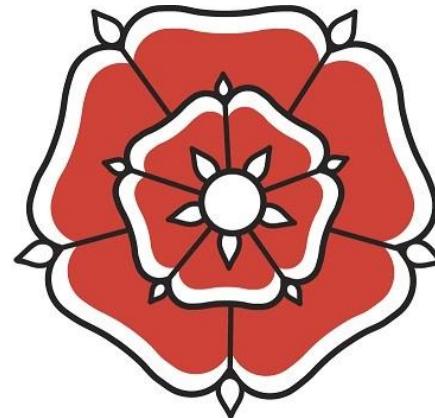


Maidenhill School

Knowledge Organiser

Year 10 – Term 1



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 10

Planner



Week 1	Notes	Week 1	Notes
Monday 1 st September	INSET DAY	Monday 15 th September	
Tuesday 2 nd September		Tuesday 16 th September	
Wednesday 3 rd September		Wednesday 17 th September	
Thursday 4 th September		Thursday 18 th September	
Friday 5 th September		Friday 19 th September	
Week 2	Notes	Week 2	Notes
Monday 8 th September		Monday 22 nd September	
Tuesday 9 th September		Tuesday 23 rd September	
Wednesday 10 th September		Wednesday 24 th September	Open Evening
Thursday 11 th September		Thursday 25 th September	
Friday 12 th September		Friday 26 th September	INSET DAY

Planner - Term 1



Week 1	Notes	Week 1	Notes
Monday 29 th September		Monday 13 th October	
Tuesday 30 th September	Open morning	Tuesday 14 th October	
Wednesday 1 st October	Open morning	Wednesday 15 th October	
Thursday 2 nd October		Thursday 16 th October	
Friday 3 rd October		Friday 17 th October	
Week 2	Notes	Week 2	Notes
Monday 6 th October		Monday 20 th October	
Tuesday 7 th October		Tuesday 21 st October	
Wednesday 8 th October		Wednesday 22 nd October	
Thursday 9 th October		Thursday 23 rd October	Open morning RP1 published
Friday 10 th October		Friday 24 th October	

Self-certification / Out of lessons



Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (this is issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Time	Student signature

Insert medical exemption here (Head of Year)

Review/end date:

Student out of lesson record

Date and time	Reason	Staff signature



Have a problem?
Worried about someone or something?
Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns



Attendance Matters



Attendance Groups

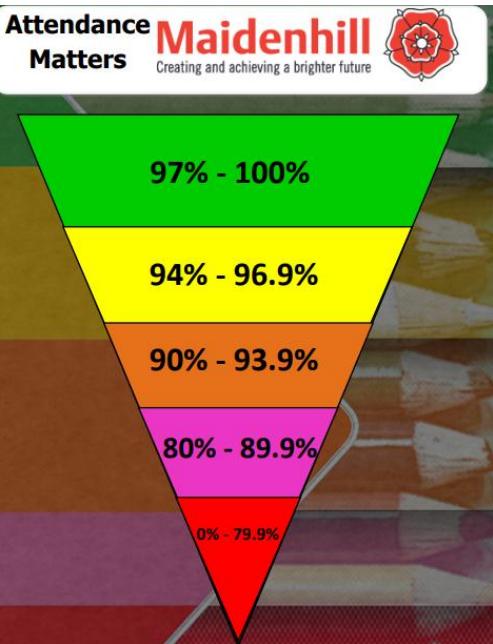
Green Expected Attendance

Yellow Risk of Underachievement

Amber Serious Risk of Underachievement

Pink Severe Risk of Underachievement (PA)

Red Extreme Risk (PA)



100%	0 DAYS	0 DAYS MISSED
99%	1 DAY	1 DAY MISSED
98%	3 DAYS	3 DAYS MISSED
97%	1 WEEK	5 DAYS MISSED
96%	1.5 WEEKS	7.5 DAYS MISSED
94%	2 WEEKS	10 DAYS MISSED
93%	2.5 WEEKS	12.5 DAYS MISSED
92%	3 WEEKS	15 DAYS MISSED
90%	3.5 WEEKS	17.5 DAYS MISSED

MAXIMISE YOUR POTENTIAL.
ATTEND SCHOOL EVERY DAY.

Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								
7								
8								

Home School Agreement and uniform expectations



As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the "Maidenhill Expectations" for all students regarding their Behaviour for Learning and uphold the school's expectations to 'Be kind, Aspire, Persevere and Achieve'
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students' learning and progress
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents'/carers' on the day they are issued
- Interact positively with any school social media platforms.

Student Signature

Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in when in the school building**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
 - Maidenhill skirt
 - Maidenhill shorts
 - Simple black belt
 - Maidenhill jumper



- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects



Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with no logos
 - Black tracksuit bottoms with no logos
 - Maidenhill leggings
 - Maidenhill skort
 - Plain black leggings with no logos



Socks

- White or black
- Red needed for all fixtures

Shoes

- Suitable trainers
- Optional studded boots for football/rugby



Equipment and acceptable use of the school ICT facilities



Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check your timetable first. Here is a useful checklist.

Essential requirements

- At least 2 black pens
- Green pen
- 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- Ruler
- Rubber
- Pencil sharpener
- Scientific calculator
- Whiteboard and whiteboard pen
- Headphones for music
- Reading book
- Plastic wallet and knowledge organiser

Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

Network rules

Never share your password with anyone – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

Never share your user area with anyone – email files to a friend or home as an attachment, or use Office 365 “One Drive”

Always log off before leaving a computer

Never tamper with ICT equipment - if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

Never give a stranger any information about you or your home

Always communicate with strangers politely – ask a teacher to check before sending

Don't suffer bullying – report and give a printout of any email or other material that offends you to a teacher

Avoid the spreading of computer viruses – from the internet or home. Keep your home virus checking software up to date

Do not attempt to download or install software – use only the software provided

Always give credit for information obtained from the internet

Do not eat or drink close to electronic equipment or in any computer room

Use your printing credits with care – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

The use of the internet at school must be in support of learning. The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on to rmunify.com.

School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website ‘[thinkyouknow](http://thinkyouknow.co.uk)’ for essential and excellent advice on using the internet safely outside of school.





Behaviour for Learning

At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

When you make good choices and follow the rules, you will be rewarded.

Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and much more! We have end of term rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

C3r – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1 day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

If a student receives a C5 they will be excluded from school for a fixed period of time.

Incidents for which a student may be excluded include:

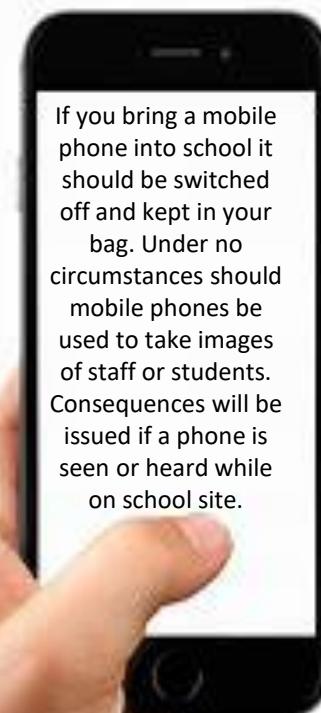
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).



If you bring a mobile phone into school it should be switched off and kept in your bag. Under no circumstances should mobile phones be used to take images of staff or students. Consequences will be issued if a phone is seen or heard while on school site.

The following items are not allowed to be brought into school:

- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, matches and lighters

- Tippex or other correcting fluids
- Aerosols
- Illegal substances
- Energy/fizzy drinks

Smoking is not permitted in school or on the way to and from school. Students found to be smoking/vaping or in possession of smoking/vaping equipment will receive a significant sanction.



What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

If you are being bullied, do not suffer in silence:

- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

When you are talking about bullying, be clear about:

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

Review Point 1



	Attitude to Learning	Attitude to homework	Organisation
<u>Outstanding because student...</u>	<p>...always engages with activities showing resilience when challenged</p> <p>...actively seeks ways to improve work and responds effectively to feedback</p> <p>...demonstrates consistently high levels of effort and focus</p>	<p>...always demonstrates high levels of determination and motivation</p> <p>...works hard to proof read and improve homework for spelling, punctuation and grammar (SPAG)</p> <p>...shows great pride in their presentation of homework</p>	<p>...is always on time to lessons and enters the classroom ready to learn</p> <p>...always brings correct equipment</p> <p>... always meets deadlines and is well prepared for tests, assessments and exams</p>
<u>Good because student...</u>	<p>...engages with activities often showing resilience when challenged</p> <p>...improves their work by responding to feedback</p> <p>...demonstrates high levels of effort and focus</p>	<p>...often demonstrates determination and motivation</p> <p>...proof reads homework for spelling, punctuation and grammar (SPAG)</p> <p>...shows pride in their presentation of homework</p>	<p>...is on time to lessons and enters the classroom ready to learn</p> <p>...brings the correct equipment</p> <p>...meets deadlines and is prepared for tests and exams</p>
<u>Not yet good because student...</u>	<p>...sometimes engages with learning activities but can be passive</p> <p>...responds to feedback but doesn't always work hard enough at this</p> <p>...sometimes demonstrates high levels of effort and but not consistently</p>	<p>...sometimes demonstrates determination but sometimes effort is below expectation</p> <p>...checks homework for spelling, punctuation and grammar (SPAG) but could put more effort into this</p> <p>...could take more pride in their presentation of homework</p>	<p>...does not always arrive on time and/or is not always ready to learn.</p> <p>...sometimes forgets to bring the correct equipment for learning</p> <p>...sometimes does not meet deadlines and/or is not prepared for tests and exams</p>
<u>Urgent improvement required because student...</u>	<p>...rarely engages with learning activities but not at the standard expected</p> <p>...rarely improves their work by responding to feedback and doesn't put enough effort into this</p> <p>...can make poor choices regarding behaviour and/or disrupts the learning of others</p>	<p>...rarely demonstrates determination and effort is often below expectation</p> <p>...makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG)</p> <p>...rarely takes pride in their presentation of homework</p>	<p>...is often late to lessons and/or often enters the classroom not ready to learn</p> <p>... often lacks the correct equipment</p> <p>...often misses deadlines and/or is often unprepared for tests and exams</p>
X	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.

Review Point 1



Reflections and Goal Setting

I am proud of

.....
.....
.....

My first key area for development is

.....
.....
.....

I will do this by

.....
.....

My second key area for development is

.....
.....
.....

I will do this by

.....
.....
.....

Student signature

Parent/Carer signature.....

Tutor signature.....



100 Colorful Words to Use in Place of "Said"

Rhyme Rhyming words occur very often in poems, sometimes in patterns of a poem.	Tone and Pace Have a big impact on rhythm and expected by punctuation and shape of a poem.
Onomatopoeia When a word imitates the sound it makes (e.g. BANG, SPLASH)	Alliterations More than one word beginning with the same letter (close together in text).

POETIC TECHNIQUES

Fiction...

Rhythm The glow of a poem, often expected by the punctuation and shape of a poem.	Tone and Pace Have a big impact on rhythm and expected by punctuation.
Similes Compares two different things, using the words "like" or "as".	Repetition When words and phrases are repeated multiple times.
Metaphors Identifies something as being the same as something else.	Alliterations More than one word beginning with the same letter (close together in text).
Personification Gives human qualities to non-human things	onomatopoeia Words that sound like what they mean

Rhyme Rhyming words occur very often in poems, sometimes in patterns of a poem.	Tone and Pace Have a big impact on rhythm and expected by punctuation and shape of a poem.
Onomatopoeia When a word imitates the sound it makes (e.g. BANG, SPLASH)	Alliterations More than one word beginning with the same letter (close together in text).
Rhythm The glow of a poem, often expected by the punctuation and shape of a poem.	Tone and Pace Have a big impact on rhythm and expected by punctuation.
Similes Compares two different things, using the words "like" or "as".	Repetition When words and phrases are repeated multiple times.

LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for emphasis	I've told you a million times
Alliteration	Repetition of the same sound at the beginning of words	Peter Piper picked a peck of pickled peppers
Onomatopoeia	Words that sound like what they mean	Buzz, hiss, sizzle
Irony	A contrast between what is expected and what actually happens	A fire station burning down
Foreshadowing	Hinting at what will happen later in the story	The ominous music in a horror movie
Symbolism	Using objects or actions to represent ideas or qualities	A dove as a symbol of peace
Imagery	Descriptive language that creates a picture in the reader's mind	The sun set over the ocean, painting the sky with shades of orange and pink

Conjunctions

PUNCTUATION

QUESTION MARK	!	PERIOD	●	COLON	●
EXCLAMATION MARK	!	Use at the end of a sentence to express a strong feeling.	Use at the end of a sentence.	Use to introduce a list or a definition.	●
APOSTROPHE	'	Use in contractions and to show when something belongs to someone.	Use to make one word.	Use to connect nouns and verbs into a single sentence.	;
PARENTHESIS	()	Use to add extra information to a sentence without taking away from the idea.	Use to join separate words to make one word.	Use to connect nouns and verbs into a single sentence.	;
COMMA	,	Use to separate parts in a sentence or in a list.	Use around words that are spoken.	Use to show that someone is thinking.	Ellipsis
QUOTATIONS	“ ”	Use to separate parts in a sentence or in a list.	Use around words that are spoken.	Use to show that someone is thinking.	Ellipsis

Conjunctions

Place

There	Here
In other word	
Anyway	
In brief	
It seems	
Clearly	
In sum	
After all	
In general	

Summary

In short	
In other word	
Anyway	
In brief	
It seems	
Clearly	
In sum	
After all	
In general	

Addition

Further	
Also	
Too	
Besides	
Finally	
Last	
Additionally	
In addition	
Then	

Comparison

Such as	
For one thing	
For instance	
For example	
That is	
Specifically	
Illustrated by	
In particular	

Such as	
For one thing	
For instance	
For example	
That is	
Specifically	
Illustrated by	
In particular	

THERE

(Refers to a place)

He went in the door over there.

THEIR

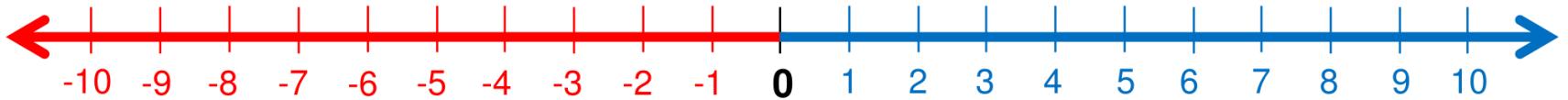
(Shows ownership)

Their cat is the sweetest.

Verbs to sharpen your analysis

THIS SHOWS	THIS SUGGESTS	THIS HIGHLIGHTS	THIS INTERESTS
Demonstrates	Implies	Emphasises	Fascinates
Reveals	Infers	Stresses	Amuses
Expose	Hints at	Reinforces	Satisfies
Discloses	Signifies	Spotlights	Terrifies
Uncovers	Connote	Underlines	Enthrals
Encapsulates	Denote	Accentuates	Enthusiases
Proves	Insinuate	Underscores	Stimulates
Validates	Intimate	Foresadows	Galvanises
Exhibits	Advocate	Exaggerates	Animates
Establishes	Poses	Reiterates	Rouses
Denotes	Conjure	Magnifies	Stirs
Displays	Symbolise	Zeroes in on	Placates
Flaunts	Point towards	Promotes	Provokes
Showcases	Indicates	Publicises	Deceives
Presents	Allude to	Pinpoints	Astonishes





Multiplication Table Grid 1-12

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Date	KO*	WB*	Case*	Date	KO*	WB*	Case*
1/9				29/9			
2/9				30/9			
3/9				1/10			
4/9				2/10			
5/9				3/10			
8/9				6/10			
9/9				7/10			
10/9				8/10			
11/9				9/10			
12/9				10/10			
15/9				13/10			
16/9				14/10			
17/9				15/10			
18/9				16/10			
19/9				17/10			
22/9				20/10			
23/9				21/10			
24/9				22/10			
25/9				23/10			
26/9				24/10			

*Knowledge Organiser * Whiteboard * Pencil Case

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have:

- Reading book
- Calculator
- Headphones
- Protractor
- Sharpener
- Compass
- (no scissors)



You should also have when needed:

- Ingredients - PE kit - Completed homework

RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year