



Welcome to Year 7 Information Evening

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Kindness



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Year 7 students after their first week at ABK

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Tonight's Agenda

- 1) **Welcome – Mr Beveridge- Headteacher**
- 2) **The year ahead, form time and pastoral support – Mrs Williamson - Head of Year 7**
- 3) **The Curriculum for Year 7 and Becoming independent learners- Miss Jones – AHT Year 7**
- 4) **Students with SEND- Mrs Dawes – SENDCo**
- 5) **Reading and the Library – Mrs Tierney- Head of KS3 English**
- 6) **Assessment/reports and key dates. Miss Jones – AHT Year 7**

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NEWS

[Home](#) | [Coronavirus](#) | [Brexit](#) | [UK](#) | [World](#) | [Business](#) | [Politics](#) | [Tech](#) | [Science](#) | [Health](#) | [Family & Education](#)

[Family & Education](#) | [Young Reporter](#) | [Global Education](#)

Covid: Mixed emotions as pupils return to school across England

By Jeanette Long
BBC News

🕒 2 days ago



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1 Relationships are positive and transformational

2 A culture of wellbeing and development for all

3 A broad and ambitious curriculum for all students

4 Students, and particularly our most vulnerable, are at the heart of all we do

5 We work in collaboration with many schools serving one community

6 We work to eliminate discrimination and ensure equality of opportunity

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76%

91%

93%

88%

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What do we want our school to represent?



48%



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Mrs Williamson
Head of Year 7

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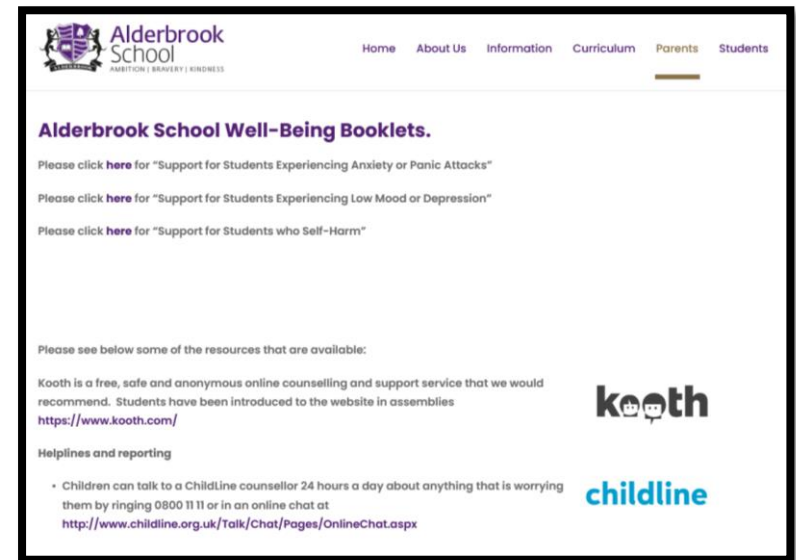
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Role of the Form Tutor

- First port of call
- Day to day support
- Mentoring tutees
- Support behaviour
- Deliver PSHCE
- Monitoring welfare & progress



The screenshot shows the Alderbrook School website's 'Well-Being Booklets' page. The header includes the school logo and navigation links: Home, About Us, Information, Curriculum, Parents, and Students. The main content area is titled 'Alderbrook School Well-Being Booklets.' and contains three links for support: 'Support for Students Experiencing Anxiety or Panic Attacks', 'Support for Students Experiencing Low Mood or Depression', and 'Support for Students who Self-Harm'. Below this, it lists available resources, including Kooth (a free, safe, and anonymous online counselling service) and Childline (a 24-hour helpline). The Kooth logo is on the right, and the Childline logo is at the bottom right of the resource list.

Further Pastoral Support-

<https://www.alderbrookschoo.co.uk/pastoral/>

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Form Time

Personal, Social, Health, Citizenship and
Economic Education

Ambition Living in
the Wider
World

Bravery Health
and Well-
Being

Kindness Relationships
and Sex
Education

IMPORTANCE OF CLASSCHARTS

Terry Armstrong

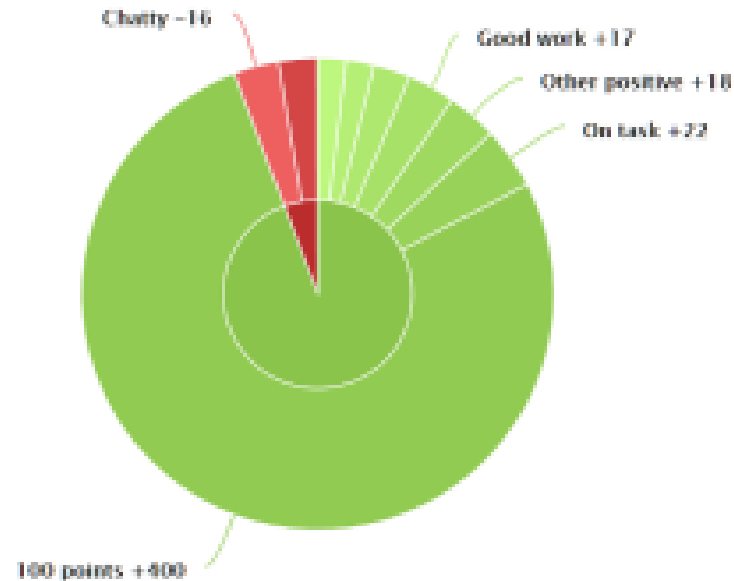
- Behaviour
- Announcements (1)
- Homework
- Detentions
- Wellbeing
- Timetable
- Attendance
- Rewards



Custom - showing 31 days

Date: 11/06/2019 - 11/07/2019

Behaviour score breakdown



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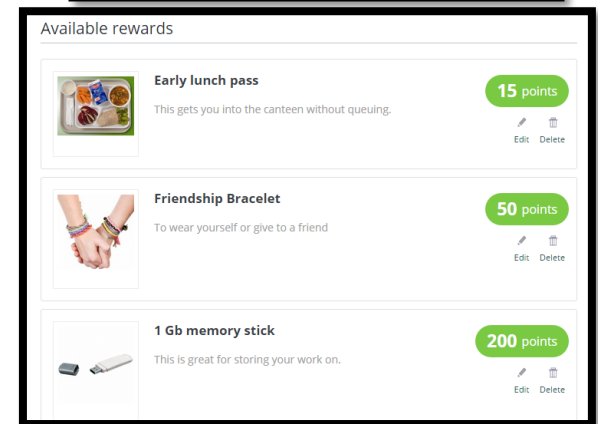
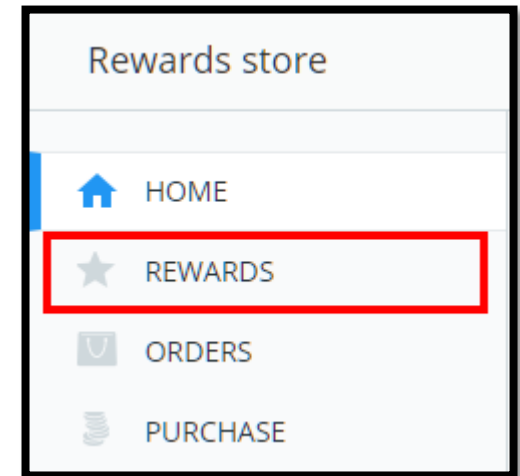
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REWARDS

| Student (s) of the Month | | |
|--------------------------|---------|----------|
| September | October | November |
| December | January | February |
| March | April | May |
| June | July | |

| School Values Award | |
|--|--|
| Autumn HT1 Ambition Bravery Kindness | Autumn HT2 Ambition Bravery Kindness |
| Spring HT1 Ambition Bravery Kindness | Spring HT2 Ambition Bravery Kindness |
| Summer HT1 Ambition Bravery Kindness | Summer HT2 Ambition Bravery Kindness |



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Miss Jones

Assistant Headteacher

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Start of Term

Settling, relationships and well-being.

Lighting Fires week



Assessing learning including Cognitive Ability and Reading Tests.



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Curriculum



- Extremely broad and ambitious curriculum.
- 2 week timetable
- Aspire/ Life Ready Days
- Extra curricular activities

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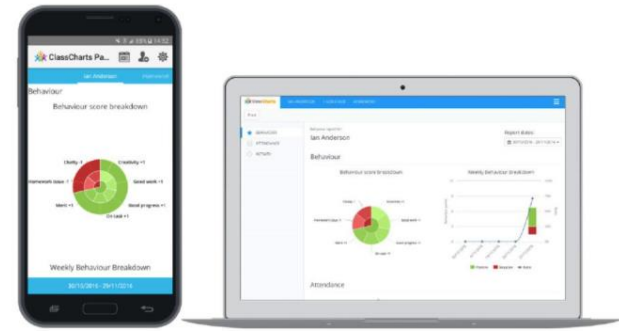
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Developing independence

- Homework set on **Class Charts** – also ask students to use their planners to fill in homework.
- Homework will gradually increase to 1 hour per night to encourage independence and resourcefulness.
- All class work will be set on **Microsoft Teams** to support students who are self-isolating or shielding. Students bring their work into school when they return or submit if isolating.
- Knowledge Organisers.



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Mrs Dawes
SENDCo

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SENDCO – My Role

As SENDCo.....

- Complete the statutory requirements on behalf of the school.
- Oversee and co-ordinate the deployment of resources and staffing to meet the needs of our students.
- Ensure that students needs are shared with staff and that reasonable adjustments are made to their needs.
- Support staff in meeting the varied and wide needs and complexities which they may face in the classroom.

How do teachers know the needs of a class?

This tells staff a detailed plan of the student, their strengths, weaknesses and arrangements that are needed.

The screenshot shows the ClassCharts dashboard interface. At the top, there is a navigation bar with links for CLASSES, ACTIVITY, PUPILS, ANALYTICS, HOMEWORK CALENDAR, and ANNOUNCEMENTS. Below this is a purple banner with the text: "Class Charts Wellbeing Surveys are now available with the Wellbeing module. Click here for more information".

The main content area features a grid of class cards. The first card, titled "All pupils", shows a total of 1,525 pupils and includes "Display" and "Reports" buttons. A blue pop-up box in the center of the grid offers "Get help with Class Charts, FREE unlimited online training" with a "Find out more" link.

Other class cards include:

- 8z/Vs1: Pupils: 5/16, Room: AA3. Includes "Start" and "Reports" buttons and an "Edit class" link.
- 8z/Ss1: Pupils: 5/16, Room: AA3. Includes "Start" and "Reports" buttons and an "Edit class" link.
- 8z/Pe1: Pupils: 5/14, Room: AA3. Includes "Start" and "Reports" buttons and an "Edit class" link.
- 8z/Ls1: Pupils: 5/14, Room: AA3. Includes "Start" and "Reports" buttons.
- 8z/Lb1: Pupils: 5/14, Room: AA3. Includes "Start" and "Reports" buttons.
- 8z/En1: Pupils: 5/16, Room: AA3. Includes "Start" and "Reports" buttons.
- 8z/Ar1: Pupils: 5/16, Room: AA3. Includes "Start" and "Reports" buttons.
- 7z/Vs1: Pupils: 6/16, Room: AA3. Includes "Start" and "Reports" buttons.

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Access Arrangements

Access Arrangements are the manner in which schools/exams can be adapted to ensure that students with additional needs have the same opportunities to access and succeed.

- Teachers will raise the need to us as a department, then we will look at arrangements.
- If a student has Access Arrangements, this should be applied for all and any tests/assessments the student has.

Overwhelm, change and how can you help at home?

- Developing independence
- What you will/won't hear about
 - Be aware of tiredness
- Keep questions limited, but to start a conversation 'tell me something lovely, or exciting' Not an interrogation

Mrs Tierney
KS3 English lead

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AcceleratedTM
Reader

Students are tested 4 times a year.

- Targets in books updated after every testing time.
- Teachers use these targets to plan bespoke fortnightly reading lessons, using a range of reading strategies.
- ZPD, colour band on our library books to guide pupils to chose ability appropriate material
- Quizzes - encouraged to do at home. Quiz number in the book students borrow from the library.
- Form competitions for year 7 and year 8.

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75%

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The phoenix intervention programme for catch-up, with accelerated reader.

6th formers will be trained on reading strategies and support pupils at form time.

Lexonix programme – sound based training

Read write Inc phonics

In class intervention

Use of SSA's in form time to support

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Progress Updates for Parents and Carers –

Parental Consultation Evening-**Wednesday 26
January 2022.**

Progress Update Evening –**Wednesday 4 May
2022.**

3 school reports throughout the year

Our first report will focus on settling into school,
and three important ingredients of successful
learning:

Approach/effort
Behaviour
Independence

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THANK YOU

QUESTIONS?

FAQ form on the school website.

**POWERPOINT WILL BE AVAILABLE ON
THE SCHOOL WEBSITE.**

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