

'Learning to Shape the Future'

Year 7 Information Evening

Thursday 12th September 2024



Maximising Success Model

Mrs E Bradbury: Deputy Headteacher



Upton-by-Chester High School

'Learning to shape the future'

Maximising Success at Upton-by-Chester High School



Great Learners

- Will arrive at the lesson calmly and line up outside of the classroom.
- Will enter the classroom, stand behind their chair, get out all of their equipment and planner.
- Will wait to be seated by their teacher.
- Will be prepared for learning e.g. have all resources, homework, equipment.
- Will leave the classroom tidy.
- Will exit in a calm and orderly manner.

PREPARE

Maximising Success
at Upton-by-Chester
High School



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Feedback

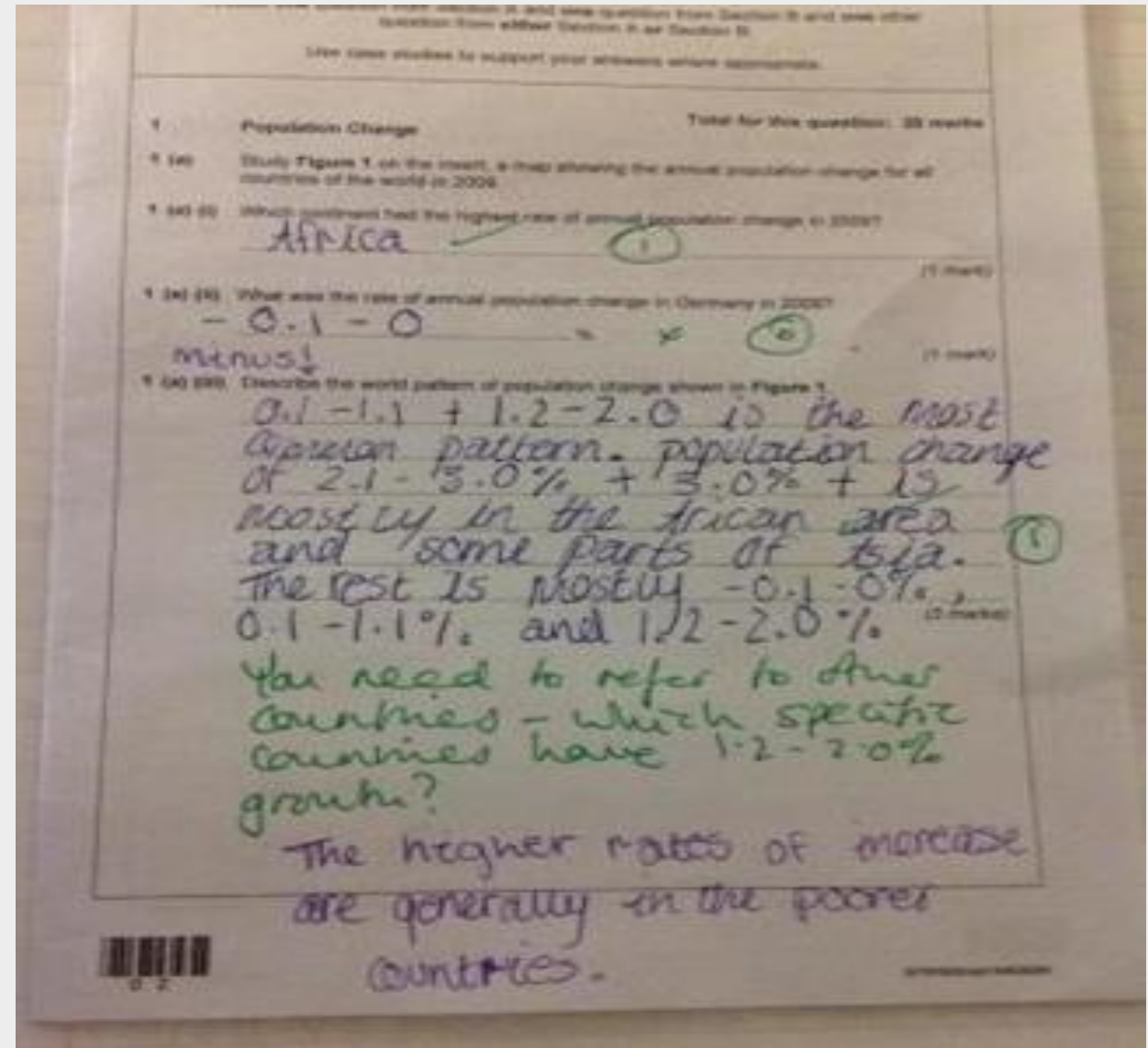
Esther Bradbury – Deputy Headteacher



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- Verbal feedback
- Periodic written feedback in **green (Key Pieces)**
- Learners respond to improve the work or develop knowledge further in **purple**
- Tests/assessments
- Literacy codes
- Presentation of work



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Planning an investigation 20/1/15
 Q1 - Use primary and secondary data to write a conclusion and evaluation.
 Aim - To see how the amount of borax affects the stickiness of the slime.
 Hypothesis - The more borax you add, the stickier the slime will be.
 Equipment - 10 Borax (10g or 20g), PVA (100ml), Plastic cup, Food colouring (not needed), Slime or liquid could get in eye - wear safety glasses, Slime to test - do not eat it.
 Method - First we measured out the borax then put that into a plastic cup. We then measured out the PVA and added it to the borax. We then mixed the two together until it became too sticky to stir.
 Variable Control - The amount of PVA
 Independent - The amount of borax
 Dependent - How sticky it is
 Results -
 Conclusion -
 Evaluation -
 Step 1: First we measured out 10g of borax.
 Step 2: We then added it into a plastic cup.
 Step 3: Then we measured out 100ml of PVA.
 Step 4: Next we added the PVA into the cup with the borax.
 Step 5: We then stirred the two together until it became too sticky to stir.

What happens when you mix borax? 20/1/15
 Results - The more borax you add, the stickier the slime will be. The more borax you add, the stickier the slime will be. The more borax you add, the stickier the slime will be.
 Conclusion - The more borax you add, the stickier the slime will be.
 Evaluation -
 Step 1: First we measured out 10g of borax.
 Step 2: We then added it into a plastic cup.
 Step 3: Then we measured out 100ml of PVA.
 Step 4: Next we added the PVA into the cup with the borax.
 Step 5: We then stirred the two together until it became too sticky to stir.



Homework

Esther Bradbury – Deputy Headteacher



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Research shows that regular completion of homework at secondary school can improve learners' progress by up to 5 months (Education Endowment Foundation 2023).

Learners whose parents/carers remain involved in school have;

- Good attendance and behaviour
- Obtain better grades and outcomes
- Demonstrate improved social skills
- Adapt to the challenges of school life more readily



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Homework

Login [Forgot password?](#)

Staff **Parent** Student

I already have an account

I don't have an account yet

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Enter email address or username

Enter password

Log in

Or log in with:

Sign in with Office 365

Sign in with Google

Sign in with RM Unify

Need help logging in?

- ▶ [Logging in as a parent](#)

Sign up

To create an account, select 'I don't have an account yet'. You will need a [parent code](#).

Forgot password?

Reset your password using your school email address.

Email not recognized?

Correct any typos or try a different email address. We are not able to share any login details for security reasons.



- Show my Homework
- Learner registration
- Parent registration
- able to access the work set, due dates
- Multiple learners

Login

[Forgot password?](#)

Staff

Parent

Student

I already have an account

I don't have an account yet

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Enter email address or username

Enter password



Log in

Or log in with:



Sign in with Office 365



Sign in with Google

? Need help logging in?

▶ [Logging in as a parent](#)

Sign up

To create an account, select 'I don't have an account yet'. You will need a [parent code](#).

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Reset your password using your school email address.

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Correct any typos or try a different email address. We are not able to share any login details for security reasons.

- Any support needed please contact me bradburye@uptonhigh.co.uk

PLaN

Pastoral, Literacy & Numeracy

Mrs J Thompson: Leader of Literacy and Head of MFL
M M Flynn: Leader of Reading and Teacher of English

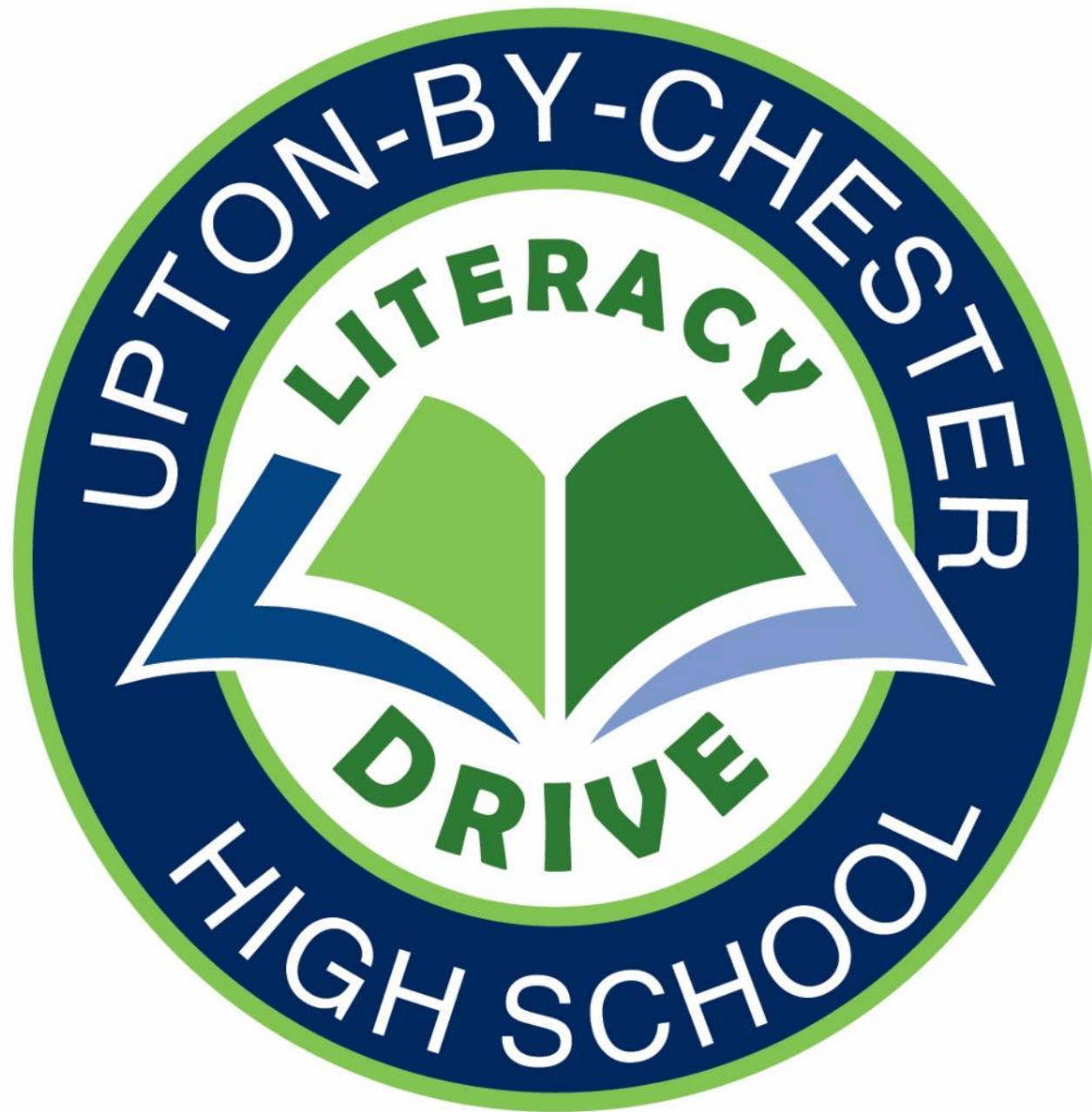


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PLAN

PlaN / Thrive (KS5) (25 mins x 5 days)	WK	7	8	9	10	11
		Monday	1	Remote Learner Briefing (SLT) ATL priority 4	Remote Learner Briefing (SLT) ATL priority 4	Remote Learner Briefing (SLT) ATL priority 4
2	Remote Learner Briefing (SLT) Attendance %		Remote Learner Briefing (SLT) Attendance %	Remote Learner Briefing (SLT) Attendance %	Remote Learner Briefing (SLT) Attendance %	Assembly
Tuesday	1	Activ-8	Literacy (Tutor Reading)	Literacy (Tutor Reading)	Assembly	Remote Learner Briefing (SLT) ATL review
	2	RAISE PRAISE	Literacy (Tutor Reading)	Literacy (Tutor Reading)	Assembly	Remote Learner Briefing (SLT) Attendance %
Wednesday	1	Literacy (Tutor Reading)	Activ-8	Assembly	'The Day' (Tutor Oracy)	Intervention and independent revision
	2	Literacy (Tutor Reading)	RAISE PRAISE	Assembly	'The Day' (Tutor Oracy)	Intervention and independent revision
Thursday	1	Literacy (Tutor Reading)	Assembly	Activ-8	Numeracy/ Countdown	Intervention and independent revision
	2	Literacy (Tutor Reading)	Assembly	RAISE PRAISE	Numeracy/ Countdown	Intervention and independent revision
Friday	1	Assembly	Literacy (Tutor Reading)	Literacy (Tutor Reading)	Activ-8	RAISE PRAISE
	2	Assembly	Literacy (Tutor Reading)	Literacy (Tutor Reading)	RAISE PRAISE	Activ-8





Reading in Y7

- Silent reading at the start of English lessons
- Range of diverse and challenging KS3 texts selected for units
- Hub Reading
- Build on KS2
- Author of the Fortnight
- Reading Buddies-6th Formers
- Star Reader Test and Intervention: Lexia PowerUP
- Form Time Reading: PSHE Links and Satellite Texts
- Reading in every subject
- Reading Homework-set on 'Show My Homework'
- Themed challenges e.g. Summer Reading Project, World Book Day etc



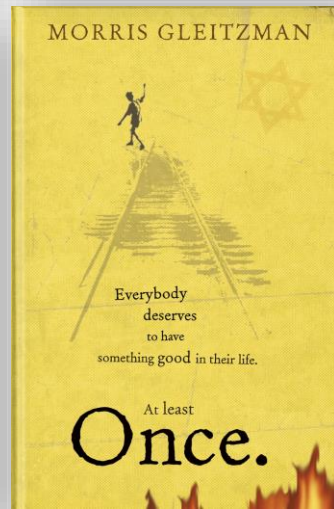
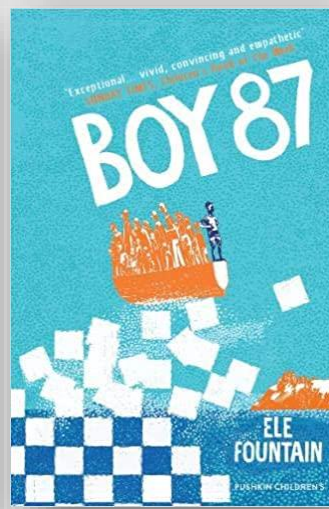
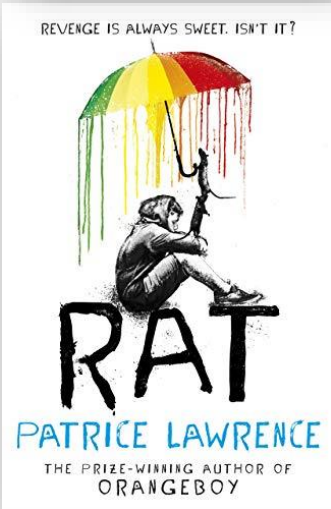
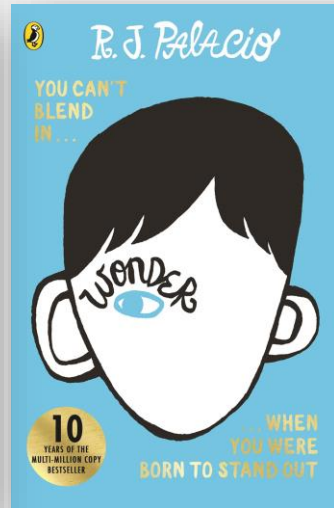
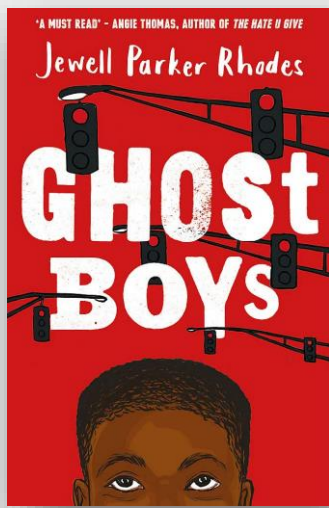
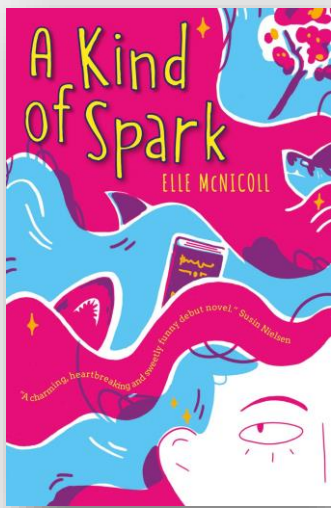


What is the Form Time Reading Programme?

Twice a week your form tutor will read aloud to you.

This will give you the opportunity to experience new texts, contextualise new vocabulary, and be exposed to a range of cultural references that you may not experience in your everyday life.

Plus, everyone loves a story!

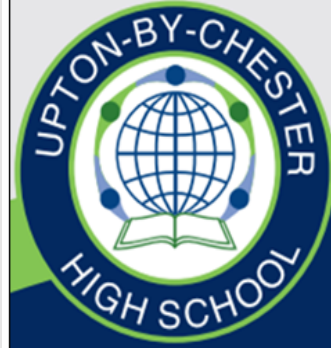


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Reading Recognition Cards:

These are the corresponding achievements to the codes shown on the previous slide:



Reading Recognition

Code	REASON
1	Reading aloud in English
2	Reading to a sixth-form buddy or staff member
3	Passing an Accelerated Reader Quiz
4	Star Reader 'Reading Age' has increased
5	Writing a Book Review for display in the Hub
6	Preparing an 'Author of the Fortnight' PowerPoint slide
7	Visiting the Hub independently to read or play Literacy games etc
8	Positive engagement in PLAN Literacy
9	Completing Private Reading homework
10	Trying a new genre of text



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Your Reading Recognition Card is how you will be rewarded for achievements in reading : Any combination of 5 reading achievements results in your card being entered into a Prize Draw to win £5.00 and £10.00 Amazon vouchers!

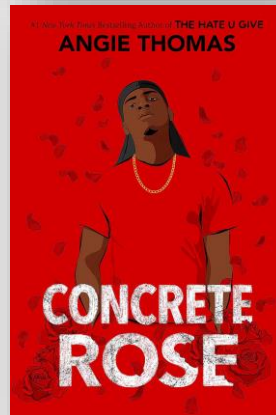
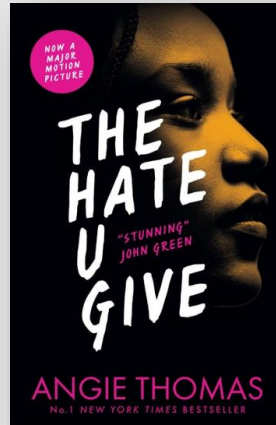
2023-2024			CARD 1 2 3								
LEARNER:						FORM:					
HUB TEACHER/S:						SIGNATURE:					
STAFF SIGNATURE ↓		Recognition CODE									
1		1	2	3	4	5	6	7	8	9	10
2		1	2	3	4	5	6	7	8	9	10
3		1	2	3	4	5	6	7	8	9	10
4		1	2	3	4	5	6	7	8	9	10
5		1	2	3	4	5	6	7	8	9	10



ANGIE THOMAS



Angie Thomas' debut novel, *The Hate U Give* was a Number One bestseller around the world.



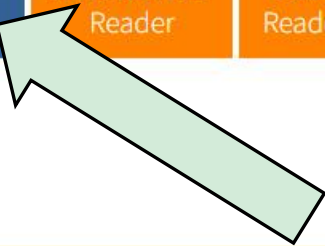
PRESENT

Angie Thomas is an American author. Whilst she is now an author, in her youth she was a rapper and studied creative writing at university.

Her debut novel, *The Hate U Give*, started as a project in her final year of college. It was published in 2017 and was inspired by the Black Lives Matter movement.

Angie Thomas says...

'I look at books as being a form of activism. Sometimes they'll show us a side of the world that we might not have known about.'



Click on the button that says 'Star Reading'.



Pastoral



Mrs K McCarthy: Deputy Headteacher

Miss H Fullwood: Head of Year 7



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Upton's 'DNA'

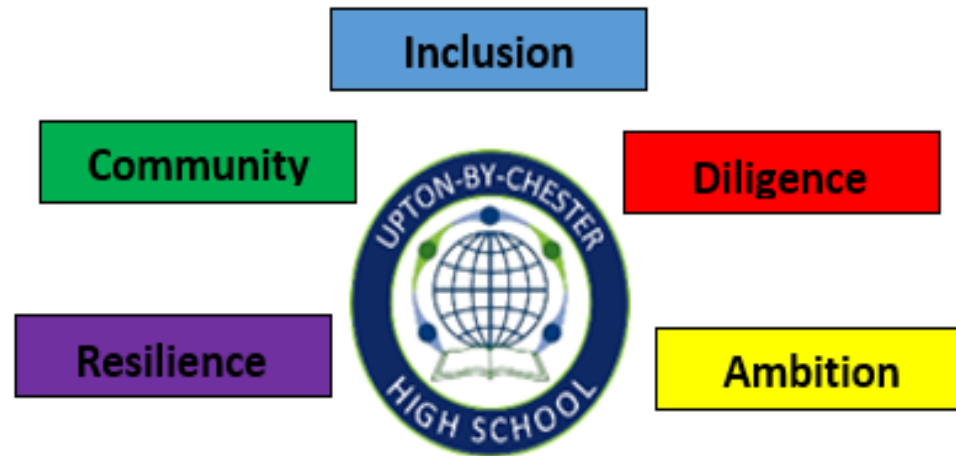
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RULES



PREPARED	RESPECTFUL	SAFE
<i>'..to learn'</i>	<i>'...to the community and environment'</i>	<i>'...from harm'</i>

VALUES



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Attendance Matters

- A learner who is absent a day of school per week misses an equivalent of 2 years of their school life
- 90% of learners with absence rates below 85% do not achieve 5 or more 'good' (Grade 4 or above) GCSEs and around one third achieve no GCSE at all

School Attendance CWaC Sep 24



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Attendance Matters

Good News

- Upton-by-Chester High School has good attendance
- Learners are automatically rewarded for being in school and for being on time
- Attendance incentives are used to motivate learners
- Learners who are in school do well and are rewarded



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Attendance Matters

Number of days off school per year	Percentage % attendance	Number of lessons missed
0 days	100%	0
2 days	99%	10 lessons
5 days	97%	25 lessons
10 days	95%	50 lessons



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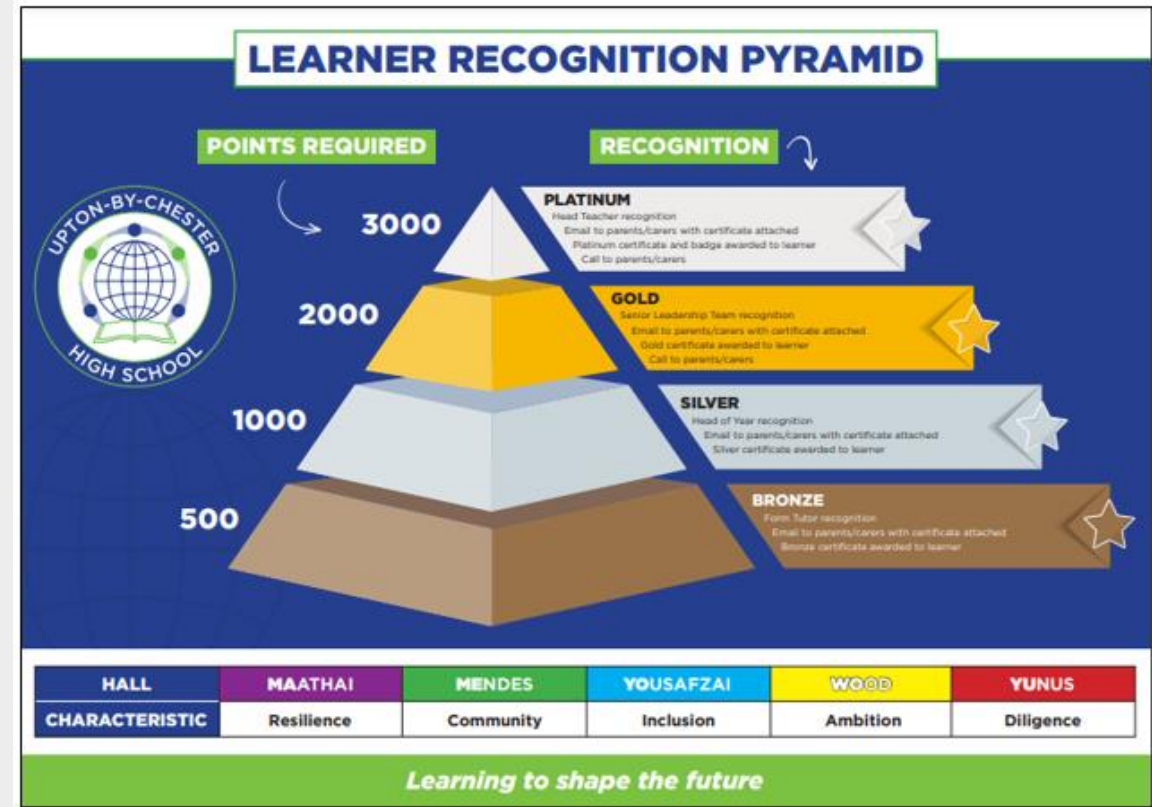
Attitude to Learning

- ALL learners start on an ATL '2'
- ATL linked to rewards and recognition
- Parent view on Edulink

ATL Grade (SIMS)	Learning Behaviours
1	<p>Outstanding Learning Behaviours</p> <p>A learner meets all '2' criteria and additionally makes outstanding contributions.</p> <p>Recognition</p> <ul style="list-style-type: none"> ❖ Verbal praise ❖ PRAISE card signed ❖ Contact home for consistently displaying outstanding learning behaviour
2	<p>Positive Learning Behaviours</p> <p>All learners start the lesson with a '2'. This is the minimum expectation. Learners will arrive with the correct equipment, complete work to the best of their ability and fully engage with the phases of the lesson. (Maximising Success Model)</p> <p>Recognition</p> <ul style="list-style-type: none"> ❖ Verbal praise <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Redirection
3	<p>Passive and Inconsistent Learning Behaviours</p> <p>A learner produces incomplete or sub-standard classwork/homework, or lacks the correct equipment or kit.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Rule Reminders, repeat if necessary ❖ Choice given with Take Up Time ❖ Catch- Up set by teacher
4	<p>Negative Learning Behaviours</p> <p>A learner fails to engage with learning despite steps in lesson having taken place.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Centralised Referral ❖ Learning Conversation (formal) <p>If no improvement, HOD /HOY will follow up.</p>
5	<p>Disruption of Learning</p> <p>A learner's behaviour has impacted on the learning of others and is referred to the HOD.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Curriculum Area/s Referral ❖ Centralised Referral and Learning Conversation (formal) ❖ Formal Communication <p>If no improvement, HOD /HOY will follow up.</p>
\$	<p>Curriculum Area/s Referral Unsuccessful</p> <p>A learner is not able to positively engage with the HOD and is removed to support them to complete the work required for the lesson.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Work Room Referral ❖ Centralised Referral and Learning Conversation (formal) ❖ Formal Communication home

Recognition

- PRAISE card- linked to School Values
- SLT Remote Learner Briefing
- Learner of the Half Term
- ‘Raise Praise’ slot in PLaN
- Halls Assemblies and linked events
- Year Group Half Termly ‘Rewards’ assemblies
- Communication home for all ATL ‘1’s’ and ‘2’s’
- Bronze, Silver, Gold & Platinum Awards



Recognition Points					
Attendance 100% weekly	No lates weekly	ATL 1 and 2	Full PRAISE card	Attending Engage@Upton session	Learner of the Half Term
Automatic from SIMS	Automatic from SIMS	Automatic from SIMS	Form Tutor logs via SIMS	Automatic from SIMS	Form Tutor logs via SIMS
10 points per week	10 points per week	ATL 1 = 2 points ATL 2 = 1 point	10 points per full card	5 points per session	50 points
Recorded by Teachers across curriculum daily	Recorded by Teachers across curriculum daily	Recorded by Teachers across curriculum daily	Prize Draw Assembly & RAISE PRAISE during PLaN	Recorded by staff leading Engage activities daily	Nominated by HODs end of each Half Term
Maximum per week 10 points	Maximum per week 10 points	Maximum per week 50 points	Maximum per week 50 points	Maximum per week 20 points	Maximum per Half Term 50 points



Year 7
8.40 a.m.-8.50 a.m.

Monday
Good Morning!



Rule:
Prepared

Core 4	Equipment Check	
1	School Bag	Large enough to fit A4 documents and books
2	Planner	Looked after- not defaced
3	Reading Book	From Home or the Hub
4	Pencil Case	'Key 3': Black Pen, Purple Pen and Pencil
	Other:	Ruler, Eraser, Sharpener, colouring pencils, glue-stick
		Compass, Protractor, Calculator
DUE Card		
Your DUE card will be signed if you do not have the CORE 4 . Your tutor will loan you a 'Key 3' pack to support your learning today.		
Referrals		
Your tutor will let you know if you have a referral today (Break, Lunch, HOY, Centralised, Catch-Up) It is YOUR RESPONSIBILITY to attend to avoid further escalation- write in your planner!		



Year 7
8.40 a.m.-8.50 a.m.

Tuesday
Good Morning!



Rule:
Prepared

Uniform Check

Clothing	Blazer on/ Shirt tucked in/ Tie on and correct length
	Skirt unrolled (appropriate length)
	Black socks (under knee) or Black tights
Jewellery	Rings, bracelets and necklaces must not be worn (H&S)
	Body/ face piercings not allowed (only single stud in each ear)



DUE Card

Your DUE card will be signed if you do not have the correct uniform
Your DUE card will be signed if you have been asked to remove jewellery

Referrals

Your tutor will let you know if you have a referral today (Break, Lunch, HOY, Centralised, Catch-Up)
It is YOUR RESPONSIBILITY to attend to avoid further escalation- write in your planner!



Year 7
8.40 a.m.-8.50 a.m.

Wednesday
Good Morning!



Rule:
Prepared

DUE and PRAISE Check

DUE and PRAISE card must:

- Must have name and form written clearly
- Must be in blazer pocket

DUE card:

DUE card full = hand to your Tutor who will replace it and set a HOY referral

No DUE Card = HOY referral

'Clean' DUE card (no signatures) then PRAISE card signed

PRAISE card:

PRAISE card full = hand to your Tutor who will replace it and you will be recognised



Referrals

Your tutor will let you know if you have a referral today (Break, Lunch, HOY, Centralised, Catch-Up)
It is YOUR RESPONSIBILITY to attend to avoid further escalation- write in your planner!



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Communication

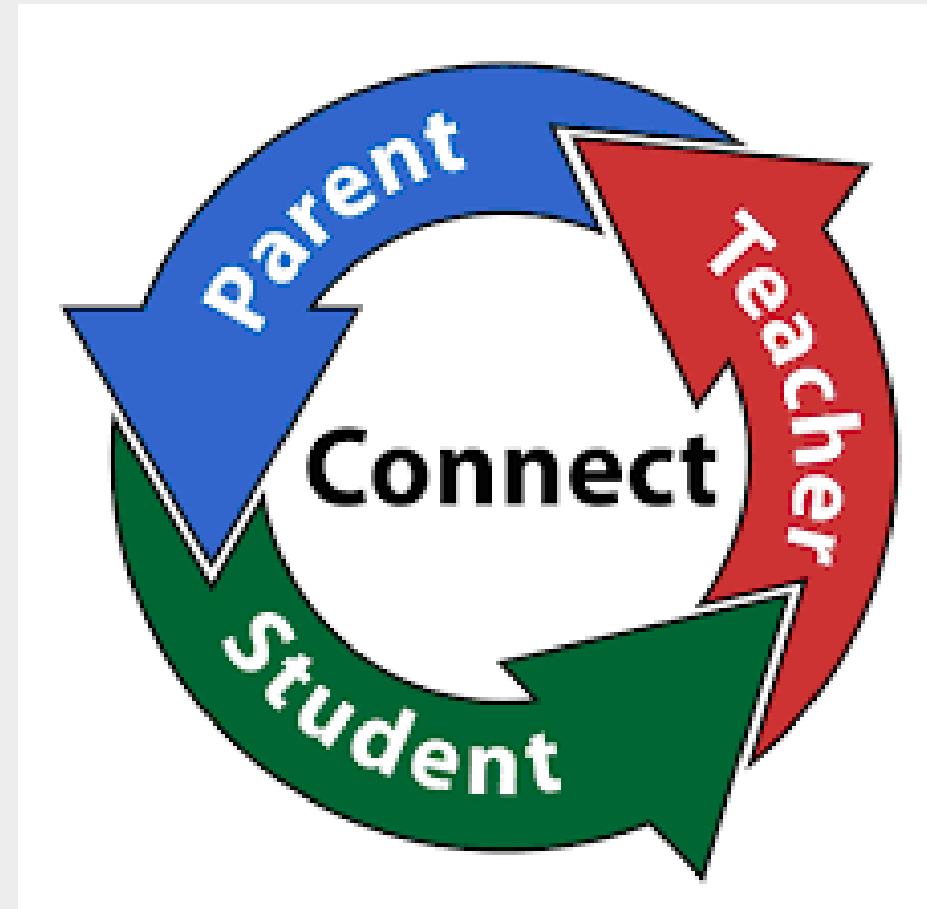
Mr L Cummins: Headteacher



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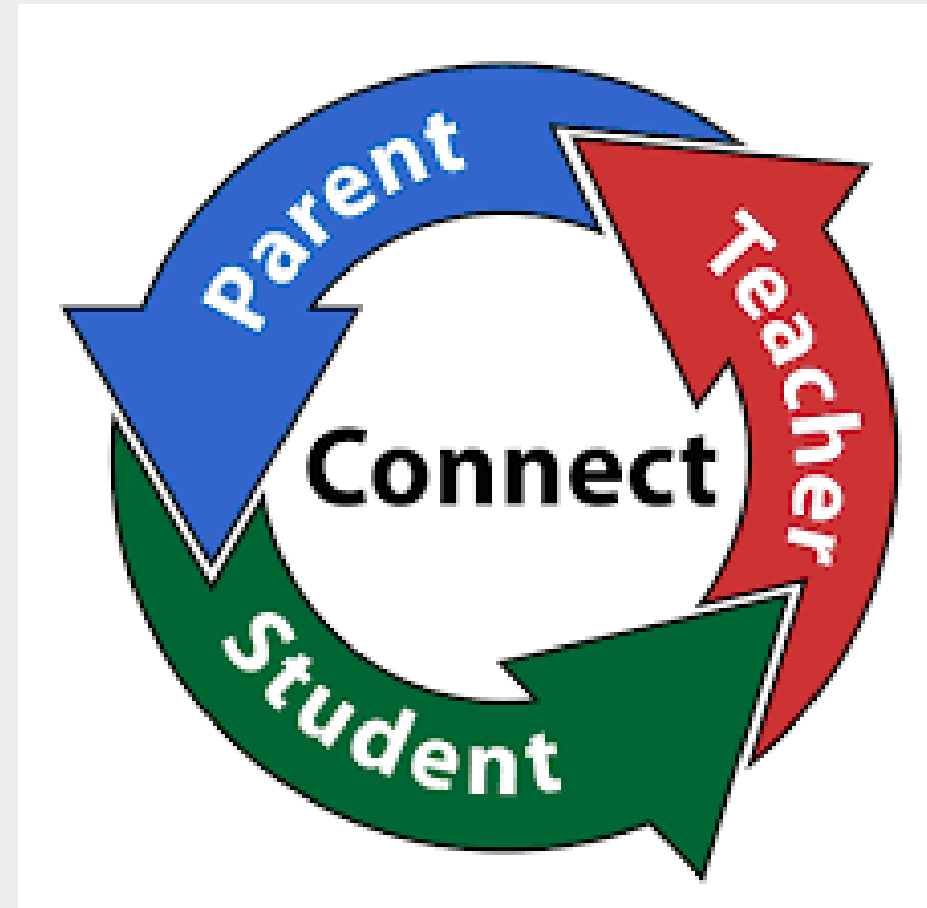
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Support and Challenge



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- Information evenings throughout the year.
- Meet the tutor evening (Live)
- Parents' Evening (Virtual)
- 3 x reports – 2 progress and one full.
- Contact with Form Tutor, Head of Year and Pastoral Support Manager (48 hours)
- Planners for communication.
- Director of Key Stage.

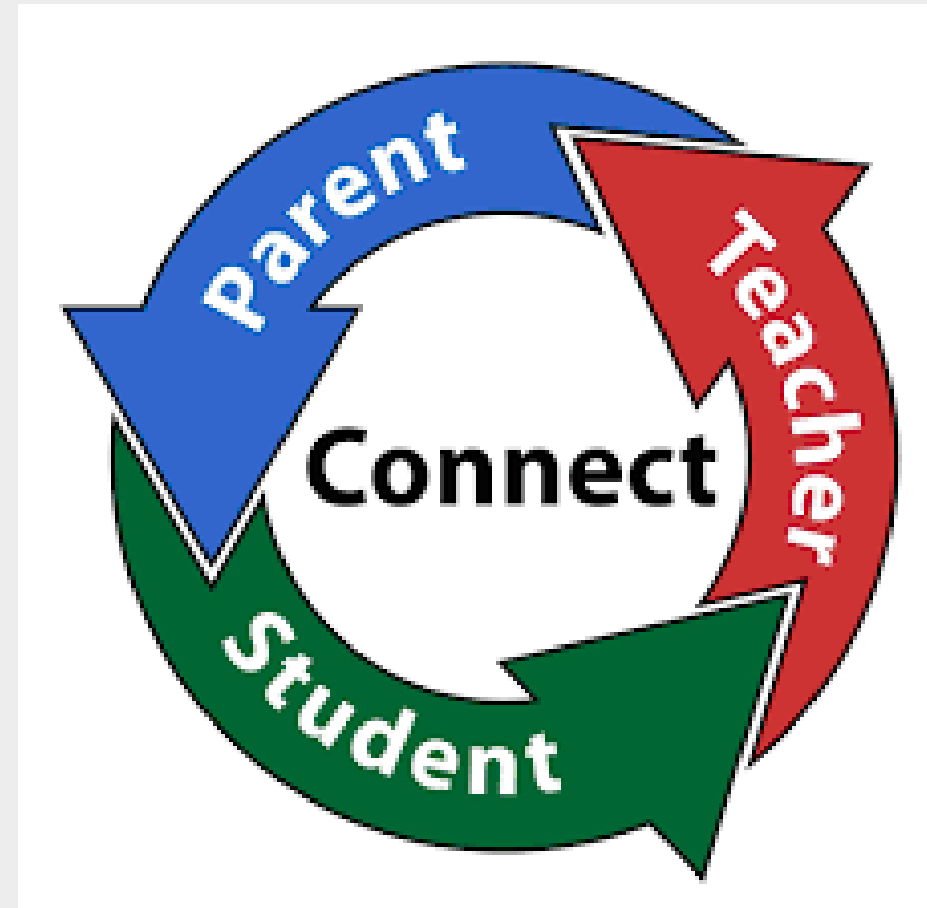


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- Weekly Parent Bulletin – Friday via email.
- Letters from Headteacher and other staff.
- Termly newsletter to parents - Upton Voice.
- School Website - Events, Policies and Curriculum.

Really important we have up to date contact information.



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Thank you for coming



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