

# Sir Frederic Osborn School

“Achieving Success Together”



**Year 8 Information Evening  
September 2017**

# Contents

	<b>Page</b>
1. Study Techniques	3
2. Helping your child learn: Literacy Tips	5
3. Helping your child learn: Numeracy Tips	8
4. Home Based Learning	9
5. Useful Websites	11
6. Report cards	12
7. Attendance	12
8. Anti-bullying	13
9. Accelerated Reader	14
10. Rewards and Consequences Information	15
11. Useful Contacts	18
12. Key Dates	19
13. Term Dates	20

# Study Techniques

Where to study:

Creating good conditions to study in can help your child make the most of the time they spend studying. Here are some suggestions:

- Find a quiet place to study and make sure they are sitting comfortably
- Make sure the table or desk is well lit
- Keep background noise to a minimum
- Avoid studying in an area where there will be distractions (like television/mobile phones/ipads etc)
- Have everything they need to do their work to hand before they start (eg: pens, pencils, calculator, colouring pencils, ruler, rubber, dictionary)

How to revise for tests:

There is no 'right way' to revise, as long as the method they choose enables them to gain a solid grasp of key facts and consolidate knowledge. Some students are happy to read their classroom notes from start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

- Turn notes into revision tools.
  - Write ideas and facts on to cards to use as 'prompts.'
  - Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measurable; Achievable; Realistic; Targets). These will help them remember key facts.
  - Write key facts/notes out and display these around the house where your child will see them.
  - Try recording your child reading notes for them to listen to.

- Encourage your child to study with a friend and test each other's knowledge, but remind them they are meeting to revise rather than to chat!
- Work through past question papers – and use a watch to time them so that your child can practise timing their answers. They could then use mark schemes to mark their own work and see how they have done.
- Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which is the best source for your child's needs. Save valuable time and get recommendations from teachers.
- Remember course notes are also a valuable source of extra help.
- Encourage your child to attend any intervention sessions or revision classes that their teachers may be running at school and get their advice on revision methods.
- Ensure your child looks after themselves. Sometimes revision can become a competition: who stayed up latest, who worked longest, who is worrying the most. But the more tired they are the less efficiently they'll work. Students need to rest as well as study, eat well, drink lots of water and make sure they pace themselves. Don't rush, and equally don't over-revise by doing too much too soon.

# Helping your child learn: Literacy Tips

## What is Literacy?

Literacy includes the key skills of speaking and listening, reading and writing. These key skills underpin all the curriculum subjects, not just English.

## Why is it important?

Poor Literacy Skills are a barrier to learning. Literacy is key to personalised learning. Improving your personal confidence through Literacy means that you can actively participate in society. Increasingly, GCSE subjects are also awarding marks for spelling, punctuation and grammar to reward students for the quality of their written communication.

## How does Sir Frederic Osborn School teach literacy?

At Sir Frederic Osborn we embed Literacy across the curriculum to help our learners to develop their skills across the curriculum. This helps students to see the relevance of skills which they may have learnt in English, but will use in many other areas too.

## How can we support our child?

*“Parents’ involvement in their children’s education has a bigger effect on their success in school than any other factor.” (Educating for a Change)*

Your **interest** and **involvement** are far more important than your knowledge! Here are some ideas for supporting your child’s literacy:

## Homework:

- When they are completing homework, ask them to explain what they’re doing to help reinforce their own understanding.
- Ask them to read their finished work to you aloud; this will help them to spot mistakes such as missing words or spelling errors. Get them to check in a dictionary and correct spelling mistakes rather than just telling them the answer.
- Avoid over correcting mistakes as it gives a false impression to staff about a student’s ability.

## Reading:

- Reading together is the **most important thing** you can do to help your child succeed.
- Reading together will introduce new vocabulary which helps **build their language and understanding**
- Reading together also helps **build relationships**
- Students who read widely are more **confident** and have greater **job opportunities**
- **Read something that you both will enjoy!**
- Read yourself, be a reading role model. This includes newspapers and magazines just as much as fiction books.
- Read to your child and get them to read to you. If they have younger siblings they can also read with or to them.
- Join the local library together.
- Set aside time to read regularly so it becomes part of your routine.
- Make the story come to life – try taking turns to read or reading in ‘voices’ to bring a character to life and discuss the books you read.
- Use a dictionary to look up new words – it is okay to admit you don’t know what a new word means.
- Include ‘everyday’ reading as well, ask your child to read instruction manuals or recipes to help you. Reading the newspaper (online or print) is also a really good way to support literacy and develop an awareness of current affairs.

## Writing:

- Encourage standard English grammar and spelling (ie: not “text message speak”)
- Students should be checking the basics (spelling, punctuation, paragraphs, grammar etc.) in all work – not just for English. They should always be presenting work with care; their handwriting should always be legible.
- Write for a purpose (eg: shopping lists, emails to friends, holiday diaries or postcards) to make writing more interesting.
- Value good writing – reward good imagination and/or vocabulary.

## **Speaking and Listening/Oracy:**

- Encourage standard English grammar.
- Students should be able to recount events to you eg: *What happened at school, what the film was about...*
- Tackle slang - At school we expect students to avoid using words such as 'like' and 'yeah' when they are speaking formally.
- Rehearse for interviews or presentations together.
- Encourage 'real life' talk eg: *phone calls, greeting people, asking for things in shops etc*

## **The following websites may be useful:**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Lots of useful revision tips and games/tests on spelling and grammar as well as reading and writing skills.

[www.spellingcity.com](http://www.spellingcity.com)

If you create an account you can set up personalised spelling lists based on common words that your child finds difficult to spell or key words for a specific subject area. At school we ask students to use the LOOK/SAY/COVER/WRITE/CHECK method to learn spellings. You can also get them to write out difficult words in different font styles with colour to help them remember.

# Helping your child learn: Numeracy Tips

## What is Numeracy?

Numeracy complements literacy and is sometimes called 'mathematical literacy'. Both skills are needed in order to function fully in modern life. Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems.

These key skills underpin the majority of curriculum subjects, not just Mathematics.

## Why is it important?

Good numeracy is the best protection against unemployment, low wages and poor health.

## How does Sir Frederic Osborn School teach numeracy?

At Sir Frederic Osborn we include numeracy in all our Mathematics lessons to help our learners to develop. This year one registration will be used to help students strengthen their basic numeracy skills.

## How can we support our child?

Please help your child to practise basic numerical skills including those used in real life. For example, if a store is having a 20% sale, ask your child to work out how much discount you will get on a product and how much you will have to pay for the product.

Please ensure homework is completed to the best of their ability before the deadline set. If your child is struggling with a piece of work or a concept, please encourage them to see their Maths teacher. Ask them to explain what work they are doing to help reinforce their own understanding.

As with literacy, your **interest** and **involvement** are far more important than your knowledge!



# Home Based Learning

## What is the purpose of Home Based Learning?

- To learn independently
- To practice skills (e.g. writing, computation)
- To reinforce things learnt in class
- To confirm that learning has taken place
- To do work which cannot be done in class
- To research topics
- To challenge students
- To prepare for tests and exams.

## Recording and monitoring of home based learning

Students should:

- Write Home Based Learning clearly in their planner
- Write down Home Based Learning when it is set
- Ask if the task is not understood or clear
- Write down when the Home Based Learning has to be handed in
- Show finished Home Based Learning to parents/carers and sign the planner weekly

## Planning Home Based Learning into a busy schedule

- Put a copy of the home based learning timetable on the bedroom wall (or fridge!) so it can be checked daily
- Find a quiet room for home based learning to be done – away from the TV!
- Do home based learning the night it is set
- Try to avoid working at weekends
- Plan home based learning to fit in with other activities, but remembering the “due” date
- Go to Homework Club in K2 straight after school where help is always on hand

## Show My Homework

- All of the schools homework is now also set on [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk), students must also write their homework into their planners.
- This is easily accessible via our school's website [www.sfosborn.herts.sch.uk](http://www.sfosborn.herts.sch.uk) – click on the 'Show My Homework' banner.
- This will take you to the Sir Frederic Osborn School calendar – you can access homework information by selecting the appropriate teacher, class, year group etc.
- All information like deadlines etc. are also there and, often teachers will add useful resources such as worksheets or powerpoints or link to websites that students could use to help them.

The screenshot shows the Sir Frederic Osborn School Show My Homework (SMHW) website. The page features a blue header with the school name and a 'HOMEWORK CALENDAR' button. Below the header, there are filters for 'All Years', 'All Subjects', 'All Classes', and 'All Teachers'. A 'Filter' section allows users to select 'All', 'Homework', 'Exam', 'Class test', or 'Quiz'. The main content is a calendar grid for the week of 2nd to 8th September, with homework assignments listed for each day. The assignments are color-coded by subject: red for ICT, orange for Drama, green for Geography, blue for Science, and purple for English. The calendar is displayed on a desktop browser window with a Windows taskbar at the bottom.

You can now use the filters at the top of the page to locate the homework for your child by either Year group; Subject; Class or Teacher.

## Useful Websites

The school's website has valuable information on it including school and homework calendars, access to Show My Homework, information about up-coming events, copies of letters home, uniform and equipment requirements and a brief synopsis of the curriculum across the key stages.

There are a number of helpful websites that might aid studying at home:

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

[www.chem4kids.com](http://www.chem4kids.com)

[www.coolgeography.co.uk](http://www.coolgeography.co.uk)

[www.dictionary.com](http://www.dictionary.com)

[www.english-zone.com](http://www.english-zone.com)

[www.getkahoot.com](http://www.getkahoot.com)

[www.healthforteens.co.uk](http://www.healthforteens.co.uk)

[www.kahoot.it](http://www.kahoot.it)

[www.memrise.com](http://www.memrise.com)

[www.nationalgeographic.com](http://www.nationalgeographic.com)

[www.revisionworld.com](http://www.revisionworld.com)

[www.rgs.co.uk](http://www.rgs.co.uk)

[www.schoolscience.co.uk](http://www.schoolscience.co.uk)

[www.schoolzone.co.uk](http://www.schoolzone.co.uk)

[www.teach.ICT.com](http://www.teach.ICT.com)

[www.yourdictionary.com](http://www.yourdictionary.com)

# Report Cards

All students are given targets which will challenge them to attain even further above national expectations in each of their subject areas. These targets are called *Good Progress Grades* (GPG's) and are used to set even higher aspirations for our students and promote excellent grades for all students.

Report cards will be issued at least once a term. You will be notified via SchoolComms when your child has been issued with a report card.

## Attendance

Whilst at Sir Frederic Osborn we aim for all students to have 100% attendance, we also recognise that illness and absence will happen. The benchmark figure that makes the biggest difference to your child's attainment at school is 95% - **that is no more than 1 day of absence every 4 weeks.**

We have outlined below some strategies that you might be able to use to improve your child's attendance:

1. Find out **regularly** your child's **absence figures**. (Ask for half days if easier) and check this matches with your **own record**.
2. **Talk** regularly with your child about school and how they feel about it. Students are more likely to attend if they feel supported and anxieties **listened** to.
3. **Telephone** us as soon as possible to tell us why your child is absent, and when you expect them to return. Putting the school number in your phone can save you time. Make sure you know the school routine for alerting us to absence.
4. Only grant days at home for **genuine** illness (you will know!)
5. **Avoid** taking holidays in school time.
6. Know **routines** of the school **day** to avoid issues, e.g. have they got their PE kit?
7. If you have concerns **ring us** – we will **check** attendance and be discreet.
8. **PRAISE AND REWARD GOOD ATTENDANCE:** even small successes, e.g. going in promptly.

## **Anti-bullying**

Bullying of any kind is unacceptable at our school. We all share responsibility to ensure that bullying is dealt with. If you are being bullied tell someone: a teacher, Sixth Form anti bullying representative, a friend or a relative. Leave a note in the bully box in reception.

As a parent, please be vigilant of bullying; especially in connection with cyber-bullying. The use of the internet, social networking, email and phone technology to engage in bullying activities has increased in recent years. We would ask that if you have any concerns that you talk to your child and, if you feel it necessary, contact the school. We will of course do our best to support you and your child.

## Accelerated Reader

At Sir Frederic Osborn School we run a scheme to support students' reading at Key Stage Three. The programme tracks and rewards students' reading and also tests and measures the progress they have made.

All students will be given a STAR Reading Age test in their English lessons at the start of term. From this, they will be given information about the level of book they should be reading. Books are available in the library to borrow and each is clearly labelled with its level. This ensures students are reading books that challenge them, but are not too easy or too difficult. This is the best way for students to improve their reading. Students cannot revise for these tests, they are simply a measure of their current reading ability.

You can support them at home using the website [www.arbookfind.co.uk](http://www.arbookfind.co.uk) to search for books for them to read and then create an 'AR BookBag' of the titles you have found. Students can then use this to find books they are keen to read in the library. Once students have been tested, they will have the information about what level they should be reading in their planners for your reference. You can use this to search for appropriate books.

Once students have finished reading a book they then take an Accelerated Reader Quiz on the book. The quiz includes questions on the plot and comprehension of the book read. To pass, students need to achieve 85% + on the quiz. The library will be open between 10am and 3pm for students to complete the quizzes. There will also be opportunities to do so in English lessons and during some tutor time.

Targets:

- Year 7 and 8: a minimum of two books and quizzes per term
- Year 9: a minimum of three books and quizzes per term

Within school we reward students who make the most progress on their reading age (this is tested regularly throughout the year) and who have passed the most quizzes. This makes reading fun and enjoyable for students who love the competition and challenge of the programme.

# Whole School Rewards/Consequences

Reward	General Conduct in School	Reward
<p><b>Step 1</b> Certificates sent home for achieving:</p> <p>50 merits/40 commendations <b>(Bronze)</b></p> <p>100 merits/80 commendations <b>(Silver)</b></p> <p>150 merits/110 commendations <b>(Gold)</b></p> <p>200 merits/150 commendations <b>(Platinum)</b></p> <p>250 merits/ 200 commendations <b>(Platinum Plus)</b></p>	<p><b>Your teachers will reward you for the following:</b></p> <ol style="list-style-type: none"> <li>1. Outstanding classroom effort and attitude</li> <li>2. Outstanding home based learning that hits/exceeds GPG</li> <li>3. Representing the school</li> <li>4. Attending homework club 3 times in a week</li> <li>5. 100% attendance in a fortnight</li> <li>6. Attending 15 lunch or after school clubs signed on a passport</li> <li>7. No uniform strikes in a half term</li> </ol> <p><b>Attendance:</b></p> <ol style="list-style-type: none"> <li>1. 100% attendance per half term</li> <li>2. 95%-99% attendance per half term</li> <li>3. 90%-94% attendance per half term</li> </ol> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>1. Hitting or exceeding 6 GPGs</li> <li>2. Achieving 6 or more outstanding HBL</li> <li>3. Achieving 6 or more outstanding for attitude</li> <li>4. Achieving 6 or more outstanding for effort</li> </ol> <p><b>Act of Kindness</b></p>	<ol style="list-style-type: none"> <li>1. 1 merit/1 commendation</li> <li>2. 1 merit/1 commendation</li> <li>3. 2 merits/1 commendation</li> <li>4. 2 merits/1 commendation</li> <li>5. 3 merits/2 commendations</li> <li>6. 5 merits/3 commendations</li> <li>7. 5 merits/3 commendations</li> </ol> <p><b>Attendance:</b></p> <ol style="list-style-type: none"> <li>1. 10 merits/5 commendations</li> <li>2. 5 merits/3 commendations</li> <li>3. 3 merits/ 1 commendation</li> </ol> <p><b>Assessment points:</b></p> <ol style="list-style-type: none"> <li>1. 5 merits/3 commendations</li> <li>2. 3 merits/1 commendation</li> <li>3. 3 merits/1 commendation</li> <li>4. 3 merits/1 commendation</li> </ol> <p>1 merit/1 commendation</p>
Step 2	Persistent good effort/attitude and behaviour in a particular subject area	Departmental postcards Whole School Postcard
Step 3	<ul style="list-style-type: none"> <li>• Outstanding classwork or home based learning that is above GPG.</li> <li>• Going above and beyond in supporting staff or peers through an act of kindness</li> <li>• Achieving 250 merits/200 commendations</li> </ul>	Headteacher Award
Step 4	Consistently performing well over the course of a half term/term either within a department or year group	Nominated for the roll of honour in each dept. or year area. <b>Praise letter sent home</b>
Step 5	<ul style="list-style-type: none"> <li>• 95% attendance or above (unless extenuating circumstances).</li> <li>• No more than 3 detentions and no failure to attend detentions</li> <li>• No C4's, isolations/Internal or external exclusions and no Saturday morning detentions</li> </ul>	End of year behaviour and attendance trip. Destination agreed by DoL
Step 6	<p>Outstanding effort / attainment / progress during course of academic year – one per class.</p> <p>Outstanding contribution to school / community of course of academic year – one per form.</p> <p>100% attendance over course of academic year</p>	<p>Celebration of Achievement Assembly – one per year group.</p> <p>End of term whole school celebration assembly run by Headteacher, Deputy Headteacher, Head Boy and Head Girl</p>

CONSEQUENCES SANCTION		EXAMPLES OF NEGATIVE BEHAVIOUR
H1	Failure to produce homework	Teacher detention (30 mins)
H2	Failure to attend homework detention	Dept detention (45 mins)
H3	Failure to attend departmental homework detention	School detention (Osborn -1 hr)
Strike	Uniform /appearance infringement, lack of equipment, lateness, littering	3 Strikes lead to a detention from DoL – 1 hour
PRE C1 procedure this level of consequences must be used before issuing a C1		
C1	<b>1<sup>st</sup> instance of disruption of learning</b> – this could include low level disruption, calling out, or disrupting own or others learning, talking, lack of effort, defiance.	Verbal warning
C2	<b>2<sup>nd</sup> repetition of disruption to learning</b> Forgetting PE kit or other subject specialist equipment	Teacher - 15 minute detention (break or lunchtime that day) Failure to attend results in dept detention 45 mins Failure to attend dept detention results in whole school detention – 1 hour
C3	<b>3rd repetition of disruption to learning</b> Repeated defiance or poor attitude/effort to learning Refusal to follow instructions Inappropriate language, e.g. heard swearing in a conversation Misuse of mobile telephone, MP3 device etc Misbehaviour during subject / faculty detention  Being in vicinity of smokers (for repeated offences see page 5 of B4L Policy)	C3 Detention – 1 hour Whole School Detention – Students to complete a detention reflection card  C3 Detention – students will complete a reflection card during detention and these will be passed to the form tutor to discuss behaviour and moving forward with more positive behaviour
Failure to attend whole school detention, Internal truancy (1 <sup>st</sup> offence in a term)		Friday Whole School Detention (1 ½ hour)
C4	Dishonesty / lying to a member of staff Swearing across a room Deliberate defiance, rudeness or walking away from a member of staff Aggression towards others Bullying Bringing the school into disrepute (this may result in an exclusion depending on the specific details of the incident) Smoking (see page 5 for repeated offences) Being in possession of cigarettes / lighters Persistent inappropriate use of mobile telephone Removed from a lesson by on call Two C3 consequences in one day Internal truancy 2 <sup>nd</sup> offence during a half term	Isolation and C3 detention.  In most of these situations support will be offered by On Call / DoL / SLT. RLC staff will decide when student will go back into the main school  All C4 consequences will have a restorative justice meeting between the students and member of staff that issued the consequence  Isolation for rest of day or if P5 will be carried over to the next day and a restorative justice meeting with the member of staff
C5	Repetition of C4 behaviour within 2 week cycle Misbehaviour during isolation Non-attendance at Friday Detention Truancy ( 3 <sup>rd</sup> occasion in a half term)	Saturday morning detention (2 hours) non-attendance at Saturday will result in students being internally excluded on the students arrival to school and completion of Saturday detention and a fixed term exclusion if a



		student fails to attend 2 <sup>nd</sup> Saturday detention
C6	Gross disobedience Intimidation of / Swearing at / about any member of staff Persistent bullying or racist or homophobic abuse Theft Graffiti / Vandalism Fighting or violence towards others External truancy from school or persistent internal truancy Persistent C4 behaviour	All these behaviours may result in an internal or external exclusion
C7	Persistent C6 behaviour Serious theft or vandalism Possession of alcohol, illegal drugs or an offensive weapon Serious offensive conduct towards a member of staff or students	Permanent exclusion

**This is not an exhaustive list and is at the discretion of the Headteacher**

**Useful Contacts**  
**School Reception: 01707 351350**

**Year 8 Tutors**

8F Dr E Wheeler	<a href="mailto:Elaine.Wheeler@sfosborn.herts.sch.uk">Elaine.Wheeler@sfosborn.herts.sch.uk</a>
8R Mr J Foley	<a href="mailto:James.Foley@sfosborn.herts.sch.uk">James.Foley@sfosborn.herts.sch.uk</a>
8S Ms H Ward	<a href="mailto:Hollie.Ward@sfosborn.herts.sch.uk">Hollie.Ward@sfosborn.herts.sch.uk</a>
8B Ms T Halliday	<a href="mailto:Tia.Halliday@sfosborn.herts.sch.uk">Tia.Halliday@sfosborn.herts.sch.uk</a>

Director of Learning: Mr W Sarjeant  
[William.Sarjeant@sfosborn.herts.sch.uk](mailto:William.Sarjeant@sfosborn.herts.sch.uk)  
Ext 316

SLT Link: Mr J Baranowski  
[John.Baranowski@sfosborn.herts.sch.uk](mailto:John.Baranowski@sfosborn.herts.sch.uk)

**Department Contacts**

Art: Mrs C Johnson	<a href="mailto:Claire.Johnson@sfosborn.herts.sch.uk">Claire.Johnson@sfosborn.herts.sch.uk</a>
DT: Mr J Puntrello	<a href="mailto:John.Puntrello@sfosborn.herts.sch.uk">John.Puntrello@sfosborn.herts.sch.uk</a>
English: Mrs L Hyde	<a href="mailto:Lucy.Hyde@sfosborn.herts.sch.uk">Lucy.Hyde@sfosborn.herts.sch.uk</a>
E&P (RS) Mr J Beka	<a href="mailto:John.Beka@sfosborn.herts.sch.uk">John.Beka@sfosborn.herts.sch.uk</a>
Geography: Mr M Broad	<a href="mailto:Michael.Broad@sfosborn.herts.sch.uk">Michael.Broad@sfosborn.herts.sch.uk</a>
History: Ms S Minoughan	<a href="mailto:Sally.Minoughan@sfosborn.herts.sch.uk">Sally.Minoughan@sfosborn.herts.sch.uk</a>
Computing: Mrs E Symeou	<a href="mailto:Emily.Symeou@sfosborn.herts.sch.uk">Emily.Symeou@sfosborn.herts.sch.uk</a>
Maths: Mrs C Sayers	<a href="mailto:Christianne.Sayers@sfosborn.herts.sch.uk">Christianne.Sayers@sfosborn.herts.sch.uk</a>
MFL: Ms M. Lewin	<a href="mailto:Melanie.Lewin@sfosborn.herts.sch.uk">Melanie.Lewin@sfosborn.herts.sch.uk</a>
Music: Mr W Sarjeant	<a href="mailto:William.Sarjeant@sfosborn.herts.sch.uk">William.Sarjeant@sfosborn.herts.sch.uk</a>
PE: Mr J Chappell	<a href="mailto:Jon.Chappell@sfosborn.herts.sch.uk">Jon.Chappell@sfosborn.herts.sch.uk</a>
Science: Mr J. Milne	<a href="mailto:Jonathan.Milne@sfosborn.herts.sch.uk">Jonathan.Milne@sfosborn.herts.sch.uk</a>

## **Key Dates – Whole School**

- School Early Close 12.05pm – 21<sup>st</sup> September
- School Early Close 1.05pm – 12<sup>th</sup> December
- Christmas Jumper Fundraising Day – 15<sup>th</sup> December
- School Christmas Dinner – 13<sup>th</sup> December
- Non School Uniform Day – 23<sup>rd</sup> March
- Sports Week – 3<sup>rd</sup> - 6<sup>th</sup> July

## **Key Dates – Year 8**

- Parents Consultation Evening – 2<sup>nd</sup> May
- HPV Vaccinations – 25<sup>th</sup> May (provisional)
- End Of Year Exams – 4<sup>th</sup> -15<sup>th</sup> June
- Enrichment Day – 11<sup>th</sup> July
- Celebration Assembly – 18<sup>th</sup> July

# Sir Frederic Osborn School

*“Achieving success together”*

## Academic Year 2017 to 2018

### Autumn Term 2017

<i>INSET Day</i>	<i>Thursday 31<sup>st</sup> August</i>
Term starts	Friday 1 <sup>st</sup> September
<i>INSET Day</i>	<i>Friday 6<sup>th</sup> October</i>
<i>Occasional Day</i>	<i>Thursday 19<sup>th</sup> October</i>
<i>Occasional Day</i>	<i>Friday 20<sup>th</sup> October</i>
Half Term	Monday 23 <sup>rd</sup> October to Friday 27 <sup>th</sup> October
<i>Occasional Day</i>	<i>Friday 24<sup>th</sup> November</i>
End of Term	Thursday 21 <sup>st</sup> December

Christmas Break Friday 22<sup>nd</sup> December to Wednesday 3<sup>rd</sup> January

### Spring Term 2018

Term Starts	Thursday 4 <sup>th</sup> January
Half Term	Monday 12 <sup>th</sup> February to Friday 16 <sup>th</sup> February
<i>INSET Day</i>	<i>Monday 19<sup>th</sup> February</i>
End of term	Friday 31 <sup>st</sup> March
Easter Break	Tuesday 3 <sup>rd</sup> April to Friday 13 <sup>th</sup> April

### Summer Term 2018

Term Starts	Monday 16 <sup>th</sup> April
Bank Holiday	Monday 7 <sup>th</sup> May
Bank Holiday	Monday 28 <sup>th</sup> May
Half Term	Tuesday 29 <sup>th</sup> May to Friday 1 <sup>st</sup> June
End of term	Friday 20 <sup>th</sup> July

### Notable Dates 2017/18

Thursday 21<sup>st</sup> September – **Open Evening**

Thursday 12<sup>th</sup> July – **Secondary Transfer Day**