

# Stretford Grammar School Year 11 Information Evening

12<sup>th</sup> September 2023



# Form Programme 2023-2024

	Week 1	Week 2
Monday	Read Aloud*	Read Aloud
Tuesday	Quiz	Parliament/Library/Prom
Wednesday	Uniform cards/equipment check	Well being
Thursday	Revision	Form Powerpoint
Friday	Assembly	Assembly

\*Each form will rotate Library one week, form room for the other 4 sessions. e.g. 11S will be in the Library on 11<sup>th</sup> September but in their form room for the following 4 Mondays. This covers the first half term. You will be off this timetable during your mocks between **20 November – 1<sup>st</sup> December.**

# FOCUS ON:

- This term
- Adaptability
- CVs and applications
- Interviews skills revisited



- Active learning days have ceased but I am going to be taking students off timetable occasionally. The first session will cover study skills.(TBC)

# “What I am looking forward to this year.”

- I love my art coursework theme and not having to queue at lunch :)
- Trying to get as good as I can in my exams and finishing early
- Biology, chemistry!
- This year I'm looking forward to prom
- Meeting my friends and enjoying the last year together
- lunch whenever, prom, debate club
- Getting back the letters we wrote in year 7
- My GCSEs.



# “Anything which worries me about this year.”

- GCSEs and my grades
- Doing my GCSEs and failing them then having to resit and not go to sixth form
- Stress levels
- GCSE's because I want to do well but I struggle to find the motivation, I'm making a revision timetable and trying to find ways to motivate myself as I want to do well but usually start worrying about it more than actually doing anything.
- The amount of exams and tests we will be doing



# 2023 GCSE results

- 18.6% Grade 9
- 39.7% Grade 8-9
- 63.6% Grade 7-9

2018 Entry (last year's Y11) v. 2019 Entry (current Y11).

Ave Point Score:

	End of KS3	Dec Y10 Exams	End of Y10 Exams	Y11 Mocks	Final GCSE
2018	4.17	6.36	6.34	6.47	6.95
2019	4.49	6.80	7.05	-	-

# INTERVENTION PROGRAMME

- Revision/ support Sessions
- Mentoring
- Counselling
- Connexions



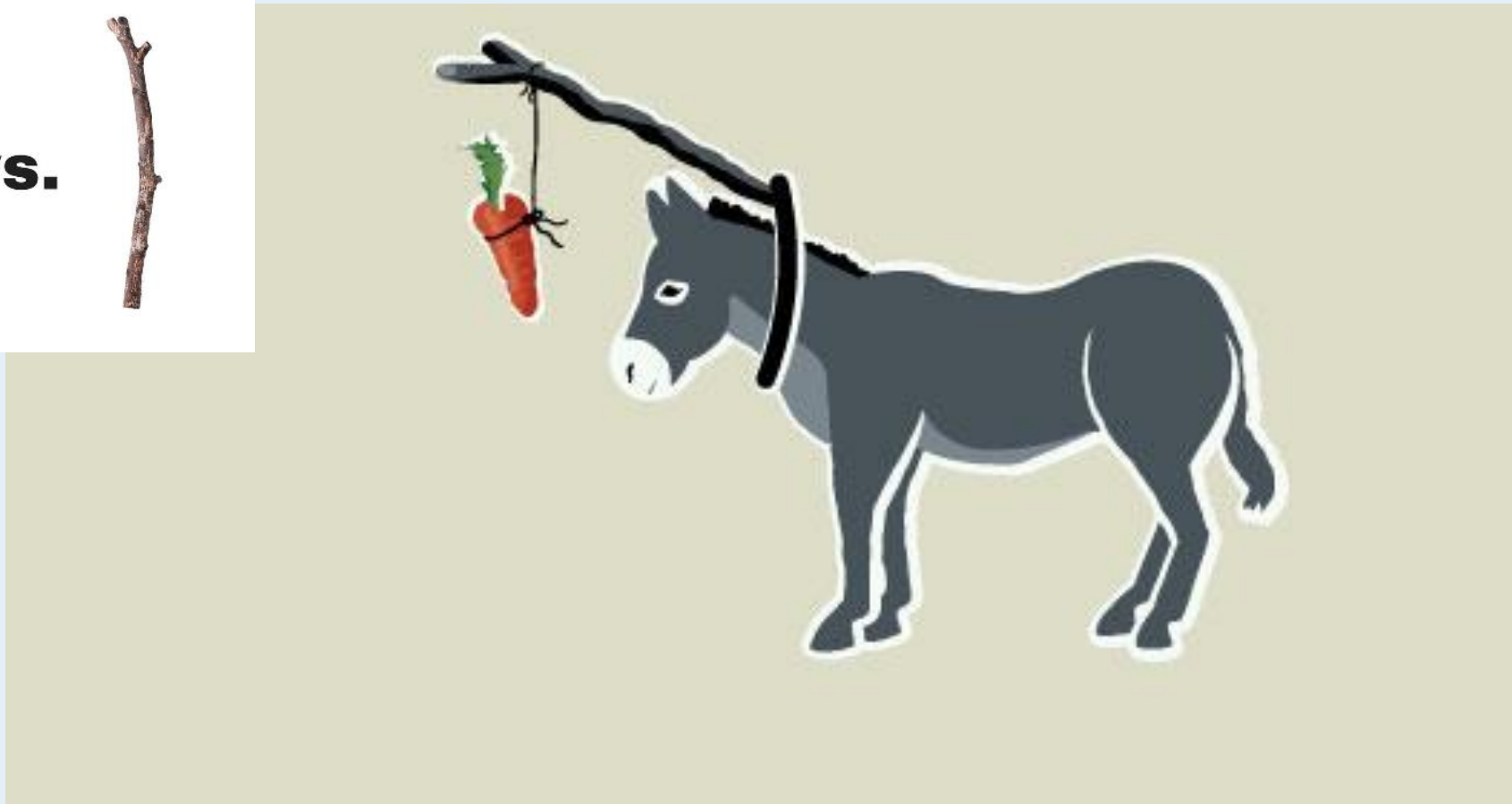
Teacher name	Subject	Support session day	Week	Start time	End time	start date	Room	Type of session
Mr Lea	Art	Monday	1 & 2	15:20	16:30	20/09/2021	AT1	Drop in
Mrs Swales	Music	Monday	1 & 2	15:10	16:30	20/09/2021	UE1	Drop in
Mrs Delaney	French	Monday	1 & 2	13:20	13:45	27/09/2021	AL3	Target group
Mrs Allerton	History	Tuesday	1 & 2	15:20	16:20	20/09/2021	UE4	Target group
Mr Howell	English	Tuesday	1 & 2	15:10	16:00	21/09/2021	English Corridor	Drop in
Mr Stenhouse	Computer Science	Tuesday	1 & 2	15:15	16:15	05/10/2021	AT2/AT5	Target group
Mrs Ashall	Spanish	Tuesday	1	15:10	15:50	28/09/2021	AL5	Drop in
Mr Broome	History	Wednesday	1 & 2	15:10	16:00	22/09/2021	UW3	Target group
Mrs K Carter	Further Maths	Thursday	1 & 2	14:55	15:55	09/09/2021	E5	Target group
Mrs Lees	Drama	Thursday	1 & 2	15:15	16:15	16/09/2021	AT14	Target group
Mrs Lea	RS	Thursday	2	15:15	16:00	07/02/2022	AL4	Target group
Mr Whiting	Geography	Thursday	1 & 2	03:15	16:00	08/10/2021	UE3	Target group
Mrs Barry	Design Technology	Thursdays and Fridays (Thursdays will be drop in and Fridays target group)	1 & 2	15:10	16:30	16/09/2021	AT1	Drop in
Mrs Baxter	English	Friday	1 & 2	15:10	16:00	10/09/2021	E5	Drop in
Mr Hillary	Biology	Friday	1 & 2	13:20	13:50	24/09/2021	W7	Target group

How can I support my child:

**WHAT  
CAN  DO?**

1. Give Plenty Of Support
2. Discuss Things Early
3. Take A Real Interest
4. Make Yourself Available To Talk To
5. Provide A Suitable Place To Study
6. Get Them To Plan
7. Encourage Active Revision
8. Help Them Think About The Future
9. Keep Things In Perspective

# The carrot works better than the stick





GCSEs are  
just one  
piece of  
the jigsaw



# Be flexible



THE **80**  
**20** RULE

Be flexible – use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright

# Allow Balance



Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time

# Don't Compare!



# Be Wise



# Help with the Basics:

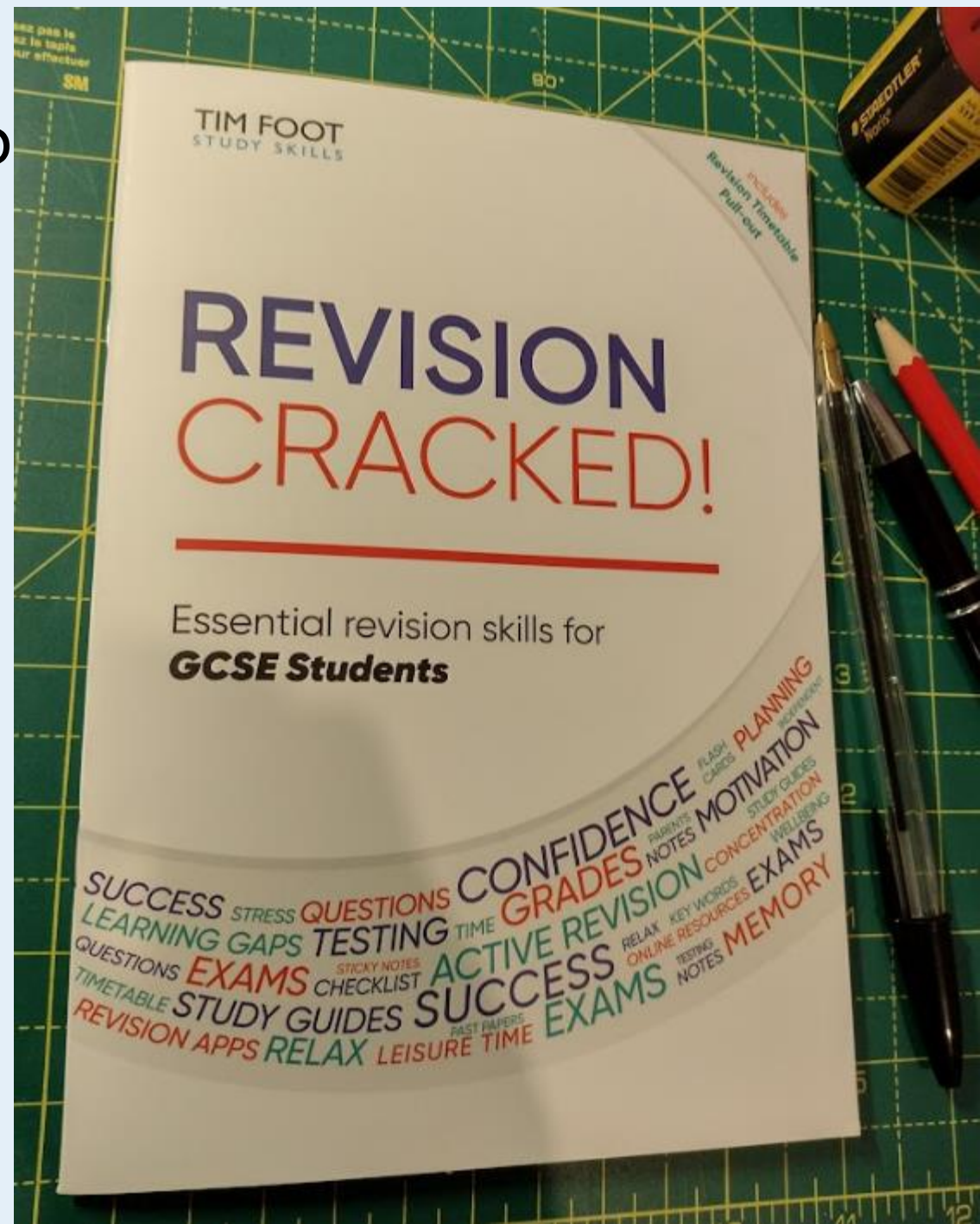
- Attendance
- Punctuality
- Uniform
- Equipment, bag packed
- Homework deadlines, (Google Classroom Guardian)
- Communication – Contact details, names on exam certificates, Class charts.

# What should your child be aiming for in Y11?

- 1. Work Hard From The Get-Go
- 2. Find A Good Place To Study
- 3. Understand Things As They Go Along
- 4. Keep On Top Of Homework
- 5. Start Writing Flashcards Now
- 6. Use Revision Methods That Work
- 7. Revise For All Tests
- 8. Go To Revision Sessions Run By Teachers (They know you)
- 9. Get A Good Study-Life Balance
- 10. Enjoy Year 11!

# What works with revision?

- Getting organised
- Sticking to a plan or timetable (where possible)
- Breaking big tasks down into small achievable steps




[Create](#)
[GCSE](#)
[A Level & IB](#)
[University](#)
[Study planner](#)
[Past papers](#)
[For teachers](#)

servicenow

Creating new ways to work that actually, well, work.

[Learn More](#)

Thanks for registering as a teacher on Get Revising.

You are able to use the site from now but please bear with us while we check your teacher status.

## Create a revision timetable

Make studying manageable. Build a plan around your life. Get confident for your exams.

[Get started. It's free](#)

### Organise your revision time

Balancing studying with the fun stuff in life can be difficult. Revising can get in the way of everything from meeting friends to relaxing after school.

Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

#### The Study Planner:

- ✓ Builds revision sessions around your life
- ✓ Automatically adds revision sessions for you
- ✓ Reminders of revision sessions

[Get started. It's free](#)

	20th - 26th April						
	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th
09:00 - 10:00	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in
10:00 - 11:00	AS Mathematics			add activity	add activity	Badminton	AS Psychology
11:00 - 12:00	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity
12:00 - 13:00	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)
13:00 - 14:00	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity
14:00 - 15:00	AS Biology		GCSE Law	AS Psychology	add activity	AS Psychology	add activity
15:00 - 16:00		Free time		AS Mathematics	AS Biology	AS Psychology	

# A space to learn.



# A space where learning can take place.

- Anti-Procrastination Apps:



# REVISION IS AN ACTIVE PROCESS



- Facts
- Application
- Practice
- Review
- Reflect
- Rest
- Repeat



Clas 2.3 Properties of Iron and steels.

- Pure iron is too soft for it to be useful.
- Controlled quantities of elements are added to make alloys of steel.

**Alloy Steel** = A metal that contains other elements.  
**Carbon steels** = Iron that has been alloyed with other elements. Small amounts of Carbon (0.03% to 1.5%). Simplest type of steel.

**Low alloy steels** = more expensive than carbon steels. They contain between 1% and 5% of other metals, e.g. Manganese and titanium.

**High alloy steels** = Even more expensive. They contain a much higher percentage of other metals.

**Stainless steels** = Scientific names: Chromium-nickel steels. They do not rust, corrode and they are very strong.

- In alloy, the layers cannot slide so easily because atoms of other elements change the structure.

Clas 2.1 Extracting metals

Metals are found in the Earth's crust. We find most metals combined with other chemical elements, mostly oxygen. The metal must be chemically separated before you can use it. If there is enough metal of metal compound in a rock, it's worth extracting, so this is a metal ore. Gold and silver are very unreactive; they are found as the metal (element) themselves. They are in their native state. Sometimes a nugget of gold is so big, it can be picked up. We extract metals by the reactivity series.

This lists the metals in order of their reactivity. A more reactive metal will displace a less reactive metal from its compound.

Most reactive

least reactive

oxide with carbon, the carbon removes the oxygen from it to form CO<sub>2</sub> which rises away.

# Instead of just reading notes.. Students should

- Quiz themselves, quiz classmates, write test questions and then practice answering them.

*“It is all about training your brain to access the information and use it”*





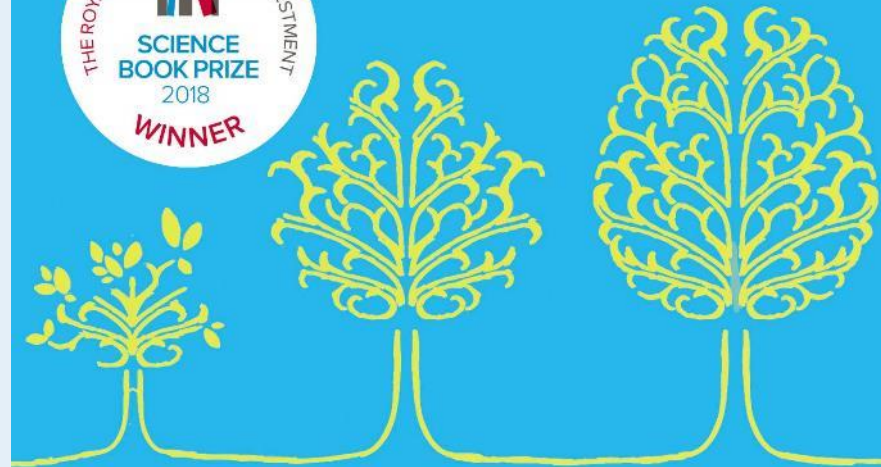
Sarah-Jayne Blakemore

# INVENTING OURSELVES

The Secret Life  
of the Teenage Brain

'You will understand your  
children better for reading it'

*THE TIMES*



# Key dates

- 20<sup>th</sup> October – **Inset day**
- 20<sup>th</sup> October - Half term break
- 1<sup>st</sup> November – **Y11 Parents evening 1**
- 20<sup>th</sup> November – Mocks (2 weeks)
- 8<sup>th</sup> December – Deadline for external college applications (Paper forms)
- 15<sup>th</sup> December – Mock results day
- 22<sup>nd</sup> December - Christmas break
- 8<sup>th</sup> January – **Inset Day**
- 9<sup>th</sup> January – return to school
- 18<sup>th</sup> January – SGS 6<sup>th</sup> Form Open Evening
- 9<sup>th</sup> February - SGS 6<sup>th</sup> form application deadline
- 20<sup>th</sup> March - **Y11 Parents evening 2**
- 22<sup>nd</sup> March - Easter Break
- 8<sup>th</sup> April – return to school
- 9<sup>th</sup> May – GCSE exams commence (provisional)

# Contact details:

Academic issues:

[J.broome@stretfordgrammar.com](mailto:J.broome@stretfordgrammar.com)

0161 865 2293 extension 253

Pastoral issues:

[PastoralKS4@stretfordgrammar.com](mailto:PastoralKS4@stretfordgrammar.com)

All other enquiries:

[StudentServices@stretfordgrammar.com](mailto:StudentServices@stretfordgrammar.com)

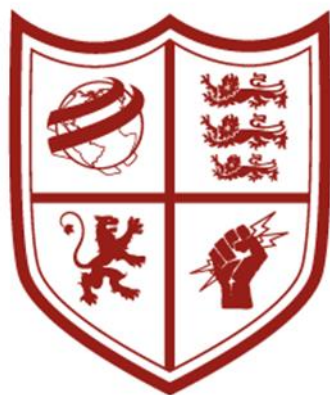


**THANK YOU**

FOR ALL YOUR SUPPORT

**Ready Respectful Safe - Successful**  
H Dolphin

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



**Stretford**  
Grammar School

*Aspirat primo fortuna labori*



# Stretford Safeguarding

HT – Mr Mullins

DSL – Mrs Dolphin

DDSLs-        Mr Price  
                  Mr Marshall  
                  Mr Broome  
                  Mr Ritchie  
                  Mrs McDonald

# Getting in touch

- [PastoralKS4@stretfordgrammar.com](mailto:PastoralKS4@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.



## 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**

A word cloud on a dark purple background featuring various terms related to education and stress. The words are arranged in a roughly circular pattern and vary in size and color. The colors include yellow, pink, magenta, and white. The largest word is 'assessment' at the top. Other prominent words include 'revision', 'stress', 'competition', 'sixth form', 'fatigue', 'homework', 'expectations', 'college', 'mock', 'exam', 'university', 'deadline', 'pressure', 'test', 'attendance', and 'workload'.

assessment  
revision stress competition  
sixth form fatigue homework  
expectations college mock  
exam university deadline  
pressure test  
attendance  
workload

**IT COULD**

**HAPPEN HERE**

# 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. Be curious
- Keep communicating and encourage them to communicate



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



Violence #NeverOK      Sexual Harassment #NeverOK      Abuse #NeverOK

BULLYING #NEVEROK      RACISM #NeverOK      DISCRIMINATION #NeverOK

Homophobia #NeverOK      Transphobia #NeverOK      Sexism #NeverOK



# 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>

# A parent and carers introduction to Asking The Awkward

Unsure where to start? Our introduction to Asking The Awkward helps you to prepare for regular conversations with your child about online relationships and related topics. It also offers advice on how to keep conversations positive and what to do if your child tells you something that worries you.

Download A parent and carers introduction to Asking The Awkward [here](https://www.thinkuknow.co.uk/parents/ask-the-awkward/).

<https://www.thinkuknow.co.uk/parents/ask-the-awkward/>

## **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?*

- <https://www.myfamilycoach.com/>



## Building Stronger Communication With Your Child - Free Class



Thursday, 21st September 2023

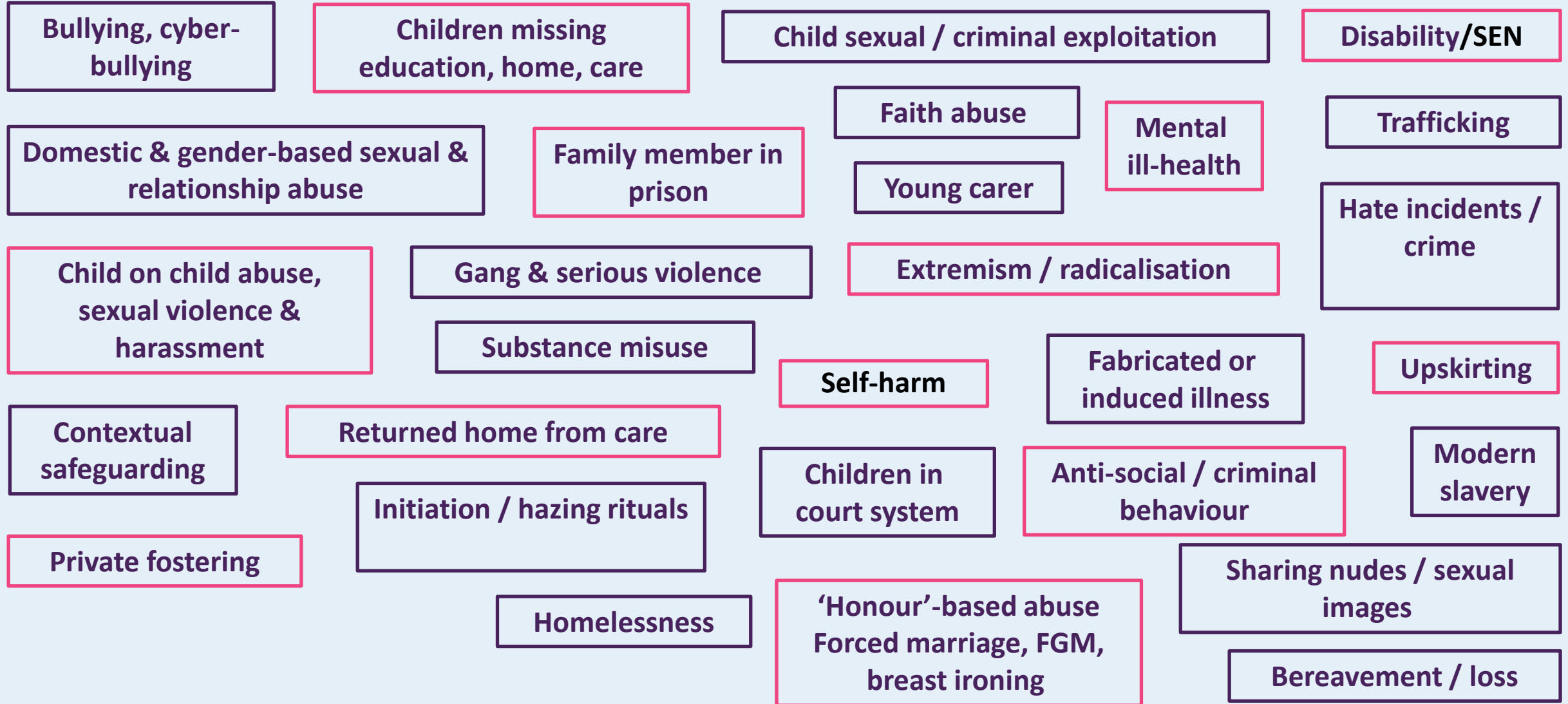


7.30pm

[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.*

# Other potential harms / vulnerabilities include:



## 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.

<https://parents.actionforchildren.org.uk/behaviour/challenging-behaviour/im-worried-about-my-child-vaping/>

# A closer look – Child Criminal Exploitation

## Indicators

- Unexplained gifts or possessions – may be low value
- Changing friendship groups
- Missing from home & school
- Severe tiredness
- Unusual phone usage
- Reluctance to engage with professionals

## What are County Lines?



Using vulnerable children to move drugs from urban to less urban areas



Children transport the drugs using trains or taxis to 'cuckooed' properties



The drugs may be stolen in staged robberies, leaving the child in 'debt'



The child, and their family, are threatened – all consuming fear

# Possible Signs of Child Sexual Exploitation

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a [sexually transmitted infection](#)
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- increasing their screen time or showing unusual use of online platforms, such as websites, social media, apps or games
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

# Possible Signs of Child Criminal Exploitation

## Signs of exploitation

Signs to look out for include:

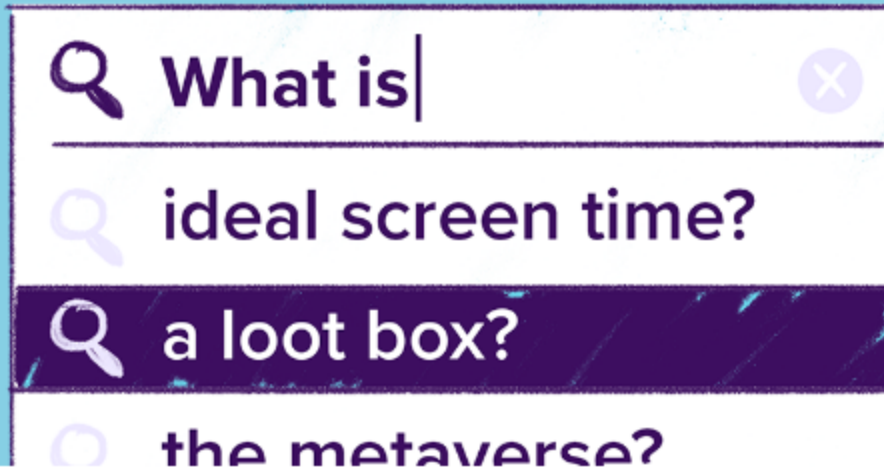
- displaying aggressive/violent behaviours
- often going missing from home or school and being found away from their normal area
- unexplained money, clothes, designer wear, jewellery, gadgets or mobile phones
- having multiple mobile phones
- getting lots of phone calls or texts
- use and/or possession of drugs and/or alcohol
- possession of hotel key cards/keys
- committing theft/shoplifting
- relationships with older people
- unexplained injuries
- carrying weapons
- abandoning friends and their social circle
- school performance getting worse
- self-harm
- changes in well-being
- significant emotional changes (like becoming angry or sad), or becoming fearful, withdrawn or isolated
- using different language/terminology
- new peer groups and/or relationships with unknown associates

Any sudden change in a young person's lifestyle could be because of criminal exploitation and you should talk to them about it

# Understanding what they are doing/accessing



# pz LIBRARY



Q What is|

Q ideal screen time?

Q a loot box?

Q the metaverse?

## 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>

## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

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# Are you worried about online sexual abuse or the way someone has been communicating with you online?

Make a report to one of CEOP's Child Protection Advisors

## Should I make a report to CEOP? →

If you're worried about online abuse or the way someone has been communicating online, let CEOP know.



## What happens when I make a report? →

One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.



## How can CEOP help me? →


Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.




[Make a report](#) 

If you have experienced online sexual abuse or you're worried this is happening to someone you know, let us know safely and securely



Let's talk about 

Search 

Get help

# The internet, relationships & you

Advice from [CEOP Education at the National Crime Agency](#)

Let's talk about...

Search info & advice



Socialising online

Online safety

Support

Nudes

Sex and sexual content online



# Support Services in School



# 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>

# YEAR 11 EXAM STRESS WORKSHOP

The aims of the workshop are to:



- Understand stress
- Get an idea of how stress can affect us
- Identify strategies to help manage exam stress





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 use facts 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**

**MiSP**  
MINDFULNESS  
in SCHOOLS  
PROJECT

**NHS**  
nhs.uk

**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 at GCSE

# Assessment

- Checkpoints are identified that correspond to key specification reference points, e.g. end of units or topics, and are delivered at times most suitable for delivery.
- Checkpoint assessments are delivered at those times by the department.

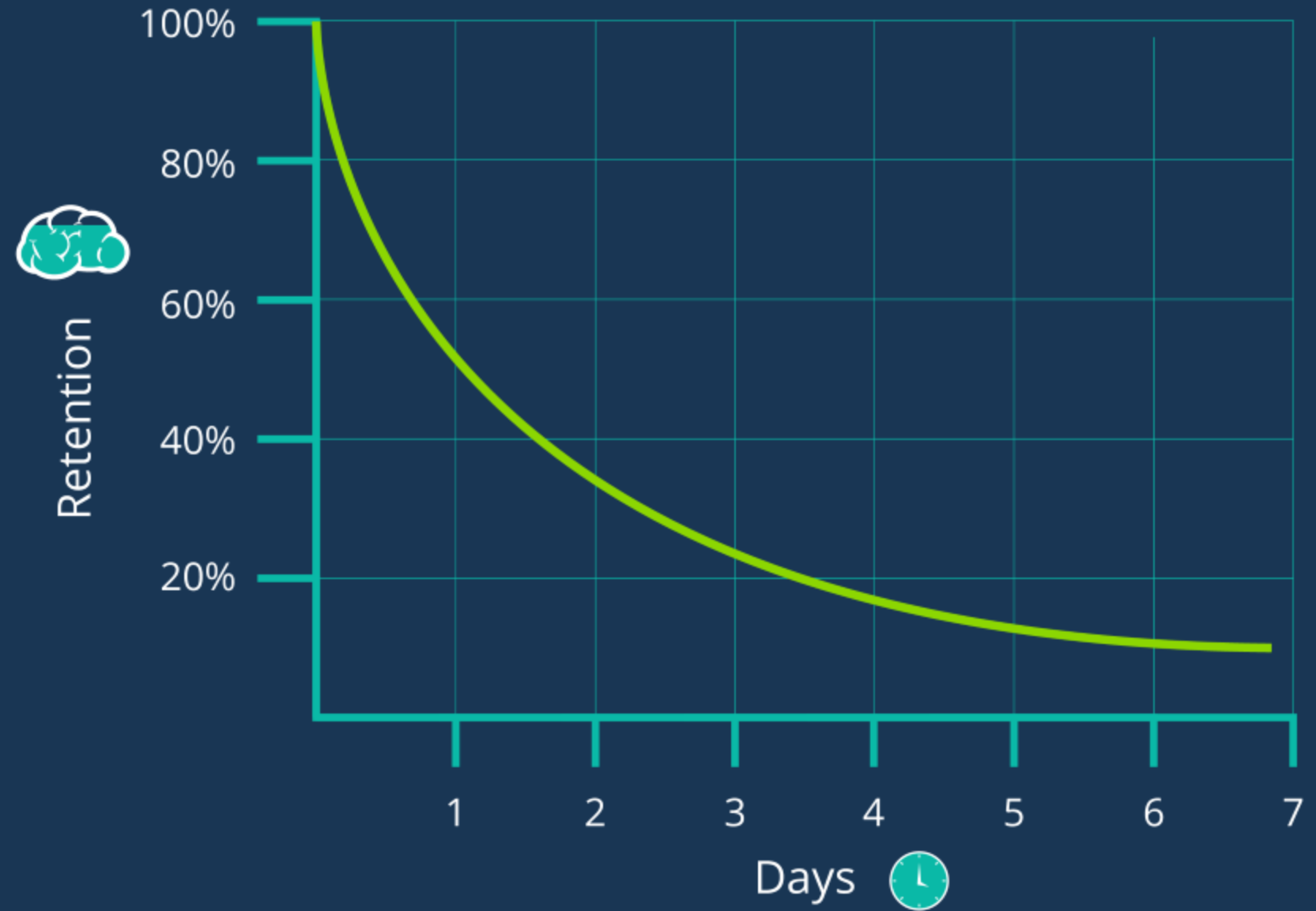
# Mock Exams

- In Year Y11 students will also have at least one mock exam that will assess a substantial proportion of the specification and provide the most valid indicator of educational attainment as it covers a larger portion of the course.
- 20<sup>th</sup> November 2023 for two weeks

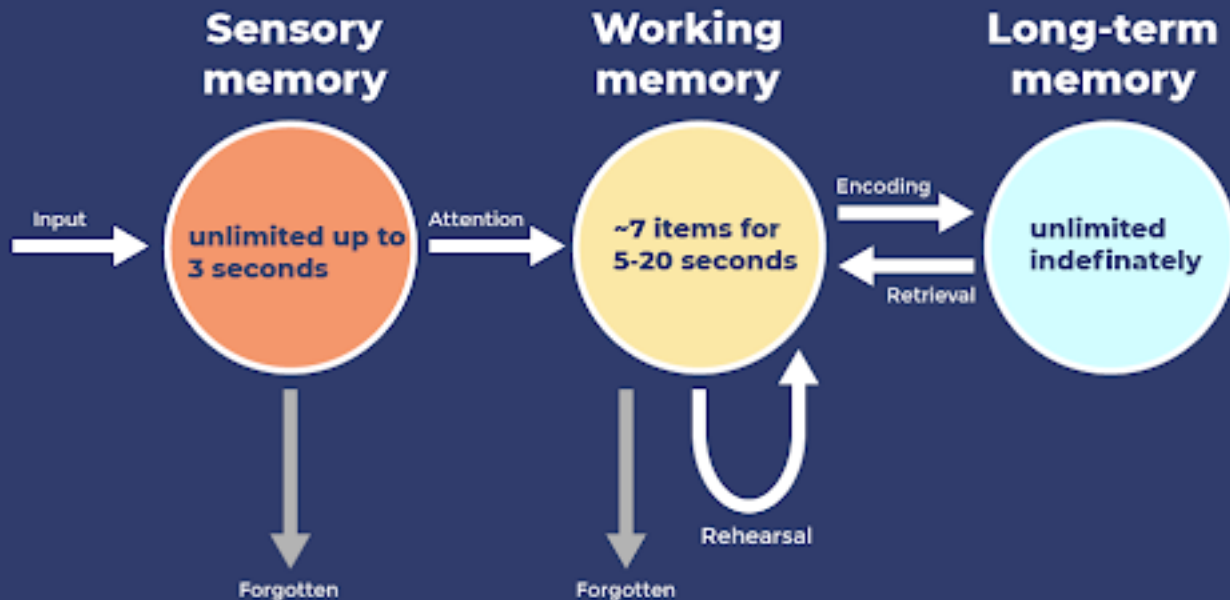
# How can you help your child prepare?

- Encourage regular retrieval practice, essentially self testing or quizzing from memory
- A long term process of small steps

# THE FORGETTING CURVE

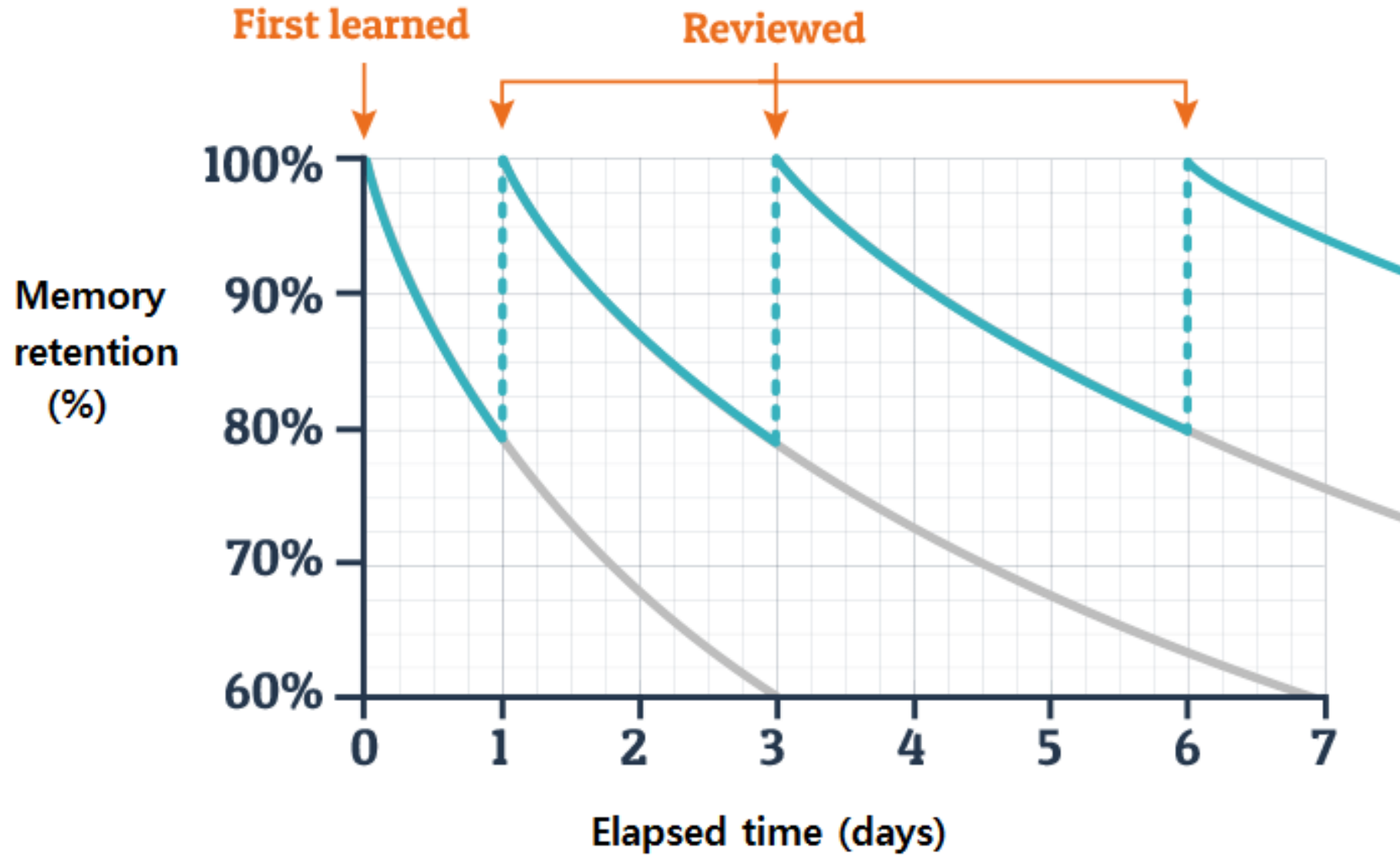


# Information Processing Model



gerardfriel.com

- Learning occurs in the Working Memory. This is where new information is processed.
- Its limited in duration and capacity
- In contrast long term memory is virtually unlimited and contains huge amounts of information organized into schemata



## Year 7: Topic 2 - Particles

Big Questions	
<ul style="list-style-type: none"> <li>How can we recognise solids, liquids and gases?</li> <li>What happens when a solid melts?</li> <li>How do we explain changes of state?</li> <li>What makes a particle move? How do particles move? Why do particles move?</li> <li>What's the difference between evaporation and boiling?</li> <li>What happens when the pressure gets too much?</li> </ul>	
Knowledge: you will know	Tier 3 Vocabulary
<ul style="list-style-type: none"> <li>Solids, liquids and gases have different properties.</li> <li>Solids cannot be squashed or poured and retain their volume.</li> <li>Liquids cannot be squashed but they can change shape and be poured.</li> <li>Gases can be squashed, poured and change their volume.</li> <li>State changes – melting, boiling, deposition. Sublimation, condensing, freezing</li> </ul>	Property Particle Material Solid Liquid Gas State Melting Sublimation Boiling Kinetic Thermal Brownian motion Diffusion Concentration Collide
<ul style="list-style-type: none"> <li>Particle arrangement in solids, liquids and gases</li> </ul>	
<ul style="list-style-type: none"> <li>All particles have kinetic energy (are vibrating) and when heat energy is given to particles they move more, meaning they spread out more: solid → liquid → gas</li> <li>Diffusion is the movement of particles from a high concentration to a low concentration.</li> <li>Boiling happens throughout a liquid when heat energy is applied as particles move more.</li> <li>Evaporation is the movement of particles from liquid to gas state at a surface.</li> </ul>	
Skills: you will be able to...	
<ul style="list-style-type: none"> <li>Use classification keys to identify materials</li> <li>Follow written instructions to carry out a practical and evaluate methods used</li> <li>Record results accurately in tables and draw valid conclusions</li> <li>Write 'like a scientist' including detail learnt in this unit</li> </ul>	
Linking back	Linking Forward
Key Stage 2 <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled</li> <li>The water cycle</li> <li>Compare and group together everyday materials on the basis of their properties</li> </ul>	Year 7 – Atoms, Elements, Compounds and Mixtures – we will look at how these particles can be grouped and rearranged.  Year 7 – Solutions – we will look at how particles can be separated from each other.  Year 8 – Heating and Cooling – building on the ideas of state changes and particles moving.

# Reports

- This will include:
- i) The reporting of attainment calculated from assessment results produced up until that point in the form of an average unit GCSE grade or mock exam result
- ii) Attitudinal Descriptors
- iii) Attendance and punctuality data
- The Spring term will have the addition of a full form tutor report, and Progress Leaders report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of your child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour

# Average unit grades

Parents should be aware that this does not represent a prediction, and that many factors such as performance on the day of the exam, preparation and revision, performance in later units and attendance can feed into the final exam grade

# 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.
2. 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.
3. 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.
2. Good	Students display the school values of <i>endeavour</i> by completing classwork that is <i>always</i> complete to the expected standard.
3. 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.
2. 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.
3. 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 11 Attainment and Attitude

Name: [REDACTED]

Form Tutor: [REDACTED]

Form: [REDACTED]

	Average Unit Grade	Student Subject %	Year Group Average Subject %	Homework	Classwork	Behaviour
Business	7	69	62	2	1	1
Combined Science	7.7	53	50	2	2	2
Biology	[REDACTED]	50	62	[REDACTED]	[REDACTED]	[REDACTED]
Chemistry	[REDACTED]	53	50	[REDACTED]	[REDACTED]	[REDACTED]
Physics	[REDACTED]	59	62	[REDACTED]	[REDACTED]	[REDACTED]
English Literature	5	60	69	2	2	2
English Language	5	54	62	2	2	2
French	8	71	65	2	2	2
Geography	7	64	70	2	2	1
History	5	44	48	2	2	1
Mathematics	6	50	60	2	2	2
Religious Studies	4	40	70	3	2	2

Attendance	Lates
97.1%	1

# Parent's Evening

- There will also be two Parents Evenings' in Year 11
- Parents Evening 1: 1<sup>st</sup> November 2023
- Parents Evening 2: 20<sup>th</sup> March 2024

# 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)
- Full staff involvement
- 2-year project
- Builds on what we already do

# So, what is Formative Assessment?

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