



Welcome back to Redborne

Year 9 Parents Evening

November 2017



Indicators and effort grades

Steve Gray
Head of School



In the next 40 minutes...

- Distribution and explanation of indicator grades
- KS4 curriculum
- Introducing the options system
- Independent study skills and reporting
- Pastoral support, agencies, attendance & punctuality
- The Redborne Way, sanctions and praise

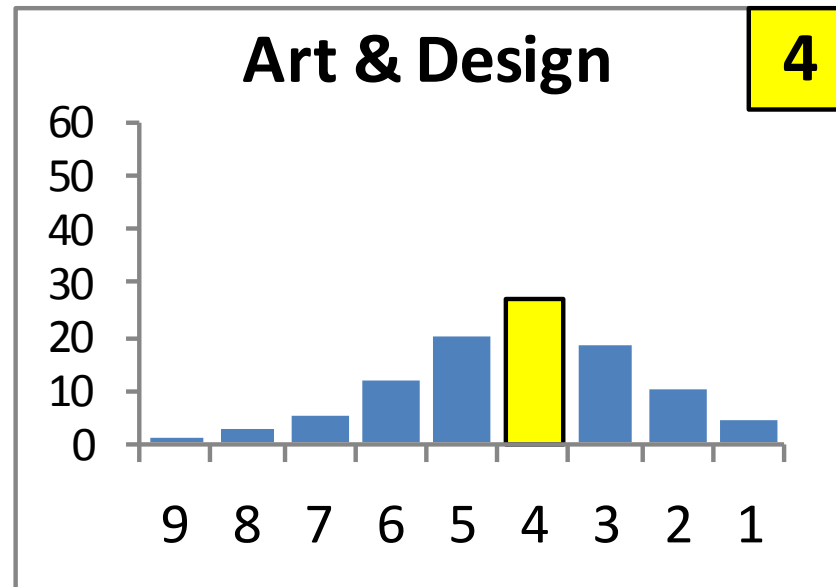


In the next 10 minutes...

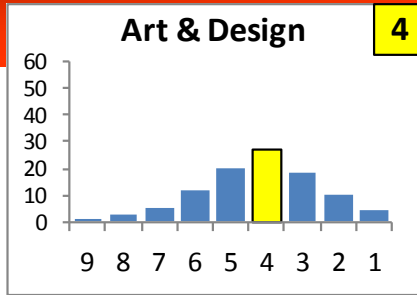
- What is an **indicator**?
- How can we set **targets**?
- What's the link between **indicators, effort and progress**?



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 Language	3		
English Literature	3		
Maths	2		
Science - core	E		
Science - additional	E		
History	E		
Philosophy and Ethics	E		
Livestock	P		



Taylor



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



The Key Stage 4 curriculum

Alex Day

Deputy Headteacher



The Key Stage 4 curriculum

There will be two parts to your curriculum:

- The **core subjects** where you will have already started on work that could be relevant to GCSEs in Year 9
- The **options**, where you can choose subjects that play to your strengths or career aspirations



Core subjects

- This will make up **60% of your timetable** (30 periods per fortnight)
- Subjects include English, maths, science, ethical thinking (RS), PE, independent learning and personal wellbeing
- You should get **5 qualifications from core**
- GCSE English language and literature
- GCSE maths
- GCSE combined science (double award)



Option subjects

- **FOUR** option blocks
- **Over 25 subjects** on offer at Redborne
- We reduced the number of options by one last year to relieve the pressure on students, but...
- ...this is still 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, combined or triple science or computer science, a language, and geography or history



The options process

Chris Graves

Assistant Headteacher



The options process

- Planning currently underway
- Begins for students and parents on Friday 12th January 2018
- Ends Friday, May 25th, 2018
- 16 school weeks to get this right



The Curriculum Booklet

- Issued on Friday, 12th January, 2018
- Hard copy for all and on website
- Course details of each subject
- Assessment methods
- Skills developed and topics studied



Reports in February

- Full reports issued Friday, 2rd February, 2018
- Option block pattern also issued
- Start looking then at possible options that are right for you



Options evening

- Thursday, 8th February, 2018
- 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, 19th February, 2018
- 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, 4th June, 2018
- 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



Independent study skills and reporting

Nikki Brennan
Assistant Headteacher



Parents/carers: how can you help?

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

'My sister gave me her old files and showed me a good way of keeping my stuff organised and now I file things away most weeks so I don't lose things I might need for revision later.'

Year 10 student, male



Parents/carers: how can you help?

Encourage and support
independent learning

'My dad kept making me practise my times tables. It got on my nerves, but it did mean I was quicker in my non-calculator paper.'

Year 10 student, male



Progress checks and reports

Item	Date	
Progress check	17 th Nov 2017	Effort grade only
Full report	2 nd Feb 2018	Effort and attainment
Consultation Evening	8 th Feb 2018	For all parents/carers
Progress check	18 th May 2017	Effort and attainment
Progress check	18 th July 2017	Effort grade at start of new year 10 courses

How do we report current performance in year 9?

English and maths	Reported as a GCSE grade For example: 4- 3+ 2 etc
All other subjects are reported as <i>progress made since:</i>	<ol style="list-style-type: none"><li data-bbox="710 504 1792 561">1. Joining Redborne (1st progress check)<li data-bbox="710 654 1821 714">2. last reporting cycle (2nd progress check) <p data-bbox="710 811 1335 868">The grades we give are:</p> <ul data-bbox="710 889 1387 1246" style="list-style-type: none"><li data-bbox="710 889 1387 946">OP: outstanding progress<li data-bbox="710 961 1170 1018">FP: fast progress<li data-bbox="710 1032 1203 1089">GP: good progress<li data-bbox="710 1103 1164 1160">LP: low progress<li data-bbox="710 1175 1435 1246">UP: unsatisfactory progress



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)

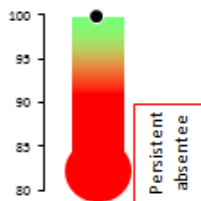
Excellent attendance and punctuality is the key for our students' success. Attendance below 90% is classed by the government as persistently absent. Just 15 days absence of the whole year is 92% attendance.

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



Pastoral care at Redborne

Jo Williets
Deputy Headteacher

Head of Year



Mr Woodward

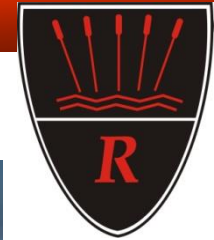
Assistant Heads of Year



Mrs Jones



Mr Brooks



Mrs Smith

**Pastoral
Support
Officer (PSO)**



Ms Tink

**Senior
PSO**



Attendance

- Our target is 95% or more
- National average is 94%
- Last year we met our target!
- 90% attendance represents 1 day off a fortnight
- Always come to school if you can
- The better your attendance, the better your achievement



What is good attendance?

90%

attendance equates to:

	Mon	Tues	Wed	Thurs	Fri	
Week 1						1 Week = 1/2 day of lessons missed

	Mon	Tues	Wed	Thurs	Fri	
Week 1						2 Weeks = 1 day of lessons missed
Week 2						

	Mon	Tues	Wed	Thurs	Fri		Mon	Tues	Wed	Thurs	Fri	
Week 1						10 Weeks = 1 week of lessons missed	Week 6					
Week 2							Week 7					
Week 3							Week 8					
Week 4							Week 9					
Week 5							Week 10					

10 Weeks = 1 week of lessons missed



1 school year = 1 month of lessons missed



Punctuality

- Students need to be in class ready to learn at 8.40am
- Time is precious!
- Remember the long term view
- Please help to ensure that your son/daughter gets here on time so think....

• 8.30am



Personal Reference:

This form is to be completed by your current employer or last educational institution.

Please bring to your interview.

Name: _____ Joe Bloggs _____

Learner ID Number: *(if known)* _____

Course applied for: _____

Part A:
(please tick as appropriate)

	Excellent	Good	Satisfactory	Unsatisfactory
Attendance		✓		
Punctuality				✓
Reliability	✓			
Motivation	✓			
Honesty	✓			
Ability to work in a team	✓			
Ability to meet deadlines	✓			



Additional Support

Private counsellors

CAMH

CHUMS

ICASH (formerly Brook clinic)

Social Workers/Family Support Workers/family
mediation

Aquarius

Social group

Anxiety group

Mentors

School nurses



Achievement, behaviour and rewards

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

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

LISTEN TO YOUR TEACHER
BE KIND CREATE
TELL THE TRUTH
ASK QUESTIONS
READ
DO YOUR BEST, ALWAYS.
TRY NEVER GIVE UP
USE YOUR MANNERS
PRACTICE MAKES PERFECT
LEARN FROM YOUR MISTAKES



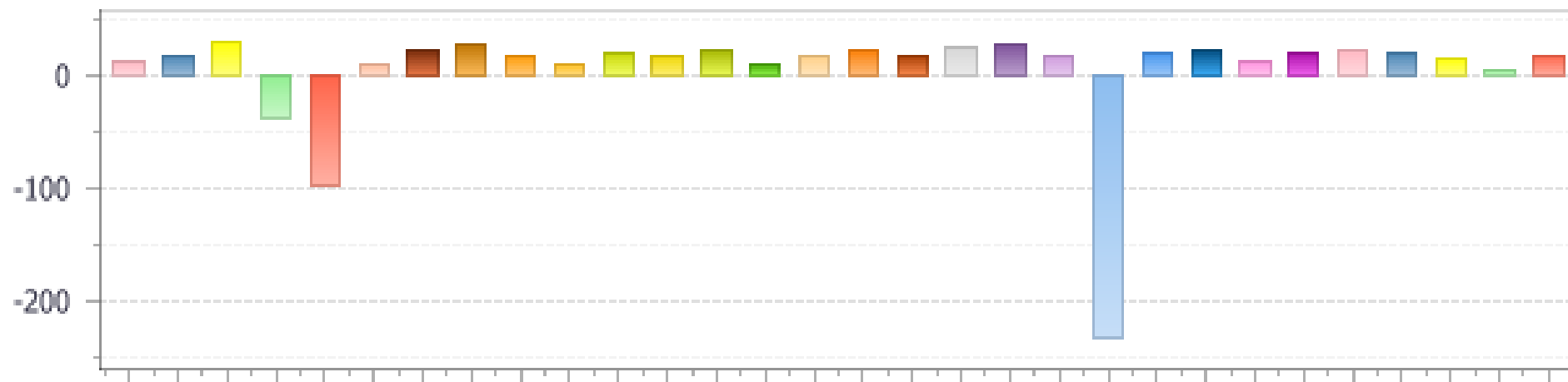
Sanctions – the scoring system

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



Sanctions – the scoring system

- The chart below shows a form group and the net score of each individual





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



Rewarding the positive: Future Plans

- Looking ahead we want to increase the opportunities for students to gain more achievement points
- There will be five strands to this:

Effort

Attainment

Attendance

Extra Curricular

Community



Why does Enrichment matter?

JB

JOE BLOGGS

EXPERIENCED CHARITY WORKER | SEEKING EMPLOYMENT IN THE RETAIL SECTOR

JB

JOE BLOGGS

EXPERIENCED CHARITY WORKER |

OBJECTIVE

A hard working individual who is keen to secure employment in the retail or charity sector. Works diligently when shown a task and keen to develop existing retail skills further to help at a reputable organisation

SKILLS

Provide a positive friendly and well mannered approach to customer service

Brings creativity to new situations

Artistic

Good Independent Learner

EXPERIENCE

STORE ASSISTANT • WAITROSE • JUNE 2016

Accomplished member of the sales team – assisting customers and selling various items including shoes, clothing and priced items

Maintained a clean and tidy store and replenished stock and organized display items

Priced Items

Assisted with the recording and receiving of donations

EDUCATION

REDBORNE UPPER SCHOOL • SUMMER 2015-2017 •

GCSE:

History - B

Agriculture - Pass

English Language Predicted Grade - 6

English Literature Predicted Grade - 6

Maths Predicted Grade - 5

Graphics Predicted Grade - C

HOBBIES/INTERESTS

I have a genuine interest in up cycling and creating crafts. I also enjoy assisting my siblings with their learning and development through creative and playful activities

REFERENCE

AVAILABLE ON REQUEST

Mrs Michelle Wilson – Personal Adviser
CENTRAL BEDFORDSHIRE COUNCIL
Walling House, High Street North, Dunstable
TEL: 0300 300 5848
email: michelle.wilson@centralbedfordshire.gov.uk



Rewarding the positive: Future Plans

Enrichment can help you to maximise your time at Redborne.....

So take part and get involved!

