



Ratton Ready

Parents/Carers of New Year 7 Students

2025 – 2026

To access the links within this booklet, the booklet can be found on the Ratton School Website via 'Starting Ratton' in the 'About Us' section.

Welcome to Ratton School

Dear Year 6 Parent or Carer,

It is an absolute pleasure to welcome you and your family to our Ratton School community. It will be a privilege to work with you and your child over the next five years. I strongly believe that we achieve more for the children in our community through our virtue of teamwork; to get the best academic and social outcomes for your child we need to work together as a team.

I would urge you and your child to get involved in school life. Research shows that parents and carers who show an interest and ask questions in their child's learning have a positive impact. You don't need to worry about being an historian to help them with their history homework, we don't expect you to be, but just encourage and ask questions about their learning and what they are working on, will show support and interest. We'll also hold a range of events for you to come and engage with us during the year - I look forward to meeting many of you at these events.

In return, we promise that we will do everything we can to ensure your child does well at school and will let you know what they are doing well, and where they can develop further. Do not hesitate if you have any concerns to share these with us to support your child.

I look forward to your child's journey at Ratton with excitement.

Best wishes,



Mr G. Peevers
Headteacher of Ratton School

The Year 7 Leadership Team



Mr J Welsh
Senior Assistant Headteacher



Mr J Potten
Year 7 Leader

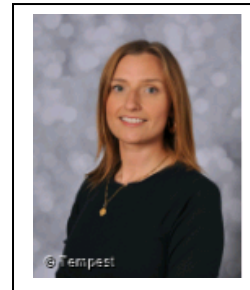


Miss R Sutton-Smith
Assistant Year 7 Leader

Ratton School Safeguarding Team 2025/2026



Mr D Brown – Designated Safeguarding Lead (DSL), Deputy Headteacher



Ms R Sutton-Smith – Deputy DDSL Year 7



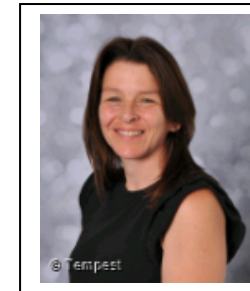
Miss N Roper – DSL (DDSL) Year 8



Mrs S Jones – DDSL Year 9



Mrs V Coyle – DDSL Year 10



Ms J Jenkins – DDSL Year 11

The following staff are also DSL trained, in case of absence of the staff above:



Mr G Peevers - Headteacher



Mrs A Davies – Data Manager

The Ratton Virtues

Virtue can be understood as the good actions of people. When we live with virtue it builds good character and we become happier and more successful. We at Ratton want to nurture all our students to give them the skills and attitudes they will need throughout their lives. This is why we emphasise 6 virtues that will help students build good character.

We aim to nurture Ratton virtues in all our students so these virtues will be linked to achievement points. Students and parents will receive a record of all the students' achievement points and sanctions as part of the student's report but can be viewed on EduLink throughout the school year.

Compassion

Ratton students show kindness and care for other people and their environment. Students will be rewarded for showing this compassion. This may include showing concern for other people, raising money for our charities or putting rubbish into the recycling bins.

Respect

Ratton students act with respect to others both in and out of school. We value diversity and avoid discriminatory language. Students will be rewarded when they speak and act in a respectful way. This may include being polite to others, demonstrating a positive attitude and speaking out when others use discriminatory language.

Creativity

Ratton students are curious about the world around them. They are encouraged to think creatively and ask thoughtful questions. They express themselves articulately and are good problem solvers. Students will be rewarded when they ask good questions or when they express their own ideas well. We will also reward those who can find solutions to problems and work independently.

Teamwork

Ratton students know the importance of working as part of a team. They understand that we all have to do our fair share and get along with different people. Students will be rewarded when they demonstrate that they can work hard to ensure team success. We will also reward those who participate in teams in extracurricular activities such as music, dance, sport or enterprise projects.

Effort

Ratton students know that to be successful takes effort and resilience. Students are expected to put effort into all their endeavours, whether it is class work, homework or extra curricula commitments. Students will be rewarded when they put effort into lessons; especially when they show resilience and keep trying even when the task is a challenge.

Responsibility

Ratton students act responsibly by making sure that they are in the right place, at the right time, doing the right thing. They take responsibility for ensuring they have the right equipment, complete homework to a good standard and have a good attitude every lesson. Students will be rewarded for consistently demonstrating that they are ready to learn.



Mrs Standen
School Librarian

WELCOME TO RATTON SCHOOL LIBRARY



Ratton School Library is a great place that encourages reading for pleasure and aims to help foster a love of reading by providing a fantastic range of fiction and non-fiction books for students to borrow.

Computers are available for students to use to complete homework and Mrs Standen is always available to offer book recommendations and help with homework after school and during breaktimes.

We subscribe to "First News" so students can keep up to date with what is going on around the World and DO look out for information from school for a FREE summer subscription for Ratton School families.

In Year 7 students visit the library once a fortnight during an English lesson.

At break times and after school the library is usually open for students to read quietly/choose books/complete homework and get help from Mrs Standen if they need it or take part in activities that happen in the library.

Below is an example of what was on in terms 5 & 6 in the library this year, but other events happen in here too including pop up storytelling and a BIG World Book Day Celebration in March!

What's on in the Library.....

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor time	LEXIA - Year 8	LEXIA - Year 9	LEXIA - Year 7	LEXIA - Year 8	LEXIA - Year 7
First Break	Individual QUIET reading/choosing books. Individual computer access for homework ONLY. <i>Student Librarian duties</i>	Individual QUIET reading/choosing books. Individual computer access for homework ONLY. <i>Student Librarian duties</i>	NO WI-FI WEDNESDAY BOOKCHAT <small>Please be aware that Wednesday's lesson there will be NO computer access or chess in the library.</small>	Individual QUIET reading/choosing books. Individual computer access for homework ONLY. <i>Student Librarian duties</i>	Individual QUIET reading/choosing books. Individual computer access for homework ONLY. <i>Student Librarian duties</i>
Second Break	Individual silent reading/choosing books or Computer Use <i>Student Librarian duties</i>	STUDENT LIBRARIAN MEETING Library CLOSED <i>Student Librarians & Library Pass holders ONLY</i>	Chess / D & D groups Quiet Reading/Choosing books. Limited Computer Access	Individual silent reading/choosing books or Computer Use <i>Student Librarian duties</i>	Chess / D & D groups Quiet Reading/Choosing books. Limited Computer Access
After School	CLOSED	Reading/Choosing Books. Computer access for homework. Chess/Bananagrams/Scrabble available. 	Reading/Choosing Books. Computer access for homework. Chess/Bananagrams/Scrabble available. 	Reading/Choosing Books. Computer access for homework. CREATIVE WRITING GROUP <small>Students lead activity Thursdays 3.00-4.00pm</small> LIBRARY CHAPTER 1 <small>Come along and share your writing and try some different creative writing activities.</small>	Reading/Choosing Books. Computer access for homework. Dungeons & Dragons Table Top Role Playing (TRPG) group <small>is student led and meets in the library during Weds & Fri 2nd break and after school on Fridays.</small>



LOOK OUT for a message from school for a FREE online subscription to FIRST NEWS for over the Summer.

Make sure students have plenty to read over the Summer so they can complete the English departments Summer Reading Challenge and why not go down to your local library and sign up for a membership for FREE books and take part in their Reading Challenge too!!

[East Sussex Libraries | East Sussex County Council](http://EastSussexLibraries.org.uk)

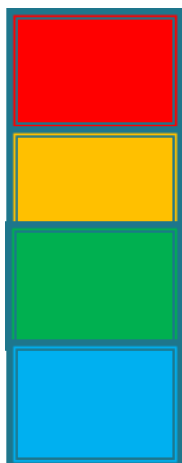
Just Right at Ratton School

Overview:

Just Right is a sensory and emotional regulation tool that we will be introducing to students in Year 7 only at Ratton School. We have chosen this year group as they:

- Will likely have the most recent experience of emotional regulation while at primary school
- Are more suited to the existing emotional regulation resources

If successful, we will introduce Just Right to successive Year 7 cohorts until the whole school is familiar with the programme. Ratton is an inclusive school, and we believe that all students would benefit from support in developing strategies to manage their emotions. The programme uses four colour zones to represent our differing states:



Red: crisis - fight, flight or freeze.

Orange: fizzy - this can be due to anxiety or excitement. You are not feeling calm but may be hyper alert to what's going on around you.

Green: calm - alert and ready to get on with whatever is needed.

Background

Just Right was created in Brighton and Hove, 12 years ago by Sadie Gillett (BHISS Professional Lead for Autism) and Karen Milton (Senior Occupational Therapist, Seaside View). It was originally designed for use by autistic students in special schools. In 2014, Sadie and Karen, trialled Just Right with a group of autistic KS2 students in the Specialist Autism Facility at West Blatchington Primary School and it worked very successfully for these pupils.

From 2015 onwards, training on Just Right was offered to mainstream schools across the city. All 55 of Brighton and Hove's mainstream primary schools, all 10 of the mainstream secondary schools, and the three specialist hubs have all received training in Just Right and use it within their setting. Several of the primary schools have now embedded this approach throughout their school, giving students (and staff) a common language to talk about how they are feeling.

How Just Right works

Children are taught the two key principles of Just Right:

RECOGNISE: How to work out which colour they are in, by tuning into:

- Their triggers (sensory and non-sensory)
- Their Behaviours (subtle shifts between colours)
- Their internal (interoceptive) cues (heart rate, body temperature etc)

REGULATE: What helps them to stay green or to get back to green, by:

- Focusing on their “magic ingredients”- what their green zone is
- Adding these magic ingredients to non-green times
- Where triggers are identified, we see if we can remove or reduce them.
- If we can't, we work on a set of regulators for red, orange and blue.



Students can use a Just Right tower (above) to let others know which colour they are in. They can add pictures/words to each colour to remind them (and others) what might help.

Or they can store their Just Right information in a profile like this:

	RECOGNISE			REGULATE
	What do I say or do?	What does it feel like inside my body and mind?	Triggers (sensory and non-sensory)	What helps (my toolbox)
RED				
ORANGE				
GREEN				
BLUE				

Why is Just Right successful?

- Just Right is much easier for autistic students to use than mastering a complex range of emotion words. It is neater and clearer and so works with autism, not against it.
- It helps students work out how they are feeling, thereby supporting a common difficulty autistic students experience - alexithymia.
- It enables students to communicate using a clear visual structure and so removes the need for verbal communication. This makes it accessible to non-speakers, and also allows for the decrease in language skills many autistic people experience when becoming dysregulated.
- It places an emphasis on environmental adjustments (by removing or reducing triggers) not just on how students can self-regulate, thereby tackling the double empathy gap.
- It focuses on “green” first- what works for the student - and so recognises the importance of being neuro-affirmative and strengths based.
- It can be individualised for each person, but within a framework that everyone can understand and relate to.
- Many of the behaviours and preferences found in people with autism are also common to people who do not have autism.
- It can support all students (particularly those who find talking about their emotions difficult or embarrassing) to identify strategies to support their emotional regulation.
- It helps to move the focus away from any behaviour exhibited to the reasons for it; a more effective way of addressing that behaviour.
- It destigmatises the programme if all students in the year group are presented with it.

Video made by a student in one of the secondary schools explaining how they use Just Right:
https://youtu.be/axMn3LWNXQ0?list=PLuCVejeSCUb8lQl_JOUk_TVtZX8urS8l3

“I think for me it’s the way it’s visual and it helps being able to relate to colours. It’s better than someone asking me “How are you today?” then me trying work out the words to respond back. It really helps on getting my feelings across to other people and it’s just very easy to learn how it works and how to use it.” (Autistic Yr10 student)

“The programme made such a difference to all of us, giving us a language to articulate the changes in our child’s sensory regulation (and ours!)” (Parents of autistic student)

“X has made a huge amount of progress in year 2. He has developed in his ability to self-regulate. This has been helped by the fact he has engaged with the Just Right programme and is better able to identify and present his feelings.” (From EHCP Annual Review)

<https://www.theargus.co.uk/news/16129895.incredible-success-autism-programme/>

Currently 67.49% of the two year groups profiles have ben uploaded on the school’s computers.

Assessment at Ratton

Assessment will form a key part of your child's journey whilst they are at Ratton. Accurate assessment helps teachers not only to gauge how successful learning has been, but also to shape the planning of future lessons, to identify and act on areas of weakness, as well as providing the opportunity to build on existing strengths. It is an important part of the learning process.

There are two types of assessment we use at Ratton.

Ongoing assessment

This is comprised of informal classroom assessment during lessons (using techniques such as effective questioning and group discussions), in addition to marking class/home learning. Teachers will use this form of assessment to adapt current lessons, as well as using it to adjust the shape of the curriculum going forward.

Formal assessment

In Years 7-11, students have a minimum of 4 and a maximum of 6 formal assessments each year. These are pre-planned activities to evaluate students' understanding of the material that has been taught and might take the form of an in-class test, quiz, survey or questionnaire. In addition, each academic year, each year group will have an exam week (Year 11 will have 2). These exams are held under specified conditions with regard to papers set, supervision, duration etc.

In Years 7 – 10 assessments are reported as a percentage which will be detailed on the students' report along with a standardised score. More details will be provided in the students report on how to interpret these figures.

In Years 10 and 11 assessments will be graded 1 – 9 in line with GCSE reporting. The student will also receive a GCSE prediction based on the above assessments.

Year 7 Standardised Scores Report Term 3



Name: Joe Bloggs

Tutor Group: 7ABc

Attendance and Behaviour Details:

Current data always available through EduLink.

Attendance %: 97.4
 Authorised Absences: 8
 Unauthorised Absences: 1
 Achievement Points: 441
 Behaviour Points: 0

Subject	KS2 Result
Reading	106
Grammar, Spelling and Punctuation	102
Maths	105

	Year 8 Subject Assessment Average %	Student Assessment Average %	Ratton Standardised Score	Attitude to Learning
Art Mrs H. McCarthy Coltman	55	70	110	Good
Dance Miss N. Hughes	43	52	105	Outstanding
Drama Miss T. Banks	72	65	96	Outstanding
English Ms A. Fox	42	57	111	Outstanding
Ethics Mr G. Peevers	57	60	101	Outstanding
PSHE Mr G. Peevers	NT	NA	AD	
Food Mr R. Goddard	64	70	104	Good
Geography Mr N. Morris	59	73	107	Good
History Mr S. Reynolds	56	78	113	Outstanding
ICT Mr I. Cox	44	50	104	Outstanding
Maths Mrs C. Akister	55	83	110	Outstanding
Music Mrs N. Grover	47	45	98	Outstanding
PE Mrs J. Upton	58	79	117	Outstanding
Science Dr B. Springett	55	77	110	Outstanding
Spanish Miss A. Georgiou	73	96	113	Good

HOMWORK AT RATTON

At Ratton School, homework refers to tasks assigned by teachers for students to complete outside of their regular lessons. These tasks are designed to reinforce classroom learning and promote independent study.

Research consistently shows that homework has a positive impact on student achievement. In secondary schools, students who regularly complete homework make, on average, six months more progress than those who do not. The benefits are particularly significant in subjects such as reading, mathematics, and science. Moreover, homework that incorporates digital technology can lead to even greater gains—often exceeding six months of additional learning.

Homework activities vary depending on the age and stage of the student. To support both students and their families, all homework is made available on Microsoft Teams for students and on Edulink for parents and carers.

To further assist students, we offer homework clubs during break times and after school. These take place in our IT rooms and the Learning Resource Centre (library), providing a supportive environment for students to complete their work with access to teachers, teaching assistants, resources and guidance.

English Homework

Bedrock Learning - [Digital Literacy Curriculum | Bedrock Learning](#)

Bedrock Learning teaches our students vocabulary and grammar, ensuring they are reading diverse range of high-quality texts that draw them in, expanding their cultural capital whilst they learn.

Parental engagement is an important factor in learner engagement. As parents/carers you have your own Bedrock dashboard, showing you the progress of your child(ren). You will also be sent a Weekly Usage Report, giving you the opportunity to ensure that your child has completed their Bedrock work if they have not already.

Bedrock is also here to support you by emailing support@bedrocklearning.org or give them a call on 0203 325 9345, Monday-Friday.

Maths & Science Homework

Sparx Maths - [Sparx Maths - Home](#) **Sparx Science** - [Sparx Science - Home](#)

Sparx Maths and Science creates an hour's worth of perfectly tailored practice homework for each student. The practice is challenging, to ensure students need to think and, crucially, achievable so that students can be successful.

Please DO NOT DO THE QUESTIONS yourself as the algorithm will start making the questions harder. There is a video attached which is really helpful and you should encourage your child to watch this. They should have a pen and paper and be writing answers down so they can answer the bookwork checks.

Maths and Science homework clubs are available after school to support.

How can Parents/carers support?

1. **Create space** - Set up a space for your child to do their homework. If there is an option for a space in a communal area of the house this helps promote discussions and it is easier to get involved without it feeling like an intrusion.
2. **Make it positive** - Make parental input a positive thing. If your child has a question about their work, help them, but try not to tell them the answer.
3. **Let them make mistakes** - It's OK for answers to be wrong. Telling your child the right answer and getting them to just write it down means that the teacher is none the wiser about which bits they are struggling with and which they excel at.

What happens if homework is not completed or handed in on time?

At Ratton, we place a strong emphasis on the importance of homework, as research shows it can provide students with the equivalent of an additional six months of learning. To ensure all students benefit from this opportunity, we have a clear system in place for managing incomplete homework.

If a student does not complete their homework, they will be assigned a **Directed Study Time (DST)** session.

However, if the homework is completed before the scheduled DST, the session will be cancelled.

When a DST is issued, parents and carers will receive an email notification, and the information will also be available on **EduLink**. The email will encourage you to support your child in completing the homework before the DST takes place. If the homework is submitted in time, the DST will be removed. If not, the DST will go ahead as scheduled.

Please note: **Failure to attend a Directed Study Time will result in a school detention.**

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EduLink One

EduLink One provides an integrated school information platform which draws together a range of existing schools systems with an engaging user interface allowing teachers, parents and students to communicate and access information in one place.



ParentPay

Our school online payment system gives you a more convenient and flexible way to pay school online and helps to keep your child safe. By making cashless payments you know that your money has reached the school safely. ParentPay is available for cashless meals, payment of trips and resources.



Details for both EduLink and ParentPay will be sent out towards the end of the summer holidays with the information and log-in details.

Example of a Rattton School Menu

WEEK 1

Refresh

Monday	Tuesday	Wednesday	Thursday	Friday
Sausage roll	Chicken burger	Cheese and Tomato Pizzini	Hot Dog	Beef / Cheeseburgers
Battered chicken chunks	Cumberland sausages with onion gravy	Roast Chicken Stuffing	Chicken Korma/rice/Naan bread	Battered Cod/Quorn escolope
Vegetable Spring roll/broccoli	Vegan Sausages	Sweet potato bake	Vegan Saag aloo ^{GF} lentil dahl	Macaroni cheese
Sweet Chilli noodles/Vegan noodles ^{GF/DF/V}	Mashed potatoes/Stir fried spring greens	Roast pots/Roast veg/cauliflower cheese	Basmati Pilau Rice/Roast baby carrots	Chips/Peas/Spanish omelette
Chocolate sponge /chocolate sauce	Banoffe pie and cream	Jam and coconut sponge/custard	Lemon Meringue pie	Chocolate Mousse

Salad & Pasta Bar, Paninis, Pizza, Sandwiches/Baguettes, Cookies & Fruit Salad are all available daily with gluten free, dairy free & vegan options to choose from.

Key Dates

Tuesday 19th - Thursday 21st August

Summer School, 9.30am - 2.30pm

Each student will be invited for one day of Summer School provision.

Students should bring a snack and a bottle of water. Lunch will be provided. Please book your child's place to avoid disappointment.

Thursday 4th September

First Day & Family Breakfast, 8.15am - 8.45am

Parents are invited to come in to school with students for a family breakfast on the first day of term.

Thursday 11th September

Welcome to Year 7 Evening, Time tbc

Introduction to Ratton's structures and systems and an opportunity to discuss how your child has settled.

Welcome to the Ratton family and have a wonderful Summer!