

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

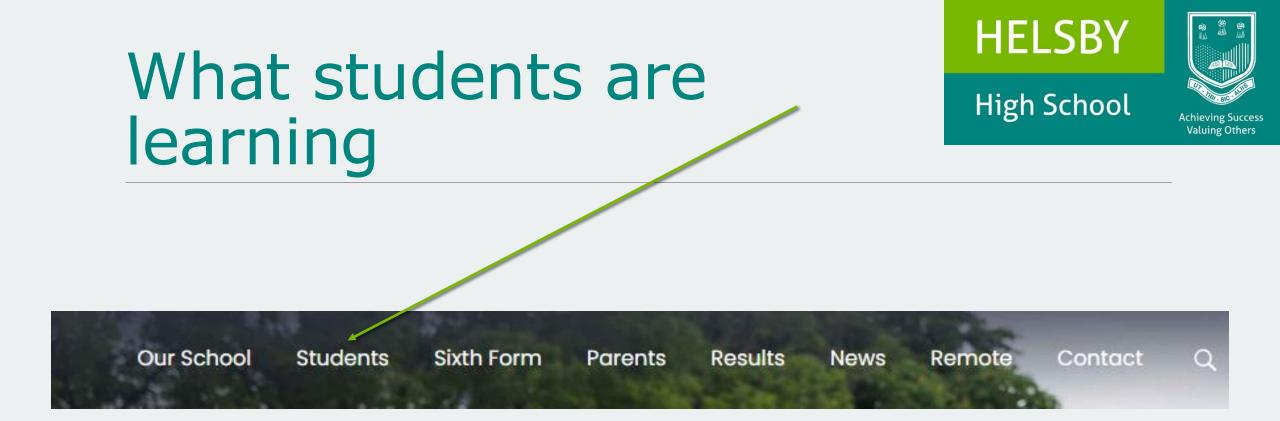
- What students are learning
- > What to expect in a typical lesson
- How students receive feedback
- Homework and independent study



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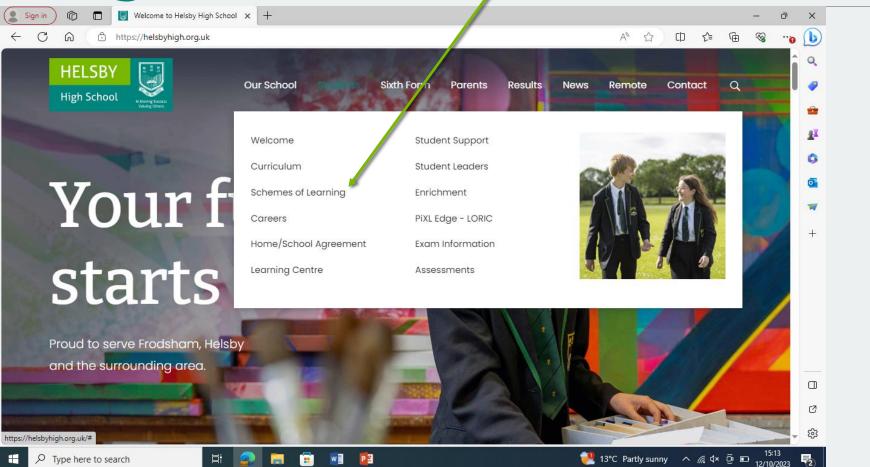






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Key Stage 3 & 4 Schemes of Learning

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



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> Co	omputing
> De	esign and Technology
> Dr	ama
> En	glish
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> Fre	ench
> Ge	eography
> Ge	erman
> His	story



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Year 7 Long Term Scheme of Learning 2024-25



Subject: SCIENCE

Date	Exams/ Assess	Unit(s)
2/9/24		7P1 Forces 1.1 Introduction to Forces
9/9/24		1.2 Squashing and Stretching1.3 Drag and Friction
16/9/24		1.4 Forces at a Distance1.5 Balanced and Unbalanced Forces
23/9/24		1.6 Read like a Scientist
30/09/24		7P2 Energy 2.1 Energy Stores 2.2 Energy Transform
7/10/24		 2.2 Energy Transfers 2.3 Conservation of Energy 2.4 Quantifying Energy Transfer
14/10/24		2.4 Guantifying Energy fransien 2.5 Energy in Food 2.6 Energy Resources
21/10/24		2.7 Read like a Scientist

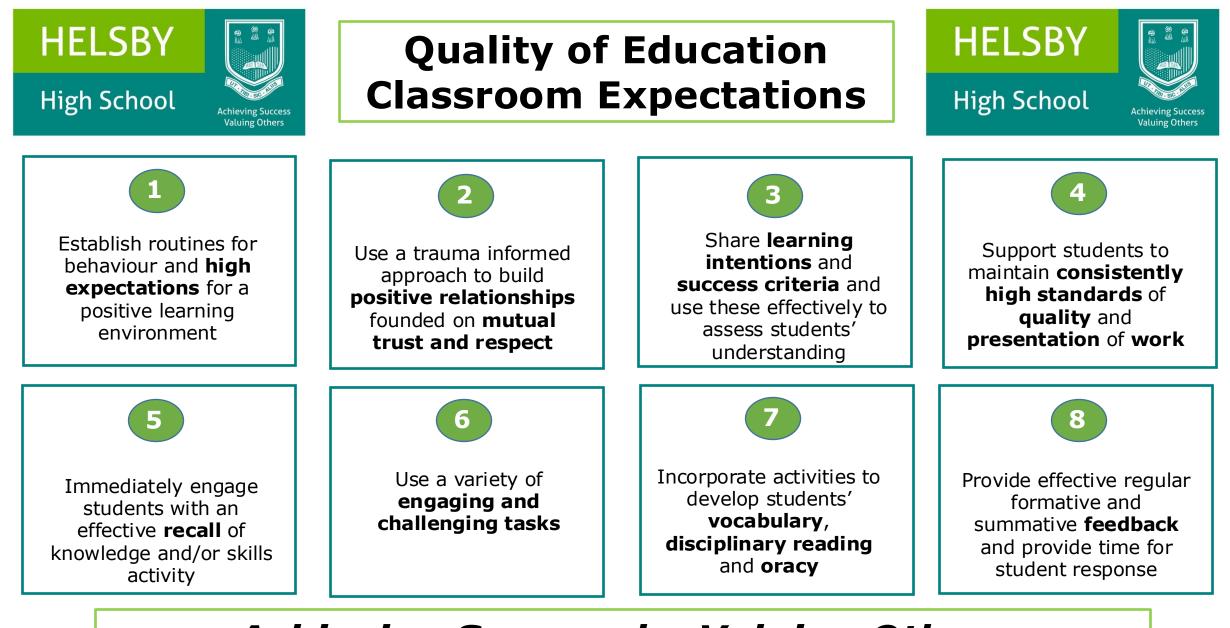
What does a typical lesson look like



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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

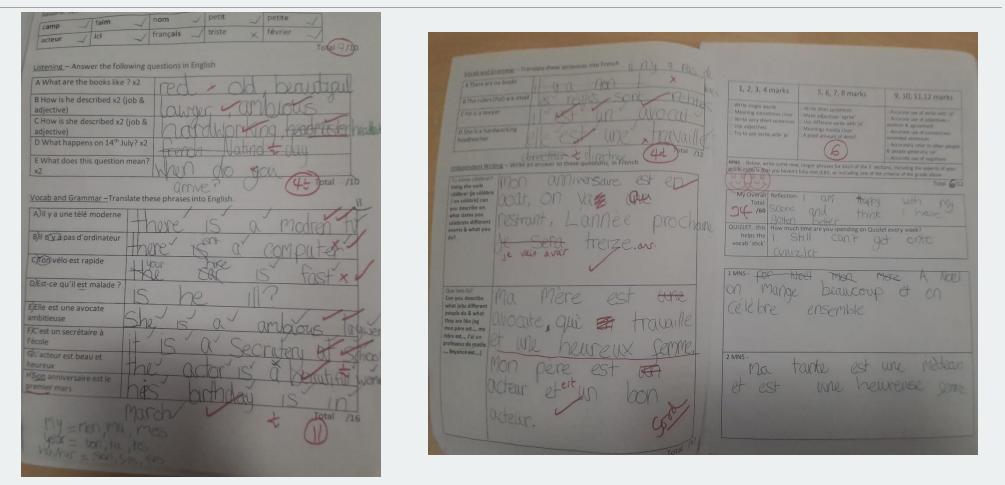
Year 7		
WHEN	WHAT	WHY?
AU1	Diary entry about a special place	Explanation
		Have you explained why the place is special?
AU2	Assessment mat - Judaism	Knowledge assessment and introducing
		different styles of questions
SP1	Key Terms Jesus	Ensure students are using key terms correctly
		and develop understanding 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	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

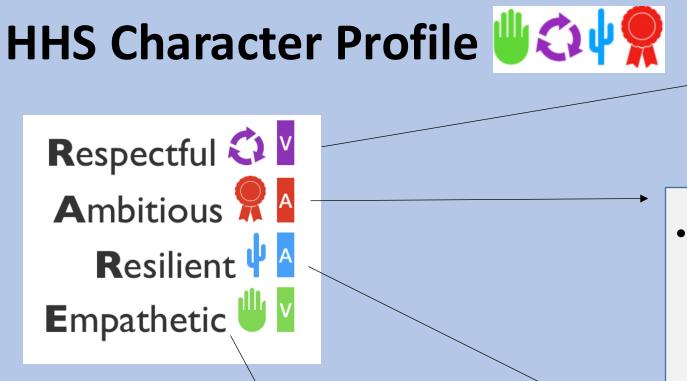
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Personal Development

"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."



 Being Empathetic means you are able to understand and share the feelings of another person, even if they are a very different person to you Being Respectful means to be polite and show honour to someone or something.

Being Ambitious means you have or show a strong desire and determination to succeed and make your life better.

 Being Resilient means you are able to withstand or recover quickly from difficult situations.

Y7 Enrichment - Sept-Dec 2024 **Breaktimes** If it's difficult to stay after school, please **After School** speak to your form tutor or PPL and we will try and help.

British Sign Language (BSL)	Friday	A6	Miss Ryan
Folk Group	Friday	C36	Mr Singh/Mr William
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	\$3	Mme Lucke
Global Citizen Club	Wednesday	A6	Miss Ryan
History Club	Tuesday	B39	Mrs Barnett & Mrs Mannin
Italian Club	Monday	S2	Signora Farrell
Poetry by Heart	Thursday	Library	Miss Barlow/Miss Pattison





Empathetic, Respectful, Ambitious, Resilient

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 Ratcliff
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
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	Open before school every day from 8:10am, after- school Monday-Thursday until 4pm and after-	Event	Date	Teacher	2
A CONTRACTOR OF THE OWNER OWNE	school Friday until 3:30pm. The LRC is a welcoming	Great Euro Bake Off	26th September	Mrs Crammond	-
Certa Caral	and quiet space to read/complete homework/	Macmillan Coffee Morning	27th September	Mrs Cross/Miss Stalker	
	enjoy board games etc.	Student Council Meeting	30th September	Mr Callaghan	
	The LRC is also home to our LGBTQ+ corner cele-	Pantomime Theatre Trip	6th December	Mrs Crammond	
	brating LGBT literature and used as a 'gathering place' for students at break and lunch.	Christmas Jumper Day	20th December	Whole School	
Develop (Character by bei	HELSBY High School	Respectful C Ambitious Resilient Empathetic		

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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



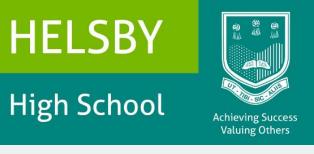


Each year, only 10% of disadvantaged children who leave primary school with their reading below expected standard get passes in English and Maths at GCSE. Adults with low literacy are more likely to have fewer job opportunities and lower income. A quarter of young offenders in the UK have a reading age 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



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

w/c 18th November 2024

w/c 12th 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



- 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



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

w/c 16th December 2024

w/c 23rd 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

YEAR 7 ACADEMIC PROGRESS SUMMARY AUTUMN 2023

Joe Bloggs

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

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



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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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