



# **Year 7**

# **Parents Information Evening**

14 September 2021



# Welcome

Mr P Thompson - Headteacher



# Meet the Staff



Mr Meldrum  
Deputy  
Headteacher



Mrs Loftus  
Assistant  
Headteacher



Mrs Pilling  
Assistant  
Headteacher



Mrs Reader  
Assistant  
Headteacher



Miss Wilson  
Progress  
Leader Year 7



**What do you want for your  
child?**

Safe  
&  
Happy



# School Organisation & Covid 19

- Separate Year Group Entrances
- Split Breaks & Lunches
- Sanitisation Stations
- One-Way System
- Masks
- Testing/Vaccinations



# Behaviour & Bullying

- Strict systems
- *'Pupils say that bullying is rare'.*  
Ofsted Jan 2020



***Let Your Light Shine***



# Quality First Teaching at St Mary's Catholic High School

Mrs Carlie Loftus  
Assistant Headteacher



***Research shows that your interest and involvement in your child's learning and education is more important than anything else in helping your child fulfil their potential. As parents, you are the people who go with your child on their learning journey, from the day they are born to the time they become an adult.***

***Department for Education Skills***



# Quality First Teaching at St Mary's

What you can expect from us;

- Inclusive teaching together with consistency for whole school processes such as; assessing, planning, implementing, monitoring and reviewing your child's progress.
- The teachers at St Mary's have the highest possible expectations for your child and all pupils in their class.
- We have dedicated staff CPD throughout the year to upskill and ensure staff are trained with the most up to date research, to the highest possible standard.



# Quality First Teaching at St Mary's

What we expect from you is for you to be involved in your **child's educational experience, to respect school's rules and teacher's expertise and to accept your responsibility as parents.**

Attend parents meetings

**Ensure your child attends regularly**

**Make sure they are properly equipped for learning**

**Provide them with a quiet space to study**

**Play an active part with homework/revision**

**Don't accept "I've got no homework"**

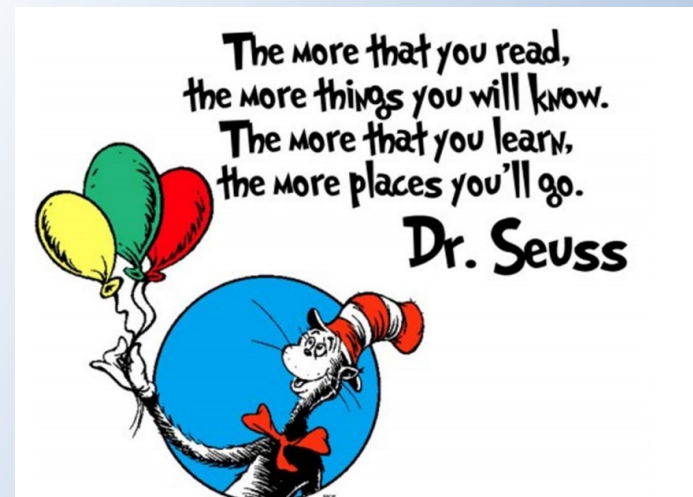


# Literacy - a key focus

Your child studies a wide variety of subjects at secondary school, and will be working with many different types of reading materials;

- newspaper articles and adverts to scientific explanations and instructions.

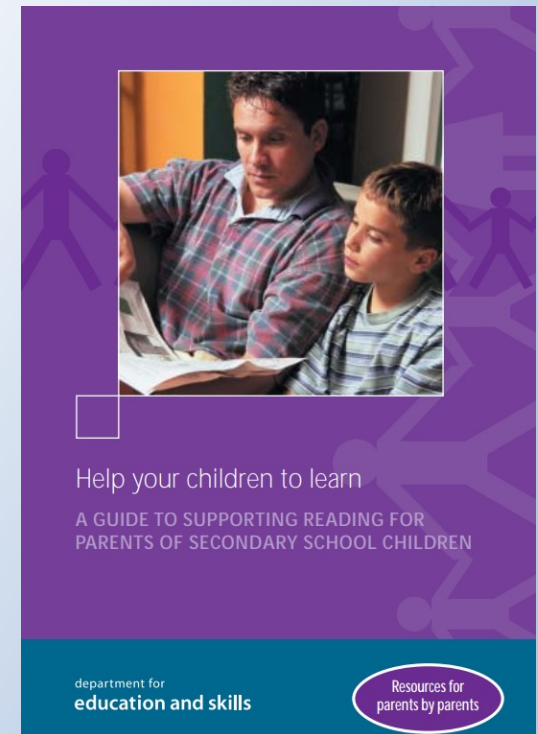
Parents who support their children's education *make a real difference to how well their child does*, and there are lots of quick things you can do to help.





- **Build up the number of words your child knows** – their vocabulary. As they go through secondary school, your child will need to know specialist words and recognise them when they are reading. To help them learn these words, you could ask your child to explain to you what they mean.
- **Read books or plays that your child needs to study for school** – in Year 9 English your child will study two scenes from a Shakespeare play. It can really help them if you read these together, and talk about the language and characters. Why not learn a few short quotations together as a competition?

<https://www.denbigh.net/2014%20Pages/Faculties/Documents/Literacy/Parental%20Literacy%20Support%20-%20Reading.pdf>

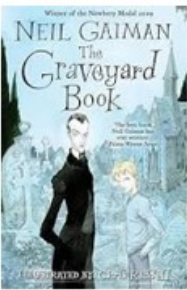
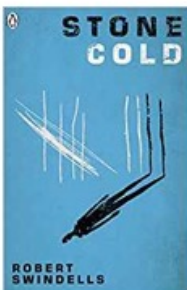


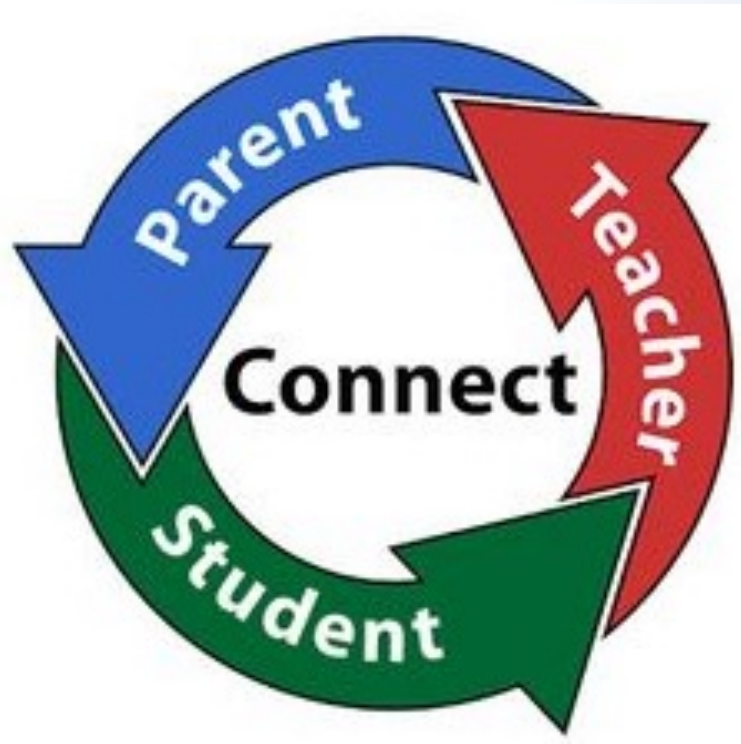


## Register and Read

From Monday 27<sup>th</sup> September 2021, students in Y7 will read in form for two mornings per week. The books have been chosen by staff from across the school and reflect our dynamic and culturally rich school.

Here's a list of the books for **Year 7**, and a little bit about each one:

Form/term	Book title	Book cover	What's it about?
7S / 7A: Term 1  7I / 7N: Term 3  7T/ 7M: <u>Term 2</u>	<b>The Graveyard Book</b> Book by Neil Gaiman		<p>When a baby escapes a murderer intent on killing the entire family, who would have thought it would find safety and security in the local graveyard?</p> <p>Brought up by the resident ghosts, ghouls and spectres, Bod has an eccentric childhood learning about life from the dead. But for Bod there is also the danger of the murderer still looking for him - after all, he is the last remaining member of the family.</p>
7S/ 7A: Term 2  7I/ 7N: Term 1  7T/7M: Term 3	<b>Peter Pan</b> by JM Barrie		<p>Peter Pan (also known as the Boy Who Wouldn't Grow Up or Peter and Wendy) is the story of a mischievous little boy who can fly, and his adventures on the island of Neverland with Wendy Darling and her brothers, the fairy Tinker Bell, the Lost Boys, the Indian princess Tiger Lily, and the pirate Captain Hook.</p>
7S/ 7A: Term 3  7I/7N: Term 2  7T/ 7M: Term 1	<b>Stone Cold</b> by Robert Swindells		<p>Homeless on the streets of London, <u>16 year old</u> Link feels he has become an invisible outcast. When he meets streetwise Ginger, life becomes more bearable and he learns the tricks of survival. But when Ginger goes missing, Link feels a sickening sense of foreboding...</p>





# Curriculum and Assessment

Mr Chris Meldrum  
Deputy Headteacher



# Target Setting

- Why set targets?
- How do we set them?
  - KS2 information and information from the primary school
  - CATs – Cognitive Ability Tests
  - progress in school
- Fischer Family Trust
  - A non-profit organisation



# Assessment

## Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately
- Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:



# Assessment

## Summative assessment

The aim of summative assessment is to *evaluate student learning* at the end of an unit by comparing it against a standard or benchmark.

Summative assessments are often *high stakes*.



# Data Collection

- Data is collected centrally 4 times in the year:
- Normally all year groups at the same time.
- Autumn      10 October
- Spring      9 January
- Summer      24 April
- Summer      Final 1 July



# Reports

This data feeds into Interim and Full reports

- After Each data collection an [Interim Report](#) is sent Home
- Full report once a year



# Interim Reports

## Attitude to Learning (ATL)

1	A highly motivated student, who takes full responsibility for his/her learning. Works independently and always completes work to the best of his/her ability.		
2	A hardworking student who completes all work to a standard that reflects his/her ability. He/she demonstrates some initiative when completing tasks.		
3	A student who is working generally well but who has the potential to achieve more. Work is produced to a basic standard and effort could be improved.		
4	A poorly motivated and underachieving student, who demonstrates a lack of commitment and whose efforts are inconsistent, making progress difficult at times.		
Progress towards End of Year Target			
A - To be above Target		O - To be on Target	B - To be below Target
Concerns			
E - Effort		B - Behaviour	H - Homework



# St Mary's Catholic High School

## Year 7

### Data Report:

Name:

Form: 7T

On Time  
Late  
Authorised



Attended	11 (100.0%)	Absent	0 (0.0%)
Present	11 (100.0%)	Authorised	0 (0.0%)
On Time	11 (100.0%)	Unauthorised	0 (0.0%)
		Late After Reg Closed	0 (0.0%)
Possible Sessions	11	Late Before Reg Closed	0 (0.0%)

Subject	Target Grade 2020/21	November ATL	January ATL	January Concerns	Spring 1 ATL 20/21	Spring 1 Lockdown Concerns	July ATL
Art	6	2	2		1		2
Computer Studies	7+	2	2		1		1
English	6+	1	1		1		1
English Literature	6						
Humanities	6+	2	2		2		2
Mathematics	6+	2	2		2		2
MFL	6+	1	2		1		1
Music	6+	1	2		1		1
Physical Education	6+	2	2		2		2
Religious Education	6+	2	3	EH	2		2
Science	6	2	2		3	E	1
Technology	6+	1	1		2		2



# Year 7

- w/c 11<sup>th</sup> October – Interim Report
- 13<sup>th</sup> October – Progress Evening
- w/c 17<sup>th</sup> January – Interim Report
- May - Full Reports – including Interim Report
- 15<sup>th</sup> June – Parents Evening
- w/c 18<sup>th</sup> July – Final Interim Report



# Curriculum

- Broad and balanced curriculum
- Mindful, but not driven by progress 8
- However, DfE and Ofsted want to know about progress 8
- Every subject matters



# Options

- Options process starts in Year 9
  - Y9 Reports December
  - Options Evening Spring Term
  - Y9 Parents Evening Spring Term
  - Options deadline 2 weeks after Parents Evening
  - Opportunity for parents to meet SLT to discuss options following submission of option form.



# Behaviour and Attitudes

Mrs Gail Reader  
Assistant Headteacher



# Attendance Updates:

- 98% expectation for all pupils
- Home Visits will be carried out
- Any pupil late to school will be issued with a detention at lunch on the same day
- Ask permission for any time off school – medical evidence is required.
- Contact school every day that your child is absent
- Is your child really ill?
- Can you make an appointment out of school hours?



# Expectations:

- To wear the correct uniform with pride at all times
- Jumpers – (October half term – Easter)
- No mobile phones at all (online safety)
- Reply slips to be returned by the stated deadline
- Ready to learn – correct equipment, homework completed, class charts to be monitored



# St Mary's expectations:

- We all have a right to:
- Be safe
- Learn and Teach
- Dignity and Respect
  
- In order to enjoy our rights we will:
- Follow instructions by staff without question or argument
- Accept responsibility for our behaviour
- Be polite and well mannered
- Be respectful to others
- Create a positive learning environment where great progress can be made



# Merit Categories:



- At least 3 merits to be issued every single lesson
- There is a choice of 10 categories
- Pupil names to be publically praised on the board
  - **Excellent Classwork**
  - **Excellent homework**
    - **Word of the week**
  - **Perseverance/Resilience**
    - **Ethos**
  - **Service to the Community**
    - **Celebration certificates**
  - **Excellent weekly punctuality**
  - **Excellent weekly attendance**
    - **Headteacher Awards**



# Why gain merits?



- **Merit Recognition:**
- 20+ in one subject will result in a positive phone call home
- 50+ whole school will result in a Celebration Certificate and a prize
- 100+ whole school will result in further incentives
- **Rewards throughout the year:**
- Christmas and Easter celebrations for the top 50 pupils with the most merits in each year group
- Half-Year Reward Trip to two choices made by Pupil Voice
- End of Year Reward Trip to three choices made by Pupil Voice





# Consequences if your child chooses to disrupt the learning of others:

## Behaviour 4 Learning

Step 1  
Warn



Step 2  
Move  
Lost Merit (1)



Step 3  
Remove  
Lost Further Merit (2)



# When removed:

- Go to the room directed by the teacher in total silence
- Do not disturb the learning of the other class
- Sit in total silence and copy out the 'remove poem' – which is titled:

'Have you earned your tomorrow?' – until the lesson is over.

**By being removed you have chosen to:**

1. Not want to learn
2. Complete a detention the night after to complete the work missed



# Remove Task:

## Remove Reflective Task Name \_\_\_\_\_

### Have You Earned Your Tomorrow?

By Edgar Guest

Is anybody happier because you passed his way?  
Does anyone remember that you spoke to him today?  
This day is almost over, and its telling time is through;  
Is there anyone to utter now a kindly word of you?

Did you give a cheerful greeting to the friend who came along?  
Or a churlish sort of "Howdy" and then vanish in the throng?  
Were you selfish pure and simple as you rushed along the way,  
Or is someone mighty grateful for a deed you did today?  
Can you say tonight, in parting with the day that's slipping fast,  
That you helped a single brother of the many that you passed?  
Is a single heart rejoicing over what you did or said;  
Does a man whose hopes were fading now with courage look ahead?

Did you waste the day, or lose it, was it well or surely spent?  
Did you leave a trail of kindness or a scar of discontent?  
As you close your eyes in slumber do you think that God would say  
You have earned one more tomorrow by the work you did today?



# Further expectations:

- **If you choose to:**
- Chew gum anywhere in school
- Eat or drink (other than water) in classrooms or corridors
- Fail to attend previous detentions
- Persistently breach uniform regulations
- **You are choosing to attend a Curriculum/Pastoral Detention on a Thursday evening or a SLT Detention on a Friday evening**



# Severe Behaviours Exit Policy:

- **Any pupil who chooses to:**
  - openly defy a teacher
  - use threatening or violent behaviour
  - be abusive towards pupils or staff
  - use racially motivated or homophobic language
  - vandalise property
  - take someone else's belongings without permission
- Will be choosing to be immediately sent out of the classroom, have their parents/carers informed and be referred to a member of the Senior Leadership Team.
- **This may result in an exclusion from school**



All pupil's are accountable for their own learning and we, along with you as parents and carers will do our very best to allow 'their lights to shine'





# PSHCEE including RSE

Mrs Laura Pilling  
Assistant Headteacher



## PSHCEE including RSE

Personal

Social

Health

Citizenship

Economic

Education

Relationships and  
Sex Education



PSHCEE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

Evidence shows that well-delivered PSHCEE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

*PSHE Association, 2017*

Ofsted's Common Inspection Framework includes a judgment on **Personal Development**, and it is in this section that PSHCEE and RSE are now scrutinised.



# Relationships, Sex Education (RSE) and Health Education

The DFE made Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools, from September 2020.

Here at St Mary's we implemented this new element in our PSHCEE curriculum in September 2019.

We were also selected as DFE PSHE/RSE 'Early Adopters'; Being an early adopter means being a positive voice for the reforms and '*beginning the PSHE/RSE journey*' from September 2019.



# What is RSE?

DFE Guidance defines RSE as;

*“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”*

*Sex and Relationship Education Guidance, DfEE, 2000*

As a Catholic school, at St Mary's we believe that all our pupils are created by God and in the image of God. As such, Sex and Relationship Education (RSE) is undertaken in accordance with the teaching of the Catholic Church, aiming to educate the whole child.



**Ten:Ten**  
Resources

**LIFE**  
**TO THE**  
*Full*

Ten Ten's programme, **Life to the Full**, teaches Relationship, Sex and Health Education (RSHE) within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish



# St Mary's PSHCEE Curriculum

Year 7	Year 8	Year 9
Life to the Full	Life to the Full	Life to the Full
British Values	Managing Hurtful Behavior and Bullying	Crime and the Law
On Line and Media	Drugs Alcohol and Tobacco	Internet Safety and Harms
Religion and Belief: Christ at the Centre	Self Concept	Social Influences
Basic First Aid	Health and Prevention	Mental Wellbeing
Families	Financial Capability	Career Planning



# PSHCEE Pupil Feedback Yr7-9 (Snapshot)

## **I enjoy PSHCEE**

- Strongly agree 11.1%
- **Agree 74.4%**
- Disagree 11.1%
- Strongly disagree 3.4%

## **I learn a lot in PSHCEE**

- Strongly agree 23.9%
- **Agree 62.4.71%**
- Disagree 11.1%
- Strongly disagree 2.6%



## PSHCEE Pupil Feedback Yr 7-9 (Snapshot)

- have 2-3 hours a week
- a bit more time on each course
- Teachers making words clear
- it would be improved if we did more things to do with drama and more acting rather than just sitting down and having discussions.
- do the lesson more often not just once a week
- it would be improved if the lesson where longer,
- by doing more activities
- involve it in other lessons such as maths and English etc
- I don't think anything could be improved because we already learn lots
- have more lessons a week
- it doesn't need improving
- have more lessons a week
- more lessons or longer time.



## PSHCEE Staff Feedback (Snapshot)

**Students gain valuable knowledge and skills in PSHCEE**

- **Strongly agree 90.00%**
- Agree 10%
- Disagree 0.00%
- Strongly disagree 0.00%

**I feel that our PSHCEE provision has a positive impact on pupil behaviour in school**

- Strongly agree 10%
- **Agree 90%**
- Disagree 0.00%
- Strongly disagree 0.00%



# **St Mary's PSHCEE Curriculum**

## **Year 7 – 11 one assembly each half term**

W/c 18 <sup>th</sup> October	Bright Spark	Lancashire Fire and Rescue
W/c 22 <sup>nd</sup> November	Healthy Relationships NHS	
W/c 7 <sup>th</sup> February	Safer Internet Use	Mrs Doran
W/c 21 <sup>st</sup> February	British Values	Mr Thompson
W/c 23 <sup>rd</sup> May	Dying for a Dip	Lancashire Fire and Rescue
W/c 4 <sup>th</sup> July	Colour the World	Anthony & Miss Jones
with Kindness		

## **Additional PSHCEE Events**

17 <sup>th</sup> September	Pedestrian Safety Performance	LCC
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## **Keeping Safe Super Learning Days**



	<b>YEAR 7</b> Friendship 8 <sup>th</sup> October	<b>YEAR 8</b> Personal Development 29 <sup>th</sup> June	<b>YEAR 9</b> Love and Relationships 3 <sup>rd</sup> March	<b>YEAR 10</b> Personal Development 8 <sup>th</sup> October	<b>YEAR 11</b> Personal Development 3 <sup>rd</sup> March
Session 1	RE Dept & Tutors Personal Identity	Lancashire Police Internet Safety	Relationships with God	Lancashire Police Crossing the Line	Lancashire Police Knife Crime
Session 2	Dementia Friends Training	Lancashire Fire & Rescue Dying for a Dip	Marriage and Healthy Relationships	Lancashire Fire & Rescue Wasted Lives	Lancashire Fire & Rescue Dementia Friends
Session 3	Working Together, Supporting Each other	Young Addaction Healthy Relationships	Gender & Stereotypes	NHS Community Team Sexual Health and Consent	NHS Community Team Sexual Health and Consent
Session 4		Lancashire Police: Digital Crime Unit Online Safety	Loving Life and Offering Hope	Lancashire Police: Digital Crime Unit Online Safety	Lancashire Police: Digital Crime Unit Online Safety
Session 5		Amy Winehouse Foundation Substance Misuse		HMPS Prison Life	HMPS Prison Life



# Our PSHCEE curriculum benefits from the input of:

- Recommendations from our own pastoral team, in terms of key priorities
- Information from the community, local police and LCC regarding recent incidents or rises in specific issues
- Expert external agencies delivering age appropriate material
- Input from members of staff across the whole teaching body, the Senior Leadership Team and the Head Teacher
- Input from school Governors
- Annual midyear reviews where the voices of all **pupils** and **staff** are heard



# We Care about the Whole Child

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHCEE and RSE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

*PSHE Association, 2017*



# Extra-Curricular

- Musical Activities
- School Shows/Performances
- Sports Clubs
- District Sporting Competitions
- Theatre Visits
- Duke of Edinburgh
- Educational Visits
- Rewards Trips
- Foreign Trips
- Careers Visits/Interviews
- Department Clubs
- Christmas Events
- Visiting Speakers
- Field Studies
- Talent Shows



*Let Your Light Shine*



# Miss Christina Wilson Pastoral Leader



# Email Addresses.

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