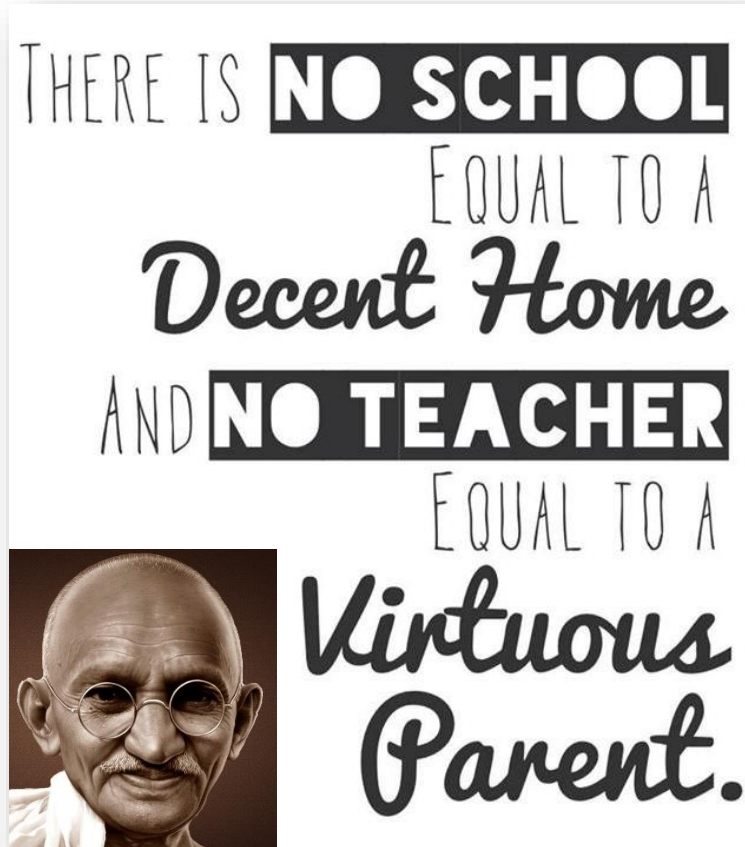


Year 7 Parent Information Evening



AGENDA

Welcome

Mrs Pearce and Mrs Kennedy
Co-Headteachers

Growth Mindset and Character

Mrs Pearce and Mrs Kennedy
Co-Headteachers

Settling in, Attendance and Behaviour

Mrs Vaughan
Head of Year 7

Assessment and Reviews

Mr Adams
Assistant Headteacher

Home Learning

Mrs Smith
Assistant Headteacher

Relationships

Mrs Martin
Assistant Headteacher



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.

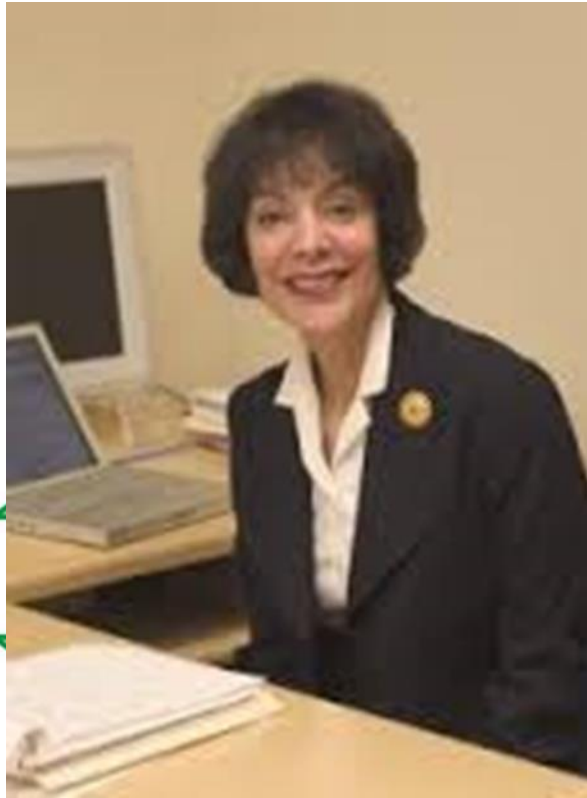
To make for a better world



Growth mindset and character

Mrs Anne Kennedy and Mrs Katie Pearce
Co-Headteachers

Dr Carol Dweck



- Leading researcher in personality, social psychology and developmental psychology
- Obsessed with how people respond to failure
- Developed “Growth Mindset”

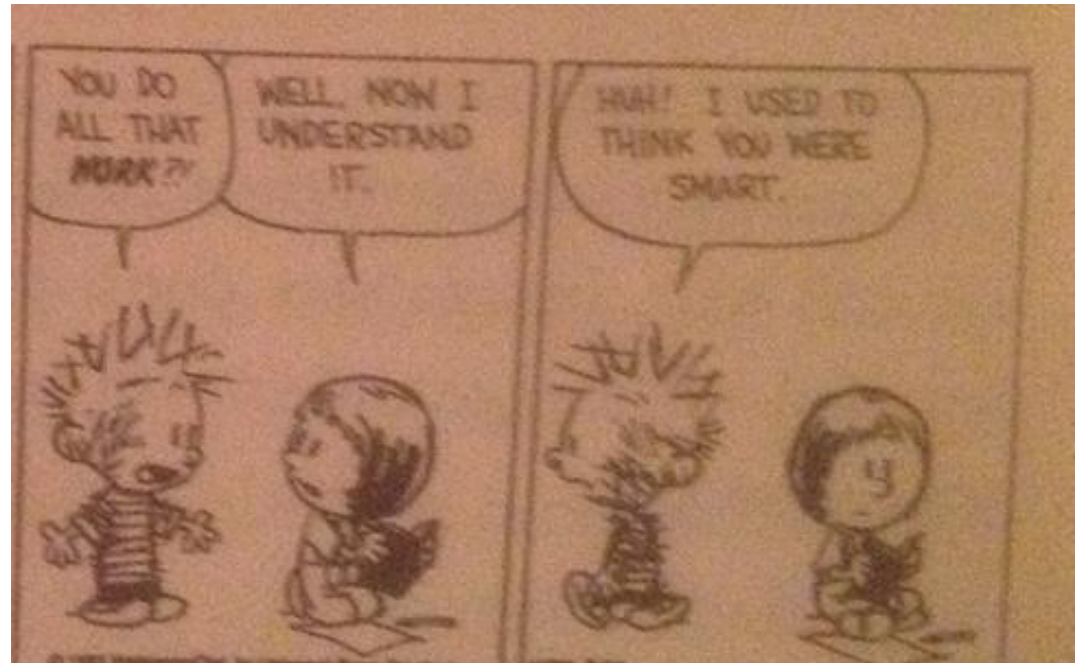
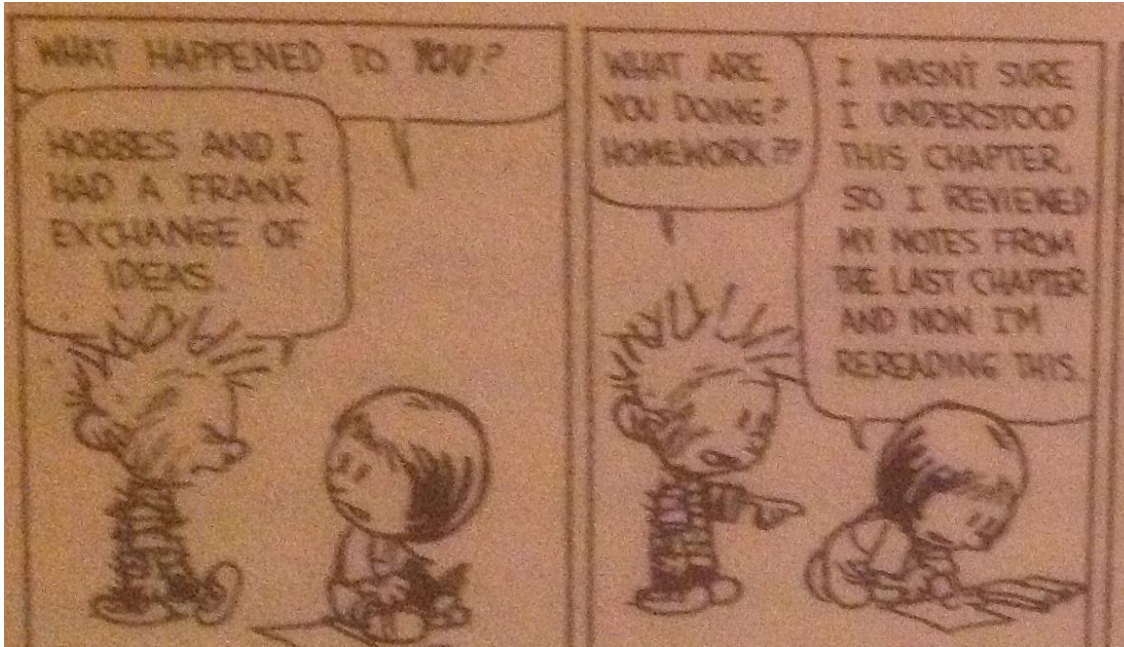


Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none">• avoid challenges	<ul style="list-style-type: none">• embrace challenges
<ul style="list-style-type: none">• give up easily due to obstacles	<ul style="list-style-type: none">• persist despite obstacles
<ul style="list-style-type: none">• see effort as fruitless	<ul style="list-style-type: none">• see effort as path to mastery
<ul style="list-style-type: none">• ignore useful feedback	<ul style="list-style-type: none">• learn from criticism
<ul style="list-style-type: none">• be threatened by others' success	<ul style="list-style-type: none">• be inspired by others' success



**Learning isn't easy,
embrace struggle and
grow**

INSPIRE CHALLENGE ACHIEVE



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

INSPIRE CHALLENGE ACHIEVE

Character (noun)

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



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 Katie Vaughan

Head of Year 7

First Week at The Holt

- Settled very well
- Learning new routines
- Travelling to school - buses
- Timetables
- Finding way around school
- Uniform
- Rules and consequences
- Made new friends
- Learning new subjects
- New Teachers – one for every subject!

Routines & Organisation

- Travelling to school
- Use of Planner, Timetable and Frog
- Organisation:
 - Packing bags, correct books and equipment. Organise the night before.
 - Home Learning routines/times – stick to them! Avoid distractions.
 - 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 Vaughan - first point of contact with parents.

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 HOD. Then in follow up emails cc in year7team.

Other issues may be dealt with by Mrs Attryde, 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
- Please do this before 9am, and make clear the reason for absence.
- Sickness and diarrhoea require 24hours before return to school.
- If students are feeling a bit “under the weather”, please encourage them to come in.
- 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 you understand...

Colour Levels of Behaviour

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

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 and 12 and Autumn and Easter for year 11 and year 13.
- Praise breaks
- Contact home
- £240/£210 café vouchers @ £1 to give out over the year.

Co-Headteachers

- Meet with Co-Headteachers at break time

Recognition Comments

Previously we recorded them in the in the planner but teachers will now write comments directly on Parent Sims App and the HOY logs them.


Parent Sims App will be launched in the next couple of weeks

One comment = one house point

INSPIRE CHALLENGE ACHIEVE

vodafone UK 13:59 67%

Back Conduct Menu

 Rachel

Monday 18th March 2019

+1 **Recognition Point - 1 point**
Very good medieval music composition

Wednesday 13th March 2019

+3 **Recognition Point - 3 points**
Maths homework - solving equations

Monday 4th March 2019

+2 **Recognition Point - 2 points**
excellent art homework

Tuesday 26th February 2019


+1 **Recognition Point - 1 point**

+1 **Recognition Point - 1 point**

Friday 15th February 2019

vodafone UK 13:59 67%

Back Conduct Menu

 Rachel

+1 **Recognition Point - 1 point**
Maths homework

Tuesday 30th April 2019

+2 **Recognition Point - 2 points**
Amazing effort on 'Design my Garden' homework.

Wednesday 3rd April 2019

+1 **Recognition Point - 1 point**
Excellent work on equations

+1 **Recognition Point - 1 point**
Maths, Excellent homework on collecting terms

Monday 1st April 2019

+2 **Recognition Point - 2 points**
German
Great work in German!

Consequences

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

Detentions

- In Year 7, students will only have lunchtime detentions unless they display red behaviour.
- Detentions are 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

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

Assessment - What we want our system to do....

- Develop knowledge and skills required for success at GCSE
- High expectations
- Formative feedback
- Periodic summative assessment
- Simple and easy to understand
- Consistent yet flexible

So, how do our progress reviews work....?

- KS2 scores 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

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?

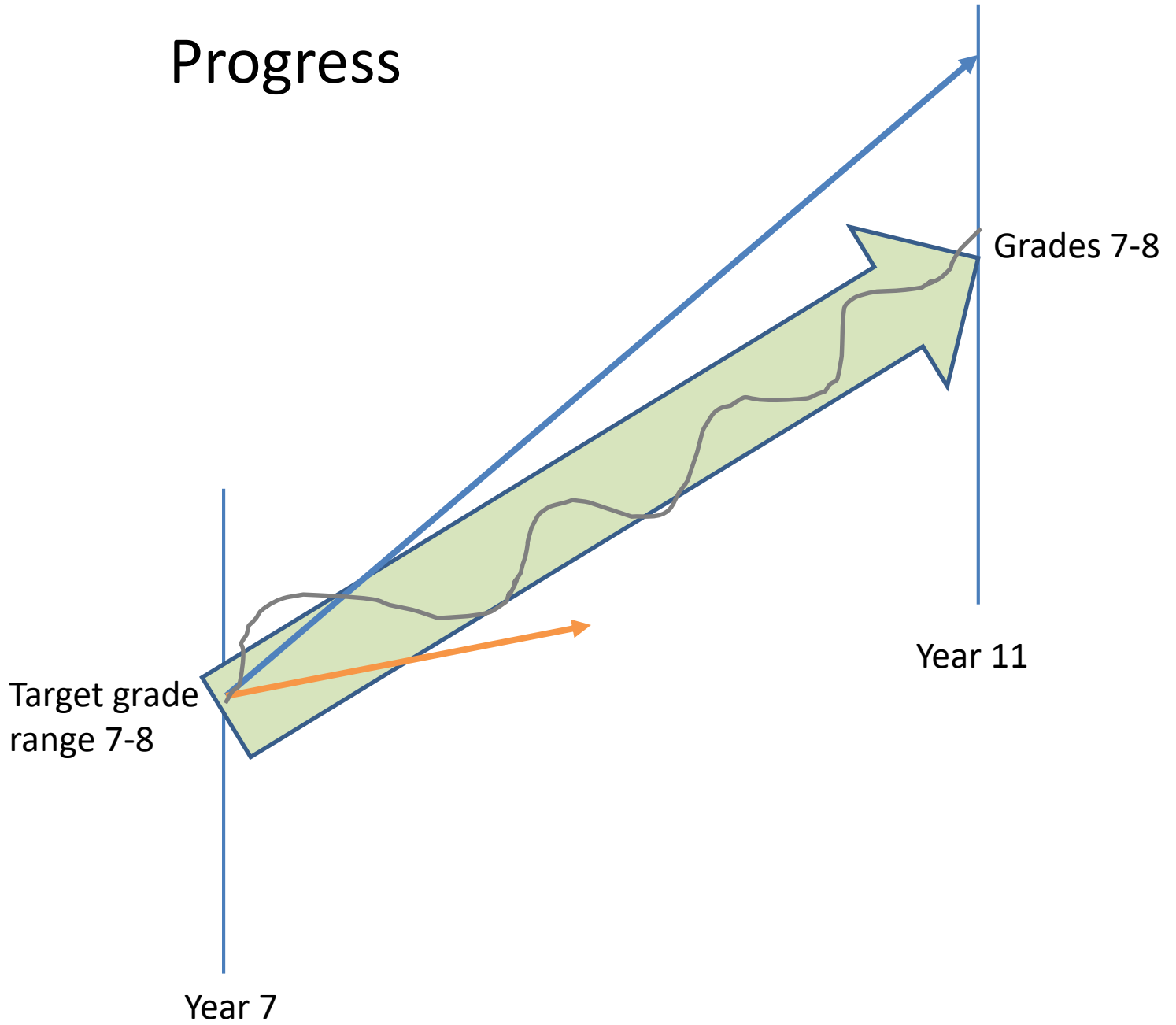
- Department marking policies
- Agreed common assessments
- Teachers mark and refer to the criteria for the target grade range of the student
- Measure the difference

How we report progress

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

INSPIRE CHALLENGE ACHIEVE

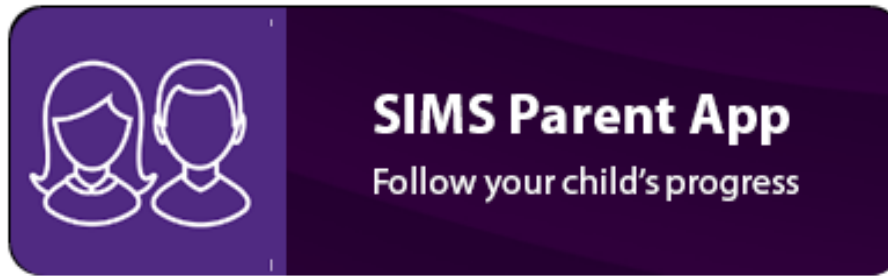
Progress



Strengths and areas for development

Review dates

- 23rd October – English, maths and science
- 24th January
- Parents' evening – Thursday 30th January
- 15th July – with tutor comments



- Home learning – Frog
- Reviews – SIMS Parent
- Parent logins and passwords
- ros@holt.wokingham.sch.uk



Home Learning

Mrs Yvonne Smith
Assistant Headteacher

Home Learning



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
Monday	Maths Art	Maths Computing
Tuesday	PoR French	French Geography
Wednesday	Maths	Maths
Thursday	English History Technology	English French
Friday	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

INSPIRE CHALLENGE ACHIEVE

- 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 FROG and accessible to parents
- The internet can be used to access the many useful sites that support school subjects.
- The Holt School Learning Platform (FROG) contains a wealth of information.
- The Learning Resource Centre is open daily until 4.30pm Monday to Friday. Students can access ICT resources, home learning resource boxes and help and support from a dedicated member of staff



Relationships

Worries

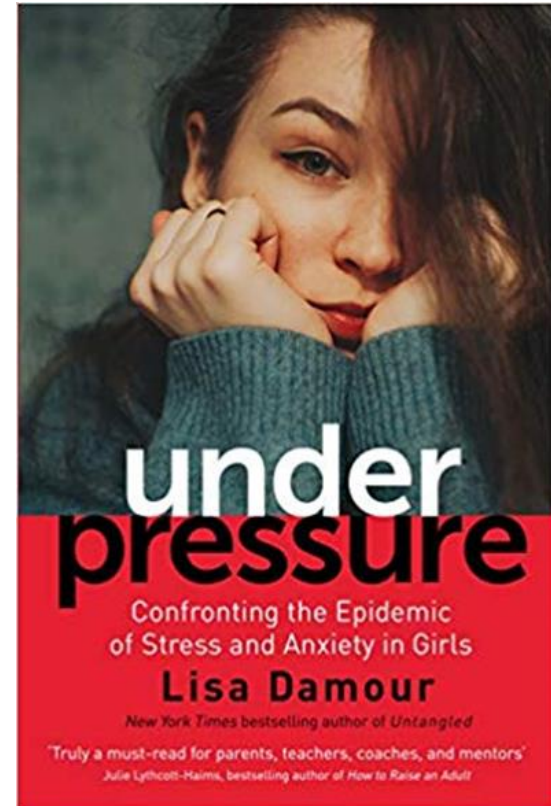
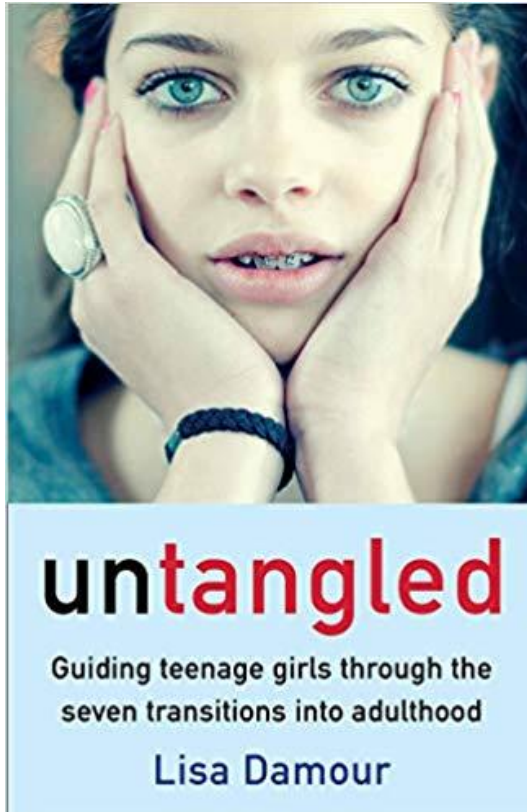
Friendships

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’**

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.



Thank you for your time this
evening

year7team@holt.wokingham.sch.uk