



BEECHEN CLIFF

Year 7 Parent Information Evening “Succeeding at Beechen Cliff”

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Programme

1. **Vision & Values:**
 - Mr T. Markall (Headteacher)
2. **Being a Year 7 Parent:**
 - Ms A. Milland (Head of Year 7)
3. **The PTA**
 - Mr B Doonan (PTA Chair, Parent)
4. **Pastoral Support, the Behaviour Policy & Character Development:**
 - Mr K. Morris (Assistant Headteacher)
5. **Attendance and Safeguarding:**
 - Mr C. Hall (Assistant Headteacher & DSL)
6. **The curriculum, homework & assessment, reading:**
 - Ms S Sullivan (Assistant Headteacher)
7. **Tir Y Cwm Visits:**
 - Mr P. Macdonald (Associate Assistant Headteacher & Head of Year 11)

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Vision and Values

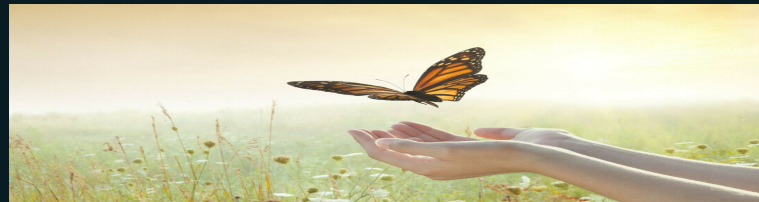
To enable our pupils to achieve their aspirations and become a well-rounded, confident and compassionate individual who goes on to live a fulfilled life and make a positive contribution to society.

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Being a Year 7 Parent



Google Classroom



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Being a Year 7 Parent

Supportive and Enabling

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Engaged and Interested

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Being a Year 7 Parent



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PTA



Some examples of items the PTA have helped to fund:

- Clubhouse
- Interactive boards
- Library
- Beekeeping
- 3D printers
- Laser cutter
- Extra curricular clubs
- Outdoor table tennis

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Pastoral Support

- Tutor
- Head of Year
- Wider pastoral and safeguarding team
- Solution Focused Counsellors, 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 Subject Leaders/HoY
4	Service to school/community. Termly progress/ commitment to study awards - awarded termly by SLT
Plus - Postcards, Queue jump passes, 100 Club for Attendance and Behaviour, Character Award, House Prizes and Rewards, Pizza/Ice Cream/Waffle Vans, Badges, Commemorative Ties	

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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 (reset)/suspension

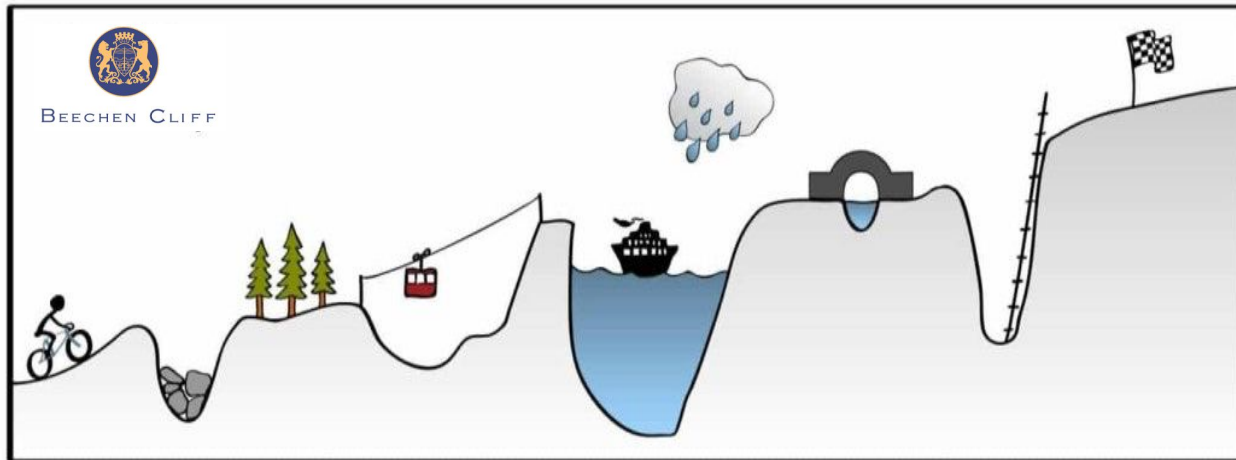
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Character Development



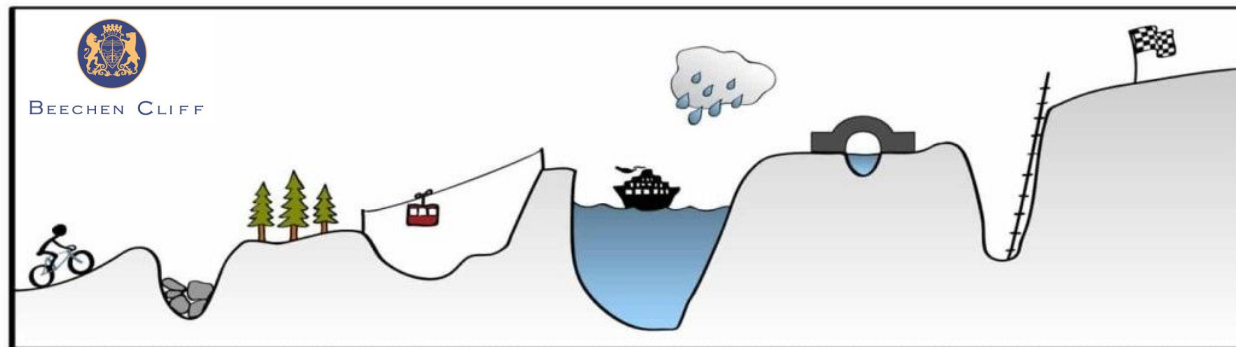
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Character Development



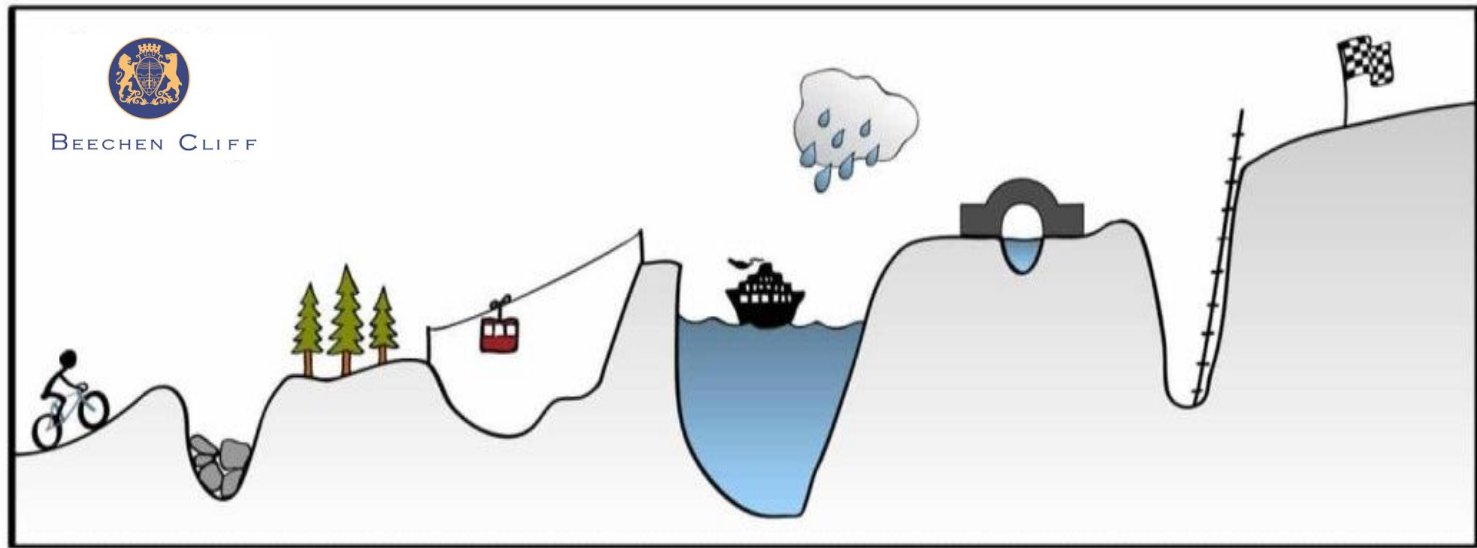
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Character Development



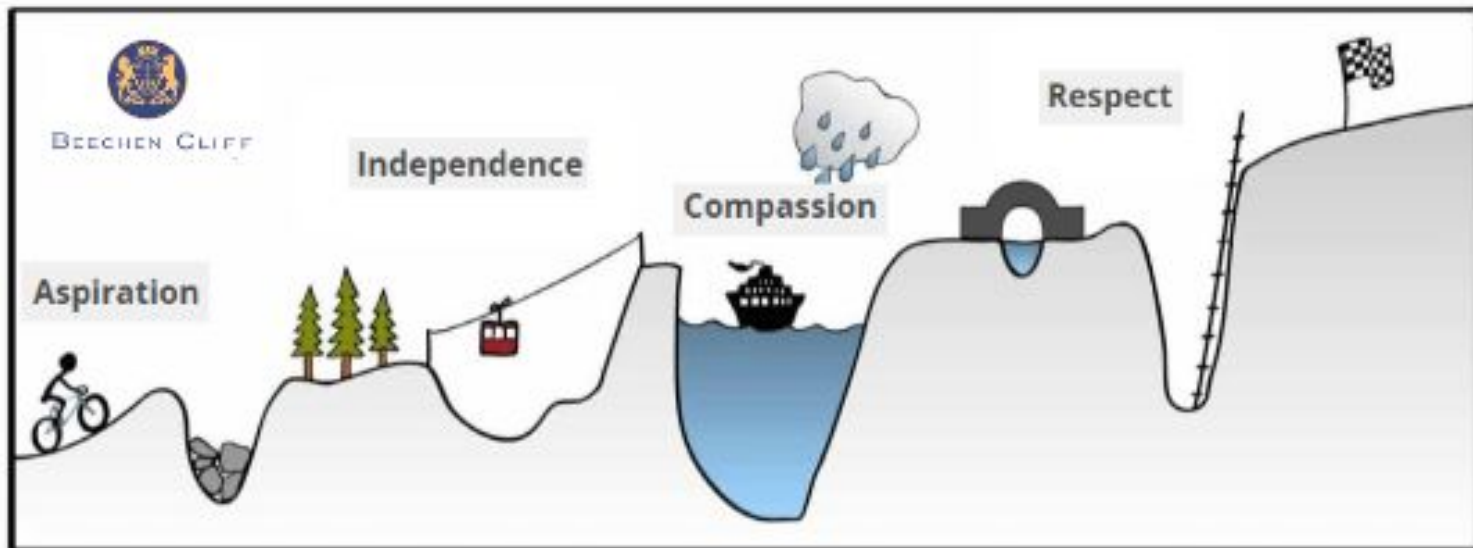
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Character Development



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Character Development



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Character Development

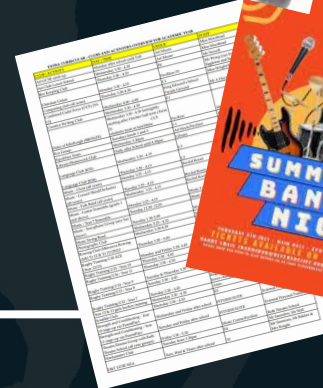
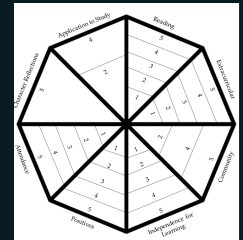
WOC	Title	ITE Assembly	Half Assembly	Home citizenship	European Day of Languages	Character Citizenship
4	20/9	European Day of Languages	Religious in Europe			
5	3/10	Mental Health	Mental Health awareness / state / make MH	Mental Health - where to get help	Mental Health Awareness Week	Reading Time
6	10/10	Black History Month	Black History Month's Launch	Calling it out - how to report inequalities incidents	Black History Month	Courage
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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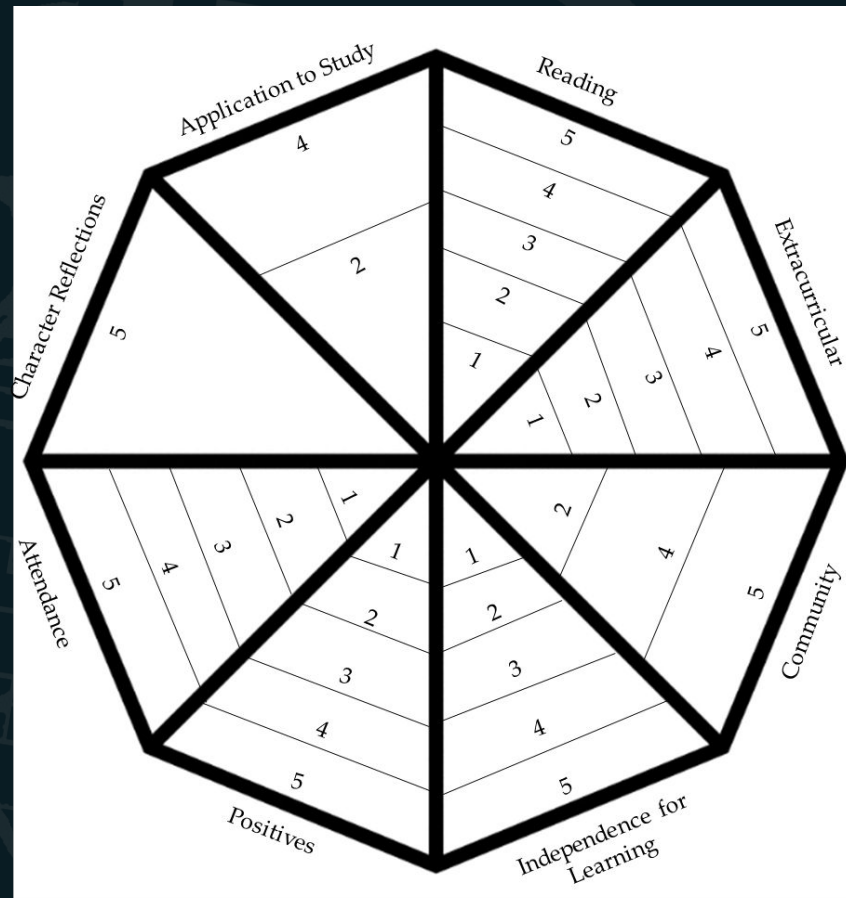
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Character Development



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Character Development



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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 clubs, sports, rehearsals etc.
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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Question: Among UK teenagers aged 11–17, what percentage report that they have encountered harmful content online (e.g., violence, hate speech, or dangerous challenges)?

- A) 24%
- B) 45%
- C) 72%
- D) 91%

Correct Answer: C) 72%

Context: Nearly three-quarters of 11–17-year-olds report seeing harmful content online. Over a third (35%) noted that this content appeared passively through personalized recommendation feeds rather than through deliberate searching.

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Question: Ofcom's youth online monitoring reports show that what percentage of UK teenagers (aged 11–17) have experienced or recall seeing online bullying and targeted abuse within a 4-week window?

- A) 15%
- B) 32%
- C) 62%
- D) 88%

Correct Answer: C) 62%

Impact & Danger: Bullying is the single most common form of online harm reported by UK teens. Unlike physical bullying, smartphone-based harassment follows teenagers directly into their bedrooms 24/7 via group chats and anonymous commentary, severely elevating anxiety, social isolation, and school refusal.

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Question: The UK's Internet Watch Foundation (IWF) and the National Crime Agency (NCA) issued urgent warnings regarding a massive rise in online "sextortion" — where criminals trick teens into sending explicit photos and then threaten to leak them to friends and family unless money is paid. What percentage of reported victims of this crime are teenage boys?

- A) 15%
- B) 35%
- C) 60%
- D) Over 80%

Correct Answer: D) Over 80%

Impact & Danger: While online sexual abuse historically affected girls more heavily, financial sextortion primarily targets teenage boys (aged 14–17) via Instagram, Snapchat, and gaming apps. Criminal networks operate organized rings that target boys using fake female profiles.

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Question: When a 12-year-old in the UK sets up a brand-new social media profile (on apps like TikTok, Instagram, or YouTube Shorts), how fast can the app's automated recommendation system start showing them videos about self-harm, eating disorders, or anti-women ideology—even if they **never** searched for those topics?

- A) Within 2 to 8 minutes of scrolling
- B) After about 3 days of active app use
- C) Only after the user actively types in related search keywords
- D) It takes at least two weeks for recommendation algorithms to map user preferences

Correct Answer: A) Within 2 to 8 minutes of scrolling

By simply pausing briefly or hesitating on a video, a newly registered 12-year-old account triggers recommendation algorithms that can serve suicide or self-harm content in as little as **2.6 minutes**, and eating disorder or hyper-aggressive/anti-female content within **8 minutes**.

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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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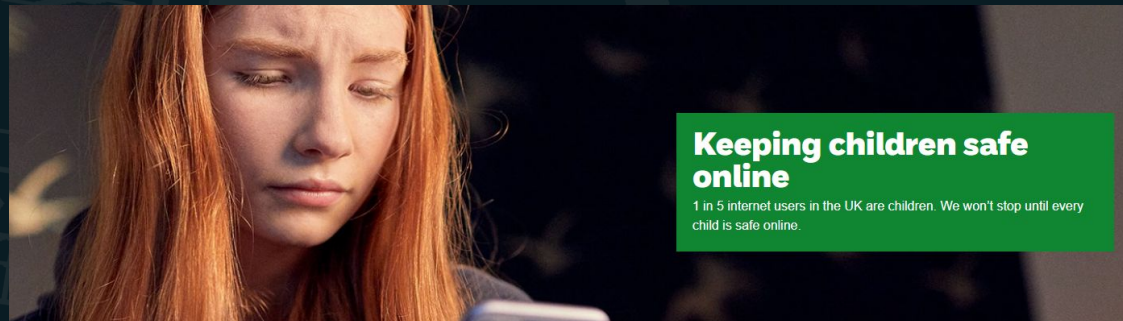
What will we do?

- Duty of care - Phones in school - off/in pouches.
No access during the school day.
- Contact home if there are concerns
- PSHE Lessons
- 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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Question: Among UK boys aged 11–13 who have experienced online harassment, unwanted explicit contact, or blackmail attempts, what percentage report keeping it entirely secret from their parents or teachers?

- A) 15%
- B) 35%
- C) 60%
- D) Over 75%

Correct Answer: D) Over 75%

Impact & Danger: More than three-quarters of young boys keep severe online safety breaches hidden. Their primary reasons are fear that their phone will be taken away permanently, embarrassment over the nature of the content, or worry that they will be punished for getting involved in the first place.

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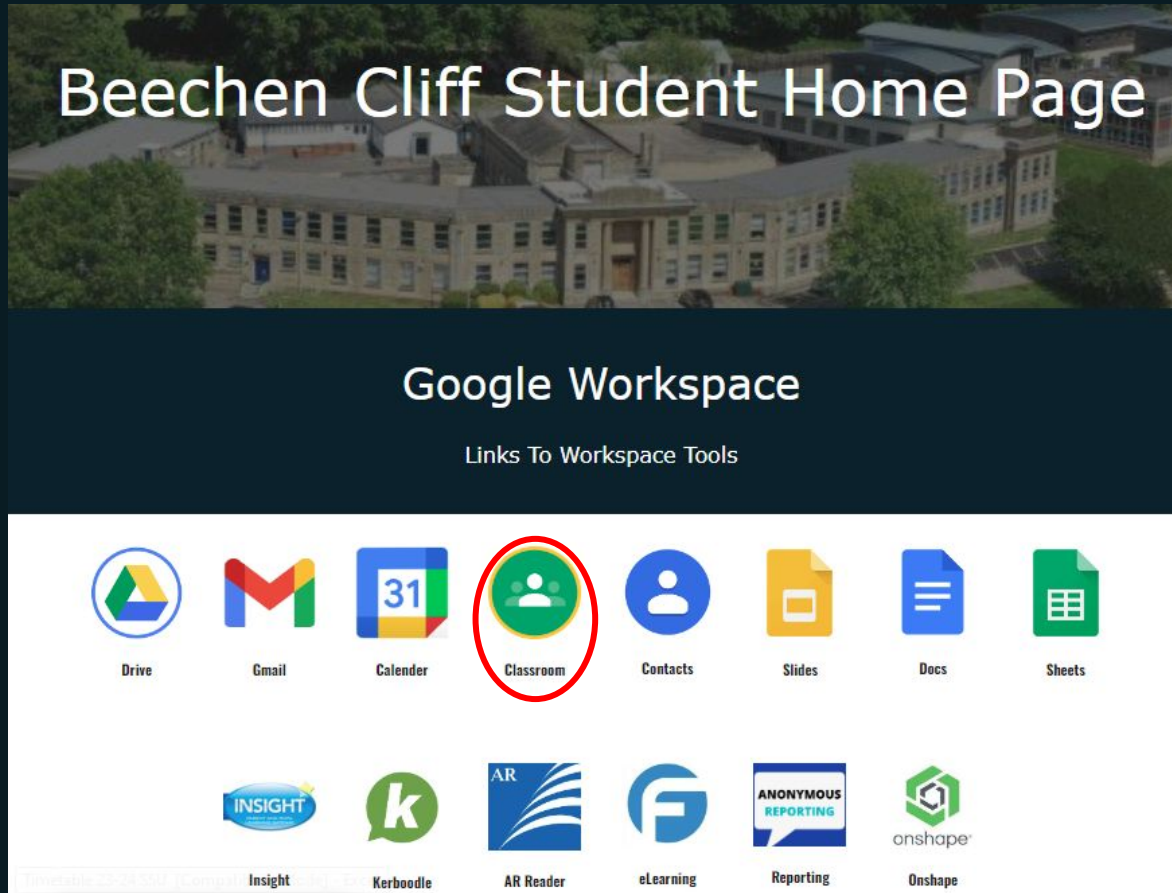


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Homework - supporting learning at home

- Google Classroom

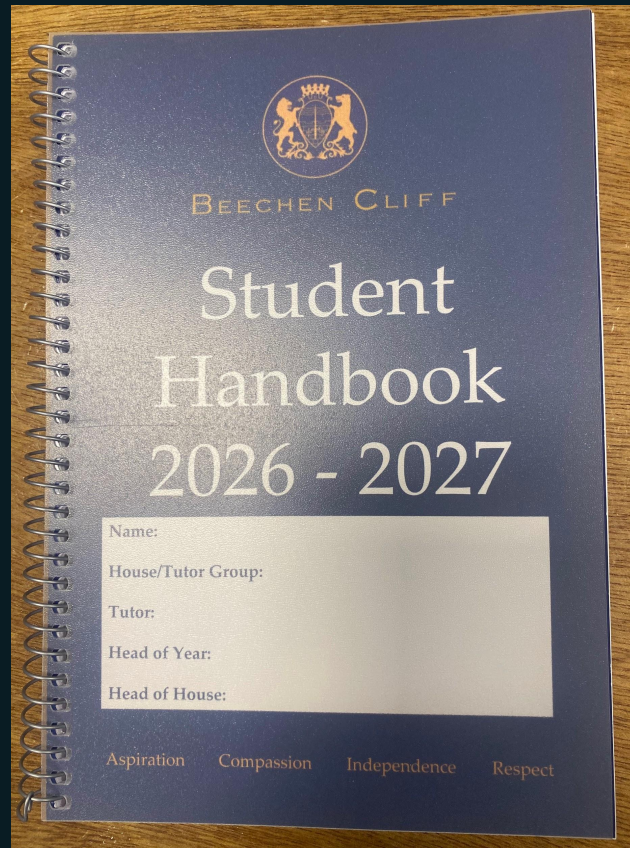
- Link to Google Classroom via 'Student Intranet' at the bottom of the website
- The "To do list" in Google Classroom is helpful
- Google Classroom app/ Guardian summaries



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Homework - supporting learning at home

- Use of the Student Handbook
 - They must have their handbook with them every day
 - Record reading, attendance and various elements of the character award weekly
 - Timetable, note pages, school rules etc.



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Homework - supporting learning at home

- Routines

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

- Work space and equipment

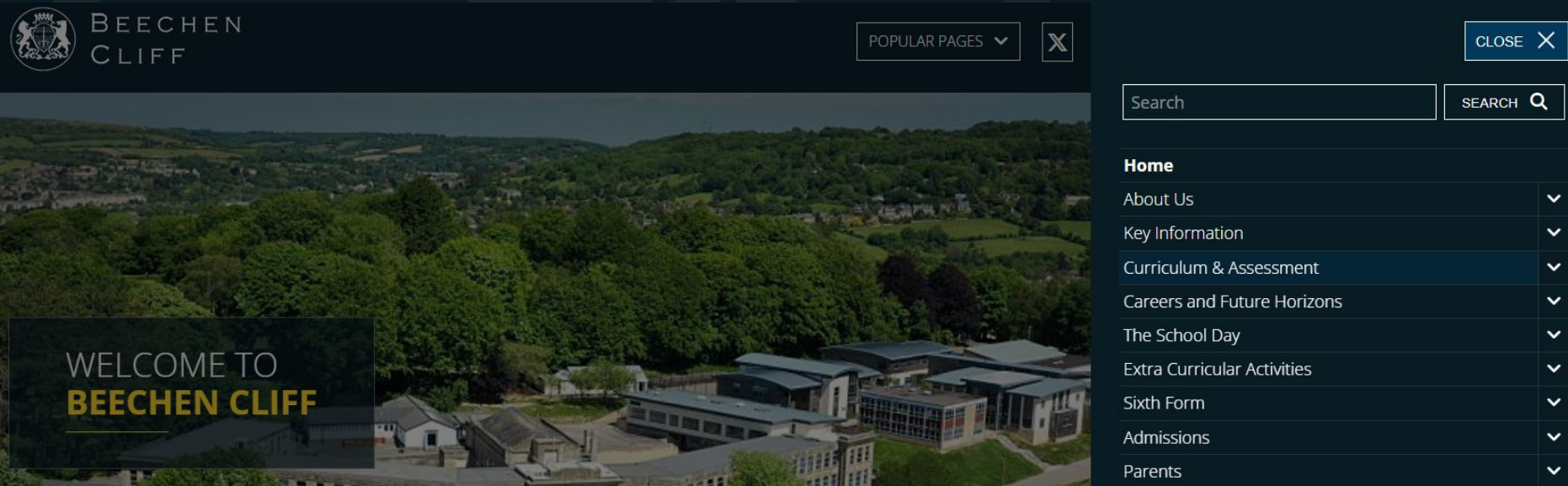
- Have a designated area with somewhere to store books and equipment
- Ideally working on a separate device- laptop or desktop, not their phone
- Quiet environment, leave phone elsewhere or set to do not disturb

- Standards, time spent and rewards

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

Curriculum and Assessment

Subject curriculum booklets



Curriculum and Assessment → Subject Curriculum Information

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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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Beechen Cliff ENGLISH – Curriculum Journey

Use your English skills to study for a degree

Enjoy a lifelong love of Literature and Language

Post 16

Study A level Classics Study A level English Language Study A level English Literature

Term 1 Use analytical skills in the study of poetry Term 2 Compare writers' ideas and perspectives and analyse how they are conveyed Term 3 Learn how to apply your skills and knowledge from the change of life Term 4 Explore characters, themes and ideas in a modernised text

GCSE Exams (1 Language and 2 Literature papers)

Term 5 Consolidate your knowledge and practise your exam skills

Year 11

Unseen Poetry Term 1 make comparisons of language structure and theme Term 2 Write about your own perspectives, convincing and with purpose Term 3 Explore how historical and social context can affect author's choices Term 4 Adapt spoken language for a specific audience and purpose Term 5 study a Shakespeare play to explore language structure, character and references

Modern Text

Recall and revision and Exams

Term 1 Explore themes, language, structure and devices in poetry and prose

Year 10

Recall and revision and Poetry

Term 1 Learn some new points, compare learning and develop skills of comparison

Term 2 Explore and analyse themes and characters in this great American novel

16th Century Prose text

Term 1 Study themes, ideas and language in a 16th Century text

Term 2 Explore the plot, themes and characters in Shakespearean tragedy

Power and conflict: Poetry and Creative writing

Term 3 Develop knowledge and confidence in writing and delivering persuasive speeches

Year 9

A View from the Bridge

Poetry of Identity

Shakespeare's tragicomic: Romeo and Juliet

Soap Box: Ethical Language

Animal Farm

Term 1 Read and enjoy in class novel

Term 2 Read and analyse great war poetry

Year 8

Human and Wildlife

Other Worlds

Non-Fiction Creative Reading and Writing

Gothic

The Book Thief

Poetry of WW1

Term 1 Consider the development of the hero and other figure in literature, and create our own

Term 2 Understand the literary conventions, tropes and themes of Science Fiction and write our own

Term 3 and 4 Understand how the Victorians viewed and writing skills

Term 5 Develop creative writing skills by crafting appreciating prose poems

Term 1 and 2 Craft superb creative writing based on the Gothic genre

Term 3 and 4 Explore the writer's craft and character development in a great novel

Year 7

Islands and Plots

Shakespeare's Comedies

Introduction to poetry

The Greenpeace Book

Myths and Legends

The Secret at the Heart of My School

Term 2 & 3 Learn about how to craft poetry in a range of different styles and structures

Term 3 & 4 Read the wonderful novel, tracing the trials and challenges faced by the hero

Term 1 Read and explore meaning and symbol in your text choices

Term 2 Understand the plot, characters and language in A Midsummer Night's Dream

Term 3 Work in a group to rehearse and perform a scene, developing acting skills

Colours: The Power of English

Emotional Literacy

Book up to read to

Write your own

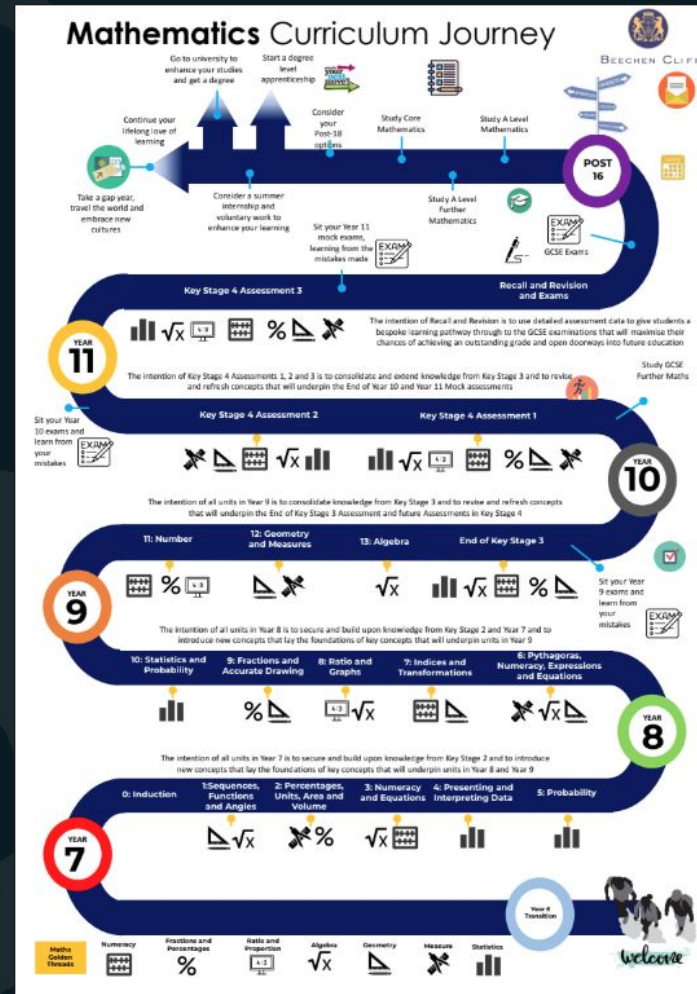
Teacher's language & punctuation

Command and control

My

Importance of context

Write



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Curriculum and Assessment

Curriculum information

Year 7

	Curriculum Foci Areas	Assessment
Term 1	<u>Exploring the World:</u> 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> - 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

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

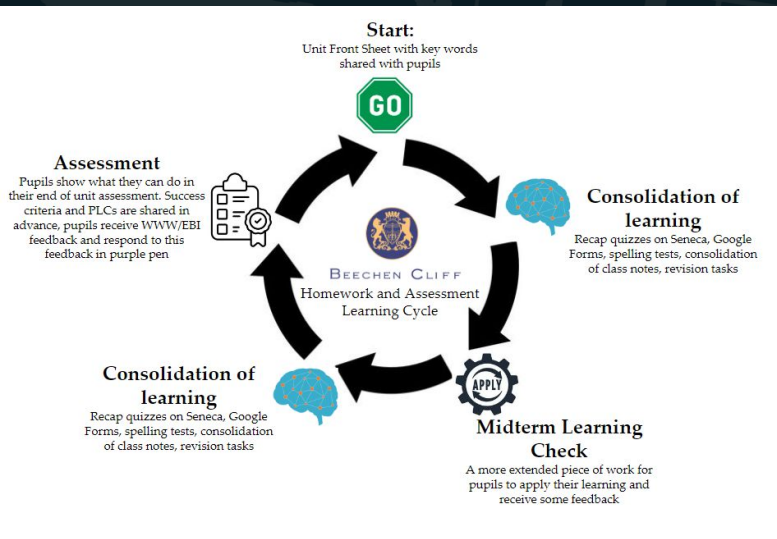
- English/Maths/Science – 6 assessments per year
- Technology - 4 assessments per year (one for each topic)
- Other subjects - 3 assessment per year

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Curriculum and Assessment

Preparing for assessments

- Teachers will share a personalised learning checklist (PLC) or success criteria sheet in advance of each assessment on Google Classroom
- Most homework will be revision tasks
- Students can use topic front sheets in exercise books



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: • Animal and plant cell • Specialised animal cells, Specialised plant cells.			
Microscopes: • How to set up and use a n microscope.			
Food and the digestive system: • 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.			

The Learning Cycle



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

Progress Reports include:

- Target Grade
- Working towards grade
- Attitude to learning
- Behaviour:
- End of Year Exam Grade (Final report only)
- Teachers will add a comment if your son is 2 or more grades below target, or if there is a concern about his attitude to learning or behaviour.

Reports will be published on Arbor at these times:

1. Progress Report 1 End of Term 2
2. Progress Report 2 End of Term 4
3. Parents Evening 24th March (4-8pm - Remote)
4. Progress Report 3 End of Term 6

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Our Ambitions for Reading:

1. For all students to be competent readers and read at or above the expected standard for their age.

2. For all students to enjoy reading for pleasure.

Children who have a supportive reading environment are up to three times more likely to enjoy reading. Building a supportive reading culture at Beechen Cliff is everyone's responsibility: pupils, teachers and parents.

Literacy: Building a reading culture

Monitoring proficiency in reading:

ART reading tests / Reading Interventions. Handbook Checks.

Creating a supportive culture of reading:

- Library at the heart of the school
- Reading lessons for all KS3 students
- Tutor sessions dedicated to reading
- Reading Competitions
- Author Visits
- Reading Rewards - character award
- House competitions
- Pupil Librarians
- World Book Day



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How You Can Help at Home

Make reading part of your routine.

Book in Bag Policy.

Sign up with local library for access to books and audio books.

Reading Homework and recording reading in handbook weekly

Share books, stories and articles. Make it fun!

Value all texts - graphic novels, audiobooks, podcasts, non-fiction.

Tips in weekly newsletter.

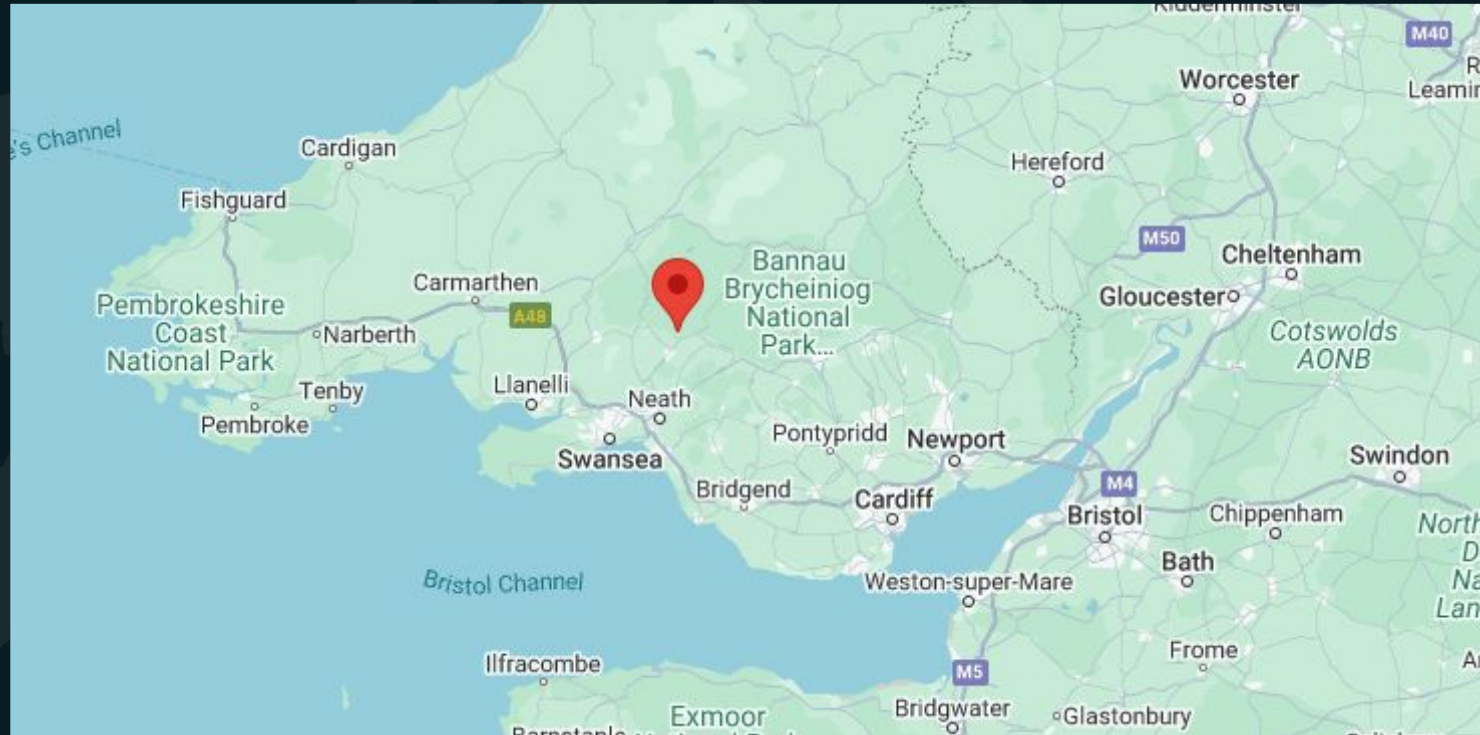
Reading regularly is one of the most important things you can do to help your child.



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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
30/09/26-02/10/26	KPA	Mr Brewer	Mr Macdonald	Mrs Garside	Miss Williams
05/10/26-07/10/26	BY	Mr Brewer	Mrs Jarvis	Mrs Garner	Mr Tomczynski
07/10/26-09/10/26	SHB	Mr Utton	Mrs Netto	Mrs Wilmot	Mrs Cook
12/10/26-14/10/26	ML	Mrs Fox	Mr Morris	Mr Bain	Mr King
14/10/26-16/10/26	KPB	Mrs Fox	Mr Bowett	Mr Bain	Mr Dalby
19/10/26-21/10/26	SHA	Mr Stewart	Mr Murphy	Mr Cottle	Mrs Zhang

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Tir Y Cwm



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Tir Y Cwm

Day 1

- 8:30am - Meet at Odd Down P&R
- 9:00am - Depart P&R
- 12:30pm - Arrive at TyC and eat lunch
- 1-6pm - Activities
- 6:30pm - Dinner
- 7:30pm - Night walk
- 9pm - Ready for bed
- 9:30pm - Lights off

Day 2

- 8am - Breakfast
- 9am-12pm - Activities
- 12:30pm - Lunch
- 1-6pm - Activities
- 6:30pm - Dinner
- 7:30pm - Bonfire & Smores
- 9pm - Ready for bed
- 9:30pm - Lights off

Day 3

- 8am - Breakfast
- 8:30am - Pack, clean & make lunch
- 9-11am - Activities
- 11:30am - Depart TyC
- 3-3:30pm - Arrive at Odd Down P&R

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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 at Odd Down Park & Ride
- Return - 3/3:30pm at Odd Down Park & Ride
- Mobile phones will be collected on the coach when we leave Odd Down P&R and returned on the journey home (no pouches required)
- An email will go out via Arbor to let you know when the group have arrived and what time they are expected back at Odd Down P&R.
- 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 Instagram - @BeechenCliffBath

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

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