

Year 7 & 8 Information Evening

Thursday 28th November, 2019



Year 8: What are our aspirations?

- To build confidence and success in the classroom
- To develop and pursue a school identity beyond the classroom.
- To develop a level of resilience and independence
- To be the best we possibly can.
- To be happy.

Year 8 Timeline: Key Academic Progress Milestones

1. Year 8 Written Reports (Nov. 2019)
2. Year 8 RAs (Feb. 2020)
3. Year 8 Parents' Evening (9th April 2020)
4. Year 8 Exams (w/b 8th June 2020)

How do we assess and progress?

- Reported Assessments
- Subject teacher led formative and summative assessment
- 1:1 Tutor Reviews
- Active target setting and assessment of impact
- Cranbrook Levels:

Working Towards, C, B, A and Exceptional Performance

RA Grade: This is the student's current working level and is entered by the class teacher. It is based on the recently set RA (Reported Assessment).
WT (Working Towards), C, B, A, EP (Exceptional Performance)

Expected Grade at GCSE (CAT Baseline score): This is the minimum grade that the student is expected to achieve in each subject at the end of the GCSE course. It is set by CAT tests sat in Year 7 or Year 9 and cannot be amended.

This GCSE grade is calculated automatically from previous CAT data.

End of Year (EOY) Aspiration Grade: This is the grade that students should be aspiring to reach at the end of this academic year. It should be challenging, but also attainable with the correct application. It is set by the class teacher, using their professional judgement, acknowledging both current performance and the CAT Baseline score.

Behaviour, Homework & Attitude to Learning:

- 1 = Outstanding*
- 2 = Good attitude*
- 3 = Mostly satisfactory but some issues*
- 4 = Consistently unsatisfactory*

Traffic Light:

- Exceeding (E) = The RA grade achieved exceeds expected progress*
- Green (G) = The RA grade achieved is in line with expected progress.*
- Amber (A) = The RA grade achieved is below expected progress.*
- Red (R) = The RA grade achieved is significantly below expected progress*

Rewards and Sanctions

- Grammar school challenge, topics and skills.
- Important to celebrate effort and perseverance as well as academic success.
- Healthy balance in developing a well rounded individual.
- Pupils receive merits and sanctions based on their performance and attitude to learning.
- Celebrate involvement outside of school. Do let us know!

Rewards

- 15 merits - bronze certificate
- 30 merits - *silver certificate*
- 45 merits - *gold certificate**

Login to Parent Portal

- **Junior School Council meeting , Friday 29th November*



Sanctions

- Behaviour 'hits'
 - Lunchtime detentions (work & behaviour)
 - After school Tuesdays
 - Saturdays...
 - Accompanied by wider learning and pastoral support, as is appropriate.
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- *Accountability and high standards are important.*

Login to Parent Portal

Year 8 - Study Skills & Revision

- All GCSE courses are linear.
- Exams test learning not memory.
- Maintenance of excellent exercise books is a must
- Build in regular reflection of your own subject and course understanding.
- Accountability and organisation of student planners
- Trial and error different consolidation techniques
- Revision and reflection needs to be active
- Planning is essential
- Work in a comfortable location, free from distractions
- Keep positive. Keep healthy and enjoy life!

“Words are so important for young people because they help students navigate a world beyond the school walls”

- Ms. Pulford, Great Yarmouth High School

Mind the gap!

“Vocabulary gaps can prove invisible even to expert teachers.” (Quigley, 2018)

- Access to curriculum
- Independent learning & resilience
- Confidence, motivation, engagement
- Social skills & behaviour
- Attendance
- Career opportunities



www.bedrocklearning.org

A few facts...

Cranbrook School is in its second year of using the Bedrock Programme and we are seeing sustained results from our students

We provide the programme for Year 7, Year 8 and 30 x KS4/KS5 students (mainly PP, SEN & EAL) each year.

Year 7 & 8 English Home Learning is to complete two Bedrock sessions and 1 hour of reading a week. Some of these count as their Independent School HL tasks. This interaction with reading and vocabulary directly corresponds with key skills students require for all their assessments and GCSE examinations in Year 11.

The new website makes the programme really easy to use for everyone involved, and overall we are seeing strong, sustained progress from our students.



Activities to challenge and promote deeper learning

- Varied tailored seating plans - allows peer teaching to take place.
- Wider reading lists
- A focus on hierarchical and open questioning.
- Inquisitive student-led learning .
- IT used to advance learning in all subjects.
- Homework - differentiated to extend learning from lesson.
- Independent Study Homework

Activities to challenge and promote deeper learning

- Competitions (Story writing and Library challenges)
- Music - choirs, wealth of extra-curricular assemblies, public performances, ABRSM exams.
- Theatre and Performance - *Dancing* and *Battle of the Bands*
- Drama, Music, Sport and Co-curricular - huge range of clubs and teams, societies that your children are involved in.
- Independent Study - challenging and self determined, celebratory and confidence inducing
- Subject trips and opportunities (Monday's *A Christmas Carol performance* and last term's *String Fever and Cinema Night*). More to come...
- Festival Week (July 2020)

Well Being & Safety

- Mental well being
- Communication - an open dialogue
- School - Life balance
- Online behaviour & e-safety

Pastoral Care

- The House system
- Tracking; academic and pastoral
- Student support; Tutors, SENCO, EAL, Counselling, Student listeners. Child Protection, Med-centre, Place2Be, outside agencies and charities
- Issues; Friendships, growing up, changing and developing ...
- Don't believe everything that you hear!
- Issues; Social media, cyber bullying, snap and send ...
- It's a team effort; communication is the key



Each illness has its own symptoms, but common signs of mental illness in adults and adolescents can include the following:

- Excessive worrying or fear
- Feeling excessively sad or low
- Confused thinking or problems concentrating and learning
- Prolonged or strong feelings of irritability or anger
- Avoiding friends and social activities
- Changes in sleeping habits or feeling tired and low energy
- Changes in eating habits such as increased hunger or lack of appetite
- An intense fear of weight gain or concern with appearance
- Thinking about suicide

Cranbrook School: *Communication*

The pathway/process;

Early flagging up and communication with Form Teacher or Head of House.

Subsequent support pathways will be bespoke to the individual but there are constants;

Discreet, non-judgmental and empathetic communication

Flagged with relevant internal staff (whether it be Leadership Group, class teachers, support staff, SENCO, school counsellor, and/or external agencies).

Subsequent open dialogue.

“The Internet has been a boon
and a curse for teenagers.”

J.K. Rowling

“*Prevent, Pursue, Protect*”

CEOP Slogan for their *Think U Know* campaign



Safeguarding: e-safety

How many of
these 'apps' do
you recognise?



Safeguarding (Protecting ourselves)

Advice

- Make sure you are aware of your child's digital footprint and its potential impact
- Password and privacy settings (protect him/her now and in the future)
- Explore parental controls
- Encourage a culture of transparency - communicate with him/her on where they are going; the benefits as well as potential vulnerabilities
- Encourage a timely 'switch off'
- www.thinkuknow.co.uk

- Don't neglect to promote the positive opportunities that the Internet and social communication can bring

“There are three ways to get something done; do it yourself, hire someone or forbid your children from doing it.”

Monta Crane

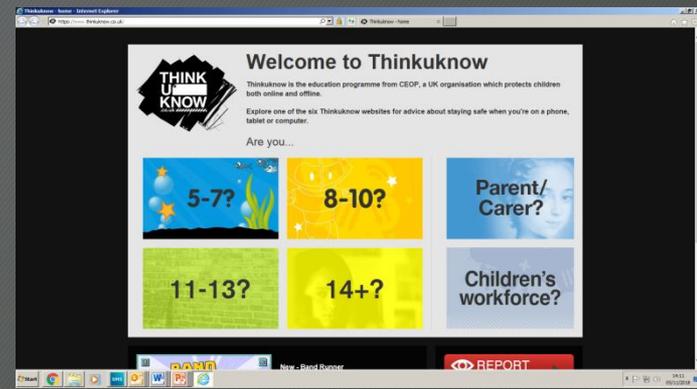
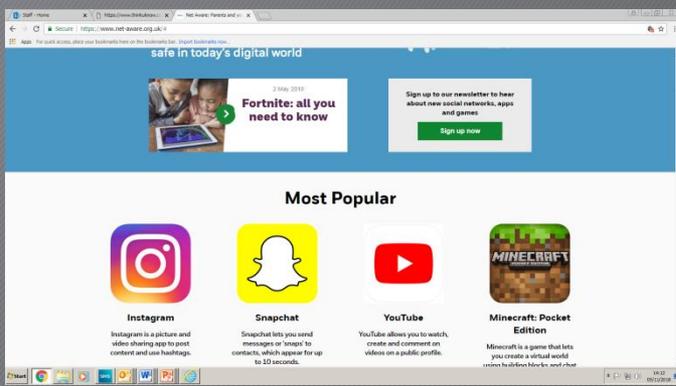


“Prevent, Pursue, Protect”

CEOP Slogan for their *Think U Know* campaign

Further sources of information and support:

- Cranbrook School - Tutor, Head of House and the school's website
- www.thinkuknow.co.uk
- www.net-aware.org.uk
- www.parentsprotect.co.uk
- www.childnet.com/parents-and-carers



How best can you support your child?

- Continual communication with your child & with us
(First step: Tutor/Head of House)
- Pre-emptively keeping abreast of the Year 7 assessment timeline and the Friday News Bulletin
- An early focus on reflection and revision - the long term approach
- Building and managing expectations
- Reminding them of the bigger picture
- Keeping a close eye on their mental well being
(anxieties, stress, focus & confidence)
- Positive reinforcement . A happy person **will** achieve their potential.

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