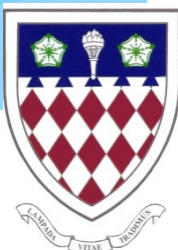


Year 7 Curriculum Evening

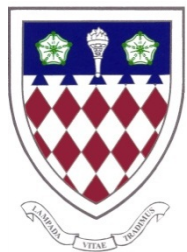
Spalding High School

Community



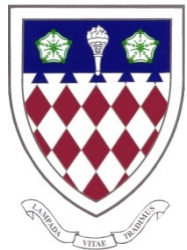
CAT4

- 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

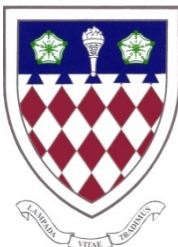
- Thinking about shapes and patterns – **non-verbal reasoning**
- Using words – **verbal reasoning**
- Using numbers – **quantitative reasoning**
- Thinking about shape and space and imagining a shape being changed and moving – **spatial ability**



CAT4 TESTS

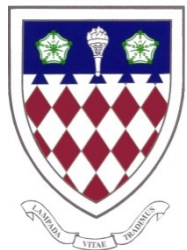
Why take CAT4 tests in Y7?

- Highlight individual strengths & weaknesses
- Inform personalised learning
- Fill in gaps in KS2 data
- Predict outcomes @ GCSE (Estimates)



SHS Levels

- We have introduced a new monitoring system in KS3 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 throughout KS3 against this expected minimum level and aspirational target level



SHS Levels

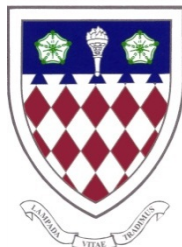
2 2a 3 3a 4 4a 5 5a 6 6a 7 7a 8 8a

- **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

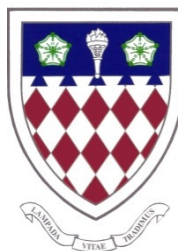
- **Level + a (e.g. 6a)**

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
- Year 11 – New GCSE 1-9 system



Monitoring Overview

September

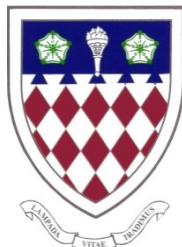
- Year 7 CATS data and KS2 scores available to all teaching staff
- Teacher assessment of pupils

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

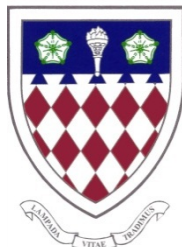


January

- 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

June

- Year 7 examinations

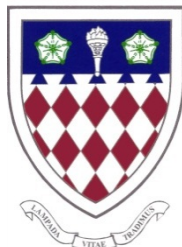
June/July

- 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

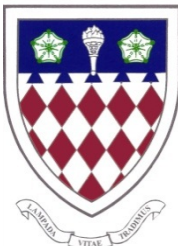
- Outstanding (O) (Reserved for students whose effort is consistently outstanding.)
- Above Expected (AE)
- Expected Level of Effort (E)
- Below Expected (BE)
- Inadequate (I)



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**

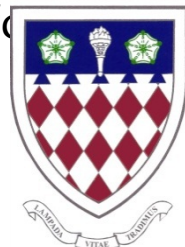


FREE SCHOOL MEALS Can Be Claimed

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

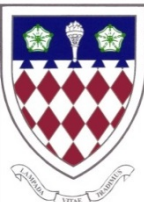
*unless in the Working Tax Credit 'run on' - the payment someone may receive for further 4 weeks after they stop qualifying for Working Tax Credit



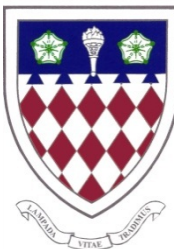
Happy

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 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



Mathematics at SHS



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

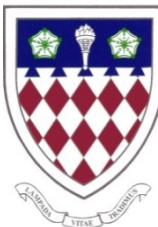
Pace appropriate learning and challenges

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

Disciplined



Mathematics at SHS

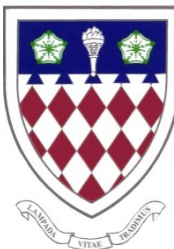
KS3

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

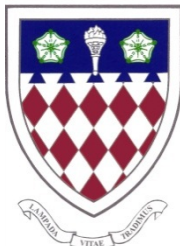
Year 9 to 11 has Set 1, Set 2, Set 3 and three mixed sets



Mathematics at SHS

What can you do to support your daughter in maths?

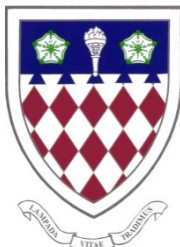
1. Encourage your daughter to question things around her: How much? How do we know? How can we find out? Which calculation could we use?
2. Make the most of technology available to us today; check out the numeracy apps to boost confidence and speed up calculations
3. Remind her that being “stuck” is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



Literacy Across The Curriculum

Accelerated Reader

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

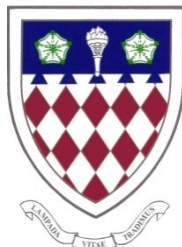




Personal Learning

“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**”

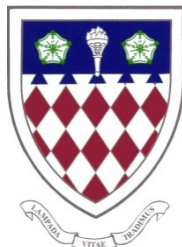
Sir Richard Livingstone, Oxford 1941



Friendship

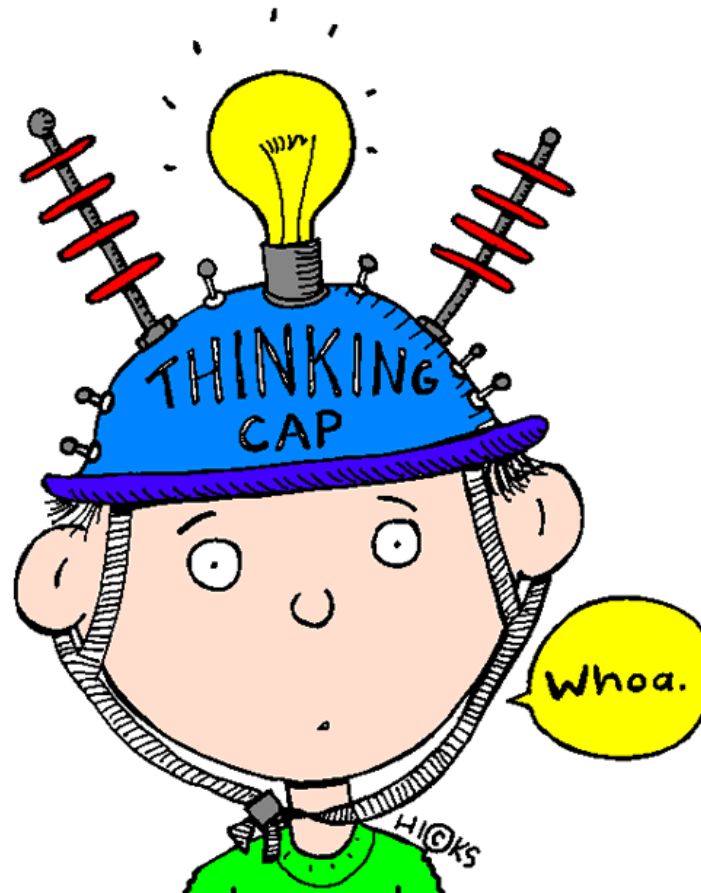
Chief inspector of schools has said...

- * 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.



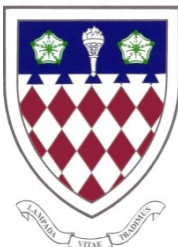
PLTS

Personal
Learning
Thinking
Skills



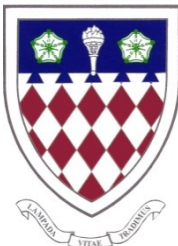
Lessons

- * 1 timetabled lesson a fortnight
- * Introduction to the skills & habits of learning



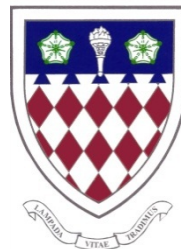
SHS language for learning

4 key areas: The 4R's



Resilience

- To rise to a challenge
- Persevere



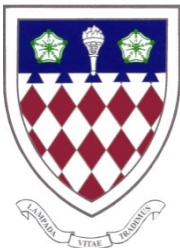
Resilience

Resourcefulness

- ❖ Independent research
 - to write effective notes from research



- ❖ Take RISKS

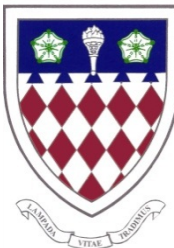


Reciprocity



😊 Confidence to
express ideas

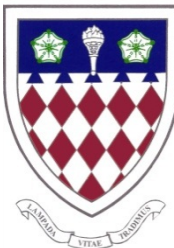
👂 Listening carefully
to others



Reflectiveness

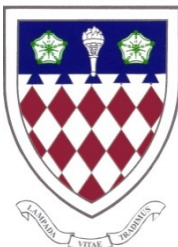


- ✓ Planning
- ✓ Drafting ideas
- ✓ Checking progress



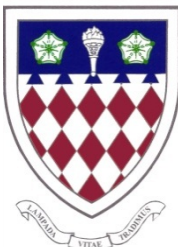
Planner

- *4Rs are included for reference
- *Replicas of posters



Around School

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



Jacqui Gilman
Careers Guidance Adviser

Providing impartial careers Information,
Advice
and Guidance for Spalding High School

What is the role of parents in making career decisions?



- “As their parent or carer, you are likely to be the single biggest influence on your child’s thoughts and feelings about their future career”

<http://www.careersadviceforparents.org>

Reflect, Explain and Plan



Reflect – what are my skills and qualities?

Explore – what are my options? What are the careers of the future?

Decide – what is the best way to make a decision for me?

Plan – where and how do I apply?

Generation Z



The young people born after the year 2000.



The social media sites that Generation Z will use to look for careers information

Facebook- to network for job opportunities

Twitter- research and approach companies

YouTube - post videos and find out more visual information

Linked-In- used to create networks

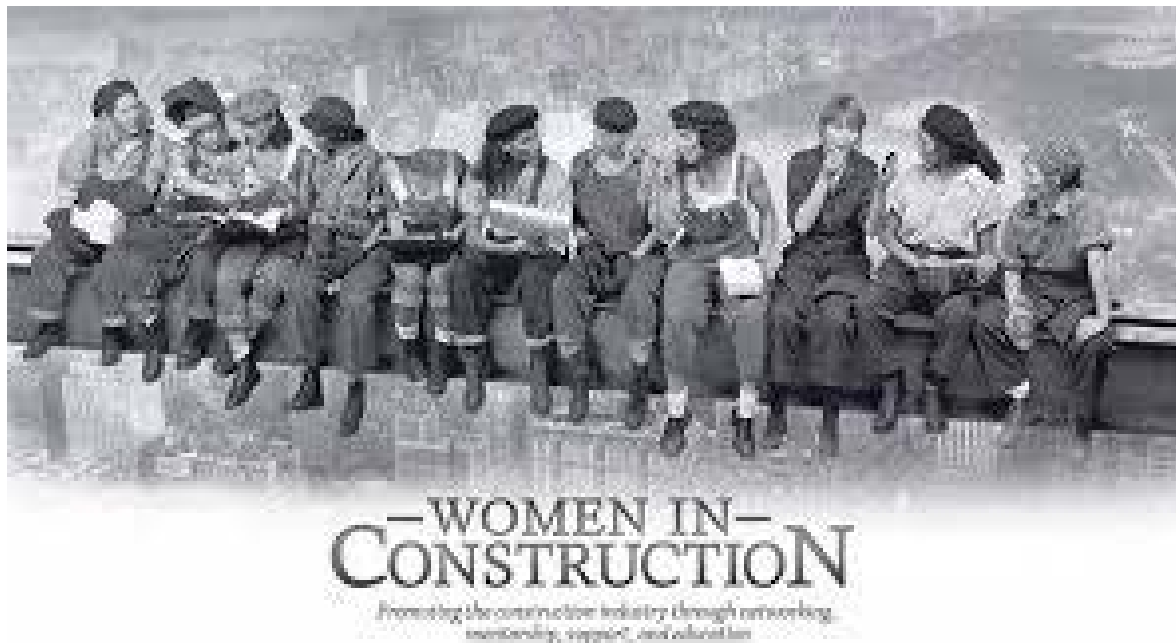
2020 vision careers for the future!

STEM – careers involving subjects Science, Technology, Engineering and Maths

- **Finance and accountancy**
- **Space**
- **Sport and fashion**
- **Health**
- **Energy and environment**
- **Construction and the built environment**
- **Food and agriculture**
- **Entertainment**
- **Aerospace and transport**
- **Telecoms and information technology (Computer gaming)**
- **Broadcast Engineering**
- **Robotics**
- **Music Engineering**

<http://www.futuremorph.org>

“Women are entering STEM careers at a faster rate than men but not enough to meet industry demand” Wise Campaign July 2015



How can we work together to support career development

- Awareness of the importance skills and qualifications.
- Look for role models from diverse backgrounds.
- Research websites that promote STEM careers and importantly the less traditional careers for women.
- Support to look for work experience openings. Look for more diverse and challenging work placements.
- Be aware of websites but also Social Media Facebook, Twitter and You Tube to look for Careers Information, Advice and Guidance.
- Keep informed of the careers activities in school.
- Be aware of all of the options available to your daughter in the future. What are the alternatives to University?

Careers websites for young people and parents.

www.brightknowledge.org- articles about difference jobs. Practical information about pay, likes and dislikes about specific careers.

www.teeninfolincs.co.uk – Information, help and advice for young people and their parents in the Lincolnshire area. Information about options at Post 16 and 18 and practical help with CVs.

www.nationalcareersservice.direct.gov.uk – job profile information.

www.icould.com – visual careers information.

www.careersbox.co.uk – careers information by sector.

www.plotr.co.uk – support with careers decision making.

www.gov.uk/UKCES- Information about the Top 40 careers of the future.

www.tomorrowsengineers.org.uk – information about careers in Engineering for young people and parents.

<http://www.citb.co.uk/audience/parents-carers>- practical careers information for parents.

www.futuremorph.org – information about STEM careers.

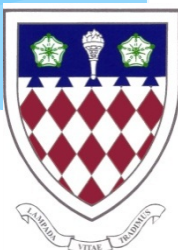
www.ucas.com – information about Further and Higher Education courses

www.notgoingtouni.co.uk-alternative information about Apprenticeships and Internships after A Levels.

www.apprenticeships.gov.uk – information about Apprenticeships and vacancies

Jacqui Gilman
Careers Guidance Adviser

Online Safety & Social Media



How Old Do I Have To Be?

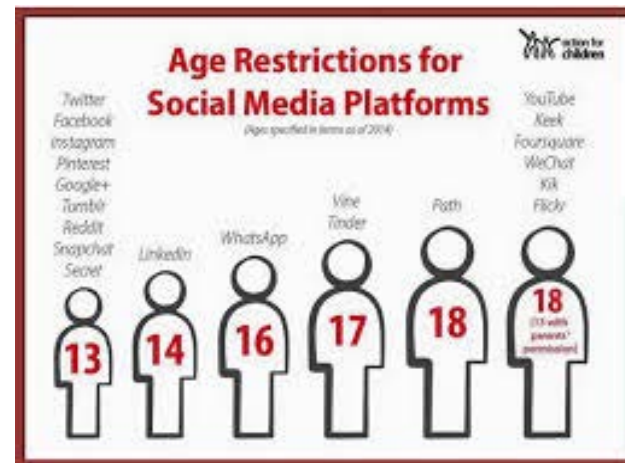
13 Years old

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

*with parental permission

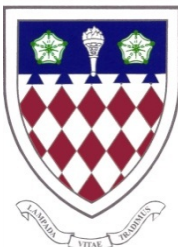
16 Years old

- Whatsapp



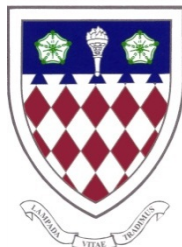
Why Is There An Age Restriction?

- 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)



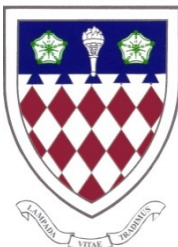
Safer Social Networking

1. Know who your friends are
2. Share with care
3. Use privacy settings
4. Know how to report
5. Know how to get help



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

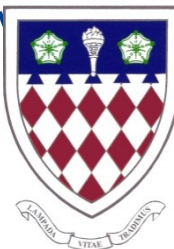


What You Need To Do

‘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. ‘

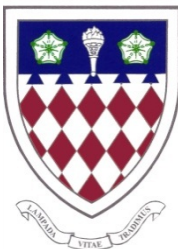
If you are concerned, you should:

- 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.)



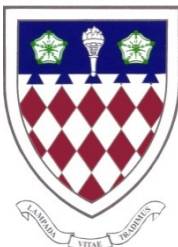
Malicious Communications Act 2003

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



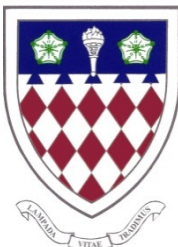
The School Policy

‘... 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

