



Nobel

Excellence in Everything

School Information



Our School...

...is happy, kind and caring; it fosters positive relationships and mutual respect. We embrace diversity in a community full of opportunity that is based on fairness.

We celebrate our successes, aspiring to grow academically, culturally and socially so that we can lead happy, fulfilling lives...

...As Proud Nobelians, who

- *are ready, respectful and safe*
- *look after each other and support our community*
- *are courageous, resilient and responsible role models*
- *work hard, have fun and develop a love of learning*
- *challenge ourselves, develop good character and achieve success*



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The Nobel School Rules

Our school rules are simple.

Nobelians are always:-

- Ready
- Respectful
- Safe

We apply these three simple principles to every aspect of being a Nobelian, both in and out of school. Adhering to our school rules will enable better learning and stronger character development.

If a student breaks a school rule, staff may issue a consequence. Students are expected to attend the consequence, whether it be a detention or a restorative conversation, and failure to attend will increase the seriousness of the sanction.

Mobile phones, or other electronic devices (headphones, air pods, etc.) are not permitted to be used within the school gates. If they are seen, heard, or are known to have been used within the school, they will be confiscated. Parents may be asked to collect any confiscated items.

Attendance

Nobel School has high expectations for student attendance. School data and tracking show that high achievement and good attendance go hand in hand. Our minimum requirement for attendance is 95%.

Parents/guardians are required to inform the school attendance officer of all absences whether they are for medical appointments, illness or other circumstances. In the case of illness, notification should be made on the first day of absence by phone or e-mail; ideally before 8.00am. Alternatively, the Schoolcomms app could be used to notify daily absence.

Information regarding medical appointments can be notified in the student's planner or by letter from a parent/guardian. If a student is absent, and the school has not been notified, a text message will be sent to the main home contact.

The school's policy regarding attendance and the procedures in place for students who fall below the minimum expectations are on the school website. The school will follow the County procedure for unauthorised absence and Fixed Penalty Notices will be issued, at the appropriate time, for poor attendance.

Holidays during term time are not authorised unless there are exceptional circumstances. Written requests must be sent, to the Headteacher, at least 3 weeks before the intended departure date, and may or may not be approved.

Punctuality

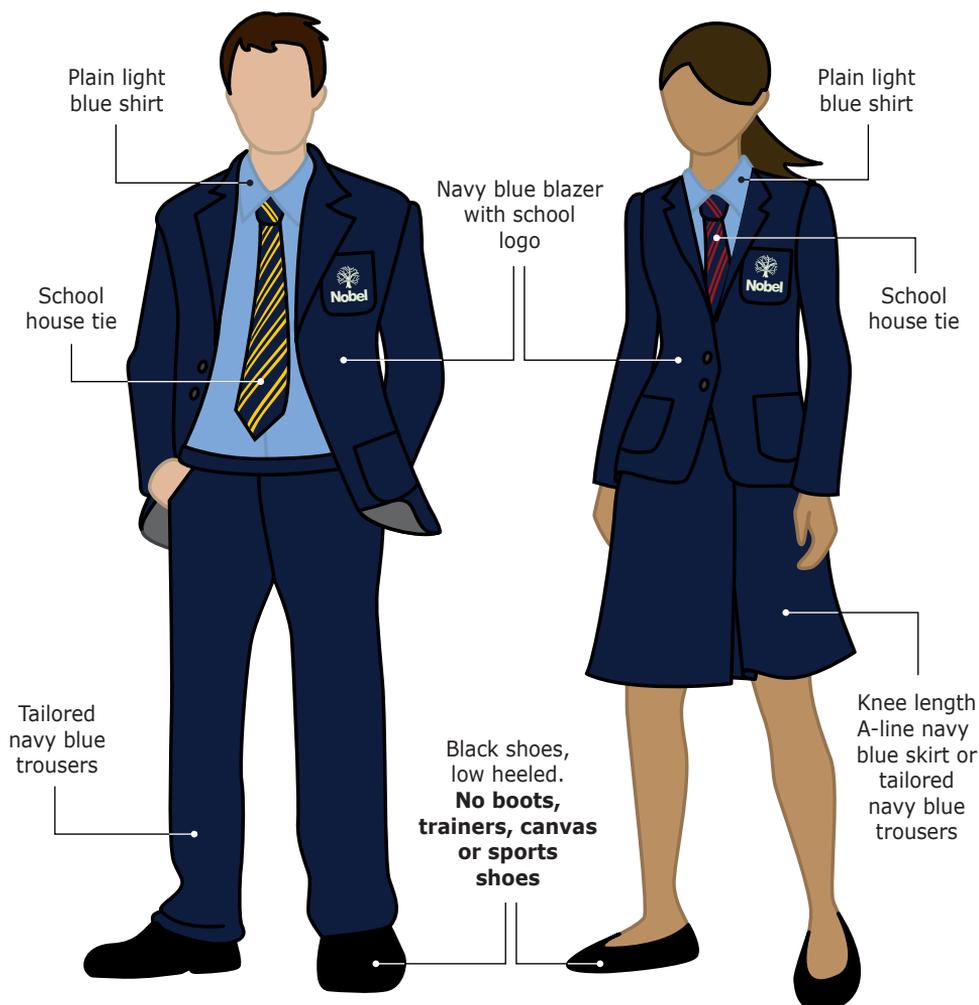
School starts at 8.30am and it is the expectation that every student will have arrived through the school gates by 8.25am and be in their form room for 8.30am.

Students arriving after this time must enter via the main school reception; they will be recorded as late and given a 25-minute detention, to be served at lunchtime. If a student fails to show for their lunchtime detention, they will serve a one-hour detention after school. Persistent lateness will be reported to the Head of Year, and Assistant Headteacher, who will take the appropriate action according to school policy.

Uniform

Boys

Girls



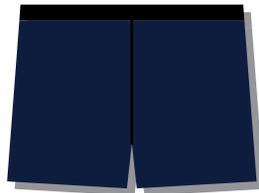
Fashion hairstyles (steps, beading, coloured hair braids etc.) are inappropriate for school. Hair should be of a natural colour, (i.e. no pinks, reds, blues, purples, etc.) and an appropriate length. Hoodies do not constitute a school coat and are not permitted.

The only permitted jewellery is one pair of plain studs, and a watch. There should be no other piercings of any description; students will be required to remove other jewellery. This is for safety as well as to avoid loss of precious items. False nails, acrylic nails, nail varnish and false eyelashes are not allowed.

If students persist in not wearing correct uniform, they may be excluded from school.

Clothing and equipment for PE

- Navy blue and white short sleeved polo shirt
- Navy blue and white reversible multi sport long sleeved shirt
- Navy blue shorts
- Navy blue and white football socks
- Trainers (proper sportswear - not Converse or hi-top)
- Football boots with kite mark studs (boys compulsory, girls optional)
- Gum shield
- Shin pads



Optional

Navy blue tracksuit, jogging bottoms or waterproof jacket

PE kit should be brought to all PE lessons, even with injury or illness. All piercings (including body piercings) must be removed for PE.

All uniform items must be clearly marked with the student's name.

The School Network

The school has a large network of computer workstations and laptops. All of these can access the Internet and are available to be used by students to support their learning. Students use their school login to access Satchel: one and ShowMyHomework where all their homework is recorded. We want students to enjoy using these facilities, but there are dangers in allowing this access. The dangers are both to students and to our systems.

Network Rules

- Never allow anyone the use of your user name and password. You are personally responsible for everything in your network area.
- Use your email account responsibly; it is for communicating with your teachers not for socialising with each other.
- The purpose of the school computer network is to support your learning and therefore not to be used for playing games, accessing unsuitable material (adult websites and so forth) or bullying. Our systems monitor every web page you visit. They also vet your outgoing e-mail.
- Never give any information out over the Internet which could allow someone to identify you or any other living person.
- Do not enter chat rooms whilst at school: this is not an appropriate use of an educational network.

You will be asked to sign a code of conduct confirming your agreement to the network rules. Any breach of these rules will see you punished in line with the school's behaviour policy, or could lead to access to school computers being removed.

Nobelian Learning Habits

Nobelians are always:

**Ready,
Respectful
& Safe**



During your time at Nobel, you will learn to be:

Achieve your best

- Conscientious
- Resilient
- Curious
- Ambitious

Build your character

- Grateful
- Respectful
- Honest
- Considerate

Care for your community

- Kind
- Polite
- Understanding
- Reliable

Classroom Routines - Descriptors

Attitude to Learning

The four descriptors used at each level comment on the following aspects of classroom routines:

- a. Organisation
- b. Behaviour
- c. Completion of work
- d. Listening to instruction

4 Exemplary	<ul style="list-style-type: none"> a. The student is always well-organised and focused. They begin work straight away, remain focused on tasks and transition seamlessly between tasks; b. The student’s behaviour in lessons is exemplary and they never cause disruption to the learning of others; c. The student completes all written or practical work to the highest standard of which they are capable; d. The student listens attentively to teacher instructions and explanations.
3 Good	<ul style="list-style-type: none"> a. The student is usually well-organised and focused. They begin work promptly, usually remain focused on tasks and can transition between tasks; b. The student’s behaviour in lessons is good and they do not cause disruption to the learning of others; c. The student completes written or practical work to a standard that reflects their ability; d. The student listens to teacher instructions and explanations.
2 Underperforming	<ul style="list-style-type: none"> a. The student is sometimes disorganised and unfocused. They begin work slowly or reluctantly, sometimes lose focus on tasks and take too long to transition between tasks; b. The student’s behaviour in lessons does not meet the expected standard and they cause some disruption to the learning of others; c. The student completes written or practical work to a standard below their ability; d. The student does not listen effectively to teacher instructions and explanations.
1 Serious concern	<ul style="list-style-type: none"> a. The student is frequently disorganised and unfocused. They begin work slowly or reluctantly, often lose focus on tasks and take too long to transition between tasks; b. The student’s behaviour in lessons is poor and they consistently cause disruption to the learning of others; c. The student produces written or practical work to a very poor standard and this is often unfinished; d. The student does not listen to teacher instructions and explanations.

Classroom Routines - Descriptors

Homework

Students will also be given a separate grade for completion/standard of homework, this will still use the 1-4 system and adhere to the same percentage brackets.

4 Exemplary	a. Homework is always completed on time b. Homework is consistently of a high standard that reflects their ability
3 Good	a. Homework is usually completed on time b. Homework is consistently of a good standard in relation to their ability
2 Underperforming	a. Homework is rarely completed on time b. Homework is often of a lower standard than their ability
1 Serious concern	a. Homework is rarely completed b. Homework that is completed is below an expected level for their ability

Deploying the grades

The best students will receive **grade 4** for their classroom routines. These students must be truly exemplary. It is anticipated that the top **10%** of any given year group could achieve this.

It is expected that, in a given year group, the **majority of students (60%+)** will achieve a **grade 3** for Classroom Routines. This means they are learning effectively and meeting the school's expectations.

A **significant minority of students (20%+)** in each year group will receive grade 2. These students are not meeting the school's expectations and need to improve Classroom Routines.

The **bottom 10%** of students will receive a grade 1 for Classroom Routines. These students are completely failing to meet the school's expectations and are in need of urgent intervention at subject and pastoral level.

Diagnostic approach to underperformance

Where subject teachers award students a 2 (underperforming) or a 1 (serious concern) they must select **A, B, C or D** to give the **main reason for concern**. For example, a student given a '1' in the subject could also receive the explanation 'C. The student completes written or practical work to a standard below their ability'.

Internally, this will allow leaders to review data and identify key symptoms of underperformance in lessons.

Externally, in reports to parents, the comment will give some insight into why the student is underperforming in the subject.

Classroom Routines - Descriptors

4 Exemplary ≈ Top 10%	<p style="text-align: center;">Exemplary classroom routines.</p> <p>Grade 4 for routines should only be given to the top students – for example, the best 3 in a class of 30.</p>
3 Good ≈ 60%	<p style="text-align: center;">Good classroom routines.</p> <p>Our expectations of all students. The majority of students should be able to achieve this grade.</p>
2 Underperforming ≈ 20%	<p style="text-align: center;">Underperforming in classroom routines.</p> <p>Students who fail to meet our expectations and need to improve in one or more of the subheadings.</p> <p>Teachers must identify the main reason for placing a student in this category, using the drop down menu.</p>
1 Serious concern ≈ Bottom 10%	<p style="text-align: center;">Serious concern.</p> <p>Grade 4 for routines should only be given where there are serious concerns about a student.</p> <p style="text-align: center;">The bottom 10% of a given year group.</p> <p>They are consistently and serious underperforming, or they are having a negative impact on the learning of others.</p> <p>These students must be addressed at a subject, pastoral and leadership level.</p>

The Think Its



Think Its



Know It

Knowledge and Understanding

- Reduce, transform and summarise activities
- Show My Homework tests
- Mind maps and brainstorms
- Do Now activities
- Create Flash Cards (these will be provided for those in Year 11)



Use It

Application and Analysis

- Categorising, prioritising and ranking activities
- Practising past questions
- Ranking exercises
- Considering the how and why
- Using example answers



Stretch It

Flexibility of Thinking

- Extending, evaluating and comparing activities
- Creative activities
- Answering complex questions
- Making links with the wider context and other subjects
- Making sense of current affairs using your wider knowledge

Literacy Marking Symbols



There is a spelling mistake on this line. You need to correct this.



There is a punctuation mistake identified by a circle on this line. You need to revise the rules of punctuation and correct this mistake.



You have missed a capital letter or added an unnecessary capital letter in the place indicated by a circle on this line.



You should have started a new paragraph in the place marked with //. You need to revise the rules for paragraphing.



The section of your work underlined with a wavy line does not make sense or is not clearly expressed. Please rephrase this section.



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Presentation of Written Work

At Nobel we expect that:

- writing is legible, in blue or black ink;
- there should be clear use of upper and lower case letters and correct use of capital letters;
- the English language is used correctly;
- all pieces of work should be named, dated and titled, as appropriate;
- work should be clearly identified as class work or homework;
- titles and dates should be underlined with a ruler;
- diagrams should be drawn with a sharp pencil and labelled in pen;
- label lines should be drawn with a ruler;
- 'Tippex' should not be used;
- mistakes should be neatly crossed out with one line;
- only colouring pencils should be used for adding colour in exercise books, not felt tips or gel pens.



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Times of the Day

Term Dates 2022-2023

Autumn Term 2022

Inset Day	Thursday 1 September
Start of term for Year 7, 12 & 13	Friday 2 September
Whole school starts	Monday 5 September
Break up for October Half Term	Friday 21 October
Return to school	Monday 31 October
Inset Day	Friday 25 November
Break up for Christmas holidays	Wednesday 21 December

Spring Term 2023

Return to school	Monday 9 January
Break up for February half term	Friday 10 February
Return to school	Monday 20 February
Break up for Easter holidays	Friday 31 March

Summer Term 2023

Return to school	Monday 17 April
Bank Holiday	Monday 1 May
Break up for May half-term	Friday 26 May
Return to school	Monday 5 June
Inset Day	June TBC
Break up for Summer holidays	Thursday 20 July

Timetable

Stick Timetable Here

Homework Timetable

Stick Homework Timetable Here

Calendar 2022 - 2023

August						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

 = Bank Holidays

Certificate Structure

Type	Signed by	KS3	KS4	KS5
Bronze	Form Tutor	45	35	25
Silver	Head of Year	85	60	45
Gold	SLT	115	80	60
Platinum	Headteacher	155	120	90
Diamond	Chair of Governors	200	170	130

Reading Strategies

What are Reading Strategies?

Reading Strategies are ways in which you can understand even more about a text/book by:



Predicting	You make informed guesses about the text
Skimming	You read quickly through the sentences getting a gist of the understanding of the text
Scanning	Your eyes dart around a text searching for a specific word/phrase/number
Close reading	You pay close attention to the sentences, taking time to understand the meaning
Questioning	You ask questions about a text to clarify your ideas
Reading backwards and forwards	When you read back a text or read forward in order to make connections to clarify your ideas
Empathising	When you put yourself in someone else's shoes and feel what they feel
Visualising	You see a picture in your mind to help gain a better impression or understanding of the text
Inferring	When someone makes a point that isn't obvious and you have read 'between the lines' to find the meaning

When was the last time you used one of these reading strategies to understand more about each text?

P

1. Point (Topic sentence) that answers the question

The writer presents/depicts/demonstrates/criticises/questions/celebrates/suggests...

E

2. Evidence (usually a quotation)

For example, 'Quotation'	For instance, 'Quotation'	This is shown using, 'Quotation'	as revealed by, 'Quotation'
--------------------------	---------------------------	----------------------------------	-----------------------------

T

3. Technique (subject terminology)

The use of a metaphor, a simile, repetition, vivid verbs, direct address, a complex sentence, etc...

E

4. Effect and HOW it is achieved (ANALYSE your evidence thoroughly)

suggests, highlights, implies, creates, demonstrates, confirms, illustrates... because....

R

5. Return to question/Relate to context (where appropriate)

Overall, the writer is criticising/exploring/promoting/suggesting...
The reader understands...
A Jacobean audience would feel... whilst a modern audience might ...



Physics Equations

Equations which **MUST BE REMEMBERED**; these will **NOT** be given in your exams.

You must commit these to memory and you are expected to select the appropriate equation to use in questions. HT = Higher Tier.

Equation number	Word equation	Symbol equation
1	weight = mass \times gravitational field strength (g)	$W = m g$
2	work done = force \times distance (along the line of action of the force)	$W = F s$
3	force applied to a spring = spring constant \times extension	$F = k e$
4	moment of a force = force \times distance (normal to direction of force)	$M = F d$
5	pressure = $\frac{\text{force normal to a surface}}{\text{area of that surface}}$	$p = \frac{F}{A}$
6	distance travelled = speed \times time	$s = v t$
7	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
8	resultant force = mass \times acceleration	$F = m a$
9 HT	momentum = mass \times velocity	$p = m v$
10	kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
11	gravitational potential energy = mass \times gravitational field strength (g) \times height	$E_p = m g h$
12	power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
13	power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
14	efficiency = $\frac{\text{useful energy out}}{\text{total energy in}} (\times 100\%)$	
15	efficiency = $\frac{\text{useful power out}}{\text{total power in}} (\times 100\%)$	
16	wave speed = frequency \times wavelength	$v = f \lambda$
17	charge flow = current \times time	$Q = I t$

Physics Equations

Equation number	Word equation	Symbol equation
18	potential difference = current × resistance	$V = I R$
19	power = potential difference × current	$P = V I$
20	power = (current) ² × resistance	$P = I^2 R$
21	energy transferred = power × time	$E = P t$
22	energy transferred = charge × potential difference	$E = Q V$
23	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

Students should be able to select and apply the following equations from the Physics equation sheet.

Equation number	Word equation	Symbol equation
1 HT	pressure due to a column of liquid = height of column × density of liquid × gravitational field strength (g)	$p = h \rho g$
2	(final velocity) ² - (initial velocity) ² = 2 × acceleration × distance	$v^2 - u^2 = 2 a s$
3 HT	force = $\frac{\text{change in momentum}}{\text{time taken}}$	$F = \frac{m \Delta v}{\Delta t}$
4	elastic potential energy = 0.5 × spring constant × (extension) ²	$E_e = \frac{1}{2} k e^2$
5	change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m c \Delta \theta$
6	period = $\frac{1}{\text{frequency}}$	
7	magnification = $\frac{\text{image height}}{\text{object height}}$	
8 HT	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length	$F = B I l$
9	thermal energy for a change of state = mass × specific latent heat	$E = m L$
10 HT	$\frac{\text{potential difference across primary coil}}{\text{potential difference across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}$	$\frac{V_p}{V_s} = \frac{n_p}{n_s}$
11 HT	potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_s I_s = V_p I_p$
12	For gases: pressure × volume = constant	$p V = \text{constant}$

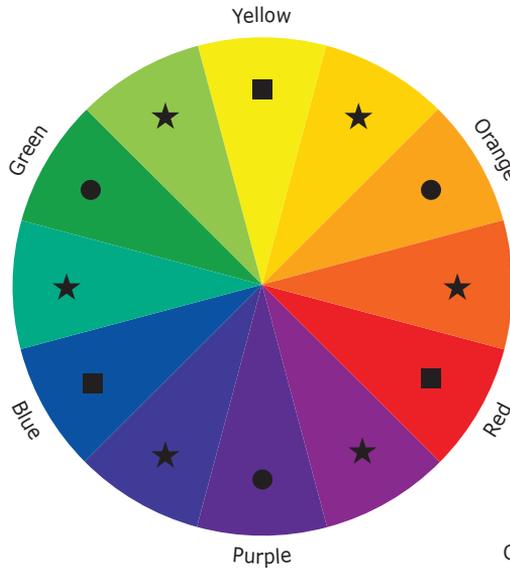
Calculations in Physics

When answering calculation questions you **must** use the **GUESS** method:

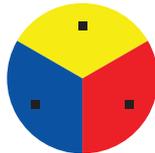
Given	$v = 10\text{m/s}$, $t = 15\text{s}$
Unknowns	$s = ?$
Equation	$v = s / t$
Substitute	$10 = s / 15$
Solve (Rearrange if necessary!)	$s = 10 \times 15$ $s = 150\text{m}$

The Colour Wheel

■ Primary Colours
 ● Secondary Colours
 ★ Tertiary Colours

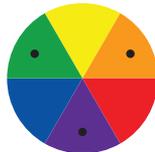


PRIMARY COLOURS



(cannot be made by mixing colours together)

SECONDARY COLOURS



(made by mixing 2 primary colours together)

TERTIARY COLOURS



(made by mixing a primary colour with a secondary colour)

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose wholegrain or higher fibre versions with less added fat, salt and sugar
Potatoes, bread, rice, pasta and other starchy carbohydrates

Choose wholegrain or higher fibre versions with less added fat, salt and sugar
Potatoes, bread, rice, pasta and other starchy carbohydrates

Choose wholegrain or higher fibre versions with less added fat, salt and sugar
Potatoes, bread, rice, pasta and other starchy carbohydrates

Choose wholegrain or higher fibre versions with less added fat, salt and sugar
Potatoes, bread, rice, pasta and other starchy carbohydrates

Choose lower saturated fat and lower sugar
Dairy and alternatives

Choose lower saturated fat and lower sugar
Dairy and alternatives

Choose lower saturated fat and lower sugar
Dairy and alternatives

Choose lower saturated fat and lower sugar
Dairy and alternatives

Choose unsaturated oils and use in small amounts
Oil & spreads

Choose unsaturated oils and use in small amounts
Oil & spreads

Choose unsaturated oils and use in small amounts
Oil & spreads

Choose unsaturated oils and use in small amounts
Oil & spreads

Check the label on packaged foods

Each serving (150g) contains

Energy	12.5%	5g	1.3g	34g	0.9g
Protein	7%	Low	Low	MED	High
Saturated fat	6.5%	38%	15%		

Typical values (as sold) per 100g: 697kJ / 167kcal

Choose foods lower in fat, salt and sugars



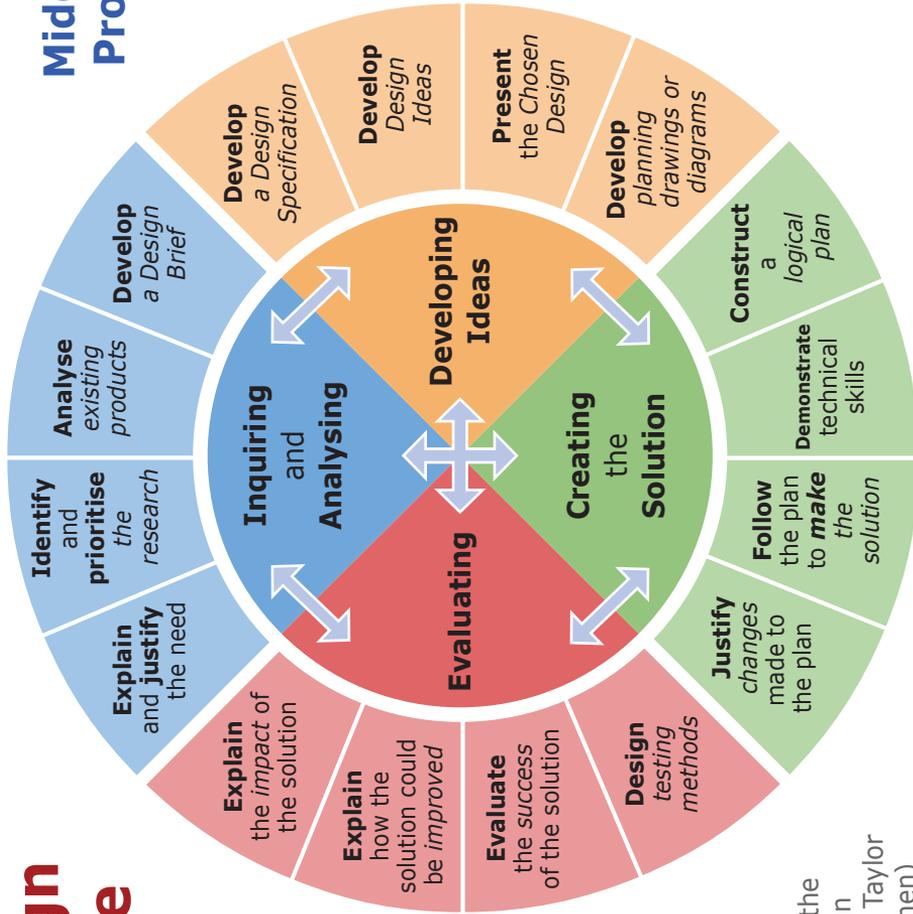
Eat less often and in small amounts

Per day  2000kcal  2500kcal = ALL FOOD + ALL DRINKS

Sources: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland © Crown copyright 2016

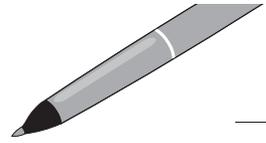
Design Cycle

Middle Years Programme



Adapted from the
 IB MYP Design
 Guide by Stephen Taylor
 (@iBiologyStephen)

Mini White Board



Mini White Board

