



# Welcome back to Redborne

Year 9 Parents Evening

November 2016



## In the next 40 minutes...

- Explanation of indicators and effort grades (Jo Williets)
- The Key Stage 4 curriculum (Steve Gray)
- The options process (Alex Day)
- Achievement, behaviour and attendance (Graeme Armstrong)
- Progress checks and reports (Debbie Buthee)



# Indicators and effort grades

Jo Williets  
Assistant Head

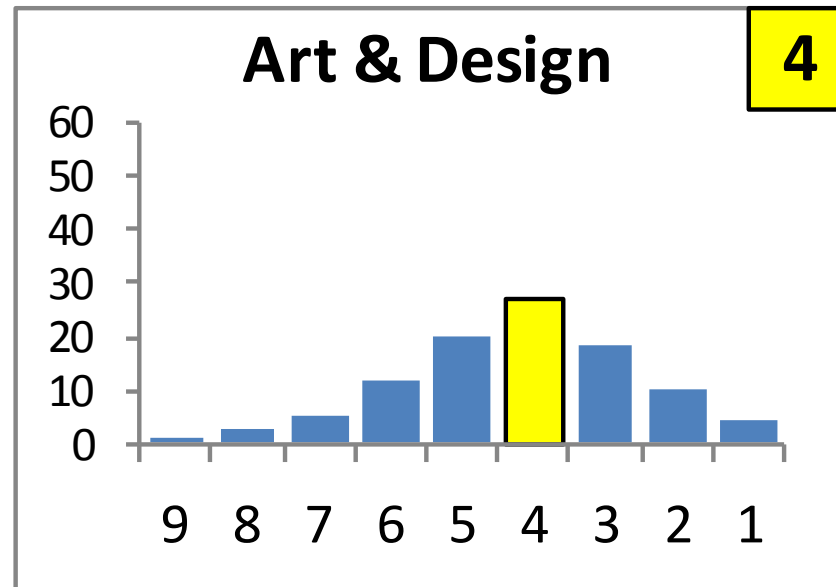


# In the next 10 minutes...

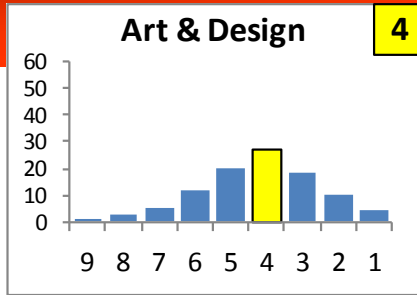
- What is an **indicator**?
- How can we set **targets**?
- What's the link between **indicators**, **effort** and **progress**?



# Indicators and targets



- The yellow bar is the indicator.



## Aiming higher?

- Indicators do not predict **your performance**: they are about **other people** who were at a similar level in year 6.
- It's an **average** – so up to half of all students nationally achieve **better** than the indicator.
- You are a person not a statistic! If your **effort** is high you are likely to **beat your indicators**.
- Can you beat your indicators? This is our challenge to you!



## Effort grades – a reminder

| Grade | Meaning           |
|-------|-------------------|
| O     | Outstanding       |
| V     | Very Good         |
| G     | Good              |
| N     | Needs improvement |
| W     | Warning           |
| U     | Unacceptable      |



# Examples of real students

| Subject        | Indicator | Effort | Result |
|----------------|-----------|--------|--------|
| English        | D         |        |        |
| Maths          | C         |        |        |
| Science - core | D         |        |        |
| Science - addl | D         |        |        |
| German         | D         |        |        |
| Geography      | D         |        |        |
| Latin          | D         |        |        |
| Computer sci   | C         |        |        |



Brett





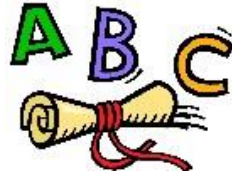
# Examples of real students

| Subject   | Indicator | Effort | Result |
|-----------|-----------|--------|--------|
| English   | B         |        |        |
| En. Lit.  | A         |        |        |
| Maths     | C         |        |        |
| Biology   | B         |        |        |
| Chemistry | B         |        |        |
| Physics   | B         |        |        |
| Business  | B         |        |        |
| Graphics  | B         |        |        |
| Spanish   | B         |        |        |
| History   | A         |        |        |



Sukhi

# Parents- how can you help?



- Punctuality, uniform, equipment!
- Help with organisation
- Help to balance work and social time
- Foster an independent work ethic
- If possible, provide a quiet place to work





# The Key Stage 4 curriculum

Steve Gray  
Head of School



# The Key Stage 4 curriculum

There will be two parts to your curriculum:

- The **core subjects** (English, maths and science) where you will have already started on work that could be relevant to GCSEs.
- The **options**, where you can choose subjects that play to your strengths or career aspirations .



# Core subjects

- This will be **60% of your timetable** (30 periods per fortnight)
- English, maths, science, ethical thinking (RS), PE, and personal wellbeing.

You should get **5 qualifications:**

- GCSE English language and literature
- GCSE maths
- GCSE combined science (double award)



## Core subjects

- We have increased the time devoted to the core this year, to give more time to the crucial subjects of English and maths – an extra hour per week.
- Some students may also get some extra time in science.
- We are aware of the demands on students with the number of exams they have to take.



# Option subjects

- **FOUR** option blocks
- **Over 25 subjects** on offer at Redborne
- We have reduced the number of options by one this year to reduce the pressure on students, but...
- ...this is a bigger choice than is available at many other schools.
- There should be something for you!



## The English Baccalaureate

- The 'EBacc' for short!
- The government wants more students to follow this combination of subjects...
- ...but it's not compulsory (at least, not at Redborne)
- Involves: maths, English, double or triple science or computer science, a language, and geography or history.





# The options process

Alex Day

Assistant Head



## The options process

- Planning currently underway
- Begins for students and parents on Friday, 13<sup>th</sup> January, 2017
- Ends Friday, May 26<sup>th</sup>, 2017
- 16 school weeks to get this right



# The Curriculum Booklet

- Issued on Friday, 13<sup>th</sup> January, 2017
- Hard copy for all and on website
- Course details of each subject
- Assessment methods
- Skills developed and topics studied



## Reports in January

- Full reports issued Friday, 3<sup>rd</sup> February, 2017
- Option block pattern also issued
- Start looking then at possible options that are right for you



## Options evening

- Thursday, 9<sup>th</sup> February, 2017
- Bring report, options booklet, options block form and indicator grades from tonight
- Opportunity to discuss progress with core teachers
- Opportunity to find out about other subjects



# Return of Options form

- Options form to be returned on Monday, 20<sup>th</sup> February, 2017
- All of half term to consider
- Make your choice count
- Late forms might mean disappointment
- We will let you know if there is a problem



## New timetable

- Begins on Monday, 5<sup>th</sup> June, 2017
- Big sigh of relief two weeks later
- Make sure you know what you are signing up for
- If you get it wrong change might be possible but choice will be restricted



# Achievement, behaviour and attendance

Graeme Armstrong

Head of year 9





# THE REDBORNE WAY



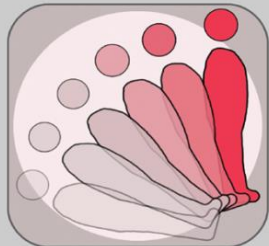
Tolerance



Empathy



Respect



Resilience



Initiative



Focus



Independence







Cooperation

## SHARED VALUES

Looking to produce  
**TERRIFIC** young  
people

Posters in every  
classroom around  
the school



| Level | What sanction?  | Who is involved?   | Examples of typical behaviour   |
|-------|---|--|---|
| 1     | <br>Warning or reminder      | Subject teacher or form tutor  | <ul style="list-style-type: none"> <li>• Failure to bring materials or equipment</li> <li>• Disrupting learning</li> <li>• Off-task behaviour</li> <li>• Failure to complete work</li> <li>• Failure to wear uniform correctly</li> <li>• Eating and drinking in class</li> <li>• Chewing gum</li> <li>• Unwanted physical contact</li> <li>• Inappropriate language</li> </ul>   |
| 2     | <br>Break or lunch detention | Subject teacher or form tutor  | <ul style="list-style-type: none"> <li>• Failure to respond to initial warnings at level 1</li> <li>• Unco-operative behaviour</li> <li>• Minor damage to property</li> <li>• Persistent failure to wear uniform correctly</li> <li>• Unauthorised use of mobile phone</li> <li>• Strong language which might be considered offensive</li> </ul>  |
| 3     | <br>After school detention   | Subject teacher<br>Form tutor<br>Subject leader<br>↓<br>Head of faculty<br>Head of year<br>Senior team | <ul style="list-style-type: none"> <li>• Failure to attend break or lunchtime detention.</li> <li>• Repeated or persistent level 2 offences</li> <li>• Leaving premises during school hours</li> <li>• Truancy from lessons</li> <li>• Picking on other students</li> <li>• Graffiti</li> <li>• Smoking</li> <li>• Deliberate damage to property</li> <li>• Strong language intended or likely to offend</li> <li>• Inappropriate use of ICT or mobile phone technology</li> </ul>  |
| 4     | <br>Isolation or exclusion | ↓<br>Senior team<br>Head of School<br>Principal  | <ul style="list-style-type: none"> <li>• Repeated or persistent level 3 offences</li> <li>• Defiant or offensive behaviour to staff</li> <li>• Fighting or serious bullying</li> <li>• Theft</li> <li>• Refusal to remove body piercing or change into correct uniform</li> <li>• Threatening or aggressive behaviour towards another student</li> <li>• Offensive graffiti</li> <li>• Persistent truancy</li> <li>• Offensive and intolerant behaviour</li> <li>• Bringing the school name into disrepute</li> <li>• Abuse of ICT or mobile phone technology or network</li> </ul> |

# Actions have consequences



## How does this work?

- All sanctions are logged.
- Each type of sanction will have points attached, between 1 (warning) and 40 (exclusion).
- Positive and negative points will show on students records.



# Sanctions – the scoring system

| Level | Sanction   | Points |
|-------|--|--------|
| 1     | Warning  | 0 - 1  |
| 1     | Skirt points/uniform                                     | 1      |
| 2     | Break detention  | 2      |
| 2     | Lunch detention  | 3      |
| 3     | After school detention – 30 min (e.g. subject/late)      | 5      |
| 3     | After school detention – 60 min (e.g. faculty/year team) | 10     |
| 3     | After school detention – 90 min (e.g. senior team)       | 15     |
| 4     | Isolation  | 20     |
| 4     | Exclusion  | 40     |



## Rewarding the positive

- Pupils gain achievement points, e.g. for good work, effort or behaviour in lessons.
- Extra points will be added after each progress check.
- There is a scale for effort grades with more points for the top grades: U=0, W=1, N=3, G=5, V=7, O=10.
- You will get points on your account if you average at least a 'good' – this will be worth 50 points.
- A 'perfect score' would get 100 points.

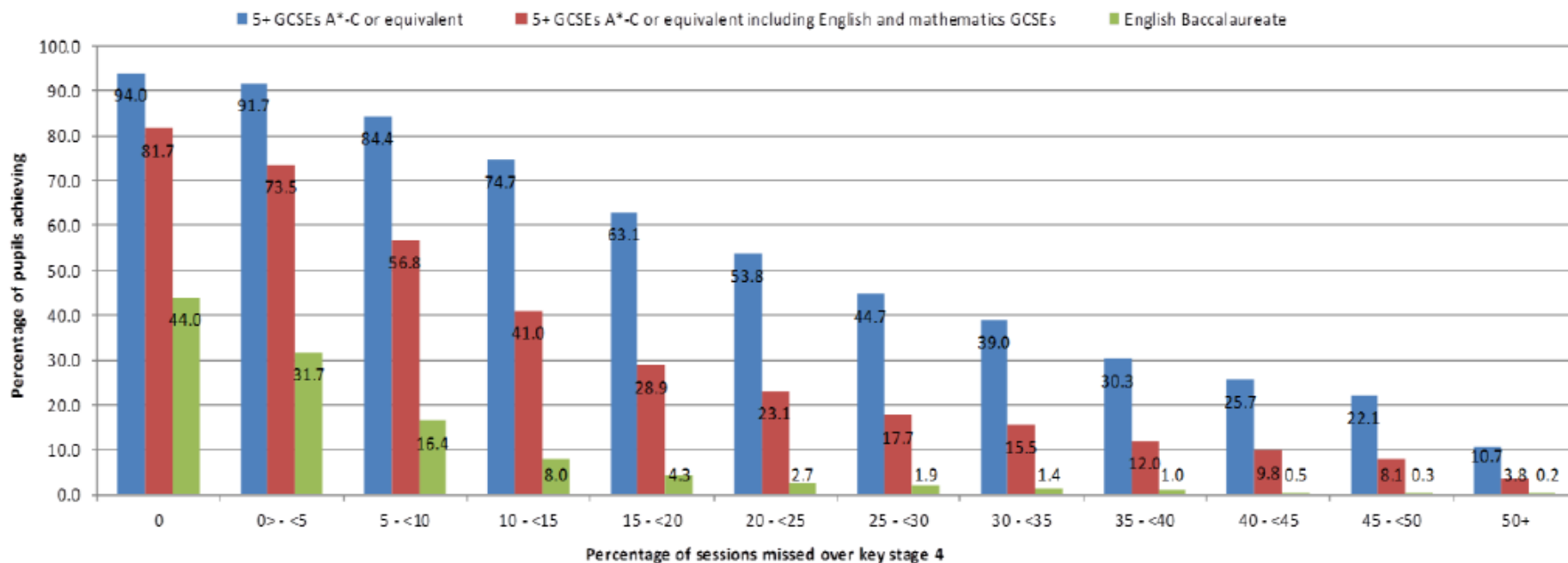


# Scoring achievement points

| Average effort score | Description               | Points |
|----------------------|---------------------------|--------|
| <5.00                | Average of below a G      | 0      |
| 5.00+                | (Just) good               | 50     |
| 5.50+                | 'Secure' good             | 55     |
| 6.00+                | Mixture of good/very good | 60     |
| 6.50+                | Mostly very good          | 65     |
| 7.00+                | At least V                | 70     |
| 7.50+                | 'Secure' V                | 75     |
| 8.00+                | V with some O             | 80     |
| 8.50+                | Mixture of V and O        | 85     |
| 9.00+                | Mostly O                  | 90     |
| 9.50+                | Almost all 'O' grades     | 95     |
| 10.00                | 100% 'O' grades           | 100    |



# Attendance





# Progress checks and reports

Debbie Buthee  
Deputy Head





# Progress checks and reports

| Item                                | Date  |
|-------------------------------------|---|
| Progress check                      | 18 <sup>th</sup> Nov 2016                     |
| Subject staff write reports         | 6 <sup>th</sup> -16 <sup>th</sup> Jan 2017    |
| Proof readers                       | 17 <sup>th</sup> -19 <sup>th</sup> Jan 2017   |
| Form tutors/Year Team write reports | 20 <sup>th</sup> -30 <sup>th</sup> Jan 2017   |
| Print/collate                       | 31 <sup>st</sup> Jan-2 <sup>nd</sup> Feb 2017 |
| <b>Issue</b>                        | <b>3<sup>rd</sup> Feb 2017</b>                |
| Consultation Evening                | 9 <sup>th</sup> Feb 2017                      |
| Progress check                      | 19 <sup>th</sup> May 2017                     |
| Progress check                      | 14 <sup>th</sup> July 2017                    |



## Pastoral Report

Year 9 Spring Term

### **Pastoral Comment:**

Ian has settled very well into life at Redborne and has shown himself to be a really enthusiastic and motivated student and member of the form group. He has clearly relished the opportunity to get to know new people and has made positive friendships. Ian has contributed to various charity activities and collections and has thrown himself into dance club. He should be proud of his outstanding effort grades and academic progress, particularly in English but has set himself the challenge to put her hand up more in class. Ian's attendance at school is slightly below average but this has not held her back and has clearly been linked to genuine illness.

Ms L. Chesover

This is a very impressive report! Ian should be very proud of his achievements and these excellent effort grades place him in the top 20 in the year group. He also scores very highly for progress, and is one of only six students in the year who has managed to get an 'OP' in five separate subjects. Congratulations and keep up the good work!

Mr S Gray

I would like to echo Mr Gray's comments on behalf of the year team. We have been very impressed by Ian's report, which puts him in a very strong position as she decides upon which subjects to choose for GCSE. Well done, Ian! This report should enable you to feel more confident and contribute more fully to all lesson activities.

Miss J Flores  
Assistant Head of Year 9

Uniform Effort

V

### **Attendance Record (07/09/2015 – 29/01/2016)**

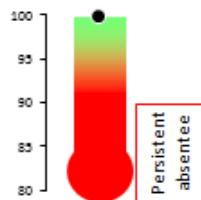
Excellent attendance and punctuality is the key for our students' success. Attendance below 90% is classed by the government as persistently absent. Just 15 days absence of the whole year is 92% attendance.

Authorised Absences 0

Unauthorised Absences 0

Possible Sessions 68

Percentage  
Attendance 100.0 %





**Subject – English**

*Year 9 Spring Term*

Current Attainment Level

6

Indicator Grade

8

**Effort grades for the following categories**

| Punctuality | Making the most of every lesson/classwork | Fully equipped | Behaviour | Homework | Overall |
|-------------|---|----------------|-----------|----------|---------|
| 79%         | V   | G              | V         | N        | V       |

In English, pupils develop and build upon the skills taught at middle school. Students have currently studied a novel and a wide range of travel writing and related media in class. They have developed their ability to analyse authorial viewpoint and presentational devices, as well as writing for a range of purposes and audiences. In the new term students will move on to study creative writing in poetry and prose form. Current attainment is assessed using the new GCSE grading system and takes into account writing, reading and speaking and listening skills.

**Targets:**

1. Consider how the writer makes you think or feel
2. You must ensure you bring your exercise book to every lesson, as it is a vital resource
3. Show your working for every question you complete

**Making the most of every lesson:**

**Before the lesson** – prepare any questions that you might have from the last lesson/check you have the required resources

**During the lesson** – listen/make notes as the teacher is giving input/check your understanding throughout the lesson/join in as much as possible/question if you don't understand

**After the lesson** – check any notes for understanding and detail/make revision cards/finish any outstanding work/do extended learning tasks/read additional information about the topic/learn the information

# Subject Report Page



**Thank you for  
listening**