



Welcome to AHS

THE CLASS OF 2028!

Senior Leadership Team



Mr Layzell
Headteacher



Ms Gibson
Deputy Head
Curriculum and
Teaching & Learning



Mr McNamara
Assistant Head
SEND and Personal
Development



Mr Farrer
Assistant Head
Quality of Curriculum &
Outcomes



Mrs Fazackerley
Assistant Head
Behaviour & Attitudes
Designated Safeguarding
Lead



Mrs Wilson
School Business
Manager

Our Values

▶ Respect

▶ Responsibility

▶ Ambition



Key Transition Dates

- ▶ Wednesday 5th July 2023 - Atherton High School Transition Day.
- ▶ Friday 7th July - Coffee morning, pupils identified for more support.
- ▶ Personalised visits – see Mr Leyland or Mr McNamara.

- ▶ Summer School
 - ▶ Tuesday 29th August to Friday 1st September
 - ▶ Sign up form on the website:
 - ▶ [Year 6 Transition – Atherton High School](#)



Transition Day 2023

- ▶ Wednesday 5th July 2023
- ▶ 8:25 -15:00 (pupils enter through pupil entrance on Hamilton Street)
- ▶ Pupils attend in primary school uniform.
- ▶ Pupils will sample a range of activities throughout the day, including lessons.
- ▶ Pupils will meet their form tutor on this day and get to know pupils in their form (**except Blue form**).
- ▶ Pupils will be provided with an AHS school dinner. Any pupils who do not wish to receive a dinner will need to bring a packed lunch.
- ▶ *Pupils depart at 15:00.*

Summer School 2023

- ▶ Tuesday 29th August to Friday 1st September.
- ▶ 10:00 to 14:00, pupils come in own clothes and bring PE kit.
- ▶ Provides pupils with an opportunity to get to know the school building and staff without all other year groups on site.
- ▶ Pupils WILL NEED packed lunch. Pupils on FSM, will receive a cold lunch.



Girls' Uniform

- Black blazer with school logo on pocket
 - Plain white long or short sleeved blouse (long enough to tuck in)
 - Atherton jumper, black with purple band round V-neck (optional)
 - Plain black skirt or trousers
 - Black socks or black opaque tights
 - Atherton school tie
 - Black school shoes (preferably water-resistant)
- No visible logo, no trainers or trainer-style



Respect. Responsibility & Ambition



Education
Partnership
Trust



Boys' Uniform

- Black blazer with school logo on pocket
 - Plain white long or short sleeved shirt (long enough to tuck into trousers)
 - Atherton jumper, black with purple band round V-neck (optional)
 - Plain black standard fit school trousers or tailored shorts
 - Plain black socks to be worn with trousers
 - Atherton school tie
 - Black school shoes (preferably water-resistant)
- No visible logo, no trainers or trainer-style



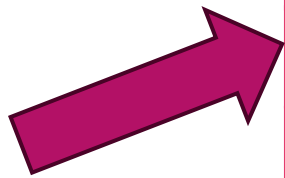
Respect. Responsibility & Ambition



Education
Partnership
Trust

School Day – Years 7 to 10

Start	Finish	Period
8:30	9:00	Registration
9:00	10:00	Period 1
10:00	11:00	Period 2
11:00	11:20	Break
11:20	12:20	Period 3
12:20	13:20	Period 4
13:20	14:00	Lunch
14:00	15:00	Period 5



School Day

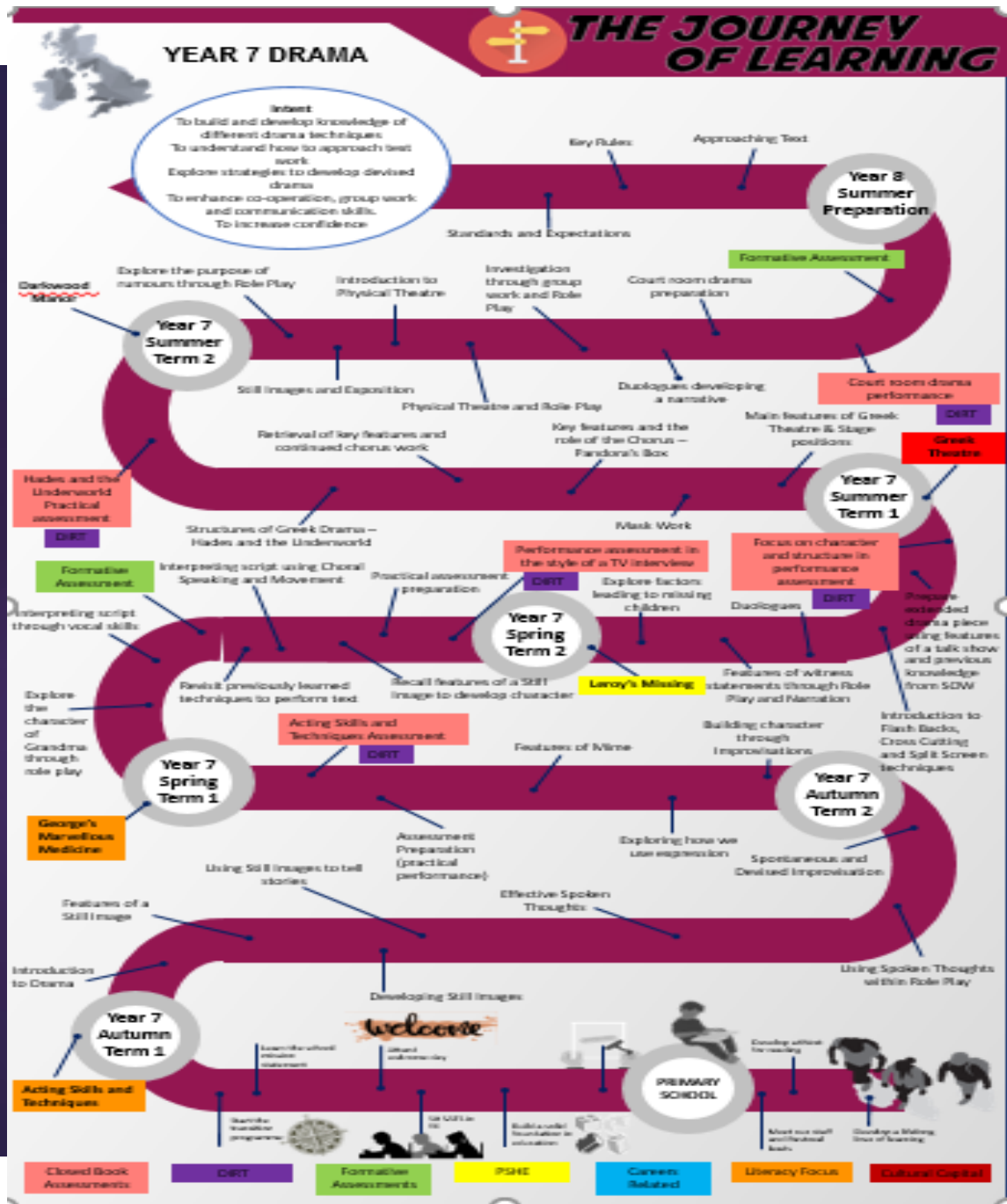
Times	Period
08:30 to 09:00	Registration / Form Time
09:00 to 10:00	Period 1
10:00 to 11:00	Period 2
11:00 to 11:20	BREAK
11:20 to 12:20	Period 3
12:20 to 13:20	Period 4
13:20 to 14:00	LUNCH
14:00 to 15:00	Period 5
15:00 to 16:00	Period 6

End of a School Day by Year Group
<p><u>Year 7, Year 8, & Year 9</u> 15.00pm Monday to Friday (unless attending an enrichment or reading club)</p>
<p><u>Year 10</u> 16.00pm Monday 15.00pm Tuesday to Friday</p>
<p><u>Year 11</u> 16.00pm Monday, Tuesday & Wednesday 15.00pm Thursday & Friday</p>

Enrichment

After School Enrichment

Staff	Room	Monday 3:00pm - 4:00pm	Staff	Room	Tuesday 3:00pm - 4:00pm	Staff	Room	Wednesday 3:00pm - 4:00pm
Miss Leyland	Sports Hall	Girls Football	Mr Cook	Tech 1	Basic First Aid	Mr Brown	Science 1	Science Club
Mr Cook	PE	Gardening club	Mr Haydock	Astro Turf	Year 9 Football	Miss Leyland	Drama	Rounders Club
Miss Watson	ICT 1	ICT Club	Mrs Dickinson	Hub 1	Wave 3 Reading Y9 Invitation Only	Miss Catterall	ICT 2	Reading Plus Y7 Invitation Only
Miss Swallow	Tech 1	DT Club	Mrs Gittins	Science 4	Board Games Club	Ms Phelan	English 3	Book Club
Mrs Dickinson	HUB1	Talking Partners Y9 Invitation Only	Mrs Sloane	HUB1	Math's Recovery Y8 Invitation Only	Mr Bennett	ICT 2	Wave 3 Reading Y7 Invitation Only
Mr Potts	HUB2	Wave 3 Reading Y8 Invitation Only	Mr Bennett	Astro Turf	Year 8 Football	Mr Skinner	Astro Turf	Year 7 Football
Mrs McNamara	DRAMA	Drama Club	Mrs Leech	Pastoral	Mental Health and Wellbeing	Mr Plant/L Walsh	MFL 1/2	Year 10 MFL intervention
Mr Leyland	Sports Hall	Cricket Club	Mrs Whitfield	ICT1	Homework/Educake club	Mr Errington	HUMS 4	Film Club
Mrs Lowe	HUB1	Talking Partners Y10 Invitation Only	Miss Catterall	Hub 2	Reading Plus Y9 Invitation Only	Mr Cole	HUMS 7	Duke of Edinburgh (Y10 Invite only)
Miss Ellul	Maths 5	Meditation Club/ Relaxation Club	Miss Pace	Pastoral	LBGTQ Club	Miss Callan	Sports Hall	Netball Y7-9
Mr Skinner	Sports Hall	Badminton/Table Tennis Club	Mr Littler	Field	Rugby Club	Mrs Taylor	Maths 1	Reading Plus Y10 Invitation Only
Mr Sloane	HUB3	Maths Recovery Y7	Mr Potts	Pastoral	School Council	Mr Potts	Pastoral	For Schools Club



Learning Journey

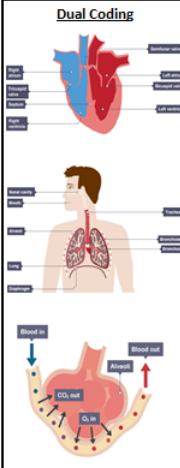
- CURRICULUM OVERVIEW – ATHERTON HIGH SCHOOL

Knowledge Organisers

Cardiorespiratory Systems

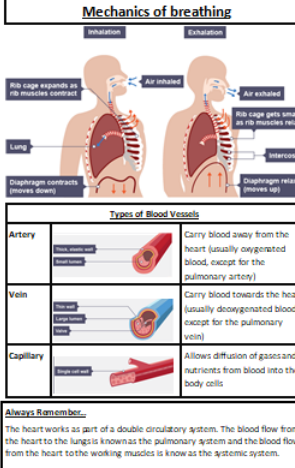
Key Vocabulary	
Heart rate	Heart rate (HR) is the number of times the heart beats for the ventricles pump blood out in one minute.
Stroke Volume	Stroke volume (SV) is the amount of blood pumped out of the ventricles each time they contract.
Cardiac Output	Cardiac output (CO) is the amount of blood pumped from the heart every minute and can be calculated by multiplying heart rate (HR) by stroke volume (SV).
Breathing rate	Is the number of breaths taken in one minute.
Tidal Volume	Is the amount of air inspired or expired in a normal breath.
Minute Ventilation	Is the amount or volume of air inspired or expired in one minute and can be calculated by multiplying tidal volume (TV) by breathing rate (f).
Aerobic	Exercise that requires the use of oxygen.
Anaerobic	Exercise that does not require the use of oxygen.

Dual Coding



Progress Vocabulary: identify, define, describe, explain, compare and contrast, sporting links, analyse, evaluate.

Mechanics of breathing



Types of Blood Vessels

Artery	Carry blood away from the heart (usually oxygenated blood, except for the pulmonary artery)
Vein	Carry blood towards the heart (usually deoxygenated blood, except for the pulmonary vein)
Capillary	Allows diffusion of gases and nutrients from blood into the body cells

Always Remember...
The heart works as part of a double circulatory system. The blood flow from the heart to the lungs is known as the pulmonary system and the blood flow from the heart to the working muscles is known as the systemic system.

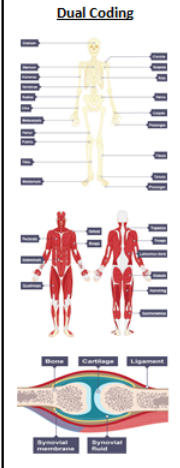
Progress Vocabulary: identify, define, describe, explain, compare and contrast, sporting links, analyse, evaluate.

The Big Question: What are the short term and long term effects of exercise on each of these body systems?

Skeletal and Muscular System

Key Vocabulary	
Flexion	Bending a joint. This occurs when the angle of a joint decreases.
Extension	Straightening a joint. This occurs when the angle of a joint increases.
Adduction	Movement away from the midline of the body.
Abduction	Movement towards the midline of the body.
Circumduction	This is where the limb moves in a circle.
Rotation	This is where the limb turns round its long axis, like using a screw driver.
Agonist	The muscle that contracts and shortens in length.
Antagonist	The muscle that relaxes and increases in length.
Fixator	The muscle that helps to stabilise the agonistic point of origin.

Dual Coding



Progress Vocabulary: identify, define, describe, explain, compare and contrast, sporting links, analyse, evaluate.

Functions of The Skeleton

Posture: The skeleton gives the correct shape to our body.

Protection: The bones of the skeleton protect the internal organs and reduce the risk of injury on impact.

Movement: The skeleton allows movement of the body as a whole and its individual parts. The bones form joints and act as levers, allowing muscles to pull on them to produce movement.

Blood Cell production: Certain bones in the skeleton contain bone marrow which produces red blood cells, white blood cells and platelets.

Support: The skeleton keeps the body upright and provides a frame work for muscle and tissue attachment.

Storage of Minerals: The bones store minerals such as calcium, iron, potassium and phosphorus and release them into the blood when the body needs to use them.

Synovial Joints

Hinge, Ball and Socket

Always Remember...
Muscles create movement by working in pairs, one muscle contracts and shortens (agonist) and the other relaxes and lengthens (antagonist).

Progress Vocabulary: identify, define, describe, explain, compare and contrast, sporting links, analyse, evaluate.

The Big Question: What are the short term and long term effects of exercise on each of these body systems?

ARTICULATION

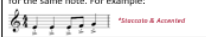
(How the notes are played)

Not Dynamics...

Articulation is the way the performer plays / sings the note, not how loud they do it. That would be Dynamics instead.

More Than One...


You can write more than one type of articulation for the same note. For example:



*Staccato & Accented

Staccato

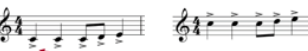
Staccato means short and detached / separated. *You will likely hear a gap between each note.



Shown by writing a **dot** just above/below the head of the note.

Accented

Give extra emphasis or force to the marked notes.



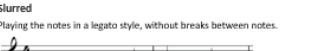
Shown by writing an **accent** above/below the head of the note.

Legato

To play the music smoothly, without breaks between notes.

Slurred


Playing the notes in a legato style, without breaks between notes.



Shown with a **slur** on the score.

How? Some examples:

String Instruments - Play the notes without changing the direction of the bow.




Brass & Wind Instruments - Only tongue the first note, not the others.

Glissando

A slide between two notes.


Marked with a **glissando** on the score.




*You can glissando upwards or downwards

Some Associated Markings On Vocal Music...


Phrase markings
Slurs drawn onto the score to show singers what to sing in one breath.



Syllabic
Where the music is written with one note per syllable.



Melismatic
Where the music is written with more than one note per syllable.



*A slur is used to show the notes on one syllable.

Knowledge Organiser - Performing Arts - Autumn Term

What is the Performing Arts?

Different forms of art are explored separately or combined together to create performance work. The most common are drama, dance and music.

Starting a Production Company

What will I need?
A creative name
A theatre specialism
To advertise
A pot of money to start
Develop a business plan
Build a website
Acquire equipment
Build contacts
Find a space to work
Use the strengths of my team

Roles within a Production Company

Playwright
Choreographer
Set designers
Understudies
Performers
Sound Designers
Stage Manager
Lighting Designers
Puppet Designers
Costume Designers
Directors
Technicians
Musicians

Always Remember (When part of a Production Company)

Use the ideas of everyone in the group
Throughout the creative process always think about your target audience. Does your piece work for them?
Always build a team with like-minded people that will work hard and do their best
Explore your chosen theme/topic with workshops and activities before you start to create the final piece
As you create your performance piece always refer back to your aim/purpose. Does the piece fit?
Does the opening have impact? Have you gripped your audience?

Roles within a Production Company

Playwright
Choreographer
Set designers
Understudies
Performers
Sound Designers
Stage Manager
Lighting Designers
Puppet Designers
Costume Designers
Directors
Technicians
Musicians

Key Features of Musical Theatre

Catchy music in a popular style.
Solo songs, duets, trios and ensembles.
Orchestra or band accompaniment.
Spoken dialogue
Dance sequences, stage spectacles and eye-catching costumes.

TIME SIGNATURE / METRE

(How the pulse is grouped into bars)

Common Time

4/4 is also known as common time. Instead of 4/4 you can write: **C**

Time Signatures

Written at the start of the music (and anywhere it changes) to show how many beats there are per bar, plus what type of beat

Simple Time Signatures *Each beat can be divided into two equal halves

4 crotchets beats per bar 3 crotchets beats per bar 2 crotchets beats per bar

Compound Time Signatures *Each beat is dotted and (q) is divided into two equal halves

6 dotted crotchets beats per bar (12 quavers) 9 dotted crotchets beats per bar (18 quavers) 2 dotted crotchets beats per bar (4 quavers)

Listening Examples Go to [SoundCloud](#) to hear some examples of different metres:

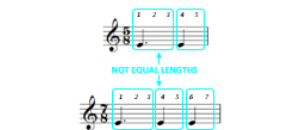
- 2/4 **Swedish March** *A march is usually in 2/4 (left, right, left, right... - 2, 2, 2, 2...)
- 3/4 **Shostakovich's Waltz No.2** *A waltz is a dance, usually in 3/4
- 4/4 **All That Jazz** (from [SoundCloud](#)) *Chicago is a Musical
- 5/4 **Take Five** (by Dave Brubeck) *Listen out for the jazz style
- 7/4 **The start of Money** (by Pink Floyd) *Listen out for the opening bass riff
- 6/8 **We Are The Champions** (by Queen) *Queen are a famous British Rock Band
- 12/8 **The Way You Make Me Feel** (by Michael Jackson) *Cover 2Ks 2Ks 2Ks 2Ks

Cut Common Time

2/4 is also known as cut-common time. Instead of 2/4 you can write: **C**

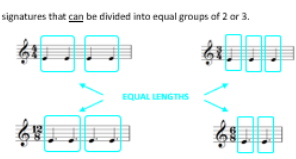
Irregular Time Signatures

Time signatures that **can't** be divided into equal groups of 2 or 3.



Regular Time Signatures

Time signatures that **can** be divided into equal groups of 2 or 3.



Writing Your Own Music

You must make sure every bar adds up to the correct number of beats. Changing metre is a good way to create contrast in your work.

Knowledge Organiser - Live Performance Study

Always Remember

To get a better understanding try to watch the whole play not just the sections you will write about

You will 20 marks for investigating how and why specific approaches were used

You must focus on how meaning is communicated

Always start your answer with an introduction detailing the name of the play, where and when it was performed.

KEY VOCABULARY

Analise - Examine something in detail.

Evaluate - Form an idea on something.

Communication - How ideas/information is shared successfully.

Plot - The sequence of the main events.

Genre - The style of the drama.

Context - The previous circumstances that form the setting.

Sub-text - An underlying theme or message.

Conventions - The way the drama is put together.

Configurations - An arrangement of elements in a particular form.

Exemplification - To make something clear with an example.

Traits - The qualities of the character/person.

WATCH Repeatedly watch the performance

RESEARCH Research the plot, characters, style, genre and content

UNDERSTAND Understand how the performance is created and the effect on the audience

KEY TERMS

INTERPRET & COMMUNICATE

Conventions, use of space, stage configurations, relationship between performers and audience, set design, costume, lighting, sound, performers use of voice, performers use of physicality.

CHECK YOUR PROGRESS

I have demonstrated excellent knowledge and understanding of how theatre is developed and performed.
I have referred to an extensive range of skills that are appropriate to the situation.
I use exact, well developed and supported description throughout with precise detail.
I demonstrate highly developed skills in identifying and investigating how successfully theatre makers communicate meaning.
My response is critical and insightful.
My points are fully explored and supported with thorough exemplification.

BREAKDOWN

Introduction on the play - narrative, context, characters, when it was performed and where. General description of the style and presentation of the production.
Describe in detail the vocal and physical skills used by each actor (if chosen more than one) in each of the scenes (if chosen more than one).
Analyse and evaluate each of the above actors and scenes for their success in communicating their ideas and emotions to the audience.

Everyone values expectations; we pride ourselves by having high standards and expectations which means if it is not good enough for our own children then it is not good enough for our pupils. We expect all stakeholders to model these laws which will enable us to be the best version of ourselves.

LAW of EVE

We have strong starts and strong finishes *to lessons.*



Staff meet and greet on the door, pupils enter the classroom silently and start QF5. At the end of the lesson pupils stand quietly behind the desk and dismissed orderly.

LAW of EVE

We are always punctual and equipped.



Students arrive on time after a strong transition around school. Students have all of their equipment to succeed in that lesson.

LAW of EVE

We all expect the best from each other



We constantly demonstrate our school values of respect, responsibility and ambition.

LAW of EVE

We look after our environment, everyone's responsible



We all make a collective effort to take pride in our surroundings. We respect our facilities and all play our part in keeping the school environment tidy.

LAW of EVE

We use respectful language always



We use positive communication to each other. We constantly demonstrate tolerance and respect to all.

Classroom Language



One Voice, whoever is speaking, whether that be a member of staff or student, the expectation is that this is the only that voice that should be heard.



Act now will be used when an instruction is issued and students are expected to begin the piece of work or act upon the instruction.



Ready to learn will be used as a reminder if it is felt that a task or activity is not being given the due



All eyes on me will be used when the member of staff wants the classes' full attention.



3,2,1 will be followed by one of the following...

Communication

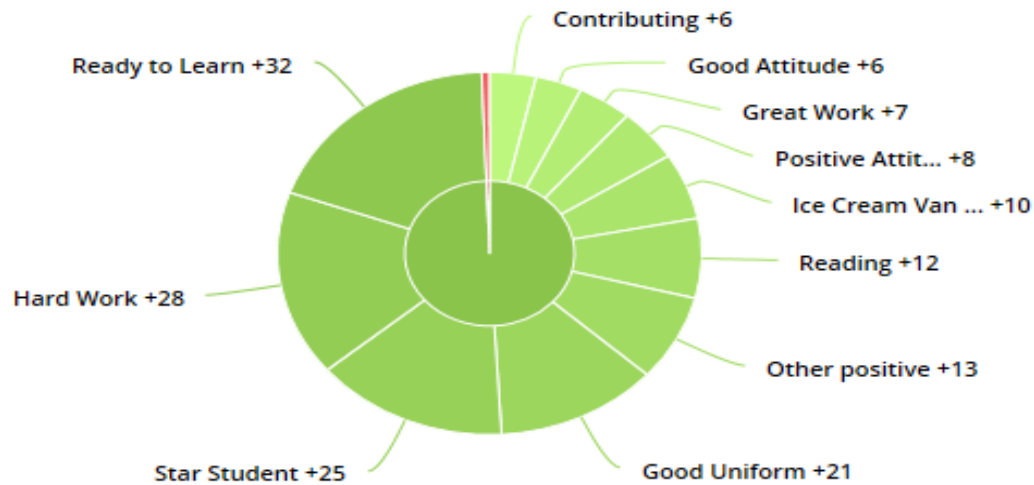
- ▶ Not like primary school.
- ▶ ClassCharts.

ClassCharts

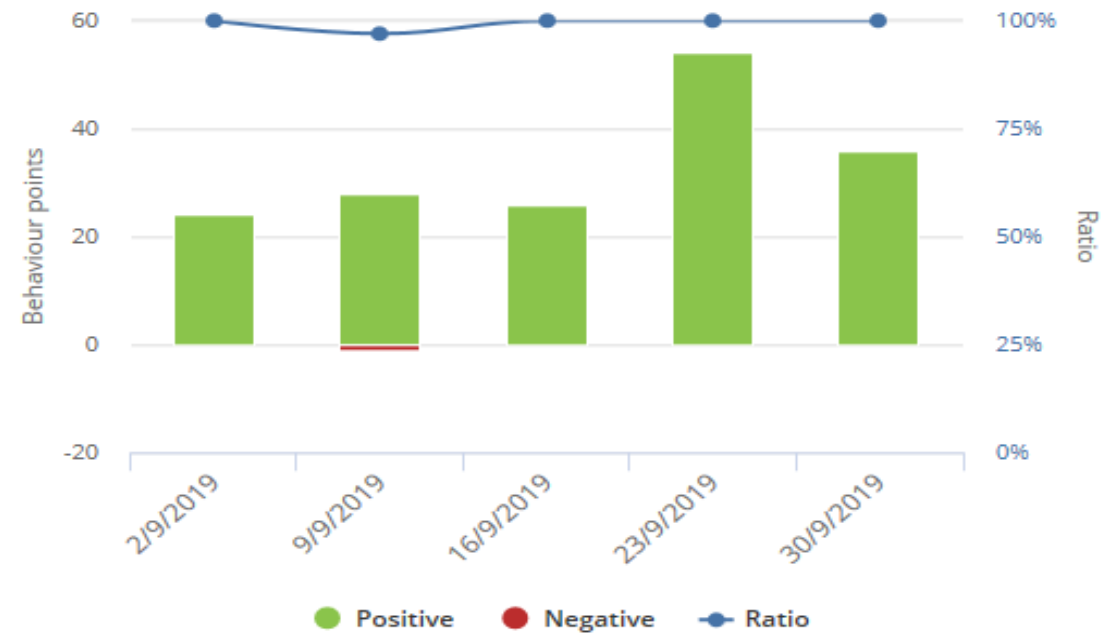


Behaviour

Behaviour score breakdown



Weekly Behaviour Breakdown



Communication

- ▶ Not like primary school.
- ▶ ClassCharts.
- ▶ ParentMail – should receive email this week. Cashless system.
- ▶ Pupil reception.
- ▶ Staff response – 48/72 hours.
- ▶ Email – enquiries@athertonhigh.com
- ▶ Parents Evening – Form tutor Evening (19th October), Parents Evening (25th April).
- ▶ Reports – 6th March and 11th July

Name:



Form: 7G

Attendance 99.4%

		Attainment % from Mid-Year Assessment	Knowledge for Progression	Classwork	Homework	Behaviour
Subjects Studied	English	74	Secure	Outstanding	Good	Outstanding
	Maths	84	Secure	Outstanding	Good	Outstanding
	Science	93	Secure	Good	Concern	Good
	History	87	Secure	Outstanding	Outstanding	Outstanding
	Geography	97	Secure	Outstanding	Outstanding	Good
	Art	57	Secure	Good	N/A	Good
	Computer Science	85	Secure	Good	N/A	Good
	Drama	70	Secure	Good	N/A	Outstanding
	Modern Foreign Languages	90	Secure	Outstanding	Outstanding	Outstanding
	PE	N/A	N/A	Concern	N/A	Good

Communication

- ▶ Communication issues:
 - ▶ Pupils texting/ringing from toilets.
 - ▶ Parents coming straight into main reception.
 - ▶ Not reading ParentMail.

Mobile Phones

- ▶ Policy is simple - **not seen or heard (15:00)**
- ▶ Confiscated and placed in the office.
- ▶ Pupil reception.
- ▶ Collect at 15:00.
- ▶ Repeat behaviours.

- ▶ Why?
- ▶ Advice.

Parental Behaviour

- ensure that my son/daughter attends school regularly and on time and to contact the school with an explanation on the first day of any absence
- avoid taking holidays in term-time
- ensure that my son/daughter is equipped for school each day
- **support the school's policies and guidelines, including those on behaviour, uniform, standards, and homework**
- make the school aware of any problems/concerns that might affect my son's/daughter's work or behaviour
- attend Parent's Evenings and other information evenings
- **check my child's use of social networking sites and seek advice if and when appropriate**
- **remain responsible and respectful on all social media platforms. Any malicious negative communication about the school or stakeholders will not be tolerated and could result in prosecution.**
- to support the school in ensuring that my child behaves in an appropriate manner on the way to and from school and support the school with any necessary sanctions

Rewards

- ▶ Intrinsically driven and self-manage.
- ▶ Character badges – *Pupil Rewards and Ambition Policy NEW for 2023!*
- ▶ ClassCharts points – swap shop – *New for 2023!*
- ▶ Pupil of the week – HOY
- ▶ Half term reward assemblies.

Road Safety

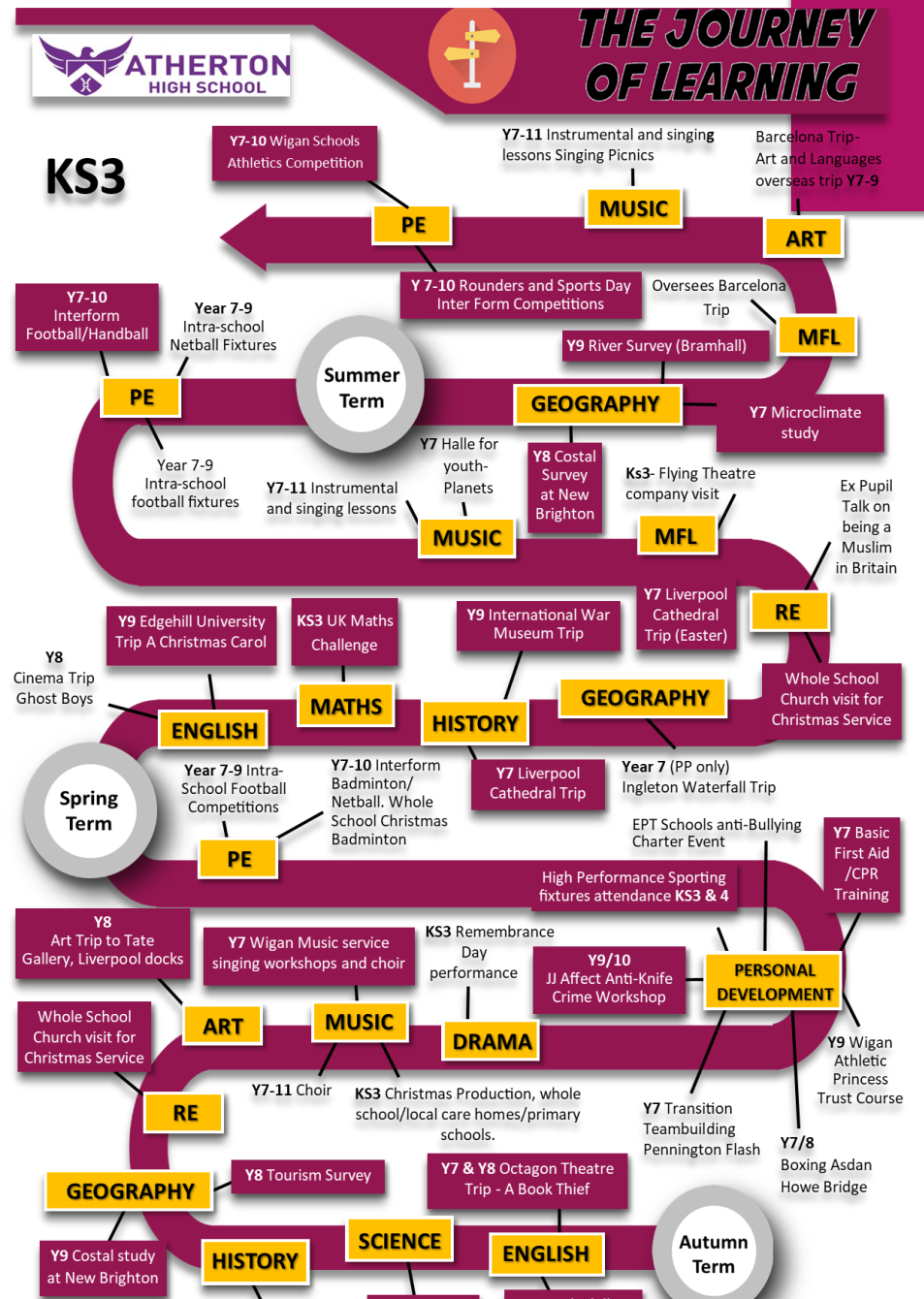
- ▶ Crossing at Mayfield St.
- ▶ Bikes – side entrance (Mayfield St).
 - ▶ Helmets.
 - ▶ No electric scooters.

Attendance

- ▶ Ring on the day (option 1).
- ▶ No need to keep off.
- ▶ Exception is 98% (4 days).
- ▶ No holidays authorised.



Cultural Opportunities



Residential

- ▶ Anderton Centre
- ▶ 30th Oct to 31st Oct for 2 forms.
- ▶ 31st Oct to 1st Nov for 2 forms.
 - ▶ Sleep Monday 30th Oct or Tuesday 31st
 - ▶ £113 per child.
 - ▶ More information in September.

Bullying – Governors Report

Safeguarding	2022/2023 Term	2022/2023	2021/2022 Term	2021/2022
	3 (current)	Accumulative	3	Accumulative
(Bullying)	1	3	0	2



Controversial.....

▶ The answer 'why'

Past pupil worries.....

- ▶ 'I'm scared of getting lost and then the teacher tells me off?
- ▶ 'The corridors are busy and I can't see?'
- ▶ 'I don't know what to do at lunch and it's too busy?'
- ▶ 'I'm scared of big people?'

Safeguarding Team



Worried?

Anxious?

Concerned?

Need some help or advice?

People you can talk to:

If you have anything that is concerning you at school your first port of call would be a member of the pastoral team.



Mrs Fazackerley
Assistant Head
Designated
Safeguarding Lead



Mrs Leech
Welfare Manager
Deputy DSL

Respect
Ambition

Responsibility

If you are worried about anything and need some help or advice you can also contact either your Head of Year or Form Tutor via Classcharts.

Head of Year



Mr Leyland
Year 7



Mrs Peters
Year 8



Mrs Pace
Year 9



Mr Potts
Year 10



Mrs Leech
Year 11



Mr Mitchell
Head of KS3



Mrs Foster
Head of KS4

Have you any questions?



ATHERTON
HIGH SCHOOL