



BEECHEN CLIFF

Year 7 Parent Information Evening “Succeeding at Beechen Cliff”

Aspiration • Compassion • Independence • Respect

Programme

1. Vision & Values:

Mr T. Markall (Headteacher)

1. Being a Year 7 Parent:

Ms A. Milland (Head of Year 7)

1. The PTA

Ms J Gibbons (Parent)

1. Pastoral Support, the Behaviour Policy & Character Development:

Mr K. Morris (Assistant Headteacher)

1. Attendance and Safeguarding:

Mr C. Hall (Assistant Headteacher & DSL)

1. The curriculum, homework & assessment:

Mr A. Seal (Deputy Headteacher)

1. Reading at Beechen Cliff:

Mrs L. Bridge (Literacy Coordinator)

1. Tir Y Cwm Visits:

Mr P. Macdonald (Associate Assistant Headteacher & Head of Year 10)

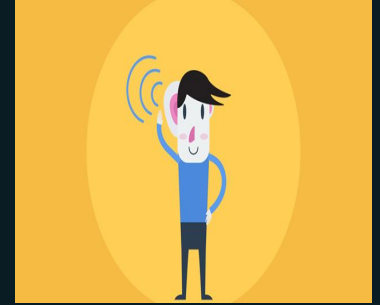
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Vision and Values

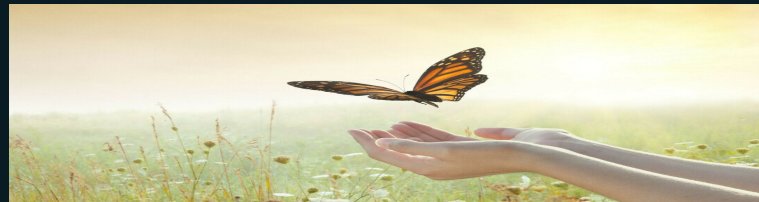
To enable our pupils to achieve their aspirations and become a well-rounded, confident and compassionate individual who goes on to live a fulfilled life and make a positive contribution to society.

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Being a Year 7 Parent



Google Classroom



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PTA



Some examples of items the PTA have helped to fund:

- Clubhouse
- Interactive boards
- Library
- Beekeeping
- 3D printers
- Materials for extra curricular clubs

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Pastoral Support

- Tutor
- Head of Year
- Wider pastoral and safeguarding team
- Solution Focused Counsellor, Luxe Mentor, School Nurse, Intervention programmes
- Every member of staff
- Talk to us

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Rewards



Level	Examples
1	Positives - based around Core Values
2/3	Faculty-level rewards/Year group nominated awards - termly rewards - awarded termly by HoF/HoD/HoY
4	Service to school/community. Termly progress/ commitment to study awards - awarded termly by SLT
Plus - Postcards, 100 Club for Attendance and Behaviour, Character Award, House Prizes and Reward Pizza/Ice Cream/Waffles, Commemorative Ties	

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Sanctions



Level	Examples
-1	Unkind behaviour, Litter, Lack of equipment/kit
-2	Persistent disruptive behaviour
-3	Severe defiance, refusal to exit, damaging the school's reputation
-4	Suspension-type behaviour events e.g. drugs, verbal abuse of staff

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Sanctions

- Report to me (break/lunch/after school) - Teacher (10 mins)
 - Lack of equipment, uniform issues etc
- Exit Warning
- After School Detention - Faculty (45 mins)
- HoY Detention - Friday (1 hour).
- HT/SLT Detention - Saturday
- Internal exclusion/suspension

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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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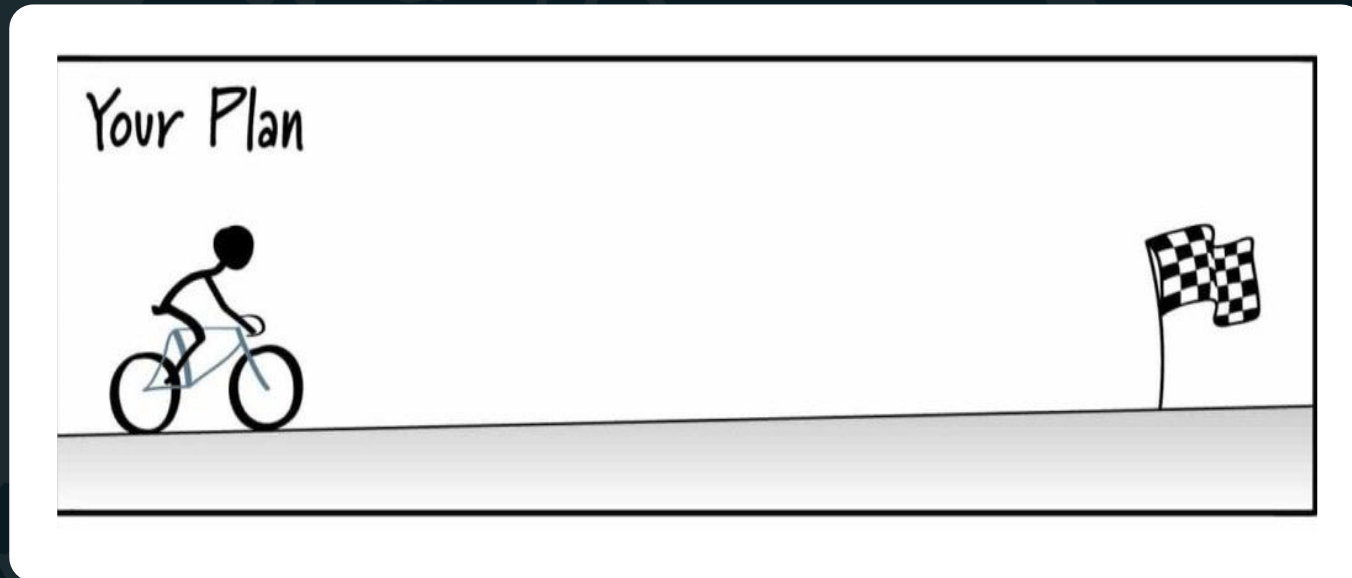
Character Programme Delivery

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).

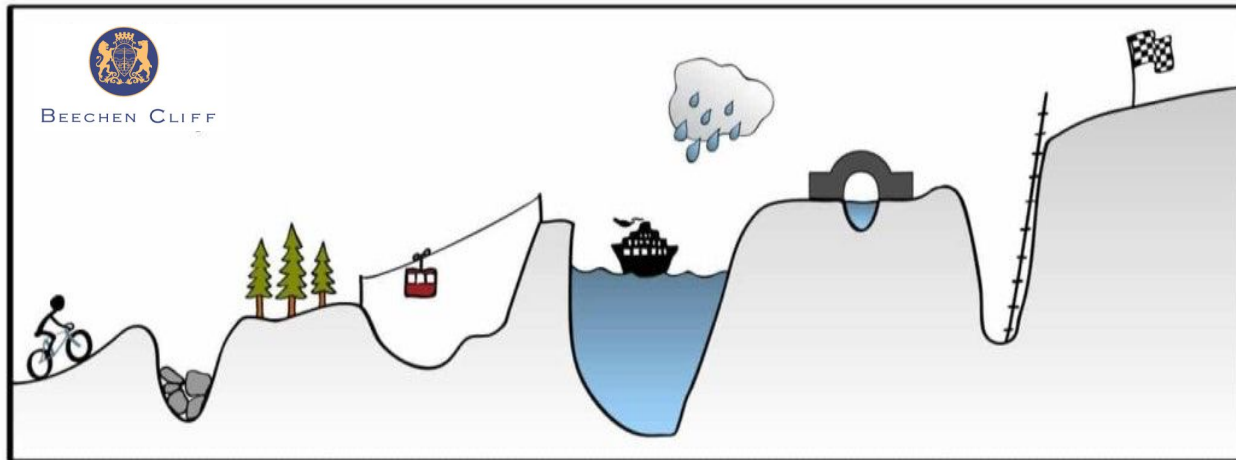
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Character Development



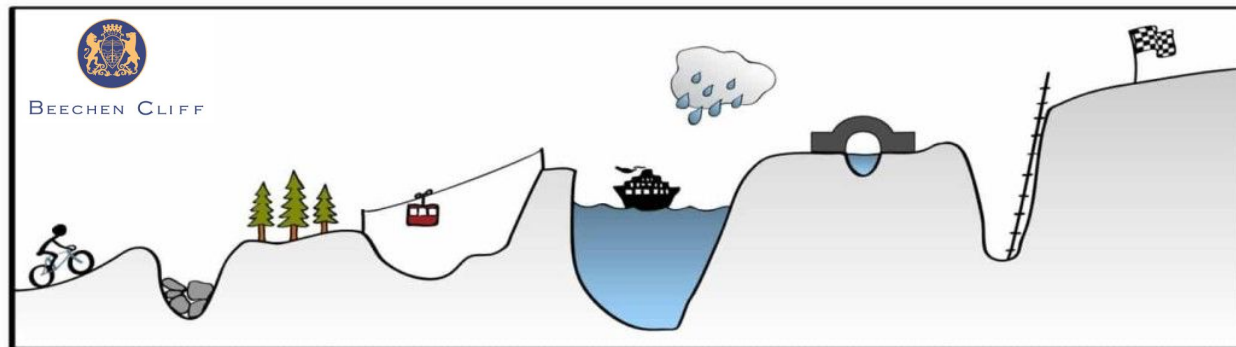
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Character Development



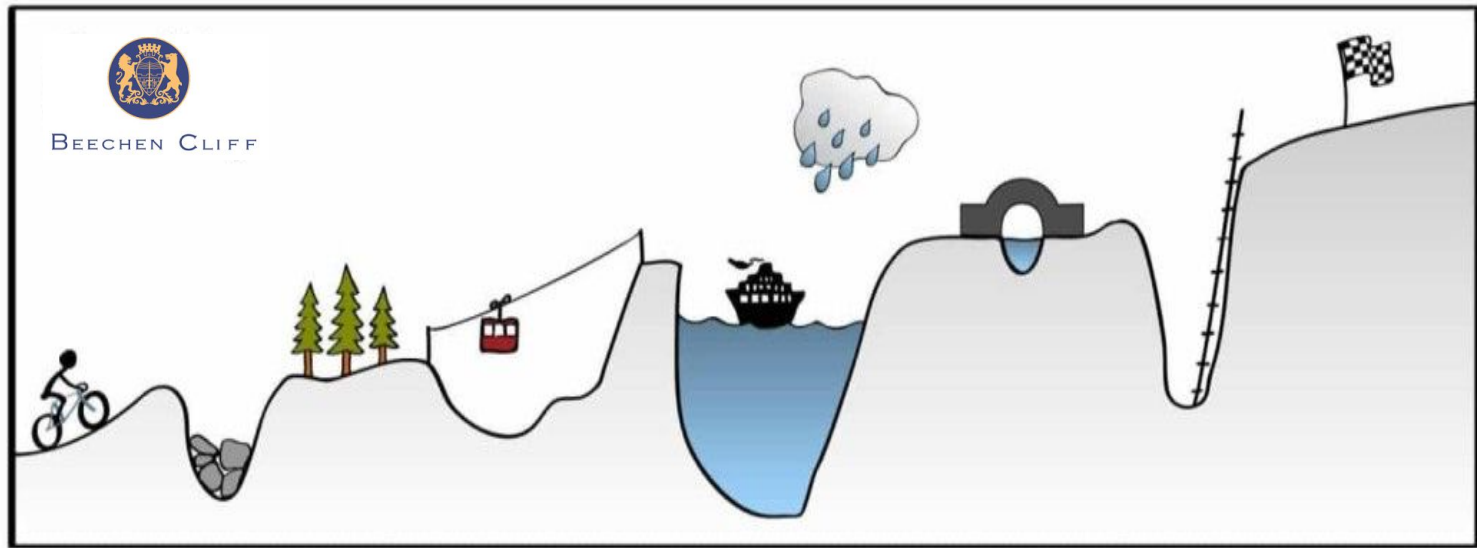
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Character Development



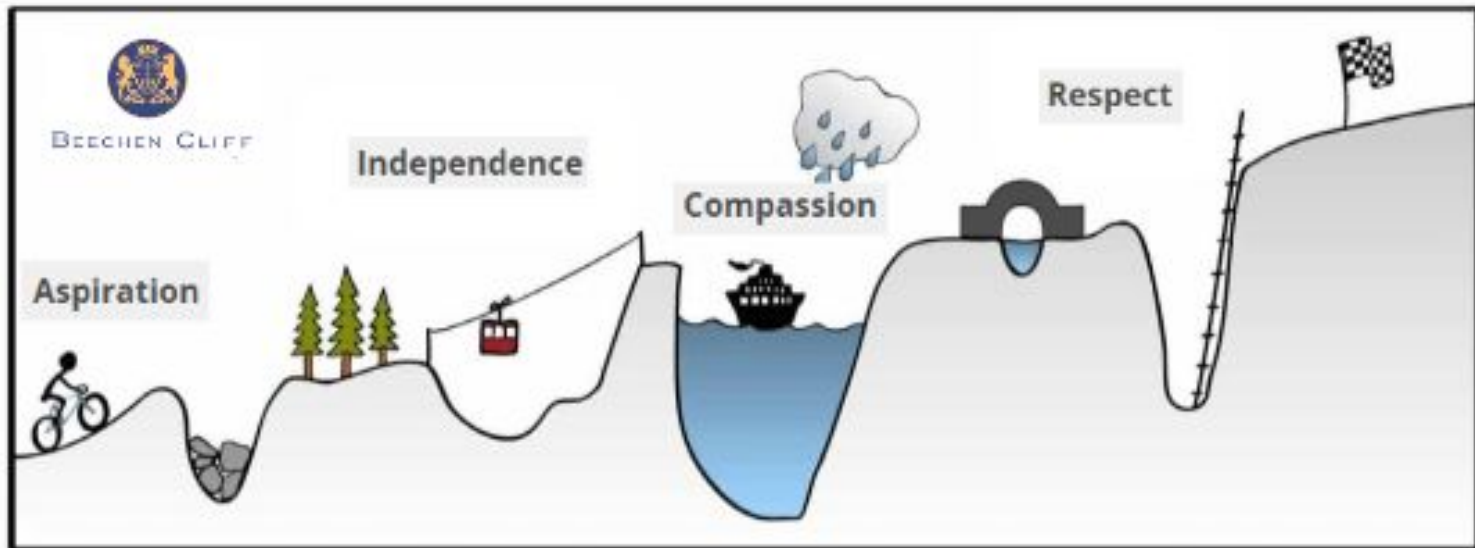
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Character Development



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Character Development



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Character Development

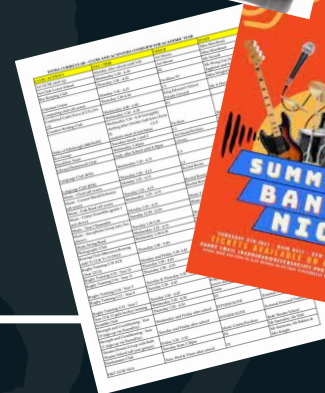
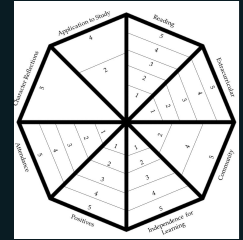
WOC	Title	ITE Assembly	Half Assembly	Home citizenship	European Day of Languages	Character Citizenship
4	20/9	European Day of Languages	Religions in Europe	Home citizenship	European Day of Languages	Reading Time
5	3/10	Mental Health	Mental Health awareness / state / make MH	Mental Health - where to get help	Mental Health Awareness Week	Reading Time
6	10/10	Black History Month	Black History Month's Launch	Calling it out - how to report inequalities incidents	Black History Month	Reading Time
7	17/10	Pledge of Respect	Pledge of Respect	Pledge of Respect	Show racism the red card - impact of racism	Reading Time

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Compassion

Independence

Respect



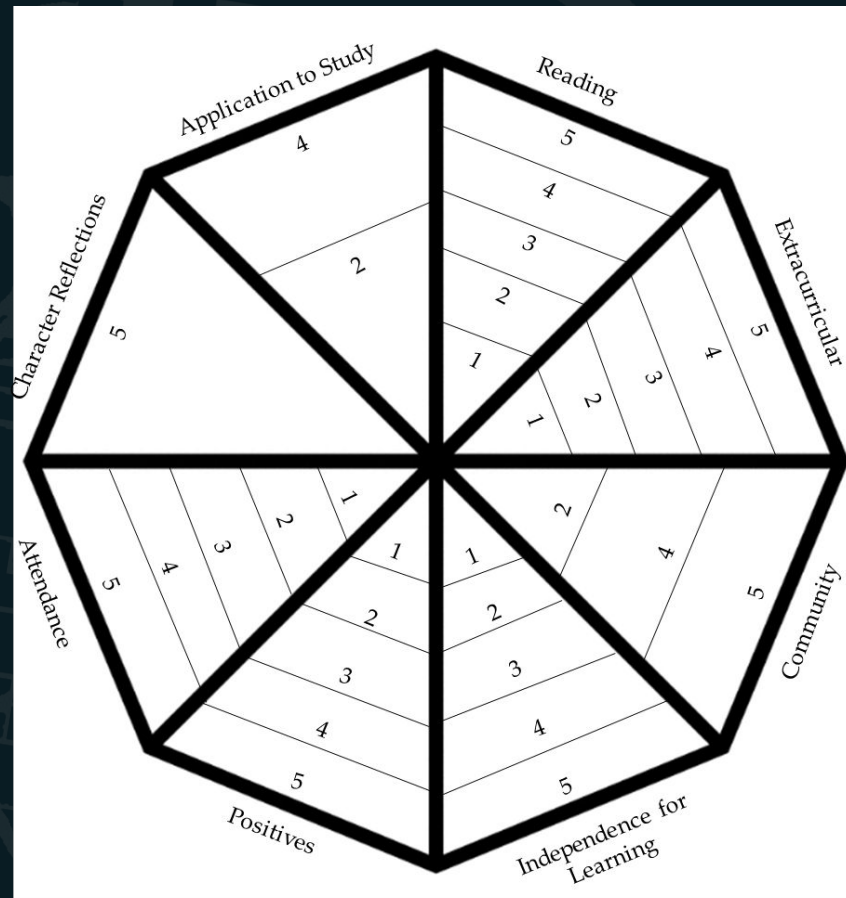
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Character Development



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Character Development



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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 & 2	Terms 3 & 4	Terms 5 & 6	Term 7	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6	Terms 7 & 8
Excellent attendance	1s & 2s (minimum 7x1)	Leadership Role & Represent School	Completed and Gold in all categories	Regular attendance at 2 clubs per term	Punctual, correctly dressed, prepared for learning	75+ per year	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	Not yet achieved Working towards the above	Silver 50+ per year	Silver 2 books per term recorded
Bronze Good attendance	Bronze 1, 2 & 3 (maximum 3x2)	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

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Attendance

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



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WHAT DOES ATTENDANCE LOOK LIKE FOR YOU?

We expect outstanding attendance for all, however we do recognise that there are times when pupils will absent from school.

If attendance drops below 97% the school will contact parents immediately to put a plan in place to make improvements.

100%	Perfect – 0 days off school
99%	Excellent – 2 days off school
97%	Good – 5 days off school
95%	Slight concern – 10 days off school
90%	Very Concerned – 20 days off school
85%	Extremely concerned – 30 days off school

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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

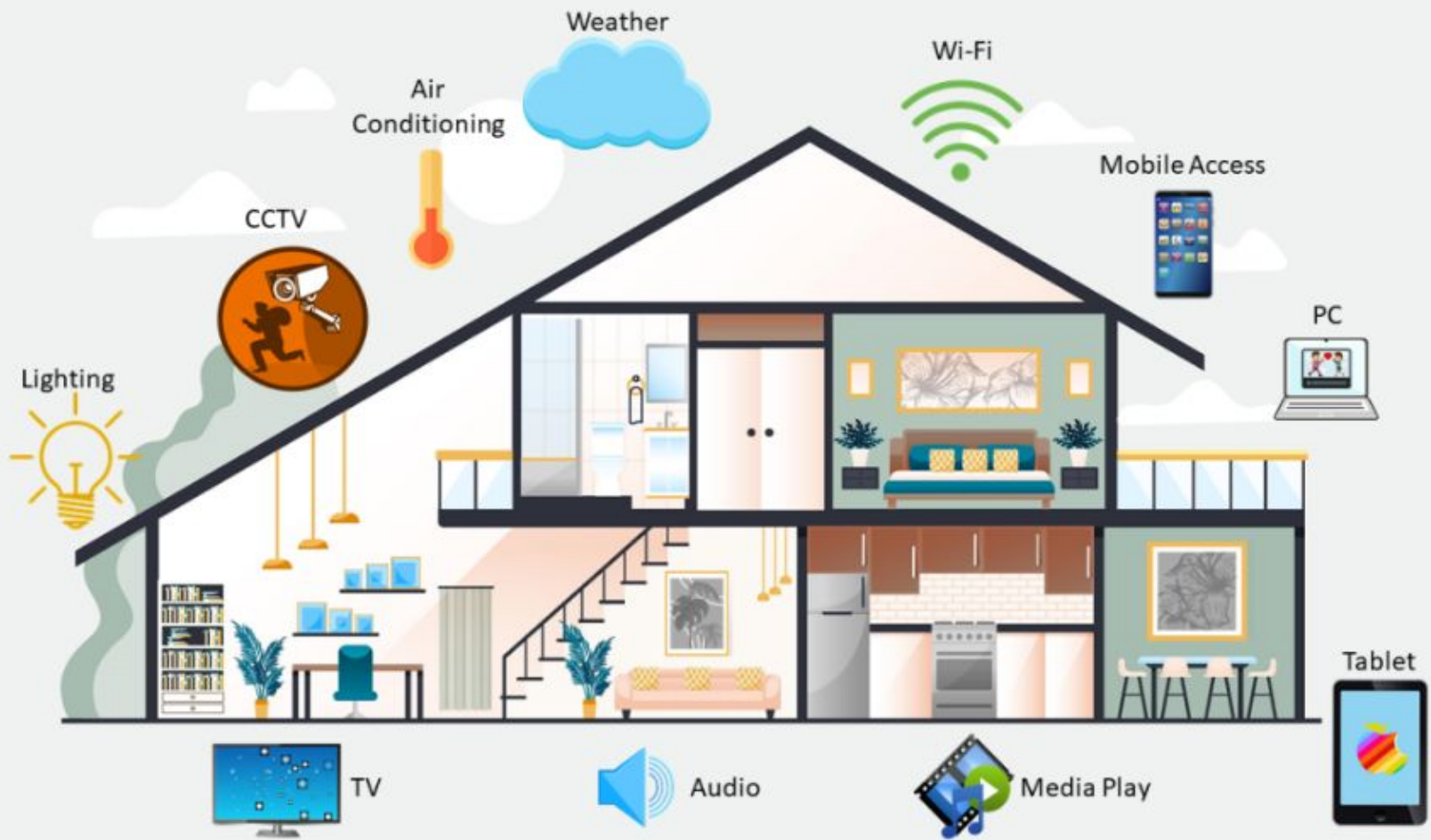
6. Check in with them and discuss how school is going regularly.
7. Encourage your son to join meaningful after-school activities, including sports and clubs.
8. Be honest with the school about any absences
9. Stay on top of your child's social contacts.
10. If you have serious concerns about their physical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

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Online Safety



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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, a book, and a ship. Above the shield is a crown, and on either side are two lions. The entire crest is surrounded by a circular border.

What is

- Doomscrolling?
- Mukbang?
- Catfishing?
- Sextortion?
- Bed Rotting?

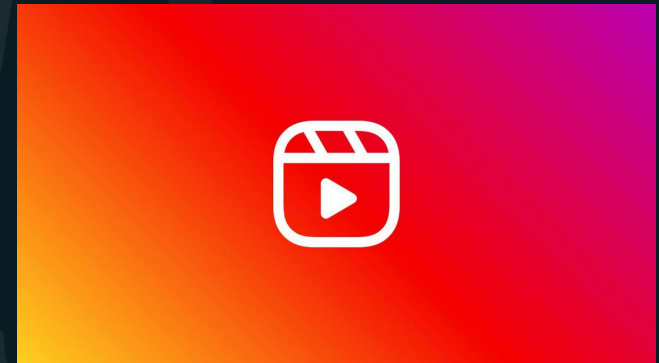
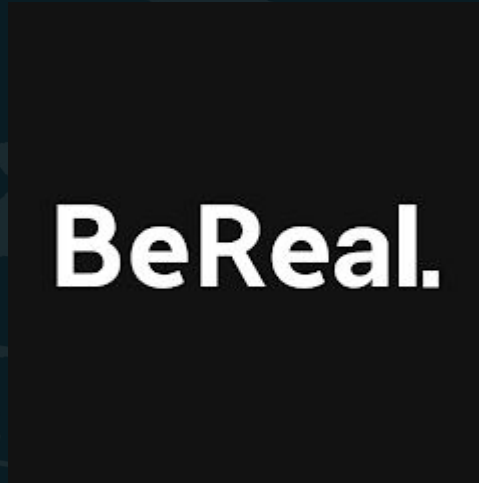
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Do you recognise these Apps?



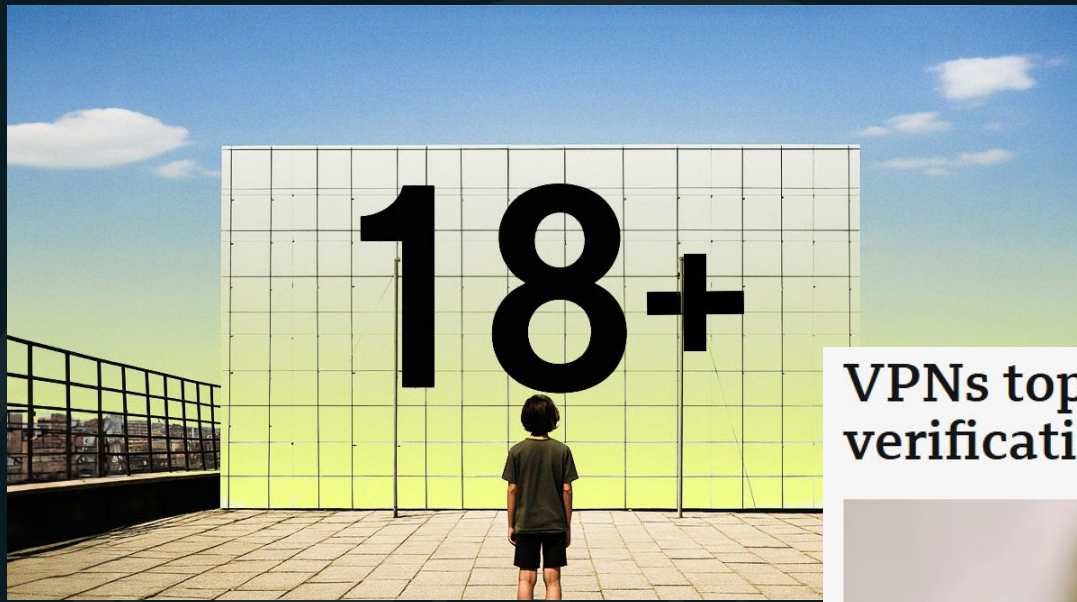
TikTok, Instagram, WhatsApp, Snapchat, Facetime, Xbox live

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Wattpad, BeReal, Yubo, Reddit, Monkey, Instagram Reels

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VPNs top download charts as age verification law kicks in



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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
- AI

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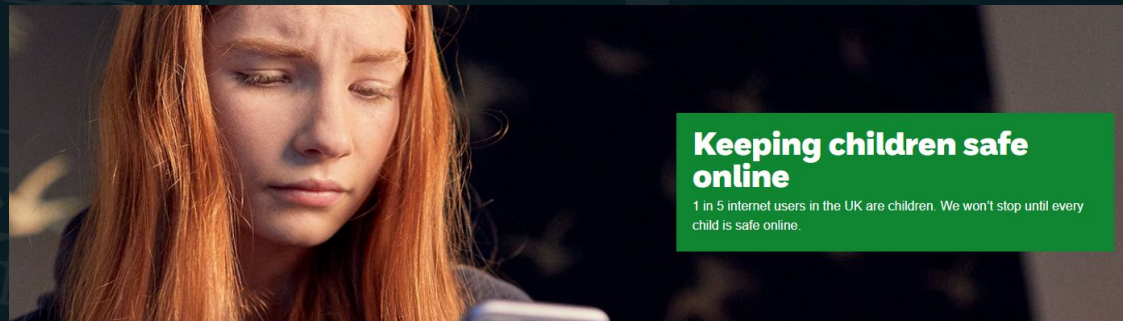
What will we do?

- Duty of care - Phones in school - off/in bags
- 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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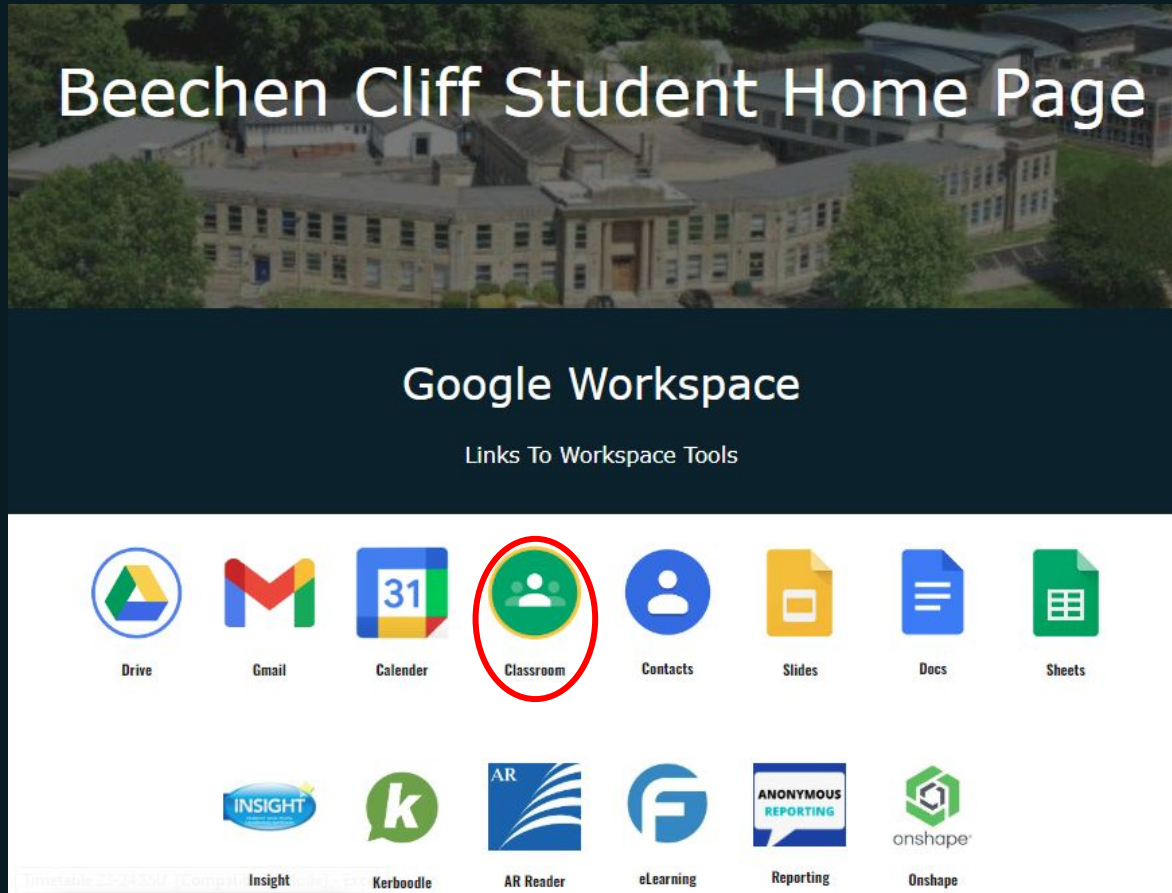


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Homework - supporting learning at home

- Google Classroom

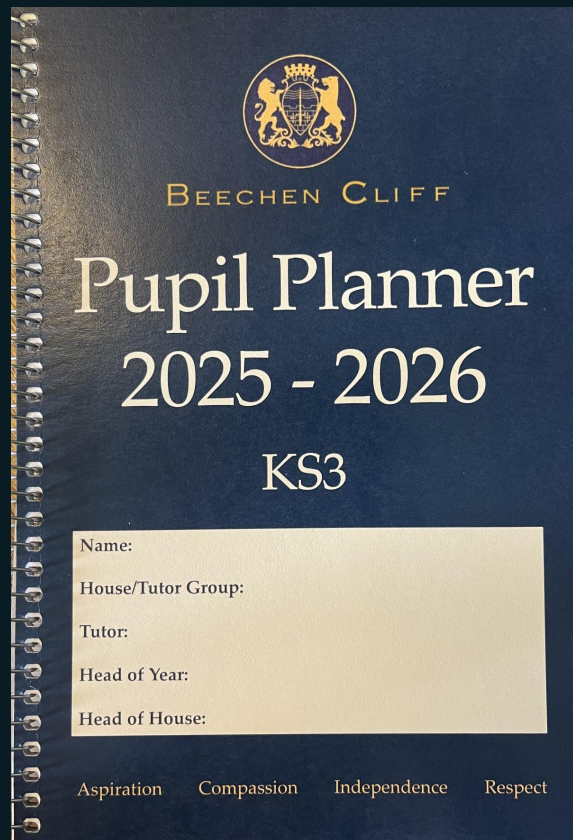
- Link to Google Classroom via 'Student Intranet' at the bottom of the website
- The "To do list" in Google Classroom is helpful
- Google Classroom app/ Guardian summaries



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Homework - supporting learning at home

- Use of the Planner
 - They must have their planner with them every day
 - Record homework daily
 - Record reading and various elements of the character award weekly



Week Commencing: Monday 9th September 2024 Week: 2			
Subject	Home-work Set?	Date Due	Notes
English			
Maths			
Science			
Languages			
Technology			
Computing			
Art			
Music			
History			
Geography			
RPE			
What am I reading? _____			
Pages read: _____			
What happened in my book? _____			

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Homework - supporting learning at home

- Routines

- 5 hours per week (blend of HW tasks and reading)
- To support or not? Engage with their learning.

- Work space and equipment

- Have a designated area with somewhere to store books and equipment
- Ideally working on a separate device- laptop or desktop, not his phone
- Quiet environment, leave phone elsewhere or set to do not disturb

- Standards, time spent and rewards

- Some will need encouragement to complete homework
- Others might need yanking away!
- They should do their best but within time limits..... and then relax

Curriculum and Assessment


Setting

- Maths classes are set according to KS2 Maths Score
If KS2 SATs are not available, CATs scores are used.
- Technology and Games are mixed ability classes.
- All other subjects are in their Tutor Group.
This is mixed ability.

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Curriculum and Assessment

Subject curriculum booklets

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Curriculum and Assessment

Curriculum information

Subject Curriculum Booklets	5-Year Learning Journeys
Achieve (Inc. English/Maths Support)	Art & Design (With Fine Art KS4)
Art & Design (with Photography KS4)	Art & Design (with Photography KS4)
Business and Enterprise (KS4)	Business and Enterprise (KS4)
Computing	Computing
Design Technology (Inc. L2 Hospitality and Catering)	Design Technology
Drama	English
English	French
Geography	Games
History	Geography
Mathematics	German
Modern Foreign Languages	History
Music and Music Technology	Italian
Physical Education	Mathematics
PSHE	Music
Reading	Physical Education
Religion, Philosophy and Ethics	PSHE
Science	Religion, Philosophy and Ethics
	Science
	Spanish

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Curriculum and Assessment

Curriculum information

Year 7

	Curriculum Foci Areas	Assessment
Term 1	<u>Exploring the World:</u> <ul style="list-style-type: none">Pupils develop their <u>locational</u> knowledge and deepen their spatial awareness of the world, focusing on environmental regions, key physical and human characteristics, countries and major cities. Pupils consider geographical similarities, differences and links between places and challenge their misconceptions and stereotypes about different places.	Term 1: Exploring the World Assessment
Term 2	<u>Mapping Our World</u> <ul style="list-style-type: none">Pupils develop general cartographic and Ordnance Survey map skills and improve their local area knowledge. This includes use of compass points, scale, grid references, contours and map symbols.The first Yr 7 Homework project builds upon the knowledge acquired in this unit asking pupils to create a map of their route to school which utilises grid references, map symbols, scale lines, contours etc.	

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Curriculum and Assessment

Target Grades

- KS2 SATs results to assign an End of KS3 Target Grade for each subject.
- PE, Art, Music and Drama targets based on an initial assessment in term 1.
- Assessments then take place termly or half-termly depending on the number of lessons for each subject.

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Curriculum and Assessment

Assessments

These take place in lessons throughout the year using:

- Graded homework or classwork tasks
- End of topic tests
- Project work

When they take place

- English/Maths/Science – 6 assessments per year
- Technology - 4 assessments per year (one for each topic)
- Other subjects - 3 assessment per year

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Curriculum and Assessment



End of Year 9 assessment Personalised Learning Checklist

In order to prepare for the end of year 9 assessment, you need to think about the science you have covered in Years 7-9 . To help you revise the key areas, there are some links to content which contain more information, useful diagrams and videos to help you prepare for your assessments.

Topics	R	A	G
Biology topics			
Cells: <ul style="list-style-type: none">• Animal and plant cell• Specialised animal cells, Specialised plant cells.			
Microscopes: <ul style="list-style-type: none">• How to set up and use a n microscope.			
Food and the digestive system: <ul style="list-style-type: none">• Nutrition, the structure of the digestive system, food energy, healthy diet, different food types.• Modelling the digNutrition, digestion and excretion - KS3 Biology - BBC Bitesizeestive system.			

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Curriculum and Assessment

Grading in Years 7-9

Flightpath	Grades	Likely GCSE outcome
Mastering	M+	Grades 7-9
	M	
	M-	
Reaching	R+	Grades 4-6
	R	
	R-	
Developing	D+	Grades 1-3
	D	
	D-	

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Curriculum and Assessment

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

M+
M
M-
R+
R
R-
D+
D
D-

Mastering
Working towards GCSE Grades 7 - 9

Reaching
Working towards GCSE Grades 4 - 6

Developing
Working towards GCSE Grades 1 - 3

Maintaining their grade over time means they are making progress

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Curriculum and Assessment

End of Year Exams

The End of Year 7 Exams take place in Term 5.

There will be an exam for most subjects.

A timetable will be published beforehand.

Achievement in Maths, Science and French will inform setting in these subjects in Year 8.

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Curriculum and Assessment

Reports will include:

- A “Working towards” grade - based on all assessments completed.
- Attitude to Learning score (1-4)
- Behaviour score (1-4)

Full School Reports also contain comments from Teachers.

Key dates

- | | | |
|-----------------------|---------------|------------------|
| 1. Progress Report 1 | Term 2 | |
| 2. Progress Report 2 | Term 3 | |
| 3. Parents Evening | 25th February | (4-8pm - Remote) |
| 4. Full School Report | Term 6 | |

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Literacy: Building a reading culture



Screen Time

Streaming and
Social Media

Demands on time

Instant
Gratification

Nearly three times as many children and young people who perceived their reading environment to be

supportive said they enjoyed reading compared with those who perceived it to be less supportive

Literacy: Building a reading culture

Our ambition for reading at Beechen Cliff

- *For all students to be competent readers and read at or above the expected standard for their age.*
- *For all students to enjoy reading and read for pleasure.*

Building a Reading Culture at Beechen Cliff is everyone's responsibility: *pupils, teachers, parents*

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Literacy: Building a reading culture

Monitoring: ART reading tests / Reading Interventions. Planner Checks.

Library at the Heart of the School:

- Reading Competitions
- Author Visits
- Reading Rewards - linked to character award
- House competitions
- Pupil Librarians
- World Book Day



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Literacy: Building a reading culture

Tutor: Two silent reading for pleasure sessions.

Reading Lessons: independent reading and shared texts.

Home:

Book in Bag Policy.

Reading H/W - twice a week;

Planners: weekly recording (planners)

The Day. Beechen Canon. DEAR (drop everything and read)

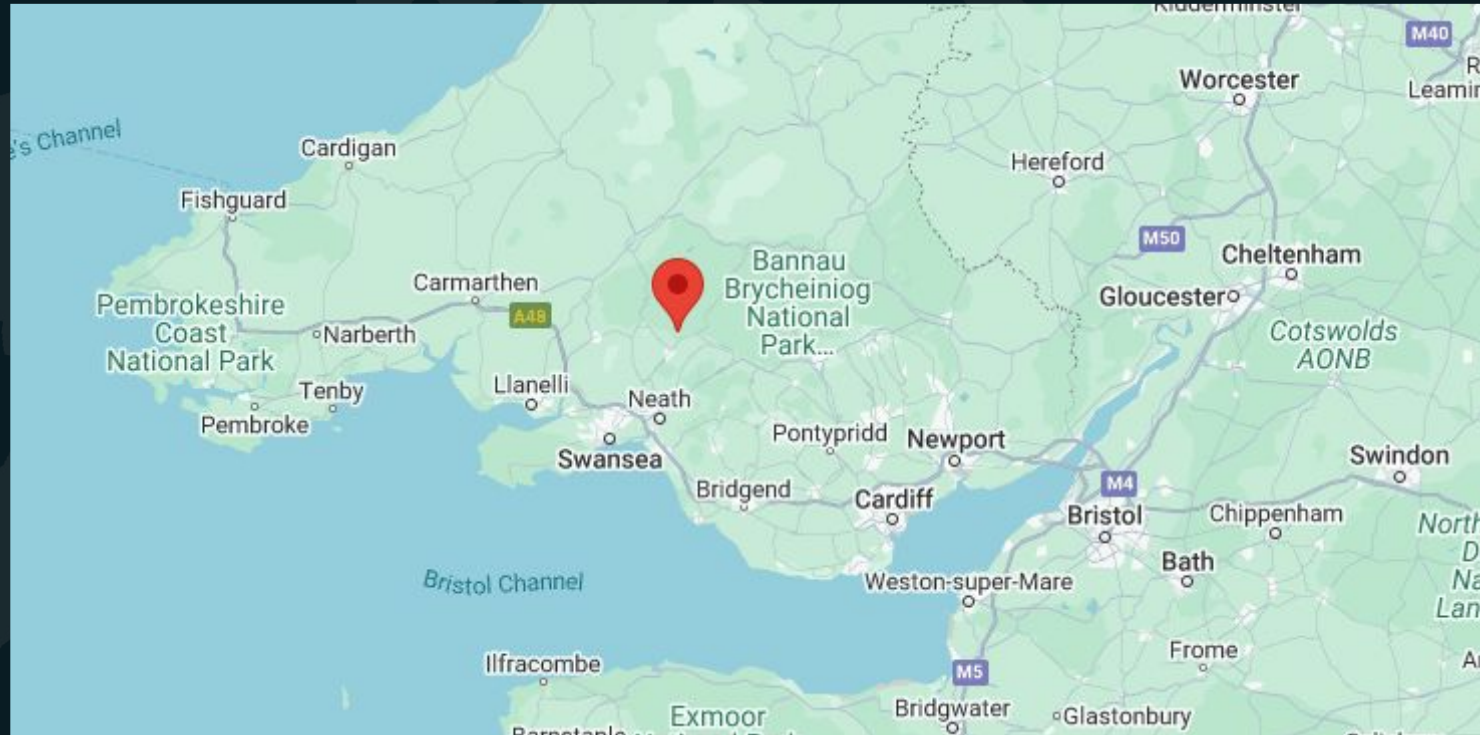
Reading regularly is one of the most important things you can do to help your child.



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Tir Y Cwm



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Tir Y Cwm



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Tir Y Cwm

Dates	Tutor group	Lead	Staff 2	Staff 3	Staff 4
29/09/25-01/10/25	BY7a	Mr Brewer	Mr Macdonald	Mrs Gallagher	Mrs Garside
01/10/25-03/10/25	ML7b	Mr Brewer	Mr Au	Mr Cottle	Ms Cook
06/10/25-08/10/25	BY7b	Mr Stewart	Mrs Ammouri	Mr Morris	Mr Tomczynski
08/10/25-10/10/25	KP7a	Mr Bowett	Mrs Lavelle	Ms Vicente	Ms Cox
13/10/25-15/10/24	ML7a	Mrs Fox	Mr Greenhough	Mrs Jarvis	Mr King
15/10/25-17/10/25	SH7a	Mrs Fox	Mr Utton	Mr Kelly	Ms Williams

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Tir Y Cwm



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	Day one	Day two	Day three		
07:30		Up	Up & pack		
08:00	Minibus from school	Breakfast	Lost property		
08:30	Meet at Bear Flat		Breakfast and make packed lunch		
09:00	Depart Bear Flat		Activities	Dry activities	
09:30	Travel to TyC				
10:00					
10:30					
11:00		Depart TyC			
11:30		Travel to BCS			
12:00					
12:30	Arrive at TyC, lunch		Make packed lunch		
13:00	Welcome		Activities	Travel to BCS	
13:30					
14:00	Activities	Activities			Depart
14:30					
15:00					
15:30					
16:00					
16:30					
17:00					
17:30					
18:00	Clean up	Clean up			
18:30	Dinner	Dinner			
19:00					
19:30	Night time walk	Bonfire and smores			
20:00					
20:30					
21:00	Ready for bed	Ready for bed			
21:30	Lights off	Lights off			

Tir Y Cwm

Kit list-

- All information sent by Miss Garland
 - Nothing new
 - It will get dirty
 - Please name it

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Tir Y Cwm

- Meet - 8:30am by the bus stop between Shakespeare and Kipling Avenue
- Return - 3:30pm by the bus stop between Shakespeare and Kipling Avenue
- Mobile phones will be collected on the coach when we leave Bear Flat and returned on the journey home.
- An email will go out via Arbor to let you know when the group have arrived and what time they are expected back at Bear Flat.
- Medical/medication- Epipens, inhalers, antihistamine etc.

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Thank you!

All slides will be on the website tomorrow

Contact - headteacher@beechencliff.mnsp.org.uk

Follow us on X (Twitter) - @BeechenCliff

Follow us on Instagram - @beechencliffbath

Get involved with the PTA! - info@beechenpta.org

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