



The Gilbert School

**Welcome to our
Year 7 Information and Support
Evening**

2nd October 2024



Housekeeping Announcement

- Please ensure mobile phones are switched off or on silent
- Please listen for fire drill arrangements from staff (However we are not planning one tonight)



Ms Litton	Assistant Headteacher Lower School
Mr Wilby	Head of Year 7
Ms Sumner	Assistant Head of Year 7
Miss Bates	Assistant Headteacher Teaching and Learning

Purpose of the Evening



To provide some information and ideas...

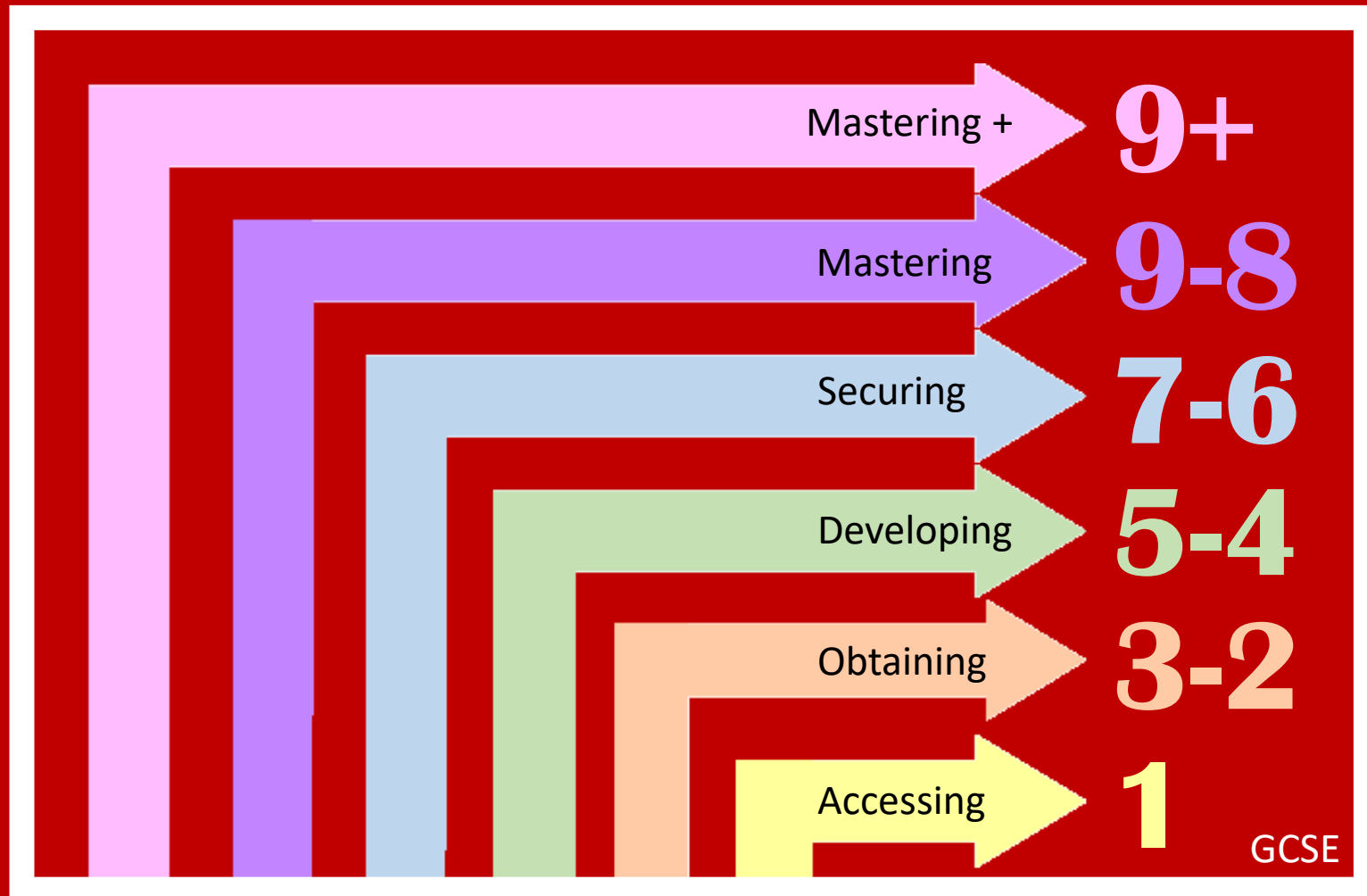


- **Assessing and reporting on your child's progress.**
- **Supporting your child's homework and learning.**
- **Life skills, reading, writing and using numbers.**
- **Managing social media and mobile technologies.**
- **Supporting your child outside of the classroom.**



Assessing and reporting on your child's progress

KS3 Assessment - Student Flightpath



Effort = progress...



**KEEP
TRYING**



**IT DOESN'T MEAN YOU CAN NOT IMPROVE AND BEAT
YOUR TARGET FLIGHTPATH**

Lessons



Progress Paths

Eastern Religions	
Mastering +	In addition to Mastering, research
Mastering	<ul style="list-style-type: none"> Compare and contrast the lives of two founders Compare and contrast key teachings in two holy books Compare and contrast the features of two holy buildings Compare and contrast the importance of two sites of pilgrimage Compare and contrast how and why people worship Compare and contrast how and why festivals are celebrated
Securing	<ul style="list-style-type: none"> Explain the lives of two founders Explain key teachings in one holy book Explain the importance of features of two holy buildings Explain the importance of pilgrimage Explain how and why people worship Explain how and why festivals are celebrated
Developing	<ul style="list-style-type: none"> Describe the lives of two founders Describe key teachings in two holy books Describe features of two holy buildings Describe a place of pilgrimage and what happens there Describe features of worship for two Eastern Religions Describe how festivals are celebrated
	<ul style="list-style-type: none"> Identify facts about the lives of two founders Describe key teachings in one holy book Describe features of one holy building

Key Stage 3 Progress Path

KS3		Knowledge	Understanding
Mastering +		<ul style="list-style-type: none"> I can explain how places link and relate to each other in detail I can assess differences in patterns and processes at different scales I can compare and contrast solutions to (problems/issues) on a variety of scales and justify them 	<ul style="list-style-type: none"> I can use a variety of keywords and annotated diagrams to compare processes that lead to geographical change I can explain in detail a variety of ways in which humans have an impact on the physical environment and vice versa I can apply geographical theories to the real world and evaluate them
Mastering		<ul style="list-style-type: none"> I can explain how places link and relate to each other I can account for differences in patterns at different scales I can compare solutions to (problems/issues) on a variety of scales 	<ul style="list-style-type: none"> I can use a variety of key words to compare processes that lead to geographical change I can explain a variety of ways in which humans have an impact on the physical environment and vice versa I can apply geographical theories to the real world
Securing		<ul style="list-style-type: none"> I can describe and locate a wide range of places, environments and features at different scales (local, national and global) I can describe in detail and begin to explain the characteristics of a variety of human and physical features in the world 	<ul style="list-style-type: none"> I can use keywords to clearly explain a wide range of human and physical processes which create and change the world I can explain a range of geographical patterns e.g. how places have changed over time I can explain why places are linked and discuss the impact that these links can have on people and the environment



The Gilberd School

Home Information Admissions Vacancies Curriculum

CURRICULUM

Curriculum Statement

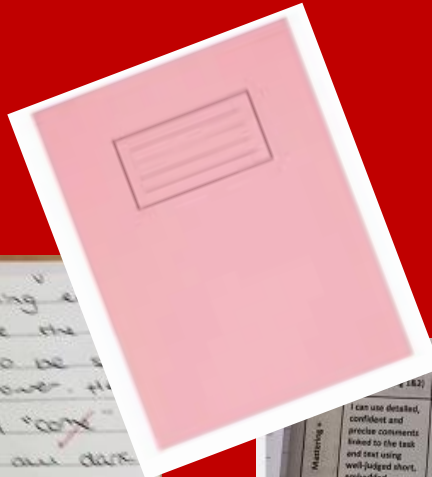


The Gilberd School

KS3 Science Flightpaths

	Accessing	Obtaining	Developing	Securing	Mastering
Demonstrating Knowledge and Understanding	To be able to recognise the parts of diagrams. <i>Eg. Recognise the heart in the respiratory system.</i>	To be able to label or identify components in diagrams or stages of processes. <i>Eg. Label the parts of the digestive system.</i>	To be able to label or identify components in diagrams or stages of processes. <i>Eg. State the organs in order as they pass through the digestive system.</i>	To be able to consistently explain in detail and justify the reasoning of more complex processes/ideas. <i>Eg. Explain that the structure of villi enables maximum absorption of nutrient.</i>	To be able to explain and evaluate complex data or processes and link ideas to others. To be able to explain and evaluate complex areas within science. <i>Eg. Using the data evaluate which health factor is more important in treatment of obesity.</i>
Processing Knowledge	To be able to state what you observe. <i>E.g. State that forces are pushes or pulls.</i>	To be able to describe simple observations or processes. <i>Eg. Describe what processes release carbon dioxide.</i>	To be able to describe or outline simple cycles or more complex processes using scientific vocabulary. <i>Eg. Outline the stages of the</i>	To be able to describe complicated cycles or complex processes using scientific vocabulary consistently. <i>Eg. Describe the stages of</i>	To be able to analyse graphical information or complex cycles or processes. <i>Eg. Use the carbon cycle above to predict how</i>

Assessments



sleep. By calling me right one is calling a
 long to "pull" her down to hell where she
 and go? This suggests that she wants to be
 as a evil master to gain more power. The
 power is also shown by the command "come"
 since this shows she has the power to call dark
 and purple spirits. This suggests that if so girls
 control of our dark spirits or will be utterly
 powerful. This was unusual for the time and moral
 order that women should be the powerful and that
 to be should have to go to hell. Her power is
 also shown through the "down" to have it
 crown that showed another power because she
 she no down right. And chose king. If Lady Macbeth
 state to crown for her husband she would be
 going against the natural order. "down" is also
 a repeated name. This suggests that Shakespeare
 expresses that power will be passed on since
 he uses the "down" to symbolize that. This is
 foreshadowing Macbeth's loss of power in following
 Well Done Libby excellent layers of
 analysis, great use of quotations and
 development of language analysis
 FBI Exploring structural features ->
 could you have made a comment on
 soliloquy?

Year 7 - Reading skills in English						
	Mastering (L1 & L2)	Critical evaluation (L1 & L2)	How text is structured (L1 & L2)	How writers use language (L1 & L2)	Writer's perspective (L1 & L2)	Understanding the context (L1 & L2)
Mastering	I can use detailed, confident and precise comments linked to the task and text using well-judged short, embedded quotations	I can examine texts in detail, offering convincing and original argument, integrating quotations and analysis	I can show a detailed, perceptive understanding of structural features, integrating quotations and using a range of subject terminology, confidently analysing effects	I can show a detailed perceptive understanding of language devices, integrating quotations and using a range of subject terminology and confidently analysing effects	I can provide a confident and original evaluation of writer's perspective, ideas and purpose	I can confidently explain some relevant contextual factors and how they affect my understanding of the text
Secure and Mastering	I can securely show an understanding of the task and text, use relevant embedded quotations and provide clear inference	I can securely make clear and explained inferences, using relevant quotations, relevant subject terminology & clearly exploring effects	I can securely comment on a range of structural features, selecting a range of relevant examples, using subject terminology accurately and clearly explaining effects	I can securely comment on a range of language devices, sentence structures and selecting a range of relevant examples, using subject terminology accurately and clearly explaining effects	I can securely show a clear understanding of the writer's point of view, ideas and purpose	I can securely explain some relevant contextual factors and how they affect my understanding of the text
Developing	I can make some relevant comments about the task and text as well as starting to develop my ideas and infer	I can make relevant comments using quotations, naming methods and attempt to develop my response by exploring effects	I can comment on shift in focus - selecting relevant quotations, using some subject terminology and attempting to develop my response and explore effects	I can make relevant comments on word class and language devices, selecting relevant quotations, using some subject terminology and attempting to develop my response & explore effects	I can show some awareness of the writer's obvious ideas and purpose as well as starting to read between the lines (inference)	I can show some understanding of how context is relevant to the text
Challenging	I can show a simple understanding of the task and text	I can make a simple comment which gives an opinion on the text, using reference and naming simple methods	I can tell that the text has a simple structure (e.g. start, middle and end) and I can use a quotation to support this as well as naming the technique used	I can name simple word classes & language devices, use quotation and have an awareness of why the writer has used them	I can show a simple awareness of the writer's obvious ideas and purpose	I can make a simple comment of how context is relevant to the text
Assessing	I can read a short piece and repeat to a partner what has happened or talk about a character in it	I can state whether I like or don't like a piece of writing and try to explain why	I can tell where a text begins and ends and can sometimes explore why a writer starts/ends it like this	I can name simple techniques such as adjectives, similes and verbs	I can pick out who the writer is and understand how a writer is different to a reader	With help, I can look at the history linked to a text

Mastering

FEEDBACK





Supporting your child's homework and learning

The message we are giving to year 7



The Gilbert Way



Ambition

Compassion

Creativity

Commitment

Integrity

Resilience

School Community



GCSE RESULTS DAY

24/30



Reporting on your child's effort



Your child's report will feature a Learner Profile grade and a Homework Profile grade for each subject.

- 1 to 6
- Based on effort, motivation and responsibility.

Reporting on your child's effort



- 1s and 2s rarely happen
- 3 is not 'OK'
- 4 is the most commonly awarded level
- 5 is the 'gold standard'
- Lots of 6s on your child's report is unlikely but always encourage this



Apple



Android



Go4S



- This homework appears on the student's homework list.
- Once completed, the student can tick it.

Overview



Homework (3)

Due within the next 7 days or the last 7 days

Due	Subject	Task	Done
Today	Mathematics 7b/Ma3	Half-term Maths Homework SCA Guidance time: 60 min.	<input checked="" type="checkbox"/>
Today	Art 7b/Ar3	Art Competition Guidance time: 60-120 min.	<input type="checkbox"/>
31 Oct 2023	Art 7b/Ar3	Revise keyword meanings Guidance time: 20-30 min.	<input checked="" type="checkbox"/>

Gives the power back to parents



- ✓ See the quantity and quality of work set
- ✓ See the instructions of the teacher
- ✓ See any resources attached
- ✓ Monitor from a distance
- ✓ Have it on your phone as an App



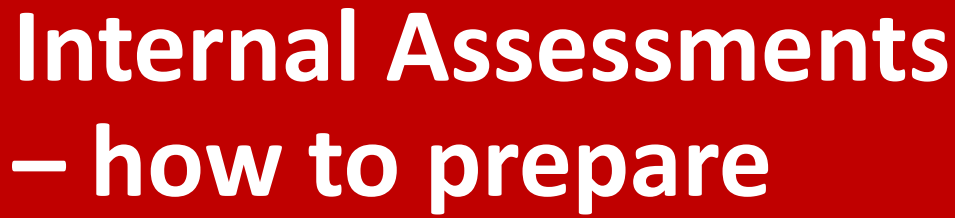
For the students



Help students to:

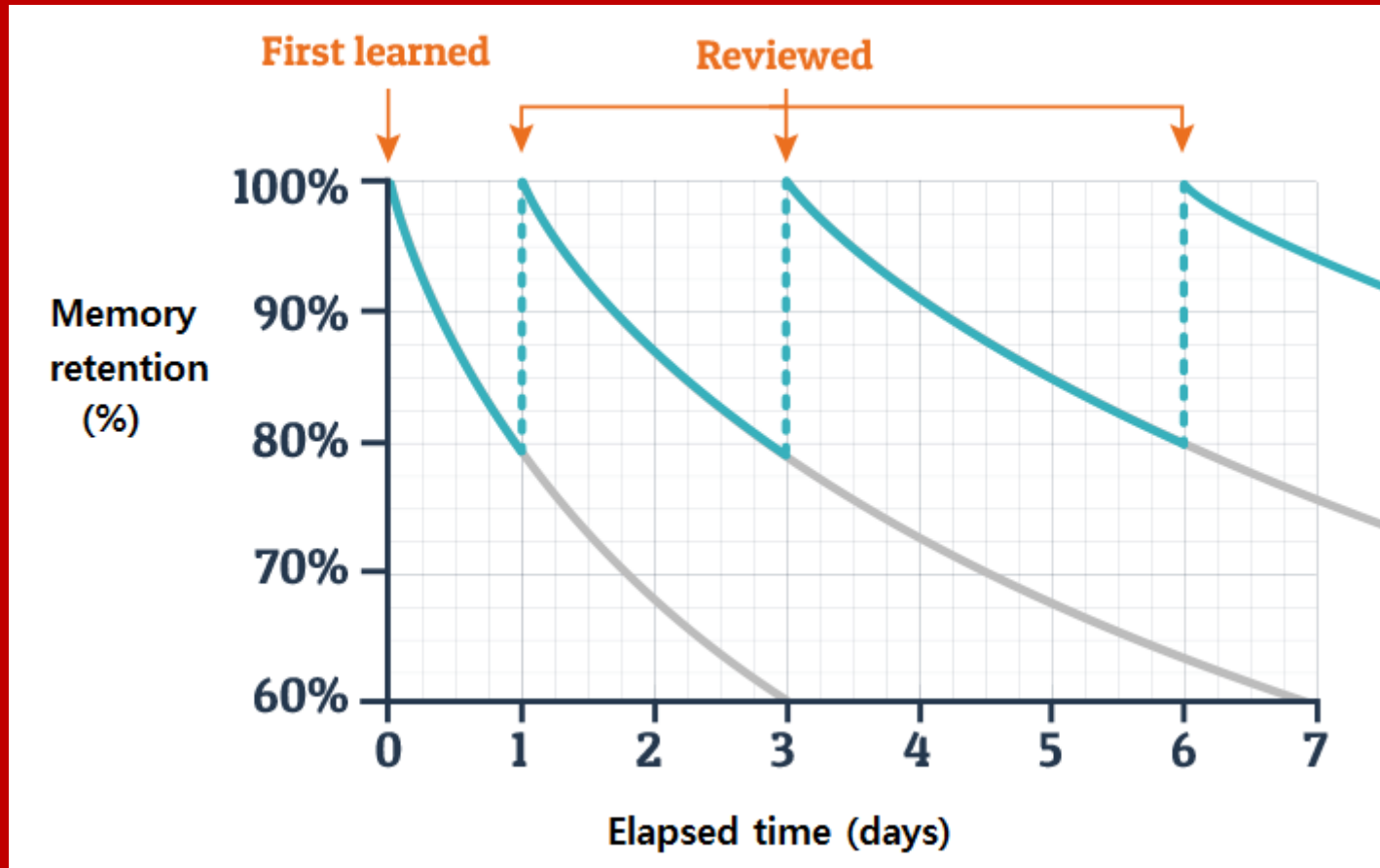
- ✓ Keep on top of their workload
- ✓ Stay organised.
- ✓ They can have it on their phone as an App.



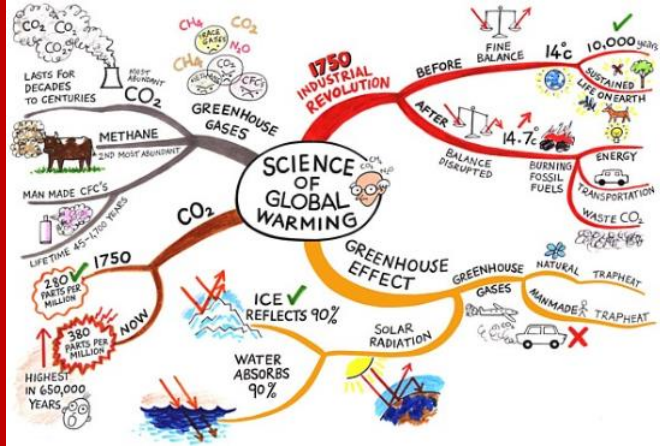


- Twice a year in Year 7
- Mid Year 2 weeks beginning 13/01/25 and End of Year 2 weeks beginning 02/06/25
- Covering all the material learned up to that point

Cognitive Science



Revision Strategies and Skills



Some examples of skills covered this year in Year 7.



Revision Strategies and Skills



- Students, carers/parents will have a four-week “Countdown” to the assessments and homework will be tapered accordingly. Teachers will still set homework but it will be targeted revision or reinforcement of work covered throughout the year.
- The aim is for students to develop their own range of subject specific revision strategies. This will encourage them to become independent learners and will be less stressed when preparing for their GCSE exams.



**Life skills: reading,
writing and using
numbers.**



Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.



16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.



Children with reading difficulties are at a greater risk of developing problems with depression, anxiety or behaviour. (Non-readers are 28% more likely to report feelings of depression.)



Children who read books
often at age 10 and more
than once a week at age 16
gain higher results in
maths, writing and spelling
than those who don't.



**READING IS AN ESSENTIAL
ASPECT OF LEARNING.**



What we do to support reading:



All students in years 7 – 9 are screened to plan an intervention programme with a focus on phonics or fluency.

Students come out of lessons to do this. Every 6-7 weeks we review the students and 'graduate' those we can whilst taking on more.

All English teachers set centralised homework to identify and practice key reading skills.

Reading skills are explicitly embedded in our schemes of learning from Year 7 upwards.

Reading around the school:



Reading session 2 – What has happened so far? Week starting 16th September.



Pages 17-18
Approximately 7 minutes

- Nice Mrs Garcia

You could discuss:

1. First impressions of Mrs G – what do we like – and what 'mistake' does she make?



Pages 19-23
Approximately 8 minutes

- Jack Will, Julian and Charlotte

You could discuss:

1. What do you think of Mr Tushman?
2. Do you think this is harder for Auggie or his mum?



Pages 24-26
Approximately 4 minutes

- The Grand Tour

You could discuss:

1. First impressions of the children.

Number confidence



1. Prior experiences can really affect the will to try again.
2. Success breeds confidence and motivation.
3. Success comes with low risk practice.
4. Problem solving is a huge life skill.
5. It's okay to find it difficult – you are learning something new!
6. Students are given tips and strategies.

Many different subjects require students to work with and understand numbers.

What you can do:



- Help your child to see that numbers are a daily part of life.
- If you go on a journey - work out estimates for the distances you travel and the estimated time the journey will take.
- Involve your children in DIY when taking measurements at home.
- When you are cooking - weigh out ingredients—work out the time needed, or when it will be done.
- Play board games or cards.
- Shopping – work out the best value for money.
- Practise the times tables!



Managing social media and mobile technologies



Screens

- Research from Cambridge university suggests that 14-year-olds who spend
 - an hour on their phone during leisure time drop 9 GCSE points
 - two hours on their phone during leisure time drop 18 GCSE points





- Traditionally issues in Year 7 have stemmed from or occurred on social media.
- Social media can be brilliant! But without filters, caution or adult supervision of the 'real world', things quickly turn sour.
- As with all social media, it is not just about what your child will do, it is what they might be exposed to.
- With social media, there is also no escape – as long as they have their phone on them, the exposure to these issues comes with them too.



Safeguarding and phone use

- More than 65% of school children have been added to Whatsapp chats with people they don't know
- 37% of 12-17 year olds experience online harassment of some sort in these group chats
- Teenagers can quickly be exposed to things that are unmoderated and harmful
- Messages, personal information and photos can be saved and forwarded, often to strangers

Social media apps are being used in Colchester to exploit young people in criminal activity.

Screens



Limit

Learn

Check

Take

FINSTA

ASL?

F2F/FTF

420

PIR/POS

KYS/KMS

Social media can be a lot of fun, and have lots of perks, but there is a reason they all have age limits (mostly 16+).



All major smart phone brands have parental controls in their settings, where you can decide which apps they can use and even which hours they can use them.

How to set up your child's device safely?



- Apple



- Android



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

How to Set up
PARENTAL CONTROLS
for
PRIVACY
iPhone



The privacy settings on your child's Apple device give you control over the information stored on it. This allows you to select which apps can access features and information on your child's device: for example, you might wish to block a social networking app from connecting to the camera reel, or specify which apps can use the device's location data.

Sleep



10 to 11 hours

Up at 7.00?

Asleep by 9.00, at the latest!

Lack of sleep is a significant factor behind a huge proportion of behaviour and learning issues.

Students who are sleep deprived often admit to being up late on a device or console, even when parents have given a curfew.



NO BULLYING

NO BYSTANDING

NO EXCUSES

Definition of Bullying



- The following definition has been agreed by the Anti-Bullying Working Group, in consultation with the School Council:
- ***“Bullying is repeated nasty behaviour by an individual or group that deliberately hurts another human being, either physically or emotionally.”***

What can you do as a parent?



What can you do as a parent?



- Encourage kindness over loyalty.
- Encourage your child to have *friends* not just a best friend!
- Encourage resilience.
- Treat bullying as an action, not a person.
- Limit access to devices and platforms.

The Oxford English Dictionary



Definition of Banter

- verb
 1. to speak to or tease lightly or jokingly
- noun
 2. light, teasing, or joking language or repartee

**It has to be shared by both parties and
quickly escalates!**



How to deal with nasty or bullying behaviour...

- Issues dealt with so far this year
- What the school response has been
- What we typically do
- What we want children to learn from these situations
- What parents can do



Bullying

- My friend is not speaking with me. I heard her talking about it to someone else and she thinks I am ignoring her.
- Child X took my football whilst we were out playing on the field.
- Creating a fake social media account to embarrass a young person or cause trouble using their name.
- Child Y joined a group Whatsapp and was liking comments where other students were being unkind commenting on a student's sexuality and weight.



Bullying

- An older student pushed past me in the corridor and told me to get out of the way
- A student in my maths class keeps giving me 'dirty looks'
- My friend from primary isn't letting me hang around with them and their new friends, and now I don't have anyone to stand with at break
- The boy I sit next to in form is really loud and keeps annoying me, borrowing my equipment and looking at my work
- Older students keep pushing in front of my in the dinner queue and I have to stand there for a really long time



Supporting your child outside of the classroom



- Email absence@gilberd.com every day your child is absent
- Send medical evidence (e.g. appointment letter/prescription) to year7@gilberd.com and your child's form tutor

What to do

Advice on childhood illnesses

Go to school; if needed, get treatment as required

Some restrictions for school attendance

Don't go to school and see the GP

What it's called?	What it's like	Going to school	Getting treatment	More advice
Asthma flare up	Worsening of usual symptoms	➡	Follow your care plan	Stay off school if feeling too unwell
Chicken pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters	➡	Pharmacy	Back to school five days after on-set of the rash, or when all lesions are crusted over
Common cold	Runny nose, sneezing, sore throat	➡	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	➡	Pharmacy	Try not to touch eyes to avoid spreading*
Flu	Fever, cough, sneezing, runny nose, headache body aches and pain, exhaustion, sore throat	➡	Pharmacy	Ensure good hand hygiene*
German measles/ Rubella	Fever, tiredness, raised, red, rash that starts on the face and spreads downwards	●	GP	Back to school four days after the rash has started, if feeling well enough. Please let the school know, as pregnant members of staff may be affected.
Glandular fever	High temperature, swollen glands, sore throat; usually more painful than any before	➡	GP	*
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	➡	GP	Attend school while monitoring symptoms
Head lice	Itchy scalp (may be worse at night)	➡	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness	●	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, watery inflamed eyes, rash	●	GP	Back to school four days from on-set of rash, and if feeling well enough
Ringworm	Red ring shaped rash, may be itchy, rash may be dry and scaly or wet and crusty	➡	Pharmacy	
Scabies	Itching rash, commonly between fingers, wrists, elbows, arm	➡	GP	Back to school after first treatment
Scarlet fever	Fever, unwell, red tongue, sandpaper rash	●	GP	Exclusion period during first 24 hours of antibiotics
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash	➡	GP	Only stay off school if rash is weeping and cannot be covered
Sickness bug/diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea	➡	Pharmacy	Contact GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus	➡	Pharmacy	Ensure good hand hygiene
Tonsillitis/ Sore throat	Intense sore throat for more than 1 day	➡	Pharmacy	See GP if temperature lasts more than 48 hours or cannot resolve. Only need to stay off school if feeling too unwell
Whooping cough	Violent coughing, with a 'whoop'	●	GP	Exclusion period during first five days of antibiotics
Covid				Visit www.nhs.uk for latest guidance

*Attend school while monitoring symptoms.

This information is a guide and has been checked by health professionals. If you are unsure about your child's wellbeing, we recommend you contact your pharmacy or GP to check.

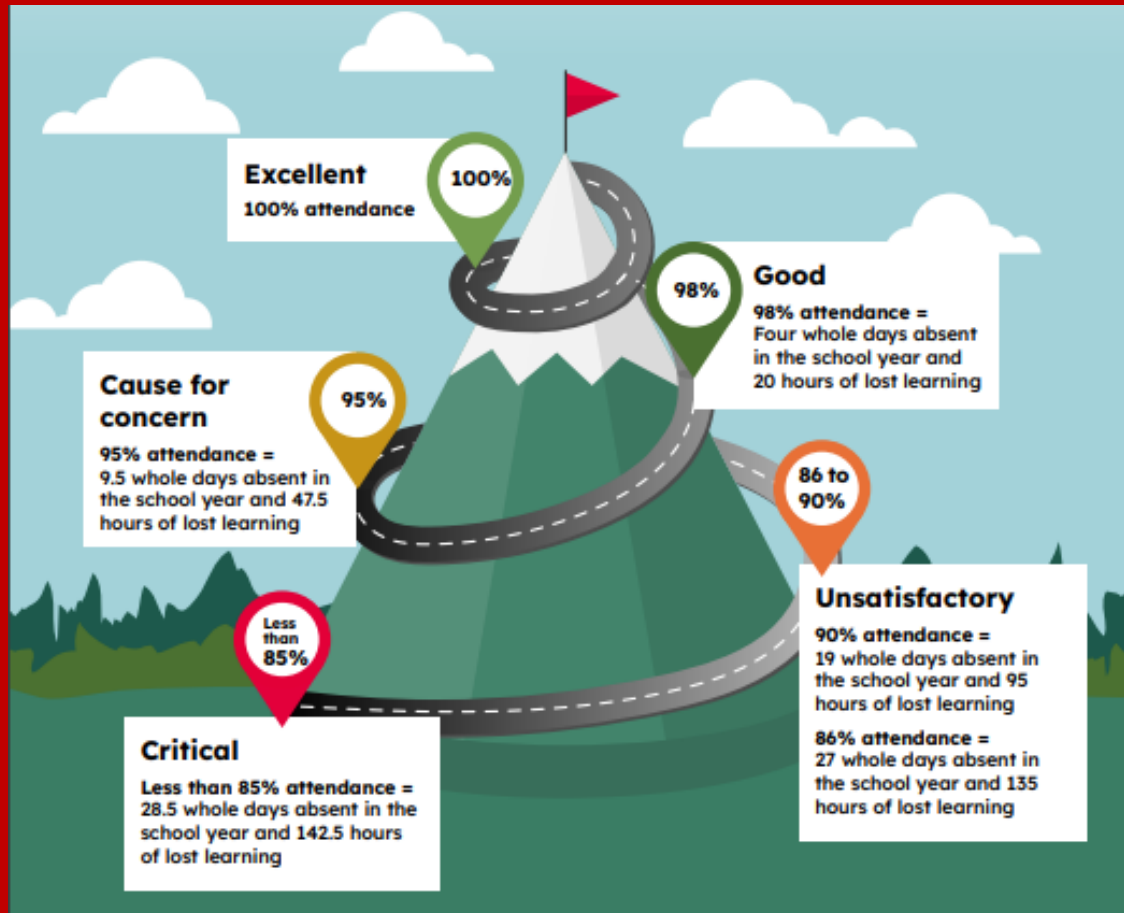
Should my child go to school/nursery today?

North Essex and West Essex Healthier Together for further information
<https://www.hsehealthiertogethernhs.uk/parentscare>

Working in partnership with



The Attendance Mountain

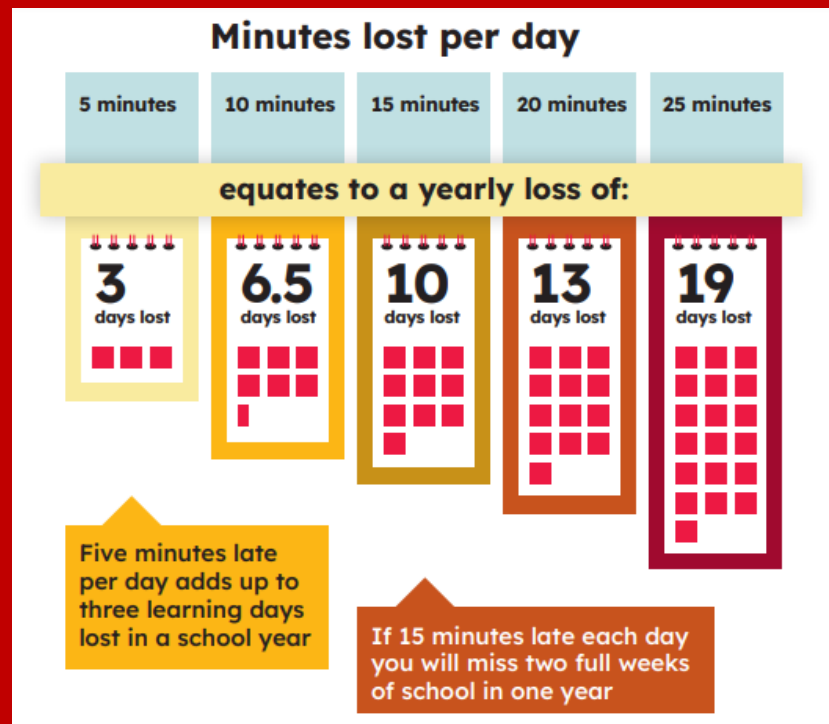


- Research shows students who miss less days at school perform better in their GCSE examinations
- Pupils who didn't achieve a grade 9-4 in Maths and English missed on average 10 more school days than those who did

Punctuality



- Students who are late to school will have to serve a “late gate” detention on the day of their lateness.
- If you are late because of traffic or exceptional circumstances, please email us using the absence@gilberd.com and year7@gilberd.com email addresses.



Strategies to continue the work at home



1. TALK ABOUT SCHOOL

- Focus on them
- What have they done today (or this week?)
- What did they find easy / challenging (using the right language)
- Build the bridge
- challenge their attention

2. MODEL GROWTH MINDSET LANGUAGE

- Praise effort, not intelligence
- Avoid: “You're so clever” / “you’re a natural” / “this will be easy for you”

3. ENCOURAGE CHALLENGE

- Not to fear failure as this is where the deeper learning occurs

4. CLUB PARTICIPATION/CHARACTER DEVELOPMENT

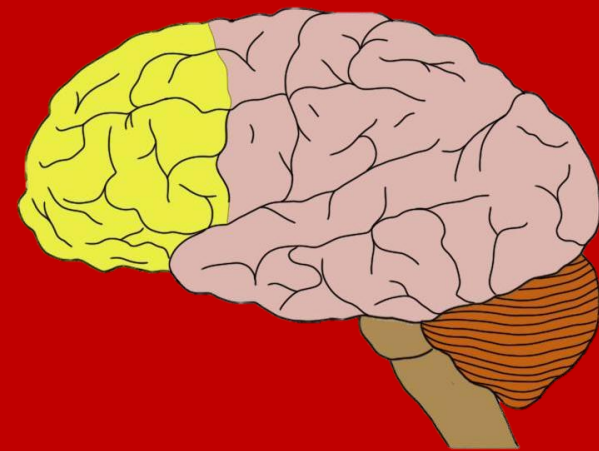
- A significant indicator towards future success / competent young adults





The Teenage Brain

- The brain which governs decision-making and impulse control continues to develop until age 25
- Risky and impulsive behaviours are normal at this age range
- Your teenagers will need us to help them navigate these mistakes when they make them
- We are here to help and will work with you as a team



Parental Engagement 2024-5



- At The Gilberd School all parents and carers are equally valued as part of our school community. Our children benefit the most when there is a strong partnership between home and school.

Induction
evening

Induction
days

Induction
work at
primary
schools

Summer
holiday
activities

Tutor phone
calls

Information
evening

Meet the
tutor evening

Parents
evenings



Communication

Your first point of contact should **usually** be your child's tutor.

For subject specific queries, departmental emails can be found on our website:
<https://www.gilberd.com/email-contacts/>

Teaching and Learning Contacts	Query
exams@gilberd.com	I have a query relating to public examinations or mock public examinations (GCSE/BTEC) and I have already checked the 'examinations' information under the 'academics' section of this website for an answer.
maths@gilberd.com	I have a query related to teaching, learning, setting or assessment in my child's mathematics class or any related club or society.
english@gilberd.com	I have a query related to teaching, learning, setting or assessment in my child's English class or any related club/society or coaching.

Parents Evening



The desktop monitor displays the main interface for Green Abbey School's Parents Evening System. The left sidebar contains navigation links: Home, My Bookings, and a logo. The main content area shows the 'Year 10 Parents' Evening, Monday, 17th April'. It features a grid of time slots (16:00 to 16:25) and teacher names (Miss M Nicol, Mrs S Rennie, Mr G Rhodie, Mr A Steven, Mr A Stevenson, Miss D Sword, Mrs H Whyte). Green cells with a '+' indicate available slots, and blue cells with a checkmark indicate booked slots.

The tablet displays a mobile view of the system, showing a list of events for March and April. The 'Year 10 Parents' Evening' is highlighted, showing the date 'Monday, 17th April' and a status of 'Closed for bookings'.

The smartphone displays a mobile view of the system, showing a list of appointments for the 'Year 10 Parents' Evening, Monday, 17th April'. It lists appointments for Mr A Stevenson (Physical Ed) and Miss D Sword (English), with a status of '10:15 - Your booking'.



Parent Feedback

Please scan this QR code with your phone to fill in a feedback form about tonight's presentation.





Are you a parent?
Have you heard of **Parent View**?
It's easy. It's quick.
It's time to log on.

<http://parentview.ofsted.gov.uk>