



Year 7 Parent Information and Support Evening

Wednesday 6 December 2023



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Evening Structure

Character Education

Mr Roberts - Assistant Headteacher

Safeguarding

Mr Beattie - Deputy Headteacher

Curriculum and Pastoral Care

Ms Hannan - Head of Year 7





*Our aim at Ashlyns is to
develop you for life -
not just for school.*



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Character Education

*Support children to make the right decisions,
at the right time, for the right reasons.*

*Less about fear of sanction, but more about
students doing the right thing because they
believe it's the right thing to do.*



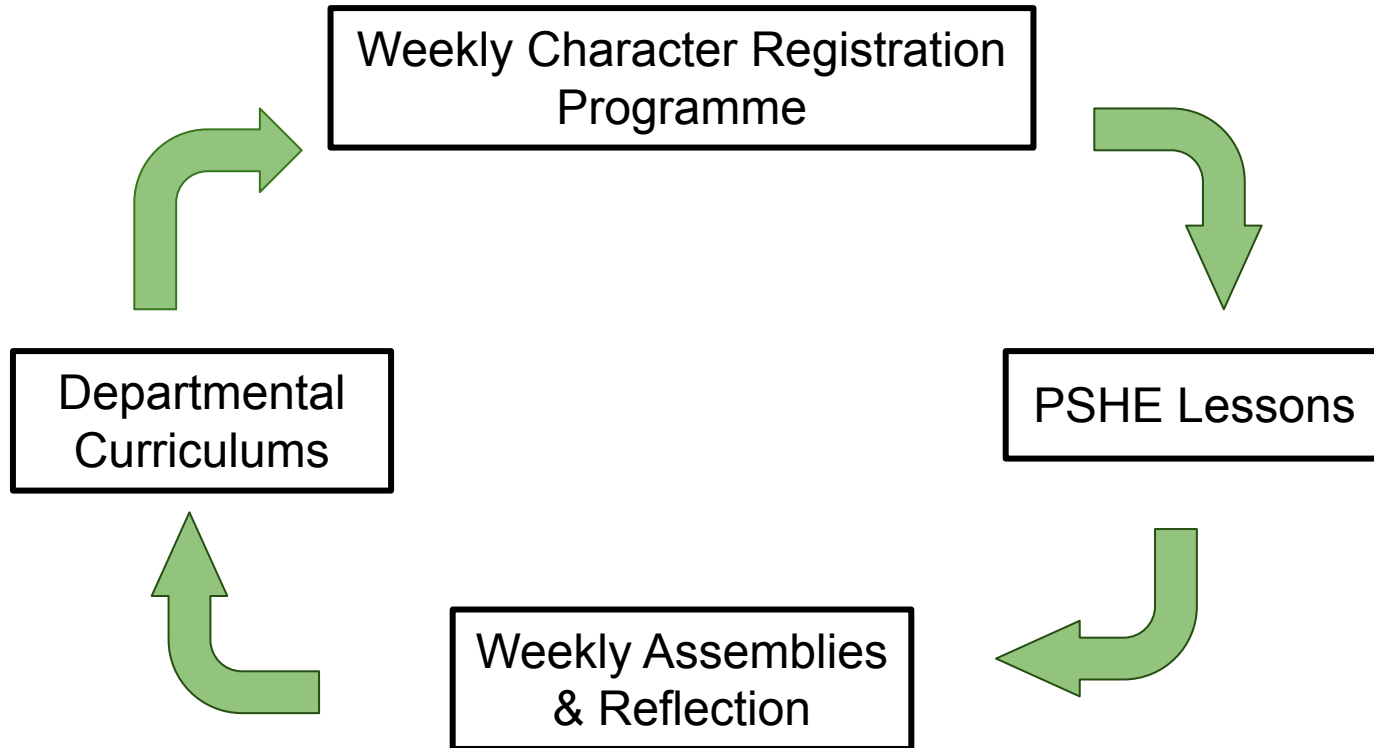


INTEGRITY (Moral)	INCLUSIVITY (Civic)	INDEPENDENCE (Performance & Intellectual)
Kindness	Open Mindedness	Self Regulation
Empathy	Service	Resilience
Respect	Community awareness	Curiosity
Courage	Friendliness	Creativity
Gratitude	Volunteering	Critical Thinking
Humility	Citizenship	Problem Solving





How are we teaching character?

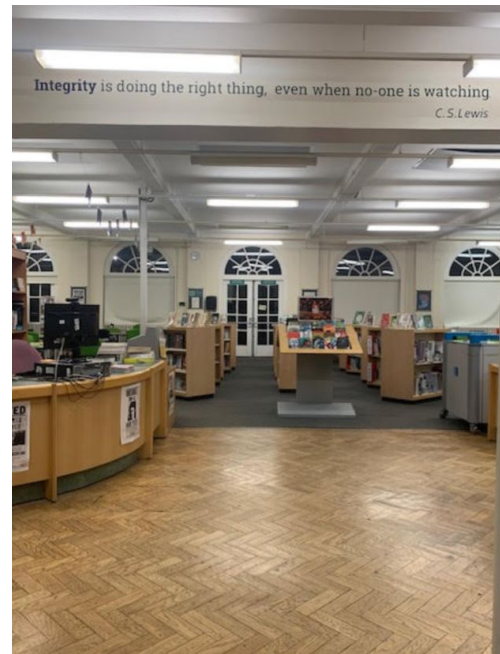




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How are we 'catching' character?



Any 3 Signatures			
	1	2	3
Integrity			
Courage			
Empathy			
Generosity			
Kindness			
Inclusivity			
Civility			
Leadership			
Open mindedness			
Volunteering			
Independence			
Curiosity			
Confidence			
Resilience			
Teamwork			





Teaching Character through subjects - Some examples

In **History** empathy, compassion and courage are explored when looking at the events of the Holocaust.

In **Computer Science** tolerance, respect, neighbourliness, community spirit, and integrity are explored through a project about e-Safety.

In **English** the virtues of empathy, kindness, respect and gratitude are explored when studying A Christmas Carol.

In **Drama** when studying the plot of the of The Crucible students go about exploring the characters integrity / lack of integrity.

In **Health & Social Care** when studying care services and values students explore the virtues of humility, open mindedness and respect.

In **Citizenship** the virtues of tolerance and justice are explored whilst studying the topic of migration.





Character sought references the experiences we can offer the students beyond just the classroom to develop their character





Safeguarding (Image Sharing)





Safeguarding

Students can confidentially self refer to learning mentors using the tile on RM Unify or report incidents of Child-on-child abuse via the Equality tile.



Alongside this there are links on the tile to Sandbox, CEOP and Childline

Tutors, Learning Mentors and Heads of Year are always here to help. Students can also go to any member of staff with whom they feel more comfortable.



The Safeguarding Team



Dave Beattie - DSL and Deputy Headteacher



Tamara Kirk - Deputy Headteacher



Kassie Gaches - Head of 6th Form



Hash Khalil - Assistant Headteacher



Charlotte Collings - 6th form Learning Mentor



Luke Roberts - Assistant Headteacher



Donna Walker - Student support worker



Claire Bennett - Learning Mentor (Yr 9 and Yr 10)



Milly Burt - Learning Mentor (Yr 9 and 11)



Joanna Shaw - Learning Mentor (Yr 7)



Louisa Miles - Learning Mentor (Yr 8 and 9)



Anne Vroomen - Second in Inclusion





Nudes, Sexting and Online Safety

Making, possessing and distributing any imagery of someone under 18 which is “indecent” is **illegal**.

This includes imagery of yourself, if under 18.





- **Sending nudes and semi-nudes is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.**
- They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.
- **The average age of children who send nudes is 13**





Actions so far:

- PSHE, assemblies and accompanying tutor time reflections on image sharing
- Focus groups across KS3, leading to some review of PSHE curriculum
- Equality tile introduction
- Equality survey
- Staff working party around Harmful Sexualised behaviours
- Assemblies around nudes and online sexual harassment
- Staff training on nudes and explicit image image sharing
- Inbuilt into behaviour policy
- Parent Information evening input
- Common subject on ebulletin





How can you help?

- Have **conversations with your child** about what positive sexual activity involves
- Speak about what is **appropriate to share** and what not to, alongside the general dangers of sharing information
- Remind them to **think before they share**
- **Create an environment where they can speak to you about anything even if they have made a mistake. This way they report anything they see online**
- **Don't let embarrassment stop you.** In these chats you're showing that it's normal and important to talk about sex – this will help any embarrassment to subside and make it easier for your child to bring up any things that are bothering them in the future – and parents of teenagers often depend on their child's openness to know what's going on in their lives!
- **If your child does share an indecent image**
 - Report to the school - we often will need to liaise with the police unless you have already done so - we cannot view the image - we can provide support you and your child
 - Contact social media platforms to report the image if it has been shared
 - Report to CEOP (Tile on students chromebook)
 - Report to the Internet Watch Foundation





Online Safety (including image sharing)- Parental Support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get help more help and support

[Commonsensemedia](#) provide independent reviews, age ratings and other information about all types of media for children and their parents

[Government advice](#) about protecting children from specific online harms such as child abuse, sexting and cyberbullying

[Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) Marie Collins Foundation - Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online





[Stopitnow resources](#) from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just online)

[National Crime Agency / CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online

[Net-aware](#) provides support for parents and carers from the NSPCC and the O2, including a guide to social networks, apps and games

[Parentzone](#) provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment:](#) a guide for parents - this is the Children's Commissioner's parent guide

[#Ask the awkward](#) - Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships





Dr Kathy Weston - Tooled Up Education

- There is a focus on the 6 key areas: Aspiration, Learning, Digital life, Well-being & mental health, Behaviour, and Family life & relationships
- Podcasts, interviews and top tip sheets
- They are derived from the highest quality research that are easy to implement and likely to be impactful
- To complete the brief sign up to access all of the resources please go to <https://tooledupeducation.com/> and use code **4989**





Dr Kathy Weston - Tooled Up Education

Advice and resources about teenage relationships eg

- Healthy and Unhealthy Behaviour in Teen Romantic Relationships: 20 Things to Know
- ‘They love me, they love me not’ resource to help initiate discussions with your teen
- Image based abuse (‘sexting’)
- Everyone’s invited: Impact of pornography and gender inequality





Curriculum and Pastoral Care

Ms E Hannan



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Farewell (for now)

Ms E Hannan will be going on maternity leave after Christmas and will be covered by Miss H Bjornsgaard





Our Year So Far...

Monday 25 September

Peak District Trip



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Our Year So Far...

Monday 25 September

Thursday 5 October

Monday 30 October

Peak District Trip

Open Evening

Halloween Disco





Our Year So Far...

Monday 25 September

Thursday 5 October

Monday 30 October

Monday 13 November

Peak District Trip

Open Evening

Halloween Disco

Book Bake-Off





Our Year So Far...

Monday 25 September

Peak District Trip

Thursday 5 October

Open Evening

Monday 30 October

Halloween Disco

Monday 13 November

Book Bake-Off

Monday 13 November

Maths Week & Treasure Hunt

Wednesday 15 November

Autumn Chill Concert

Thursday 16 November

Extended Learning Day

Monday 20 November

Cross Country





Key Dates (Upcoming)

Monday 11 December	Rewards Evening
Wednesday 20 December	Last day of term (half-day)
Thursday 4 January	All students return to school
Sunday 3 March	Berkhamsted Fun Run
Tuesday 5 March	Extended Learning Day
Thursday 7 March	World Book Day House Quiz (LRC)
Monday 11 March	Science Week Quiz
Thursday 14 March	Year 7 Parent-Teacher Consultation Evening
Thursday 21 March	Spring Chill Concert
Thursday 28 March	Last Day of Spring Term





Pastoral support and communication

- atutor@ashlyns.herts.sch.uk (sample)
- ehannan@ashlyns.herts.sch.uk (HOY)
- jshaw@ashlyns.herts.sch.uk (learning mentor)





Working Together - School and Home

Ms E Hannan

- Resilience and independence
- Praising good behaviour
- Encouraging engagement with extracurricular activities and school life
- Supporting the behaviour and uniform policies
- Providing support at home along with appropriate consequences for any poor behaviour
- Supporting consistent attendance and good routines





Leadership and Standards

- Our current Year 7s are already demonstrating our school values.
- At this year's open evening, **135** Year 7 students volunteered as student guides.
- Highest year group for the number of merits awarded by far.
- Behaviour as a year group has been exemplary on the whole - and is the best in the school by far.





Measuring student progress at KS3



Exceptional

Assured

Secure

Developing

Emerging

Introducing the 5 Progress Levels

Students will **not** be given a target range for each subject. We do not want to limit students. Research shows giving students their targets can give them a ceiling - we want all to achieve at the highest level they can.

Each subject will make it clear to students and parents what is needed to achieve at each level.

Reports will now tell you the level that has been achieved in every subject 3 times rather than their progress against target grades.





Subject: French

Year Group: 8

Term: 1

Topic: Destination Vacances (8.1 first half term) & Bouger, c'est important (8.2 second half term)

Assessment: Classwork, Home learning, vocabulary tests and end of unit assessment

Level	Knowledge	Skills
<p>Exceptional</p>	<ul style="list-style-type: none"> • Ability to hold a simple conversation in French (speaking) by asking / answering all 8 questions revised. • Ability to conjugate all regular verbs (-er / -re / -ir) as well as <i>aller</i> (to go) in the present tense with near-perfect accuracy. • Ability to name more than 10 countries in French. • Ability to use the correct prepositions (<i>à/en/au/aux</i>) when discussing destinations / places. • Ability to name more than 8 holiday activities and successfully express an opinion on them in written or spoken form. • Evidence of knowledge of 8 items you could take on holidays and successful usage demonstrated in writing and/or speaking activities, without prompting. • Incorporation of the near future tense (<i>aller</i> + infinitive) accurately into writing and speaking activities with a variety of timeframe expressions. • Ability to recognise and use at least 4 common structures in the perfect tense (past). • Confident use of the <i>j'aimerais</i> & <i>je voudrais</i> (conditional) both in writing and speaking. • Ability to conjugate <i>faire</i> in the present tense with confidence • Excellent grasp of when to use <i>jouer au/à la/aux...</i> or <i>faire du/de la/de l'...</i> 	<ul style="list-style-type: none"> • Independent extension of vocabulary covered in class on the topics of holidays, sports and pain (10 extra words and/or phrases learnt & used throughout the term to add to personal vocabulary bank) • Ability to write a grammatically accurate account of at least 90 words about holidays including a minimum of three tenses (present, perfect tense and near future with opinions and short description of ideal holidays (conditional). • Ability to read the above paragraph with confidence and French-sounding pronunciation / intonation. • Consistently achieving 95% or above in assessments (Grammar assessment on Google Forms, 90-word essay done using scaffolding / class notes, speaking assessment done as HL on Google classroom, formative vocabulary tests /10, reading end of unit summative assessment on Google Forms, Reading & listening end of unit assessment for 8.2)





How are the subject descriptors used?

- These are used by **teachers** regularly in lessons - to introduce topics, in classwork and assessment feedback.
- **Students** will be able to reflect on their own progress in activities in tutor time.
- Every term the report will show what level has been achieved and compare this to the previous report.
- Progress will still be closely monitored by departments against expected outcomes from KS2 data - but this will not be shared with students.





Academics - what next?

Y7 & 8 - Only Maths is set

Y7/8/9 - Progress indicators are used in reporting

Y9 - English and Science change

Y9 - Options carousel to take place (taster sessions once a week)

Y9 - Choose options for Y10 & Y11

Y10 - Reports will now include GCSE grades





'Poisonous': how WhatsApp is exposing UK school children to bullying and harmful content

Teachers say they are powerless to deal with damaging elements of social media and are calling for more parental vigilance





Teens And Sleep

- The amount sleep affects learning and behaviour
- Young people need help to develop regular sleep routines
 - Have a regular night time routine
 - Reduce late night screen time
 - Encourage relaxing time before bed
 - Avoid stimulants – food, drink, screens





Extra screen time 'hits GCSE grades'

By Judith Burns
BBC News



BBC

Sign in

NEWS

🕒 4 September 2015 | Education & Family | 💬

An extra hour a day of television, internet or computer game time in Year 10 is linked to poorer grades at GCSE, a Cambridge University study suggests.

The researchers recorded the activities of more than 800 14-year-olds and analysed their GCSE results at 16.

Those spending an extra hour a day on screens saw a fall in GCSE results equivalent to two grades overall.

"Reducing screen time could have important benefits," said co-author Dr Esther van Sluijs.



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Attendance Matters

Research suggests that a 10% drop in attendance equates to a drop of one grade in every GCSE.





Home Learning

- Purposeful
- Vital for progress in every subject
- Consolidates and extends existing knowledge
- Build important skills: revision, research, independence and organisation, literacy and numeracy

Core subjects = twice per fortnight

Other subjects = once per fortnight

Average length for tasks = 40 minutes





How you can help: Logistics

- Somewhere to work
- Limit distractions
- Drinks and snacks
- Planned breaks
- Remain positive/encouraging/rewards
- Help them get into good habits/routines
- Communication is key





Summary of Dweck's *Mindset*

Fixed vs **Growth**

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others



ability is developed

embraces challenges

persists in obstacles

sees effort as necessary

learns from criticism

inspired by others' success





What is 'Growth Mindset'?

- Doesn't mean...you can *do* anything
- Does mean... you can *improve* anything
- "I can't do this

... yet!"



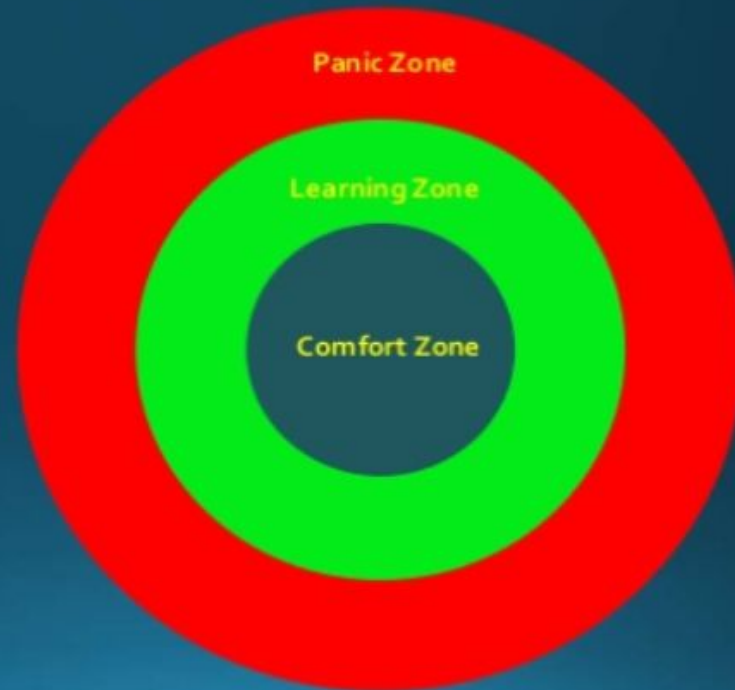


Your challenge, every day...
...is to take yourself out of your comfort zone

Comfort Zone
Safe place to reflect.

Learning Zone
Where you grow and learn.

Panic Zone
Learning is impossible.





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e - Bulletin

What is the ~~worst~~
best
mistake you have
ever made?

December 7, 2023 - 19:00 GMT

Mistakes and Mattering with Dr Kathy Weston

Join Dr Kathy Weston as she talks about the importance of normalising mistakes in family life to reduce academic anxiety, and allow children an optimal chance of doing well in school. She looks at current research in this area and the practical ideas it offers to parents.



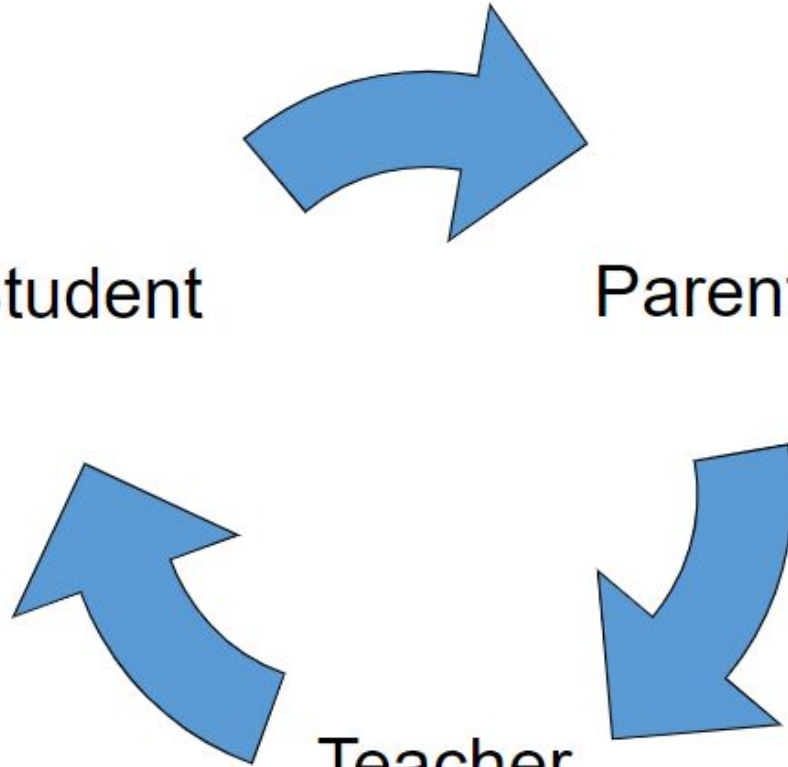
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Student

Parent

Teacher



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Thank You!



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