

# Year 6 Induction Evening

July 2017



Severn Vale School  
An Academy

# Welcome to Severn Vale School



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# Learning - Expectations

Mrs Prescott  
Deputy Headteacher



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# Learning – what can you expect?

## Grouping

- Students will be taught in tutor groups except for in English and Maths until January 2018
- At this point, students will be placed in sets based on the outcomes from:
  - CATs
  - Reading Assessments (NGRTs)
  - Baseline tests in core subjects – English, Maths and Science
  - SATs results from Year 6
- They may potentially be in slightly different sets for English, Maths and all other subjects

# Learning – what can you expect?

## Homework

- Homework is set weekly in each subject
- Homework is set using an online system called “Show My Homework”
- Each child and parent has a unique log in to the system so that homework can be checked and monitored
- There is also a whole school homework calendar available on the school website

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[Show My Homework](#)

[GCSEPod](#)

[Office 365](#)

# SV

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Empowering all  
to achieve



s://severnval.showmyhomework.co.uk/school/homeworks/calendar

# SV

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# Learning – what can you expect?

## Homework

- Homework is set with the intention of:
- **Applying learning:** Tasks which enable students to practice key skills - differentiated to add challenge
  - For example - Completing practice exam style questions / tests to be reviewed during the subsequent lesson
- **Extending learning:** Tasks which enable students to interpret what they are learning in creative ways or tasks which add challenge to learning already completed in class
  - For example – “Surprise Me” homework (Futures)
- **Preparing to learn:** Tasks which require students to prepare for future learning or to embed previous learning
  - For example – Revision for a knowledge test using a knowledge organiser, web resource or list of key spellings

KEY WORDS YR7 ME AND MY COMMUNITY	
<b>Citizen</b>	A person who belongs to a country or community.
<b>Citizenship</b>	The status of belonging to a country and having rights and responsibilities because of it.
<b>Community</b>	A group of people with shared values, beliefs or interests.
<b>Britain</b>	The collective name given to England, Scotland and Wales
<b>United Kingdom</b>	The collective name given to England, Scotland, Wales and Northern Ireland.
<b>Passive player</b>	Someone who sits back and lets others do all the work without contributing.
<b>Team player</b>	Someone who works well with others and tries to get everyone to join in and contribute.
<b>Hinderer</b>	Someone who distracts others and gets in the way of them achieving their goals.
<b>Quedgeley</b>	A ward of Gloucester where our school is located.
<b>Gloucester</b>	The city our school is located in.

#### **KEY CONCEPTS/QUOTES**

- There are lots of ways we can influence our community.
- Communities can exist on a variety of scales.
- Active citizens do not see issues as someone else's problem. They decide to do something about it themselves.
- Effective teams do not allow others to hinder their progress with distractions.
- *"Be the change you want to see in the world"* Mahatma Gandhi

## Spellings

### Task description

■ Miss. K Madrick set this assignment for group 7L3/5 - Science

Set on Tue 21 Mar

Due on Wed 29 Mar

Learn the following spellings ready for a test on Wednesday 29th March.

Metals

Reaction

Reactivity

Displacement

Equation

Substance

Particle

Properties

Element

Liquid

Temperature

Hydrogen

Chloride

Sulphate

Nitrate

# Learning – what can you expect?

## Assessment & Reporting

- Students sit a baseline test in each subject at the start of Year 7 and will have an end of year exam each year through to Year 10
- These exams are used to check how your child is progressing in each subject
- In Term 6 of each year, you will receive a report indicating whether your child is progressing as expected in each subject area based on their prior attainment group
- In Term 2 and Term 4 of each year, you will also receive an interim report card with scores from each subject on the following:
  - Behaviour
  - Classwork
  - Homework
  - Equipment
  - Attendance & Punctuality (how this is impacting on learning)
  - Development of subject knowledge

# Behaviour and Attendance - Expectations

Mr Wakeford  
Deputy Headteacher



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# School Values – what do we expect?

- **Courtesy** - Being polite, open doors for each other, being helpful
- **Compassion** - Understanding how to behave when someone is upset, empathising with people less fortunate than ourselves
- **Honesty** - Self-explanatory
- **Integrity** - Doing the right thing even when someone isn't looking
- **Perseverance** - Never, never giving up doing the right things

# Rules of the classroom - what do we expect?

1. Arrive on time to lessons properly equipped
2. Listen when the teacher is speaking
3. Follow staff instructions first time
4. Always work to the best of your ability
5. Respect other people's feelings, belongings and equipment

# Rules of the classroom - consequences

As well as praise points BFL requires the application of a series of consequences. The consequences are:

- C1 Verbal warning
- C2 Verbal warning
- C3 Student sent to Referral Room and subsequently issued a 30minute detention
- C3 Auto - Student issued with a 30min detention for a more serious offence both in and out of lessons. Pupil not sent to the Referral Room (situation dependent)
- C4 Isolation for 1, 2 or 3 days or Fixed Term Exclusion

# Detentions

- Held every night of the week except Wednesdays in the school hall for 30 minutes or 45 minutes if they miss the first detention
- C4 if they miss 2 detentions
- How are you informed about detention? Text message and the student receives a letter
- Detentions for missing Homework are held in a classroom where students catch up on the missed work
- All KS4 detentions are in a classroom with students working

# Praise System

- Students have praise grid pages in their planners where staff can enter stamps
- Praise stamps can be entered by any member of staff eg teaching, form tutors, YTL, SLT or support staff
- Students can receive praise stamps not only for good work, but for positive contributions to school life or for working towards improving target areas e.g. attendance.
- Praise can ALSO be awarded for skills such GREAT (Group work, Resilience, Evaluative, Active, Thinking) skills.

At the end of each term Tutors will count Stamps and Praise Letters will be sent out to parents along with Praise certificates.

# Praise System

- **25** praise stamps = Praise letter and Certificate on behalf of the Tutor
- **50** praise stamps = Praise letter and Certificate on behalf of the Deputy Year Team Leader
- **100** praise stamps = Praise letter and Certificate on behalf of the Year Team Leader
- **150** praise stamps = Praise letter and Certificate on behalf of the SLT responsible for that year group
- **200** praise stamps = Praise letter and Certificate on behalf of the Headteacher

# Attendance

- We expect 100% attendance from everyone.
- What do you do if they are ill/off school?
  - Ring 725475- 24 hr answerphone.
- If absent you will receive a text at around 10.30.
  - You can reply to the text. 07624811940
- Holidays in term time?
  - Request but very likely to be no....

# Punctuality to school

- School starts at 8.50 (first bell)
- If students are not in registration by 8.55 (second bell) they receive a lunchtime detention
- If the student choose to miss the lunchtime detention, this is escalated to a C3 detention that night
- The Year Team will ring to inform you of that

# Uniform

- The Basics BTSSS
- Shoes must be black school shoes
- Trousers must not be tight.
- What happens if they forget uniform?



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Uniform  
**BTSSS**

**B**lazer

**T**ie

**S**hirt

**S**kirt

**S**hoes



# STEP

Smile

Thank you

Excuse Me

Please



## Golden rule

“Treat others how you would like  
to be treated yourself”

# School Governance

Amanda Browne  
Chair of Governors



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# Getting the basics right

Mr Johnson  
Headteacher



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# Getting the basics right

If I told you there was a magic pill that could make your child cleverer I'm sure you would be interested

If I told you that children who take pill X are “likely to do significantly better at school than their peers”, according to research from the Institute of Education (IoE)



# Getting the basics right

- If I told you that according to the IoE study found that children who take pill X “make more progress in maths, vocabulary and spelling between the ages of 10 and 16” than those who don’t take pill X
- If I told you the pill was free I’m sure you would all be interested



# **“Study provides evidence that reading for pleasure boosts children’s academic performance”**

- Children who read for pleasure are likely to do significantly better at school than their peers, according to new research from the Institute of Education (IOE)
- The IOE study, which is believed to be the first to examine the effect of reading for pleasure on cognitive development over time, found that children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read

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# Given the importance of reading we place it at the heart of our expectations so...

- We expect all students to have a reading book as part of their core equipment
- We have a superbly stocked library and fantastically knowledgeable staff
- Access to high quality reading books should not be an issue for any student



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# Recommended Reading

[Home](#) >> [Teaching & Learning](#) >> [Literacy](#) >> Recommended Reading

Author of the Month

Reading Strategies

Recommended Reading

Word of the Week

To help you find great books to read Mrs Pearce has put together an amazing recommended reading list broken down into areas of interest.

## What to read next? General History

Catherine Called Birdy – Karen Cushman (medieval)

Dance of the Dark Heart – Julie Hearn (Tudor court)

Roman Mysteries – Caroline Lawrence

The Poison Diaries – Maryrose Wood

Black Harvest – Ann Pilling (KS3) (Irish potato famine)

I, Coriander – Sally Gardner (1650s London)

The Red Necklace – Sally Gardner (French Revolution)

The Silver Blade – Sally Gardner (French Revolution)



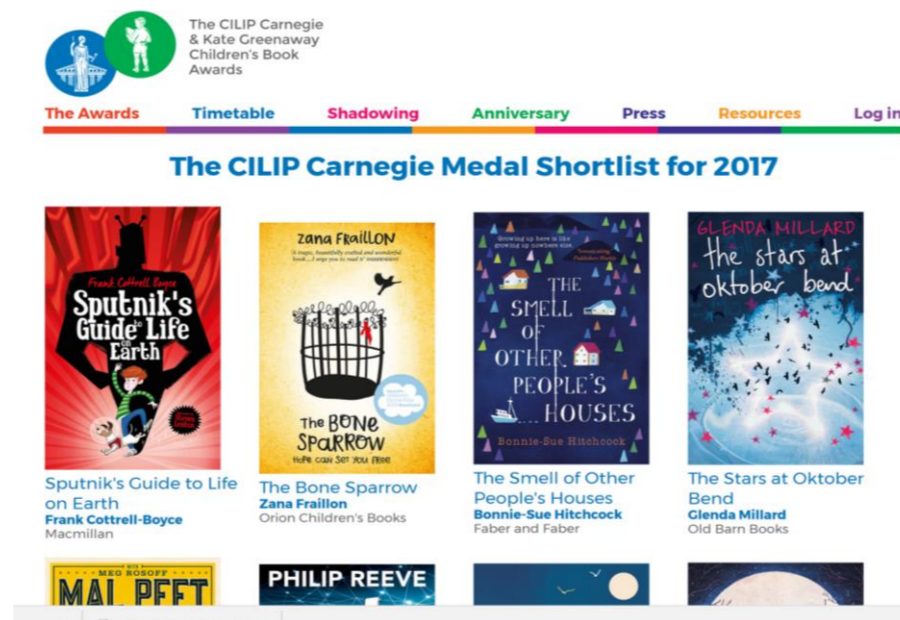
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# **We have numerous opportunities for reading**

- Most days for most students will start with reading in registration
- We have additional targeted reading groups supported by staff and volunteers
- In English in Year 7 one lesson a week will take place in the LRC
- In lessons as part of DEAR time

# Book Clubs

- We have a vibrant group of Book Clubs; currently over 150 students are members.
- These students receive subsidised copies of a range of books including from the Carnegie children's book award shortlist



# How can you help?

- Be a positive role model....be a reader yourself
- Talk about reading. There are pages in the planner with a reading log. Parents can sign, make comments, ask questions
- The planner also has reading strategies – what to do when students get to a word they do not know

# How will we help

- All students are tested and their reading ability measured.
- Where reading is below expectation support is provided. This is separated into three waves of intervention
- Our ambition is to get every child to read in line with their chronological age

# Getting the basics right

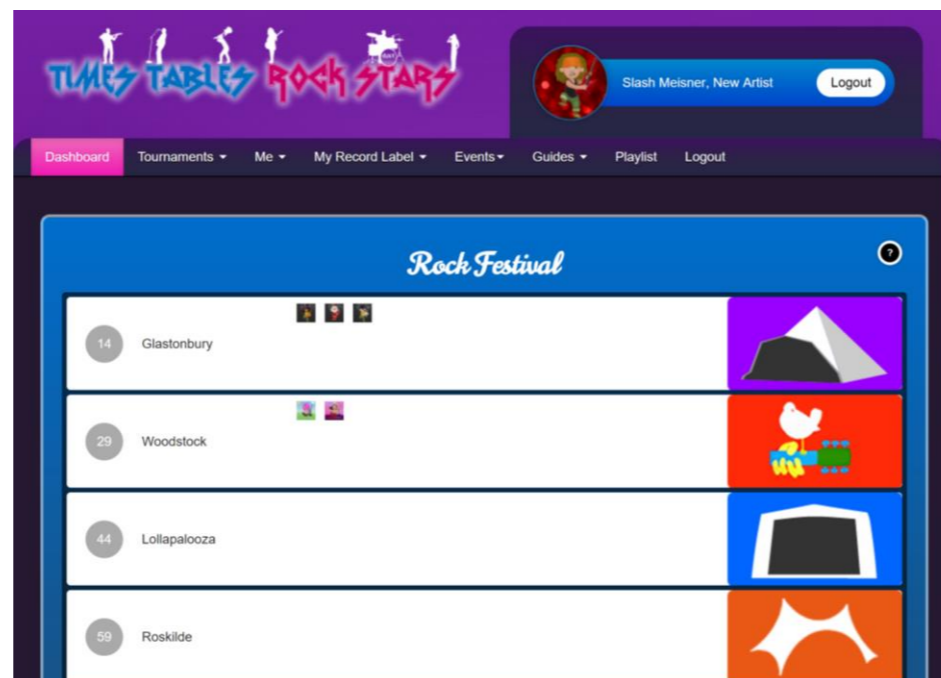
- As a maths teacher I know that one significant barrier to learning for students is a lack of confidence with basic number skills
- Research tells us the more students have to think about number work, the more difficult they will find completing more complex problems
- If we don't address this then we know it will limit students' potential in this crucial subject

# Getting the basics right

- We want students to be fluent in their times tables
- All students can improve; the key is practice
- The challenge is to encourage students to practise more

# Times Table Rockstars

- One element of our work is a website – Times Table Rockstars



# Times Table Rockstars

- All students will have an individual login
- The website has a range of games that get students practising their times tables. The website is intuitive and tailors questions to students' abilities
- Students can compete against themselves and against other students in a safe environment

# Times Table Rockstars

- Little and often is the key
- Parents, you can help your child by encouraging them to use the website on a daily basis
- 5 – 10 minutes a day **will** make a real difference
- It **will** help them get better at maths.

# Getting the basics right

- The school day starts with Registration at 8.50
- This 20 minute slot will be dedicated to getting students “ready to learn”
- All students will be expected to read whilst their form tutors checks:
  - Uniform
  - Equipment
  - Timetables
- All students should leave fully equipped, in the correct uniform and knowing what lessons they have that day
- In short ... they will be ready to learn

# The Pastoral System

Mrs Littlegray  
Transition Lead



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# Year 7 Team

- Mrs Littlegray – Year 7 Senior Leader
- Mrs Ellison – Year 7 Team Leader
- Miss Essex – Deputy Year Team Leader

# Year 7 Tutors

7W	7R	7O	7Y	7G	7B	7I	7V
Lewis Jordan	Briony Bodenham	Gemma Chatterton	Amber Rodea	Corinna Hayward	Rebecca Kirk	Sam Smart	Alice Skipp

[E-mail: ljordan@severnvaleschool.com](mailto:ljordan@severnvaleschool.com)

Phone: leave a contact number, your child's name and a brief comment.

# Themes

- Termly themes
- Matched to development
- Link home & school

Adaptability &  
Aspiration

Resilience

Identity &  
Renewal

Challenge &  
Risk

Communication  
& Collaboration

Celebration &  
Reflection

# Learning lines

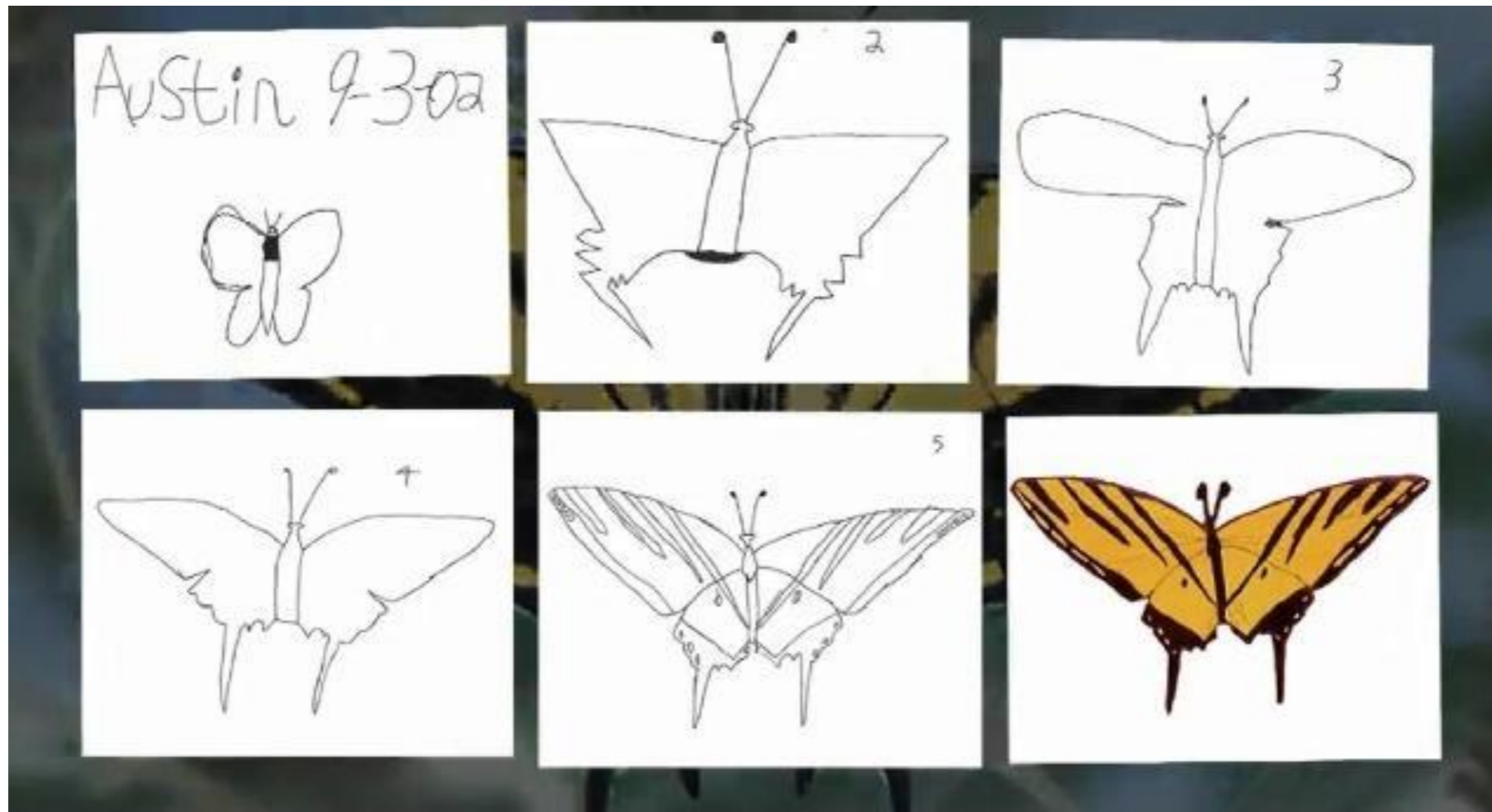


# Life-long learning



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# Challenge & support



# Over-learning

- Handwriting
- Touch typing
- Spelling
- Editing
- Revising

# How high?

