

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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A screenshot of the Helsby High School website. The header includes the school's logo and a navigation menu with links: 'Our School', 'Students', 'Sixth Form', 'Parents', 'Results', 'News', 'Remote', and 'Contact'. A dropdown menu is open under the 'Students' link, showing a list of links: 'Welcome', 'Our Curriculum', 'Curriculum Support Information', 'Careers', 'Home/School Agreement', 'Learning Centre', 'Student Support', 'Student Leaders', 'Enrichment', 'PiXL Edge - LORIC', 'Exam Information', and 'Assessments'. A green arrow points from the title 'What students are learning' to the 'Our Curriculum' link in the dropdown menu. The main content area features a large background image of a student in a school uniform writing in a notebook. Overlaid on this image is the text 'Your future starts here' in a large, white, sans-serif font. Below this text, in a smaller white font, is the phrase 'Proud to serve Frodsham, Helsby and the surrounding area.' The footer of the website, visible at the bottom of the screenshot, contains the motto 'ACHIEVING SUCCESS, VALUING OTHERS' in white capital letters on a teal background.

ACHIEVING SUCCESS, VALUING OTHERS

What students are learning

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Our Curriculum

Academic excellence in a dynamic community

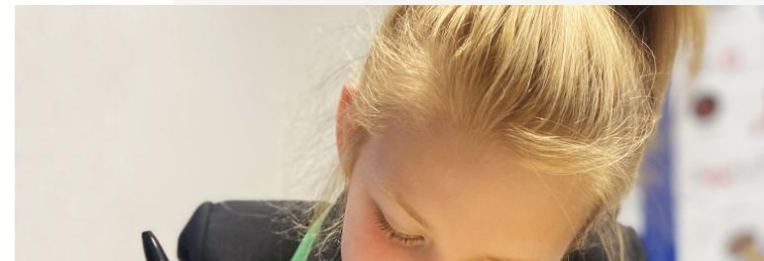
Our curriculum is designed to allow students to strive for excellence through the provision of learning opportunities which enable them to...

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



Unit 6 - Journeys in Language - Shakespeare and Comedy

Investigation into the origins of the English Language and its development from Old English to Present Day English including a focus on vocabulary and spelling. Shakespeare and Comedy.

Reading Strategies: /vocabulary/prediction/activate prior knowledge/inference

Writing: Non-fiction writing, leaflet, persuasive writing, comparison

Grammar Focus: Modal verbs, analytical verbs, adverbials and conjunctions to support cohesion within paragraphs, consistent present tense, formality Shakespeare

Unit 7 - The Rabbits – Pathways to Write

Grammar focus: Using punctuation accurately (colons and rhetorical questions, word classes, prepositions, subject/verb agreement, noun phrases, tense (present-perfect forms), sentence types (simple, compound, complex), listing, commas,

Writing focus: Topic sentences, paragraphs, introductions and conclusions, building cohesion with a wider range of devices, formal vs non-formal writing, intended audience, selecting vocabulary fit for purpose and audience, how to engage the reader, providing well-developed factual information for the reader. Using words and phrases to make sequential connections. Using hypothetical language. Diary and Letter writing.

Unit 8 - Art of Persuasion

Grammar focus – persuasive features, modal verbs, media analysis,

Reading Strategies: inference, media codes

Writing: to persuade, create your own product

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		<u>Unit 1 - The Land of Neverbelieve – Pathways to write</u> Grammar focus: FORMATIVE TASK - Plan and write a recount of encountering the Freshwater Nixie	CORE WRITING TASK – Descriptive writing linked to Pandora's box.
07/09/26		FORMATIVE TASK – Plan and write a short introduction to a Wikipedia entry for a newly discovered animal	
14/09/26		FORMATIVE TASK – Plan and write a Field Log	CORE TASK READING – How does the writer give the impression that Icarus' situation is dangerous?
21/09/26		<u>Unit 2 - Myths and Legends</u> BQ1 – How were Myths used to explore creation? CORE WRITING TASK – Descriptive writing linked to Pandora's box.	
28/09/26		BQ2 – How do mythological stories provide a moral message for human beings? How do they act as a warning? FORMATIVE TASK – Write a description of the process of Lycaon's metamorphosis.	
05/10/26		BQ3 – How do Greek Myths present ideas of love, jealousy and death? CORE TASK READING – How does the writer give the impression that Icarus' situation is dangerous?	

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 * [?]

16/10/2026

Due date *

Est. time (optional)

Minutes

Available from

00:00

Describe the task for your students *

B

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S

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X,

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.

Year 7 enrichment – Autumn term 2026

Breaktimes

Basketball squads	Every day	Mr Park, Mr Bennett, Mr Price	Sports Hall
Folk Group	Friday	Mr Graham, Mr Williams	C36



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

Special events



Lunchtimes

Card Games	Wednesday	Mrs Farrell	S2
Chess Club (w/b 2 Nov)	Wednesday	Mr Probert	A59
French	Wednesday	Mrs Lucke	S3
Sing	Tuesday	Mr Graham	C36



After school

Basketball	Tuesday -4.40pm	Mr Park	Gym
Basketball (w/b 28 Sep)	Thursday -5pm	Coach Griffiths	Sports Hall
Boys' Football	Wednesday – 4.20pm	Mr Bennett	3G
Choir	Monday – 4.20pm	Mr Graham/Mrs Jackson	C36
Concert Band	Tuesday – 4.20pm	Mr Graham/Mrs Keating	C36
Dance (w/b 28 Sep)	Tuesday (Week1) – 4pm	Mr Tolley	DS2
Drama (w/b 5 Oct)	Tuesday (Week 2) – 4pm	Mrs Ratcliffe	DS1
Dungeons & Dragons	Wednesday – 4.30pm	Mr Parkes	LSC
Girls' Football	Friday – 4.30pm	Miss Kay	3G
Netball	Tues & Weds – 4.20pm	Miss Clarke & Miss Kay	Courts

LRC Open at breaktimes & lunchtimes, with a range of engaging activities on offer



Develop character by being respectful, ambitious, resilient & empathetic

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 16th November 2026
 - w/c 17th May 2027
- 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 14th December 2026
 - w/c 28th June 2027
- 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.

YEAR X ACADEMIC PROGRESS SUMMARY

SPRING 2026

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Joe Bloggs
Form Group

Attendance to date	%
Authorised absences	
Unauthorised absences	



Subject	GCSE Minimum Expected Grade	Progress toward GCSE Minimum Expected Grade
English	6+	On track
Maths	5+	Working below
Science	5+	Working above
Geography	5+	Working towards
History	5+	On track
French	4+	Working below
<u>RE</u>	6+	Working above
Art	6+	Working towards
Drama	6+	On track
Music	5+	Working below
Food & Nutrition	6+	Working above
Design & Technology	6+	Working towards
Computer Science	5+	On Track
Physical Education	6+	Working towards

GCSE Minimum Expected Grades and Progress Indicators

Students GCSE Minimum Expected Grades are based on GCSE 9 to 1 grades that we expect XX to achieve by the end of Year 11. This grade has been determined by looking at national average progress from XX's KS2 National Curriculum tests.

Working Above: The student is currently performing at a level which, if maintained, indicates they are likely to exceed their GCSE Minimum Expected Grade

On Track: The student is currently performing at a level which, if maintained, indicates they are likely to achieve their GCSE Minimum Expected Grade.

Working Towards: The student is currently performing slightly below the level expected to meet their GCSE Minimum Expected Grade. With increased effort and/or additional support, this GCSE Minimum Expected Grade remains achievable.

Working Below: The student is currently performing significantly below the level required to meet their GCSE Minimum Expected Grade. Without substantial improvement or intervention, the GCSE Minimum Expected Grade is unlikely to be achieved.

Academic Progress Summary Report

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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