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| Type of School | Trust School |
| Chair of Governors | Mrs Anne Welsh |
| Headteacher | Mr Matt Snape |
| Students | Boys and Girls, 11-16 years old |
| Roll | 715 students - 50 teaching staff (full time equivalent). |
| City Learning Centre | The school hosts the North Tyneside City Learning Centre - a state of the art, purpose built ICT centre for the community. |
| Further Education Form | At 16, students transfer to Queen Alexandra Sixth College, sixth forms in other schools or Colleges of Further Education. |
| School Hours | Monday to Friday 8.45am - 3.15pm In a normal week there are 25 hours teaching time (excluding Assemblies, Registration and Breaks). |
| Local Authority | North Tyneside Council Quadrant Cobalt 16, Silverlink North Cobalt Business Park Newcastle NE27 0BY |

Marden High School

Information for Prospective Parents

Curriculum

The Marden Curriculum

Includes
Motivates
Encourages
Challenges
Inspires

Curriculum Aims

We will enable students to:

1. benefit from a curriculum which is scientific, technological, vocational, international and embraces the creative arts.
2. acquire knowledge, communication skills and employability skills;
3. develop their ability as creative thinkers and independent learners;
4. achieve higher standards across the curriculum by the application of digital media;
5. develop qualities of mind, body, spirit, feeling and imagination;
6. appreciate human achievements in the media, arts, science, technology and sport;
7. acquire understanding of our society, citizenship and a reasoned set of attitudes, values and beliefs;
8. prepare for their adult lives at home, at work, at leisure and within the community, as consumers and citizens;
9. develop self respect, initiative, honesty and tolerance.

Curriculum Design

The 2016-17 curriculum is:

1. planned to develop highly skilled, confident and knowledgeable young people who are ready to undertake the demands of study and work after the age of 16;
2. based on our determination to raise the attainment and aspirations of all of our students so that very nearly all of them continue their education through a range of post 16 pathways with the majority moving on to university;

3. designed to give access to a broad and balanced curriculum delivering the skills, knowledge and understanding necessary to become effective learners and workers;
4. committed to developing skills within the new technologies and ICT is studied by all;
5. intended to include all groups of students whatever their interests and talent

A new subject, STEM (Science, Technology, Engineering and Mathematics) has been introduced in Yr 7. It is an exciting curriculum development and Marden is leading the way with this innovative programme.

KS3 Curriculum

English, Mathematics, Science, French, PE, RE, PSCHE, History, Geography, ICT, Technology, Art, Music, Drama, STEM.

KS4 Curriculum

English Language and Literature, Mathematics, Further Maths, Biology, Physics, Chemistry, French, German, PE, RE, PSCHE, History, Geography, ICT, Art, Music, Drama, Media Studies, Business Studies, Food Technology, Graphic Products, Electronics, Engineering, Computer Science, Photography.

A building for learning

Maximising the potential of the new learning environment

Our new school is designed to support the curriculum and to stimulate the most exciting and effective learning possible. As well as extensive IT and media facilities, a well-furnished learning resource centre and technology rooms equipped with state of the art machinery, Marden also provides opportunities for students to learn in a purpose-built dance studio, designated music practice rooms and modern indoor and outdoor sports facilities. All classrooms are bright and airy with electronic whiteboards and projectors.

Super Learning Days

Encouraging curiosity and developing transferable skills for lifelong learning

Each super learning day addresses a big question designed to stimulate curiosity and wonderment. The days are carefully planned to break down the barriers between different subjects so that students can experience the relevance of their curriculum and learn how to transfer skills learnt in one subject discipline to another.

Marden Lumiere asked the big question, 'What is colour?'. Students explored the meaning of colour through science and PE. Visits to local churches to look at stained glass windows inspired projects based on art and photography. The project culminated in a stunning lumiere display that lit up the evening sky last December.

Independent Study

Using new technologies to create a stimulating, 24/7, supportive learning environment

Mobile devices and Google Docs via the school website are put to great use to help support students in their independent study. Access to help and support from teachers is 24/7 with all independent study tasks and resources available electronically.

Independent Study for KS3 takes the form of week-long extended projects on a theme that is designed to stimulate thinking outside of the classroom. This is alternated with more traditional core subject homeworks for consolidation and extra practice

At KS4 traditional homework tasks are issued weekly from all curriculum areas. These allow students to consolidate learning and practice examination specific skills.

External Links and Visits

Developing a local, national and international community spirit.

Marden High School is an outward facing school. Across all departments and age groups students have access to a range of activities working with external providers. We encourage students to develop their interests and curiosity through a wide range of learning styles. Students have the opportunity to work with business partners, university lecturers, ICT & Media specialists, local historians and the creative industries. Residential visits to a range of destinations enhance their learning and develop an understanding of a different cultures.

Local examples include:

- STEM projects with businesses such as Accenture and Northern Architecture
- University research such as the Electric Cars Project
- History Detectives researching WW1 Veterans of Cullercoats
- Visits to a Buddhist Temple
- Hewlett Packard Code Wars competition
- TICE Creative Enterprises
- Music and Drama performances in school

National examples include:

- BBC News Days
- Visits to High Borran
- Writing, sporting, maths and technology competitions
- Music - Young Americans





Enhancing the curriculum through international visits such as:

- New York - media studies
- France/Germany - modern foreign languages
- Berlin - humanities
- CERN, Switzerland - science
- Austria - P.E. (skiing)

Religious Education

Religious Education is provided in school in accordance with the 1944 and 1988 Education Acts. The parents of any child who wish to withdraw their son/daughter from RE lessons or Assemblies are asked to write to the Headteacher so that alternative arrangements can be made for the students during lesson and assembly times, from which they may be excused.

Equality and Diversity

Marden High School aspires to be free of discrimination, harassment or victimisation on the grounds of age, gender, race, colour, religion, belief, sexual orientation or disability. We promote the British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We are committed to achieving equality, as well as celebrating diversity for all, and we have a broad, balanced and appropriate curriculum that provides equal opportunity for all pupils to maximise their potential. All policies relating to equality and diversity, including racial and sexual discrimination and our disability equality scheme are available on request.

Special Educational Needs

Marden High School recognises that there is a need to provide a positive welcoming and effective learning environment for all members of our community. We aim to provide an appropriate and imaginative education for all; maintaining and further developing our ability to cater successfully for the individual requirements of students with a wide range of special educational needs and disabilities.

Marden High School works closely with parents, students and other agencies to ensure that needs are thoroughly assessed and that effective learning programmes are provided to meet the needs of individual students. We are also aware that for many students social and emotional needs may create significant barriers to learning and that students do not reach their optimum potential unless they feel secure and happy within their learning environment. We are committed to a multi-disciplinary approach to support. We work closely with the school's own pastoral systems and any outside agencies whose input may help in increasing the knowledge and effectiveness of the school staff.

The SEND department has a positive and flexible approach to meeting the needs of individual students. Our excellent links with other schools and training providers within the area enable us to offer a wide range of educational experience to our students.

Marden High School provides a suite of rooms known as the Inclusion Centre to help to support the needs of students with special educational needs. The Centre provides rooms for small group and individual support during lessons and is also available for extra curricular activities.

The Inclusion Centre also has good access to the school's computer network and up to date equipment to aid and enhance learning.

Students with special educational needs and disabilities work in all areas of our building and have access to the whole National Curriculum.

Contacting Us

Parents of students with special educational needs and disabilities are advised to contact Mrs B Reece, SENCO on 0191 2962771. Any parent is welcome to view our facilities by arrangement.

School Rules and Uniform

Parents receive details of uniform requirements prior to their children starting at Marden High School and full details of both the school uniform and school rules for all pupils are published in the student handbooks which are distributed to every student at the beginning of each academic year.

Sex/General Health Education

Sex Education and General Health Education is included as part of the normal work of several subject departments eg, Science. Sex Education is taught in the Personal and Social Education Programmes in Years 7, 9 and 10. Copies of the school policy and programme of study are available by request. Parents who wish to withdraw their children from Sex Education should write to the Headteacher to make their request.

Marden High School Admissions Policy

Pupils will be offered places at Marden High School **unless there are more applications for the school than there are places available**. The planned admission number for Marden High School is 181.

If there are more applications than places available at 1st, 2nd, or 3rd preference stages the following oversubscription criteria will be used (in the order shown below) to allocate places after any children with a statement of special educational needs where the statement names a specific school:

1. Children in public care (looked after children).
2. Pupils living within the designated catchment area for the school (proof of address will be required)
3. If places remain, priority is given to children with older brothers and sisters who attend that school and will continue to do so on the admission date. This is sometimes called a "Sibling Link"

4. The remaining places are allocated to children living nearest the school measured in a straight- line from the school to the home address measured by the Council's GIS/ ONE system.

Children with Statements / Education, Health and Care Plans

Children with statements of special educational needs or an EHCP, as identified under the Code of Practice that names the school, are required to be admitted to that school. The Governing Body does not have the right to refuse admission. Children with statements / EHCPS naming the school count towards the admission number.

Medical / Social

At any time in the procedures, consideration can be given to applications made on special grounds (e.g. medical conditions or social needs). In this case applicants would need to provide written evidence from a relevant professional practitioner i.e. a doctor or social worker for consideration. The evidence must demonstrate why the chosen school is the most suitable and what difficulties would be caused if the child were to attend another school. The Governing Body will not consider such applications if the relevant evidence is not provided. If provided, the evidence will be considered and the Governing Body must be satisfied that there is a specified medical or social reason, which makes attendance at, that particular school essential to meet the pupil's needs. No assumption should be made that submission of the relevant evidence will, in itself, be sufficient to allocate a place.

Note: The above distance measurement will also be used as a 'tiebreaker' within each criterion, if necessary.

Twins/Multiple Births

Where possible twins/multiple births will be placed at the same school. In cases where there is only one place left and the next child on the list is one of a twin, triplet or other multiple birth, the Access Team will contact the parents and discuss the options with them. The parents will need to decide whether to accept one place at the school or to keep the children together by accepting another school, for example, it may be possible to offer a lower ranked preference to both/all children.

Equal Preference

The Governing Body of Marden High School will be co-ordinating admission arrangements with the Local Authority in accordance with the published Co-ordinated Admissions Scheme and will be operating an equal preference system, which will mean that all first, second and third preference applications are considered equally against the admission criteria for the school. At this stage there is no distinction between first, second and third preference

applications. Priority will not be given to applicants purely because they named the school as first preference against those who have named the school second or third.

If a pupil qualifies for a place at more than one school on their common application form, the parent's highest ranked preference will be offered and any lower ranking offers will be disregarded. For example, parent's first and third preferences might both qualify for place, in which case the parent would be offered their first preference, leaving the place at the third preference school available for another pupil. If it becomes necessary to decide between applicants within the same criterion, the tiebreak described above would be used.

Parents who are unable to obtain their preferred choice of schools, as named on their application form, may appeal. Details of the appeal arrangements for admission into Marden High School can be obtained directly from the school. Where schools are over-subscribed and places cannot be offered, waiting lists will be established. This is most likely to happen where there are late applications. Waiting lists will be maintained by the Local Authority, on behalf of The Governing Body of Marden High School, up to the end of the Autumn Term.

Transfer to Middle or High School

In September each child due to transfer to a Middle or High School should receive an application form and a copy of The Essential Guide to North Tyneside Schools. You should complete the application form and state reasons why you have chosen your preferred schools. You can also apply for a school place online at:
www.northtyneside.gov.uk/schooladmission

Replies and application forms must be returned to: Admissions, Children Young People and Learning Directorate, 2nd Floor, Quadrant East, Silverlink North, Cobalt, North Tyneside NE27 0BY by **Friday 28 October 2016** Parents will receive notification on **Wednesday 1 March 2017**.

Caution - A late application may prevent you from gaining a place at your preferred school.

Visits to the School

Prospective parents are welcome to visit during the school day so that they can see our excellent practice at first hand. Just telephone the school to arrange a tour accompanied by the headteacher or a senior leader.

During their final year at primary school all students at Cullercoats and Monkhouse, which contain the majority of pupils in the catchment area, spend at least half a day attending lessons at Marden High School and another half day looking around the school. Visits are also arranged for those students from other primary schools who have successfully applied for admissions to Marden High School.

An open evening for prospective parents is being held on Tuesday 4 October 2016 and a Parents' Evening is held in June 2017 for all parents of students who have been successful in gaining a place at Marden High School for the following September. There will also be an Open Day on Friday 7 October 2016 when prospective parents can come and see the school 'in action'. To book your place telephone us on 0191 2962771.

All parents, prospective parents and guardians may also contact the school office on (0191) 2962771 to make an appointment to visit the school during a normal working session.

School Terms and Holiday Dates 2016 – 2017

Autumn Term 2016: Monday 5 September to Friday 16 December 2016

Half Term Break: Monday 24 October – Friday 28 October 2016

Christmas Break: Monday 19 December - Monday 2 January 2017

Spring Term 2017: Tuesday 3 January to Friday 7 April 2017

Half Term Break: Monday 20 February – Friday 24 February 2017

Spring (Easter) Holiday: Monday 10 April – Friday 21 April 2017

Summer Term 2017: Monday 24 April – Friday 21 July 2017

May Day: Monday 1 May 2017

Half Term Break: Monday 29 May – Friday 2 June 2017

Staff Training Days: Monday 31 October 2016

Tuesday 3 January 2017

Friday 7 July 2017

Safeguarding at Marden High

At Marden High we believe that the welfare of children is of paramount importance. We are therefore committed to working with parents to ensure that at all times we work in the best interests of the child and to ensure that we provide a safe, happy, and effective learning environment both at school and at home.

Safeguarding at Marden High School is embedded in our overall culture, ethos and the principles we follow in school. We recognise that all children, without exception, have the right to protection from abuse, regardless of gender, ethnicity, disability, sexuality or beliefs.

Policy

As a school we follow our legal duty to safeguard your child's welfare. In order to ensure the welfare of our children we follow the model policies and protocols outlined by North Tyneside Local Safeguarding Children's Board and the current legislation and guidance in developing our policy and practice. Our child protection policy is available for all on the school website. This is reviewed, approved and endorsed by the Governing body annually or when legislation changes. We also operate an effective recruitment, selection and vetting procedure

Practice

A member of the Senior Leadership Team has overall responsibility as Designated Safeguarding Lead, working closely with two deputies to support staff in their day to day safeguarding duties. All members of staff are fully trained by the Local Safeguarding Children's Board at least every three years and have regular updates within school from the Designated Safeguarding Lead.

In school we will always act in the best interests of all children and ensure that we all take reasonable steps to prevent them from harm. We expect all staff in school to understand that safeguarding is the responsibility of all. All allegations and concerns are taken seriously and investigated appropriately. Arrangements are then put in place to support the student in cooperation with the appropriate services.

Further information

Further information can be found from the sources detailed below:

- School's policy on Child Protection .This can be found on our website and on request from the school office.
- NSPCC (www.nspcc.org.uk)
- North Tyneside Safeguarding Board www.northynteside.gov.uk/lscb
- Keeping Children Safe in Education 2016

