BEECHEN CLIFF

Year 7 Parent Information Evening
"Succeeding at Beechen Cliff"

Aspiration • Compassion • Independence • Respect

Programme

Welcome - Mr K Mann (Assistant Headteacher)

Vision & Values:

Mr T Markall (Headteacher)

Pastoral Support, Channels of Communication:

Ms A Milland (Head of Byron House)

Supporting Studying at Home:

Mr A Seal (Assistant Headteacher, Assessment)

Literacy/Reading:

Mr M Newell (English Department)

Assessment and Reporting:

Mr A Seal (Assistant Headteacher, Assessment)

Online Safety:

Mr C Hall (Head of Kipling House)

Character Programme:

Mr O Abbott (Head of Boarding/Character)

Vision and Values

To enable our pupils to achieve their aspirations and become a well-rounded, confident and compassionate individual who goes on to live a fulfilled life and make a positive contribution to society.

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Pastoral Support, Channels of Communication

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Pastoral Care

- Tutor
- Head of House
- Wider pastoral and safeguarding team
- Solution Focused Counsellor, Off the Record, School Nurse, Mentoring Plus
- Every member of staff
- Talk to us!

Rewards

- Teacher / tutor positive
- 100% and 98% attendance
- 100% punctuality
- Character
- Commitment to studies
- Community
- Attainment/Progress
- Service to school

TASC INSIGHT
PARENT AND PUPIL LEARNING GATEWAY

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Sanctions

- C1 = verbal warning
- C2 = detention in school time
- C3 = after school detention (45 mins)
- Friday detention (1 hour)
- Saturday detention (1 or 2 hours)

Supporting Learning at Home

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Supporting Learning at Home

- RM Unify and Google Classroom
  - Access using the link at the bottom of the school website.
  - Worth checking daily. The To do list is helpful.
- Routines
  - 1 hour per evening (Mon-Fri) - 2 x 30 minute tasks.
  - Get them into a routine. Perhaps after a snack/time to relax?
  - They need to learn to manage their time - especially with project tasks.
- Work space and equipment
  - Have a designated area with somewhere to store books and equipment.
- Focus
  - Quiet environment, leave phone elsewhere or set to do not disturb.
- Standards and time spent and rewards
  - Some will need encouragement to complete an hour of homework
  - Others might need yanking away!
  - They should do their best but within time limits..... And then relax.
- Snacks and water

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Supporting Learning at Home

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

Literacy

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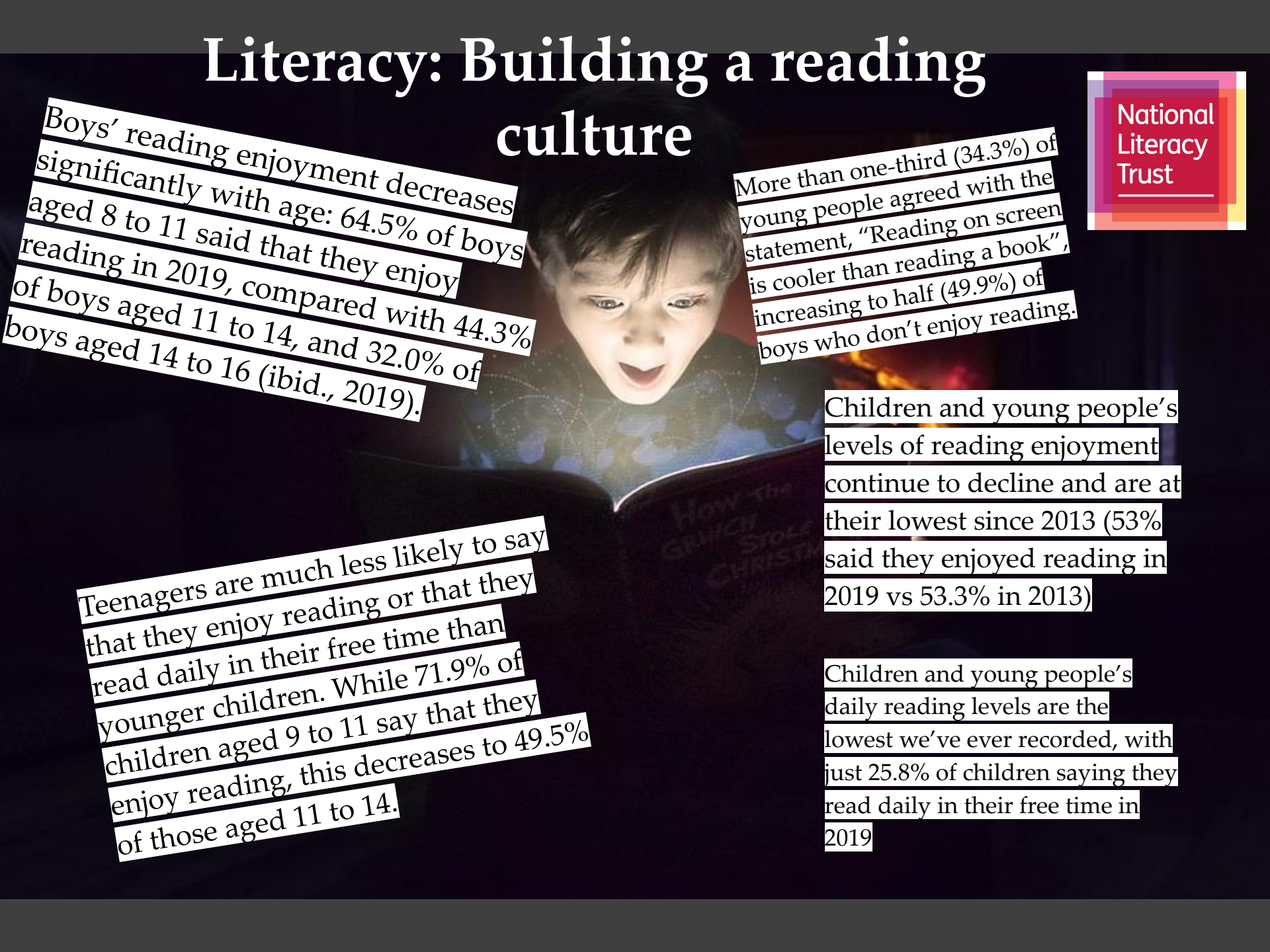
Literacy: Building a reading culture



Boys' reading enjoyment decreases significantly with age: 64.5% of boys aged 8 to 11 said that they enjoy reading in 2019, compared with 44.3% of boys aged 11 to 14, and 32.0% of boys aged 14 to 16 (ibid., 2019).

More than one-third (34.3%) of young people agreed with the statement, "Reading on screen is cooler than reading a book", increasing to half (49.9%) of boys who don't enjoy reading.

Children and young people's levels of reading enjoyment continue to decline and are at their lowest since 2013 (53% said they enjoyed reading in 2019 vs 53.3% in 2013)

Teenagers are much less likely to say that they enjoy reading or that they read daily in their free time than younger children. While 71.9% of children aged 9 to 11 say that they enjoy reading, this decreases to 49.5% of those aged 11 to 14.

Children and young people's daily reading levels are the lowest we've ever recorded, with just 25.8% of children saying they read daily in their free time in 2019

Literacy: Building a reading culture

Building a Reading Culture at Beechen Cliff:

Book in Bag Policy - All of KS3 to have a book on them at all times. Homework reading and weekly recording. To be set in planners, online reading logs (English - but easy to set up for other faculties)

Library Lessons (timetabled reading in Years 7/8/9) focus on developing a love of reading. From September 2021 there will be 5 set texts for each year group from which the class teacher will select 3. One text will be read each term in the reading lessons to ensure all pupils read at least 3 texts beyond the curriculum per year.

Accelerated Reader and STAR tests used to inform reading intervention.

Library Reading Competitions - closely tied into the 'Rewards programme'. Part of the weekly/termly totals. 'Department Reads', 'World Book Day', 'Book Tree', 'Go Genre' and many more…

Assessment, Reports and Setting Arrangements

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Assessment, Reports and Setting Arrangements

Baseline Assessments and Setting:
We have high aspirations for all of our pupils
We need to provide support as well as challenge

Upon arrival we use CATs tests and KS2 teacher assessments to gauge their current attainment and to inform setting in Maths. (Other subjects at Key Stage 3 are taught in mixed ability classes)

We also use it to place them on a flightpath and to give them an aspirational KS3 target grade.

Assessment, Reports and Setting Arrangements

Flightpath	Grades	Likely GCSE outcome
Mastering	M+	Grades 7-9
	M	
	M-	
Rising	R+	Grades 4-6
	R	
	R-	
Emerging	E+	Grades 1-3
	E	
	E-	

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Assessment, Reports and Setting Arrangements

Assessments
These take place in lessons throughout the year using:

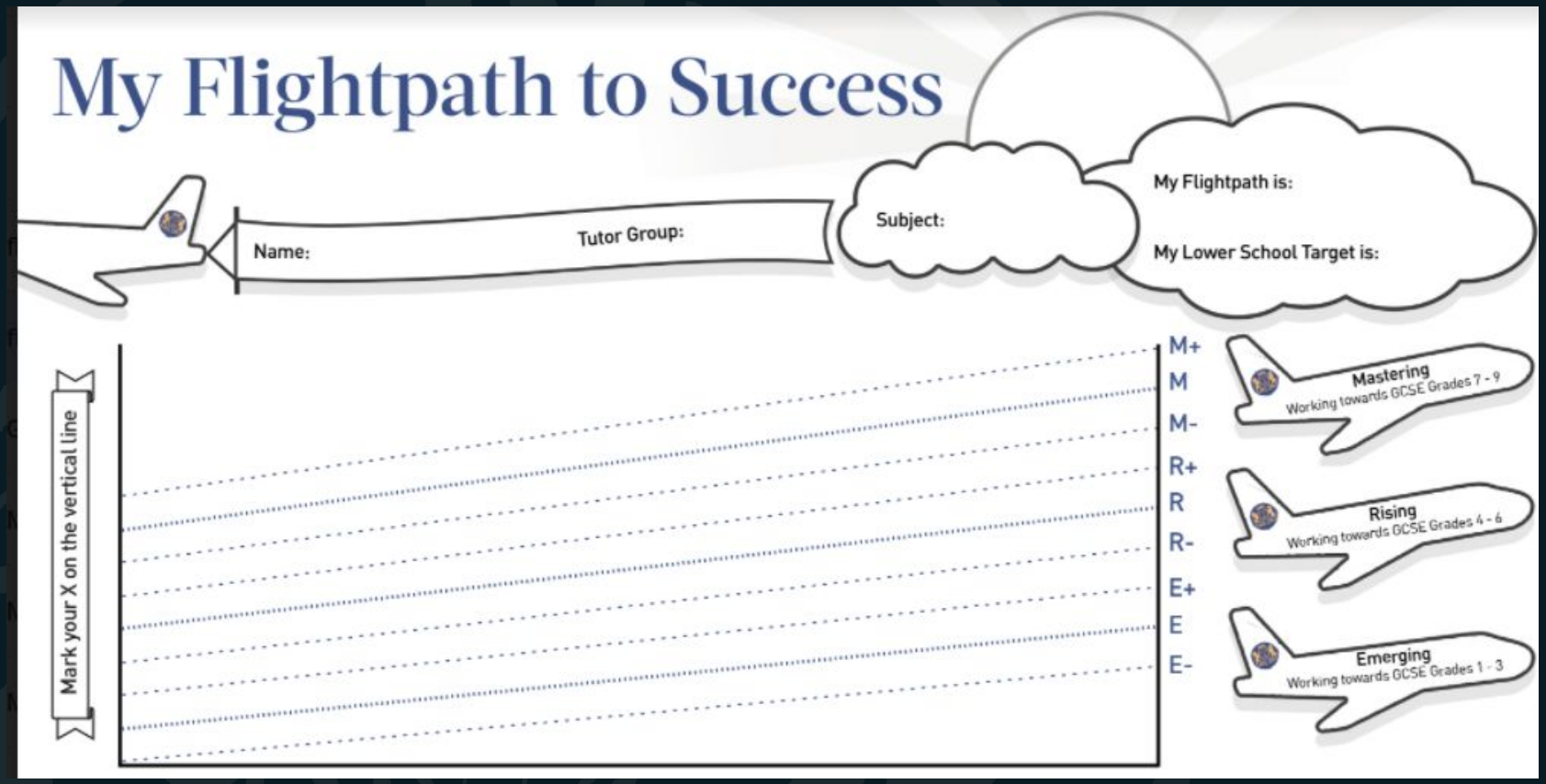
- Small knowledge quizzes and end of unit tests
- Project work
- Graded homework or classwork tasks
- English/Maths/Science – 6 assessments per year

The Year 7 Summer Exams take place in the week of the 16th May.

Pupils are expected to prepare for exams! Revision guidance and information is provided to pupils in school and on the website. Maths will use the results to inform setting in year 8.

Assessment, Reports and Setting Arrangements

Tracking progress



Maintaining their grade over time means they are making progress

Assessment, Reports and Setting Arrangements

Termly Reports

Autumn:	**Thursday 21st October 2021**	(Progress Report)
Spring:	**Thursday 17th February 2022**	(Progress Report)
Summer:	**Friday 24th June 2022**	(Full Report)

Progress reports:

- Most recent assessment grade
- Application score (1-4)
- Homework score (1-4)

Full reports also contain comments from Teachers, Tutor and the Head of House.

Parents' Evening: **Wednesday 16th March 2022 (4:30-8:00 - Remote)**

Online Safety

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Online Safety

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Do you recognise these Apps?

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

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Wattpad, TikTok, Sarahah, Steam, Tellonym, Kik

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Why is it so 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 - What are the risks?

- Screen time
- Cyberbullying
- Inappropriate content
- Online reputation
- Online grooming
- Online pornography
- Sexting
- Self-harm
- Radicalisation
- Privacy and identity theft
- Fake news
- Lack of understanding

What will we do?

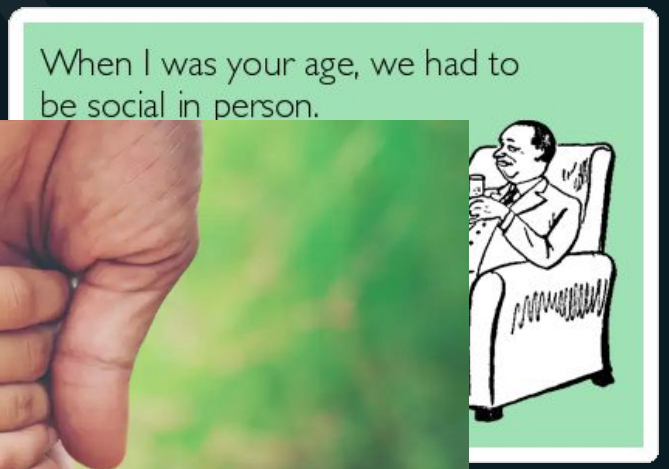
- Duty of care
- Contact home
- PSHE
- Online safety assemblies
- Regular Newsletter slots

Other sources of help

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

What can you do to help?

- Have free and frank discussions
- Manage their devices
-
-
-
-
- networking early
- Keep private information private
- Check age ratings



Character Development

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Character Programme Delivery

At Beechen Cliff, we firmly believe that values can become habitual with three principle means. Values can be:

- *Taught* (via formal lessons)
- *Caught* (via the ethos and culture of the school)
- *Sought* (where pupils are supported to pursue their own value development).

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Core Values

Our Core Values are key to our vision for your son.

Independence	Aspiration	Compassion	Respect
(be ready)	(be your best)	(be kind)	(show respect)

Your son will be ***taught*** many values which are in support of working towards our Core Values.

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	W/C	Title	HM assembly	House assembly	TOTW	Character
8	1/11	Expectations and reflections	Expectations	Reflections on Term 1 and looking ahead to Term 2	Solution focused reflection	Reflection
9	8/11	Remembrance	Remembrance	Remembrance - how can we remember	Remembrance - poetry Reading	Service
10	15/11 Year	Anti-bullying week	Anti-bullying week Safeguarding	Online bullying - where to get help	Anti-bullying - age specific types of bullying	Courage
11	22/11	Age Equality	Age Equality Equalities: Age	Age equality - what can I do to help?	Age stereotypes	Community awareness
12	29/11	Volunteering	International volunteer day - power of volunteering	House Xmas appeal launch	Volunteering	Volunteering. Termly Character Reflection Launch.
13	6/12	Staying safe and healthy	Winter safety Safeguarding	Healthy lifestyles	Healthy lifestyles - preparing for Xmas	Confidence. Termly Character Reflection Deadline.

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Character 'reflections'

"If you don't stick to your values when they're being tested, they're not values; they're hobbies."

Jon Stewart

Students complete a character reflection once per half-term.

All positives are rewarded in relation to 'doing' our Core Values.

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Thank you!

All slides will be on the website tomorrow

Contact - headteacher@beechencliff.org.uk

Follow us on twitter - @BeechenCliff

Get involved with the PTA!

Parent Survey - October 2021