

Helsby High School Year 7 Information Evening

ACHIEVE SUCCESS BY VALUING OTHERS







Overview of the Evening

- The curriculum journey
- Personal development and enrichment opportunities
- The importance of reading
- Academic target setting, assessment and reporting







The curriculum journey

- What students are learning
- What to expect in a typical lesson
- > How students receive feedback
- Homework and independent study

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Our School Students Sixth Form Parents Results News Remote Contact Q

What students are

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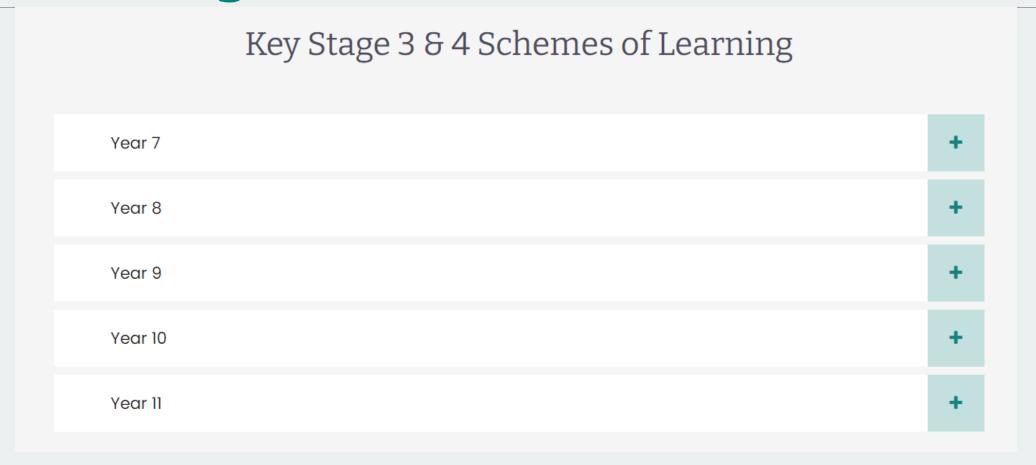






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Year 7 > Art > Computing > Design and Technology > Drama > English > Food > French > Geography > German > History



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Year 7 Long Term Scheme of Learning 2023-24 Food Preparation & Nutrition



Date	Exams/ Assess	Unit(s)		
4/9/23				
11/9/23		Introduction to Food - Identifying hazards, food hygiene and safety		
18/9/23		Practical of Quesadillas Bacteria, cross-contamination, 4 C's, preventing food poisoning		
25/9/23				
2/10/23		Safe use of basic kitchen equipment		
9/10/23		Practical of fresh fruit salad – sharp knife introduction PRETA - second line to UTA the second second line to UTA the UTA the second line to UTA the UTA		
16/10/23		DIRT1 – responding to HT1 theory assessment & feedback		
30/10/23				
6/11/23		The food groups and Eatwell guide Practical of pasta salad (HT2 practical assessment & feedback)		
13/11/23				
20/11/23		DIRT2 - responding to HT2 practical feedback		
27/11/23		Fruit & vegetables theory		
4/12/23		Sensory analysis of fruit		
11/12/23				
1/1/24				
8/1/24		DIRT3 - responding to HT3 theory assessment and feedback		
15/1/24		Starchy carbohydrate foods: origins, storage, nutritional values		
22/1/24		Practical of potato wedges		
29/1/24		Dairy Foods: origins, storage, nutritional values Practical of cooking & group fridge cake.		
5/2/24		Practical of cookies & cream fridge cake		

What does a typical lesson look like

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Quality of Education Classroom Expectations





Establish routines for behaviour and **high expectations** for a positive learning environment



Use a trauma informed approach to build positive relationships founded on mutual trust and respect



Share learning intentions and success criteria and use these effectively to assess students' understanding



Support students to maintain consistently high standards of quality and presentation of work



Immediately engage students with an effective **recall** of knowledge and/or skills activity



Use a variety of engaging and challenging tasks



Incorporate activities to develop students' vocabulary, disciplinary reading and oracy



Provide effective regular formative and summative **feedback** and provide time for student response

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How students receive feedback

Verbal feedback – each lesson

Written feedback – at least once per half term on a significant piece of work a 'core task'

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How students receive feedback

Core Tasks KS3

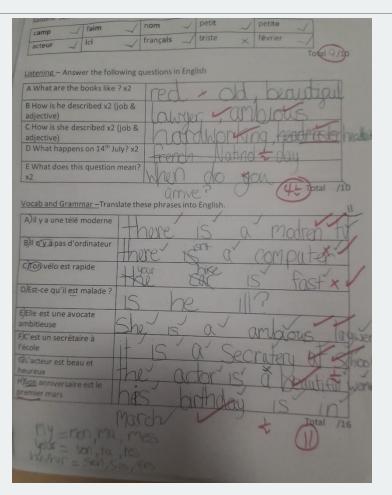
Year 7		
WHEN	WHAT	WHY?
AU1	Diary entry about a special place	Explanation
		Have you explained why the place is special?
AU2	Assessment mat - Judaism	Knowledge assessment and introducing
		different styles of questions
SP1	Key Terms Jesus	Ensure students are using key terms correctly
		and develop understanding of the terms
SP2	"There are no such things as miracles"	Simple structure for and against a point of view
SU1	End of year exam	Knowledge assessment and introducing
		different styles of questions
SU2	Fact file on their own inspirational	Explanation – have they explained why that
	person	person is an inspiration

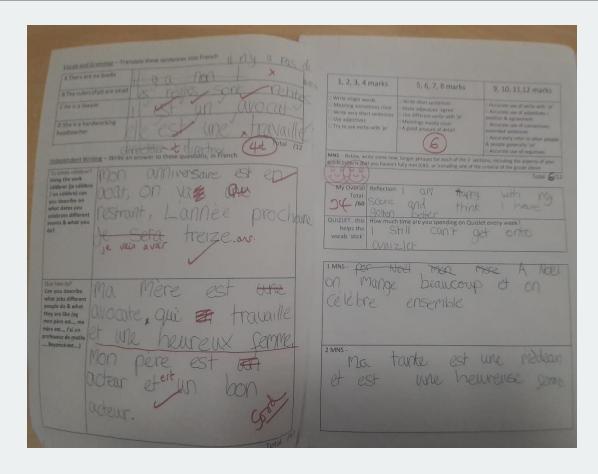
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How students receive feedback



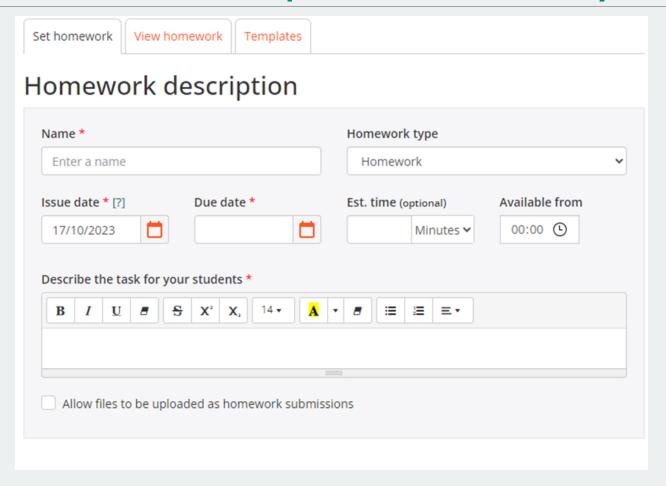






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Homework and independent study





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Personal Development

"The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools should support pupils to develop in many diverse aspects of life."



Y7 Enrichment - Nov/Dec 2023





Break / lunch

Basketball squads	M, T, W, T, F breaktimes	Sports Hall	Mr Park / Mr Bennett
Folk Group	Friday breaktime	C36	Mr Singh
Singing Group	Tuesday breaktime	C36	Mr Sheppey
String Group	Thursday breaktime	C36	Mr Singh
Woodwind Ensemble	Tuesday breaktime	Practice Room	Mr Singh

Basketball squads	Mon & Wed lunchtimes	Sports Hall	Mr Park or Mr Price	
Chess Club	Monday lunchtime	A59	Mr Probert	
Club de Español	Wednesday lunchtime	S1	Señoras Shute y Waiting	
Creative Writing Club	Monday lunchtimes	A71	Miss Harrison	
French Club	Wednesday lunchtime	\$3	Mme Lucke	
Global Citizen Club	Thursday lunchtime	835	Miss Ryan	
History Club	Tuesday lunchtime	B39/40	Miss Pugh / Miss Taylor	
Italian Club	Friday lunchtime	\$2	Signora Farrell	
Junior Orchestra	Tuesday lunchtime	C36	Mr Singh	





The LRC is a fantastic space that is open before school (810-840) and during breaks and lunchtimes . You can sit and relax with a good book, get on with your homework or join in with one of Miss Pattison's activities such as board games, book club, illustrators' sessions, careers chats or LGBTQ+ drop-ins. All welcome!

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After school If it's difficult to stay after school, please speak to your form tutor or PPI and we will travel be to

Please speak to Miss Collier

Please speak to Miss Stalker/Mrs Cross

Please speak to Miss Stalker/Mrs Cross

Please speak to Mr Jankowski C65

Get involved or come and watch!

Please speak to your form tutor

Please help your form to make & fill one!

asketball	Tues & Thurs	until 4.45pm	Gym	Mr Park / Mr Price
lance	Wednesday	until 4pm	Gym	Miss Weaver
ungeons & Dragons	Wednesday	3.30-4.30pm	LSC	Mr Parkes
itness Suite	Tues & Wed	until 4.15pm	Fitness Suite	PE Department
itness Suite Girls	Monday	until 4.15pm	Fitness Suite	PE Department
ootball boys	Friday	until 4.30pm	Field/3G	Mr Bennett
ootball girls	Friday	until 4.30pm	Field/3G	Mr Price
Maths Club	Wednesday	until 4.10pm	A59	Mr Probert
letball	Tues & Thurs	until 4.15pm	Courts/SH	Miss Clarke & Miss Weaver
chool of Rock band	Tuesday	until 4pm	Music Dept	Music Department
chool of Rock rehearsals	Friday	until 4pm	Music Dept	Music Department
chool of Rock Singing	Monday	until 4pm	Music Dept	Music Department
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RAF Gilder Challenge

Christmas Hampers

School of Rock musical

Ski Centre Trip

Student Council

'Build a Bicycle' Competition

Bike to School Challenge





November

December

12-14 Dec

Fri 1 Dec

All year





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Enrichment

All students will have access to an exciting enrichment programme.

The range, quality and uptake of opportunities will be impressive.

Students develop important life skills and become well-rounded, happy and motivated young people.

Why reading and literacy are so important

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Each year, only 10% of disadvantaged children who leave primary school with their reading below expected standard get passes in English and Maths at GCSE.

Adults with low literacy are more likely to have fewer job opportunities and lower income. A quarter of young offenders in the UK have a reading age below that of the average 7 year old child.

Each year, around one quarter of 11 year olds do not meet the expected standard in reading at the end of Year 6. this level is considered to be the threshold of the functional literacy and gives children the knowledge and skills needed to manage the demands of the secondary school curriculum.



Evidence suggests that fewer than 1 on 5 of these pupils can expect to get a GCSE grade 4.





HHS Reading Strategy

Whole school reading strategy that promotes the following 3 key areas:

- Reading for pleasure LRC, Form time reading, Author visits, competitions etc.
- > Use of reading assessment data to inform in-class support and student interventions.
- Disciplinary reading across the curriculum subject specific vocab and literacy to support students in accessing the different subjects.



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Academic Targets

- An aspirational but realistic level of attainment each student should be aiming to achieve.
- We follow the same method as the Department for Education (DfE) to generate GCSE Targets for students based on their KS2 prior attainment, i.e. their SAT scores.
- We use this KS4 GCSE target to inform our end of year targets for students across the 5 years of study.
- Target grades are used as a basis to measure students' attainment and progress.

How we assess students' progress

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- Informal assessments throughout the academic year in lessons.
- Classwork and homework.
- Formal summative assessment fortnights during the academic year:

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w/c 13<sup>th</sup> November 2023
w/c 13<sup>th</sup> May 2024
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- In lesson assessments across all subject areas.
- Students given a timetable and Supporting Information Booklet to aid their revision preparation.

How to support students with assessment preparations

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- Encourage students to create a revision timetable for their assessments.
- Revision is most effective in short chunks of time, i.e. 2 lots of 20 minutes.
- Establish a routine for their independent study at home.
- Make sure they have the resources and equipment they need.
- Create a quiet environment for them to study.
- Offer encouragement and support.

How we report students' progress

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• We issue an Academic Progress Summary Report twice a year following the Assessment Fortnight. These will be issued:

w/c 11th December 2023 w/c 24th June 2024

- The second report also provides written feedback from Class Teachers and Form Tutors.
- Reports are issued to parents/carers via the SIMs Parent App and hard copies are issued to students to take home.

Academic Progress Summary Report



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YEAR 7 ACADEMIC PROGRESS SUMMARY

AUTUMN 2023



7DTO

Attendance (02/09/2023 - 08/12/2023) - 96.9%

Subject	GCSE Target Grade (For the end of Year 11)	Target Grade (For the end of Year 7)	Current Grade (Autumn Year 7)	Predicted Progress (Autumn Year 7)
Art	5=	2-	1-	Likely Not Meet
Computing	4=	1=	1-	Likely Meet
D&T	4=	1=	1=	Likely Exceed
Drama	5=	2-	1=	Likely Meet
English	4=	1=	BL+	Likely Meet
Food	5=	2-	1-	Likely Not Meet
French	4=	1=	BL+	Likely Meet
Geography	5=	1+	1=	Likely Meet
History	5=	1+	1-	Likely Meet
Maths	5=	1=	1+	Likely Exceed
Music	5=	2-	1=	Likely Meet
PE	6=	2=	1+	Likely Meet
RE	6=	2=	1+	Likely Meet
Science	5=	1+	1=	Likely Exceed



How we use assessment data



- Teachers and Form Tutors will discuss student attainment and progress with them.
- Students and teachers will identify the specific areas of strength and development from the assessments.
- This is then used to inform future teaching and learning.
- We foster a culture of high aspiration and a love of learning to ensure students maximise their progress and potential.

Achieve success by valuing others



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