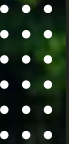




SEPTEMBER 2026



# CLASS OF 2031 TRANSITION GUIDE







**BY INCREMENTS CONQUER**



# **WELCOME FROM HEADTEACHER, MRS MATTHEWS:**

We would like to take this opportunity to welcome all our future Year 7 students and their parents to the Broadwater Community and to Greenshaw Learning Trust. I am extremely proud of the young people in our school and delighted that you will be joining us to further enrich our community.

At Broadwater, we want all our students to develop a passion for learning and a drive to succeed, even when obstacles are thrown in our way. We want our students to be highly ambitious, no matter what their starting point is and to utilise all the opportunities on offer within the school. Our 'outstanding' personal development programme is a good place to start. We hope that all our future year 7s will take part in as many clubs and trips as possible and build a lifetime of memories and friendships along the way.

We do recognise that transferring to secondary school can seem daunting for both the children and their parents. We hope this booklet will give you all the information to help you make a seamless transition to Broadwater, and we can't wait to get to know you all in the not-too-distant future.





# MEET YOUR TRANSITION TEAM

Miss Tabitha Pollard  
Head of Year 7  
Head of Noctua  
Supporting your education everyday



We want to ensure that students have a smooth transition to secondary school and that their wellbeing and learning is maintained. Here at Broadwater, we focus on ensuring that students make a positive start to their learning journey and have a successful adjustment to the new surroundings.

Broadwater works closely with the primary schools in the local area. Our Transition Co-ordinator and Head of Year 7 communicate regularly with staff at our feeder schools to focus on developing and achieving a successful transition process. Through this communication, staff across the schools collaboratively work together to deliver an effective transition programme for our prospective students and their families.

Miss Megan Lennon  
Transition Co-ordinator  
Behaviour & Welfare  
Supporting your wellbeing every day



At Broadwater School, students belong to one of four 'Houses'. Each House is led by a Head of House with six tutor groups, from all year groups, in each House.

Mr Alex Collin Heads all House Events



**Mr Alex Collin**  
Head of Year 9



# HEAD OF HOUSE



**Miss Tabitha Pollard**  
Head of Year 7  
Head of Noctua



**Mrs Sue Looseley**  
Head of Year 8  
Head of Pegasus



**Miss Emily Hailey**  
Head of Year 10  
Head of Phoenix



**Miss Amy Palmer**  
Head of Year 11  
Head of Aquila



**WORK HARD**

# TUTOR GROUPS



**BE KIND**



The Year 7 intake joining us in September 2026 will be allocated a Tutor alongside a designated 'House' and will be supported by Miss Pollard and Miss Lennon.

The Tutor will be the first point of call for both students and parents for all enquiries regarding the school environment and questions around the timetable, bistro, lockers etc. If the student has any questions regarding their academic studies, they can go directly to their subject teacher to discuss. If necessary, students can also speak to their tutor who will support them accordingly.

The Head of Year role is to support any ongoing issues that have not been resolved via the tutor or subject teacher. Where requested and necessary, the tutor will arrange a meeting with the Head of Year to discuss the matter further, ensuring the student is getting the support required to positively succeed during their secondary school journey.

# GETTING READY FOR YOUR FIRST DAY



## MAKE A DIFFERENCE



First days can be difficult, but to help manage nerves and worries, it can also be beneficial to begin the new routine over summer to help your child to adjust to the independence of secondary school.

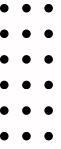
- Practice the journey to Broadwater and time how long it takes.
- Set alarms and create a morning routine e.g. time they wake up, wash, get ready, breakfast.
- Encourage independence such as packing their own school bag and checking equipment.
- Agree an after school routine around homework, expectations and activities.
- Create an alarm for bedtime so they know when they need to start preparing for sleep.
- Create a designated space to complete school work and homework. Away from the TV and distractions.
- Talk openly and normalise nerves and worries .



# TRANSITION DAY



FRIENDSHIPS



Moving to a new school is a huge deal, and it is completely normal to feel a mix of excitement and those "first-day" jitters. We've designed this day specifically to help you shake off the nerves, find your feet, and realise that you're going to fit in just fine. The day starts with a warm welcome where you'll meet your new tutors and the House Prefects who have been in your shoes before. You'll spend time with your new form group taking a tour of the building, which is the perfect chance to figure out the layout and get comfortable with the hallways. We'll also get your lunch account set up so that you're all ready to go for the new term.

We have a scavenger hunt planned to help you navigate the school and sessions with our youth worker connections to help everyone get talking and making friends. In the afternoon, you'll dive into hands-on workshops like Art, Science, Music, or Drama, giving you a real taste of what your lessons will feel like. We've even carved out time for games and hanging out during lunch so you can relax and get to know your new classmates. By the time you head home, the school won't feel so "new" anymore. Our goal is for you to leave feeling like you belong here - because you do. Just bring an open mind and a few questions; we'll handle the rest. We can't wait to see you there!



Wear your current primary school uniform, bring a nut-free lunch & water bottle, and most importantly, bring your curiosity! We can't wait to see you there and help you start your journey with confidence.



BE KIND

# MEET THE TUTOR



There is a first opportunity during the Summer Term, so that you can meet your child's tutor prior to them starting at Broadwater. There is a second opportunity during the Autumn Term to meet with the tutor to discuss how your child has settled in and to ask any questions.

They will be your first point of contact with any issues, questions or queries when your child begins.



- PHOENIX 
- PEGASUS 
- NOCTUA 
- AQUILA 

MAKE A DIFFERENCE

# YOUR SCHOOL DAY

The school day begins at 8.35 am with registration.

The school operates 25 x 55-minute lessons each week, with the timetable operating over two weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	16 Mrs S Thompson	16 Mrs S Thompson	16 Mrs S Thompson	16 Mrs S Thompson	16 Mrs S Thompson
1	English KS3 only 105 Mr M Hull	Drama 18 Mrs A Celino	Geography 205 Mrs M A De Nys	History 209B Mr O Falkner	D+T Y7-9 LIB Mrs A Celino
2	French 301 Ms L Reynolds	Science KS3 4 Mr G Brecke	Maths KS3-4 204 Mrs E Hanford	English KS3 only 105 Miss A Bayliss	Science KS3 4 Mr G Brecke
	D+T Y7-9 LIB Mrs A Celino	Maths KS3-4 204 Mrs E Hanford	PE Core PE1 Mr A Collin	Maths KS3-4 204 Mrs E Hanford	PE Core PE1 Mr W Grove
4	Maths KS3-4 204 Mrs E Hanford	French 301 Ms L Reynolds	Science KS3 4 Mr G Brecke	Computer Science 17 Mr S Cook	English KS3 only 105 Miss A Bayliss
5	Music 112 Mrs S Looseley	English KS3 only 105 Miss A Bayliss	PSHE Social Science 16 Mrs S Thompson	Art 10 Mrs D Hardman	Geography 205 Mrs M A De Nys
6	PM Reg Tutor 16 Mrs S Thompson	PM Reg Tutor 16 Mrs S Thompson	PM Reg Tutor 16 Mrs S Thompson	PM Reg Tutor 16 Mrs S Thompson	PM Reg Tutor 16 Mrs S Thompson

## TIME

8:35-8:45	Roll Call
8:45-9:05	Tutor Notices & Tutor Reading
9:05-10:00	Period 1
10:00-10:55	Period 2
10:55-11:15	Morning Break (20 mins)
11:15-12:10	Period 3
12:10-13:05	Lunch (55 minutes)
13:05-14:00	Period 4
14:00-14:55	Period 5
14:55-15:05	Afternoon tutor time (silent reading)
15:05-16:00	Challenge Hour & Detention
16:00-17:00	Year 11 Champions & Year 11 Detention



To ensure successful, disruption-free lessons, each day begins with roll call led by the Head of Year.

Students must arrive by 8:30am and line up for roll call at 8:35am.

During roll call, tutors check that students are “ready to learn” - meaning they have correct equipment, proper uniform, and are on time.

Missing equipment, incorrect uniform, or lateness = 1 signature

3 signatures = 1-hour detention

Not showing the card when asked = 1-hour detention

Students must always carry their card and be fully prepared for lessons.

MAKE A DIFFERENCE

Students must have all required equipment every day

A clear pencil case (provided in the goody bag) must be used, as required by exam boards

This helps remove barriers to learning so teachers can focus on teaching



**READY TO LEARN & ROLL CALL**

# EVERYDAY EQUIPMENT

WORK HARD

## ITEMS ISSUED IN SCHOOL

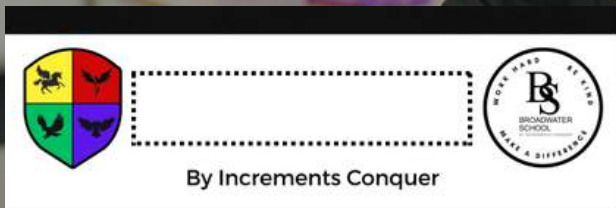


6th September 2026 Broadwater School Ready to Learn Card

Student Name		
Tutor Group	Aq/Pq/Ps/Nc	
Are you ready to learn?		
Is your uniform correct?		
Do you have ALL the correct equipment ready?		
Are you on time to lessons?		
Strike	Date	Staff/Reason
1		
2		
3		



Ready to Learn card  
A5 plastic Timetable Wallet  
Bookmark



## LESSON EQUIPMENT

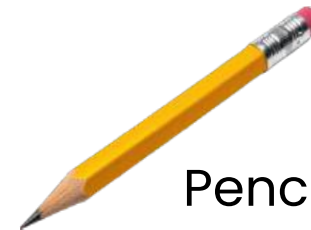
IN ORDER TO BE PROPERLY EQUIPPED FOR ALL THEIR LESSONS, STUDENTS SHOULD HAVE:



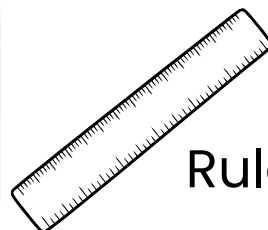
Black Pen



Green Pen



Pencil



Ruler



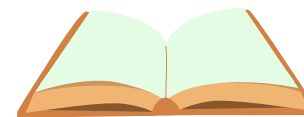
Highlighter



Rubber



Calculator



Reading Book



Water Bottle





BE KIND

# EVERYDAY UNIFORM STANDARDS

All students are required to wear school uniform and to maintain high standards of dress and appearance. The uniform listed is simple, competitively priced and easily obtainable.

Please ensure that all items of clothing, including PE kit, are clearly marked with your child's name.

## **STUDENTS MUST WEAR FULL UNIFORM CORRECTLY TO AND FROM SCHOOL.**

If students arrive at school wearing incorrect uniform, a sanction will be given; they will be requested to wear spare uniform we can provide, and they will be given a mark on their Ready to Learn card.

Anything brought into school that is not in line with the uniform policy will be confiscated, handed into Student Services and made available for the student to collect the following Friday.

# MAIN UNIFORM

**BROADWATER SCHOOL BLAZER**

**BLACK TAILORED TROUSERS OR KNEE LENGTH BLACK & WHITE CHEQUERED KILT**

**WHITE SHIRT LONG/SHORT SLEEVE, COLLAR, TOP BUTTON. NO POLO/SPORTS SHIRTS**

**BROADWATER TIE**



**MAKE A DIFFERENCE**

# OPTIONAL & FOOTWEAR

**BLACK, LONG-SLEEVED JUMPER WITH WHITE TRIM**

**BLACK SOCKS OR NATURAL/BLACK TIGHTS**

**BLACK LEATHER STYLE SHOES THAT CAN BE POLISHED**

# APPEARANCE & OUTERWEAR

**NO EXTREME HAIRSTYLES OR UNNATURAL DYE.**

**NO.1 AND 0 CUT IS NOT ACCEPTABLE. NO TRAMLINES IN HAIR OR EYEBROWS.**

**BLACK OR DARK-COLOURED OUTDOOR COAT . NO BIG LOGOS**

**STUDENTS SHOULD BE CLEAN SHAVEN. FACIAL HAIR WITH PERMISSION FOR RELIGIOUS REASONS.**

# MAKEUP & JEWELLERY

**NATURAL, DISCREETE MAKE-UP IS ONLY ACCEPTABLE. NO FALSE LASHES**

**NO NAIL POLISH/GELS OR FALSE NAILIS.**

**SINGLE SMALL STUD IN EAR LOBES ONLY.**

**NO OTHER JEWELLERY IS ALLOWED ON ANY OTHER PART OF THE BODY.**

# UNIFORM MUST NOTS



- DO NOT wear extreme hairstyles.
- DO NOT dye hair in unnatural colours.
- DO NOT have a No.1 or No.0 haircut.
- DO NOT have tramlines in hair or eyebrows.
- DO NOT wear jewellery, except for a single stud in the earlobe.
- DO NOT adjust kilt length by hemming or rolling the waistband. Kilt must be worn to the knee.
- DO NOT wear jewellery on any other part of the body.
- DO NOT use clear or flesh-coloured retainers or plasters to conceal piercings.
- DO NOT wear nail polish, gel nails, or false nails.
- DO NOT wear false eyelashes of any kind.
- DO NOT wear heavy or noticeable make-up; only natural, discreet make-up is allowed.
- DO NOT attend school unshaven. Beards are only permitted for religious reasons with permission from the Headteacher.
- DO NOT wear inappropriate outdoor coats. Coats must be plain, dark-coloured, warm, weather-proof, and free from obtrusive or offensive logos.

## EXAMPLE OF SCHOOL SHOES THAT MEET THE SCHOOL'S UNIFORM POLICY



## EXAMPLE OF SCHOOL SHOES THAT DO NOT MEET THE SCHOOL'S UNIFORM POLICY

*PLEASE NOTE SOME SHOPS BRAND THIS STYLE AS 'SCHOOL SHOE' BUT THEY DO NOT MEET POLICY*





## **Black Broadwater polo shirt**

Black socks

Black shorts or skirt

Plain black leggings or jogging bottoms

Football boots

Gum shields and shin pads (hockey and football)

Trainers

Towel

Sports outdoor games shirt

*long sleeved - plain black or with white trim*



# **PE KIT UNIFORM STANDARDS**

All students are required to wear PE uniform and to maintain high standards of dress and appearance in school, events and in the community..





Broadwater recognises that success is more than exam results. Students are encouraged to challenge themselves and contribute to the school community, helping them build Confidence, Resilience, Communication skills, Self-discipline

These principles guide student behaviour and are rewarded with praise points when demonstrated across the school.

These qualities prepare students for further education, work, and life beyond school.



# PRINCIPLES



**WORK HARD  
BE KIND  
MAKE A DIFFERENCE**





# PRAISE

Students can earn praise points for:

## **WORK HARD**

Showing effort, resilience, and positive attitude

## **BE KIND**

Demonstrating kindness, respect, and good behaviour

## **MAKE A DIFFERENCE**

Contributing positively to school and others

Our praise policy is a system that recognises the achievements of our students who go above and beyond in terms of etiquette around school, effort and quality of work during lessons. These achievements will be awarded praise points according to our praise policy. Over the academic year, the total number of praise points achieved will go towards different rewards recognising achievement.



## **WORKING HARD**

When a student works hard and demonstrates the qualities and character that underpin the Broadwater principles, they will be issued a “Work Hard” praise point. These contribute to student’s growth as individuals and their positive character.

## **BEING KIND**

When a student is kind and demonstrates the qualities and character that underpin the Broadwater principles, they will be issued a “Be Kind” praise point. These contribute to students’ growth as individuals and their positive character.



## **MAKING A DIFFERENCE**

When a student makes a difference and demonstrates the qualities and character that underpin the Broadwater principles, they will be issued a “Make a Difference” praise point. These contribute to students’ growth as individuals and their positive character.

# BEHAVIOUR

## Behaviour & Expectations

The school expects all students to behave in a way that supports learning.

Defiant behaviour: refusing to follow staff instructions

Disruptive behaviour: anything that interrupts learning

Examples of Disruptive Behaviour:

Calling out, talking over the teacher, lack of work, lateness, phone use, distracting others, poor language, or damaging property.



## Warnings System

1st Warning: Name on board or verbally told in non-classroom settings + explanation of the warning  
2nd Warning: Sent to "Check in" area to receive support around better choices then sent to the Inclusion Room - IR, for their consequence.

## MAKE A DIFFERENCE

## Inclusion Room (IR)

Students will normally need to earn 6 points to leave the inclusion room plus receive an after-school detention. Students work in isolation and reflect on behaviour. Students can earn up to 2 points a lesson based on their work and attitude towards learning. Refusal to attend Check In will result in additional points added.

## Main School Detentions (MSD)

55 minutes after school 3:05–4:00pm. Silent, supervised work is expected while in MSD.

An MSD could be issued for lack of equipment, lateness, missed homework, or 3 signatures on Ready to Learn Card.

Non-attendance or misbehaving in detention will result in an IR.

## SUPPORT & INTERVENTION

Students with repeated behaviour issues receive support (reports, meetings, interventions).

Ongoing concerns may lead to off-site placement or exclusion.

Students with additional needs may have reasonable adjustments.



## BEHAVIOUR OUTSIDE SCHOOL

Students can be sanctioned for behaviour:

On the way to/from school.

During school activities.

That affects others or the school's reputation.



# MOBILE PHONE POLICY

***Please note this is under review due to the government update.***

Mobile Phones will be confiscated if seen.

1st time: returned end of day.

Repeated: parent must collect. It will be held securely on site until collected..

Refusal to hand over will result in an IR sanction.

**Phones may be searched if there are safeguarding concerns.**



# BEFORE YOUR CHILD STARTS

Plan the journey and timings, including getting up, leaving, and arriving home.

Make sure your child knows contact numbers and what to do if delayed.

Set routines for mornings, evenings, homework, and bedtime.

Practise the routine before school starts and adjust if needed.

Organise a study space with good lighting and equipment.

Prepare school supplies, including spares.

Agree on a homework schedule and expectations.



**MAKE A DIFFERENCE**

# AFTER YOUR CHILD STARTS

Support and supervise at first, encouraging independence over time.

Stick to routines and use checklists if helpful.

Establish a daily routine for packing/unpacking the school bag.

Keep schoolwork organised (folders, timetables, storing worksheets).

Check homework regularly (e.g. via school apps) and ensure it's completed on time.

Encourage doing homework early to avoid build-up.

Help your child manage their time, but don't do the work for them.

Offer guidance and praise effort to build confidence and independence.

In the first half term only English, Maths and Science will set homework to allow students to transition gradually into the routine of doing homework each evening. After the October half term, all subjects will set homework according to our homework policy.

Each subject will set homework. English, Maths and Science set homework weekly online on Sparx. All other subjects at KS3 set weekly knowledge recall tasks for homework. Students will be given a homework booklet with knowledge organisers and a question booklet each half term which they then answer in the homework books.

Strong routines and parental engagement at the beginning really help students to adapt to the new routine.

Homework is checked in morning registration by tutors.

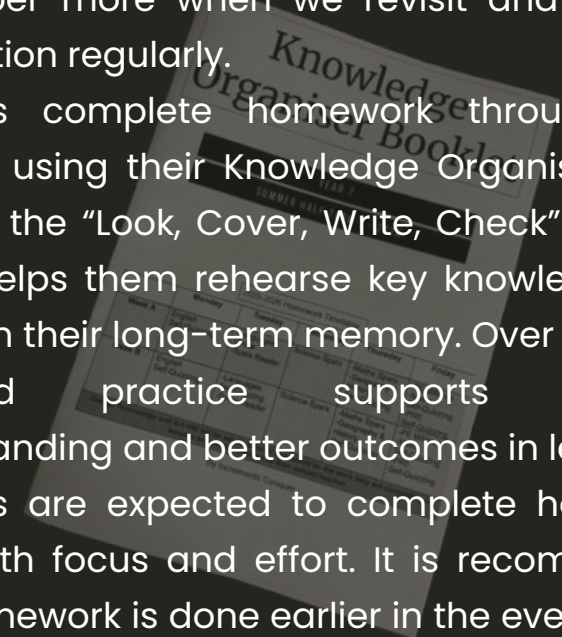
Failure to complete homework will result in a detention from 3-4pm.

At Broadwater School, homework plays an important role in helping students build knowledge, confidence, and progress. The system is based on research into how students learn best, particularly the idea that we remember more when we revisit and practise information regularly.

Students complete homework through self-quizzing using their Knowledge Organisers. This involves the "Look, Cover, Write, Check" method, which helps them rehearse key knowledge and store it in their long-term memory. Over time, this repeated practice supports stronger understanding and better outcomes in lessons.

Students are expected to complete homework daily, with focus and effort. It is recommended that homework is done earlier in the evening and before the deadline to avoid last-minute stress.

Support is available in school for those who need it. The library is open from 9:00am to 4:00pm, with access to computers and staff support, allowing students to complete homework during lunch or after school.



# HOMEWORK

WORK HARD





All students have an IT account with a Broadwater network log-in. New students will receive their log-in details and instructions on how to access the network at the beginning of the Autumn term.

Students will also be given a school email address.

Students will be shown how to log into Google Drive and Gmail so they can log onto their Broadwater account from home. The teacher will explain how to access their school accounts remotely during the student's first Computer Science lesson.

**Personal logins must be kept confidential and not disclosed to other students.**

**<https://www.satchelone.com/dashboard>**

Students and parents will be given a personalised log-in to this website in September. Homework that has been set will be available to view and download. There is a link to this from the 'Student' menu on the school website. Please see the homework page for more information.

**Sparx Learning: <https://sparx-learning.com/>**

Sparx Reader, Sparx Maths and Sparx Science will be set every week according to the homework timetable.

**Languages Online Homework: <https://www.sentencebuilders.com/>**

Spanish and French homework is often online to aid with the acquisition and retention of vocabulary and structures. The main website we use is sentencebuilders.com and your child will be signed up during the first two weeks at school and given a login and password.

## SCHOOL EXPECTATIONS

Attendance is monitored daily. Parents are contacted for unexplained absences. Good attendance is recognised and rewarded. Support meetings are offered if attendance becomes a concern. Holidays during term time **are not** authorised

### Reporting Absence:

If your child is absent, you must contact the school between 7:30–8:30am:

Phone: 01483 239220

MCAS app

Email: [attendance@broadwater.surrey.sch.uk](mailto:attendance@broadwater.surrey.sch.uk)

**You must update the school each day of absence.**

### Lateness:

Frequent lateness may lead to further action if no reason is given.

**ONGOING ABSENCE MAY LEAD TO MEETINGS OR FURTHER ACTION.**

### Penalty Notices:

Fines may be issued for unauthorised absence:

£80 (within 21 days) or £160 (within 28 days)

Repeat offences may lead to higher fines or prosecution.

**The expectation is every child is in school everyday!**

Penalty notices may apply for:

Term-time holidays.

Persistent absence (below 90%).

Truancy or repeated lateness.

**The school works with families to improve attendance. If you need help, contact the attendance team.**



# ATTENDANCE



## ATTENDANCE DURING ONE SCHOOL YEAR

**DAYS ABSENT**  **≈ WEEKS ABSENT**  **= LESSONS MISSED**

**95%** | 9 DAYS = 2 WEEKS = 50 LESSONS

**90%** | 19 DAYS = 4 WEEKS = 100 LESSONS

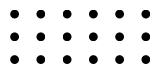
**85%** | 29 DAYS = 6 WEEKS = 150 LESSONS

**80%** | 38 DAYS = 8 WEEKS = 200 LESSONS

**75%** | 48 DAYS = 10 WEEKS = 250 LESSONS

**70%** | 57 DAYS = 11.5 WEEKS = 290 LESSONS

**65%** | 67 DAYS = 13.5 WEEKS = 340 LESSONS



**MAKE A DIFFERENCE**

Helping to create a pattern of regular attendance is everybody's responsibility - parents/guardians/carers, students and all members of school staff.



- Young people are required by law to attend school 190 days per year.
- The Government states that every student's attendance should be a priority.
- Being LATE after registration will also LOWER your attendance.

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is your legal responsibility and condoning absence from school without a good reason creates an offence in law and may result in prosecution.

Good attendance is rewarded throughout the year with different rewards to help encourage students to build resilience and to take ownership of their attendance.

## Medical & Illness

Students must tell their teacher if unwell.  
Only Student Services can contact parents if needed.  
Students must not contact parents themselves.

All Medication can be stored securely (with a completed form).

Hygiene Products are also available.

## Medical Appointments

Provide evidence of appointments. Try to arrange outside school hours where possible.

## Lost Property

All items should be labelled.  
Lost items can be checked at Student Services.

## Support & Wellbeing

Student Services is a key place for support, care, and wellbeing within the school

# STUDENT SERVICES



Student Services are open from 8.35am to 4.00pm daily with a friendly and supportive team of staff, Mrs Hatcher and Mrs Lucas ready to help with any problems, questions or dilemmas.

The Student Services staff are the first point of contact for:

Locker hire (£25 for their whole school life)

Free School Meals.

First Aid and Illness.

Lost property.

Health Care Plans.

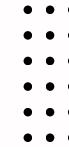


**WORK HARD**



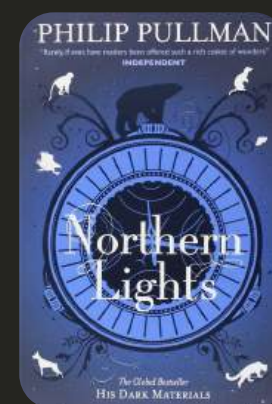
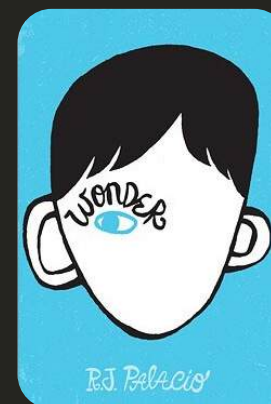
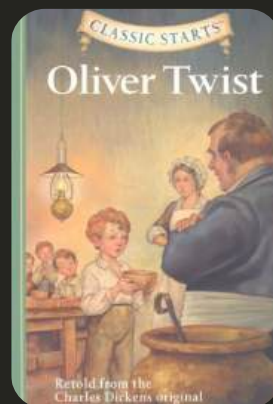
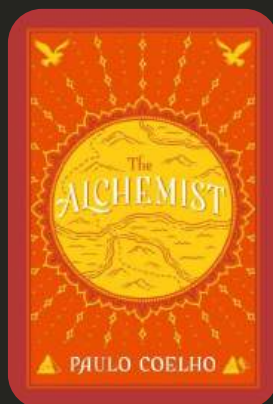
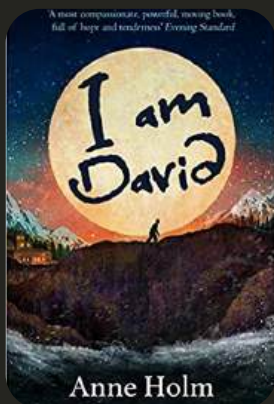
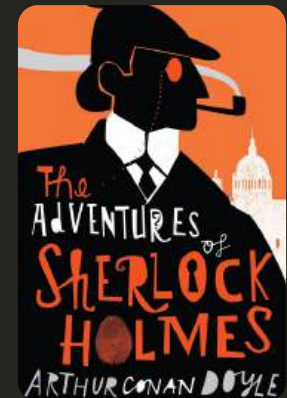
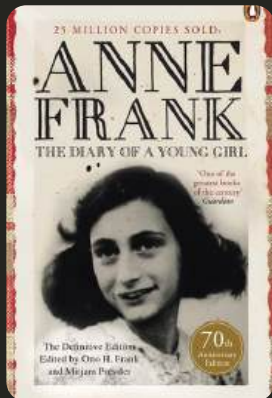


# MORNING READING PROGRAMME



All pupils in years 7 to 10 begin their day with 25 minutes of tutor-led reading. One of our aims is to ensure pupils are exposed to a high level of Tier 2 and Tier 3 vocabulary, so the texts for each year group have been selected to maximise vocabulary acquisition by challenging students to read texts of a higher level than those they would naturally select.

Texts are also chosen to enrich student knowledge of the literature canon and, more importantly, to expose them to different cultures, time periods, racial groups, religions and beliefs.



# CURRICULUM BIG IDEAS



Core concepts across our subject areas, providing a comprehensive overview of the ideas underpinning the Broadwater educational journey.



## ENGLISH

Purposeful reading, critical thinking, powerful communication, insightful writing, the human condition.



## MATHS

Probability, data, algebra, geometry, proportion, number.



## SCIENCE

Atomic structure, chemical reactions, particle theory, energy, forces, waves, space, electricity, the cell, interdependence, genetics, bioenergetics, the scientific process.



## GEOGRAPHY

Human and physical geography, interactions, and sustainability.



## HISTORY

Power, society and conflict.



## PHILOSOPHY, RELIGION & ETHICS (PRE)

Society, morality, and conflict.



## SOCIOLOGY

Society, deviance, and inequality.



## LANGUAGES

Literacy, oracy, time, life, and place.



## BUSINESS

Labour, land, enterprise, and capital.



## DESIGN TECHNOLOGY- 3D, GRAPHICS & FOOD

Health and safety, problem-solving, communication, material knowledge, practical skills application, evaluation, nutrition, commodities, and culinary skills.



## COMPUTER SCIENCE

Networks, media creation, data management, design, computing systems, technology impact, algorithms, programming, tool use, and security.



## ART

Line, tone, shape, texture, color, pattern, and composition.



## DRAMA

Performance skills, collaboration, creative thinking, analysis & evaluation, process, intention, context and transferable skills.



## MUSIC

Performance, listening, and composing skills, musical creativity and diversity.



## ORACY

Individuality, presentation skills, and process understanding.



## PHYSICAL EDUCATION (PE)

Confidence, motivation, knowledge & understanding and competence



## FINANCE

Savings, value, borrowing, planning, risk, security



## SOCIAL SCIENCE

Identity and difference, wellbeing, my relationships, developing me, character



**WORK HARD**



The curriculum has been designed taking into consideration the needs of all learners, especially those with additional learning needs and takes into account the Equality Act 2010.



## **OUR CURRICULUM PRINCIPLES**

At Broadwater School, we have the highest expectations for all students, delivering a rich and ambitious curriculum that aims to develop:

- A knowledge base that is deep and broad.
- Avid and discerning readers.
- Ambitious and resilient young people.
- Thoroughly decent human beings through our school principles of Work Hard; Be Kind; Make a Difference.

Our curriculum leaders, along with their teams, use Big Ideas in their subject areas to bring coherence to our curriculum and support all students to make connections along their learning journeys. Our Big Ideas for each subject area are displayed on the document below. All our curriculum areas are carefully designed to ensure research-informed principles are the foundation of our curriculum planning. Our curriculum areas are also iteratively developed to ensure that students are informed and well-equipped for the ever-changing world around them.



# **CURRICULUM OVERVIEW**

## SOME CHALLENGE HOUR EXAMPLES

- Art
- Drama Club and School Production
- Sports – Football, Rugby, Netball, Trampolining, Dance, Hockey and many more
- Music Clubs – Chamber Choir & Band
- Cooking
- Knitting and Sewing
- Darts
- Motorsport
- Debate
- Dissection

MAKE A DIFFERENCE



# CHALLENGE HOUR



Alongside students' academic studies, they can develop their interests in a range of social and cultural activities at lunchtime and during Challenge Hour 3.05-4pm.

The range of activities students can sign up to is vast and these run throughout the school year. Therefore, every day of the week students can take advantage of the wonderful opportunities and activities our staff run, providing them with an opportunity to learn something new or develop further interest in an activity they already enjoy. Challenge Hour is a huge part of our enrichment programme and is open to all students. Challenge Hour activities are not charged and accessible for all.

# CHALLENGE WEEK

Challenge Week is a Celebration of Adventure, Learning & Fun

Every July, our Challenge Week offers students a chance to step outside the classroom and dive into something new—whether it's educational, physically challenging, creatively inspiring, or simply great fun.

Last year, our students took part in an incredible range of experiences, including:

Cultural adventure in Madrid.

Football camp with Tottenham Hotspur Football Club.

Outdoor escape room challenge in Wales with ARC Adventures.

Sailing and watersports residential with Rockley Watersports.

Camping and bushcraft experience with The Bushcraft Company.



Sports for Champions

Stu Warren Golf

Harlequins Rugby Club

Gordon Ramsay Cooking School

Wild Garlic Cooking School

Surrey Sports Park

KickX Arena

ROAR Outdoor

DiversiTY Talent



Pick-up and drop-off times are particularly busy periods. To ensure the safety of all students, and out of consideration for our neighbours, it is important that all families adhere to the following traffic guidelines. Where possible, students are encouraged to walk or cycle to school, or to take part in car sharing to help reduce congestion.

The entrance gate must not be used as an exit under any circumstances.

Students should be dropped off before the designated signage indicating 'no drop-offs beyond this point'.

The care home and crematorium driveways must not be used as turning areas or drop-off points.

**Your cooperation helps to ensure a safe and respectful environment for our school community.**

# TRAVELLING TO & FROM SCHOOL

Our policy is that students who cycle to school wear cycling helmets. If parents do not wish their child to wear a helmet to school, they will need to fill out a disclaimer form that is available in reception. Although we do have a bike shed, students bring a bike to school at their own risk. All cycles should be securely padlocked.



**You represent the school on your journey to and from school. Please ensure your uniform is worn correctly, and that your behaviour reflects our school's values. Any actions that may bring the school into disrepute will be taken seriously, and such behaviour will be addressed accordingly.**

## MAKE A DIFFERENCE

At Broadwater we use a cashless catering system (biometrics) to purchase items from the bistro. We take a scan of your child's finger and turn this information into a digital signature; the information that is stored cannot be used to recreate an image of the child's fingerprint.

This system is very efficient and avoids the need for lunch cards or cash that can be lost or forgotten. Parents can also access details of what their child has purchased and top up their balance online through My Child At School (MCAS). It is the parents' responsibility to ensure there is credit on their child's account and to check they are eating healthily.

We are a **NUT-FREE** school. If you prefer your child to bring in their own lunch and snack items, please ensure they do not contain nuts or any traces of nuts.

# BISTRO





# STUDENT WELLBEING

Student wellbeing is central to our school. We aim to create a safe, supportive environment where students feel valued and able to thrive both academically and personally. Wellbeing includes emotional, mental, physical, and social health. We help students develop the skills to manage challenges positively.

We provide a range of support for emotional and mental health, including access to tutors and the pastoral team. Physical wellbeing is encouraged through sport, exercise, healthy lifestyles and extracurricular activities.

We promote positive relationships by developing students' empathy, respect and communication skills, while celebrating diversity and ensuring everyone feels included. A strong pastoral system, clear expectations and anti-bullying initiatives help maintain a safe school environment.

We work closely with families to provide consistent support and early intervention where needed, including access to external services.

Students can also take on leadership roles as Wellbeing Ambassadors, helping to promote wellbeing across the school.

Our commitment to wellbeing is ongoing, ensuring all students develop confidence, resilience and the skills they need for life beyond school.



## **Our Commitment**

Supporting wellbeing is an ongoing commitment, not a one-off initiative.

We regularly review our practices, listen to student voice, have consultations with Mindworks and adapt our support to meet changing needs. By nurturing wellbeing alongside academic progress, we aim to equip our students with the confidence, resilience, and life skills they need to succeed at school and beyond.



**BE KIND**



## WELLBEING AMBASSADORS

All students have the opportunity to become a Wellbeing Ambassador. Their role is to bring exciting and innovative ideas on how we can promote and run activities within the school to support everyone's wellbeing. This is an important role and full training is provided to our Ambassadors through outside agencies so that they can offer the best possible support to our students and staff.



## YOUNG CARERS

'My Time' club provides an opportunity to meet up and have fun with other young people who understand how extra responsibilities at home can affect your daily life, schoolwork and time for friends. Sometimes we watch films or programmes, sometimes we play games, sometimes it's just good to take some time to chat and have some quiet time. We're always open to new suggestions and welcome students from all year groups who would like to share some safe space time.

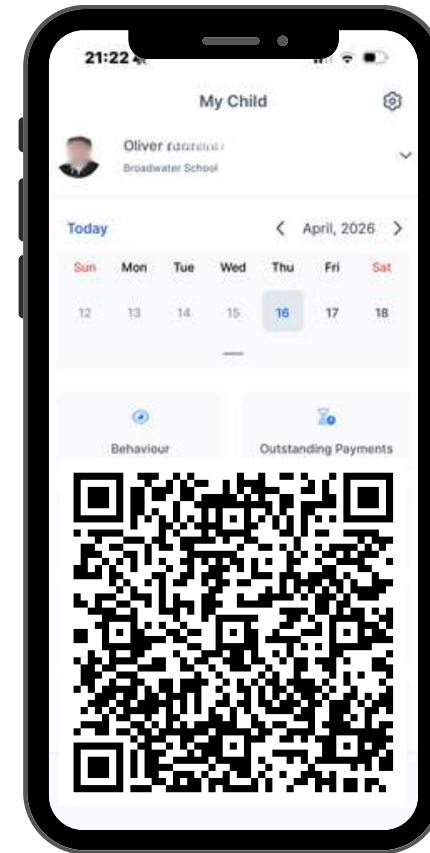


**BE KIND**



## MCAS: MY CHILD AT SCHOOL

- Attendance tracking
- Timetable access
- Trip information & consent
- Parents Evening Booking



**STAYING CONNECTED**







# GET IN TOUCH



GREENSHAW  
LEARNING TRUST



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