

HELSEBY

High School



Achieving Success  
Valuing Others

# Helsby High School Year 7 Information Evening

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*ACHIEVE SUCCESS BY VALUING OTHERS*



# Overview of the Evening

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



# The curriculum journey

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- 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 website <https://helsbyhigh.org.uk> with a navigation menu. The 'Students' menu is open, displaying the following items:

- Welcome
- Curriculum
- Schemes of Learning
- Careers
- Home/School Agreement
- Learning Centre
- Student Support
- Student Leaders
- Enrichment
- PiXL Edge - LORIC
- Exam Information
- Assessments

The 'Schemes of Learning' item is highlighted with a green arrow. The website header includes 'HELSEBY High School' and the motto 'Achieving Success Valuing Others'. The main content area features the text 'Your first starts' and 'Proud to serve Frodsham, Helsby and the surrounding area.' The Windows taskbar at the bottom shows the date as 12/10/2023 and the time as 15:13.

# What students are learning

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Schemes of  
learning

# 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 2024-25

Subject: SCIENCE

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Date	Exams/ Assess	Unit(s)
2/9/24		<b>7P1 Forces</b>
		1.1 Introduction to Forces
9/9/24		1.2 Squashing and Stretching
		1.3 Drag and Friction
16/9/24		1.4 Forces at a Distance
		1.5 Balanced and Unbalanced Forces
23/9/24		1.6 Read like a Scientist
		<b>7P2 Energy</b>
30/09/24		2.1 Energy Stores
		2.2 Energy Transfers
7/10/24		2.3 Conservation of Energy
		2.4 Quantifying Energy Transfer
14/10/24		2.5 Energy in Food
		2.6 Energy Resources
21/10/24		2.7 Read like a Scientist

# 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

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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 <sup>th</sup> July? x2	French National Day
E What does this question mean? x2	When do you arrive?

Total 10/10

**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) un vélo est rapide	the 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 16/16

My = mon, ma, mes  
vous = vos, ta, tes  
vôtres = vos, vôtres, vos

**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 directeur & directrice

Total 12/12

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

**Tu aimes célébrer? Using the verb célébrer (je 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

**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 12/12

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"/> Accuracy refer to other people & people generally 'je' <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 (EAI), or including one of the criteria of the grade above.

Total 6/12

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 - for Noël mes mes A Noël on mange beaucoup et on célèbre ensemble




2 MNS - ma tante est une médecin et est une heureuse sœur

# Homework and independent study










Set homework **View homework** Templates

## Homework description

Name \*  Homework type

Issue date \* [?]   Due date \*   Est. time (optional)  Minutes   Available from

Describe the task for your students \*

**B** *I* U     $X^2$   $X_n$        

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.”**

# HHS Character Profile



- Being **R**espectful means to be polite and show honour to someone or something.

**Respectful**



**Ambitious**



**Resilient**



**Empathetic**



- Being **A**mbitious means you have or show a strong desire and determination to succeed and make your life better.

- Being **E**mpathetic means you are able to understand and share the feelings of another person, even if they are a very different person to you

- Being **R**esilient means you are able to withstand or recover quickly from difficult situations.

# Y7 Enrichment - Sept-Dec 2024

## Breaktimes

British Sign Language (BSL)	Friday	A6	Miss Ryan
Folk Group	Friday	C36	Mr Singh/Mr Williams
Singing Club	Monday	C36/C33	Mr Sheppey

## Lunchtimes

Chess Club	Friday	A59	Mr Probert
Creative Writing Club	Friday (week 1)	A24	Miss Harrison
French Club	Wednesday	S3	Mme Lucke
Global Citizen Club	Wednesday	A6	Miss Ryan
History Club	Tuesday	B39	Mrs Barnett & Mrs Manning
Italian Club	Monday	S2	Signora Farrell
Poetry by Heart	Thursday	Library	Miss Barlow/Miss Pattison

## LRC



Open before school every day from 8:10am, after-school Monday-Thursday until 4pm and after-school Friday until 3:30pm. The LRC is a welcoming and quiet space to read/complete homework/enjoy board games etc.

The LRC is also home to our LGBTQ+ corner celebrating LGBT literature and used as a 'gathering place' for students at break and lunch.

## 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	Thursday	Until 4:45pm	Sports Hall/Gym	Mr Park/Mr Price
Boys Football	Friday	Until 4:30pm	3G/Field	Mr Bennett/ Mr Park
Choir	Monday	Until 4:30pm	C36	Mr Singh
Drama	Wednesday	Until 4:30pm	Drama Studio 1	Mr Tolley/Mrs Ratcliffe
Dungeons & Dragons	Wednesday	3:30-4:30pm	LSC	Mr Parkes/Mr Ogden
Girls Football	Wednesday	Until 4:30pm	3G Pitch/Field	Mr Price
Netball	Thursday	Until 4:15pm	Courts/SH	Miss Clarke
Orchestra (grade 2+)	Tuesday	Until 4:15pm	C36	Mr Singh/Ms Keating
Rock Club	Friday	Until 4:20pm	C36	Mr Singh



## Special Events

Event	Date	Teacher
Great Euro Bake Off	26th September	Mrs Crammond
Macmillan Coffee Morning	27th September	Mrs Cross/Miss Stalker
Student Council Meeting	30th September	Mr Callaghan
Pantomime Theatre Trip	6th December	Mrs Crammond
Christmas Jumper Day	20th December	Whole School



Develop Character by being Empathetic, Respectful, Ambitious, Resilient



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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

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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

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- 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 18<sup>th</sup> November 2024
  - w/c 12<sup>th</sup> May 2025
- 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 16<sup>th</sup> December 2024

w/c 23<sup>rd</sup> June 2025

- 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



**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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