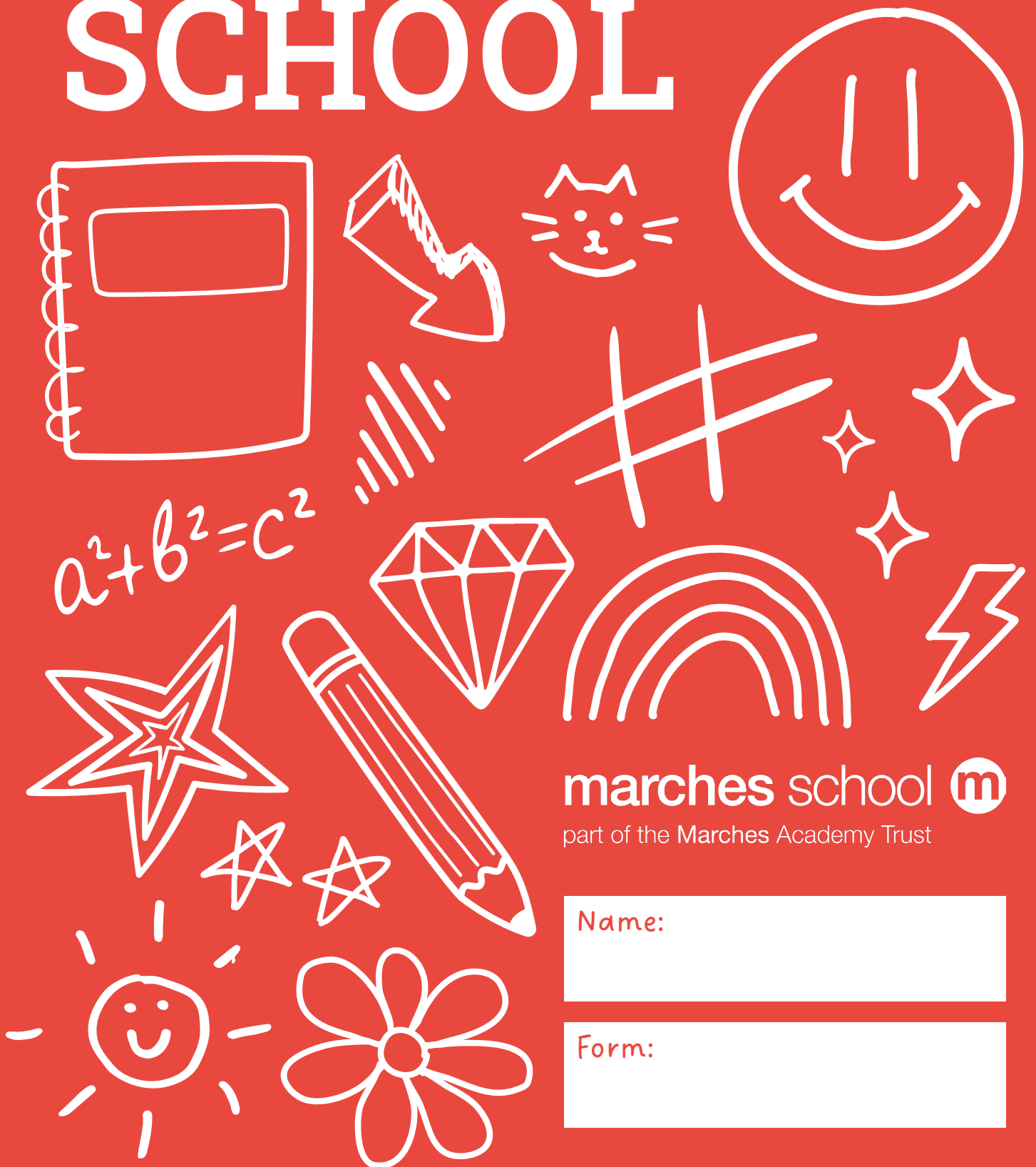


STEP IN TO SECONDARY SCHOOL



marches school 

part of the Marches Academy Trust

Name:

Form:

Your future starts here...

Moving from primary to secondary school is an exciting, but sometimes scary time.

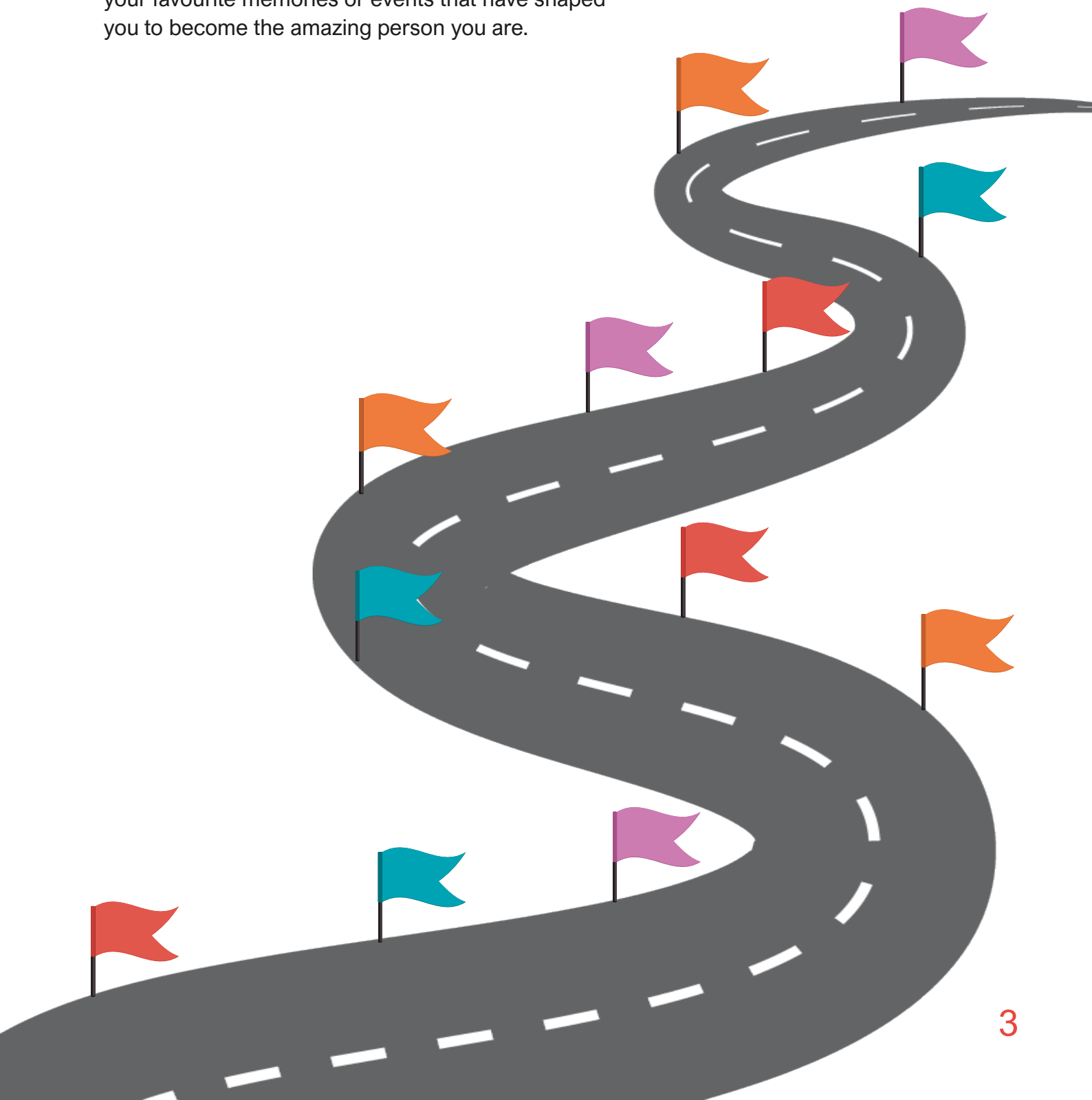
A new building, new rules, new teachers, new routines and new friends are just some of the changes you will experience but this booklet will help you get used to some of the routines and features of your new school!



My journey so far

Life is a journey!

Think back through primary school and write down your favourite memories or events that have shaped you to become the amazing person you are.



All about me

You will use this information on transition days to write a letter to your teachers.

Name:

My Primary School:

What languages are spoken at home?

Do you care for anyone at home?

If I could have a superpower, I'd...

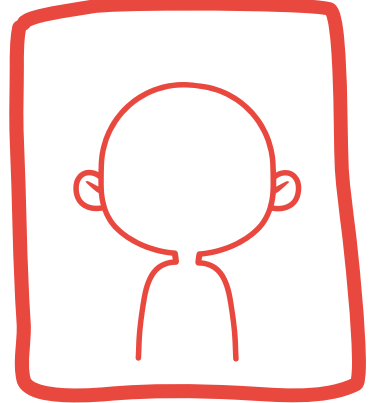
My favourite school subject is...

The best place I've ever been to is...

Dream country to visit:

If I could travel back in time, I'd go to...

My dream job is...



Draw a self portrait here

Birthday:

Eye Colour:

Hair Colour:

Height:

Favourite Colour:

Favourite Animal:

Moving to your new school

4 things I am most *excited* about moving to The Marches

- 1.
- 2.
- 3.
- 4.

4 things I am most *nervous* or *worried* about moving to The Marches

- 1.
- 2.
- 3.
- 4.

4 things I would *like to know* about The Marches

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

4 *differences* between my Primary School and The Marches

- 1.
- 2.
- 3.
- 4.

4 things that will *help me* when moving to The Marches

- 1.
- 2.
- 3.
- 4.

Transition days



Who is my Form **Tutor**?



Where is my Form **room**?

My new secondary school

Full Name of the School:

School Address:

School Telephone Number:

Name of the Headteacher:

I will get to School by:

How long will it take you to get to school?

School starts at:

School finishes at:

What time will you need to leave home?

What do you think these letters stand for?

L O R I C

Expectations at The Marches

Our SMART/LORIC Expectations Policy applies to the way we choose to conduct ourselves, the way that we behave towards other people, and the way that we behave in our lessons. They are expectations, because we are expected to behave in this way.

LORIC Skills

L

Leadership

Role model, **equality**, students lead on activities. They direct and contribute through roles such as student council, sports groups and prefects. They run events, tours and assemblies and positively influence the life of the school.

O

Organisation

Excellence, efficient, structured and prepared. Students are expected to prepare well, structure their own time and to manage their work. They help with events such as parent's evenings and taster days.

R

Resilience

Gumption, **integrity** and determination, can-do attitude. Students are focused and driven towards a successful future. They know when to persevere and when to seek support. They have strategies for managing failure.

I

Initiative

Forward thinking, independence. Students lead learning and self-direct to find **creative** solutions at school and beyond. They think for themselves and see what has to be done and do it.

C

Communication

Clarity of verbal and non-verbal interaction. Students have opportunities to speak in public to a range of audiences. They have opportunities to present aural, written, graphical and digital information to a range of audiences with **empathy**.

Our Values



Discuss which of the below are rules and which meet the values above.

Saying good morning to people as you pass	Supporting others	Holding the door open for a teacher
Having all your equipment	Consistent punctuality over the whole year	Being respectful of other people's beliefs
Having your shirt tucked in neatly	Working successfully as part of a team	Going above and beyond with your work
Staying calm if something goes wrong	Being respectful to other staff and students	Sitting with someone who is alone at lunch
High level of respect shown to all	Contributing to lessons	Discussing issues with a teacher
Remembering your homework	Giving someone a compliment	Asking for help when needed

Rules

School rules are there so you can learn in a safe and productive way. You can find your schools rules in your planner.

Money

Many schools have introduced a cash-less system. Some schools use a pre-paid card where you top up at a machine in school. Others use a fingerprint system and some still use cash. Find out what system is used in your school.

Equipment

Your tutor and planner will tell you what equipment you will need - from stationary to sports kits. Remember to check your planner before the next day to make sure you have the correct equipment with you.

Homework

You will be encouraged to write homework in your planner so that you don't forget to do it. It can help to plan when you will do homework into your day whether after school or on the weekend.

Break times

Make the most of your break times by using the canteen, toilets and getting some fresh air. There will be staff on duty if you need anything.

Match the
subject to
the correct
icon

Subjects

Maths

P.E

Performing Arts

Creative Arts

Tutor Time

MFL

History

Science

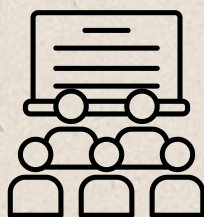
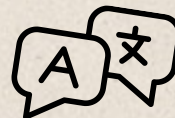
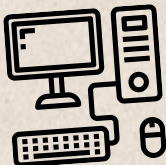
English

Reading Time

Computing

Geography

PRE



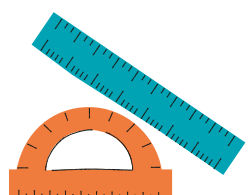
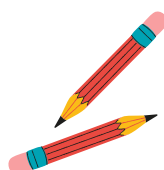
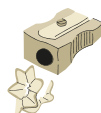
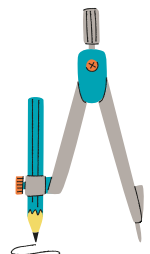
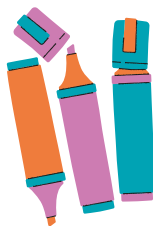
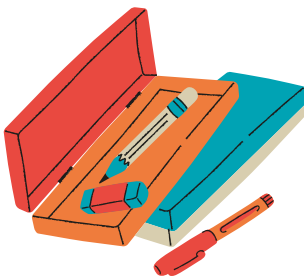
Equipment

At secondary school, you will be moving around to different classrooms for different lessons.

This means that you need to bring all the equipment you will require with you for the day. You can keep larger items such as your P.E kit in your locker, however you can only go to your locker before school, at break and lunchtime and at the end of the day.

Below are some items you will need to bring – can you identify them and add anything?

What I might need for secondary school

☐☐☐☐☐☐☐

you
Get
This!

A letter to my new teachers

We can't wait to meet you, but we would love to know a bit more about you first!

You should include the following things in your letter.
You can tick them off as you write it.

Sender's Address

The date

An appropriate greeting

An introduction

Your Name

Age

Name of your Primary School

An interesting fact about yourself

Something that you
are looking forward
to about moving to
The Marches

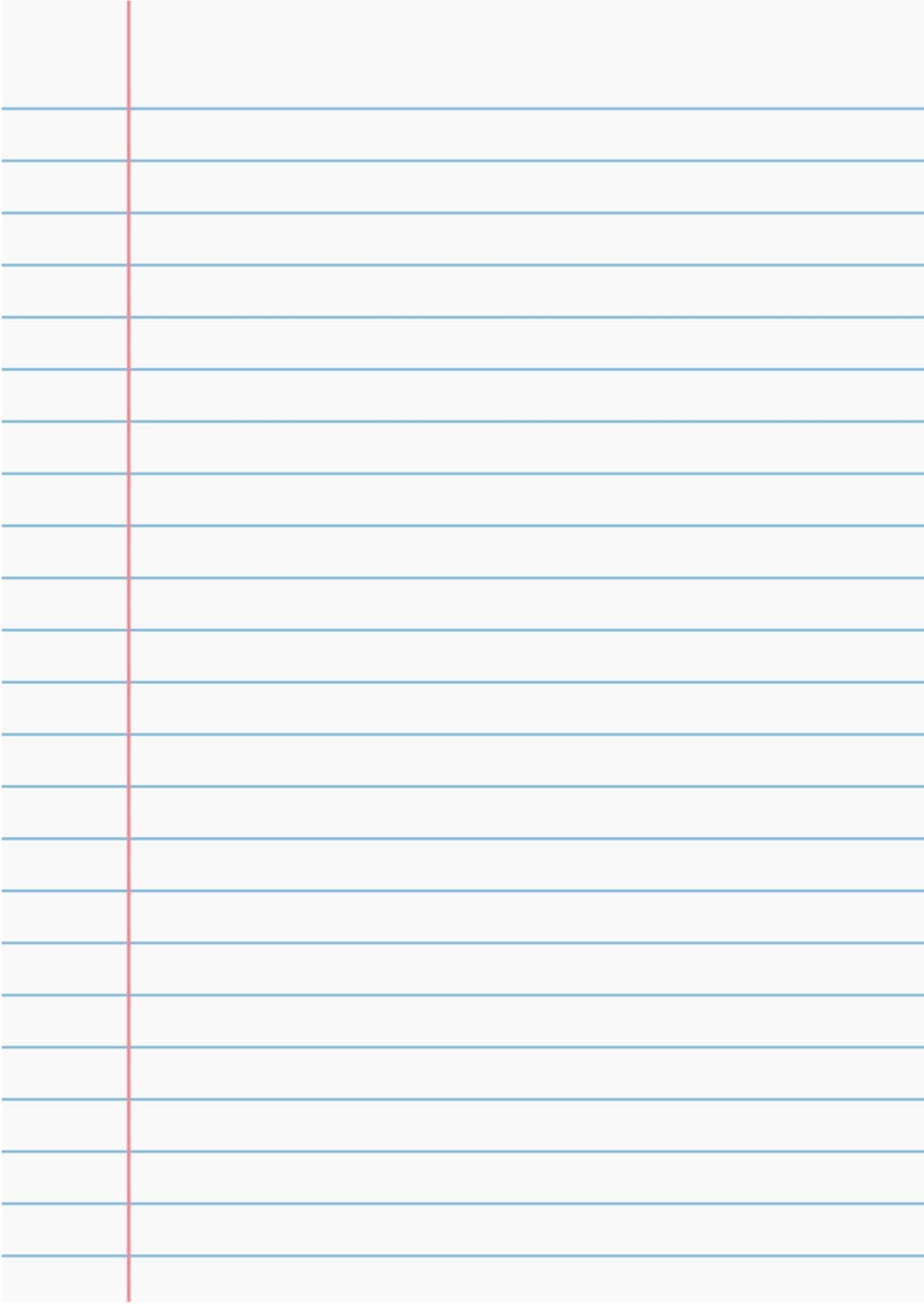
Something that
makes you feel
nervous about moving
to The Marches

Something
you would like
us to know
about you.

A conclusion

A complimentary close

Senders Name or Signature



Meeting new people

You will meet lots of new people at your new school.

It's normal to feel excited, nervous or a mixture of both; here are some ideas that might help.

Get involved

Spend time with others at lunch and break times. Joining a club is a great way to meet new people.

Get to know your friends' friends.

You can meet up in the canteen, on the walk home or you could ask your friends to introduce you to them.

Take the first step

Say 'Hi' or ask how someone's day has been. Giving someone a compliment on their hair, shoes or bag can be a good way to start and conversation.

Give everyone a chance

Difference is what makes us interesting, you could learn something new or try a new activity that a new friend enjoys.

Be a good supporter

Help people where you can. Just offering a smile or saying 'Hi' could help someone to feel better.

Be yourself!

Spend time with people who accept you for who you are.



Positive friendships



Real friends encourage you to be the best that you can be.

Think about the qualities you would look for in a good friend and what might warn you that a friendship was unhelpful. Write them in the boxes below.

Un~~Helpful~~ Friendships

Examples:

- * Tells lies about me
- * Makes fun of me

~~Un~~helpful Friendships

Examples:

- * Respects my opinions
- * Listens to me

Subjects at your new school

I R S O C M G I E N G L I S H T A M T I
E R T T C Y M H H E R T G S N O R H U A
E R B H R T R T T N T A L E H I M I C T
I A C Y A H S I N A P S I S H I S D A Y
H S A S O I P M U S I C X N I P A L C N
R R T T G A S A U E E I S A C T S A T E
E N E M I T R O T U T E A E A M A R D O
L H R C G S E G T A C N N T Y C Y N R T
M A I Y E O A A E M E C S G G T A R T C
A A N S Y H P A R G O E G E L H Y T L P
I Y G Y N G M N R H I T N M L M T Y A O
E Y L B M E S S A N H M T S G I E M S L
I R M T I S S O C E T R A G M P X S A U
I C Y E O G Y R O T S I H T E E T X S N
O T U T S E N N E I P P T U S R I I D P
G I E H T O G A N T E T U S X E L A E T
O A G E U P A O A G T N N G C T E G X G
H T A N P A T T L I E M T A T O S I L S
M Y R A P E G N I T U P M O C C L O M E
R I I N E C H R P P S T M S E P I X Y E

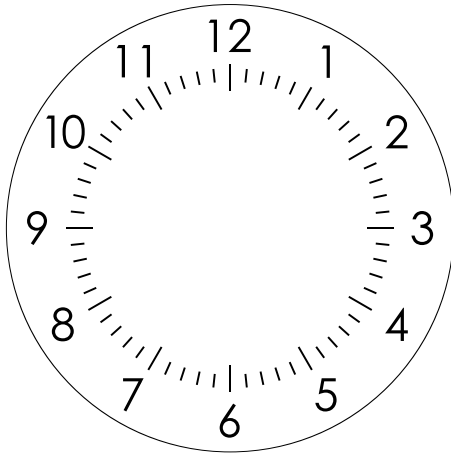
Art
Assembly
Catering
Computing
Drama

English
Geography
History
Maths
Music

PE
Science
Spanish
Textiles
Tutor Time

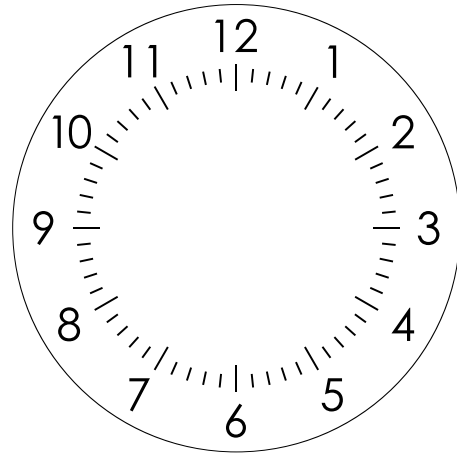
School times

School starts at:



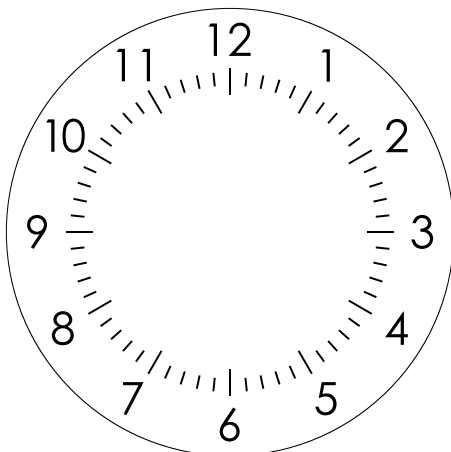
__ : __

Break time is at:



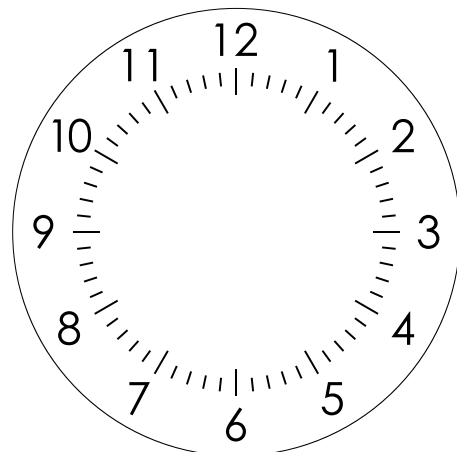
__ : __

Lunch time is at:



__ : __

School finishes at:



__ : __

Your timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:40 - 09:05	8:40 - 09:05	8:40 - 09:05	8:40 - 09:05	8:40 - 09:05
9:00	09:05 – 10:00 Science: Year 7: 7 K Sci1	09:05 – 10:00 Drama: Year 7: 7 K 1Dra	09:05 – 10:00 English: Year 7: 7 KEng1	09:05 – 10:00 English: Year 7: 7 KEng1	09:05 – 10:00 Art: Year 7: 7 K 1Art
10:00	10:00 – 10:55 Drama: Year 7: 7 K 1Dra	10:00 – 10:55 Spanish: Year 7: 7 KSpa1	10:00 – 10:55 Physical Educn: Year 7: 7 KPed4	10:00 – 10:55 Spanish: Year 7: 7 KSpa1	10:00 – 10:55 Spanish: Year 7: 7 KSpa1
11:00	11:15 – 12:10 Geography: Year 7: K1Geo	11:15 – 12:10 English: Year 7: 7 KEng1	11:15 – 12:10 Science: Year 7: 7 K Sci1	11:15 – 12:10 Information Tec: Year 7: 7 K 1ICT	11:15 – 12:10 History: Year 7: 7 K 1His
12:10	12:10 – 13:05 English: Year 7: 7 KEng1	12:10 – 13:05 Physical Educn: Year 7: 7 KPed4	12:10 – 13:05 Mathematics: Year 7: 7 KMatT	12:10 – 13:05 Science: Year 7: 7 K Sci1	12:10 – 13:05 Geography: Year 7: K1Geo
13:05	13:45 – 14:05	13:45 – 14:05	13:45 – 14:05	13:45 – 14:05	13:45 – 14:05
14:05	14:05 – 15:00 Mathematics: Year 7: 7 KMatT	14:05 – 15:00 Mathematics: Year 7: 7 KMatT	14:05 – 15:00 Geography: Year 7: K1Geo	14:05 – 15:00 Mathematics: Year 7: 7 KMatT	14:05 – 15:00 Philosophy & Religion: Year 7: KPre1

What lesson do you have at 14:05 on Thursday? _____

When do you have Science? _____

How many minutes does each lesson last? _____

How long is Tutor Time? _____

How long is lunch and break combined? _____

When is PE? _____

How many times a week do you have the following:

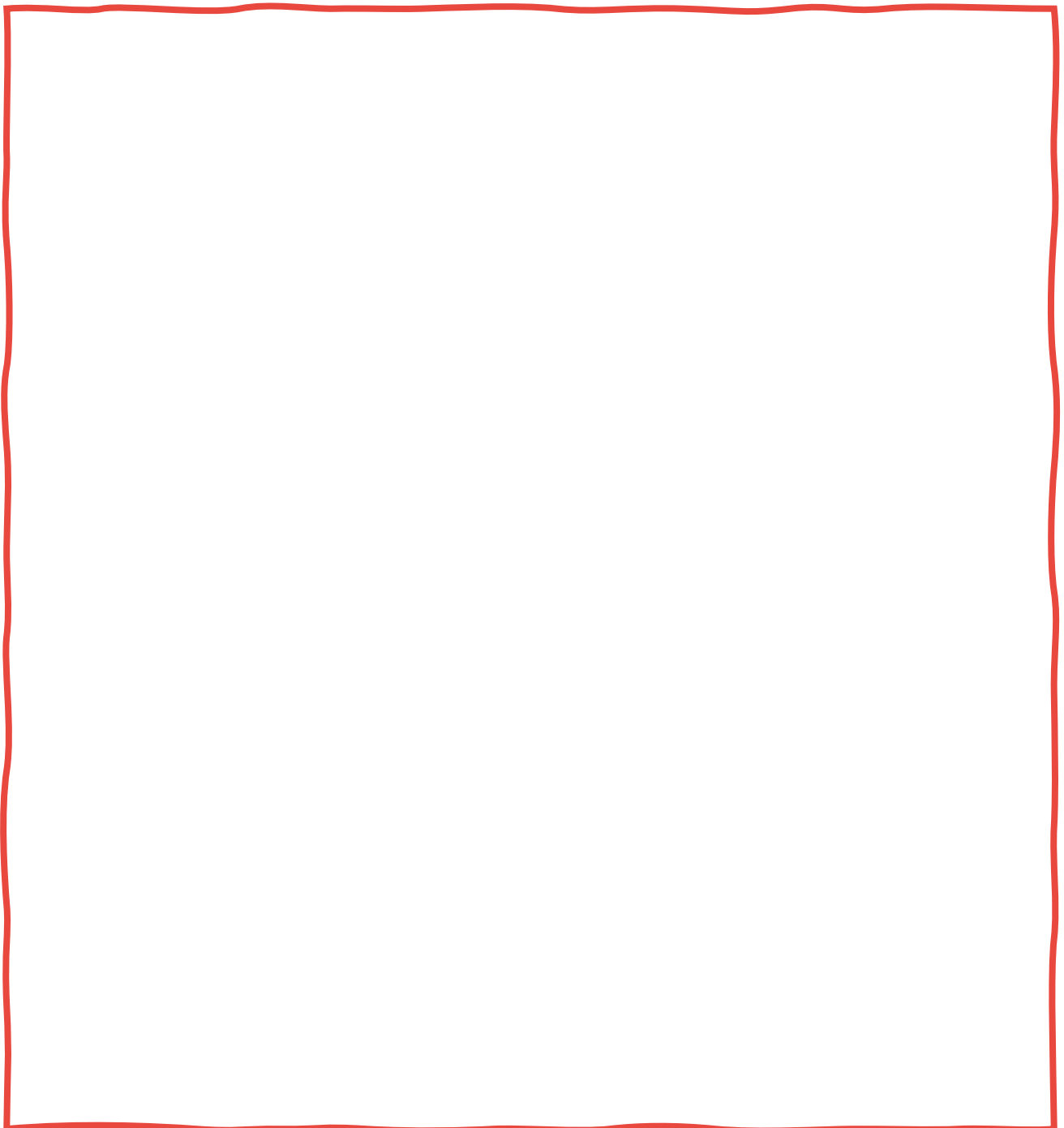
Maths: _____ English: _____ History: _____

Which days will you need your PE kit? _____

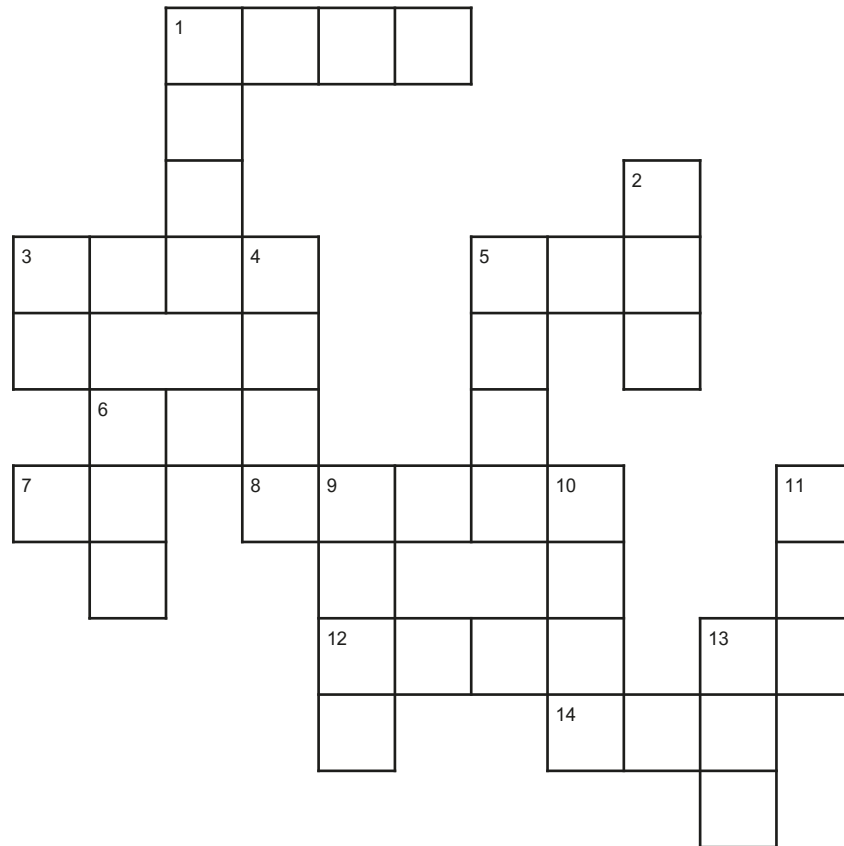
Getting to school

Getting to The Marches safely is just as important as being there.

In the box below, draw the route you are going to take to school (whether that's walking, cycling, driving or by bus). Identify spots where there could be hazards (e.g. busy roads) and explain how you will manage this safely!



Revision Cross Number



Across

1. Find the area of a triangle with a base of 5cm and height of 7cm
3. Find 10% of 34000
5. Find 35% of 600
6. An isosceles triangle has two angles that are 21 degrees, find the third angle
7. Find a number above 20 that is a factor of 48 and one less than a square number
8. Find 56×1000
12. The probability of England winning the next world cup is 0.03. Find the probability that they won't win.
13. Factorise $70 - 20x$ and find ? if $70 - 20x = ?(7-2x)$
14. Find n if $\frac{1}{4} = \frac{n}{1000}$

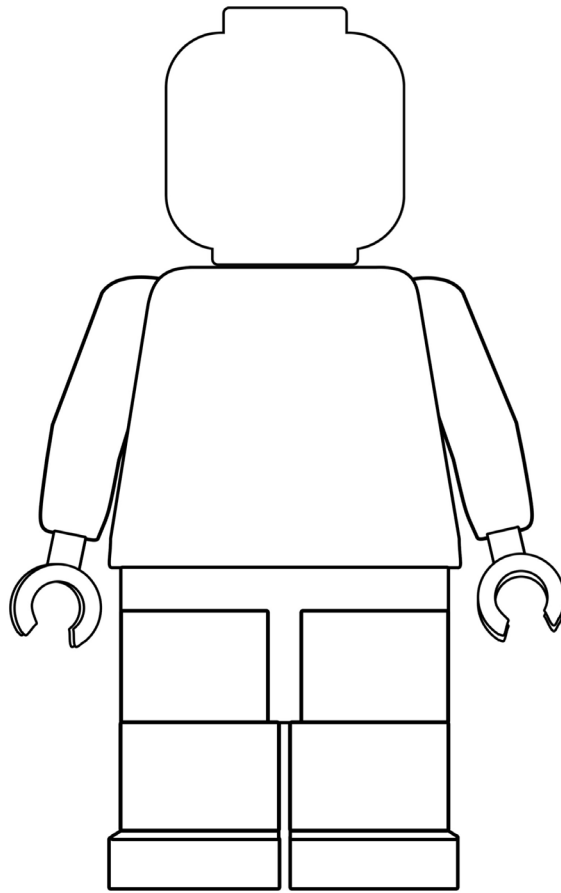
Down

1. Find the median value from 1000, 1300, 1800 and 1100
2. Solve the equation $2x + 200 = 1000$
3. Find ? If $9(4x + 10) = ?x + 90$
4. Find 85 divided by 100
5. If $a=10$ and $b=5$ find the value of $(ab)^2$
6. Find the lowest common multiple of 7 and 20
9. Find the total cost of 2 coffees at £1.80 each and one cake at £2.45
10. Which is the smallest 0.8, 0.72 or 0.75?
11. Work out $1000 - 5 \times 6$
13. Find n if $0.04 = \frac{?}{n}$

Looking smart at school

One of the different things about moving to secondary school is the change in what you will wear.

At The Marches, we pride ourselves on always looking smart and professional. Use the school website or the information booklet to draw and label the school uniform you will wear on to the Lego figure.



Why is wearing the correct school uniform important?

Uniform and PE kit

Branded items that are required:

- ☐ Grey V Neck Jumper
- ☐ School Striped Tie
- ☐ Branded PE Polo Shirt

Optional kit items you may wear for PE lessons:

Long Sleeved Black Base Layer

Plain Black Tracksuit Bottoms

Plain Black Sports Leggings
(at KS3 to be worn under skort)

Plain Black unbranded Jumper
(not a hoodie)

Non branded items that are required:

- ☐ Black School Trousers
- ☐ Black Pleated School Skirt
- ☐ Black Tailored School Shorts
(summer term only – optional)
- ☐ Plain Black PE Shorts or Skort
(no logos)
- ☐ Plain Red Football Socks
- ☐ Football Boots (boys only)
- ☐ PE Trainers (not pumps)
- ☐ Shin Guards
- ☐ Mouth Guard (strongly
advised for hockey and rugby)

Hair

Extreme hairstyles including tram lines or unnatural colours are not permitted – hair length should be a minimum of a “number 2” on the top, but may fade out to a shorter length on the sides. Fashion hair accessories such as bows or flowers and baseball caps should not be worn.

Makeup

Makeup is not permitted in Key Stage 3 (Years 7, 8 and 9). At Key Stage 4 (Year 10 and 11) makeup should be modest – nude and natural colours. Coloured in or painted on brows are not permitted. Nail polish, false nails and/or false eye lashes should not be worn at KS3 or KS4.

Jewellery

Only one plain ear stud in each ear is permitted. No rings are allowed. Stretcher or flesh ring style earrings must be flesh coloured and flat to the ear.

Belts

Belts may be worn if black and being used for its functional purpose not for fashion and not visible below or on top of the jumper.

Piercings

Visible facial or body piercings including tongue piercings may not be worn unless worn as an aspect of a clearly identified religious faith.

My first day checklist

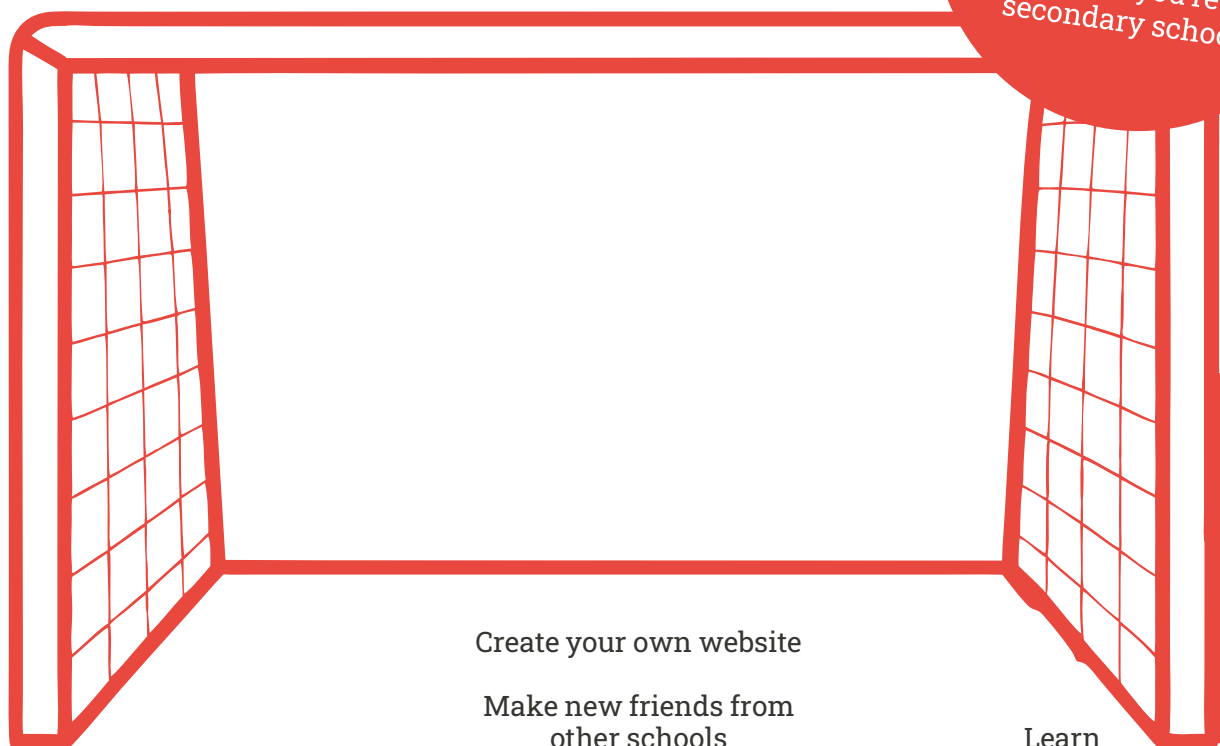
Class of
2030

- ☐ Pencil Case
- ☐ Planner
- ☐ PE Kit
- ☐ Reading Book
- ☐ Coat
- ☐ Is everything labelled?

My goals for secondary school

When you go to secondary school, you will learn a huge number of new skills, and improve skills you have practised in primary school.

In the goal below, use the list to write in 10 new skills or things you'd like to build on while you're at secondary school.



- | | | |
|------------------------------------|-------------------------------------|---|
| Be in a school play or production | Create your own website | Learn First Aid |
| Learn to play a musical instrument | Make new friends from other schools | Work as part of a team |
| Play for a school team | Speak another language | Represent your school in a national competition |
| Learn how to manage money | Volunteer in the local community | Travel to another country |
| Cook a new meal from scratch | Learn how to survive in the wild | Become Head Boy or Head Girl |
| Create a piece of art | Taste food from another country | Learn to dance |
| Learn how to read a map | Read new books | Improve your singing |
| | Raise money for charity | Try camping |
| | Join an after school club | |

Beyond secondary school

It's normal not to know what you want to do yet, but this is a chance for you to have a think about your dream job!

After secondary school, you can move onto The Marches Sixth Form, College or an apprenticeship and then to University or into a job!

Job:

Key Skills:

Subjects to study:

Icons to represent the job:

Job:

Key Skills:

Subjects to study:

Icons to represent the job:

Job:

Key Skills:

Subjects to study:

Icons to represent the job:

A guide for when you're feeling anxious

Use this chart to find ways to manage each step towards feeling less anxious.



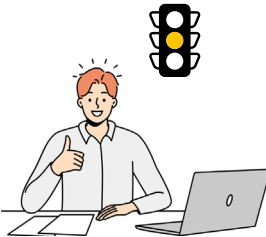
Realise

- My hands feel wet and sweaty - My tummy feels odd
- I can feel my heartbeat - I am crushing up my hands
- Everything sounds too loud or seems too bright
- Part of my body wants to move all the time
- I want to go to the toilet but nothing happens when I do
- My head hurts - I want to hide or sleep
- I feel like I need to chew something
- I want to get out or run away



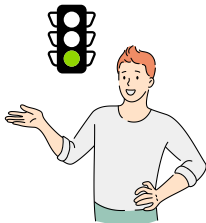
Relax

- Do some box breathing - Count to 10 slowly - Do some exercise
- Read a book - Have a drink of water - Use a fidget toy
- Listen to some music - Find a friend - Tell a trusted adult
- Imagine your happy place - Doodle, draw or colour
- Take some time out - Go to a safe place - Go for a walk



Regroup

- Think about what was ok and what was going well.
- Think about what you could change.
- Work out one next step.
- Check that step will make things better (or at least not make things worse).
- Make a plan.
- Make sure you have what you need to carry out your plan.
- Decide when you will try it out.
- Ask for help.



Re-engage

- Focus on the moment.
- Step into the space you need to be in (and take time to prepare) maybe take a few deep breaths or close your eyes and listen for a moment.
- Tell someone your plan if they do not already know.
- Take your planned next steps.



Review

- Wait and watch.
- Think about what happened and how you felt.
- Tell yourself (or tell someone else) the story.
- Give the outcome a score of 1 to 10.
- Decide if you would try that again or if you would do anything differently.
- Refine your plan.
- Journal it if it helps.

Where to go for support

Scan these QR codes to access support services when needed

Wellbeing Support
Services for Children,
Young People and
Parents/Carers



Further Support
can be found here



Be Brave
Be Bold
Be You