



The Ferrers
School



Meridian
Trust



Year 6 into 7 Move Up Night 2026



The Ferrers
School



Meridian
Trust

Class of 2033

Aims for Move Up Night

- To meet key pastoral & house staff and the leadership team at TFS
- Brief introduction of the TFS expectations & the importance of the home school agreement
- Try on & size up uniform (Library)
- Visit the house areas & tutor bases
- Opportunity to have any questions answered (SEND & Attendance & MHST Hot Desk in Library)

Meridian Trust

- Meridian Trust has over a decade of highly successful experience delivering great schools and serving communities across our region.
- As of June 2026, there are 36 schools within Meridian Trust
- 19 primary
- 13 secondary (Manor School joining)
- 3 special educational needs
- 1 All-through

In addition:

- Meridian is the home of the Cambridgeshire & Peterborough Teaching School Hub
- Meridian trains over 150 teachers each year through Meridian Trust Initial Teacher Training, one of the largest providers in the country
- As a strong, regional multi-academy trust it operates schools across Bedfordshire, Cambridgeshire, Peterborough, Lincolnshire and Northamptonshire, and have forged strong links within all these communities.



The Ferrers
School



Meridian
Trust



Pursuit
of Excellence



Value
our People



Achievement
for all



High Quality
Learning
Environment



Extending the
Boundaries
of Learning

We are
committed to the
pursuit of
excellence in
education

We
value
people

We encourage
achievement for
all

We aim to
provide a high
quality learning
environment

We work hard to
extend the
boundaries of
learning



A year in the life of a Year
7 student at TFS
by

**Orion
&
Ava**

Our House System

House System: Academic Families



Brunel



Franklin



Turing



Woolf

All students belong to a house led by a senior tutor and supported by a student support assistant & form tutors.

All houses have a member of the Senior Leadership Team attached to it.

We know that good links between home and school are a vital factor in ensuring that we work together to ensure that your child continues to grow, develop and thrive at secondary school.

In essence, we have created 4 schools within a school to enable every student to be known, valued and supported.

House Teams – Brunel

Senior Tutor: Mr Jackson

Student Support
Assistant: Mrs Smart

Senior Leadership Link:
Miss York



Brunel House

Brunel House is named after English mechanical and civil engineer, Isambard Kingdom Brunel. Brunel's designs are said to have revolutionized public transport and modern engineering. Brunel house is based in the expressive arts, design technology, business and ICT departments.



House Teams – Franklin

Senior Tutor: Miss Guy

Student Support
Assistant: Miss Parnell

Senior Leadership Link:
Mrs Garrod



Franklin house is named after English chemist, Rosalind Franklin. Franklin's work was central to the understanding of the molecular structures of DNA. Franklin house will be based in the science and PE departments.



House Teams – Turing

Lead Senior Tutor: Mr Spavins-Hicks & Miss Rae

Student Support Assistant: Miss Cadge

Senior Leadership Link: Mr Greenwood



Turing House is named after English mathematician, Alan Turing OBE. Turing is best known for his work during the Second World War, where he worked for the Government Code and Cypher School at Bletchley Park, devising techniques for speeding up the breaking of German ciphers. His story has been dramatized in the film, The Imitation Game. Turing house is based in the maths and humanities departments.

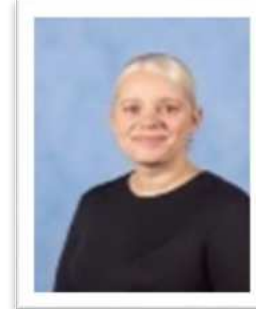


House Teams – Woolf

Senior Tutor: Mr Drouet

Student Support
Assistant: Mrs White

Senior Leadership Link: Mrs
Bakewell-Voss



Woolf house is named after English writer, Virginia Woolf, who is often considered one of the most important modernist 20th century authors. Woolf house is based in the English and modern foreign languages department.








Ofsted – March 2026

Pupils are happy at The Ferrers School. They get along well with each other and enjoy warm relationships with staff. The school is typically calm and orderly. Pupils recognise that behaviour has improved as a result of new routines and a more consistent approach. The house system in the school is structured to make sure that all pupils can seek support from trusted adults should they need it. Form tutors and house leaders keep a watchful eye over all pupils. They provide excellent pastoral care for any pupils who are struggling or vulnerable.

The school's house system offers pupils excellent pastoral care. Form tutors and house leaders get to know pupils very well. Staff use the positive relationships they form with pupils to identify when pupils are facing barriers to their wellbeing. Pupils have confidence that staff will help them to resolve any challenges they face in school.

Pupils benefit from an inclusive culture. Staff work together to minimise any barriers to pupils' learning and to ensure that pupils can participate in school activities. Pupils with special educational needs and/or disabilities receive nurturing care.

Our Values & Curriculum

 The Pursuit of Excellence	An academically rigorous curriculum that stretches and challenges all students and develops aspiration.
 Valuing People	A curriculum that is flexible enough to meet the needs of every individual learner.
 Achievement For All	A curriculum that supports all students to acquire the knowledge and skills necessary to succeed in Modern Britain and to maximise their potential in public examinations.
 High-Quality Learning Environment	Through the curriculum students develop a lifelong love of learning and the necessary skills to be a resilient, confident and independent learner.
 Extends the Boundaries of Learning	Providing a breadth of experience through the curriculum and beyond including an entitlement for all students to educational visits and other activities that enhance and extend the curriculum, including providing a range of opportunities for spiritual, moral, social and cultural (SMSC) education that instil the values of the trust and society more widely.

The Year 7 & 8 Curriculum

Broad curriculum

We believe that in Years 7 and 8 students should experience the broadest curriculum possible, with exposure to a range of subjects and experiences. Our curriculum aims to develop and nurture knowledge and skills through rich content and expert teaching.

All classes mixed attainment

We believe that to aid transition between primary and secondary school, having mainly mixed attainment classes is the best start to secondary education that students can receive. Setting in core subjects supports closing of attainment gaps.



English 6 periods	Science 6 periods	Maths 6 periods	Humanities 8 periods	Expressive Arts (Dance, Drama, Music) 6 periods
MFL 4 periods	PE 4 periods	D&T 4 periods	IT 2 periods	Core Studies 2 periods
				Art 2 periods

Number of 1 hour lessons per fortnight

Encouraging Progress

We recognise that progress is not linear, and that success can be measured in many ways. We do not mark work using levels or GCSE grades in Years 7 and 8, but rather aim to provide useful and clear feedback that helps students prioritise improvement.

Preparation for life

We believe in a 'whole' education, not solely preparing students for exams (critical though these are). We aim to develop the character and resilience of students, equipping them with the knowledge and skills to be successful in life beyond TFS.

Achievement and challenge for all

We believe that all students should be challenged to achieve their full potential. Whether they are more able in a subject, or face difficulties in certain areas, the curriculum should be both challenging and accessible enough to meet their specific needs.



Year 7 & 8



A SEVEN YEAR LEARNING JOURNEY

We ensure, by delivering a seven year learning journey, that we do not narrow entitlement to key knowledge and ensure cover of the national curriculum in Years 7 & 8; facilitating informed choices for Key Stage 4 and Key Stage 5.

All students in year 7 & 8 follow a modern language and we promote the study of a language as part of our ambition to raise aspiration for students of all abilities.

We believe that allowing students to choose significant elements (four option choices) of their own curriculum from Year 9 enhances their experience and improves attainment outcomes. Students are encouraged to study at least one of the humanities subjects; Geography / History with remaining choices coming from vocational / academic subjects as part of a broad and balanced curriculum.

We believe that the 'English Baccalaureate' suite of subjects (English, mathematics, science, a language and history or geography) provide a sensible academic foundation for an increasing number of students.

We ensure that at least the first term of study in year 9 of all subjects is a related but not an examined element of the GCSE / vocational subject to encourage a 'love for the subject' and enrich their learning experience.

As a Meridian Trust school we believe that a rounded, 'whole' education and curriculum lends equal prominence to students' entitlement to study subjects of interest.



Academic Mentoring – Quality First Tutoring

Through our quality first tutoring programme, each student will meet with their tutor at least twice a year following the school data drop.

The meeting will be recorded and shared by email & unifrog with parents & carers and looks at all aspects of school life and sets personalised SMART targets for each student.

The 1:1 also checks in with each student on their personal health and wellbeing as well as academic progress & where support or intervention might be needed. It will cover career aspirations, PLEDGES and LoTC.

These conversations are logged on MCAS.



Rewards & Recognition

Students are rewarded with achievement points at any time throughout the school day for meeting or exceeding expectations.

Similarly, we have a behaviour ladder & behaviour points



The Ferrers
School

Rewards Ladder	Points
Students of the Year Award Level 10	500
VIP Lunch Gold Principals Award Badge Level 9	450
Letter home from Chair of Academy Council Level 8	350
Chair of Academy Council Well Done Card Silver Principal's Award Badge Level 7	275
Principals Well done card & Bronze Principal's Award Badge Level 6	225
Letter home from Senior Leadership Link for your House & House Achievement Badge Level 5	180
House Achievement Certificate from Senior Tutor Level 4	120
Telephone call from form tutor Level 3	85
Well Done Card Level 2	50
Text message sent home Level 1	30



96-100% attendance raffles will take place each term
Weekly draw for 'I've been amazing' will be displayed on your house board



The Ferrers School

PLEDGES

Extending the Boundaries of Learning

CMAT Cambridge Meridian Academy Trust

Gold: TO LEAD

Silver: HELP ORGANISE

Bronze: TAKE PART IN

	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
BRONZE	Aimed an after school club for six weeks either sporting, cultural and/or academic	Take a lead role in and be a significant part of a team's structure. This should be recorded by a member of staff	Receive an academic sporting or cultural award from school	Actively participate in activities which explore personal heritage (including race/ethnicity, sex and identity)	Complete the school sponsored walk and raise money for charity or a community project	Volunteer and complete clearing duties in the schoolyard for 3 consecutive days	Be a tour guide for parents or visitors to the school both during school time and/or after school events
	Read in class so that the teacher is able to identify you as a regular reader	Make a positive contribution as a student representative and have a reference written up to make clear the positive contribution	Take part in an out of school activity which is called for determination, grit and resilience	Visit another country and show awareness of their cultural identity	Take part in an event which raises awareness of a charity or community project	Complete 5 litter picks during your free time on consecutive days	Play a role in supporting an after-school activity through providing a service to staff/parents/ community
	Read 10,000 words as recorded by Accelerated Reader or similar school reading programme	Take part in a form activity which is seen by a wider audience	Represent the school in a team or individual sport, cultural or academic competition	Learn to speak or make significant progress in a language not taught in the school curriculum	Donate old school uniform/PE kit/books, toys, games to school for the benefit of the school community	Actively participate in improving the school environment in a way which could be recorded and is substantial and sustained	Take part in a service activity outside school such as school, police cadets, army cadets for at least 5 sessions
	Participate in a school or outside school concert, show or sporting event	Write a school play's piece of poetry which is performed or a song which is heard in a school which is heard out	Receive regular and substantial praise in your books in a number of different subjects over a term	Produce a project about a culture new to you or country that you have not lived in	Donate regularly to a local or local community project	Help with a recycling scheme	Get involved with the service section of the Silver Duke of Edinburgh Award
SILVER	Aimed an out of school club for a sustained period of 6 sessions	Take an ambassadorial role either in or outside school	Take part in a holiday/weekend activity where your skill and/or knowledge has developed in a particular subject	Visit a place of significant cultural difference within the UK	Be a recognised leader for someone	Help with the various gardening/environmental projects around the school for at least 5 hours in a term	Be part of a design or service which either helps make the school or helps make people make progress in their daily lives
	Help to organise a sporting, cultural or academic activity for 12 weeks	Help to organise a House assembly	Help to organise an activity where significant achievement has to be demonstrated	Actively promote and lead activities and visit other schools	Run a fund raising activity in school which benefits a charity or community project	Be part of the organisation of a group of students in clearing duties in the schoolyard for 3 consecutive days	Organise tour guides for parents or visitors to the school both during school times and/or after school events
	Be part of the organisation of a reading group or organise a group reading project in class	Take a key role in a sporting, cultural or academic. Represent/school challenge which benefits a community	Organise an activity which called for determination, grit and resilience on behalf of the competitors	When visiting another country use their language to order food and/or navigate	Organise awareness of a charity or community project within the school through assemblies, events and charity evenings	Organise 5 litter picks during your free time on consecutive days	Help to organise supporting an after school activity through providing a service to staff/parents/ community
	Read 100,000 words as recorded by Accelerated Reader or similar school reading programme	Organise a school activity such as a charity stall for the benefit of a community	Represent the county in a team or individual sport, cultural or academic competition	Make significant progress in a language not taught in the school curriculum	Organise the collection of old school uniform/PE kit/books, toys, games to school for the benefit of the school community	Help organise activities which would actively improve the school environment	Take part in a service activity outside school such as school, police cadets, army cadets for at least 10 sessions
GOLD	Help to organise a concert, show or sporting event	Write a school play's piece of poetry which is performed or a song which is heard in a school which is heard out	Evidence where you have made substantial effort in and out of class in a number of subjects	Help organise a project about a culture new to you or country that you have not lived in	Organise donations to a foodbank or local community project	Help organise a recycling scheme	Complete the service section of the Silver Duke of Edinburgh Award
	Take a trophy to an out of school club for a sustained period of 6 sessions	Take an ambassadorial role either in or outside school	Be an active organiser in a holiday/weekend activity where your skill and/or knowledge has developed in a particular subject	Help organise a trip to a place of significant cultural difference within the UK	Organise someone as a recognised leader	Help organise a gardening/environmental project around the school for at least 5 hours in a term	Help to organise a design or service which either helps make the school or helps make people make progress in their daily lives
	Lead a sporting, cultural or academic activity for 12 weeks	Be a member of the School Council and an ambassador for the school in a particular area	Lead an activity where significant achievement has to be demonstrated	Lead on promoting values, respect and tolerance of different faiths and beliefs	Lead on organising a collection in aid of a charity and/or community project	Lead a group of students in clearing duties in the schoolyard for 3 consecutive days	Be a leader of two garden clearing teams from to conduct themselves whilst clearing visitors to the school
	Lead a reading group	Be a leader of a sporting, cultural or academic team/event	Lead an activity which called for determination, grit and resilience to be shown by the competitors	Be a leader in promoting another country's cultural capital	Volunteer in a local charity shop or for an out of school charity event or community project	Lead independently 5 litter picks during your free time on consecutive days	Lead the support of an after school activity through providing a service to staff/parents/ community
Read 100,000 words as recorded by Accelerated Reader or similar school reading programme	Lead a significant project which is seen by your House/department	Represent the region or country in a team or individual sport, cultural or academic competition	Be recognised for significant progress in a language not taught in the school curriculum	Lead on creating a shop stall/event which helps sell old uniform/books, toys, games in or outside the school	Lead on creating a better school environment	Take part in a service activity outside school such as school, police cadets, army cadets for at least 1 term	
Take a lead role in a concert, show or sporting event	Write a school play's piece of poetry which is performed or a song which is heard in a school which is heard out	Be someone whose behaviour and record of progress is something to be admired	Lead on a project about a culture new to you or country that you have not lived in	Lead on establishing a foodbank donation or local community scheme at Christmas or other times of the year	Lead a recycling scheme	Complete the service section of the Silver Duke of Edinburgh Award	
Take some form of leadership in an out of school club, substantiated by club leader	Organise or develop an ambassadorial role either in or outside school	Lead a holiday/weekend activity where your skill and/or knowledge has developed in a particular subject	Lead a trip to a place of significant cultural difference within the UK	Be a leader of those who lead	Lead a gardening/environmental project around the school for at least 5 hours in a term	Lead on a design or service which either helps make the school or helps make people make progress in their daily lives	

PLEDGES Programme

The Ferrers School's (TFS) taught curriculum runs hand in hand with the academy's extensive parallel curriculum. The overall intent of our parallel curriculum remains the same as the intent of our taught curriculum. We see the two, as equal pieces of a jigsaw, that combined, provide TFS students with a wide, whole and rounded curriculum which equips them for life beyond TFS.

Many of the PLEDGES have at their core the 'British Values' of:
 • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance



TFS PLEDGES Summer Challenge

Using the information on PLEDGES you can kick start off your life at TFS by completing a PLEDGE over the summer.

You can use the information on our website and email in your evidence (pictures/certificates) on the pledges@theferrers.org

In September your form tutor will check and award you your TRANSITION PLEDGE or IF IT IS REALLY AMAZING your first TFS PLEDGE.



5 A Day Transition Activities for Year 6 Week 1 – Summer Holidays



	Preparation for secondary school.	Developing Self Confidence and Wellbeing	Subject Knowledge	Staying Active Mini work out:	Getting to know us www.theferrers.org
Monday	On your daily walk think about your route to school. Will you walk/cycle or get a lift? How long will it take? What time will you need to leave to be on time?	What are three things you are confident about with yourself and your learning?	English: Write a short descriptive story about how you imagine your first day at TFS to be.	25 sit ups 25 star jumps 1-minute jogging 25 press ups 25 squats	Who is the Principal of TFS?
Tuesday	Ask a family member about how they felt when they transitioned to secondary school. Even better if they are already a student of TFS!	What are two things you would like improve about yourself or your learning when you join us?	Maths: Recall the times tables for 3,6 and 9. Draw 4 pizzas cut into 8 slices, then shade the number of slices that represent the following fractions $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{8}$, $\frac{5}{8}$	25 burpees 25 jumping jacks 1-minute skipping 25 Bicycle crunches 25 high knees	What are the names of the 4 houses at TFS?
Wednesday	What should you do if you are not going to be in school? Who should you contact at school? What is the telephone number?	Which subjects are you excited to study when you join us?	Science: Research about animal and plant cells. What do they look like? What's inside them? What do the different parts do? How are they similar/different?	25 Squat jumps 25 lunges 1-minute plank 25 high knees 25 sit ups	Who are the Senior Tutors for the houses at TFS?
Thursday	What is the school's expectation for attendance as a percentage?	What are three hobbies or interests you have that you could discuss with a new friend?	MFL: If you have access download the duo lingo app. Start learning some phrases in French or Spanish.	25 press ups 25 high kicks 1-min mountain climbers 25 Bicycle crunches 25 high knees	What is the school's address and telephone number?
Friday	Write down your morning routine for when you join TFS. For example: set my alarm for 7.15am	What three qualities would make you a great new friend to have to someone from another primary school?	Drama: Practise, by using a mirror, different facial expressions/emotions such as: happy, sad, frightened, confused, embarrassed, confident	25 bunny hops 25 star jumps 1-minute climb 25 sit ups 2 minutes jogging	Who are the Student Support Advisors for each of the houses at TFS?



5 A Day Transition Activities for Year 6 Week 2 – Summer Holidays



	Preparation for secondary school.	Developing Self Confidence and Wellbeing	Subject Knowledge	Staying Active Mini work out:	Getting to know us www.theferrers.org
Monday	From your alarm going off, time how long it takes you to get up and be ready to set off to school so you know what time to set your alarm for to be here on time.	Write down something kind you have done recently that you could discuss with a new friend on transition.	English: Write a poem about a trip or holiday you have been on	25 sit ups 25 frog jumps 1-minute jogging 25 press ups 25 squats	What is the CCF?
Tuesday	Write down three questions you would like to ask on your first day at TFS	What is the kindest thing you saw/watched/heard someone else do recently?	Maths: How many mms in a cm, and a m? How many cm in a m? How many m in a km? How many g in a kg? Write the following as kg: 200g, 155g, 31g, 735g	Create your own: Design a workout using... tinned veg or beans, pairs of socks, bottle of water, skipping rope, 2 objects of your choice.	Find out a fact about the person the houses are named after
Wednesday	Make a list of what equipment you may need in your school bag each day.	Who haven't you spoken to in ages? Send them a letter, email or message today and tell them you were thinking of them.	Science: What is a force? Can you name some examples of forces and where they may have an effect.	25 Squat jumps 25 lunges 1-jumping 25 high knees 25 sit ups	What 5 words make up our Ferrers Framework?
Thursday	What items of school uniform will you need for September?	What are your three proudest achievements to date that you could share with your new form and form tutor?	Art: Create a mood board for transition. Draw all the things that will make you happy about coming to school. Consider your colour choices for happy.	Create your own: Design a workout using... using at least 5 different exercises.	What trips and visits have been on for students at TFS recently?
Friday	Write down your after school/weekend routine for when you join TFS. For example: Tuesday athletics club, Wednesday homework 3.30-5pm, Sunday family time.	Write down three conversation openers to introduce yourself to a new friend at transition? e.g. my name is..... and I have a dog called Rosie	Geography: Draw a map of your local area with a key; include key landmarks like schools, shops, monuments, areas of water, parks etc.	Mini work out: 25 spider man lunges 25 star jumps 1-mountain climbers 25 sit ups 2 minutes jogging	What date is October Half Term?



5 A Day Transition Activities for Year 6 Week 3 – Summer Holidays



	Preparation for secondary school.	Developing Self Confidence and Wellbeing	Subject Knowledge	Staying Active Mini work out:	Getting to know us www.theferrers.org
Monday	What will you have for your lunch? Make a meal planner for if you will make your own or eat from the menu under the parent section on our website – catering	Complete three tasks around the home to support the adults looking after you. This could be putting the washing out, washing dishes, tidying up etc.	English: Write a short review for one of your favourite books. What happened? Who was your favourite character and why?	25 sit ups 25 star jumps 1-minute jogging 25 press ups 25 squats	On the student section of the website, read about the Duke of Edinburgh Award
Tuesday	Points mean prizes. Make a list of all the things you think will get you achievement and house points and rewards at TFS.	Look at the wellbeing section on the school website & see what support we have available at TFS.	Maths: Mental maths: ask someone at home to read you your food shop receipt for this week and add up your family's total spend.	25 burpees 25 jumping jacks 1-minute skipping 25 Bicycle crunches 25 high knees	Find out about our Pledges – could you start to work towards one already? Email it to pledges@theferrers.org
Wednesday	We love to have student voice, and our student leaders are fab. Design an anti-bullying poster that we could use.	Write a paragraph about someone who inspires you and read it to someone in your home.	Science: Find a flower from your garden or from your walk. Draw it and label the parts. Then research and write a paragraph about photosynthesis.	25 Squat jumps 25 lunges 1-minute plank 25 high knees 25 sit ups	If you have internet access read some of our past newsletters.
Thursday	Set yourself 3 SMART targets for the start of Y7. Specific, Measurable, Achievable, Relevant, Time-bound.	Complete three tasks that will help support your local environment, such as: picking up litter from in front of your house, recycling the rubbish from your home, picking things to donate to a charity shop etc.	History: If you have access to the internet, research a historical monument from your local area, even better if you visit it on one of your walks.	25 press ups 25 high kicks 1-min mountain climbers 25 Bicycle crunches 25 high knees	How many faces are on TFS badge – can you find out what they represent?
Friday	Make a checklist for secondary school readiness that you can go through the week before we start in September.	Send a postcard or letter to someone you miss.	DT: Create something for living things in your garden or outside, such as a bug hotel or a bird feeder by recycling a plastic bottle.	25 bunny hops 25 star jumps 1-minute climb 25 sit ups 2 minutes jogging	Check out the rewards ladder – how many points do you need to get a VIP lunch?



5 A Day Transition Activities for Year 6 Week 4 – Summer Holidays



	Preparation for secondary school.	Developing Self Confidence and Wellbeing	Subject Knowledge	Staying Active Mini work out:	Getting to know us www.theferrers.org
Monday	From our uniform expectations what is acceptable and not acceptable in relation to make up/hair and uniform.	What has been your favourite experience/proudest moment of primary school? Write a postcard to your Y6 teacher to tell them.	English: Write a news report about current affairs – use the link to help inspire you. https://www.bbc.co.uk/newsround	25 sit ups 25 frog jumps 1-minute jogging 25 press ups 25 squats	Who are the Senior Leaders at TFS?
Tuesday	What are our rules about Mobile Phones?	Paint a pebble with a transition design for 2025 and hide it along your daily walk route or in your garden.	Maths: complete a sudoku or other maths puzzles of your choice from here: http://www.mathsphere.co.uk/	Create your own: Design a workout using... tinned veg or beans, pairs of socks, bottle of water, skipping rope, 2 objects of your choice.	What is the school dog's name?
Wednesday	When you join TFS you will receive your own school email address. What do you know about staying safe online?	Write a letter to yourself...about what you want achieve both academically and personally by the end of Y11. Seal in an envelope and save for Y11! (you will do something similar in Core Studies in Year 10)	Science: Define the term acid and alkali. Can you name some examples of acids and alkalis in your home? https://www.bbc.co.uk/bitesize/topics/m6h/vcw	25 Squat jumps 25 lunges 1-jumping 25 high knees 25 sit ups	What time is lunch and break & session 6?
Thursday	What subjects are you most looking forward to and why?	Design and make a healthy balanced meal for your family. Email us your pictures. Y6into7@theferrers.org	Art: Create a drawing, painting or collage of your local community and what makes you proud of your area.	Create your own: Design a workout using... using at least 5 different exercises.	What 3 words make up the school motto?
Friday	Are there any lessons that you are worried about? If so write down your concerns so you can ask when you come to see us	Design yourself an introduction profile to share with pupils from different schools. Who are you, what are your interests, what are some of your best qualities etc.	PE- Can you complete the Wimbledon Quiz? Quiz: Can you ace our Wimbledon quiz? - BBC Bitesize	25 spider man lunges 25 star jumps 1-mountain climbers 25 sit ups 2 minutes jogging	TFS embraces the Meridian ethos and values . The core of this philosophy includes: Achievement for all, Valuing People, A high quality learning environment & which 2 others?

PUPIL PREMIUM CHARTER

"Students are entitled to a broad and rich curriculum and schools across the Meridian Trust will provide opportunities for children to participate in activities to develop wider skills beyond the classroom..." (Meridian Trust Pupil Premium Statement of Principles)



ACADEMIC MENTORING AND SUPPORT	CAREERS GUIDANCE	EXPERIENCES AND ENRICHMENT	ATTENDANCE AND PROGRESS
<p><i>Each student will benefit from a personalised academic mentor who will work to ensure:</i></p> <p>The annual 'PASS' survey is used to identify needs and target the right personalised help and support to succeed</p> <p>At least three 1:1 interviews take place each year with an Academic Tutor or PP-Mentor</p> <p>Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year</p>	<p><i>Each student will have access to the best possible career guidance and as a minimum will:</i></p> <p>Attend at least three interviews with an independent careers adviser (usually one during Y7-8 and two during Y9-11)</p> <p>Benefit from at least five different careers 'encounters' with employers or the work place between Y7-11</p> <p>Complete at least one aspirational and high quality work experience placement during Y9-11</p>	<p><i>Each student will have memorable experiences that will support engagement and grow independence through:</i></p> <p>Achieving, as a minimum, the Meridian Trust Bronze PLEDGES Award by the end of Y9, and Silver PLEDGES Award by the end of Y11</p> <p>Attending at least three off site 'experiences' trips or visits during Y7-8</p> <p>Experiencing a residential trip by the end of Y11 and/or being given significant and free access to music tuition or other specialist tuition</p>	<p><i>Each student will be supported to ensure attendance and achievement in line with their peers through:</i></p> <p>Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and maths during Y7 and Y8</p> <p>Close monitoring and early help or support to remove any barriers to poor attendance</p> <p>Individual support and assistance to remove the barriers to success such as help with homework and personal study</p>

All of our students in receipt of Pupil Premium have an entitlement to access opportunities expressed in the TFS Pupil Premium Charter. This will be achieved through both the taught and parallel curriculum.



Our Reading Charter



We aim for every young person to leave school as a skilled reader

This means our students learn to...

Recognise and accurately decode words

j-oy

Read fluently, at speed, and with expression



Use a breadth of knowledge to support comprehension



Use different strategies to support comprehension



Read appropriately demanding texts to support learning & life beyond school, and to be empowered with the choice to read for pleasure



We believe that...

It takes a
WHOLE
School
to develop a
reader

-Meridian Trust-

Our schools achieve this by strategically prioritising...

Knowledge

Understanding how students learn to read; knowing our students different reader profiles; and knowing who our weakest readers are



Design

Carefully designing school and subject based curriculum and interventions that help us develop skilled readers



Practice

Using and adapting teaching strategies to support students with a range of different reading needs



Monitor and Prioritise

Monitoring students' progress; providing additional support when needed; and prioritising students whose reading limits their access to the curriculum



Careers Education

Introducing careers education in Year 7 helps students begin thinking about their future in a structured, supportive way—long before key decisions like GCSE options.

- **Raising Aspirations** - Early exposure to a wide range of careers helps students see beyond stereotypes and understand the possibilities available to them
- **Building Self-Awareness** - Encourages students to reflect on their strengths, interests, and values—key components in making informed choices in the future.
- **Develops Key Skills** - Focuses on transferable skills such as teamwork, communication, problem-solving, and resilience—essential for any future pathway.



unifrog
The universal careers platform



Extending The Boundaries of Learning Session 6 & LOTC



TFS student Radio Station

Be part of this exciting new project!



Plans are in place to launch a TFS Student-Led radio station, and we are asking you to register your interest in joining the launch team.

There is such a broad range of skills required – so even if you don't want a speaking role, there are plenty of other technical roles to consider!

- Researchers
- Content Writers
- Sound editors
- Presenters/Hosts
- Roaming Reporters
- Guests

To Register interest:
Add your name to the sign-up sheets in Expressive Arts or Chichele Suite

First Meeting:
Monday 22nd June
1:30pm – Media Suite

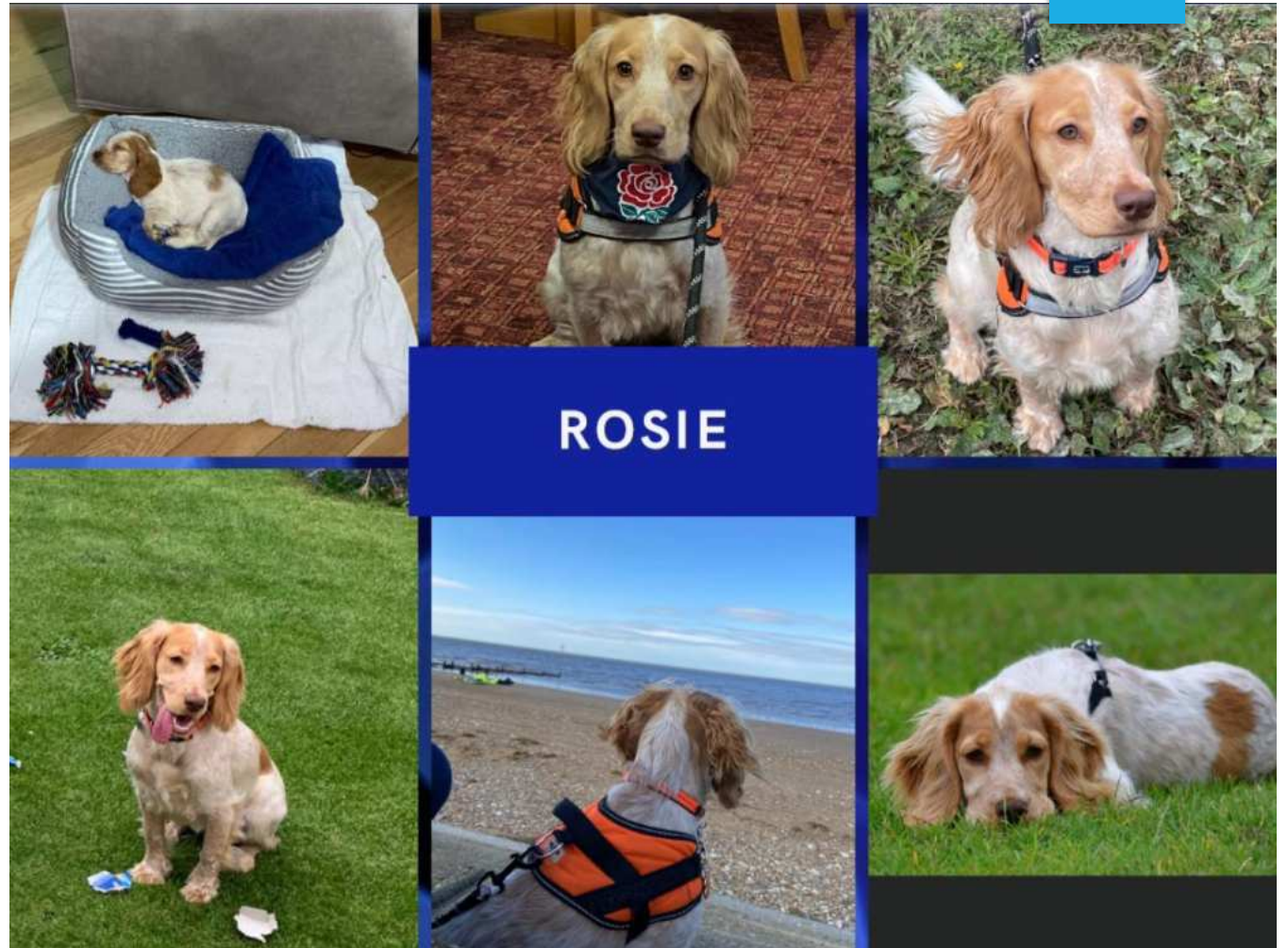


		1.30-2.00pm		
SEMH drop in All Years	Mrs Butler Mrs Tysoe	Every Day	Recharge Room (Brunel corridor)	Take a moment to look after yourselves, chat, make friends, offload, activities to boost your wellness. This club gets very busy! Get there on time!
Year 7 ONLY drop in	MHST	Wednesdays	D12	A friendly and welcoming space to relax and make friends. Each week. Explore ways to boost your mood, beat stress, and build confidence, through games and activities, or just come along for a chat.
Games & Chat over Lunch	Chichele Suite Dury Staff	Every day	Chichele Suite	Board Games/Card Games/Lego/Chess pop along for a game or a chat.
Homework/ Coursework Club	Mrs York & Mrs Nestic	Thursdays	D5	Get your homework done – access to IT & adult support. You can use it for coursework or Revision
Comic Writing /Illustration/ Storyboarding	Mrs Sturgess	Mondays	Chichele Suite	Like comics – have a go at writing and illustrating your own.
Minecraft	Mr Cox	Tuesday	D5	Build a city, start a farm, mine deep underground, face mysterious enemies, or just experiment to the limits!
Walking & Talking	Mrs Green & Miss Jeffs	Tuesday & Fridays	Outside (meet at Chichele Suite – Pick Up Point)	Walking and talking combines physical activity with connection & communication. Boosting mental health by reducing stress & improving mood. Get some fresh air!

JUST TURN UP & JOIN IN

Welfare and Wider Support at TFS

- ▶ Rosie the pastoral pup
- ▶ Mental Health and Support Team (MHST)
- ▶ School counsellor
- ▶ Young carers
- ▶ Service 6
- ▶ Police School Liaison Officer
- ▶ Mindful Mondays
- ▶ Academic mentoring
- ▶ Kelly's Heroes
- ▶ Kidscape
- ▶ Maplefields
- ▶ BTLT
- ▶ Targeted Youth Intervention Team
- ▶ Mosaic Psychology



Home School Agreement

Children learn best when the significant adults in their lives – parents/carers, teachers, and other family and community members **work together** to encourage and support them.

Extensive research has concluded **excellent home-school** relationships can support with:

- Improved student outcomes
- Students' self-regulation, social skills, better behaviour and discipline
- better attendance
- Students' positive engagement with peers and adults
- Increased feelings of competence or capability
- positive engagement with learning and motivation to learn

We pride ourselves with our values and ethos at TFS.

Parents & Carers will be asked to read and sign our home school agreement, so students, families and staff all make the commitment to upholding our school policies and expectations at the start of the new term. This will be sent out via email.

Home School Agreement



TFS Home School Agreement

School Responsibilities

We communicate our belief in the potential of every student through consistently high expectations and standards, celebrating achievement and success at every opportunity. We value each student as an individual, take time to know them well, and demonstrate genuine care, support, and encouragement. Guided by optimism about the future of young people, we promote and uphold British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths, beliefs, and backgrounds. Through these values, we nurture confident, responsible, and respectful young people who are prepared to make a positive contribution to society. The school will:

- provide a warm welcome to all students where they can feel happy and safe during lessons and social times;
- challenge your child to strive for a high standard of personal, social and intellectual development and to aim for excellence in all they do;
- contact you if there is any concern for your child in any respect;
- ensure our 'Ready, Respectful, Safe' approach is promoted to ensure teaching and learning can happen without interruption;
- ensure our Consistent Classrooms approach to teaching and learning is consistently delivered across the school;
- provide opportunities for a wide range of extra-curricular activities;
- listen to student voice, respecting the views and opinions of students in the development and progress of the school and their educational experience;
- provide you with information about your child's progress and involvement in all aspects of school life;
- work in a partnership of mutual respect with parents/carers;
- create suitable and regular opportunities to communicate with teachers and staff about any aspect of school life, including one-to-one consultation sessions and a variety of reports;
- keep you well informed about school policies and activities through parent forums, the website and newsletters;
- notice, reward and celebrate success.

Parent and Carer Responsibilities

As parents and carers, we acknowledge our primary and essential role in our child's education and learning. Helping them to reach their full potential is paramount, both academically and as well-rounded citizens. We recognise the value and importance of working in partnership with the school and in promoting British values, including respect, tolerance, individual liberty, democracy, and the rule of law, to support our child's personal development and future success.

I/we will:

- support the values, ethos and policies of the school, encouraging my child to do his/her best in all aspects of school life;
- ensure that my child attends school every day (aiming for >95% attendance), on time, suitably equipped and 'ready to learn';
- ensure that family holidays are taken out of term time;
- use school procedures to communicate information such as absence from school;
- inform the school of any concerns or issues that may affect my child's learning, progress or behaviour;
- support the school's policies and guidelines for behaviour and school uniform expectations;
- provide a suitable and comfortable space for working at home;
- support my child with home learning and the completion of homework/coursework;
- support safe use & monitor social media
- work in a partnership of mutual respect with school/staff;
- attend parent consultation sessions, personal reviews meetings that provide specific information relevant to my child;
- check the MCAS app & school website regularly for updates about my child's work and progress
- ensure that my child understands the importance of safe travel to and from school and accept that consequences may be necessary if this does not happen.

Student Responsibilities

As a student, I understand that I am responsible for my own learning, behaviour, and personal development. I recognise that I can contribute positively to the life of the school through my actions, attitudes, and participation. I will uphold British values by showing respect and tolerance towards others, valuing diversity, exercising individual liberty responsibly, and supporting the principles of democracy and the rule of law. By doing so, I will help create a safe, inclusive, and supportive school community where everyone can succeed.

I will:

- make the most of lessons and extra-curricular opportunities to help my learning and personal development;
- allow my teachers to teach and my classmates to learn without disruption
- attend school regularly and be 'Ready, Respectful and Safe' always
- come to school 'Ready to Learn' with the right equipment and attitude
- complete schoolwork and homework, by the deadlines set and to the very best of my ability;
- take responsibility for my actions, behaving in a way that ensures all students and staff feel safe and happy, and accept consequences for inappropriate behaviour;
- wear correct uniform with pride
- take care of all school equipment and respect the school environment;
- share my feelings honestly and in a polite manner, asking for help and advice when needed;
- take responsibility for any personal items brought onto the school premises;
- be a responsible upstanding citizen in our local community
- only use the internet and school digital platforms strictly for learning & never share my passwords
- be an upstander not a bystander
- travel to and from the school safely.

Compulsory School Uniform Items for all Students in Years 7-11

All the uniform to be worn by students in Years 7 to 11 is available to be purchased from SWI, [online retailer](#)

- **LOGOED Navy school blazer or jumper** – Navy, logoed with the school badge purchased from SWI online retailer
- **Trousers** – Plain black, full-length, suit-style trousers (no leggings, jeans, chinos, or cropped trousers) **or Skirt** – Plain black skirt in a suit-style material and worn at knee length (no lycra or legging material/mini skirt styles)
- **Shirt** – Plain light blue, long or short-sleeved, button-through with pointed collar (to be worn tucked in and fastened at the top button)
- **Tie** – Official Ferrers School tie from SWI (colour stripe dependent on house membership)
- **Shoes** - Traditional black smart shoes, plain black boots of ankle height or plain black trainers. All footwear needs to be **all black**, including soles, trims, logos, laces and any other part of the shoe/trainer (no Vans/Converse style, plimsolls or steel-tipped shoes). **If students wear trainers to school, they must bring a different pair of appropriate trainers/footwear for PE (to ensure indoor spaces remain clean and safe), in line with the expectations of the PE uniform below**
- Plain black/nude tights or plain black or white socks (leggings are not to be worn in place of tights).



Uniform



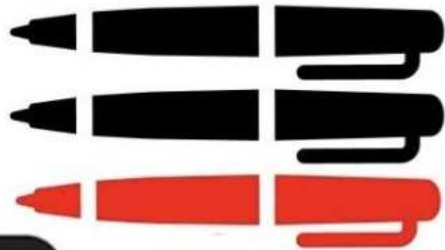
The Ferrers
School

'Ready to Learn' Equipment Checklist

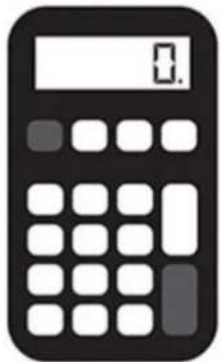


Meridian
Trust

Pens



Pencil Sharpener



Calculator



Pencil Case



Rubber

Pencil



Ruler

Equipment

Calm Corridors	
Ready	<ul style="list-style-type: none"> • Right place, right time, right thing • Ready to learn - pencil cases, books, equipment • Dressed for the occasion – uniform/PE/dance kit • Mobile phones and headphones off and away all day
Respectful	<ul style="list-style-type: none"> • Follow adult instructions first time, every time • Positive interactions • Respectful language and volume • Care for our environment • Use toilet facilities appropriately, at the right time
Safe	<ul style="list-style-type: none"> • Follow one-way systems during transitions • Use correct entrances and exits • Walk with pace and purpose • Hands to ourselves • Report concerns or issues to an adult • Right place, right time, right thing

Calm Corridors

EVERY SCHOOL DAY COUNTS

Don't miss out on the education you deserve.



Good attendance means being in school at least 94% of the time or 180-190 days. Did you know? A two week holiday in term time means that the highest attendance you can achieve is 94.5%.

Attendance
&
Punctuality

What will transfer days look like?

Thursday 2nd and Friday 3rd July

8.50-9.15	Group 1	Group 1	Group 1	Group 1	Group 1
Assembly CRA	PE MYU	English EWI	Maths RSA	Science RSP	Dance AWO
Main Hall	Group 2	Group 2	Group 2	Group 2	Group 2
Assembly CRA	PE MJA	English KFR	Maths KGO	Science LBA	French MBI
Main Hall	Group 3	Group 3	Group 3	Group 3	Group 3
Assembly CRA	PE DCA	English ESM	Maths DAD	Science JBU	Geography ALI
Main Hall	Group 4	Group 4	Group 4	Group 4	Group 4
Assembly CRA	PE HPR	English TTR	Maths KUN	Science RPU	History TCO
Main Hall	Group 5	Group 5	Group 5	Group 5	Group 5
Assembly CRA	PE AWO	English CHO	Maths WFO	Science SMA	Spanish MVA
Main Hall	Group 6	Group 6	Group 6	Group 6	Group 6
Assembly CRA	PE LMI	English KPA	Maths FFR	Science JGU	Media CDA

First Aid/Medication including Epi-Pens.

All must be labelled and handed in on arrival. For students requiring an Epi-Pen they should always have one on their person and a **second one handed in.**

You will follow a normal timetable & have taster lessons across the 2 days.

On arrival to TFS you will register under the covered walkway and be invited into the Main Hall for an assembly to explain how the day is organised & what to expect & have any questions answered.

You should wear your primary school uniform. Bring a packed lunch and labelled water bottle/suncream/hat.

You will have a student ambassador attached to your groups (these are not teaching groups/house groups). You will also take part in some CATs testing on Friday.

THIS IS NOTHING TO WORRY ABOUT.

Cognitive Ability Tests (CAT)

Baseline point providing a view of both current skills as well as **hidden potential**.

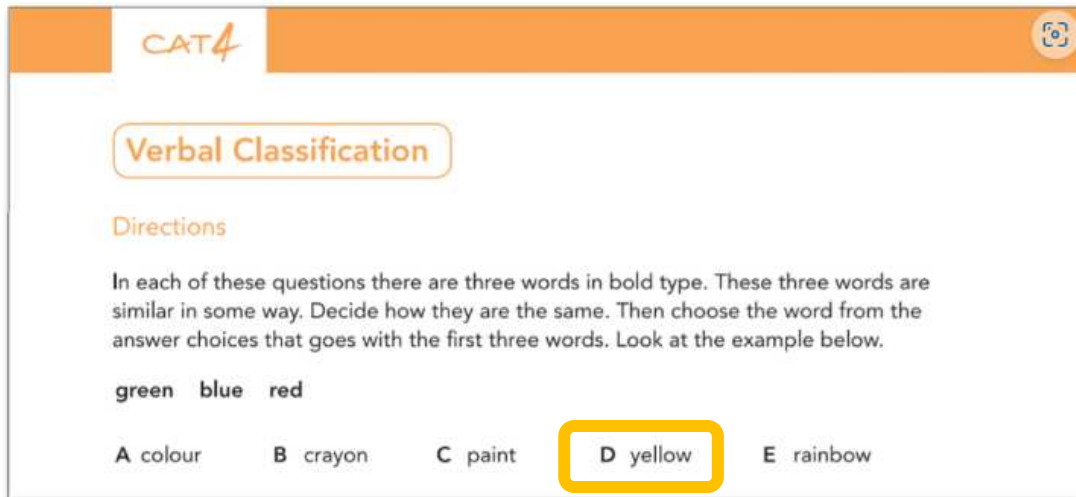
Provides a unique profile of strengths and weaknesses across four areas ('batteries') known to make a difference to learning and achievement, allowing us to target support, provide an appropriate level of challenge and make informed decisions about a student's progress.



Verbal reasoning is the ability to understand, classify, and identify **patterns in words**.

The verbal classification test (Part 1)

Several words presented which are related in some way. Students then need to select another word from the list which is associated in a similar way to the initial group.



CAT4

Verbal Classification

Directions

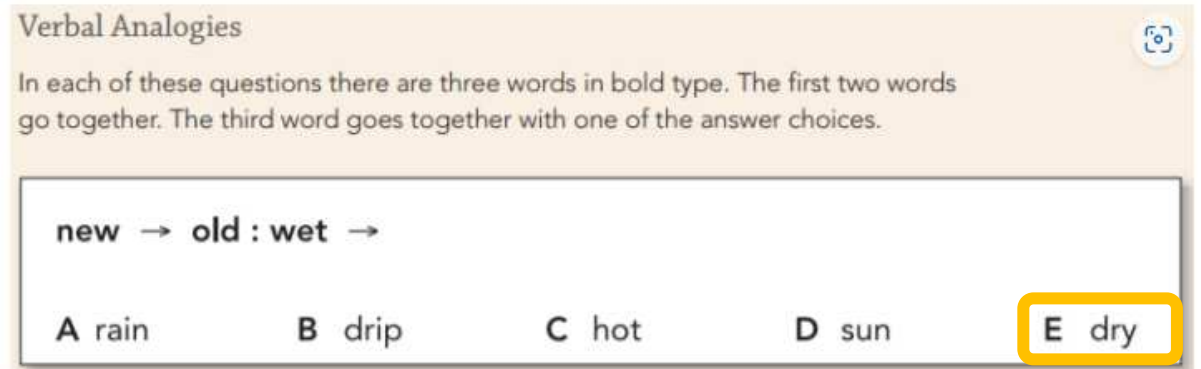
In each of these questions there are three words in bold type. These three words are similar in some way. Decide how they are the same. Then choose the word from the answer choices that goes with the first three words. Look at the example below.

green blue red

A colour B crayon C paint **D yellow** E rainbow

The verbal analogies test (Part 2)

Relationship between a pair of words needs to be determined. A third word will then be presented, and the student needs to use the relationship from the first pair to select a fourth word.



Verbal Analogies

In each of these questions there are three words in bold type. The first two words go together. The third word goes together with one of the answer choices.

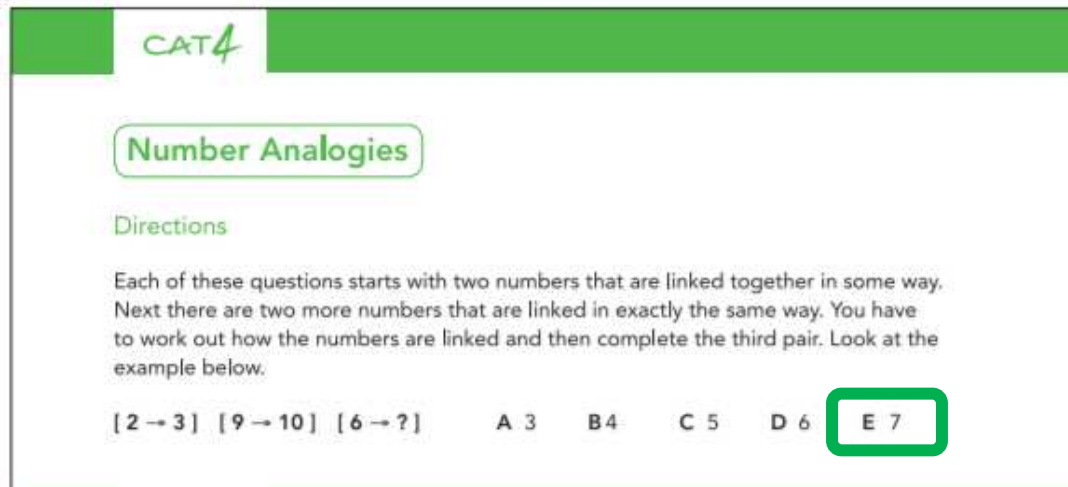
new → **old** : **wet** →

A rain B drip C hot D sun **E dry**

Quantitative reasoning is the ability to apply mathematical skills to real world problems, requiring the identification of similarities and **patterns in numbers**.

The number analogies test (Part 1)

Provides pairs of numbers which are linked together in some way using a logical rule. The third pair needs to be completed by selecting from five options presented.



CAT4

Number Analogies

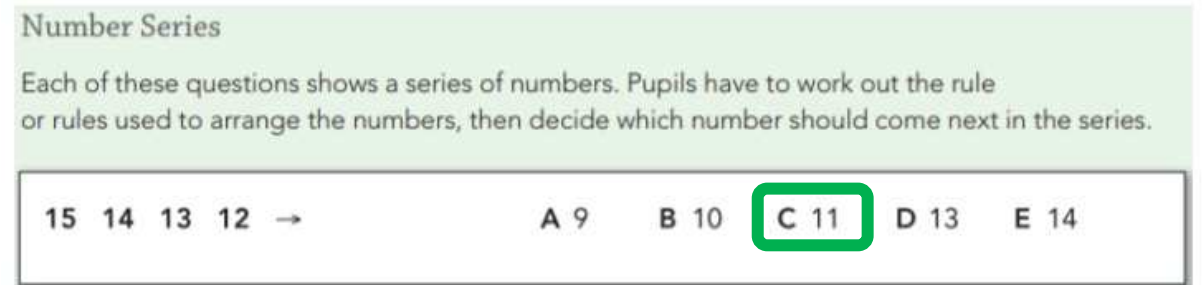
Directions

Each of these questions starts with two numbers that are linked together in some way. Next there are two more numbers that are linked in exactly the same way. You have to work out how the numbers are linked and then complete the third pair. Look at the example below.

[2 → 3] [9 → 10] [6 → ?] A 3 B 4 C 5 D 6 **E 7**

The number series test (Part 2)

Presents a series of numbers which are related using a rule or function. Students need to analyse the numbers, determine the function / rule, and calculate the next number in the sequence.



Number Series

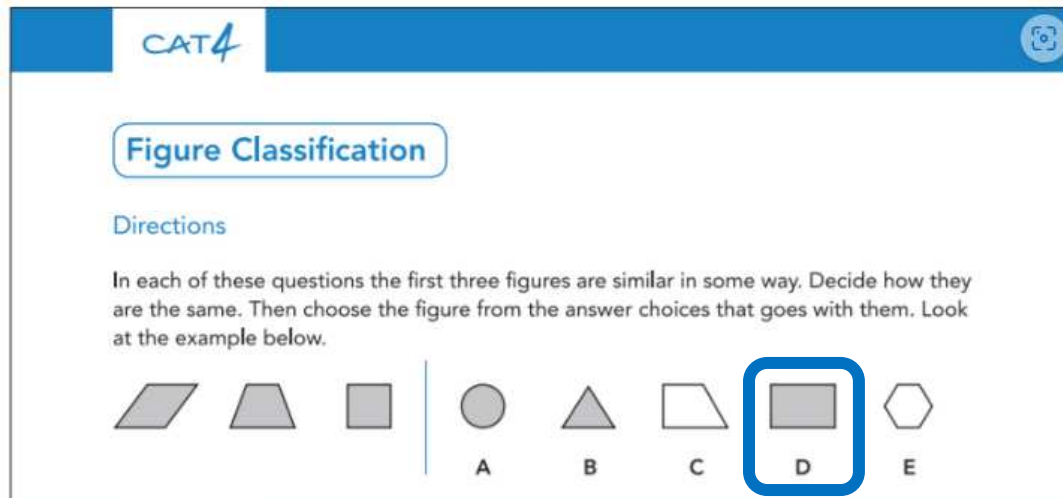
Each of these questions shows a series of numbers. Pupils have to work out the rule or rules used to arrange the numbers, then decide which number should come next in the series.

15 14 13 12 → A 9 B 10 **C 11** D 13 E 14

Non-verbal reasoning is the ability to visually **understand shapes**, their relationships and patterns, differences, and similarities.

The figure classification test (Part 1)

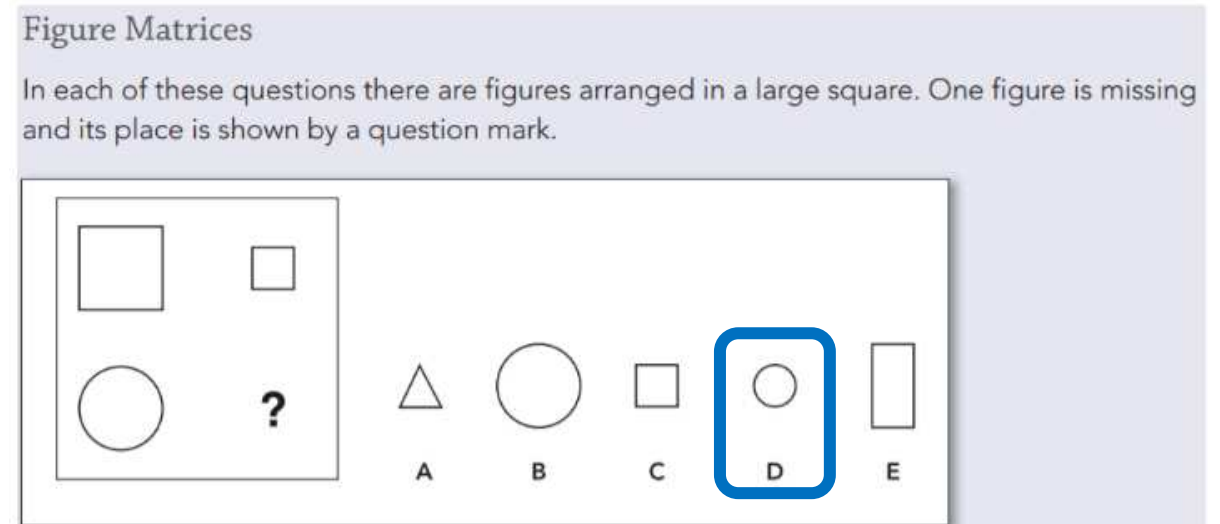
Presents a group of shapes which are similar in some way. Students need to select one of the other five shapes presented that also belong to the group due to the shared characteristic.



The screenshot shows a CAT4 test interface. At the top, it says 'CAT4' and has a camera icon. Below that is a blue header with 'Figure Classification' in white. Underneath is the heading 'Directions' in blue. The main text reads: 'In each of these questions the first three figures are similar in some way. Decide how they are the same. Then choose the figure from the answer choices that goes with them. Look at the example below.' Below the text are five shapes: a parallelogram, a trapezoid, a square, a circle (labeled A), a triangle (labeled B), a trapezoid (labeled C), a shaded rectangle (labeled D, which is circled in blue), and a hexagon (labeled E).

The figure matrices test (Part 2)

The change between the first two shapes will need to be applied similarly to the third shape to decide which shapes from the five options is the missing fourth shape.

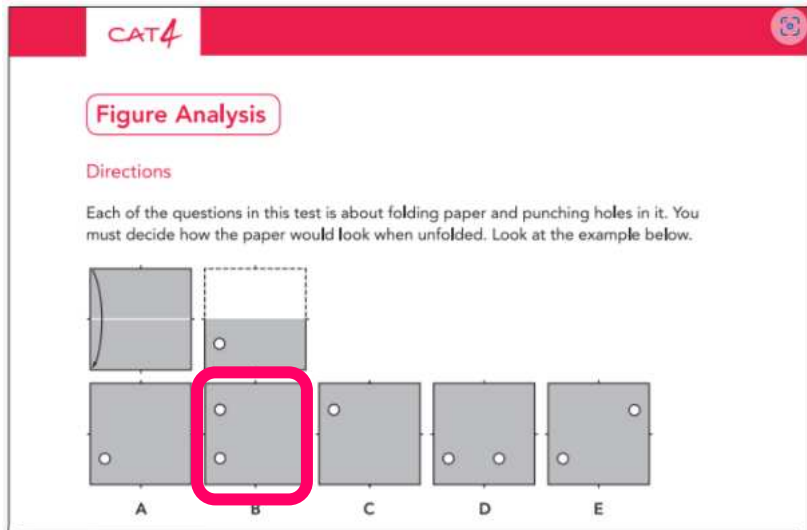


The screenshot shows a 'Figure Matrices' test question. The text says: 'In each of these questions there are figures arranged in a large square. One figure is missing and its place is shown by a question mark.' Below the text is a large square containing a 2x2 grid of shapes. The top-left cell contains a large square, the top-right cell contains a small square, the bottom-left cell contains a large circle, and the bottom-right cell contains a question mark. To the right of the grid are five options labeled A through E: A is a small triangle, B is a large circle, C is a small square, D is a small circle (circled in blue), and E is a vertical rectangle.

Spatial reasoning is the ability to solve complex three-dimensional problems by mentally **visualizing, manipulating, rotating, and transforming images.**

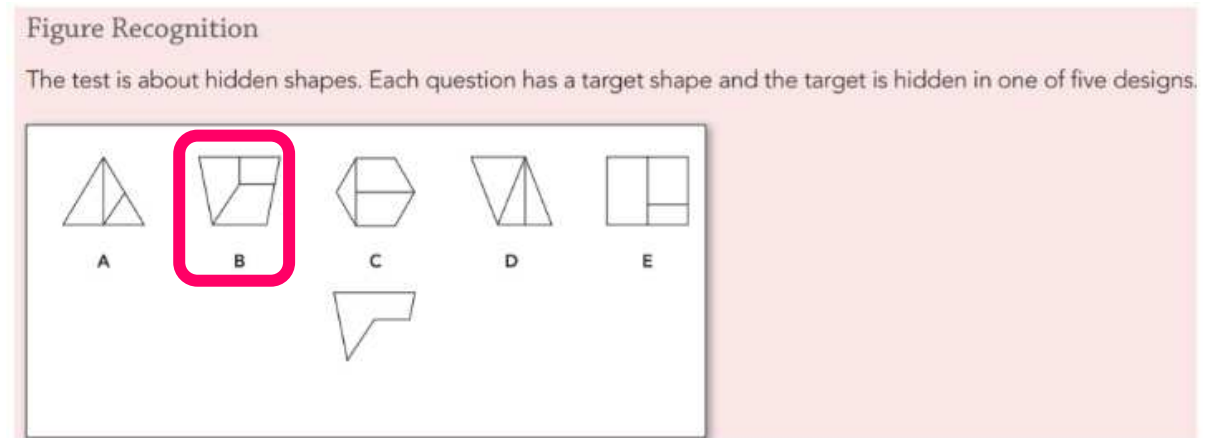
The figure analysis test (Part 1)

Presents a square that has been folded and hole punched several times. Students need to visualize how the square would look unfolded and select the correct option.



The figure recognition test (Part 2)

Evaluates the student's ability to recognize shapes within other shapes. The user is asked to simply identify the presence of a shape in one of five complex pictures.



Designed to help you understand your child's results and the actions you can take to further their learning.

- **Profile** – An overview of your child's scores for each test, showing your child's performance in each area in relation to the age expected average (=100), enabling you to see where potential strengths and weaknesses lie.
- **Summary** – Suggestions for how to offer support at home, based on an understanding of your child's learning preference or strengths.

Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	Level: D	Age: 11:11	Sex: Male

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Connor's profile of scores from CAT4 shows he has a clear preference for learning that uses visual images – pictures, diagrams, moving images, etc. rather than learning by reading, writing and talking about topics.

- Connor should use online resources, videos and books with plenty of pictures to help remember key facts and information.
- Connor's good spatial skills can be used across the range of subjects and can help support relatively weaker verbal skills in subjects such as English and history.
- However, Connor may find some of his schoolwork difficult, particularly where a high level of reading and writing is required.
- Does Connor find reading difficult? If so, he may need some extra help at home with guidance from school.
- When you are helping with homework, make sure that Connor understands each step of the task before moving on. It is important that Connor learns at a pace that is right for him.
- Tell Connor to ask the teacher to explain anything that is not clear.

How can you get involved?

- ▶ Encourage and support a love for reading at home
- ▶ Ask about what learning has happened after school
- ▶ Join our Parent/SEND and Safeguarding Forums
- ▶ Follow & support us on Social Media
- ▶ Check out the school website frequently to keep up with letters and information shared
- ▶ Use the My Child At School (MCAS) App on your phone to track and monitor your child/ren
- ▶ Know the details for your house team and keep us updated on any contact changes
- ▶ Read any communications from school
- ▶ Keep up to date with activities on our website
- ▶ Attend any remote or face to face evenings to support your child
- ▶ Reach out EARLY if there is a problem or issue (we can't help if we don't know!)

Where to find out information & next steps

- ▶ The Ferrers School website is full of useful information
- ▶ Yr6into7@theferrers.org email address is active & monitored weekly
- ▶ A final letter with start of term arrangements will be sent with information on PLEDGES and Summer Activities to help prepare for September
- ▶ Transfer Days: **Thursday 2nd & Friday 3rd July**
- ▶ Start of term: **Thursday 3rd September**



The Ferrers
School

