wildernschool

Parent Handbook

2026-2027

'Every Student Matters, Every Moment Counts'

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A Message from the Headteacher

Dear Parent/Guardian,

At Wildern, we truly value our partnership with you. We know that by working together, we can help our young people thrive and achieve their full potential.

This Parent Handbook is designed as a quick, easy reference guide, putting essential information right at your fingertips. While everything here is also available on our website, this guide saves you from having to search for the basics.

To further support your journey with us, we offer a variety of Parent Information Evenings throughout the year. These sessions provide valuable insights into school life, covering crucial topics such as:

- Curriculum updates and exam coping strategies
- Digital literacy (including Google tools and e-safety)
- Adolescent mental health and well-being

We encourage you to stay actively involved in our school community through our digital channels:

- The Wildern Parent Arbor App: Your central hub to view your child's information and receive the latest updates.
- Our Website: Visit the news section for ongoing support and announcements.
- Social Media: Follow us on Facebook (`@wildernschool`) and Instagram (`@wildern_school`).

Together, we can ensure our students achieve their very best and become the determined, adaptable, and compassionate young people we all aspire for them to be.

Best wishes



Ceri Oakley
Headteacher

Pastoral

At Wildern we place our students at the heart of the school community. We believe that all students can be successful in an environment where 'Every Student matters, every moment counts'. Wildern is a happy school, providing an atmosphere which supports students and enables success, development of character and nurtures their well-being. Our students know that they are valued as individuals with unique needs, strengths and potential and that we truly believe that our students can be the best they can.

Safeguarding

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is defined as:

- protecting children from maltreatment
- preventing impairment of children's physical and mental health, wellbeing and development and health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes
- Providing help and support to meet the needs of children as soon as problems emerge

Safeguarding is everyone's responsibility. If you believe that a student within the Wildern School community is at risk, then please contact the school through our secure email address of: safeguarding@wildern.org.

Wildern School Designated Safeguarding Team

We are all responsible for safeguarding…

If you are concerned about the welfare or safety of anyone at school please report your concerns to the safeguarding team below, or by emailing **safeguarding@wildern.org**

		
Mr K Orchard *Safeguarding@wildern.org*	Mr M Chance *Safeguarding@wildern.org*	Mrs K Thomas *Safeguarding@wildern.org*
		
Miss H Jones *Safeguarding@wildern.org*	Mr M Knight *Safeguarding@wildern.org*	Mrs A Warner *Safeguarding@wildern.org*
		
Mrs J Fleeman *Safeguarding@wildern.org*	Miss B Cooper *Safeguarding@wildern.org*	Ms L Duck *Safeguarding@wildern.org*

Or call main reception on: 01489 783473 and ask for a DSL

Home – School Partnership

It is important that the school, the students and parents all work together to get the very best outcome for the young people who attend Wildern. By attending our school you are agreeing to the Home School Partnership and we are all committing to doing the best we can to support one another throughout a student's journey through school.

As students we will:-

- Always take pride in everything that we do.
- Maintain the highest standard of behaviour and respect towards all visitors and members of Wildern and the wider community.
- Follow all school rules including those on behaviour, mobile phones, uniform, punctuality and attendance.
- Uphold the behaviour for learning expectations listed in the student planner.
- Conduct ourselves in a manner that brings credit to us and the school on journeys to and from school, on school trips and in the local community.
- Follow the instructions of Prefects who act on behalf of the Headteacher.
- Take care of our environment.
- Always be honest and trustworthy.
- Be kind to each other.
- Encompass all of the 6 Wildern attributes of curiosity, determination, pride, reflection, respect and kindness.

As Parents we will:-

- Ensure our child attends school, is punctual and will not take holidays during term time.
- Ensure our child is equipped for lessons and has a backpack, tote or satchel bag with over shoulder handles.
- Provide an environment that encourages good self-study habits and support students with their home learning.
- Ensure our child is always dressed in uniform according to the school uniform policy.
- Work in partnership with the school in maintaining a high standard of behaviour, accepting and supporting the use of appropriate sanctions in line with the school's behaviour policy.
- Attend parental consultation meetings and information evenings.
- Promptly notify the school of any changes in circumstances that may affect our child's well-being and their learning.
- Monitor my child's online activity and encourage the safe and appropriate use of electronic devices.
- Ensure my child does not bring a smart phone/device to school.
- Follow the Parental code of conduct at all times.
- Contact the school if we have concerns and work with the school to resolve any issues rather than use Social Media.
- Keep up to date with school communication and read the Wildern weekly.

As staff at Wildern School we will:-

- Nurture our students' academic progress and their social and personal development.
- Encourage a strong sense of positive personal values through the 6 Wildern attributes.
- Encourage respect and empathy for others within the school and the wider community.
- Provide a safe and supportive environment in which a system of rewards and sanctions motivates and challenges students.
- Provide a broad and balanced education at the appropriate level for each individual.
- Review progress and set self-study as an integral part of the learning process.
- Provide a high level of teaching and learning within specialist areas.
- Work in partnership with parents and the wider community.
- Communicate formally and informally regarding attendance, academic and pastoral progress.
- Ensure all members of the school community embrace the notion of Rights and Respect.

The Wildern Way - Our School Culture and Ethos

Wildern School believes that '*Every Student Matters, Every Moment Counts*'. We are a comprehensive school in the heart of our community and are very proud of the relationships we have with our students, parents and local residents. We believe passionately in quality education for all and the significant part we play in ensuring this both within our own community and beyond.

The three stated academy aims for Wildern School are:

- To enhance the opportunities and successes enjoyed by all present and future students and staff
- To develop further the school's track record of contributing to school improvement, innovation and transformation both within the school, locally within our immediate family of schools and for the wider system as a whole
- To develop further the schools wider community role and our contribution to opportunities for our stakeholders in our immediate community, particularly in the arts and sport

We take pride in our excellent record of academic success and the opportunities that we offer our students both through the curriculum and our extensive co-curricular activities. We continue to perform well above the national average.

We strive to ensure that all students achieve their full potential through a clear focus on learning and achievement in a supportive environment. We are proud of the fact that we know every student as an individual and challenge and stimulate them regardless of ability so that they can all achieve within a happy and secure environment.

We especially value our collaboration with parents, ensuring that this partnership is to the benefit of your child.

Wildern is a successful school that is proud of its students' achievements whether they are academic, sporting, artistic or dramatic. We provide a curriculum that is both broad and balanced, and one that has received national recognition for its quality.





At Wildern, we endeavour to create a culture where students believe that their qualities and talents grow through trying something, putting in effort and learning from their mistakes. This is based on developing students' growth mindset and allows them to have a belief that with time, practice and guidance, they can achieve anything they put their mind to. We do this by creating safe environments in which our students can learn without fear of failure. Our Wildern attributes encompass this wholeheartedly.

Reflection



We ensure our students are aware of their strengths and areas of development. Lessons include dedicated quality reflection time for students to reflect and review their work, act on feedback and redraft work to improve upon it.

Determination



Research suggests that effort is more important than talent or innate ability and so we have high expectations of all students and what they can achieve when they try. We challenge our students to be the best they can be and encourage them to take a leap of faith even if it means falling a few times. The determination we see in students who rise to these challenges find they reap the rewards and are successful in their achievements.

Respect



Making mistakes is hard – students fear embarrassment, criticism, humiliation. However, a safe, secure classroom environment can ensure that students see that making mistakes are part of the learning process and from them, they can develop a better understanding. We do this through modelling and by making explicit the learning outcome from mistakes. We encourage students to respect one another for engaging in the learning process not just for achieving the correct answer.

Curiosity



There is a feeling across the world that our heroes have superhuman abilities that lead them to greatness, success, stardom. However people with a growth mindset know that even heroes have to develop their curiosity, work hard and practise for their achievements. Students who are curious often seek solutions themselves, investigating and researching something and showing great independence which prepares them for the world ahead.

Pride



Research suggests that when students are praised for what they have accomplished through effort, practice, study and persistence, they experience a sense of achievement and have the motivation to go on and take these achievements further. We encourage our students to take pride in these efforts, including in how they present their work, how they demonstrate their learning and recognising their own achievements, avoiding comparisons to those of their peers.

Kindness



We live in a diverse community where everyone should feel welcome, included and equal. Everyone is unique and it is a combination of our differences that shape our view of the world, our perspective and our approach. In a world where the news can be dominated by acts of discrimination or violence due to someone's characteristics we must promote equality, diversity and kindness so our students grow into considerate, empathetic and caring individuals.

Diversity



The Wildern symbol of diversity represents our beliefs that every member of our school community counts.

As set out in the Home-School Partnership we ask that students maintain the highest standard of behaviour and respect towards all members of the Wildern community and conduct themselves in a manner that brings credit to us and the school. We feel that having a sense of belonging at school can increase student emotional and physical wellbeing. This is equally as important as diversity and inclusion because all children should feel that their world is a safe place where people care about them and their needs.

To help them do this we spend time looking at and celebrating Wildern's diverse community. This is done through:

- Strong curriculum content across the school
- Student voice
- A focus group dedicated to celebrating and promoting equality and diversity
- Challenging those who aren't inclusive
- Working with agencies and charities from outside of school to support our community

Students get the opportunity to partake in activities across the school year where they are able to consider different cultures, religions, gender/sex, sexual orientation, age and disability and all potential characteristics. . Whenever you see this symbol it is communicating that we are learning about, supporting or celebrating the rich and diverse Wildern community that we are so proud of.

#Itsnotok



Your children have every right to feel safe at school and it is important that all students are aware of when someone is being inappropriate towards them.

We are using the "#It'snotok" to promote awareness of what students need to be thinking about when they are facing unwanted sexual behaviours or contacts either in school or when out in the community.

Over the course of the school year we will be encouraging discussion through tutor time, assemblies and our strong RSE curriculum and will be sending the clear message to challenge unacceptable behaviour and say "it's not ok".

Wildern: A Rights Respecting School

A Rights Respecting school is one in which the Rights of the Child are placed at the heart of everything that happens. Wildern is a school in which all students learn that with rights come the elements of respect and responsibility

What does being a Rights Respecting School look like at Wildern?

The Right to an education: the responsibilities expected:

Behave towards all members of the school community with courtesy and consideration.

Be Willing to Learn, Ready to Work.

Conduct yourself in a manner that brings credit to you and the School on journeys to and from school and on school trips.

Follow the instructions of Prefects who act on behalf of the Head Teacher.

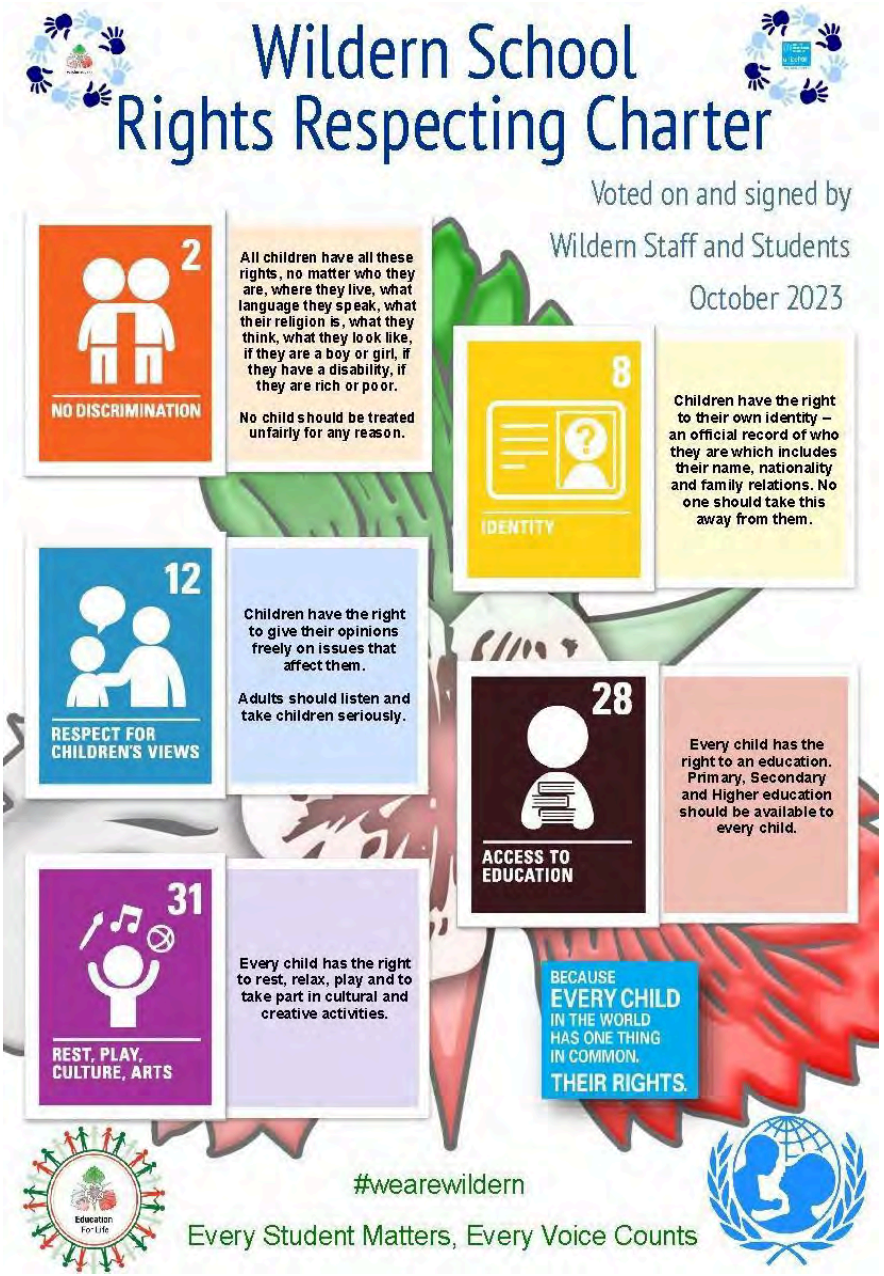
Do not smoke tobacco or vape in or around school, nor bring into school other illicit substances.

Wear our school uniform with pride.

Attend school regularly and arrive punctually.

Follow school expectations which are designed to ensure the smooth running of the School and maintain the School's reputation.

If we all follow this ethos of rights and respect, we will create an environment in which we will achieve our best in all aspects of school life.



BECAUSE EVERY CHILD IN THE WORLD HAS ONE THING IN COMMON. THEIR RIGHTS.

We will be updating our charter for 2026 during the autumn term.

Uniform 2026/27

This uniform list outlines what we require students to wear. Uniform is incredibly important as it supports identity, helps us safeguard our students and is good quality, hardwearing and robust.

If you are unsure about any aspect of our school uniform please contact the school for clarification, we are happy to provide advice and guidance on what is acceptable for school and would rather have a conversation before things are bought!

Please remember that we have a large quantity of good quality pre-loved uniform that can be accessed through our school uniform sales, look out for these in the Wildern Weekly!

Jumper:

Bottle Green V Neck Jumper with the School Logo.

School jumpers should be brought to school every day. Hooded jumpers (Hoodies), hooded zip-up tracksuit tops or cardigans are not permitted in school at all. Any other type of jumper is not permitted. These will be confiscated and available for collection at the end of the school day.

Trousers:

Full length plain black trousers that are not rolled up. The trousers must be identifiable as trousers, with a functional fastening at the waistband for example a zip or button.

Leggings/jeggings/jeans/tracksuit bottoms must not be worn in any circumstance as uniform.

Skirt:

Tartan skirt in the Wildern colours available from Skoolkit. Skirts should not be rolled up at the waist and should be worn between mid thigh and the knee.

Shorts:

Black knee length smart tailored shorts can be worn by all students to school. They cannot be sports shorts.

Shirts:

A plain white shirt must be worn and tucked in at all times. The shirt must have a top button that is done up at all times. The shirt can be short or long sleeved. Branded short sleeve shirts may still be worn with a school tie. (Branded shirts are no longer available to purchase from Skoolkit).

School Tie:

This is clip-on and available from Skoolkit or the school finance office. These must be worn at all times.

Socks/Tights:

Socks can be plain white, grey or black. Tights must be plain black. Only black socks can be worn over the top of tights and must be worn below the knee.

Shoes:

- Completely black (including branding/laces/soles)
- Leather/faux leather
- Polishable
- No heels or boots
- Shoes should have a closed toe

Nails:

Nail extensions are not allowed due to health and safety.

Hair:

Students with long hair should always carry hairbands. Long hair should be tied back for all subjects where practical activities take place. This includes Science/Technology/Art/Drama/Dance and PE.

Jewellery:

Any items of jewellery brought into school are the sole responsibility of the student. We do not recommend that jewellery is brought into school as any items worn would need to be removed for practical activities for health and safety reasons.

Should students choose to wear jewellery the following is allowed:

- Plain stud earrings (no hoops or drop earrings due to health and safety)
- Rings may be worn
- Bracelets may be worn
- Necklaces may be worn but must not be visible
- **No facial piercings, only a clear retainer may be worn. This must be removed for practical activities.**

Bags:

All students must have a school bag fit for purpose which holds their pencil case, planner, school books, and packed lunch/mobile phone if they are bringing this to school.
This can be a **backpack** or **tote/satchel bag** with over the shoulder handles.
Bringing no bag or a handbag is not acceptable.

Coats:

Coats must not be worn instead of a school jumper.
Coats should be suitable for all weather conditions and be identifiable as a coat. Fleece hooded tops/ tracksuit tops/zip up hoodies/denim/leather jackets are not coats suitable for school.
Coats that will help visibility in the dark would be advisable.

Hats/Gloves:

In cold weather, hats and gloves are advisable (not caps or bucket hats).

Extreme weather uniform adaptations:

In extreme weather conditions, adaptations to the uniform will be made at the discretion of the school. This may include:

- Removal of school jumper/tie
- Students wearing their PE kit to school
- School jumpers can remain at home
- Summer hats may be worn
- Additional layers of clothing to be worn under uniform (base layers)

Physical Education and Dance Minimum Standards & Expectations

These are our FIVE minimum expectations of the students:

1. Arrive to their PE/Dance lesson **on time & fully equipped** ready to be registered & begin the lesson.
2. Once registered, enter the changing rooms in an **appropriate & respectful manner**.
3. Change into their **FULL** PE/Dance kit & remove **ALL** jewellery within **5 minutes**.
4. Actively take part in **ALL** aspects of PE and Dance lessons unless ill or injured.
5. If injured or ill, they must **bring a note written by a parent/guardian**, present this to their teacher before entering the changing rooms and change into their **FULL** PE/Dance kit.

FAQs:

If I'm injured do I still need to bring my kit? Yes, you will be expected to get changed for all PE & Dance lessons so you can still contribute to all aspects of the lesson and continue your learning.

Do I have to borrow spare kit if I forget my own? Yes, you will be provided with a clean Wildern PE/ Dance kit which you will be expected to wear so that you can actively take part in the lesson.

Can I just tape over my piercings? No, all jewellery must be removed before entering the lesson due to health & safety guidelines which we have to adhere to.

Can I wear my school jumper/coat for PE & Dance? No, you are not permitted to wear these items for PE lessons but a full list of what you can wear to stay warm and comfortable is shown on the following page.

Can I wear tracksuit bottoms for PE/Dance lessons? Tracksuit bottoms are not permitted to be worn but students are welcome to wear sports leggings and/or baselayers underneath their PE shorts.

Compulsory PE Kit (These items must be worn for all PE & KS3 Dance* lessons)	**PE Optional Extras** (These items can be added to the compulsory kit for extra warmth/comfort)
Wildern PE Polo Shirt*	Wildern PE Tracksuit Top
Wildern PE Shorts*	Wildern PE Skort
Black Sports Leggings*	Wildern PE Rugby Shirt
Red Sports Socks/White Trainer Socks	Thermal Mid-layers (Skins, Base layers, Vests)
Appropriate Sports Trainers (Plimsolls, Vans, Converse are not acceptable footwear)	Studded Boots (For outdoor activities ONLY)
Note: 'Air Force 1' style shoes are **not** designed to be an athletic shoe and should not be worn for PE activities due to their weight, lack of support and inflexibility in the sole	Gumshield (Hockey & Rugby)

Specialist Activity PE Kit

OUTDOOR PE: Students are encouraged to bring a towel for all outdoor PE lessons.

SWIMMING: Dark coloured swimming shorts/one piece swimming costume and towel.

All students must have sports trainers, not fashion trainers.

Students attending extra-curricular sporting and dance activities will be expected to meet the same kit standards as detailed above for all sessions.

PROHIBITED/BANNED ITEMS

The following items are **NOT** allowed in school:

- Vapes or e-cigarettes
- Knives and other weapons, or anything that is carried with the intent of being a weapon
- Drugs (other than prescription medication that is kept with First Aid by arrangement)
- Drug paraphernalia
- Aerosol sprays
- Tippex and solvents
- Chewing gum
- Canned drinks, energy drinks including Lucozade, Monster, Redbull and other versions
- Cigarettes, tobacco and other smoking paraphernalia
- Smart phones, watches and devices
- Students are also advised not to bring cash or valuable possessions into school, as we cannot accept responsibility for loss or damage.
- Brick style mobile phones, music players and headphones should be switched off and kept in bags. If seen, these will be confiscated and parents will be required to collect them. If such equipment is used without permission or it is seen around the school site during break times and lunch times, it will be confiscated and parents or carers will be required to collect them from reception.

If a smart device is confiscated:

- **Parents/Carers will be contacted** and asked to collect the device from school. It will not be returned unless collected by a parent or carer.
- The student will spend **a day in Inclusion on the first offence.**
- Having a smart device in school again will **result in suspension.**



If a device is confiscated:

- **Parents/Carers will be contacted** and asked to collect the device from school. It will not be returned unless collected by a parent or carer.
- The student will spend **a day in Inclusion.**
- The phone will be handed in each day for a period of two weeks**.**

Attendance



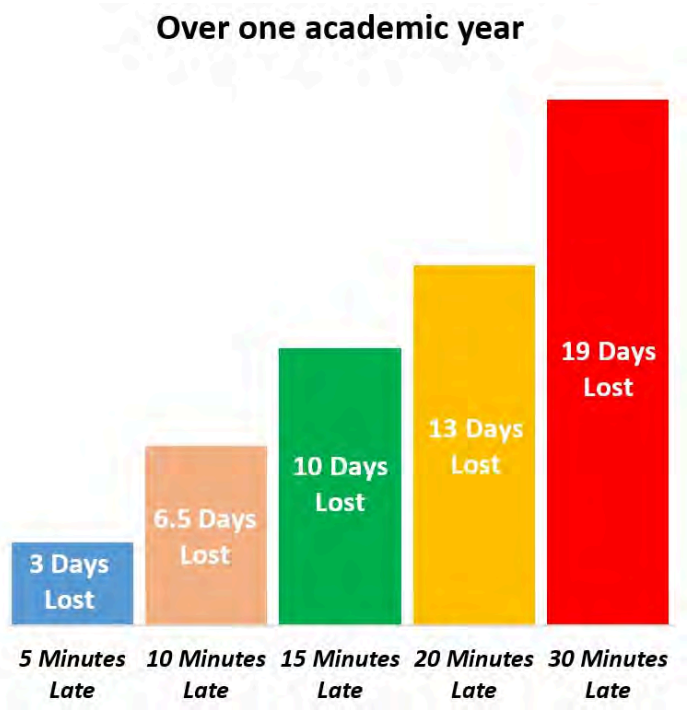
At Wildern, we expect all students to attend school regularly to take full advantage of the educational opportunities available to them. Regular school attendance and educational attainment are inextricably linked.

Good attendance and punctuality is vital in order for your child to achieve their potential. We expect all students to aspire to achieve 100% attendance and appreciate the full support of parents and carers in encouraging this. Parents can check their child's attendance through the Arbor App.

There will be occasions when your child is unable to attend school. This could be due to poor health or an exceptional circumstance that means absence is unavoidable. It is important you contact the school on each day your child is absent so we can track attendance and support where necessary. Exceptional leave of absence can be granted with the permission of the Headteacher following completion of the appropriate form. This can be found on our website.

If your child's absence becomes a concern, then we will do all we can to support you in improving their attendance. This may involve school based support but if absence continues to be a concern, we will seek the support of the local authorities' attendance support team to help us with strategies to help re-engage or seek other professionals help such as the school nursing team or the inclusion support service.

Attendance impact graph is here - this shows how being late to school every day, over a school year, adds up to lost learning time.



Please report any absence due to illness via absence@wildern.org or through the 'Report Absence@' feature on the Insight App under attendance.

Contacting the school

We will be pleased to discuss any student's conduct or progress at any time. Parents are welcome to make contact with us as soon as any concern arises. Please see our flowchart on the next page of who to contact as well as our parent school contact guidance on what to do when contacting school.

Main Reception To report absences and for all other enquiries	01489 783473 absence@wildern.org
Student Services	01489 779 494
Email All emails will be forwarded to relevant parties	wildern@wildern.org
First Aid Room:	01489 779445
D@rt:	01489 779471
Leisure Centre:	01489 787128

There are several possibilities:

1. If a particular subject concerns you, write via letter/email or in the student planner (your child should then show their class teacher your message) or telephone to ask for the teacher to contact you and talk over the matter when convenient.

2. If your concern is more general or one of a social matter, write/ telephone/ use student planner to ask the Tutor to contact you to arrange a time to talk the matter over.

3. You may want to email the school if you wish to communicate with the tutor or a subject teacher. You can do this by using the following address: wildern@wildern.org. This email will be forwarded to the person best placed to deal with your question.

4. If you have a more serious concern or issue to raise you may like to contact Students Services who will deal with any initial concerns and then liaise with the Director of Progress and Achievement (DoPA).

5. If for any reason you wish to talk to a Senior Member of Staff, contact the school either by telephone/ email/letter and a Senior Teacher will arrange to see you as soon as possible and, in an emergency, at very short notice.

6. The CEO/Headteacher are always pleased to meet with parents. Should you find that after contact with other staff your concern remains, please contact either. We are all concerned with helping individuals.

7. Please note that the school will always endeavour to return telephone calls or email within 24 hours, and we will respond in writing as required within five to ten working days.

How to contact the right person at Wildern School

Do you need to inform us that your child will be absent?

YES → Please contact the attendance officer by 8.15am. You can do this by either phoning 01489 783473 option 1 or email absence@wildern.org.

NO → Do you need to report a safeguarding incident involving one of our students?

YES → Please contact reception on 01489 783473, stating that you wish to speak to a DSL.

NO

Contact reception on 01489 783473, requesting to speak to the member of staff most heavily involved in the incident or issue you wish to discuss. If unsure, please see below.

SUBJECT SPECIFIC	GENERAL PASTORAL	OTHER SPECIFIC ISSUE
Contact the relevant department to discuss classroom based issues or incidents. Email is best as teachers are rarely available to take calls because they are teaching. wildern@wildern.org Please title your email FAO and then either the name of the class teacher you are contacting or "Curriculum Leader".	Contact your child's tutor in the first instance to draw our attention to incidents or issues of a general or pastoral nature. Use the general email wildern@wildern.org Please title your email FAO the name of the tutor you are contacting including the year group (e.g. Yr 8). The tutor or another member of the pastoral team will get back to you.	There are members of staff with specific responsibilities who lead and manage particular areas of Wildern's work (e.g. Finance team, Community) If you do not know who to contact or do not have the contact details for the member of staff you need then either call 01489 783473 or email wildern@wildern.org

If you feel that your concern has not been addressed satisfactorily, then you can make a complaint. You will find our complaints policy here on the website

https://www.wildern.org/assets/Uploads/WAT-Complaints-Policy2.pdf

Parent Contact Guidance
Please do…

1. Contact us if you have a question, concern, query or complaint. We want to know if you feel unhappy about a situation or incident as we are keen to resolve these.
2. Tell us what you understand has happened and how this has made you or your child feel.
3. Help us to resolve the situation efficiently by addressing your concern to the person who is best placed to deal with it, which will be the person most heavily involved in the issue or incident. Please be guided by the summary flow chart on who to communicate with.
4. Recognise that there could be different perspectives or additional information that needs to be understood before you have a complete picture of what has happened. In other words, approach incidents "seeking first to understand before seeking to be understood."
5. Address concerns to staff at Wildern during the working week (and not at weekends), rather than through social media or out of school.
6. Expect a reply within 2 working days. A same day response may well not be possible and should not be expected. Concerns around child safety and child protection will be prioritised. Some of our staff are part-time and so 2 working days may not equate to two actual days of a standard working week.
7. Speak to members of staff politely and courteously.

Please don't…

1. Arrive at reception without an appointment, expecting an immediate meeting.
2. Use sarcasm or aggressive words and phrases to try to make staff feel guilty, ashamed or stupid e.g. appalling, pathetic, disgraceful, ridiculous, disgusting.
3. Use legal terms without legal advice or use them outside their correct legal context in order to add weight to arguments e.g. harassment, negligence, discrimination.
4. Threaten staff either through physical intimidation, aggressive hand gestures, swearing or with the threat to involve Ofsted, the press, the Department for Education, the police, governors, solicitors or the local authority.
5. Make complaints personal by calling into question staff's motives, competency, professionalism, integrity or honesty.
6. Post derogatory comments online about staff: Wildern School takes legal and police advice if comments amount to defamation or cyber-bullying.
8. Demand to speak to the Headteacher: by not getting involved immediately, Mrs Oakley can review your concern objectively if you feel school staff have not handled a situation appropriately.

Please be aware that…

1. Wildern School will return unanswered any correspondence that doesn't conform to these expectations with a request for it to be amended and re-sent in order for it to be answered.
2. Staff will similarly, end phone calls and meetings for the same reasons.
3. Wildern School will restrict access to the school site and/or to staff for those parents who seriously or persistently breach our code of conduct.

Key Dates



All dates are correct at the time of sending

Term Dates

Autumn Term
Monday 1st September 2026 - Friday 18th December 2026

Half Term
Monday 19th October 2026 - Friday 30th October 2026

Spring Term
Monday 4th January 2027 - Thursday 25th March 2027

Half Term
Monday 15th February 2027 - Friday 19th February 2027

Summer Term
Monday 12th April 2027 - Wednesday 21st July 2027

Half Term
Monday 31st May 2027 - Friday 4th June 2027

Inset Days
Tuesday 1st September 2026
Wednesday 2nd September 2026
Friday 27th November 2026
Monday 22nd February 2027
Friday 25th June 2027

Parent Communication & Information Evening Dates

Year 7 - Meet the tutor: Thursday 5th November (face to face)
Year 7 - Parents evening: Thursday 13th May 2027 (virtual)

Year 8 - Pathways information evening: Thursday 28th January 2027 (face to face)
Year 8 - Parents evening: Thursday 28th January 2027 (virtual)
Year 8 - Chromebook information evening: Thursday 6th May 2027 (face to face)

Year 9 - Parents evening: Thursday 25th February 2027 (face to face)

Year 10 - Careers information evening: Thursday 17th September 2026 (face to face)
Year 10 - Parents evening: Thursday 22nd April 2027 (face to face)

Year 11 - Parent information evening incl Careers: Thursday 10th September 2026 (face to face)
Year 11 - Parents evening 1: Thursday 8th October 2026 (virtual)
Year 11 - Parents evening 2: Thursday 11th March 2027 (face to face)

WAD Dates - More information about WAD is on pg 34.

Year 7

Week beginning 9 November 2026	WAD 1
Week beginning 1 February 2027	WAD 2
Week beginning 17 May 2027	WAD 3

WAD 3 Will include subject exam results and end of year comments from DOPA & Tutor

Year 8

Week beginning 5 October 2026	WAD 1
Week beginning 4 January 2027	WAD 2
Week beginning 21 June 2027	WAD 3

WAD 3 Will include subject exam results and end of year comments from DOPA & Tutor

Year 9

Week beginning 28 September 2026	WAD 1
Week beginning 25 January 2027	WAD 2
Week beginning 7 June 2027	WAD 3

WAD 3 Will include subject exam results and end of year comments from DOPA & Tutor

Year 10

Week beginning 2 November 2026	WAD 1
Week beginning 12 April 2027	WAD 2
Week beginning 14 June 2027	WAD 3

WAD 2 Will include subject exam results and WAD 3 end of year comments from DOPA & Tutor

Year 11

Week beginning 21 September 2026	WAD 1
Week beginning 30 November 2026	WAD 2 including GCSE Practice Result
Week beginning 22 February 2027	WAD 3

WAD 3 Will include end of year comments from DOPA & Tutor

Parent Information Videos

A range of Parent Information Videos will be shared throughout the year. You can watch these at a time suited to you and come back to them whenever needed.

Parent information evening events are held to inform, guide and support parents with the upcoming year that their child is experiencing. These sessions include issues that affect children of a specific age and learning opportunities to support the learned curriculum. The dates for 2026/27 are:

Wellbeing	**Thursday 12th November 2026**
Suicide Awareness	**Thursday 14th January 2027**
Charlie's Promise	**Thursday 4th March 2027**

Student Services

Who are they?
The Student Services team is a support and intervention team who are skilled in offering staff, students and parents the support to ensure our students succeed in school.

Their aim is to:

- Respond to any immediate concerns parents and carers may have
- Liaise with year staff and teachers as necessary
- Follow up any concerns and keep parents/carers informed of progress
- Track and monitor attendance and punctuality
- Work with parents to help them support their children
- Provide bespoke interventions to support students in behaviour, well-being and health
- Work with staff and parents to safeguard and support students
- Work closely with outside agencies to provide support 'beyond our walls'
- Support students with their mental health and well-being



Ms L Duck Head of Student Hub & Mental Health First Aider	**Mrs R Parsons** First Aider	**Mrs J Buckley** First Aider	**Mrs K Langdown** Behaviour Support Officer & Mental Health First Aider
Mrs S Loveridge Behaviour Support Officer	**Mr M Tisson** Behaviour Support Officer	**Mrs J Page** Reset Manager Behaviour Support Officer	**Miss S Avery** Attendance Officer
Miss S Doyle Restorative and Reflective Room Manager	**Mrs H Goodman** ASCEND Manager		

How does Student Services work?
Parents can phone Student Services on 01489 779494 if they have any pastoral concerns. These may include concerns for well-being, attendance or social and emotional concerns. The tutor should always be the first port of call and the DOPA still has overall responsibility for the year group.

First Aid

It is not uncommon for some children to become unwell, or be involved in a minor accident which requires some first aid while at school. The school has a first aid room which is administered by qualified first aiders during the school day. All students are made aware of this facility and can access this if required. If a student is unable to return to lessons after visiting the first aid room, the first aider will try to make contact with parents/guardians to arrange for the student to be collected from school. If the emergency services are required, the first aider, or another member of staff in her absence will accompany the student until parents or guardians arrive.

Following the completion of a health form prior to starting at Wildern, it is essential that the school is kept informed of any changes to a student's medical circumstance so that our records remain up to date. Parents/Guardians of children with conditions that staff need to be aware of from the first day of admission e.g nut allergies, are asked to give details to the first aider to agree procedures in the case of an emergency.

If a student has medical needs that require managing in school or that are severe or complex, the first aider will contact the parents to create a Health Care Plan.

Regular vaccinations are carried out at school by the South West Hants Immunisation Team. Parents/guardians are informed of these in advance and consent forms will be sent out by email.

Allergies

There are students and staff within Wildern School that have severe food allergies to peanuts and nuts. It is important that there is strict avoidance in order to prevent a life-threatening allergic reaction. To reduce the chance of this occurring we ask where practically possible, you do not send your child with peanut or nut containing products to school or on school trips. We appreciate your support with these procedures.



E-Safety



It is essential that students' safety is paramount when using ICT. Therefore, during students ICT lessons the relevant member of staff will give presentations about internet safety, email etc.

Our system allows us to block unsolicited mail as well as filter all inappropriate sites/language. All digital safeguarding logs are passed to Years Heads and the DSL for review and action. Students will be strongly reminded never to contact an unknown person via the Internet. They will not be allowed to use their email address for frivolous messages, messages which discriminate against another person on any grounds whatsoever, or those which use inappropriate language. Email will be immediately withdrawn if this happens.

Wildern is providing the use of email for the electronic transfer of information for all students between home and school. As a school we wish to encourage students to learn independently in this way. All students regularly receive updates on the latest e-safety advice and it is also on our website here.

Devices acquired through the schools Chromebook scheme will have e-safety tools that run 24/7, in and out of school.

The School wifi and network traffic is continuously monitored. Alerts will be triggered for sites open on devices connecting to the wifi network.

Wildern as a Community School

As a school we are very proud of the partnerships that we have developed and the relationships we have forged with our community.

Students within the community

We expect students to uphold our school values both to and from school, when in school uniform and when they are in the community. The school works closely with organisations and retailers locally and regularly communicate so that we can support each other when students get it wrong and celebrate when they get it right.



We want your child's start in Year 8 to be a productive, successful and happy one. It is a fantastic time in their education and one where they should flourish and develop their skills and personality.

There are so many ways that your child can support the local community throughout the year, please keep an eye on all school communication to see how they can get involved!

Car Parking

Please can we remind all parents that to ensure the safety and safe exit of our students, parents should wait outside of the school gate to collect their child at the end of the day as cars are not allowed on site between 2.45pm and 3.25pm.

Alternatively, parents may want to take advantage of free parking facilities at Turnpike Way Recreation ground or in Hedge End village. Please do not park in the lane opposite the school or across our neighbours driveways.

Students on site after hours

Students should not be on the school site after hours unless:

- They are invited by school staff to be there
- They are attending an organised school or community event
- They are using, through paid admission, any of the school's facilities

Community Police Officers

Please do not be alarmed if you see these Police Officers around the school site or outside of school. As part of our local community partnership these Police Officers will be working in collaboration with all schools to develop relationships with young people within the local area. We regularly meet with our local policing team to ensure that we are doing all we can to support students with regard to being safe and being good role models in the community.

Smoking and vaping

The school site is a no smoking site, this includes vaping and e cigarettes. Smoking therefore should not take place anywhere around the site including the school field.

Our Curriculum

Curriculum Vision
At Wildern our aim is to offer all students access to a broad, balanced, relevant and challenging curriculum, which prepares them for the opportunities, responsibilities and experiences of adult life.

The curriculum enables our students to:

- Develop their knowledge, skills and understanding
- Appreciate human achievement
- Gain understanding of social, economic and political issues
- Be aware of the spiritual and aesthetic dimensions of life
- Develop attitudes, values and beliefs that are reasoned and acceptable within society
- Develop independence of learning fostering skills and attributes for lifelong learning including ways to support and develop their memory
- Be aware of their own health and safety and to appreciate the benefits and risks of the choices they make
- Prepare for life in Modern Britain. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths

We are committed to giving students opportunities to achieve and experience success; establish sound constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and the world as a whole.

Our curriculum is seen as a 5-year journey.

The importance of Key Stage 3
Key Stage Three (KS3) is the bridge between the knowledge and skills students have developed at Key Stage Two, and the knowledge and skills we want our students to have to prepare them for Key Stage Four. In KS3, students study a wide variety of subjects, allowing them to explore and engage with a rich quality of education across all aspects of the curriculum.

Throughout Years 7 and 8, students follow a progressive curriculum, which is built around the principles of knowledge, skills and passion. The KS3 curriculum will prepare students for the next stage in their learning journey by making them the readers, writers and thinkers we want them to be. Regular opportunities are built in for students to activate prior knowledge, whilst adding complexity, to ensure students can see how each Key Stage builds on each other; helping students to make connections between, and use the knowledge and skills previously learnt and understand how they expand on it. Each curriculum area has thoughtful, sequenced learning journeys which not only build on prior knowledge, but allows students to apply it to different contexts.

Every Child Matters: Challenge and curiosity throughout Key Stage three ensures the curriculum is ambitious for all. Adaptive teaching strategies and timely interventions both in and out of the classroom ensure no one is left behind. The Tutor programme, together with subject curriculums, including MSS, provide opportunities for students to develop the skills needed to be resilient, life long learners. We adopt a holistic approach, building on opportunities to develop the whole child.

Every Opportunity Counts: Regular opportunities to test what students know and can do through formative and summative assessment methods. Self study, and timely, effective feedback provides every

student the opportunity to grow as learners, developing metacognitive skills of self regulation, and the ability to become independent, resilient learners.
The breadth of subjects studied and topics within subjects, alongside our extensive offer of extra curricular activities, including trips, strengthens students' cultural references to ensure they are able to make real connections and understand the world around them.

Key Stage 4

If KS3 is the bridge in our student's educational journey then KS4 is the next exciting destination on the student's travel through an ambitious and progressive learning experience. As our students begin to develop and discover new abilities and knowledge in areas that they are inherently passionate about, they are presented with opportunities to deepen their experiences and understanding of intriguing and often complex ideas. It is these complex ideas and experiences that are skillfully woven throughout the curriculum ensuring that concepts link to prior learning and build on new skills and knowledge. KS4 is the gateway to continued learning for our students and is the bedrock from which their future learning and career journeys begin.

In Year 8, students choose a selection of subjects to specialise in for KS4, having more time to study to a deeper level the subjects they enjoy and have a passion for. This includes the option to study new subjects which are linked to GCSE opportunities that were not included discreetly at KS3. Further information about this and the pathways process is given to parents in the Spring of Year 8, to support students in making these choices.

It is within these specialist areas that students flourish and deepen their experiences by partaking in the extensive offer of co-curricular activities including international trips, which like at KS3, strengthens students' cultural references to ensure they are able to make real connections linked to the content within the GCSE specifications that they are studying.

The quality of education designed for KS4 study builds on KS3, extending, enriching and deepening understanding, knowledge and skills. KS4 courses will ensure that the Specifications for GCSE courses are delivered, with the opportunity to follow lines of enquiries as a response to student questions, enabling learning around the subject and to a greater depth.

Curriculum Practice

- Students follow a 2 year Key Stage Three
- Students follow a 3 year Key Stage Four
- Evidence informed practice underpins planning to aid student memory, for example interleaving,
- Sequenced curriculum maps in every subject area
- Regular self-study set in each subject area
- High number of evidence informed formative assessment opportunities, such as low stakes quizzing, live feedback, verbal feedback,
- Calendared exam slots for summative assessment
- Thinking hard strategies
- KS4 - Study Skills Seminars
- Year 11 - Extra Support Programme (ESP)
- Year 11 - Holiday Exam Revision Sessions
- Year 11 - Personalised Revision Seminar

Teaching and Learning

Teaching and Learning is what Wildern is all about; it is our primary job and is integral to the work that we do every day. Every member of staff is encouraged to be part of our Drive Teams who research pedagogy, trial its usefulness and embed its practices to ensure that we stay at the forefront of educational thinking, innovation and inquiry.

We believe that students learn best when they:

- Enjoy their learning
- Are interested, motivated and engaged
- Achieve success and gain recognition
- Are given tasks which match their ability
- Clearly understand the learning objectives, content and expectations for lessons
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Are involved in their own learning and are encouraged to think about new ideas and ask questions
- Are encouraged to extend their classroom learning during study time at home
- Are encouraged to develop their analysis and thinking skills
- Are involved in evaluating their own and others' progress (AfL)
- Know their level of performance, understand the assessment criteria and can see themselves progressing, knowing how to improve

We know excellent teaching is achieved when:

- Students are challenged with work appropriate to their ability
- Lessons are well planned and resourced to engage all students
- Assessment for Learning is taking place including peer/self-assessment
- Teachers are seen as energetic and enthusiastic for their subject and have good subject knowledge
- Learning objectives are shared and discussed with the class at the start of the lesson
- The lesson consists of a variety of bite size activities using a range of learning styles
- Plenaries are well structured, involve the students and re-cap on the learning objectives of the lesson
- Students are supported to improve their work with formative comments
- Technology is used to enhance and enrich the quality of teaching
- The teaching style is varied and acknowledges variations in learning styles, maximising student engagement and enquiry
- Students are motivated to behave well within a consistent behaviour management framework
- Student progress is tracked, monitored and reviewed regularly
- Assessment is used to inform planning, teaching and progress
- Students are encouraged to think about their ideas and ask questions

We believe that our classrooms cultivate these ideals in order that students acquire the essential study skills, love of learning and resilience required for life after Wildern.

Class Codes

Key Stage 3 (Years 7 & 8)

There are 25 lessons each week. Each lesson lasts for 1 hour. In Key Stage 3, students will study the following subjects:

Subject	Code
Art	Ar
Dance	Da
Drama	Dr
Education for Life	EL
English	En
Geography	Ge
History	Hi
Information Studies (ICT)	It
Maths	Ma
Modern Foreign Language (MFL - Students study 1) French German or Spanish	 Fr Gm SP
Music	Mu
Physical Education	Pe
Religious Education	Re
Science	Sc
Technology including Design & Technology and Food and Nutrition	 De Fd







The School ethos is 'no bottom set' and most subjects are taught in mixed ability classes. Some subjects have higher and foundation tiers at GCSE so have broadly set groups throughout Key Stage 3 (Maths).

The class codes take the form of; Year, Population, Subject, Class. A Year 8 student in the X population in English class number 3 would have the class code 8xEn3. In Year 7 and 8 there are 3 populations w, x or y.

Key Stage 4 (Years 9, 10 & 11)

There are 25 lessons each week. Each lesson lasts for 1 hour. In Key Stage 4, students will study the following subjects:

Subject	**Code**
English	En
Maths	Ma
Science	Sc
Physical Education	Ps
Education for Life	EL



Pathway subjects:			
Animal Care	Ac	Health & Social Care	Hs
Applied Learning	Ap	History	Hi
Art	Ar	Hospitality & Catering	Ho
Business Studies	Bu	IT	It
Computer Science	Cp	Media	Me
Dance	Da	Music	Mu
Design and Technology	De	Religious Education	Re
Drama	Dr	PE (qualification course)	Pe
Food and Nutrition	Fd	Photography	Ph
French	Fr	Psychology	Py
Geography	Ge	Spanish	Sp
German	Gm		

The School ethos is 'no bottom set' and most subjects are taught in mixed ability classes. Some subjects have higher and foundation tiers at GCSE so have broadly set groups in Year 11 (MFL, Maths and Science).

The class codes take the form of; Year, Population, Subject, Class. A Year 11 student in the P population in English class number 3 would have the class code 11PEn3. In Year 9, 10 & 11 there are 3 populations M and Q.

Learning Support in school

At Wildern, we are committed to ensuring every learner fulfills their potential within an inclusive learning environment. Our approach to supporting students with Special Educational Needs and Disabilities (SEND) begins with "Ordinarily Available Provision (OAP)"
OAP is a framework or toolkit of strategies and practices that are effective for all students, based on evidence. It focuses on universal elements, which are considered good common practices that promote positive learning conditions and curriculum equity. Additionally, OAP includes targeted elements, which are simple additions to adapt practice and remove barriers to learning.

Our support system is built on a "Graduated Approach":

- **Universal Support:** This is the ordinarily available provision provided every day, to every learner, in every classroom. Examples include strengths-based and relational approaches, vocabulary pre-teaching and visuals.
- **Targeted Support:** This involves ordinarily available provision specifically aimed at those who need it, following an assess, plan, do, review cycle.
- **SEND Support:** This is targeted support for a specific need, following the assess, plan, do, review cycle. This level may involve evidence-based interventions such as reading support, social communication strategies, targeted in-class support, and assistive technology.
- **Education, Health and Care Plan (EHCP):** This represents highly specialist support.

Our teachers consider various strategies to create an inclusive environment for all students.

- **Aspiration and expectation:** Believing everyone can achieve and aligning expectations.
- **Clear classroom climate:** A purposeful environment where learners know what to expect.
- **Consistent and explicit boundaries:** Clear expectations make it easier to follow.
- **Language and communication:** Strengths-based approaches to promote positive support.
- **Low sensory environment:** Considering lighting, sound, and visual displays.
- **Preparation for change:** Providing reminders about transitions.
- **Regulation resource:** Availability of tools like fidget toys.
- **Resource presentation:** Using appropriate font, size, and colour for visuals.
- **Seating arrangements:** Considering individual needs for seating.
- **Sense of belonging:** Fostering a genuine relational approach to learning

Teachers implement a variety of adaptations within lessons, including:

- Adaptive delivery
- Chunking information
- Concrete resources
- Crafted questioning
- Prompting
- Differentiated instruction
- Metacognition for independence
- Modelling
- Multisensory approaches

- Ongoing, responsive assessment and feedback
- Opportunities for repetition and deliberate practice
- Pre-teaching of vocabulary
- Scaffolding and support
- Sentence starters or stems to support writing
- Sequential, cohesive, contextualised curriculum
- Structures to support talk
- Verbal rehearsal opportunities
- Overlearning and consolidation

If you have concerns regarding your child's progress or wellbeing then you should contact their tutor or subject teacher in the first instance.

If your child continues to experience difficulties then you can contact the learning support department at **learningsupport@wildern.org**

How can I support my child's learning?

Supporting teenagers with their learning involves a delicate balance of providing guidance, fostering independence, and maintaining open communication. There are numerous ways you can support your child: ensuring they are wearing the correct uniform, and that they turn up on time at the start of the day, being aware of their self-study tasks and deadlines and many others. Sometimes it's hard to know where to start if you want to get more involved – so here is a list of things you might like to try.

Create a Supportive Learning Environment:

- **Designate a study space at home:** Help them set up a quiet, organised, and distraction-free area where they can focus on self-study and studying. This might be their bedroom, a corner of a living space, or even a desk in a common area.
- **Minimise distractions:** Encourage them to put away phones or turn off notifications during dedicated study times. Discuss the impact of social media and gaming on focus.
- **Prioritise sleep and nutrition:** A well-rested and well-fed brain functions best. Encourage consistent sleep routines and healthy eating habits, especially around exam times.
- **Balance work and play:** Emphasise the importance of breaks, hobbies, physical activity, and social time. Burnout is real, and a balanced life contributes to better learning.

Foster Independence and Responsibility:

- **Encourage ownership:** While it's tempting to micromanage, empower your teenager to take responsibility for their own learning. This means letting them manage their deadlines, organise their notes, and learn from their mistakes.
- **Help them develop study skills:** Don't just tell them to study; guide them on *how* to study effectively. This could include:
    - **Time management:** Help them to break down large tasks into smaller, manageable chunks. Ask them to talk you through their Google Classroom and tasks..

    - **Different study techniques:** Explore methods beyond just re-reading notes. Suggest active recall (e.g., flashcards, self-quizzing), mind mapping, teaching the material to someone else, or doing past papers.
    - **Goal setting:** Work with them to set realistic short-term and long-term academic goals.
- **Let natural consequences happen (within reason):** If they miss a deadline or get a lower grade because they didn't study, allow them to experience the natural consequences (e.g., a lower mark, having to catch up). This can be a powerful learning experience.

Maintain open communication (beyond just academics):

- **Show genuine interest:** Ask about their day at school, what they learned, and what they found interesting or challenging. Don't just ask about grades.
- **Listen actively:** When they do talk about school or difficulties, listen without judgment or interruption. Validate their feelings, even if you don't agree with their perspective.
- **Focus on effort, not just outcomes:** Praise their hard work, resilience, and effort, regardless of the final grade. This builds intrinsic motivation and a growth mindset. "I'm proud of how hard you worked on that project" is more powerful than "Great job getting grade X."
- **Normalise challenges:** Let them know that struggling with certain subjects or tasks is a normal part of learning. Share your own experiences with academic challenges and how you overcame them.
- **Avoid comparisons:** Don't compare their academic performance to siblings, friends, or even your own experiences at their age. This can be demotivating and lead to resentment.
- **Motivation:** Sometimes a lack of motivation comes from not seeing the relevance of what they're learning. Help them connect their studies to their future goals, interests, or potential career paths.

Collaborate with us:

- **Stay informed:** Read the Wildern Weekly, attend parents' evenings, and be aware of key dates (exams, deadlines).
- **Communicate with Teachers:** If you have concerns about your teenager's learning, reach out to their teachers or Director of Progress and Achievement (DOPA). They can offer insights into specific challenges and suggest strategies.
- **Don't go behind their back (if possible):** If you need to speak to us about a concern, try to involve your teenager in the conversation or let them know you're doing so. This builds trust.

Use our online resources:

- **Know what they will be learning:** We publish this in the Wildern Weekly each half term so you know what they will be learning about. If possible, support this with purchasing any resources needed.
- **Website study resources:** Top tips are often shared in the Wildern Weekly, and are also available on our website here.
- **Explore the subject support on Google Sites:** Ask your child to show you our Google Site for a subject they are struggling with - this will have the resources used in class to help your child revisit their learning.

By adopting these strategies, you can create a supportive home environment that not only helps your child succeed academically but also equips them with valuable life skills for future learning and personal growth.

Curriculum Teams			
English	Mrs B Rooney	Design Technology	Mr J Smith
Maths	Mrs L Lomer	Creative Arts	Miss G Wiley
Science	Dr A Griscti-Perry	PE	Mr M Zealander
Languages	Mrs N Firth	Communication Studies	Mrs N Anderson
Humanities	Mrs E Dixon		

Information about the curriculum studied throughout each year group is available in our separate Curriculum information booklet. These also include some suggestions for ways to enrich your child's learning at home for each subject. There are also regular updates sent to parents via the Wildern Weekly about what your child will be studying in each subject in the coming half term.

Self-Study

Self-Study supports students to consolidate their learning by practicing using skills or knowledge. It gets students used to working independently as well as teaches them about meeting deadlines and organising their time. We believe that completing work outside lessons helps students in a number of ways:-

- It develops the Wildern Attributes and study habits.
- It teaches the importance of deadlines and consolidates and extends classroom learning.
- It encourages an enquiring mind.
- It affords the opportunity for enrichment.
- It ensures opportunities to practise and consolidate new skills.
- It enables students to think critically and creatively.
- The impact of Self-study on learning is consistently positive (leading to on average five months' additional progress).

Key Stage 3 (years 7 and 8)

Self study will be set in English, Maths, Science and for MFL vocabulary learning. Tasks will be set weekly for up to 30 minutes.

Key Stage 4 (years 9, 10 and 11)

Self-study will be set in all examination subjects. Tasks will be set weekly or fortnightly (depending on the subject) and should take up to 60 minutes. Students may be set tasks that are closely linked to what they are currently or were previously learning in class. Students may also be set tasks that are focused on creating revision resources on recent lesson content and these should be used as part of preparations for assessments in years 9, 10 and 11.

Self-study tasks will usually involve self-reflection or peer feedback to enable students to make improvements. This may be conducted in a variety of ways by the class teacher. There will be sanctions set for students who do not complete self-study.

Key Stage 4: Non-Examination Assessment Deadlines

In several subjects that your son/daughter is taking there will be a Non-Examination Assessment (NEA) element which will count towards the final GCSE grade. It is therefore particularly important that you support us in making sure that your son/daughter meets NEA deadlines, and is able to plan their time outside of school to include the early completion of this work.

Year 11 study support

Throughout Year 11, students are encouraged to attend all support sessions offered. This includes the Extra-Support Programme (ESPs) and Holiday revision (during the Easter and May holidays).

Extra Support Programme (ESP)

There will be additional after school provision offered to support Year 11 students throughout the course of the year. Details will be published towards the end of September.

Students are also welcome to complete study in the Library after school until 5pm.



Easter and May Holiday Revision Programme

There will be additional support during these holiday times for Year 11, just before their actual GCSE exams.

Provisional dates are 30th March - 2nd April 2027 and 1st June - 4th June 2027. Further details will be published later in the year.

Exam information

A booklet containing key information about the exam season for Summer 2027 will be sent to all Year 11 parents in the Autumn term. This will include the exam timetable.

Prepare to Perform Newsletter

What should they be doing now? Every month we are going to share with you a snippet of what has been happening at Wildern with a focus on supporting Year 11 students as they prepare for their GCSE exams.

Feedback - Feedback must cause thinking!

We believe marking and feedback should be used to identify students strengths and weaknesses and further students' learning. We monitor students' progress regularly and ensure students take ownership of the feedback they receive through meaningful reflection.

Feedback is given regularly through a variety of means and must always be acted upon by students in green pen.

- Staff will grade or mark a piece of work at least three times a year, for which all students will receive a numerical score, percentage, and/or a WCS or GCSE grade within two weeks (At least twice for subjects at KS3 where students have 1 contact hour per fortnight).
- Current Levels of Performance are shared with students and parents in Wildern Assessment Data (WAD) reports at least twice a year; this is to be recorded by students in their planners.
- Quizzes will be used frequently. These will include the testing of knowledge currently being taught, as well as prior learning.
- Literacy: identified errors will be circled sparingly (up to five) and identified with a sp/ww placed in the margin with the correct word written next to it, depending on the age and ability of the child. Students need to write out the correct spelling three times in the margin using look, cover, write, check.

Students' work will be feedback on following the school's assessment system and will be completed in a contrasting colour to the student's work.

The following symbols will be used by students and teachers: -

sp - incorrect spelling ww - wrong word used c - incorrect capitalisation // - new paragraph needed p - reconsider punctuation sc - poor sentence construction ? - vague, unclear  - target  - reflection	Marking abbreviations: GCSE grade - 9 - 1 Vocational courses:- D*-P WCS:Wildern Current Step WST: Wildern Step Target

Green pen will be used by students self-critiquing their own work, peer critiquing each other's work, and when implementing feedback received. This could include: redrafting, reapplying knowledge, repeating a skill or practice, or facilitated research.

Wildern Steps



Wildern Steps

Our Wildern Steps link to GCSE grades. Students receive steps to show their current level of performance (WCS) on the curriculum content covered in Year 7 and 8 and then receive GCSE grades in Year 9 – 11 e.g. -4/4/4+ often on new curriculum content.

KS3 Steps	KS4 GCSE grades	Vocational grade
33	9	D*
30-32	8	D*
27-29	7	D
25-26	6	M
23-24	5	L2P
20-22	4	L2P
16-19	3	L1D
12-15	2	L1M
9-11	1	L1P
0-8	Not on the GCSE scale yet	

Students are tracked and given target bands across subjects in KS3 and this is refined at KS4 based on their KS2 scaled scores or teacher assessment as well as other baseline assessments in Year 7. Therefore it is an individual's progress towards their own targets that is important.

WAD Reports

At Wildern we believe in building upon individual students' strengths and identifying areas for improvement. We monitor student progress through collecting Behaviours for Learning Colours and Wildern Current Step (WCS) grades at 2 key points in each academic year. These grades are transferred into the Student Planner during a tutor session as well as being sent to you electronically via email and via the Abor parent app.

WAD is collected at 3 key points during each year group. It will contain Behaviours for learning colours grade, a current Wildern step performance (WCS in Years 7 & 8), on occasions an exam mark and a GCSE/Step Target Band based on prior academic attainment. This will be refined as they move through school.

Behaviours for Learning

Effective learning and teaching takes place where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully.

Encouraging a positive attitude to learning

At Wildern School we want students to be willing to learn and ready to work to enable them to succeed. To support and encourage this to happen, students need to have a positive approach to their own learning. A copy of the Attitude grade criteria is within this booklet.

A positive and hardworking attitude can make the vital difference to student performance.

The EREF (Achievement and Behaviour) System

At Wildern there are a wide range of rewards that a student can receive. In lessons students will most likely receive an Eref from their teacher. These come in the form of either Green (worth 2 points) or Gold (worth 4 points). These are awarded for excellent work and attitude in class as well as excellent pieces of self-study. There are a number of rewards that happen across the year group as a result of positive Eref scores. These can include recognition in assembly or class, postcards home, certificates, awards in celebration events, food vouchers and even lunch with the Headteacher!

However on occasions when a student breaks the school Discipline Policy a negative Eref will be written Amber (-1 points), Red (-2 points) or for the most serious issues, a Purple (-4 points).

These awards will be recorded automatically on the Insight portal (child and parent) and you will be able to see your child's current score each time you log onto the website. A student's overall points total will be used in supporting the Wildern House Championship competition.

Successful Wildern Students will be demonstrating the following behaviours for learning:

Behaviours for Learning areas for development

a) Being respectful to teachers and other learners in the classroom at all times
b) Being fully engaged in lessons, listening carefully and following instructions
c) Being punctual to lessons to maximise learning
d) Attending all lessons to maximise learning
e) Being always appropriately equipped and ready to learn

Academic Learning areas for development

f) Completing all class work or Non-Examined Assessment (NEA) to a required standard
g) Completing all self-study on time and to a required standard
h) Working independently and actively seeking out appropriate opportunities to maximise your potential
i) Understanding and acting on feedback
j) Preparing appropriately for assessments or Non-Examined Assessments (NEA)
k) Using appropriate subject-specific vocabulary and skills

Y (Yellow)	Demonstrating the behaviours for learning that will put them in a good position to achieve their target
L (Lime)	Demonstrating the behaviours for learning that will support achieving their target
T (Turquoise)	One or more behaviours for learning need improvement to support reaching their target
B (Blue)	Not demonstrating the behaviours for learning to reach their target

The comment column of your report will indicate which element of the 11 behaviours for learning needs to be prioritised in each subject

Communication with Parents

At Wildern School we use a range of opportunities to communicate with parents regarding the progress and achievement of your child. In terms of reporting to parents, we go beyond the statutory requirements and utilise Parents' Evenings, Wildern Attitude Data collections (WAD) and the end of year report to keep parents informed. This approach ensures that a continual view of a student's progress is communicated throughout the academic year and negates the need to solely rely on an End of Year Report. More information about these elements are outlined.

Reporting to Parents

The report system has been reviewed and adapted with the implementation of the new behaviours for learning system. At Wildern we strive to report on more than just the statutory requirements of attendance and progress data.

At the end of the academic year, a report will be sent out to all parents. It will contain many of the below:

- Attendance and late figures
- Behaviour for learning data
- Reflections from the tutor
- A summary comment from the Director of Progress and Achievement
- Subject information – what has been covered
- Final WAD for the year

Google Classroom and the Google Suite

All students have a Google Classroom for each of their timetabled lessons where self study assignments and class announcements are posted. Students can access lesson resources and revision materials through each departments Google Site which is posted onto each Google Classroom page. Google Classroom can be accessed via the homepage of the school website, directly via https://classroom.google.com or via the Google Classroom app available on iOS and android devices.



Students need to click on the nine dots once logged into their school email account to see all the Google apps including Google Classroom it should be on the top right corner and look like this

Some departments also set up additional classes and resources and invite students and staff into them. Students will have an invite on their homepage in Google Classroom.

Google Classroom is updated whenever staff post resources, questions, work or information online and will have specific information from teachers, Students will also receive an email when Google Classroom is updated and parents can opt to have a daily or weekly summary of the work status via Google Guardians.

Students also have access via their School email to the full suite of Google Education Apps via their Google Drive. Below are links to some helpful videos which show how to navigate Google Classroom as well as answer questions.

All self-study tasks are set via Google Classroom but can be completed in a variety of ways.

Google Classroom Help YouTube Playlist

Google Drive Help YouTube Playlist

IT Guide Information Booklet

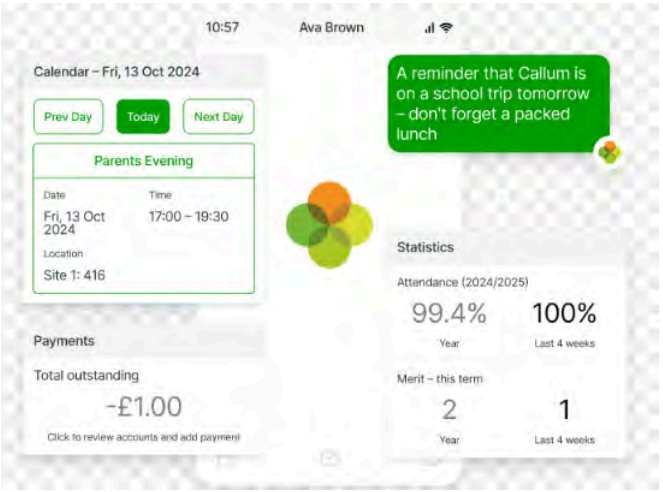
Arbor App

At Wildern we are launching the use of the Arbor App to communicate and keep parents informed and up to date as possible on their child's progress whilst at Wildern School. All parents/guardians have been sent a welcome email for the Arbor App. Parents can use this for the following:

- Check Student Attendance
- Check Student Achievement (positive erefs) and Behaviour (negative erefs)
- Check Student Timetables
- Update Student and Parent Information
- Report an Absence
- Receive Messages from the School
- Book Parents Evening appointments
- Sign up to Clubs

In order to set up Arbor access we need to have a parent's email address on our system. Once you receive an invitation you can then register and log on to the Arbor website or App, at Arbor.wildern.org.





School Trips and Enrichment Opportunities

We offer a vast array of school trips, after school clubs, and enrichment opportunities for students, including educational day trips and residentials throughout the academic year.

At Wildern, we believe that students gain valuable learning experiences, from going on cultural visits overseas to visiting local points of interest and participating in local community projects. We believe that educational visits and out-of-school teaching can bring learning to life by deepening our young people's understanding of the environment, history and culture and improving their personal development. Therefore, we are always seeking to bring the world into the classroom and take our students beyond it.

The school offers an outstanding range of opportunities for students to extend their interests outside the classroom. Each curriculum area looks for trips that will help further students' interest in and understanding of key subject material, whilst the aim of other visits is to foster independence, leadership and curiosity.

Residential Trips





Wildern School has always offered a fantastic range of domestic residential and international residential visits. Some of our trips are extremely well-established and have been offered for many years; students and former students will talk glowingly about their school visits to Austria, Belgium, the USA, and Germany. Some have an entirely sporting focus (for example, our skiing trips and water sports trips). Others have had a particular curriculum focus (for example, our trips run by the History or Geography departments). Others have had a cultural focus (for example our exchange trips to Germany and Portugal).

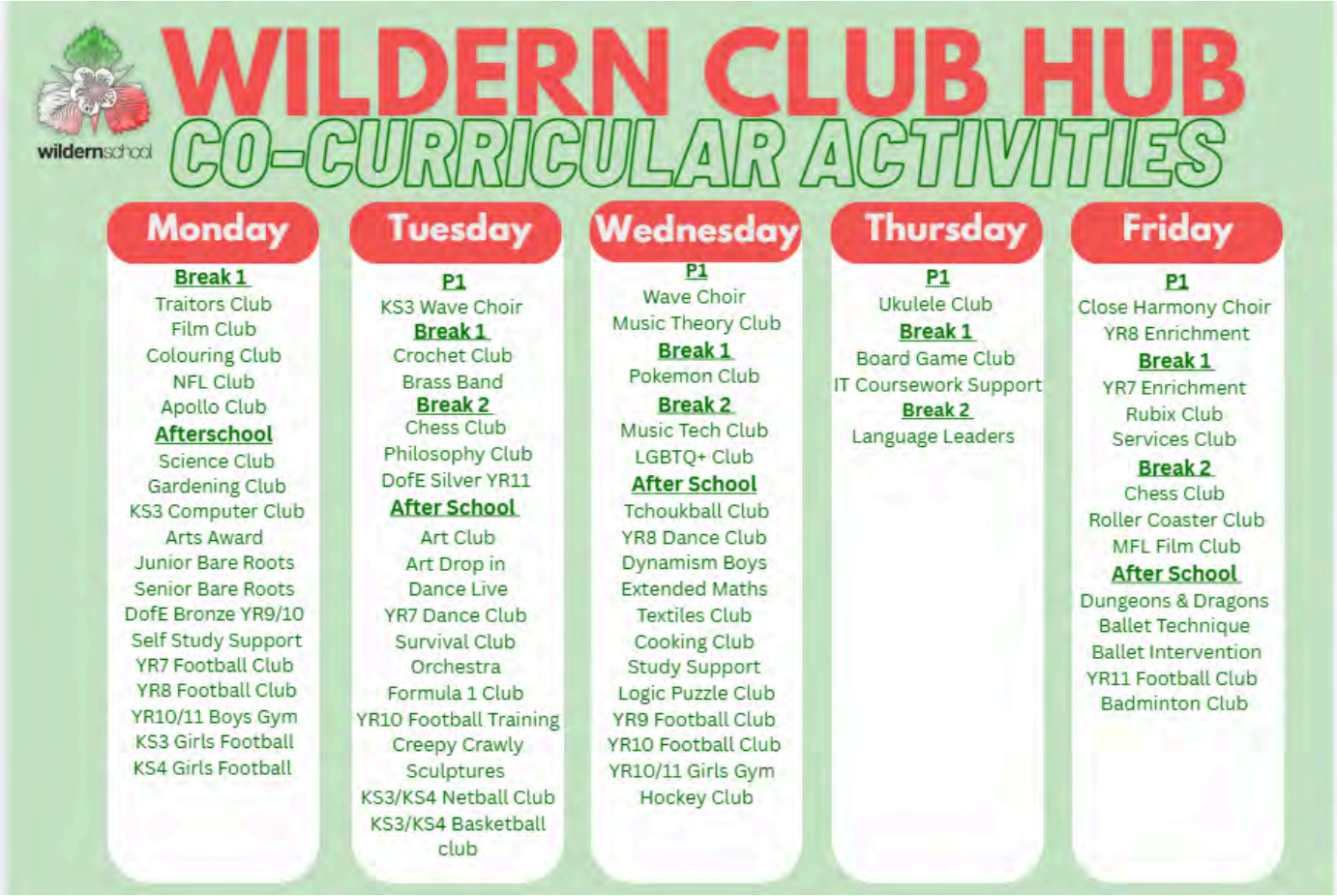
School visits prospectus 2025 - 27

Co-Curricular Enrichment Opportunities and Competitions

At Wildern School we believe that education extends far beyond the classroom walls and the hours of 8.30am to 3.10pm. We encourage every student to discover their true passions, whether that is through their curriculum subjects or by exploring our incredibly diverse range of co-curricular enrichment opportunities.

We have a range of fantastic opportunities, amazing facilities, and a team of passionate staff who are dedicated to helping our students unlock new interests and talents. Becoming an active part of our vibrant school community is not just about learning; it is about making friends, developing new skills, igniting new interests and developing a sense of belonging to our school community.

Our vision is for every student to sign up for at least one co-curricular opportunity. We ask you to take the time to sit with your child and go through these together on the Arbor App and sign up. Here is an example of some of the clubs that may be on offer this term:



The Wildern House Championship

The Wildern House Championship is a whole school competition that runs all year from the first day of term in September all the way through to July. The Championship is spread across all year groups, with 2 tutor groups from each year per house. Students stay with their house for the duration of their time at Wildern.



The House Championship is designed to allow all students of all abilities, aptitude and talent to participate in events across the year. **Every member of the school is part of a house**, including staff (except headteacher and House Championship Coordinator), which aims to build a community spirit with opportunity for all to participate individually and part of a team. Every house has two house captains who are role models and leaders amongst their peers to help support and run house events. House events are run as stand alone events, as well as within lessons across all subjects and as part of all the school charity events.

There are 5 houses in total and the heads of houses are:

ALBA	DRISCOLL	JUBILEE	PAXTON	SOVEREIGN
				
Mr Knight (Orange)	Miss Jones (Yellow)	Mrs Cowan (Purple)	Mrs Warner (Blue)	Mrs K Thomas (Red)

Points

Points are earned through student attendance, e-refs and points from House events. The house with the most points at the end of the year wins the House Championship trophy and gets to enjoy a celebration lunch.

Student Leadership - Making potential reality

STUDENT LEADERSHIP
MAKING POTENTIAL REALITY

Key opportunities for students to take greater responsibility and grow in influence, character and partnership with both staff and students

Prefect Team

Head Students — Lead the Prefect team. Meet the Head Teacher. Champion a Cause. Be a voice for other students.

Senior Prefects — Support the Head Students. Carry out key duty roles. Increased involvement in key school events, like Induction Day, tours. Part of the Changemakers.

Prefects — Break duty roles. School tours and event support, like parents evenings, Open Evening. Part of the Changemakers.

Other key leadership opportunities…



House Captains

Championing all House events and student participation in all House Championship events. Regular team meetings.

Transition Leaders

Key Stage 3 TLs

Assist Y6s coming up to Wildern, and settling well in their first year. Tutor time support.

Key Stage 4 TLs

Assist Year 8s with GCSE Pathways and preparing for Year 9, supporting in tutor time and Open Evening.

Changemakers

Collaborative groups aiming to impact the life and future of WIldern in important areas of focus for the school



Wildern Colours

Wildern Colours is an opportunity for students to be recognised for their hard work and determination in both PE and Creative Arts.

The Creative Arts and PE Colours:

- Acknowledge and value the commitment students give to Creative Arts and/or PE.
- Give a visible reflection of the pride we have when you represent us with a badge on the school jumper for Half Colours and a red tie with the Colours symbol for Full Colours.
- Recognise that students have gone above and beyond in these subject areas.

Half Colours will be awarded to those students who have made a commitment to these areas over two years. Half Colours will be given for regular commitment to and representation at Creative Arts and/or PE events that demonstrates dedication, determination, passion and pride for these subjects at Wildern. The earliest Half Colours can be achieved is at the end of Year 8.

Full Colours are an incredibly prestigious award and will be achieved by those students who have made a consistent commitment to these areas over four years. Full Colours will be given at the end of Year 10 for regular commitment to and representation at Creative Arts and/or PE events throughout a student's time at Wildern that demonstrates dedication, determination, passion and pride for these subjects.

For more information on how these can be obtained students should see their Creative Arts and/or PE teacher.

A celebration event will be hosted at the end of each year where these badges (Half Colours) and tie (Full Colours) will be awarded.





Charities

Wildern School takes pride in supporting its community. Across the year we raise money for a number of local, national and international charities, building on our responsibilities as a Rights Respecting School.

This year 2026-2027 , our focus will be:

Local Charities

- Southampton Hospitals Charity
- Wessex Cancer Trust
- Southampton City Mission

National Charities

- Rotary Shoe box Appeal
- Cancer Research
- Papyrus
- Show Racism the Red Card

International Charities

- WWF
- Christian Aid
- Save the Children
- Comic Relief

Careers Support

Year 7



Students will complete careers modules as part of the Transition work during Education for Life lessons. They will also have access to online careers tools' right at the start of their time at Wildern, and take part in an Enterprise 'Dragons Den' themed day. There are planning sessions for the Dragons Den day built into the Tutor Programme.

Year 8

Careers lessons remain a part of the 'Education for Life' lessons and specifically look at ways of supporting students with their pathway choices by giving them ideas about how different subjects will be useful for different careers. This is complemented by dedicated explanatory sessions in the Tutor Programme. Students will have access to a range of online careers tools. All students in Year 8 will get the opportunity to take part in a careers speed networking event. This allows students to meet local businesses and gain invaluable information about several different career sectors.

Year 9

The focus in Year 9 is effective communication. Students will be involved in a 'Work Skills Day' during the Spring term where they will work alongside business mentors identifying and demonstrating a range of key employability skills. Some students will also have the opportunity to visit a workplace or business, as well as Further and even Higher education establishments.

In Years 9, 10 and 11, students will continue to study careers modules in 'Education for Life' lessons. These will explore many aspects of the world of work including responsibilities, employment rights, discrimination, and other areas that will help students in their future working life. There are also dedicated sessions throughout the Tutor Programme relating to employability skills and careers planning.

Year 10

In the Year 10 'Careers' Education for Life programme, all students will be undertaking a program of study geared towards 'The Careers Journey' where students take part in lessons that cover topics such as reflecting on the past, present and future, looking at employer profiles, deducing what career is best for them as an individual, a preparation lesson for those going on the week long Work Experience, workplace wellbeing and comparing hybrid and remote working paths.

September: There will be a Parental Info evening highlighting the virtues and procedures involved in undertaking Work Experience in the coming Summer term.
Wildern Careers Fair. This event allows all students in Year 10 to meet post 16 college providers, local businesses and apprenticeship providers. This aims to get students really focused about the forthcoming post-16 choices, at a vital stage in their education.

November: Apprenticeship Fair. This is designed to showcase alternate provision for students and their parents and enable them to to talk to people offering these opportunities face to face.

April: Practice Interviews. This event is to enable all students to experience a real interview in preparation for interviews at post-16 colleges, or for apprenticeships.

June /July: College Taster Days. All students have the opportunity to spend a whole day in colleges or FE providers in order that they can really begin to understand what life is like after Wildern.

In addition, Year 10 students are encouraged to take part in the school's 5 day Work Experience program in June, allowing for real world contact in industry.

Year 11

In Year 11, references are made to Finance and Careers links as the Education for Life programme continues. Students look at college prospectuses and post 16 pathways in detail. They also look at the application process in the 'Apply Yourself' unit. All Year 11 students follow this supportive programme for the year:

September: There will be a Parental Information Evening from a Further Education provider highlighting the benefits of a more 'traditional' post-16 route as well as a guest speaker talking about alternate paths which will create a counterpoint for the information we offer.
Wildern Careers Fair. All students are invited to attend the Careers Fair to meet representatives from colleges, universities and apprenticeship providers. This builds on their experience from Year 10 and should be a more refined and targeted experience.

September: College assemblies. We invite a number of different post 16 providers to come and speak to students in assembly about their college, the courses on offer, and the application process.

September to December: Careers guidance. Students receive tailored careers guidance individually depending on specific needs and future destination data, from our trained and careers adviser.

September to April: Applications to colleges and apprenticeships. We strongly recommend that applications are made to several institutions to ensure sufficient scope once exam results are out in August.

November: Apprenticeship Fair. This is designed to showcase alternate provision for students and their parents and enable them to to talk to people offering these opportunities face to face.

December to April: College Applications and interviews, on and off site.

January/February: Apprenticeship application sessions. Our careers advisor will meet with small groups of students who wish to get an apprenticeship and support them writing their applications.

Further support

As part of our ongoing commitment to CEIAG students from Y8 - Y11 will have assemblies throughout their time at Wildern focussed around alternate provision - specifically T-Levels and Apprenticeships as part of the Governments Provider Access Legislation.

A careers library is available in the Learning Resource Centre. Students can go there at any time to access the information that will help them as they move on from Wildern. A careers changemaker group also meet regularly, and they help to form and test careers initiatives and ideas and take part in events and competitions.

We have a careers advisor, Mrs O'Leary, who works within the careers area in block 2. She will meet all students in Year 11 at least once and have 1-2-1 interviews with all of them. She will also meet with identified Year 10 students during the summer term. During the pathways process in Year 8 she will also meet with identified individuals and groups of students to support them with making GCSE option choices. Mrs O'Leary is available Monday and Tuesday for drop in sessions: available at break, lunch and after school.

As above all students within the school will have access to online careers tools which can be used both inside and outside of school. These sites have key information about different career sectors, examination requirements for different careers and are easy to navigate around for information about all types of careers options options and choices. Finally, students might wish to look over our **alumni posters** on display for all at the top of block 9 and in block 3.

Wildern school works closely with the Careers and Enterprise company to ensure it regularly assesses and evaluates its provision with the **Gatsby benchmarks** for good career guidance. This is reviewed at least annually, ensuring the programme is up to date and relevant. The School-wide Careers policy is reviewed regularly too, with the next review due: October 2026. We have recently achieved the Quality in Careers Standard Gold Award, which is a nationally recognised award for outstanding achievement in CEIAG.



The Wildern Careers Ladder:
Your journey from Year 7 to Year 11

Post Wildern:
Join our Wildern Alumni network through the website, and also access careers advice and guidance for continued support.



Year 11:
Welcome back session
College Assemblies – with visiting Wildern Alumni
Wildern Careers Fair!
Parent Info Evening: Presentation on post 16 options
1 to 1 sessions with Careers Advisor
Education for Life Building fo the Future & Next Steps lessons
Student & Parent Apprenticeship Fair
PAL Assemblies

Year 10:
Wildern Careers Fair!
Parent Info Evening: Work Experience Launch and Q&A
Education for Life Career Development lessons (inc Virtual WEX)
Practice Interviews with people from industry
College Taster Days
Work Experience
Student & Parent Apprenticeship Fair
PAL Assemblies
Mythbusting Higher Education Assembly

Year 9:
Careers Day – focusing on developing transferable work skills
Opportunity to attend visitor seminars, for selected students initially
Employability Skills and Community Education for Life lessons
PAL Assemblies

Year 8:
Careers and Employers 'Speed Networking' event
Opportunity to meet our careers advisor regarding Pathways choices
Unifrog careers website session in ICT lessons
Education for Life Setting Goals lessons linked to pathway choices
PAL Assemblies

Year 7:
"Developing Skills & Aspirations" - Year 7 Education for Life lessons
Unifrog careers website sessions in ICT lessons – and access to this provision throughout your whole 5 years at Wildern!
Enterprise 'Dragons Den' themed Careers Day

CAREERS@WILDERN.ORG @WILDERNCAREERS

The Learning Resources Centre (Library)

When is the LRC open?

Monday	8.00am to 5.00pm
Tuesday	8.00am to 5.00pm
Wednesday	8.00am to 5.00pm
Thursday	8.00am to 4.00pm
Friday	8.00am to 5.00pm

Please note that students should have their Student Planner with them at all times.

The LRC is open at break, lunchtimes, before and after school, although times may vary. You may borrow or return items during these times. However, due to occasional meetings/events, the LRC may be closed after school at short notice.



Who's Who?
Mrs Searle, Senior LRC Assistant
Student Librarian Team, led by Year 11 Prefect Librarian

How many items may students borrow?

Books are issued for 3 weeks. If you are still reading the book when the 'return date' is due, bring it to the LRC and we will reissue it to you.

What happens if students return their books late?
It is the student's responsibility to ensure that books are returned to the LRC by the due date (stamped inside the book). It is at the discretion of the LRC staff to log an amber or red referral if books are overdue.

Can students reserve items?
Yes. If a book is on loan, you can reserve it on the computer. Please ask at the LRC reception.

Can students recommend a book
Yes please! We welcome your ideas and will consider the purchase of any sensible suggestions. If we do not have books on a subject you are interested in, please let us know by completing a suggestion slip and placing it in the box on the desk.

Can students use computers?
There are several computers in the LRC and everyone has access to these. Please note, however, that computers must be booked on the day you wish to use them and are to be used for self-study only.

Online Library
The LRC has gone online. You can log in with your Wildern email address and date of birth - DDMMYYYY. Select your book and select reserve at school.

What help can students get in the LRC?

The LRC staff and team of student librarians can assist in finding information for projects and self-study. We can also help with book selection and what to read next.

What else goes on in the LRC?

- **LRC Loyalty Bookmark** (Years 7, 8, 9, 10 and 11) - These are stamped each time a student takes a book out from the LRC. Collect stamps to win rewards eg. hot chocolate, doughnut, skip the queue pass. Take out over 20 books and received a literacy certificate
- **Reading Ambassadors** - (Years 7 & 9) - Year 9 students sit with Year 7s and listen/support with their reading. This is held once a week during tutor time.
- **LRC World Book Day events** - (All years) - Held in March, **incorporating World Book Day**. When students take out a book during the fortnight, they are issued with a raffle ticket and entered into a prize draw. World Book day £1 vouchers are issued to students on World Book Day, giving them £1 off their purchase in bookstores. Whole school reading promotions also take place at this time.
- **Wildern Spelling Bee** - Years (7 and 8) Students compete in tutor groups and then the winners represent their houses.
- **Student Librarians** - We have a team of dedicated student librarians who support the LRC at break and lunchtimes. Vacancies are offered to year 7 students in October, where they are trained in various aspects of a librarian role, as well as confidence and team building. Most students stay with the LRC throughout their years at Wildern, until they leave in Year 11. Student Librarians can work towards obtaining 'Superstar Librarian' awards as well as 'Librarian of the Year' Award.
- **Current Interest Promotions** - We are constantly updating our displays in the LRC to reflect what is happening around us, whether it be curriculum based, current news, sporting tournaments or the latest blogger!
- **Turn the Page Together** events for parents to come in before or after school and explore the LRC to choose reading material to use with their child at home. This will take place once a half term
- **Author Promotions** - We rotate our 'Author Focus' displays regularly to create interest and discussion on individual authors.
- **Author events -** Occasionally, we are asked by local bookstores to host author events at Wildern and are also invited to attend children's author events at local schools.
- **Reading in the Corridors** - students will be rewarded for taking out books from the corridor displays.
- **Student subscription to The Day** to be used in tutor time and also at home with parents to look at current affairs and the news.
- **Wildern Weekly Literacy Spotlight** - house competitions, reading top tips and information about our newest book additions to the LRC.

Staff Structure

