Year 7 Parents Information Evening

September 2020

Aspiration - Balance-Compassion-Independence-Integrity-Respect

Year 7 Parents Information Evening 2020

Vision & Values:	Mr A. Davies (Headmaster)
Curriculum:	Mr T. Markall (Deputy Head, Curriculum)
Assessment and Reporting:	Mr A. Seal (Assistant Head, Assessment)
Pastoral Support, Channels of Communication	Mr K. Mann (Assistant Head, Pastoral Care)
Character Development	Mr O. Abbott (Head of Boarding)
Community	Mr P. Macdonald (Head of Shakespeare House)
Rewards and Conduct	Ms A. Milland (Head of Byron House)
Online Safety:	Mr O Abbott (Head of Boarding)
Supporting Studying at Home:	Ms S Sullivan (Assistant Head, Teaching & Learning)

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Vision & Values

Mr A. Davies (Headmaster)

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Curriculum

Mr T. Markall (Deputy Head, Curriculum)

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Curriculum

Timetable - 25 periods per week (accessed via Insight)

All pupils study the same subjects in Year 7:

English, Maths, Science, History, Geography, RPE, French, Technology, PE, Games, Art, Music, ICT/Computing and PSHE

Curriculum

Year 8/9 - Most pupils pick up an additional language: German, Spanish or Italian

Jan/Feb of Year 9 - pupils make option choices for GCSE

Curriculum information on the school website:

www.beechencliff.org.uk

Main Menu / Curriculum & Assessment / Curriculum Overview or Subjects by Faculty

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Assessment & Reporting

Mr A. Seal (Assistant Head, Assessment)

Assessment/setting and reporting to parents

Baseline assessments give pupils a banding of A* - E in each subject for internal tracking purposes.

Based on CATS and KS2 Teacher Assessments.

Pupils will be then graded on formal assessments throughout Years 7 to 9 with a GCSE 'old-style' grade from A*- E.

E.g. Yr 7 A or Yr 8 C

These will be shared with pupils and reported to parents.

Assessment/setting and reporting to parents

	Developing…		Secure…		Extending…	
Grade equivalent	E	D	C	B	A	A*

……in their knowledge/skills from the National Curriculum

Assessment/setting and reporting to parents

- Grades link to national expectations so you will know your son's attainment relative to them

  e.g. Yr 7 C/B is meeting national expectations

- Maintaining a grade shows good progress e.g. Yr 7 C to Yr 8 C

- **Key Point:** A Yr 8 C is better than a Yr 7 C since new content and skills have been learnt.

- Pupils will not be given a target level/grade. They should aim for the highest grade they can.

Assessment/setting and reporting to parents

Year 7	Year 8	Progress is…
Yr 7C	Yr8 B	Better than expected
Yr 7 C	Yr 8C	In line with expectations
Yr 7 C	Yr 8 D	Worse than expected

Even within a year maintaining the grade (e.g. Yr 7 B to Yr 7 B) implies good progress as new skills and content are being learned.

Assessment/setting and reporting to parents

Baseline Assessment	Yr 7 Assessments	Yr 8 Assessments	Yr 9 Assessments	Likely GCSE Outcome
				Grades 9-7 (A*-A)
			Yr 9 A*/Yr 9 A	Grades 6-4 (B/C)
		Yr 8 A*/Yr 8 A	Yr 9 B/C	Grades 3-2 (D/E)
	Yr 7 A*/Yr 7 A	Yr 8 B/C	Yr 9 D/E	Grade 1 (F/G)
A/A*	Yr 7 B/C	Yr 8 D/E	Year 9 F/G	
B/C	Yr 7 D/E	Year 8 F/G		
D/E	Year 7 F/G			
<E				

Assessment/setting and reporting to parents

- The grades are NOT forecasts – so many things can contribute towards GCSE results in the future.
- Some indication is however given about possible future attainment.
- Progress is NOT always linear so grades may vary.
- Pupils are NOT being fixed into an achievement bracket.

Assessment/setting and reporting to parents

Within each subject assessments will be made throughout the year using:

- small end of unit tests
- project work
- graded assessed homework or classwork tasks
- English/Maths/Science – three formal assessments per year

Year 7 will take end of year exams (Summer Exams) in May/June.

w/c Monday 24th May 2020 – Computing, English, French, History, Geography, Maths, RPE & Technology

w/c Monday 7th June 2020 – Science

Assessment/setting and reporting to parents

Pupils are expected to prepare for exams!

Revision guidance and information is provided to pupils in school through:

- Assemblies
- PSHE sessions
- Tutors
- Subject teachers in lessons

Timetables and revision guidance will be provided on the school website.

Exam results will be used by Maths to inform which class pupils will be in.

Termly Reports

Autumn: **Thursday 15th December 2019** (Progress Report)

Spring: **Thursday 29th March 2020** (Progress Report)

Summer: **Tuesday 12th June 2020** (Full Report)

Subject Parents' Evening:

Thursday 25th February 2020

Termly Reports

Application (App): Effort/conduct on a scale of 1-4 (where 1 is exceptional and 4 is poor)

Homework Grade: Scale of 1-4 (where 1 is exceptional and 4 is poor)

Attainment: A working grade e.g. Yr 7 C or Yr 7 B based on assessment tasks or end of year exam

Comments: Full Reports include a:
Subject teacher comment,
Tutor comment,
Head of House comment.

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Pastoral Support, Channels of Communication

Mr K. Mann (Assistant Headmaster, Pastoral)

Pastoral Support, Channels of Communication

Pastoral Care

- Tutor
- The Solution Focussed Approach
- Mental Health and Well being
- Off The Record
- Attendance

Pastoral Support, Channels of Communication

Tutor Time

- Two Assemblies
- Character Development
- Community
- Theme of the Week

Pastoral Support, Channels of Communication

When we will contact you:

- Unexplained absence / patterns of absence / patterns of lateness
- Concerns over conduct – in and out of the classroom
- "Incidents" (use of phones in school)
- Change in attitude or application or missed homeworks
- Positive conduct, displaying the Core Values
- Exceptional effort – going beyond the expected

Pastoral Support, Channels of Communication

When you should contact us:

- If your son **consistently** tells you he has no homework (check Show My Homework)
- Concerns over conduct; aggressive / withdrawn / anxious - meet with Tutor or Head of House
- Subject concern – meet with subject teacher
- Poor information from your son
- Change in home circumstances
- Prolonged health problem

Channels of Communication:

Curriculum

Subject teacher

↓

Head of Faculty

↓

Deputy Head Curriculum

(Mr Markall)

Channels of communication:

Pastoral

Tutor

↓

Head of House

↓

Mr Mann

Pastoral PA – Mrs H. Rogers

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Conduct

Ms Milland (Head of Byron House)

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Conduct

- Be Ready
- Be Respectful
- Get Involved

Conduct

Conduct

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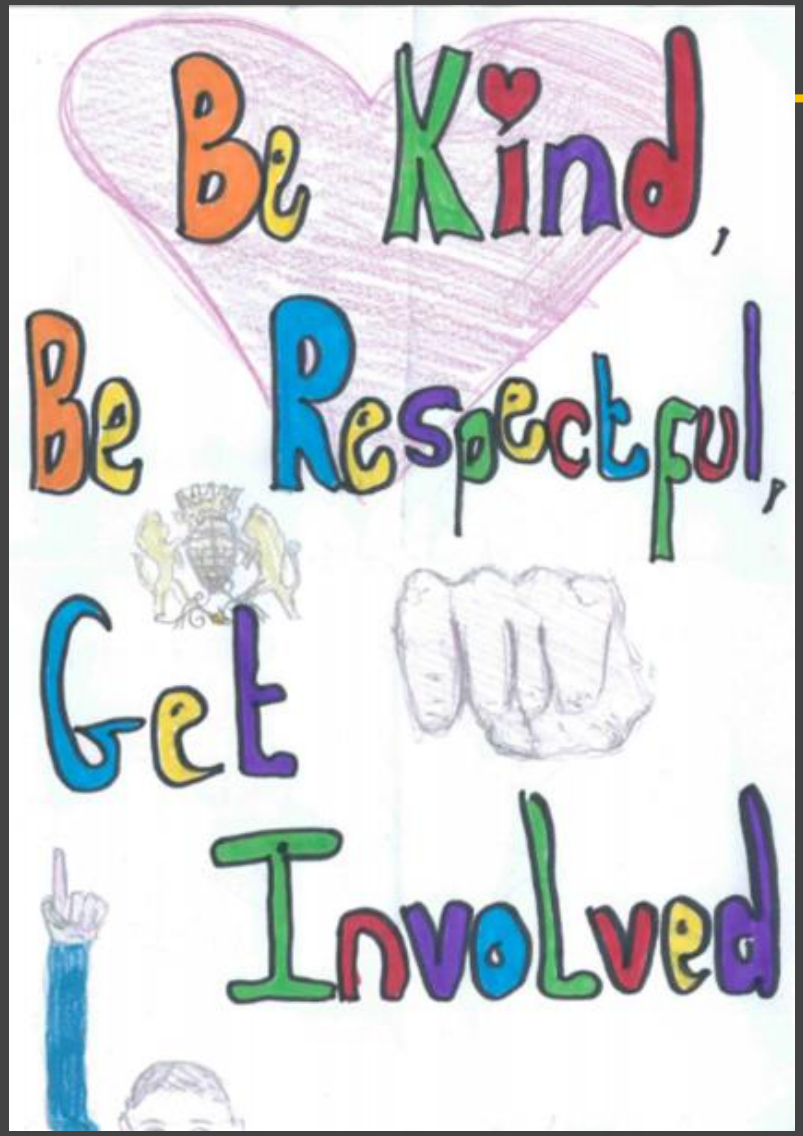
Conduct



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Character Development

Mr O. Abbott (Head of Boarding)

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What is Character Development at Beechen Cliff?

Outcome
Pupils are good, well-rounded human beings, confident and comfortable in themselves

Theory of change statement
If pupils understand why possessing a set of **core values** is important, they develop a broad set of personal values and they uphold these with integrity and respect, then they will be well-rounded, confident and comfortable in themselves because they have a personally meaningful and balanced frame of reference for their lives.

Outcome
Pupils form respectful relationships and enjoy the best possible well-being.

Outcome
Pupils realise their aspirations

Outcome
Pupils are compassionate members of society

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The Character Development Programme - an overview

One tutor slot per week dedicated to character development.

Sessions are based around simple discussions. Students will record notes from their sessions which can later be transferred to the Character Development Booklet.

The range and variety of sessions led by tutors allow students to practice 'good moral sense'.

Students are supported to grow and develop 'virtue' and ultimately a set of personally meaningful values.

Character development will provide a solid grounding in the tools and qualities required to make their own good, ethical decisions.

The Character Development Booklet

Booklet divided into Core Values and Behaviours.

Key work / tasks / showcasing of development from weekly character development tutor session is transferred into the Character Development Booklet.

Tutor reviews booklet periodically.

Descriptors for Gold, Silver and Bronze signposted for each Core Value within the booklet.

'Student can show varied examples of where good/poor decisions have been made and reflected on the impact of that decision on others.'

Gold, Silver or Bronze awarded at Character Development Graduation.

The Character Development Booklet

Transfer key work / tasks from weekly character development slot in tutor time.

Interests / experiences outside of school

Solution focussed reflections
'Best possible wellbeing'

The Character Development Booklet

Curriculum links with character development focus

Community tasks opportunities
'Compassionate members of society'

Prompt questions and signposting - Year group specific

Rewards and conduct

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How will we celebrate Character Development at Beechen Cliff?

Character Development Graduation will take place at the end of Year 7, Year 9 and Year 11 (Term 4).

The graduation is an opportunity to celebrate the character development of every student at Beechen Cliff - our aspirational outcome is that all students graduate with a bronze award or higher.

Students can prepare for the graduation through group video clips, speeches they can read, artwork and other.

An edited graduation video will be produced.

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Community

Mr P. Macdonald (Head of Shakespeare House)

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Community

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Community

What does community mean?

The people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality

Community

- Pupils become more aware of communities in school, local area, nationally and globally
- Each year, pupils will take part in community events and evidence in the Character booklet. Rough books will be used on a weekly basis to record notes on weekly sessions
- Friday tutor time is dedicated to Community, tutors will use resources/videos for discussion and to provide ideas for how pupils can support different communities
- The weekly quiz will be part of the Community tutor time slot as this identifies national and global areas for discussion

Community

- Year 7-
  - Tutor group litter pick
  - PPE tour guide
- Year 8-
  - Food banks
  - Buddy for new pupils in tutor group
- Year 9-
  - DofE
  - Sport teams
- Year 10-
  - Sports Leadership opportunities with primary schools
  - DofE
  - Lead tutor community project
- Year 11-
  - DofE
  - Mentoring/support within tutor group
  - Prefect
  - Lead House community project
- Lower 6th-
  - Classroom helpers
  - Romania trip
  - MFL work experience
- Upper 6th-
  - Senior Prefect roles
- Whole school-
  - Support ‘awareness’ days e.g. wearing a red tie for a charity
  - House Charity events/days

Community

- Week 1- Tutor time launch
- Week 2- Demonstrating Respect in the school community (tie in with Theme of the Week)
- Week 4- Demonstrating Respect in the local community (tie in with Theme of the Week)
- Week 5- School/Local Community- How can you make a difference
- Week 6- Food banks

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Online Safety

Mr O Abbott (Head of Boarding)

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Online Safety - Intro

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Do you recognise these Apps?

Skype, Twitter, WhatsApp, Snapchat, Facetime, Clash of Clans

What about these?

Wattpad, Episode, Sarahah, Steam, Tellonym, Kik

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Why is it important?

71% of 12-15 year olds take their phone to bed with them.

Biggest parental concern is that their children will actively engage in risky and dangerous behaviour online.

44% of parents with 12-15 year olds find it hard to control screen time.

Year 7 pupils are particularly vulnerable.

Increased online use due to COVID restrictions.

Online Issues

- Screen time
- Cyberbullying
- Inappropriate content
- Online reputation
- Online grooming
- Online pornography
- Sexting
- Self-harm
- Radicalisation
- Privacy and identity theft

What can you do to help?

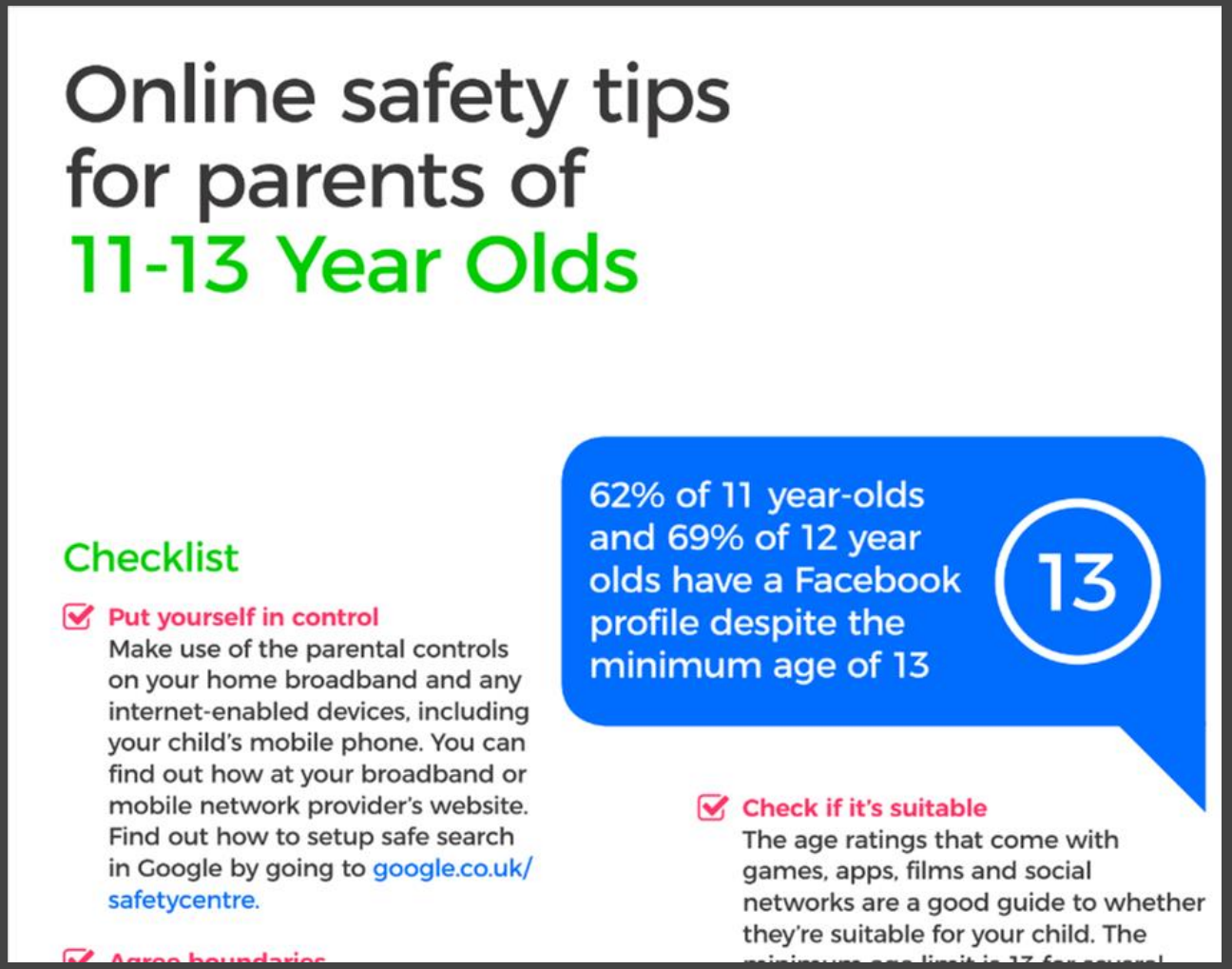
- Have free and frank discussions
- Manage their devices
- Put yourself in control
- Stay safe on the move
- Have an agreement (do you lead by example?)
- Start discussions about social networking early
- Keep private information private
- Check age ratings

What will we do?

- Duty of care
- Contact home
- PSHE
- Online safety assemblies
- Regular Newsletter slots

Other sources of help

- BBC Own It
- NSPCC
- Childnet International
- UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)
- **Internet Matters**



Online safety tips for parents of 11-13 Year Olds

62% of 11 year-olds and 69% of 12 year olds have a Facebook profile despite the minimum age of 13

13

Checklist

Put yourself in control
Make use of the parental controls on your home broadband and any internet-enabled devices, including your child's mobile phone. You can find out how at your broadband or mobile network provider's website. Find out how to setup safe search in Google by going to google.co.uk/safetycentre.

Check if it's suitable
The age ratings that come with games, apps, films and social networks are a good guide to whether they're suitable for your child. The

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Supporting Learning at Home

Ms S Sullivan - Assistant Headteacher

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Supporting Learning at Home

- Communication
- Bag packing and equipment
- Contacting the school
- Attendance
- Lesson time
- Class and homework
- Encourage them to take responsibility
- Check in with them
- Keep things in perspective- remember the overall goal

Supporting Learning at Home

- Routines and rewards
- Work space and equipment
- Focus
- Organising their time
- Standards and time spent
- Snacks and water

Year 7 Parents Information Evening

Thank you for your time. We hope the video information has been useful in the absence of a face-to-face presentation in school. If there are any questions please do contact us: headmaster@beechencliff.org.uk

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