



Eden Girls

Open Evening Brochure

2020

CONTENTS

OUR SCHOOL.....	1
Our Vision.....	1
Our Mission	1
Our Values and Ethos	1
THE FAITH CONTRACT	3
Faith Programmes	3
The School Curriculum	3
The Pastoral System	4
Safeguarding Your Child	6
A Summary of Our Care: The Waves Approach	7
THE EDUCATIONAL EXCELLENCE CONTRACT	9
The Academic Curriculum	9
Independent Learning	9
Intervention Programme.....	10
Extra-curricular Enrichment Programme	10
THE COMMUNITY SERVICE CONTRACT.....	11
Citizenship	11
Leadership Development	12
REALISING THE VISION – THE STAR BACCALAUREATE.....	13
Communicating Progress	15
Student Planners.....	15
Get Involved	15
SCHOOL ORGANISATION.....	17
Structure of the School Day	17
Uniform	17
FREQUENTLY ASKED QUESTIONS.....	19

'People are like treasures – just like treasures of gold and silver.'

(The Prophet Muhammad, PBUH)

As we know, gold and silver do not simply come out of the ground ready to be made into jewellery. Much effort is spent finding the gold and extracting it from the ground. Craftsmen then labour for hours on end to turn it into something of beauty. At Eden Girls' School, Slough our aim is simple – we want to provide the best education, opportunities and support to enable your child to flourish and succeed.

Our pursuit of excellence is based upon our unshakeable belief that every person is unique and special and has the capacity within to succeed.

We provide a school where high-powered learning, progress and achievement is coupled with a commitment to wider personal progression, including the development of character and an intelligent moral, spiritual and ethical compass. We aspire to develop learners who are outstanding human beings, active and participatory citizens and exemplary members of their community.

Our school is part of Star Academies, a mixed Multi-Academy Trust that runs both faith-based and non-faith primary and secondary schools. All Star Academies Free Schools have been graded as outstanding in all areas by Ofsted – some on more than one occasion.

Eden Girls' School, Slough opened in September 2015. In September 2017 we moved in to our state-of-the-art permanent school building. The exciting £22 million development places our school at the heart of Slough's extended business park. The site communicates the Star Academies brand of academic excellence, inspiring pupils and staff with facilities that help to provide a first-class learning experience for all.

The new school building features a central staircase, a hub that buzzes with energy as pupils move between lessons. The breath-taking feature wall, measuring 100 square metres and adorned with the 99 divine attributes of Allah, is a stunning feature of our entrance hall to welcome visitors and inspire our pupils on a daily basis.

I hope that you enjoy your visit to Eden Girls' School, Slough and wish you every success during this important phase of transition in your daughter's education.



Sajid Khaliq
Principal

OUR SCHOOL

Our Vision

Our vision is to provide a transformational experience where we nurture today's young people, and inspire tomorrow's leaders. We want our young people to emerge capable and confident of achieving great things - demonstrating high levels of personal aspiration but at the same time accepting that they have a duty to make a personal contribution to society's wellbeing.

Our Mission

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

Our mission statement is a statement of intent. The spirit of "oneness" inspires our school and the whole school community to excellence in all areas of academic, spiritual and community life.

Our Values and Ethos

The school is driven by the belief in setting the highest standards in every aspect of school life to ensure our pupils are safe, well and happy in order for them to achieve and sustain educational excellence. Everything we do is driven by our values:

- **Service:** Taking responsibility for our community
- **Teamwork:** Working together for excellence
- **Ambition:** Aspiring to be the best
- **Respect:** Treating others as we wish to be treated

All members of our School Community are expected to support and contribute to our Ethos. As such we actively promote the following behaviours from all:

- We prioritise people in every decision we make.
- We are approachable, caring and inclusive.
- We are considerate, attentive, appreciative and encouraging.
- We take every opportunity to improve the service to our community.
- We relish challenge.
- We work hard and take pride in our work.
- We are organised, efficient and set high expectations for ourselves and others.
- We embrace opportunities to contribute and work beyond the call of duty.
- We make the right choices even when there are difficult circumstances.
- We take responsibility for our mistakes and the mistakes of others and we learn from these mistakes to continuously improve.
- We take opportunities to learn with and from others.
- We nurture collaborative partnerships inside and outside that energise and inspire.

This **Open Evening Handbook** sets out our distinctive offer and describes the ways in which we work to ensure your child would prosper at our school.

Section 2: The Faith Contract describes our unique pastoral support package designed to foster strong values and character within your child. Here, we set out our inclusive, values driven approach to developing your child including our expectations regarding behaviour and attendance and our safeguarding protocols.

Section 3: The Educational Excellence Contract makes clear our ambition for students to excel academically. Details of our high powered academic curriculum, intervention and enrichment opportunities are provided. Parents are asked to support their child in the promotion of independent learning outside the school and engagement in additional programmes designed to maximise attainment and achievement.

Section 4: The Community Service Contract explains the ways in which the school and families can work together to instil civic responsibility within our students so that they actively contribute to their local and wider communities.

Section 5: Realising the Vision – The Star Bacculaureate outlines our unique offer to students – an award that recognises students’ success in upholding the school’s vision of academic excellence, personal development and community service.

Section 6: School Organisation includes the structure of the school day, holiday and term patterns and the uniform requirements of the school.

Section 7: Frequently Asked Questions addresses some of the core questions often posed by parents.

Section 8: Service Standards for Parents defines the standards of service you can expect from our school.

THE FAITH CONTRACT

Our faith lies at the heart of all that we do. We are part of a community that believes that:

- Serving our Lord, honouring the Prophets and loving each other is the central focus of our lives
- We should demonstrate the values of *Ikhlas* (Sincerity), *Ihsan* (Going the Extra Mile) and *Itqan* (Striving for Excellence) in everything we do
- Our Faith can be a force for achieving good in our lives and in the world
- We want to be the best people of faith and the best British citizens that we can be
- The more we learn about our faith, the more we discover our Lord and ourselves
- Being faithful to our Lord is also about respecting and loving people of all faiths and none

Our faith will inspire us to:

- Develop a healthy body and a healthy mind
- Commit to regular prayer/self-reflection
- Maintain good relationships and communicate lovingly to everyone we know
- Serve others passionately
- Take responsibility for looking after our planet

Our faith ethos will manifest itself via our [faith programmes](#), the [school curriculum](#), the [pastoral system](#) and our approach to [safeguarding](#).

Faith Programmes

The school offers a comprehensive programme of activities designed to promote the core values of Islam – self-discipline, compassion, mutual respect for all and for the earth itself. The school aims to celebrate all that faith has to give and instil a sense of joy at being part of the local and wider community.

We take an inclusive approach to faith which welcomes people of all faiths and none – recognising that we are all part of, and contributing to, something far greater than ourselves. The school has also developed an offer for non-Muslim children to ensure their faith or cultural needs are met.

The School Curriculum

[Religious Studies](#) is compulsory for Years 7-11. Beyond this, the curriculum also makes provision for [drugs education](#) and [sex and relationships education](#) so that your child is equipped to make informed decisions that keep them safe.

Religious Studies

The Religious Studies curriculum consists of learning of all major world faiths and the humanist tradition. However, the proportion of learning dedicated to the tenets of the Islamic faith is no less than 50%, with the remaining 50% shared predominantly with learning about Christianity, Hinduism, Buddhism and Judaism as well as the Humanist tradition.

Drugs Education

We have a full programme to educate our students to be aware of drugs, to have the strength and confidence to say 'no' and to have the courage to influence their friends and family to do the same.

Sex and Relationships Education (SRE)

The School believes that the primary role of SRE lies with parents/carers. We support parents who wish to introduce SRE to their children at home. We believe this increases mutual trust and cooperation between parents and the school.

SRE is taught through discrete PSHE lessons, and through the Religious Studies and Science curriculum in a safe, comfortable and appropriate environment. It is taught in a manner which reflects faith sensitivities but also prepares our students for adult life.

The Pastoral System

The **pastoral system** aims to ensure effective pastoral support to all our students. The pastoral system incorporates Year Teams with Heads of Year linked to a member of the Senior Leadership Team and a team of Learning Co-ordinators.

Your child will be allocated to a form class led by a Learning Co-ordinator. The Learning Co-ordinator will see your child twice a day, help them set and review learning and spiritual (or personal) goals, and liaise with you if there are any concerns or issues.

A Head of Year will oversee the pastoral arrangements and lead the Year Team. The Head of Year will meet with you individually in the first half term to talk through the school's expectations, processes and procedures, and to answer any questions you may have.

Together, the Year Team has responsibility for the pastoral needs of all students in the year group. This responsibility includes **behaviour management**, **attendance** and **mentoring** support to vulnerable students.

Behaviour Management

The school's **Student Code of Conduct** and **Behaviour Policy** make clear our expectations for students and the ways in which we promote outstanding behaviour and marginalise poor behaviour.

Student Code of Conduct

In and around school, students are expected to observe the following rules. Students must:

- wear the school uniform at all times
- participate in assembly and any other activity in school that develops character
- always use language to other students and staff that is respectful, without swearing, backbiting or behaving dishonestly

- use appropriate terminology in responding to each other, such as when greeting or expressing appreciation of each other
- respect the school building as a place of faith, learning and development
- ensure that all areas of the school are left in a clean and safe state.

Students should not:

- wear make-up or jewellery in school
- bring mobile phones, media technology, DVDs or offensive images/literature on school grounds
- bring stationery to school that displays inappropriate or offensive images/messages
- access any material via the Internet or email that is inappropriate or offensive in nature
- engage in conversations with each other that are inappropriate or offensive in nature.

In class, students are also expected to:

- ensure that their behaviour allows all students to make good progress in their learning
- be respectful of a teacher's wishes at all times
- be respectful to the feelings of other students at all times, and show a caring attitude towards all members of the class, regardless of culture, religion or background
- ensure that they do not waste school resources.

Students are expected to respect and uphold the faith, values and ethos of the school. In their conduct in and around school, students must demonstrate mutual respect and tolerance for all, uphold fundamental British values (including democracy, the rule of law, freedom of speech, freedom of thought and freedom of association) and reject all forms of discrimination and extremism.

Behaviour Policy

The school sets high expectations for behaviour; it encourages students to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.

The school recognises that the simplest and most effective form of reward is praise but beyond this, it has developed a number of systems to encourage and promote positive behaviour:

1. **Reward through the faculty system** - a whole school reward system that incorporates:
 - 'Good News Postcards' for those who have achieved beyond their target or excelled in a particular piece of work.
 - 'Achievement Awards' – termly certificates issued by class teachers to high attaining or achieving students.
 - 'Student of the Year' Award.

Outside of lessons merits will be given for:

- being helpful and courteous
- good character (i.e. an example to other students)
- presentation of assemblies

- assisting in extra-curricular activities.

Sanctions against unacceptable student behaviour are clear and enforced through a simple, graduated and explicit system. Staff issue verbal reprimands and warnings for low-level misdemeanours. After that, according to the seriousness of the offence, detentions are imposed by teachers at Level 1, leading to class-based detentions; by the Heads of Year at Level 2, leading to school-based detentions; and at level 3 responses will be personalised to individual contexts, but may include removal to the school's own Inclusion Unit or, through partnership arrangements, to Inclusion Units in other schools. Exclusion will be a last resort. Report cards will be issued at three levels:

- Level 1: Learning Coordinators will issue the Report Card and monitor subsequent behaviour
- Level 2: Heads of Year will issue the Report Card and monitor subsequent behaviour
- Level 3: A member of the SLT will issue the Report Card and monitor subsequent behaviour.

Attendance

All students of school age must attend school regularly. The school expects a high standard of attendance and punctuality from all its students, and we regularly monitor each student's record. We expect attendance at 97% or above.

Any student achieving 100% attendance in a term will be rewarded with a 'Good News' postcard, sent home by Heads of Year. Any student achieving a 100% attendance in a whole academic year will be rewarded with a personalised letter from the Principal, as well as a certificate, sent home by Heads of Year.

Tarbiyyah (Nurturing) Mentoring

Where the system identifies students who have behavioural or emotional difficulties, they will be referred (subject to parental consent) for weekly mentoring (which would not have a faith focus).

Tarbiyyah Mentoring will provide students with a period of high quality personalised mentoring support. The aim of the Tarbiyyah Mentoring programme is to engage the most vulnerable and/or disaffected learners so that we can help them to deal with and overcome their challenges; and to help them stay focused on their learning.

Safeguarding Your Child

We take the safeguarding of your child very seriously. The school is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination. This commitment is reflected in the school's approach to **child protection** and the **prevention of bullying**.

Child Protection

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

All of our staff, governors and volunteers are checked by a Government agency (Disclosure and Barring Service) before they can work at the school.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified Designated Senior Person (Child Protection Officer) within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

As part of the school's safeguarding measures, we also ensure our students are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged. We are alert to the indicators of radicalisation and take steps to protect those who may be susceptible to messages of violence. All concerns are reported and, where necessary, referred to external agencies.

Prevention of Bullying

Ours is a 'No Bullying' school. We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn.

We deal with bullies positively to demonstrate to them the harmful effects of their actions and how it is against the ethos and values of good human beings as well as against our faith, values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

A Summary of Our Care: The Waves Approach

Driven by our distinctive faith ethos, your child will benefit from our 3-wave programme to enhance and develop their character and values.

Wave 1 involves:

- a curriculum guided by the faith, values and ethos of the school, including the learning of fundamental British values through all lessons
- effective safeguarding measures and protocols
- optional faith activities including prayers at the start and end of lessons
- the Hadeeth (Thought) of the Week programme
- the whole school assembly programme
- Progression Maps which allow your child to measure progress in their character and values
- restorative justice approach to behaviour management.

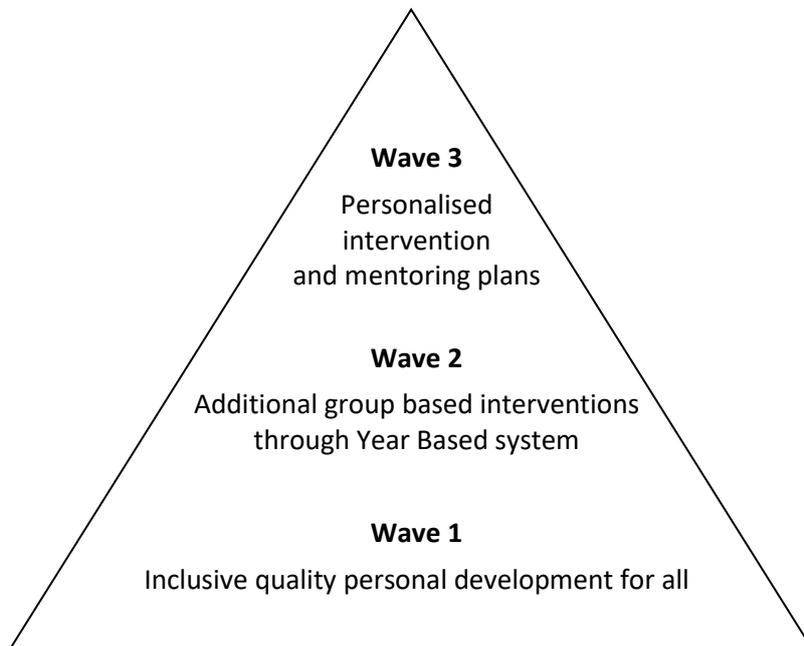
If your child needs to improve their behaviour or conduct in school, they will be given **Wave 2** support. This involves:

- Head of Year detentions (after school and at weekends)

- a Learning report from the Learning Co-ordinator
- a Behaviour Report from the Head of Year
- personalised rewards and sanctions
- The Head of Year working with your child to set targets for improvement and reviewing their progress.

For some students, we will need to offer more individual support. For the most vulnerable and/or disaffected learners, we will provide a **Wave 3** programme to help them deal with and overcome their challenges. This involves:

- Tarbiyyah (nurturing) mentors working with the student over some time to help them explore any underlying problems
- development of a Tarbiyyah (nurturing) Mentoring Plan with the student to set short-term goals for improvement
- establishment of an Every Child Matters Group, Risk Register and support plans.



The Waves Approach

THE EDUCATIONAL EXCELLENCE CONTRACT

The school will promote excellence in everything its students undertake. In practice, this means:

- A belief that everybody has the potential to succeed within a high quality and intellectually challenging environment
- A commitment to instilling high aspirations, a desire to learn and ambition to achieve
- A personalised approach to securing excellence, stemming from a passionate belief that each individual is unique and special and capable rising above any perceived limitations

This rigorous and relentless pursuit for education excellence permeates everything we do including the provision of a high powered **academic curriculum**, encouragement of **independent learning**, a comprehensive **intervention programme** from day 1 and a rich and challenging **extra-curricular enrichment programme**.

The Academic Curriculum

The school firmly believes that every student can benefit from a broad and balanced academic curriculum. The School Curriculum will closely follow the National Curriculum, which:

- is a framework given to teachers by the Government, so that all students are taught in a way that is balanced and manageable, but hard enough to challenge them
- sets out the most important knowledge and skills that every student has a right to learn
- gives standards that measure how well students are doing in each subject so teachers can plan to help them do better.

As an academy, we are required to provide a curriculum that includes English, Mathematics and Science, and to make provision for the teaching of Religious Studies. Beyond this the school has the freedom to design a curriculum which meets the students' needs, aspirations and interests. At the core of the school will be a specialist and obligatory menu at Key Stages 3 and 4 for all students of academic subjects, leading to the English Baccalaureate. This basic curriculum will be enhanced by the addition of enrichment activities and Specialism/Excellence Days.

For those students who for understandable reasons are unable to access a traditional curriculum, we will design a bespoke vocational route, which will be tailored to the specific needs and interests of the students concerned in any specific cohort. We will, nevertheless, expect these students to take GCSEs in English, Mathematics and Science.

Independent Learning

Learning goes on in every part of your life - 85% of a child's time is spent outside school, so it is important to make good use of this time. Teachers will set students relevant homework. This must be completed by every student. A guide of what will be set per day is given below:

- Years 7 and 8 1 hour
- Year 9 1½ hours
- Years 10 and 11 2 hours

Intervention Programme

Ours is a high-achieving school and we achieve outstanding results because we have a comprehensive programme of support lessons and revision sessions to make sure that your child gets the best possible results.

If your child enters the school needing support in literacy and numeracy, we will provide targeted support with booster sessions, to get your child up to the required level as quickly as possible. These 45-minute sessions will be after school. For learners who are struggling in their studies, there will also be additional support sessions during the holidays. Attendance at these sessions is compulsory.

We will also offer your child revision programmes to prepare for internal and external exams throughout KS3, KS4 and KS5. These will be in the evening after school, at weekends and during holidays just before exams.

We will expect parents to be supportive of our revision programmes and ensure that your child attends all of the sessions they need, to pass the exams with excellent grades.

Extra-curricular Enrichment Programme

Concurrently with the core academic provision, students will participate in a programme of personal development including sports, cultural, creative and other extra-mural activities. This will help students develop key personal skills and aptitudes which are much sought-after by employers, including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.

There will be lots of opportunities for your child to take part in extra-curricular activities at the school.

All subjects will have clubs that your child can join, competitions and activities that they can participate in, and trips that will develop them personally and academically outside of the classroom. The school's enrichment prospectus will set these out in detail.

Young Enterprise, Duke of Edinburgh and other local and national initiatives, will encourage your child to enjoy their learning beyond the school gates.

There will also be special days when the timetable is collapsed and your child will take part in learning involving the school's specialisms.

Our programme of outdoor education and adventure trips is also an integral part of our strategy to secure educational excellence.

THE COMMUNITY SERVICE CONTRACT

Our school is not an inward-looking organisation. It recognises the importance of society and the contribution each individual must make to sustain it. We encourage our learners to develop:

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country
- A sense of personal accountability and of responsibility to others
- A commitment to charitable endeavours and to making a difference to our world
- focus from day 1 on **Leadership Development** and on emotional intelligence

Citizenship

Community Service work is an important part of the vision for our students. This work will make an important contribution to the overall ethos and objectives of the school.

The Community Service work of the school will develop empathy and compassion. This richness of experience will stand our students in good stead wherever their future path takes them – whether into the world of business, the professions, the world of social enterprise itself or simply in their role as active citizens in the local and global community.

The Community Service work will engender in the students:

- compassion and empathy
- spiritual development
- collaborative leadership skills
- networking and influencing skills
- emotional intelligence and team working skills
- a strong sense of right and wrong
- a strong commitment to cohesion, equalities, and citizenship
- a desire to apply their efforts to the greater good and to make a difference
- a strong sense of inequity and injustice – and a desire to take action
- self-actualisation and improved mental well-being.

The concept of community service will be intrinsic to all the activities of the school.

All students will undertake regular community service during term time whilst they are at Eden Girls. The school itself will create some opportunities through the school and students will also need to look for their own opportunities, using the communications, entrepreneurship and networking skills they will develop as part of the overall school experience.

All students will also be expected to raise money for charity. Students are supported in generating sizeable contributions for charity which make a genuine difference to local and global good causes.

The school expects the students' parents and families to support them in their search for community service opportunities and their fundraising efforts. The active involvement of parents in their child's education is fundamental to the success of the school. Parents will receive regular reports on the community services activities undertaken by their child and will be expected to support them in this important area of endeavour. We would also hope that this would bring additional benefits as students' families and the local community become more aware of the opportunities offered by community service and volunteering.

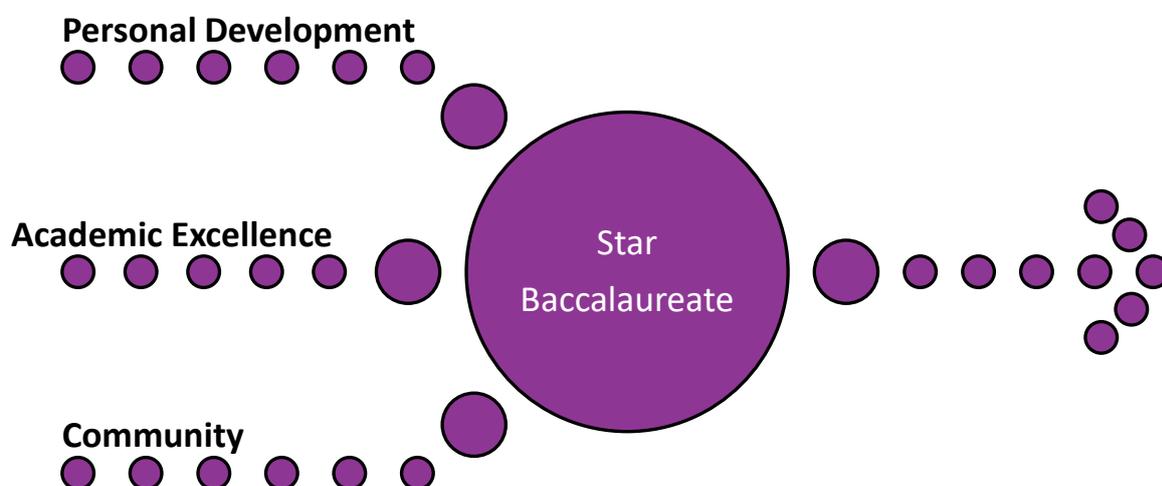
Leadership Development

The school will focus from the first week in Year 7 on leadership development and on emotional intelligence. We will provide our students with a unique learning experience which will give students the skills and confidence to lead and manage in a variety of different situations. Focusing on confidence and self-esteem, our leadership initiatives will promote maturity, commitment and team work and enable our students to experience what it is like to stand up and take the lead.

The Student Council will enable the students to acquire the leadership skills that they require for adult life and future employment. Additional opportunities for leadership can be pursued as Peer Mentors and Prefects.

REALISING THE VISION – THE STAR BACCALAUREATE

The Star Baccalaureate will provide the overall framework for accreditation against our vision. Accordingly, the Star Baccalaureate brings together the three curricular drivers – academic excellence, personal development and community – in a single accreditation framework.



The Star Baccalaureate will be awarded to students who through service, commitment and personal excellence, act as living examples of the Star educational model.

Through its award, the Star Baccalaureate will recognise not only the commitment of its holder to study and to outstanding attendance and behaviour; but also reflect how they will embrace their role as a future citizen, leader and entrepreneur in the society in which they will live and to which they will contribute.

There are 4 awards for the Star Baccalaureate that you can achieve at the end of the year (Bronze, Silver, Gold and Platinum). To gain the award at each stage a student must demonstrate commitment to the highest standards in their attendance, behaviour and community service as illustrated below:

Points	ATTENDANCE (%)	BEHAVIOUR (NET)	COMMUNITY SERVICE (HRS)
10	100 (0 days missed)	50+	50+
9	99 (2 days missed)	45-49	45-49
8	98 (4 days missed)	40-44	40-44
7	97 (6 days missed)	35-39	35-39
6	96 (8 days missed)	30-34	30-34
5	95 (10 days missed)	25-29	25-29
4	94 (12 days missed)	20-24	20-24
3	93 (14 days missed)	15-19	15-19
2	92 (16 days missed)	10-14	10-14
1	91 (18 days missed)	5-9	5-9

Achieving these certificates will indicate a level of excellence that has been achieved by the holder and has been acknowledged by a wider community. Progress towards the award will be monitored through the personalised learning plan and by regular meetings with the Learning Co-ordinator and Head of Year.

Communicating Progress

Student success will be achieved through robust and aspirational target setting and close tracking of progress at all levels – supported by real-time attainment, attendance and behaviour data. In order to keep you informed of your child's progress and behaviour in all subjects and their attendance and punctuality the school will organise:

- **Half-termly report cards**, which include results of regular tests that your child completes in each subject. These will also be posted to homes.
- **A one-to-one meeting with the Head of Year** in the first half term, at which the Head of Year will talk you through the school's expectations, procedures and processes, and provide time for you to share any concerns or ask any questions.
- **A parents' evening** in the first term of Year 7 so that you can meet individual teachers and other staff who support your child's learning.
- **A parents' evening** in the final term to review progress and set targets.
- **A Performance Review Meeting** with a senior leader each half term to review your child's progress, if their levels/grades are below nationally expected averages.

Student Planners

Student Planners will also play a key role in the provision of information between parents and the school.

All students are given a Student Planner at the beginning of each school year. The planner includes school term dates as well as the individual student's timetable. The planner is a formal document and students are expected to look after their planners with the upmost care and respect. Should a planner be lost or damaged, students are expected to purchase a new one from school.

Learning Co-ordinators will sign planners on a weekly basis and parents should use the planner to write messages to school. Parents are also expected to check and sign the planner every week.

The planner is a record of homework being set and this should be written in neatly by your child. There is also a section for your child to record their academic levels and targets and this will be completed with your child's Learning Co-ordinator during the course of the school year.

If you have any concerns regarding your child's planner, please contact your child's Head of Year.

Get Involved

As part of our home-school partnership, we want our parents to be actively involved in the life of the school, to help us make the right decisions for your child. Here are some of the ways that you can really help the school to support your child.

Parent Council

If you want to help the school raise funds for activities and help organise events for parents and the community, join the Friends of Eden Girls. Please look out for a letter from the school early in September with full details.

Effective Parenting Sessions

We will be offering effective parenting sessions during the course of the year. This is to help you in your roles as parents as educators, parents as mentors and parents as critical friends for your child, as they progress through school.

SCHOOL ORGANISATION

Structure of the School Day

Mondays till Thursdays

8.00am	Registration	12.10pm	Lunch
8.15am	Lesson 1	12.55pm	Registration
9.10am	Lesson 2	1.05pm	Lesson 5
10.05am	Break	2.05pm	Lesson 6
10.20am	Lesson 3	3.00pm	Students Dismissed
11.15am	Lesson 4		(intervention until 3.45pm)

Friday

8.00am	Registration	10.25am	Lesson 2
8.10am	Full School Assembly	11.25am	Registration
9.10am	Lesson 1	11.55am	Students Dismissed
10.10am	Break		(intervention until 12.40pm)

Uniform

Eden Girls' School, Slough promotes excellence in everything its students undertake. The uniform and appearance of our students will support the ethos of our School; providing the students with pride to be part of the school and enabling them to act as ambassadors for the School.

High standards of presentation are required at all times when wearing the school uniform. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from school.

The items listed below are compulsory for all students (unless otherwise indicated). Items marked with an *asterisk should be purchased from our approved uniform stockist: Stevensons. Other items can be bought at a variety of retailers.

Stevensons | 01727 815700 | www.stevensons.co.uk

Main Uniform
* Plain navy blue blazer (with purple piping) – badged with school logo
* Plain white blouse – to be worn under school blazer
* Plain navy skirt
* Plain navy headscarf & plain purple hat – badged with school logo (Years 7, 8 & 9)
OR
Plain navy headscarf – badged with school logo (Years 10 & 11)
<i>(The headscarf is part of the Uniform. Any pupil who does not wish to wear the headscarf due to individual values or cultural or faith sensitives will not be required to do so)</i>
* Plain navy leggings to be worn under skirt (optional)

Plain black socks or tight <i>(must be worn at all times)</i>
Plain black shoes <i>(no trainers, fashion decorations, ankle boots, sling backs, boots, suede shoes, patent leather shoes, fabric shoes or shoes with open toes. Laces and stitching must be black)</i>
Plain black bag
Plain black outdoor coat <i>(optional) (denim or leather jackets, or those with slogans or logos, are not permitted)</i>
School Lanyard <i>(Issued free of charge to all pupils on their first day at school. Replacements can be purchased for a nominal fee. All pupils must wear their school lanyard around their neck at all times. All pupils must ensure that they have their ID cards attached to their lanyard at all times.)</i>
PE Uniform
* One piece black headscarf – badged with school logo. <i>(The headscarf is part of the Uniform. Any pupil who does not wish to wear the headscarf due to individual values or cultural or faith sensitivities will not be required to do so)</i>
* Long sleeve sports top – badged with school logo
* Zip hooded top – badged with school logo
* Jogging pants – badged with school logo
Trainers

A different dress code may be required for school events. Such variations for all non-uniform events will be clearly specified and communicated to parents and students.

FREQUENTLY ASKED QUESTIONS

Who is my first point of contact?

Your child's Learning Co-ordinator is the first point of contact. You can contact the Learning Coordinator via the school planner or call the school office.

If the Learning Co-ordinator is not able to resolve the problem, contact your child's Head of Year.

How does the school keep us informed of events?

There is a termly school newsletter that will keep you informed of key events at the school. However, if we need to inform you of any other events or activities, your child will bring a letter home from the school. You will also be able to access letters using the school's virtual learning environment (VLE), available from our website (www.edengirlsslough.com). We will also inform you by sending a text message to your preferred mobile number. More details on this will be provided after your child starts at the school.

How does the school keep us informed of our child's progress?

In order to keep you informed of your child's progress the school will organise:

- Half-termly report cards, which include results of regular tests that your child completes in each subject (available from the Internet and through the post).
- A parents' evening in the first term of Year 7
- A full report during the final term
- A parents' evening in the final term of Year 7
- A Performance Review Meeting, with a senior leader, each half-term to review your child's progress, if their levels/grades are below nationally expected averages.

In addition, if your child does well in subjects, you may be contacted by their teacher to say well done.

What do I do if I suspect bullying?

Reassure your child that the school will help them to resolve any issues and that they were right to raise it. Call the office and ask to speak to the Head of Year for your child or the senior leader responsible for student welfare.

Is there a lot of homework?

There is regular homework given in all subjects. Homework is very important to reinforce learning and help your child to become an independent learner.

During Year 7 your child can expect an hour's homework each day, though this can normally be done over the weekend. The amount of homework will be greater from Year 9 onwards.

Can my child bring a mobile phone to school?

Mobile phones and all electronic equipment (except for calculators) are banned from the school. If, however, you feel that your child needs to have a mobile phone for use to and from school, then your child **must** hand it to their Learning Co-ordinator during registration. The phone will be signed for and locked away until the end of the school day, when it is your child's responsibility to collect it.

If your child is found to have a mobile phone or banned electronic equipment in lesson, the item will be confiscated. Parents will be asked to collect the item at the end of the academic term.

Eden Girls' School, Slough

183-187 Bath Road,

Slough SL1 4AA

E: info@edengirlsslough.tetrust.org

W: www.edengirlsslough.com



Eden Girls