



Senior House Lower School Handbook September 2024

Westfield School
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UPPER THREE TO UPPER FOUR HANDBOOK

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We look forward to welcoming you into Senior House at Westfield.

In this short booklet we have collated information about all the subjects followed in the first three years at Westfield and I hope you find it exciting and interesting to read about them. In Key Stage 3 (Upper 3 to Upper 4) we aim to provide a broad and balanced curriculum which enables you to explore all sorts of new areas of learning.

Remember though that school is not just about the lessons. There are plenty of extra-curricular clubs and opportunities to take part in. How much you get out of school very much depends on how much you put into it. This isn't just about throwing yourself into your work with your full effort but about exploring new ideas and activities to find out if you like them or not. I hope that you enjoy reading and talking with your parents about everything on offer here and what you might want to try out.

In Senior House you will find that you have more freedom than you did in our Junior House or in your primary school. With that freedom comes the responsibility to use your time wisely. Work hard, play hard is a good motto to follow.

At Westfield, we do not have long lists of school rules to memorise. We expect you to behave in a civilised and courteous manner and treat everyone with respect, kindness and compassion. However, I have included a number of pointers in this booklet to note for reference and to look at with your parents. If you want more details, copies of the school's policies are available on the website or on request.

I hope you enjoy reading about what is on offer at Westfield and I look forward to seeing you here in September.

Neil Walker
Headmaster

NOMENCLATURE

It can sometimes be confusing for our new girls (and parents!) when we refer to year groups as Upper 3 etc. Here is a quick guide to the Westfield nomenclature:

Westfield	Curriculum Year Groups
Key Stage 3	
Upper 3	Year 7
Lower 4	Year 8
Upper 4	Year 9
Key Stage 4	
Lower 5	Year 10
Upper 5	Year 11
Key Stage 5	
Lower 6	Year 12
Upper 6	Year 13

THE CURRICULUM

In Westfield Senior House we have a very broad and well-balanced curriculum with lessons in the following subjects:

- English
- Mathematics
- French
- Spanish
- Biology
- Chemistry
- Physics
- Religion, Philosophy and Ethics
- Geography
- History
- Food and Nutrition
- Art and Design
- Drama
- Music
- Computing
- Physical Education
- PSHEE

SUBJECT INFORMATION



ENGLISH

Key Stage 3 is the foundation for your English studies in Senior House and you will be taught the twin subjects of Language and Literature in a combined way. The programme of study has been specifically designed to prepare you for the challenges of GCSE and we endeavour to improve your skills and encourage your confidence, allowing each and every one of you to reach your potential.

Upper 3 starts with a unit called 'Walking Tour Guides' which not only focuses on the creation of non-fiction but also serves to familiarise you with day-to-day life in Senior House. The year continues with 'Dahl's Short Stories,' 'Skellig,' and 'Our Day Out' and 'Getting to Know Poetry.' In Lower 4, your work on 'Gothic Fiction,' 'The Boy in the Striped Pyjamas,' 'Poetry from Other Cultures' and Shakespeare's 'Much Ado About Nothing' will help enhance your appreciation of a wide range of writing. In addition to this, 'Learning about Language' considers the diversity of English through the exploration of language history and language change over time.

Your learning in Upper 4 is all about ensuring a smooth transition to the next stage of your English education. Studying 'Approaches to Poetry,' 'Of Mice and Men,' 'Women in Shakespeare' and 'Exploring Non-Fiction' will develop your skills even further and focus you fully on the objectives of the GCSEs.

MATHEMATICS

Your Mathematics lessons may seem very familiar to you when you start in Upper 3 as they are a progression from the Mathematics you have been studying in Year 6 such as number, algebra, shape and space, and data handling. You will find that lots of topics appear again and again, every time you meet them you will deepen your understanding of the concepts and find you learn new aspects that increase the challenge. A strong emphasis is placed on problem solving, seeing the links between lots of different areas and the importance of showing your method and working out.

In Upper 3 and Lower 4 we follow a bespoke Mathematics curriculum taught over 9 periods a fortnight. This course is designed especially for the national curriculum and will help you progress right through to your GCSEs which we begin in Upper 4. As well as developing basic skills, the scheme places a lot of emphasis on applying mathematics in real life situations to solve real problems. Every lesson will begin with a recall exercise to help you remember Maths from previous lessons. The course is designed with strengthening exercises to support pupils who find a topic difficult, as well as extension exercises for more able pupils to stretch and challenge them. There will be three assessments throughout the year and girls will have the opportunity to change sets if appropriate.

Everyone in Senior House must have a scientific calculator and drawing and measuring instruments (compass, ruler, protractor) for every lesson. The calculator which is most commonly used is the Casio fx-991CW classwiz and if buying a calculator, we would encourage you to buy this version.

We hope to encourage you to find the fun in Mathematics. There will be opportunities to take part in challenges, puzzles and projects including the UK Junior Mathematical and Northumbria University Challenges, as well as learning about careers that use Maths

MODERN FOREIGN LANGUAGES

Throughout Key Stage 3 (Upper 3 to Upper 4) you will study French and Spanish.

Your French and Spanish teachers will promote the key pillars of effective language learning, namely **phonics, grammar and vocabulary** to help you to cultivate a life-long love of language. They will do this through the creation of content and texts, including authentic ones (listening and reading), that will develop your cultural awareness and curiosity for the wider world. You will be exposed to carefully selected core language so that you can develop resilience, automaticity and confidence to be able to achieve your personal best.

At Westfield we aim to equip our language learners with the knowledge and skills necessary for them to seek adventure and embrace new horizons. Learning French and Spanish will give you many important skills and attributes. These include; empathy via understanding the opinions and viewpoints of others, an insight into how your own mother tongue functions, resilience to overcome initial obstacles and resourcefulness through the development of coping strategies to become increasingly more spontaneous and automatic in responses.

Homework will be set regularly and tracked on the Memrise App to consolidate the learning covered in class.

During years Upper 3 to Upper 4 your learning is set within a variety of contexts that provide opportunities for the development of language learning skills to become a confident linguist.

This means that in Key Stage 3 you will master concepts such as adjectival agreement, word order and verb conjugation through storytelling, describing the animals in the jungle, environmental issues (local and global), relationships, free time activities, using tech, festivals, holidays and describing your school life. In all topics and themes you will use our core anchor structures to become increasingly confident, automatic and fluent at giving complex opinions.

The knowledge and grammar competence that you acquire during Key Stage 3 will prepare you well for GCSE, A Level and beyond.

SCIENCE

In Upper 3 to Upper 4, you will have a double lesson each week of Biology, Chemistry and Physics, taught by subject specialists. The Biology and Physics syllabus are contextualised, which means you learn about different aspects of the subject based around one topic, eg the physics of rollercoasters and the physics of magic tricks, or in Biology the modules are called “What are you made of?” and “What happens when something goes wrong?”. Both subjects are taught using a flipped classroom approach, meaning that homework is always to look ahead to the topic of the next lesson using the resources provided. As much practical work as possible is included in lessons to promote understanding and independent investigative skills.

All lessons are on OneNote, allowing easy organisation and access to resources. Both the use of OneNote and the independent learning skills acquired from the flipped classroom help prepare students for life in the 21st century and will be useful across all subjects.

You will also learn Chemistry through a series of topics ranging from fascinating concepts in ‘material science’ to exciting practical topics like ‘chemical changes and their reactions’. Each topic is assessed to monitor your progress, and you can help revise and prepare for these topic tests with colourful and bright revision booklets and practice questions.

RELIGION, PHILOSOPHY AND ETHICS (RPE)

Religion, Philosophy and Ethics is an important part of your Humanities studies at Westfield and is taught throughout KS3.

Westfield girls enjoy RPE because, unlike many other academic subjects, you are encouraged to think about and question the topics you learn about in class.

In Religion lessons, we will look at the development of world religions and the key beliefs and practices of religious people. We seek to understand why a belief is held or a practice done. We aim to build our understanding of religion's presence in the world and how it shapes and influences people and events.

Philosophy lessons ask the big questions about life. 'Why are we here?'; 'What happens when we die?'; 'What is a good life?' We study the answers that the great philosophers have offered us and seek to develop our own wisdom.

In Ethics, we study questions of right and wrong. We consider where our sense of morality comes from, as well as the different moral guides available to us. We try to apply our understanding of these things to real life situations.

The aim of RPE is not to make you believe in a particular religion. At Westfield, girls of all faiths and none matter equally. Beliefs, thoughts and actions are all expression of our human nature. To study RPE, then, is to study what it means to be human.

GEOGRAPHY

Geography is taught throughout Key Stage 3. Geography at Westfield puts a strong emphasis on the development of transferable skills and practical work. This includes fieldwork, data collection, using maps and interpreting geographical data.

In class we focus on investigating and debating geographical issues which affect people in different parts of the planet. We use a wide range of resources including traditional maps and modern digital materials.

In Upper 3 we focus on physical processes, rocks and geology in order to understand the landscape and human geography of the UK. We also develop map and atlas skills as these are the foundations of a good geographer. We visit the Northumberland coast to investigate its geology, landscape and coastal issues. Upper 3 provides you with the practical skills you need for the next two years of Key Stage 3.

In Lower 4 we broaden our horizons and look beyond the UK to study ecosystems such as forests and deserts, how people have adapted to life in these places and the threats facing species and environments there. You will also investigate tectonic hazards in detail, to understand the risk posed by earthquakes, volcanic eruptions and tsunamis. Towards the end of Lower 4 we study urban geography in the UK and the pros and cons of living in cities. We end the year with a fieldtrip to Newcastle.

Upper 4 is a year of focusing on big global issues – ones that often have no easy ‘solution’ but affect millions of people. We study global warming, globalisation, inequality and development as well as the causes and consequences of flooding (including a fieldtrip to York). Upper 4 is a good preparation for GCSE Geography, should you choose to take it.

The world needs Geographers like never before because we have a unique set of skills and a wide range of understanding. So, get ready for your Geography journey at Westfield!

HISTORY

The History syllabus is roughly chronological in the first three years of Senior House. Starting from the Norman Conquest, in Upper 3, pupils study various periods of English, European and World History up to 1450. The period from 1450 to 1700 is studied in Lower 4 and in Upper 4 we complete our overview of 1000 years of history, up to and including the 20th century. In all three years, emphasis is placed on the use of primary sources and interpretations. This includes a range of evidence, such as written documents and text books, statistics, paintings and photographs, buildings and artefacts.

Our teaching methods are aimed at developing a wide range of historical skills. Such skills include the ability to analyse evidence in a balanced way, to develop some empathy with people and periods in the past, as well as the traditional skills of writing and relevant expression. To aid these processes, we regularly take pupils out of school on visits. We introduce pupils to the techniques of observing and recording buildings and making deductions about the life associated with them. For example, we visit Alnwick Castle in Upper Three where pupils can experience various aspects of medieval life such as ‘Becoming a Knight’. The department has also taken pupils on visits to Beamish, the World War One Battlefields and Rome.

Finally, the general aim of the department is to equip all our students to think for themselves, and help them to understand their world through an appreciation of past events. All the topics covered are rooted in a well-established textbook series with much supporting material. Work is completed using Class Notebook and Teams.

A detailed programme is given at the beginning of each year which details topics, testing and assessment dates and an explanation of how work is marked by the Humanities Faculty.

FOOD AND NUTRITION

All girls in Senior House study Food and Nutrition in the first three years. This involves learning basic cookery skills and how to handle the equipment found in today’s kitchens. The emphasis is on enabling girls to make healthy recipes using fresh ingredients. The Food and Nutrition programme also enables girls to understand the principles of diet and nutrition, health and safety and wise food shopping.

Girls will have the opportunity to cook most weeks and will make dishes using many different ingredients from soups and sauces, rice and pasta dishes, meat and fish to healthier alternatives to desserts; in lessons when they don’t cook they will learn theory. There is an emphasis on healthy eating habits and how to make nutritious family meals. An investigative approach is adopted to enable girls to experiment with traditional recipes in order to make them more

healthy. Girls will then be able to analyse the nutritional content of their dishes using the computer.

Assignments are set so that girls can apply the skills, knowledge and understanding they have gained to design and make food products. We regularly hold competitions at the end of term to challenge the girls further. Our annual 'Cook of the Year' competition allows their skills to be put to the test!

ART AND DESIGN

The Art Department is dedicated to enabling creative expression. Our ambition is to give the best opportunity to develop creative skills that make confident and aspirational young artists.

During the academic year, you will be experiencing a wide variety of projects. Each will have a Fine Art, Graphics Design or Textile Design emphasis. During each project's development, you will work with a range of techniques. Your ability to use them effectively will be refined as the project progresses.

Inspiration for your work will come from a variety of sources. These range from still life study, landscape, the local environment and other cultures, to artists, designers and craftspeople. Most importantly, your personal perspective and imagination play a key role in what you create.

In Fine Art a range of materials will be experienced as concepts and ideas take shape; Charcoal, pastel, watercolour, graphite, acrylic and ink to name a few. Printing techniques such as monoprint, dry-point etching, and lino-cutting will also be used. The opportunity to work with CAD during Graphic Design work is another important part of the curriculum; Using a variety of software packages in the development of different kinds of visual imagery. Textile Design involves a range of fabric-based techniques that are used in the production of highly individual and creative outcomes.

Each project is designed to be a creative journey that is full of exciting challenges with a final piece that shows off the wonderful skills you have learned.

Our ambition is for you to gain confidence in your own creativity, through learning new skills and getting excited about making Art!

DRAMA

Drama is taught in a relaxed atmosphere, allowing you to build your confidence and use your imagination in both scripted and improvisation work. You will do a great deal of performance work and learn to use drama techniques such as hot seating, thought-tracking, tableau, mime and extended improvisation.

You will work within a small group to develop your skills in listening, speaking and decision making. Within your group you will learn how to develop character and storyline, how to create dramatic tension and how best to present your ideas to an audience. You will find that using your

imagination in such a constructive way and working closely with others to create a piece of performance drama is both exciting and rewarding.

Throughout the three years you will cover a number of topic areas from scripted drama to abstract techniques. During Upper 3 you will discover how to use fundamental drama conventions. In Lower 4 you will learn how to develop small and whole group drama work and use the basic skills more imaginatively. During Upper 4 you will be introduced to abstract techniques and essay writing in preparation for those girls who wish to take Drama at GCSE.

Drama activities take place during lunchtimes and after school. Much time is spent rehearsing and preparing for performances, making costumes, sets, properties and practising lines. You can take part in our Drama Group and the school production, which takes place once every two years. You can also work backstage with lighting, sound, makeup, costumes or properties. It is a chance to work together and have great fun as well as producing a really professional production.

MUSIC

You will have class music lessons in Upper 3, Lower 4 and Upper 4. Composing, performing and listening/appraising music is included in each topic covered in Senior House. All pupils will learn how to read and write music notation, have an understanding of Grade 1 music theory and experience different musical instruments, mainly the keyboard, which helps students understand bass and treble clef. Students will gain the knowledge to support them through to KS4 and GCSE Music.

Curriculum topics cover:

- Graphic scores
- Jazz and blues
- Musicals
- Global music
- Theme and variations
- Form and structure
- Video games
- Film music
- Dance music
- 20th century music

Music plays a very important role at Westfield. Senior Choir and orchestra meet every week before school or during lunch to rehearse for concerts and events throughout the school year. Some Senior students even help with the Junior Choir and Orchestra as well, to further develop their performance and conducting skills. Students have a chance to choose music they would like to perform and develop their confidence in performing for others, students and parents. Students are encouraged to join extra-curricular clubs to gain a wide range of experience.

Many girls have individual instrumental lessons in the school day and are given opportunity to perform in the school events. A number of experience peripatetic teachers visit the school to teach the students a wide range of instruments such as woodwind (clarinet, saxophone, flute, recorder), strings (violin, viola, cello, guitar and ukulele), drums and singing.

Musical theatre is also an important part of Westfield when the music and drama department team up and collaborate with Newcastle School for Boys. In 2023, both schools performed in 'The Addam's Family' at Northern Stage in Newcastle. From acting to playing instruments in the orchestra, the students performed for families, staff, and other members of the public.

COMPUTING

When you join Senior House you will be introduced to the Key Stage Three Computing curriculum. You will be allocated a username, password and academic email address to access the network of school computers, the internet and school software. Your school email address will give you access to Office 365 tools, TEAMS and OneDrive at home.

Within Upper 3 you will learn to use 365 tools and will understand the importance of staying safe whilst online. You will learn computer programming through use of the BBC Micro:bit to create sequences of instructions, loops and variables. You will also be introduced to data representation and converting binary to denary and vice versa. You will start on a series of creative assignments, which will cover website production, graphics and animation, and finish the year by recording and editing your own radio show!

In Lower 4, the emphasis will be on Digital Literacy, Creativity and Computing. Within Digital Literacy and Creativity you will further explore image editing, animation, movie editing and web design. Within Computing, you will learn about web authoring using CSS & HTML. You will be introduced to Python, a text-based programming language and develop an understanding of Python syntax, data types, strings, if, else, elif functions and for/while loops. You will also gain an understanding of computer hardware and networks.

Work in Upper 4 will move to a more project-based approach to better prepare you for GCSEs and will focus on skills that you will need to help with your work in Computing, other subjects and in life beyond school. Digital Literacy and Creativity will be covered through investigating databases, digital animation, manipulating video and presenting information, with the creation of a dynamic product. Within Computing, both visual and text-based programming environments will be explored through the use of Blockly and JavaScript via app development through Applab.

All girls have access to our computing resources during break and lunchtimes. This should allow you to follow your own interests as well as catching up on school work. Computing is fully incorporated across the school curriculum and is central to school life

PHYSICAL EDUCATION

Physical Education at Westfield involves a variety of activities. Some of the activities you will already have experienced and others may be new to you.

In the autumn and spring terms you will enjoy taking part in netball, swimming, football, tag rugby, volleyball, basketball, cross country, gymnastics, badminton, dance, hockey and trampolining. Netball and hockey are the main games played in the winter and you will have fun learning new skills and developing team tactics. If you enjoy playing netball and hockey in lessons you can go along to practices before school, during lunch times and after school. This will give

you the opportunity to play for Westfield and compete against many of the other schools in the county. You will also be able to compete at the annual City Netball Tournament and, if you can join an external club, may be selected for the City and County Teams. Netball, hockey and trampolining are very popular activities at Westfield and all girls who take part in the teams and attend our clubs gain much enjoyment from the competitions.

Swimming and cross country running are also important activities which take place in the Winter Term. If you are a beginner you will learn to swim and dive. The more experienced swimmers may be selected to participate in inter-school competitions and galas. The inter-house cross country competition is an enjoyable day when each girl represents her House in an attempt to win the House Shield.

In the Summer Term you will be able to improve your skills in tennis, cricket, rounders and athletics. Tennis and athletics teams compete against other schools throughout the term and practise regularly before school, during lunch times and after school. If you enjoy athletics and train hard you may be selected to represent Newcastle at the County Championships.

In addition to your PE lessons you will be given an opportunity to take part in a wide range of different clubs. You may choose to spend a week skiing during the holidays and when you are older there is the opportunity of an overseas netball tour. We also have a variety of taster sessions, from surfing to climbing and golf!

At Westfield, PE lessons and extra curricular clubs aim to be fun and exciting as well as competitive. Hopefully you will enjoy the different activities and participate in one or several of the many school teams.

PSHEE

In Key Stage Three you will have two periods a fortnight dedicated to PSHEE (Personal, Social, Health and Economic Education). It is a very important subject as it covers many interesting topics that will help you learn about lots of different aspects of life that don't fall under your other academic subjects. In addition to your PSHEE lessons you may have assemblies or external visitors to talk to you about aspects of the subject.

Looking after your emotional and physical wellbeing is something you will need to do for the rest of your life. PSHEE will help you to make healthy lifestyle choices by understanding your own thoughts and feelings, how to deal with negative feelings in a healthy way, how to look after your own mental and emotional wellbeing and how to get help for you if you need it. You will also look at lots of choices you will need to make in the future to keep your body healthy, from what and how much to eat and the importance of exercise, to understanding the side effects, dangers and consequences of things like obesity, smoking, alcohol and drugs.

PSHEE will also help you navigate relationships in your life from those in school, at home, online, romantic relationships and the relationship you have with yourself. It will help you understand what a healthy relationship is and how to be yourself in relationships and what to do if you are getting a lot of peer pressure. It will also help you recognise how incredible you are as a person and all that you have to offer. You'll look at how you have a positive

contribution to the communities you are part of, from your friendship groups, to the school, the wider community and the world.

There are lots of other issues we will look at too from the influence of the media, to career choices, finance, your digital footprint, setting goals and making the most of future opportunities. PSHEE will help you understand more about life and growing up and enable you to make the right decisions for you.

OTHER INFORMATION

SAFEGUARDING

A copy of the school's Safeguarding Policy is published on the school's website and is also available from the school office. For your information the staff with responsibility for Safeguarding in the school are:

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Mrs K Quinn, Deputy Head	kquinn@westfield.newcastle.sch.uk 0191 255 3980
Deputy DSL	Ms E Thompson	ethompson@westfield.newcastle.sch.uk 0191 255 3980
Headmaster	Mr N Walker	nwalker@westfield.newcastle.sch.uk 0191 255 3980
Named Safeguarding Governor	Mrs J Rowley	governors@westfield.newcastle.sch.uk 0191 255 3980
Chair of Governors	Mrs J Rowley	governors@westfield.newcastle.sch.uk 0191 255 3980

The purpose of our Safeguarding Policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

If a parent or girl has any concerns you should contact either Mrs Quinn or Ms Thompson.

E-LEARNING

At Westfield, E-Learning is commonplace across most subjects and it is, therefore, important that girls have their own laptop with them each day in lessons. The minimum specification of a device is as follows:

Intel Core i5 (or equivalent)
4GB RAM (8GB recommended)
128GB SSD
Microsoft Windows 11
Camera and microphone
Physical keyboard
A touch screen/pen input is preferred
11.8" screen

HOMEWORK

In Key Stage 3 you will be given homework. You will be expected to do homework most evenings and at weekends. This amount gradually increases as you move up the school. You will also be given a homework diary in which to record the work you are given. Staff will suggest the recommended time that you should spend on each homework. Your parents will be asked to sign your homework diary regularly and can communicate with school through this. Your form tutor will also keep a check on this in form periods. Homework helps you to learn to work independently and it is important that it is taken seriously. If for some reason you are unable to do the work set, your parents should contact your form tutor or subject teacher the following day.

COMMUNICATION WITH PARENTS AND MONITORING PROGRESS

Parents: most communication with parents is via email so please make sure you add the school's email address (westfield@westfield.newcastle.sch.uk) to your contact list so you don't miss any important information.

Communication is very much a two-way process. We welcome and value contact with your parents and hope that they will feel free to get in touch with us should a problem arise. For our part we try to keep parents informed about the general life of the school and about your individual progress. At the beginning of each term a calendar of that term's important events and extra-curricular activities will be put on to the school's website. At the end of each term your parents will receive a newsletter keeping them up to date with all the latest school news. I hope you will enjoy reading it with them. You will also receive a copy of our annual school magazine.

In Key Stage Three (Upper 3 to Upper 4) we have one formal communication regarding your academic progress each term. This will be either a written report from each of your subject teachers or a parents' evening, where your parents will meet individually with your teachers to discuss your progress.

CONCERNS

If you have any pastoral concerns, in the first instance, Form Tutors should be contacted:

Form	Pastoral Concern	
Upper 3	Miss B	nbaguley@westfield.newcastle.sch.uk
Lower 4	Mrs Harris	jharris@westfield.newcastle.sch.uk
Upper 4 East	Miss Malloy	nmalloy@westfield.newcastle.sch.uk
Upper 4 West	Mrs Whitaker	swhitaker@westfield.newcastle.sch.uk

Subject specific concerns are, in the first instance, dealt with by the Heads of Faculties. These are:

Sport and Creative Arts <i>PE, Food & Nutrition, Art</i>	Miss Baguley	nbaguley@westfield.newcastle.sch.uk
Languages and Performing Arts <i>English, French, Spanish, Music, Drama</i>	Mrs Forster	eforster@westfield.newcastle.sch.uk
Humanities <i>Geography, History, RE, Computing</i>	Mrs Harris	Jharris@westfield.newcastle.sch.uk

STEM <i>Science, Maths</i>	Mrs Marshall Mrs Swift	lmarshall@westfield.newcastle.sch.uk fswift@westfield.newcastle.sch.uk
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If you are still unsure who to contact, please email Mrs Jokelson (Headmaster's PA) (westfield@westfield.newcastles.sch.uk) who will point you in the right direction.

STRETCH AND CHALLENGE

We continue our inclusive approach to education with our Stretch and Challenge programme. We believe all should be challenged, not just the more able. We also believe that education is so much more than just passing exams. We run a programme of events throughout the school to allow pupils to develop or improve on a wide range of "soft skills" which are so important to both their future careers and lives generally.

There is a multi-stranded approach featuring:

- A House point system whereby all pupils can see how many House points they have been awarded and where they stand in the ranking. House points are awarded both in lessons and for achievements in the other strands of the Stretch and Challenge programme.
- The List, an online list of suggestions for activities that pupils might like to complete independently, is an excellent way to achieve extra House points.
- Skills such as resilience, creativity, problem solving, teamwork and communication are practised during Challenge Days, such as Pantomime in a day or Create a book day.
- There are also regular Stretch and Challenge assemblies where a task has to be completed within a very short period of time, working with pupils from different year groups.
- A biennial Challenge Fair is an opportunity for pupils to produce a display, model or film based on any subject that interests them.

All of the above give the more able an opportunity to excel as well as providing moments for a range of pupils to demonstrate what other skills they may have. The website www.housepoints.info has some short films of Challenge Days as well as an opportunity to view The List.

THE SCHOOL DAY AND PUNCTUALITY

It is a good idea to plan to arrive at school by 8.20 am at the latest to give yourself time to leave outdoor wear in your locker and be seated at your desk ready for when the bell rings at 8.30 am. Parents - Please note, for drivers there is a 5 mph speed limit and one-way system in operation through the school grounds at dropping off time and when picking up at the end of the school day. Cars should only enter the school via the Oakfield Road entrance and exit by the Elmfield Road gates. Between 9.00 am and 3.00 pm the Elmfield Road gates will be locked so if you are visiting school between these times you will need to exit via Oakfield Road. There is no parking for parents in the school grounds at the start and end of the day and most Senior House parents tend to drop off and collect from either Oakfield Road or Elmfield Road and, as this is a residential area, we do ask that you consider our neighbours when parking and switch off your engine to reduce pollution.

SENIOR HOUSE SCHOOL DAY

Monday, Tuesday, Thursday, Friday			Wednesday	
Time	Period		Time	Period
8.30 – 8.50	Registration		8.30 – 8.35	Registration
8.50 – 9.30	1		8.35 – 9.15	0
9.30 – 10.10	2		9.15 – 9.55	1
10.10 – 10.25	Break		9.55 – 10.35	2
10.25 – 11.05	3		10.35 – 10.50	Break
11.05 – 11.45	4		10.50 – 11.30	3
11.45 – 12.50	Lunch		11.30 – 12.10	4
			12.10 – 1.10	Lunch
12.50 – 1.30	5		1.10 – 1.50	5
1.30 – 2.10	6		1.50 – 2.30	6
2.10 – 2.50	7		2.30 – 3.10	7
2.50 – 3.30	8		3.10 – 3.50	8
3.30 – 3.35	Registration		3.50 – 3.55	Registration

Every day you will go to your form room for 8.30 am registration

On Tuesday and Thursdays you will then have form business which includes things like handing in homework and listening to the day's instructions which may mean room or lesson changes. There are also meetings and other activities for the form in this time. It really is important that you arrive in school punctually and that you do not miss this very valuable time with your form tutor.

On Monday and Fridays the bell at 8.35 am indicates assembly time and you are required to line up and walk to the hall respectfully as this is to be a time of togetherness for the whole school.

Following on from this, there are two 40 minute lessons (three on a Wednesday) then it's morning break time! Morning break lasts for 15 minutes during which you may have time to dash to the tuck shop! Two more lessons and then the lunch break begins. During this time you have a lunch of your choice and hopefully find the time to go to one of the many clubs or practices with your friends.

In the afternoon there are four lessons followed by a final registration at 3.30 pm, finishing the day at 3.35 pm but on a Wednesday the school day ends at 3.55 pm.

We hope that you will not be in too much of a hurry to leave but will stay and enjoy further extra curricular activities before you go home. We also offer after school care until **6.00 pm** which is supervised by a member of staff. Those girls staying in school may do their homework, read a book etc until they are collected by parents.

TUCK SHOP

At morning break, in the dining room we have a tuckshop, selling fresh fruit, breakfast pastries, Pom-Bears, crisps, biscuits and drinks (water and juice cartons) so you can either bring in your own tuck or buy from our shop.

SCHOOL LUNCHES

All girls in Senior House have school lunch. Our Catering Supervisor ensures that there is always a varied and nutritious menu available and we are used to catering for a variety of dietary needs. Everyday there is a "healthy eating option" and a vegetarian choice. There is always a choice of two cooked meals and a salad. Fruit and yoghurt are available as well as a cooked pudding. Our Catering Supervisor is very keen to ensure that you do enjoy your meals and from time to time comes to School Council so that she can hear girls' views and really endeavour to give you all what you particularly like. Sample menus are available from the school office.

SCHOOL COUNCIL

The School Council is chaired by the Head Girl and her Deputy and attended by two representatives from each form. The Council meets at least twice a term and gives girls an opportunity to be involved in decision making in the school and to air their views!

THE HOUSES

We have a strong and active House System in Senior House with each girl being a member of one of three houses Coquet, Tweed or Wansbeck. The Lower Sixth House Captains and their Deputies organise regular House Meetings.

Every few weeks you will go to a meeting with the "House" to which you have been allocated:

COQUET (Green), TWEED (Red) and WANSBECK (Yellow).

The Houses obviously have a high profile in sporting events but are also actively involved in the Challenge Events, performing arts, in organising School Assemblies and in fundraising for many different causes. In order for the Houses to be a success a great deal of team work is required, and we hope you will support your House and its leaders next year.

ROUND SQUARE

This is an international group of like-minded schools based on the philosophy of Kurt Hahn who founded Gordonstoun. "Round Square" takes its name from a building in Gordonstoun where the meeting of the founding heads of the organisation took place. In Scotland the administrative centre of an estate is often called "The Square". The Square at Gordonstoun is a beautiful and unique circular stone building built in the 17th century and the name "The Round Square" is derived from this. There are member schools from all over the world. All the schools are committed to academic excellence and share the same philosophy of educating the whole person through a broad and balanced curriculum, a wide range of extra curricular activities and service to the community.

There are various activities each year based around service (charity), the environment or adventure in which the whole school is involved. There may also be opportunities to link with pupils in other schools as part of a club or activity.

An annual international conference is hosted by a member school and is attended by heads, governors, teachers and pupils. You may have an opportunity to attend a conference as far afield as India, Australia, South Africa or the United States and even to go on exchange to these places. We encourage all girls to take part in Round Square projects. Senior House girls have participated in projects in Peru, Cambodia and Thailand. We hope that as you settle into Senior

House you will be excited by the many opportunities Round Square offers. From day one you will be involved in our sponsorship of a pupil at Starehe Girls' School in Kenya and you may attend Round Square Pillar Meetings.

EXTRA CURRICULAR ACTIVITIES

While you are at Westfield your work will be very important and take up a large amount of your time, but just as important is what you do out of lessons. You will be encouraged to take part in a wide range of extra-curricular activities and your form tutor will keep a record of what you attend. Some activities take place in the lunch break, others after school. Sporting activities include Netball, Trampoline, Tennis, Athletics, Hockey, Dance, Basketball, Football, or Rounders Clubs.

Musical activities include Choir, Orchestra and Jazz Band and individual instrumental lessons. You might also enjoy life drawing, ICT, the environmental committee, robotics, UNESCO and the Art, Drama and Science clubs. If you enjoy taking part in some activity which is not currently on offer, then do mention this to your Form Tutor and look at the possibility of joining a group of like-minded people and starting your own club.

SENIOR HOUSE SCHOOL UNIFORM LIST

Please note that Ciel is the only shop which supplies our uniform. Ciel is located at 39 High Street, Gosforth, NE3 4AA, telephone: 0191 246 4505, email Julie@cieluniform.co.uk or their website is www.cielschooluniform.co.uk. We do also have an on-site second hand uniform shop.

Item	Description	Supplier
SKIRT	Tartan Navy/Pink kilt. This should be worn no more than 5cm above knee length. Mini skirts are not allowed. Skirts should be replaced when girls outgrow them. Skirts should also not be taken up or rolled up at the waist.	Ciel
BLOUSE	Pink short or long sleeve	Ciel
PULLOVER	Navy with pink trim	Ciel
SOCKS and TIGHTS	Plain navy blue, knee-high socks or navy opaque or woollen tights Summer: white or navy ankle socks are optional	Any
SHOES	Shoes must be flat and navy blue or black, with wide, low heels, maximum height 3cm . Black trainers , sling back and shoes with high chunky heels, 'kitten' or narrow heels are NOT allowed	Any
BLAZER	Navy with Camellia logo. Blazers must be worn for assemblies and school events	Ciel
COAT (optional)	Dark coloured coat, only, may be worn over the school blazer	Any
HIJAB (if applicable)	Navy blue or black	Any
SPORTS KIT		
GYMSHORTS/ SKORT	Navy blue with pink trim	Ciel
POLO SHIRT	Navy blue with pink trim and Camellia emblem	Ciel
TRACKSUIT TROUSERS	Navy blue with pink trim	Ciel

SWEATSHIRT or 1/4 ZIP LAYER	Navy blue and pink and Camellia emblem	Ciel
Hockey Socks	Navy blue	Ciel/Any
Mouthguard		Any
Trainers	Not black soled	Any
Swim Costume	Navy blue or black	Any
Swim Hat	House colours	Any

OPTIONAL SPORTS KIT

Item	Description	Supplier
Splash Jacket	Navy blue with pink trim and Camellia emblem	Ciel
Base Layer	Navy blue or black	Any

OPTIONAL SUMMER WEAR (unless your daughter is playing for one of the school's tennis teams when white kit is compulsory)

TENNIS POLO SHIRT	White and pink with Camellia emblem
TENNIS SWEATSHIRT	White and pink with Camellia emblem
TENNIS "SKORT"	White with navy and pink trim
ATHLETICS VEST	Sleeveless navy blue with pink trim with Camellia emblem
TRAINERS	Predominately white sports trainers (not fashion) and white ankle sock
TENNIS RACKET	

On days when the girls have PE they should come into school wearing PE kit and they will remain in this for the whole day. If girls have a sports club at lunchtime or after school or are playing in a match, they should come to school in their uniform and change for the club/match.

LABELLING OF PE KIT

All girls are required to have their PE kit clearly labelled.

ADDITIONAL EQUIPMENT

For Home Economics, a wicker basket or other basket for bringing in ingredients and taking home prepared dishes, an airtight tupperware container (around 2-3 litre) and an apron.

For Maths and Science, it is a requirement for all pupils in Senior House to have their own scientific calculator and the one we recommend is the Casio fx-991CW classwiz. If your daughter already has an older model, please don't rush out and buy a new one as it will do until the Maths becomes more advanced. We would also recommend that all calculators are labelled with names to help return to their owner if mislaid.

CARE OF PROPERTY

Please ensure that all items of clothing and any of your personal possessions are clearly named. Although the school does not accept responsibility for any loss of or damage to private property, there is a much better chance of finding named belongings. You will be provided with a locker in which to keep any important items together with your games kit. You will need to set a PIN code to lock your locker.

It is important that only the minimum of money is brought into school and that it is kept with you at all times or locked away. Money should not be left in a blazer pocket in the cloakroom. If it is essential for you to bring a large sum of money into school then please hand it to Mrs Quinn or Mrs Jokelson for safe keeping during the day.

Aim to look after your own things carefully and at all times and then problems will not arise.

MAKE-UP AND JEWELLERY

Girls should not wear make-up, coloured nail varnish or have nail or eyelash extensions. Girls may wear a wristwatch but rings or necklaces of any kind are not allowed. If you have pierced ears, you may wear only two plain studs in each ear. Any other earrings or piercings, including nose piercings, are not allowed.

HAIR

Hair should be tidy. If it is long, it must be tied back at all times for girls from Upper 3 to Upper 4. Girls in Lower 5 and above must have a bobble to tie hair back when needed. Hair must be a natural colour

MOBILE PHONES

The use of mobile phones for girls in Key Stage Three and Four is strictly prohibited during the day but they may be brought into school and kept during the day in Mrs Quinn's office. If needed for learning, the subject teacher will collect them. Misuse of phones will lead to parents having to collect the phone from school.

ABSENCES FROM SCHOOL

In case of:

1. Unexpected illness: Please let the school know as soon as possible. If the illness lasts more than a few days it is helpful for us to be kept informed of progress and, if necessary, we can arrange for work to be sent home. However short the absence is, school must be informed as quickly as possible. The email address to use when reporting any absence is westfield@westfield.newcastle.sch.uk
2. Dental and hospital appointments: Please send in an email or letter in advance of the absence. It is hoped that such appointments can be made out of school hours, though we appreciate that this is not always possible.
3. Family matters: If your daughter needs to participate in an important family occasion, eg a wedding, please request permission in writing as far in advance as possible by letter.
4. Family holiday during term time: Girls should not be taken out of school at any time during term time for family holidays. If it is absolutely necessary for a girl to be absent from school for a non-medical reason eg to attend a family wedding, permission must be obtained from the Headmaster at least seven days in advance. This is a legal requirement. Any other absence will be classed as unauthorised. Copies of all our policies are available from the school office upon request.

MEDICAL SERVICES

We ask you to complete a medical form annually and hope that you will be happy for this information to be available to the teaching staff. It can sometimes be very important for them to be aware of a pupil's medical background in order to recognise as quickly as possible a particular symptom and know how to deal with it.

COMPLAINTS PROCEDURE

Westfield has always prided itself on the quality of the teaching and pastoral care provided to our girls. However, if you do have a concern about any aspect of your daughter's life in school you can expect it to be treated by the school in accordance with this procedure. Westfield makes its complaints procedure available to all parents of pupils and of prospective pupils on our website and in the school office during the school day and we will ensure that parents of pupils and of prospective pupils who request it are made aware that this document is published or available and the form in which it is published or available. This policy applies to the whole school including the Early Years Foundation Stage.

In accordance with paragraph 24(3)(g) of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, Westfield will make available, on request, to parents of pupils and of prospective pupils and provide to the Independent Schools Inspectorate (ISI) for the purposes of section 162A(1) of the Education Act 2002 (as subsequently amended), details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year. The electronic register is kept and updated by the Deputy Head.

What Constitutes a Complaint?

A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the school as a whole, about a specific department or about an individual member of staff. A complaint is likely to arise if a parent believes that the school has done something wrong, or failed to do something that it should have done or acted unfairly.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. The school is here for your daughter and you can be assured that your daughter will not be penalised for a complaint that you, or your child, raises in good faith.

Timeframe for Dealing with Complaints

All complaints will be handled seriously and sensitively. They will be acknowledged in writing within five working days if received during term time and as soon as practicable during holiday periods. There is always a member of the Senior Leadership Team available during the school holidays if the Headmaster is unavailable. It is in everyone's interest to resolve a complaint as speedily as possible. The school's target is to complete the first two stages of the procedure (see below) within 28 school days if the complaint is lodged during term time and as soon as practicable during holiday periods but always within 28 school days.

Stage 3, the Appeal Panel Hearing, will be completed within a further 20 school days if the appeal is lodged during term time and as soon as practicable during holiday periods but always within 20 school days.

Recording Complaints

Following resolution of a complaint, we will keep a written record of all complaints and whether they are resolved at the preliminary stage or proceed to a panel hearing. At the school's discretion, additional records may be kept which may contain the following information:

- Date when the issue was raised
- Name of parent
- Name of pupil
- Description of the issue
- Records of all the investigations (if appropriate)
- Witness statements (if appropriate)
- Name of member(s) of staff handling the issue at each stage
- Copies of all correspondence on the issue (including emails and records of phone conversations)

Correspondence, statements and records relating to individual complaints will be kept confidential except to the extent required by paragraph (k) of Schedule 1 to the Education (Independent Schools Standards) (England) Regulations 2014, by the Secretary of State or where disclosure is required by the ISI under Section 162(A) of the Education Act 2002 (as amended), or under other legal authority.

Stage 0 – Initial Concern raised

- If you have a concern you should normally contact your daughter's Form Tutor, or the subject teacher involved, in the first instance. If the concern is about the form tutor, please contact the Deputy Head via the school office. In many cases, the matter will be resolved straightaway by this means.
- If the initial concern cannot be immediately resolved, either the parent or the member of staff may choose to make it an informal complaint in accordance with Stage 1 of this process.

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If your concern could not be resolved straightaway, the Form Tutor or subject teacher involved will make a written record of the concerns and the date on which they were received and pass this to the Deputy Head for record keeping.
- If the Form Tutor cannot resolve the matter alone, it may be necessary for them to consult the Head of Faculty in Junior House or the Deputy Head in Senior House.
- Concerns initially raised with the Head of Faculty in Junior House or the Deputy Head in Senior House will usually be referred to the relevant Form Tutor unless the Head of Faculty in Junior House or the Deputy Head in Senior House deems it appropriate for them to deal with the matter personally.
- The Form Tutor, or relevant Senior Leader if deemed appropriate, will respond to your concern within one week during term time and as soon as possible during the holidays but always within 5 school days. If you are unhappy with the proposed resolution, then you will be advised to proceed with your complaint in accordance with stage 2 of this procedure.
- If, however, the complaint is against the Headmaster, parents should make their complaint directly to the Chair of Governors.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis then you should put your complaint in writing to the Headmaster within seven days of receipt of the informal resolution. The Headmaster will decide, after considering the complaint, the appropriate course of action.
- In most cases, the Headmaster will either meet with or speak to the parents concerned, normally within seven working days of receiving the complaint to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Headmaster to carry out further investigations.
- The Headmaster will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Headmaster is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and you will be informed of this decision in writing.

- The Headmaster will also give reasons for his decision. This will usually be within 10 working days of speaking to the parents concerned.
- If the complaint is against the Headmaster, the Chair of Governors will call for a full report from the Headmaster and for all the relevant documents. The Chair may also call for a briefing from members of staff and will, in most cases, speak to or meet with the parents to discuss the matter further. Once the Chair is satisfied that, so far as is practicable, all of the relevant facts have been established, the parents will be informed of the decision in writing. The Chair will also give reasons for their decision.
 - If you are still not satisfied with the decision, you should proceed to stage 3 of this procedure.

Stage 3 – Appeal/Panel Hearing

- If you seek to invoke stage 3 (following a failure to reach an earlier resolution) you will be referred to an independent Convenor who has been appointed by the Governors to call hearings of the Complaints Panel. The Convenor is an individual who is independent of the management and running of the school and has not been involved in the matters detailed within the complaint. The Chair of Governors holds a list of appropriate persons who have agreed to act in this role.
- The matter will then be referred by the Convenor to the Complaints Panel for consideration. The panel will meet within 15 school days and the panel will consist of two Governors not directly involved in the matters detailed in the complaint plus the independent Convenor. Each of the Panel members shall be appointed by the Chair of the Board of Governors.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than five school days prior to the hearing.
- You may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve your complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 5 school days of the Hearing. The Panel will write to you informing you of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to you, the Headmaster, the Governors and, where relevant, the person complained of.

During school holidays, if a complaint is received, this will be dealt with as expeditiously as possible by the Headmaster or the member of the Senior Leadership Team who is on call if the Headmaster is unavailable.

You can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by the Education (Independent Schools Standards) Regulations, where disclosure is required in the course of the school's inspection, or where any other legal obligation prevails.

WRITTEN COMPLAINTS RELATING TO THE REQUIREMENTS UNDER THE STATUTORY FRAMEWORK FOR THE EYFS

Westfield will investigate written complaints relating to their fulfilment of the Early Years Foundation Stage (EYFS) requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.

Westfield will provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint. The record of any such complaints will be kept for at least three years.

If a parent wishes to make a complaint to the Independent Schools Inspectorate (ISI) this can be done by telephoning ISI 020 7600 0100 or by writing to:

Independent Schools Inspectorate
CAP House
9-12 Long Lane
London
EC1A 9HA
Email: concerns@isi.net

Contact details for Ofsted:
Email: enquires@ofsted.gov.uk
Telephone: 0300 1234 234

We received four formal complaints in the academic year 2022-23.



WESTFIELD SCHOOL TERM DATES 2024-2025

	Term Begins	Half Term		Term Ends
		School Ends	Resumes	
AUTUMN TERM 2024	* Tuesday 3 September Induction Day for L6 and U3 * Wednesday 4 September for rest of the school	Friday 18 October	Monday 4 November	Tuesday 17 December
SPRING TERM 2025	Monday 6 January	Friday 21 February	Monday 3 March	Thursday 10 April
SUMMER TERM 2025	Monday 28 April	Friday 23 May	Monday 2 June	Thursday 3 July
	Bank holiday: Monday 5 May Staff INSET Day: Friday 13 June			