





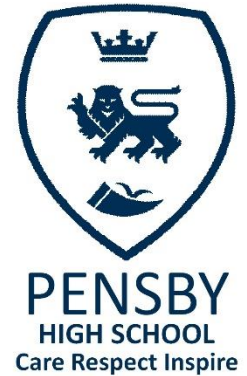
PENSBY
HIGH SCHOOL
Care Respect Inspire

Respect, Care, Inspire

Welcome Parents / Carers of Year 7 pupils

Year 7 Information Evening

Monday 18th September 2023



Aims of this evening

- describe the ethos and expectations of Pensby High School
- provide information about the Key Stage 3 curriculum
- explain assessment, grading and reporting procedures
- provide an opportunity for you to discuss initial 'settling in' issues with key pastoral staff



Introductions

Mr Kevin Flanagan – Headteacher

Mr Carl Griffiths – Assistant Headteacher, KS3 Pastoral

Mrs Julie Gauntlett – Assistant Headteacher

Mrs Paula O' Hare – Head of Year 7

Mrs Emma Price – SENCO & Inclusion Manager

Ms Emily Simpson – Assistant SENCO



Introductions

Mrs Helen Foster – Head of English

Mr Martin Williams – Head of Mathematics

Miss Jodi Guest – Head of Science

Ethos and Expectations



We aim to prepare our students for an active role in society as adults.

- We have clear rules, which are applied consistently, and fairly. We are clear in all our work that each one of us are accountable for our own actions.
- We have a robust and very clear behaviour and rewards system, which is explained to all students.
- Staff and students treat each other with respect, and this is evident throughout the school and when students are outside school.

Ethos and Expectations



- More than anything else we try to ask our students what they can do to make things better, in their own learning, within school and in the wider community.
- We are a community, but we are part of a wider community and we are proud to represent somewhat old-fashioned traditional values – we care about every student, every member of our community.

Ethos and Expectations



- Our school is a safe, caring environment where every pupil is valued, challenged and motivated to be the best they can be. Core values such as tolerance, care and respect are central to our view of how we inspire individuals to their own personal success and develop the contribution each of us makes to our school and community.
- We are 'Proud to be Pensby'; from the way we dress, to the way we behave and treat others.



Curriculum and Timetable

- 2 week timetable: Week A / Week B
- 25 one hour lessons / periods per week
- Key Stage 3 Curriculum and subjects as of September 2023

Subject	Periods per 2 weeks
English	8
Mathematics	8
Science	7
Art	2
Design Technology (DT)	1
Design Technology Food (DTF)	1
Ethics & Philosophy	2
Drama	2
Geography	3
History	3
Computing / ICT	2
Music	2
Spanish	4
Physical Education (PE)	3
Personal, social & health education (PSHE)	2
Total	50

The Year 7 Curriculum

Setting Arrangements

- 7 equal mixed ability tutor groups
- Setted subjects (English, mathematics and science); rest of the curriculum in streamed groups
- Setting arranged by using prior attainment information (Key Stage 2 scores) and CATs data
- Setting arrangements reviewed

KS2 Scaled Scores

Explaining the meaning of the test
scores

What are scaled scores?

- 3 scores are given to children at the end of Year 6 based on a number of tests:
 - **Grammar, punctuation, vocabulary and spelling**
 - **Reading**
 - **Maths**
- The marks that are achieved on the papers are then converted into a scaled score.
- This scaled score ranges from 80-120 and a score of 100 is the expected value; however, this is not the average score and is not the same score that the child achieved on the test.

Scaled scores to actual marks

Percentages scored converted into scaled scores

**Reading test
out of 50**

Scaled score	Reading % scored
80	6%
90	20%
100	48%
110	76%
120	94%

**Grammar/Punctuation
/Spelling test out of 70**

Scaled score	Grammar % scored
80	4%
90	21%
100	51%
110	79%
120	94%

**Maths tests
out of 110**

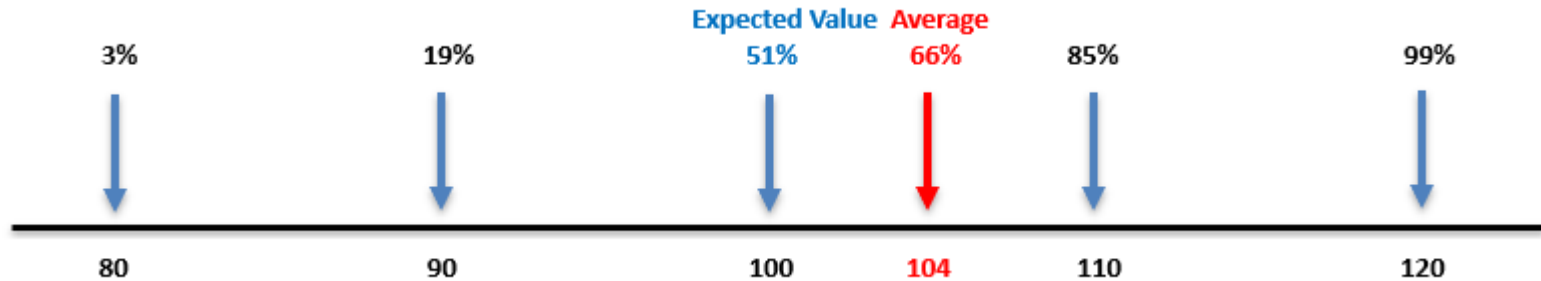
Scaled score	Maths % scored
80	3%
90	19%
100	51%
110	85%
120	99%

Reading



- The expected value is **100**.
- The average is **105**.
- The difference between the expected and average is **14%** scored on the test.
- This means that a score can indicate being Secondary School ready but still be under the average.

Maths

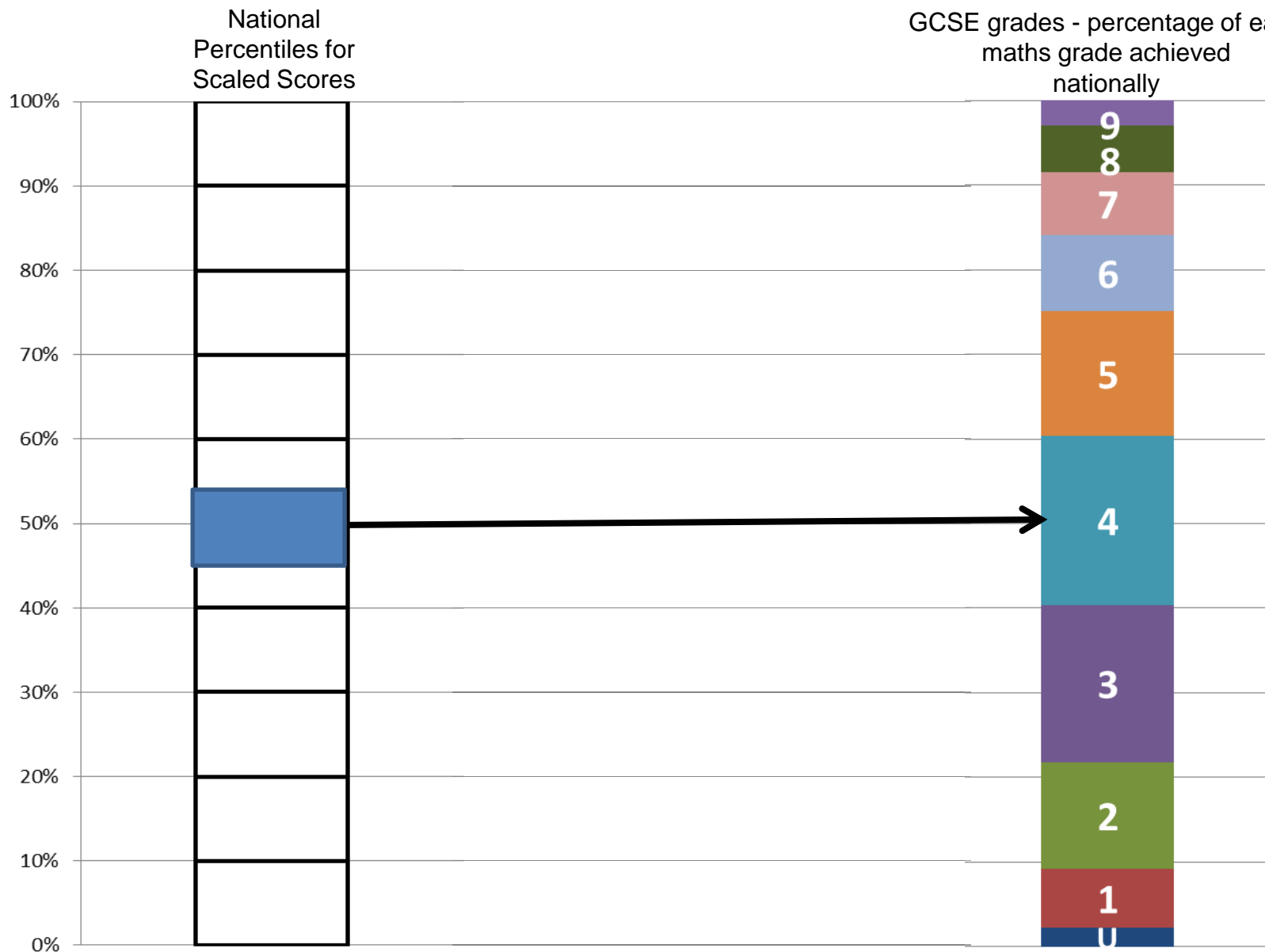


- The expected value is **100**.
- The average is **104**.
- The difference between the expected and average is **15%** scored on the test.

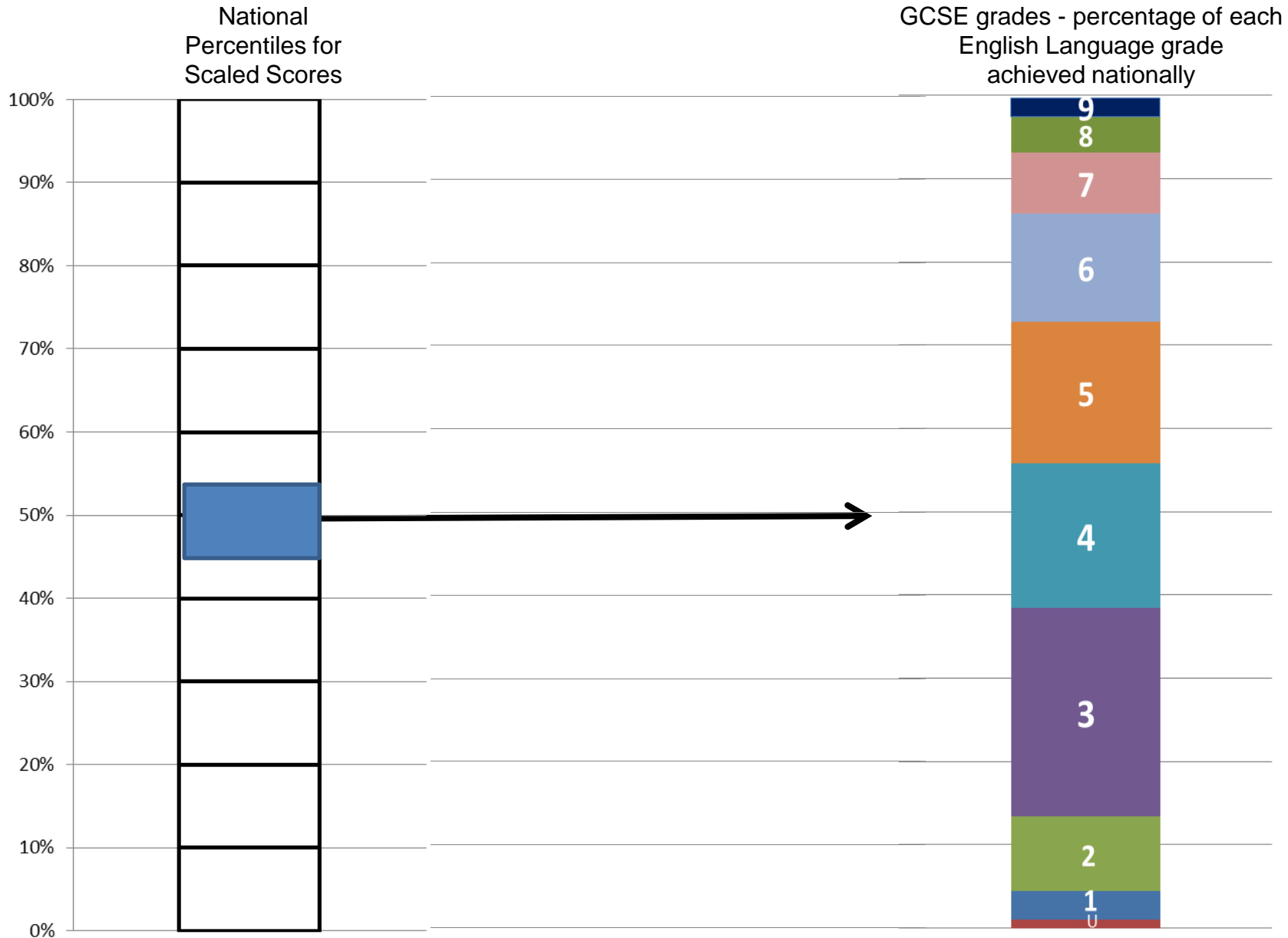
'New' GCSE Grading System

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
A*		A	B	C	D	E	F	G	U	

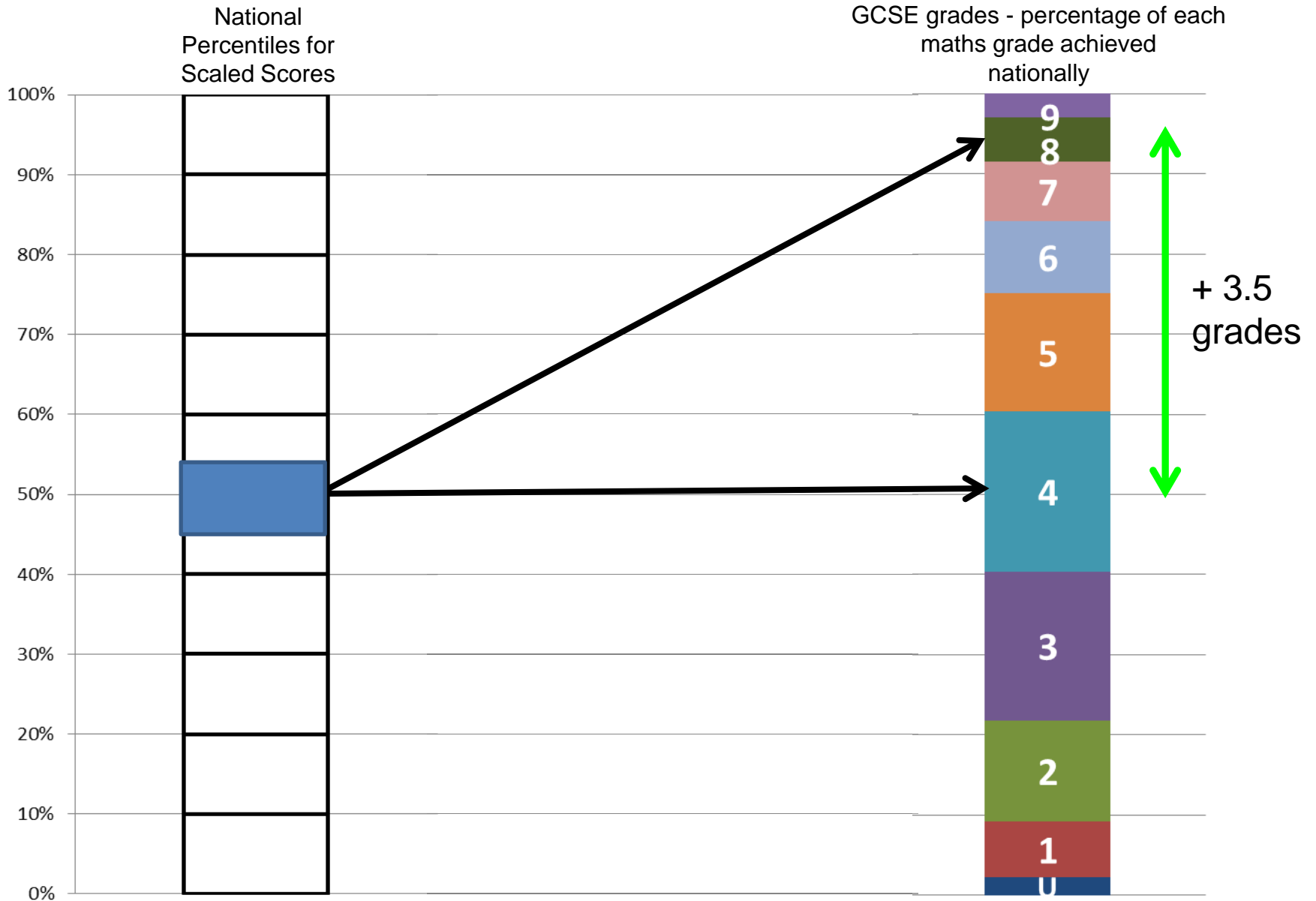
Where do your child's Maths scaled scores sit?



Where do your child's Reading scaled scores sit?



What can be achieved?



Best Progress

- On entry – KS2 average
- Attendance – 97%
- English Language – 6
- English Literature – 6
- Mathematics – 8
- Double Science – 9 8
- Geography – 8
- Business BTEC – Distinction*
- Ethics & Philosophy – 8

What can parents / carers do to influence GCSE outcomes?

If you want better GCSE results for your child, you need to take steps that will move your child in the ranking:

- Attendance
- Attitude to learning
- Reading for purpose; 15 minutes each day
- Maths; basic maths eg when doing the weekly shop

**When is 90%
NOT considered
to be a positive
outcome?**

90% attendance =
1/2 day missed every week!

Monday		Tuesday		Wednesday		Thursday		Friday	
am	pm	am	pm		pm	am	pm	am	pm

1 school year at **90%** attendance =
4 whole weeks of lessons **MISSED!**





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90% attendance
over **5** years of
secondary school...



= **1/2** a school **year missed!**

Attendance



Pupils who miss 17 days a year will drop at least **ONE GCSE GRADE** per subject

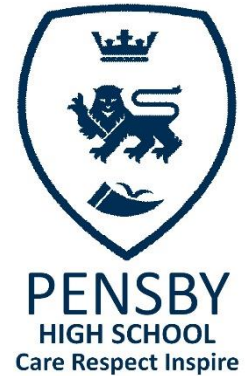
5 or more GCSE 9-4 grades can increase your wages by 41%

If you improve your attendance by 1% you could see a 5-6% improvement in your attainment

ATTEND TODAY, ACHIEVE TOMORROW

Marking of pupil work

- Marking policy available on website
- Emphasis on
 - providing feedback to pupils on how well they have done and
 - what they can do to improve (if necessary)
- Different types of work leads to different types of marking
- Literacy skills
- Rewards in the form of stickers and credits



Homework

- Extended homework tasks
- Homework planners / diaries
- Assistance at home – interest, support, organisation and space

Please use the homework diaries for recording any issues

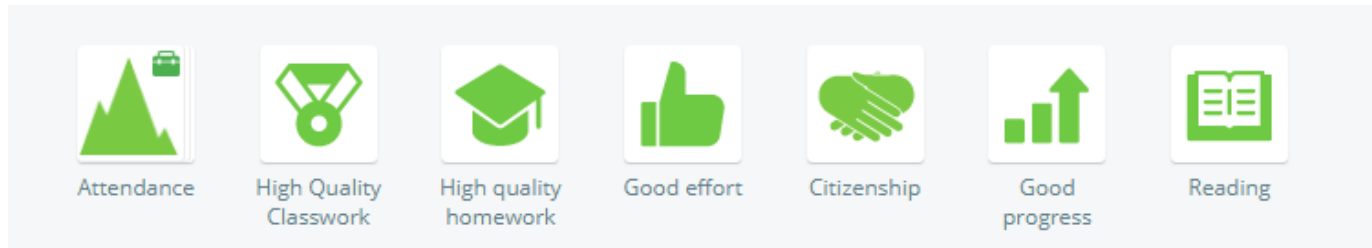
Knowing how well your child / ward is doing

- Exercise books
- Marked work
- Oral feedback
- Positive and negative behaviours on **ClassCharts**



Positive Behaviours

Points are awarded for positive behaviour that students display in class or around school. If you have signed up, you will receive alerts when your child has received an award for achieving a certain number of points.



Negative Behaviours

Points are deducted for negative behaviour that students display in class or around school. These are sometimes accompanied by a detention. Class Charts will notify you (if you have signed up) that your child has a detention (could be during or after school) and ensures you can keep track of behaviour over time.





CARE

RESPECT

INSPIRE



Care-
Resilience



Inspire-
Aspiration



Inspire-
Confidence



Respect-
Attitude



Respect-
Pride



Care-
Independen...

Knowing how well your child / ward is doing

- Monitoring Grades: ‘progress report’ comprising of
 - Information on how well your child is progressing in all of their subjects
 - Attitude towards their learning in each subject.

Knowing how well your child / ward is doing

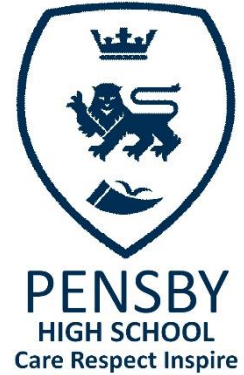
- Year 7 first monitoring grades will only report 'Attitude to Learning'
 - 1 – Outstanding
 - 2 – Good
 - 3 – Satisfactory
 - 4 – Inconsistent
 - 5 – Unsatisfactory

Knowing how well your child / ward is doing

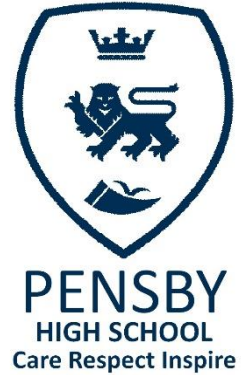
- The assessment is based on the quality of your child's work across the year so far and is used to indicate whether they have secured the required knowledge and skills in each subject to ensure they will progress in line with their peers.

Knowing how well your child / ward is doing

Staff will make one of 3 judgements



<p>E Excelled</p>	<p>Students have demonstrated that they have consistently excelled in securing the required skills and knowledge, comparative to their peers.</p>
<p>S Secured</p>	<p>Students have demonstrated that their understanding of the knowledge and skills is secure, comparative to their peers, and provides the foundations for further learning in line with the curriculum aims.</p>
<p>W Working Towards</p>	<p>Students have not demonstrated that their understanding of the knowledge and skills is secure, comparative to their peers, and they need to focus on the targets given by the teacher to ensure they secure these key areas in order to progress.</p>

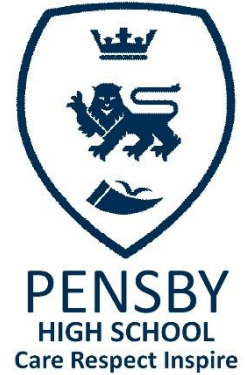


Monitoring Grades - Timings

- Parents receive first monitoring grades on Friday 13th October
- Discuss these and pastoral issues at Form Tutor Evening on Thursday 19th October
- Full set of subjects monitoring grades issued to parents on Thursday 30th November
- Other monitoring grades dates in school calendar (M2 & M3), which is available on the school website

Parents' Evening and Full Written Report

- Year 7 Parents' Evening: Thursday 16th May, 4.30 to 7pm
- Plan available
- Full written report issued to parents on same day



School activities

- Website: www.pensbyhighschool.com
- Extra-curricular activities will start at lunchtime and after school next Monday
- Year 7 residential –17th to 19th July 2024
- Newsletter published