

# Year 7 Information Event



# Contents

- Progress and Assessment
- Revision and Homework
- Pastoral Care and Well being
- Uniform, behaviour and attendance
- Education with Character
- Questions



**Our shared values:**

**Hard work** – *What we do*

*We achieve greatness by working hard*

**Integrity** – *What we have*

*We do the right thing because it is who we are*

**Excellence** – *What we achieve*

*We will be better today than we were yesterday*



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**Mrs Shelley**

**Senior Assistant Principal**

**Y7 Raising Standards Leader**



# Y7 Key dates and events this academic year

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- Y7 Settling in evening – 5<sup>th</sup> October
- Y7 Exams week beginning- 24<sup>th</sup> January
- Parents Evening - 24<sup>th</sup> March
- Y7 Exams week beginning- 6<sup>th</sup> June
- PSHE days 10<sup>th</sup> November, 8<sup>th</sup> March, 11<sup>th</sup> July  
- Half days 7<sup>th</sup> October, 2<sup>nd</sup> Feb





# KS3 Report

## End of Year Report

Name: Jo Smith  
Mentor Group: 8AA

Subject	Attitude to Learning	Assessment %	Average %	Highest %
<b>Art</b> Miss Bishop	AMBER	43%	67%-	98%-
<b>Drama</b> Mr Parkinson	GREEN	56%	58%	100%
<b>English</b> Miss De La Mare	SAPPHIRE	47%	62%	100%
<b>Food &amp; Nutrition</b> Mr Smith	GREEN	33%	45%	97%
<b>Geography</b> Mr Jeffery	GREEN	46%	46%	93%
<b>History</b> Miss McCaffrey	GREEN	30%	42%	92%
<b>Mathematics</b> Mr Brown	GREEN	34%	60%	100%
<b>Music</b> Mr Parkinson	GREEN	39%	56%	91%
<b>PE</b> Mr Holt	GREEN	67%	57%	100%
<b>Religion &amp; Worldviews</b> Mr Bowden	GREEN	35%	54%	100%
<b>RM/GC</b> Mr Smith	GREEN	67%	63%	99%
<b>Science</b> Dr Schafer	GREEN	28%	39%	82%
<b>Spanish</b> Mr Guillen Arevalos	GREEN	40%	72%	100%

**Attitude to learning grade:**

**Sapphire** – Excellent behaviour and attitude to learning

**Green** – Good behaviour and attitude to learning

**Amber** – Behaviour and attitude to learning requires improvement

**Red** – Poor behaviour and attitude to learning

## Points to discuss with your child

- Attitude to Learning
- Attendance
- Test percentage
- Targets they could set



# The Power of YET

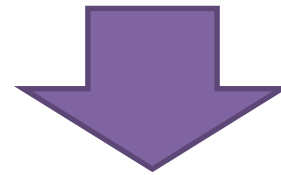
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**E** - Exceeding

**M** - Meeting

**N** - Not YET meeting

“I don’t get it”  
“I can’t do this”  
“This doesn't work”



**“I don’t get it yet”**  
**“I can’t do this yet”**  
**“This doesn't work yet”**

8



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# How can I support at home?

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- **Echo messages of good attendance and every moment counts**
- *Get up and get dressed- you are ready now, lets go!*
- **Encourage and model reading**
- *What are you reading in mentor time? What new vocab have you learnt this week?*
- **Ensure your child has a space to work at home**
- *See ideal example in photo*
- **Engage with their learning and chosen pathways**
- *What subjects interest you most? Have you looked at what you would need to study to be a....*



# Assessment Points

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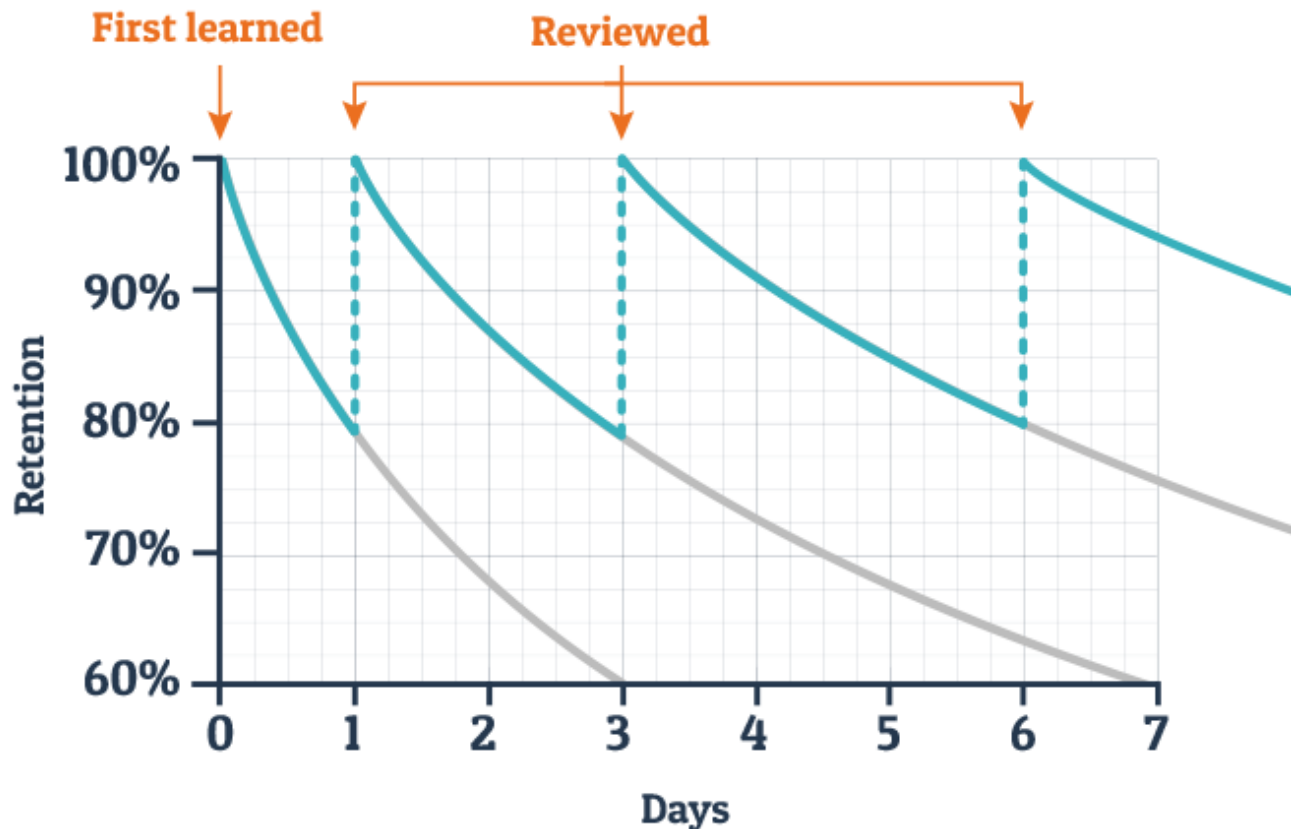
## First Y7 Exam Week is Week beginning 24<sup>th</sup> January

- English, Maths, Geography, Science and History exams take place in the hall.
- Pupils need to spend time preparing for these assessments by revising the areas they have covered particularly those they have NOT YET secured



# Why frequent low stakes testing helps

## Typical Forgetting Curve for Newly Learned Information



# Year 7 Ebacc

Miss Roberts – Curriculum Leader EBacc



# What is EBacc?

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- Students learn a variety of subjects:
  - History
  - Geography
  - Religion and Worldviews.
- Having one teacher for all these subjects helps with transition



# Meet the team...

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- Settling in evening.
- We will be meeting and greeting you in the EBacc classroom and having informal discussions about how students have settled in.



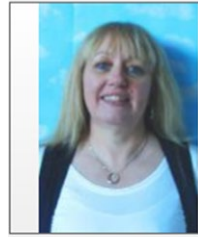
Mr.  
Jeffery



Mrs  
Yardley



Miss  
Roberts



Mrs Steponitis



Mrs  
Phillips



Mr Bowden

# What they study in EBacc

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- Topics we will be covering next term:
  - The Norman Conquest and Medieval England
  - Worldviews C.1000
  - Rivers, Erosion, World Maps
  - Buddhism
  - Abrahamic Faith



# Year 7 Maths

Ms Kerr - Key Stage 3 Curriculum Leader Maths





## Topics

### AUTUMN TERM

1a	Place value and Number sense	7.01
	Addition and Subtraction	7.02
	Perimeter	7.03
	Rounding & Estimation (in real life situations)	7.04
1b	Multiplication and Division	7.05
	Factors and Multiples	7.06
	Area of rectangles and triangles and parallelograms	7.07

### SUMMER TERM

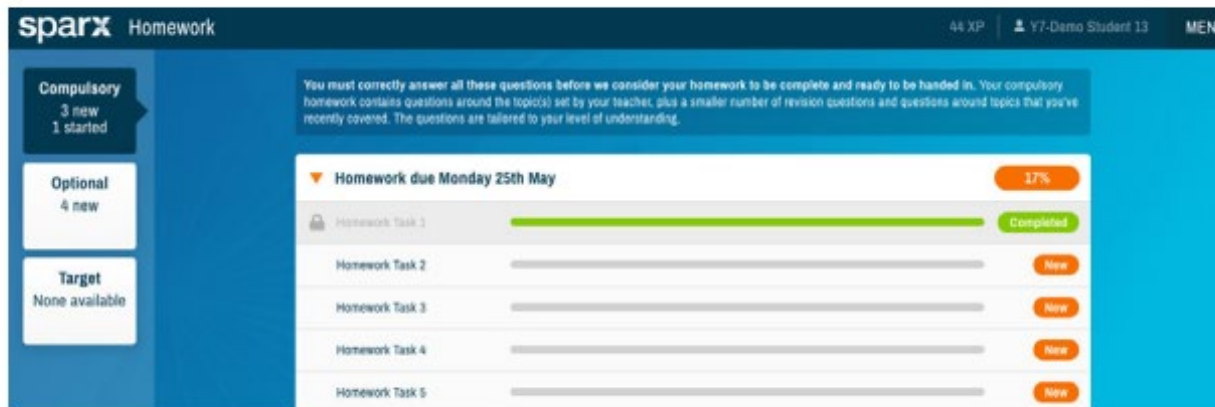
3a/3b	Angles	7.16
	Polygons	7.17
	Symmetry and reflection	7.18
	Coordinates	7.19

### SPRING TERM

2a	Fractions as part of a whole	7.08
	Fractions as a value	7.09
		7.10
	Fractions as an operation	7.11
2b	Order of operations	7.12
	Basic rules of algebra	7.13
	Expand and factorise	7.14
	Substitution	7.15

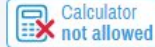
3b	Mean	7.20
	Two way tables & Venn diagrams	7.21

- Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set.
- Homework contains 3 elements: Compulsory, Optional and Target.
- All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.
- Each task bar will show as green when fully complete. For the homework to be classed as complete, all task bars for that homework need to be fully green. The percentage of homework complete will show on the menu page:



Task being completed

Bookwork code: C20



Bookwork code that needs to be written down next to workings out

Work out  $7 - 1$

Video tutorial of the skill

< Back to task

Watch video

Answer >



- Here's an example of good bookwork; as you can see all workings and wrong answers have been recorded:

<u>Task 1</u>			
D40	$12 + 13 = \underline{\underline{25}}$ ✓	E41	$P(\text{yellow}) = \frac{3}{6}$ ✗
E50	$4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{\underline{22}}$ ✓	F51	$P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60	$\left. \begin{array}{l} 12 : 18 \\ \div 6 \end{array} \right\} \div 6$ $\underline{\underline{2 : 3}}$ ✓	<u>Task 2</u>	
H70	$\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{\underline{21}}}$ ✗	G61	All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90	$\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$		

- If a student fails a bookwork check in Sparx, they will need to re-do the question, even if they originally gave the correct answer. This is to encourage them to record their workings.



# Example: Sparx Book Presentation

Saturday the 29th of September 2018  
homework due: Tuesday 2nd

**key words!**  
 - highest common factor  
 - HCF  
 - prime factorisation  
 - factor tree  
 - venn diagram

**Notes with key words**

Example Question 1  
 What is the HCF of 20 and 30?  
 HCF = 20  
 a multiple of the HCF is the lowest number.

2 Write 20 and 40 as a product of primes?  
 To get the HCF you do  $2 \times 2 \times 5!$

20:  $2^2 \times 5$   
 40:  $2^3 \times 5$

find the HCF of 30 and 50 = 10

30:  $2 \times 3 \times 5$   
 50:  $2 \times 5^2$

venn diagram method

find the HCF of 96 and 120 = 24

96:  $2^5 \times 3$   
 120:  $2^3 \times 3 \times 5$

150 =  $2 \times 3 \times 5^2$ , 315 =  $3^2 \times 5 \times 7$   
 What is the HCF of 150 and 315? 15

150:  $2 \times 3 \times 5^2$   
 315:  $3^2 \times 5 \times 7$

Venn diagram method

Highest common factor (prime factorisation)

1 find the HCF of 200 and 240 = 40 ✓

200:  $2^3 \times 5^2$   
 240:  $2^4 \times 3 \times 5$

2 find the HCF of 98 and 182 = 14 ✓

98:  $7^2 \times 2$   
 182:  $2 \times 7 \times 13$

3 find the HCF of 220 and 88 = 44 ✓

220:  $2^2 \times 5 \times 11$   
 88:  $2^3 \times 11$

4 find the HCF of 210 and 308 = 14 ✓

210:  $2 \times 3 \times 5 \times 7$   
 308:  $2^2 \times 7 \times 11$

5 find the HCF of 85 and 153 = 17 ✓

85:  $5 \times 17$   
 153:  $3^2 \times 17$

Question and answers

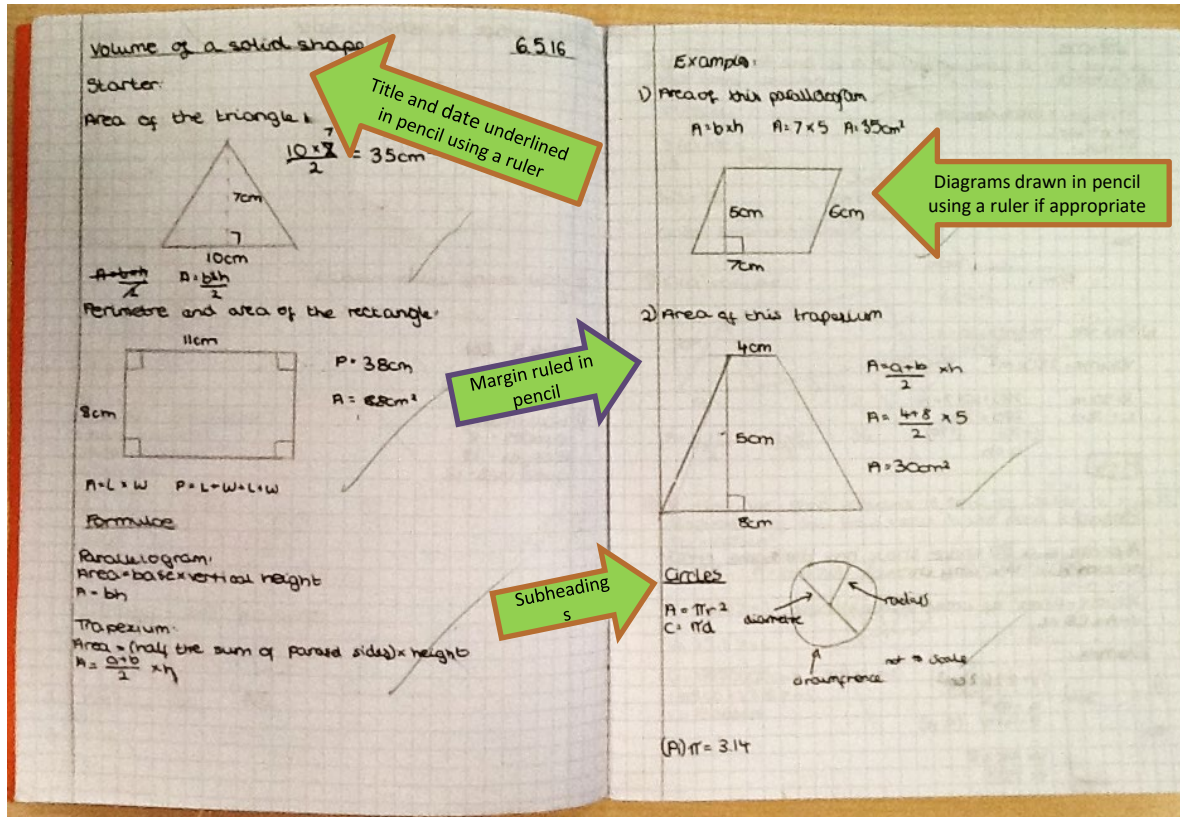
Marked with red pen

well done!

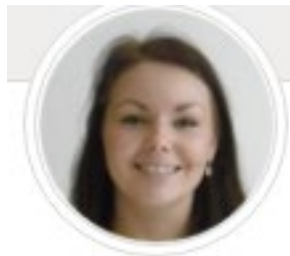
Amazing!!!



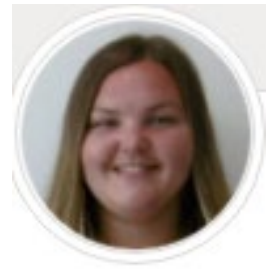
# Example: Book Presentation



# Year 7 Settling In Evening English



**KS3 Coordinator:  
Hannah Albuery  
Head of  
Department:  
Anna Jackowska**



# Year 7 Curriculum – Autumn Term

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## A Christmas Carol – Charles Dickens

- In depth novella study
- Creative Writing
- Victorian Poetry
- Context study of Victorian England





# Spring Term

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## Exploring different cultures through poetry and non-fiction:

- Autobiographies/biographies
- Spoken word poems
- Poetry
- Magazine and newspaper articles



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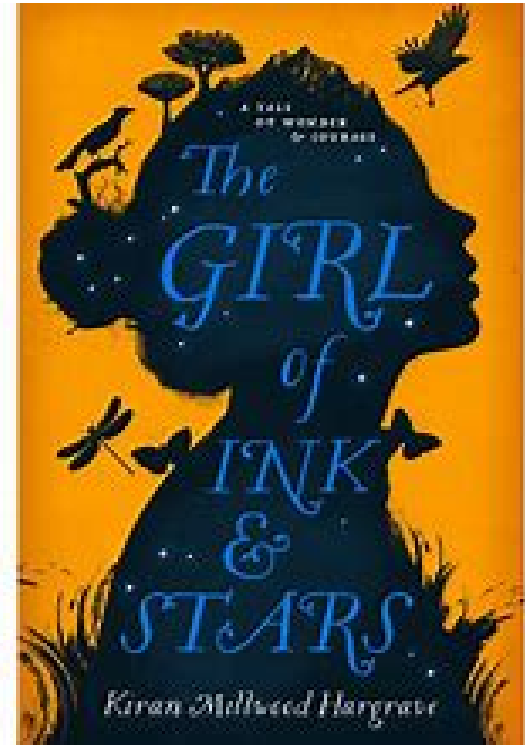
■ Ambition ■ Confidence ■ Creativity



# Summer Term

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- Class reading and exploration of themes in *The Girl of Ink and Stars*
- Developing writing skills
- Creative writing



# Feedback: Books and DIRT

Friday 16<sup>th</sup> October 2020  
How has Dickens presented Marley's Ghost in Stave One?

I think that in life Marley was very selfish, mean and money-focused. The quote, "In my life my spirit never roved beyond the narrow limits of our money-changing hole" proves that Marley never cared about anything other than money as it says that he never roved beyond that money-changing hole. In the quote, I think that Marley was feeling a bit trapped and conigned because it says narrow limits. The prove that he felt this way because it says limits means that there is a stop point. Also, narrow means tight and small so this also gives the impression of a small, <sup>dark</sup> space which might be lonely, isolated and maybe even detached from humanity. I think that Marley visited Scrooge to warn him of what might happen if he continues to be rude and mean to other people. A great start, remember to include your personal response

Year 7 Whole Class Feedback: How has Dickens presented Marley's Ghost in Stave One?	
WWW: What went well?	
You have used 'what, how, why' affectively: Harry, Zac, Isabelle, Nawfa, Aidan H	
You have used a range of adjectives to describe Marley's Ghost, demonstrating your understanding of this character: Lewis, Hannah, Riley, Aidan D, Mia, Ruby Barton	
You clearly understand the purpose of Marley's ghost and the reason he has visited Scrooge: Isabella, Lily W, Marty, Finley, George, Dominic, Harvey, Oliver, Renee, Ruby Baker, Jacob, Samuel, Grace, Emma, Aoyin, Jay	
You have demonstrated a sophisticated understanding of Marley's character and why Dickens created him in this way: Charlotte, Lily A.	
Etc. Even better if	
You need to zoom in on single words and include your analysis of these words in your writing: Harry, Hannah, Renee, Aidan D, Lily A, Samuel, Aoyin, Jay	
Remember to include the 'why' section, you need to show your opinion. Why did Dickens decide to create this character in this way? What does it make you think/feel? question? Zac, Lewis, Charlotte, George, Riley, Ruby Baker, Isabella, Tia	
You must include a quotation to back up your ideas: Isabella, Lily W, Marty, Oliver, Finley, Dominic, Harvey, Jacob, Mia, Nawfa, Aidan H, Ruby Barton, Grace, Emma	
Model Response:	
Dickens has purposefully presented Marley's Ghost as <u>terrifying</u> and <u>intimidating</u> and who is <u>designed</u> to spend eternity making up for the <u>bad</u> choices he made in life. The chain full of items related to money such as "cash-boxes, keys, padlocks" that Marley's Ghost is tied in represents how <u>rich</u> , <u>careless</u> and <u>cold</u> he used to be. The fact that he made the chain "link by link" himself creates the idea that he now recognises his faults and <u>feels sorry</u> for how he spent his life. As a reader this encourages me to consider the importance of caring for one another, instead of focusing on material objects and creating my own metaphorical chain. I imagine that during the Victorian era Dickens was attempting to warn the wealthy members of society to take care of those who are less fortunate.	

Monday 19<sup>th</sup> October 2020  
Feedback Lesson

I think that Marley lived a small, selfish, money-focused life. I think this because he and is regretting his actions and is disgusted with himself. I think this because in the quote: "In my life my spirit never roved beyond the narrow limits of our money-changing hole" the tone is negative and you can almost here the self-disgust in his voice. Dickens has presented Scrooge's dead best friend <sup>to</sup> paying the price for his terrible choices not only to warn Scrooge of the <sup>terrible</sup> things that await him and to try to stop him being so evil, covetous and morose, but to attempt to open the eyes of the wealthy Victorians and persuade them to care for poorer souls than them. Dickens shows this by creating a character that, in life, never cared for other only money and showing how remorseful and full of regret now he sees how bad <sup>and selfish</sup> his life was.

Students have two exercise books. One for classwork and one for all marked work. Curriculum time is devoted to students improving their work based on regular feedback.

# Vocabulary

This year we are focusing on teaching vocabulary explicitly. Students will be provided with a bank of key words for each term and encouraged to use these words in their written pieces.

## Injustice:

(noun)  
1. lack of fairness or justice. .  
2. an unjust act or occurrence

### Eymology (Word origin)

late 14c., from Old French injustice "unfairness, injustice" (14c.), from Latin iniustitia "unfairness, injustice," from iniustus "unjust, wrongful, unreasonable, improper, oppressive," from in- "not" (see in- (1)) + iustus "just" (see just (adj)).

### TRANSFORM IT

Transform the noun 'injustice' into an image to help you remember it.

### DEBATE IT

Can you think of examples of social injustice today?

### USE IT

Can you use the following in three different sentences?

Injustice, justice, unjust

- 1.
- 2.
- 3.

Quotations that link to noun 'injustice':

LINK IT: What Synonyms can you think of that link to the noun 'injustice' ?



# English Homework: reading, spellings and Commonlit

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Each week a group of 10 spellings will be set on firefly for students to learn. Students will be tested on these spellings during their last lesson of the week.

As well as learning spellings, students will be set a reading comprehension task on Commonlit each week. Commonlit is a free website that can be accessed on any device. Students have accounts that their teachers have set up for them. They will be expected to read a short text and answer some multiple choice questions based on what they have read. This will also be checked in their last lesson of the week.

Students are also expected to read for 30 minutes at least 5 times a week. Although this is not part of their English homework, this will be monitored by English teachers and students will be given reading logs to complete and bring in for their teachers to check during their last lesson of the week.



# Features of commonlit

Students can change the font size

The text can be read aloud to students here

The screenshot shows the CommonLit interface for the poem "To a Mouse" by Robert Burns. At the top, there are navigation tabs: "BROWSE CONTENT", "MY CLASSES", "Text", "Paired Texts", "Related Media", "Answer Key", "Parent Guides", and "Professional Development Portal". Below these, there are action buttons: "ASSIGN", "Download PDF", "Favorite", and "Share". The poem title "TO A MOUSE" is prominently displayed, along with its subtitle "On Turning Her Up in Her Nest With the Plough, November, 1785" and author "by Robert Burns • 1785". A "9th Grade" tag is visible. A "Font Size" control shows four "A" icons, with the second one selected. A text box contains a biographical note about Robert Burns and a reading instruction: "As you read, take notes on the speaker's feelings toward the mouse." Below this is a "MODERN VERSION" of the poem with numbered callouts [1], [2], and [3] pointing to specific words. To the right, a "READ ALOUD" button is highlighted with a blue arrow. Below the poem, there are tabs for "Annotation Tool", "Guiding Questions", "Assessment Questions", and "Discussion". A "Guided Reading Mode" notification box is open, explaining that students will be prompted to answer guiding comprehension questions as they read, and that the text is revealed as they answer questions correctly. A "Q1" icon is shown, and a blue arrow points to it from the text "Here students will have multiple choice questions to answer".

Students can click on these numbers for definitions of tricky words

Here students will have multiple choice questions to answer

# Assessment

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- Cycle 1 exams will take place after the Christmas holidays
- Cycle 1 assessment will be based on study of a Christmas Carol
- Extract based question, 18 marks
- Will focus on personal response to text and analysis of language



# Tips to help

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- Read to them regularly
- Get them to read aloud to you
- Ensure they are reading age appropriate and challenging as well as enjoyable books (you can find a list on firefly)
- Ask them questions about what we are learning and reading in class
- Help them with their CommonLit homework
- Where possible encourage writing – diaries, stories, journals, shopping lists, anything!





# Revision and Homework



# Year 7 Homework

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- Developing regular homework habits
- Parents can access Firefly to see what homework has been set
- Around 4 weeks prior to the KS3 exams we stop setting homework and start revision tasks

Subject	Approx Time
English	60 mins
Maths	60 mins
Science	45 mins
MFL	30 mins
EBacc	45mins
Personal Reading	At least 1.5hrs a week

# Reading Homework

**A large part of your child's weekly homework is reading.**

**Shown to have a significant impact on progress across the curriculum.**

**All students should be completing at least 30 minutes, 3 times week.**

**Support by;**

Reading with your child.

Asking questions about the text, characters, plot.

Discussing new vocabulary and meanings.



# Revision Strategies

- All students will be supported on how to effectively use a variety of revision strategies (revision cards/ knowledge organisers etc.)



# Logins

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- Firefly
- Operoo (Parents)
- Sparx (Maths – firstnamesurname: lydiashelley, choose own password)
- Common Lit (English – contact English teacher if they need support)

# Shoreham Academy IT Systems

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Academy VLE (Virtual Learning Environment)  
Educational and informational resources for students and parents. Homework and sometime other work is set as Firefly Tasks



Academy parent finance system, use for topping up diner accounts, making purchases for shows and educational items like revision books. Used for Trip payments & donations



Used to provide updates on medical information, consents & permissions, trips, online forms

# Shoreham Academy IT Systems

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Academy management information system. New in September 2021. Arbor Parent Portal will follow later this year.



Online Parents' Evening and meeting software

IT Helpdesk – [helpdeskit@shoreham-academy.org](mailto:helpdeskit@shoreham-academy.org)

Finance Team – [finance@shoreham-academy.org](mailto:finance@shoreham-academy.org)

Any Query? – [info@shoreham-academy.org](mailto:info@shoreham-academy.org)

# Shoreham Academy Educational IT Services

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All Students and staff use Office 365, students have email via Outlook – linked to Firefly to reduce logins



Sparx Maths - Maths Educational Software





## How do I find the Firefly Parent Portal?

You can find links to Firefly login on the academy website.



There are 3 links on the academy homepage. Quick links icon (top right), on the Firefly page in Parents section and at bottom of the website. Firefly will work on most devices

The link is <https://shoreham.fireflycloud.net>

The link is <https://shorehamfireflycloud.net>

## How do I login?

Step 2: Enter the email address we hold for you and click Activate Account

Step 1: The first time you try to login you will need to activate your new Parent Portal Account

Step 3: Click on the link that has been emailed to you.

## What will I see once I've logged on?

Shoreham Academy  
The best in everyone™

Dashboard Resources Planner Tasks Markbook Insights

Set a New Task Bookmarks Messages Tim Harkins

Learning+  
Subjects  
Staff  
Students  
Sixth Form  
Parents  
Options  
Firefly Training  
View all sections

**Parents**  
Information Learning+ Parents  
Trips  
Parentpay  
News and Events  
Policies for Parents  
Shoreham Academy Website  
Staff List  
Curriculum  
Parent Forum

See all 10 pages in this section

Calendar  
Monday  
Monday 27 September  
17:30 Year 7 Information Evening  
Tuesday  
Wednesday  
Thursday

# Pastoral Support & Wellbeing



# The Pastoral Team

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## Doyle

Head of School:  
Dr Merchant

Pastoral Managers:  
Mrs Carter  
Mr Smith  
Mr Smith

## Kipling

Head of School:  
Mr Frimpon

Pastoral Managers:  
Mr Benn  
Mrs Vickers

## Wells

Head of School:  
Ms Ballinger

Pastoral Managers:  
Mrs Molli  
Mrs Lee  
Mr Gander

## Mentors

Miss Grimsley (D1), Miss McCaffrey (D2), Mr Barnicoat (D3), Mrs Harding(K1), Miss Sheridan(K2), Mr Voss(K3), Miss West (K4), Mr Smith(W1), Miss Ruzgar (W2), Mr Wilkinson (W3)

# Mentor time programme Y7

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- **MONDAY:** Mentor Messages
- **TUESDAY :** Reading/ School Assembly
- **WEDNESDAY:** Reading/School Assembly
- 
- **THURSDAY:** Reading/School Assembly
- 
- **FRIDAY:** Reading *or Year Group Assembly*  
(every 3<sup>rd</sup> week)

	Tuesday
	Wednesday
	Thursday

# Five Ways to Wellbeing

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- **Connect:** a fundamental human need and one that contributes to functioning well in the world.
- **Be active:** associated with lower rates of depression and anxiety across all age groups.
- **Take notice:** heightened awareness allows us to make positive choices based on our own values and motivations.
- **Learn:** continued learning through life enhances self-esteem and encourages social interaction and a more active life.
- **Give:** Individuals who report a greater interest in helping others are more likely to rate themselves as happy.

# INCLUSION/SEND TEAM

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- **Mel Edwards – Director of Inclusion**
- [Melanie.Edwards@shoreham-academy.org](mailto:Melanie.Edwards@shoreham-academy.org)
  
- **Hannah Phillips - SENCO**
- [Hannah.Phillips@shoreham-academy.org](mailto:Hannah.Phillips@shoreham-academy.org)
  
- Website:
- <https://www.shoreham-academy.org/parents/send-info-report>



# Uniform, Behaviour and Attendance



# Uniform

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The policy can be accessed through the website.

Key points:

- Hair colour must be of a natural colour.
- No acrylic nails and nails must be of a natural colour and not too long
- Nose studs, nose rings, ear spikes or earrings bigger than 10p are not permitted.
- PE uniform must be worn for PE.
- Trainers are not permitted unless you have a medical need.
- Blazers to be worn in the building unless teachers give permission for them to be taken off.
- Masks are a personal choice.

# Behaviour systems

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Our behaviour policy can be found on the website.

Key points:

- Behaviour system – pupils entitled to disruption free learning, students are removed from class if they disrupt learning more than once. Parents/carers are notified.
- Homework detentions – same day detention, parents/carers are notified.
- Green slip detention – same day detention for 15 minutes, parents/carers are not notified, issued if students are late, have poor uniform, chewing gum, littering or do not have the appropriate equipment.
- Achievements – parents/carers will be notified if students go above and beyond, they will receive achieve points and we reward excellent attendance.

**Please note: all telephone numbers and email addresses must be up to date for the communication to go to the correct parent/carer.**

# Attendance

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Students must attend school each day and on time.

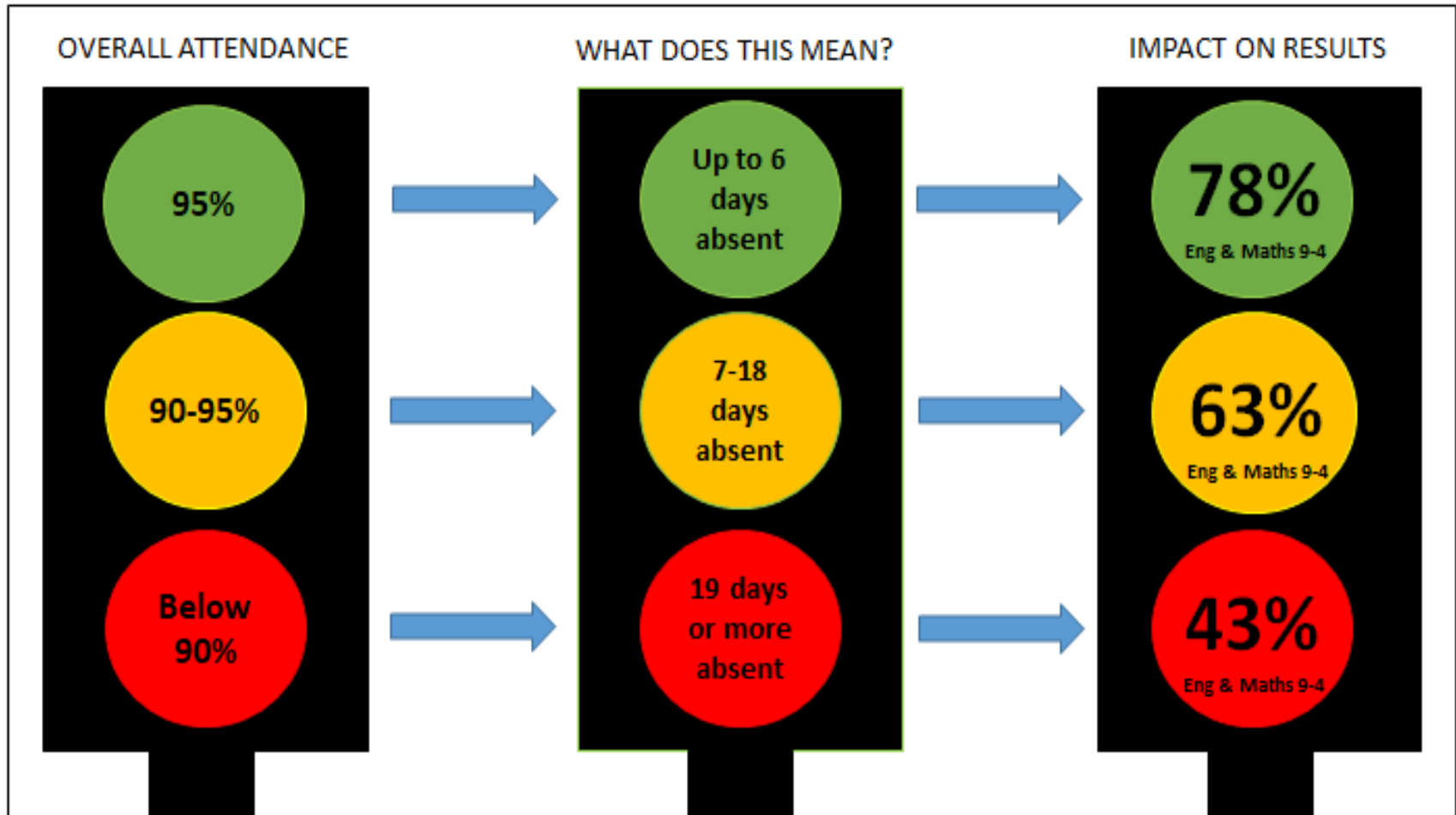
West Sussex County Council will fine parents/carers if students do not attend school. WSCC request information of the students who fall below 95% attendance.

If your child's attendance percentage drops below 95% then your parents/carers will be sent a letter from our Education Welfare Officer.

100% draw – if your child has 100% attendance at the end of the year they will automatically be entered into the draw for a kindle, go pro and a bike.



# What impact will my attendance have on my results?



# Experience Week and Pledges



# The Pledges

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- **Why is it so important?**
- We know extra-curricular involvement is an essential part of a well-rounded education. Throughout their time at Shoreham Academy, students are expected to contribute positively towards our academy community and wider society. We want students to try things they cannot do, to persist in the face of difficulty and to become resilient in overcoming obstacles. Demonstrating involvement in these activities can hugely increase your child's chances of getting a place at university or the job of their choice. Evidence of their involvement by completing the 10 pledges will be included in personal statements and CV's when applying for jobs and university



# THE PLEDGES

1	2	3	4	5	6	7	8	9	10
Regularly attend an after Academy activity	Represent the Academy at a sporting, cultural or academic event	Take part in an outdoor activity	Attend a national sporting or cultural event, or a performance at a major venue	Take part in a major Academy production or event	Take part in a formal presentation to an audience using ICT/multimedia	Lead on a significant event, presentation or activity take on leadership roles	Be actively involved in an international experience	Be actively involved in some form of community, volunteering, peer to peer mentoring or fund-raising experience	Contribute to environmental sustainability or international development
<b>PLATINUM STANDARD</b> (Completion of all pledges to Gold standard)									
<b>GOLD</b>									
To take the lead on a Period 7 session for a full half term	More than once at national level	To obtain Gold award recognition in schemes (such as DoFE)	Attend five or more events	Be actively involved in five or more events	To lead a group presenting to a national unfamiliar audience	To take the lead five or more times	To be part of the planning and decision making team for trips abroad	To organise a community/ fundraising event beyond the Academy	To clearly show leadership and decision making skills that benefit international communities
<b>SILVER</b>									
To attend three different after Academy activities for more than six weeks in one academic year	More than once at regional level	To obtain Silver award recognition in schemes (such as DoFE)	Attend three or more events	Be actively involved in three or more events	To lead a group presenting to local unfamiliar audience	To take the lead three or more times	To be part of a decision making group whilst being a SA Leader on trips abroad	To organise a community/ fundraising event within the Academy	To be part of a group who impact on the sustainability of a national community
<b>BRONZE</b>									
To attend a single after Academy activity for more than six weeks in one academic year	Represent SA more than once	To be actively involved in schemes (such as the DoFE)	Attend one or more events	Be actively involved in one or more events	To be a member of a group presenting to a familiar local audience	To take the lead one or more times	To take an active role when representing the Academy on a trip abroad/To have had international experience / contact at SA	To complete sustained voluntary work within the local community	To be part of a group who impact on the sustainability of a local community

To achieve:

<b>PLATINUM</b>	Students must complete all 7 pledges to <b>GOLD</b> standard
<b>GOLD</b>	Students must complete all 10 pledges in the <b>BRONZE</b> category, 7 pledges from the <b>SILVER</b> category and 5 pledges from the <b>GOLD</b> category
<b>SILVER</b>	Students must complete all 10 pledges in the <b>BRONZE</b> category and 7 pledges from the <b>SILVER</b> category
<b>BRONZE</b>	Students must complete 7 pledges in the <b>BRONZE</b> category



# Friends of Shoreham Academy

## Who can join the academy FOSA group?

This is equivalent of a schools PTA, and includes

- Parents/carers
- Academy staff

AND

- Occasionally supported by students with their parents/carers

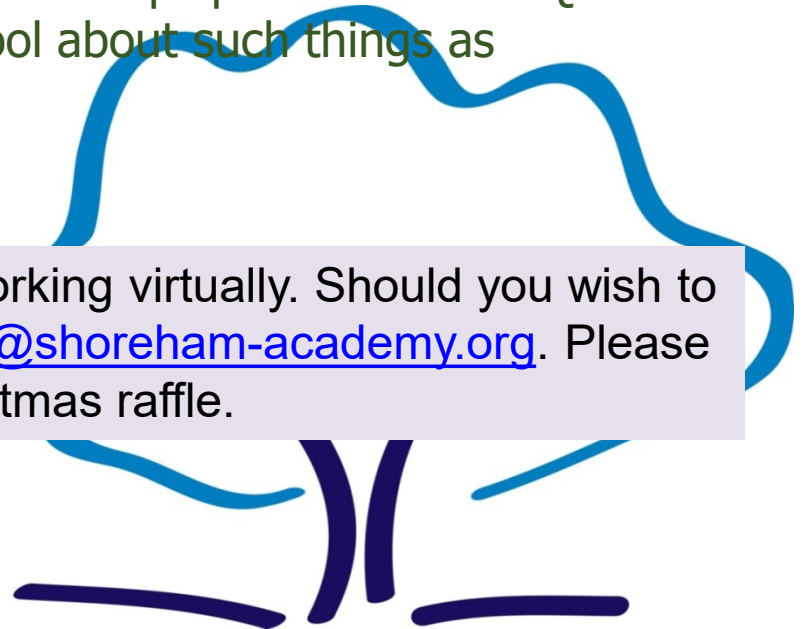


## **What is the role of FOSA?**

There are 3 key aims:

- To positively promote Shoreham Academy through partnership with the local community. E.g. Provide hampers at Christmas to the local community
- To help raise funds for the benefit of students at the academy. E.g. developing many events that has provided additional money to support various activities – such as a sensory garden for staff and students.
- To act as a liaison between other parents/carers and teachers on general school matters. E.g. FOSA facebook helps parents with FAQs and provides ideas and feedback to school about such things as reports/uniform/behaviour

It is a bit different at the moment as we are working virtually. Should you wish to join you would be most welcome. Email [fosa@shoreham-academy.org](mailto:fosa@shoreham-academy.org). Please support our forthcoming virtual events – Christmas raffle.



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# Any further questions?

