

‘HOW TO SUPPORT YOUR CHILD IN YEAR 7’

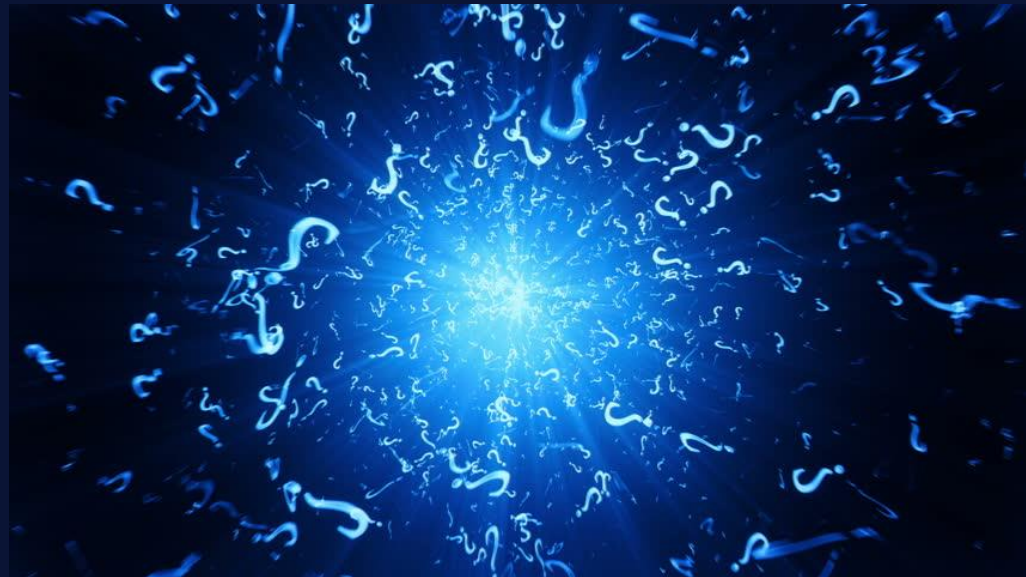
WELCOME TO OUR PARENT & CARER INFORMATION EVENING

MR HOLMES

**DIRECTOR OF STUDENT
PROGRESS**

PURPOSE OF THE EVENING AND INTRODUCTIONS

QUESTIONS DURING THE EVENING



MRS DOWLING

HEAD OF KS3

OVERVIEW OF SUPPORT

Elspeth Dowling
Head of Key Stage Three

Nigel Holmes
Assistant Headteacher
Director of Student Progress

Steve McLaughlin
Head of Year Seven
Supported by
Matthew Stephenson & Lyndsey Henderson Year Managers
13 Form Tutors

TaLLs
Teachers and Leaders of Learning

Subject teachers

PRAISE CODE



PRAISE Code Rewards

Departmental Reward System

Students who have worked in lessons and been **ON TASK, ON TIME, ON SIDE** should receive at least one stamp per lesson. Very good work will be rewarded with two stamps and excellent work with three stamps.

Term Rewards

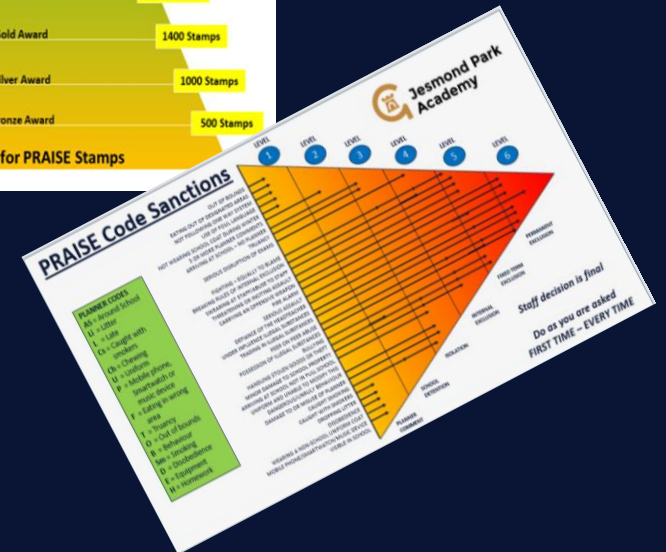
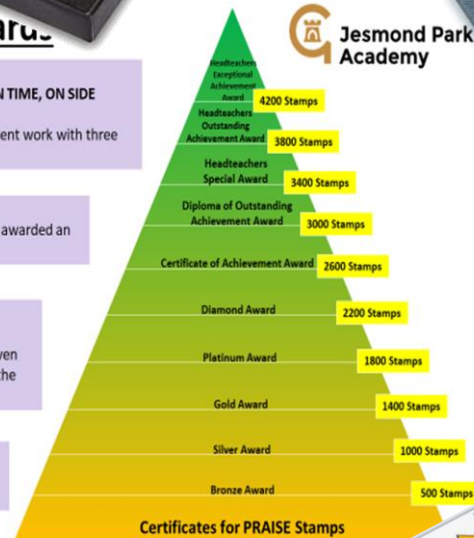
Students reaching the end of term targets for stamps will be awarded an additional reward on the last day each term.

Leadership Team Involvement

Students referred to attached members of the Senior Leadership Team for special praise as appropriate and are given stamps by the members of the Senior Leadership Team and the Headteacher on a weekly basis.

End of Year Rewards

Major end of year rewards are given to students with the most stamps in each year and tutor group.



PRAISE Code

- Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal.
- We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected and rewarded, is the best way to achieve this aim.
- Poor behaviour is unacceptable in this school and will not be tolerated.
- The school will do what is reasonably practicable to eliminate poor behaviour and to support those who need help.
- Equally, the school will reward and celebrate the achievements of those that achieve high standards, whether those are in relation to their academic potential or in their attitude and conduct.

PRAISE: In lessons a simple system operates:

- You must have your planner out on the desk in every lesson.
- When you have worked well in lessons and been **ON TASK, ON TIME, ON SIDE** you should receive one PRAISE Stamp.
- When you have have produced very good work you should receive two PRAISE Stamps.
- When you have produced excellent work you should receive three PRAISE Stamps.
- There is a maximum of 3 stamps that can be awarded in a single lesson. In a double lesson you may be awarded up to 6 stamps.
- If you receive a verbal warning or planner comment then you **will not** be awarded any PRAISE Stamps for that lesson.

- 1: Verbal warning.**
- 2: First behaviour planner comment.**
- 3: Second planner comment and moved in the room.**
- 4: Third planner comment and moved from the room.**

PRAISE Code Rewards

Departmental Reward System

Students who have worked in lessons and been **ON TASK, ON TIME, ON SIDE** should receive at least one stamp per lesson.

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Termly Rewards

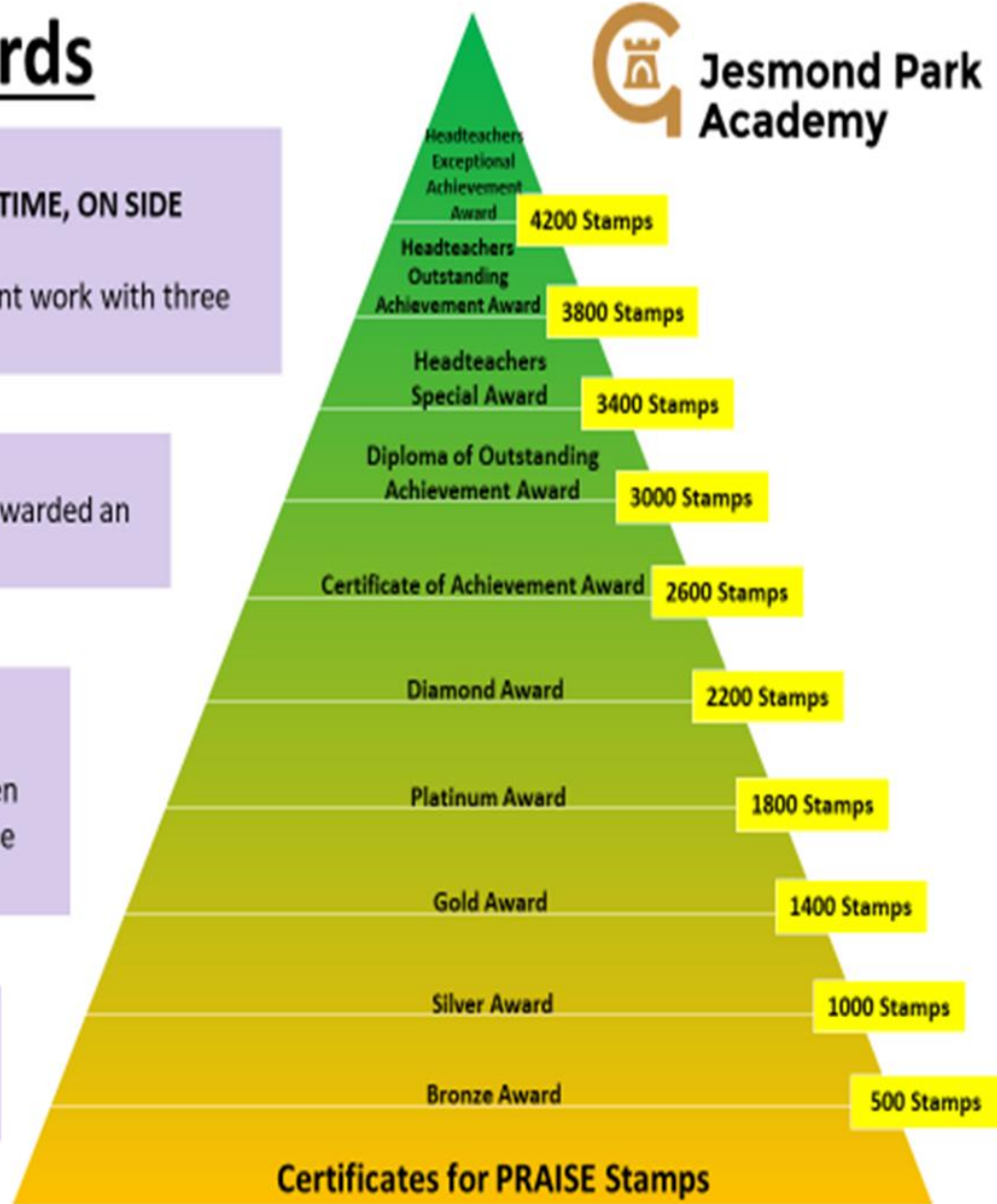
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Senior Leadership Team Involvement

Students are referred to attached members of the Senior Leadership Team for special praise as appropriate and are given stamps by the members of the Senior Leadership Team and the Headteacher on a weekly basis.

End of Year Rewards

Major end of year rewards are given to students with the most stamps in each year and tutor group.



14

Monday

Lundi

Montag

Lunes

Uun

15

Tuesday

Mardi

Dienstag

Martes

Mawrth

16

Wednesday

Mercredi

Mittwoch

Miercoles

Mercher

17

Thursday

Jeudi

Donnerstag

Jueves

Lau

18

Friday

Vendredi

Freitag

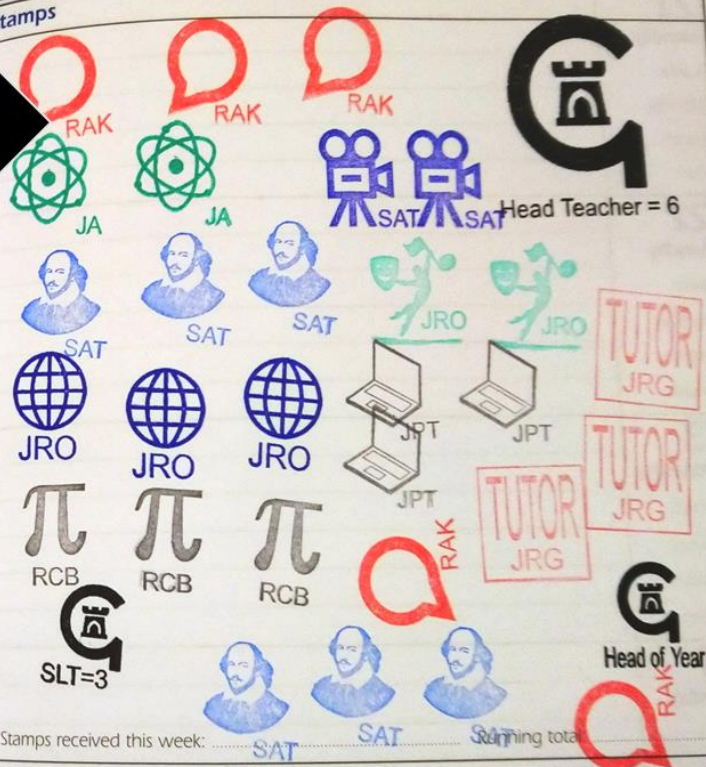
Section for praise stamps from teachers, which will add up to rewards.

Weekly page for student organisation, recording of homework.

Space for planner comments from teachers.

October 2019

Stamps



Stamps received this week: SAT SAT SAT Running total

Planner Comments

Parent/Carer Signature

Tutor Signature

How to understand a planner comment

The diagram illustrates the components of a planner comment using a sample entry: **⑧ RAK SP 22/10**. Arrows point from the following labels to the corresponding parts of the entry:

- Staff initials** points to **RAK**.
- Planner comment code** points to **⑧**.
- Date of issue** points to **22/10**.
- Location or lesson** points to **SP**.

Other entries in the planner include:

- ⑤ RAK Hi 23/10** (in green)
- ② LAU PE 24/10** (in blue)

The planner form also includes sections for "Stamps received this week:", "Running total:", "Planner Comments", "Parent/Carer Signature", and "Tutor Signature".

EXAMPLE PLANNER CODES

- L = Late
- Ch = Chewing
- B = Behaviour
- D = Defiance
- Li = Litter
- U = Uniform
- O = Out of bounds
- AS = Around School
- E = Equipment
- H = Homework

Planner comments and detentions

- Planner comments are counted every Monday by Form Tutors and may lead to detention.
- Detentions are held every Friday and vary in length, depending on the number of planner comments a student received the previous week.

• 3-5 planner comments	=	1 hour
• 6-8 planner comments	=	1hour 20mins
• 9-11 planner comments	=	1 hour 40mins
• 12 planner comments	=	2hrs
- Most students do not end up in detention!
- Parents are asked to avoid medical/dental appointments on a Friday. We would require proof.

MR MCLAUGHLIN

HEAD OF YEAR 7

SUCCESSFUL STUDENTS

- Have a high level of attendance (in non-Covid times)
- Have a good subject knowledge
- Have worked hard over an extended period of time
- Follow their teachers' and parents' advice
- Are well prepared
- Are well organised
- Are well rested
- Are confident and relaxed
- Take the process seriously
- Try hard, never give up
- Show perseverance after tough papers
- Use their time productively

LESS SUCCESSFUL STUDENTS

- Have lower levels of attendance
- Know little about the subject they are studying
- Do their own thing
- Do not prepare or revise
- Are disorganised with their timetable and preparation
- Are burned out
- Have wound themselves up and “stressed out”
- Think that mocks or practices are unimportant (they will wait for the “real thing”)
- Give up after one tough exam
- They waste time

SUCCESSFUL STUDY AND REVISION IN YEAR 7



SUPPORTING WELLBEING & ONLINE SAFETY

Where do you go if you're worried?



KEEPING KIDS SAFE ONLINE RIGHT NOW

TOP
TIPS

1. SET UP PARENTAL CONTROLS

Check your settings are up to date and controls are applied on all devices and apps.

2. SUPERVISE ONLINE ACTIVITIES

Ensure online activities are supervised by an adult and in a public space in the house. E.G - Living/Dining Room.

3. SET CLEAR EXPECTATIONS

Talk about expectations for behaviour online, including how and when devices will be used.

4. TALK ABOUT IT

With the schools closed, online activities will increase. Let your children and young people know they can talk to you about anything that happens online.



5. GO ONLINE TOGETHER

See if you can share online experiences by joining in with their favourite app/game.



[Home](#) / [About the Academy](#) / [Other Information](#) / [Online Safety](#)

Online Safety

In response to the Parent Online Safety Survey the following information has been signposted to help Parents with Online Safety.

What are the Risks and Dangers of being Online? A General overview of Online Safety and a list of some of the main Risks and Dangers

Discussing the Safe use of the internet:

The NSPCC have produced the following guide which can be found [here](#) - How to start the conversation with your child about staying safe online, and what to do if you're worried about online safety.

Parental Controls:

Do you know how to set up Parental Controls set up by your internet provider? The 4 big internet providers in the UK - [BT](#), [Sky](#), [TalkTalk](#) and [Virgin Media](#) - provide their customers with free parental controls which can be activated at any time. The UK Safer Internet Centre shows how you can help prevent age inappropriate content being accessed online on computers in your home, which can be found [here](#).

The NSPCC have also produced an excellent [guide](#).

Social Networks/Media

10 WAYS PARENTS CAN SUPPORT THEIR CHILDREN TO BUILD POSITIVE MENTAL HEALTH HABITS



Encourage your child to openly talk about their feelings and thoughts



When your child is worrying help them to effectively problem solve



Support them to connect and build positive relationships with others



Encourage them to look after their physical health (Sleep, food, exercise)



Help them to stay focused on the present moment using mindfulness



Highlight the importance of looking after both physical and mental health



Be a mental health role model. Demonstrate positive behaviours



Praise, encourage, motivate and regular support your child to build their self esteem



Work together to learn some coping skills such as deep breathing



As your child grows up encourage and support autonomy

MENTAL HEALTH SUPPORT IN SCHOOL

Student's tutor

Year Teams

School Counsellor referral

Wellbeing referral

School Health referral

SENDCo support

Support strategies covered in Citizenship / PD lessons.

MR HOLMES

**DIRECTOR OF STUDENT
PROGRESS**

TIMELINE FOR YEAR 7



TIMELINE FOR PARENTS

Preparation for success in GCSE & vocational courses throughout Years 10 & 11.

Grade cards, assessment weeks & Parents' Evenings.

- Year 7 Initial Underpinning performance grades issued week beginning 18.10.21
- Year 7 'Meet the Form Tutor' evening (via SchoolCloud) Tuesday 19.10.21
- Year 7 new groupings week beginning Monday 1.11.21 (A small number of students will move classes in their 'Maths block')
- Year 7 Assessment week 1 week beginning 29.11.21.
- Year 7 Grade card 1 issued week beginning 3.01.22.
- Year 7 Parent/Carer consultation Evening (via SchoolCloud) Wednesday 2.03.22.
- Year 7 Assessment week 2 week beginning 14.03.22.
- Year 7 Grade card 2 issued week beginning 4.04.22.
- Year 7 Assessment week 3 week beginning 23.05.22.
- Year 7 full school report issued week beginning 4.07.22.

OVERVIEW OF SETTING & BANDING IN YEAR 7

Year 7 Form Groups are primarily based upon the primary school that your child attended.

Your child is in the same mixed ability teaching group for English, Geography, History and Citizenship (9 lessons per week).

Your child is in a different mixed ability teaching group for PE (2 lessons per week) and a different one again for Art & Technology (3 lessons per week).

OVERVIEW OF SETTING & BANDING IN YEAR 7

Your child is in a broadly banded by ability stream for Maths, Science, Computing, MFL, Music, Performing Arts, RE & Reading (16 lessons per week).

They are grouped in the following parallel settings:

Broad setting ability	A BAND		B BAND		C BAND	
Parallel 'Upper groups'	7a/Ma1 (Mn)	7a/Ma2 (Sp)	7b/Ma1 (Sp)	7b/Ma2 (Fr)	7c/Ma1 (Fr)	7c/Ma2 (Sp)
Parallel 'Middle/Lower groups'	7a/Ma3 (Mn)	7a/Ma4 (Sp) 7a/Ma5 (Sp)	7b/Ma3 (Sp)	7b/Ma4 (Fr)	7c/Ma3 (Fr)	7c/Ma4 (Sp)

OVERVIEW OF SETTING & BANDING IN YEAR 7

We are re-grouping the 'Maths block' subjects at half term based upon our internal data and the results of the CATs (Cognitive Ability Tests) where appropriate. Please note it is primarily our teachers judgement that we are using to adjust the broad ability setting in these subjects. We will use the outcome of the CATs alongside these as a guide only.

If your child is moving groups in this block then we will inform you by letter this week.

GRADE CARDS & FULL SCHOOL REPORTS

Information for Parents.

Grade cards list your child's end of year target and their end of key stage progress assessment (what the teacher thinks that your child will achieve by the end of the key stage based upon current performance).

The next slide is an example of the full school report which also includes next step targets (learning targets based upon the level that your child is currently working at to support further improvement).

Attendance report date range from September 2020 to report published date

Authorised absences	Un-authorised absences	Percentage of Attendance
5	0	98.2

Attendance should be 96% or higher. Attendance lower than this can affect your performance.

Current Teacher	Subject	End of Year Target (EOY)		Underpinning Performance Data			
		End of Year Target (EOY)	End of Year Progress Assessment (EOY PA)	Effort	Homework	Participation	Behaviour
	English Language	3	3+	5	5	5	5
	<ul style="list-style-type: none"> Revise key terminology and language devices. Ask your teacher for a list of these if you don't already have one. Practise using a thesaurus to build a word bank in your book for use when writing creatively. Practise using correct homophones in your writing. Ask your teacher for guidance. Practise using a wider variety of punctuation including commas, exclamation marks, semi-colons and colons. 						
	Mathematics	4	3	4	5	5	4
	<ul style="list-style-type: none"> Make sure you show all of your working out. Don't leave questions blank. Try to write down as much working as possible. Work through your revision checklist and identify which topics you are still unsure with. Use Corbett Maths to support you with this at home. Make sure you can confidently convert between fractions decimals and percentages. 						
	Science	3	3	4	4	5	4
	<ul style="list-style-type: none"> Continue to participate in class by answering or asking a question in order to clarify understanding as often as possible. Listen to all staff instructions and follow their guidance and advice, it is given for your benefit. Access BBC Bitesize and complete the mini end of topic quizzes to ensure you extend and retain your current knowledge. 						
	Art	2	2	4	4	4	4

Your subject next step targets

Your performance grades. Grade 5 is the best. Any grade at 3 or below could risk affecting your progress.

What your teachers think your child will achieve at the end of Year 7 based upon your child's current performance.

Your target based upon a variety of information such as primary academic information, CAT scores and other contextual data

UNDERPINNING PERFORMANCE GRADES ON GRADE CARDS

Information for Parents.

Your child will be assigned a numbered grade in each of the following key performance areas. Your child's teacher has used the criteria listed below. (5 being the strongest).

We expect all of our students to be aiming to achieve a grade 4 or 5 in each area. Grades lower than 4 in any of the areas could lead to underachievement unless it addressed by the student promptly.

EFFORT

Effort (This includes class tasks and presentation of work)

5. Excellent (Exceptional effort; Completing work above and beyond).
4. Good (Doing all that is expected and doing it well).
3. Requires improvement (Improvement needed; Rushed and unfinished work).
2. Poor (Bare minimum; Cause for concern).
1. Very poor (Not even the bare minimum; Significant cause for concern).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

HOMework

Meeting Homework Deadlines (Including the quality of the work submitted or the quality of revision completed if appropriate)

5. Meets deadlines on time and the work is always of a very high quality.
4. Meets deadlines on time but the quality could occasionally be improved.
3. Occasionally meets deadlines late; has missed 1 or 2 homework deadlines and/or the quality of work often needs to be improved.
2. Frequently meets deadlines late; has missed 3 or more homework deadlines and/or the quality of the work is usually to an unsatisfactory standard.
1. Always meets deadlines late and/or work is always completed to an unsatisfactory standard
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

CLASS PARTICIPATION

Class Participation

5. Always makes a valid contribution in class (A key player in class discussion).
4. Usually makes a valid contribution in class (Contributes to class discussion).
3. Occasionally contributes in class with encouragement.
2. Generally passive in class but is attentive to the teacher.
1. Generally passive in class and can be disengaged or inattentive.
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

BEHAVIOUR

Behaviour

5. Excellent (Never requires a verbal warning).
4. Good (Rarely needs a verbal warning, generally focused, never receives a comment for behaviour).
3. Requires improvement (Occasionally requires a verbal warning, sometimes receives a comment for behaviour).
2. Poor (Frequent verbal warnings and/or often receives a comment for behaviour).
1. Very poor (Incurs repeated comments or has required removal from the classroom).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

Subject	Underpinning performance data			
	Effort	Homework	Participation	Behaviour
English Language	5	5	5	5
Maths	5	5	5	5
Science	5	5	5	5
Art	5	4	4	5
Computing	5	4	5	5
Design Technology	5	5	5	5
Food Technology	5	5	5	5
French	5	5	5	5
Geography	5	5	5	5
History	5	5	5	5
Mandarin	5	5	5	5
Music	5	5	5	5
PE	5		5	5
Performing Arts	5	N/A	5	5
RE	4	4	4	5
Citizenship	5	5	5	5

**AN EXAMPLE OF
UNDERPINNING
PERFORMANCE
GRADES ON A
GRADE CARD**

CAREERS, PROGRESSION AND EMPLOYABILITY SKILLS

From Year 7 to Year 11 and beyond



Top 10 employability skills

KEY

HOW YOU WORK

HOW YOU WORK WITH OTHERS

HOW YOU THINK

SHOW ALL

NUMERACY AND IT SKILLS

10

- use numbers and data to support your work and obtain meaningful information
- apply your valuable IT skills

HOW I CAN DEVELOP THESE SKILLS:

- use numerical evidence in a science practical, STEM project or business idea
- help your family with budgeting or other money decisions
- learn new IT skills such as coding

PROBLEM SOLVING SKILLS

9

- identify key issues in a problem
- use your knowledge and experience when tackling problems
- develop and test possible solutions

HOW I CAN DEVELOP THESE SKILLS:

- design objects and materials in design and technology
- plan a STEM Club project
- analyse results in maths or science
- evaluate evidence in science or humanities

VALUING DIVERSITY AND DIFFERENCE

8

- respect others
- value the skills and experience that different people have
- show consideration for the needs of different people

HOW I CAN DEVELOP THESE SKILLS:

- work with people who have different skills
- make sure everyone is involved in conversations and activities

NEGOTIATION SKILLS

7

- think about what you and others want and need
- 'give and take' fairly when working with others

HOW I CAN DEVELOP THESE SKILLS:

- look for ideas that benefit others as well as yourself
- carry out a school/college enterprise or STEM project that involves agreeing prices
- ask a favour of someone, supported by offering something in return

TEAMWORK

6

- understand how you and others work best together
- get things done when working with people with different skills, backgrounds and personalities

HOW I CAN DEVELOP THESE SKILLS:

- plan ahead when working with others
- take account of how your team are feeling when you work together

COMMUNICATION AND INTERPERSONAL SKILLS

5

- explain and present what you mean clearly, whether written or verbal
- do your best to understand others

HOW I CAN DEVELOP THESE SKILLS:

- do a presentation or speak with an audience
- take part in debates
- give instructions to others

WORKING UNDER PRESSURE AND TO DEADLINES

3

- meet deadlines and targets
- handle the pressure that comes with meeting deadlines and targets
- ensure that you are seen as a reliable person

HOW I CAN DEVELOP THESE SKILLS:

- finish work before the deadline, using that time to check and improve it
- plan and make the most of available time
- prioritise your commitments inside and outside school or college

USING INITIATIVE AND BEING SELF-MOTIVATED

1

- follow instructions, making sure you do not always have to be told what to do and when
- put forward your own ideas
- see something through to the end, and not be put off by setbacks

HOW I CAN DEVELOP THESE SKILLS:

- finish work without being asked
- work without help – but know when to ask for it
- suggest new ideas

ORGANISATIONAL SKILLS

2

- plan your work to meet deadlines and targets
- organise your own time and coordinate with others
- monitor and adjust the progress of your work to stay on track

HOW I CAN DEVELOP THESE SKILLS:

- help organise an event or project
- plan your revision timetable
- calmly change plans if you run out of time, or something unexpected happens

ABILITY TO LEARN AND ADAPT

4

- learn new things
- learn from successes and failures
- adapt and do things better

HOW I CAN DEVELOP THESE SKILLS:

- think how to make your work even better
- put yourself forward when there are chances to learn new skills
- share your ideas and use feedback to improve your work

TIMELINE FOR STUDENTS

Thinking forward into Year 8 and beyond.

To support and prepare students to make the most appropriate aspirational choices of those available to them beyond Year 11.
For most students this would be Jesmond Park Academy Sixth Form.



MR FARADAY

DIRECTOR OF TEACHING & LEARNING

CURRICULUM @JPA

CURRICULUM LITERALLY
MEANS “EVERYTHING THAT
GOES INTO RUNNING OUR
SCHOOL”:

Origin

LATIN

currere
to run

LATIN

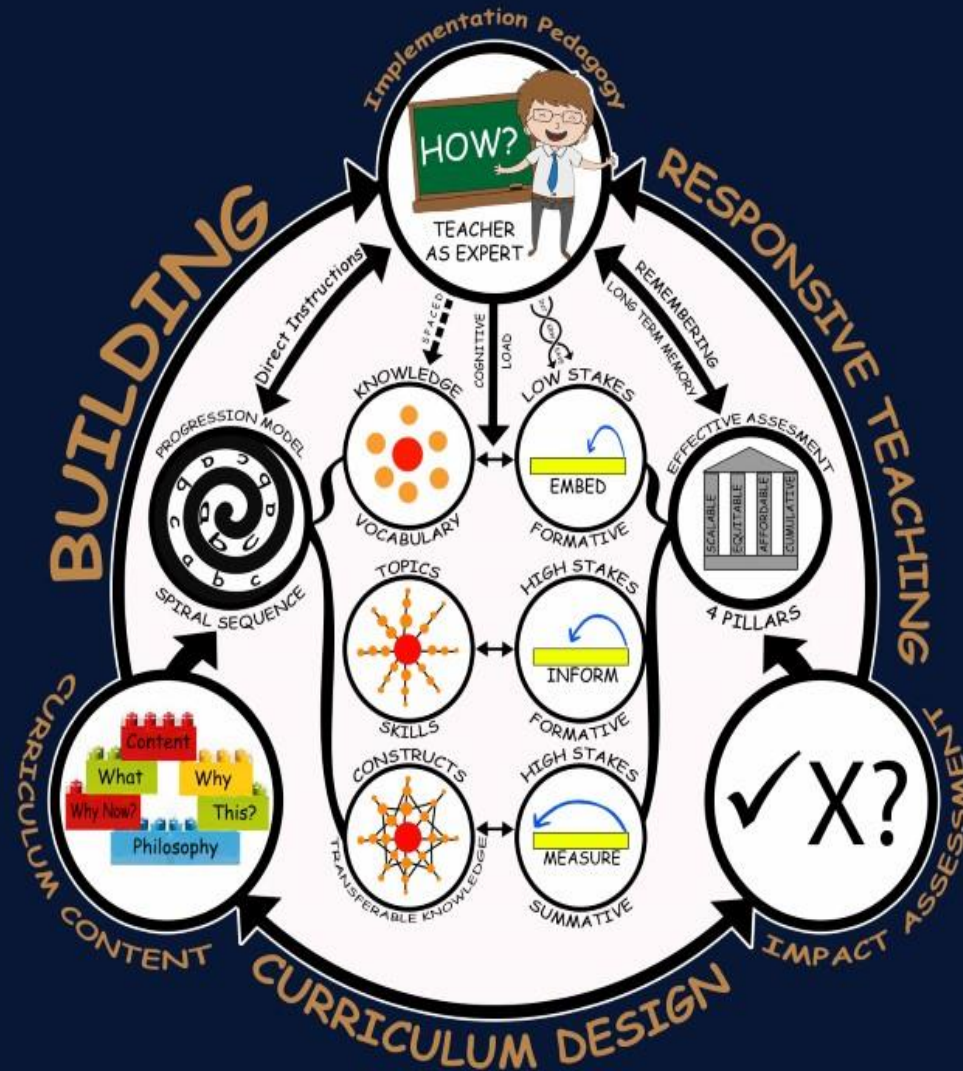
curriculum
course, racing
chariot

curricule

mid 18th century



OUR CURRICULUM @JPA



Cognitive Load

4/5 items for short term memory

Learn **KNOWLEDGE GOALS** and **KEY VOCABULARY** to allow the development of subject skills.



LOOKING →

forward to how the learning builds

LADDERING ↑

tasks for success in lessons

→ LINKING

to last lesson/week/topic or year

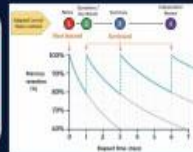
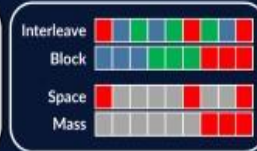
Spaced - revisit and revise topics regularly
Interleaved - mix up the topics

Formative assessment
learn from mistakes

Transfer knowledge from **short to long term memory** (schema)

Spiral curriculum
build on knowledge and skills at least each year

Low stakes testing - lots of short tests and quizzes to help **retrieve** knowledge



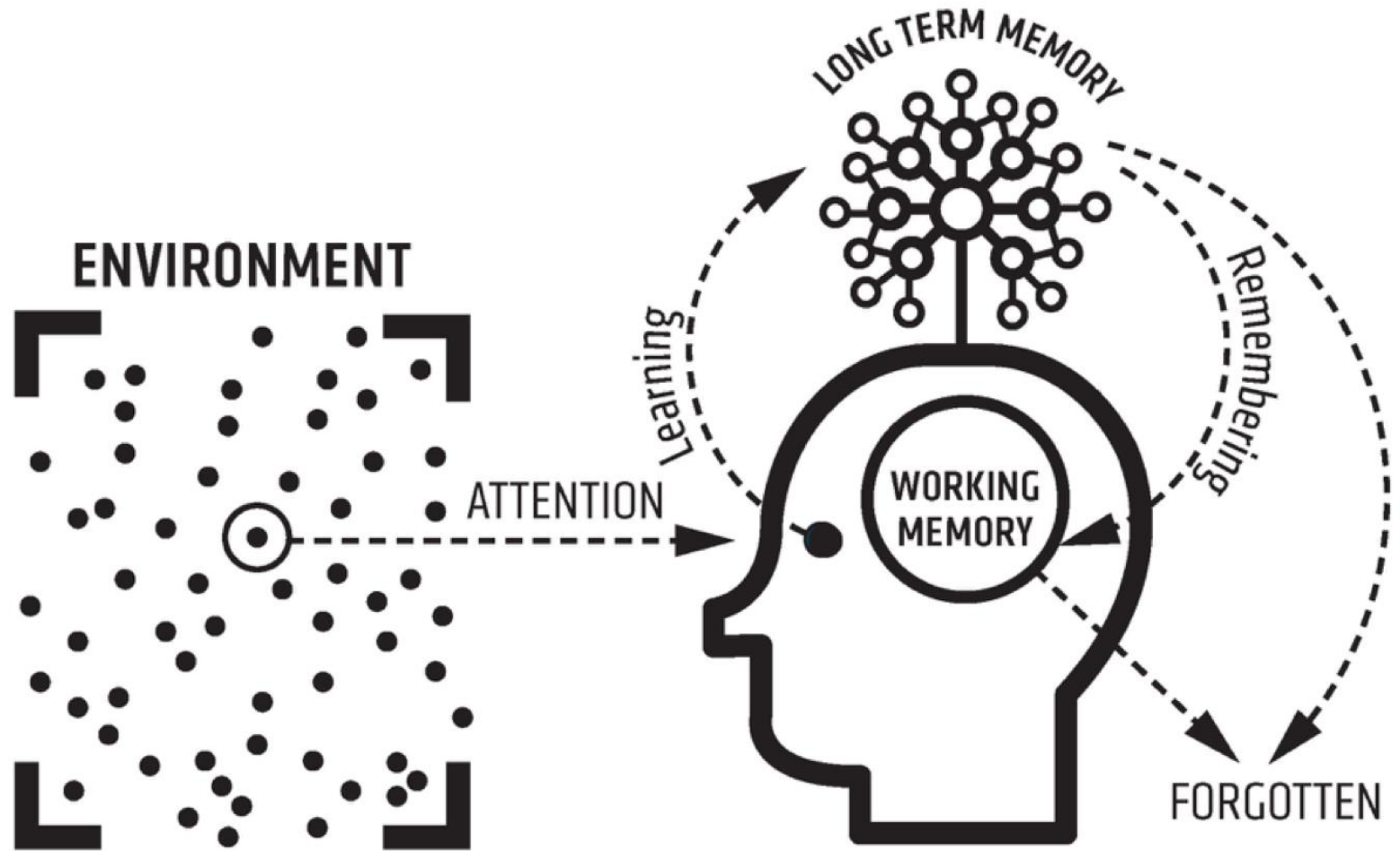
Build knowledge and skills in small steps through teacher guidance and retrieval.



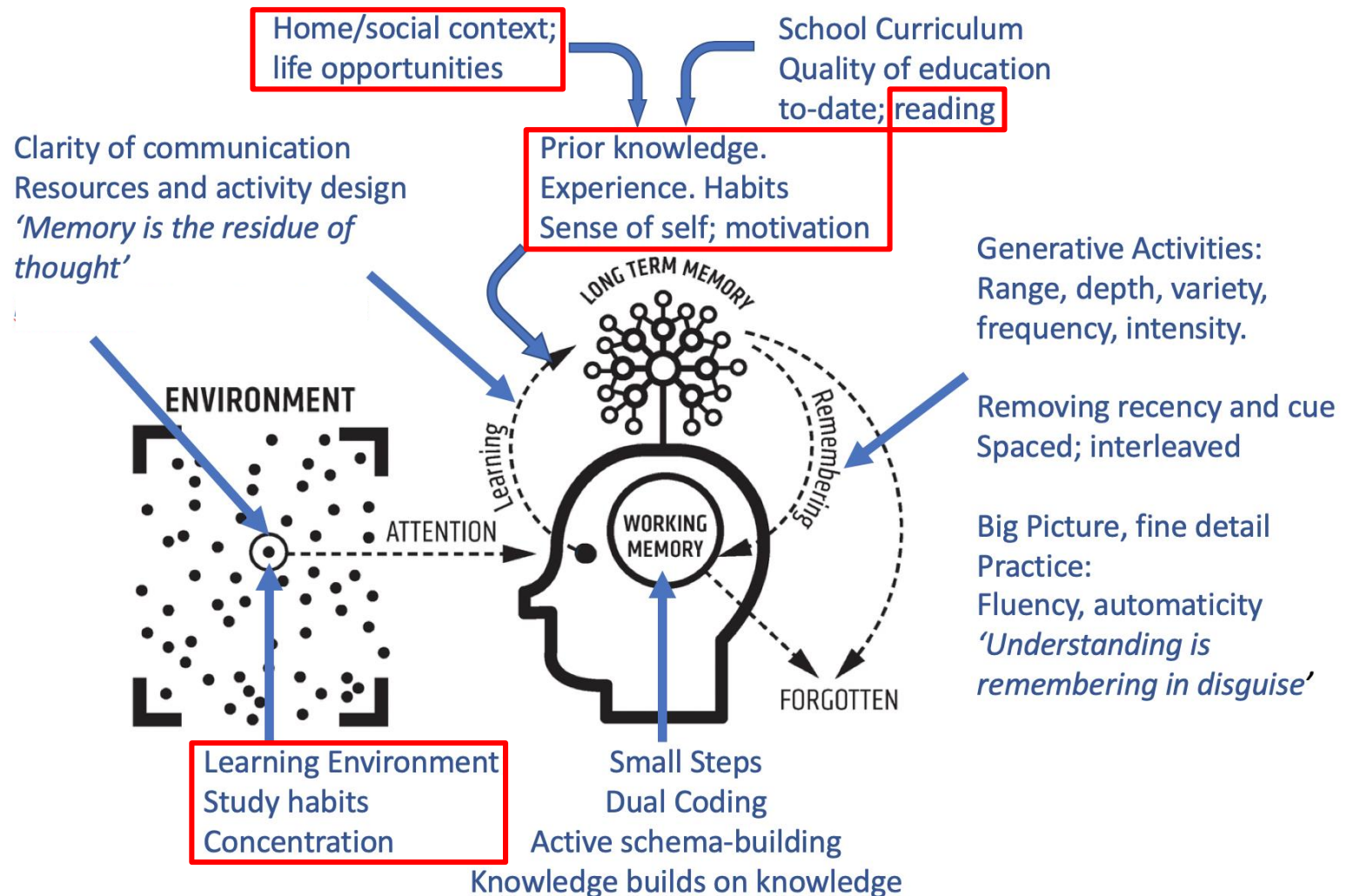
Use knowledge and skills for problem solving and analysis; work independently.



PUT SIMPLY WHAT WE ARE TRYING TO ACHIEVE IS THIS!



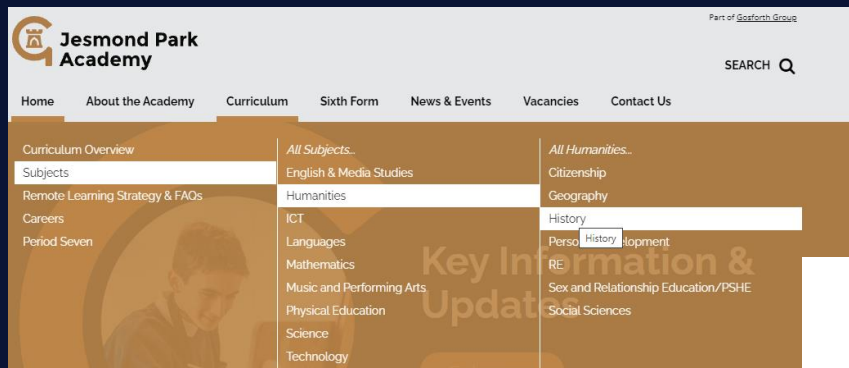
HOWEVER, IT'S A LITTLE MORE COMPLICATED THAN THAT!!



HOW CAN PARENTS SUPPORT OUR CURRICULUM

Apart from giving them a quiet, distraction free (ideally no phones!!) place to work:

Try and know what is being studied and when



History curriculum offer

KS3 - Students study five separate modules in each of year 7, 8 & year 9.

KS4 - Students study the following course at KS4:

- GCSE History (AQA)

KS5 - Students can study the following A level course:

- History A Level

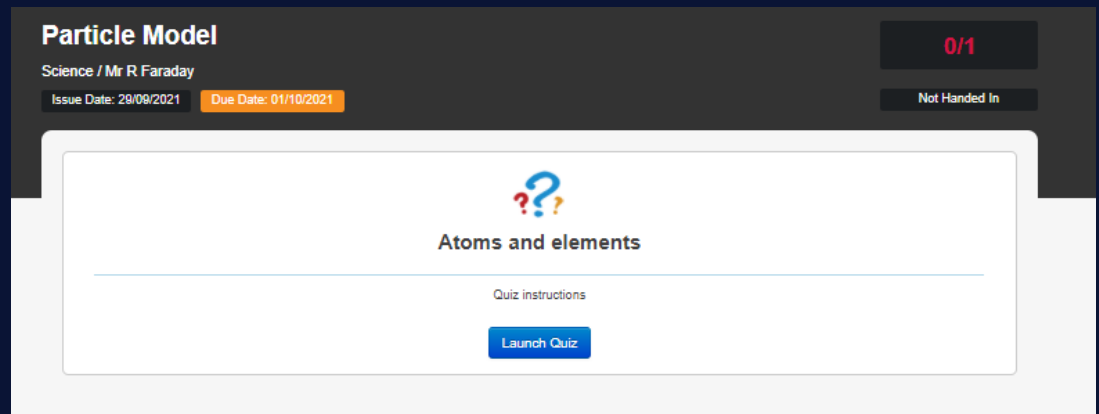
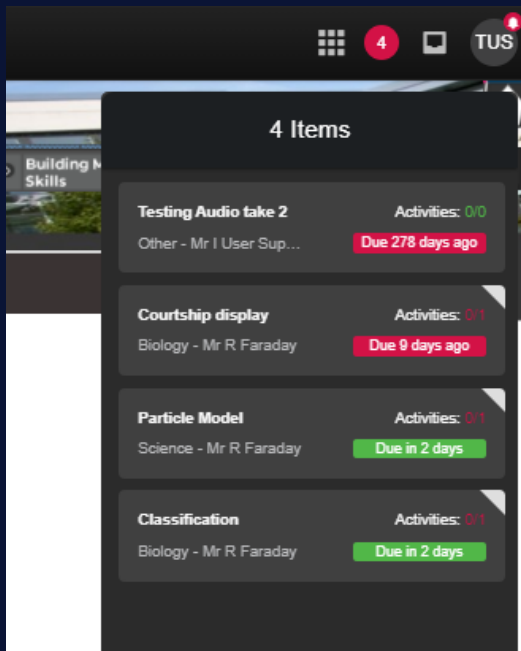
Downloads

History Curriculum - Timeline	▼	History Curriculum Topics - Year 7	▼
History Curriculum Topics - Year 8	▼	History Curriculum Topics - Year 9	▼
History Curriculum Topics - Year 10 - Unit...	▼	History Curriculum Topics - Year 10 - Unit...	▼

HOW CAN PARENTS SUPPORT OUR CURRICULUM

Ask lots of questions about the knowledge they are learning, not just what they are doing

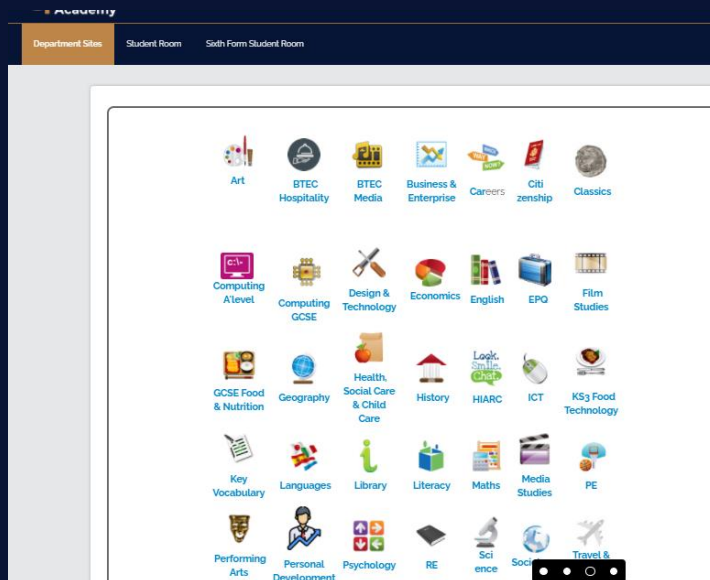
Ask them about their homework and check it



HOW CAN PARENTS SUPPORT OUR CURRICULUM

Encourage reading. Read with them, to them or just listen to them read.

Broaden their cultural horizons



MR HOLMES

**DIRECTOR OF STUDENT
PROGRESS**

THANK YOU FOR LISTENING

*HAVE A NICE EVENING AND
WE KNOW THAT OUR YEAR 7
FORM TUTORS ARE LOOKING
FORWARD TO MEETING YOU
VIRTUALLY TOMORROW
EVENING.*

