



# Year 7 Helping Parents Help their Sons

18 September 2023



# Programme

Introduction and Welcome: **Mr Baggs, Director of Lower School**

Good study habits and supporting your son at home: **Mr Norman, Year 7 Progress Leader**

- Using the timetable, packing bags and keeping on top of books and materials
- Organising the use of time and keeping on top of homework
- Positive environments for study
- How parents can help their sons every day and especially when things become difficult
- Reporting, subject support and pastoral support

Lifelong Readers: **Mr Derrick**

Subject Specific Information: **Mr Baggs**

- Mathematics
- English
- The Sciences
- Modern Foreign Languages
- Physical Education

Keeping safe online: **Mr Bleakley, Assistant Head: Senior Master Lower School**

Closing Remarks: **Mr Bleakley**



# Questions at the end of the evening

Note: this Presentation will be available on the School website.





## Good study habits and supporting your son at home

### Positive environments for study

- Quiet and ordered space
- Well lit
- Uninterrupted and free from distractions
- Free from technology
- NOT IN FRONT OF A TV
- Firm chair and desk for written work



# Good study habits and supporting your son at home

## Using the timetable

- 2 week timetable – keep on top of whether it is an A week or a B week
- Keep copies by the desk and in a place where parents can see
- Keep a copy of homework timetables

## Packing bags

- Bags should be labelled in a way that allows the School to identify the owner, but not displaying personal details (eg AB, 7C WHSB)
- Bags should be packed as soon as Homework is finished – never leave it until morning
- A double check of the planner should be made to ensure that there is no outstanding homework due and all homework is properly kept in planners
- The contents of each folder should be quickly checked before they are packed into bags
- All materials should be named



## Good study habits and supporting your son at home

### Keeping on top of books and materials

- Exercise or textbooks issued should all be named in the appropriate place
- Keep plastic folders for all books and materials for each subject
- Keep all homework in the folder
- Protects work and decreases likelihood of forgetting
- Every day pupils should be equipped with
  - A pencil case containing at least 2 pens, at least 2 pencils, a ruler, a sharpener, a rubber
  - They should also have calculators for maths and the sciences, and a geometry set for maths



## Good study habits and supporting your son at home

### Organising the use of time and keeping on top of homework

**YEAR 7 – each evening's homework on a particular subject should take 25min**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English	Geography	History	English	Computer Science
MFL 1	MFL2	Mathematics	Science	Religious Studies
Mathematics	Science	Technology	Music (A)	MFL2 (A)
			MFL1 (B)	Art (B)

Spanish is MFL1. German is MFL2. French takes the other slot.

(A) means that this homework is only set in A-week.

Homework should be recorded in the planner on the evening it is due to be completed.



## Good study habits and supporting your son at home

### Organising the use of time and keeping on top of homework

- HW should be set in a lesson BEFORE the night HW is detailed on the HW timetable (i.e. that day or the preceding lesson).
- HW should not be expected back in until AFTER the night on which HW is detailed on the HW timetable.
- The pupils should be reminded when a HW is set which night they are timetabled to complete it.



# Good study habits and supporting your son at home

## Organising the use of time and keeping on top of homework

Please note that the table above indicates the evening on which the homework should be done. The work may well be set a few days beforehand, and may not be required to be handed in until a few days afterwards. A task may require several 'slots' of homework to complete, and will not be marked until it is finished.

Where a pupil indicates that they have already completed the work set for a particular slot, please consult the notes in the inside front cover of his exercise book, which will provide suggestions of suitable ongoing tasks and resources which can be used to extend his learning in the subject.

You can reasonably expect to see a three or more pieces of marked work in the exercise book each half term, of which at least one will be marked with information about what is going well and the way to improve. Please note that some subjects which set extended homework e.g. Art and Technology may not mark three pieces of work in a half term. Not all homework 'slots' will be used for tasks which require marking. It may be the case that the completion of notes, revision or other activities will be set as homework, and these will not be marked in detail.



## Good study habits and supporting your son at home

### Organising the use of time and keeping on top of homework

- There is no harm in getting ‘ahead of the game’ and completing it earlier (but never later) especially if there is an evening commitment which may interfere with your son’s ability to complete work
- Complete Homework early in the evening, preferably as soon as your son gets home, when it is still light and before the pupil becomes overly tired
- Split the Homework into two chunks with a reasonable break, such as an evening meal, between (i.e. 2 pieces before dinner and one after)



## Good study habits and supporting your son at home

### Organising the use of time and keeping on top of homework

- Try to get work complete with enough time for your son to properly relax afterwards
- Tick off work in the planner as it is completed and place completed work in the appropriate folder
- Before beginning each piece of work review with your son what needs to do, and after each piece of work is completed have him show you what he has done
- If no homework is set, or if it takes less than the time allocated, use that time instead to review that subject area



# Good study habits and supporting your son at home

## How parents can help their sons every day

- Review homework work with your son before and after for a couple of minutes
- **SIGN PLANNERS WEEKLY** and make sure that homework is being recorded.
- Discuss what has been learned and ask your son to explain it – the process of explanation will help him to remember and consolidate his understanding
- Help your son initially to get into the habit of packing bags, checking timetables, cross checking planners etc.
- Show and encourage good presentation and organisation



## Good study habits and supporting your son at home

### How parents can help their sons when things become difficult

- Regular dialogue with your son so you can understand what is going on at School.
- Encouragement – lots of boys find things difficult for the first time coming to a Grammar School.
- Failure is not an end – it's a learning opportunity. Teach your sons to deal with failure and disappointment by trying a different way.
- Model how you would answer a question or complete a piece of work and ask your son to try that.
- Review notes and marked work with your son.
- Help him complete questions from his book, including retrying questions he found difficult.
- Avoid his temptation to ‘hope it will all go away’ – it must be addressed head on as difficulties arise



# Who to Contact

Contacting the School by letter, telephone or email  
(lspo@whsb.essex.sch.uk).

- Form Tutor
  - Absences (by letter)
  - Report queries
  - Minor concerns
- Lower School Pastoral Tutor
  - Administrative concerns
  - General questions
- Progress Leader
  - Serious concerns



# Good study habits and supporting your son at home

## Reporting

3 reports a year

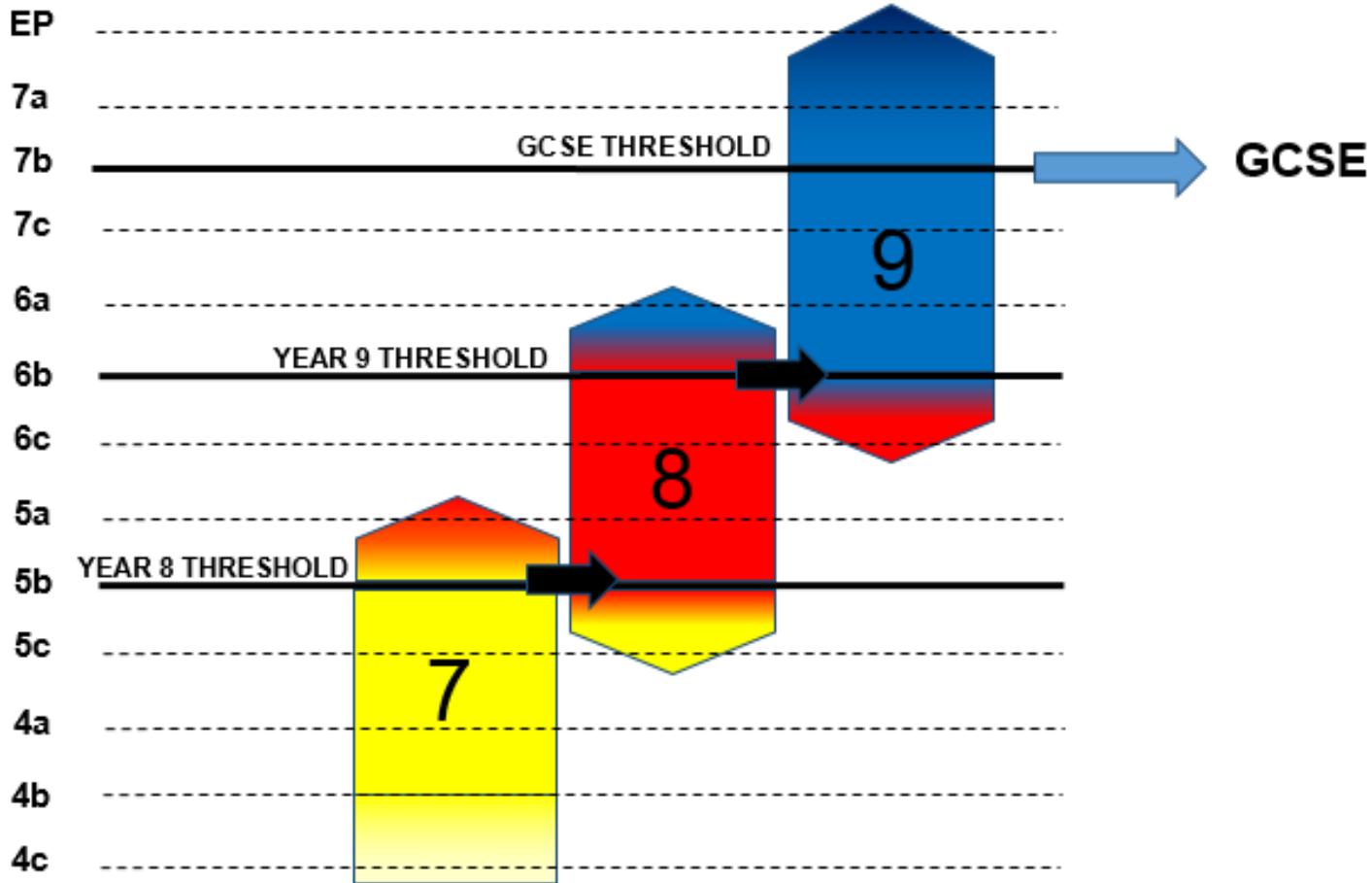
- Initial 13 October 2023
- Full Written 22 March 2024
- Data only 12 July 2024

1 Parents' Evening

- 13 November 2023



## WHSB GRADE





## What the grades mean...

**Grade 5b** is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle Year 8 material at this school.

**Grade 6b** is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle Year 9 material at this selective school.

**Grade 7b** is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle GCSE material at this selective school.



# Conduct Cards

Your son has been issued a conduct card, which he must carry with him at all times.

- If it is lost or accidentally washed, he must see Mrs Radford in the Lower School Pastoral Office.
- Parents should check the conduct card regularly. It will be helpful to see if there are any problems, such as organisation, which can be addressed at home.
- House Points are awarded each half term for unsigned lines.
- A full (or lost) conduct card carries the sanction of a Lower School Detention.



## Planners

Your son has been issued a planner, which he must carry with him at all times.

- If it is lost he must purchase a replacement from Reception.
- Parents should check the planner regularly. This is useful for monitoring homework and checking that work is being completed.
- There are other pages in the planner:
  - Lunchtime detentions
  - Attendance at extra-curricular activities
  - Requests to leave the classroom
- These pages will help you monitor your son's progress.



# Pastoral and Subject Support

## Subject Support Cards

Issued by HoD following recommendation by classroom teacher.

Lasts for 4 weeks.

Signed at the end of each lesson by subject teacher and commented upon weekly by parent.

Parent informed by letter when monitoring commences and when it finishes or if it is to continue for a further 4 week cycle.

Operates independently of Pastoral Support/ Monitoring.

SUBJECT MONITORING CARD FOR .....	
NAME: ..... FORM: .....	
TARGETS: 1) ..... 2) ..... 3) .....	
<input type="checkbox"/>	Week 1   Subject Teacher's Report
Parent's Comment	
<input type="checkbox"/>	Week 2   Subject Teacher's Report
Parent's Comment	
<input type="checkbox"/>	Week 3   Subject Teacher's Report
Parent's Comment	
<input type="checkbox"/>	Week 4   Subject Teacher's Report
Parent's Comment	
Conclusion	
Good progress made → EXIT	
Further improvement needed → Head of Department will contact you.	



# Pastoral and Subject Support

# Interim Monitoring

# 1 week long snapshot.

Pupil should hand to the teacher at the start of the lesson and collect at the end.

**Parents should sign it daily.**

	<b>WESTCLIFF HIGH SCHOOL FOR BOYS</b> <b>INTERIM MONITORING</b>	<b>DATE</b> _____				
<b>NAME</b> _____		<b>FORM</b> _____				
<p><b>OBJECTIVES:</b> The purpose of this card is to assess a pupil's progress, behaviour and attitude in their lessons. Please give an overall rating of the lesson and provide a comment detailing any areas of behavioural concern, e.g. 'too chatty', 'distracting others', 'lacked focus'.</p> <p><u>It is the pupil's responsibility to ensure that this booklet is given to subject teachers at the start of every lesson and also to ensure that it is signed every evening by parents. The card must be returned to your Head of Year after one week.</u></p> <p><b>GRADING:</b> Each lesson should be graded using the following system]</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>A: Excellent</td> <td>B: Good</td> <td>C: Unsatisfactory</td> <td>D: Poor</td> </tr> </table>			A: Excellent	B: Good	C: Unsatisfactory	D: Poor
A: Excellent	B: Good	C: Unsatisfactory	D: Poor			
<b>MONDAY</b>						
Period	Subject	Grading	Comment	Initials		
1						
2						
3						
4						
5						
6						
Parent's signature/comment: _____						
<b>TUESDAY</b>						
Period	Subject	Grading	Comment	Initials		
1						
2						
3						
4						
5						
6						
Parent's signature/comment: _____						
6						
Parent's signature/comment: _____						
Progress leader comment:						



# Pastoral and Subject Support

WESTCLIFF HIGH SCHOOL FOR BOYS

MIDDLE SCHOOL

## PASTORAL SUPPORT



NAME:	FORM:
-------	-------

DATE OF ISSUE:
----------------

ISSUED BY:
------------

### SPECIFIC TARGETS FOR IMPROVEMENT:

1	
2	
3	

### OBJECTIVES:

This Level 2 Support booklet has been issued following the completion of the Interim Monitoring Card.

The purpose of this Level 2 Pastoral Support booklet is firstly to monitor pupil progress, achievement and attainment in circumstances where concerns have been raised and, secondly, to monitor behaviour, attitudes and conduct (if applicable).

Level 2 Support booklets are only issued by Heads of School/Progress Leaders.

It is the pupil's responsibility to ensure that this booklet is given to subject teachers at the start of every lesson and collected at the end. Pupils must also ensure that this booklet is signed by Form Tutors every day and also to that it is signed every evening by parents.

School sanctions will be issued if this matter is not attended to with the necessary care and attention.

### GRADING:

Each individual target is to be graded using the following system:

- A: Target Exceeded
- B: Target Met
- C: Target Not Met

### MONDAY

Teachers should grade the three target columns with reference to the targets shown on the front of this booklet. The grading system is explained on the inside front cover. An entry in the comment column is optional.

Period	Subject	Target	Target	Target	Comment (in relation to targets)	Initials Staff
		1	2	3		
1						
2						
3						
4						
5						
6						

Form Tutor:	Head of School/Progress Leader:	Parent's Signature/Comment:
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# Pastoral and Subject Support

## Pastoral Support

4 week long in Lower School

Bespoke targets.

Pupil should hand to the teacher at the start of the lesson and collect at the end.

3 Grades ONLY:

Target Not Met

Target Met

Target Exceeded

Parents informed of period of support by letter.

**WESTCLIFF HIGH SCHOOL FOR BOYS**

**MIDDLE SCHOOL**

**PASTORAL SUPPORT**

NAME: \_\_\_\_\_

DATE OF ISSUE: \_\_\_\_\_

ISSUED BY: \_\_\_\_\_

SPECIFIC TARGETS FOR IMPROVEMENT:

1					
2					
3					
4					
5					
6					

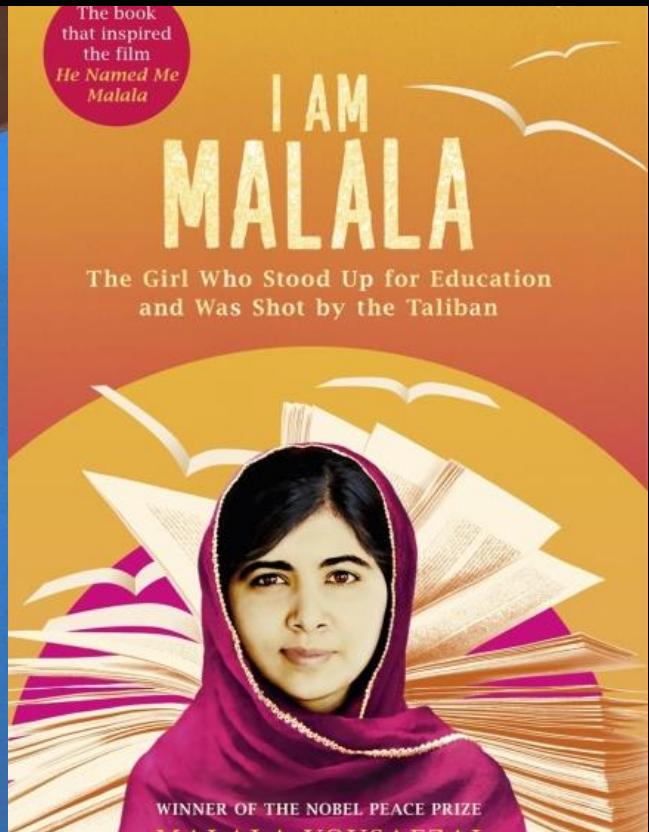
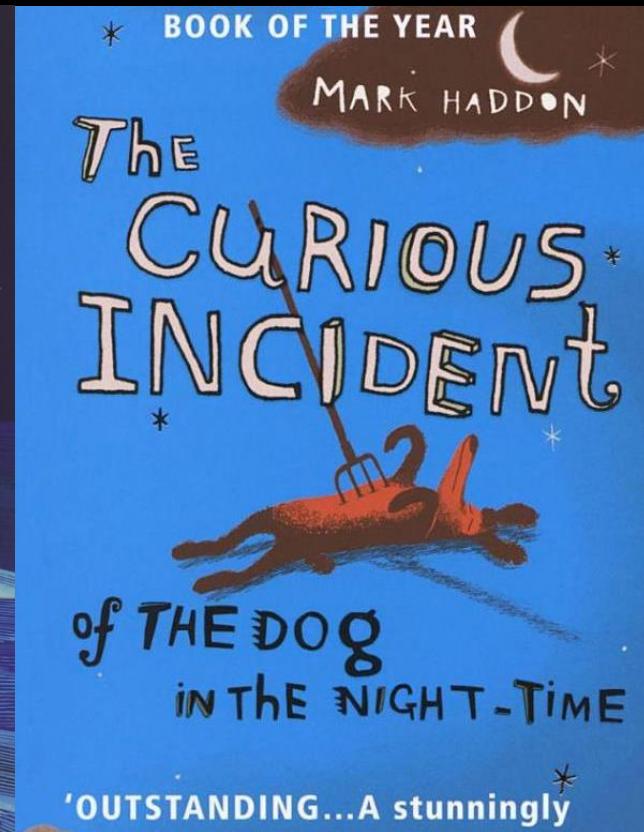
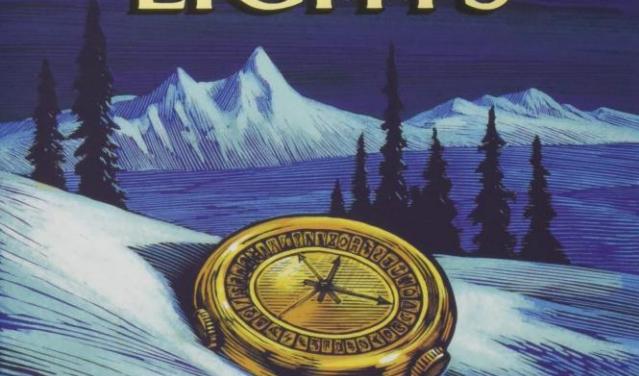
MONDAY

Teachers should grade the three target columns with reference to the targets shown on the front of this booklet. The grading system is explained on the inside front cover. An entry in the comment column is optional.

Row	Subject	Target 1	Target 2	Target 3	Comment (in relation to targets)	Date
1						
2						
3						
4						
5						
6						

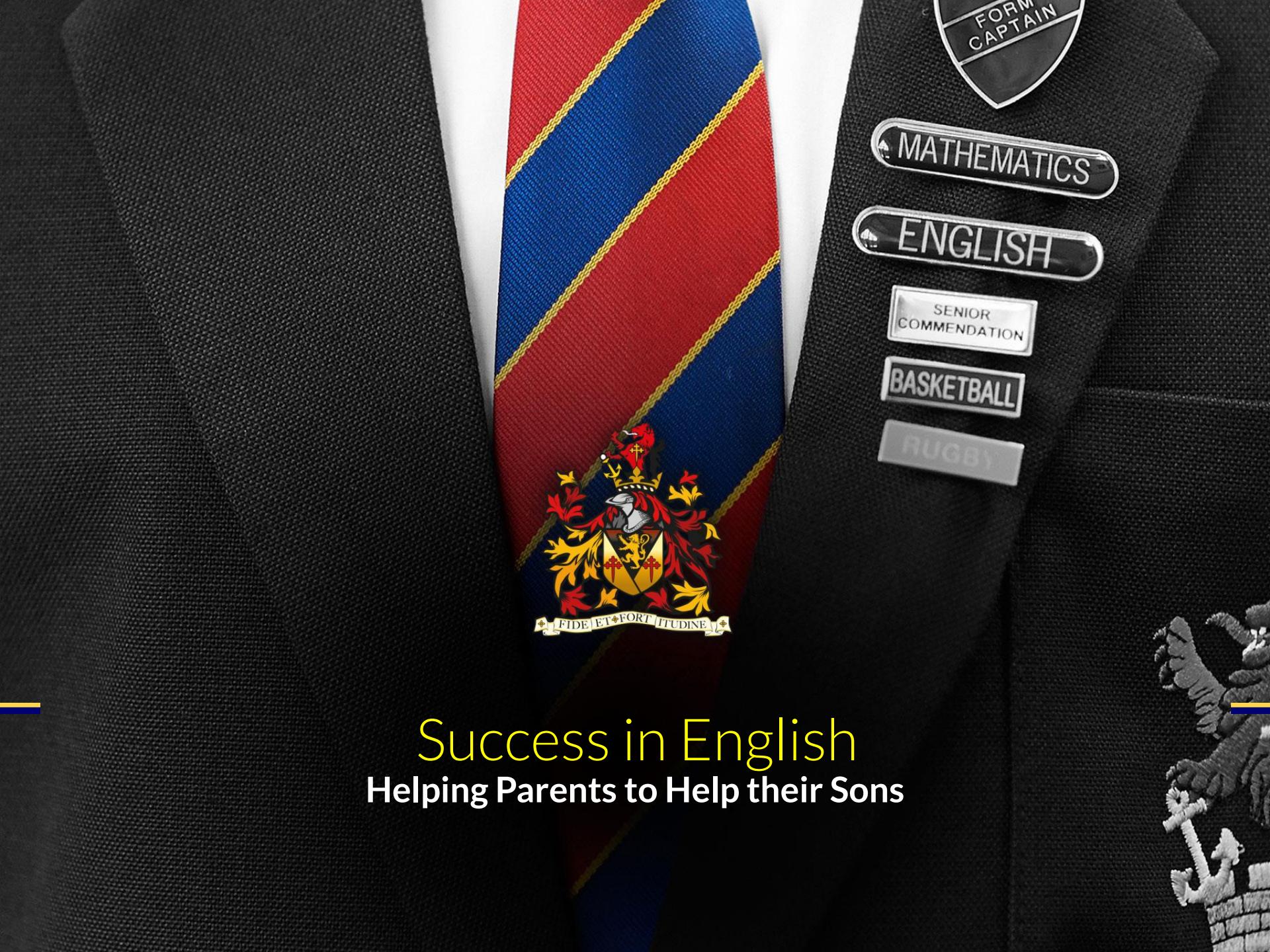
Form Tutor: \_\_\_\_\_ Head of School/Progress Leader: \_\_\_\_\_ Parent's Signature/Comment: \_\_\_\_\_

# PHILIP PULLMAN NORTHERN LIGHTS



Lifelong Readers

Mr Derrick



Success in English  
Helping Parents to Help their Sons



## Age and stage – where are our learners?

- They find justice and equality to be important issues
- They are developing skills in the use of logic
- They can solve problems that have more than one variable
- They are ready for in-depth, long-term experiences
- They want to explore the world beyond their own community
- Moving from concrete thinking to abstract

**Our English curriculum is therefore designed to:**

- Offer meaningful, challenging experiences and learning opportunities
- Help pupils access the world they are in
- Guide them towards the world they are moving into.



# What do our new Year 10s say about their Key Stage 3 experiences in English?



- That the step from Year 9 to 10 was simple because of KS3 - they felt prepared.
- They were glad that they had been taught how to use the mark schemes.
- Positive comments about reading and studying challenging texts.
- They liked going on trips and watching productions of plays of texts we were studying.
- They enjoyed the creativity associated with English lessons, competitions and clubs.



# The Year 7 English Curriculum

Half Term one (7.5 weeks)	Half Term two (7 weeks)	Half Term three (5.5 weeks)	Half Term four (6 weeks)	Half Term five (5.5 weeks)	Half Term six (7 weeks)
<b>The Odyssey (Prose)</b>  Reading Program: Ovid Metamorphoses 'The Tale of Dedalus and Icarus'	The Odyssey (Poetry)  Reading Program: Scheherazade 1001 Nights 'Ali Baba and the 40 Thieves'	A Christmas Carol  Reading Program: Letter: Charles Dickens	Doctor Faustus  Reading Program: Brothers Grimm Aschenputtel	Of Mice and Men OR Diamond as Big as the Ritz  Reading Program: American Poetry	An Inspector Calls  Reading Program: Letter: Long "Tell Him about his Father"



# Assessment Feedback: What to Expect

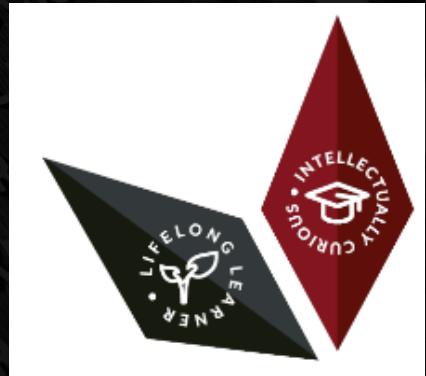
- One formative piece of marking per half term
- One summative (i.e. assessment)
- Achievement is measured against actual assessment objectives
- Holistic achievement is measured against mark scheme
- Realistic and sensible appreciation of where students are based on their age and ability
- Target of skills to support improvement
- Emphasis on improvement (redrafting) leading to independence



# Homework

Set twice a week via Microsoft Teams.

- One revision task to help form effective learning habits and a revision portfolio.
- One knowledge based task – quiz or written piece.





# Supporting Reading

- Recommend 30 minutes of private reading per day, with an emphasis on enjoyment
- Challenging texts: classic and contemporary fiction; non-fiction including literary biography, travel writing and journalism (please see the KS3 English Reading List)
- Ten minutes of shared reading/discussion per day
- Model good reading habits within the family
- Listen to your son's thoughts on what he has read
- Provide a notebook for him to log new vocabulary
- Encourage him to respond to what he has read



# Supporting Writing

- Have a home dictionary and thesaurus (Oxford English Dictionary or Collins)
- Attend Creative Writing club and enter writing competitions.
- Listen to work being read aloud
- Ask him to proofread; read work backwards to check spellings
- Insist on practice where spelling errors occur ('look, cover, write, check')
- Place dots in the margin and ask him to find the mistakes
- Give him time to practise handwriting – little and often



# Literacy Marking

## Marking for Literacy

Code	Meaning
sp	spelling mistake
gr	grammatical mistake
ww	wrong word has been used
p	incorrect or inadequate punctuation
r	repetition
t	wrong tense of verb has been used
//	new paragraph needed
^	words missing

More and more public examinations award marks for the candidate's ability to use spelling, punctuation, and grammar correctly. The codes in the above table will be used by all staff in the marking of written work and pupils then need to act on the corrections.

Marking in foreign languages (French, German and Spanish) is different in a number of ways from marking in English, e.g. accent, gender and so on. Detailed guidance is available from the Modern Foreign Languages Department.



## Further Resources

Online dictionary:

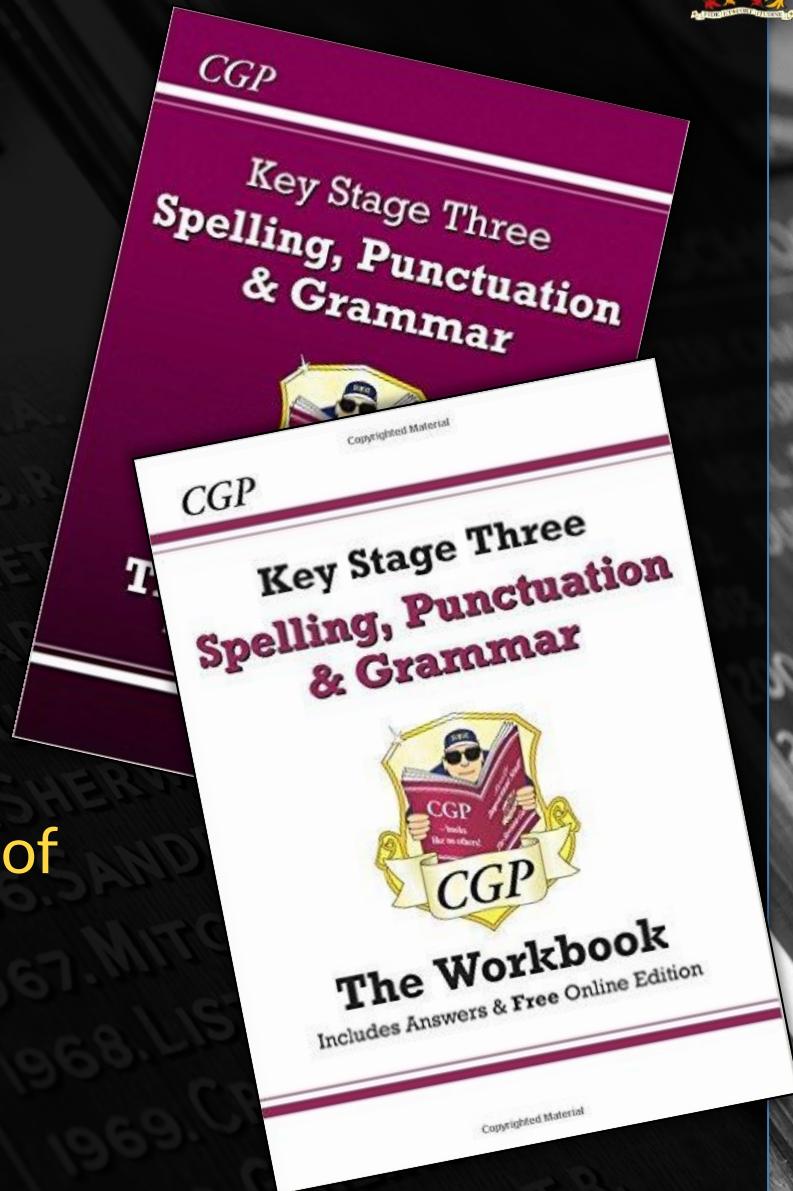
[www.dictionary.com](http://www.dictionary.com)

Handwriting help website:

[www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

Project Gutenberg – free ebooks of  
C19<sup>th</sup> texts:

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

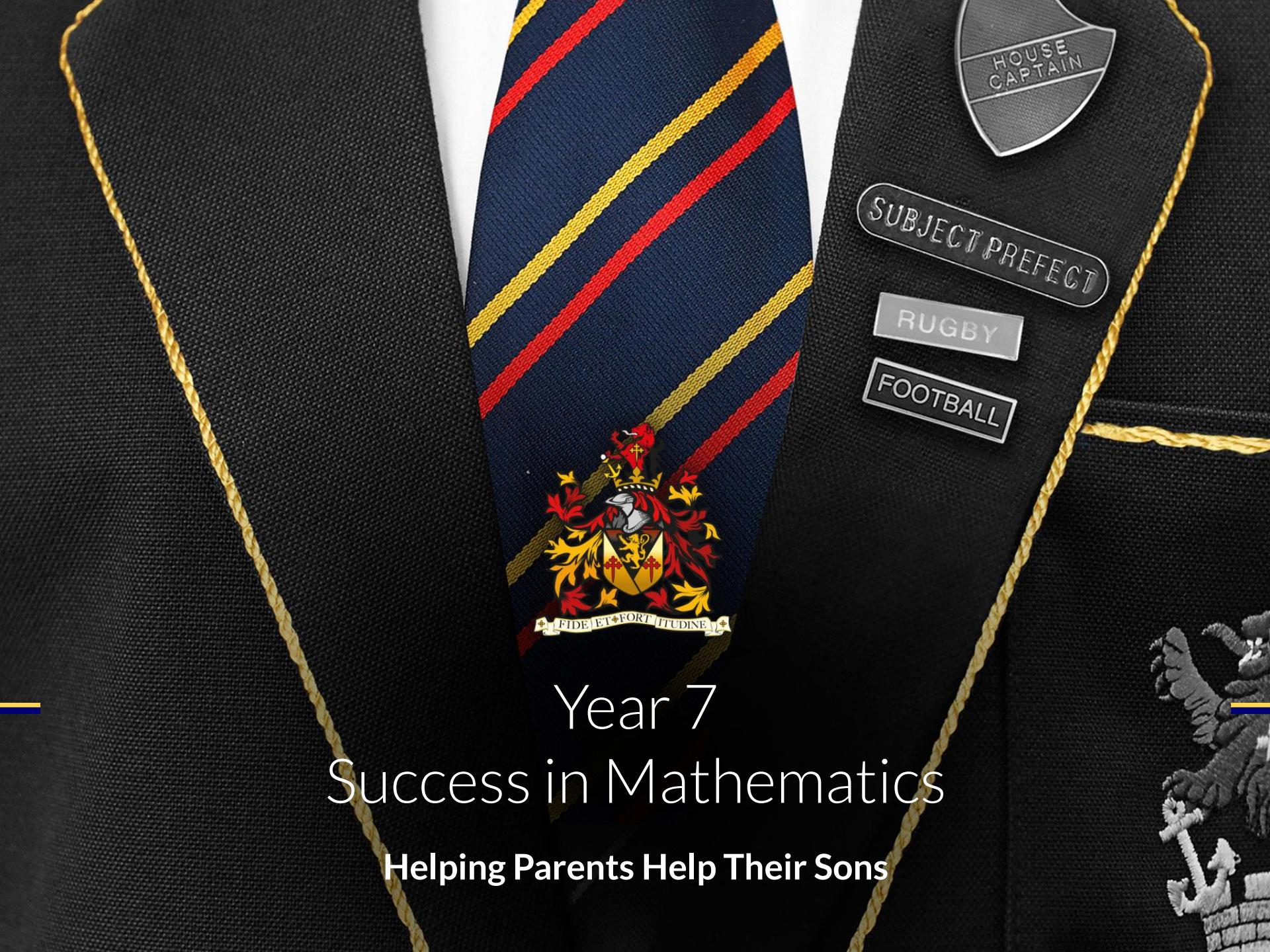




## Extracurricular

- Trips to theatre.
- Drama
- World Book Day/National Poetry Day
- Library meetings
- Competitions





# Year 7 Success in Mathematics

**Helping Parents Help Their Sons**



# Structure of the Course

10 units of work taught primarily from the textbook

Directed Revision Questions and Unit Tests per unit.

Opportunity for investigative problems and developing problem solving skills throughout the year

One Dr Frost Maths Skills Homework set every 2 weeks to practise previous topics

Blue book is their notes book with helpful hints and examples and their orange book is their main workbook.

Mental Maths Maestros – quick mental maths test every 2 weeks in lessons to practise numeracy and key skills



# Assessment

- **Synoptic Testing 3 Times per year**
  - Baseline Test in September (no need for revision)
  - Mid Year Test in January
  - End of Year Tests in June (as part of school wide End of Year Examinations)
- **Directed Revision Questions (DRQs)**
  - Completed either as homework or during lessons
  - Marked out of 30
  - Students are encouraged to use all resources available to them.
- **Mental Maths Maestros**
  - 20 quick questions on Key Skills
  - 5 minutes to complete
  - Marked in class and teacher reviews



## Setting

- Pupils are not set during Year 7 for Mathematics and are taught in forms
- In Year 8, pupils are split into slightly smaller class sizes of mixed ability
- In Year 9, we have accelerated groups (3 groups) and non-accelerated groups (4 groups). Both groups complete the same content.
- As they move into GCSE's, we add an additional accelerated group. All pupils in the accelerated group will take Level 2 Further Mathematics as an additional GCSE equivalent qualification.



# Equipment Required

- Students must have a Casio FX-83GT CW or Casio FX-85GT CW calculator (available from Amazon, stationery shops and large supermarkets)
- Students will also need a pair of compasses, 180° protractor in addition to their normal school supplies.
- Flexible rulers are not recommended
- A whiteboard pen and small cloth/sponge to erase it with are also helpful.



# Homework

Four pieces every fortnight (twice a week)

- One Skills Homework on Dr Frost Maths (more details later)
- One teacher-marked homework
- Two pupil-marked homeworks

Detentions will be given if homework is not completed; if your son has tried and struggled, he should find the teacher before the lesson to explain his difficulties.

Monday and Thursday Lunchtime Help Clubs are available (M2, welcome to bring his lunch)



## Homework

It is fine to help your son with his homework

But if your son has been told homework must be done without help, it will be because we are using it to assess his current level of understanding

Dr Frost Maths has lesson functions which may help you son understand the techniques



## Dr Frost Maths

Dr Frost Maths ([www.drfrostmaths.com](http://www.drfrostmaths.com)) is a free website

- Supplements our teaching
- Enables pupils to practise the concepts and ideas from lessons
- Instant feedback and the ability to reattempt questions; teachers can also provide personalised feedback
- At least one homework every 2 weeks
- Pupils have a computer room booked next week to explore the site

## Skills Homework

- Around 10 questions on previously covered topics



## Helping with Maths

### Encourage problem solving:

- In day to day life allow your sons to solve their own mathematical problems. If they want to know the change they will receive, let them work it out themselves.
- Allowing your son to try on his own will encourage confidence in his abilities.



## Helping with Maths

### Ask questions:

- Your son may use a different method to one that you are familiar with, or use terms that you do not know. You do not need to learn for yourself how to do it to help him, just prompt him by asking questions.
- Being able to explain a technique will really tax and consolidate his understanding



## Helping with Maths

Please don't tell your son that you can't do Maths (so that might be why he is struggling):

- Even if he is struggling with a topic, it is in the context of a grammar school and he is certainly capable of succeeding. A ‘struggling’ pupil should still achieve at least a 6 (B) grade at GCSE.



## Helping with Maths

**Encourage the use of diagrams/tables:**

They clarify problems, allow pupils to visualise the problem and encourage systematic working

**Encourage them to try an easier case:**

If a problem is complicated, can it be simplified or can a smaller problem be tackled first?



## Helping with Maths

Pupils who are very successful at Mathematics approach problems logically and systematically.

Those who aren't tend to rush in and do *something* with the numbers, however illogical that may be.



## Good Mathematicians:

Understand the problem (by using diagrams/tables and playing around with some numbers)

Plan their approach (look at a simpler case and build up, for example)

Carry out their work

Evaluate their answer (i.e. check it is reasonable).



## Help In School

Ask the teacher in the lesson

Ask your teacher for a Maths Mentor

Attend Help Clubs – Monday, Thursday lunch in M2

Use educational websites (e.g. BBC Bitesize)

Use Dr Frost Maths videos/lessons or worksheets



## Extension Work in School

Take advantage of the Maths Challenge material

Join one of the clubs starting soon:

Maths Society

Countdown Club



# Key Stage 3 Year 7 Science



## IN WHSB KEY STAGE 3 SCIENCE, A STUDENT WILL STRIVE TO

	... be Intellectually curious by being inquisitive and asking questions about everyday life and the world to understand how and why things work the way they do.
	... display personal integrity by understanding how scientists need to be objective when conducting experiments, collecting data and analysing it to draw conclusions, as well as, to reflect and learn from their mistakes.
	... be collaborative and support by working together to understand the scientific theory and conduct practical investigations in a safe manner.
	... be an effective communicator by understanding and using scientific key terms and phrases accurately in written answers and orally, as well as, interpreting data to draw conclusions via lab reports and research tasks.
	... be open to opportunity by participating in the Key Stage 3 Science Club to aid academic performance, as well as, explore Science further beyond the classroom.
	... be globally aware by understanding the impact of Science on the world and how it has enhanced the quality of human life. Understanding what scientists are researching globally to lead to a better future.
	... be a lifelong learner by engaging with lessons, appreciating and understanding how Science applies to their daily life so they can make informed decisions in the future.



# What are they learning?

- The course aims to build a body of **key foundational knowledge** and concepts with an emphasis on developing a **robust scientific understanding** through a variety of approaches.
- Pupils carry out regular **practical work** which allows them the opportunity to tabulate experimental data and plot data on graphs.
- Common themes such as **practical safety** and the **scientific method** are embedded within the curriculum across the three Sciences.

September - January	February - April	May - July
Lab safety and recording experiments	Eating and drinking	Breathing
Mixing, dissolving and separating	Elements	Chemical reactions
Cells	Energy transfers	Investigating sound
Introduction to forces and types of forces		



## How can I help?

### Good attitude and work ethic

- Never say, I hated *Science* or I struggled with *Science*.
- After each lesson, your son should read the material of that lesson to see if he understands. Any questions, he should write down and ask next lesson.
- Ask each day what they did and can they explain it to you? If you can teach another, *usually...* you will be able to understand it better yourself.
- Engage with your son on their homework and the home experiments in the lab book, which will be set as homework.
- Ensure your son reads about current affairs or discuss in the news situations and events with a link to science.



# How can I help?

## Good organisation and presentation

- Are they equipped correctly? Exercise book, lab book, textbook, pen, pencil, ruler, calculator.
- How well are they looking after their notes? Does the exercise book need a cover?
- Are they writing their working in full?
- Are they writing down homework in their planner?
- Is their handwriting neat and legible?



# How can I help?

## Assessment Performance & Revision

- Set up a revision timetable and regularly review previously taught material – we use synoptic tests in Science.
- Ask how they are performing in tests. They should update their assessment record (in the back of their exercise book) after every assessment.
- The textbook has questions which your son should complete as part of classwork, homework and revision.
- When testing your son, sometimes their answer might be right, but not how it is written down. Maybe ask ‘can you explain it differently’
- Use BBC Bitesize
- Revision apps are readily available. ‘CGP’ are standard useful publishers that also provide other resourceful revision aids.
- A simple query on a search engine can quickly produce resources that could be used, such as ‘drawing graphs’  
<http://thescientceteacher.co.uk/graphs/>

# Modern Foreign Languages

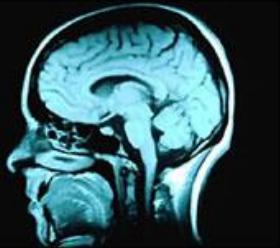




# Why learn languages?

Pupils study two languages for the first three years at Westcliff.

This is a wonderful opportunity for pupils to develop their skills and enhance / explore the following:



Communication and literacy

Travel and exploration

Memory through vocabulary learning

Culture and tolerance

The possibility of living abroad

Job prospects

A sense of humour in a foreign language

New challenges and adventures

Language learning ties in perfectly with the Learner Profile:

Personal integrity

Open to opportunities

Lifelong Learner

Intellectually curious

Collaborative and supportive

Effective Communicator

Globally Aware



## Year 7 Languages – topics vary by language but include:

Talking about oneself – family, descriptions, personal information

Colours and animals

Home and school life

Town and local area

Leisure and hobbies

Weather, time



## What should Year 7s know by the end of the year

By the end of Year 7 we expect pupils to be able to write small paragraphs of approx. 100 words as well as to develop their ideas in speaking on the various topics they have studied, using a range of vocabulary and simple grammatical structures.

They will be able to use the present tense and start using future time references.

They should know passively vocabulary ranging up to 650 words.



# Assessments

There will be 6 pupil tracking assessments throughout the year in each language

3 Speaking assessments

3 Writing assessments

There will also be an End of Year Examination, where two skills – reading and listening – will be examined.

These, together with their participation in class and homework, will form the basis for the level on pupils' reports.



## Setting of homework

Pupils are given one to two sets of homework per week, depending on how many lessons in the week that pupils have for each language.

They should write the homework in their planner and seek advice as soon as possible if they find it difficult.

Some homework will be to learn vocabulary or verbs, other homework will be to complete exercises or to undertake a short piece of writing.

There may also be homework set using Active Learn, practising exercises linked to the text book.



# Learning tasks – strategies – how you can help

Look, say, cover, write, check

Cognates

Colour coding

High-frequency words

Letter and sound patterns

Teach someone at home

Make a recording of vocabulary and presentations

Get someone to test

Post-it notes

Quizlet flash cards



## Independent Work

In addition, independent work is crucial when learning languages, and there are many tasks that students can complete at home to help them to make progress:

- 1 revise verbs
- 2 revise vocabulary from the previous lesson
- 3 revise and practice a grammar point (You-tube video/Quizlet/languagesonline.org.uk)
- 4 watch a film in the MFL (with or without subtitles) (Netflix/You-tube > Peppa Pig in German, French or Spanish)



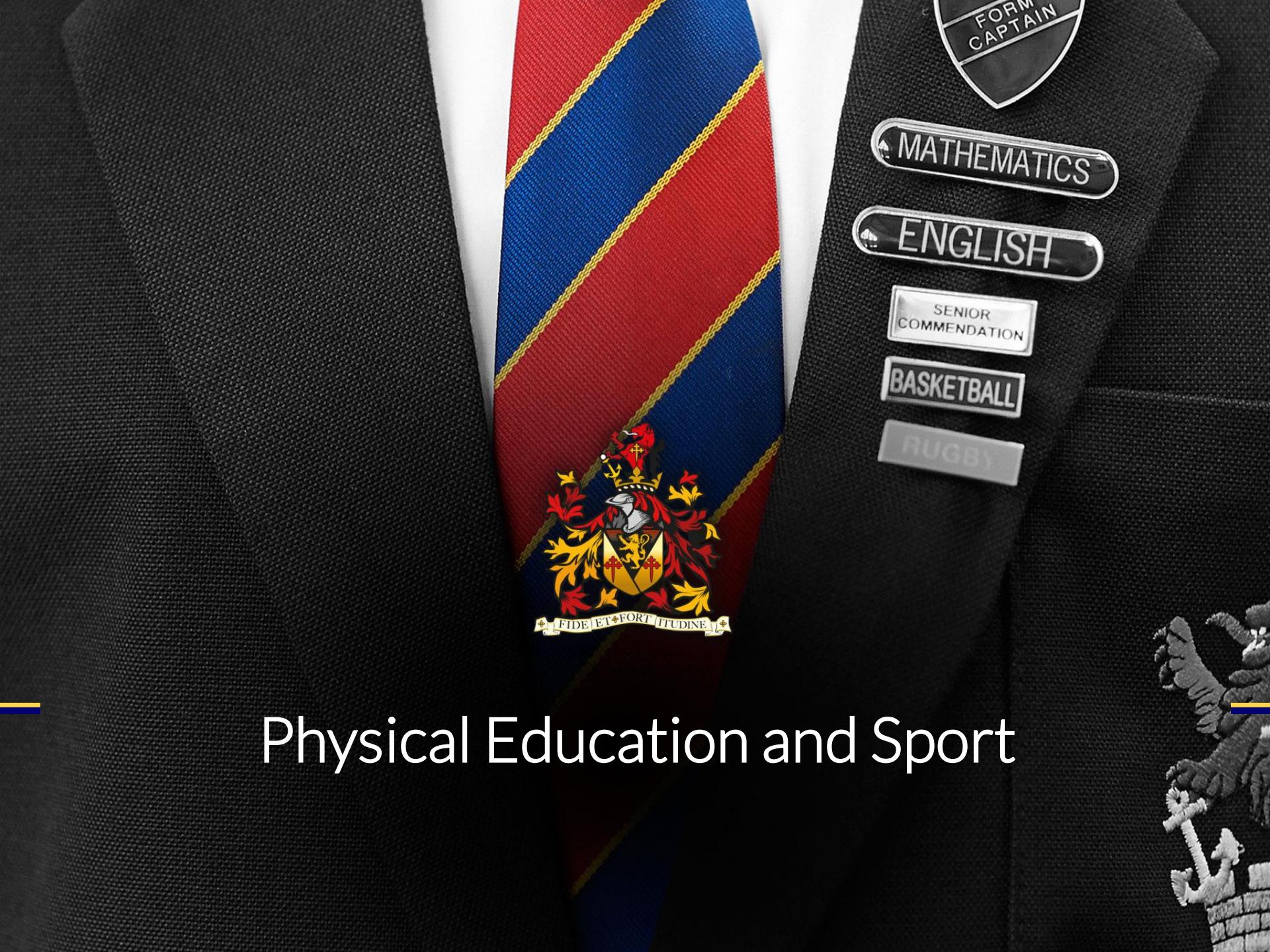
## Online resources – for pupils and parents!

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

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

[www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)

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



# Physical Education and Sport



# Physical Education Information

## PE vs Games Kit:

Your son will have two different kits they are required to wear at different times within their PE and Games curriculum. Their teacher will either ask them to bring in their PE or Games kit, which are as follows:

- **PE Kit** - Singlet (vest), 'Shiny' Shorts (same material as singlet), white socks and trainers (non-marking)
- **Games Kit** – Rugby Shirt, Rugby Shorts (thicker, rougher material than PE shorts), Rugby socks and boots – not astro turf trainers. Gumshield (rugby), can be purchased from Sports Direct. Shin pads (football)

Your son will likely wear the same kit for a term at a time and will always be updated when the kit required may change.



# Extra Curricular Information

## Extra Curricular Club timings:

Morning – 7:50 – 8:30

Lunchtime – 12:50 – 13:50 (It may be advisable for your son to have a packed lunch on a day where they are attending a lunchtime club)

After School – 15:40 – 16:45/17:00 (depending on the activity)

- Pupils are expected to arrive at and depart from both training and fixtures in full School Uniform.
- Your son will potentially be selected to represent WHSB in both mid week and Saturday morning fixtures, they will be notified of their selection a minimum of 3 days in advance. Whilst every effort is given at least three days notice on rare occasions it will be less than this. If a pupil has pulled out and needs to be replaced for instance.
- The PE department will always take your son to fixtures and return them to WHSB afterwards, however if you wish to collect your son from an away venue this can be communicated with the department on the day.
- Where possible we also drop pupils who take the train to School at Chalkwell station in order to reduce the lateness of their arrival home, and as a gesture as they have represented WHSB.



## Extra Curricular Information

- With the volume of fixtures and training your son will have there is the expectation that they communicate effectively to you in good time so that you can make the necessary arrangements. The Department will not contact you to inform you of fixtures or selection. This is the responsibility of your son! They will be informed with plenty of notice about selection.
- It is unacceptable (excluding emergency situations) for your son to pull out of a fixture on the day or on the morning. Your son will be challenged on this as, he is letting down not only his School but his team mates. We encourage Effective Communication between your son and the Department and your son communicating to you.



## Team Up

- This is an external sports fixture calendar which can be found at the bottom of the 'Menu' tab of the School Website.
  
- Extra Curricular fixtures will appear on Team Up a minimum of a week prior to their date, with Saturday fixtures appearing online much further in advance.
  
- Within each fixture on Team Up, you will be able to find the time, date and location of each fixture alongside a team sheet, this is an easy way of confirming your son's selection.





# CEOP – ThinkUKnow Purely for Parents Internet Safety



## CEOP Report Statistics: UPDATE

Around 1300 reports are received by CEOP every month

Approx 70% directly relate to online grooming

Over 15 million children have seen Thinkuknow

(CEOP, October 2013)



# What are our kids doing online?

## Hours spent online

5-7's – 6.5 hours a week

8-11's – 9.2 hours

12 – 15's – 17 hours

## Social networking

8-11's – 18%

12-15's – 67%

## Mobile phones

Voicecalls- 8-11's average 10 calls per week. 12-15's average 21 calls per week

## Texting

8-11's – 54 messages per week (ave.).

12-15's – 255 messages per week (ave.)



# What are our kids doing online?

## Highlights from the 2013 Ofcom Report

### Smartphone ownership

5-7's - 3%

8-11's - 18%

12-15's - 62%

### Home Internet use

5-7's - 88%

8-11's - 91%

12-15's - 94%

### Gaming devices

5-7's - 78%

8-11's - 91%

12-15's - 89%

(Ofcom 2013)



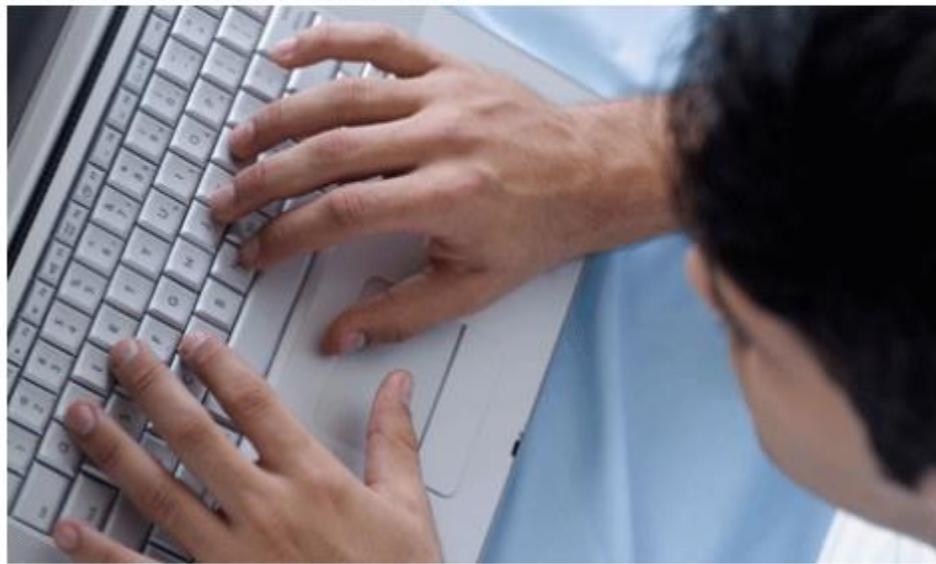
## — HOW ARE SMARTPHONES AFFECTING TEENAGERS?

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smartphones-affecting-  
teenagers](http://www.bbc.co.uk/news/av/world-us-canada-41114887/how-are-smartphones-affecting-teenagers)



## Excessive internet use linked to depression, research shows

Leeds University study finds people classified as internet addicts are more likely to be depressed than non-addicted users



Excessive internet use is linked to depression, a study has shown. Photograph: Guardian

British psychologists have found evidence of a link between excessive internet use and depression, research published today has shown.

Leeds University researchers, writing in the *Psychopathology journal* ([abstract](#))

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## 'Internet addiction' linked to depression, says study

**There is a strong link between heavy internet use and depression, UK psychologists have said.**

The study, reported in the journal *Psychopathology*, found 1.2% of people surveyed were "internet addicts", and many of these were depressed.

The Leeds University team stressed they could not say one necessarily caused the other, and that most internet users did not suffer mental health problems.

The conclusions were based on 1,319 responses to an on-line questionnaire.

Recruitment was via links on social networking sites. People were asked how much they used the internet and for what purposes.

They were also asked a series of questions to assess whether they suffered from depression.

The respondents were aged 16 to 51, with an average age of 21.

The authors found that a small number of users had developed a compulsive internet habit, replacing real life social interaction with online chat rooms and social networking sites.

They classed 18 respondents - 1.2% of the total - as "internet addicts".



Any direct causal link between internet use and depression remains unclear

**" If a web addict is substituting meaningful friendships and socialising with virtual contact on the internet, this might have an adverse affect on their mental wellbeing "**

Sophie Corlett of the charity Mind

**SEE ALSO**

- ▶ Tech addiction 'harms learning'  
15 Sep 09 | Education
- ▶ China to ban beating web addicts  
05 Nov 09 | Asia-Pacific
- ▶ US shows signs of net addiction  
18 Oct 06 | Technology
- ▶ How to survive the internet  
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## Excessive social media use harms children's mental health

Children who go on social networking sites like Facebook, Twitter and Instagram for more than three hours a day are more likely to have mental health problems, a study has shown



Girls are more likely than boys to spend a lot of time on social media Photo: Alamy



By Sophie Jamieson

5:45PM BST 20 Oct 2015

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{ 1,519 followers }

Children who spend more than three hours each school day on social media sites like **Facebook** and **Twitter** are more than twice as likely to suffer poor mental health, official figures have shown.



## MENTAL HEALTH

A survey found that people who use the internet more can also have more mental health problems. The findings were presented at the 29th European College of Neuropsychopharmacology (ECNP) conference in Vienna.

“Individuals with internet addiction ... had significantly higher amounts of depression and anxiety symptoms, problems with planning and time management, greater levels of attentional impulsivity as well as ADHD symptoms,”



## MENTAL HEALTH

Internet addiction lacks many of the physical symptoms linked to drug or alcohol addiction, adolescents can still develop a psychological dependence on online activities. When their access to the Internet is cut off for any reason, they can experience a form of withdrawal as well as being unable to function normally without regular online contact. Researchers have also linked compulsive Internet use to a range of mental health concerns including low self-esteem, loneliness, depression, social phobia, and even suicidal thoughts.



## Screen time 'harms teenagers' sleep'

The longer a teenager spends using electronic devices such as tablets and smartphones, the worse their sleep will be, a study of nearly 10,000 16- to 19-year-olds suggests.

More than two hours of screen time after school was strongly linked to both delayed and shorter sleep.

Many said they often got less than five hours sleep a night, BMJ Open reports.

The teens were asked questions about their sleep routine on weekdays and at weekends, as well as how much screen time they clocked up outside school hours.

On average, girls said they spent around five and a half hours a day watching TV or using computers, smartphones or other electronic devices. And boys spent slightly more time in front of a screen - around six and a half hours a day, on average.

Playing computer games was more popular among the boys, whereas girls were more likely to spend their time chatting online.

Any type of screen use during the day and in the hour before bedtime appeared to disrupt sleep - making it more difficult for teenagers to nod off.

And the more hours they spent on gadgets, the more disturbed their sleep became.

When daytime screen use totalled four or more hours, teens had a 49% greater risk of taking longer than an hour to fall asleep.

These teens also tended to get less than five hours of sleep per night.

Sleep duration went steadily down as gadget use increased.

It may be that playing on electronic devices leaves teens with less time to do other things, including sleep, say the researchers - Dr Mari Hysing and colleagues at Uni Research Health, Bergen.

But it could be that screen time interferes with sleepiness.

Staring at an illuminated screen at bedtime could send the wrong signals to our brain, disrupting our natural body clock making us more alert, they suggest.

Dr Hysing said her findings had implications for the wider population as so many people use these devices.

"We know that sufficient sleep is essential for good physical and mental health. Logging off may be one important step toward securing a good night's sleep."

Prof Russell Foster, an expert in sleep and neuroscience at the University of Oxford, said: "This is an important study as it provides empirical evidence that the use of electronic devices before bed does indeed reduce sleep duration."

He said teenagers should be warned of this.



## Half of teenagers sleep deprived, say experts

### **More than half of all teenagers may be sleep deprived, according to experts.**

A combination of natural hormone changes and greater use of screen-based technology means many are not getting enough sleep. Research has suggested teenagers need nine hours' sleep to function properly.

"Sleep is fundamentally important but despite this it's been largely ignored as part of our biology," said Russell Foster, Professor of Circadian Neuroscience at Oxford University.

"Within the context of teenagers, here we have a classic example where sleep could enhance enormously the quality of life and, indeed, the educational performance of our young people.

"Yet they're given no instruction about the importance of sleep and sleep is a victim to the many other demands that are being made of them."

#### **'All-nighters'**

"There's things called 'grinds' which we have on Saturdays which are an all-nighter until 10 in the morning," said 17-year-old Jack Barclay.

"We go home, sleep till 8pm at night and then do the exact same thing again. I like staying up."

Fourteen-year-old Rachel admitted occasionally falling asleep in class because she stayed up late at night playing computer games.

"If it's a game that will save easily I'll go to bed when my mum says, 'OK you should probably get some rest', but if it's a game where you have to go to a certain point to save I'll be like, 'five more minutes!' and then an hour later 'five more minutes!', and it does mess up your sleeping pattern.

"For me it takes me about an hour to get to sleep and I'm lying there staring into nothing thinking 'I'm going to play THAT part of the game tomorrow and I'm going to play THAT part of the game the next day.'

#### **Hormonal changes**

However Prof Foster said electronic equipment accentuated this natural night-owl behaviour.

The data that's emerging suggests that these computer screens and gaming devices may well have a big effect in increasing levels of alertness Prof Russell Foster, Oxford University

He explained: "The data that's emerging suggests that these computer screens and gaming devices may well have a big effect in increasing levels of alertness.

"That will make it harder to get to sleep after you've stopped playing.

"The great problem with teenagers is that you're not only biologically programmed to go to bed late and get up late, but there's also many attractions like gaming and Facebook and texting and many teenagers are doing this into the early hours of the morning and delaying sleep even further."

Psychologist Jane Ansell set up the charity Sleep Scotland to help children with special needs establish good sleeping patterns. However an increasing amount of the charity's workload is now spent working in mainstream schools with teenagers.

"People were being sent to me and were generally being diagnosed with Aspergers, and a lot were being diagnosed as ADHD," she said.

"I felt the first thing we had to do was to work out a sleep programme for them so that they weren't sleep deprived. Once they weren't sleep deprived, some no longer had ADHD symptoms because the symptoms of hyperactivity and sleep deprivation are pretty similar.

"I'm not saying they were all free of ADHD but it is a common mistake."

#### **Pilot studies**

While many teenagers have received exam grades over the summer, Ms Ansell said most of them did not realise that a healthy sleeping pattern could have improved their performance.

She added: "We have probably not understood how important sleep is.

"It affects your growth, and especially things like memory consolidation.

"If you don't have enough sleep your short term memory doesn't consolidate into your long term memory which is going to affect your school grades."



# Where's Klaus?





# Warning to parents as 'worst ever' internet paedophile jailed

**Parents have been warned that their children are not safe from paedophiles even in their own bedrooms as Britain's worst internet child sex abuser was jailed.**

Michael Williams, 28, a postman, who was jailed for eight-and-a-half years, used social networking sites to groom up to 1,000 child victims over a five-year period.

He persuaded hundreds of children aged 10 to 16 to perform sex acts on an internet video camera, or webcam, which he recorded on carefully catalogued computer files.

He went on to sexually abuse at least four girls between the ages of 13 and 15.

Andrew Macfarlane, prosecuting at Truro Crown Court said: "This was internet sex offending on a previously unseen scale.

"Ironically, in this day and age, many parents don't let their children out at night lest they meet someone like the defendant.

"Instead they feel they are safe in their bedroom, but unknown to the parents, some children were meeting the defendant using the computers. It is a chilling reflection."

The court heard Williams hid behind a network of different identities, including a girl called Gorgeous Charlie, for which he used images of a Ukrainian pornography star.

He targeted children he met on his post round, while doing school runs as a part-time taxi driver, and as the secretary of a football club.



# Warning to parents as 'worst ever' internet paedophile jailed

**Parents have been warned that their children are not safe from paedophiles even in their own bedrooms as Britain's worst internet child sex abuser was jailed.**

Williams, of Penryn, Cornwall, admitted 27 specimen charges including sexual activity with a child, grooming children over the internet, and voyeurism.

After the case, Det Insp Simon Snell, who led the police investigation, said police had identified about 500 victims, but the figure was likely to be as high as 1,000, as others had been too frightened to come forward.

The extent of Williams's abuse had persuaded Facebook to install a panic button, he added.

Between 2005 and 2009, Williams signed up to sites such as Facebook and Bebo, and carefully groomed his victims online, winning their confidence, and often asking them to use a webcam. He used questionnaires asking intimate details.

Mr McFarlane said Williams was attracted to both boys and girls and used false names like Jay, Diamond Strayne, and Beany.

He convinced some victims to meet him in parks, on beaches, and at his home where he abused them.

Passing sentence, Judge Paul Darlow told him: "The report on the effect of your action on the child victims is harrowing and I cannot overlook the corrosive effects on their families, their schools and the community in which they lived."

Facebook said afterwards the company had recently launched a £5 million campaign to improve safety for its users.

"This case serves as a painful reminder that everyone must use extreme caution when talking to or meeting people they only know via the internet," said a spokesman.



## Unwanted contact and grooming

### Unwanted contact and grooming

#### Definition of grooming:

A process by which a person prepares a child, significant others and the environment for the abuse of this child

Specific goals include gaining access to the child, gaining the child's compliance and maintaining the child's secrecy to avoid disclosure

(Craven, Brrown and Gilchrist, 2006)



## Online grooming techniques

### Bribery and gifts

- Flattery
- Sexualised games
- Threats
- Blackmail
- Desensitisation – pornography, child abuse images, video and web cams may be used



# Online Gaming

Top 10 online game operators in Asia earned over \$2bn last year

Web games:

- World of War Craft
- Minecraft
- Call of Duty (COD)

Games consoles (Xbox 360, Playstation 3, Wii)





# Online Gaming

Highly addictive – many real people from all over the world play the same game, working in syndicates on missions which usually last 3-4 hours at a time.

An average MMORPG (Massively Multiplayer Online Role-Playing Game) player spends 21 hours a week playing the game.

It has been linked to truancy, exhaustion and even suicide. Players often play into the early hours of the morning.



## Mobile Technology

With social networking increasingly becoming available on mobile phones, companies are now offering a service which allows people to tell their friends exactly where they are.



# What is Cyberbullying?

## Statistics:

Bullying which is carried out through an internet service such as email, chat room, discussion group or instant messaging or text messaging ..."

**1769** 11-16 year old young people were surveyed over an 18 month period in England.

Of these, **1064** or **60%** have been bullied

## Of those young people:

- 10% were bullied for more than a year
- 16% were bullied everyday
- 5% were bullied 2 or 3 times a week



# SEXTING

- The advent of digital photography has made creation, duplication and distribution of images easier than ever.
- When once a chemist or other film developing company would report inappropriate or illegal images to the police, now most images are not even printed.
- It has become a common practice for many young people, to take explicit images of themselves for others i.e. boyfriends or girlfriends. These range from suggestive poses to partial or full nudity to full sexual arousal and even masturbation.
- This poses various risks:
  1. The more it happens the more it is ‘normalised’
  2. Online predators encourage and receive the images
  3. The end of a relationship between teens can lead to the images being used as ‘revenge’ and a tool of Cyberbullying
  4. Teens are willing to do things over a camera they would not dream of doing in person.
  5. The images once passed on are nearly impossible to get rid of as they are distributed rapidly in an uncontrolled fashion



## Why is education so important in this area?

### PLYMOUTH UNIVERSITY RESEARCH OF 1000 13-18 YEAR OLDS, AUTUMN 2009:

- 39% admitted they have sent explicit and provocative images on their mobile phones
- Many of the teenagers who had sent the images were then bullied, humiliated or targeted by paedophiles.
- 40% thought it was OK to send topless images.
- 15% thought it OK to send nude images



## Things to watch out for

Here are some common signs of grooming that you should be aware of. It doesn't mean that your child is being groomed, but signs to look out for if you're worried:

Excessive use of the computer

Aggressive behaviour regarding internet usage

Secretive behaviour

Change in use of sexual language



## WHSB Advice to Parents

Avoid Smart-Phones until at least the Sixth Form

Limit recreational Technology use to no more than one hour per day

Know what your children are doing online

Ask them to teach you to use any applications

Keep the computer in a family room - this means you can keep more control of what they do (i.e. Webcams)



## Our Advice to Parents

Help your children to understand that they should never give out personal details to online friends - personal information includes:

their messenger id

email address

mobile number and any pictures of themselves,

If your child receives spam / junk email & texts, remind them never to believe them. reply to them or use them.



## CEOP Newsletter and Videos!

Sign up to monthly email updates!

Will provide you with information on new and emerging technologies and tips to keep your family safe whilst online!

Visit [www.youtube.com/ceop](https://www.youtube.com/ceop) to view our Educational Awareness films



Questions?

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