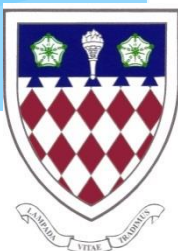


Year 7 Curriculum Evening

Spalding High School

Community



Monitoring Overview

* **September**

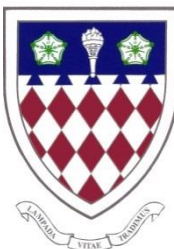
- * Year 7 CATS data available to all teaching staff
- * Teacher assessment of pupils

* **September**

- * Year 7 Tutor consultations with parents

* **December**

- * Monitoring of Y7 effort grades by all subject staff
- * Year 7 grade cards issued to parents
- * Pupil target setting with form tutors

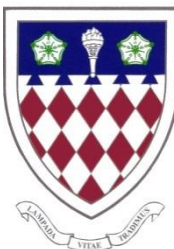


* **January**

- * Discussions with subject teachers about effort and progress

* **March**

- * Year 7 monitoring of effort and progress by subject staff
- * Year 7 Grade Cards issued to parents
- * Pupil target setting with form tutors



* **April**

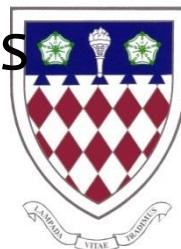
- * Discussions with subject teachers about effort and progress
- * Year 7 Parents' Meeting – Wednesday 24th April 2019

* **June**

- * Year 7 examinations - Week commencing 3rd June 2019

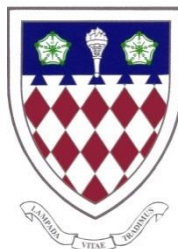
* **June/July**

- * 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

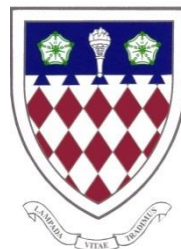
- * Outstanding (O) (Reserved for students whose effort is consistently outstanding)
- * Above Expected (AE)
- * Expected Level of Effort (E)
- * Below Expected (BE)
- * Inadequate (I)



EXPECTED LEVEL OF EFFORT (E)

This student:

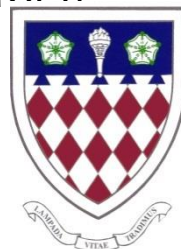
- * **Arrives promptly** with all books and equipment.
- * Focuses quickly, can show initiative and gets **actively involved** in learning.
- * Demonstrates **excellent** behaviour and concentration, and usually perseveres.
- * **Seeks advice** about areas of uncertainty and responds positively to feedback.
- * 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

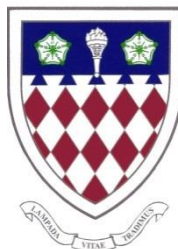
*unless in the Working Tax Credit 'run on' - the payment someone may receive for a further 4 weeks after they stop qualifying for Working Tax Credit.



Happy

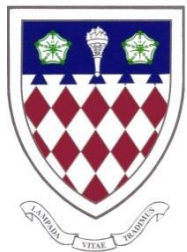
Pupil Premium – Extra Funding for Schools

- 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 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.



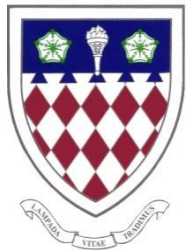
CAT4

- * 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

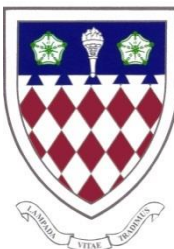
- * Thinking about shapes and patterns – **non-verbal reasoning**
- * Using words – **verbal reasoning**
- * Using numbers – **quantitative reasoning**
- * Thinking about shape and space and imagining a shape being changed and moving – **spatial ability**



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)



New	Old
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	

New

Old

9

A*

8

A

7

6

B

5

C

4

3

D

2

E

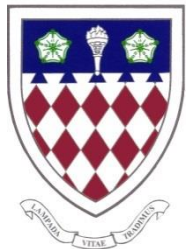
1

F

G

Monitoring progress

- * Work in pupils' books - teacher marking and pupil response to marking
- * Common assessed tasks
- * End of topic test scores and Year 7 examination scores
- * Is a pupil making expected progress?



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

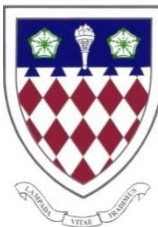
Pace appropriate learning and challenges

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

Resilience



Mathematics at SHS

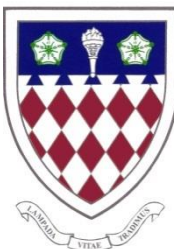
KS3

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

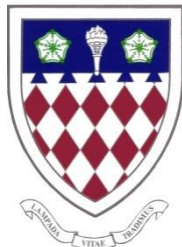
Year 9 to 11 has Set 1, Set 2, Set 3 and three mixed sets



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.

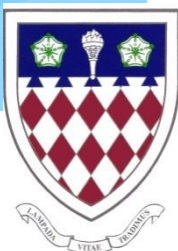


Numeracy Ninja

We will be introducing Numeracy ninjas during form time, to consolidate key numeracy skills. Skills such as addition, times tables, percentages, telling the time etc.

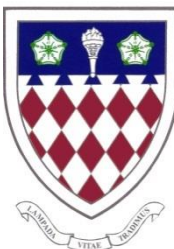
Q	Question
1	$108 \div 4 = \square$
2	$5 \div 1 - 5$
3	$203.63 \div 7$
4	10×0.52
5	$97.3 - 2.08$
6	Simplify $9/18$
7	$3 - (-4)$
8	Is 8 a factor of 24?
9	What is the positive value of $\sqrt{16}$?
10	What is 115% of £290?

Literacy



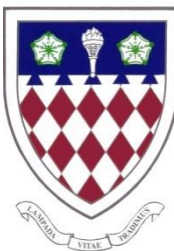
Literacy

- * Literacy is the key to improving the life chances of young people.
- * Literacy across the curriculum.
- * Practical suggestions as to how you can help at home.



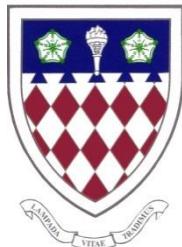
Literacy

- * Developing confidence in speaking and listening.
- * Proof – reading and discussion of genre, audience and purpose.
- * Encouraging creativity and risk – taking. ‘What if?’
- * Reading – 3 in 5 children in the UK enjoy reading.



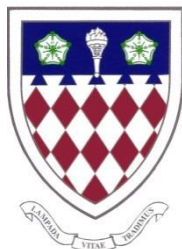
National Literacy Trust

- Children who say they have a book of their own are 15 times more likely to read above the level expected for their age than their peers who don't own a book (28.8% vs 1.9%).
- 10-year-olds who enjoy reading have a reading age 1.3 years higher than their peers who do not enjoy reading, rising to 2.1 years for 12-year-olds and 3.3 years for 14-year-olds.



*“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**”*

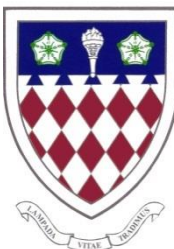
Sir Richard Livingstone, Oxford 1941



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.



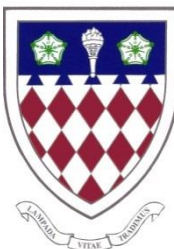
PLTS

Personal

Learning

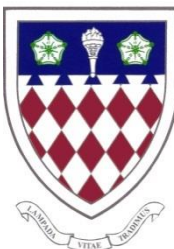
Thinking

Skills



SHS language for learning

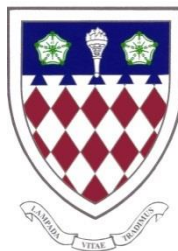
4 key areas: The 4R's



Resilience

Lock into learning

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

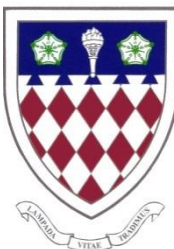


Resourcefulness

- ❖ Independent research
-to write effective
notes from research

- ❖ Being creative

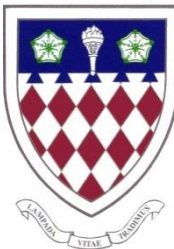
- ❖ Take RISKS



Reciprocity

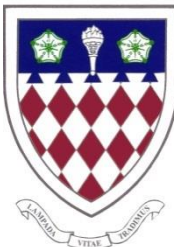
 Confidence to
express ideas

 Listening carefully
to others



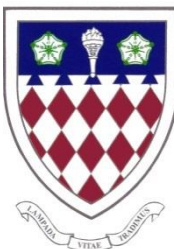
Reflectiveness

- ✓ Planning
- ✓ Drafting ideas
- ✓ Checking progress
- ✓ Review successes and how to make improvements



The 4Rs of Learning

***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 first few weeks at SHS we assess 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.



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]

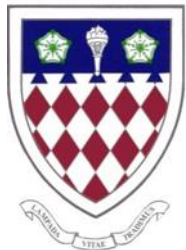
For example:

- * Design a poster, write a review, redesign the front cover, write a 'blurb' for the back cover.'

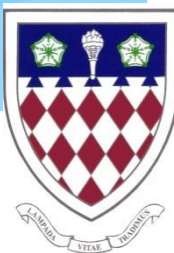


AR: Book Quizzes

- * 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.



Online Safety & Social Media

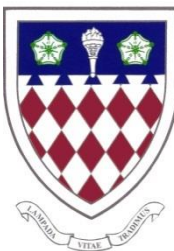


Objectives

- * 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

TEAM

- * **T**alk
- * **E**xplore
- * **A**gree
- * **M**anage



How Old Do I Have To Be?

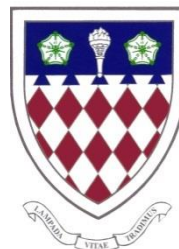
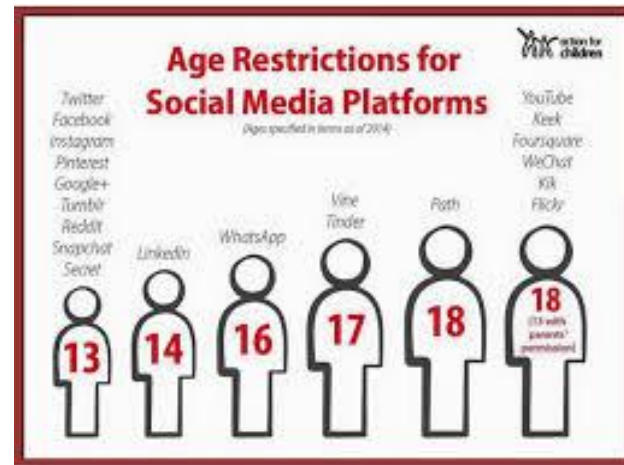
13 Years old

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

*with parental permission

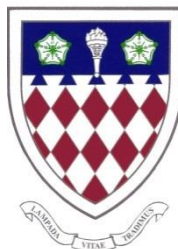
16 Years old

- Whatsapp



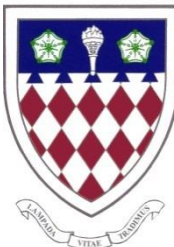
Why Is There An Age Restriction?

- 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

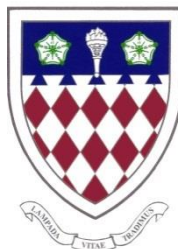
- * BRB
- * BTW
- * BFF
- * GR8
- * LOL
- * TTYL
- * TYVM
- * HRU
- * STYS
- * LYL
- * CYA
- * KK

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



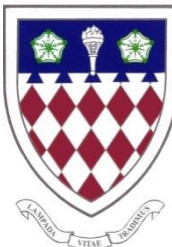
Malicious Communications Act 2003

‘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

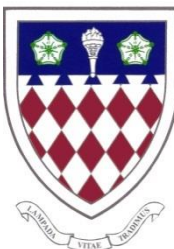
- * All PEDs must be locked in student lockers during the school day
- * Staff may allow use for specific learning activity & under direct supervision
- * The School is not responsible for the loss, damage or theft of any PED
- * A PED must not be charged in school
- * Smart watches may be worn to tell 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

