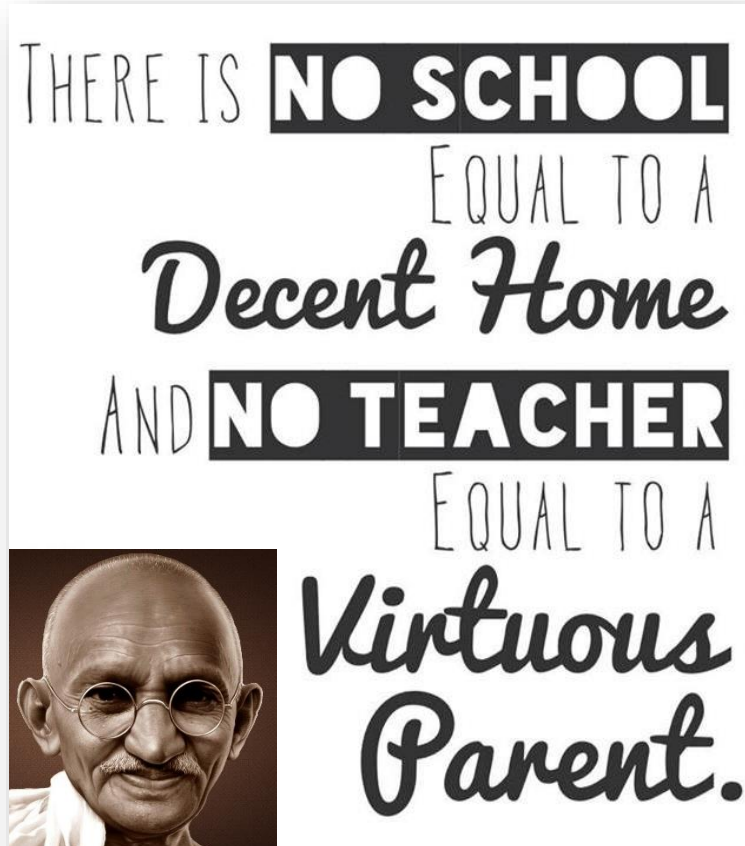


Year 7 Parent Information Evening 7.00pm – 8.15pm



AGENDA

Welcome and Introduction

Mrs Pearce and Mrs Kennedy
Co-Headteachers

Growth Mindset and Character

Mrs Pearce and Mrs Kennedy
Co-Headteachers

Settling in, friendship issues and top tips

Miss Herron
Head of Year 7

Assessment and Reviews

Mr Adams
Assistant Headteacher

Home Learning

Mrs Smith
Assistant Headteacher

Attendance and Behaviour for Learning

Mrs Martin
Assistant Headteacher



GROWTH MINDSET AND CHARACTER

Mrs Kennedy and Mrs 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”



Definition of Intelligence

A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings— "catching on," "making sense" of things, or "figuring out" what to do

Linda Gottfredson 1997

You are what you know

Knowledge is both what we think with and about.

We cannot think with or about something we don't know.

The more we know about something, the more sophisticated our thinking.

What you know determines who you are.

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



**INSPIRE
CHALLENGE
ACHIEVE**

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

INSPIRE CHALLENGE ACHIEVE

We are what we repeatedly

do. Excellence

is not an act but

PROGRESS

is IMPOSSIBLE

**"As strong as my legs
are, it is my mind that
has made me a
champion."**

- Michael Jordan

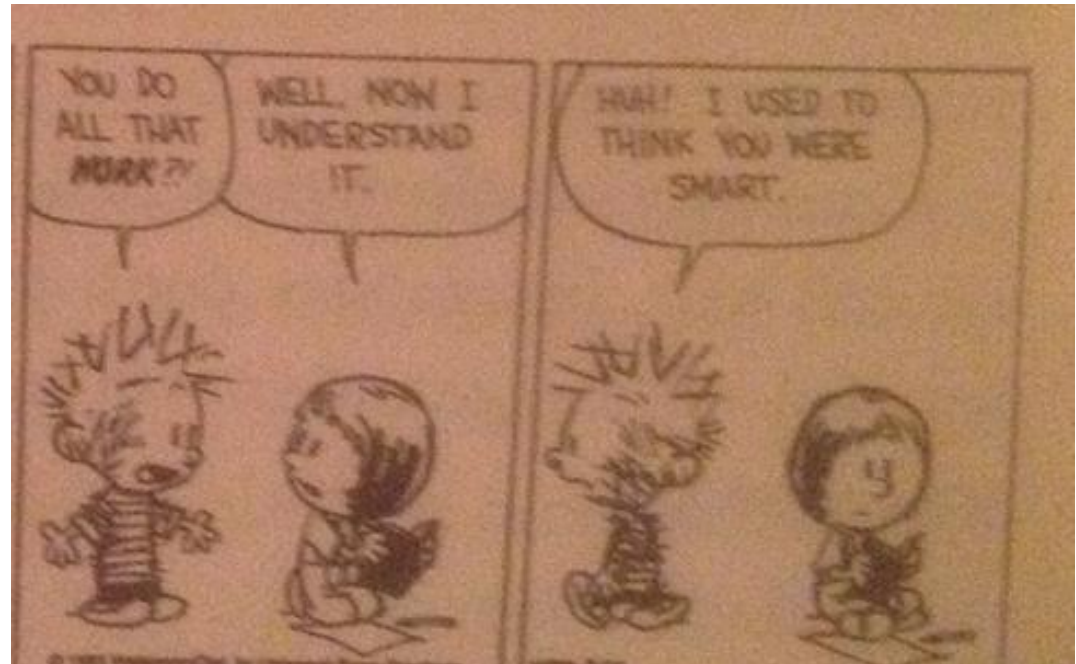
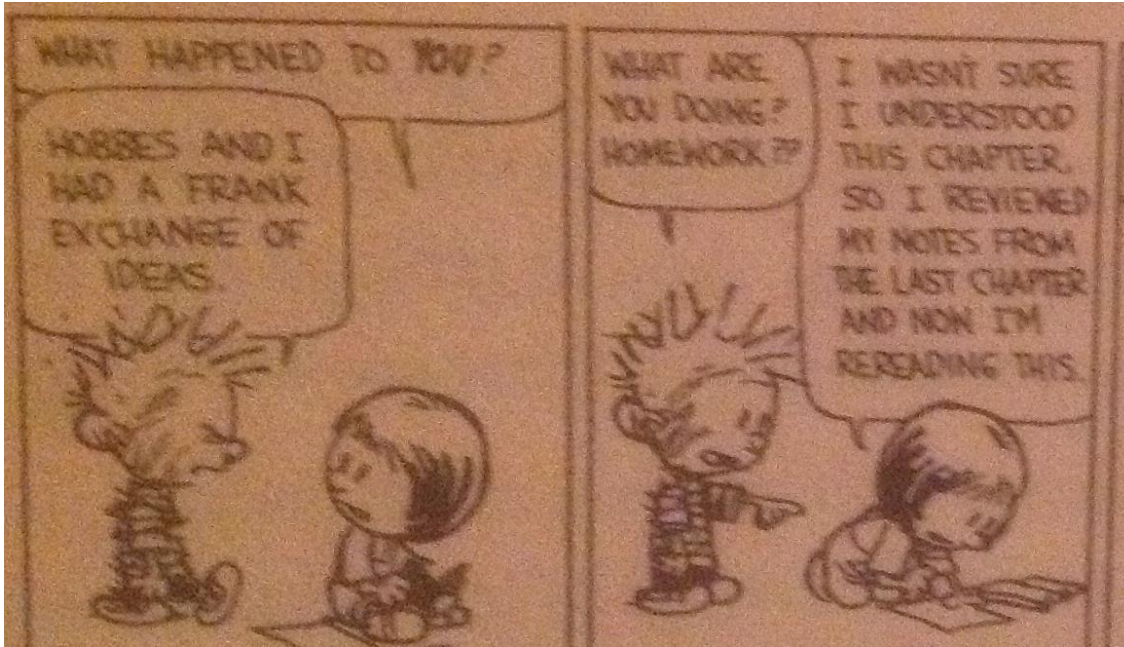
Fixed Mindset

Intelligence and
talent are fixed
at birth.

Growth Mindset

Intelligence
and talent can
go up or down.

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
Respectful
Pleasant
Gentle
Giving
Thanks
Thankful
I'm Valuable
Encourage
Sincere
Trust
Fair
Peaceful
Sorry
Faithful
Concern
Thoughtful
Helpful
Cooperative
Citizenship
Grateful
Positive
Compassionate
Proud
Responsible



INSPIRE CHALLENGE ACHIEVE

Stoicism

Gratitude

Humility

Stoicism

Stoicism

The endurance of pain or hardship without the display of feelings or without complaints

Patience, forbearance, lack of complaint, fortitude, endurance, acceptance of the inevitable, calmness, coolness

What stoicism isn't

It is not about being an “emotionless warrior”, having a stiff upper lip, or not caring about how you feel

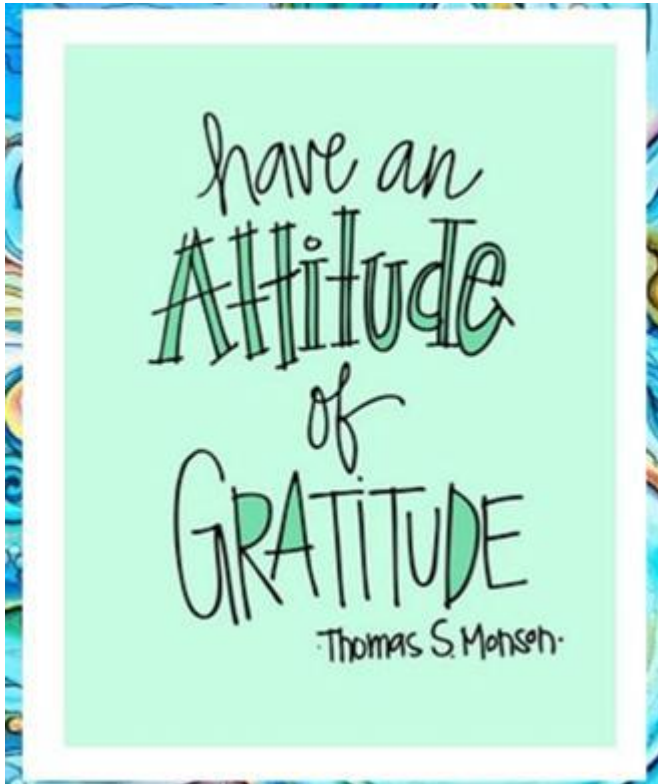
INSPIRE CHALLENGE ACHIEVE

- Students come to school to not only achieve their very best academically but also to build their character to prepare them for adulthood
- At school they are learning how to deal with difficult emotions, frustration, worry, fear, cravings, temper, arguments, gossip, jealousy, squabbles, bitterness and more....

Stay stoical!

- Detentions
- Tests
- Arguments
- Illness
- Sports
- Families

With stoicism, problems become opportunities to train our resilience and bounce back



Gratitude

Gratitude

Gratitude does not just mean saying “thank you” to someone who has helped us or given us a gift.

Gratitude is not just an action.

Gratitude is a positive emotion

Seven principles for cultivating gratitude

1. Gratitude is independent of our objective life circumstances
2. Gratitude is a function of attention
3. *Entitlement* cancels gratitude. We often take for granted that which we receive on a regular basis

Seven principles for cultivating gratitude

5. Gratitude can be cultivated through sincere self reflection
6. Expressing gratitude through words and deeds, enhances our experience of gratitude
7. Our deepest sense of gratitude comes through grace, with the awareness that we have not earned, nor do we deserve all that we've been given

Our grateful list

- **Be grateful for every day** you get up in the morning. Every day is a new day and you can use it start fresh.
- **Be grateful for your health.** Health is a gift we should never take for granted. It is always better to appreciate it rather than fight for it when it is too late.
- **Be grateful for endings,** because they clear the space for new beginnings. Every door that closes behind you leads to a new chapter in your life.

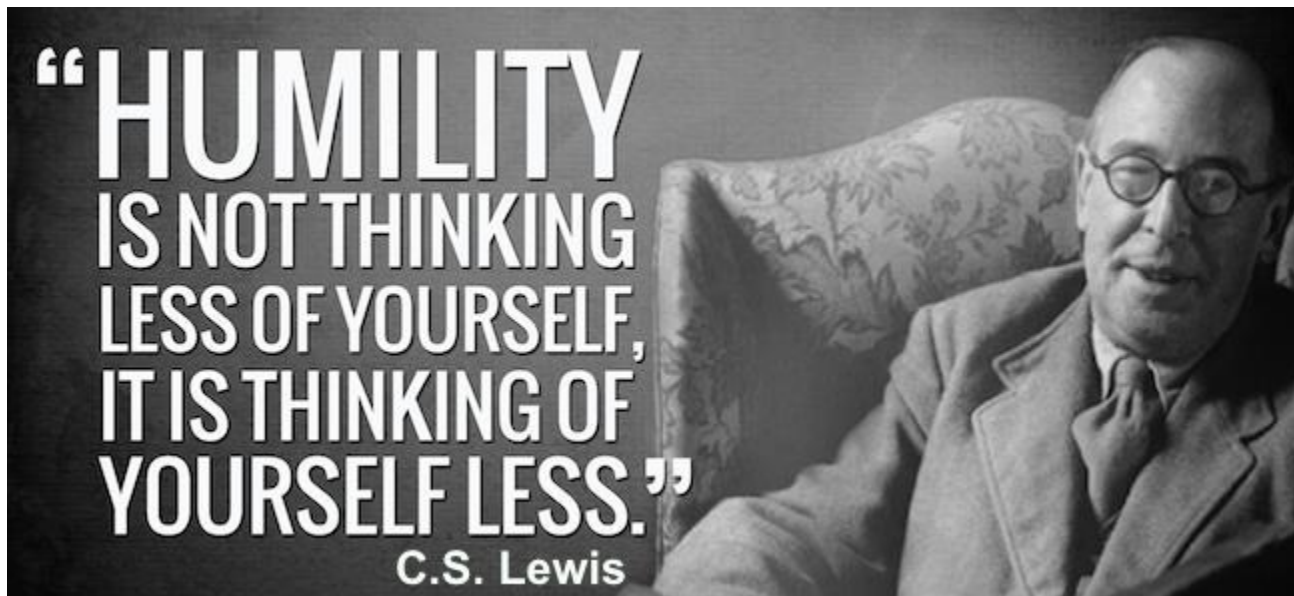
- **Be grateful for the people in your life.**
 - For those who love you – love is powerful and gives you energy
 - For those who care about you and support you – they help you move forward.

- **Be grateful for all the surprises in life**
- **Be grateful for all those who do not support you on your journey**
- **Be grateful for the obstacles in life**

- **Be grateful for the small hiccups** in your life they teach you resilience.
- **Be grateful for the choices you do have**, rather than the things you cannot control.
- **Be grateful for your education** that gives you knowledge and skills so you have a richer understanding of people, situations and why things happen.



Humility



Humility- definition

- Humility - *hju'mɪlɪti*

Noun

The quality of having a modest or low view of one's importance

"He needs the humility to accept that their way may be better"

Pride is concerned
with who is right.

Humility is concerned
with what is right.

-Ezra Taft Benson

Developing a more humble mindset

- Don't think your too good for everything you do
- Be an optimist

- Accept that you're not the best at everything
- Know that humility is not false modesty

- Recognise your flaws
- Avoid bragging and listen to others



INSPIRE CHALLENGE ACHIEVE

Be grateful for what you have – and don't have

Taking actions

- Give other people credit
- Praise others
- Admit when you are wrong
- Ask for advice

- Go last

Living a life filled with humility

- Volunteer
- Don't compare yourself to others
- Be teachable
- Don't complain too much



SETTLING IN AT SECONDARY SCHOOL

Miss Herron
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. Spotify playlists
 - 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?

Miss Herron - 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 Fannon-Bird**, 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.

ACHIEVING INDEPENDENCE – What should parents do?

- 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

ACHIEVING INDEPENDENCE – What should parents do?

Helicopter parent

a parent who takes an overprotective or excessive interest in the life of their child or children.

Five Steps to Avoid Over-worrying and Helicopter Parenting

1. Don't hover over your child
2. Don't put your worry on your child's back
3. Don't make your child the centre of your universe
4. Don't label your child
6. Don't focus on your child as a way of not having to deal with your own struggles

Allow them to make their own mistakes, face their own consequences, and solve their own problems....

INSPIRE

FORMING FRIENDSHIPS

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?

Be a model

- Show your daughter how a good friendship works...invite your friends round and she will see you have fun, a sense of trustworthiness and sharing similar values and goals.

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

When your child is invited for the first time....a bit of a hidden agenda?... 😊

Teenage Friendships – How can you help?

Get out!

- Participation in clubs in and out of school enables your daughter to make friends with like minded people and of different ages.
- Older role models can not be underestimated.
- Widen their circle of friends...helps with resilience

Teenage Friendships – How can you help?

Monitor technology

- Social media is good and bad for teenagers
- Keep an eye on what they are sending and receiving but not stalking....
- Teach them social media etiquette and what they should do if they are upset by any messages.
- Don't really watch TV ...all iplayer, YouTube clips
- Have rules about leaving devices outside of rooms at the same time every night...by a plug.

WHAT MAKES A GOOD FRIEND? – For Children

To have good friends you must be a good friend!
Friends.....

- Listen to each other
- Don't put each other down or hurt each other's feelings
- Try to understand each other's moods
- Help each other solve problems
- Can disagree
- Are dependable
- Respect each other
- Give each other room to change
- Care about each other

HOW NOT TO MAKE FRIENDS – For Children

- Be bossy
- Tell others they are doing things wrong
- Talk about yourself all the time
- Talk about people behind their backs
- Be sarcastic
- Be serious all the time
- Brag
- Moan
- Lie
- Be possessive

WHEN FRIENDS FALL OUT

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



ASSESSMENT AND REVIEWS

Mr B Adams

Assistant Headteacher

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

Rationale

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

So, how does it 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?

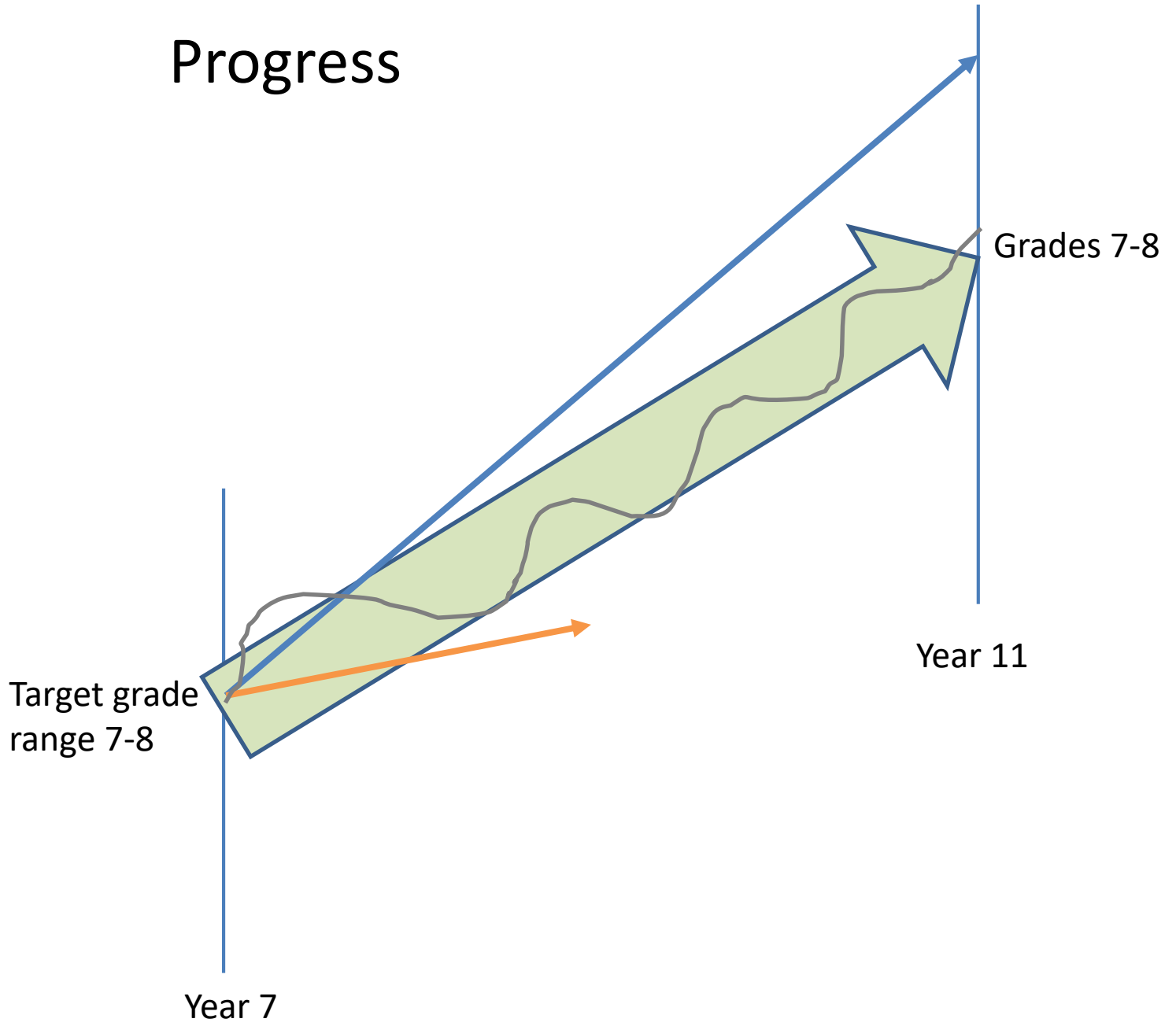
- Department marking policies
- Agreed common assessments
- Teachers mark and refer to the criteria for the target grade range of the student
- Measure the difference

How we report progress

- Excellent – blue
- Good – green
- Working towards expected progress – amber
- Not making expected progress – red

INSPIRE CHALLENGE ACHIEVE

Progress



Review sample

Students Name: 7W	Attendance: 97.5% (Late: 0)	Tutor: Ms Wilkinson
	Baseline Score: 105	GCSE Grade Range : 7-8

Tutor Comment:

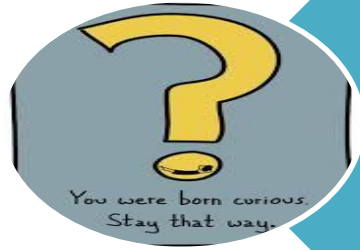
Subject & Teacher	Progress			Attitude to Learning
	Autumn	Spring	End of Year	
Art -Mrs Barton				
D&T -Miss Cruickshank				
Drama -Mr Anders				
English -Mrs Ezekwe & Miss Rawlins				
Food -Mrs Clarke				
French -Mr Bennett				
Geography -Mrs Holland				
History - Mrs Vaughan				
ICT -Mrs Dearing				
Maths -Mrs Baker & Mr Parks				
Music -Mr Gray				
PE -Miss Elford				
PoR -Ms Wilkinson				
PSHE -Miss Macgregor				
Science -Miss Penn & Mr Stromdale				
Spanish -Mr Ruiz				

Attitude to learning

- Is home learning completed on time?
- Is home learning of the expected standard?
- Is she punctual to lessons?
- Does she have the correct equipment for lessons?
- Is she focussed in lessons?

1. Almost always
2. Usually
3. Occasionally
4. Never

CPR



Curiosity



Perseverance



Reflection

Frequency of reviews

- 17th October – English, maths and science
- 14th December
- 3rd April
- 17th July – with tutor comments
- Parents' evening – Thursday 7th February



- Home learning
- Attendance
- Reviews
- Parent logins and passwords
- MyFrog app available for download
- ros@holt.wokingham.sch.uk



HOME LEARNING

Mrs Y 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

7C

Year 7 Home Learning Timetable 2017-2018

	Week A	Week B
Monday	Maths Science	Maths Computing History
Tuesday	English Art French	English Geography POR
Wednesday	Technology	Science Technology
Thursday	English Geography	French
Friday	Maths French	English Maths

30 Minutes for each subject

Art is set once a fortnight for 1 hour

Computing and PSHE have learning projects and Geography will have a project in place of regular home learning after the first term (see time table on website); in the first half term, these subjects may set small amounts of home learning. Technology is the technology they have that day unless otherwise stated.

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





ATTENDANCE AND BEHAVIOUR FOR LEARNING

Mrs Vicki Martin

Assistant Headteacher (maternity
cover)

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 Culcross 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

How we praise and recognition outstanding contributions.

- Presentation assembly
- FIT – specific feedback to students
- No more recording on sims
- Flourish certificates
- Praise postcards – for exceptional and above and beyond
- Stickers and stamps – with reasons
- Oral feedback
- Specific feedback to teams and individuals after competitions
- Recognition logs in planners

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

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.
- In Year 8 the length of detentions increase and missed home learning will result in an 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 your mobile phone in school but the Holt have very clear rules about this:

- Students may only use their phone when they are seated at lunch time.
- 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.
- Students must never take photographs or video staff or students.
- Their phone should remain on vibrate or silent whilst they are using it.
- Headphones should not be used on the school site.

Key Rules to Remember

- 1) Be respectful to ALL members of the Holt community: this includes listening to each other and putting your hand up to contribute in lessons.
- 2) Be kind: this means that you shouldn't gossip or spread rumours. Think about the words you say and what they mean.
- 3) Wear your uniform correctly.
- 4) Remember to bring the correct equipment to your lessons.
- 5) Remember to complete your home learning and hand it in on time.
- 6) Familiarise yourself with the mobile phone policy.



Thank you for your time this
evening

year7team@holt.Wokingham.sch.uk