



Penistone Grammar School Transition

Never Stop Flying

Message from the Principal

On behalf of students, staff and members of the Governing Body, I would like to officially welcome you to our learning community.

As parents and carers, the decision about where your children will undertake their secondary education is a significant one and I would like to take this opportunity to thank you for putting your trust in Penistone Grammar School ... it is a decision you will not regret.

I am incredibly proud to be Principal of Penistone Grammar School and of all that our school continues to achieve. We have a dedicated team of teaching and associate colleagues who work tirelessly to provide an excellent educational experience for our young people. I am constantly overwhelmed by the lengths our staff will go to, to ensure every one of our students can flourish.

I believe an effective, open and transparent partnership between home and school is central to delivering the best for our students. We have an innate drive to deliver nothing short of the best. This is only achieved if students, staff and parents work in close collaboration; something which we will encourage and embrace as we move forward together.

Above all, our school is a happy and welcoming place. We are a supportive community where students are encouraged and enabled to become independent, well-educated citizens with the ability and confidence to make good choices, contributing positively to the world around them. I look forward to working with you for the duration of your child's time with us and cannot wait for us to witness together all the great things they will achieve.

Paul Crook (Principal)

“Transition was fun - even though we were in lockdown. I liked the online tours. Mrs Corson is really kind and helps you all the way through. Then you get an Achievement Leader who supports you.” James (Year 7 student)

Message from the Assistant Principal/ Transition Lead

I am privileged to be Assistant Principal here at Penistone Grammar School. My portfolio is diverse but my main responsibilities are to have strategic oversight of our HeartSpace provision and Transition.

As an experienced practitioner and school leader, having been fortunate enough to work in three different authorities thus far; teaching and supporting students between ages 2-18, I recognise how important the Transition journey is. It is a crucial element of each young person's life and we must get it right for them.

Whilst the Transition journey begins in year six, it continues throughout your child's time with us at Penistone Grammar School. I will be there every step of the way, alongside a dedicated team, to ensure our young people have the best possible offer. Continuity of the key stage two curriculum, catch-up, nurture sessions, THRIVE approach, Achievement Leader and a dedicated Student Support Officer are amongst a few of the transition elements we provide. The package is very bespoke to individuals and we strive to continually improve and adapt our programme.

I honestly feel I have the best job in the world and I am honoured to work with such an amazing team and incredible students every day.

Mrs E Smith (PA to the Principal), the Transition team and myself work very closely to ensure our students receive the best possible Transition offer.

As a parent myself, I would like to reassure you that you will never regret your decision to send your children to PGS. It is a truly remarkable place that gives students the best possible education.

Katie Corson (Assistant Principal/Transition Lead)

Welcome



Our Core Values

At Penistone Grammar School we are committed to Values Driven Education. This means we all live by our five Core Values: Aim High; Be Determined; Be Brave; Be Supportive; Be Proud.

Our Core Values were developed in collaboration with students, parents, staff and Governors and are at the heart of all that we do. Our values give every member of our learning community a shared understanding of how we should behave so that we can all be happy and successful.

Our Core Values are underpinned by an expectation that we should treat each other with honesty, integrity and respect. In assemblies, mentor time and many lessons, our students will have the opportunity to understand the importance of our values system, to apply this to their learning (and beyond), and to witness the positive impact of this.

As a Penistone Grammar School student, our young people will be expected to:

- Aim high in everything that they do and fully embrace our values system
- Be determined and demonstrate excellent effort
- Fully comply with our rewards-led, Values Driven Expectations
- Make the most of every opportunity offered to them to ensure their educational experience is positive and one which they will remember for the rest of their lives.



Preparing for School

Term Dates

The 2021/22 academic year will begin w/c 30 August 2021 (day to be confirmed) for Year 7.

The school holiday dates for 2021/22 are as follows (all dates are inclusive and accurate at the time of printing):

Autumn half-term	25 to 29 October 2021
Christmas holiday	20 December 2021 to 4 January 2022
Spring half-term	21 to 25 February 2022
Easter holiday	11 to 22 April 2022
Summer half-term	30 May to 3 June 2022
Summer holiday	Commences on 22 July 2022

Dates for in-service training (INSET) are still to be confirmed.

School Day Timings

School starts for all students at 08:20 and ends at 14:50, with most after-school enrichment activities running until 15:50. We operate a split break and lunch structure, with students in years 7, 8 and 9 taking early break and lunch together, and students in years 10 and 11 on late break and lunch. *The below timings may change as we are currently reviewing our internal school day timings.*

Year 7, 8 and 9		Years 10 and 11	
Mentor Time	08:20	Mentor Time	08:20
Period 1	08:40	Period 1	08:40
Break	09:45	Period 2	09:45
Period 2	10:05	Break	10:45
Period 3	11:05	Period 3	11:05
Lunch	12:05	Period 4	12:05
Period 4	12:50	Lunch	13:05
Period 5	13:50	Period 5	13:50

Transport

Travelling to and from school can be one of the things students worry most about when moving to a new school, particularly if the journey is by public transport.

Although public transport is outside the school’s jurisdiction, staff will always be available to support students in any way they can.

Most of our students travel to school by bus. We recommend students take time to check which is the best bus to catch, and whether there are any alternatives should their “Plan A” fail (for example, a bus breaks down or doesn’t turn up). Even if students have caught the bus before, it is still worthwhile checking that the times and the route haven’t changed. There is lots of information, including a ‘Your First Journey’ video on the Travel South Yorkshire website: <https://www.travelsouthyorkshire.com/en-gb/journeyplanning/school-travel>

Students are eligible to apply for a travel pass which will entitle them to receive a concessionary fare on buses, trains and trams in Barnsley and South Yorkshire. The concessionary fare for students traveling to school is 80p with a valid Megatravel Pass or 16-18 Travel Pass. Students without a concessionary pass will be required to pay full fare. Further information is available via the above link.

If you think your child may be entitled to free travel, information regarding Zero Fare Passes can be obtained from the School Transport Section, Directorate for Children Families and Young People, who can be contacted via telephone on 01226 773584. Applications are via Barnsley Council’s website: <https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-travel/zero-fare-pass-for-travel-to-school/>. The deadline for applications is 30 June 2021.

As an alternative to buses, students can also travel to school via train. The closest train station is Penistone Train Station which is a 20-minute walk to the school. You can access the train timetable via www.nationalrail.co.uk or www.thetrainline.com.

Uniform*

Our uniform policy allows every member of our school to feel equal, irrespective of their background. By wearing the school uniform, our students feel smart, professional and prepared not only for their learning, but for the world of work. When students wear their uniform with pride, they represent our school positively in the local community and beyond.

Tie
Available in short (16"/40cm) or long (19"/48cm) length at a cost of £7.50, our tie comes in 5 colours, each of which represents a House. Students must always wear the correct tie and keep this in good condition with no accessories attached to it. We may ask students to replace their tie if it has been pulled, damaged or graffitied.

Blazer
Eco-friendly blazers are available in junior sizes (28" to 36") at £27.50, and adult sizes (38" to 50") at £35.00. Students must always wear their blazer when in the school building except for break and lunchtime when they will be permitted to remove it. Students are not permitted to wear a jumper or cardigan under their blazer; the sleeves should not be pushed or rolled up. In hot weather we will operate 'no blazer' days. Students will be notified of this via tannoy announcement daily.

Skirts and Trousers
Students are required to wear black trousers or a black skirt. For those choosing to wear a skirt, this must of a reasonable length and preserve the dignity of the wearer at all times (no more than 2.5"/5cm from the knee and of a style and shape that retains its length when moving). A variety of skirt styles are permitted including box pleats, A-line, pencil and skater. Black or white socks or black tights are to be worn with skirts. In terms of trousers; leggings, jeans and corduroy are not permitted.

Shirts
Students are required to wear a white shirt under their blazer. Long and short sleeves are acceptable. The shirt must be long enough to be tucked into the trousers or skirt all the way around the waist. Shirts must be buttoned up to the collar with the tie clipped on. Long-sleeved and/or coloured t-shirts are not permitted under school shirts.

Shoes
Students must wear formal, smart, black leather, suede or patent shoes to school with no visible branding (including sporting logos). Trainers of any description are not permitted including black leather trainers without markings. Boots (defined as anything that touches or comes above the ankle bone) are not accepted. Black ballet pumps should be plain black without any accessories, such as studs, bows or flowers.

Accessories, Hair and Make-up
Belts must be black with plain buckles; decorative buckles of any description are not be permitted. Hair accessories (such as bows, flowers and wide bands) are not permitted; however, thin Alice bands are. We do not allow extreme hairstyles. Students are permitted to wear subtle make-up limited to foundation, tinted moisturiser, concealer and mascara (make-up will not be classed as 'subtle' if it leaves a mark on the collar of the student's shirt). False eyelashes are not permitted. Henna is only acceptable if it has been applied for religious purposes (please ensure your child has a note in their planner if this is the case). Students are not permitted to wear nail varnish, acrylic or false nails. In terms of jewellery, students can wear one pair of stud earrings (an earring in each ear; stretcher-style earrings are not permitted), and a watch. For health & safety purposes all jewellery must be removable for PE.

PE Kit
Students are required to wear our school Adidas PE kit which comprises of a red shirt at £15.50, black shorts at £9.70 (both available in sizes 9-10yrs up to 2XL) and black socks (available in sizes 10.5 junior to 8.5 adult) at £5.50. Students are permitted to wear plain black 'skins' beneath their kit which can be purchased from any supplier.

Purchasing Uniform
Purchase online direct from our supplier Vortex at www.vortexschoolwear.co.uk. In previous years, uniform can be tried on in their shop at 2 & 3 Grange Lane, Industrial Estate, Carrwood Road, Stairfoot, Barnsley, South Yorkshire, S71 5AS but this will be dependent on COVID-19 restrictions.

PE Kit
Purchase online direct from our supplier Liss Sport at www.lissport.co.uk/penistonegschool. Once ordered, uniform will be delivered to your home address (additional delivery charges will apply).

* All prices correct at the time of printing and may be subject to change.

Equipment

So we can support our students to become organised, resilient learners, we expect them to arrive at every lesson equipped for learning.

The planner is central to all we do at Penistone Grammar School. Students will be provided with their planner either at Transition graduation, at the start of the school year, or at the point of admission.

In addition, students are required to have a basic set of equipment stored in a pencil case (for students in years 10 and 11, the pencil case must be transparent to meet examination requirements) as follows:

- Blue or black pens
- Red pen
- Green pen
- Pencil
- Eraser
- Ruler
- Calculator – Casio FX-83GTX or Casio FX-85GTY (the latter has a solar panel to support battery life)
- 360° protractor
- Maths set (including a compass)
- Whiteboard pens
- Glue stick
- Earphones with a 3.5mm connector
- PE kit (for PE)

All of which (with the exception of the PE kit and earphones) can be purchased from our school shop.

Students may also choose to bring the following equipment for excellence: highlighters, fine liners, pencil sharpener.

Cashless Payments

We are a cashless school and encourage all payments to be made via our online payment facility, ParentPay.

ParentPay is easy to use and gives you the freedom to make payments at a time that is convenient to you, 24 hours a day, 7 days a week, totally eliminating the need to send cash into school.

Payments for everything from topping up school dinner accounts and music lessons, to school trips, can be made using the ParentPay secure website. ParentPay offers the highest levels of security with no card details stored on the system or shared with the school.

You will receive your ParentPay password before September. More information can be accessed online via the ParentPay website: www.parentpay.com.

Lunch*

Our school lunch menu is excellent value for money and provides students with a tasty, nutritious, freshly prepared hot or cold meal every day.

Fully compliant with the Government's Healthy Schools Standards, our onsite Catering team delivers a 15-day menu cycle full of exciting dishes. For £2.20, students can purchase our two-course 'meal deal', consisting of a hot meal, dessert and a drink. Students pay for meals using their finger via our biometric payment system, removing any requirement to bring cash into school. All menus can be viewed in advance via MS Teams, our website or our school Catering team's Twitter account [@PGSALCCatering](https://twitter.com/PGSALCCatering).

Students who bring a packed lunch from home are still able to access our canteen and eat with friends who may be purchasing a school dinner. We have an increasing number of students coming to us with food allergies including nuts, therefore we ask that students do not bring nut products into school.

Our Catering Manager encourages students to try new dishes and make positive choices about their eating. He regularly invites students' views to ensure the menus we deliver are appealing and has developed his own version of students' favourites including "Nando's" chicken and Taco Tuesdays.

Should you feel your child may need additional support to access our lunchtime provision, whether this be as a result of dietary needs, or due to food allergies, we can arrange targeted support through our Catering team. Please email rswift@penistone-gs.uk to arrange a time to discuss your child's needs.

Should your child be accessing free school meals at their current school, all information will be transferred to us and they will continue to receive a free meal (unless your circumstances change). Any parent who is unsure whether their child is entitled to free school meals can access further information via www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/free-school-meals/.

* All prices correct at the time of printing and may be subject to change.

The Curriculum

Young people only get one opportunity to learn. We owe it to our students to ensure the curriculum is exciting, engaging and provides them with every opportunity to achieve educational outcomes that will make their future success inevitable.

Students participate in 25, one-hour lessons per week. We operate a two-week timetable which means students' lessons are spread across 'Week A' and 'Week B'.

In years 7 and 8, our focus is to develop the foundations needed for successful learning across a range of subjects. Students will study English for 7 hours per fortnight; Mathematics and Science for 6 hours per fortnight; Languages (French and Spanish) for 5 hours per fortnight; PE and Technology for 4 hours per fortnight; History and Geography for 3 hours per fortnight; Art, Drama, Music, Computing, Resilience (year 7 only) and Religious and Citizenship Studies (RCS) for 2 hours per fortnight.

As they move into year 9, we enhance our students' knowledge, skills and understanding as we prepare them for the next significant step in their learning journey. Recognising the importance of English and Mathematics as the cornerstones for learning, we will increase the amount of time students spend studying these key subjects. Throughout year 9 students will be provided with opportunities to consider future pathways and to decide which subjects they would like to specialise in as they move into Key Stage 4.

In years 10 and 11, students take control of almost 40% of their learning, studying subjects that interest and enthuse them and which contribute to their longer-term goals and aspirations. At Key Stage 4, students will spend significantly more time studying core subjects: 9 hours per fortnight of English and Mathematics, and 10 hours per fortnight of core Science. We will continue to recognise the importance of developing our students as well-rounded and healthy individuals and to this end our students will participate in practical PE lessons and Personal, Social, Health, Religious and Careers Education (PSHRCE) (2 hours per fortnight).

Student Groupings

Students are grouped in two main ways: mentor groupings, which they will retain for the duration of their secondary journey, and teaching groups, which will change to meet the needs of the different stages of a student's learning.

Students will spend 20 minutes per day with their Mentor. The purpose of mentor time is to ensure students are prepared for learning and that they are supported to succeed at school. We endeavour to place students in mentor groupings where they have at least one friend. We will work with primary schools and parents/carers to establish the likely combinations for this. Students who are joining us on their own from their primary school will be placed with students in a similar circumstance to give them opportunity to share their experience and make friends quickly.

In terms of teaching groups, students are grouped to support their learning and not according to friendships. In years 7 and 8 students benefit from mixed-ability teaching for all subjects except Maths, where they will be grouped according to maths ability. Students will be in the same teaching groups for most of their lessons: English; Science; Languages; History; Geography; Computing; Drama; Music; Religious and Citizenship Studies (RCS); Resilience, with different, slightly smaller groupings in place for Design Technology, Art and PE.

As students move into year 9, more 'setting' will be introduced, particularly across core subjects and Languages. This will enable us to tailor learning to each child's ability and gives students the best start as they enter Key Stage 4 (years 10 and 11).

*"Everyone looks out for you.
The teachers really care."*
Mollie (Year 7 student)

Maximising Learning Potential



Effort

We believe that a student’s success will depend upon two factors: their attitude and their effort. We will spend considerable time talking to students about effort. At regular points in the school year we will capture a student’s effort and report this home to you.

Below are a number of steps you can take which will mirror our approach in school and help to support your child to understand the important part excellent effort will play in their learning, and ultimately, their achievement:

- Praise effort rather than success as it will focus their attention in the right area
- Praise improvement; this emphasises the importance of progress and motivates them to have high expectations for the future
- Moderate the amount of praise you give so when they receive it, they know that they have truly earned it
- Don’t give them too much help; at times they will find things hard and may get things wrong, that’s okay. Through Resilience lessons our students will learn to embrace challenges and to see them as a route to developing understanding and accelerating progress
- Try to avoid comparing them to others. Each child’s journey through school will be unique, but if they are encouraged to focus on their own effort, and the way in which they are applying themselves, they will learn to take pride in all they achieve

Effort descriptors can be found within student planners. Through effort reviews, students will be given opportunity at least four times a year to review their effort, and to set focussed, smart targets with their Mentors, ensuring they are able to sustain or achieve good and excellent effort.

Home Learning

Whilst there is much for our students to take on board when they move to Penistone Grammar School, we find that the adjustment in relation to home learning (homework) can be one of the things they find most challenging.

There is much educational debate about the role homework plays in a student’s education. In our experience it adds significant value to our students’ learning, and to the type of learner they become as they move through school. It develops essential life-skills including time management, the ability to prioritise, problem solving, independence, resilience, responsibility and how to plan, stay organised and take action. It also allows our teachers to determine how well the material taught in lessons is being understood, as well as giving you the opportunity to see what your child is learning in school.

Home learning will take different forms and play to a variety of different learning styles. For example; in Maths, students will be given two tasks to complete each week on ‘Hegarty Maths’ (an online Maths enhancement programme), while Science, Computing and PE will set ‘Independent Learning Projects’ (ILPs), which students will complete over a sustained period, for example, a half-term.

All staff will set home learning via Microsoft Teams Assignments with a clear explanation of what is required, together with the deadline for submission.

For students who struggle to complete home learning at home, Home Learning Club runs Monday to Thursday after school from 14:50 to 15:50 with staff on hand to provide support. Students are also welcome to work independently after school in the dining room or HeartSpace (please note, this activity has passive supervision only).

Microsoft Teams & ICT

Microsoft Teams is our school’s digital platform for learning and provides students with all they need to play an active part in our learning community, including access to curriculum materials, school information and home learning.

Microsoft Teams, part of the Microsoft 365 account, is a one-stop shop for everything our students need to know, linking all the systems and information sources in one place. Students will receive their own login details for their Microsoft account when they join us in September (or at the point of admission if non-standard). Through this they will be able to access notices, news, announcements, the school calendar and all other important information including up-to-date enrichment opportunities and competitions. Teams will usually be the place students will go to sign-up for various activities, clubs and teams. Their timetable is also available there.

Microsoft Teams also brings together elements of the learning process at Penistone Grammar School. These include home learning activities, tasks, learning quizzes and assessments. These are all delivered with notifications and clear hand in dates, and they allow teachers to give rich feedback on the progress of each student. Teams also incorporates links to Frog VLE. Each department has their own bespoke site within Frog which contains essential information to enhance students’ learning and to help them get the most from their time at Penistone Grammar School.

As parents, you will receive a weekly ‘digest’ email directly from Microsoft which gives a summary of completed assignments from the previous week, and details of any ongoing or upcoming assignments. The parent digest email also gives a summary of any feedback given to students. The emails will be delivered to the contact email address marked as priority.

Just as information technology now plays a significant part in society, it is critical to students’ effective learning at Penistone Grammar School. There are times when students will be expected to complete work digitally. In the same way as they would for their written work, students

should apply at least good effort and make sure any work completed is of the highest standards.

The Microsoft 365 account provided to students contains all the tools to allow students to complete every aspect of their digital work. In addition to Microsoft Teams, the account provides an email address, 1TB of OneDrive storage, as well as access to the full Microsoft Office suite: students are permitted to install Microsoft Office on up to 5 devices free of charge. This means that you can install Microsoft Office on your family computer, PC, Mac or tablet to help students complete their work. There is no need to purchase a separate Microsoft account subscription; your child simply signs into the software to activate it.

If you are looking to purchase a device to support the learning of your child while they are at Penistone Grammar School, we would recommend iPad or a good quality Chrome book installed with the official Microsoft apps. Equally, a Windows 10 PC/laptop or iMac/MacBook will be compatible with all Microsoft services. Penistone Grammar School will be unable to accept Google or Apple proprietary document formats.

Should there be any reason why a student cannot complete home learning digitally at home, students can stay for Home Learning Club, which runs 14:50 to 15:50 Monday to Thursday and in which students will have access to laptops.

For the safety of our students we ask them to abide by a number of principles when using the internet at home or in school. We have included these below should you wish to discuss them with your child:

- Never give out personal information such as your home address, telephone number or parent’s work address/ telephone number to others online and only provide your email address to those with whom you are familiar
- Never agree to meet anyone, anywhere, without first discussing this with a parent or carer
- Never give out your username or password to anyone
- Never send chain letters on the internet or school network
- Do not reply to any message that you feel is offensive, strange, mean or upsetting, either to them, or to others. You should report any occurrences immediately to a parent or teacher
- Stop if you see or read something on a website that is upsetting or offensive to you as not all websites are suitable for everyone

“I have loads of friends here. We learn loads but it’s always fun. The teachers are nice and not too strict!” **Jake** (Year 7 student)

House System and Mentoring

Our House system and mentor programme embody the school’s values and are an integral feature of our school community, enabling students to benefit from the unique identity of their House that celebrates the rich history of Penistone Grammar School whilst also being a member of a mentor group with students of the same year group. The Mentor will become your child’s biggest advocate as they progress through school.

- Through our House and mentor programme we aim to:
- Create a sense of belonging within the school community
 - Provide opportunities to demonstrate the school’s five core values
 - Create a sense of achievement both inside and outside of the classroom
 - Provide opportunities for fun and excitement through House competitions
 - Create opportunities for student leadership
 - Support curriculum learning through activities based upon literacy, core subjects, study skills and careers together with collective learning

We have five Houses, all strongly connected with the school’s history: Bowman, Fulford, Netherfield, Saunderson and Weirfield. Students will be assigned to a House when they join the school and will remain in this House for the duration of their time at Penistone. The colour of the tie each student wears, symbolises the House to which they are connected.

We have 12 mentor groups within each year group; each mentor group has a Mentor who will stay with the group from year 7 through to 11 (subject to staff mobility or change of role). Every mentor group is assigned to a House, with an even balance of year groups across each of the five Houses.

At the head of each year group is an Achievement Leader. The Achievement Leader is responsible for developing the identity of the year group and ensuring students are supported through each stage of their learning journey. The Achievement Leader will work with a team of Mentors to ensure the programme of activities students follow in mentor time, effectively prepares them for learning and complements the work they undertake within class. The Achievement Leader, together with the Mentor Team, will retain a specific focus on maximising achievement through application of excellent effort. They will be the central point of contact for you should you have any concerns regarding the effort or progress being made by your child.

The House system sits parallel to the mentor programme. Each House is overseen by a Head of House who is responsible for driving the community, competition and rewards element of the mentor programme. Each year, students will work together to earn the accolade of Top House and as a result, will secure a day out at a theme park. The merits students collect on an individual basis will contribute to the House totals, but the big points are to be gained from participation in a variety of House competitions including Wacky Races, Halloween Bake-Off, Dodgeball, The Cube, Speed Drawing and Photography.

Close to the heart of everyone at Penistone is our school charity: Sheffield Children’s Hospital. In the time since we adopted this worthwhile cause, we have raised over £30,000. Our House system is central to driving our charitable endeavours, and initiatives like 50-50-50 (50 mentor groups, 50 days, £50 each) have raised significant funds, helping our students to feel a real sense of community, coming together to support those who may be less fortunate than themselves.

Rewards

Everything we do at PGS is rewards-led. All staff will seek to recognise the achievements of our students. This will include rewarding effort in class and home learning, 100% attendance and punctuality, for contributions to school life, in recognition of support for other students, or for doing something that has the ‘wow’ factor.

The planner is central to our rewards system. During every lesson, students will be expected to have their planner open on their desk at the correct page for that week so teachers can stamp merits directly into the planner in recognition of positive learning behaviours. Each Monday there will be a dedicated mentor session which will enable Mentors to congratulate students and record the number of merits they have received.

All adults in school will actively seek opportunities to praise our students. Students will be rewarded through written or verbal praise, phone calls home, merits and commendations (5 merits).

At the end of each half-term there will be rewards including gift vouchers, queue jump passes and certificates. These are presented to qualifying students.in collective learning, mentor time or year group/house assemblies

At the end of each term there will be mega reward experiences for those students who have achieved the qualifying number of points (based on a ratio of 5 merits to one line). These may include*:

- **Christmas Celebration** - A visit to a winter wonderland to enjoy all the fun of the season!
- **Easter Extravaganza** - An amazing visit to a theme park!
- **Summer Spectacular** - Celebrating the end of the school year in the glorious sunshine at Penfest, our very own music and food festival!

* Rewards events are subject to change in response to student voice.

Enrichment

We aim to provide students with every opportunity to try something new outside their standard timetabled lessons. We know that each time our students step outside their comfort zone and try something new, they grow in confidence and develop a new skill they can use for the rest of their life.

At Penistone Grammar School, we offer a full range of activities for students to participate in. Our after-school enrichment programme features a full programme of sports, arts and learning-based clubs, most of which run from 14:50 to 15:50 each evening. Our after-school enrichment programme changes each half-term and can be accessed MS Teams.

In addition to our after-school programme, throughout their five-year journey every student will have the chance to participate in at least one residential trip, either in this country; for example, the Year 7 annual residential in the Peak District, or abroad, with sightseeing visits to Paris and skiing in Italy already planned into our school calendar.

To complement the core offer, older students also have the chance to sign up to participate in the Duke of Edinburgh Award Scheme where they will work towards achieving a nationally accredited qualification. Or World Challenge for which students undertake fundraising activities to travel to far-reaching parts of the World and participate in environmental or community-based projects.

We will encourage every student to take part in some form of enrichment; this is a key vehicle to our students developing essential skills for life, including (but not limited to) teamwork, problem-solving, analytical thinking and leadership.



Anti-bullying

Every member of our learning community is entitled to be part of a happy and safe school where they can flourish, both in their learning and in their personal development. We will not tolerate bullying in our school and will do all we can to eradicate bullying in all its forms.

To signify this commitment, we ask that every member of our learning community signs an anti-bullying pledge at the start of every year. By signing this pledge, students, staff, parents/carers and members of the Governing Body agree to the following:

- 1) To value difference and treat others with respect
- 2) To avoid becoming involved in bullying incidents or being a bully and to support anyone who has been or is subjected to bullying
- 3) Be vigilant in terms of bullying in places around the school where there is less adult supervision
- 4) Be aware of the school's policies with regards to anti-bullying and immediately report all incidents
- 5) To talk about concerns regarding bullying and work with the school to stop bullying
- 6) To speak out against verbal, relational, physical and cyber bullying
- 7) To be a good role model at home, school and in our community

The definition of bullying is when an individual or group of people with more power repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Single episodes of social rejection or dislike, single episode acts of nastiness or spite, random acts of aggression or intimidation and mutual arguments, disagreements or fights are all examples of actions that can cause great distress. However, they do not fit the definition of bullying unless someone is deliberately and repeatedly carrying them out.

The important thing is that if anyone believes someone is or may be the subject of bullying, that they report this at the earliest opportunity so the victim can receive the appropriate support. Any member of our learning community can report incidents of bullying either in person, by email, over the phone, or online. The Inclusion Team and every member of the Senior Leadership Team, together with other staff and students in school, are trained as Anti-Bullying Advocates and are available for students or parents to talk to for advice, guidance and support. Anti-Bullying Advocates can be identified by their teal lanyards.

Complementing our anti-bullying approach, we are extremely proud to be a Stonewall School. This demonstrates our commitment to welcoming everyone equally and without exception; regardless of gender, race or sexuality. A commitment which we expect every member of our learning community to share.

As a Stonewall School, our Student Wellbeing Committee have set the following expectations for all students:

- I will accept everyone, whoever they want to be
- I will understand and support those who choose to disclose their sexuality, whatever it may be
- I will be brave and challenge discrimination and prejudice whenever it is encountered
- I will educate any person who shows intolerance
- I will respect different peoples' views but not be afraid to challenge those who hurt others
- I will act maturely and not use inappropriate language; I will challenge those who do
- I will stamp out stigma and stereotyping

"I love it here! I prefer it to primary school. My sister comes too and always told me it was amazing. The best things are the teachers and my friends. The food is good too." **Olivia** (Year 7 student)

An Inclusive Approach:

At some point during their educational life, students may need extra help to succeed in school. The need may be low-level and short-term, but depending on the nature of individual difficulty, could be longer term or more specialised. At Penistone Grammar School we are committed to be a fully inclusive school where students are supported to overcome barriers to learning and maximise opportunities for success.

Our Inclusion Team

Our Inclusion Team brings together a wealth of experience and specialist training to support our young people. When a student needs additional support, team members work together with every member of our school community to ensure all professionals involved in the child's education can provide support that is appropriate to their needs. This support extends to external agency involvement where appropriate, and our team have close working relationships and links into professionals outside the school who can provide complementary support for our young people.

For most students, support will be provided through their Mentor, who will form firm bonds with them throughout their time at Penistone. For those who need a little more support, our team of Student Support Officers offer additional specialised and tailored support. Each year group has

a dedicated Student Support Officer who will stay with them through their five-year journey at PGS. The Student Support Officer will get to know students in the year group and will be on-hand to support with any pastoral and wellbeing concerns including friendship, confidence and self-esteem issues, bullying, conflict resolution, anger management, support for changes in home circumstances, bereavement, support to change behaviours and support with attendance.

On occasion, a student's circumstances may be such that they need more specialist support. Where this is the case, we have a team of professionals who can provide more targeted, high-level support: Mrs Howard (Head of Pastoral Care), Mr Galvin (Head of Behaviour Support) and Mrs Butler (Head of Attendance).

The mental health and wellbeing of our students is incredibly important to us and over recent times we have enhanced the ways in which we provide mental health support for our students. Mental health problems are an endemic issue facing schools across the country and at PGS we focus our approach to mental health support in four key areas: promoting mental wellbeing by creating an environment where children and young people feel safe and happy; identifying students' specific mental health needs; providing mental health support for students with particular needs; and referring in to and/or delivering specialist therapeutic provision.

To support our mental health strategy, we have a 'no mobile phones' policy in place between the hours of 08:00 and 14:50. This means that students are not permitted to use their mobile phone, including outside areas, between these times. We ask that all mobile phones are switched off and stored in either the student's bag or in their locker. Should a student need to contact you in the event of an emergency during this time, they are able to use the school's phone.

"I am quite shy but I feel confident now. Mrs Corson and Mr Crook came to visit us at primary school - that helped when I was nervous." **Leah** (Year 7 student)

"I was very nervous before I came. Transition and seeing my new teachers helped me before I came. I love it now. I look forward to coming every day." **Oliver** (Year 7 student)

Looked After Students/ Previously Looked After

A student who has been in the care of their Local Authority for more than 24 hours is known as a Looked After Child (LAC). Looked After Children are also often referred to as Children in Care. In general, Looked After Children are: living with foster parents or carers, living in a residential children's home or living in residential settings like schools or secure units. A student stops being looked after when they are adopted, return home or turn 18 years of age. When this occurs, a student is then classed as being a Previously Looked After Child (Post-LAC).

At Penistone Grammar School, we aim to support the achievement of LAC and Post-LAC students by placing emphasis on the following principles:

- Ensuring all students aim high in their academic and personal endeavours
- Promoting and supporting regular attendance
- Ensuring students are determined to succeed and any barriers they face will be removed wherever possible
- Being supportive of, listening to, encouraging and acting as advocates for students
- Being proud of students in partnership with parents/ carers and all external agencies involved

Students who are looked after or have previously been looked after are entitled to Pupil Premium funding to support their learning. It is important we gather this information from parents/carers. We gather this data through our initial data collection process via Edulink One app. Mrs Corson is our 'Designated Teacher' for LAC. Please direct any enquiries you have about LAC or Post-LAC students to kcorsor@penistone-gs.uk or kdavies@penistone-gs.uk.

Pupil Premium

If your child currently is entitled to Pupil Premium at their primary school, this information will be passed to us. Please contact our Mrs E Butler, Pupil Premium Champion via ebutler@penistone-gs.uk.

Our HeartSpace Team

The HeartSpace at Penistone Grammar School is a warm and welcoming space that aims to provide a very bespoke provision for students who have an EHCP with very specific needs including: social, emotional and mental health needs, communication and interaction difficulties, learning and cognition needs, and/or physical and sensory requirements.

Students who access the HeartSpace have bespoke and personalised timetables which enable them to access a range of mainstream lessons that are supplemented with tailored lessons delivered in HeartSpace by Specialist Teachers and a team of Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs). Mrs Corson (Assistant Principal) leads the team in HeartSpace. Any enquiries should be directed to kdavies@penistone-gs.uk. You can also visit our website <https://penistone-gs.uk/the-heart-space/> for further information.

Our SEND Team

Where it has been determined that the barrier to a student's learning is as a result of a special educational need or disability, support will be led by either Mrs Corson or Mrs Smith, our Special Educational Needs Co-ordinators (SENCO). Mrs Smith will work alongside primary schools and parents/carers to co-ordinate within-class support and intervention for those students with additional learning needs, within our mainstream setting, whilst Mrs Corson will work closely with those families accessing our HeartSpace provision, a brilliant new addition to our school. The HeartSpace was introduced in September 2019 to ensure that even those students with the most complex of needs were able to benefit from all that Penistone Grammar School has to offer.

Regardless of need, together with a team of Higher Level Teaching Assistants and Learning Support Assistants, our leaders for Special Educational Needs will ensure that highly effective, tailored support is in place to overcome any obstacles that may act as a barrier to learning, ensuring every young person has every opportunity to meet their potential.

The support provided will be framed within a four-part process: Assess-Plan-Do-Review. This ongoing cycle will enable the provision to be refined and revised as our understanding of each student's needs grow. Through this process, we will be able to identify those interventions which are the most effective in supporting students to secure good progress and outcomes, both within their learning and beyond.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/ carer. This will occur where the complexity of need, or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Needs Assessment (EHCNA) will be taken at a progress review and will combine information from a variety of sources.

Usually students will arrive at Penistone Grammar School having already been identified by their primary or previous school as requiring SEND support and, if appropriate, with an Education Health Care Plan (EHCP) in place. In

this circumstance, the SENCO will work with the teachers, student and their family to learn as much about the student prior to them joining us. This will allow us to ensure that an adequate and appropriate level of support is in place from the first day. This may include inviting the student to additional visits to give them opportunity to get to know about the workings of the school individually or in a smaller group prior to the main transition days.

On occasion, within a few weeks of a student joining us, we may identify a possible SEND need that has not previously been raised. Where this is the case, the student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Further information about how we support students with SEND can be accessed through our website: <https://penistone-gs.uk/home/about-us/special-educational-needs/>.

Should you believe your child may need additional pastoral or learning support prior to joining Penistone Grammar School, please contact us via email at transition@penistone-gs.uk to arrange a time to discuss this in more detail. Our SEND and Inclusion Teams are committed to working with students and their families at the earliest opportunity to put all possible support in place and secure a successful secondary experience for every student from the first day they join us.

Supporting Students with Medical Needs

Our students can have a variety of challenges to overcome both in terms of their learning, and in respect of their everyday lives. For some, this is as a result of a medical condition. It is important that, for any student to whom this applies, we are confident that every measure is in place to keep them healthy and safe.

We will ask you to inform us about your child's medical needs as part of our transition data gathering exercise. Where you have made us aware of a medical condition, we will arrange to contact you and discuss this in more detail. We will establish to what extent the medical condition is likely to put your child at risk in the context of Penistone Grammar School and work with you to put in place control measures which will ensure that everyone is clear about the support that will be provided.

For students with medical needs, clear and effective communication is key. We will work with you to agree the best forum for sharing information, including, where appropriate, publishing information in the student's planner for use in an emergency.

You can expect us to contact you annually to review the information we hold, and to check whether any revisions to the information and support measures we have in place are required. Should you wish to discuss your child's medical needs with us, you can arrange an appointment by contacting transition@penistone-gs.uk.

“PGS is a great place to be. The teachers help you and want you to do well. Lunches are nice. We get Nando’s chicken!” Ben (Year 8 student)

Support for Transition

Moving to a new school is a huge step for any young person. Whilst some students are full of anticipation, others may be occupied by anxiety. Whether your child forges a straight path, or if there are bumps in the road, our Transition Programme will ensure everyone is prepared and ready to take on the exciting challenge of secondary school.

The aim of our Transition Programme is to give students the opportunity to experience everything secondary school has to offer before they join us. As a result, when students take up their place in September there are no surprises and they fully understand what to expect, and what is expected of them in return.

Students will have chance to take part in a range of Transition activities including three taster days, activity evenings and challenge afternoons. Our drama ambassadors will develop devised drama performances and present these to year 6 students in their primary schools. The Principal, Assistant Principal and other senior school staff will visit students in their primary environment to answer any questions our young people may have.

We pride ourselves on getting to know our students on an individual level. From the moment we meet our new students for the first time at our welcome meetings, through to the point they join us in September, we will take time to talk to them and to understand their interests, hobbies and aspirations for the future.

For those students who need additional support, our core Transition Programme can be enhanced in many ways, including additional Transition visits (including out of hours), one-to-one meetings with key staff to answer questions and address any fears the student may have. Should you feel your child may need additional support with transition, please contact us via email at transition@penistone-gs.uk to arrange an appointment.

Upon conclusion of the Transition Programme, all students will be invited to a graduation event where we will celebrate all they have achieved through the process, inducting them officially as our Year 7 Class of 2026 and presenting them with their first official Penistone Grammar School planner.

Support to make Positive Choices

School is about learning on every front. We don't expect our students to be perfect and we know that, at some point, everyone will make mistakes. What is important is that we can learn from our mistakes and that we use our new-found understanding to become even better versions of ourselves as we move through life.

Our Values Driven Expectations system helps students to make positive choices. Students begin each week with six lines. Each time a student's organisation, effort, attitude or conduct falls short of our expectations system, they will lose a line. For most students, losing a line will be an indication that a change is required, and they will quickly take steps to make positive choices moving forwards.

Sometimes a student may not make the necessary changes quickly enough or may commit an offence that requires a more serious consequence to be implemented than losing a line. Where this is the case there are a number of additional consequences and support measures that can be implemented, including SLT detention (Fridays from 14:50 to 16:50), time out in our Supporting Expectations room (students will have the opportunity to reflect on their behaviours and the changes they need to make moving forwards), or internal and fixed term exclusion.

Any lines lost will be recorded in the student's planner. This enables us (the student, school and parents/carers) to work collaboratively to support our young people to succeed.

Parental Responsibility

Everyone who is a parent, as recognised under Education Law has a right to participate in their child's education and we must have regard to any views expressed by parents of students. All parents can also receive information about their child, even though, for day-to-day purposes, our main contact is likely to be a parent with whom the child lives on school days.

Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example, to receive information (such as student reports), participate in statutory activities (such as voting in elections for parent governors), to be asked to give consent (such as to the child taking part in school trips) or to be informed about meetings involving the child.

We must treat all parents equally, unless a Court Order limits a parent's ability to make educational decisions, participate in school life or receive information about their children. Where this is the case, we will ask you to provide us with sight of the court order as proof.

Where a parent's action, or proposed action, conflicts with our ability to act in the child's best interests, we will try to resolve the problem with that parent but will avoid becoming involved in conflict. However, there may be occasions when we will need to decline a request for action from one or more parents. In cases where we cannot resolve the conflict between separated parents, we will advise the aggrieved parent to pursue the matter through the Family Court.

It is important that we balance the requests of parents with our statutory duties. We are unable to get involved in issues that do not directly impact upon the student's education. We will ask you about Parental Responsibility as part of our information gathering exercise through the Transition process. You can seek further guidance or make an appointment to speak to someone in relation to your own family circumstances by contacting us via email at transition@penistone-gs.uk to arrange an appointment.



Key staff

We understand that transition to a new school can quite often be more stressful for parents than it is for their children. To support with this, we have made getting in touch really easy.

To ensure we can respond to any questions or concerns you may have at the earliest opportunity, we have a dedicated email address:

transition@penistone-gs.uk

We will provide you and your child with opportunities to meet lots of different staff over the course of the next few months. The following staff will be key for you throughout the Transition journey.



Mr Crook - Principal
(Contactable by email to: transition@penistone-gs.uk)



Mrs Corson - Assistant Principal - Transition Lead
(Contactable by email to: transition@penistone-gs.uk or kdavies@penistone-gs.uk)



Mrs L Smith SENCO
(Contactable by email to: SEN@penistone-gs.uk)



Mr Squires - Achievement Leader
(Contactable by email to: progress@penistone-gs.uk)



Mrs Tomlin - Student Support Officer
(Contactable by email to: inclusion@penistone-gs.uk)

Penistone Grammar School
Huddersfield Road, Penistone,
Sheffield, S36 7BX
Tel: 01226 762114
Email: enquiries@penistone-gs.uk
Website: www.penistone-gs.uk

Follow us on Twitter to see up-to-the-minute information about the exciting activities taking place at Penistone Grammar School @PGSALC #PGSClassof2026.

“To future year 7s, don’t worry about joining PGS, it isn’t as bad as you may think. PGS have planned it all out in a certain way so its easy to get around. Yes, you may not be in the same classes as your friends, but there are plenty of people to make friends and socialise with, and lots of staff to help you settle in.”

Emily (Year 7 student)

Who to Contact





PENISTONE GRAMMAR SCHOOL
www.penistone-gs.uk

Principal: P Crook (B.Ed Hons)
Huddersfield Road, Penistone,
Sheffield, S36 7BX
Tel: 01226 762114
Email: enquiries@penistone-gs.uk
Website: www.penistone-gs.uk

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