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Achieving Success
Valuing Others

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

What students are learning

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What students are learning

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What students are learning

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The screenshot shows the Helsby High School website in a web browser. The URL is <https://helsbyhigh.org.uk>. The website features a navigation bar with links: Our School, Students, Sixth Form, Parents, Results, News, Remote, and Contact. A dropdown menu for 'Students' is open, displaying a list of links: Welcome, Curriculum, Schemes of Learning (highlighted with a green arrow), Careers, Home/School Agreement, Learning Centre, Student Support, Student Leaders, Enrichment, PiXL Edge - LORIC, Exam Information, and Assessments. The main content area has a large heading 'Your first starts' and a subheading 'Proud to serve Frodsham, Helsby and the surrounding area.' The background image shows students in school uniforms. The Windows taskbar at the bottom displays the date and time as 15:13 on 12/10/2023, along with weather information (13°C Partly sunny) and system icons.

What students are learning

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What students are learning

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Key Stage 3 & 4 Schemes of Learning

Year 7	+
Year 8	+
Year 9	+
Year 10	+
Year 11	+

What students are learning

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Year 7

- › Art
- › Computing
- › Design and Technology
- › Drama
- › English
- › Food
- › French
- › Geography
- › German
- › History

What students are learning

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Year 7 Long Term Scheme of Learning 2023-24

Food Preparation & Nutrition



Date	Exams/ Assess	Unit(s)
4/9/23		<ul style="list-style-type: none"> • Introduction to Food - Identifying hazards, food hygiene and safety • Practical of Quesadillas • Bacteria, cross-contamination, 4 C's, preventing food poisoning • Safe use of basic kitchen equipment • Practical of fresh fruit salad – sharp knife introduction • DIRT1 – responding to HT1 theory assessment & feedback
11/9/23		
18/9/23		
25/9/23		
2/10/23		
9/10/23		
16/10/23		
30/10/23		<ul style="list-style-type: none"> • The food groups and Eatwell guide • Practical of pasta salad (HT2 practical assessment & feedback) • DIRT2 - responding to HT2 practical feedback • Fruit & vegetables theory • Sensory analysis of fruit
6/11/23		
13/11/23		
20/11/23		
27/11/23		
4/12/23		
11/12/23		<ul style="list-style-type: none"> • DIRT3 - responding to HT3 theory assessment and feedback • Starchy carbohydrate foods: origins, storage, nutritional values • Practical of potato wedges • Dairy Foods: origins, storage, nutritional values • Practical of cookies & cream fridge cake
1/1/24		
8/1/24		
15/1/24		
22/1/24		
29/1/24		
5/2/24		

What does a typical lesson look like

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Quality of Education Classroom Expectations

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1

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

2

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

3

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

4

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

5

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

6

Use a variety of **engaging and challenging tasks**

7

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

8

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'

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 person	Explanation – have they explained why that person is an inspiration

How students receive feedback

camp	✓	faim	✓	nom	✓	petit	✓	petite	✓
acteur	✓	ici	✓	français	✓	triste	×	février	✓

Total 9/10

Listening – Answer the following questions in English

A What are the books like? x2	red, old, beautiful
B How is he described x2 (job & adjective)	lawyer, ambitious
C How is she described x2 (job & adjective)	hardworking, headteacher
D What happens on 14 th July? x2	French National Day
E What does this question mean? x2	When do you arrive?

Total 45/10

Vocab and Grammar – Translate these phrases into English.

A) Il y a une télé moderne	There is a modern TV
B) Il n'y a pas d'ordinateur	There is not a computer
C) Son vélo est rapide	His bike is fast
D) Est-ce qu'il est malade?	Is he ill?
E) Elle est une avocate ambitieuse	She is a ambitious lawyer
F) C'est un secrétaire à l'école	It is a Secretary of school
G) L'acteur est beau et heureux	The actor is a beautiful work
H) Son anniversaire est le premier mars	His birthday is in March

Total 11/16

My = mon, ma, mes
Your = ton, ta, tes
His/Her = son, sa, ses

Vocab and Grammar – Translate these sentences into French

A There are no books	Il n'y a pas de livres
B The rulers (Fp) are small	Les règles sont petites
C He is a lawyer	Il est un avocat
D She is a hardworking headteacher	Elle est une travailleuse directrice

Total 44/12

Independent Writing – Write an answer to these questions, in French

1. Tu aimes célébrer? Using the verb célébrer (je célèbre / on célèbre) can you describe on what dates you celebrate different events & what you do?

Mon anniversaire est en août, on va au restaurant, L'année prochaine je sera treize ans. Je vais avoir

2. Que font-ils? Can you describe what jobs different people do & what they are like (eg mon père est... ma mère est... j'ai un professeur de maths... Beyoncé est...)

Ma Mère est une avocate, qui travaille et une heureuse femme. Mon père est un bon acteur et un bon acteur.

Total 50/12

1, 2, 3, 4 marks	5, 6, 7, 8 marks	9, 10, 11, 12 marks
<input type="checkbox"/> Write single words <input type="checkbox"/> Meaning sometimes clear <input type="checkbox"/> Write very short sentences <input type="checkbox"/> Use adjectives <input type="checkbox"/> Try to use verbs with 'je'	<input type="checkbox"/> Write short sentences <input type="checkbox"/> Make adjectives 'agree' <input type="checkbox"/> Use different verbs with 'je' <input type="checkbox"/> Meanings mostly clear <input type="checkbox"/> A good amount of detail	<input type="checkbox"/> Accurate use of verbs with 'je' <input type="checkbox"/> Accurate use of adjectives: position & agreement <input type="checkbox"/> Accurate use of connectives: extended sentences <input type="checkbox"/> Accurately refer to other people & people generally 'et' <input type="checkbox"/> Accurate use of negatives

MNS – Below, write some new, longer phrases for each of the 2 sections, including the aspects of your work that you haven't fully met (EBI), or including one of the criteria of the grade above.

My Overall Total: 34/60

Reflection: I am happy with my score and think I have gotten better.

QUIZLET – this helps the vocab 'stick'

I still can't get onto Quizlet.

1 MNS – per Noel mon mère A Noel on mange beaucoup et on célèbre ensemble

2 MNS –

Ma tante est une médecin et est une heureuse femme.

Homework and independent study

[Set homework](#) [View homework](#) [Templates](#)

Homework description


Name *

Homework type


Homework

▼

Issue date * [?]




Due date *



Est. time (optional)

Minutes ▼

Available from





Describe the task for your students *

B

I

U





S


X^2


X_1


14 ▼


A

▼









☐ Allow files to be uploaded as homework submissions



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	S3	Mme Lucke
Global Citizen Club	Thursday lunchtime	B35	Miss Ryan
History Club	Tuesday lunchtime	B39/40	Miss Pugh / Miss Taylor
Italian Club	Friday lunchtime	S2	Signora Farrell
Junior Orchestra	Tuesday lunchtime	C36	Mr Singh

LRC



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!

After school

If it's difficult to stay after school, please speak to your form tutor or PPL and we will try and help.

Basketball	Tues & Thurs	until 4.45pm	Gym	Mr Park / Mr Price
Dance	Wednesday	until 4pm	Gym	Miss Weaver
Dungeons & Dragons	Wednesday	3.30-4.30pm	LSC	Mr Parkes
Fitness Suite	Tues & Wed	until 4.15pm	Fitness Suite	PE Department
Fitness Suite Girls	Monday	until 4.15pm	Fitness Suite	PE Department
Football boys	Friday	until 4.30pm	Field/3G	Mr Bennett
Football girls	Friday	until 4.30pm	Field/3G	Mr Price
Maths Club	Wednesday	until 4.10pm	A59	Mr Probert
Netball	Tues & Thurs	until 4.15pm	Courts/SH	Miss Clarke & Miss Weaver
School of Rock band	Tuesday	until 4pm	Music Dept	Music Department
School of Rock rehearsals	Friday	until 4pm	Music Dept	Music Department
School of Rock Singing	Monday	until 4pm	Music Dept	Music Department

Special events



RAF Gilder Challenge	Tues 14 Nov	Please speak to Miss Collier
'Build a Bicycle' Competition	November	Please speak to Miss Stalker/Mrs Cross
Bike to School Challenge	November	Please speak to Miss Stalker/Mrs Cross
Christmas Hampers	December	Please help your form to make & fill one!
Ski Centre Trip	Fri 1 Dec	Please speak to Mr Jankowski C65
School of Rock musical	12-14 Dec	Get involved or come and watch!
Student Council	All year	Please speak to your form tutor

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There's something for EVERYONE!



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Enrichment

All students will have access to an exciting enrichment programme.

The range, quality and up-take 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.

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:
 - w/c 13th November 2023
 - w/c 13th May 2024
- 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

- 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

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Joe Bloggs

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

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- 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.

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