



THE DUSTON SCHOOL

THE  
**DUSTON** TDS  
Knowledge itself is power 4-19 SCHOOL



# Welcome to The Duston School

Principal  
Mr Strickland



**Aspiration - Resilience - Respect**

Top 20% GCSE  
Top 5% A Level  
27<sup>th</sup> Most improved school nationally  
School of Character  
IIP Gold  
IQM Flagship School  
Behaviour Hub Lead School  
GEC School  
CCF





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**'Our core aim is to help students climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.'**

**All students are inspired to  
Dream – Believe – Achieve**



## Dream - Believe - Achieve



The pupils at TDS should:

**Dream Big** and show **respect**  
**Believe** that that can and show **resilience**  
**Achieve** their dreams and fulfil their **aspirations**

Be the very best edit of themselves



**Aspiration - Resilience - Respect**

# Character Approach

Autumn Term: Respect

Spring Term: Aspiration

Summer Term: Resilience



**Aspiration - Resilience - Respect**

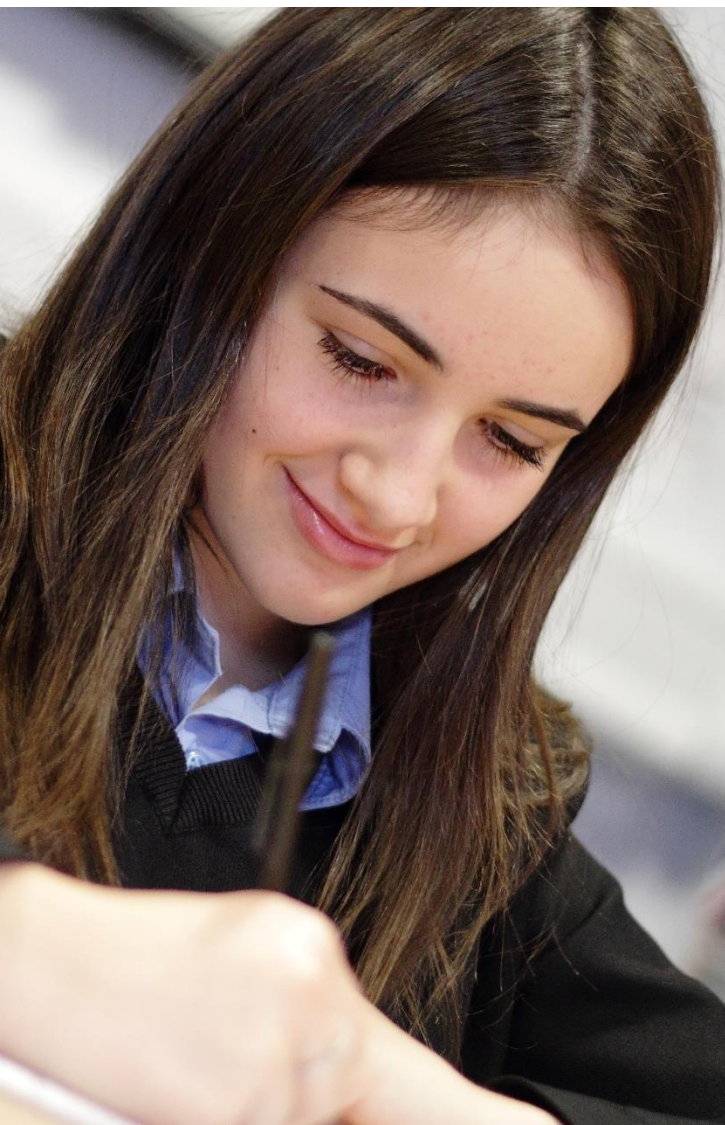
# TDS ETHOS

- Supportive Environment
- All work together
- Mutual Respect
- Respect for the School and the Community
- No shouting
- Focus on preparing students for the adult world
- A 'can do' culture

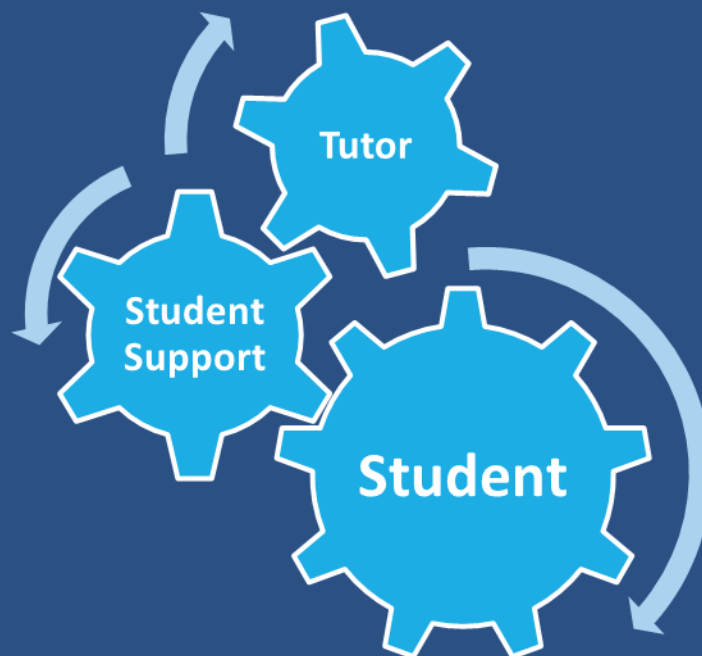


**Aspiration - Resilience - Respect**





## SUPPORTING THE ETHOS



- Tutors
- ADOY/ DOY
- Assistant Principal
- Vice Principal
- Student/ Family Welfare Team
- PIC

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- Explicit swearing at a member of staff
- Fighting
- Bullying
- Persistent oppositional defiance
- Persistent truancy
- Refusal to attend detention
- Smoking on school site
- Consuming or bringing in alcohol
- Bringing illegal substances to school (and distributing)
- Bringing a weapon to school
- Assaulting a member of staff

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## Classroom Code of Conduct

- Respect the member of staff and other students, following all instructions without question or answering back (Respect)
- Complete all work to the best of your ability, not distracting others (Aspiration)
- Arrive on time to all lessons, with the correct equipment, homework and uniform (Resilience)

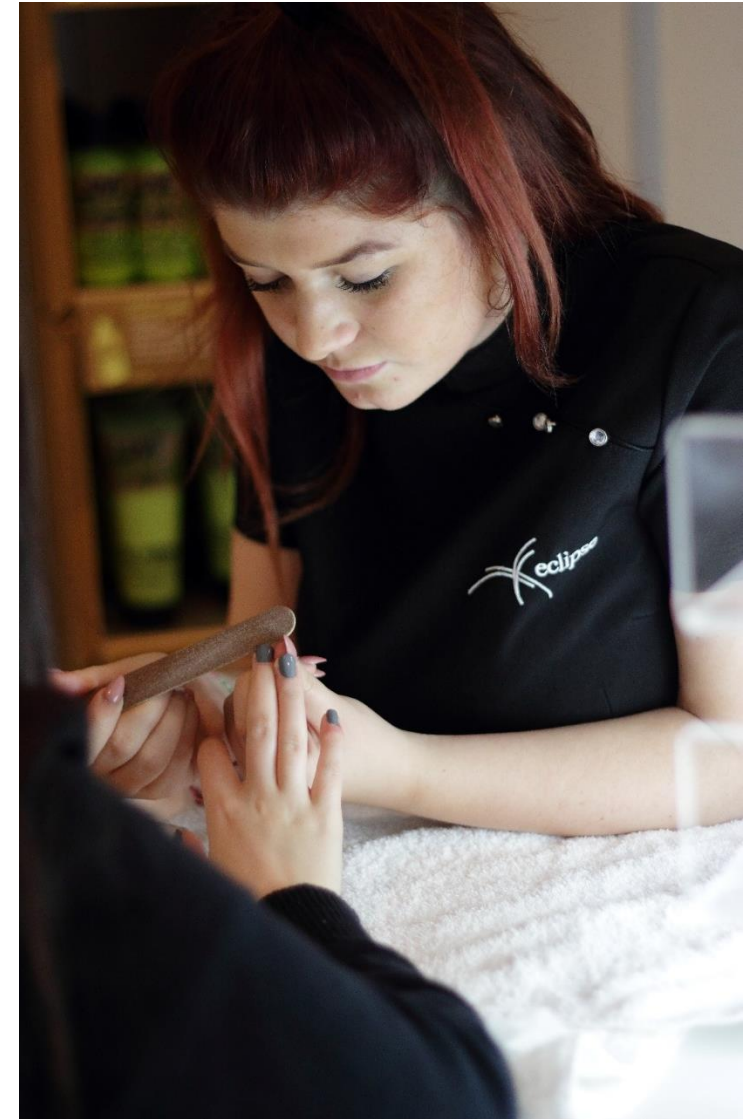


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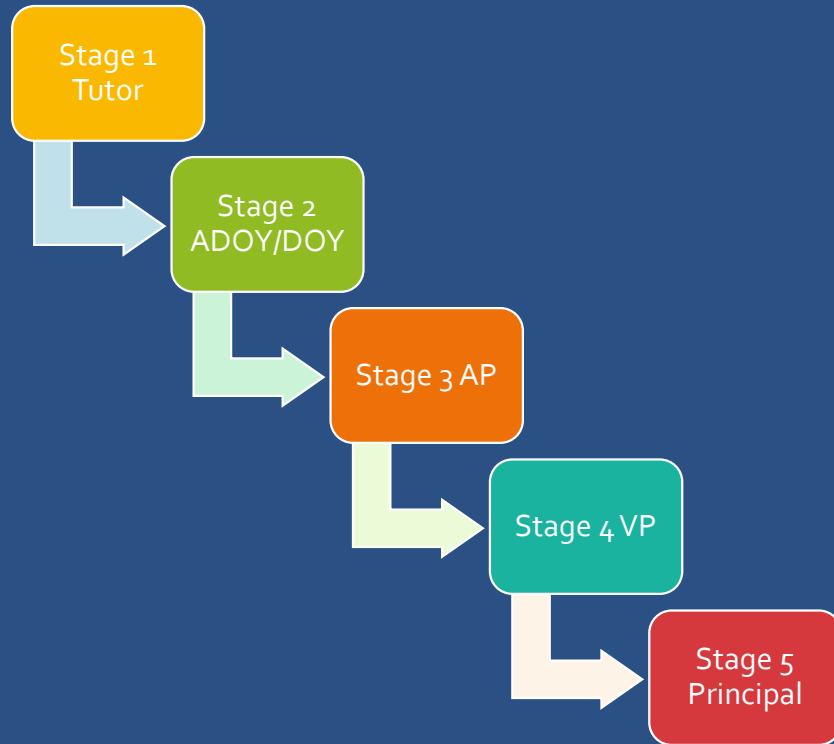
### TDS Vision: 'Knowledge itself is power'

Expectations	Aspiration	BE PREPARED	Values	RESPECT
	Resilience	BE COMMITTED		EQUALITY
	Respect	BE ENGAGED		DEMOCRACY
		BE EFFECTIVE		TOLERANCE
		BE POSITIVE		RESPONSIBILITY
		BE AMBITIOUS		LAW



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# STUDENT CARE STAGES



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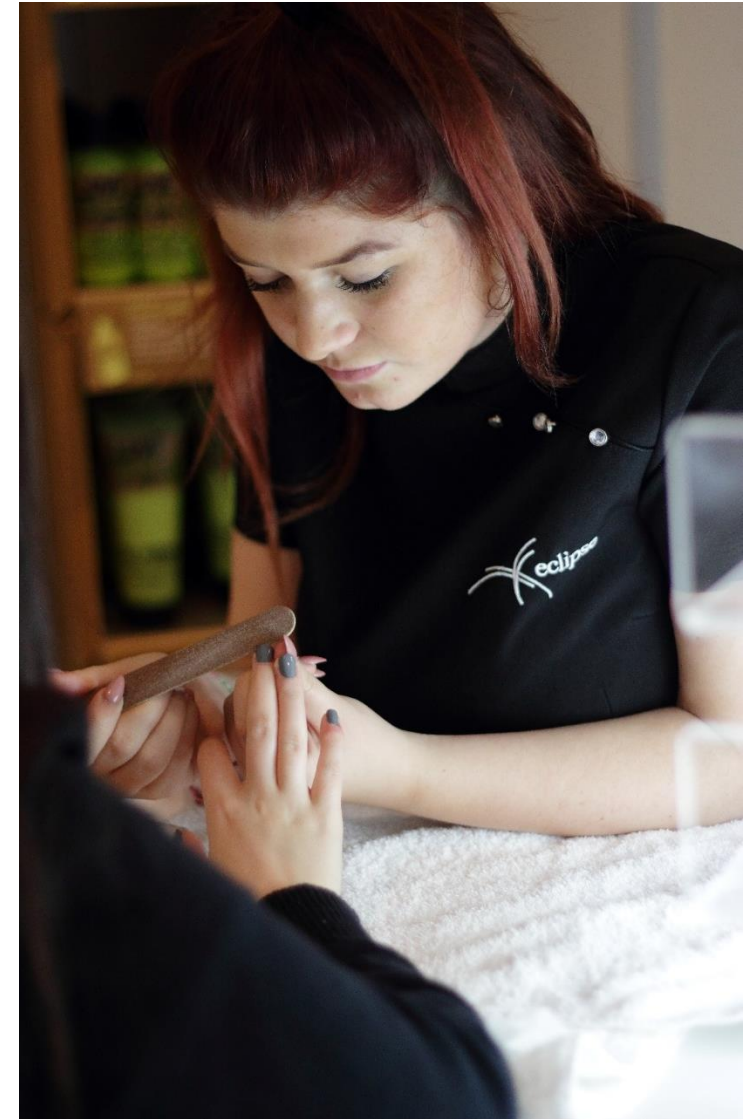


No mobile phones

Be on time every single time

One way system

Do your homework



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# KNOWLEDGE ORGANISERS

All students for all subjects will be given the following:

- An outline of the BIG QUESTION for the term.
- The Big Questions for each lesson.
- An Example Assessment and the assessment criteria.
- An example of what success in that assessment looks like i.e. a model answer.
- The 3 Homework tasks for the term.
- A knowledge organiser, detailing precisely what they need to know/learn.

The organisers will be given to students, used in lesson and tutor time and also emailed to parents.



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## CLASSROOMS

- All classrooms to be sat in rows.
- Students to be sat boy-girl.
- Classroom doors to be open at all times.



# LOCKERS

- Every student will have a locker.
- All belongings to stay in the locker.
- Students only need to carry their knowledge organisers with them to their lessons in a folder (which will be issued to them via their tutor).
- Please note that we charge £15 for a student to have a locker.



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## ATTENDANCE: TARGET = 96%

- Stage 1: 100%-96% - Tutor monitor and call home
- Stage 2: 96%-92% - DOY monitor and meet with parents
- Stage 3: 92%-87% - DOY and AP meeting and 5 week review
- Stage 4: Below 87% - AP – Parent contract and 5 week review
- Stage 5: Below 80% - LA referral

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# Key Stage 3 Trips

<u>Subject</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Monday 10th July 2023	Geography & Science - Natural History Museum - London	English & Drama - Spotlight on Shakespeare – Stratford Upon Avon	History - Imperial War Museum - London
Tuesday 11th July 2023	Art & Design - Shoe Museum – Northampton  Languages - French/Spanish fair - TDS (Two rotating half days)	Science - Science Museum - London	Maths & Computing - Bletchley Park



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# Safeguarding



Mr T Wise  
Vice Principal  
(Head of KS3)



Mr C Nelson  
Assistant Principal  
(Deputy-Head of KS3)



Mr L Martin  
Safeguarding & Child Protection



Mr A Brown  
Director of Year 7



Mrs D Kimpton  
Assistant Director of Year 7

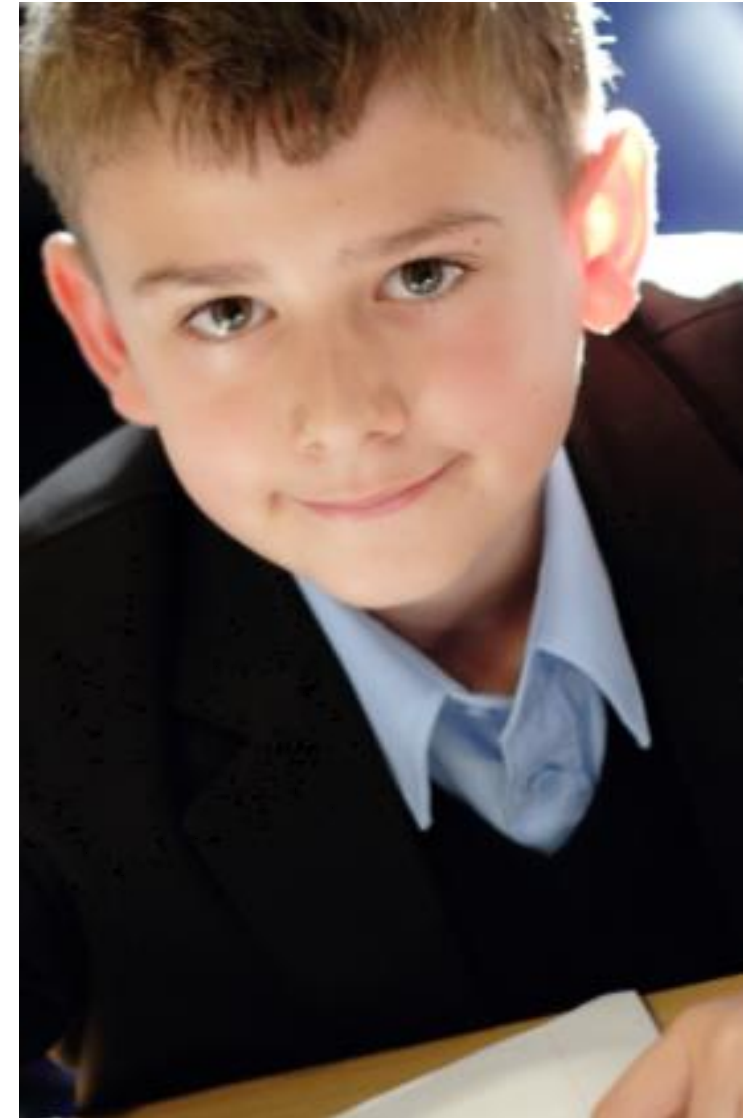
# Positive Impact Centre (PIC)

## The Positive Impact Centre (PIC)

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Unlocking the knowledge of yourself to access the knowledge of the wider curriculum  
Nicola O'Brien – PIC Manager



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# Positive Impact Centre (PIC)

## 7 Strands of Impact

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- Alternative Provision (up to 12 week Full-time programme)
- Wellbeing Interventions (Short term focus groups)
- Tailored personalised support following an exclusion/period of absence/crisis
- Counselling Service (Targeted support)
- Further Support Mental Health
- Peer Mentoring Programme
- EAL



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# Positive Impact Centre (PIC)

## Wellbeing Interventions (Short term focus groups)

Intervention Menu 6 weeks, 1 session a week	
Anger Management	Motivation
Protective Behaviours	Self Esteem/Positive Thinking
SEW (Social & Emotional Wellbeing) (6 weeks 1 session a week) <ul style="list-style-type: none"><li>Sleep hygiene</li><li>Body image</li><li>Self-harm</li><li>Low in mood/feeling blue</li><li>Anxiety</li></ul>	Confidence Building
	Behavioural/Handling Peer Pressure
	Anxiety
	SAIL (Self-Assurance in Life and Learning)
Social Skills	Mindfulness
Achievement Group	Attachment Awareness
Emotion Coaching/Managing Emotions	Conflict Resolution



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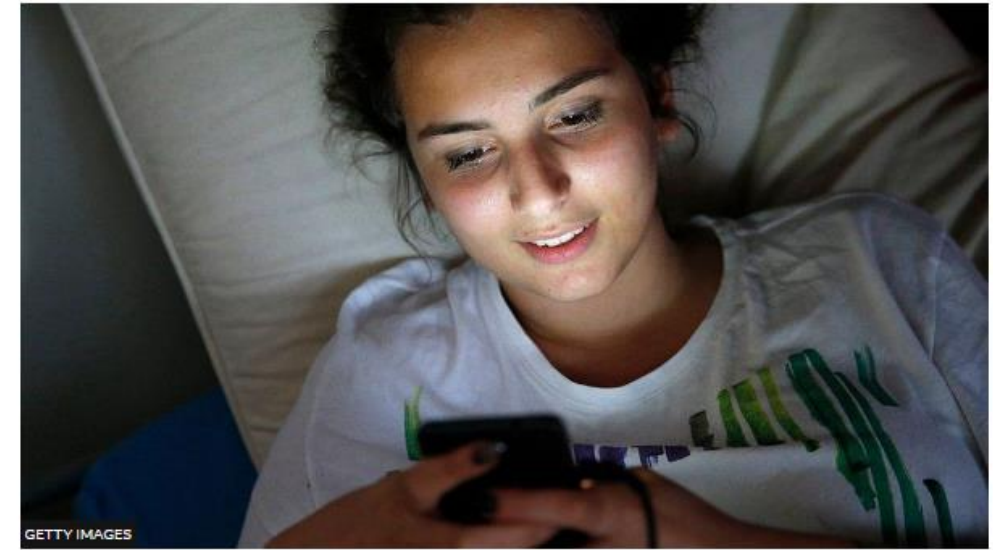
# Safeguarding

## Social Media & Mobile Phones

- Excessive time spent online
- Speaking to strangers
- Inappropriate language including racism and homophobia
- Accessing pornography
- Sending naked images
- Pin codes and passwords
- Downloading apps
- Adult content filtering
- Regular parental checks

## Instagram launches new parental controls in UK

🕒 14 June



Instagram owner Meta is launching new parental controls across the platform in the UK on 14 June.

They include the option of setting daily time limits of between 15 minutes and 2 hours, after which a black screen appears on the app.

In 2017, 14-year-old Molly Russell killed herself after viewing self-harm and suicide content on the platform.

At a pre-inquest review in February 2021 the coroner heard that she had used her Instagram account more than 120 times a day in the last six months of her life.

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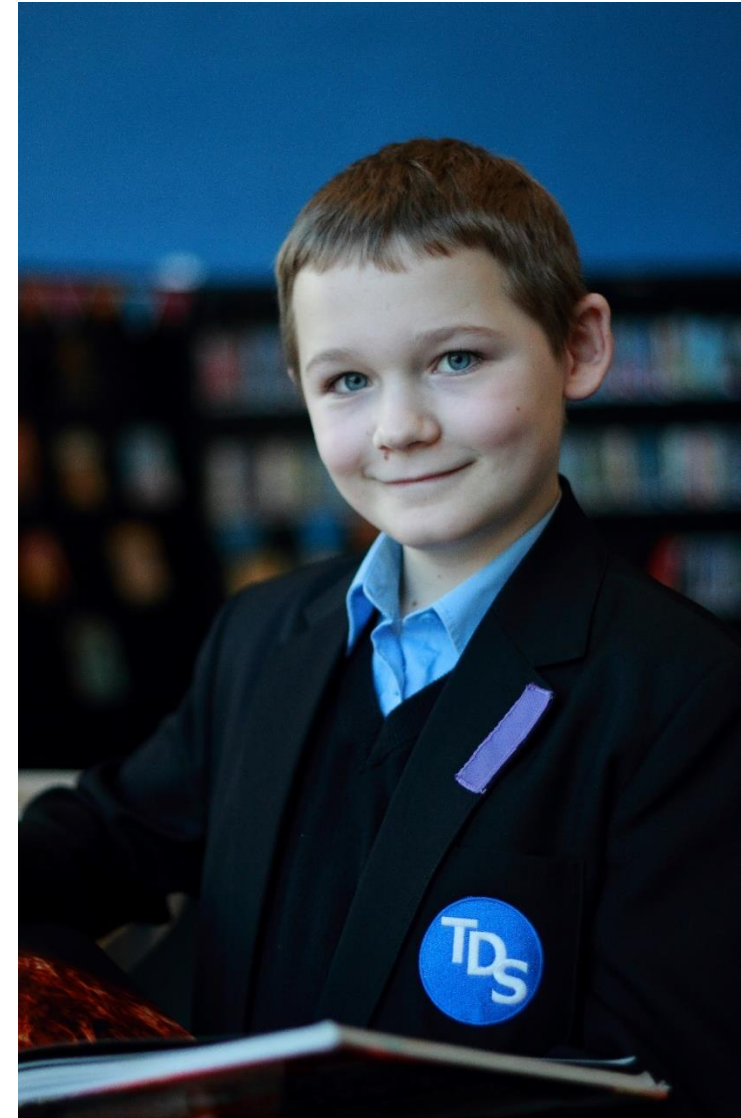
# Special Educational Needs

Jennifer Giles  
Assistant Principal – SENDCo [jgiles@thedustonschool.org](mailto:jgiles@thedustonschool.org)

Nicola O'Brien  
Deputy SENDCo and PIC Manager [nobrien@thedustobschool.org](mailto:nobrien@thedustobschool.org)

Kimberley Lynch  
Deputy SENDCo – [klynch@thedustonschool.org](mailto:klynch@thedustonschool.org)

Veronica Spalding Hall  
SEND Admin and Medical – [vspaldinghall@thedsutonschool.org](mailto:vspaldinghall@thedsutonschool.org)



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# Special Educational Needs

## Ethos

A whole-school approach to Inclusion policy and practice which is dependent on shared responsibility and partnership between all staff.

### Wave 1 Support - Quality First Teaching:

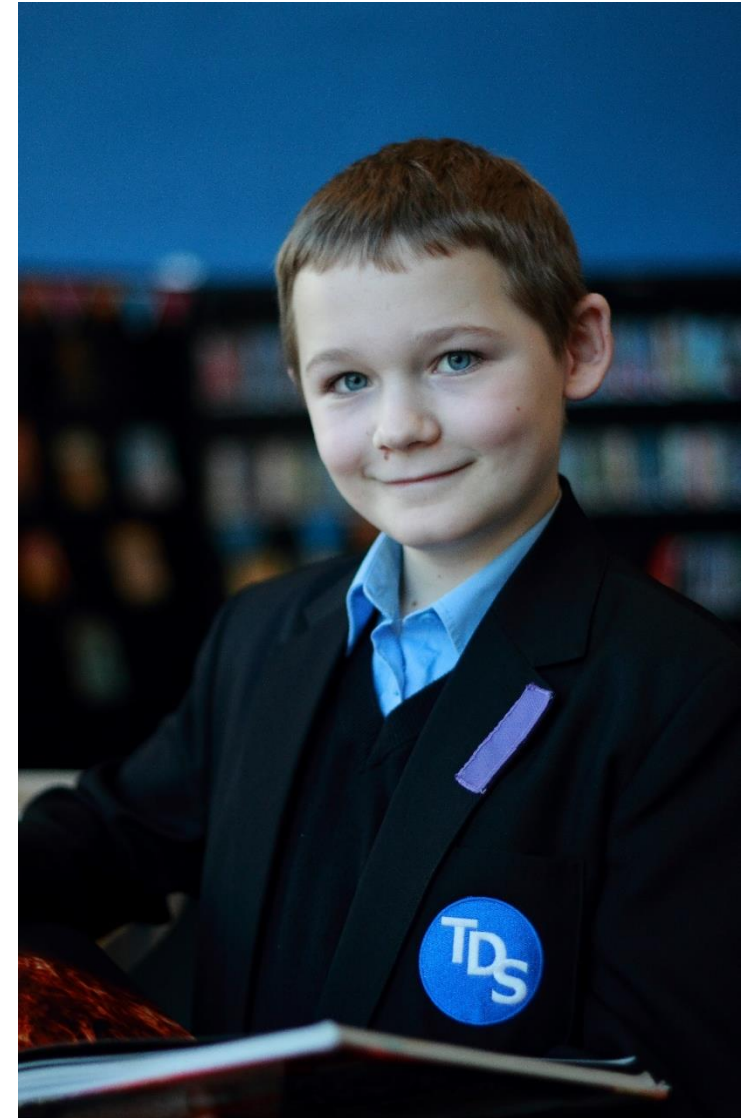
- Curriculum planning - a deliberate sequencing of content and the removal of extraneous elements, reducing cognitive overload
- Lesson delivery - effective modelling and scaffolding through 'I, we, you'
- Lesson workbooks – removing barriers through collaborative planning

### Wave 2 Support – Internal Intervention:

- Direct Instruction, paired reading, Positive Impact Centre, access arrangements, laptop, reading pens and other assistive technology

### Wave 3 Support – External partners:

- A partnership between schools, local authorities, health, care and any commissioned service providers



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# Special Educational Needs

## Information sharing

Pupil passports, personalised strategies

## Monitoring and Tracking progress

Assess – KS2 data, topic assessments, PA data

Plan – What can be done? By who?

Do – Implement strategies / intervention

Review – Has it had the desired impact?

Quality Assurance Cycle – SEND focus, pupil pursuits, faculty feedback

Parent and pupil voice – parents evenings, telephone, parent drop-ins

Pupil focus meetings – SENDCo, HOY, class teachers, parents

## Preparation for adulthood

Transition between key stages – year 9 options, post-16 studies/training

Careers meetings – future goal, predicted grades, entry criteria



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# Special Educational Needs

## Medical Needs and Disabilities

Transition data and parental communication to inform medical plan

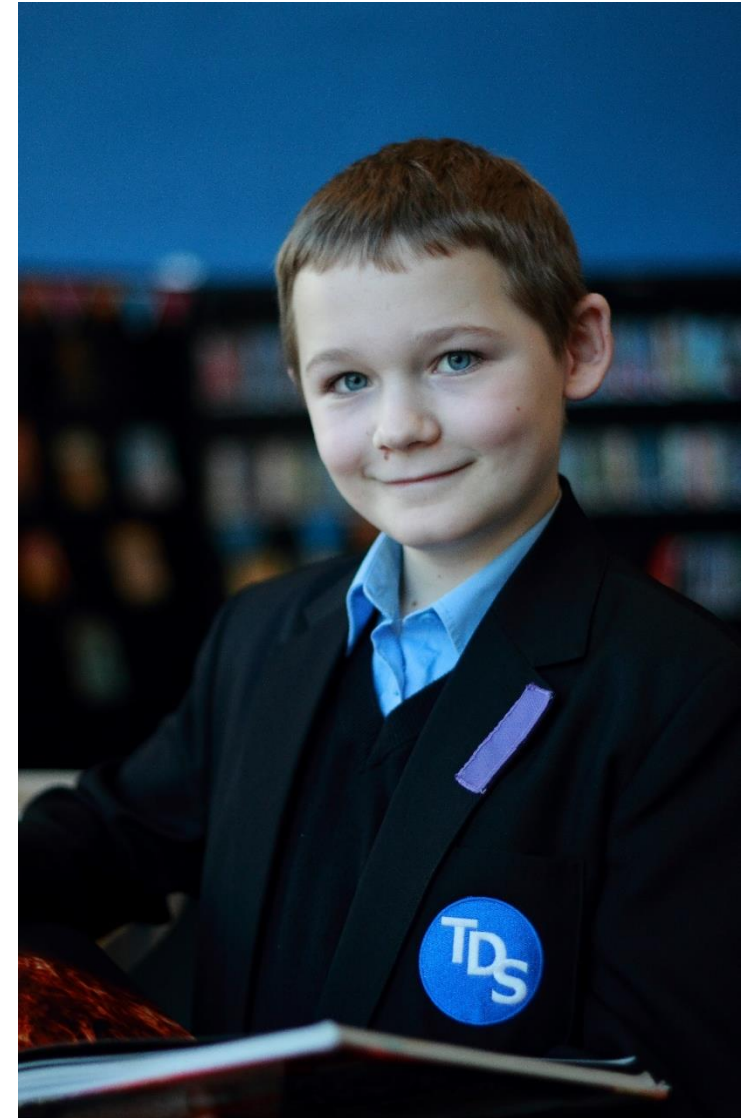
Risk assessment / PEEP

Regular communication between health care professionals and school

Monitor and review

Key staff responsible

Information sharing



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# Direct Instruction: Literacy and Numeracy

## What is Direct Instruction?

Direct Instruction is a teaching method extensively tested and proven to turn all students into confident learners including at-risk, ESL, special education, and on grade level students. Direct Instruction gives schools a clear path to achieving and even surpassing Adequate Yearly Progress (AYP).

The Direct Instruction method is based on two core principles:

1. **All students can learn** when taught correctly, regardless of past history and background.
2. **All teachers can be successful**, given effective teaching materials and presentation techniques.

Every aspect of a Direct Instruction program is designed, tested, and proven to fulfill these essential principles. Lessons are:

- **Explicit**, with purposeful instruction designed to develop skilled and confident learners.
- **Intensive**, allowing teachers to cover more than a year's worth of material in a single year.
- **Consistent**, allowing students to focus on the material they are learning.
- **Interactive**, with quick pacing and group responses that keep all students engaged.

## The Power to Turn it Around

**Design + Delivery + Documentation = 180°.**  
**That's a complete reversal of direction.**

Direct Instruction programs give all students the ability to:

- Achieve at least 80 percent accuracy in every new activity on their first try.
- Work with 100 percent accuracy after error corrections and scaffolding.
- Feel successful every day on every activity they complete.



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# Direct Instruction: Literacy and Numeracy

- Timetabled lessons for year 7 to 11.
- Replaces MFL and/or one other subject.
- Rotated each year.
- Replaces an option subject in year 10 & 11.

## THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:  
■ research on how the brain acquires and uses new information  
■ research on the classroom practices of those teachers whose students show the highest gains  
■ findings from studies that taught learning strategies to students.

HOW?  
teachingbest.com

### 01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem-solving and creativity.

### 02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

### 03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

### 04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

### 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

### 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

### 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal. Showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

### 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

### 09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

### 10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



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# Direct Instruction: Literacy and Numeracy

“During year 9 Direct Instruction, I have learnt how to set out paragraphs, how to punctuate speech and when to start a new paragraph. I have also learned where to put commas into my writing when writing a story.”

Meggy, Year 9

“The lessons are really good. The routines for learning are structured and this helps me organise my work and stay focused.”

Jack Year 9

“Direct instruction is a calming and relaxing lesson where you learn in a different way but you also can remember then for next time in your English lessons. I like the workbooks and how the lessons are similar and repetitive. It helps to make me remember.”

Isla, Year 9

“I have learnt a lot from DI and am grateful. Without these lessons I wouldn’t be the best I could be. The class sizes mean it is calming and not stressful.”

Rhys, Year 9

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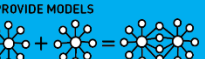
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# HOUSE AND REWARD SYSTEM



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# HOUSE NAMES AND MOTTOS

## Chestnut

“Determination today leads to success tomorrow”



## Maple

“Don’t wait for opportunity; create it”



## Willow

“Winners don’t quit, quitters don’t win”



## Oak

“Through devotion unto fulfilment”



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# HOMEWORK

- Three homework tasks per half term, per subject
- Dates of completion will be issued at the start of a term
- It is up to you to students to manage their time/seek support if necessary
- Non-completion will result in detentions

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**Year 7 Science Knowledge Booklet**

**Term 1**

Name:	Class:
Homework 1 Due:	Homework 3 Due:
Homework 2 Due:	

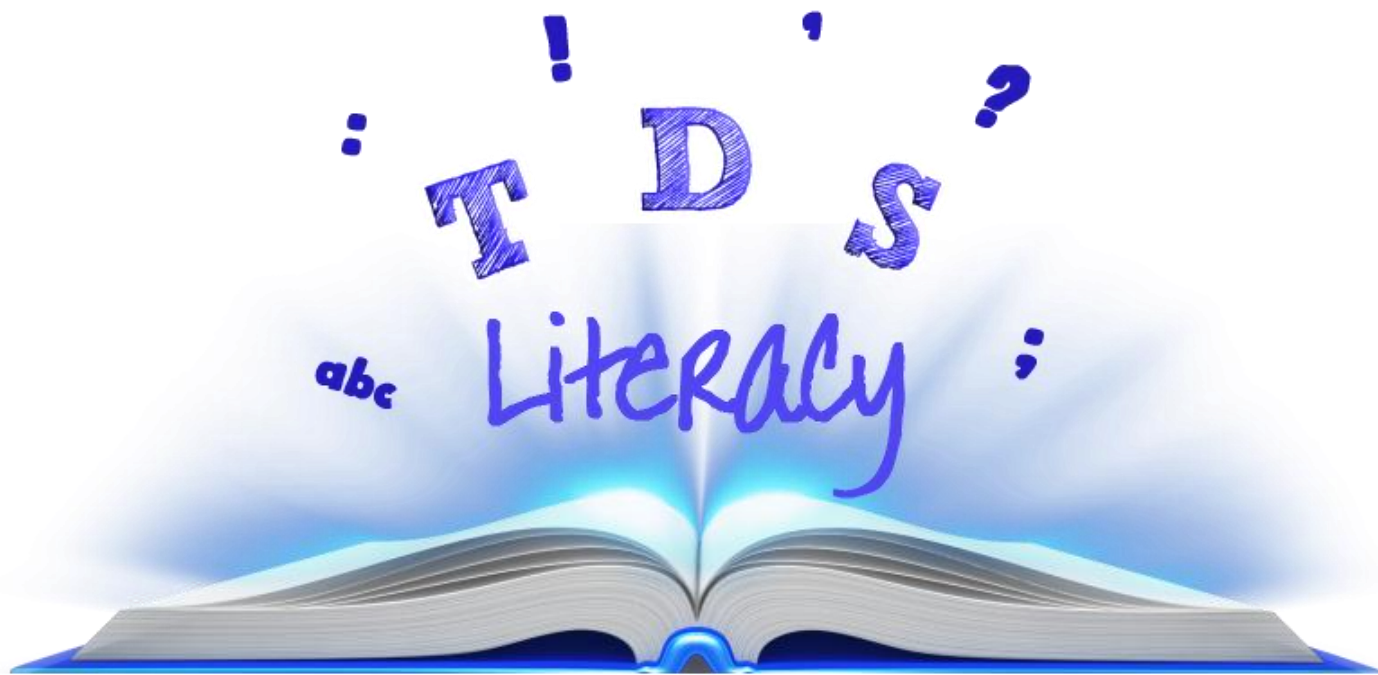


# Uniform expectations

- Things that are **not** allowed:
- Nose piercings
- More than one earring in each ear
- Acrylic nails/nail varnish
- Trainers
- White socks







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## Our values for Literacy

Literacy is the key to achievement in every subject in school.

Studies show that good levels of reading and writing are key predictors for GCSE success across a range of subjects.

Students who read for pleasure have been proven to perform better across the board.

**But, it's not just about exam results.** The benefits of reading for pleasure include greater empathy, better employment prospects and greater social skills.

Our aim is to keep the good habits developed in primary school and ensure we encourage and develop a strong culture of literacy here at The Duston School.

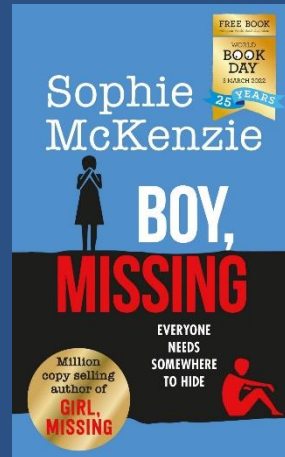
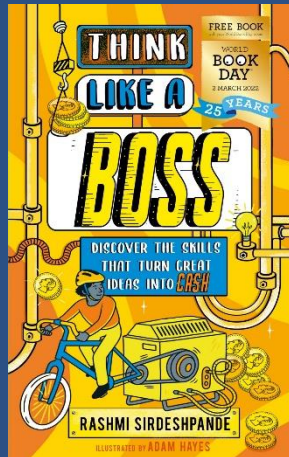
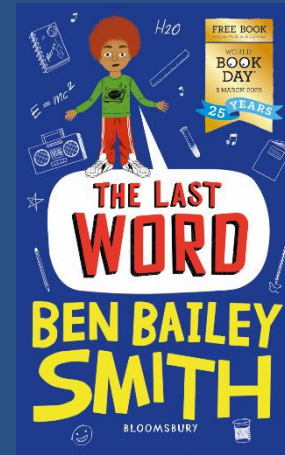
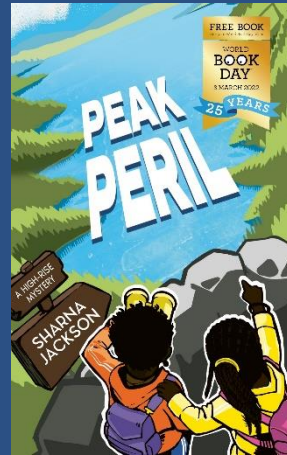
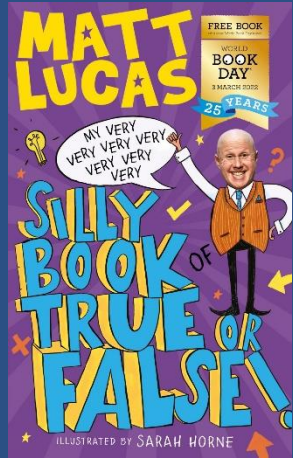
# Free Books!

In September, all new students will have a library induction.

They will have the opportunity to choose one **free** book from a wide range of interests and genres, which we give to them to keep as the first step on their reading journey in secondary school.

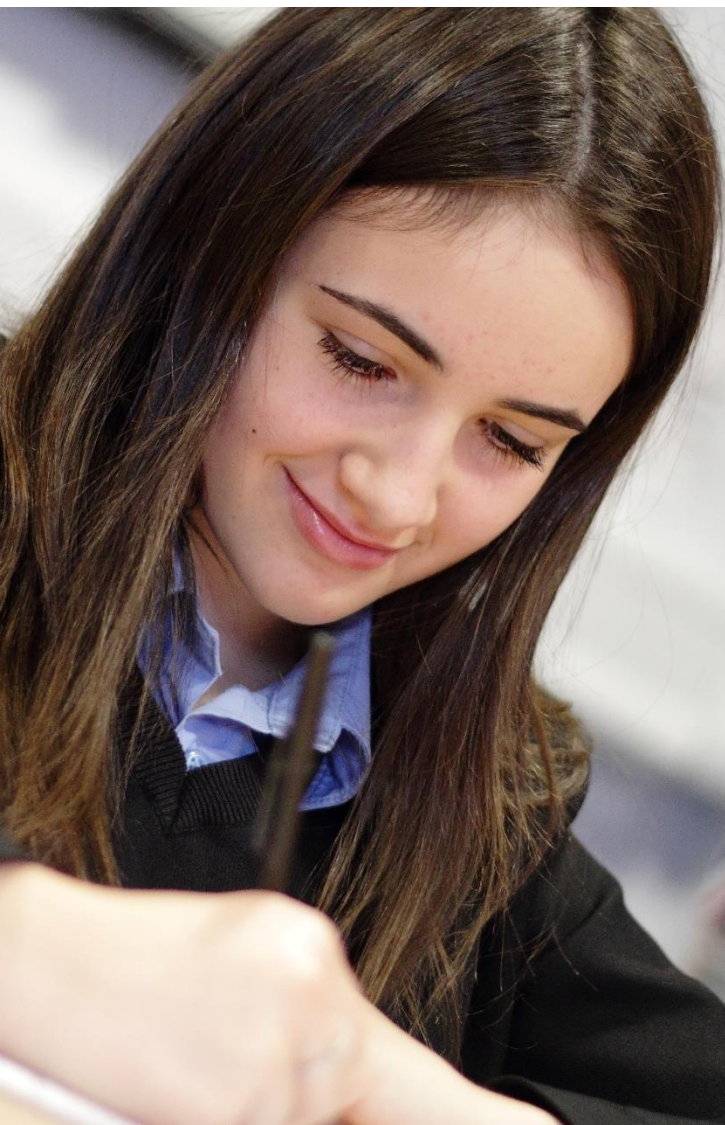






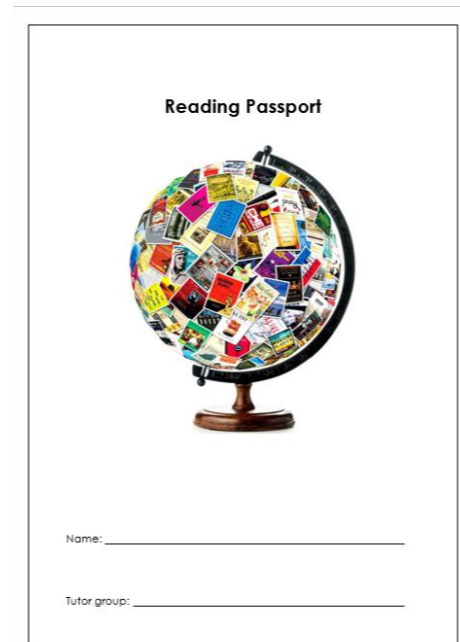
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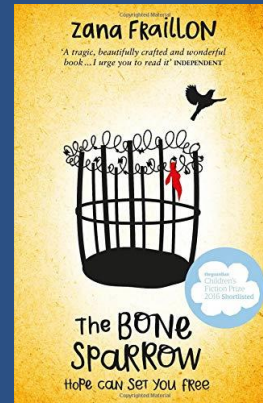
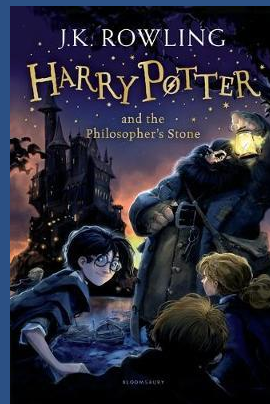
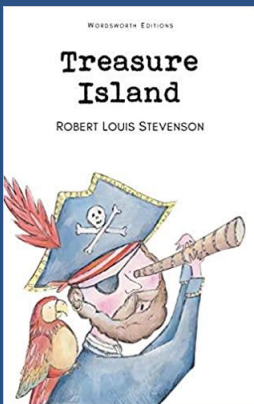
## Using the library

- Open at break and lunch for borrowing, browsing and reading.
- Reading passport to track reading and issue rewards.
- Book club after school.
- Wish list book for recommendations.



# Tutor Time Big Reads

During one morning registration per week, each tutor group reads together from one of our 'Big Reads'. There are 3 Big Reads that each group will read together over the course of the year.




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# Tutor Time Academic Reads

- One further morning tutor period.
- Weekly article on a range of topics.
- Read together with tutor.
- 'Reciprocal Reading' techniques.
- Developing skills for independent, non-fiction reading necessary across a range of subjects.

Academic Reads



Article of the Week

Term 6

Name	
Tutor Group	

1



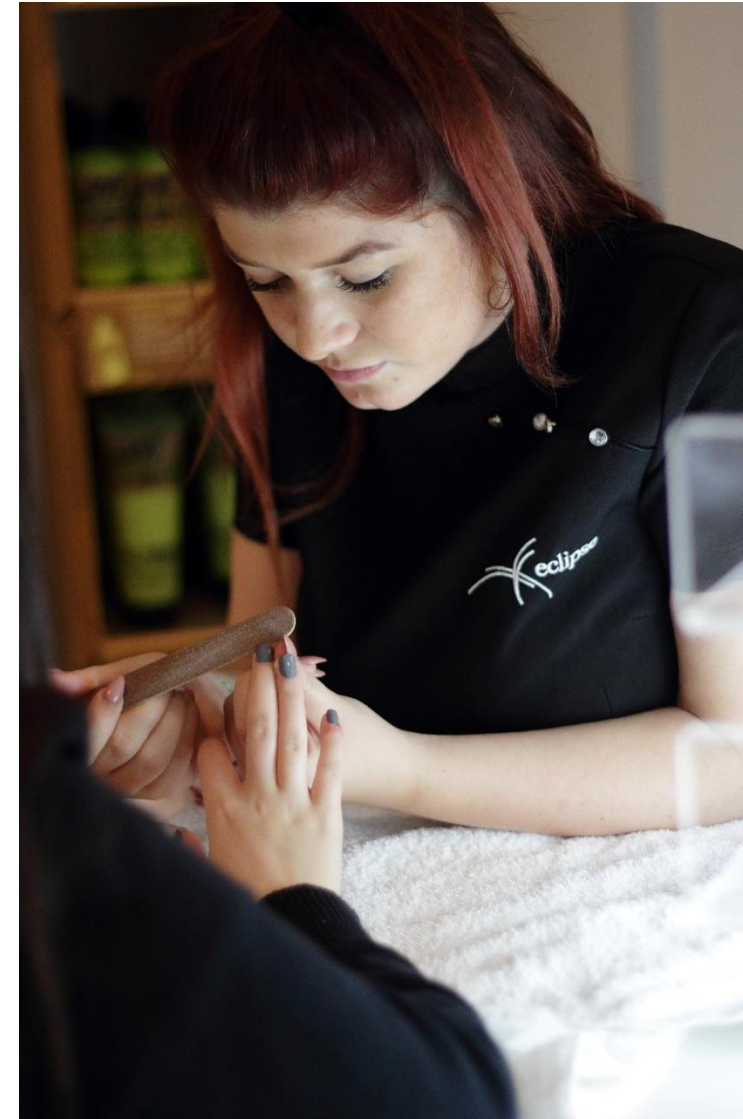


# Events through the year

- National Poetry Day
- Visiting authors
- World Book Day
- Spelling Bee







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Mr Brown: Director of Year 7



Mrs Kimpton: Assistant Director of Year 7

## Director of Year 7: Mr Brown

I would briefly like to talk to you about:

- The type of year group that I would like to build
- My own commitments to you
- The importance of the team that I work within



## What type of year group would I like to build?

I would like students and the year group to be:

- Safe and happy
- Resilient
- Proud of achievements (whatever they are)
- Confident
- Successful (in all the different forms)



Mr Brown: Director of Year 7

## My Commitments

- Show genuine care for the entire year group
- Approachable
- Relentlessly supportive
- Clear and consistent
- Always work in the best interests of the students



# Year 7 Tutors



**Miss R Wood & Mr A Smith  
7RWO**



**Mr J Robinson  
7JRO**



**Mr D Pillay  
7DPI**



**Miss K Lynch  
7KLY**



**Mrs G Freeman  
7GFR**



**Mrs L Jalporte  
7LJA**



**Mrs J Payne  
7JPA**



**Miss M Hodges  
7MHO**



**Miss K Britten  
7KBR**



**Mr S Mannion  
7SMA**