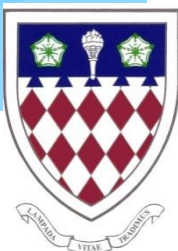


Year 7 Curriculum Evening

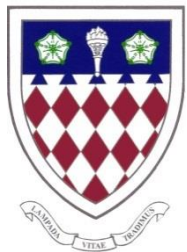
Spalding High School

Community



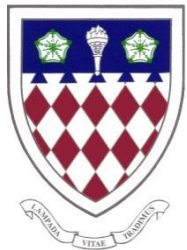
CAT4

- Your daughter has taken the **Cognitive Abilities Test Fourth Edition (CAT4)** which assesses how well she can think about tasks and solve problems using a range of different questions



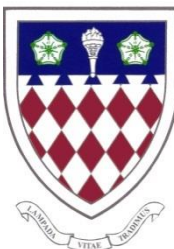
Question types in the CAT4 tests

- Thinking about shapes and patterns – **non-verbal reasoning**
- Using words – **verbal reasoning**
- Using numbers – **quantitative reasoning**
- Thinking about shape and space and imagining a shape being changed and moving – **spatial ability**



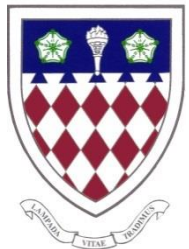
CAT4 TESTS

- **Why take CAT4 tests in Y7?**
 - Highlight individual strengths & weaknesses
 - Inform personalised learning
 - Fill in gaps in KS2 data
 - Estimate outcomes @ GCSE (Estimates)



SHS Levels

- Our monitoring system in Years 7 and 8 is based on **SHS Levels**
- Using the CAT4 data, KS2 scores and teacher judgement pupils are set an **expected minimum level** and an **aspirational target** for every subject
- Progress is then monitored against this expected minimum level and aspirational target level



SHS Levels

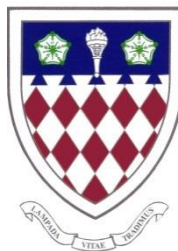
2 2a 3 3a 4 4a 5 5a 6 6a 7 7a 8 8a

- **Whole level (e.g. 6)**

Overall the pupil has achieved the skills, knowledge and understanding to be awarded the level, although their work is still developing and some aspects may be at the level below

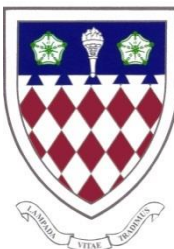
- **Level + a (e.g. 6a)**

The pupil has consistently shown the skills, knowledge and understanding to be awarded the level and is starting to produce work at the level above



Monitoring

- December Progress Card – Effort only
- New GCSE 1-9 system



Monitoring Overview

September

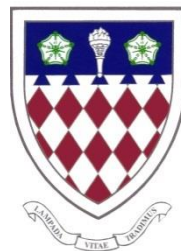
- Year 7 CATS data available to all teaching staff
- Teacher assessment of pupils

September/October

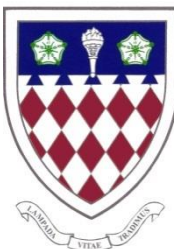
- Year 7 Tutor consultations with parents

December

- Monitoring of Y7 effort grades by all subject staff
- Year 7 grade cards issued to parents



- **January**
- Year 7 review of monitoring grades and pupil target setting with form tutors
- Discussions with subject teachers about effort and progress
- **March**
- Year 7 monitoring of effort and progress against targets by subject staff
- Year 7 Grade Cards issued to parents



April

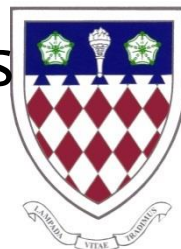
- Year 7 review of monitoring grades and pupil target setting with form tutors
- Discussions with subject teachers about effort and progress
- Year 7 Parents' Meeting - Thursday 19th April 2018

June

- Year 7 examinations - Week commencing 4th June 2018

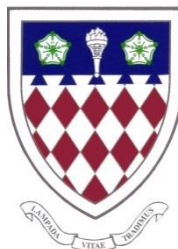
June/July

- Year 7 full reports written and issued to parents
- ROPAs completed by pupils and shared with parents
- Report acknowledgement slips returned by parents



Spalding High School Effort Grade Descriptors

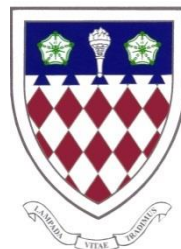
- Outstanding (O) (Reserved for students whose effort is consistently outstanding)
- Above Expected (AE)
- Expected Level of Effort (E)
- Below Expected (BE)
- Inadequate (I)



EXPECTED LEVEL OF EFFORT (E)

This student:

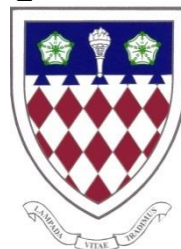
- **Arrives promptly** with all books and equipment
- Focuses quickly, can show initiative and gets **actively involved** in learning
- Demonstrates **excellent** behaviour and concentration, and usually perseveres
- **Seeks advice** about areas of uncertainty and responds positively to feedback
- Meets deadlines and generally **produces work to her/his highest standard**, with some evidence of taking responsibility for her/his own learning
- **Attitude to learning is:**
- **Good, with involvement in class or group activities, while often collaborating effectively with others**



FREE SCHOOL MEALS can be claimed if you are in receipt of:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided not entitled to Working Tax Credit* and have an annual household income (as assessed by HM Revenue & Customs) that does not exceed £16,190 (as at April 2012)
- Universal Credit

*unless in the Working Tax Credit 'run on' - the payment someone may receive for a further 4 weeks after they stop qualifying for Working Tax Credit.

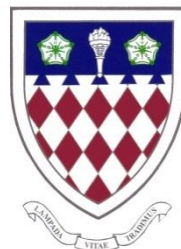


Pride

Pupil Premium

Extra Funding for Schools

- The school receives a Pupil Premium payment for the year in which families are eligible for free school meals and automatically for the following five years
- The additional funding can be used to provide additional support for pupils – particularly in English and mathematics
- The funding supports close monitoring of progress and attainment and allows targeted intervention to take place
- Additional pastoral care may be funded to support children's emotional and social well-being
- Individual requests for financial support will be considered by the Headmistress



Mathematics at SHS

Our aims and ethos

We aim to provide the very best opportunity for your daughter to achieve her full potential

We believe that mathematical rigour brings about its own sense of fun through achievement

Confidence and curiosity go hand in hand with progress

Brain

Pen

Calculator

How this is achieved

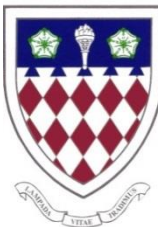
Pace appropriate learning and challenges

Supportive and encouraging environment

Reinforcement and extension of learning with regular and appropriate homework

Opportunities for enrichment through clubs and activities inside and outside of the classroom

Excellence



Mathematics at SHS

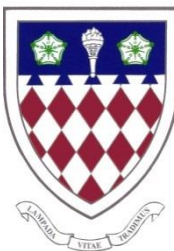
KS3

Year 7 has two Set 1 groups with three mixed sets

Year 8 has a Set 1, a Set 2 and three mixed sets

KS4

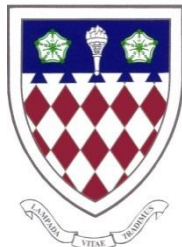
Year 9 to 11 has Set 1, Set 2, Set 3 and three mixed sets



Mathematics at SHS

What can you do to support your daughter in maths?

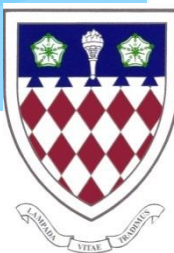
1. Encourage your daughter to question things around her: How much? How do we know? How can we find out? Which calculation could we use?
2. Make the most of technology available to us today; check out the numeracy apps to boost confidence and speed up calculations
3. Remind her that being “stuck” is all part of the learning process (so a good thing) and that there is lots of support available



The English Department

Head Of English: Mrs C Payne

Second in English/Key Stage 3 Coordinator: Ms E Jeffery



Key Aims

Aims:

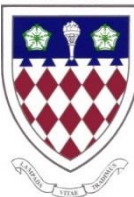
To embed strong and sophisticated literacy skills.

Literacy is embedded within all of our schemes of learning. It is relevant to all subjects across the curriculum and is supported universally. Additional support is offered to develop skills.

Aims:

To produce confident, life-long readers who develop a love of the written word.

We are immensely fortunate to use the Accelerated Reader programme at SHS. Students have dedicated library time to use this programme and to work with our librarian (Mrs Lees) on their reading scheme.



The Curriculum

Autumn Term :

Initial STAR Reading Test.

The Boy in the Striped Pyjamas/A Christmas Carol.

Assessment by common task.

Spring Term:

Writing Unit: Language for different purposes and audiences.

Assessment using pre-released material.

Summer Term 1:

An Introduction to Shakespeare.

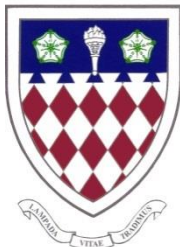
Assessment of the spoken word.

Summer Term 2:

Second STAR reading test.

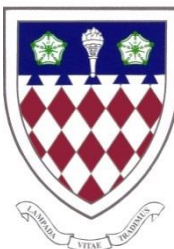
An Introduction to Literary Heritage Texts.

End of year examinations based around extracts.



Helping us to help your child

- Encouraging your child to read regularly and exposing them to increasingly complex texts improves vocabulary and inference skills
- Discussing and debating topical issues to build confidence in forming opinions
- Supporting your child by upholding the value of planning and proof reading for SPAG errors builds independent, reflective learners



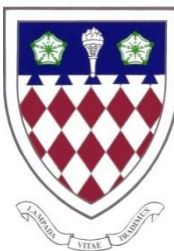
Further Help

- Accelerated Reader

<http://www.renlearn.co.uk/accelerated-reader/>

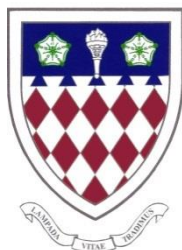
- Grammarsaurus

<http://grammarsaurus.co.uk/>



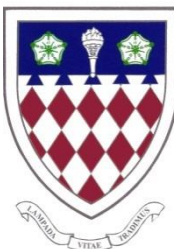
“The test of a successful education is **not** the amount of knowledge that pupils take away from school, but their **appetite to know and their capacity to learn**”

Sir Richard Livingstone, Oxford 1941



Chief Inspector of Schools Has Said...

Schools should consider how best to integrate 'learning how to learn' into the curriculum – focusing on the skills and attitudes that pupils need to become better learners



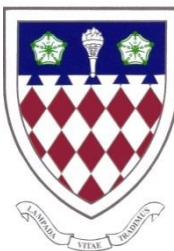
PLTS

Personal

Learning

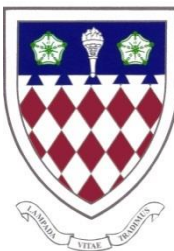
Thinking

Skills



SHS language for learning

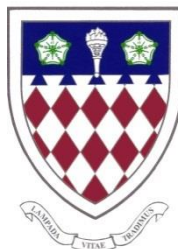
4 key areas: The 4R's



Resilience

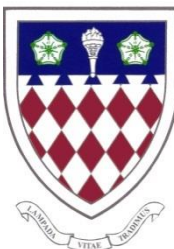
Lock into learning

- To rise to a challenge
- Not be afraid of finding things difficult
- Persevere



Resourcefulness

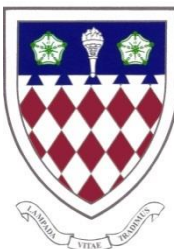
- Independent research
 - to write effective notes from research
- Being creative
- Take RISKS



Reciprocity

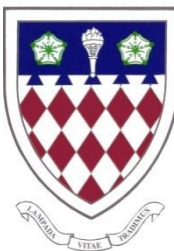
Confidence to express
ideas

Listening carefully to
others



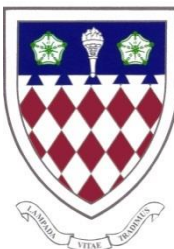
Reflectiveness

- ✓ Planning
- ✓ Drafting ideas
- ✓ Checking progress



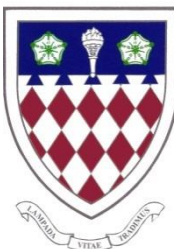
Planner

- 4Rs are included for reference
- Replicas of posters



Around School

- **The 4Rs are visible everywhere!**
- **Cross curricular = apply to ALL subjects**

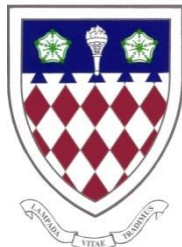


Accelerated Reader

- Literacy skills have a huge importance in all areas of the curriculum

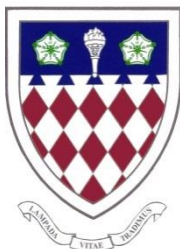
The skill of 'effective' Reading

- Being ABLE to DECODE the written text and have an understanding of a varied VOCABULARY
- But ALSO being able to INFER MEANING from the text



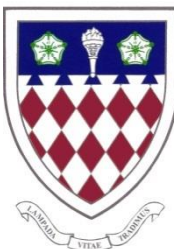
Accelerated Reader

- The importance that we place on developing the girls' 'reading' skills is demonstrated by the fact that they have been timetabled a specific reading lesson once a fortnight.
- Within the next fortnight we will be assessing the girls' reading using the STAR reading test. The results of this assessment will be sent home. This allows us to monitor their reading.



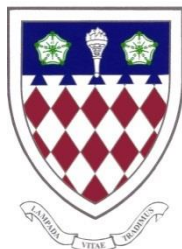
The STAR Reading Test

- The girls will be given a numerical value which indicates their ZPD range
- Most of the reading books in the library (fiction and non-fiction) have been classified with a ZPD level
- The girls are encouraged to select a book within their range which should then provide a suitable degree of challenge



AR: Book Quizzes

- Having read the book, we expect them to complete the accompanying online quiz
- Questions assess their understanding of both vocabulary and themes within the book
- Again, the results of these quizzes provide us with information which helps us provide more individual support for each girl with their reading



Independent Reading Scheme

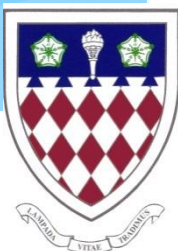
- Your daughter will be encouraged to respond to their reading in a variety of ways with the completion of their ‘Independent Reading Booklet’.[Library Reading Lessons]

For example:

- Design a poster, write a review, redesign the front cover, write a ‘blurb’ for the back cover.’

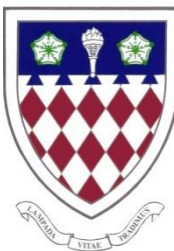


Online Safety & Social Media



Objectives

- Raise awareness of potential risks of life online
- Provide you with tips for online safety and the safer use of social media apps
- Spalding High School PED, mobile phone & social media policy



How Old Do I Have To Be?

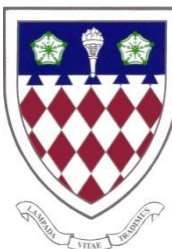
13 Years old

- Facebook
- Skype
- Instagram
- Shapchat
- Twitter
- Youtube*

*with parental permission

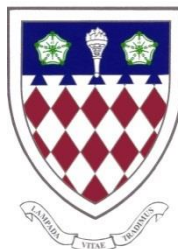
16 Years old

- Whatsapp



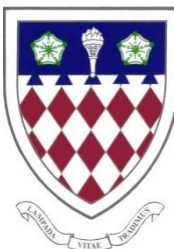
Why Is There An Age Restriction?

- Coppa (Children's online Privacy Protection Act 1998)
- Too much information
- Digital footprint
- It's easy to lie online
- Anti-social networking
- I did not want to see that!
- '1 in 5 10-12 year olds with a social media account has been bullied online' (Newsround survey)



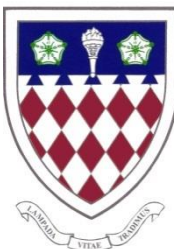
Safer Social Networking

1. Know who your friends are
2. Share with care
3. Use privacy settings
4. Have a 'spring clean'
5. Know how to report
6. Know how to get help



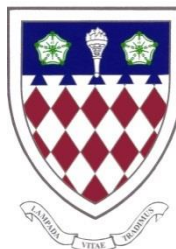
Text Abbreviations – Parents/Carers v pupils

- BRB
- BTW
- BFF
- GR8
- LOL
- TTYL
- TYVM
- HRU
- STYS
- LYL
- CYA
- KK



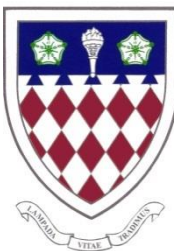
Answers...

- BRB Be right back
- BTW By the way
- BFF Best friends forever
- GR8 Great
- LOL Laughing out loud
- TTYL Talk to you later
- TYVM Thank you very much
- HRU How are you?
- STYS Speak to you soon
- LYL Love you lots
- CYA See ya!
- KK Okay (Okay Okay)



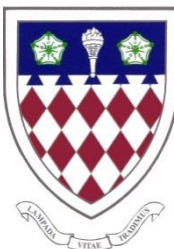
Remember ... don't

- Post emotionally
- Be distracted
- Forget about tone & interpretation
- Keep your phone/tablet by your bed
- Rely on 100% privacy settings
- Bully others or threaten violence



Malicious Communications Act 2003

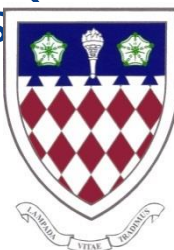
‘It is an offence to send a threatening, offensive or indecent letter, electronic communication or article with the intent to cause distress or anxiety’



What You Need To Do

If you are concerned, you should:

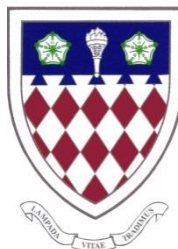
- Not delete anything – keep everything – it may be needed as evidence.
- Tell someone - Inform your parents/carers/staff of what is happening.
- Use the service provider's website to report the incident.
- Block the perpetrator.
- In incidents of malicious or inappropriate communication follow the police procedures (see CEOP website for details)



SHS

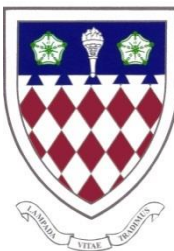
PED, mobile phone & social media policy

‘The School is not responsible for pupils’ online activity outside of school. Parents/Carers have responsibility for their child’s on-line behaviour and digital footprint outside of school and are advised to ensure that privacy settings are to the securest level and on-line behaviour is legal and appropriate. ‘



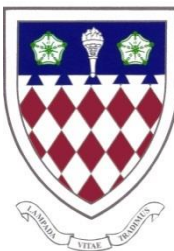
Rationale for SHS PED Policy

- Safeguarding
- Duty of Care
- 2014 Right to search, screen & confiscate personal electronic devices.



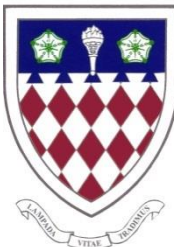
Personal Electronic Devices

- Mobile Phones
- Tablets
- E-readers
- Cameras
- Music Devices
- Recording Equipment
- Smart Watches



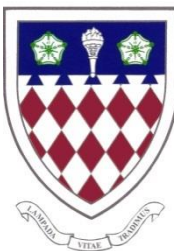
Main points of the policy

- All PEDs must be locked in student lockers during the school day
- Staff may allow use for specific learning activity & under direct supervision
- The School is not responsible for the loss, damage or theft of any PED
- A PED must not be charged in school
- Smart watches may be worn to tell the time only
- No PED is to be used as a recording device or camera without the permission of those being recorded or photographed



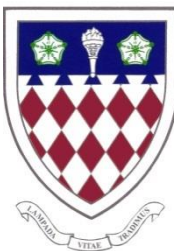
The School Policy

‘...should the School receive evidence that any comment, image or recording judged by us to be inflammatory, threatening, malicious or offensive about a named pupil, member of staff or the School itself be placed within the public domain then action will be taken. This action may include a formal report or complaint to the police.’



As a School We Will

- Take reports very seriously
- Sanction as necessary
- Inform parents
- Encourage police involvement



Useful Contacts

- www.nspcc.org.uk
- CEOP (child exploitation and online protection centre)
- www.childline.org.uk Childline number: 0800 1111
- www.thinkuknow.co.uk
- www.netaware.org.uk
- www.internetmatters.org

