

Year 7 Live Event

Mrs Shelley

Vice Principal

Y7 Raising Standards Leader



Year 7

- Progress, Assessment and the Parent Pledge
- Pastoral Care and Well being
- Uniform, behaviour and attendance
- Education with Character



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

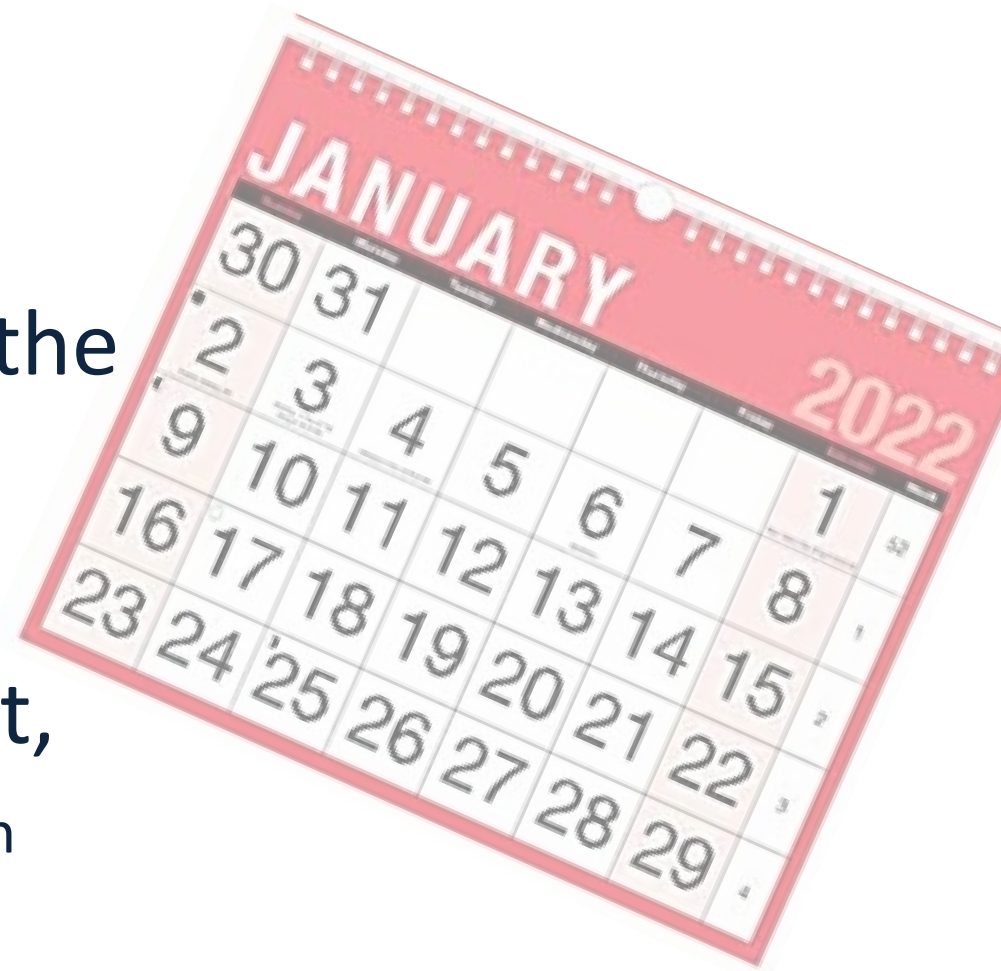


Role of the Raising Standards Leader

- **Support the academic progress of all Y7 students.**
- Mentoring.
- Attendance support.
- Quality Assurance of lessons.
- Analysing Y7 data with KS3 RSL lead.
- Communication with all stakeholders; including students and parents.
- Third weekly assembly with Y7 students to support with their academic learning.

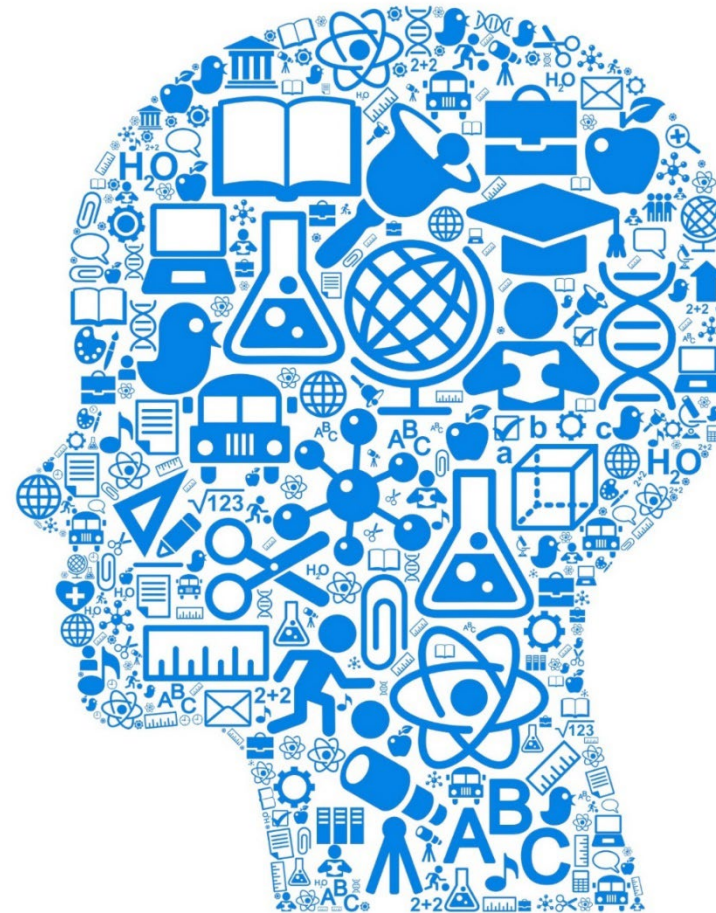
Y7 Key dates and events this academic year

- Settling in evenings:
you will get an invitation to one of the 3 evenings on the calendar:
 - 4th/13th/18th Oct,
- Parents Evening 19th
April



How do I know how well my child is doing?

- Parents evening: Y7 is 19th April
- Twice a year pupils sit significant assessments which checks aspects of learning up to that point.
- KS3 reports are sent home twice a year
 - You will find an overview of how well they are doing in each subject including results from their assessments
 - For more information you can find the full report on Firefly
 - If in doubt or concerned, please ask



KS3 Report

End of Year Report

Name: Jo Smith
Mentor Group: 8AA

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

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

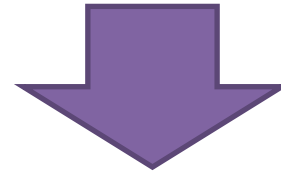
The Power of YET

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



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

How can I support at home?

- **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....*



Parent Pledge Pathways

- In March, the government released a white paper where the 'new' parent pledge was revealed. The pledge states that schools are to work to ensure there is support for children who fall behind. We not only seek to ensure no child is falling behind but that all students are excelling.
- **We already focus on the right things to support this;** high quality teaching in classrooms, sequenced curriculum and support for those who have individualised needs both long or short term. We want students to be in school every day to benefit from this.
- As well as the support you can offer and extra-curricular opportunities, we may invite your child to follow a pathway that supports them in a subject we have identified that they need to progress in. Or an area that stretches and inspires them in.
- Parent Pledge Pathways run throughout the academic year, inclusive of during school time, before and after the school day and sometimes through the holidays.
- We ask that if we contact you about particular pathway for your child that you encourage and support your child to engage with it.

ACESs

ACademic

Extra

Study

Space

Tuesday, Wednesday & Thursday

3:00 - 4:00pm.

- Year 7 – room G20

Benefits of attending ACESs:

- ❖ complete homework or independent study in **supported**, focussed environment.
- ❖ complete the majority of homework and study in school...allowing **time at home to be used for relaxation, hobbies and fun!**
- ❖ develop **routines** and improve **organisational skills**. Access immediate support, worries around homework completion and detentions.
- ❖ sessions are open to all and no sign up required. **Fit attending sessions around other after school clubs**



Humanities – What is Humanities in Y7?

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



What we study in Y7 Humanities

- Topics we will be covering next term:
 - Byzantine Empire, The Norman Conquest and Medieval England
 - Rivers, Erosion, World Maps
 - Abrahamic Faith, Christianity,
- Students will have the opportunity to take their books home before half term



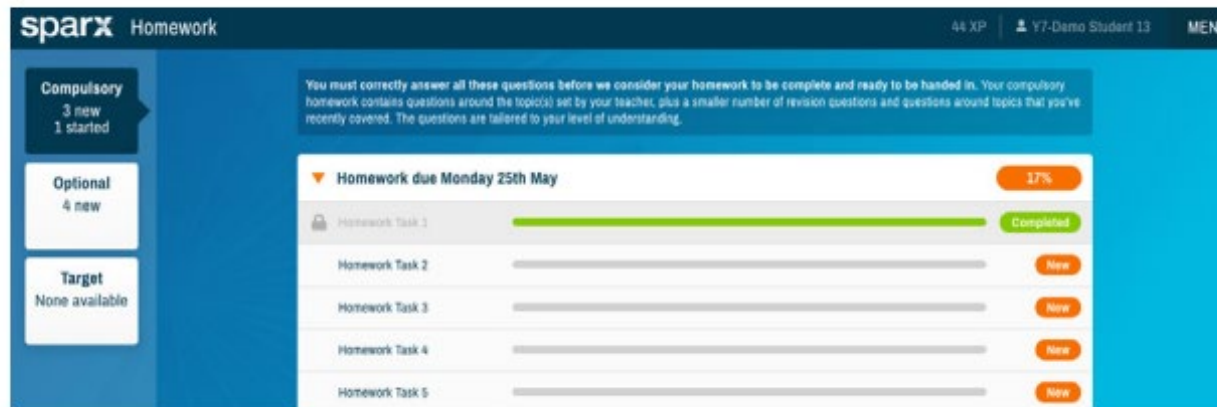
Year 7 Maths: KS3 Curriculum Leader – Sarah Kerr

sparx

What exactly is Sparx Maths Homework?

<https://sparx.co.uk/>

- 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:



The screenshot shows the Sparx Homework interface. At the top, it says 'sparx Homework' and '44 XP' for 'Y7-Demo Student 13'. On the left, there are three categories: 'Compulsory' (3 new, 1 started), 'Optional' (4 new), and 'Target' (None available). The main area shows a progress bar for 'Homework due Monday 25th May' at 17% completion. Below this, there are five task bars: 'Homework Task 1' is 'Completed' (green bar), and 'Homework Task 2' through 'Homework Task 5' are 'New' (orange bars).

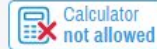


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Task being completed

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:

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

find the HCF of 30 and 50 = 10

venn diagram method

find the HCF of 96 and 120 = 24

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

Highest common factor (prime factorisation)

1 find the HCF of 200 and 240 = 40 ✓
 $200 = 2^3 \times 5^2$, $240 = 2^4 \times 5 \times 3$
 $2^3 \times 5 = 40$
 $8 \times 5 = 40$

2 find the HCF of 98 and 182 = 14 ✓
 $98 = 7^2 \times 2$, $182 = 2 \times 7 \times 13$
 $2 \times 7 = 14$

3 find the HCF of 220 and 88 = 44 ✓
 $220 = 2^2 \times 5 \times 11$, $88 = 2^3 \times 11$
 $2^2 \times 11 = 44$

4 find the HCF of 210 and 308 = 14 ✓
 $210 = 2 \times 5 \times 3 \times 7$, $308 = 2^2 \times 7 \times 11$
 $2 \times 7 = 14$

5 find the HCF of 85 and 153 = 17 ✓
 $85 = 5 \times 17$, $153 = 3^2 \times 17$

Question and answers

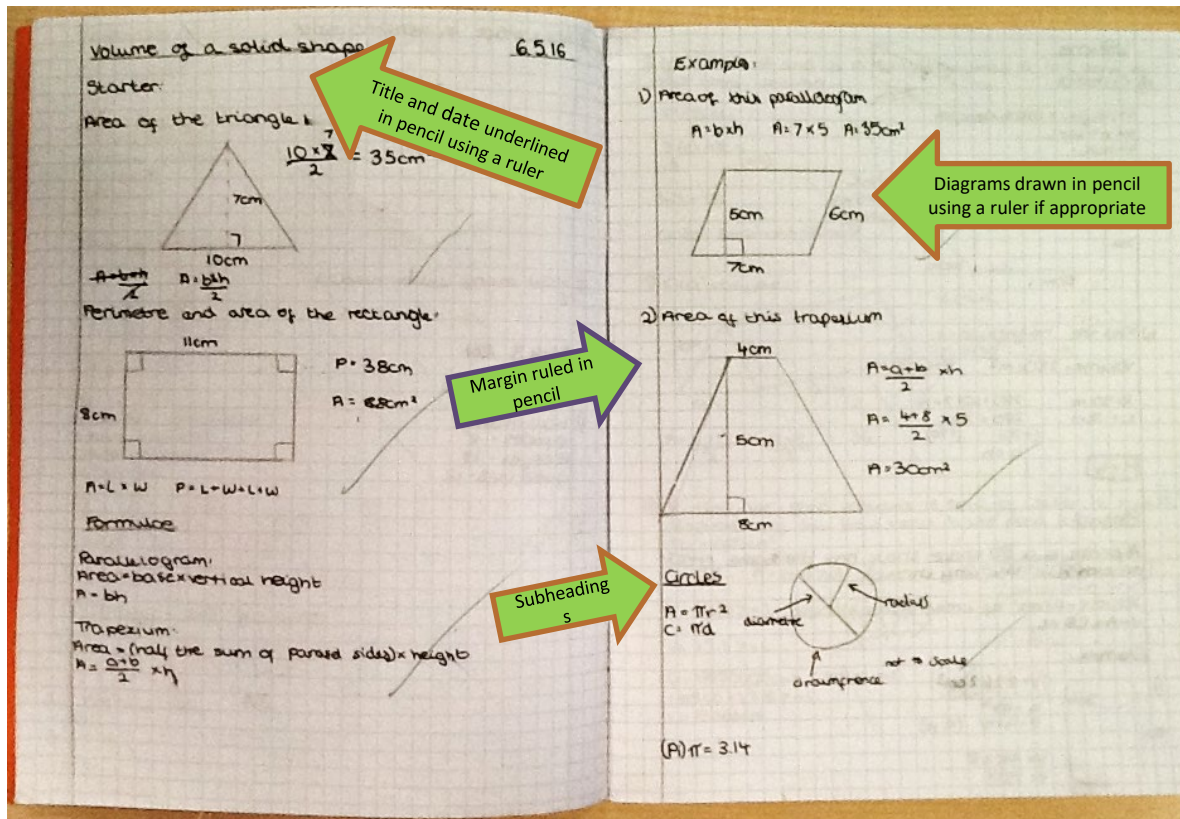
Marked with red pen

well done!

Amazing!!



Example: Book Presentation



Sparx Maths

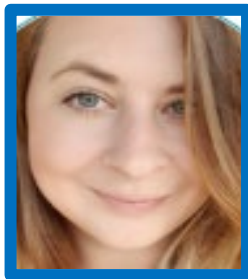
Homework will be starting this week. Your homework days are as follows

KS3 (Year 7, 8 & 9)- WEDNESDAY- your homework will be due and set on
Wednesdays

WE ARE HERE TO HELP YOU!!!

Sparx
Club/Support is
available every
**Monday 3pm-
4pm.**

KS3 (Year
7,8 & 9)- G18- Ms Allchin



Year 7 English- Message from Ms Mouland, KS3 English Curriculum Lead

- For the Autumn term, we will be reading A Christmas Carol, students require their own copy of this text.
- In the Spring term, we will start our Exploring Different Cultures topic, students are not required to purchase a text for this.
- For the first half of the Summer term, we will be building creative writing skills and then moving on to explore Kiran Millwood Hargrave's novel, The Girl of Ink & Stars in the second half. A letter will be sent out confirming the details of the text needed.



Equipment required for each lesson:

Black pen + spare
Red pen + spare
Glue stick
Ruler
A highlighter

Optional

Pocket dictionary

Homework

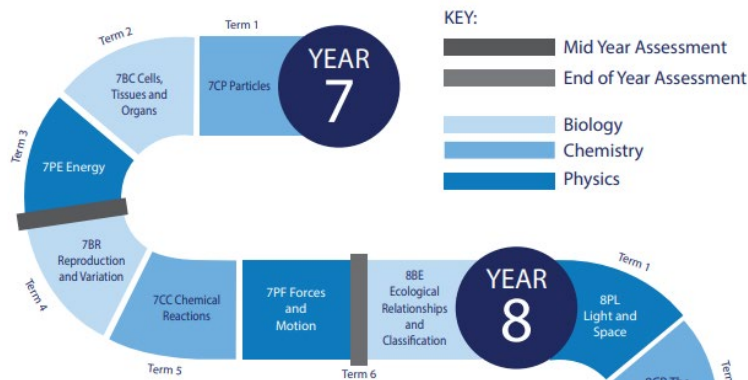
- Students will be issued a half-termly booklet containing weekly writing tasks and spellings to learn.
- Students will also have a SPARX Reader task to complete, set by their class teacher.
- Students will have to be able to access both firefly and SPARX Reader to complete their homework.

Homework reminders will be set on firefly each week by Sarah Mouland (KS3 English curriculum lead).

Year 7 Science



SCIENCE Key Stage 3



- Students will be taught information in topics throughout the year and will alternate between Biology, Chemistry and Physics.
- The topics that will be taught this year are 7CP Particles, 7BC Cells, 7PE Energy, 7CC Chemical reactions, 7BR Reproduction and 7PF Forces. Towards the end of the year, we will begin a year 8 topic 8BE Ecological relationships.

- **Homework.**

Year 7 homework will be set weekly and will be set on Seneca. It will include current learning and will also start to recap learning from previous topics. These may be set as separate assignments so do check you have answered all the assignments set by your teacher.

Year 7 Homework

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

Subject	Approx Time
English	60 mins
Maths	60 mins
Science	30 mins
MFL	30 mins
Hums	45mins
Personal Reading	Reading each week until they reach 300 Sparxs reader points

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 and to your child.

Asking questions about the text, characters, plot.

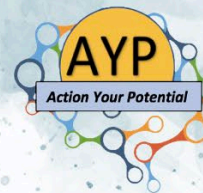
Discussing new vocabulary and meanings.



Revision Strategies

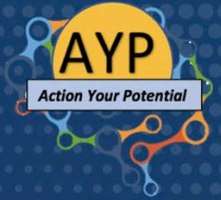
- All students will be supported on how to effectively use a variety of revision strategies (revision cards/ knowledge organisers etc.)



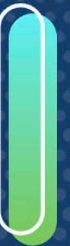


We're here to help you be the
best you can be...

Become a #NeuroNinja this year &
change your world



Build a #NeuroNinja
- Secondary





Metacognitive Skills to change your mind and change your world...

Strand 1 - Well-being is a skill



Skill 1 - Do Your Rocks

Skill 2 - ...
Strand 3 - Unleashing learning

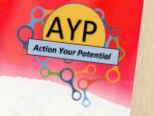
- Skill 7 - Do your leaps
- Skill 8 - Practice makes progress
- Skill 9 - Little & often learning
- Skill 10 - Plan your learning and day



Strand 2 - Mind Management



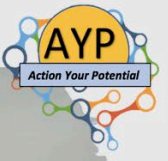
- Skill 3 - Manage worries
- Skill 4 - Build your calm
- Skill 5 - Choose Growth
- Skill 6 - Bouncing back



These are the 10 metacognitive skills of being a #NeuroNinja

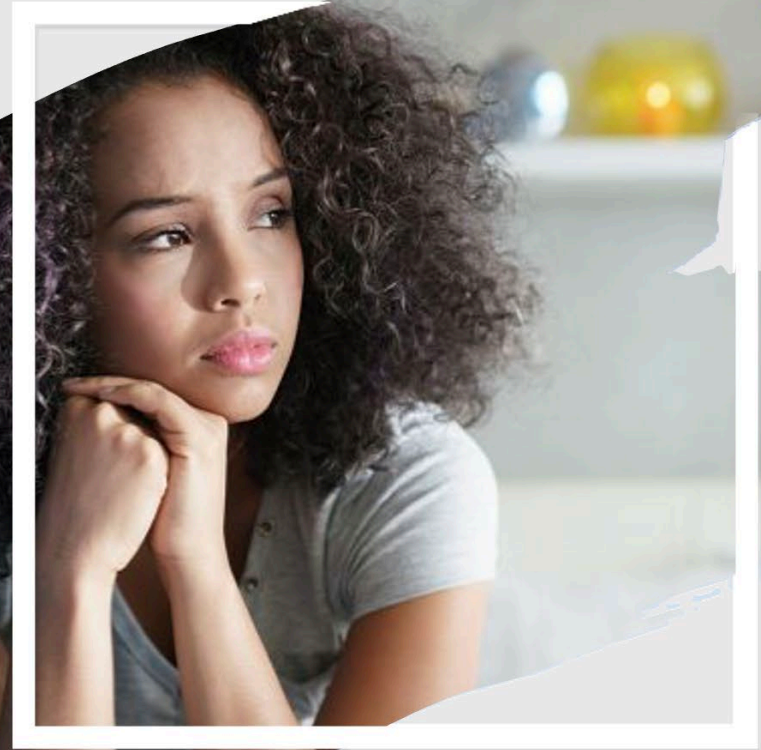


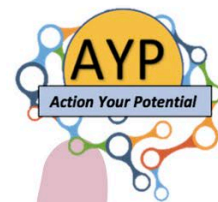
Developing insight...



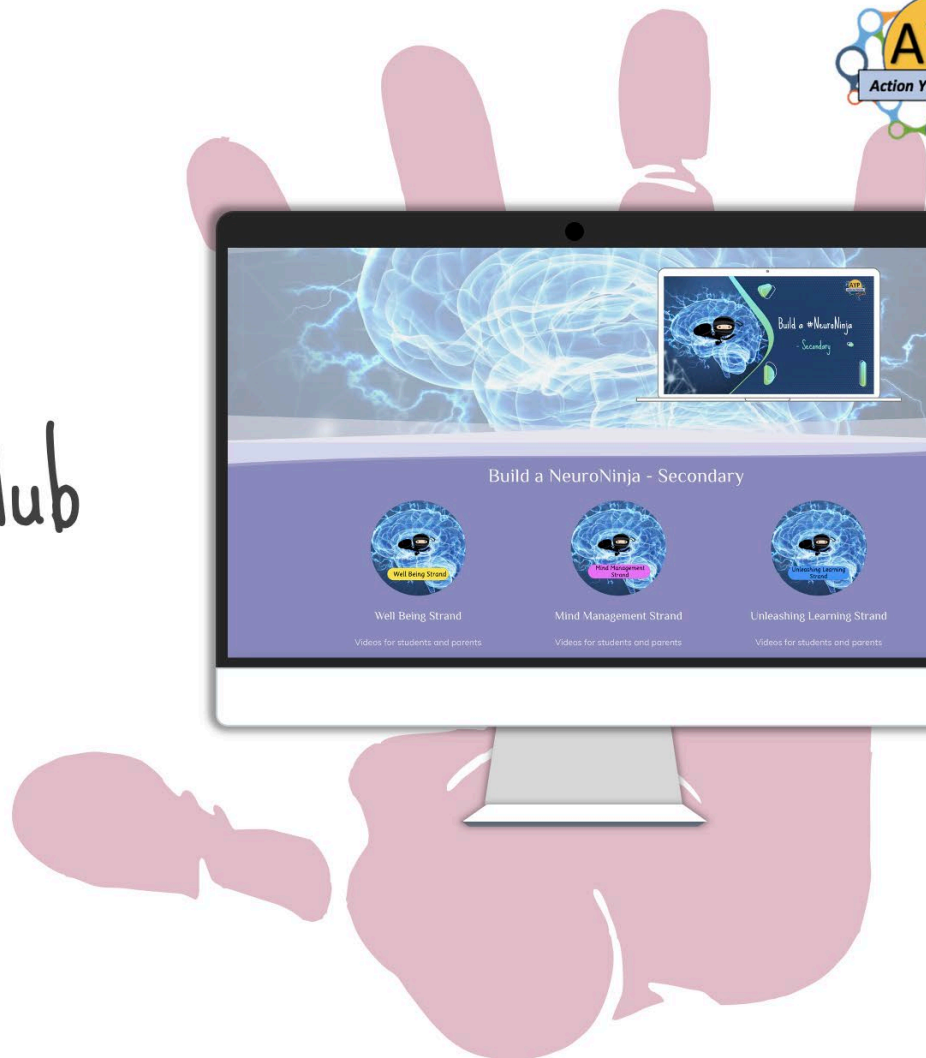
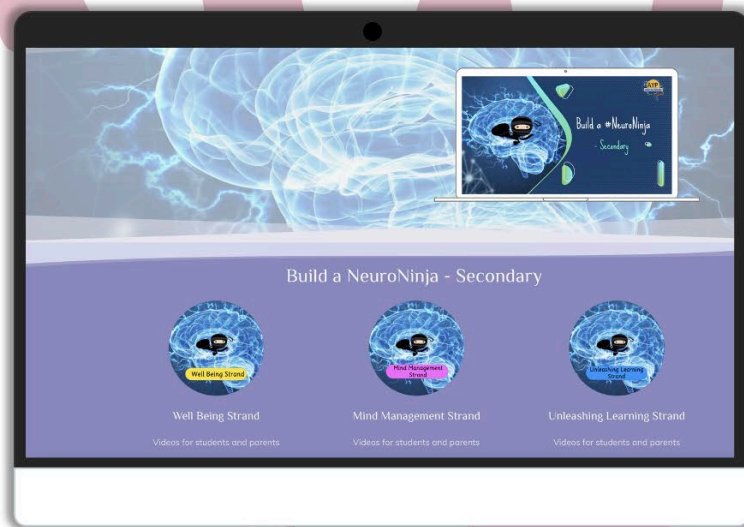
The capacity to gain an accurate and deep understanding of yourself, your motivations, your emotions, your needs, your behaviours and how to learn, grow and improve in perpetuity.

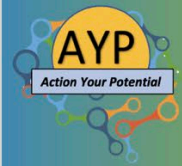
It's about metacognitive skills that transform outcomes.





#NeuroNinja Learning Hub

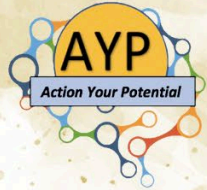




This:

People don't decide their futures, people decide their habits and their habits decide their futures.





Your Life.
Your Choice(s).

Become a #NeuroNinja this year &
change your world

Your brain is amazing...



86 billion neurons.

300 trillion connections.

A millimetre of brain tissue has 120 million connections, 700x more storage than your laptop (in just a mm)

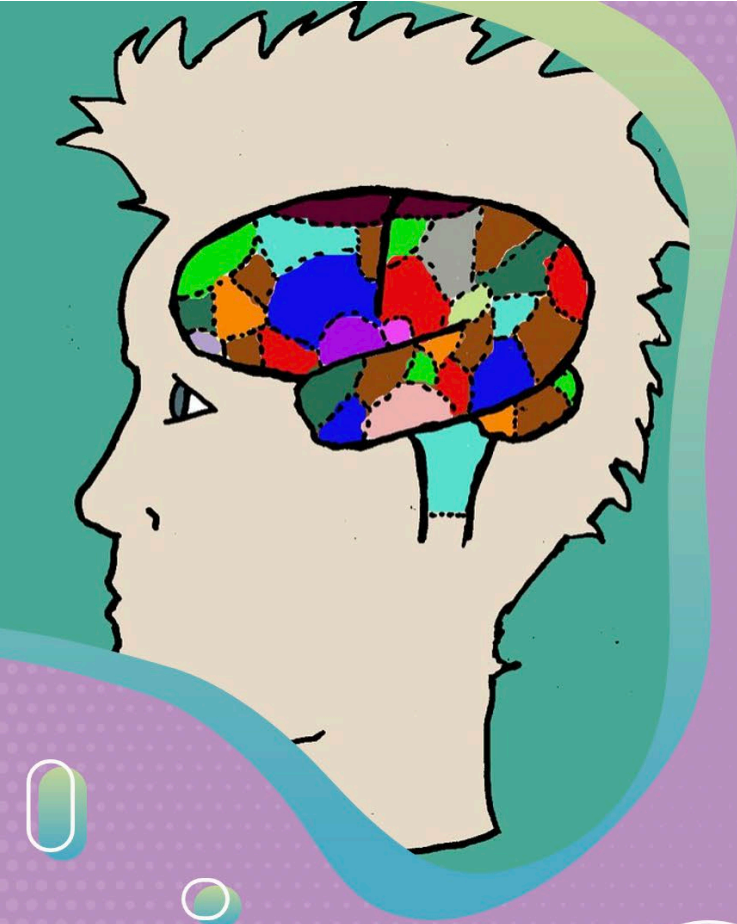
You can do this

You just need to choose to try

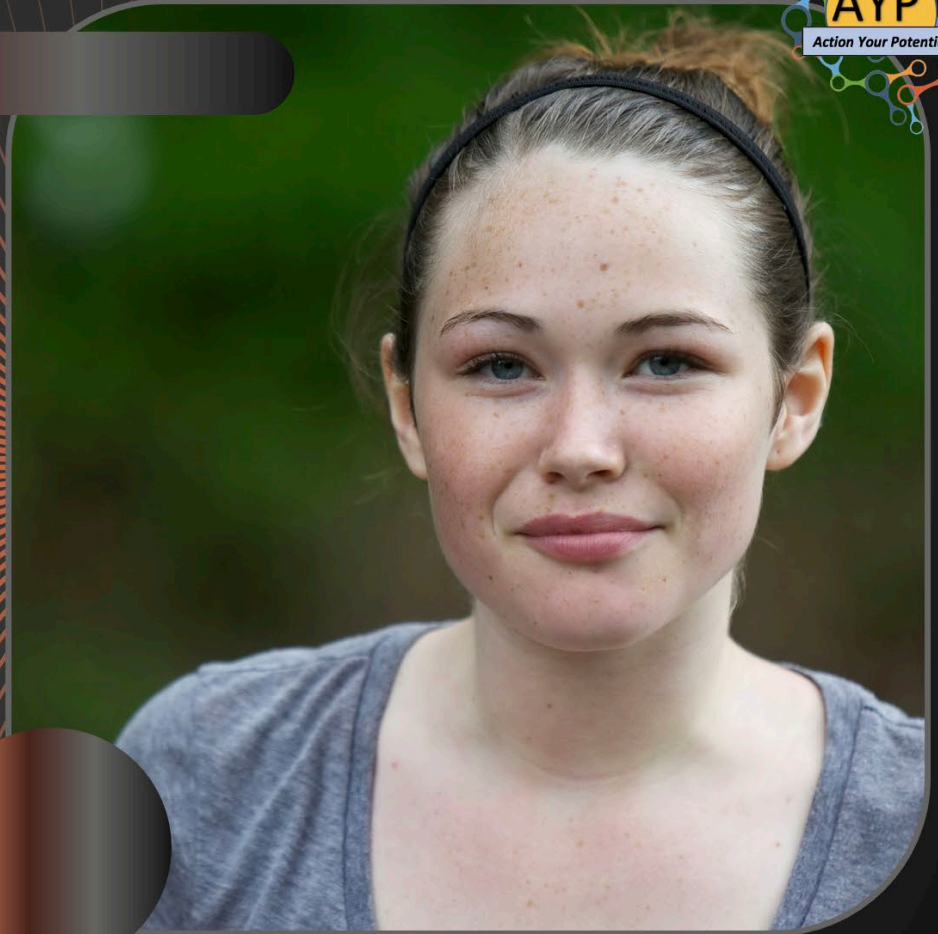


Your brain changes on the basis of what you use it for...

If you repeatedly practice something, your brain and body make it easier for you to do that thing regardless of whether you like that thing, or it is good for you...



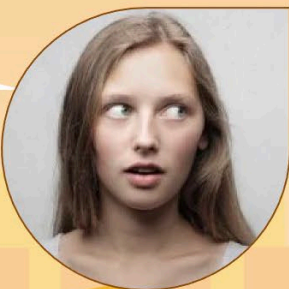
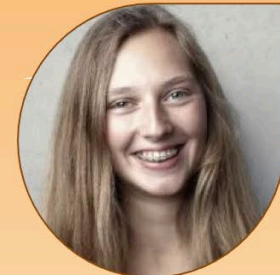
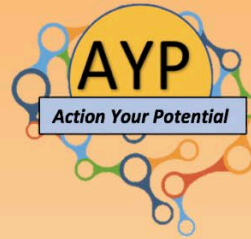
How can my daily
behaviours & habits
help my learning?

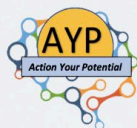


*Our brain builds
our mind every
day*



50% of how we feel right now is down to what we've done in the previous 24 hours...





12 Rocks Of Well-Being – Weekly Check

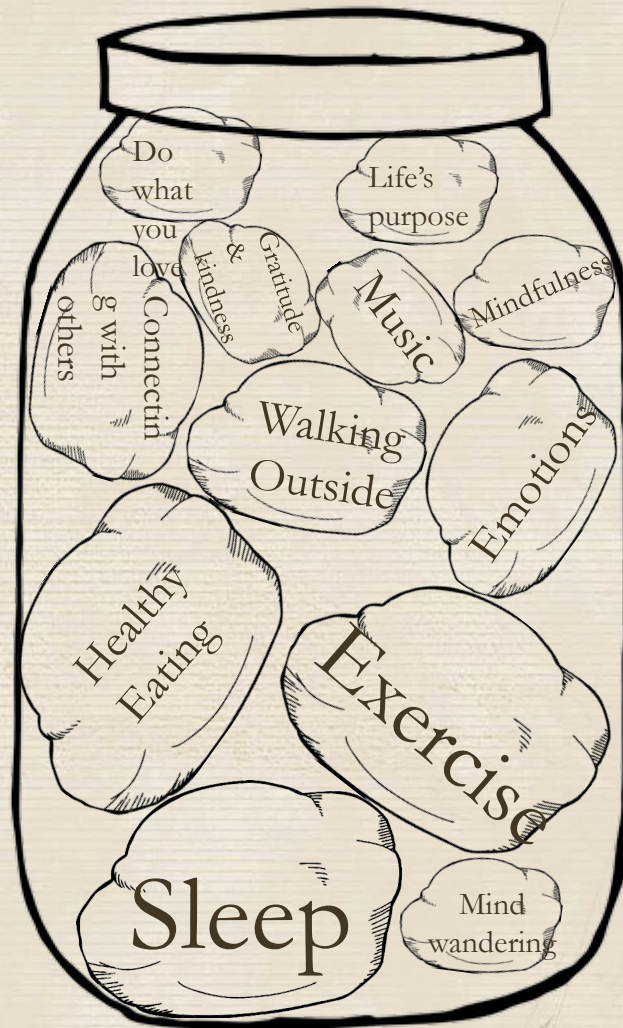
- Rock 1 – Sleep – 8-9 Hours a night
- Rock 2 – Exercise – 20 mins per day
- Rock 3 – Eat and Drink Healthily – complex carbs, protein, low sugar
- Rock 4 – Mindfulness – be present without judgement 5-10 mins
- Rock 5 – Mind Wandering – allow your mind to social problem solve
- Rock 6 – Manage Emotions – notice, accept, share with trust
- Rock 7 – Walk Outside in Nature
- Rock 8 – Listen to Music – 20-30 minutes
- Rock 9 – Connect meaningfully with friends and family
- Rock 10 – Gratitude and Kindness- express both explicitly each day
- Rock 11 – Engage in activities important to your life’s purpose
- Rock 12 – Learn, Play, Create, Read

	mon	tues	wed	thurs	fri	sat	sun
total							

Plan your well-being

Plan your rocks everyday in priority
Get the **BIG ROCKS** in first

Fit in the smaller rocks alongside the bigger ones





The Study Habit – each day

1. Study Capture (5 mins)
2. Box & Frayer Flash Cards (5 mins)
3. Mind Map Build / Review (5mins)
4. Effortful Subjects (10 mins)



1 - Study Capture



The Study Capture Sheet

Subject	Topic	Key Idea	Key Words	Rating



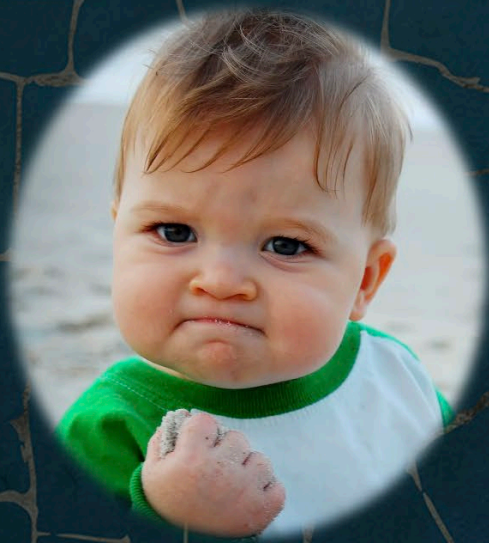
You change your brain



You change your mind



You change your world.



Be in no doubt you
can do this...

Logins

- Firefly
- Operoo (Parents)
- Sparx for maths homework: username – firstnamesurname: lydiashelley, choose own password
- Sparx reader: same as for maths
- Seneca (username: school email address. Password: seneca2020)

Pastoral Support & Wellbeing



The Pastoral Team

Gold

Head of School:
Dr Merchant

Pastoral Managers:
Mrs Carter
Mr Smith
Mr Smith

Emerald

Head of School:
Mr Frimpon
Pastoral Managers:
Mr Benn
Mrs Vickers

Sapphire

Head of School:
Ms Ballinger
Pastoral Managers:
Mrs Molli
Mr Ryami

Y7 Mentors

7G1	Hugh Finzel
7G2	Mark Bowden
7G3	Cat Pugh

7 E1	Joanne Reeve (Mon, Tues, Fri) & Sherri Allchin (Mon, Weds, Thurs)
7 E2	Tyson Stevens
7 E3	Lisa Schafer

7S1	David Butler (Mon, Tues, Wed) & Charlotte Kaech (Mon, Thur, Fri)
7S2	Joe Benn
7S3	Coralie Gregory (Tues, Weds, Fri) & Max Aitchison (Mon, Thurs, Fri)
7S4	Maya Joseph (Mon, Thurs, Fri) & Alison Yardley (Tues & Weds)

Mentor time programme Y7

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



INCLUSION/SEND TEAM

- **Mel Edwards – Director of Inclusion**
- Melanie.Edwards@shoreham-academy.org

- **Hannah Phillips - SENCO**
- Hannah.Phillips@shoreham-academy.org

- Website:
- <https://www.shoreham-academy.org/parents/send-info-report>



SEND COFFEE MORNING

WHERE: LIBRARY

WHEN: TUESDAY 18TH October
10.00am

Tickets are free and bookable on
Eventbrite:

www.eventbrite.co.uk

Uniform, Behaviour and Attendance



Behaviour expectations

- Every student is entitled to disruption free learning, this gives our students every chance of success in their development at Shoreham Academy.

Blue Slip – this is removal from class for disrupting learning. The student stays in the reflection room until 4pm the same day. A repair conversation with the teacher is had in order to move forward. Parents/carers are made aware if this has happened.

Green Slip – a 15 minute after school detention for lateness, incorrect uniform, parents/carers need not be informed as per policy.

Out of class behaviours – students must report any concerns they have out of class to their school teams to ensure there is appropriate follow up.



Banned Items

We take it extremely seriously if a student brings in any banned items.

A reminder of items that are banned, as per policy:

- Energy drinks
- Fizzy drinks (not those sold in the diner)
- Drinks in glass bottles
- Laser pens
- Weapons (anything deemed as a weapon)
- Vapes
- E-cigarettes
- Smoking paraphernalia
- Mobile phones – if they are seen, they are taken



Attendance

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.



Experience Week and Pledges



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
PLATINUM STANDARD (Completion of all pledges to Gold standard)									
GOLD									
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
SILVER									
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
BRONZE									
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:

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

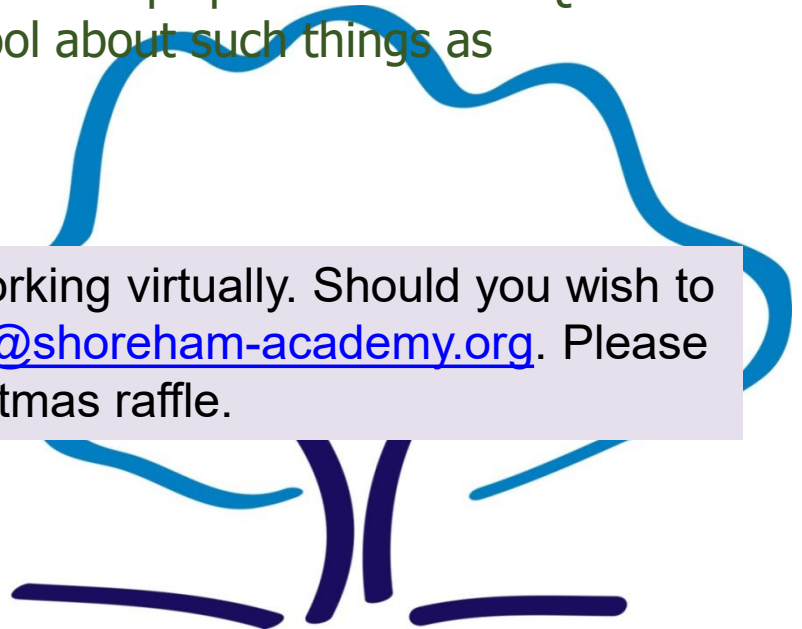


What is the role of FOSA?

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. Please support our forthcoming virtual events – Christmas raffle.





Questions?



Thank you

