. I also toured with my university dance group, performing all over the Midlands. Teaching is something that I have always wanted to do from a young age and I am proud of the last 5 years that I have accomplished at RCS! I can't wait to celebrate your achievements with you and guide you through your RCS journey!



**SARAH COBB**  
ASSISTANT HEAD OF KEY STAGE 3

Favourite  
Book: The Lion, The Witch  
and The Wardrobe  
Food: Italian  
Place: Greece  
Film: Step Up 2  
Sport: Dance!

**JEMMA KIRK**  
NON TEACHING ASSISTANT  
HEAD OF YEAR



Favourite  
Book: Twilight  
Food: Mexican  
Place: Anywhere warm & sunny  
Film: Romeo & Juliet  
Sport: Netball

About me:

I grew up in Wath and attended Wath Comprehensive school, my favourite subjects were French and PE. I moved to Rawmarsh in 2005 and started working at RCS in 2018 working as an exams officer. Because of lockdown and no exams for a few years I got to spend time with students and found my passion of working in a pastoral role and was lucky enough to secure the role full time this year.



**CLAIRE GULLIVER**  
NON TEACHING ASSISTANT  
HEAD OF YEAR

Favourite  
Book: I love reading the Julia Donaldson  
books to my 2 children  
Food: Sunday Dinner  
Place: San Francisco  
Film: Home Alone  
Sport: Hockey/Netball

About me:

I was born and grew up in a small mining village in West Yorkshire. I have a passion for mechanics and aircraft which led me onto joining the RAF, where I played rugby, football and cricket. I'm currently a community coach for Rugby Union and Rugby League (and learning disabilities). I have a degree in sociology, and have worked in areas such as: Youth Justice, schools as a senior SEND Teaching Assistant. Also experience in the field of restorative and family mediation. My motivation is to help students nurture their skills and relationships to be able to build positive relationships.



**MARK WARD**  
NON TEACHING ASSISTANT  
HEAD OF YEAR

Favourite  
Book: Sports biographies  
Food: Italian food  
Place: New Zealand  
Film: Terms of endearment (any comedy  
that makes me laugh!)  
Sport: Rugby League or Union

About me:

I went to a boarding school in West Yorkshire from the age of 12-18 which was nothing like in the Harry Potter stories unfortunately! From there, I went on to complete a sports degree at York St John's University. I spent several years as an Assistant Fitness Manager at Don Valley Stadium alongside Personal Training. I fancied a change and began the role of Cover Supervisor at Handsworth Grange Community Sports College part time whilst completing a PGCE for post 16 education. During this time I realised I wanted to help students/ children and left to pursue my career here at RCS.





## KEVIN DUCKWORTH ATTITUDES TO LEARNING LEAD

Favourite  
Book: Dan Brown Collection  
Food: Mexican  
Place: Southern California, USA  
Film: Back to the Future  
Sport: Football, Rugby League,  
Basketball, Boxing

### About me:

I'm from West Yorkshire, I live in an ex mining town, sport was a big part of my life growing up. I have great interest in all sports, but grew up playing football and rugby league. Before becoming a PE teacher I studied Sport and Education at Liverpool Hope University and then went on to complete a PGCE at Wolverhampton University. I spent time working as a sports coach in my local secondary school to gain experience before taking a PE teaching role at RCS. I have been at RCS since 2009 and have really enjoyed taking numerous sports teams over that time. Whilst being at RCS I have also completed a Masters in Teaching & Learning with Sheffield Hallam University. I have had experience working as a traditional Head of Year in the past and also had numerous roles with the PE department. My current role- Attitude to learning lead is a role I'm really enjoying being able to support and reward students at RCS. I love learning new things and helping others to be better. In my spare time I like being outdoors and being active.

### About me:

I grew up in a small town near Doncaster where I lived with my mum, dad, brother and sister, until I was 19. I have two sons and a dog called Miller. He is a Lhasa apso and very cheeky. In my spare time I look after the dogs of my family and friends, while they go on holiday. I enjoy listening to music, shopping and watching a good netflix series.



## DANIELLE SALKELD NON TEACHING ASSISTANT HEAD OF YEAR - KS3

Favourite book: Twilight saga  
Food: Sunday Roast  
Film: Grown Ups  
Sport: Swimming

