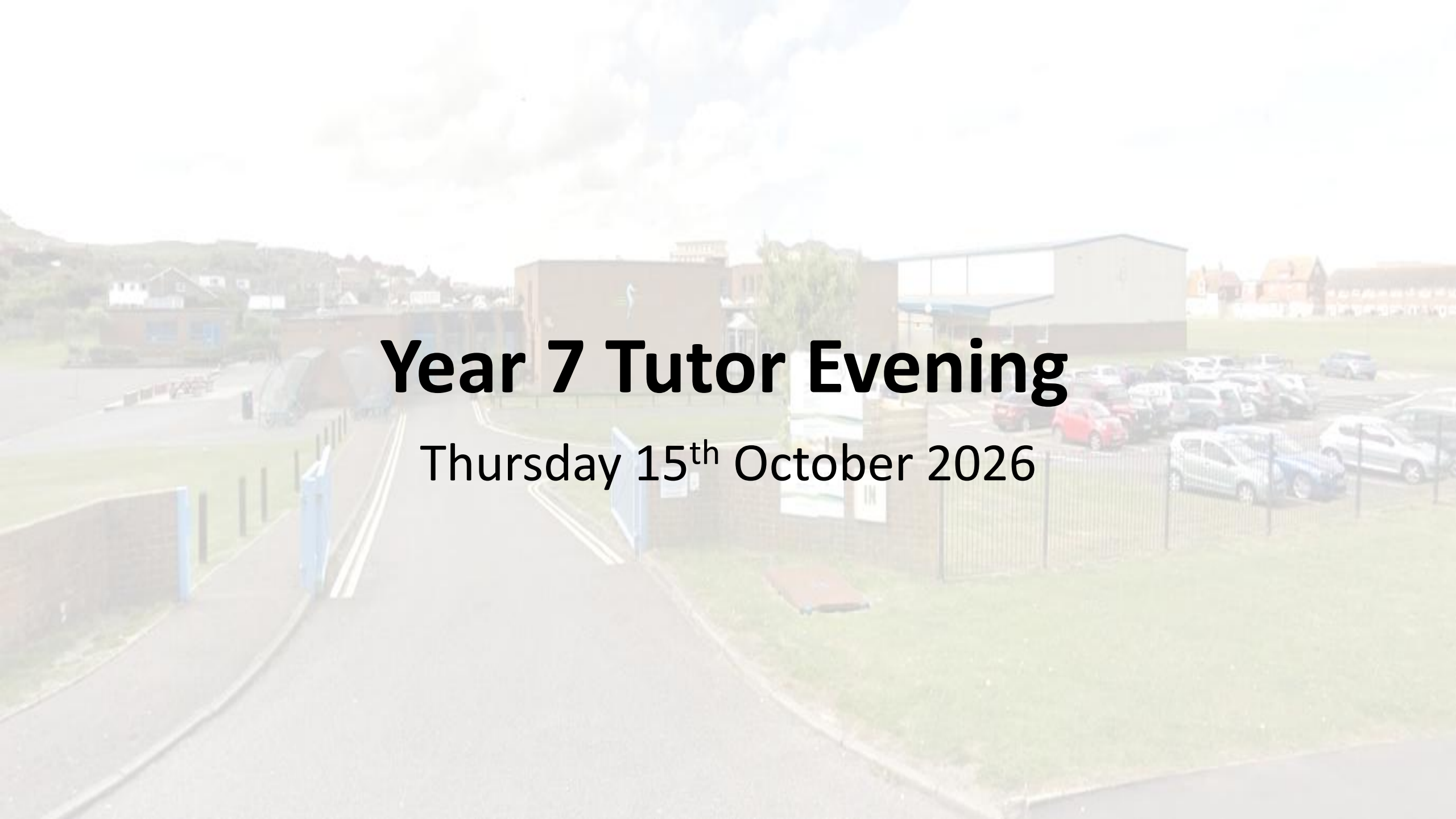


The background image shows a school building with a brick and grey facade, a large parking lot filled with cars, and a grassy area in the foreground. The sky is overcast with grey clouds. The text is overlaid on the center of the image.

Year 7 Tutor Evening

Thursday 15th October 2026

My child needs support – who do I see?



One subject?

Contact class teacher directly

This helps the young person and they will continue to be supported by their teachers. This will be reviewed in reports and at parents evenings.



Pastoral or wider concerns?

Contact Year Team



The **year team** will be able to contact teachers and ask them to make a reasonable adjustment or follow a strategy to support the young person.



There is a barrier that is continuing to cause concern – speak to the **Head of Year** and have a meeting.



This helps the young person and they will continue to be supported by their teachers. This will be reviewed in reports and at parents evening.



The school will ensure the most appropriate member of staff is assigned to support the young person.

This may be from the pastoral team for mentoring, the inclusion team for intervention or the Mental Health and well-being team for appropriate support. You will be contacted regarding what support is in place and how progress will be measured.



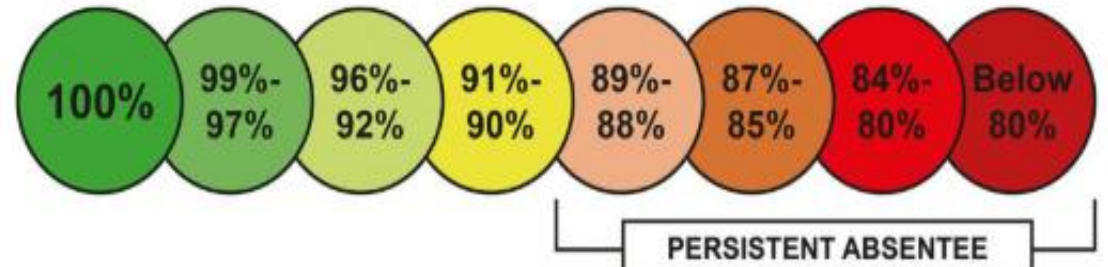
We are an inclusive school – all needs are met by all departments within our school.

Attendance

- **Every day Matters**
- **Our Year Group Goal: 96% Attendance and Above** – Being in school regularly gives students the best opportunity to learn, achieve and succeed.
- **Building Resilience** – Through PSHE, we support students to develop confidence, perseverance and strategies for overcoming challenges.
- **Attendance Supports Achievement** – Regular attendance helps students stay connected to their learning and make consistent progress.
- **Celebrating Success** – Positive attendance and commitment are recognised through **assemblies and rewards**.
- **Opportunities & Experiences** – Good attendance helps students make the most of **trips, activities and wider school opportunities**.
- **Preparing for the Future** – Developing strong attendance habits supports students as they move towards **further education, higher education and the workplace**.
- **Be here. Be involved. Be your best.**

ATTENDANCE MATTERS

On Time: First Time, Every Time



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Responsibility



- **Bags & Equipment** – Arrive prepared with everything you need for the school day.
- **Uniform & PE Kit** – Wear the correct uniform with pride and bring PE kit when required.
- **Timetables** – Know where you need to be and arrive **on time and ready to learn**.
- **Independent Study** – Stay organised, meet deadlines and complete work to the best of your ability.
- **Behaviour & Attitude** – Make positive choices, show respect and take responsibility for your learning.
- **Being prepared today helps you succeed tomorrow.**



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Achievement/Behaviour

- **Achievement & Behaviour Points** – Points are recorded on **EduLink One**, giving parents and carers a clear overview of their child's achievements and behaviour.
- **Recognising Positive Choices** – Different points are awarded to recognise **effort, progress, positive behaviour and achievement**.
- **School Communication** – **EduLink One** is an important way for school to share information and communicate with families.
- **Parents' Evenings** – Parents and carers use **EduLink One** to book their Parents' Evening appointments.
- **Please check EduLink One regularly to stay informed and celebrate your child's successes!**



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Assemblies

- **Personal Goals for Term 1** – What am I working towards?
- **Showing Respect** – How we treat others and make everyone feel valued.
- **Being Ready & Organised** – Having the right equipment, being on time and ready to learn.
- **Black History Month & Activities Week** – Learning, celebrating and getting involved.
- **Doing the Right Thing** – Making positive choices, even when no one is watching.



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Form Time

- **Votes for Schools** – Students explore and discuss important issues affecting the **UK and the wider world**, developing their confidence, opinions and understanding of different viewpoints.
- **Let's Talk / Character & Culture** – Students develop important **life skills, values and positive character**, helping them become confident and responsible young people.
- **Literacy** – Students complete activities designed by the English Department to strengthen **reading, writing, vocabulary and communication skills**.
- **PSHE** – Students explore important aspects of life beyond the classroom, including **relationships, wellbeing, safety, healthy choices and preparing for the future**.

Personal Development & Tutor Time Schedule

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
7					
8					
9					
10					
11					
12					
13					

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Independent Study (HW)

- **Recall Booklets – Term 1:** Supporting a smooth transition into secondary school and helping students develop effective study routines.
- **Building Memory:** Recall activities are designed to strengthen both **short-term and long-term memory** and reinforce key learning.
- **Sparx Maths – Term 2:** Online Maths tasks will be introduced to support regular practice and independent learning.
- **Online Learning Platforms: Seneca, Bedrock, Educake and Languagenut** will be introduced gradually to support learning across different subjects.
- **Microsoft Teams:** All Independent Study tasks are shared through **Teams**. Students should **check Teams regularly** to stay organised and keep on top of their work.

How often is Independent Study set?

Key Stage 3 – suggested 25 minutes per Independent Study Task

Subject	Independent study
English	1 Independent Study task a week
Mathematics	1 Independent Study task a week
Science	1 Independent Study task a week
Languages	1 Independent Study task a week
Geography	1 Independent Study task a fortnight
History	1 Independent Study task a fortnight
Art	1 Independent Study task a fortnight

Termly projects set in Drama, Design Technology, Food Technology, Music, Ethics and Computer Science.



Languagenut



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Attitude to Learning (ATL)

1 Outstanding	They consistently work at their best with the belief that this leads to outstanding progress. They always attempt challenging tasks and are highly independent. They demonstrate a thirst for knowledge and actively involve themselves in lessons. They produce work both in class and at home that is above and beyond what is expected for their ability. They are constantly striving for ways to improve their work and always act on teachers' feedback. They are a role model in the class and their conduct is exemplary.
2 Good	They work at their best and know that their best can lead to progress. They show perseverance in completing challenging tasks and are generally independent with their learning. They work with enthusiasm and curiosity. They produce work both at home and in class that is of the expected standard for their ability. They often use teachers' feedback to improve their learning. They are punctual with deadlines. Their conduct in lessons is good.
3 Adequate	They can sometimes work at their best and can attempt challenging tasks with some independence. They can produce both class and home work that is expected for their ability, but the quality is inconsistent. They sometimes use teachers' feedback to improve work. They do meet most deadlines, but they can be missed. Generally, their conduct in lessons is good.
4 Require Improvement	They often choose not to work at their best. They shy away from challenging tasks and often give up too easily. Their work is below the expected standard for their ability. They occasionally show initiatives in completing work but do miss deadlines. They are reluctant to take responsibility for progress and rarely respond to feedback. They often have to be reminded to focus in lessons.
5 Cause for Concern	They routinely choose not to work at their best. They do not effectively engage in activities. They rarely show enthusiasm for learning. They choose not to or are unable to take responsibility for progress. They miss deadlines regularly. They do not act on feedback. Their conduct in lessons is unacceptable.



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Grade Boundaries

GCSE 9-1 Points		BTEC First Award		BTEC Tech Award		Former GCSE Grading Structure
Grade & Points	Grade Terms	Grade	Points Equivalent	Grade	Points Equivalent	
9		L2 D*	8.5	L2 D*	8.5	A*
8						
7		L2 D	7	L2 D	7	
6		L2 M	5.5	L2 M	5.5	
5	Strong Pass (DfE)	L2 P	4	L2 P	4	C
4	Standard Pass (DfE)					
3		Level 1 Pass	1.75	L1 D	3	D
2				L1 M	2	
1				L1 P	1.25	
U				U	0	
		U	0	U	0	U



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Any Questions?



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