

Prospectus 2021/2022



Marden High School

Exam Headlines



96%

achieving 9-4 grades in English

83%

achieving 9-4 grades in Maths

82%

English and Maths combined

81%

of all grades achieved at 4 or above

Our Class of 2021 at Marden High School once again achieved **excellent GCSE exam results**, maintaining high standards as one of the top performing schools in North Tyneside. The results are a great testament to the hard work and commitment of our wonderful students and staff.

Once again, our students achieved **higher than their predicted grades**, a fantastic achievement reflecting their **positive attitudes and hard work**. Marden High School prides itself on catering for the needs of each individual and this includes many very able students who are given the *opportunities* to achieve some of the best results in the country. **One third** of all of the grades achieved in Maths and English were in the very highest **9-7** category.

There were superb successes for children who have had to overcome considerable adversity and personal difficulties. At Marden we really do work together to ensure that each person is supported to achieve their best, and it is wonderful to see our children getting the results which will enable them to go on to fulfill their *future study and career goals*.

Outcomes for our students continue to rise year on year. This is no more than they deserve as they are a **fantastic group of young people** and we wish them all the best in their future endeavours. We are all very proud of our achievements, and we are looking forward to continuing to build on our strengths as we work to improve our children's education even further.



Headteacher Values

Welcome to Marden High School.

I do hope that this prospectus will enable you to see that we are a school with **high aspirations** for all our students. Marden High is a *thriving* 11-16 school that represents everything that is exciting about comprehensive education.

We have an enviable record of **examination success**, and our former pupils are to be found in many diverse and successful roles, most having moved through further and higher education. Students regularly achieve *excellent academic results*, well above the national average, but the staff and governors at Marden believe we can always improve even further.

At Marden we believe in collaboration and we actively seek to forge partnerships within the local community to *maximise learning opportunities* and to secure the best experience for our students and staff. This ethos of collaboration is paramount within Marden itself, as parents, staff and students work together to ensure that ***every child reaches their potential***, with regular communication and progress reporting a key element in ensuring success.

Marden High School is a warm and hardworking community aspiring to excellence in all we do. We want our children to leave school having achieved their full academic potential but also with fond memories. Whatever the criteria – academic, social and personal, or sporting, **this is an exceptional school.**

Marden High School will continue to go from strength to strength, with a committed staff and excellent facilities set within a respectful community. Our students will be challenged, supported and inspired throughout their time with us.

We are ***proud of our success*** and we recognise and celebrate individual student achievements. If you choose to join our vibrant and successful community, I look forward to working in partnership with you in the near future.

Mr M. Snape
Headteacher



We have a strong emphasis on student leadership at Marden.

Developing autonomy and the ability to work both in groups and independently form part of the work we do with all our students. As such, we have **Form Representatives** and a team called the **School Cabinet**, then higher up the school, our Prefects.

Form Reps meet with their Head of Year termly and raise points made by their form group. This gives each form class the chance to have ***their voice heard*** and opportunities offered. Within form time there is often the chance for activities to be led by form reps.

The Cabinet is a group of students, from all year groups, who have a ***strong say*** in all areas of school. They support on interviews for new staff, lead on charity work and deliver assemblies to the school. Divided into subcommittees, there is specific work the teams complete with reference to the environment, student wellbeing, communication with other students and charitable fundraising work. The job of the Cabinet is to give **all students** a voice and ensure that student leadership is strong in all year groups.

The Prefects are a body of students who have applied to lead the school's student community. Alongside two *Head Prefects* nominated after application and interview, the team of prefects support departments, year groups and areas of the school to ensure student leadership of various projects, **enhancing the learning and experiences for all students**. Beginning their tenure in Year 10 and passing the baton on in the Spring of Year 11, the opportunity to wear a purple tie is open to all and each year it's an exciting time as the new group begin their roles and responsibilities.

Student Leadership



At Marden we also encourage student leadership in the wider community, and we are proud that our students regularly take part in prestigious events such as **Young Person's Question Time** and **Holocaust Memorial Day**.

Our students also regularly get involved with North Tyneside Council's annual **Young Mayor** campaign. Marden High has had two students elected to the post of North Tyneside Young Mayor in the last four years, a post which lasts for a tenure of one year, and this is testament to the confidence and maturity of our student body, and the sense of autonomy and ownership that is fostered within our **school community**.

Poppy Arnold, Young Mayor of North Tyneside
2018-19, with Mayor Norma Redfearn. Image: Newcastle Chronicle





Curriculum

Our varied curriculum is planned to develop highly skilled, confident and knowledgeable young people who are ready to undertake the demands of study and work after the age of 16.

We pride ourselves on our determination to raise the attainment and aspirations of all of our students so that very nearly all of them continue their education through a range of post-16 pathways, with **the majority moving on to university**.

Our intention is to deliver the skills, knowledge and understanding necessary to become effective learners and workers. We are committed to developing skills within new technologies and our curriculum is designed to include all groups of students, **whatever their abilities, interests and talents**.

Our curriculum offers our young people the tools to develop their wider skills as well as **their knowledge**. From Year 7 to Year 9 (Key Stage 3), pupils study a wide range of subjects ranging from the core of English, Maths and Science to Computing and a full range of Technology subjects including STEM.

The Arts subjects such as Art, Music and Drama are also studied in KS3. Geography, History, RE, PE, as well as French and German, are also an **integral part of the curriculum**.

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(Curriculum continued)

In Year 9, pupils select **three options** that they wish to study, through the '*Guided Choices*' process, alongside core subjects at GCSE. These courses are studied in Year 10 and Year 11.

Our school building (new build 2016), from our Mac-equipped Media Studio, Science labs and dedicated Dance and Drama Studios are fully equipped to engage and stimulate pupils in their learning; immersing pupils in these disciplines.

All of our pupils follow a course in *Personal Development* in order to explore areas pertinent to them as young people, such as how to stay safe online, self esteem and being healthy.

By the time they leave, our pupils will know what they need to *excel in their exams* but, due to the structuring of the curriculum and style of delivery, will be able to draw on **rich cultural capital and knowledge** and apply this to a love of lifelong learning.



OUR CURRICULUM IS GUIDED BY THESE WHOLE SCHOOL PRINCIPLES:

Opportunities to develop literacy are embedded into the framework



Learning is sequential and allows pupils to build cognitive skills and effective use of feedback to foster independence



Skills are developed that can be applied to new knowledge and different contexts



Strategies for teaching interleave knowledge and this means that pupils embed it in their long term memory



Assessment for learning (AFL) strategies identify how information has been processed by pupils and the next steps that need to be taken



Interleaving of skills mean they are practised and refined



Delivery encourages pupils to question and enquire



It is differentiated depending on the individual learning needs and contexts of pupils



The way the curriculum is delivered fosters positive relationships



It allows pupils to build cultural capital

Extra-Curricular Activities

Year 7 Super Learning Day: A flight-themed Science day, studying adaptations of birds of prey courtesy of staff from the Kielder Birds of Prey Centre.



At Marden High we encourage curiosity and develop transferable skills for lifelong learning. One of the ways in which we do this is through a committed extra-curricular programme.

Each term we collapse the timetable for a specific year group for a whole day and address a big question designed to **stimulate curiosity and wonderment**. An example of this would be our 'Year 7 Try Something Different Day' in January 2020, in which the year group were encouraged to learn and develop new skills related to improving their mental health and wellbeing.

These days are carefully planned to *break down the barriers* between different subjects so that students can experience the relevance of their curriculum and learn how to **transfer skills** learnt in one subject discipline to another.

Marden Lumiere asks the big question, 'What is colour?'. Students explore the meaning of colour through Science and PE, and visits to local churches to look at stained glass windows inspire projects based on Art and Photography. The project culminates in a stunning lumiere display that lights up the evening sky during the Christmas term.

At Marden we also offer a wealth of extra-curricular activities both at **lunchtime and after school**. The LRC is a peaceful hub, where pupils can study before (from 8.00am) and after school as well as at breaks and lunchtimes. The 'Homework Hub' runs every afternoon from 3.15pm.

Pupils have the opportunity to take part in Creative Writing, Debating, Enterprise Clubs, Coding Club, Photography in addition to a wide variety of activities. More information on specific extra-curricular clubs can be found on our website.



The Extra Mile



At Marden we develop opportunities for students outside the classroom too. Educational trips develop a sense of belonging and create a sense of happiness, as well as helping with University and job applications in the future. Some of our trips include:

- Year 9 MFL trip to France
- GCSE Science visit to CERN, Switzerland
- February half term ski trip to Austria
- Duke of Edinburgh Award
- Lakeside Challenge Outward Bound Activity Centre
- History trip to Berlin
- and much more!



Sport



We have a fine pedigree of sporting achievement here at Marden High.

Our curriculum follows a set time schedule in Key Stage 3 and Key Stage 4. All year groups have two hours of core PE a week, and GCSE students have five hours of tuition a fortnight, in line with the other Options subjects.

All students have the opportunity to engage in a **broad extra curricular programme**, and sessions for a wide variety of sports run before school, at lunchtimes and after school. Many of our students go on to achieve area, regional and national recognition in their sports and a key number have been involved in the Talented Athlete Academy within North Tyneside, which involves a series of workshops at Tyne Met College. We recognise achievements through the use of our 'Star Awards' which are displayed throughout the school.

Students are encouraged to pursue **personal goals** and to also adopt **additional roles**. Senior students are involved in officiating, organising and coaching, as well as assisting staff in sessions with younger students in the running of sports events and **fundraising opportunities**. They also visit our feeder schools to help with the running of Primary sports festivals, where they prove to be excellent ambassadors.

We have established very strong links with a range of external bodies which enable students to follow pathways into community based clubs. These include Tyne and Wear Sport, Newcastle United in the Community, Sportivate and Northumberland Rugby Union Development Team. A number of our students are members of North Shields Poly Athletics Club, gaining **success at national level**, and we have been involved in various football initiatives which have resulted in girls and boys playing regularly in school teams and as members of local clubs.

We also work in close partnership with **Dance City** and run a successful satellite club once a week. In 2019/20 our dancers successfully gained their Discovery Arts Award. Our new school site, which includes a Dance Studio, Sports Hall and outdoor pitches, is utilised by various clubs within the community.





"Marden's curriculum demonstrates an understanding of, and a commitment to establishing, high-quality arts and cultural provision that connects subjects and learning outcomes across all phases"

- ArtsMark Gold award

The Arts

"Marden develops the voice of young people by involving them in planning and delivering authentic arts and cultural experiences and through Performing Arts Prefects, who deliver performances and clubs."

- ArtsMark Gold award



Marden High School has Gold Artsmark status, awarded by the Arts Council, in recognition of our thriving Performing Arts base, which runs a variety of clubs including Super Singers, Orchestra, Ukulele and Choir. We look forward to working in partnership with local primary schools and other artists/agencies as we prepare for the next part of our journey to Platinum status.

We offer arts based GCSEs in a range of subjects. Our uptake of Music and Drama has increased over our Artsmark journey and we actively promote arts and cultural industries as *genuine career choices*. We promote opportunities to experience working alongside industry professionals, for example through our collaboration with **TICE (This Is Creative Enterprises)**, in which selected students take part in a year long series of workshops designed to give them early opportunities to experience what further education or a career in the Arts would be like.

We develop student leadership with our extra curricular Drama Club; Year 10 students planning and delivering activities each week with Key Stage 3 students to great success, as well as delivering assemblies; boosting recruitment and improving their confidence.

We produce an *ambitious large production* each year, such as 'Bugsy Malone', 'Grease', 'The Addams Family' and 'We Will Rock You', for all year groups to volunteer to take part in not just the cast, but behind-the-scenes technical crew. These shows have proved so popular that they often run to two showings with two different casts.

Our new building has also enhanced our Performing Arts provision, with a state-of-the-art **Drama Studio** and **Dance Studio** alongside our Music practice rooms, and our auditorium with bleacher-style seating perfect for performing to audiences.



Teaching and learning is central to everything we do at Marden.

It is our aim that each student leaves Marden with the *qualifications* that can offer him or her the **best possible opportunities and choices**.

This includes a student's next steps but also the **skills** to be a **resourceful and curious learner** throughout the rest of his or her life.

Lessons at Marden last for one hour. Typically, they will begin with a *short starter activity* to warm up the brain and stimulate thinking.

The activities within the lesson are varied and teachers draw upon a wide variety of resources to ensure the **learning needs of all students in the class are met**.

Students are encouraged to discuss, ask questions and collaborate with each other. Materials used are current and authentic in order to make learning as exciting and relevant as possible.

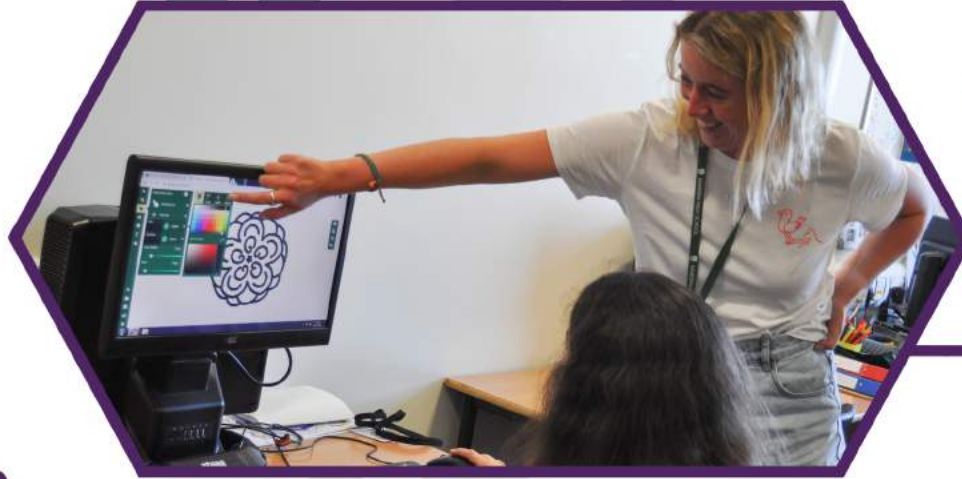
Teachers get to know their students well. By doing so, they know how to facilitate the next steps for every individual; when to challenge and when to support. Teachers employ many different strategies to check that students understand new learning and to ensure any misconceptions are corrected. Students make good use of access to teachers outside of lessons or via email for extra help and support.

Homework is given weekly. *Tasks given will help build skills* and consolidate the learning that has taken place in the classroom as well as instil a work ethic that is essential for lifelong learning.

Teaching & Learning



Learning Support



Mrs Reece is the **SENDCO** and Designated Staff Member for *Looked After* and *Previously Looked After Children* at Marden High and leader of the Special Educational Needs department. She is involved in daily decision making to **support progress** when barriers to learning occur. She is supported in her role by fourteen Special Educational Needs Support Assistants.

Our SEND Support Assistants have a *diversity of qualifications* and **extensive experience** in supporting students both in lessons and in small groups or 1 to 1. Within our team *a range of experience, training and qualifications* are held, including ASD, Dyslexia, Dyspraxia, Mental Health, Visual Impairment and for Language and Communication Learning Difficulties. The *diversity of knowledge* and experience within our team allows for personalised provision and ensures that students are well supported in lessons.

Students with particular needs sometimes use 'Access', and Miss Hedworth is our 'Access' leader. She works extensively to support students who are emotionally vulnerable and who may find accessing mainstream lessons a challenge. She is supported by our *Behaviour For Learning Coordinator*, Mr Shields.

The Counselling Room is used by external staff to provide **additional support for students**. This might include **professionals** from the Language and Communication Team, our Educational Psychologist, Child and Adolescent Mental Health Services, The Dyslexia Team and ***Speech and Language Therapists***. It is also used by Mentors in school to provide help and advice to students. Adjacent to our Counselling Room is our **Medicines Room**, staffed by our Medicines Officer, Mrs Thompson, to support students who take medication or who need Diabetic Care.



Pastoral Care & Guidance

Our Pastoral structure allows students within our school community to flourish as they feel safe and happy in where they are and how they work.

Achieving *outstanding behaviour*, which allows for a positive and productive learning environment, is the responsibility of everyone. Developing caring, positive learning relationships with students and a belief in **praise over criticism** are central to our purposes and values.

We have **high expectations** of all students, *regardless of background or ability* and share in students' achievements through a rewards system which celebrates individual and collective success.

This is through the House System, where students can earn achievement points when they display one of the 5 Rs (*resilience, responsibility, resourcefulness, reasoning and reflection*), post-cards home, phone calls from Heads of Year and the Leadership Team, Golden Ticket Weeks and 'Work of the Week' which is celebrated with our Head.

We teach students about personal responsibility and growth in regular assemblies and daily Form Time and we are proud of the *respectful and purposeful* relationships that exist in a harmonious and **positive atmosphere**. The weekly quiz, in form time, helps build students' understanding of the wider world, which along with the broad range of extra curricular activities, the School Cabinet and Council, revision sessions, after school clubs and sporting teams all develop well rounded citizens of the future as Marden encourages an *Etiquette for Success*.

RESILIENT
RESPONSIBLE
Resourceful
Reasoning
REFLECTIVE

5Rs



Safeguarding & Attendance

Safeguarding in our school confirms what we do for all children, applies across the whole school and is linked to our overall *culture, ethos and the principles* we follow in school. Safeguarding in our school is child centred and ensures that **at all times**, everyone who comes into contact with children, their families and carers has a role to play in the best interests of the child to ensure that **school is a safe place** for all of our children and young people to be.

All school staff have a responsibility to provide a *safe environment* in which children can learn, and will consider, at all times, what is in the **best interests** of the child. All school staff are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. They are able to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

We accept and expect **ALL** in school to understand that **safeguarding is everyone's responsibility**. Having appropriate safeguards in place not only protects and promotes the welfare of children/young people, but also *enhances the confidence of pupils*, staff, volunteers and parents/carers.

At Marden we also recognise the importance of regular attendance, and the relationship between good attendance and ***good mental health and social wellbeing of children and young people***. High attendance often means doing well academically, students forge strong relationships with their peers and maintain consistent good behaviour in school.

At Marden we aim for attendance to be **above 95%**, as research shows that even a full week of absence from school has an adverse effect on achievement. *Good attendance is also vital in the world of work* and highly valued by employers.

It is vital we know the reason for each absence and we understand some appointments are unavoidable. Our attendance officer, Mrs Charlton, and our Pastoral team of Year Heads are there to support students who may have concerns about attendance or punctuality, and we will liaise with parents and carers at the earliest opportunity if we have identified any issues or barriers to regularly attending school.



Rewards at Marden are aimed at being more frequent, to ensure there are meaningful milestones that students can reach. They are also personal, so they mean something to the students and are of varying size so they are appropriate to the positive behaviours that we are wanting to recognise and celebrate.

Regular rewards are through class merits in school, including *Student of the lesson, Student of the week, Outstanding effort, Outstanding behaviour, Outstanding contribution to a lesson, 100% attendance for the term, Positive Contribution out of class, Kind and Useful Award, Partook in a school team, Partook in school production, Partook in school council, Golden Ticket Winner, Form Tutor merit, Year Leader merit, Leadership Team merit, Headteacher's merit.*

These merits have different weightings based on the significance of the positive contribution made. The merits are awarded to students for effort and achievement in and around school. Each term the merit points can be cashed in for reward activities or students can carry over points in order to accumulate a greater total and a more significant reward activity. *This helps develop both motivation and self-regulation.*

Postcards to students, phone calls to parents, subject *Work of the week* and letters home all form part of the weekly positive recognition programme. Rewards which are celebrated less often, but with great effort, are:

- Golden Ticket week, once a half term where every student has a chance at a 'Golden Ticket' every lesson to be entered into a Friday prize draw.
- Attendance competition each half term. *Winning form receive prize and certificates.*

All staff partake in this as **we collectively celebrate student success** and *actively promote good behaviour*. Behaviour for learning is a positive process where we provide **opportunities for students to experience success** and be rewarded for this. This is most likely to happen when students receive engaging, high quality teaching. Our staff try to positively influence the learning climate within our classroom and the factors which will most likely create this are:

- *High quality, engaging lessons*
- *Consistency in our approach to behaviour for learning*
- *Achievement, pride and respect to be rewarded*
- *Feedback which shows students how they can improve*



Celebration & Achievement



Next Steps

At Marden High School we are committed to providing our students with a **Careers Programme** which is **engaging, inspiring and individualised**. Qualifications such as GCSE and A-level are changing; *opportunities in higher education* extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need **good quality Careers Education, Information, Advice and Guidance (CEIAG)**.



It is intended that throughout the programme of CEIAG pupils will be provided with **practical experiences** which will ultimately help them to make positive decisions for their future, as well as encouraging a culture of lifetime learning. We motivate each student to succeed in whatever route they choose beyond compulsory education; higher education, training or employment.

At Marden High School we provide a *comprehensive* CEIAG programme across all year groups. The programme is developed at the start of Key Stage 3, with effective Primary to Secondary transition. Our school develops a curriculum that is '**fit for purpose**' and appropriate for the needs of all individuals based on an understanding of the academic and personal strengths of each young person.

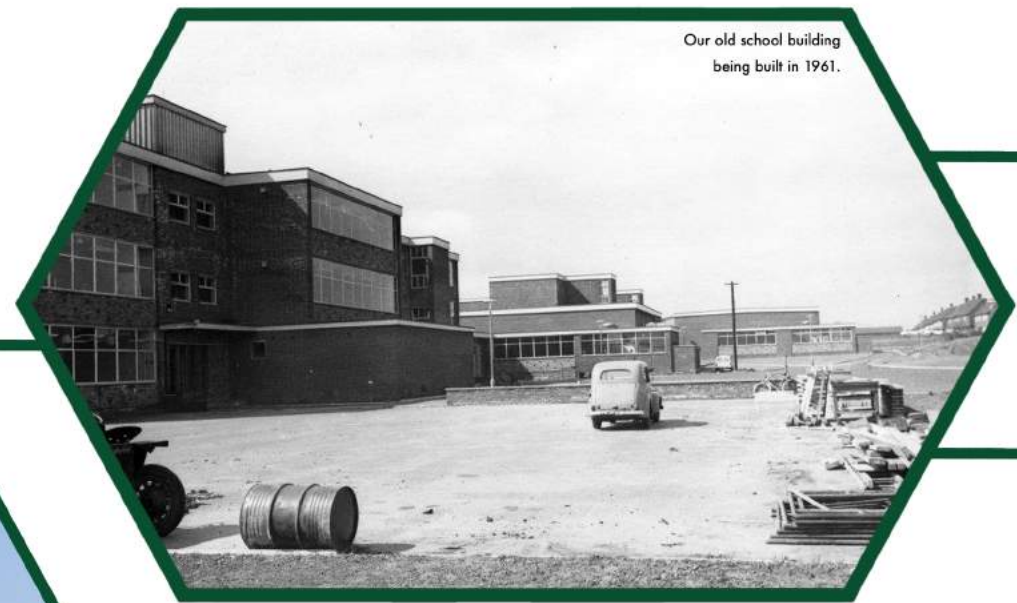
As well as workshops, reflection time presentations and lessons built into our Personal Development programme, we pride ourselves on offering our students the opportunity to complete a week of work experience, usually in Year 10. Students are encouraged to find their own placements to help build up **resilience and responsibility**, they receive ongoing support throughout the process from their form tutors, Year Coordinator and Careers Lead in the run up to their placement.

By the time students start Year 11, we would hope that the CEIAG they have received from lower down school will have **supported them** in deciding on their pathway once they leave us. To ensure that all students have the information they need to make their next steps, each student will receive an *individualised careers interview* with our trained Career Advisor. Students who are interested in Apprenticeships will participate in a workshop which will support them in identifying and applying for suitable apprenticeships.

We work closely with a range of organisations, including Connexions, Sixth Forms, Colleges, the National Apprenticeship Service and Universities to provide a wide range of information to allow our students to make an **informed choice** about their future destinations. Our students take an active role in developing the skills necessary to excel once they leave Marden High School.



Marden Alumni



Our old school building
being built in 1961.



Our new school building
which opened in 2016.

Those who attend and have attended Marden High School understand the emphasis that we place on being the 'Marden family' and the connections we make with the community.

For many, being part of that family extends **beyond their years** as a student here; *life long friendships*, returning as a member of staff, or delivering sessions to our students. We would like to enhance those connections with our former students and have started a **Marden High School alumni.**

We hope that alumni will serve as a way to **inspire and raise the aspirations** of our students, as well being an opportunity for former students to *reconnect* with each other and the school.

If you are a former student, we would love to hear from you. Please feel free to contact us at **alumni@mardenhigh.net** if you would like any further information.



For more information
visit our website

www.mardenhigh.net

or get in touch
office@mardenhigh.net - 0191 296 2771



**Community
Individuality
Possibility**