

INFORMATION FOR PARENTS

The purpose of this booklet is to provide you with the information you are likely to need to support your daughter in the year ahead at
Torquay Girls' Grammar School

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Welcome to Year 7

A warm welcome to all our Y7 parents

Many congratulations to you for providing the environment that has enabled your daughter to gain a place at our school. We are well aware of the time and effort this involves but firmly believe that it has been a worthwhile investment.

However, passing the 11+ is just the start. We need your continued support if we are to guide your daughter successfully through secondary school. You are key to the success of a firm and profitable student/school/parent partnership.

The purpose of this booklet is to provide you with the information you are likely to need to support your daughter in the year ahead at Torquay Girls' Grammar School.

The booklet has 3 sections:

1. **Core Purpose** - an outline of the vision, focus and aims of the school.
2. **Parental Support** - advice and guidance to help you fulfil your role in our partnership.
3. **Key Information** - the facts and figures required to help manage your daughter.

Together we can give your daughter the best possible foundation for her future.

Dr N Smith
Headteacher
June 2019

Aims

TGGS CURRICULAR AIMS

Aim	Mode of delivery
1. Academic fulfilment – To nurture a love of learning and to make, at least, the expected academic progress.	Through the development of our 8 Learning Skills.
2. Personal Development - To develop into healthy individuals.	Through the development of our 10 Habits.
3. Caring attitudes - To make a positive contribution to community.	Through our curricular and extra-curricular opportunities.



TORQUAY GIRLS' GRAMMAR SCHOOL

Learning Compass Preparation • Participation • Progression



10 Habits

to help you live a big, long,
happy and healthy life



 **Healthy Mind-Set**  **Healthy Relationships**  **Healthy Body**

The TGGs Learning Framework

Learning Skills (Triple P)	5 Characteristics of Excellent Learning	Teacher responsibilities (Trinity)
<p>Work hard;</p> <ul style="list-style-type: none"> ▪ Put in the necessary time and effort to be successful. 	<p>1. Do the girls know why they are doing this work?</p> <ul style="list-style-type: none"> ▪ The assessment objectives are clearly visible/explained and referred to throughout the lesson ▪ The lesson title is in the form of a question which can be answered by the end of the lesson ▪ The students are shown where they are in a SOW/Syllabus ▪ The lesson is linked to a particular exam/paper/theme/skill ▪ Outstanding exemplar work is shown to give direction ▪ The relevance of the work in its wider context is made clear i.e. social, historical, economic, cultural and scientific as well as being linked to particular career paths and other subjects. ▪ The plenary links back to objectives 	<p>High expectations</p> <ul style="list-style-type: none"> ▪ Strive to develop the Learning skills ▪ Set high expectations of behaviour and achievement (A*/A) ▪ Set challenging but manageable tasks ▪ Encourage personal development and contribution to the community
<p>Preparation</p> <p>1. Plan</p> <ul style="list-style-type: none"> ▪ Be positive in your approach to learning ▪ Anticipate hurdles & think of solutions ▪ Consider options <p>2. Be organised</p> <ul style="list-style-type: none"> ▪ Be in in the right place at the right time ▪ Bring the right equipment ▪ Do the right preparation 	<p>2. Are the girls made to think?</p> <ul style="list-style-type: none"> ▪ The activities require the girls to really think and lead to <u>significant progress in understanding or skills</u> ▪ The higher level thinking skills are utilised (Bloom’s taxonomy or Swartz & Parks) eg evaluation, synthesis, compare and contrast. ▪ Questioning; ▪ A variety of question types are used (refer to Pedpack questioning guide) ▪ There an expectation that students must produce an answer ▪ There is a ‘ what to do if you do not know the answer’ strategy ▪ Classwork and homework is differentiated to match all abilities (cohorts) ▪ A choice of tasks is provided which secures the minimum expected understanding for an A grade and the stretch and extension for A* ▪ Students are encouraged to show sustained effort despite the challenge. ▪ A clear outcome is expected within a defined time limit 	<p>Teaching and Learning</p> <p>Subject Knowledge</p> <ul style="list-style-type: none"> ▪ Be up to date with subject knowledge ▪ Communicate knowledge and skills clearly ▪ Have sound knowledge of specification and assessment criteria ▪ Commit to continuous development of knowledge and experience
<p>Participation</p> <p>3. Question</p> <ul style="list-style-type: none"> ▪ Question how things are ▪ Question how things could be; by being creative, innovative and by taking risks <p>4. Concentrate</p> <ul style="list-style-type: none"> ▪ Focus on the task in hand ▪ Sustain your attention ▪ Participate fully in class activities ▪ Make sure the content and presentation of your work shows attention to detail <p>5. Manage emotions</p> <ul style="list-style-type: none"> ▪ Be aware of your and others’ emotions. ▪ Manage your emotions so you perform at your best in all situations. ▪ Support the emotional needs of others <p>6. Consider others</p> <ul style="list-style-type: none"> ▪ Work positively with others ▪ Show respect for staff and students ▪ Have good manners ▪ Care for your learning environment 	<p>3. Does the lesson maintain the girls’ focus and interest?</p> <ul style="list-style-type: none"> ▪ Teaching involves a variety of tasks both in the lesson and over time. ▪ The tasks take into account individual learning needs and styles ▪ The lesson is well ordered, the girls know exactly what to do and transitions are smooth. ▪ All students contribute by asking/answering questions or by participating in activities ▪ During individual or group work girls stay on task ▪ Clear timings given and kept to and time is used effectively ▪ Appropriate changes of pace are seen in response to the girls’ focus and understanding ▪ There are opportunities for peer-led learning 	<p>Positive Learning Environment</p> <ul style="list-style-type: none"> ▪ Be positive about what the girls can achieve ▪ Be enthusiastic and make learning enjoyable ▪ Learn students names ▪ Treat all students fairly and consistently ▪ Use appropriate praise to raise girls’ self-esteem ▪ Provide a stimulating physical environment
<p>Progression</p> <p>7. Be Resilient</p> <ul style="list-style-type: none"> ▪ Stick at goals, do not give up easily ▪ Respond positively to failure by changing your approach. ▪ Reflect on your progress ▪ Consolidate your learning <p>8. Lead; Yourself;</p> <ul style="list-style-type: none"> ▪ Aim high, stretch yourself ▪ Direct your own learning ▪ Know how you learn best <p>Others;</p> <ul style="list-style-type: none"> ▪ Develop the skills to lead others 	<p>4. Do the girls know how to improve?</p> <ul style="list-style-type: none"> ▪ Exemplar material is used such as model answers at A/A* particularly peer examples ▪ Mark schemes are used and discussed ▪ Students are trained to mark their own or others work ▪ Poor answers are analysed and discussed ▪ Students are taught how to answer different question stems ▪ There is appropriate feedback given on homework/coursework including annotation of scripts ▪ Answer templates are used ▪ Students regularly evaluate against assessment criteria and lesson objectives ▪ Questioning and marking gets students and teachers to understand where they are and what they need to do to improve ▪ Girls review their learning techniques (Ten Tips) 	<p>Thorough Preparation</p> <ul style="list-style-type: none"> ▪ Plan lessons well ▪ Arrive promptly at lessons ▪ Provide a variety of engaging tasks ▪ Use a variety of resources ▪ Mark and return work in a timely fashion
	<p>5. Does the learning environment stimulate learning?</p> <ul style="list-style-type: none"> ▪ The physical environment is stimulating, subject specific and safe ▪ There is a positive relationship between teacher and students ▪ There are high expectations of achievement and behaviour ▪ Achievement, progress and effort are valued and praised ▪ The students are enthusiastic, ready to start, keen to participate ▪ The students are happy to take risks/make mistakes ▪ The teacher presents in a way which fires the imagination and sparks a passion for the subject 	<p>Intervention</p> <p>(no deviation without intervention)</p> <ul style="list-style-type: none"> ▪ Closely monitor student progress ▪ Know individuals strengths and weaknesses inc those with SEN ▪ Praise or support where appropriate ▪ Assess work regularly and give clear feedback ▪ Ensure the girls know how to improve ▪ Refer to appropriate academic/pastoral when required ▪ Reflect on and adapt practice as necessary

From You to Us

As a minimum we would ask that you:

- Strive for maximum attendance.
- Ensure your daughter has a place and opportunity to work at home.
- Support our school rules including the uniform code.
- Take every opportunity to contact us regarding your daughter's progress.

Attendance

All the indicators show that excellent attendance at school is a major factor in your daughter achieving her academic potential at school. Attendance is carefully monitored by the Form Tutor and the Attendance Officer who will intervene if a student's attendance drops (unless of course there are known, exceptional circumstances).

Registers are taken twice daily (at 8.50am and 1.40pm). Girls should be in their form room/Lesson 4 before these times. If they arrive after this, they are regarded as late and a reason is required. Attendance and lateness are reported to parents each term but parents will be contacted earlier where there are specific concerns. Arrival after the registration period has closed requires your daughter to sign in with the Attendance Officer.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. Please try to limit these as much as you are able. All absences require a written request/explanation addressed to the Head of Year.

Illness

If your daughter is unwell you should ring the school on the first day of absence. You will be able to leave a message with the reception staff, or on the answer phone if the school is closed. On her return to school she should bring a note signed by her parent/guardian giving the dates and reasons for the absence.

To report absence

Ring 01803 653 750

Medical appointments in school time (Exeats)

Please write a letter or email in advance to your daughter's Head of Year (see page 22), including all the details. Your daughter will then receive an 'Exeat' slip which indicates that the school is aware that she is off site for a legitimate reason. She should carry this slip with her while she is out of school and return the slip to the Head of Year once she has returned. An Exeat is still required if your daughter has an early appointment which necessitates her being late to school. Should your daughter be absent for one day due to medical appointments etc. a letter of explanation will suffice.

Sickness in school

If your daughter feels unwell while she is at school, there are several courses of action. She may benefit from a short rest in the medical room until she feels able to return to lessons. If that will not suffice, we may need to contact you in order for you to collect her. We are not allowed to send girls home unaccompanied. Girls should not phone home themselves; their Head of Year must make any arrangements necessary.

Administration of Medicines

Please read our policy regarding administration of medicines at school – [CLICK HERE](#).

We are not allowed to give medication without your express permission - [CLICK HERE](#) to download the *Administration of Medicines – Parent/Carer Consent Form*.

Holidays in term-time

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time. Remember that any savings you think you are making by taking a holiday in school time are offset by the cost to your child's education.

There is no automatic entitlement in law to time off in school time to go on holiday.

All applications for leave must be made in advance. A maximum of 10 days in any academic year may be authorised at the discretion of the school. In making a decision the school will consider the circumstances of each application individually, including any previous pattern of leave in term time. Full details of our guidelines are available from the school, but it is important that you understand:

1. Authorisation for holidays during term time will only be given in exceptional circumstances. Please refer to the letter from Government on the following page.
2. Circumstances when leave in term time will NOT be agreed by us:
 - When a pupil is just starting the school. This is a very important as your child needs to settle into their new environment as quickly as possible.
 - Immediately before and during assessment periods GCSE, A Levels or Controlled Assessments or any other public examinations.
 - When a pupil's attendance record already includes a level of unauthorised absence.
 - Where a pupil's attendance rate is already below (95%) for the previous 20 week period or will fall to or below that level as a result of taking holiday leave. This is even if the previous absence was due to an unavoidable cause such as illness.
 - Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised. If leave is granted it should be for only one holiday in any one school year.

Requests for absences longer than 10 days will be at the discretion of the Headteacher.

Summary

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend. All school staff are committed to working with parents and pupils as the best way to ensure as high a level of attendance as possible and that every child's welfare and life opportunities are promoted.

All applications for authorised leave must be made in writing in advance to the Head of Year. In making a decision the school will consider the circumstances of each application individually. Full details of our attendance policy can be found on our website.

Letter from the Department of Education to Head teachers regarding absence

As from 1st September 2013 headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

Each leave of absence request will be considered on a case by case basis and the request will only be authorised where there are exceptional circumstances. If the leave is granted, the Head teacher will determine the number of school days a child can be away from school.

Parents who take their child out of school without authorisation could be subject to £60 penalty notice per child, per parent from the Local Authority. The term 'parent' may include anyone whom the child lives with and who looks after the child such as a step parent.

From 1st September 2013 payment of £60 should be paid with 21 days or £120 within 28 days.

Non-payment of the penalty notice could result in the Local Authority starting prosecution proceedings under Section 444(1) Education Act 1996.

Parental Support

Section 2

Uniform for Students in Years 7-11

Torquay Girls' Grammar School believes that it is essential to instil in our students the importance of maintaining high standards of personal appearance. Accordingly, we require that all students adhere to the rules on uniform, including make-up, jewellery etc. Parents are asked to support us by ensuring that their children wear the correct items, and that these items are renewed as necessary. All of the main uniform, including top quality sportswear, is now solely available from Riviera Schooldays, 186 Union Street, where you can try on before you buy. Uniform can also be bought from their online shop at <http://www.rivieraschooldays.co.uk>

Any items of clothing should be clearly named.

Item	Description	Supplier
SKIRT	<p>Compulsory: S-Cut Navy Colchester Skirt.</p> <p>All skirts must be worn so that they are a respectable length just above the knee. No skirt should be rolled up at the waist band to reduce their length.</p>	Riviera Schooldays
TROUSERS	<p>Compulsory: Navy-blue Trutex Girls Senior Trouser for students who would like an alternative to the skirt.</p>	Riviera Schooldays
BLOUSE	<p>Compulsory: Trutex blue checked short sleeve rever-collar blouse (pack of two).</p>	Riviera Schooldays
JUMPER	<p>Compulsory: Navy-blue V-neck knitted jumper with school logo. Students can opt not to wear their jumpers (if they wish) during the summer term.</p>	Riviera Schooldays
JACKET	<p>Compulsory: Tailored navy-blue Colchester Jacket with school crest.</p> <p>Students are expected to wear their jackets during their journey to and from TGGs as well as when walking around school but can obviously take the jacket off in class if necessary. Students can also opt not to wear the new jacket (if they wish) during the <u>second half</u> of the summer term only.</p>	Riviera Schooldays
PE KIT Years 7-11	<p>Compulsory: White Venus polo top with logo, Navy hoody with logo, Navy track pants, Navy shorts, long sports socks with logo for hockey.</p> <p>The hoody and track pants can be bought later in the term if September is warm.</p> <p>PE socks (ankle/in trainer socks) and sports trainers, NOT leisure shoes, are also required.</p>	<p>Riviera Schooldays</p> <p>Personal choice of supplier</p>

Years 7-8	Compulsory: Mouth guards and shin pads.	Personal choice of supplier – Riviera Schooldays stock these	
Years 9-11	Compulsory: Mouth guards and shin pads if in teams or have opted into lessons.		
Years 7-11	Optional: Navy skort (primarily for teams), rain jacket, thermal white base layer (winter), lightweight Haze polo (summer term only).		Riviera Schooldays
Years 7-8	Optional: Black T shirt and black leggings for dance and gymnastics.		Personal choice of supplier
Years 7 - 8	Optional: Aptus Female leggings Navy/Silver for dance classes.		Riviera Schooldays
Years 10-11	For fitness suite.		
SHOES	Flat, (heels must be below 5 centimetres) plain black, in a style suitable to wear with school uniform. Plain black leather (not suede) trainers or trainer style/shoes with a black sole and with no colour in the branding are also acceptable. Canvas and fabric footwear, sandals, open toes, sling backs, stilettos, 'kitten heels' or boots of any height are NOT acceptable.	Personal choice of supplier	
SOCKS/TIGHTS	Navy-blue ankle socks or black or navy trainer socks. Plain Beige, navy or black tights are acceptable throughout the year.	Personal choice of supplier	
COAT	Plain navy-blue or black coat/jacket/anorak (No words, logos or trims).	Personal choice of supplier	
SCARF	Plain navy-blue or black scarf only.	Personal choice of supplier	
HAIR & NAILS	All hair accessories must be discreet or navy-blue. Fabric hair accessories must be plain navy-blue. Hair should be tidy, of a natural colour and avoid extremes of fashion in colour and style. Nail varnish should be clear – no coloured nail varnish is allowed.		
JEWELLERY	<ul style="list-style-type: none"> • One discreet ring is allowed. • One pair of gold or silver Stud earrings is allowed, to be worn as one stud in each lower earlobe. • No other body piercing is allowed. • No necklaces or bracelets. • No tattoos. 		
MAKE-UP	<ul style="list-style-type: none"> • Discreet light foundation/cover up and black/brown mascara only. No other make-up is allowed. • Students will be asked to remove make-up which is not discreet by members of staff. 		

Please note: Other than outlined above, body piercing and extremes of hair colour, clothing or shoes are not appropriate. Students will be requested to rectify any of these issues immediately!

SUPPLIER DETAILS:

- ✓ Riviera Schooldays, 186 Union Street, Torquay, TQ2 5QP. (☎ 01803 293650) or order on their website <http://www.rivieraschooldays.co.uk>

Compliance

All students are expected to adhere to the above rules which will be enforced by all staff. Tutors will regularly visually check that their Tutee's uniform is correct. The following will happen should any student fail to comply without good reason (e.g. a health issue raised by her parent):

Stage 1: If appropriate, students will be asked immediately to remove (e.g. coloured nail varnish, piercings etc) replace (e.g. inappropriately coloured hair tie) or adjust (e.g. skirt length) the offending item.

Stage 2: If the above is not possible, the student will be asked to change the item overnight and present herself in the correct uniform to a designated member of staff (usually her Tutor). If for any reason this is not possible, her parent will be asked to contact her Head of Year at the school to explain why.

Stage 3: Students who repeatedly fail to meet the required standards will be seen by the Head of Year and their parent(s) will be contacted to decide the best way forward.

Contact with School

We understand that Secondary schools can often seem more remote and less personal than a Primary school. We do not want this to be the case and hence are keen for you to contact us if you have any query, whether pastoral or academic. The following page shows you the different ways in which you can contact the school. We will strive to acknowledge your query as soon as we receive it and will follow up as soon as is practical.

Changes to address or contact details

You will appreciate that it is important this information is kept up to date and accurate. Please inform the school as soon as possible of any changes in these details.

Student Planner

The student planner is a key communication tool between home and school. Tutors will read and sign planners once a week. Please could you view your daughter's planner weekly.



Parental Communication with TGGs

How and who to contact at TGGs



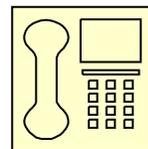
Parents



Write in Student Planner



Write a letter



Phone in



E-mail

TGGs
30 SHIPHAY LANE
TORQUAY
TQ2 7DY

TEL
01803 613 215
 Absence line
01803 653 750

admin@tggsacademy.org

Pastoral Issues

Head of Year

Subject Issues

Subject Teacher

Head of Subject

Specific Issues

Absence/Pastoral Support
 Head of Year

Exams
 Mrs Northeast

SEND
 Miss Beard/
 Mrs McGarry

Trips & Finance
 Mrs Darby

Child Protection Officer
 Miss Bucklar

Governors
 Contact via Clerk

Sixth Form
 General Enquiries: (Sixth Form Administrators): **01803 653756**
 Absence: **01803 653761**

From Us to You

We aim to:

- Inform you of your daughter's progress.
- Inform you of the school activities/curriculum that affect your daughter.
- Support you through issues that arise.

Informing you of your daughter's progress

During Year 7 you will receive:

- Two data-driven report.
- Attend two Parents' Evenings – one with a pastoral focus in Term 1 and later in the year an academic one.

Parents should contact in the first instance the tutor or subject teacher if you have any concerns or issues concerning your daughter's progress.

The first Parents' Evening will be focusing on your daughter's welfare and how she feels about the transition – this will be with your daughter's tutor.

The one later in the year will be with all your daughter's subject teachers. It is possible that if your daughter is doing well, and that particular teacher teaches many Year 7 classes, we will ask you not to see that teacher that evening, but you would still have the opportunity of a phone call at a later date.

Examinations

Internal examinations are held in most subjects during the year's examination period. These are important for assessing how your daughter performs under formal, timed conditions and for preparing her for the public examinations.

Some students can become quite stressed at this time and it is important they receive extra support at home to help them revise. If your daughter is unwell and misses a school examination, she will be asked to take it on her return to school. This does not apply in the case of public examinations. All students sitting examinations should have all the necessary equipment with them and this should be carried in a clear plastic bag/container. Drinking water may be taken into an examination, provided that it is in a clear bottle with no label.

Informing you of school activities/curriculum that affect your daughter

We strive to keep you abreast of the activities and the curricular events which affect your daughter. We do this via the following channels:

Nature of Communication	Mode	When
Head's letter	Email and website	Half termly
Reporting	Email	GS, report, exam results once a year
Intervention as a result of progress	Email, phone calls and meetings	As required
Year 7 booklet	Email and Website	At start of year
Meetings	Parents' Evenings	Once a year (Year 7 x 2)
	Information evenings	Year 6, Year 9 Options, Year 10 Info evening, Year 12 etc.
Questionnaire/survey	Online	Annually
General queries	Through Parent Governors	Governors meetings
Digital information	Website	Updated daily
Parent Clinics	Face to face	½ termly

In addition we send out information as required for a myriad of other activities. We strive to respond to parental queries as soon as we are able. You will note that there are also opportunities for you to feedback to the school through parent questionnaires and Focus groups.

Homework

Homework is set in most subjects to extend learning beyond the school day. Teachers choose tasks which arise naturally from the lessons in school and/or to prepare for the next lesson. Homework is an opportunity for parents to become involved with their daughter's learning by, for example, getting her to talk about the lesson or topic, or supporting her with research.

Students vary enormously in the time and effort they spend on homework tasks. Information about your daughter's homework will be recorded in her homework diary and parents may use these pages to return comments and questions to the subject teacher.

Supporting you through issues that arise

The previous parents have all been through Y7 with their daughters. On the following pages they have given their answers to some common questions that may arise during the year.

Common questions from parents	Advice from current parents
<p>What is different about being a parent of a girl at Secondary school?</p>	<ul style="list-style-type: none"> • You no longer have immediate direct contact with teachers and other parents as you no longer collect from the school gate. When your daughter moves up to Secondary school a parent has to learn to let go and the child learn to take more responsibility for her own life but with you to support her. • <i>Less direct contact with the school and teachers, and more trust put into your daughter's hands.</i> • Communication from the school is mainly through your daughter not direct with you and this can take a bit of getting used to! • <i>Secondary school usually involves a move to a much bigger school, with multiple teachers, often further from home, and as a parent you tend to feel more distanced from your child's school experience. Their friends may also be less local too. They seem to become more independent overnight, and tell you much less about their day – all part of their growing up, but it can seem very sudden!</i> • At Primary school you have daily contact with parents and teachers. At Secondary school, no daily contact unless something specific occurs.
<p>How should I organise my daughter's work life/balance?</p>	<ul style="list-style-type: none"> • You should encourage your daughter to take responsibility for this herself. She should keep up to date with school work and homework but balance that with sport and social activities outside school. • <i>Encourage to keep up with usual activities and allow them to start to prioritise their work</i> • Encourage her to do her homework as soon as she gets home and then do whatever she wants to do not the other way around. Role model yourself that we need to work and have leisure time. • <i>You know your daughter better than anyone else does, so you know best how much she is likely to be able to take on. Most school clubs are within school time, so most activities she has always done before, she will be able to continue. Just let her know it is OK to say "No" if she feels she is taking on too much.</i>
<p>How can I help my daughter with her homework?</p>	<ul style="list-style-type: none"> • I have never been "allowed" to help! I show interest and encouragement but my daughter does her own work and it seems important to me that it is her own work so that the teacher can assess her learning and ability and not mine. If she cannot do the homework then she needs to raise this with the teacher. • <i>Quiet area of her own to study, be there to assist with calming when becomes too much!</i> • Make her aware that you are ready to help if she asks but let her get on with it so that she builds confidence in her own abilities. • <i>The best help you can give her is to help her to find a way to manage it herself – whether it is having a break after school before starting it, or making sure it is done before any TV etc. – no one way suits all. Find what works best for her.</i> • Always find time no matter how busy I am.

<p>How can I help my daughter get good coursework grades?</p>	<ul style="list-style-type: none"> • Encourage her to try her best and provide the resources if you can. However, she must do it herself. • <i>The coursework is largely done within school, but give her chance to explore or talk around it at home if she wishes.</i> You may find she tells you very little about it – in which case, all you can do is be as supportive as you can! • Always encouraging her, praise her when she gets good grades or commendations.
<p>How can I support my daughter around exam time?</p>	<ul style="list-style-type: none"> • Keep calm and carry on! Good food, <u>not</u> pressurising her and suggesting that she revise sensibly and early so it is revision and not learning a subject afresh. Try to tell her to switch off Facebook and the mobile phone but this is not always accepted! Encourage her to get to bed early. • <i>Allow time out for fresh air, usual friends contact. Good diet, sleep and chill time. Talk through anxieties and subjects</i> • Help her think ahead and plan how she is going to revise. • <i>Again, you know your daughter. Everyone reacts differently to exams, but some become outwardly very stressed, some internalise all their worries, others find it easier to release their stresses in their own way! Help them have breaks if they are becoming too intense, keep up a bit of gentle “encouragement” if they seem too laid back! But ultimately, your daughter needs to be self-driven, and the more you can do help her to find her own way through things, the better. The most important thing is to BE THERE. And keep reminding her that no single exam is going to damage their life prospects forever! Everyone has a bad day, and everyone has subjects they struggle with at times. The pressure can be quite intense, and often she will need you to remind her that it really will be OK, whatever the outcome of the exams.</i> • Keep social events to a minimum e.g. no weekends away or holidays.
<p>What should I do if I am worried about my daughter’s grades or work?</p>	<ul style="list-style-type: none"> • Speak to her and contact the teacher via the school if her answer does not satisfy or reassure you. • <i>Contact form tutor or Year Head.</i> • Talk to her form teacher or the Head of Year. • <i>Talk to someone. Look at your list of contacts. Speak to your daughter first and see if she thinks there is a problem – but definitely speak to someone. Don’t wait for Parents’ Evening.</i> • Always contact the form tutor by letter in the first instance or contact the teacher (subject). Talk to my daughter to find out any issues worrying her.
<p>How can I help my daughter chose her options in Y9 and Y11?</p>	<ul style="list-style-type: none"> • Try to discover what she is interested in and in which she is likely to achieve good grades. Don’t allow her to choose a subject simply because her friends are doing it. It helps to find out who the teacher will be but this is not always possible. • <i>Discuss what she enjoys and establish what areas of work she is interested in. Attend options evening with an open mind!</i> • She needs to choose one subject which is more relaxing and fun. Other than that – it is tricky, but choose the subjects she will enjoy and might want to do at A level. • <i>My daughter had a fairly clear idea of what subjects she wanted to study, but we talked things through.</i>

<p>How do I get the most out of Parents' Evenings?</p>	<ul style="list-style-type: none"> • Make sure that your daughter does fix appointments with all the teachers if possible. Prepare for the evening by working out exactly what you want to ask as well as listening to what is said. Turn up on time. Don't waste the teacher's time by social chat as time is very limited and you need to get straight to any issues about which you, the teacher or child are concerned. Be direct. At the end of the day you need to work as a team with the teacher and child to achieve the child's potential. Don't embarrass your daughter but try to be constructive. If the teacher can't be at the evening then normally he/she is happy to speak to you on the phone. • <i>Discuss issues before with daughter. Book the teachers that you want to see on the night and have a list of things that you want to discuss ready</i> • Make sure you daughter has made appointments ahead of time otherwise it will be difficult to see any teachers at all. • Don't believe her if she says you do not need an appointment you do! • <i>Try to make sure you know any specific questions you may have for individual teachers before you go. Use them as a chance to at least put faces to names of the teachers! It helps if you have to have contact at other times too.</i>
<p>How do I get her to be confident and assertive?</p>	<ul style="list-style-type: none"> • This depends upon the child's personality and upbringing as well as family dynamics. Encourage her to be true to herself and if you are lucky she will have friends who give her confidence and allow her to be herself. Maybe outside interests such as dancing/sports etc. will enable her to develop other skills outside school to gain confidence. A happy child will learn and gain the confidence to enable her to be assertive. Praise her when she does well and encourage her when she tries. • <i>Reassure, outside activities, dram involvement, school clubs, meet friends and colleagues, talk about school and any worries. Encouragement</i> • Focus on what she does well not what she doesn't do. • <i>You know your own daughter - you know what boosts her self-esteem and confidence. She needs always to believe in herself, and sometimes that will be down to you for a bit if other things are going less than well. Always keep the communication going, even when it is difficult!</i> • Encouragement and praise, encourage other interests e.g. sports or Girl Guiding.
<p>How do I keep her motivated and encourage persistence?</p>	<ul style="list-style-type: none"> • She herself needs to want to achieve and succeed. "The roots of true achievement lie in the will to become the best that you can become." • <i>Praise, discussions around requirements for chosen career, Healthy work/play balance!</i> • Take an interest in what is going on in school, emphasise that it is ok to get things wrong, that is how you learn, and reward her for making an effort and keeping going even if she finds things hard. • <i>Difficult at times - sometimes you have to go back to building the confidence to keep the motivation and drive going! Sometimes, though, she needs to be able to have a break from going at full tilt, and just back off for a bit, to recharge.</i>

<p>How should I encourage my daughter to talk about things?</p>	<ul style="list-style-type: none"> • It depends upon the child’s personality. Be open with her and let her tell you when she is ready. If she won’t talk to you then maybe she will talk to her friends or another family member. If she won’t talk then maybe you give her the “tools” to resolve any issues herself. Communication is vital but you cannot force it • <i>Allow time each day when she is ready to talk, over a meal, in the evening when others are occupied</i> • Find regular times to ask her about school and what is going on in her life when you are not preoccupied yourself with other things so that you listen to her properly. • <i>Secondary school usually involves a move to a much bigger school, with multiple teachers, often further from home, and as a parent you tend to feel more distanced from your child’s school experience. Their friends may also be less local too. They seem to become more independent overnight, and tell you much less about their day – all part of their growing up, but it can seem very sudden!</i> • Just leave the opening there. Spend time with her in “her” world – whatever that might be, shopping, watching a film which might not be your choice, doing something active together – you can’t make her talk to you, only give her the opportunity. If she won’t talk to you, perhaps give her the opportunity to talk to someone else you both trust. • <i>Wait until she is ready and comfortable to talk things through. Talk with her own friends as well.</i>
<p>What should I do if my daughter falls out with her friends?</p>	<ul style="list-style-type: none"> • This is difficult. You probably shouldn’t become involved unless the falling out leads to other problems at school. You have to listen very carefully in case there is bullying involved. It’s almost more important to realise what she is not telling you and watch out if she becomes withdrawn. You maybe then need to speak in confidence to her tutor or Head of Year. • <i>Talk it through, try to encourage her to talk to them and invite them round. Help her look at the concerns objectively and optimistically</i> • Try not to make too big a deal about it so that she feels worse, encourage her to have a broad group of friends and tell her that things will pass so that small tiffs do not get blown out of proportion. • <i>Very tricky. Listen to all she has to say. Be absolutely on her side – but do remember you are only hearing one side of things. If things are not resolving, speak to the form teacher to see if there is a real problem at school. Fallouts can seem immense to your daughter and can dominate her world if they do not resolve, but usually they seem to settle down quite quickly.</i> • Tell her not to worry, it usually gets sorted, or find others to meet at lunchtimes etc. Again try and talk about the issues.
<p>How should I deal with boyfriends?</p>	<ul style="list-style-type: none"> • Accept them unless there is something very wrong but you will only to get to know this by getting to know the boyfriend. You hope that he will be hard-working and “complement” your daughter and that as a team they will work well together and encourage each other. Set boundaries as to behaviour and discuss issues which concern you. • <i>Ban them!!! Seriously – scary thought in Y7 – set boundaries, be very clear where those boundaries are. The fights are all part of the communication!</i>

How is it best to reward her for hard work?

- Hopefully the hard work will mean that she achieves good grades and results and that this will be reward for her. Praise her for what she has done so she knows you are proud that she has worked hard and made the effort. Give her a hug!
- *Hugs! Praise! Financial initiative if appropriate. Friends over for meals, sleep over, beach etc.*
- With your time.
- *Heap on the praise. End of year tangible reward maybe, but just loads and loads of positive reinforcement – for work, not necessarily just for results!*
- A reward e.g. at results of exams, a Commendation or good grades for homework. A reward of my daughter's choice e.g. a day out or shopping spree! (But within limits!) Maybe some jewellery as a reminder.

Key contacts

Main School Office

- Telephone No - 01803 613215
- Absence Line No - 01803 653750
- Fax No - 01803 616724
- Email - admin@tggsacademy.org
- Website - <http://www.tggsacademy.org/>

Senior Management Team

- Dr N Smith - Headteacher
- Mr C Charlwood - Deputy Headteacher – Head of Lower School (Years 7, 8 & 9)
- Mr J Gregory - Deputy Headteacher – Academic & Head of Upper School (Years 10, 11, 12 & 13)
- Mrs E Browne - Head of Sixth Form
- Miss S Bucklar - Head of Key Stage 4 & Designated Safeguarding Lead
- Mr N Twelves - Director of Systems
- Mrs S Wallwork - Director of Finance and Resources

Heads of Year

Heads of Year lead the team of tutors and monitor your daughter's academic progress and welfare. Please let them know immediately of any home issues that may affect these and contact them if you have any concerns at all. They will liaise with the form tutor and/or teaching staff/leadership team as appropriate to the situation.

- Head of Year 7 - Mrs S Fox
- Head of Year 8 - Miss L Elliott
- Head of Year 9 - Ms A Saunders
- Head of Year 10 - Mrs M Lamacraft
- Head of Year 11 - Mrs L Roberts
- Head of Year 12 - Mrs A Horrocks
- Head of Sixth Form & Year 13 - Mrs E Browne
- Head of Lower School - Mr C Charlwood
- Head of Upper School - Mr J Gregory

Form Tutors

Form Tutors monitor attendance and general behaviour, welfare and academic progress. They are in daily contact with the tutor group and may also teach some or all of the group. Generally they will remain with your daughter's group as she progresses up the school but this is not always the case.

- 7B - Mrs N Leflaive
- 7C - Mr D Cross / Miss Z Malone
- 7J - Mr A Walker
- 7R - Mrs P Smedley
- 7W - Miss L Coles / Mrs K Kember

Other Key Staff

- Miss S Bucklar - Designated Safeguarding Lead (CPO)
- Mrs L Rumbelow - PA to the Headteacher
- Mrs M Batt - Senior Administrator
- Mrs A Hennessey - Main Office Reception
- Mrs S Darby - Finance Officer
- Mrs V Augusti - Finance Assistant
- Mrs M Fordy/Mrs D Asplen - Sixth Form Centre Administrators
- Mrs T Northeast - Examinations Officer

Term Dates

Term Dates 2019/2020

Term	First Day	Last Day
Autumn 2019	Wednesday 4 th September (Y7 & Y12 only) Thursday 5 th September - Whole School	Friday 20 th December
Spring 2020	Monday 6 th January	Friday 27 th March
Summer 2020	Tuesday 14 th April	Tuesday 21 st July

Half Term Dates 2019/2020

Term	First Day	Last Day
Autumn 2019	Monday 21 st October	Friday 25 th October (inclusive)
Spring 2020	Monday 17 th February	Friday 21 st February (inclusive)
Summer 2020	Monday 25 th May	Friday 29 th May (inclusive)

Non-Pupil Days - 2019/2020

Monday 2nd / Tuesday 3rd September 2019

Friday 18th October 2019

Monday 20th July 2020

Tuesday 21st July 2020

Bank Holidays - 2020

Wednesday 1st January (New Year's Day)

Friday 10th April (Good Friday)

Monday 13th April (Easter Monday)

Friday 8th May (VE Day)

Monday 25th May (Spring Bank Holiday)

Times of Day

Time	Session
08:50	Registration, Tutor Time, Assembly
09:10	Movement
09:15	LESSON 1
10:10	Movement
10:15	LESSON 2
11:15	Break
11:40	LESSON 3
12:40	Lunch
13:45	LESSON 4
14:45	Movement
14:50	LESSON 5
15:45	Finish
16:30	Girls to have left school premises (unless involved in school activities).

Future School events 2019-2020

Dates for all future Activity Days / Events / Parents' Evening / Examinations will be confirmed at a later date.

Information about these activities and any future events will be sent to you during the course of the year. Most will have reply slips for you to sign and return so that we know you have received the information. Please do get in the habit of asking your daughter for any information she has been given and/or checking the school website.

[Click here](#) to access the whole school calendar

Support and Welfare

Our aim is for all students to feel safe and happy at Torquay Girls' Grammar School and that they enjoy all aspects of their education.



'Well Beings' Programme

There has been a widely reported rise in the number of UK teenagers with mental health issues. We believe that our excellent pastoral care system has helped keep our incidence at half the national rate, however we are keen to reduce this further so in September 2015 we launched our 'Well Beings' programme – [CLICK HERE](#) to read more.

Our pastoral system is designed to ensure that problems are picked up as early as possible so we can help the students through any temporary or more enduring problem. Students access support in a number of ways:

School Counsellor

Mrs Holden is available three days per week to see students on a one-to-one basis. All information discussed is completely confidential and it will not be discussed with parents or school staff unless it is, or is suspected of being, a Child Protection issue. We also have the services of a fully qualified Cognitive Behavioural Therapist (CBT) counsellor who works 2½ days/week.

School Nurse

The school nurse runs a drop-in clinic on one lunchtime per week (Thursday at 12.30pm-1.30pm) and can also be contacted to see students when necessary. Again, all discussions and issues are completely confidential unless Child Protection issues are apparent or suspected.

Peer Mentors

Some students prefer to talk to other students of their own age. Sixth Form students are trained each year to become peer mentors for younger members of the school.

Listeners

This is an extension of the Peer Mentoring scheme and provides trained volunteers from Year 11 to support girls throughout the school.

Learning Clinic

Mrs McGarry, the Learning Support Assistant, is available to all girls. She supports individuals and groups in the Humanities lessons and/or refers them to specific subject help in the departments. She works with girls who have specific learning issues such as dyslexia to ensure the student receives help which is specifically tailored to her needs.

Special Requirements

Please contact the Head of Year immediately if your daughter has any special requirements to help her learning. In particular, parents may request dyslexia screening tests if they feel this might be an issue.

Specific Subject Support

Most departments have systems for giving students extra help and support during the lunchtimes and all teaching staff give generously of their time.

Teaching Students

Older students in the school are trained as coaches to help individuals with subject specific problems. They are available to provide assistance by sending an email with a request to:

tggsteachingstudents@gmail.com

Support and Welfare *(Continued)* ...

Academic Mentoring

All students in Years 7-11 will have regular one-to-one sessions with their tutors to discuss their individual progress. Students will be asked to prepare for these discussions by identifying their strengths and weaknesses and to consider what steps they need to take to improve.

Sex and Relationship Education

As part of our Health Education Programme, Year 7 have a session on 'Puberty'. In the past, girls have found this session very helpful and informative, and I hope you will allow your daughter to participate.

Anti-bullying Strategy (to Parents/Guardians)

Watching for signs of bullying:

- Your child may be reluctant to go to school but unable to say why
- There may develop a pattern of illnesses e.g. headaches, sickness
- There may be bruises
- Your child may display unexpected emotional outbursts
- Please contact the school if you have any suspicions as soon as possible

What you can do if your child is being bullied:

- Try to establish as much information about the incident/s as possible
- Inform the school immediately. Your complaint will be taken seriously and followed up quickly
- Reassure your daughter that she does not deserve to be bullied, that it is not her fault and that the school will not tolerate bullying by anyone

Reported Incidents of Bullying:

- The incident will be investigated by talking with as many parties as possible

Where incidents are established as bullying, the following sanctions will be applied:

- **Level 1**
The perpetrator/s will be counselled by the tutor or Head of Year and receive a formal warning to stop. Apologies requested. Incident recorded in girls' files.
- **Level 2**
The perpetrator/s will be interviewed by the Head of Year and/or Deputy Headteacher. Parents will be informed by letter and/or interviewed. Apologies requested. Girl/s may be placed "on report" and /or isolated at break and lunchtime for fixed period. Copies of letter and response as well as interview to be kept in girl's file.
- **Level 3**
As a result of non-compliance with outcomes of Level 2, and to include all violent incidents. Each individual case will be dealt with by the Headteacher and Governors of the school.

School equipment and personal belongings

Lockers

All girls are allocated a locker for their sports clothing within the first 2 weeks of starting in September. If the lockers are housed in the Garages area they will need to provide their own padlock (they will be advised of the size at the time), if it is housed in the Sports Hall area they will need to pay a one off, non-refundable fee of £5 as the locker already has a combination lock attached (this will be charged through ParentPay). There are other storage areas available, but these are not secure. We strongly advise that you encourage your daughter to use her locker at all times.

Valuables and mobile phones

Whenever possible these should not be brought into school. We appreciate the usefulness of mobile phones, but they must be turned off during the day. The girls are responsible for the safekeeping of their own phones. Phones will be confiscated if they are used inappropriately, and returned at the end of the school day.

Healthy Lifestyle Policies

Food and physical activity

We recognise that students have a choice about their food and drink intake, but we aim to encourage students to make a balanced decision about lifestyle, food and exercise. The school encourages all students to follow a healthy lifestyle through the provision and promotion of healthy food choices, the Health Education Programme in PSHE (Public, Social, Health and Economic) and subject lessons, and through participation in physical activity in and after school.

Parents are encouraged to view our Healthy Lifestyle policies on the school website and to contribute to future developments by writing or emailing their views.

Drinking water

The students are encouraged to carry drinking water with them during the school day in a clear, plastic bottle (no coloured or fruit drinks, please). The school provides fresh, cooled drinking water from which these can be re-filled.

Packed lunches

The School Food Trust has issued guidelines to parents on packed lunches and suggests 4 easy changes towards healthy eating:

- ***CHANGE chocolate for fresh fruit***
- ***CHANGE white bread sandwiches for wholemeal***
- ***CHANGE crisps for a yoghurt***
- ***CHANGE the content daily – variety is the spice of a packed lunch***

For full details on the Government's new food-based standards see: <http://www.food.gov.uk>

Please contact us with comments on the current provision in school and any suggestions you have for improvements.

Details are correct at the time of going to press. You will be informed of any changes or additions.

TGGS School Song

Verse 1

Torquay Girls' where wisdom's cherished,
Girls' grammar helped us start
Gave us mem'ries so precious,
It's always in our heart

Chorus

We will seek a greater pur-pose,
We'll never be too shy
To uphold our school tra-dit-ions,
Girls' Grammar till we die

Verse 2

Conquered trial and tribulation,
Earned our right to wear our blue
Joined the ranks of our houses,
Formed friendships bonds so true

Chorus

We will seek a greater pur-pose,
We'll never be too shy
To uphold our school tra-dit-ions,
Girls' Grammar till we die

Verse 3

As we face the tests of our time,
As our chosen paths unfurl,
We'll be guided by the compass,
Proudly a Grammar girl

Chorus

We will seek a greater pur-pose,
We'll never be too shy
To uphold our school tra-dit-ions,
Girls' Grammar till we die

