

ECKINGTON SCHOOL



Parent Handbook

(September 2025)



The Eckington Way



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Senior Leadership Team



Outstanding Achievement for all

The school day (2025-2026)

Form tutors are ready to Meet & Greet their form group at **08:25**.

Students must be on school premises by **08:30**.

LESSON TIMES

8:30 am	Students move to form rooms when the 8:30 am bell rings (inner site gates locked at this time signifying late to school)
8:35 am	Registration – register taken at 8:35 am (Assemblies begin at 8:40 am)
9:00 am	Lesson 1
10:00 am	Lesson 2
11:00 am	Morning break
11:20 am	Lesson 3
12:20 pm	Lesson 4
1:20 pm	Lunch break
2:00 pm	Lesson 5
3:00 pm	End of school
3:00 – 3:30 pm	Buses arrive (depart from 3:10 pm onwards)

Term dates (2025-2026)

AUGUST 2025								SEPTEMBER 2025								OCTOBER 2025						
M	T	W	T	F	S	S		M	T	W	T	F	S	S		M	T	W	T	F	S	S
			1	2	3			1	2	3	4	5	6	7				1	2	3	4	5
4	5	6	7	8	9	10		8	9	10	11	12	13	14		6	7	8	9	10	11	12
11	12	13	14	15	16	17		15	16	17	18	19	20	21		13	14	15	16	17	18	19
18	19	20	21	22	23	24		22	23	24	25	26	27	28		20	21	22	23	24	25	26
25	26	27	28	29	30	31		29	30							27	28	29	30	31		

NOVEMBER 2025								DECEMBER 2025								JANUARY 2026						
M	T	W	T	F	S	S		M	T	W	T	F	S	S		M	T	W	T	F	S	S
					1	2		1	2	3	4	5	6	7					1	2	3	4
3	4	5	6	7	8	9		8	9	10	11	12	13	14		5	6	7	8	9	10	11
10	11	12	13	14	15	16		15	16	17	18	19	20	21		12	13	14	15	16	17	18
17	18	19	20	21	22	23		22	23	24	25	26	27	28		19	20	21	22	23	24	25
24	25	26	27	28	29	30		29	30	31						26	27	28	29	30	31	

30 31

FEBRUARY 2026								MARCH 2026								APRIL 2026						
M	T	W	T	F	S	S		M	T	W	T	F	S	S		M	T	W	T	F	S	S
						1								1				1	2	3	4	5
2	3	4	5	6	7	8		2	3	4	5	6	7	8		6	7	8	9	10	11	12
9	10	11	12	13	14	15		9	10	11	12	13	14	15		13	14	15	16	17	18	19
16	17	18	19	20	21	22		16	17	18	19	20	21	22		20	21	22	23	24	25	26
23	24	25	26	27	28			23	24	25	26	27	28	29		27	28	29	30			
								30	31													

MAY 2026								JUNE 2026								JULY 2026						
M	T	W	T	F	S	S		M	T	W	T	F	S	S		M	T	W	T	F	S	S
				1	2	3		1	2	3	4	5	6	7				1	2	3	4	5
4	5	6	7	8	9	10		8	9	10	11	12	13	14		6	7	8	9	10	11	12
11	12	13	14	15	16	17		15	16	17	18	19	20	21		13	14	15	16	17	18	19
18	19	20	21	22	23	24		22	23	24	25	26	27	28		20	21	22	23	24	25	26
25	26	27	28	29	30	31		29	30							27	28	29	30	31		

	School holidays		Bank holiday		INSET day
	Open for Y7 & Y12 only		Chorus Trust INSET day		

Autumn term		Spring term		Summer term	
Open	4 September 2025	Open	5 Jan 2026	Open	13 Apr 2026
Half-term	27 Oct - 31 Oct 2025	Half-term	16 - 20 Feb 2026	Half-term	25 May - 29 May 2026
Close	19 Dec 2025	Close	27 Mar 2026	Close	23 July 2026
		Easter	30 Mar - 10 Apr 2026		

How to get in touch / communications

Reception opening hours

- Monday – Thursday: 08:00 to 16:00 and Friday: 08:00 to 15:30

Telephone: 01246 432849

Email: enquiries@eckington.chorustrust.org

General enquiries are directed to Mrs D Middleton, PA to the Headteacher.

Further Contact Details

Subject related queries

Emails sent to the following addresses are received by the head of faculty:

- creative@eckington.chorustrust.org : Creative Faculty (art, drama and music)
- english@eckington.chorustrust.org : English Faculty (including media studies)
- humanities@eckington.chorustrust.org : Humanities Faculty (history, geography and religious education)
- maths@eckington.chorustrust.org : Mathematics Faculty
- mfl@eckington.chorustrust.org : Modern Foreign Languages (Spanish, French and German)
- pe@eckington.chorustrust.org : Physical Education Faculty (PE and health and fitness)
- science@eckington.chorustrust.org : Science Faculty
- socialsciences@eckington.chorustrust.org : Social Sciences Faculty (sociology, psychology, criminology, business studies and travel and tourism)
- technology@eckington.chorustrust.org : Technology Faculty (technology, imedia and catering)

Pastoral queries

Emails sent to the following addresses are received by the year group pastoral support assistants (PSAs):

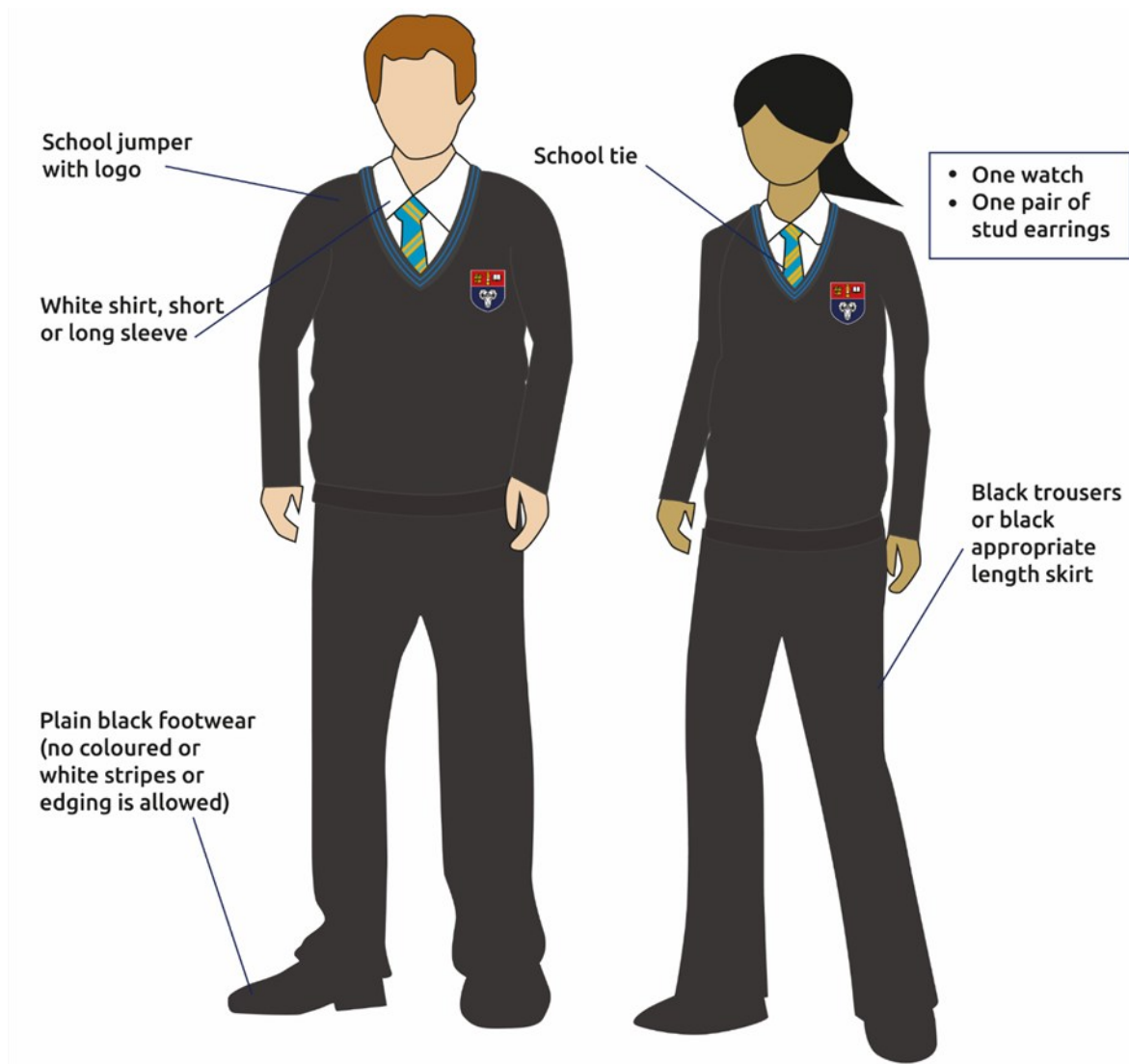
- Year7@eckington.chorustrust.org
- Year8@eckington.chorustrust.org
- Year9@eckington.chorustrust.org
- Year10@eckington.chorustrust.org
- Year11@eckington.chorustrust.org
- Sixthform@eckington.chorustrust.org

Letters to parents can be found at: [Eckington School - Letters to Parents](#)



Scan to be taken to the relevant page of the school website.

Uniform



Required Branded items:

- A black school jumper
- A school tie

Required non-Branded items:

- Students must wear plain black trousers. These cannot be jeans, tracksuit bottoms or leggings
- Alternatively, students may wear plain black appropriate length skirts or tailored shorts. The length of shorts and skirts is considered a health and safety requirement for example to provide protection in food technology and other practical subjects. This also provides more comfort when sitting on plastic chairs or other surfaces.
- Plain white shirt, long or short sleeved (must be tucked in)
- Plain black leather or leather-look shoes/trainers. Heeled shoes, open toe footwear and sandals are not appropriate footwear.

PE kit

PE kit is required for all PE lessons but should not be worn to travel to or from school.

Required Branded items:

- Royal blue logo polo t-shirt
- Royal blue logo hoodie

Required non-Branded items:

- Navy sports shorts
- Navy leggings
- Navy joggers with minimal branding
- Royal blue football socks
- White trainer/ankle socks
- Sports trainers (any colour)

Football and rugby

Anyone playing football or rugby needs:

- Knee high sports socks in black or white
- Football boots/astroturf trainers (deep grip) for use on the field
- Shin pads

Other expectations

Jewellery

- Students are allowed up to two piercings, one in each ear and may wear simple stud earrings. No other piercings are allowed, and students will be asked to remove any before taking part in lessons.
- For health and safety reasons, nail extensions are not allowed.
- Rings should not be worn (health and safety)
- Bracelets should not be worn.



Scan to be taken to the relevant page of the school website or visit [Eckington School - Uniform](#).

At Eckington School, we pride ourselves on fostering a positive ethos and culture that promotes the holistic development of our students. At the heart of our approach is 'The Eckington Way,' a set of principles and expectations that guide our actions and behaviours. We believe that by embracing and embodying these values, we cultivate habits of success that lead to real and lasting positive change for all our students.

The Eckington Way



Routines and expectations

- Safe: safety is at the heart of everything we do at Eckington School.
- Calm: students are expected to be calm in corridors, in lessons, around school and on school buses.
- Polite and kind: students are expected to treat other students and staff with respect and kindness.
- Prepared: students are expected to have good levels of attendance and punctuality. Students are also expected to bring the correct equipment to school and wear the correct school uniform.
- Ambitious: students are expected to try their very best in all aspects of school, to enable them to maximise their full potential and leave Eckington School with excellent qualifications.

Behaviour expectations

Students at Eckington School are ambassadors for our institution, and we expect them to conduct themselves positively, aligning with 'The Eckington Way.' Whether in class, corridors, or common areas, our students strive to be the best versions of themselves. This commitment to positive behaviour is reflected in the balance between corrections and commendations.

Student appearance

We take great pride in our school uniform at Eckington. It serves not only as a symbol of community, cohesion, and identity but also promotes a strong sense of belonging and a positive work ethic. As ambassadors for Eckington School, students are expected to present themselves in a smart and business-like manner, both within the school premises and in the wider community. This commitment to a professional appearance reflects the high standards we uphold.

Supporting academic focus

To maintain a focused and conducive learning environment, we have established a system during learning time that includes reminders, warnings, and, if necessary, removal. This approach ensures that students are actively engaged in their lessons and contribute to a positive classroom atmosphere.

- o Reminder: given during the ready-to-learn routine to reinforce expectations.
- o Warning: logged on Arbor, the school's management information system, and issued when reminders have not been effective.
- o Remove: reserved for persistent behaviour issues. The student is sent to the remove room, and the incident is logged on Arbor. Detentions are issued promptly and notifications sent via email to parents.

Behaviour, rewards, sanctions

We are committed to creating a safe, respectful, and conducive learning environment for all our students. In addition to the expectations of The Eckington Way, which apply throughout the school day, encompassing time before and after school while on the school site, we also expect:

- Defiance and Compliance with staff instructions: students are expected to do as they are told by all staff, first time, every time, with no excuses.
- Mobile phones and electronic devices: should be switched off and out of sight during the school day. If they are seen they are confiscated and returned to students at the end of the day.
- Prompt arrival: students are expected to go to the locations they are supposed to be promptly.

Sanctions

For any behaviour that contradicts these rules, a timed written correction is placed in the student planner, which may include various infractions, such as loitering, running in the corridors, poor behaviour, incorrect uniform, and swearing. These corrections serve as reminders to uphold The Eckington Way.

- Sanctions for student planner corrections are in place to address behaviour:
- 5 planner corrections in a week: same-day lunch detention / 3 behaviour points
- 10 planner corrections in a week: 60-minute next-day detention / 4 behaviour point
- 15 planner corrections in a week: internal suspension

Refusal to hand over the student planner is considered defiance, with a progressive set of actions, including involving 'On-Call' and potential internal suspension for extreme cases.

Additionally, **smoking and vaping** are strictly prohibited on the school site. Students caught with smoking or vaping paraphernalia will face consequences, including detentions and possible internal suspension.

It is important to note that students represent the school during their journey to and from school, and poor behaviour **outside school** may result in sanctions.

Anti-bullying at Eckington

What is bullying?

At Eckington School, we define bullying as:

Deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual, physically or emotionally, usually repeated over a period of time, where it is often difficult for those being bullied to defend themselves.

Bullying can happen anywhere—both in and out of school—and it can take many forms:

- Verbal: name-calling, mocking, spreading rumours.
- Physical: hitting, pushing, taking belongings.
- Emotional: excluding others, coercion, intimidation.
- Online: messages, images or threats via phones, social media or the internet.
- Prejudice-based: including racist, sexist, homophobic or transphobic behaviour, or targeting someone because of a disability.

Behaviour, rewards, sanctions

Bullying is never tolerated at Eckington School. We work proactively to prevent bullying and to respond swiftly and sensitively when it occurs.

How we respond to bullying

We use a threshold system to determine the level and response needed for each incident. This ensures every report is taken seriously and handled by the right staff with appropriate support for students and families.

- **Threshold 1:** minor friendship issues or falling out between individuals
Handled by: form tutor
- **Threshold 2:** group conflicts, isolation, repeated name-calling, early signs of online bullying
Handled by: pastoral support assistant (PSA)/head of year
- **Threshold 3:** hate-based incidents (racism, homophobia, misogyny), online bullying, sexual harassment
Handled by: senior leadership team link/safeguarding team
- **Threshold 4:** persistent bullying, threats of violence, sharing inappropriate images, parental complaints
Handled by: designated safeguarding lead/deputy headteacher
- **Threshold 5:** serious harm, exploitation, carrying weapons, or repeated harmful sexual behaviour
Handled by: headteacher

Working Together

Preventing and tackling bullying is a shared responsibility. We work closely with students, families, and outside agencies to ensure everyone feels safe, calm, polite and kind—the core of The Eckington Way.

Parent concerns

If you're concerned about bullying:

- Speak to your child's form tutor or head of year.
- Contact our pastoral team or designated safeguarding lead.
- Report concerns directly to the school via phone or email.
- Report concerns on antibullying@eckington.chorustrust.org.

Bullying thresholds					
Threshold 1 	Threshold 2 	Threshold 3 	Threshold 4 	Threshold 5 	
Form tutor	PSA / Head of Year	SLT link / Safeguarding team	DSL / DHT	Headteacher	
Friendship issues 1:1 falling out.	Good friendship issues including: The isolation of individuals. The targeting of individuals with physical or verbal abuse. Online bullying. Incidents that happen at social time. External incidents that impact negatively on the students wellbeing and attendance where there is no police involvement.	Hate crime (racist, homophobic, transphobic, biphobic, misogynistic behaviour). Any incident against protected characteristics. Any bullying incident out of school involving the police. Sharing of inappropriate images.	Sexual harassment / violence. External threats of violence. Coercive or controlling behaviour. Child on child abuse cases. Behaviour that brings the school into disrepute. Parental complaint about bullying.	Persistent or repeated incidences of bullying by a perpetrator. Exploitation of other pupils. CCE and CSE. Pre-meditated physical violence. Carrying an offensive weapon. Sustained patterns or harmful sexual behaviour. Serious physical harm to students.	
Mediation Use of after school detentions if needed.	Mediation Use of after school detentions if needed. School sanctions as needed.	Parental meeting with SLT Suspensions and school sanctions as needed. Restorative work around understanding the protected characteristics.	Referral to external agencies as needed. Child on child risk assessment to be put in place. Use the school sanctions as needed. Parental meetings with DSL / DHT	Consideration of managed move. Consideration of off-site direction. Consideration of permanent exclusion. Referral to external agencies as needed.	
IN SCHOOL ACTIONS					 <p>Scan to be taken to the relevant page of the school website</p>

No Place for Hate



As a key aspect of our school ethos we firmly believe there is No Place For Hate within our school and its community. Each year our students will have many PSHE lessons which link to this theme and every Summer we will hold a campaign to focus on the annual key messages.

The purpose of No Place For Hate is to promote a culture of respect and inclusion by educating students and staff about the **protected characteristics** under the Equality Act 2010 and making it clear that there is **No Place for Hate** in your school.

The key message we share regularly with our students is:

“Everyone at Eckington School has the right to be themselves, feel safe, and be treated with respect. At Eckington School, there is No Place For Hate – we celebrate differences and stand up for each other.”

As part of this message we focus on The Eckington Way aspects of ‘Polite and Kind’ and ‘Safe’. Staff use this language when addressing bullying, racism, and discrimination of all kinds across school.

We also firmly anchor all of this in the law. The Equality Act 2010 states the protected characteristics which it is illegal to discriminate against. We use this law to explain why prejudice and discrimination has no place in our school or this country.

These posters are seen across our school, we talk about them in assemblies, and we firmly believe in the ethos and culture they create.



Safeguarding and early help - What parents need to know

At Eckington School, the safety and wellbeing of every student is our highest priority, that is why 'Safe' is at the heart of 'The Eckington Way'.

We are committed to creating a safe, supportive, and inclusive environment where every child can thrive — emotionally, socially, and academically.

What is safeguarding?

Safeguarding means protecting children from harm, ensuring they grow up with the provision of safe and effective care, and enabling them to have the best possible outcomes in life. This includes keeping them safe from abuse, neglect, exploitation, and bullying — both in person and online.

All staff at Eckington are trained in safeguarding procedures and follow statutory guidance, including **Keeping Children Safe in Education (KCSIE)**. We have clear policies in place to identify and respond to concerns quickly and effectively.

Our safeguarding & early help team

At Eckington School, we take a **collective approach** to supporting your child's wellbeing. Our **Pastoral teams, Safeguarding team, Early Help team, and SEMH (Social, Emotional & Mental Health) team** work closely together to provide holistic care for our students.

- **Pastoral team:** Your child's Head of Year and Form Tutor are the first point of contact for day-to-day support and guidance. They can help to resolve friendship or bullying issues quickly before things escalate.
- **Safeguarding team:** Our Designated Safeguarding Leads (DSL) and deputies manage all safeguarding concerns with professionalism and care. This team work collaboratively with external agencies to support children's wellbeing and safety.
- **Student and family support worker:** We work with families to offer practical support and signposting before problems escalate. The student and family support worker will lead 'Team Around a Family' meetings (TAF meetings) with other professionals to access the support that is needed.
- **SEMH support:** We provide in-school low level counselling referrals, behaviour and emotional support, and support to access external mental health services where needed.
- This team meets weekly to share information (appropriately and confidentially) to make sure no child falls through the gaps. We identify need, signpost interventions, and monitor its progress as a team.

Communication & confidentiality

We encourage open communication between home and school. If you have any concerns about your child's wellbeing or safety, or that of another student, please contact the Safeguarding Team directly at Safeguarding@eckington.chorustrust.org. We treat all concerns with discretion and take every report seriously.

Useful resources & support

We've created a dedicated section on our school website (Safeguarding, and Wellbeing sections) where you can find:

- Up-to-date contact details for key safeguarding staff

Safeguarding and early help - What parents need to know

- Links to useful websites and apps covering topics such as mental health, online safety, exploitation, self-harm, domestic abuse, and more
- Guidance on what to do if you're worried about your child
- How we work with external agencies to support families

You're not alone

Remember: there is always someone you can talk to, everyone has a right to be safe.

We understand that parenting teenagers can be challenging. Please remember that you're not alone — our team is here to work in partnership with you to support your child through every stage of their school journey.

If you would like to speak to someone from the team, please get in touch through the school office or visit the website for direct contact information.

- If a child or young person is in immediate danger: phone 999.
- If you're concerned that a child is suffering or is at risk of significant harm contact:
⇒ Phone Call Derbyshire: 01629 533190
⇒ Phone Sheffield Safeguarding Hub: 0114 2734855

If you want to speak to someone about any concerns you have for yourself or a child you know, then please contact our safeguarding team:

- Mrs Laura Moor: Designated Safeguarding Lead.
- Mr Chris Power: Designated Safeguarding Deputy.
- Mrs Katherine Needham: Designated Safeguarding Deputy (Sixth Form).
- Mrs Elly Pearce-Brown: Safeguarding Manager.
- Mrs Katie Anderson: Director of Safeguarding and Inclusion, Chorus Education Trust.

Members of our safeguarding team can be contacted at school:

- Phone: 01246 432849 (school reception who will find the right person for you to talk to)
- Email: safeguarding@eckington.chorustrust.org



Scan to be taken to the relevant page of the school website or visit [Eckington School - Safeguarding](#) .

Supporting your child with their mental health and wellbeing

At Eckington School, we recognise that a child's mental health is just as important as their physical health, and academic achievement — and we are here to work in partnership with parents and carers to help every student feel supported, understood, and able to thrive.

Why mental health matters

Adolescence is a time of change — socially, emotionally, and academically — and it's completely normal for young people to experience ups and downs. However, if your child is showing signs of low mood, anxiety, emotional distress, or other concerns, early support can make a big difference.

How You Can Help at Home

Here are some simple ways to support your child's wellbeing:

- **Talk regularly and openly** — even small check-ins daily can go a long way.
- **Encourage healthy habits** — regular sleep, a regular bedtime routine, exercise, and screen breaks help regulate mood.
- **Model self-care** — show your child that it's okay to rest, ask for help, or set boundaries.
- **Be observant** — notice changes in behaviour, appetite, or friendships, and ask about them gently.
- **Create a calm space** — where they can relax or talk without judgement.

Remember, you don't have to have all the answers — just being present and listening is powerful.

Support in school

Within school we have a dedicated **safeguarding and early help team** working across the school to support students' emotional and mental health. This includes:

- In-school SEMH (Social Emotional and Mental Health) coordinators. These staff work in 1:1 or in small groups with students to support their mental health
- Our school has a Senior Mental Health Lead to coordinate training and encourage a supportive ethos across school.
- All staff have received 'Trauma Informed' training.
- Access to pastoral support
- Staff who can signpost to therapeutic services or refer to other counselling services
- Pastoral check-ins and wellbeing support plans
- Referrals to other external services if needed

We also promote and teach a whole-school culture of kindness, respect, and self-awareness through our PSHE curriculum and tutor time lessons.

Visit our **wellbeing page** for resources, contact details, and up-to-date support options:

<https://www.eckington.chorustrust.org/wellbeing>

Supporting your child with their mental health and wellbeing

Local support in Derbyshire

If your child needs extra support beyond school, there are excellent services available in the Derbyshire area:

- **CAMHS** (Child and Adolescent Mental Health Services) – For more serious mental health concerns. Referrals can be made via GP or school.
- **Derbyshire mental health helpline** – 0800 028 0077 (Available 24/7 for advice and support)
- **Kooth** – A free, safe, and anonymous online counselling service for young people: www.kooth.com
- **Qwell** – Free mental health support for parents and carers: www.qwell.io
- **Derbyshire family health service** – 01246 515100 – Offers parenting advice and signposting to local wellbeing resources.

When to Reach Out

Please contact us if:

- You're worried about changes in your child's behaviour or emotional state
- Your child says they're struggling with school, friendships, anxiety, or self-esteem
- You need advice or support for yourself as a parent or carer

We're here to listen and help.

Contact us: safeguarding@eckington.chorustrust.org

You're Not Alone

Supporting a young person through challenging times can feel overwhelming — but you're not alone. Whether it's a listening ear, practical advice, or referral to professional services, we're here to work together with you every step of the way. Look out for promotion of our parents and carers events to support student wellbeing throughout the year.



Scan to be taken to the relevant page of the school website or visit [Eckington School - Wellbeing](#).

Special Educational Needs and Disabilities (SEND)

SEND contacts at Eckington School

- SEND Director, Chorus Trust: is Ms L Demirkazik
 - Special Educational Needs and Disability Coordinator (SENDCo), Eckington School: Mrs A Gregory
 - Assistant SENDCo, Eckington School: Ms P Ward
- ⇒ Telephone: 01246 432849 ext 308
- ⇒ Email: SEND@eckington.chorustrust.org

Learning support team

The Learning Support Team at Eckington School is based in a designated area of the school site. The aim of the Learning Support Centre is to provide support to any students who may be experiencing difficulties with accessing their learning. The team has been established to help address and overcome any possible barriers to learning, both in the classroom and on an individual basis. The team is led by the school's SENDCo and other experts including the Early Help Team, heads of year, pastoral support assistants, teaching assistants, learning support mentors, and the Safeguarding Team.

The Learning Support Centre provides a space for group interventions in all areas of need. This may involve small group tutoring, a learning space for students unable to access lessons, a safe area for social times and specialist help to assist students with self-regulation when needed.

The team works closely with many outside agencies and has regular meetings with many of their representatives. Support in lessons and in small withdrawal groups is provided when needed for those students who have significant difficulties in making academic, emotional, and social progress when compared to their peers.

SEND policy

Our SEND policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report. This policy also complies with our funding agreement and articles of association.

Derbyshire County Council local offer

The [Derbyshire local offer](#) provides an information, support and advice website for children and young people aged 0 to 25 with SEND. The Derbyshire local offer website includes information on and help with:

- [Early Years](#): finding help with development, learning behaviour and childcare.
- [Education and Learning \(5-16\)](#): education welfare and support services.

Special Educational Needs and Disabilities (SEND)

- [Preparing for adulthood \(16 – 25\)](#): information for young people moving into adulthood.
- [Travel and transport](#): information regarding transport services.
- [Health and well-being](#): local health support and wellbeing services.
- [Directory of providers](#): find local SEND services.



Scan to be taken to the relevant page of the school website or visit [Eckington School - Special Educational Needs and Disabilities \(SEND\)](#) .

Eckington School Curriculum Intent Statement

At Eckington School, we are committed to delivering a curriculum that is broad, balanced, and inclusive, reflecting our strong belief in the importance of nurturing the spiritual, moral, cultural, mental, and physical development of every pupil. We see this as essential to preparing our students for the opportunities, responsibilities, and experiences of later life. Our curriculum is designed to ensure that all learners —regardless of their background or starting point— gain the knowledge, skills, and experiences they need to thrive both academically and personally.

We believe that learning is a journey. Progress is achieved through carefully sequenced and ambitious curriculum roadmaps in every subject; each designed to build on prior knowledge and embed understanding into long-term memory. Our curriculum fosters curiosity, supports cognitive development, and ensures that key knowledge and skills are consistently retained, revisited, and applied with growing independence and confidence.

Personal development is a cornerstone of our curriculum, with a strong emphasis placed on high-quality PSHE and careers education. These areas are woven throughout the curriculum and supported through dedicated lessons, enrichment opportunities, and real-world experiences. We are committed to ensuring that every student develops the knowledge, confidence, and resilience to make informed choices, build healthy relationships, and navigate the complexities of modern life and the world of work with ambition and purpose.

The Eckington Way underpins the environment in which our curriculum is delivered. It sets the standard for how we behave and support one another as a school community. Through its five core values—being Polite and Kind, Prepared, Ambitious, Calm, and ensuring Safety is at the Centre — we establish a culture of high expectations, mutual respect, and purposeful learning. These values support students in becoming not only successful learners but also respectful and responsible individuals who are equipped to thrive in modern life and contribute positively to society.

Through this ambitious and coherent curriculum, delivered within a culture shaped by strong values and high standards, Eckington School provides every student with the opportunity to grow, achieve and succeed—now and in the future.

Parental facing less formal language version

At Eckington School, we're proud to offer a curriculum that is broad, balanced, and inclusive. We believe in supporting every child's development — not just academically, but also in their spiritual, moral, cultural, mental and physical growth. Our aim is to prepare students for life beyond school, helping them become confident, well-rounded individuals ready to take on the opportunities and challenges that come their way.

We know that learning is a journey, and our curriculum is carefully planned to build on what students already know. Each subject follows a clear and ambitious pathway, helping students develop their understanding step by step and retain what they've learned in the long term. We want our students to stay curious, become more independent in their thinking, and grow in confidence as they apply their knowledge in different ways.

Eckington School Curriculum Intent Statement

Supporting students' personal development is just as important to us. We place a strong focus on high-quality PSHE and careers education, which are fully embedded across the school. Through dedicated lessons, enrichment activities, and real-world experiences, we help students gain the life skills, confidence, and resilience they need to make informed decisions and plan for their future.

Our school values — The Eckington Way — are at the heart of everything we do. By encouraging students to be Polite and Kind, Prepared, Ambitious, Calm, and to always put Safety at the Centre, we create a respectful and supportive school culture where every child can thrive.

At Eckington School, we're committed to helping every student grow, succeed, and feel proud of who they are — now and in the future.



Scan to be taken to the relevant page of the school website or visit [Eckington School - Curriculum](#) .

Attitude to Learning

Attitude to Learning (ATL) is a key focus of Eckington School and Chorus Education Trust. We want to ensure that our students have the skills and abilities to progress in life as outstanding learners. We have identified 5 characteristics of good learning:

- Ready to learn - Enthusiastic, attentive and organised.
- Resilient – Positive, adaptable and confident.
- Resourceful – Independent, focussed and engaged.
- Respectful – Polite, helpful and collaborative.
- Reflective – Responsive, conscientious and considerate.

How is the ATL grade calculated?

Each term teachers give students a numerical grade (1-4) based on the 5 characteristics of good learning in each subject. We calculate an average of these grades to show progress over the course of the academic year, and this is a good indicator of how much progress students will make across the curriculum.

Once all subjects have completed this, we also have an average ATL grade for your young person. It helps everyone to understand how each young person is working and therefore how that might translate into potential academic outcomes, which are as follows:

- An average grade between 1 and 1.5 would suggest that your young person will make better than expected progress.
- An average grade between a 1.6 and a 2.5 is expected progress.
- An average grade between a 2.6 and a 3 suggests below expected progress.
- An average grade between a 3.1 and a 4 suggests significantly below expected progress.

Students are supported during their tutor time to understand their grades and what actions they may need to take to sustain or improve their ATL grades.

How can students progress?

Our ATL mats are used by students to work out how they can improve their attitude to learning. You can find a copy of this in your young person's planner.

What ATL is not.

ATL grades are not a comment on the effort or behaviour of each student. The ATL grade is about how focused and driven each student is to fulfil their own potential. It is about demonstrating particular characteristics that support making good or better progress.

How does school help?

Each term, students are given their data and spend time during tutor looking at their grades and decide how they can continue to make positive progress. This means looking at where they currently are and setting themselves some targets to focus on over the next term. This is done in agreement with their tutor, who will support each student.

Students may commit to target such as:

- Engaging with extension tasks.
- Reading around subjects.
- Attending extra sessions.
- Contributing to discussions in class or groups.
- Completing work beyond the minimum expectations.
- Being punctual to all lessons.
- Completing any pre-reading tasks before the lesson.

How can you help?

It is really important that our young people understand the importance of developing these skills. They are skills that they will need in the wider world and benefit from talking through how they are doing on each of these aspects. You can look at each report that comes out with your young person and ask them about the areas they have identified to work on.

You could ask them:

- Why do they think they have received the grades?
- What actions can they take?
- Who might be able to help them with their ATL.

A student's form tutor is able to help advise about any targets that the student may have set themselves. Students will also work with other staff in school to improve their grades depending on how much support they need.

The key point to remember is that an active and engaged learner is a learner who will make the most of their potential.



Scan to be taken to the relevant page of the school website or visit [Eckington School - Attitude to Learning](#) .

What is the purpose of assessment ?

To give students a clear understanding of the knowledge, skills and understanding that they will learn.

To support students, over the course of a carefully constructed series of lessons, to learn the appropriate knowledge, skills and understanding to make progress.

Provide students with clear feedback about the knowledge, skills and understanding that they have developed, and the areas in which they need to improve.

How do we assess students?

We assess the learning of students in two ways. Each way acts as a separate layer of assessment. These are as follows:

Formative

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and students to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative

Summative assessments will usually take place three times per year, and these may take the form of progress assessments, mock examinations, a test, an assessed piece of writing or practical work as appropriate to the subject. Knowledge included will build cumulatively through the year.

Responsive teaching is at the core of how our teachers plan and teach lessons. This is because research evidence tells us that this has the greatest impact on learning. This means not all learning will be graded but instead, the teacher will identify students' strengths and weaknesses and then adapt their teaching to help students to improve.

Some examples of responsive teaching strategies:

- Questioning.
- Quizzes.
- Multi-choice questions.
- Reading or observing pupil work (either during or after a lesson).
- Live marking (marking students' work as they are completing it).
- Breaking a complex task down into several smaller parts and assessing one part at a time.
- Spelling and vocabulary tests.
- Student responses on mini whiteboards.
- Marking books.

Progress

Every child arrives at the start of each key stage having reached a different level of attainment in each subject. It is important that we take account of their starting points in setting targets and measuring progress. In our system, teachers will take into account how well each student is doing compared to where they started. All students have the scope to make excellent progress regardless of where they start, and we want all children to believe that their learning and potential has no limits.

How do we judge the starting points of students?

Key Stage 3

We do not assign target grades to students at key stage 3, as we do not want to put any limits on their aspirations. We want to encourage the mindset where all students strive for excellence and maximise their achievement across a broad curriculum.

In the summer term of Year 6, all students in English state schools sit their end of key stage 2 assessments. The scores achieved in those tests are then reported as scaled scores ranging from 80 to 120. We use the average of these scores in reading and maths to support setting and learning support.

We use Fischer Family Trust (FFT) software which provides all key benchmarking data based on key stage 2 SATs results and other information about the student's progress at key stage 1 and key stage 2. The FFT benchmarks, including estimated grades for every subject, are based on how similar students nationally performed in the subject last year (similar students are defined as similar prior attainment, gender and month of birth). We share FFT benchmark data with students and parents in Year 10.

The processes outlined above are only a starting point. Our goal is to make sure that every child achieves their full potential across a broad, balanced, rich curriculum.

Key Stage 4

We use Fischer Family Trust (FFT) software which provides all key benchmarking data based on key stage 2 SATs results and other information about the student's progress at key stage 1 and key stage 2. The FFT benchmarks, including estimated grades for every subject, are based on how similar students nationally performed in the subject last year (similar students are defined as similar prior attainment, gender and month of birth). We share FFT benchmark data with students and parents in Year 10.

Students who were in Year 6 in 2020 or 2021 did not sit SAT tests as the tests were cancelled in response to the Covid 19 pandemic. These students will undertake Cognitive Ability Tests (CATS). These are assessments that identify students' strengths, weaknesses and learning preferences. CATS are not about knowledge recall and require no preparation. They offer all students the same opportunity to show their underlying ability. CATS give a detailed profile of students' verbal, non-verbal and quantitative abilities and the result data can be used to build an understanding of a student's potential and learning style. In turn, this is used to inform the development of effective teaching and learning that meets the needs of students.

Key Stage 5

We use Fischer Family Trust (FFT) to set targets for our Sixth Form students. Our targets are set to ensure we add value to a student's attainment from Key Stage 4. This means that if a student achieves their key stage 5 target grade, they will have performed as good as, or better than, students with similar key stage 4 prior attainment.

How do we measure academic progress?

Key Stage 3

All subjects will use responsive teaching strategies and summative assessment to drive the academic progress of all students. This is benchmarked against GCSE potential grades, and based on key subject specific knowledge, skills and application. Using this information, our teachers will indicate if each student is progressing below expectations, as expected or beyond expected progress. Parents are provided with this additional information prior to a parents' consultation evening so that any concerns or queries can be raised with the class teacher.

Key Stage 4

At key stage 4, student's work is marked in line with GCSE or equivalent specification mark schemes. Alongside any assigned attainment grades, high quality formative feedback will also be given in line with subject-specific marking strategies. Departments will also undertake moderation and standardisation to ensure accuracy and consistency of marking.

At key stage 4, we report to parents the potential grade for each subject and the most likely outcome. The potential grade, generated by Fischer Family Trust (FFT), should be viewed as a minimum grade and we expect all students to achieve or exceed this. The most likely outcome is the grade a student will achieve if they continue to work as they are doing currently.

Key Stage 5

At key stage 5, student's work is marked in line with A-level or equivalent specification mark schemes. Alongside any assigned attainment grades, high quality formative feedback will also be given in line with subject-specific marking strategies. Departments will also undertake moderation and standardisation to ensure accuracy and consistency of marking.

At key stage 5, we report to parents the potential grade for each subject and the most likely outcome. The potential grade, generated by Fischer Family Trust (FFT), should be viewed as a minimum grade and we expect all students to achieve or exceed this. The most likely outcome is the grade a student will achieve IF they continue to work as they are doing currently.

Attendance and progress

Regular attendance at school is vital to help children achieve and get the best possible start in life.

Children and young people who frequently miss school often fall behind with their work, and there is a strong link between good school attendance and achieving good results. The information below is our interpretation of a range of attendance percentages.

- 98% or above: more likely to achieve the best possible grades of which they are capable.
- 95% or below: more likely to achieve up to half a GCSE grade below their full potential.
- 90% or below: more likely to achieve up to three quarters of a GCSE grade below their full potential.
- 85% or below: more likely to achieve up to a whole GCSE grade below their full potential.
- 80% or below: more likely to achieve up to one and a half GCSE grade below their full potential.

Reporting to parents and carers

Reports are sent home to parents on three occasions throughout the year. The timings depend upon the year group. Students will receive a report in the autumn term, the spring term and the summer term. Year 11 and Year 13 students will receive two reports in the spring term; they will not receive a report in the summer term as final results are published in August.

Key Stage 3

Progress towards prior attainment related expectations

We do not assign target grades to students at key stage 3, as we do not want to put any limits on students' aspirations. We want to encourage the mindset where all students strive for excellence and maximise their achievement across a broad curriculum. Instead of targets, we measure how much progress students are making based upon their starting point (their key stage 2 prior attainment) towards the expectations set out in our curriculum plans.

Our key stage 3 reports inform parents of this progress. We share whether a child is 'working towards', 'working at' or 'working beyond' the expectation, based on their prior attainment.

Key Stage 4

End of key stage 4 target grade

The target grade is an estimate of the grade each student could achieve with a positive attitude to learning if they made the same progress as similar students nationally. We use a national charity known as Fischer Family Trust (FFT) to generate the estimates for each student.

Assessment

Fischer Family Trust (FFT) provide all key benchmarking data based on key stage 2 SATs results and other information about the student's progress at key stage 1 and key stage 2. The FFT benchmarks, including estimated grades for every subject, are based on how similar students performed nationally in the subject last year (similar students are defined as similar prior attainment, gender and month of birth). We share FFT benchmark data with students and parents in Year 10.

Where students did not sit key stage 2 SATs, for example due to Covid-19 restrictions, FFT estimates are based upon tests taken at Eckington School, such as the nationally recognised Lucid (literacy), PUMA (numeracy) or CAT (cognitive ability) tests.

Most likely outcome

The most likely outcome is a prediction of the grade a student is likely to achieve if they continue to work as they are at that time. The most likely outcome is the class teacher's professional judgement based upon attitude to learning, attendance, scores in regular assessed class and homework pieces, and performance in progress tests and mock examinations. Our teachers work together to moderate and standardise their marking before agreeing on a most likely outcome.

Most likely outcomes are only ever a prediction based upon professional judgements. The final grade awarded to a student is dependent on the grade boundaries set by the exam board. Grade boundaries for a subject are decided after the exams have been sat and all of the marking has been completed. Exam boards strive to ensure that it is no easier or harder to achieve a particular grade from one year to the next. This means that if one year's paper is easier or harder than a previous year's paper, the grade boundaries are adjusted to reflect this. This principle is called 'comparable outcomes'.

Key Stage 5

End of key stage 5 target grade

The target grade is an estimate of the grade each student could achieve with a positive attitude to learning if they made the same progress as similar students nationally. We use a national charity known as Fischer Family Trust (FFT) to generate the estimates for each student.

Fischer Family Trust (FFT) provide all key benchmarking data. The FFT benchmarks, including estimated grades for every subject, are based on how similar students performed nationally in the subject last year. Similar students are defined as having a similar key stage 4 average point score, the number of A*-A GCSE passes, attainment in the same/similar subject at key stage 4, (where available), gender and month of birth.

Most likely outcome

The most likely outcome is a prediction of the grade a student is likely to achieve if they continue to work as they are at that time. The most likely outcome is the class teacher's professional judgement based upon attitude to learning, attendance, scores in regular assessed class and homework pieces, and performance in progress tests and mock examinations. Our teachers work together to moderate and standardise their marking before agreeing on a most likely outcome.

Assessment

Most likely outcomes are only ever a prediction based upon professional judgements. The final grade awarded to a student is dependent on the grade boundaries set by the exam board. Grade boundaries for a subject are decided after the exams have been sat and all of the marking has been completed. Exam boards strive to ensure that it is no easier or harder to achieve a particular grade from one year to the next. This means that if one year's paper is easier or harder than a previous year's paper, the grade boundaries are adjusted to reflect this. This principle is called 'comparable outcomes'.



Scan to be taken to the relevant page of the school website or visit [Eckington School - Assessment](#) .

Eckington Sixth Form

Eckington Sixth Form

Eckington School's vibrant sixth form welcomes post-16 students from both within its existing Year 11 student group and from a range of other schools. We offer a wide variety of courses, accessed from our dedicated sixth form facility. Sixth form students have exclusive use of a common room where they can relax at break and lunchtimes. The common room has its own 'Snack Shack' and vending machines where students can buy a variety of snacks and drinks. Students also have access to our school canteen.

Sixth form students receive excellent support throughout their time at Eckington with careers and personal development advice, delivered by our sixth form team. Every student is allocated a personal tutor who will work with all students in their tutor group to support them and their studies.

Our 'Building Futures' programme enables our experienced team to support students through their time in sixth form, so that they can thrive and flourish academically, emotionally and personally.



YOUR CAREER					
YOUR ENGAGEMENT		YOUR GROWTH			
YOUR TOOLKIT	YOUR MORAL COMPASS		YOUR BALANCE		
YOUR CAREER	YOUR ENGAGEMENT	YOUR TOOLKIT	YOUR MORAL COMPASS	YOUR GROWTH	YOUR BALANCE
<ul style="list-style-type: none"> ✓ Visits to universities ✓ Careers week ✓ Employer mentoring ✓ Speakers from the world of work ✓ Careers lessons ✓ UniFrog careers platform ✓ UCAS support ✓ Apprenticeship support programme ✓ Higher education evenings ✓ Post 18 transition guidance ✓ Getting university ready ✓ Application and interview preparation ✓ Living in a wider world 	<ul style="list-style-type: none"> ✓ Taking ownership of your own learning ✓ Your work ethic and motivation ✓ Allowing time for self-reflection ✓ Mentoring support ✓ Grades and target grades ✓ Aspirations and achievement 	<ul style="list-style-type: none"> ✓ Time management ✓ Being an independent learner ✓ Organisation of lesson notes and revision notes ✓ Planning your academic activity ✓ How to revise ✓ Equipment ✓ Use of laptops ✓ Attending and being punctual ✓ Effective use of directed learning 	<ul style="list-style-type: none"> ✓ Guidance lessons ✓ Spiritual, moral, social and cultural guidance ✓ Relationship and sex education ✓ British values ✓ Rights & responsibilities ✓ Political understanding ✓ Knowledge of religions ✓ External speakers ✓ Being active in debates ✓ Registration reading 	<ul style="list-style-type: none"> ✓ Enrichment activities ✓ Leadership opportunities ✓ Work experience ✓ MOOCs ✓ Six for Sixth ✓ Social mobility programmes ✓ Employer mentoring ✓ UniFrog Skills audit 	<ul style="list-style-type: none"> ✓ Health and wellbeing ✓ Understand the need for work, life balance ✓ Fun Friday ✓ Wellbeing Wednesday ✓ Mental health and mentoring support ✓ Hot chocolate mornings ✓ Social events such as Autumn Ball and rewards trips ✓ Planning time for your mental health

Application process for Sixth Form

Students in Year 10 and Year 11 will be given a variety of opportunities to experience sixth form including 'A day in the life of a sixth former' where they will join the sixth form for the day and take part in taster lessons.

The sixth form open evening for prospective Year 11 students and their parents is held in the Autumn term. They will be able to visit our dedicated sixth form area, talk to current staff and students and learn about the different courses that we offer.

All Eckington Year 11 students will be guaranteed a place in our sixth form if they meet the entry requirements. Entry requirements for the different courses that we offer can be found in our sixth form prospectus. Year 11 students should apply using the Microsoft form on the link below before the Christmas holidays. [Eckington School - Join Us - Sixth Form](#)

Students will be interviewed in January and offered a place. All successful students will be invited to our induction days towards the end of June. This is an opportunity for students to learn more about our sixth form.

On GCSE results day, Year 11 students will be able to enrol ready for the start of term.

If you would like further information on our sixth form please visit our sixth form website [Eckington School - Welcome to Sixth Form](#) or contact Mrs Needham (Head of Sixth Form) at Kneedham@chorustrust.org



Scan to be taken to the relevant page of the school website or visit [Eckington School - Sixth Form](#) .

Careers education, information & guidance – A parent's guide

At Eckington School, we are passionate about preparing students for life beyond school and see this as just as important as academic success. Careers Education, Information, Advice and Guidance (CEIAG) plays a vital role in helping students make informed, confident decisions about their future, and raises their aspirations. We are proud holders of The National Quality in Careers Standard and hold the Careers Mark Platinum award.

We know that parents and carers are the biggest influencers in a young person's career journey — and we're here to support you every step of the way.

What we offer at Eckington School

Our comprehensive careers programme includes:

- Dedicated careers education lessons and special events
- One-to-one careers interviews for all students in Y11, and 6th form. Available for all other students on request.
- Y10 'Aspire' programme to support Y10 to consider their career pathways early enough.
- Visits to local Universities, strong links to University Outreach programmes
- Support with CVs, applications, and interview skills throughout Key Stage 4 and beyond
- Help to find work experience placements in Y10 and 6th form
- Opportunities to meet employers, colleges, universities, training providers at our annual Careers Fair for ALL students.
- Exploration of apprenticeships and technical routes with visiting speakers and visits

Careers Padlet for parents and students

Our Careers team regularly updates information and local opportunities on our school's Careers Padlet Page. This information can also be found on our website in the Careers Pages – lookout for the PADLET: <https://padlet.com/EckingtonCareersInfoMsLazenby/careers-news-for-students-parents-carers-of-eckington-school-3knudjq46vjahqof>

Who to contact

If you have any questions or need help supporting your child with their future plans, please reach out to:

- Careers Lead – Laura Moor: : LMoor@chorustrust.org
- Employer Engagement Manager – Sally-Anne Lazenby: slazenby@chorustrust.org

They are happy to offer support on topics like subject choices, careers pathways, work experience, or local opportunities.

Visit our Careers Section on the school website for guidance, key dates, and external links:

<https://www.eckington.chorustrust.org/careersguidance>

Support for parents in Derbyshire

If your child is considering apprenticeships or work-based training, there are excellent local resources available:

- Apprenticeships in Derbyshire: www.derbyshire.gov.uk/apprenticeships
- National Apprenticeship Service: www.apprenticeships.gov.uk
- Local Colleges & Training Providers – Many offer school-leaver open days and taster sessions.
- Work Experience Help – We support Year 10, 12 and 13 with finding placements. Our Employer Engagement Manager can help with guidance, email templates, and local employer links.

UNIFROG – Your child's careers toolkit

Careers exploration

We are proud to use UNIFROG, an award-winning online careers platform that supports students with exploring options, building CVs, writing personal statements, and tracking their goals. ALL students have access to this platform, and parents too! If you would like a parents login please contact our Employer Engagement Manager at school.

UNIFROG is a powerful tool your child can use to:

- Explore careers based on their interests and strengths
- Search for university courses, apprenticeships, and college pathways
- Log experiences and build their CV
- Access advice on interviews, personal statements, and action plans

We recommend that parents take a look at the platform together with their child to support future planning.

If you would like login help or a parent access code, please contact Careers Team at school.

Let's work together

We understand that career planning can feel overwhelming, especially with the wide range of choices available today. That's why we're committed to working in partnership with families to help every student find the path that's right for them.

Please don't hesitate to get in touch — we're here to help.



Scan to be taken to the relevant page of the school website or visit [Eckington School - Careers Guidance](#).

Using Microsoft Office 365 at home

What Is Microsoft Office 365?

Office 365 is a free online suite of tools (Word, PowerPoint, Excel, Outlook, Teams, and more) that Eckington School provides to students for learning and schoolwork — and it works at home!

How to log in

1. Students must first have logged in to Office 365 at school. They will do this in one of their first IT lessons.
2. Ask your child for their school email (this is usually the year a student started Y7, first initial and last name, followed by @eckington.chorustrust.org. For example, if Luke Skywalker started Y7 in September 2025, their email would be 25lskywalker@eckington.chorustrust.org).
3. Go to www.office.com.
4. Click “Sign in”.
5. Enter the school email address and password.

How to access the tools

Option 1: Use online (No install needed)

- Log in at www.office.com and use apps like Word, Excel, and Teams right in your browser.

Option 2: Install at home (Optional)

- After logging in, click “Install Office” to download to your PC or Mac.

Option 3: Use mobile apps

- Download Word, PowerPoint, Teams, etc. from the App Store or Google Play.
- Sign in using the school email address and password.

Most useful tools

App	Purpose
Word	Writing homework and essays
PowerPoint	Creating presentations
Excel	Organising data, charts, and tables
Outlook	School emails
Teams	Online lessons, homework, communication
OneDrive	Saving and sharing school files

Using Microsoft Office 365 at home

Common issues & fixes

- Forgot password? Contact the school's IT support.
- Can't access? Double-check the school email is used (not personal).
- No software installed? Use Office online only in a browser.

Parent tips

- Encourage daily checks of Microsoft Teams for updates and homework.
- Save work in OneDrive to avoid losing files.
- Keep login info in a safe place.

Need help?

- Contact the school's IT support

Catering services

Our catering is provided by Hutchison Catering, an independent, family-run catering supplier that maintains a traceable supply chain, and values ethical farming practices and locally sourced food where possible. We recognise that a great school food culture improves student health and wellbeing and Eckington students enjoy freshly made food in our three dining halls, which enable us to cater for different aged students individually.

Hutchisons regularly gather ideas and feedback from students so that they can provide tempting, nutritionally balanced and wide-ranging food options that our students will enjoy.

We work with Hutchisons to:

- offer tasty, nutritionally balanced meals
- provide a varied lunchtime offer including hot and cold food, 'grab and go' items, sandwiches and wraps
- cater for a wide range of dietary requirements
- use local suppliers wherever possible
- cook our meals on site in our own kitchens
- make sure that 80% of our dishes are freshly prepared
- follow the standards set by the Soil Association Food for Life Partnership
- maintain a 5-star hygiene rated kitchen
- minimise packaging
- recycle as much as possible

Every day we offer a £3 meal deal at lunchtime that showcases tasty new dishes and offers great value. A budget range of options is also offered for those students on a smaller budget or looking for a smaller portion.

Meal Deal 1

- Main meal of the day
- Dessert

Meal Deal 2

- Grab 'n' go
- Dessert

Meal Deal 3

- Sandwich
- Dessert
- Any drink

Catering service

Hungry students will be able to buy a tempting range of morning snacks to see them through to lunch time. These may include toast, crumpets, sausage rolls and a honey and blueberry overnight oat pot.

All food products and menus will be clearly labelled where applicable, and all catering staff receive allergen training.

Special dietary requirements including vegetarian, vegan, halal, gluten free and allergies can be accommodated. Please contact enquiries@eckington.chorustrust.org for further information.

Free school meals

Applying for free school meals is straightforward, confidential and online and can save you approximately £540 a year. Your child's lunch account is automatically and confidentially credited with £3 each day, which is enough for a 'meal deal'. If your child wants to spend more than £3, including food at break or additional drinks, extra money can be added to their account using [ParentPay](#).

If the full meal allowance is not used up daily, any surplus will be lost - it will not roll over to the next day.

Are you eligible?

Just log into the speedy free school meal checker system to see if you are eligible.

Visit www.derbyshire.gov.uk/freeschoolmeals

or scan the QR code to check and apply:



Menus

The latest school menus can be found here:

<https://www.eckington.chorustrust.org/catering>

ParentPay

Paying for school meals / trips and consents via Parent Pay

We use a cashless catering payment system to enable students to pay for food and trips / events in school. Your child's dinner money account can be topped up using **ParentPay**.

We also use this system for consents for trips and events.

For further details please visit: <https://www.parentpay.com>



Scan to be taken to the relevant page of the school website or visit [Eckington School - Catering](#) .

Concerns & complaints

We hope that your child's time at Eckington School will be successful and that you will not have any concerns or complaints. However, if you do have any concerns, your first contact should be with the key phase team if it is a pastoral matter or the subject teacher or faculty leader, if it relates to teaching and learning.

If we are unable to resolve the matter to your satisfaction after this point and you would like to speak to the headteacher or a member of the senior leadership team, please contact the headteacher's P.A.

- **Telephone: 01246 432849**
- **Email: enquiries@eckington.chorustrust.org**
- **General enquiries are directed to Mrs D Middleton, PA to the Headteacher.**

Our Complaints Policy, alongside all our policies, can be found on our website.

Eckington School - Trust policies

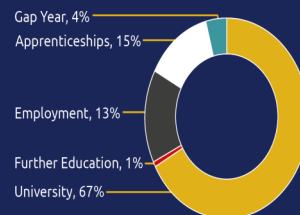


Scan to be taken to the relevant page of the school website or visit [Eckington School - Policies and Documents](#) .

Eckington School Sixth Form

Destinations 2024

Eckington
Sixth



Eckington School
Chorus Education Trust



Eckington School

Chorus Education Trust