



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)

Being a Year 7 Parent:

Ms A Milland (Head of Year 7)

Rewards, Sanctions and Attendance

Mr M Ambrose (Deputy Headteacher)

Supporting Studying at Home

Ms S. Sullivan (Assistant Headteacher)

Assessment and Reporting:

Mr A Seal (Deputy Headteacher, Curriculum)

Literacy/Reading:

Mr M Newell (English Department)

Online Safety:

Mr M Ambrose (Deputy Headteacher))

Character Programme:

Mr K Morris (Assistant Headteacher, Personal Development)

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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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Being a Year 7 Parent

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Pastoral Care

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

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Rewards

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



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Sanctions

- C1 = verbal warning
- C2 = detention in school time
- C3 = after school detention (45 mins)
- Friday detention (1 or 2 hours)
- Saturday detention (1 or 2 hours)
- 'Re-set' and suspension

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Attendance

- Punctuality - Start at 8:25am
- What IS good attendance?

96% +	Good to Excellent
92-96%	Low-level concern
90-92%	Cause for concern
Below 90%	Persistent Absentee

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10 ideas for ways to support your son's desire to attend school

1. Speak positively about the progression into a new year, with more maturity and greater opportunities. Encourage them to look forward to events in the school calendar.
2. Encourage good routines in the evening that can be the same every weekday, including allocated time for homework, leisure activities, TV, etc.
3. Display their timetable
4. Help them to be prepared for school.
5. Celebrate their achievements

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10 ideas for ways to support your son's desire to attend school

6. Check in with them and discuss how school is going regularly.
7. Encourage your son to join meaningful after-school activities, including sports and clubs.
8. Be honest with the school about any absences
9. Stay on top of your child's social contacts.
10. If you have serious concerns about their physical or mental health, consult with a medical professional.

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The background of the slide features a large, faint watermark of the University of Toronto crest. The crest is circular and contains a shield with a cross and a book, flanked by two lions. Above the shield is a crown. The text "Supporting Learning at Home" is overlaid on the upper part of the crest.

Supporting Learning at Home

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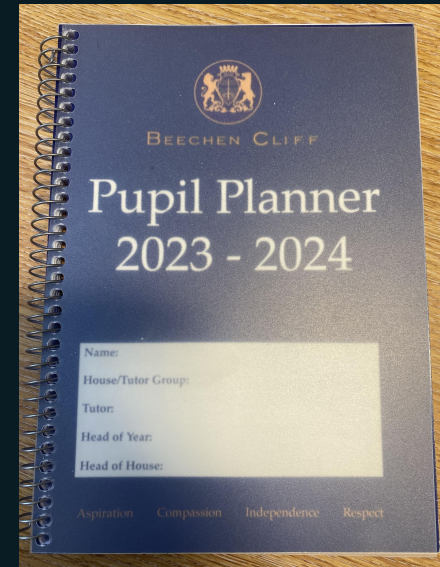
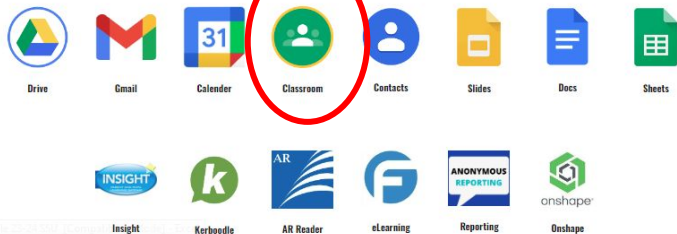
Supporting Learning at Home

- Google Classroom and Planners
 - Link to Google Classroom via 'Student Intranet' at the bottom of the website
 - Pupils should check planners and Google Classroom daily.
 - The "To do list" is helpful.
 - Google Classroom app/ Guardian summaries

Beechen Cliff Student Home Page

Google Workspace

Links To Workspace Tools



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Supporting Learning at Home

- Routines
 - 1 hour per evening (Mon-Fri) - 2 x 30 minute tasks.
 - Helpful to have a routine. Perhaps after a snack/time to relax?
 - They need to learn to manage their time - especially with projects
- Work space and equipment
 - Have a designated area with somewhere to store books and equipment
 - Water and snacks
 - Quiet environment, leave phone elsewhere or set to do not disturb.
- Standards, 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

Supporting Learning at Home

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

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Assessment, Reports and Setting

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Assessment, Reports and Setting

Setting

- Maths classes are set according to KS2 Maths Score
We use CATs score if KS2 not available.
- English classes are mixed-ability (with a smaller support class)
- Technology and Games are mixed ability classes.
- All other subjects are in their “teaching group”.
This is mixed ability.

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Assessment, Reports and Setting

Baseline Assessments:

- KS2 Maths and Reading SATs results used to assign KS3 target grades.
- PE, Art and Music targets based on an initial assessment.
- Assessments of learning take place termly or half-termly.

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Assessment, Reports and Setting

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

Assessments

Take place in lessons throughout the year using:

- Small knowledge quizzes
- End of topic tests
- Project work
- Graded homework or classwork tasks
- English/Maths/Science – 6 assessments per year
- Other subjects - 3 assessment per year

The Year 7 Summer Exams take place in the week of the 13th May.

Revision guidance and information is provided.

Maths/Science/Languages results inform setting in year 8.

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Assessment, Reports and Setting Arrangements

Tracking progress

My Flightpath to Success

Name: _____ Tutor Group: _____ Subject: _____

My Flightpath is: _____

My Lower School Target is: _____

Mark your X on the vertical line

Grade	Mastering	Rising	Emerging
M+			
M			
M-			
R+			
R			
R-			
E+			
E			
E-			

Mastering
Working towards GCSE Grades 7 - 9

Rising
Working towards GCSE Grades 4 - 6

Emerging
Working towards GCSE Grades 1 - 3

Maintaining their grade over time means they are making progress

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Assessment, Reports and Setting Arrangements

Progress updates

1. Progress Report 24th November
2. Parents Evening 22nd February (4-8pm - Remote)
3. Full School Report 21st June

Reports include:

- Working towards grade - based on all assessments completed.
- Application score (1-4)
- Homework score (1-4)

Full School Reports also contain comments from Teachers and their Tutor.

All assessment results will be recorded in the front of exercise books.

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Literacy

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Literacy: Building a reading culture

National
Literacy
Trust

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.

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 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)

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 our pupils have a book on them at all times. Homework reading and weekly recording. To be set in planners, online reading logs

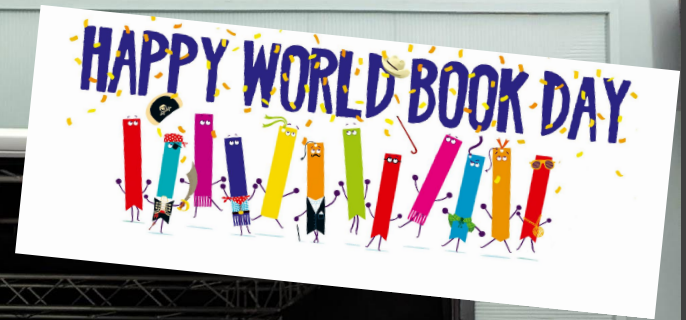
Library Lessons (timetabled reading in Years 7/8/9) focus on developing a love of reading and a library skills programme. Tutor-led reading sessions and a 'Reading for Pleasure' opportunity each week.

Reading lessons - Weekly in Y7 - There are 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.

New Group Reading Tests/ Reading Intervention.

Library Reading Competitions -. 'Department Reads', 'World Book Day', 'Book Tree', 'Word total certificates, 'Author visits ' and House competitions .

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Online Safety



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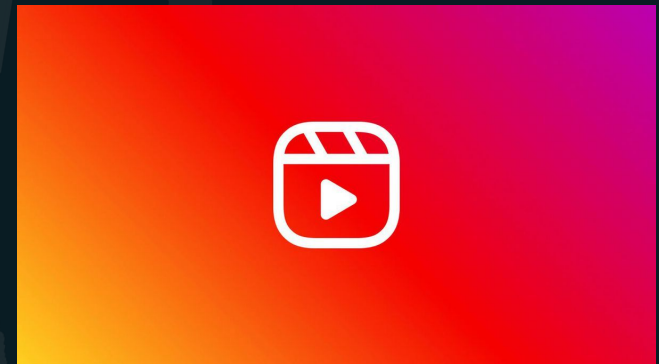
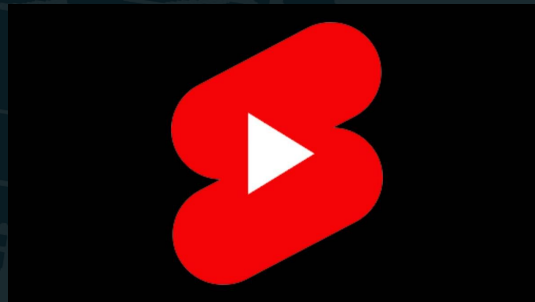
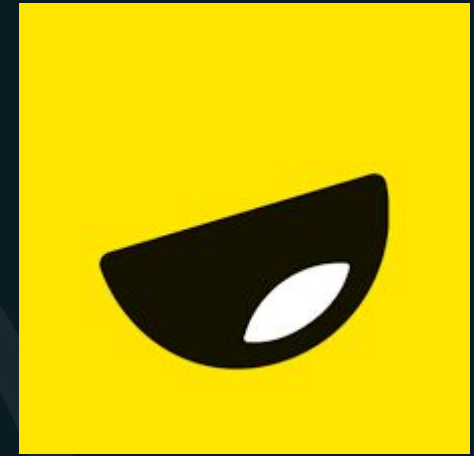
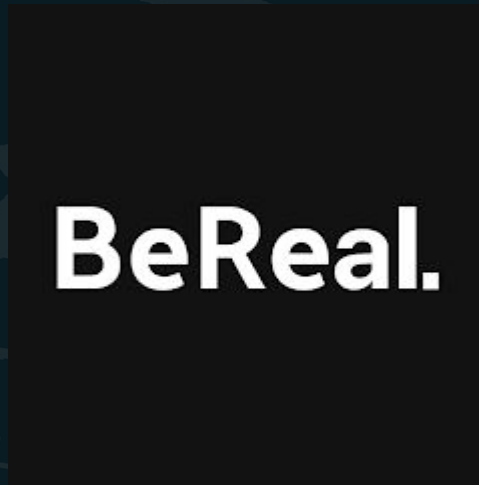
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Do you recognise these Apps?



TikTok, Instagram, WhatsApp, Snapchat, Facetime, Xbox live

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Wattpad, BeReal, Yubo, Reddit, Youtube shorts, Instagram Reels

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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.

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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

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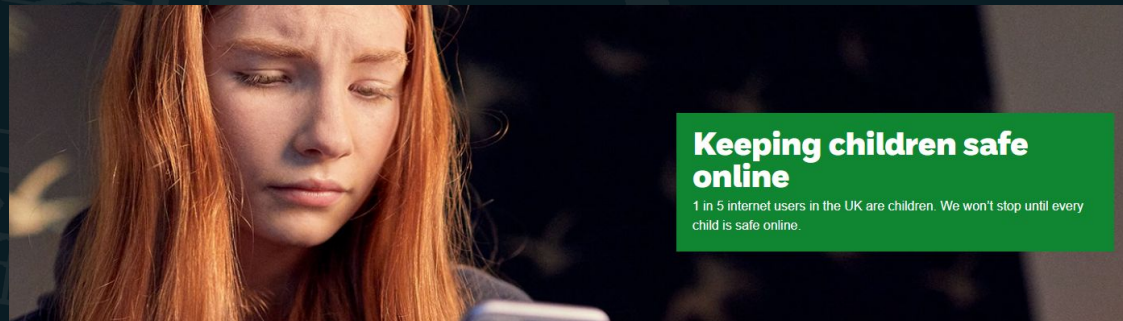
What will we do?

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

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Other sources of help

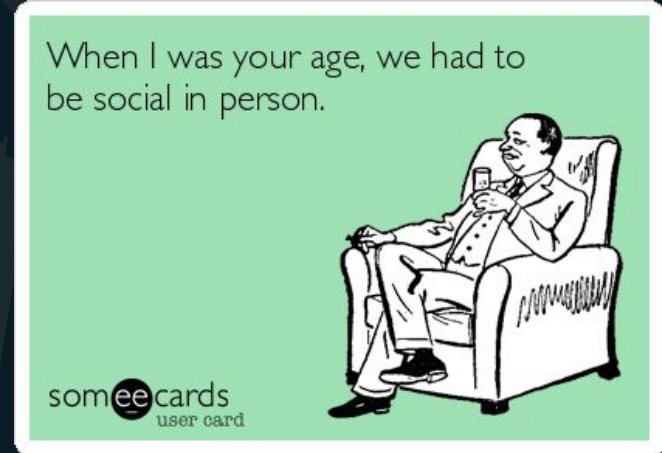
- BBC Own It
- NSPCC
- Childnet International
- UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)
- Internet Matters



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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



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Character Development

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Core Values

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

Aspiration
(be your best)

Compassion
(be kind)

Independence
(be ready)

Respect
(show respect)

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

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Character Programme Delivery

At Beechen Cliff, we firmly believe that values can become habitual via 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 - 'Taught'

Aspiration	Compassion	Independence	Respect
Confidence Determination Perseverance Resilience Teamwork Celebration	Courage Gratitude Honesty Humility Integrity Justice	Curiosity Reflection Judgement Resourcefulness Reasoning Critical thinking	Citizenship Community awareness Neighbourliness Service Volunteering Friendship Diversity

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Tutor time provision

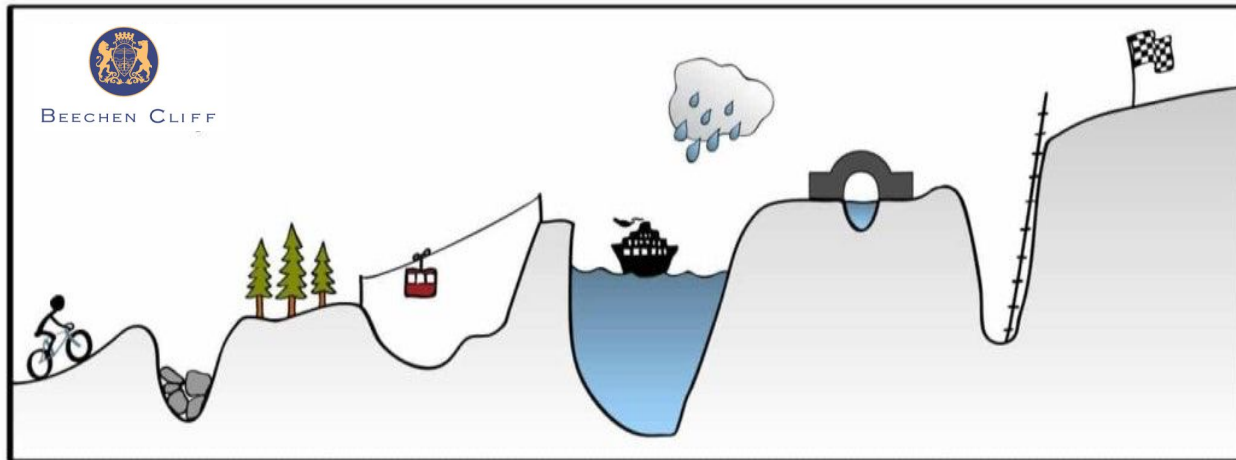
	W/C	Title	HT Assembly	HoH Assembly	TOTW	Character
4	26/9	European Day of Languages	RE Input - Religions in Europe (British Values link) (KSM)	House citizenship	European Day of Languages	Citizenship
5	3/10	Mental Health	Mental Health - overview / stats / male MH	Mental Health - where to get help	Mental Health - Awareness Week	Reading Time
6	10/10	Black History Month	Black History Month Launch Equalities: Race & Religion (British Values link)	'Calling it out' - how to report equalities incidents	Black History Month - Reading	Courage.
7	17/10	Pledge of Respect/Show racism the red card	Pledge of Respect Safeguarding (British Values link)	Pledge of Respect photo as a House	Show racism the red card - impact of racism	Reading Time

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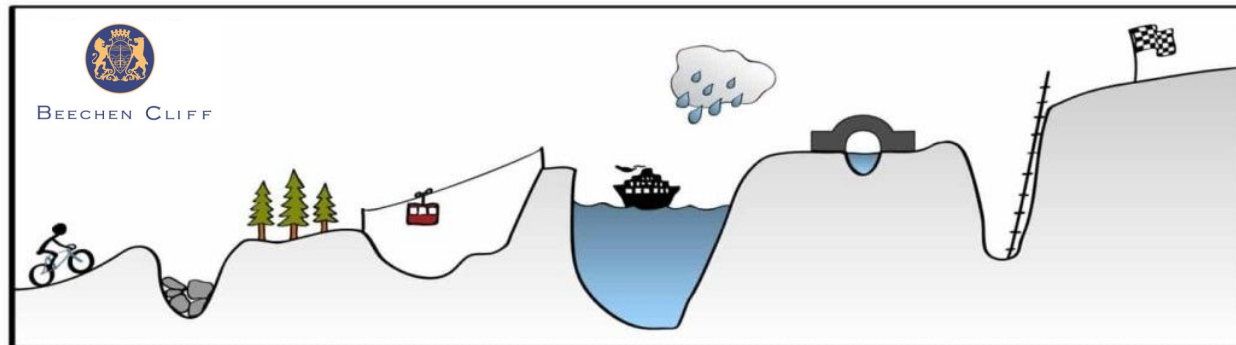
Character Development



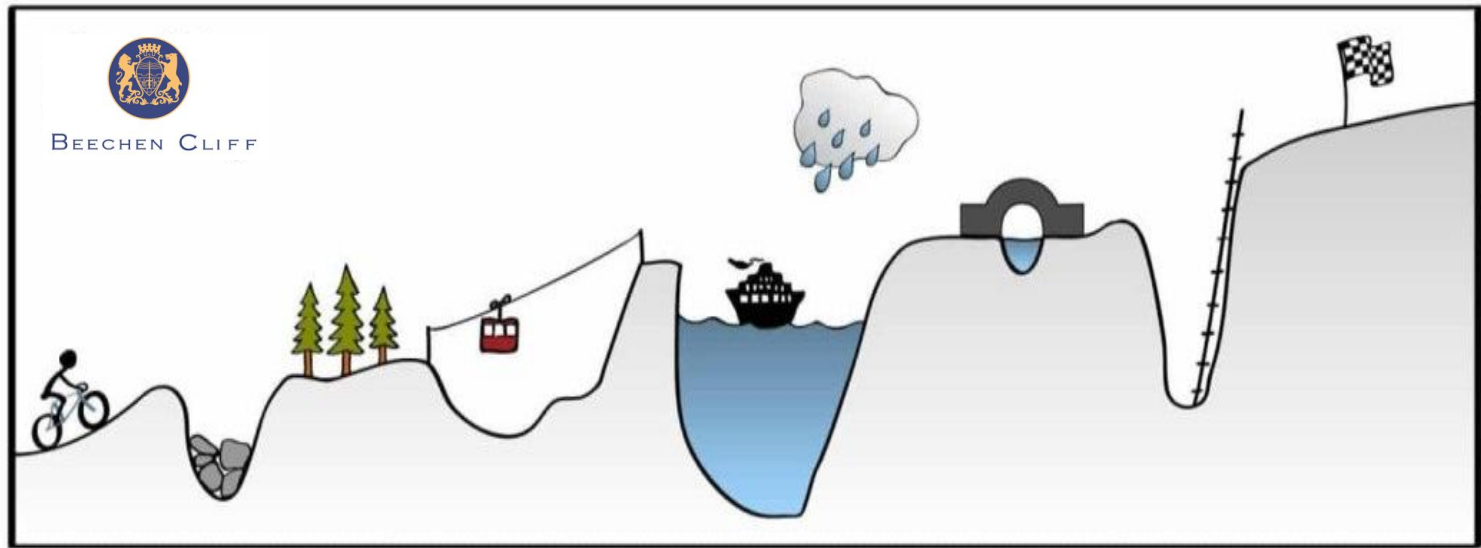
Character Development



Character Development



Character Development





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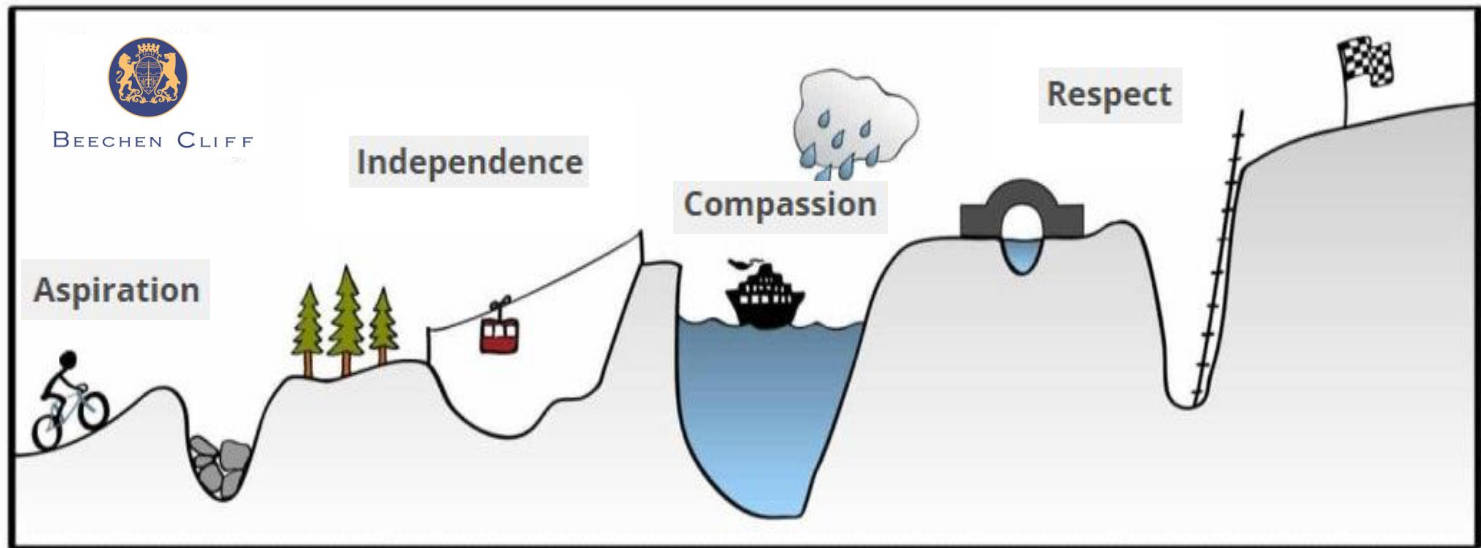
Independence



Compassion



Respect



Character Development

W/C	Title	ITF Assembly	Half Assembly	ITF Assembly	Character
4	26/9	European Day of Languages	Religious in Europe	Home citizenship	European Day of Languages
5	3/10	Mental Health	Mental Health awareness / state / make MH	Mental Health - where to get help	Mental Health Awareness Week
6	10/10	Black History Month	Black History Month's Lunch	Calling it out - how to report inequalities	Black History Month
7	17/10	Pledge of Respect	Pledge of Respect	Show racism the red card - impact of racism	Reading Time

Aspiration

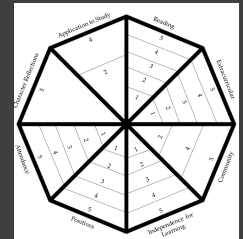
Compassion

Independence

Respect



SCHOOL COUNCIL



SHAKESPEARE

MILTON

KIPLING

BYRON



Student Name	Subject	Grade	Comments
...



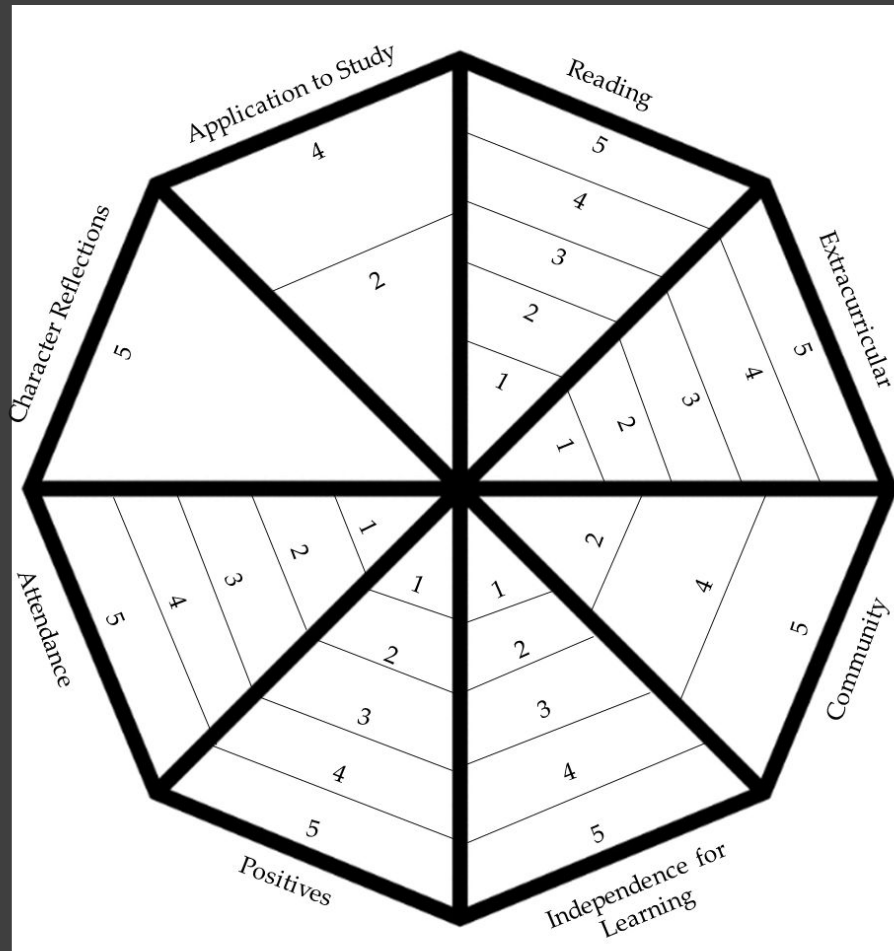
DAYS OFF
COST
GOOD
GRADES



Character Development




Character Development



Character Development

Beechen Cliff Character Award

Review your character progress termly in your planner



Attendance	Application to Study	Community	Character Reflections	Extra Curricular	Independence for Learning	Positives	Reading
Terms 1-5	Terms 2 & 4	Terms 2, 4 & 5	Term 5	Terms 1-5	Terms 1-5	Terms 1-5	Terms 1-5
Gold Excellent attendance	Gold 1s & 2s (minimum 7x1)	Gold Leadership Role & Represent School	Gold Completed and Gold in all categories	Gold Regular attendance at 2 clubs per term	Gold Punctual, correctly dressed, prepared for learning	Gold 75+ per year	Gold 3 books per term recorded
Silver Very Good attendance	Silver 1s & 2s	Silver Volunteer & Represent School	Silver Completed and Silver in all categories	Silver Regular attendance at 1 club per term	Silver Npt yet achieved Working towards the above	Silver 50+ per year	Silver 2 books per term recorded
Bronze Good attendance	Bronze 1, 2 & 3 (maximum 3x3)	Bronze Volunteer or Represent School	Bronze Completed and Bronze in all categories	Bronze Have attended a club per term		Bronze 25+ per year	Bronze 1 book per term recorded

Set your goals and aspirations for the year

Play an active role in developing your character by seeking out opportunities and challenges

Log your progress, reflect and recognise that these opportunities are part of a journey

Gold Award

Gold Award Certificate
Gold Lapel Badge
Entry to the Gold Amazon Prize Draw

Year 10: Gold Award Tie

Silver Award

Silver Award Certificate
Silver Lapel Badge
Entry to the Silver Amazon Prize Draw

Bronze Award

Bronze Award Certificate
Entry to the Bronze Amazon Prize Draw

Thank you!

All slides will be on the website tomorrow

Contact - headteacher@beechencliff.org.uk

Follow us on X (twitter) - @BeechenCliff

Get involved with the PTA! - ptabeechen@yahoo.com

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