

Welcome  
Stretford Grammar School  
Year 8 Information Evening 2023



# Aims of the year

## Respect

For yourselves, for each other, for teachers, for people you don't know!

Treat others as you wish to be treated!

Taking responsibility for your own choices - 'owning it'

To build and develop team work, comradery and positive relationships within the year group

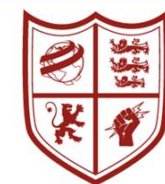
Be the best version of yourself!



**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

# Key dates

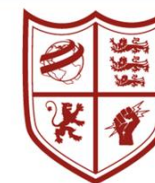
Event	Date
9 <sup>th</sup> October	HPV immunisations <ul style="list-style-type: none"><li>• Details will be sent to you, including consent forms</li></ul>
11 <sup>th</sup> October	RE Trip with Mr Deavall
13 <sup>th</sup> November	Y8 attitudinal report <ul style="list-style-type: none"><li>• This will be sent out to parents closely after this date</li></ul>
15 <sup>th</sup> January	Mid-Year Assessment week
5 <sup>th</sup> February	Y8 attitude and attainment report <ul style="list-style-type: none"><li>• This will be sent out to parents closely after this date</li></ul>
21 <sup>st</sup> February	Parents Evening
7 <sup>th</sup> May	End of Year Assessment Week
3 <sup>rd</sup> June	Y8 attitude and attainment report <ul style="list-style-type: none"><li>• These will include form tutor and Progress Leader comments</li></ul>
27 <sup>th</sup> June	Open Evening
3 <sup>rd</sup> July	Sports Day
19 <sup>th</sup> July	End of the year – Year 9 here we come!!



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# Expectations

<b>READY</b>	<b>RESPECTFUL</b>	<b>SAFE</b>
1. Be ambitious about what you can achieve.	1. Value everyone. Be kind, patient and tolerant of all Use respectful language	1. Follow instructions the first time
2. Arrive on time. Start and end lessons as agreed.	2. Follow instructions the first time	2. Follow the one-way system. Walk, don't run
3. Bring all the equipment you need.	3. Listen and follow the One Voice rule	3. Speak quietly and avoid shouting
4. Best efforts first.	4. Treat property with care and respect	4. Be mindful of others around you. Be patient and give space where you can.
5. Respond to feedback positively.		5. Use all resources safely.
6. Ask for help if you need it.		6. Only bring agreed items into school
7. Use your Wellbeing Toolkit to regulate your emotions and behaviours		



# Form Time Programme

Monday Day 1	Assembly
Tuesday Day 2	Litter picking Team Building Uniform Cards
Wednesday Day 3	Wellbeing
Thursday Day 4	Library Read Aloud
Friday Day 5	Quiz

Monday Day 6	Assembly
Tuesday Day 7	Litter picking Current Affairs Uniform Cards
Wednesday Day 8	Form Tutor Presentations Wellbeing
Thursday Day 9	Library Read Aloud
Friday Day 10	Quiz

## Team Building

- Working with others in different activities
  - Form
  - Year group
  - New groups
- Build positive relationships with those around them

## Wellbeing

- This will cover a broad range of topics to give students lots of information, strategies and tips to help improve their overall wellbeing
  - Sleep
  - Friendships
  - Mindfulness
  - Importance of physical activity

## Library/Read Aloud

- Each week, a different form will visit the library with the aim of every student taking a book
- They can then return when they or have finished or on their next visit
- The aim is to encourage more independent reading
- Read Aloud – building the confidence and skills needed to present and speak in front of others.
- Skills needed for aspects of GCSE English, interviews, meetings.

# Homework Timetable

HOMework WILL ALSO BE SET IN **DRAMA AND PSHCE** AS APPROPRIATE. IN **PSHCE**, VARIOUS TYPES OF HOMEWORK WILL BE SET, INCLUDING RESEARCH PROJECTS AND DEVELOPING DISCUSSION MATERIAL. THIS WILL BE EQUIVALENT TO ONE HOMEWORK EVERY TWO WEEKS.

IN **MUSIC** VARIOUS TYPES OF HOMEWORK WILL BE SET INCLUDING RESEARCH PROJECTS, LEARNING KEY FEATURES AND SOME PRACTICAL HOMEWORK. THESE WILL BE ATTACHED TO EACH UNIT OF WORK AND THE LONGER PIECES WILL BE SET OVER SEVERAL WEEKS. HOMEWORK WILL BE SET AS AND WHEN APPROPRIATE.

**DESIGN TECHNOLOGY** IS TAUGHT IN MIXED GROUPS RATHER THAN AS FORMS BUT STUDENTS WILL RECEIVE 2 PIECES OF HOMEWORK PER ROTATION.

FOR **MATHS** CLASS **8V**, MR CHADBOND (TUESDAY) AND MRS MYCOCK (WEDNESDAY) WILL ALTERNATE IN SETTING THE HOMEWORK - AS THIS IS A SHARED CLASS.

ONE **SCIENCE** HOMEWORK WILL BE SET PER WEEK

<u>WEEK 1</u>	<u>8E</u>	<u>8O</u>	<u>8R</u>	<u>8S</u>	<u>8T</u>
MONDAY	GEOGRAPHY	SPANISH	COMPUTING	FRENCH	FRENCH
TUESDAY	ENGLISH	ENGLISH GEOGRAPHY	ENGLISH	ENGLISH	ENGLISH
WEDNESDAY	ART MATHS	MATHS	MATHS	MATHS	MATHS
THURSDAY	RE	RE	GEOGRAPHY	GEOGRAPHY	HISTORY
FRIDAY	HISTORY	HISTORY	HISTORY	HISTORY	GEOGRAPHY
<u>WEEK 2</u>	<u>8E</u>	<u>8O</u>	<u>8R</u>	<u>8S</u>	<u>8T</u>
MONDAY	COMPUTING	COMPUTING	ART	ART	COMPUTING
TUESDAY	MATHS	MATHS	MATHS	MATHS	GEOGRAPHY
WEDNESDAY	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ART
THURSDAY	SPANISH	GEOGRAPHY	RE	COMPUTING	RE
FRIDAY	GEOGRAPHY	ART	GEOGRAPHY	GEOGRAPHY	ENGLISH

# Google Classroom

**Google Classroom**  
Students should be checking this daily.

Keep up to date with homework and when it's due.

Keep track of what's going on and when – plan your time!

## Class Charts

- Behaviour
  - Value points (positive and negative)
- Detentions
  - Homework
  - Behaviour

The image shows two screenshots of the Google Classroom interface. The top screenshot displays a grid of class cards for various classes, including Year 8 2023/2024, Class 2023-8E, Class 2023-8T, Class 2023-8R, Class 2023-8O, Year 7 Netball 23/24, Phys-Ed-HR-2023-07bcPe4, Phys-Ed-HR-2023-07aPe4, Year 10 Sports Leaders, Pse-Citshp-HR-2023-08ECz, Pse-Citshp-HR-2023-08RCz, Year 10 Sports, and Phys-Ed-HR-2023-08V1Pe. The bottom screenshot shows the 'To review' section with a table of assignments:

Assignment	Turned in	Assigned	Returned	More
No due date		58		
Work in progress		20		
Test Class 2023-7R - Due Tomorrow	14	18	0	
Acceptable Use Policy Class 2023-7E - Due Sep 13	16	14	0	
Transition tasks Class 2023-7E - Due Sep 11	12	18	0	
Transition tasks Class 2023-7O - Due Sep 11	14	19	0	
Transition tasks Class 2023-7R - Due Sep 11	4	28	0	
Transition tasks Class 2023-7S - Due Sep 11	11	22	0	
Transition tasks Class 2023-7T - Due Sep 11	8	23	0	
Hoodies options Y11 Prom and Leavers Committee - Due Apr 19	9	9	0	



# Celebration Newsletter

- Lots of Year 8 students are doing amazing things in and out of school and I want to celebrate this
- (Some) students aren't great at bringing this forward so I'm going to need your help...
- Please keep me updated with any achievements (in any field or area)
- Half termly newsletter to celebrate



# Support in school

- Pastoral managers
  - Mrs McDonald and Mr Ritchie
- Form Tutor
- Progress Leader
- Any staff member
- Jessica (counsellor)
- The Hub
- Bee Heard
- The Hive



Please keep talking to us!

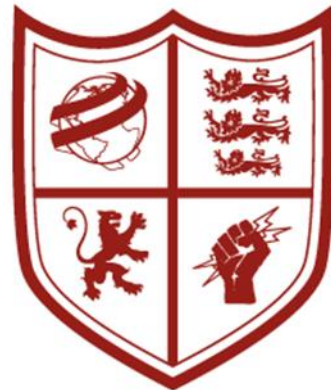
We are here to help and support you all.



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**Ready Respectful Safe - Successful**  
H Dolphin

Assistant Headteacher Student Welfare and Support  
[h.dolphin@stretfordgrammar.com](mailto:h.dolphin@stretfordgrammar.com)



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# Stretford Safeguarding

HT – Mr Mullins

DSL – Mrs Dolphin

DDSLs-        Mr Price  
                  Mr Marshall  
                  Miss King  
                  Mr Ritchie  
                  Mrs McDonald

# Getting in touch

- [PastoralKS3@stretfordgrammar.com](mailto:PastoralKS3@stretfordgrammar.com)

Safeguarding, behaviour, wellbeing



In order to best support your child and keep him/her safe, it is essential that the information we hold on them is up to date and accurate. This is especially important for medical information and contact details. We would be very grateful if you would log onto SIMS Parent and review the data we have on record carefully. Please make any changes required and update any information, which is not accurate. There is information on our website on using SIMS Parent under Parents. We will be reminding you termly to review this important information.



# Stretford Help

Help with school IT Systems and Services

## Notice from SGS IT Services



Parents / Students: Should you need further IT assistance that cannot be resolved by following the guides, please contact [studenthelpdesk\[at\]stretfordgrammar.com](mailto:studenthelpdesk[at]stretfordgrammar.com).

**PARENT  
GUIDES**

**STUDENT  
GUIDES**

**STAFF  
GUIDES**

**IT COULD**

**HAPPEN HERE**

# What are the risks for Year 8s?

## Possible indicators of someone involved in County Lines

Returning home late, staying out all night or going missing

Change in friendship group

Increasingly disruptive or aggressive behaviour

Carries a weapon

Coming home with injuries or looking dishevelled

Being found in areas away from home

Being secretive about who they are talking to and where they are going



Having hotel cards or keys to unknown places

Unexplained absence from school

Travel documents, rail tickets, taxi apps on mobile phone

Using sexual, drug related or violent language

Loss of interest in previous hobby

New mobile (and often ringing/receiving messages)

Having more than one mobile

Unexplained wealth or new clothes, new jewellery

Increased drug use and or finding drugs on them

Finding condoms or lubricant (which may be used for the transportation of drugs internally...known as plugging)

## Why is my child vaping?

The reasons children and young people try vaping are similar to any other drug or substance:

- To fit in. Many young people feel pressured to do what their friends are doing. Social status is seen as being very important to teenagers.
- To relieve stress. Young people are often under a lot of stress, from school, work, and relationships. Nicotine can have a temporary calming effect.
- Curiosity. They have probably seen or heard about other people vaping and want to know what it's like.

Vaping has an extra appeal for children and young people because:

- They come in sweet smelling flavours and bright colours.
- They see them as less harmful than smoking because of the messaging about them helping people to stop smoking.
- They are more discrete than smoking because the smell doesn't last as long and they can be easily hidden.

## What are the risks of vaping for children and young people?

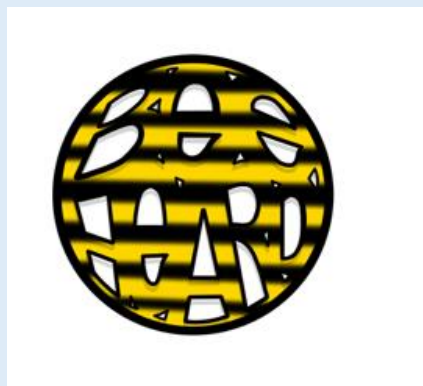
- The short-term side effects of vaping include throat and mouth irritation, headache, cough and feeling sick.
- The long-term effects of vaping are still unknown, they are still too new for there to have been proper research.
- Nicotine is highly addictive. There is also a risk when non-smokers try vaping, they might move on to try more harmful cigarettes and drugs.
- There are also illegal vapes being sold that contain dangerous levels of lead, nickel and chromium.

# Key Points

- You know what your child is doing
- You know the kinds of things they are accessing, who they are mixing with on and off line. Think “It could happen”
- Agree on boundaries
- Keep communicating and encourage them to communicate



- **Aspiration**
- **Respect**
- **Endeavour**



Violence      Sexual Harassment      Abuse  
#NeverOK      #NeverOK      #NeverOK

BULLYING      RACISM      DISCRIMINATION  
#NEVEROK      #NeverOK      #NeverOK

Homophobia      Transphobia      Sexism  
#NeverOK      #NeverOK      #NeverOK



Stretford  
Grammar School

# Students

[HOME](#) > [STUDENTS](#) > [WELLBEING](#)

## In This Section

[Reporting a Concern](#)

## Wellbeing

Student well being and mental health is of the utmost importance. Within school curriculum and we are also part of the Oxford Myriad project which has resulted in wellbeing being an important part of the curriculum. Whilst in its infancy, the data suggests that it is a key area of wellbeing of teenagers and we are proud to be a partner in such a vital area of

### Oxford Myriad Project

We recommend the following resources for support but if you need to speak to someone please contact the form at the end of this page:

[Five ways to Wellbeing:](#)

[Stop, Breathe and Be : .b](#)

# Family agreement

A great way to start positive family conversations around safe and responsible internet use, and to agree clear expectations and boundaries.

## Things to consider

### Getting started

- What do we enjoy doing online?
- What apps, games and websites do we use the most?
- What devices, tech, toys or games do we have with internet access?
- Do we already have any rules about use of tech we want to include in our family agreement?

### Managing time online

- How long do we spend on our devices?
- How does it feel when we use tech for too long?
- How do we know when our screen use is interfering with family life?
- What can we do to help avoid overusing tech?

### Sharing

- What is or isn't okay to share online?
- What should we check before posting images and videos online?
- How do we keep personal information belonging to ourselves and others safe?
- Do we need a family email address to use when signing up to new accounts?
- Do we know how to use privacy settings and strong passwords, and why these are important?
- How can we use features like livestreaming and disappearing content safely?

### Online content

- What can we do if we see something online which seems unreliable or untrustworthy?
- When is it okay to download files, games or apps, or click on a link?
- Do we know what the age requirements, or ratings, on the games and apps we use mean?
- Do we need any restrictions on making in-game or in-app purchases?
- Which websites are okay for us to use?

Use the questions below to help guide your conversations, focusing on those most relevant for your family.

Turn over the page for a template where you can record your agreements and expectations in writing.

### Communicating online

- Who can we talk/chat/play games with online? Do we only know them online, or offline too?
- How can we keep ourselves safe when communicating with people who we only know online?
- How can we be a good friend when we are online?

### If things go wrong

- What can we do if we feel uncomfortable or upset by anything we see or hear online?
- What should we do if someone we only know online asks us for photos, to meet up, or to share personal information?
- Do we know where the report and block buttons are online?

### To finish...

- How could parental controls help our family?
- What will happen if one of us breaks the family agreement?
- When should we review our family agreement?

Once you've talked about your family's use of technology and the internet, think about what simple steps you can take going forward.

<https://www.childnet.com/resources/family-agreement>

# Family agreement

Use this template to put your agreement down in writing.  
Why not display it somewhere at home like on the fridge or a noticeboard?

Who is this agreement for?

## Top tips

- 1 Make sure that both adults and young people are open to changing their online behaviour as a result of your agreement.
- 2 Consider your tone. Are you focusing on negative behaviour or promoting positive behaviour?
- 3 Make sure your agreement works for your whole family and everyone is happy with it.
- 4 Review your agreement in the future to make sure it reflects the current needs and ages of your family.

## We agree to...

E.g. Be kind and respectful online.

## Who is responsible for this?

E.g. We will all make sure we only post kind comments.

What happens if someone doesn't follow the agreement?

How long will our agreement last for and when will we review it?

## Signatures



Childnet International

For further advice and resources, visit [www.childnet.com/have-a-conversation](http://www.childnet.com/have-a-conversation)  
@childnetinternational @childnet



UK Safer Internet Centre




Co-financed by the European Union  
Connecting Europe Facility

<https://www.childnet.com/resources/family-agreement/>

# Internet Matters

## My Family's **Digital Toolkit**

Enter your details to receive your personalised toolkit  
once you've completed the form.

 [How we use your data](#)

YOUR FAMILY NAME:

YOUR EMAIL ADDRESS:

<https://www.internetmatters.org/>

## Get your personalised online safety toolkit in a few easy steps

- Answer some simple questions about your children's digital habits (takes just a few minutes)
- Provide an email address to receive your own personalised online safety toolkit

### Use the toolkit to:

- Get age-specific advice to support your children online
- Learn about popular apps and platforms your children use
- Get information about how to deal with any online safety concerns
- Get recommendations for digital tools to support their interests and wellbeing



<https://www.internetmatters.org/digital-family-toolkit/>

Remote Desktop Web Client x Dolphin - helen.dolphin140968@ x +

internetmatters.org/hub/dwt\_results/1662972570/

Sign in to your acco... Stretford Grammar... Sign in to your acco... Google Maps MFL Craft @Botone... Online UniConverte... Wheel of Names | R... School

internetmatters.org In partnership with BT


About us Inclusive Digital Safety Search


ONLINE ISSUES ADVICE BY AGE SETTING CONTROLS GUIDES & RESOURCES NEWS & OPINION SCHOOLS RESOURCES

You are here: [Home](#) > Dolphin - helen.dolphin140968@gmail.com


## Here is the Dolphin Family Digital Toolkit


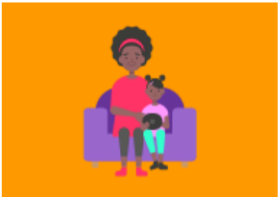
We've organised the resources by age and things you can do with a little or a lot of time on your hands. Use the age-specific dropdown and navigate; Things to do now, Things to explore further and Longer reads tabs to explore the resources.

For your children aged: 14+ 



5 MINUTES?





Things you can do now. Things to explore further. Longer reads to support your child.

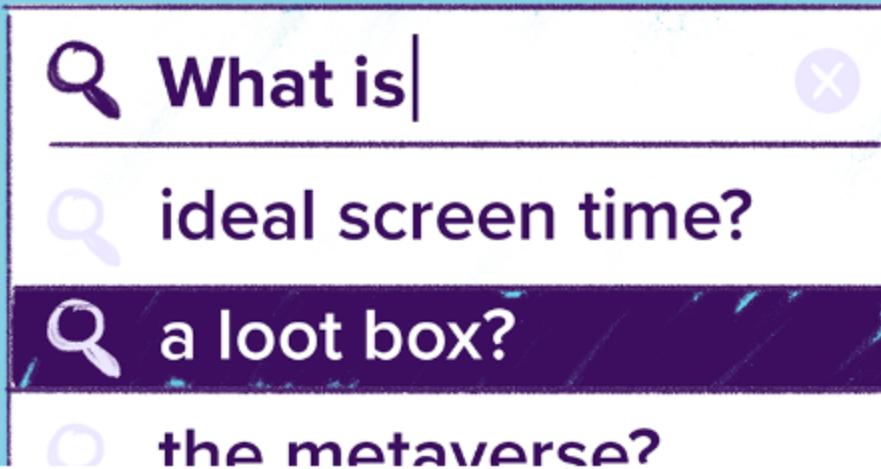
In the next 5 mins, read up, watch and learn about what you can do to help your child feel more confident on... ies they

Type here to search 16°C 09:53 12/09/2022 ENG

# Understanding what they are doing/accessing



# pz LIBRARY



## **It's not easy being a parent in the digital age**

It can be daunting to feel you have no life experience to fall back on, because your child explores online spaces you could have never imagined at their age.

But the good news is you already have a lot of what you need to be a parent in the digital world. You can afford to be confident.

<https://parentzone.org.uk/library>

# What do parents need to be aware of?

## Age restrictions

Snapchat states that young people under the age of 13 years are not able to create an account. However, there is no strict age verification in place when signing up to the app, allowing underage children to sign up by giving a false date of birth.

## Privacy settings

By default, only 'Friends' can make direct contact or view a user's story. However, users can change their profile to 'public, which means that anyone can view your stories and Snapchat users you haven't added will be able to send you images and messages.

In August 2022 Snapchat introduced their '**Family Center**', an in-app tool that allows parents to see who their children have been speaking to (and how frequently they communicate). The Family Center will not, however, reveal the content of any messages.

## Inappropriate content

Because of the 'disappearing' effect of images, Snapchat has been used for sharing inappropriate images. The momentary nature of Snapchat can mean that young people may be more inclined to take images on impulse that they might later regret.

It's important to remember that images can be screen-shotted or recorded with another device, perhaps against the wishes of the sender.

Like many other apps, there is a concern that strangers can contact young people directly by sending images and requesting to become 'friends'. You can set the privacy settings so that you can only receive Snapchats from 'friends' rather than 'Everyone'.

## Geolocation

Snap Maps allows snapchat 'friends' to see where your child is. The locations are quite accurate, even revealing the street you're on.

Snap Maps is switched to 'off' by default, but when you set it up you have the option to choose between four different settings: 'ghost mode', which means no one can see your location, 'friends', which includes all your current friends and whoever you may friend in the future, 'only these friends', which allows you to set up a list of friends who can see your location, and 'friends, except...' which allows you to set up a list within your friends who won't be able to see your location.

It is advisable that geo-location should be kept private by disabling location for Snapchat in settings or switching on 'ghost mode'.

## Artificial intelligence

In 2023 Snapchat announced that their AI chatbot 'My AI' would be made **freely available to all users**. Like other AI chatbots, users can 'chat' to My AI – asking it all sorts of questions they'd like answers to, requesting custom-made images and visual content, and even asking for cooking recipes based on a picture of bits they've got in the fridge.

This sort of 'generative AI' relies on data and complex algorithms – the rules that tell computers and software how to operate – to respond to the instructions which a user provides.

And although tools like AI chatbots have lots of great uses, they're a technology that's rapidly developing and they definitely aren't risk-free. Younger users might be provided age-inappropriate answers to questions they ask, and the image-creation tools of My AI could be used for things like bullying and harassment.

If you're happy with your child using Snapchat without the My AI feature it's possible to delete the chatbot. This can be done by selecting the 'My AI' user, tapping 'Chat Settings', and then tapping 'Clear from Chat Feed'. Note however that it may be possible for children to redownload My AI.

**Minutes after opening a Snapchat account pretending to be a 15-year-old girl, I'm amazed at what I see.**

Drugs seem to be readily available - just a couple of clicks away. I thought this world was hidden and hard to access, but it is so easy to find.

I've gone undercover online to investigate how drug gangs use social media to groom children.

The fake account is for a 15-year-old girl called Mia.

Setting up Mia's account, I've not gone looking for drugs - or followed any accounts that seem criminal.

I've only followed accounts a teenager might, like musicians or funny videos.

On one account, which posts videos of people messing around with cars and motorbikes, I click on a story and up pops another app called Telegram.

On it is a page trying to sell drugs including cocaine and ketamine.

- **'I was a drugs courier at 11 - why did nobody save me?'**
- **'Your whole family's gonna end up dead'**
- **Watch Saving the Kids from County Lines on BBC iPlayer**

I am shocked that this content is so readily available, even though I set up this account posing as a child.

Snapchat said using its platform to buy or sell drugs was illegal and it proactively moderates content to detect and prevent any dealing.

# WhatsApp

Everything you need to know about the popular messaging service.

[Read more](#)



# What do parents need to be aware of?

## Age restrictions

In Europe and the UK, the minimum age of use for WhatsApp is 16 years old. It had previously dropped to 13 years old but in April 2018 returned to 16, as a response to data-protection legislation.

Like many age restrictions on social media apps, some children may choose to ignore this and sign up for WhatsApp when they're younger.

WhatsApp's main purpose is to send messages to friends. It isn't public in the same way that Twitter is, and people can only message friends who are already added on their phone. As long as a child only has trusted people as contacts on their phone, it is a relatively safe social media app.

The main thing to discuss with them is how to act in group chats, as here people not in their contacts will be able to see all the messages and send them messages.

## Step by Step instructions

Enable Screen Time

Managing in-app purchases in screen time

Guided access

Prevent web content

Restrict Siri web search

Restrict game centre

Turn off tracking

Allow changes to privacy settings

Allow changes to other settings and features

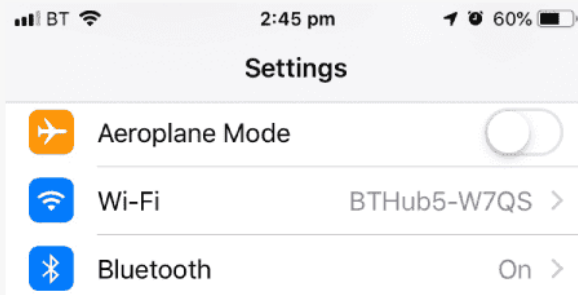
How to use Focus mode

1

### Enable screen time

Using Screen Time to set content privacy restrictions and manage in-app purchases

Go to "Settings" and tap "Screen Time".



### Search for Guides

Use search to find device, platform and networks guides or [let us know](#) if you still can't find a guide.

### Need to know more?

Follow these links to learn more or download this information.

DOWNLOAD  
PDF

VISIT APPLE  
[🔗](#)

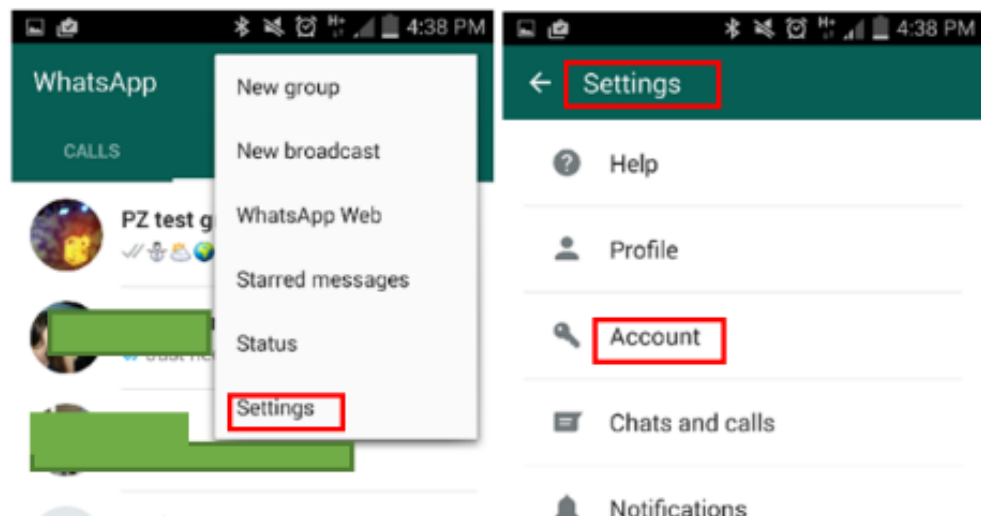
- <https://www.internetmatters.org/parental-controls/smartphones-and-other-devices>

## Privacy settings

The app has a default privacy setting which allows anyone else on WhatsApp to view the user's profile photo, status and when they last used the app.

It's easy to change this setting to specify that the WhatsApp profile is only seen by 'My contacts' or 'Nobody' making the app feel a lot safer for younger users. You can also manage any blocked contacts.

In August 2022 WhatsApp announced some **additional privacy features**, including the ability to leave group chats 'silently' without notifying other members (excluding admins), extra control over who sees your 'online status', and the blocking of screenshots for View Once messages.





## Building Stronger Communication With Your Child - Free Class



Thursday, 21st September 2023



7.30pm

[Book Now](#)

*Our parent/ carer class gives you the opportunity to ask questions about your child's behaviour and listen to expert ideas and inspiration.*

## **CONVERSATION STARTERS**

*Do you see  
online and offline  
as different  
worlds?*

*In what ways  
does being  
online make life  
better for you?*

*How does being online  
help you feel connected  
to others?*



# School Counsellor

- Mon-Fri
- 1 hour appointments weekly or fortnightly
- Confidential Service
- What is discussed is only shared if there is a safeguarding issue
- Students/parents/staff can make a referral



# Trafford Thrive in Education

## *Introducing your team*



Jen Hickman  
She/her

I am the Mental Health Practitioner allocated to your school. I am a qualified Education Mental Health Practitioner. I have experience working in mainstream and specialist primary and secondary schools. My email address is [jennifer.hickman2@nhs.net](mailto:jennifer.hickman2@nhs.net)



Kate Pulford  
She/her

I am delighted to be the Education Mental Health Practitioner allocated to your school. My background includes working with children and young adults with autism in an educational setting. My email address is [kate.pulford@nhs.net](mailto:kate.pulford@nhs.net)

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=YWmGTXZZtkw>



These are some of the issues that TTT could help you with but there may be other things you would like help with so please make contact:

- Dealing with times of change
- Your child's self-esteem and confidence
- Your child's school attendance
- Challenging behaviour
- Family relationships
- Financial difficulties
- Parenting strategies
- Understanding your child's development

# Your School Nursing Service

Someone you know and can trust...

Your School Nursing Service can work both in and out of School to help provide or find you support about:



**Keeping Healthy**

**Immunisations**

**Emotional Health**

**Weight Management**

**Sexual Health**

**Drugs and Alcohol**

**Smoking**

We can also help make sure that young people with disabilities, long term illness, or other needs can receive extra support when they need it. If we can't provide the help ourselves, we will connect you with someone who can.

## Confidential

We provide a confidential service. This means that you can discuss personal information in confidence. We will not discuss your personal information with anyone else without your permission. This includes parents and teachers. We would only pass on your information in order to protect you or someone else from serious harm. Whenever possible, we would discuss this with you first.

## Qualified

All members of Greater Community Public Health Teams are qualified nurses or midwives with specific graduate level education, and work with a team to support you.

## Non Judgemental

We are here to help, not to judge.

When and Where can I Access my School Nursing Service?



# Free, safe and anonymous online counselling and support

**"I don't think I could've spoken  
to someone face-to-face."**



Chat to our  
friendly counsellors



Read articles written  
by young people



Join live  
moderated forums

**kooth**

[www.kooth.com](http://www.kooth.com)

**42<sup>ND</sup> STREET**



Supporting young people under stress

**shout**  
85258



**NSPCC**



**SAMARITANS**



**YOUNG MiMDS**  
fighting for young people's mental health

**CAMHS**  
Child and Adolescent  
Mental Health Services

# SEND

- Parent Forum
- Contact  
[SENDdepartment@stretfordgrammar.com](mailto:SENDdepartment@stretfordgrammar.com)
- Information Report
- Trafford Local Offer



**LET'S  
KEEP  
IN TOUCH**

# Assessment and Reporting

# Assessment

- Students will sit a mid-year and an end of year test for most subjects.
- This is because by having specific assessment windows it allows us to make our plans more transparent to parents, support students with tutor time sessions on effective assessment preparation, and allows us to ensure that data is reliable by having rigorous moderation processes.
- It also means that major assessments are not spread throughout the year reducing pressure on students.
- Practical subjects (Drama, Art, Music, PE, DT, and Computing) will deliver practical assessments within lessons.

# Year 8 Assessment Windows

Mid Year – week beginning 15<sup>th</sup> January

End of Year – week beginning 6<sup>th</sup> May

# Reporting

- Data from tests will be reported back as a percentage. This is because percentage data is easily understood by everyone.
- With no nationally recognised levels or grades to benchmark from, or a meaningful way to compare grading across subjects, this percentage will be contextualised via a cohort average and a descriptor.

# Reports

- In the Autumn term, parents will receive a report based on attitudinal indicators only; there will also be data on attendance and punctuality.
- In the Spring and Summer terms parents will receive the following: KS3 attainment for the Mid-Year and End of Year Test via a percentage and a cohort average, as well as an attainment grade to contextualise performance This gives an indication of performance relative to the rest of the cohort and provides parents with an indication of their child's overall attainment.
- The summer term will have the addition of a full form tutor report, and Progress Leader's report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of a child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour.

Attainment Indicator	Attainment Descriptor
1. Exceptional	The student has performed <b>exceptionally</b> well in all aspects of the curriculum covered in this subject so far. Their knowledge, understanding and skills are <b>excellent</b> . Their performance is usually <b>well above average</b> .
2. Proficient	The student's performance is <b>proficient</b> all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are <b>at least good and often excellent</b> . Their performance is usually <b>above average</b> .
3. Secure	The student's performance has been <b>secure</b> in all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are <b>at least good</b> . Their performance is usually <b>in line with the average</b> .
4. Inconsistent	Whilst capable, the student has performed <b>inconsistently</b> , showing <b>competence in some, but not all</b> , aspects of the subject's curriculum so far. Their performance is <b>usually just below the average</b> .
5. Limited	Whilst capable, the student has shown a <b>limited</b> grasp of some of the subject curriculum so far. Knowledge, skills and understanding can <b>often contain gaps</b> . Their performance is usually <b>well below average</b> .

# Attitudinal Indicators - Homework

<b>Attitudinal Grade</b>	<b>Homework</b>
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by producing work to an exceptional standard that is <i>always</i> submitted on time that goes <i>above and beyond</i> that completed by their peers.
1. Good	Students display the school value of <i>endeavour</i> by completing homework to an expected standard and <i>always</i> submitting it on time.
1. Requires Improvement	Students do not <i>consistently</i> display the school value of <i>endeavour</i> . Some homework has not been completed to the expected standard <i>and/or</i> has not been submitted on time

# Attitudinal Indicators - Classwork

<b>Attitudinal Grade</b>	<b>Classwork</b>
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by <i>always</i> producing classwork to a high standard that goes <i>above and beyond</i> that of their peers.
1. Good	Students display the school values of <i>endeavour</i> by completing classwork that is <i>always</i> complete to the expected standard.
1. Requires Improvement	Students do not display the school values of <i>endeavour</i> . Some classwork is incomplete <i>and/or</i> is below the standard expected

# Attitudinal Indicators - Behaviour

<b>Attitudinal Grade</b>	<b>Behaviour</b>
1. Outstanding	No behavioural points have been recorded by the student in lessons for this subject this term. The student <i>always</i> gives their <i>best effort first time</i> and <i>always</i> acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and with others, that goes above and beyond that shown by their peers.
1. Good	No behavioural points have been recorded by the student in lessons for this subject this term. The student acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and their peers.
1. Requires Improvement	Behaviour points have been lost for this subject this term. There have been some interactions with staff, or others, that fails to display the school value of <i>respect</i> through breaching aspects of the school's behaviour code.

## Year 9 Attainment and Attitude 3

Name: ██████████

Form: ██████████

Form Tutor: ██████████

	<<<<<<< January 2023 >>>>>>>>						<<<<<<< June 2023 >>>>>>>>					
Subject	Subject Percentage	Year Group Average %	Attainment Descriptor	Homework	Classwork	Behaviour	Subject Percentage	Year Group Average %	Attainment Descriptor	Homework	Classwork	Behaviour
Art	76	79	Secure	3	2	2	76	76	Secure	3	2	2
Computing	95	61	Exceptional	1	1	1	86	68	Proficient	1	1	1
Design Technology	70	66	Secure	3	2	2	70	71	Secure	2	2	2
Drama	50	61	Inconsistent	1	1	1	70	66	Secure	1	1	1
English	70	69	Secure	2	2	2	76	72	Secure	2	2	2
Geography	69	64	Secure	2	2	2	78	73	Secure	2	2	2
History	59	63	Inconsistent	2	2	2	52	61	Inconsistent	2	2	2
Mathematics	82	69	Proficient	2	2	2	89	74	Proficient	2	2	1
Music	75	73	Secure	2	2	1	86	75	Proficient	1	2	2
Physical Education	73	71	Secure	2	2	2	54	62	Secure	2	2	2
PSHCE				2	2	2				2	2	2
Religious Studies	80	80	Proficient	2	2	2	73	70	Secure	2	2	2
Science	83	70	Proficient	2	2	2	90	73	Exceptional	2	2	2
Spanish	56	68	Inconsistent	2	2	1	78	71	Secure	2	2	1

Attendance	Lates
97.0 %	4

# Parent's Evening

- There will also be a Parents' Evening over the course of the year.
- Year 8 - 21<sup>st</sup> February 2024

# YEAR 8 INFORMATION EVENING

## Work Related Learning



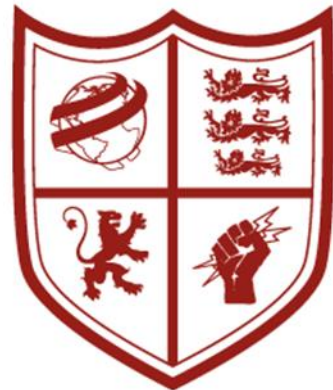
# Year 7

## How Can I prepare for the World of Work?

- What is meant by the world of work?
- What are the skills needed for the world of work?
- How can I plan for my own career moving forward?
- What do I need to know about the changing workforce?
- How do my skills link to the world of work?

## Knowledge Acquired:

- What key skills are
- How to use an online careers account to help you track your career
- How careers change over time
- How careers are linked to who we are
- What we mean by a changing workplace



**Stretford**  
Grammar School

*Aspirat primo fortuna labori*

# Year 8

## How can I stay Safe Financially?

- What is good financial management?
- How can money skills link into my careers work?
- How can I make use of banking to secure my money?
- In what ways can finance help me with my future choices?
- What is the national living wage and what is the minimum wage?
- How can career sectors affect our learning?

## Knowledge Acquired:

- What do we mean personal finance?
- How can personal finance help and hinder us in life?
- How can I manage my money to ensure that I am secure into the future?
- What is a wage and a salary?
- How can money skills help me with the outcomes I want for my life?



# Year 9

## What decisions do I need to think about as I prepare to take my option choices?

- What should be shared online for an employer to see?
- What choices are available to me post 14 and post 16?
- What is important to me going into the future?
- What are my intrinsic and extrinsic values?
- What is wellbeing and how does it link to motivation?
- What is meant by a mission statement?
- What is a SMART target?

## Knowledge Acquired:

- What routes are there at 14 for me moving forward
- The qualities needed for specific jobs and roles
- The values that affect the decision you make
- The difference between intrinsic and extrinsic values
- The link between motivation and wellbeing
- The meaning of SMART in relation to targets



# EFA (Embedding Formative Assessment) Project: September 2023

- Invited to be part of a classroom-based project run by EEF and SSAT
- Trialled with 25,000 students in 140 schools
- Proven to make a 25% increase in students' progress ( 2 months)
- Builds on what we already do in the classroom
- Full staff involvement
- 2-year project

## So, what is Formative Assessment?

- Classroom techniques to check that students are understanding and learning the curriculum/the specification
- Summative assessment: end of the process
- Formative assessment: during the process

Using evidence of achievement to adapt what happens in classrooms to meet learner needs

# What does it look like in the classroom?

- Retrieval Practice at the start of lessons
- Learning Intentions
- Questioning and more questioning
- Mini whiteboards
- The visualiser
- Modelling and scaffolding
- Students acting on feedback on their work
- Students knowing what success looks like, how they are doing, what they need to work on to get there

Using evidence of achievement to  
adapt what happens in classrooms to  
meet learner needs

**A date for your diaries !**

**PTA Food Fair**

**Thursday 16<sup>th</sup> November**

**6pm – 8pm**

**More information to follow !**