

# **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

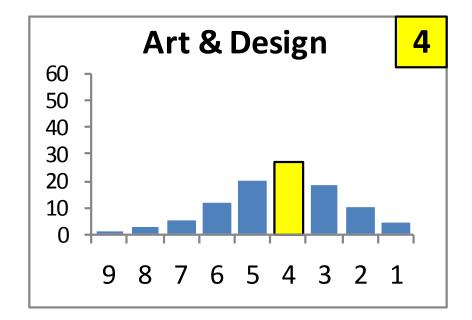


# In the next 10 minutes...

- 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.



- 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
0	Outstanding
V	Very Good
G	Good
Ν	Needs improvement
W	Warning
U	Unacceptable



## **Examples of real students**

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



#### 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	Р		



Taylor



## **Examples of real students**

Subject	Indicator	Effort	Result
English	В		
En. Lit.	А		
Maths	С		
Biology	В		
Chemistry	В		
Physics	В		
Business	В		
Graphics	В		
Spanish	В		
History	А		





# 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 12<sup>th</sup> January 2018
- Ends Friday, May 25<sup>th</sup>, 2018
- 16 school weeks to get this right



# **The Curriculum Booklet**

- Issued on Friday, 12<sup>th</sup> 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, 2<sup>rd</sup> February, 2018
- Option block pattern also issued
- Start looking then at possible options that are right for you



# **Options evening**

- Thursday, 8<sup>th</sup> 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, 19<sup>th</sup> 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, 4<sup>th</sup> 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 <sup>th</sup> Nov 2017	Effort grade only
Full report	2 <sup>nd</sup> Feb 2018	Effort and attainment
<b>Consultation Evening</b>	8 <sup>th</sup> Feb 2018	For all parents/carers
Progress check	18 <sup>th</sup> May 2017	Effort and attainment
Progress check	18 <sup>th</sup> 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 progress made	<ol> <li>Joining Redborne (1<sup>st</sup> progress check)</li> <li>last reporting cycle (2<sup>nd</sup> progress check)</li> </ol>			
since:	The grades we give are: OP: outstanding progress FP: fast progress GP: good progress LP: low progress 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

100

95

90

85

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

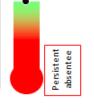
Excellent attendance and punctuality is the key for our students' success. Attendance below 90% is classed by the government as persistently absent. Just 15 days absence of the whole year is 92% attendance.

Authorised Absences 0

Unauthorised Absences 0

Possible Sessions 68





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# Pastoral Report Page



				Subject –	English		
				Year 9 Spri	ing Term		
+	Current Att	aiı	nment Level	6		Indicator Grade	8
				Effort grades f	or the followi	ng 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
- 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** 

### **Mrs Jones**



**Mr Brooks** 



Pastoral Support Officer (PSO)



**Assistant Heads of Year** 

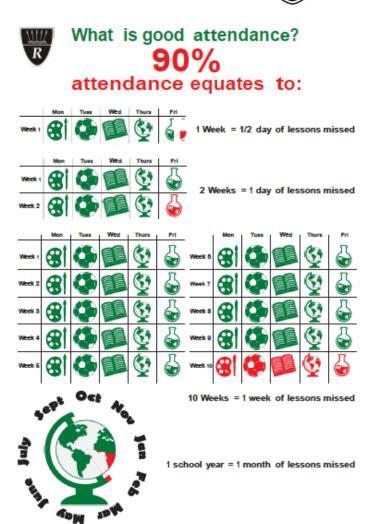
<u>Ms Tink</u>

## 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



## **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



**Company Slogan** 

#### Personal Reference:

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

Please bring to your interview.

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





Empathy



Resilience





Independence



Respect

## 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> <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	Break or lunch detention	Subject teacher or form tutor	<ul> <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	After school detention	Subject teacher Form tutor Subject leader Head of faculty Head of year Senior team	<ul> <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	Isolation or exclusion	Senior team Head of School Principal	<ul> <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

LISTEN TO YOUR TEACHER IFVER GIVE UP CE MAKES PE



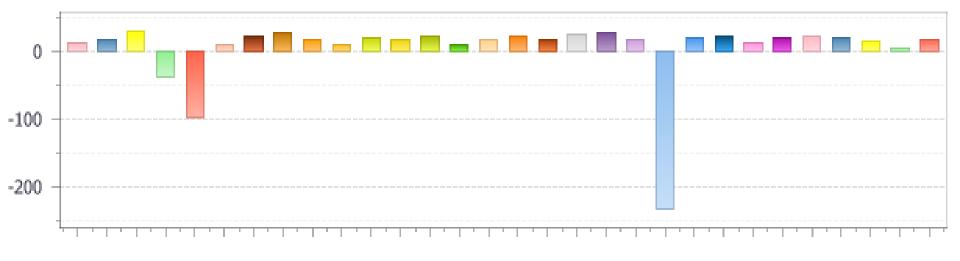
## **Sanctions – the scoring system**

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



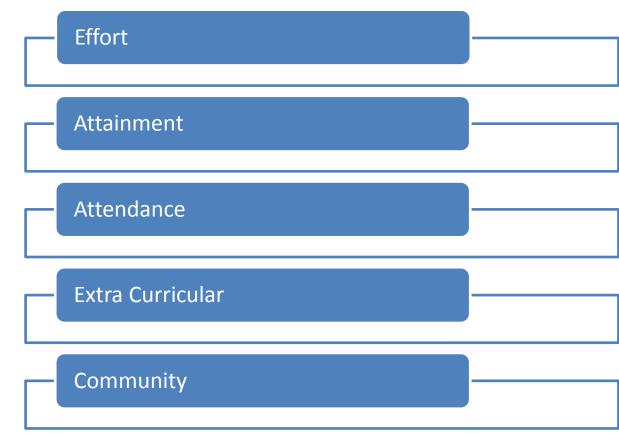
## **Scoring achievement points**

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:



## Enrichment



Programs

#### Redborne Enrichment Summary 2017/18

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FROAT
BEFORE SCHOOL	Plute Choir Music Dept All year groups				
LUNCH TIME	Chars Due Room 64 All year groups	Child Development Drop in Room 82 Hears 10 & 11	Child Development Drup In Room 82 News 10 & 11	Book Dub Ubrary All year groups	Samoa Band Musis Degt All year groups
	Drild Development Drop in Room 62 Tears 10 & 11	Birls A Cappella Music Deat All year groups	Auto Dean Music Dean All year groups	Percusien Group Music Dept Al year groups	Roomers La Contra Room 48 Years 12 & 13
	Mind Band Mush Dagt All year groups	Boys A Cappella Music Dept All year groups	Advanced Strings Muleic Dapt All year private	Business Studies Warkshop Room 13 All year groups	
	Robertics Cult Room 17 Name 9, 50 & 11	Business Dudies Workshop Room 15 AT sear groups	Gutter Group Music Seat All year groups	Chest Club Room 64 Alt year groups	
	Annady International Room SE Tears 12 & 13	Redocite Fictures (Neet A) Roots 20 Years 3, 10 & 11	Business Studies Workshop Room 33 All year groups	Ru Coding Club Room 18 News 9, 20 & 21	
	MingRuinass Room 7 All year groups	BCO Committee Room 52 All year groups	Ovriatian Union Drama Mobile Att years groups		





Level	Year		
Bronze	9		
Caller Silver	10		
-same Gold	12		
For more info	For more information piease con		
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	MONDAY	THESOAY	WEDNESDAT	THURSDAY	4RIDAY
CH 7881	Areaco Serre Dun Reem 35 Year 53		Chara Dub Room 44 All year proces		1.000
			Realing Sector Duck Real 25 Real 11		
1 10 998	Affendinesi Cult Ultriny Teen 8, 12 8, 31	After School Club Librery Tears 8, 10-5, 11	After School Dys Library Tears 9, 10 8 11	Alter-Brissel Dull Library Tears 9, 30 & 13	Allendonaal Cuite Literary Tearlo R. 12-B. 11
	Conce Retreaters Dence Dually & Halt BCIA/A Level	Dance Refeature Dance Brudio & Hall DOILIN Lawer	Dance Rehistrats Dance Buckle & Hall BCMUR Lavar	Fitness Dute Ritress Surts All year groups	Dance Rehearters Dence Mudio & Hel GCM/A Level
	CAST (Siner) Asset 25 & 11 Years 25 & 11	Parsage Duce Fitness Surre RI year groups	Art Guile Art Bauma OCIS(IN Level	Berman Conversation Practice Room 23 Neuro 13 8: 19	Tranch "Surgery" Dut Roam 27 0038 & F Lavel Huderto
	Dista Desarraginani Disa in Asses 12 Tears 10 & 11	Debastra Inune Daal Att year groups	Rupper Duk Rupper 35 Tears 37 & 32 9,6447)	dillé factorille la serie Music Seat 0038 Studients	Roam 23 Roam 23 Roam proven
	Drama Dudi Molarin, Seudian Tear 3 mudiante	Being Druhastra Music Dapit Kir yant groups	Carsoling Club Roam NC Tear 2 Depiction with	Payntelagy Draw in Fore Dudie Team 12 & 13	
	Anni Karist Music Deat All year glicups	Business Budies Horistop Room 25 Al year groups	Art Duit Art Reamy Art year groups	Business Budies Workshop Ropin 13 All year groups	
	STEM Due Roain Bri Year E students	Reamine Due Ream 28 Year 8	Room 12 Room 12 Room property	Learning August Games Learning Sussent Bold Farm	

#### The Duke of Edinburgh's Award Scheme

The Duke of Edinburgh's Award Scheme has been running successfully for many decades across the UK and the world.

At Redborne, D of E has been a highly popular and rewarding extra-curricular activity for many years. There are 3 levels to the award, Bronze, Silver and Gold, each bringing a higher evel of time and commitment required in order to succeed. Each level has 4 sections volunteering, skill, physical and the expedition. The Gold level also has a fifth section - the residential

Level	Year	Staff	
Bronze	9	TBC	
Silver	10	Miss lives	
Gold	12	Mr Scutt	

ntact the relevant member of staff above.



Whole School Production 2017

#### Into the Woods by Stephen Sondheim

Rehearsals are underway for this year's whole school production. Into the Woods, uses a cast of around 30 singers to tell a musical adaption of intertwined plots of several Brothers Grimm and Charles Perrault fairy tales, exploring the consequences of the characters' wishes and quests. The main characters are taken from "Little Red Riding Hood", "Jack and the Beasstalk", "Raduncel", and "Cinderella", as well as several others. The musical is tied together by a story involving a childless baker and his wife and their quest to begin a family the original beginning of The Grimm Brothers' Rapunzel's, their interaction with a witch who has placed a curse on them, and their interaction with other storybook characters during their journey. peasant girl who takes a child from its neglectful and monstrous mother in order to give it a better chance in life.

Students are rehearsing twice a week and are honing their singing, movement, vocal and ensemble skills for the performances on 22nd - 24th November 2017 in the Connolly Hall. There are still opportunities for students to get involved in Front of House responsibilities such as catering, hospitality and selling programmes as well as backstage assistance with set building, creating costumes and prop making.

For more information on how to get involved in this exciting project, please contact Mr Battone (stbbottone@redborne.beds.sch.uk)





## Why does Enrichment matter?

JOE BLOGGS

THE RETAIL SECTOR

#### 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

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#### 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 brig a brac items

EXPERIENCED CHARITY WORKER | SEEKING EMPLOYMENT IN

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



#### JOE BLOGGS

#### **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 Watling 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!

