

HELSBY

High School



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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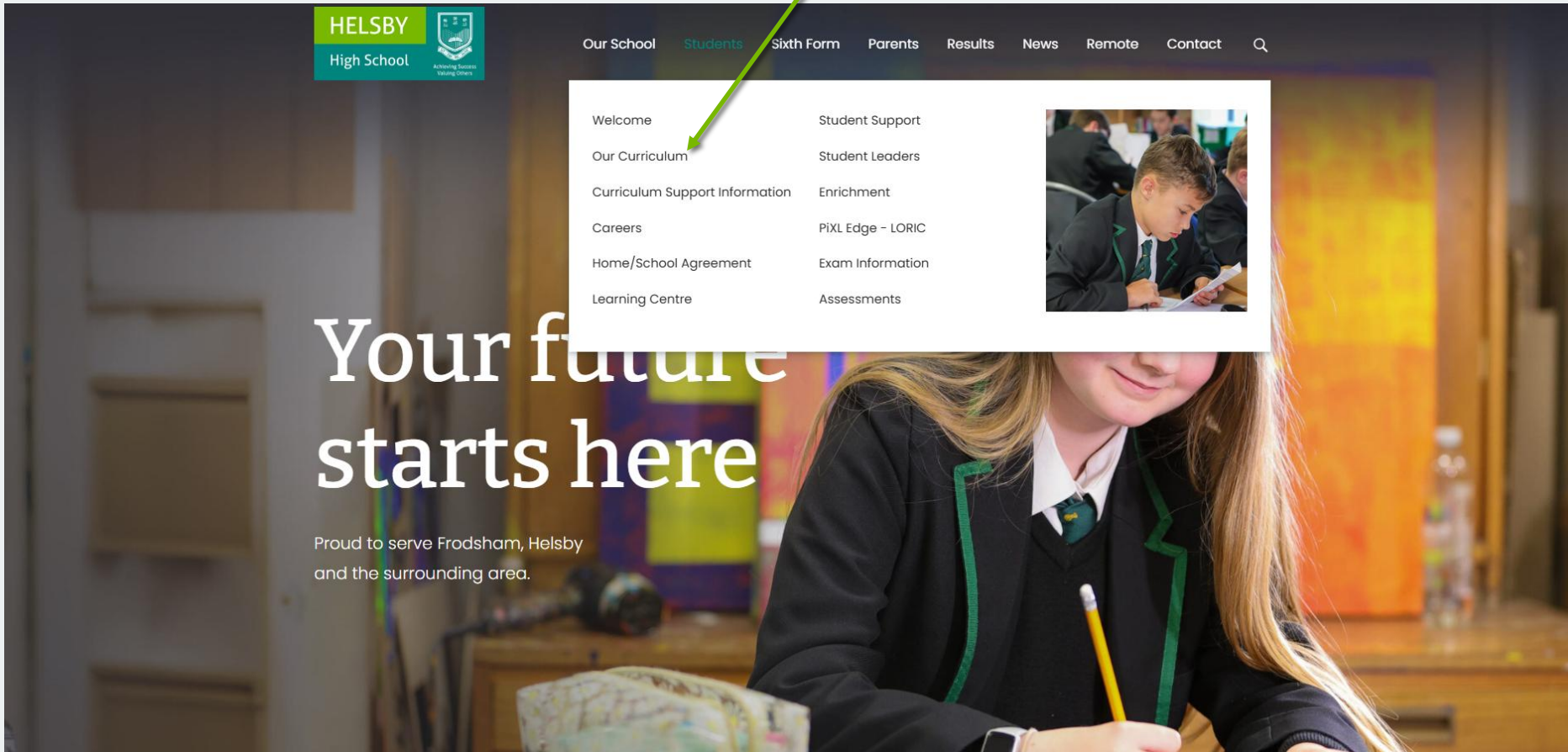


What students are learning

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What students are learning

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Our Curriculum

Academic excellence in a dynamic community

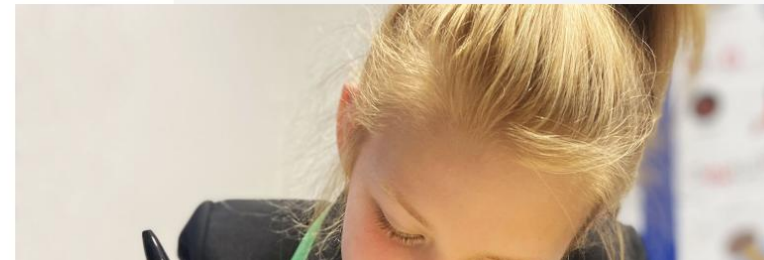
Our curriculum is designed to allow students to strive for excellence through the provision of learning opportunities which enable them to...

Achieving Success

- Encouraging high aspiration and a love of learning
- Maximising progress and potential
- Providing rewarding learning experiences
- Offering diverse opportunities
- Recognising and celebrating all achievement

Valuing Others

- Contributing to a safe school environment



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		7P1 Forces
		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
		7P2 Energy
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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Respectful
Ambitious
Resilient
Empathetic



Classroom Expectations

Respectful
Ambitious
Resilient
Empathetic



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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 4/5

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) ton vélo est rapide	Your 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/hers = 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 4/4

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

3. MNS - Below, write some new, longer phrases for each of the 2 sections, including the aspects of your grade 7/8/9/10 that you haven't fully met (EBI), or including one of the criteria of the grade above.

1, 2, 3, 4 marks	5, 6, 7, 8 marks	9, 10, 11, 12 marks
☐ Write single words ☐ Meaning sometimes clear ☐ Write very short sentences ☐ Use adjectives ☐ Try to use verbs with 'je'	☐ Write short sentences ☐ Make adjectives 'agree' ☐ Use different verbs with 'je' ☐ Meanings mostly clear ☐ A good amount of detail	☐ Accurate use of verbs with 'je' ☐ Accurate use of adjectives - position & agreement ☐ Accurate use of connectors - extended sentences ☐ Accurately refer to other people & people generally 'on' ☐ Accurate use of negatives

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'
How much time are you spending on Quizlet every week?
I still can't get onto quizlet

1 MNS - for Noël mon père A Noël on mange beaucoup et on célèbre ensemble

2 MNS - Ma tante est une médecin et est une heureuse femme

Homework and independent study

Department	KS3 Expectations	KS4 Expectations	KS5 Expectations
English & Media	30-60 mins per week	60-120 mins per weeks	Students are expected to spend one hour on independent learning for every hour of lessons taught.
Maths	30-60 mins per week	60-120 mins per weeks	
Science	30-60 mins per week	60 mins per week	
MFL	20-30 mins per week	30 mins per week	
Geography	60-120 mins per half term	30 mins per week	
History & Politics	60-120 mins per half term	30 mins per week	
Art	60 mins per half term	30 mins per week	
Business, Computing and Economics	60 mins per half term	30 mins per week	
Performing Arts	60 mins per half term	30 mins per week	
P.E	60 mins per half term	30 mins per week	
Social Sciences	60 mins per half term	30 mins per week	
Technology	60 mins per half term	30 mins per week	

Homework and independent study

Set homework
View homework
Templates

Homework description

Name *

Enter a name

Homework type

Homework

Issue date * [?]

17/10/2023

Due date *

Est. time (optional)

Minutes

Available from

00:00

Describe the task for your students *

B

I

U

S

X²

X₂

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.”

HHS Character Profile



Respectful



Ambitious



Resilient



Empathetic



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

- 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 2025

Breaktimes

Basketball - open to all	Mon-Fri	Sports Hall	PE Department
Book Chat	Tuesday	LRC	Miss Pattison
Colour and Calm	Thursday	LRC	Miss Pattison
Folk Group	Friday	C36	Mr Singh
Table Top Games	Monday	LRC	Miss Pattison
Y7 only session	Wednesday	LRC	Miss Pattison

Lunchtimes

Basketball U12 Scrimmage	Friday	SH	Mr Park
Chess Club	Friday	A59	Mr Probert
Creative Writing Club	Tues (week 2)	A24	Miss Harrison
French Club	Wednesday	S3	Mme Lucke
German Martinstag (festival) project	Thurs (until 15th Nov)	S3	Mrs Ablett
Horrible Histories	Wednesday	B39	Mrs Barnett/Mrs Manning
Italian Club	Monday	S2	Signora Farrell
Poetry Club	Friday	LRC	Miss Pattison
Senior Orchestra & Musical Rehearsals	Tues	C36	Mr Singh
Youth Speaks	Monday	LRC	Miss Pattison/Miss Barlow

LRC Open before school every day from 8:00am. 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.

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 U12 training	Tuesday	Until 4:45pm	Gym	Mr Park
Boys Football	Friday	Until 4:15pm	3G Pitch/Field	Mr Bennett
Choir & Musical Rehearsals	Monday	Until 4:15pm	C36	Mr Singh
Girls Football	Wednesday	Until 4:30pm	3G Pitch/Field	Mr Price
Netball	Tues & Wed	Until 4:15pm	Courts/Sports Hall	Mr Park
Rock Club	Friday	Until 4:20pm	C36	Mr Singh
School Musical Rehearsals	Wednesday	Until 4:00pm	DS1	Mrs Ratcliffe
Senior Orchestra & Musical Rehearsals	Tuesday	Until 4:15pm	C36	Mr Singh



Special Events

Event	Date	Teacher
European week of languages	22nd-26th Sept	MFL department
Great Euro Bake Off	25th Sept	Mrs Eastwood/Mrs Crammond
Macmillan Coffee Morning	26th Sept	Mrs Cross/Miss Stalker
Awards Evening	18th Nov	Mrs Witcher
Panto Trip	5th Dec	Mrs Crammond



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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.

Develop Character by being Respectful, Ambitious, Resilient, Empathetic

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 17th November 2025
 - w/c 11th May 2026
- 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 15th December 2025
 - w/c 22nd June 2026
- 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.
- Parent Consultation Evening will take place on Thursday 15th January 2026.

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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