

## Year 7 Parent Information Evening 6.00pm – 7.00pm

### AGENDA

#### Welcome

Mrs Pearce and Mrs Kennedy  
Co-Headteachers

#### Settling in, Attendance and Behaviour

Mrs Priddy  
Head of Year 7

#### Assessment and Reviews

Mr Adams  
Assistant Headteacher

#### Home Learning

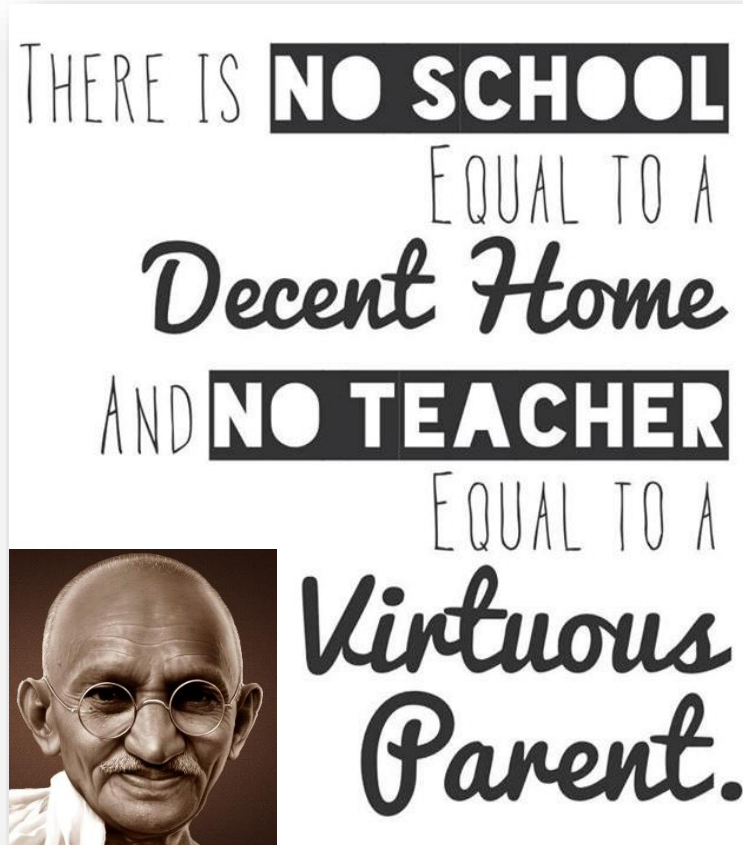
Mrs Smith  
Assistant Headteacher

#### Relationships

Mrs Martin  
Assistant Headteacher

#### Enrichment

**Mrs E Ward**  
Assistant Headteacher



INSPIRE CHALLENGE ACHIEVE





## Visions and Values

## Values

- Respect
- Integrity
- Humility
- Optimism
- Sense of duty

## Educational Vision

- Self confidence
- Building strong relationships
- Aspirations
- Achieving their very best

Be ready for adulthood, with principled values so as to impact positively on their own lives and those of others.

To make for a better world



# Character Traits

INSPIRE CHALLENGE ACHIEVE

# Character (noun)

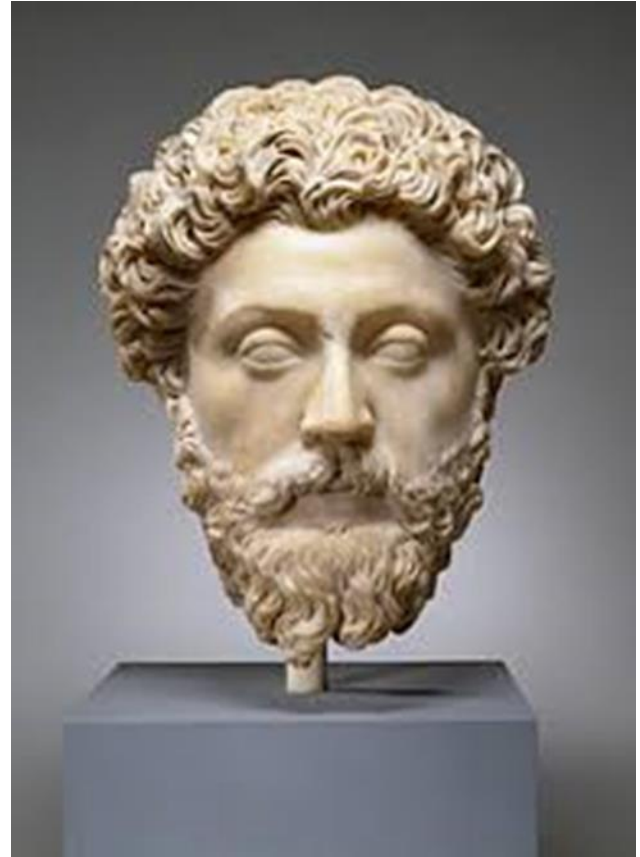
Reliable  
Caring  
Patience  
Friendly  
Affectionate  
Respect  
Pleasant  
Gentle  
Giving  
Thanks  
Thankful  
I'm Valuable  
Encourage  
Sincere  
Trust  
Fair  
Peaceful  
Sorry  
Faithful  
Concern  
Thoughtful  
Helpful  
Cooperative  
Citizenship  
Responsible  
Grateful  
Positive  
Compassionate  
Proud  
Honest  
Polite





# Three Holt Character Virtues

- Stoicism
- Gratitude
- Humility





INSPIRE

**Inspire ~ Challenge ~ Achieve**

Stoicism ~ Gratitude ~ Humility



**Be Kind**  
**Aim high**  
**Work hard**

**Be proud to be a Holt girl**



# **Settling in at Secondary School**

**Mrs Gemma Priddy  
Head of Year 7**

# First Week at The Holt

- Induction day – tour, biometrics, time in form groups getting to know each other.
- Behaviour workshop lesson
- Timetables
- Navigating the school site
- Uniform
- Making new friends
- Learning new subjects
- New teachers – at least one for every subject!

## Routines & Organisation

- Travelling to school
- Use of Planner, Timetable and SIMS
- Organisation:
  - Packing bag the evening before, correct books and equipment
  - Home Learning – 20 minutes per subject each week. Complete work in a quiet space at the same time every day.
  - Other activities outside school – work out a “timetable” for home and when home learning fits in.

## Contacting the School

- Communication between home and school is very important.
- Talk to your daughter about how things are at school, how she feels and how she is coping with the work. This will give you a basis for deciding whether or not you should contact school.
- Reassure your daughter and suggests ways of solving a problem but if, after a couple of weeks the problem still remains, then contact us.

## Who Should I contact?

Mrs Priddy - first point of contact with parents.

[Year7Team@holt.wokingham.sch.uk](mailto:Year7Team@holt.wokingham.sch.uk)

We can discuss the problem and suggest strategies for supporting your daughter.

If the problem is subject related email the year7team and we will forward it to the Head of Department. Then in follow up emails cc in year7team.

Other issues may be dealt with by Mrs Maynard in Year 7 Student Support.

If your daughter has special educational needs Mrs Griffiths, our SENCO, will monitor your daughter's progress and will be in contact with you.





# **Attendance and Behaviour for Learning**

# Attendance

- It is a parent's legal responsibility to ensure their child attends school regularly.
- There is a direct link between attendance and academic achievement.

99%	2 days (10 lessons) off a year
95%	1 day off, on average, a month
90%	1 day off, on average, a fortnight
85%	3 days off, on average, a month
80%	1 day off, on average, a week

# Attendance

- We try to encourage positive habits for adulthood; we know that employers do not accept poor attendance.
- We are regularly asked in references for a student's attendance.
- Attendance supports a student's successful integration into the school community, and success in their chosen pathways.

## If a student is ill:

- Contact Mrs Michelle Smith by phone on the attendance line or by email: [absence@holt.wokingham.sch.uk](mailto:absence@holt.wokingham.sch.uk)
- Please do this before 9am, and make clear the reason for absence.
- Sickness and diarrhoea require 24hours before return to school.
- Over the counter medication can be carried by students to self-administer.

## Other Absences:

- We will not authorise holidays unless in exceptional circumstances.
- Medical appointments will be authorised absences, but please send the students with a note that gives the time to sign out.
- The Head of Year will make contact if there are any attendance concerns. Please contact them if there is a reason for a change in attendance.
- We work closely with the EWO.

# Lateness

- Lateness to registration (AM) results in a 10 minute late lunchtime detention.
- If students come by bus, and the bus is delayed, this will not occur.
- All late students must sign in at Student Support, where registers are updated.

# Behaviour

## Choices and Consequences

- We encourage students to recognise that at all times during the school day, they have a CHOICE about the way they behave.
- This includes lesson time, the journey to lessons and lunch and break times too.
- If they CHOOSE to behave in an inappropriate way, then there will be CONSEQUENCES.
- We organise types of behaviour into colours to help the students understand.



# Colour Levels of Behaviour

<b>Blue</b>	<b>Exceptional Behaviour</b>	<b>Giving up time for others</b>
<b>Green</b>	<b>Expected Good Behaviour</b>	<b>Listening to others</b>
<b>Yellow</b>	<b>Inappropriate Behaviour</b>	<b>Calling out</b>
<b>Orange</b>	<b>Orange Inappropriate Behaviour</b>	<b>Persistently chatting in class</b>
<b>Red</b>	<b>Red Inappropriate Behaviour</b>	<b>Direct verbal abuse to staff and students</b>
<b>Purple</b>	<b>Purple Inappropriate Behaviour</b>	<b>Possession of alcohol/drugs on site</b>

# How we praise and recognise our students

## Subject Teacher

- Recognition comments to parents through Sims app
- The number of Sims recognition comments are linked to house points.
- Praise postcards – for exceptional and above and beyond behaviour.
- Stickers and stamps – with reasons
- Oral feedback in lessons and around school.
- Written feedback on home learning
- Specific feedback to teams and individuals after competitions
- 

## Heads of Year

- Monitors Sims recognition comments
- Presentation assemblies
- Three per year - Christmas, Easter and Summer for Year 7-10.
- Praise breaks
- Contact home
- £240/£210 café vouchers @ £1 to give out over the year.

## Co-Headteachers

- Meet with Co-Headteachers at break time

# Consequences

<b>Blue</b>	<b>Exceptional Behaviour</b>	<b>Praise Postcard</b>
<b>Green</b>	<b>Expected Good Behaviour</b>	<b>Recognition Points</b>
<b>Yellow</b>	<b>Inappropriate Behaviour</b>	<b>Detention</b>
<b>Orange</b>	<b>Orange Inappropriate Behaviour</b>	<b>Parents Called In</b>
<b>Red</b>	<b>Red Inappropriate Behaviour</b>	<b>Internal Exclusion</b>
<b>Purple</b>	<b>Purple Inappropriate Behaviour</b>	<b>Permanent Exclusion</b>

# Detentions

- In Year 7, students will only have lunchtime detentions unless they display red behaviour.
- Detentions are 10, 15 or 30 minutes long and take place in S9 or S6.
- Subject teachers can also give a detention for misbehaving in their subject.
- From Year 8 a missed home learning will result in a one hour after school detention.

# Detentions

- Missed Home learning = 30 minutes
- Equipment = 15 minutes
- PE kit or food tech equipment = 30 minutes
- Uniform = 30 minutes
- Mobile phone use = 30 minutes
- Late to AM registration = 10 minutes

# Using Mobile Phones in School

Students are able to use their mobile phone in school at certain times

- Students may only use their phone at break and lunch time but not whilst walking around.
- The phone must remain switched off for the rest of the school day.
- If a student feels ill, they should not contact their parents to pick them up directly – student support will make contact. .
- Headphones should not be used on the school site.



# **Assessment and Reviews**

Mr Ben Adams

Assistant Headteacher



## Rationale

- All are expected to **aspire to excellence**
- Assessment at KS3 is based on **progress**

# Assessment - we want our system to....

- Develop knowledge and skills required for education and success at GCSE
- Promote high expectations
- Provide formative feedback
- Utilise periodic summative assessment
- Be simple and easy to understand
- Be consistent yet flexible

# Setting targets for progress

- KS2 teacher assessment plus other attainment data are used to project an aspirational target GCSE grade range
- The grade ranges are a target for the students and a planning tool for teachers across all subjects

# The new GCSE grades explained

Old	New
A*	9
	8
A	7
B	6
	5
C	4
D	3
E	2
F/G	1

# GCSE target grade ranges

Target grade range
1-4
5-6
6-7
7-8
8-9

# How will my daughter's progress be assessed?

- Classwork and home learning
- Agreed common assessments
- Department marking policies
- Teachers mark, refer to the criteria for each student's target grade
- Assess the difference

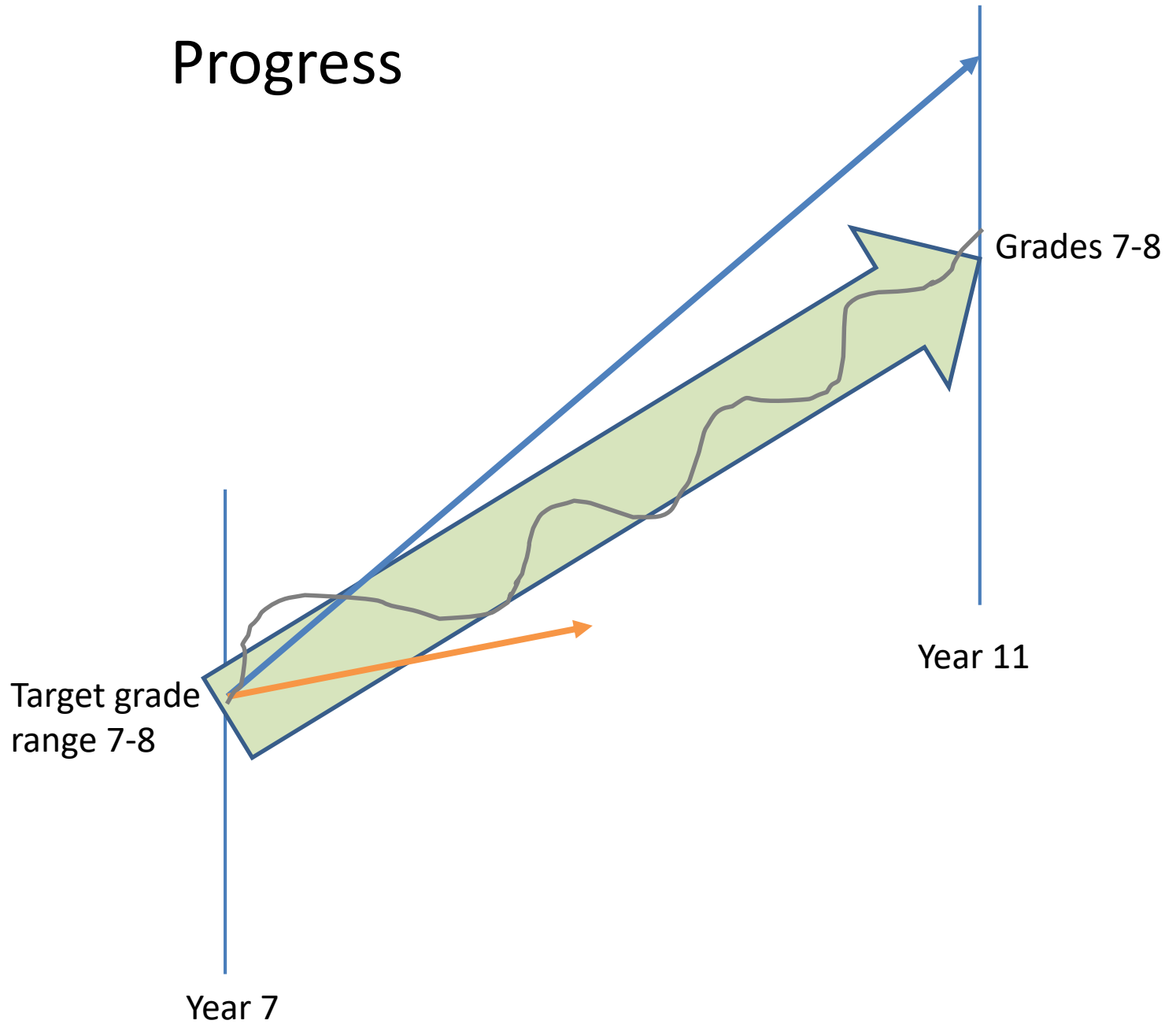
# How we report progress

- On track to achieve the top of her target grade range or above – blue
- On track to achieve within her target grade range – green
- Within reach of expectations for her target grade range – amber
- Not meeting grade range expectations – red



# INSPIRE CHALLENGE ACHIEVE

## Progress



# Strengths and areas for development

For each subject

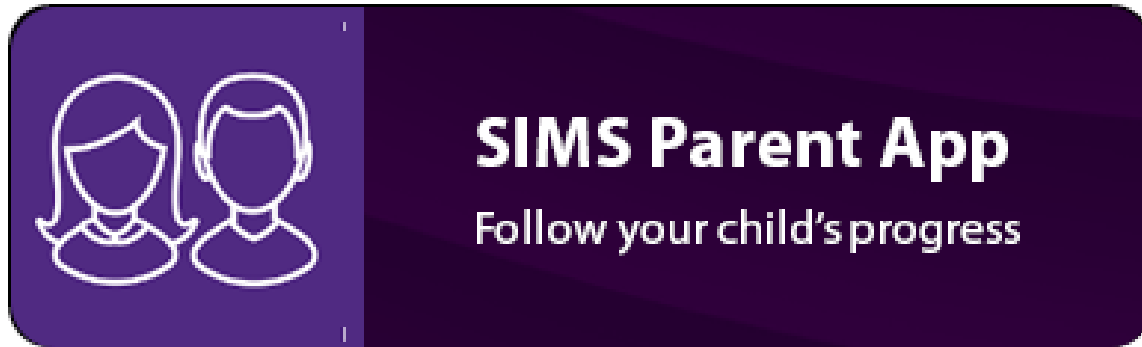
- At least one positive statement
- One thing to work on

<b>Name:</b>	<b>Attendance:</b> 100.0% (Late: 0)	<b>Tutor:</b> Mr Gray & Mrs Ezekwe
		<b>GCSE Grade Range :</b> 8-9
<b>More Able:</b> Yes		

Subject & Teacher	Progress			Strengths	Area for Development
	Autumn	Spring	End of Year		
<b>English</b> - Miss Rawlins & Ms Mirza				Takes a leadership role in lessons	Offer work for use as an <u>exemplar</u>
<b>Maths</b> - Mr Fulker				Good behaviour supports learning Consistently focused in lessons	Needs to participate more actively in lessons
<b>Science</b> - Mrs Fairhead				Participates in class discussions	Read around the subject

# Review dates

- 21<sup>st</sup> October – English, maths and science
- Parents' evening – Thursday 28<sup>th</sup> January
- 31<sup>st</sup> March
- 14<sup>th</sup> July – with tutor comments



- App or [sims-parent.co.uk](https://sims-parent.co.uk)
- Home learning, reviews, recognition points, contact information, options...
- [datateam@holt.wokingham.sch.uk](mailto:datateam@holt.wokingham.sch.uk)



# Home Learning

Mrs Yvonne Smith  
Assistant Headteacher

# What is Home Learning?

- Home learning is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.
- It will include a variety of tasks - including practice questions, extended writing, learning, research, reading, presentation and revising.

# Why is Home Learning Important?

There are clear benefits for students who spend regular periods of time on different learning activities outside school.

HL enables students:

- To develop confidence and self-discipline to work independently utilising time management, an essential skill for adult life.
- To consolidate and reinforce learning and understanding that has taken place in the lesson.
- To extend learning through the acquisition of new knowledge and skills.
- To make more rapid progress individually; to promote quiet reflection on the work covered in the lesson.
- To prepare for more difficult tasks to be attempted in the classroom.



# Home Learning Timetable

**7B**

## Year 7 Home Learning Timetable

2019-20120

	Week A	Week B
<b>Monday</b>	Maths Art	Maths Computing
<b>Tuesday</b>	PoR French	French Geography
<b>Wednesday</b>	Maths	Maths
<b>Thursday</b>	English History Technology	English French
<b>Friday</b>	Science	Science Technology

30 Minutes for each subject

Art is set once a fortnight for 1 hour

Geography will have a project in place of regular home learning in the second term, Computing will have a project in the third term; these subjects may set small amounts of home learning when they are not due to set a project in that term.

PSHE 1 home learning project, Technology will set a home learning project each term.

# Home Learning Top Tips

- Support your daughter with home learning where possible
  - Try to provide a suitable environment for study.
  - Allow time for home learning
  - Offer guidance and help
  - Make sure HL is in the school bag the night before



- Help your daughter to plan how she uses her time and keep to a timetable
- Encourage your daughter to use her planner
- If your daughter is struggling to understand her HL encourage her to speak to her teacher BEFORE the deadline!

# Home Learning Top Tips

- HL is set on SIMS and accessible to parents through the SIMS App
- HL may be also set on Microsoft TEAMS. Year 7s will learn about this in their first Computing lesson.
- The internet can be used to access the many useful sites that support school subjects.
- The Learning Resource Centre is open 3.00pm - 4.00pm on Mondays and Thursdays for Year 7 students ( restricted opening at present).  
Students can access ICT resources, home learning resource boxes and help and support from a dedicated member of staff.



**Relationships**

**Worries**

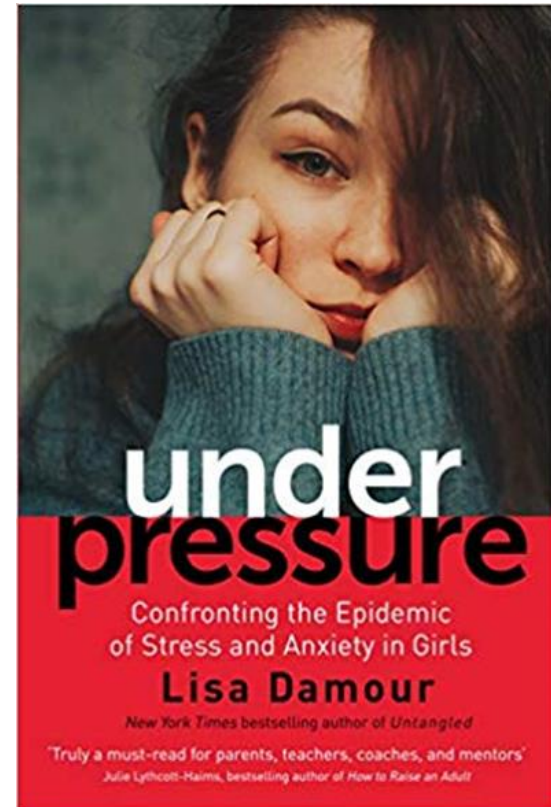
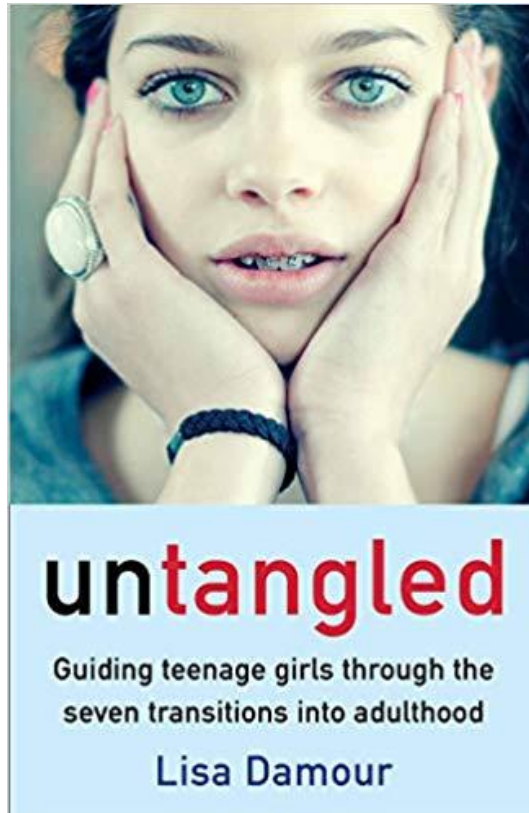
**Friendships**

**Independence**

**Mrs Vicki Martin**

**Assistant Headteacher**

# Lisa Damour



# CHALLENGE

**Anxiety is a well-meaning messenger – it alerts that something is not right and for us to stay on our toes. Girls who learn to face their fears find out just how brave they can be.**



# Great Phrases to Use from Lisa Damour

- **Healthy stress happens when we take on new challenges.**
- **Anxiety is a gift handed down by evolution to keep humans safe.**
- **Anxiety works to protect us from the world and ourselves but somehow people think emotional discomfort is a bad thing. But emotional discomfort alerts us to pay attention.**
- **Say to a girl who has a tricky situation 'I know that something really scary has happened' to acknowledge her worry.**
- **'I'm glad you are worried. That's the right reaction because right now you know you are not ready. As soon as you start studying, your nerves will calm down.'**
- **When a girl gets anxious, we want her to take that emotion seriously and wonder 'why is my alarm going off? and what is the best way to get it to quiet down? If a girl says 'I have anxiety' .....natural response is 'well of course you do. That's how you are able to cross streets safely and not get hit by cars'. Anxiety is usually a good thing.**
- **'I know you're feeling helpless and I can only guess how miserable that must be'**
- **'Oh...it must feel awful to even think that'**

# Growth mind-set phrases

## **When your daughter struggles....**

You haven't got this **yet**.

What did you do to prepare for this? Is there anything you could do to prepare differently next time?

When you are struggling, you are learning – it's your brain trying to make new connections.

If it was easy you wouldn't be learning anything

Let's try and break this down into steps

It's okay to make mistakes, provided you learn from them

Have a go – I can always work on the mistakes with you when I see where you haven't got it yet

## **When your daughter is making progress....**

Well done – you must have worked really hard on this

I can see how you improved this when you went back over it

Please share one mistake that you learned from to help you improve

You kept going when it was difficult

You tried all kinds of different strategies to solve that problem

Can you see how the effort you put into this paid off?

Compare the difference in this work to what you produced earlier



## Advice from Lisa Damour

- It is the teenager's job to worry about how everyone sees her but it is our job to help teenagers take a few steps back from the whole thing.
- Being pushed beyond one's comfort zone is often a good thing and the stress students' encounter at school for the most part happened to be the healthy kind. All growth comes with some discomfort – we send our children to school precisely so that they will be stretched and improved.
- When talking to your daughter ask them 'can you walk me through a typical day'
- What is the source of all this stress? Why am I anxious?

And

- Big friendship groups bring drama!!

## Facts about Friendships

- Between 5 -12 yrs friendships are uncomplicated and generally made through parents being friends, live nearby, enjoy the same activities.
- 12 – 16yrs – friendships become more complicated and volatile.

# Teenage Friendships

- Seek greater intimacy and trust from friendships
- Teenagers start to seek security and safety within their peer group, similar to their experiences they have had with their parents when younger.
- Friendships are fluid because of the changes they are undergoing.
- They will have several friendship issues as they work out their own identity and mature emotionally, psychologically, physically and socially.

## Teenage Friendships – How can you help?

### Take time to listen

Can't be in a rush but need to make it easy for them to talk

- In the car
- Texting
- Long walks
- Hot chocolate in Sainsbury's after a family shop
- Breakfast at a café on a Saturday morning

Teenagers prefer to talk to their friends...but these strategies will encourage them to open up

# Teenage Friendships – How can you help?

## Ask questions

- Don't wade in with lots of wisdom and solutions.
- Need to recognise that they have the answers inside them and you need to ask question to help them determine how to act.
  - *How has this affected you?*
  - *How has it affected the other person? And the friendship?*
  - *How does this fit with your idea of what a friendship is all about?*
  - *Should all friendships last forever?*
  - *What do you see as your alternatives?*

## **Teenage Friendships – How can you help?**

### **Invite your daughter's friends over**

- Helps you child build the friendship in a secure environment.
- Strengthens their understanding of each other.
- You can supervise and observe

## **Teenage Friendships – How can you help?**

**Create opportunities for your daughter to try out/experience new things**

- Participation in clubs in and out of school enables your daughter to make friends with like minded people and of different ages.
- Visits to music concerts, art galleries, countryside, interesting buildings, different cities – all good to build up cultural understanding.

## Teenage Friendships – How can you help?

### Monitor technology

- Social media is good and bad for teenagers
- Have rules about leaving devices outside of rooms at the same time every night...by a plug.
- Keep an eye on what they are sending and receiving....
- Teach them social media etiquette and what they should do if they are upset by any messages
- Watch TV with them....chance to be together on the sofa!



## When Friends Fall Out ☹️

- Be ready for it – it will happen! It is a natural stage in adolescence.

## **Achieving Independence**

**Allow your daughter to make her own mistakes, face her own consequences, and solve her own problems....**

# Achieving Independence

- How much should I help? How do I get the right balance between doing too much or too little, between fussing and allowing them to flounder?

**Never do anything regularly for your daughter that she is capable of doing for herself.**

# Enrichment

Miss Emma Ward  
Assistant Headteacher

## Enrichment at KS3

- Enrichment is crucial to developing well round characters who are knowledgeable about the world we live in and the opportunities that are available
- Although activities are restricted in person to keep us all safe, there are many online opportunities for your daughter to extend her knowledge beyond the classroom
- This is a fantastic opportunity as many resources have been made freely accessible that weren't before.

## Key Stage 3 Passport




**The KS3 passport is designed to:**

- broader personal development, enabling them to develop and discover their interests and talents
- confidence, develop their cultural capital and become more aspirational

## Challenges




<b>INSPIRE</b>	Visit an art gallery/historical place of interest/museum	Follow a news account on Twitter/watch the news a few times a week	Watch a TED talk/watch a documentary about something you feel passionate about						
<b>DETAIL AND DATE COMPLETED</b>									
<b>CHALLENGE</b>	Take part in the Holt School Reading Challenge! #WeRHoltReaders	Take part in a charity event/lead a charity event	Use a GCSE revision guide/GCSE YouTube video on one of your topics/book complete task						
<b>DETAIL AND DATE COMPLETED</b>									
<b>ACHIEVE</b>	Take part in an in school/out of school competition	Interview a member of staff at the Holt about their job—not necessarily a teacher!	Research a career in a subject you are interested in						
<b>DETAIL AND DATE COMPLETED</b>									





**The Holt School**

**KS3**

**#WeRAimingHigh Passport**

**#WeRHoltReaders**

**Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_

## Just a few examples...

- [Home learning projects](#) (CREST Awards website)  
- A range of home learning science projects for children aged 5-18.
- [Me-U Maths](#) (Me-U website) - practice questions for children from reception to year 9.
- [Teaching resource: What is archaeology? The history beneath our feet](#) (The Museum of London Archaeology website)
- [National Theatre at Home](#) a selection of plays are available to stream
- [Travel and Leisure](#) website - virtual tours of 12 famous museums



# Just a few examples

- [Typing club](#) website - learn to touch type for free.
- [Young writers](#) website - regular writing competitions secondary age children.
- [Picture News](#) - they send out a topical picture, with learning resources, each week (free access currently).
- [Go Noodle](#) (app) - movement and mindfulness exercises for kids.
- [MemRise](#) website - a free and interactive platform for learning languages.
- [Space to Learn](#) (ISSET website) - every Tuesday, at 2pm British Summer Time, there is a live-stream Q&A session with astronauts on the International Space Station.

# Enrichment

Your daughter may try things and decide it does not interest them.

They may decide they focus on one particular area or subject or a whole range

They can always talk to their subject teachers to ask about any subject specific resources.

## **Extra curricular timetable**

We do hope to offer some extra curricular opportunities in school.

Keep a look out for the timetable on our website next week.



Thank you for your time this  
evening

[year7team@holt.wokingham.sch.uk](mailto:year7team@holt.wokingham.sch.uk)