

# Year 7 Parents Information Evening

**Mrs Shelley**

**Vice Principal**

**Y7 Raising Standards Leader**



# Year 7

- Progress, Assessment and Reports
- Parents evening guidance
- Pastoral Care and Well being
- Uniform, behaviour and attendance
- Education with Character
- FAQ's



**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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# Role of the Raising Standards Leader

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- **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.

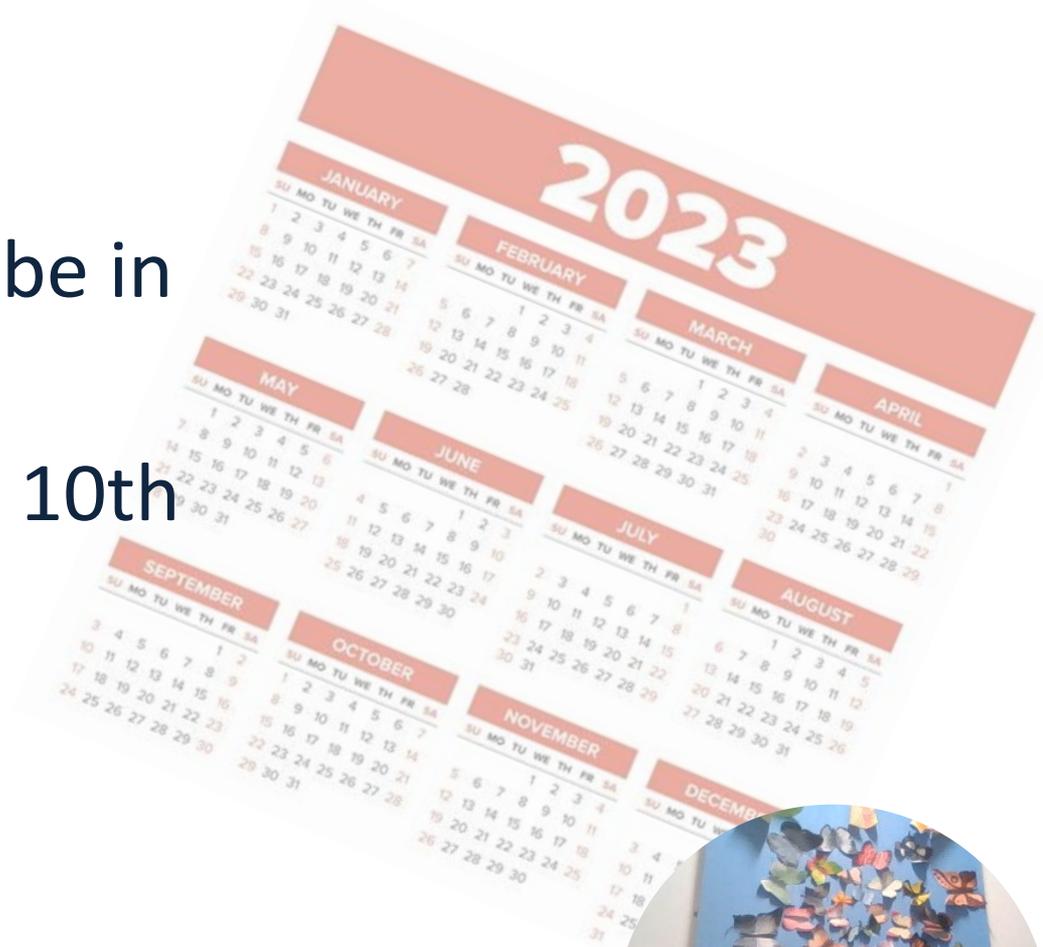


# Y7 Key diary dates

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End of year exams will be in  
June

Experience week – WB 10th  
July



# How do I know how well my child is doing?

- 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

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 for discussion

- Attitude to Learning
- Attendance
- Test percentage
- How does this compare to average or highest achieved?
- Targets they could set
- Would they consider GCSE option and



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## Question suggestions for teachers

- How did my child do in the mid year assessments?
- What is their attitude to their learning like?
- Are they completing homework?
- What area do they need to focus on?
- What extra curricular opportunities are available in this subject?
- Is there an experience week activity linked to this subject?



# System Requirements

In order to make video calls you need to have as a minimum:

- a device with a microphone and speaker/headphones
- a compatible up-to-date web browser:

**iPhone/iPad:** Safari **Note: there is a known issue joining video calls using iOS 14.2. Please upgrade any iOS 14.2 devices to iOS 14.3, or use an alternate device.**

**Android:** Chrome or Firefox

**Windows:** Chrome, Firefox or Microsoft Edge (Chromium - [download here](#))

**Mac:** Safari, Chrome or Firefox

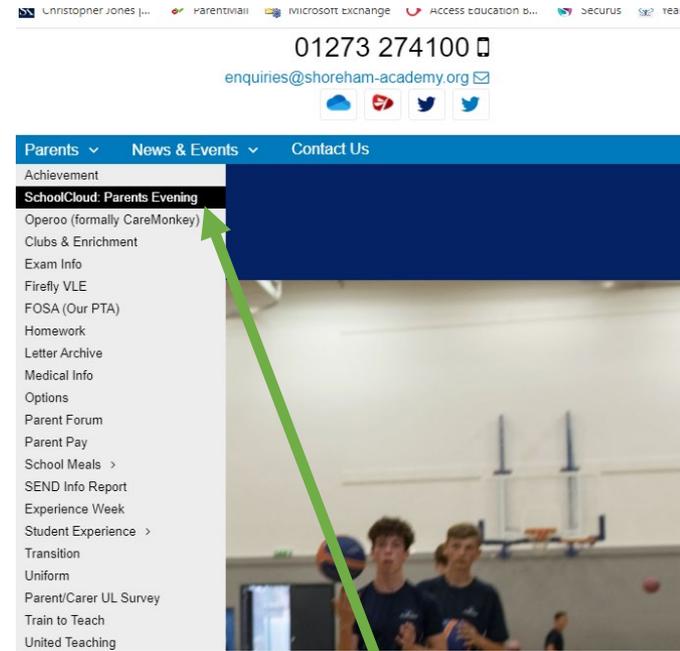
**Linux:** Chrome or Firefox

**We also recommend:**

- Using your smartphone for video appointments. If you don't have a smartphone with a front-facing camera, use a laptop or computer with a webcam.
- Using a headset (or earphones with a microphone) to reduce echo.



# From School Website



Use the login from Parents menu on our website or from confirmation emails sent to you via SchoolCloud system



# Logging On

## Shoreham Academy

### SchoolCloud

Welcome to the Shoreham Academy parent teacher conference booking system. Appointments can be amended via a link from the email confirmation - please ensure your email address is correct.

#### Your Details

Title	First Name	Surname
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Email	Confirm Email	
<input type="text" value=""/>	<input type="text" value=""/>	

#### Student's Details

First Name	Surname	Date of Birth
<input type="text" value=""/>	<input type="text" value=""/>	1 <input type="text" value="January"/>

Log In

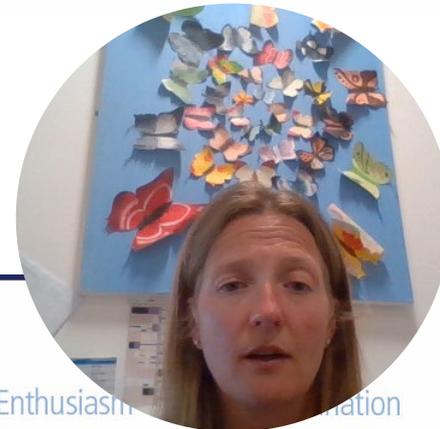
Use the details the school holds for you and add your child's date of birth

Unable to login please call main school number or email the info@box



# 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 vocabulary 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....*
- **Which friend is a positive influence for you and why?**



# ACESs

## ACademic

## Extra

## Study

## Space

### Tuesday, Wednesday & Thursday

### 3:00 - 4:00pm.

- Year 7 – room G06

#### 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 sessions around other after school clubs**



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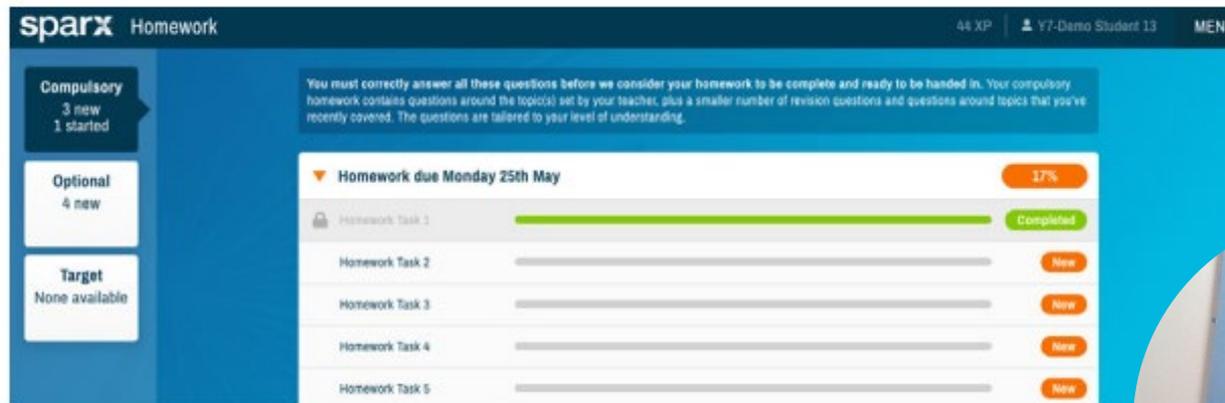
# Year 7 Maths: KS3 Curriculum Leader – Sarah Kerr

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 sections: 'Compulsory' (3 new, 1 started), 'Optional' (4 new), and 'Target' (None available). The main area shows a message: 'You must correctly answer all these questions before we consider your homework to be complete and ready to be handed in. Your compulsory homework contains questions around the topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding.' Below this, there is a section for 'Homework due Monday 25th May' with a progress bar at 17%. The tasks listed are: Homework Task 1 (Completed), Homework Task 2 (New), Homework Task 3 (New), Homework Task 4 (New), and Homework Task 5 (New).

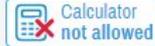


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Task being completed

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



- 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

venndiagram 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

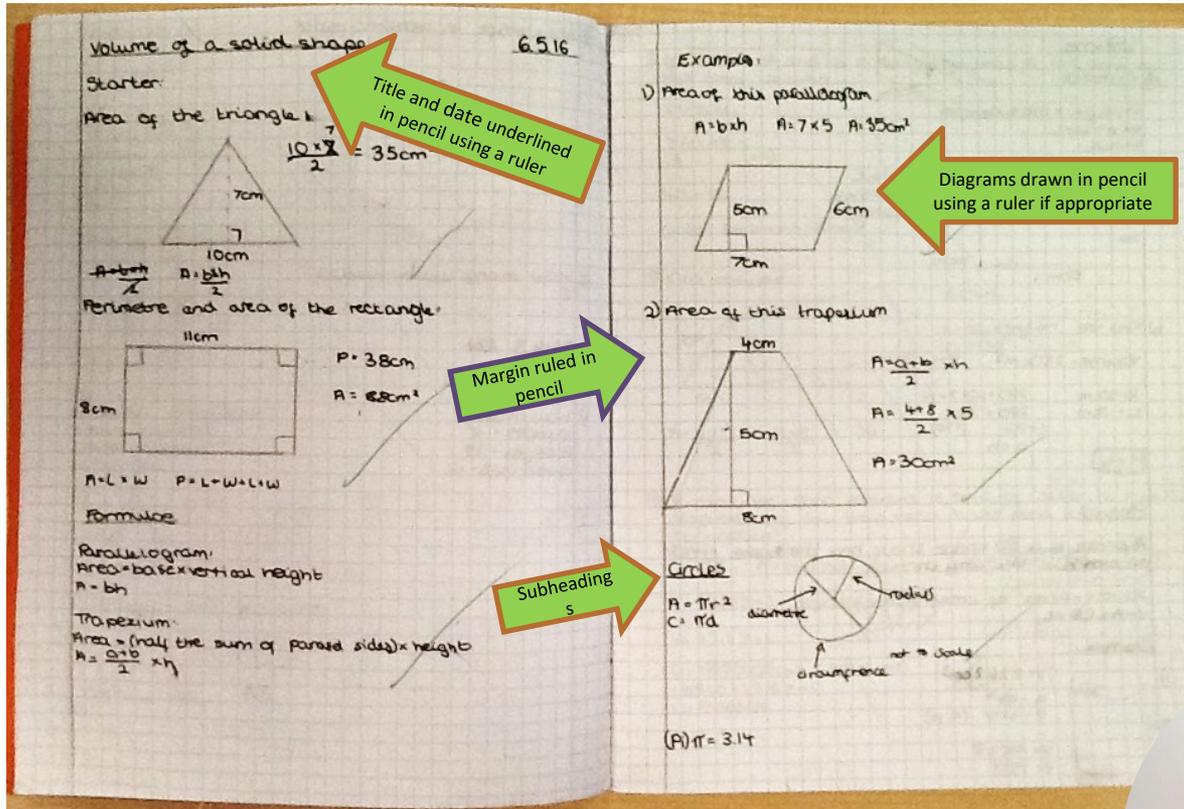
Marked with red pen

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 Support  
is available every  
**Monday 3pm-4pm.**

**KS3 (Year 7,8 & 9)- G17- with Miss  
Salkeld**



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

After half term, year 7 are moving on to study *The Girl of Ink & Stars* followed by a unit of work focused on creative writing skills.

Students are required to purchase a copy of the text, *The Girl of Ink & Stars* by Kiran Millwood Hargrave: ISBN: **978-1910002742**

If you are in receipt of Pupil Premium support and need assistance to buy this text, please contact [stephen.tabor@shoreham-academy.org](mailto:stephen.tabor@shoreham-academy.org).

- **A beautifully written, multi award-winning story of friendship, discovery, myths and magic for any age – perfect for fans of Philip Pullman, Frances Hardinge or Katherine Rundell**
- **Set in an extensive and stunningly-imagined parallel world imbued with magical realism**



## Weekly homework: 60 minutes each week

Homework is checked by their class teacher during the first English lesson of the week. During this session students are encouraged to discuss their progress with Senca and Sparx Reader with their teacher.



Students will also have a SPARX Reader task to complete, set by their class teacher. Each week they need to meet their target of 200 SRP (Sparx Reader Points). This reading programme is designed for the students to complete independently, the difficulty of texts is then automatically adjusted to match the needs of the student. Students are encouraged to read over and above their assigned 200 SRP- this unlocks the Gold reader pass. Gold reader status means that students can regain some autonomy over their choice of books, as opposed to the set extracts that Sparx Reader automates.

 SENECA

Students will be set weekly homework on Seneca. The expectation is that they achieve 100% of the total mark, or they have spent enough time (approx. 30 minutes) to demonstrate that they have engaged with task thoroughly.

### Equipment required for each lesson:

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

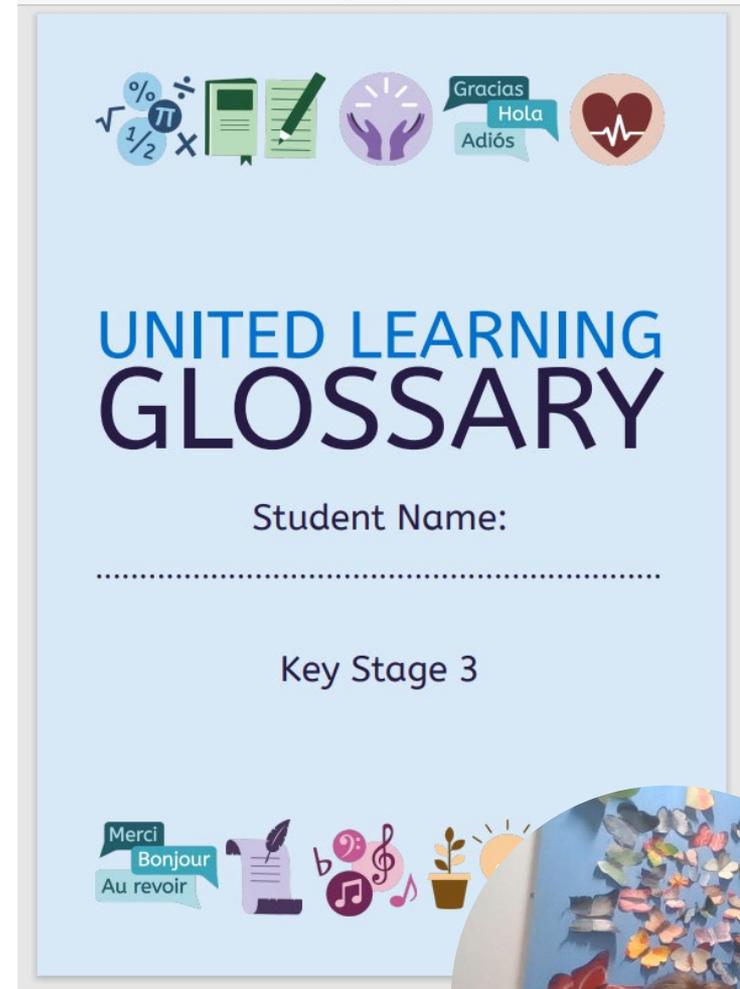
**Optional**  
Pocket



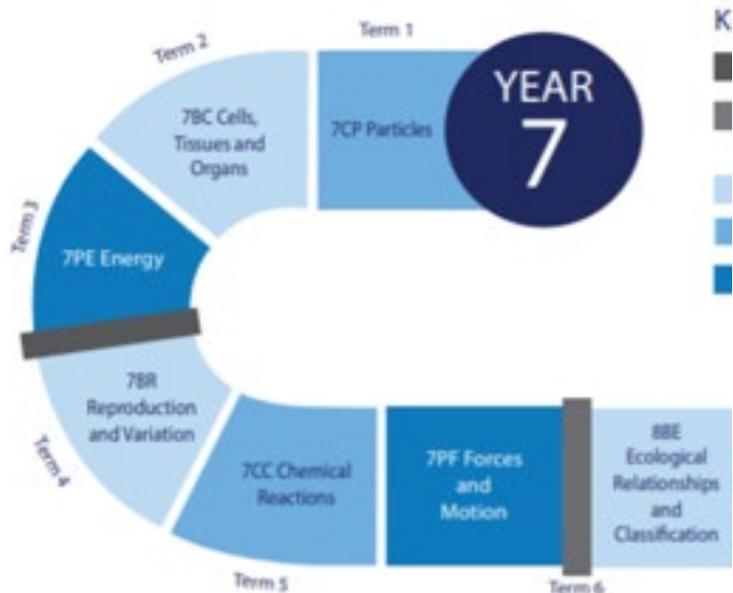
# United Learning Glossary

Your child will be bringing home a booklet on Friday, which is their copy of the United Learning glossary. We would like them to keep this with them in school in their bag. There is a digital version if you would like a copy to have yourself [here](#)

This vocabulary is what we would aim for students to be familiar with by the end of KS3, in Year 9. It is good to start going through key words with your child now and discussing their different meanings in different contexts or subjects. Also practice spelling them correctly and using in a sentence.



# Year 7 Science



Students will be taught information in topics throughout the year and will alternate between Biology, Chemistry and Physics.

The topics taught this year will be 7CP Particles, 7BC Cells, tissues and organs, 7PE Energy, 7BR Reproduction and variation, 7CC Chemical Reactions, 7PF Forces and motion.

There will be small assessments at the end of each topic and 2 larger assessments, indicated by the grey block.

At the end of year 7 we aim to start the topic 8BE Ecological relationships

Homework.

Year 7 homework will be set weekly and will be based on Seneca. It will include current learning as well as past topics taught from year 7. These maybe set as separate assignments so do check you have all the assignments set by your teacher.



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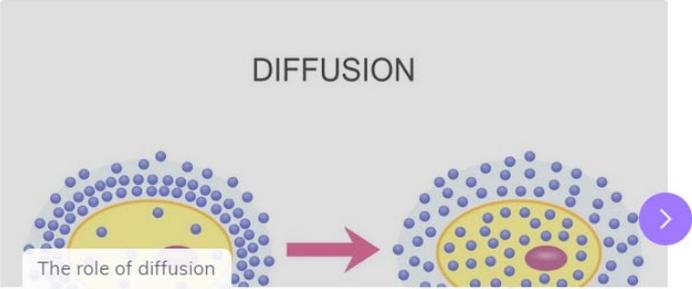
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# Frequently Science Homework is 'Seneca'

Diffusion 1/2

Substances can enter and leave cells in a process called diffusion.

**DIFFUSION**



The diagram shows a cell with a yellow nucleus and a red organelle. Blue dots representing particles are outside the cell. A red arrow points from the outside to the inside of the cell, indicating the direction of diffusion. A purple circle with a white arrow points to the right, suggesting the next slide.

The role of diffusion

- It is important that substances can move both into and out of cells.
  - We want oxygen to diffuse into cells because it is needed for life.
  - We want carbon dioxide to diffuse out of cells as it is a waste product.

Feedback?   Typing speed: x2.5

Continue

Your teacher will set a task on Firefly with a link to your Seneca task.

You have a week to complete the task.



# The Seneca quizzes

## Magnification and Resolution

1/2

When using microscopes, two variables matter the most: magnification and resolution.



Magnification

- Magnification tells us how many times larger an image seen through a microscope is compared to the real object.

Feedback?



Typing speed: x2.5

You will need to read the information and then answer a question. You move through the task that has been set.

Your teacher will expect you to achieve 75% correct. You can repeat the whole quiz until you reach this minimum.



# Year 7 Homework

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



# Reading Homework

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

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

## **Support by;**

Reading with and to your child.

Asking questions about the text, characters, plot.

Discussing new vocabulary and meanings.



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# Logins

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- Firefly Contact [helpdeskit@shoreham-academy.org](mailto:helpdeskit@shoreham-academy.org)
- Operoo (Parents)
- Sparx for maths homework: username – firstnamesurname, choose own password
- Sparx reader: same as for Maths
- Seneca (username: school email address. Password: seneca2020)



# Pastoral Support & Wellbeing



# The Pastoral Team

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## Gold

Head of School:  
Dr Merchant

Pastoral Managers:  
Mr Smith  
Mr Smith  
Ms Belgeonne  
(Wednesdays)

## Emerald

Head of School:  
Mr Frimpon  
Pastoral Managers:  
Mrs Smith  
Mrs Clark

## Sapphire

Head of School:  
Miss Pugh (Maternity  
cover for Miss  
Ballinger)  
Pastoral Managers:  
Mrs Molli  
Mr Riyami



# Mentor time programme Y7

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- **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)*

*- Engagers every day at the start of mentor time (challenge, thoughtfulness, and well-being)*



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## Ways to manage a friendship fallout

Initially, give space to allow things to cool off and ensure you don't say things in the moment. Be civil in this period of uncertainty too!

Talk to them yourself, don't involve others. It can be complicated and also seem that the friendship doesn't matter to you.

Be honest, admit when you have done/said something wrong. We all make mistakes. It's easier to own up, learn from the mistakes and move on.

It's normal experience! If you fall out with the people you love the most (parents) then you're going to fall out with friends from time to time.

Talk face to face, don't try to fix things through texts/social media messages. Messages can easily be misread or misunderstood.

Speak to an adult you trust but can also provide balanced/neutral advice on the situation.



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# Anna Freud



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info@shoreham-academy.org ✉



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Students > Mental Health

## Students

- Anti-bullying
- Aspirations Quiz
- Canva
- Clubs & Enrichment
- Common Lit
- Ecosia
- Educake
- Firefly
- LEXIA Core 5
- MASSOLIT
- Mental Health**
- Microsoft 365 (Office)
- my-gcscience
- NGRT Testing

## Mental Health

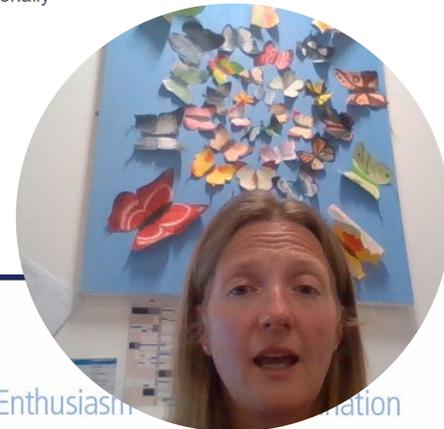
### Young People's Mental Health at Shoreham Academy

#### A Mentally Healthy School

At Shoreham Academy our mission is to ensure that all young people are provided with the tools to lead a mentally healthy life. Staff are trained in how to promote this with students, as well as how to look after themselves in this regard. We use numerous strategies:

- Promoting Hard Work, Excellence and Integrity as our Core Values as conduits of positive wellbeing
- Visible, Loud & Proud Messages about positive wellbeing e.g. Five Ways to Wellbeing Stain Glass Windows
- Curriculum Time for wellbeing in PSHCE and Mentor Time
- School Counsellor in place
- Student Voice mechanisms to capture young people's perspective on positive wellbeing
- Equality & Diversity policy which builds self esteem
- Significant Investment in relevant Training and Development for staff e.g. Mental Health First Aid and Emotionally based School Avoidance (EBSA) training
- Signpost Students and Parents to relevant Support Agencies
- Specialised Support from Anna Freud Centre in London

<https://www.annafreud.org/>



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# 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)
  
- [ILSLeadership@shoreham-academy.org](mailto:ILSLeadership@shoreham-academy.org)
  
- Website:
- <https://www.shoreham-academy.org/parents/send-report>



# Experience Week and Pledges

10<sup>th</sup> July



# 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 co-lead a group	the



**To achieve:**

<b>PLATINUM</b>
<b>GOLD</b>
<b>SILVER</b>
<b>BRONZE</b>

Students must complete all 7 pledges to **GOLD** standard

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

Students must complete all 10 pledges in the **BRONZE** category and 7 pledges from the **SILVER** category

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





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- 
- **I am absent from parents evening, how do I find out how my child is doing?**
  - When receiving your child's report, email teachers directly for any subjects you have concerns about. At options evening have those follow up face to face discussions.
  - **Can there be more after school clubs that are not just sports related?**
  - There is a weekly KS3 art club already. Aces club is available three days a week, creative work can be completed in there. Also look out for competitions that are available, we recently had the literacy debate.
  - **Will any more subjects be streamed to enable students to be stretched/further supported as required?**
  - No not this academic year, we aim to challenge and support every student each lesson.
  - **I have concerns about my child's dyslexia who can I speak to?**
  - Contact our ILS team who have email details on the previous slides
  - **Are there any text books that my child could look a alongside homework learning?**
  - We would recommend students come to SPARX club/Aces club if they want to improve their learning! Or spend more time reading.



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# Thank you



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