

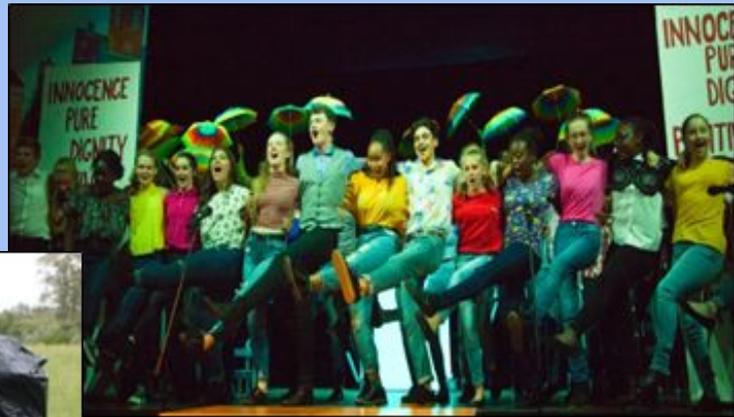


Welcome to Ensuring Success at Key Stage 3

Year 8+9 2018-19

Welcome from Miss Cronin





Ensuring Successful Outcomes in English at KS3

- Reading regularly at home.
- Interleaving key word recall, memorising acronyms and spellings.
- Developing confidence at sharing opinions with others.
- Completion of homework or prior learning tasks.



Novel	Shakespeare (Full Text: The Tempest or Twelfth Night)	Texts through Time (post Shakespeare)	Identity and culture	Play script	Media (4 weeks)
<p><u>R Task:</u> Choose a theme from your class novel. Design a graph to show how this theme is introduced and then developed throughout the novel. Each point must be supported by a quotation and explanation.(see example on note slide)</p> <p>AOs: LiAO2, LaAO2.</p> <p><u>W Task -</u> Choose a theme and/or character from the novel you are reading. Write a new narrative or opening of a narrative based on this character or theme.</p> <p>AOs:LaAO5 and 6.</p> <p><u>SL Task:</u> Hot-seating.Choose a character from your class novel and prepare to be asked a series of questions as that character in role.</p>	<p><u>R Task</u> for The Tempest:</p> <p>What similarities are shown between Prospero and Caliban in Act 3 Scene 2 and Act 4 Scene 1?</p> <p>AOs: Li AO1 Li AO2</p> <p><u>R Task</u> for Twelfth Night: What problems does Viola face, and how does she react to them in Act 1 scene 5 (line 160 to end) and Act 2 scene 2?</p> <p>AOs: Li AO1 Li AO2</p> <p><u>W Task:</u> Write a newspaper article given a specific viewpoint/ bias based on key events in the text</p> <p>LaAO5, LaAO6</p> <p>SL Task: Prepare and perform your soliloquy</p>	<p>W Task - Write a descriptive piece imitating an author studied during this unit.</p> <p>AOs: LaAO5 and 6.</p> <p><u>R Task:</u> How does the writer reflect concerns of the time?</p> <p>AOs: LiAO3 and LiAO1.</p> <p><u>SL Task</u> Task: Enquiry (p4c) /group discussion based on texts.</p> <p>Plan for discussion using comparison grid - pick out how the authors' investigate the 'concerns' of their own time periods Bring in context from the texts to link to similarities and differences.</p>	<p><u>R Task:</u> Compare the ways the poets present ideas about their identity in "Night of the Scorpion" and one other poem you have studied.</p> <p>LaAO1, LaAO3, LiAO3</p> <p><u>W Task:</u> Create a piece of autobiographical writing reflecting on identity</p> <p>LaAO5</p> <p><u>SL Task:</u> Recital of your favourite poem from the unit.</p>	<p><u>R Task:</u> Explain how the writer uses Language and structural techniques to create a dramatic atmosphere for the audience.</p> <p>AOs: La AO2 La AO4</p> <p><u>W Task:</u> Imagine that you are one of the play's characters and write an account of your thoughts, feelings and ideas about what has happened to you as a blog to be shared on social media.</p> <p>AOs: La AO5 La AO6</p> <p><u>SL Task:</u> Create a group presentation of a scene from the play or produce a scene of your own which explores one of the play's characters or themes in greater depth.</p>	<p><u>R Task:</u> Analyse the structure of the TV advert.</p> <p>AOs: LaAO1, LaAO2, LaAO3</p> <p><u>W Task:</u> Create a persuasive pitch for a product based on your name.</p> <p>AOs: LaAO5, LaAO6</p> <p><u>SL Task:</u> Verbally present your pitch to an audience, making effective use of voice and paralinguistic features.</p>

Year 9 (2018-2019)

Novel	Shakespeare - <i>Romeo and Juliet</i>	Writing styles	Character and Voice Poetry (based on the cluster in <i>Moon on the Tides</i>)	Media	Gothic Literature
<p><u>R Task:</u> How does the character of [] change or develop as the novel progresses?</p> <p>AOs: LiAO1, 2. LaAO1, 2 and 4.</p> <p><u>W Task:</u> Write a speech for a class debate which argues for or against:[insert motion related to novel].</p> <p>AOs: LaAo5 and 6.</p> <p><u>SL Task</u> - Choose a paragraph(at least half a page) from your class novel.</p> <p>Recite your paragraph to the class ensuring you focus on creating audience reaction.</p>	<p><u>R Task:</u> Analyse the events of Act Two scene two, referring to the ways in which this scene deepens our understanding of character, theme and plot.</p> <p>AOs: Li AO1 Li AO2 Li AO3 Li AO4</p> <p><u>W Task:</u> Re - write Act One scene 5, as a script, so that its events occur in the 21st Century. Your readers will be modern teenagers and it should be in a script format.</p> <p>AOs: La AO5 La AO6 LiAO3</p> <p><u>SLTask:</u> Rehearse and perform a scene from the play as part of a small group</p>	<p><u>R Task:</u> Compare how the writers present sporting challenges.</p> <p>Extracts in tdrive.</p> <p>AOs:LaAO3 ,LaAO1, LaAO2 Li AO4</p> <p><u>W Task:</u> A local newspaper has printed a letter in which an older reader accuses today's young people of being lazy, selfish and only interested in watching TV.</p> <p>Write your own letter to the paper arguing that she is wrong.(see model response in t drive)</p> <p>AOs:LaAO5 LaAO6</p> <p><u>SL Task:</u> give a speech to the class/small group</p>	<p><u>R Task:</u> Poem = The River God</p> <p>How does the poem present the character of the River God?</p> <p>LaAO2,LaAO4,LiAO1, LiAO2</p> <p><u>WTask:</u> Writing based on a character from a poem, focussing on emotive effect.</p> <p>Write a story about jealousy and/or betrayal inspired by the poem "Medusa" (Does not have to be pre-taught).</p> <p><u>SL Task:</u> Discussion/role play based on poems</p>	<p><u>R Task:</u> Compare how the two articles present ideas about a similar news story.</p> <p>AOs:La AO1 LaAO3</p> <p><u>W Task:</u> Write a newspaper article for the given target audience on the topic you have been assigned.</p> <p>AOs:LaAO5, La AO6</p> <p><u>SL Task:</u>Group presentation of a news broadcast - acted out. Roles: studio presenter/s, reporters on the scene, witnesses/experts</p>	<p><u>R Task:</u> How do the authors effectively create suspense, fear, and tension in your chosen text?</p> <p>AOs: LiAO2</p> <p><u>WTask:</u> Write the opening to your own gothic novel</p> <p>AOs: La AO5/6</p> <p><u>SL Task:</u> Discussion related to the conventions of the gothic genre.</p>

Each assessment piece is 50 minutes and is completed in the classroom in exam conditions.

Pupils may use their books and planning to support them.

This is with the exception of the end of year exams.

PEEZL

Point

Evidence - a quote or direct reference.

Explanation

Zoom in on one word or a short phrase and analyse its effect.

Link to social, historical or writer context, the question itself or another point.

S.M.I.L.E.



STRUCTURE

MEANING

IMAGERY

LANGUAGE

EFFECT

Year 8 - Suggested Reading List

Historical

Private Peaceful / Michael Morpurgo

Sweet Clarinet / James Riordan

Roman Mysteries / Caroline Lawrence

Tiger, Tiger / Lynne Reid Banks

Pompeii / Robert Harris

Petals in the Ashes / Mary Hooper

I Coriander / Sally Gardner

No Shame, No Fear / Ann Turnbull

Teen Girl

Confessions of a Teenage Drama Queen / Dyan

Sheldon

Indigo's Star; Saffy's Angel / Hilary McKay

Year 9 – Suggested Reading List

Biography

Wild Swans / Jung Chang

Angela's Ashes / Frank McCourt

Memoirs of a Geisha / Arthur Golden

Other Cultures

Born Confused / Tanuja Desai Hidier

Rani & Sukh; (Un)arranged Marriage / Bali Rai

Garbage King; A Little Piece of Ground /

Elizabeth Laird

The Color Purple / Alice Walker

Noughts & Crosses / Malorie Blackman

Useful Idiots / Jan Mark

History

Remembrance / Theresa Breslin

Pompeii / Robert Harris

The Girl with the Pearl Earring / Tracy Chivalier

The Other Boleyn Girl / Philippa Gregory

Teen Girl

Georgia Nicholson series / Louise Rennison

Key words lists

Creative explorations (Literary traditions)		
Narrative perspective	Tells the reader who is telling the story	
convention	The features that define a particular story structure	
structure	The way a text is organised	
comparison	The exploration of the similarities and differences between texts	
personification	Giving human characteristics to nonhuman objects or ideas	
Introduction to Poetry		
simile	A comparison using 'like' or 'as'	
metaphor	A comparison without using 'like' or 'as'	
rhyme	Similarity of sound between words or endings of words	
rhythm	The pattern of stressed and unstressed syllables in poetry	
anthology	A published collection of poetry or other pieces of writing	

A	ALLITERATION/ANECDOTE
F	FACTS
O	OPINIONS
R	REPETITION/RHETORICAL QUESTION
E	EMOTIVE LANGUAGE/EXAGGERATION
S	STATISTICS
T	THREE (RULE OF)

Mind the...



Genre

Audience

Purpose

CUPS for proof reading:

C - capital letters

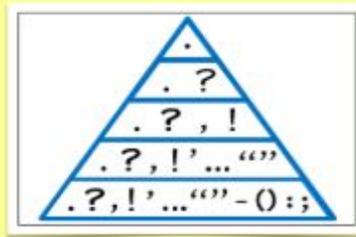
(Mary)



U - understanding



P - punctuation



S - spelling

The best way to get a
you focus on th

Speaking and Listening

Group, pair and whole class discussion.

Drama and role play.

Presenting in formal contexts.

|



Intervention

Handwriting intervention.

Sound training.

Reading intervention and peer support.

Monday morning intervention based on focused groups in year 9.

Friday lunchtime support group.



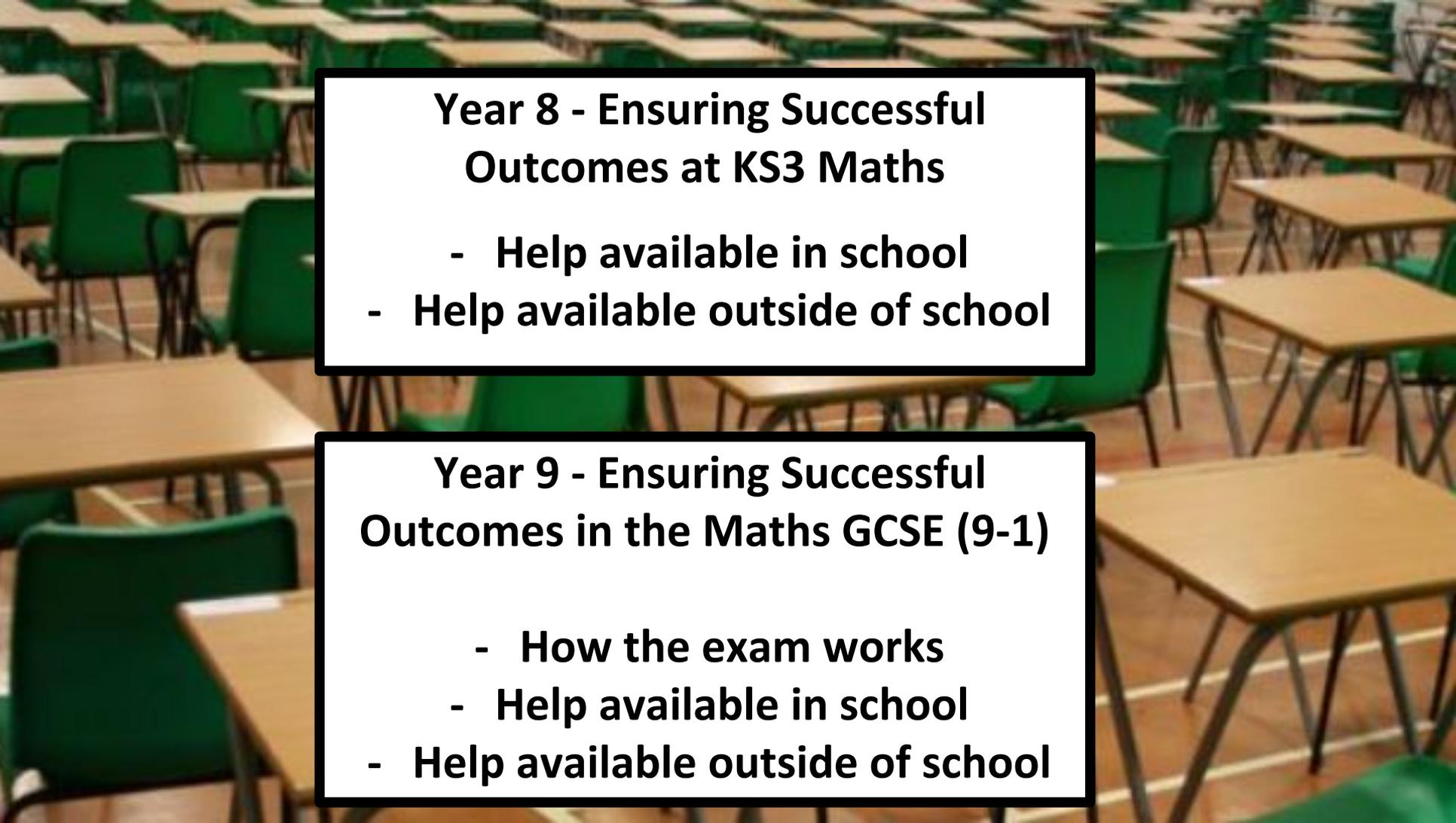
Useful websites

<https://www.spellzone.com/> Those pupils with spelling ages below their chronological age will be given a log in so they can complete this at home.

<http://www.classicreader.com/> Free classics to read online.

<https://literacytrust.org.uk/resources/?phase=secondary>

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/encouraging-reading-ages-9-11/>

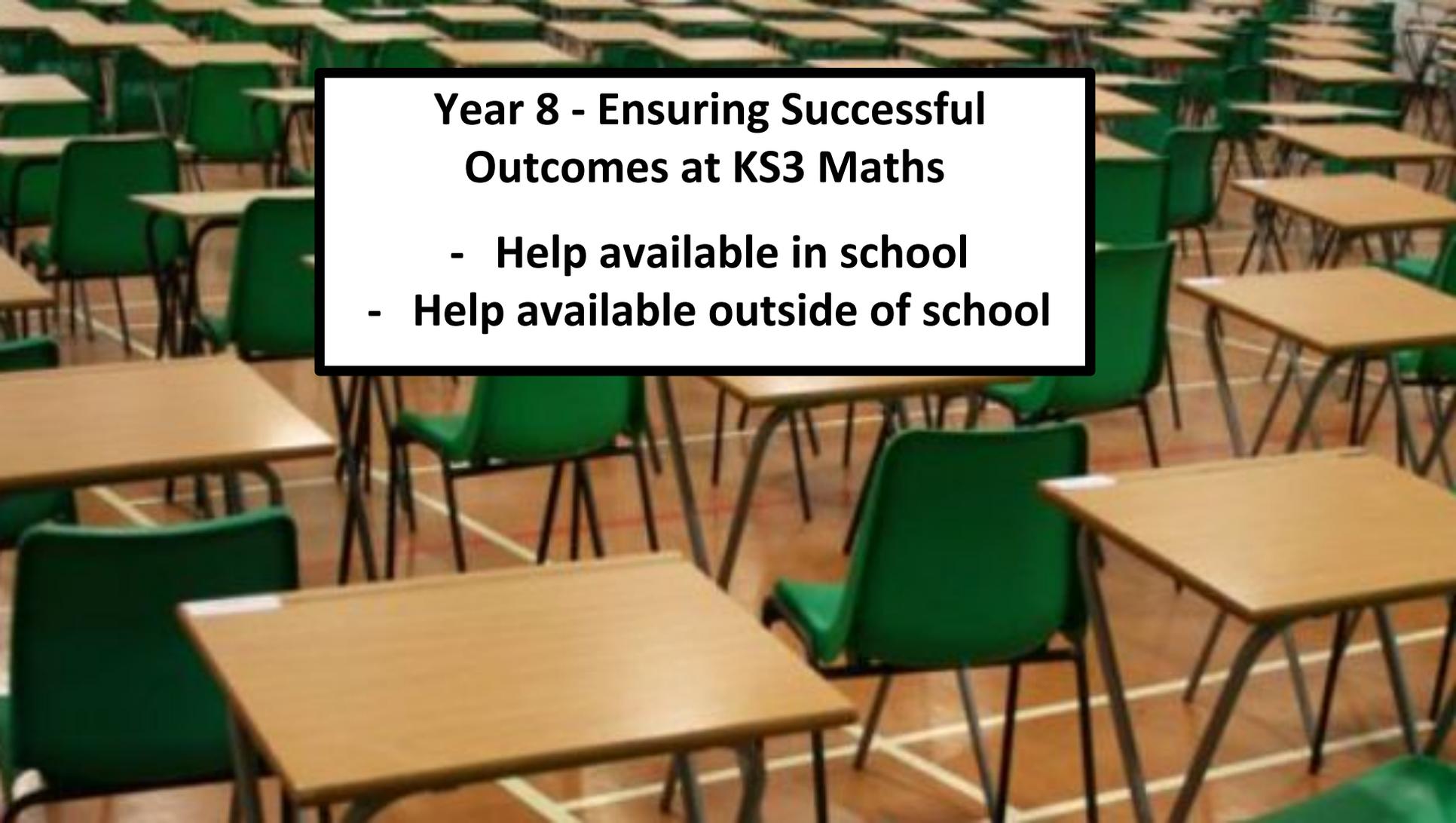


Year 8 - Ensuring Successful Outcomes at KS3 Maths

- Help available in school
- Help available outside of school

Year 9 - Ensuring Successful Outcomes in the Maths GCSE (9-1)

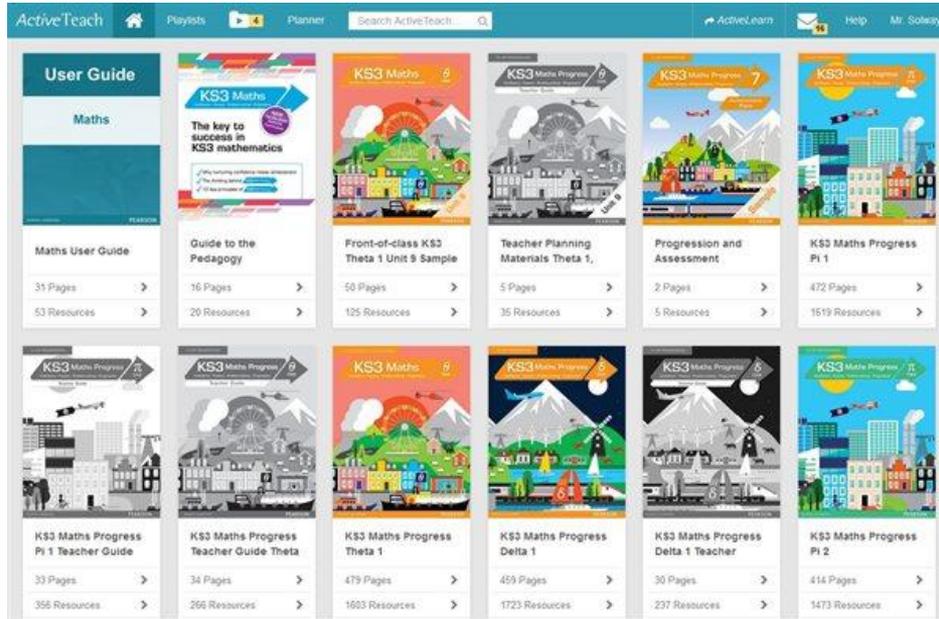
- How the exam works
- Help available in school
- Help available outside of school

A photograph of a classroom filled with rows of empty wooden desks and green plastic chairs. The desks are arranged in a grid pattern, and the chairs are tucked under them. The floor is a light-colored wood or laminate. The text is overlaid on a white rectangular box with a black border in the center of the image.

Year 8 - Ensuring Successful Outcomes at KS3 Maths

- Help available in school**
- Help available outside of school**

Year 8 - Keep up the good work from year 7!



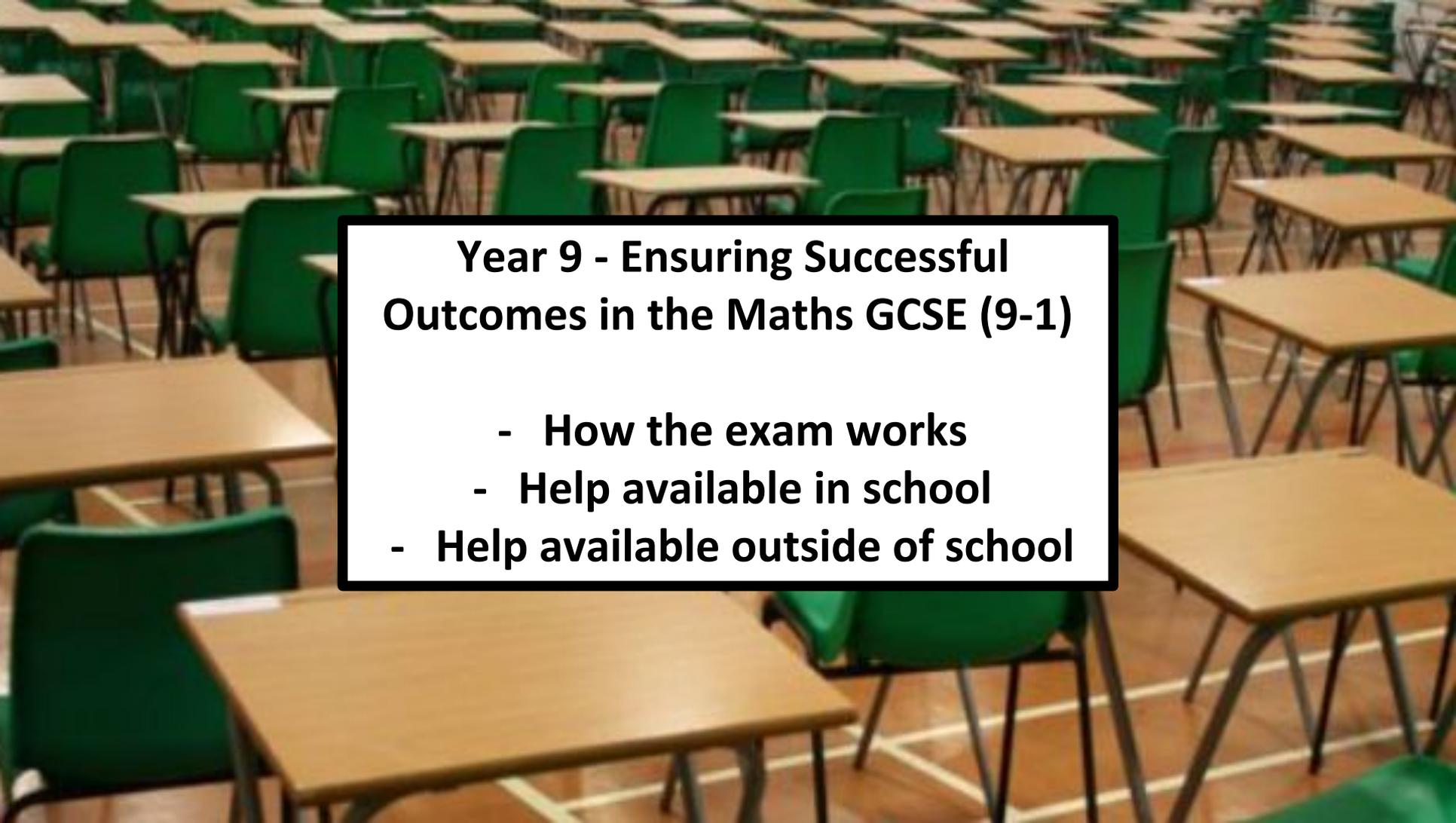
Pupils should make the most of their time with their teachers, this will have the biggest impact on their learning.

The textbooks used in class are available to be viewed online. Homework books too.

Pupils will be reminded of their logins for the online textbooks over the next few weeks.

Regular chapter tests, please acknowledge results at home by signing their test papers.

Early intervention for pupils identified as at risk of not passing GCSE Maths.

A photograph of a classroom filled with rows of green plastic chairs and light-colored wooden desks. The desks are arranged in a grid pattern, and the chairs are tucked under them. The room is brightly lit, and the floor is a light brown color. A white rectangular box with a black border is overlaid on the center of the image, containing text.

Year 9 - Ensuring Successful Outcomes in the Maths GCSE (9-1)

- How the exam works**
- Help available in school**
- Help available outside of school**

Foundation
(grades 1-5)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



Higher
(grades 4-9)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



Increase in difficulty, increase in content, increase in content that needs memorisation

Exams: Summer 2020

Grade 5 is key for college courses (but obviously some pupils aim much higher and will need higher in some cases)

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>4 = C and above and above</p> </div> <div style="text-align: left;"> <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. </div> </div>									
A*		A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE									

Grade 4 is equivalent to a low grade C, grade 5 is now considered a 'good pass'

No grade boundaries will be published in advance, it is all about how you compare to everyone else in the country.

However, it is recommended that you aim for 75% in Foundation for a grade 5 and 35% in Higher for a grade 5; other suggested grade boundaries available on request.

What help is available in school?

Lessons – The pupils still have approximately 500 of these left (700 for year 8): they must make the most of them, work hard and they will be well prepared!

GCSE drop in session: Pupils are to bring any classwork or homework with them that they have struggled with – details TBC

Intervention sessions starting from the last term of Year 10; earlier if we feel there is a group that requires it!





This website contains past exam papers.

- **Real exam questions**
- **Scaffolding provided for more complex questions**
- **Instant feedback**
- **Tracks pupil progress throughout the two years**

What help is available outside of school?

(b) Calculate an estimate for the mean foot length.



mid-point	frequency	$m \times f$
17	3	51
19	6	114
21	10	210
23	12	276
25	9	225
TOTALS	40	876

1

$$\boxed{} \div \boxed{} = \boxed{} \text{ cm}$$

(3)

What help is available outside of school?

Pupil view	Marks	Grade	All Pupils	ANSWERS	All topics	Total
Spec 2017 1H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25		100%
Spec 2017 2H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22		9
Spec 2017 3H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18		🔍
Spec 1st1 1H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23		100%
Spec 1st1 2H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24		9
Spec 1st1 3H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22		🔍
Spec 1st2 1H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22		100%
Spec 1st2 2H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21		9
Spec 1st2 3H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23		🔍
Spec 1st3 1H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24		100%
Spec 1st3 2H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21		9
Spec 1st3 3H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21		🔍
Spec 1st4 1H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22		100%
Spec 1st4 2H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25		9
Spec 1st4 3H	R ✓ ?	80	9	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21		🔍
OLDER TEST PAPERS (A*-E)						
June 2015 1H	R ✓ ?	100	A*	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24		100%
June 2015 2H	R ✓ ?	100	A*	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28		A* 🔍

What help is available outside of school?

TRY IT, YOU WILL LOVE IT!!!
Homework/Test setting tool
with instant marking.

MathsWatch

mathematics just a click away...

Why not request a **FREE online trial** to see how MathsWatch can help you gain crucial teaching time and enhance your students' independent work.

MathsWatch is a set of mathematics resources (videos and worksheets) available to schools/colleges via an online subscription service or via the purchase of individual discs (playable on any Windows® PC).



MathsWatch



What help is available outside of school?

Question Progress

5 / 5 Marks

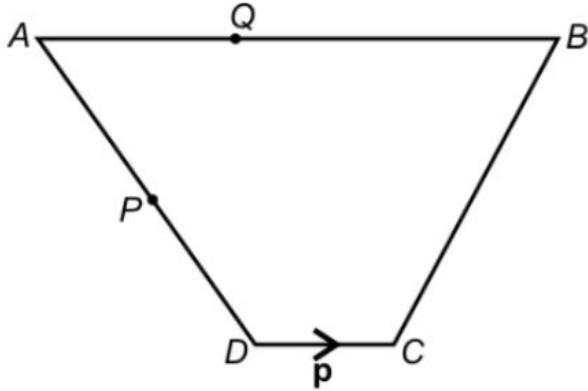
Homework Progress

578 / 578 Marks



AB is parallel to DC .

$$\vec{AB} = 5\mathbf{p} \quad \vec{DC} = \mathbf{p} \quad \vec{DA} = 2\mathbf{q} - \mathbf{p}$$



- a) Find \vec{CB} in terms of \mathbf{q} and \mathbf{p} .
Simplify your answer.

Note: Ignore arrows above vectors eg write PQ, not \vec{PQ}

$$3\mathbf{p} + 2\mathbf{q}$$

- b) P is the midpoint of AD .

$$\vec{AQ} : \vec{QB} = 2 : 3$$

Show that PQ is parallel to CB .

$$\vec{AQ} = 2(\vec{DC})$$

$$AQ = 2p$$

$$PQ = q - p/2 + 2p$$

$$PQ = q + 3p/2$$

$$CB = 2(PQ)$$

PQ and CB are scalar multiples,
so they are parallel.

This website contains tuition videos and questions on every GCSE topic.

- Homework questions come with videos for extra support if you get stuck!
- Or search by topic/grade
- Instant feedback
- Tracks your progress throughout the two years

What help is available outside of school?

Clip 119 Volume of a Prism

One Minute Maths

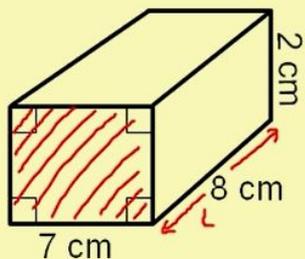
Interactive Questions

Worksheet

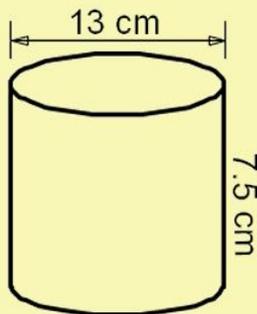
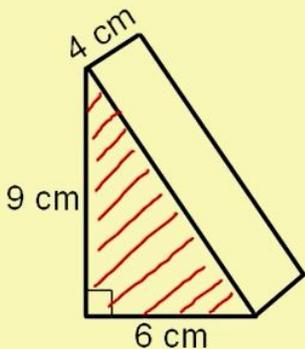
Find the volumes of the three prisms.

Take π to be 3.142 where appropriate.

$$\begin{aligned}A &= 7 \times 2 \\ &= 14 \\ V &= A \times L \\ &= 14 \times 8 \\ &= 112 \text{ cm}^3\end{aligned}$$



$$\begin{aligned}A &= \frac{6 \times 9}{2} \\ &= 27\end{aligned}$$



Find a Clip

Qualification

GCSE



Tier

All



Grade

All



Topic

All



Search

Choose Clip (19)

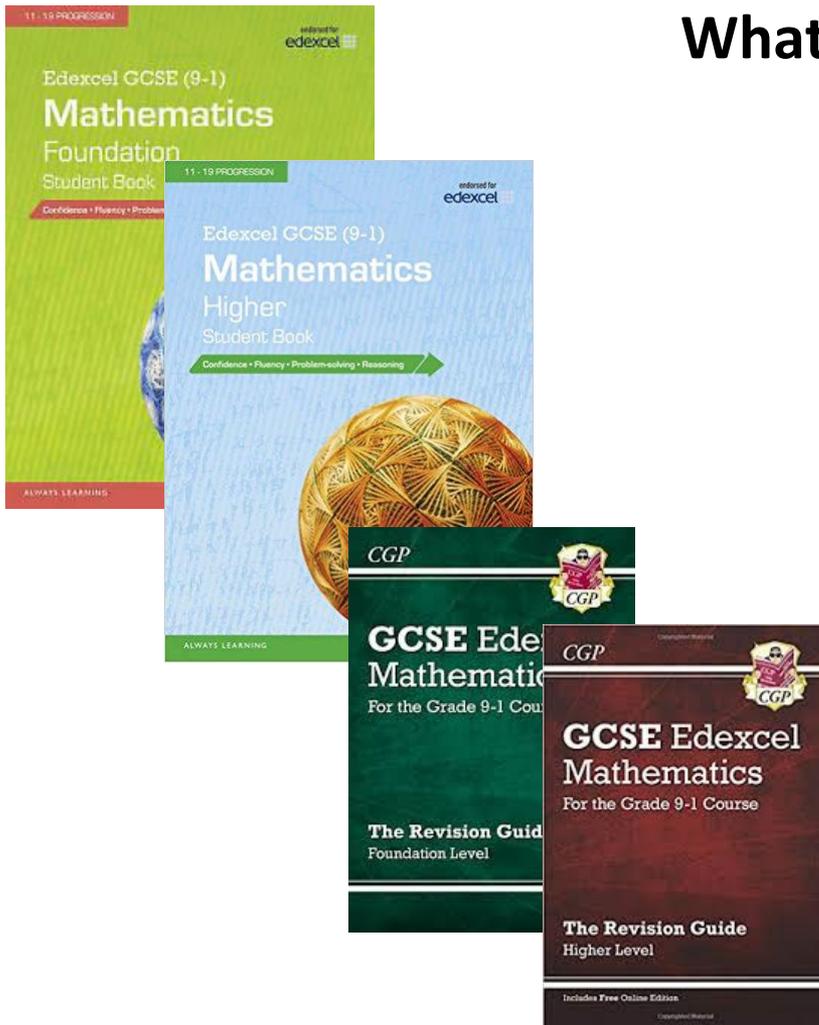
Clip	Title
113	Problems on Coordinate Axes
117	Area of a Circle
119	Volume of a Prism
128a	Pie Charts
128b	Stem and Leaf Diagrams
135a	Solving Equations - Balancing
137	Forming Formulae and Equations
169	Spheres
173	Exact Trigonometric Values

What help is available outside of school?

The textbooks used in class are available to be viewed online.

Revision guides will be available for purchase over the next few weeks.

Pupils will be reminded of this, their logins for the three online resources mentioned previously and the drop-in session details over the next few weeks (all details on one slip of paper and available on school website)



Science



The Assessment System

Assessment

A magnifying glass with a black handle and a silver rim is positioned over the word "Assessment". The lens of the magnifying glass is centered over the letters "m", "e", and "n", making them appear significantly larger and more detailed than the rest of the word. The word "Assessment" is written in a large, orange, serif font. The background is plain white.

Dear Sir/Madam, I am writing in response to something in which I have read in your local newspaper.

a letter

Mrs Smith has written ^{an article concluding} ~~in your newsletter~~ that she accuses young people today, ^{or} ~~are~~ being lazy, selfish and only interested in watching tv. ^{She's wrong.}

I have to admit that with lots of homework and schoolwork, I would just love to be able to sit down and relax whilst watching the tv. Younger people like to watch tv because it is a filler for parts of the day ^{where they are not doing anything}.

As a young child, I ^{rather} ~~prefer~~

to be a young teen and to read up her article, I feel somewhat offended by what she has to say. There are plenty of other reasons for explanations for people watching tv other than them being lazy, selfish and only interested in it.

Whenever there is a programme on that is to our liking, we ^{are we are} can be able to sit down and watch it. We can also see what's going on around the world that we may not even be here to see.

In addition to my point on school work and homework, by the time you have finished, it's too late to go out and do anything besides, ^{get} you youths have to get up early to go to school. When it is too late to go out and do meet up with your friends, what can you do other than sticking the tv on for an hour ~~while~~ after doing all your chores. Tv is not what ~~they~~ we are always interested in. We are interested in alot of other things: meeting friends, making food (breakfast, lunch, dinner), and ~~do~~ going out to the park ~~etc~~ etc...

This does not just include watching tv all of the time. There is no ~~lazy~~ laziness, selfishness or ^{interested} ~~only interested~~ ^{business} ~~involved~~ involved.

Mrs Smith is wrong about all of this. Here we, are not selfish, we are not lazy, and we are not only interested in watching tv. I hope you take my point into

Mrs Smith thinks that all we do is watch tv. This makes us lazy and selfish? No. I hope my point will be raised. You have raised it!

Yours faithfully, Duncan Norris.

a clear and present failure 6/12/16.

- rhetorical questions.
- & simple sentences.
- ellipses.
- Passive and active sentences.

Writing Assessment Band 2 E2/3

cosw: a range of sentence structures
generally well-organised paragraphs

E2/3: respond to all parts of the question

Task: write an additional paragraph which refers to 'lazy' or 'selfish'.

Selfish defines to caring too much about yourself and not enough about others. There is no selfishness involved in watching tv - we do like to watch what we like - as it is a chance to sit down with family and/or other people you may not see often. Sitting down and watching an episode/film can be used as a time of having fun with others, films can often be used as sentence starters, tv can provide information - especially about other parts of life in other places.

Excuses?
We are not lazy, sitting down and having a relax

The Assessment System

Year 8 targets range from 2 to 6 and Y9 from 3 to 7

Three assessment points in the year: December (end of term 2), April (end of term 4), July (end of term 6)

Data Capture point	Above expected progress	Expected progress	Below expected progress
1	On target or better	Within 1 incremental point	Below 1 incremental point
2	On target or better	Within 0.5 incremental point	Below 0.5 incremental point
3	Above target	On target	Below target

July profiles are based on the end of year exam in most subjects which will help to inform the next year's targets

Pupil Well-being

How best to support
young people



Well-being in teenagers

- Record levels of young people are struggling. **Academic pressure, social media, bullying, poverty, lack of availability** of professional mental health support - all have been named as contributing to this epidemic of poor mental health in our young people.
- What can we do to support? Early Warning Signs
- Experiencing one or more of the following feelings or behaviours can be an early warning sign of a problem:
- Sudden decrease in school performance
- Excessive fears and worries
- Loss of interest in friends or favourite activities
- Extreme hyperactivity
- Loss of appetite - Sudden changes in weight
- Excessive worry about weight gain
- Sudden changes in sleep habits
- Visible prolonged sadness
- Substance use or abuse
- Seeing or hearing things that are not there
- Thinking of harming yourself / others
- Eating/sleeping too much or too little
- Yelling or fighting with family / friends
- Experiencing severe mood swings that cause problems in relationships
- Having persistent thoughts and memories you can't get out of your head
- Hearing voices or believing things that are not true

Take 10



Creating a safe space



Give yourself plenty of time so you don't appear to be in a hurry. 10 minutes may be enough but if you need longer then go ahead



Meet in a neutral space such as a quiet room or pastoral room



Sit down even if the other person is standing— it will make you seem less intimidating. Make it clear that they are not in trouble

Take 10



How to ask the questions



Keep your
body language
open and non-
confrontational



Be empathetic
and take them
seriously



Do not offer glib
advice such as
"pull yourself
together" or
"cheer up"



**Make
appropriate
eye contact**



Keep the chat
positive and
supportive,
exploring the
issues and how
you may be able
to help

Take 10

?

Useful questions to ask

How are you feeling at the moment?

How long have you felt like this – is it an ongoing issue?

Who do you feel you can go to for support?

Are there any factors outside of the classroom which are contributing to how you are feeling?

How can I help you?

What kind of support do you think might help you?

Take 10



How to listen

- Give the student your full focus and listen without interrupting
- Listen to their words, tone of voice and body language — all will give clues to how they are feeling

Accept them as they are
Respect the person's feelings, experiences and values although they may be different from yours. Do not judge or criticise because of your own beliefs and attitudes.

Don't make a moral judgement

Be genuine — show that you accept the person and their values by what you say and do.

Get on their wavelength

Place yourself in the student's shoes and demonstrate to them that you hear and understand what they are saying and feeling.

Resilience



You can't always stop your child from experiencing problems or tough times. But you can play a big role in helping your child build resilience. Your child can also gain strength from other supportive adults, like grandparents, aunts, uncles or teachers. Friends and classmates can be great sources of support too.



Resilience is more than just coping. When you're resilient, you're more prepared to seek new ways to overcome your challenges and achieve your goals. Although this might mean taking some risks, it also creates opportunities for success and greater self-confidence.

Building Resilience

Personal values and attitudes for building resilience

Self-respect is a great building block for resilience.

Self-respect grows out of setting standards for behaviour. If your child has self-respect, she believes that she matters and should be treated respectfully by others. She's also more likely to protect herself by avoiding risky behaviour and situations. A strong sense of self-respect will also help your child be less vulnerable to bullies and bullying.

Empathy, respect for others, kindness, fairness, honesty and cooperation are also linked to resilience.

This includes showing care and concern for people who need support, accepting people's differences, being friendly, not mistreating or bullying others, and taking responsibility for your actions.

If your child shows these attitudes and behaviour towards others, he's more likely to get a positive response in return. This helps him feel good about himself.

Social skills for resilience

Social skills are another important building block for resilience. They include skills for making and keeping friends, sorting out conflict, and working well in teams or groups.

When your child has good relationships at school and gets involved in community groups, sports teams or arts activities, he has more chances to develop connections and a sense of belonging.

These social connections also mean that your child will probably have more people she trusts when she wants to talk about things that worry or upset her.

Building Resilience

Positive thinking habits for resilience

Resilience is about **being realistic, thinking rationally, looking on the bright side**, finding the positives, expecting things to go well and moving forward, even when things seem bad.

When your child is upset, you can help him **keep things in perspective** by focusing on facts and reality. For example, you could try gently asking, 'Does this really matter as much as you think it does? On a scale from 1-10, how bad is it really?'

You can also help your child understand that **a bad thing in one part of her life doesn't mean everything is bad**. For example, if your child gets a poor exam result, you could point out that it won't stop her from playing weekend sport or going out with friends.

If your child is being hard on himself, you could suggest **more helpful self-talk** instead. For example, he might say something like 'I'm going to die of embarrassment speaking in front of my class'. You could suggest alternatives like 'Public speaking isn't my favourite thing, but I can cope', or 'Public speaking isn't my strength, but it's good to try new challenges'.

Your child is more likely to feel positive if she can see that **difficult times are a part of life**, and that things will get better. It might just take longer than your child would like. You can help your child with this by talking about how you or people you know have gone through tough times.

Working with your child on solutions to problems can build resilience too. And having [problem-solving strategies](#) can help your child feel he has the power to deal with difficult situations and get through challenging times.

It's also important for your child to feel and talk through difficult emotions like anxiety, fear and anger. Facing difficult emotions will help your child grow stronger. With resilience your child will be able to ride out these [adolescent ups and downs](#).

Building Resilience

It's also good for your child to have **simple strategies for turning low moods into better ones**. Here are some ideas:

- Do things you enjoy or that help you relax, like watching a funny TV show or DVD or reading a good book.
- Spend time with friends or support people.
- Do something kind for someone else – for example, carrying the grocery shopping in from the car.
- Look for the positive or funny side of a difficult situation. For example, a sprained ankle might mean missing sport on the weekend, but it gives you the chance to binge-watch your favourite TV series.
- Do some physical activity, like playing sport or going for a vigorous walk.
- Go over some good memories by looking through photographs.

Worries

Who can help me?

Things that I am
worried about

Where can I go for
help?



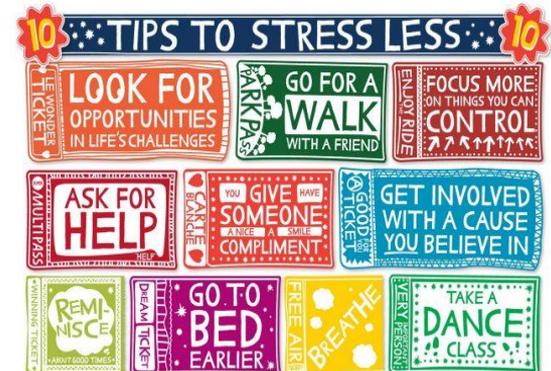
Who do I trust?



What can I
do?

What can the school do?

- We have now developed a toolkit for staff and parents alike and have support mechanisms in place for young people to access. The toolkit has telephone numbers and websites for help and support as well as signs and symptoms of various different aspects of Well-being. It also gives tips for building resilience.
- We have several in-house services on hand within the school, as well as external agencies such as the Schools Health Service, CAMHS and the School Counsellor to whom we can refer pupils. In assemblies and PSHE, we have been discussing Well-being, with the aim of reducing the stigma that is currently attached to mental health and to enable pupils to speak more freely about any issues they are facing.
- This year will see pupils nominated to become Well-being Ambassadors to offer peer support. A Well-being area is also being developed within the school grounds for pupils to access and receive support.



EduLink- School Communication Application

Logging On <https://www.edulinkone.com/#!/login>

What is it?

How will I use it?

Can I get it on my mobile devices?

Issues - email itservices@strichardsc.com

Editing personal data- Check and update contact information



attendance
MATTERS

A pink hand-drawn scribble, resembling a marker stroke, is drawn over the word 'MATTERS' and extends horizontally below it. The scribble starts under the 'M', loops around the 'A', and then extends across the 'TTERS' and below the line.

IN school

OUT of school

broken leg

slight cold/cough

stomach ache

mild headache

over tired

missing homework

friendship issues

vomiting

diarrhoea

How many **days** of school are you
required to attend in a year?

190

What is the desired minimum
attendance % ?

97%

If you achieved **97%** attendance,
how many **days** would you be off
school in the whole year?

5.7

If you achieved **90%** attendance,
how many **days** would you be off
school in the whole year?

19

**85% attendance - 15% of the
school year missed equates to...**

6 weeks

(an entire school term!)

Does Attendance Matter?



Expectations of pupils who are absent

1. Get back into school ASAP
2. Be Proactive
3. Ask the teacher what they missed or are missing via email
4. Catch up classwork missed
5. Complete homework - all on Edulink

What to expect if your child is persistently absent

- Phone call home from Mrs Jones/Pastoral Leader
- Absence patterns discussed/highlighted
- Medical evidence submitted to Mrs Jones for 3 days + absence
- *NEW* 3 phases of Absence will require evidence from now on as well.
- Letters sent home to parents from Mrs Jones (below 95%) if no improvement - invited in for a meeting in school
- Reviews and meetings with pupil and parents - no improvement prosecution
- Prosecution and fines

