

Year 7 Information Evening

21st September 2023



CARR HILL HIGH SCHOOL

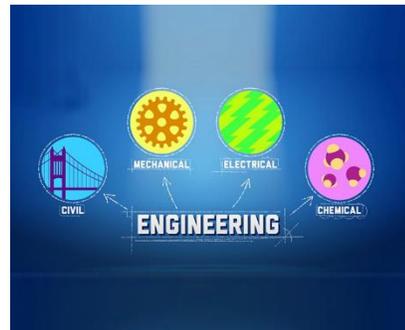
Commitment Aspiration Resilience Respect



Welcome to Carr Hill



'Be the very Best version of you'



In Pursuit of Excellence

Proud to Belong

EXPECTATIONS

Behaviour *for* Learning

Be Present

at all lessons, mentor times & assemblies.

Be Punctual

to all lessons, mentor times & assemblies.

Be Positive

in your work ethic, attitude and approach.

Be Polite

by respecting everyone and everything; travel around the school safely.

Be Proud

to belong to Carr Hill, your College and take pride in yourself, your uniform and achievements.

Be Prepared

to learn with your equipment, your books and phone off and away.

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Behaviour for learning

- **Present** – Being both physically present in class and mentally in the room and ready to learn.
- **Punctual** – 5 minutes lateness to every lesson in a day costs 25 minutes of learning. Over a week, that's over 2 hours of learning lost. Over a term, almost 30 hours lost.
- **Positive** – Starting secondary school is a big change and there may be some knocks and setbacks.
- **Polite** – Staff at school expect manners and courtesy from students as an absolute minimum. Students should also be polite to each other. Always.
- **Proud** – Proud of our school community and proud of ourselves.
- **Prepared** – All books and equipment. Prepared for all assessments and PPEs.

Starting lessons off positively

In classrooms students must:

- Enter quietly when instructed to do so
- Stand in silence behind chairs
- Wait for the teachers instructions
- When asked, ensure that they have out all their equipment

Behaviour for Learning - The Choice System

Grade 2– Resistant

- Repeated refusal to work, needs reminders to be brought back on task. Makes poor choices.
- Repeated failure to follow instructions or classroom expectations
- Continued negative impact on the learning environment
- Continued lack of effort and motivation
- **Refusal** to engage with feedback

Outcome
Negative Behaviour Point

4 occasions of a grade 2 or 3 in a week = 30 minute detention

Grade 1 - Not possible to continue teaching with student in the room due to disruption and so student timed-out to another classroom. Same day detention

Grade 3 - Reluctant

- Distracting others
- Initial refusal to work
- Does what is asked to a minimal standard
- Shows insufficient effort to achieve full potential.
- Lack of care with presentation
- Doesn't always act on advice to improve work
- Doesn't persevere with challenges
- Takes a passive role in group work

Outcome
Warning

Grade 4- Focussed

- Hard working and engaged
- Makes a positive contribution to the learning environment
- Notable effort put into work
- Care is taken with the presentation of work
- Responds positively to advice to improve work
- Responds positively to challenges and shows resilience
- Contributes positively to group work
- Follows classroom expectations

Outcome
Verbal Praise

Reward activities and events

Grade 5 - Outstanding

- A sustained positive impact on the leaning of others
- Shows leadership in lessons
- High quality presentation enhances work.
- Takes a leading role in group work
- Pro-actively responds to feedback
- Demonstrates independent learning especially through wider reading and research
- Consistently displays curiosity and a love of learning

Outcome
Positive behaviour point

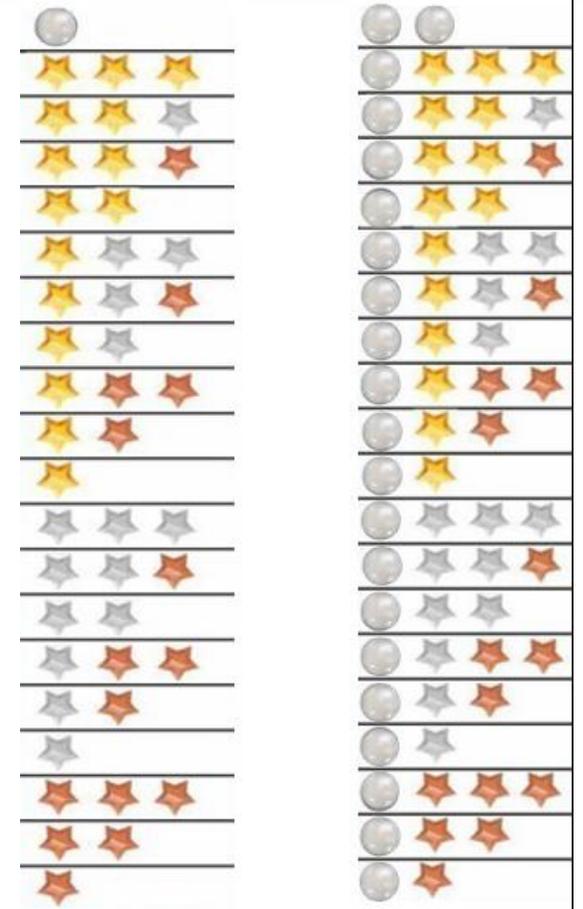
Our Rewards Programme – How the System Works

- Pupils work to gain Rewards Points across a five-year journey. They earn badges as they go.

- 100 Points –

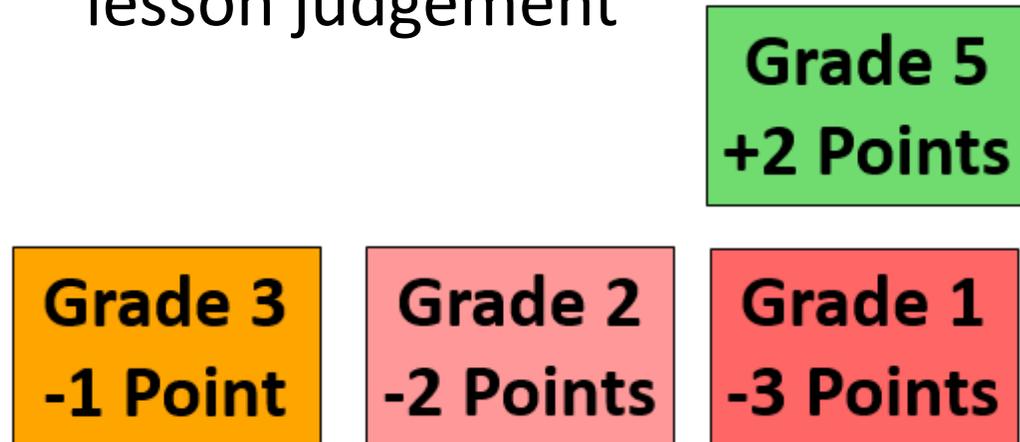


- 200 Points -



How the System Works

- How pupils gain and lose points:
- Lesson Grades – a whole lesson judgement



- CARR Points – for moments where pupils display our key virtues

COMMITMENT

+1 Point

RESILIENCE

+1 Point

ASPIRATION

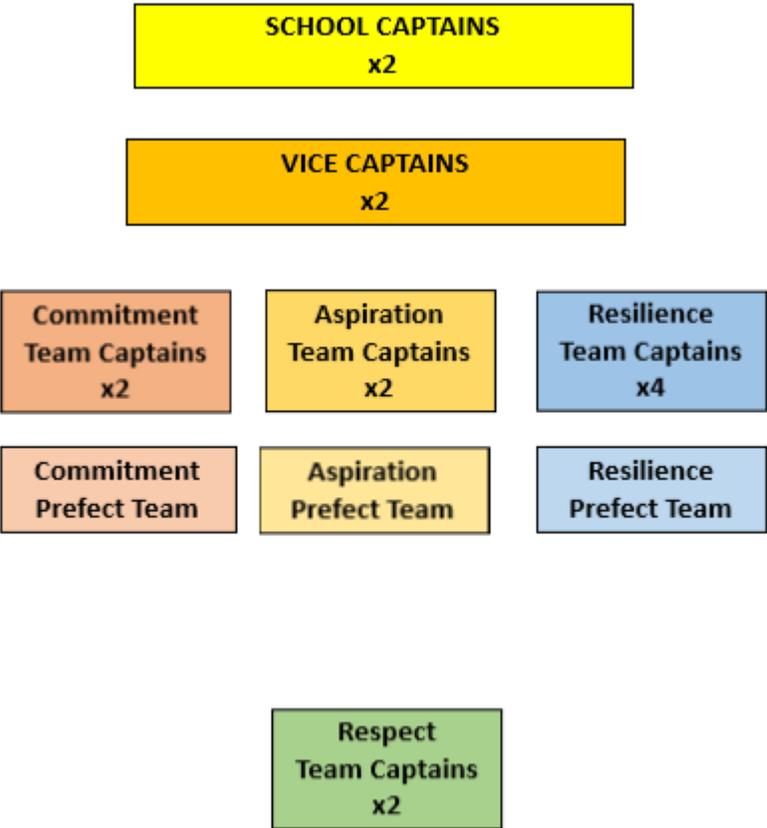
+1 Point

RESPECT

+1 Point

The Prefects System

Formed around the
CARR Virtues



Alyssa and Sophie

Home Learning

What your home learning will look like?

- Knowledge organiser work with a clear task to complete from the knowledge organiser.
- An electronic task from GCSEPod, Carousel learning, Sparx etc. with something produced that can be checked and provide feedback provided.
- Reading task.
- Writing task.
- All home learning to be recorded on Synergy and you are responsible for checking Synergy.
- In most cases there will be a week or at least a weekend between homelearning being set and the deadline.



Home learning

Home learning detentions.

- Each week we will count up the total number of missing pieces for each student.
- Students will get a 30 minute detention for every two pieces of missing work.
- Detentions will then be set for the following week.

Home learning

Why is home learning important?

- Home learning is an important part of school work as it provides an opportunity for students to consolidate on their learning and review new concepts and ideas.
- Progress in home learning tasks informs the teacher of how well students are grasping new learning and it helps to embed the good study habits that students need to be successful in their qualifications at the end of year 11 and beyond.
- Students who regularly complete their home learning tasks can gain up to 5 months progress in their learning.
- Over time lack of home learning can have a huge impact on student progress and ultimately lead to underachievement at the end of year 11 which narrows their choices for post16 study.

How can you help?

- All students need a desk and a quiet space to complete home learning tasks and to revise.
- Home learning needs to be completed each night and is set on Synergy each day. Students need to regularly read over class notes.
- Effective learning involves self-testing – can you test your son/daughter on what they have learnt in class to make sure that it has gone in?
- Take an active interest in their learning and ask them to tell you what they have learnt each day.
- Students should be working towards 5 hours per week on home learning and revision.
- Encourage them to be inquisitive and to read around their work to encourage a deeper knowledge and understanding.
- Encourage them to be ambitious – they are capable of anything with hard work and support!

School Synergy

- Click on the link at the top of the homepage of the website.
- Students need to log into synergy to find home learning tasks.
- Students should also log into synergy to find lesson work if they are absent.

USEFUL LINKS

[Office 365](#)

[Home Access+](#)

[School Synergy](#)

[Online Payment](#)

[SEN and Local Offer](#)

[Remote Access](#)

[GCSE/BTEC Sportswear](#)

[Book Room/Resource](#)

[Facilities Hire](#)

[Ofsted Parent View](#)

[Accelerated Reader](#)

[Acc Reader Book Finder](#)

[GCSEPod](#)

[Libresoft](#)

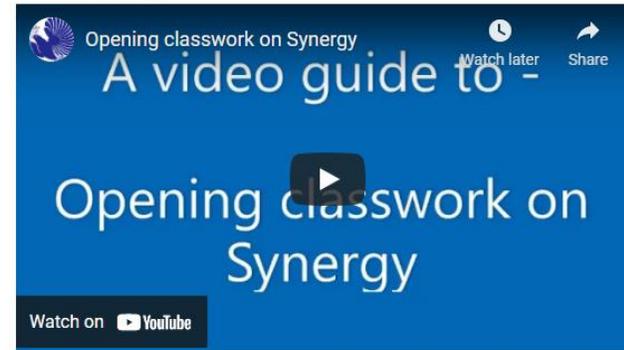
School Synergy

- Information and video guides can be found under the parents tab on the website.
- Parents – school synergy.

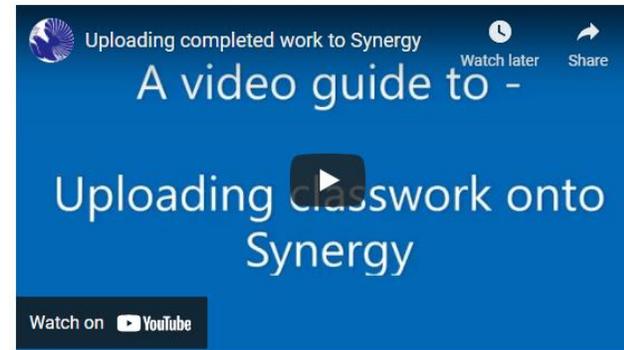
Accessing Synergy on a computer

Please find below some quick videos which show you how to access Synergy, view Lessons and Classwork, and upload completed work onto Synergy.

Opening classwork on Synergy



Uploading completed work to Synergy



SEND

- Every teacher is responsible for every student.
- To continue to promote inclusion the first point of contact for any student is the mentor or class teacher.
- However if you have a specific concern regarding a barrier to learning etc. The SENCO does do drop in clinics. These are advertised on the school website and in the Head's Newsletter.
- If times are inconvenient, please call and we can set up a meeting at a more convenient time.

Attendance – 98% or above

- 95% attendance = $\frac{1}{2}$ a **day** of lessons missed every two weeks.
- 95% attendance – **TWO** weeks of lessons missed each year.

Reports

- Two reports per year, one in December and one at the end of the year.
- The report will include information on their behaviour for learning and their home learning in each subject and whether or not they are making expected progress in their subject.
- Parents evening for year 7 is May 9th.

Targets and keeping track of progress

Performance in year 11	PATHWAY
7-8	BOOST
6-7	CORE 1
4-5	CORE 2
3-4	FOUNDATION

CAT tests + KS2 test

- Cognitive abilities tests
- Verbal
- Non- verbal
- Spatial reasoning
- Knowledge Gaps

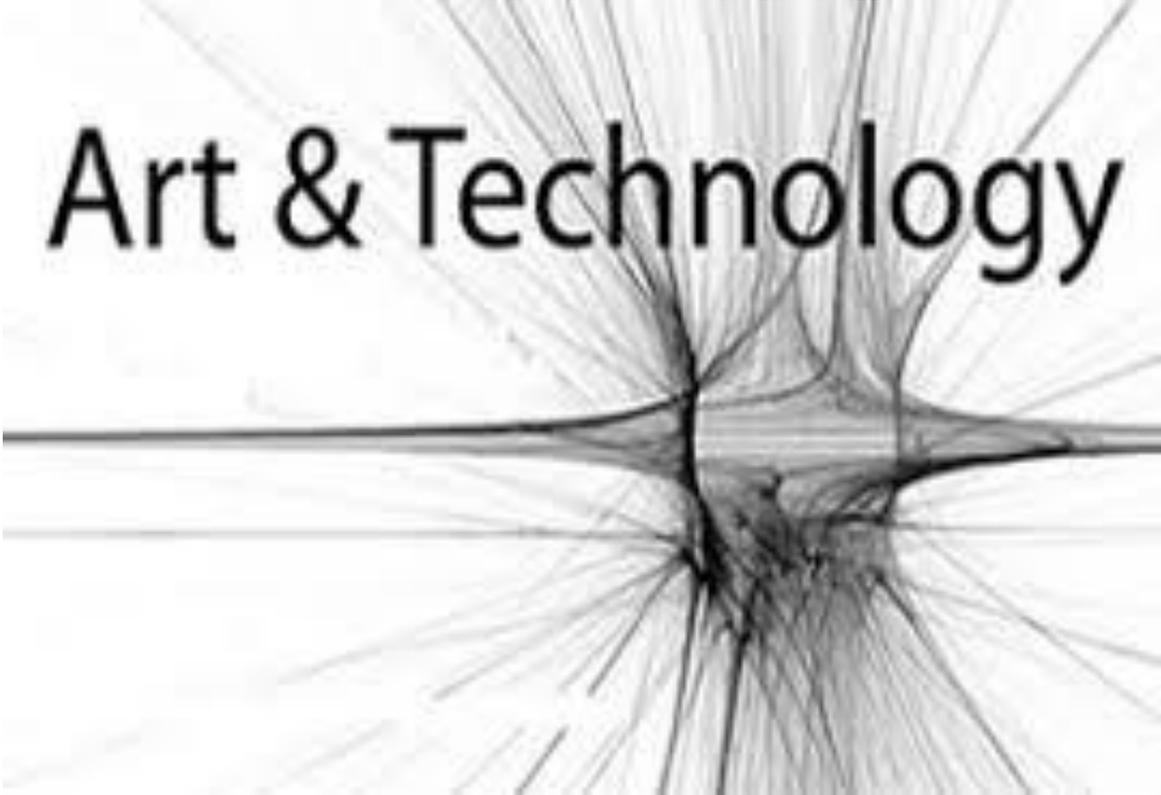
Sets

- The year group is split in half – for timetable purposes

SETS	
1A	
1B	1C
2A	2B
2C	2D
	3A

- We only set in Maths and English.
- Other subjects are mixed ability groups; C1, C2, H1, H2.
- The exception is 7H4 – which we keep the same as 73A/En in case we need to do extra reading work with students.

Art & Technology

An abstract background image featuring a central point from which numerous thin, dark lines radiate outwards in all directions, creating a starburst or web-like pattern. The lines vary in length and thickness, giving it a dynamic and technical appearance.

- £5 - 10 contribution for materials
- Online payment
- Cash at the finance office

Accelerated Reader

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- Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice.
- Your child picks a book at their own level and reads it at their own pace. When finished, your child takes a short quiz on the computer.
- Students have one lesson each fortnight in the HUB library.
- You will be sent a username and password for AR Home Connect where you can view what your child is reading and how they do when they take a quiz.



Accelerated Reader™
Renaissance Learning

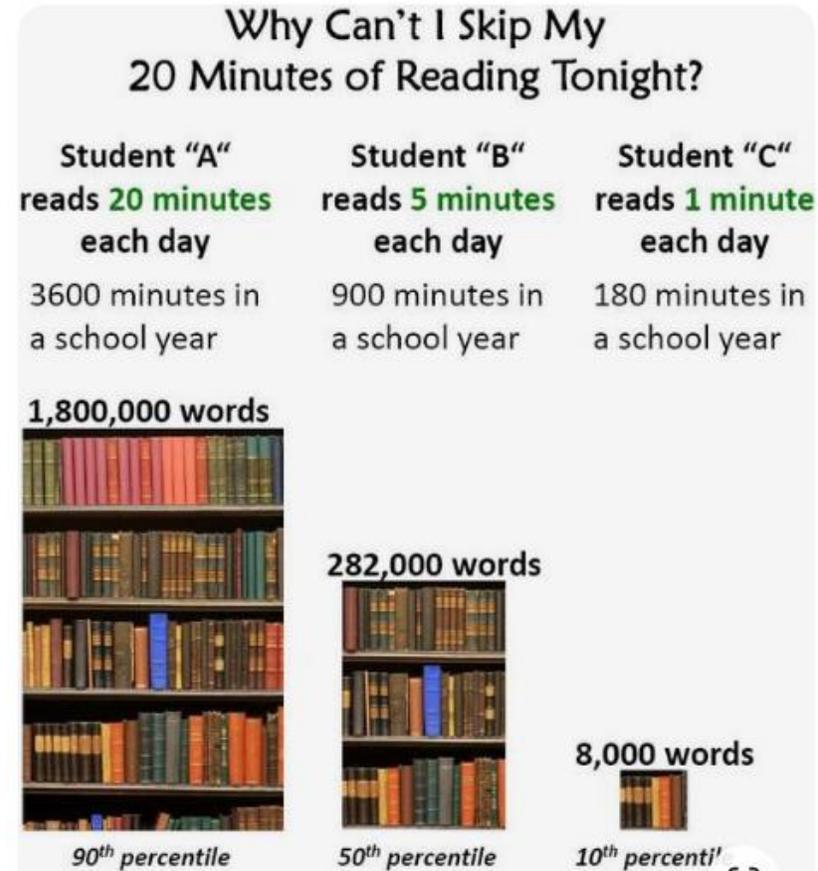


In Pursuit of Excellence

Proud to Belong

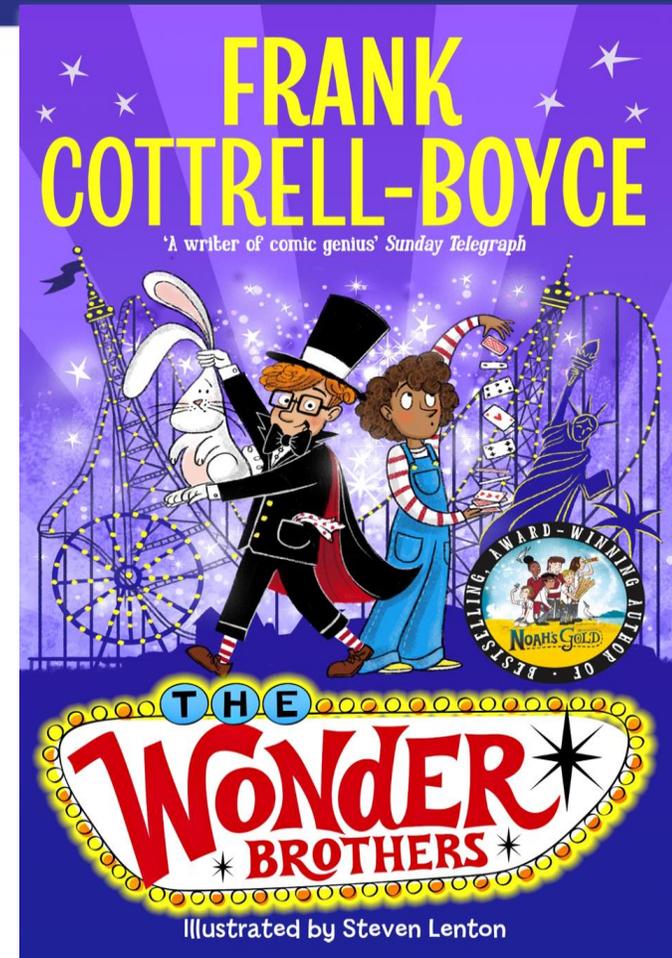
Parents and Carers

- You can help to support by encouraging your child to read widely and regularly.
- Please continue to talk to your child about what they are reading and, if you wish, they can read to you just as they did at primary school.
- Regular reading impacts on comprehension skills and writing skills as well as helping your child to become an independent learner.
- Thank you for encouraging your child to complete such tasks regularly as on-going homework.



Author visit 4th October

- Frank Cottrell-Boyce will be speaking to year 7 in school.
- Students can buy the book for £9 – they will get a signed copy.
- We will set up scopay so you can order a copy in advance.
- If necessary students can pay cash on the day.



Sparx Maths

- Sparx maths is a web based resource with hundreds of help videos for each question.
- Each student has their own login details and home page.
- Staff will provide each student with a Sparx homelearning book to complete the homelearning.
- Students will be automatically set a weekly homelearning task that is independent to each student based on their scheme of learning.
- Prior to each deadline parents will be sent an email report to help support completion of each task.
- Every Monday in room 4 (3.15-4.15) Mr. Myers will run a help session with laptops available.

What support is available?

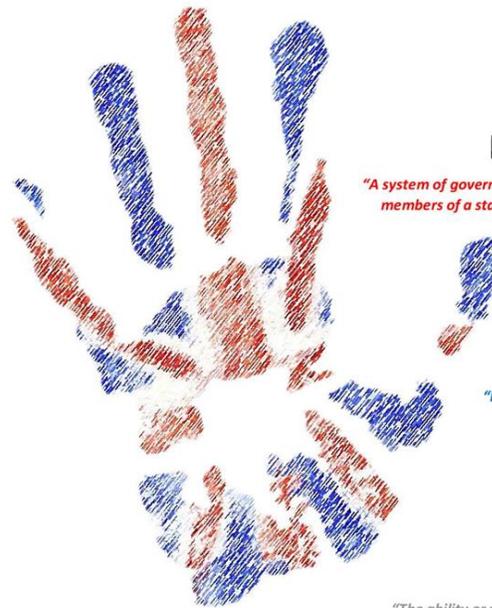
- Their classroom teacher (at the appropriate time).
- The Maths office.
- Their mentor.
- Web based resources.

Year 7 PSHE

Intent:

- To provide opportunities for students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
- To provide knowledge and skills that enable students to become healthy, independent and responsible members of a society.
- To give our students opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse and multicultural society.

The key British Values lie at the heart of all we do and all students transpose these values into their books at the start of the academic year and make reference to them at the end of each half term, demonstrating which values have a clear link to the topic studied.



Fundamental British Values

Democracy

"A system of government by the whole population or all the eligible members of a state, typically through elected representatives."

Rule of Law

"The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws."

Individual Liberty

"Each of us having the freedom to make our own choices and do what we want; within reason."

Mutual Respect

"The understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others"

Tolerance

"The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with."

Within our PSHE provision we will also ensure the national statutory requirements are covered which include:

Statutory Health and Mental Wellbeing Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

We also cover additional topics such as Citizenship; Careers and Employability Skills; Personal Finance; Enterprise; Gangs; Knife Crime

Statutory Relationships and Sex Education

- Families
- Respectful relationships, including friendships
- Online media
- Being safe
- Intimate and sexual relationships, including sexual health

Commitment

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- **Teachers** – committed to supporting our students to fulfil their potential, to giving them as much support and guidance as possible to help them achieve their goals.
- **Students** – the real effort and commitment must come from you. Check synergy and do your home learning.
- **Parents/ Carers** – we need you to make sure the home learning is happening.

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"Failure is an
opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"

"Failure is the
limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like
to be challenged"

"I can either do it,
or I can't"

"My potential is predetermined"

"When I'm frustrated,
I give up"

"Feedback and criticism
are personal"

"I stick to what I know"

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Aspiration



- We want our students to set high standards for themselves.
- Start to think about where they want to go in the future and what they need to get there will help with motivation.

Resilience



- Secondary school is a big change; there may be ups and downs
- It is how we respond to challenges and set-backs that determines how successful we will be
- Those who continue to work hard despite challenges will do well. Those who give up and stop trying will not.
- Parents/ carers, we need you to keep encouraging your son/daughter to keep going and never give up!

Respect



- Respect your teachers – listen carefully in class, follow advice given in feedback, stick to deadlines, be polite, acknowledge how hard teachers are working to support you.
- Respect your parents/ carers – they are going to nag you because they want the best for you! – Tough Love!
- Respect yourselves – that means look after yourself!
- Keep up your hobbies, try new activities.
- Let us know if you're not OK.

Supporting mental health and well-being

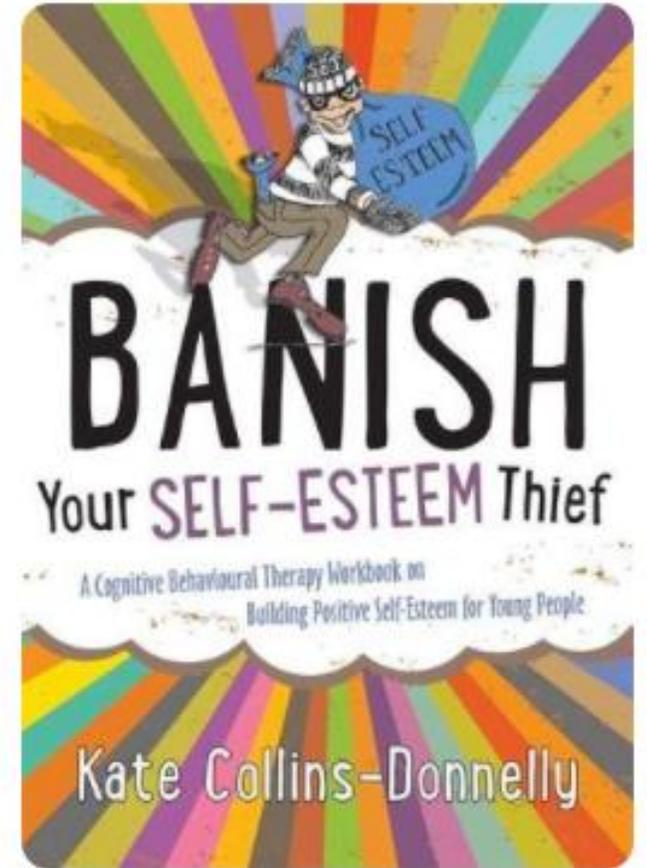
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- Direct work in Mentor time
- We work with a range of external support agencies to support students with mental health concerns
- Self referral – Zumos and Kooth
- SHINE working in school two days each week

safeguarding@carrhill.lancs.sch.uk

antibullying@carrhill.lancs.sch.uk



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"I can't do Maths. I'm rubbish at it. I only got a grade 2 on my assessment. There's no way I'll get up to my target grade."

"My teacher spends a lot of time planning lessons for me and marking my work. I need to read his feedback carefully so I know how to improve. I need to attend all the extra support offered throughout the year and not wait until the last minute to seek help. I'm struggling in English, so I need to read over my notes and spend more time on my homework. If I put more effort in, I will get up to my target grade."

**Resilience and
grit**

**Attendance
above 98%**

**Ingredients
for success**

**Homelearning and
classwork completed
to best of ability**

**Looking after your
physical and mental
health**

**Behaviour
for learning**

**5 hours extra
learning per week
(every week)**

**We want to all students to have
access to a happy and safe
learning environment where they
can thrive to achieve great success
in the future.**