

'Learning to Shape the Future'

Year 7 Information Evening

Thursday 14th September



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



Upton-by-Chester High School

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PRIOR KNOWLEDGE
RETRIEVAL PRACTICE

Great Learners

- Will retrieve prior knowledge independently
- Will think about what they know already
- Will think about what they have learned during the lesson
- Will think about what they don't yet know and ask questions to establish understanding

PURPOSE

Great Learners

- Will challenge themselves to achieve the learning purpose by the end of the lesson.
- Will think about what they know already in relation to the purpose of the lesson.
- Will understand the purpose of the lesson and how the learning will benefit them

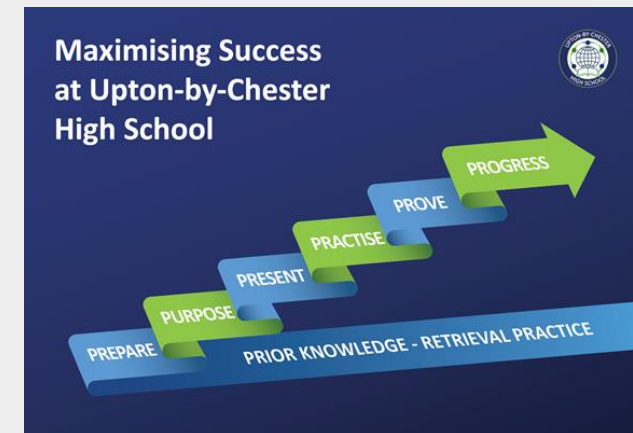
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Great Learners

- Will listen carefully to the new information and follow instructions.
- Will ask questions when they require further explanation.
- Will think about how this builds on what they know already

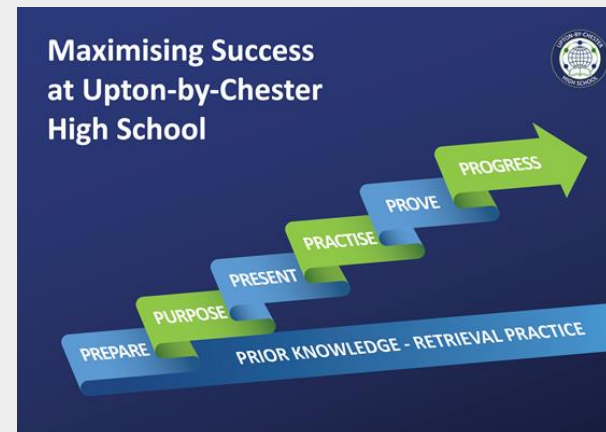
PRESENT



Great Learners

- Will participate in tasks to show that they can use this new information.
- Will support, teach and learn from working with their peers.
- Will ask questions when they need further clarification.
- Will understand that it is ok to make mistakes

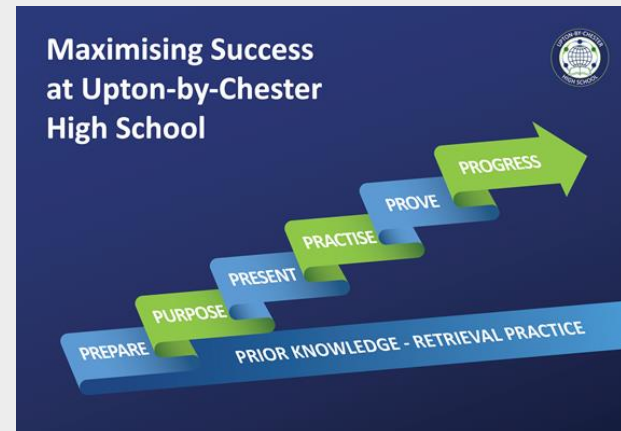
PRACTISE



Great Learners

- Will complete the tasks set, to demonstrate their learning
- Will apply the new information to unfamiliar contexts
- Will have a go and challenge themselves to use the new information
- Will identify their successes and areas where they need further development

PROVE



PROGRESS

Great Learners

- Will reflect on the purpose of the lesson
- Will use metacognition to think about what they have learned in the lesson compared to what they knew at the start.
- Will identify aspects of their learning that may require further development. Will feel proud of their achievements in the lesson



Feedback

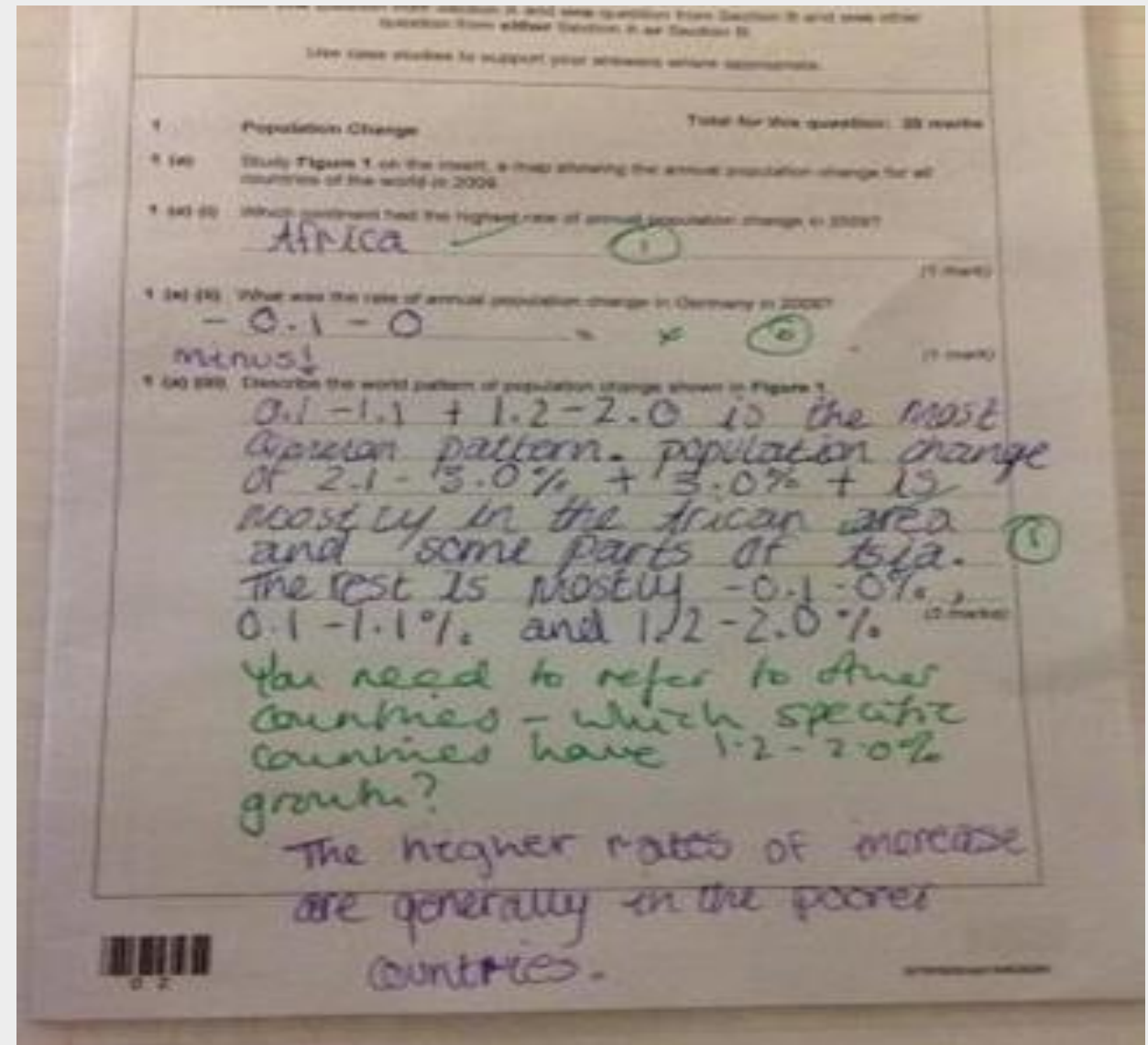
Esther Bradbury – Deputy Headteacher



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



Live sampling

Wellington Academy SAVANNA GRIEF

Using your understanding of the extract, explain how the following lines might be performed.

POINT:	What emotion are you trying to convey in the character of Macbeth? To portray Macbeth as... I would have him say the line....
EVIDENCE:	What line are you focused on?
EXPLANATION:	What performance decisions have you made? (E.g. gestures, tone of voice, body language, facial expression, positioning) and why? How does it reinforce the emotion or the moment that you are wanting to present?

Point: In Act 3 scene 4, Macbeth is conveyed as a very happy and cheerful man as he is looking forward to the banquet. 'Be large in mirth' and 'anon we'll drink a measure' suggests to me that he is encouraging his guests to have a good time. Due to this I would position Macbeth Centre stage with a huge smile on his face. With this I would have him greet every individual and have his workers offer them a drink to welcome them. This would make other characters happy and enjoy the meal. The audience will be confused as why he's not nervous, due to the murderers going to kill Banquo. → would know he is acting in a way so that suspicion is not aroused

→ Why?

→ Suspicion?

Explore the scene

Homework

Esther Bradbury – Deputy Headteacher



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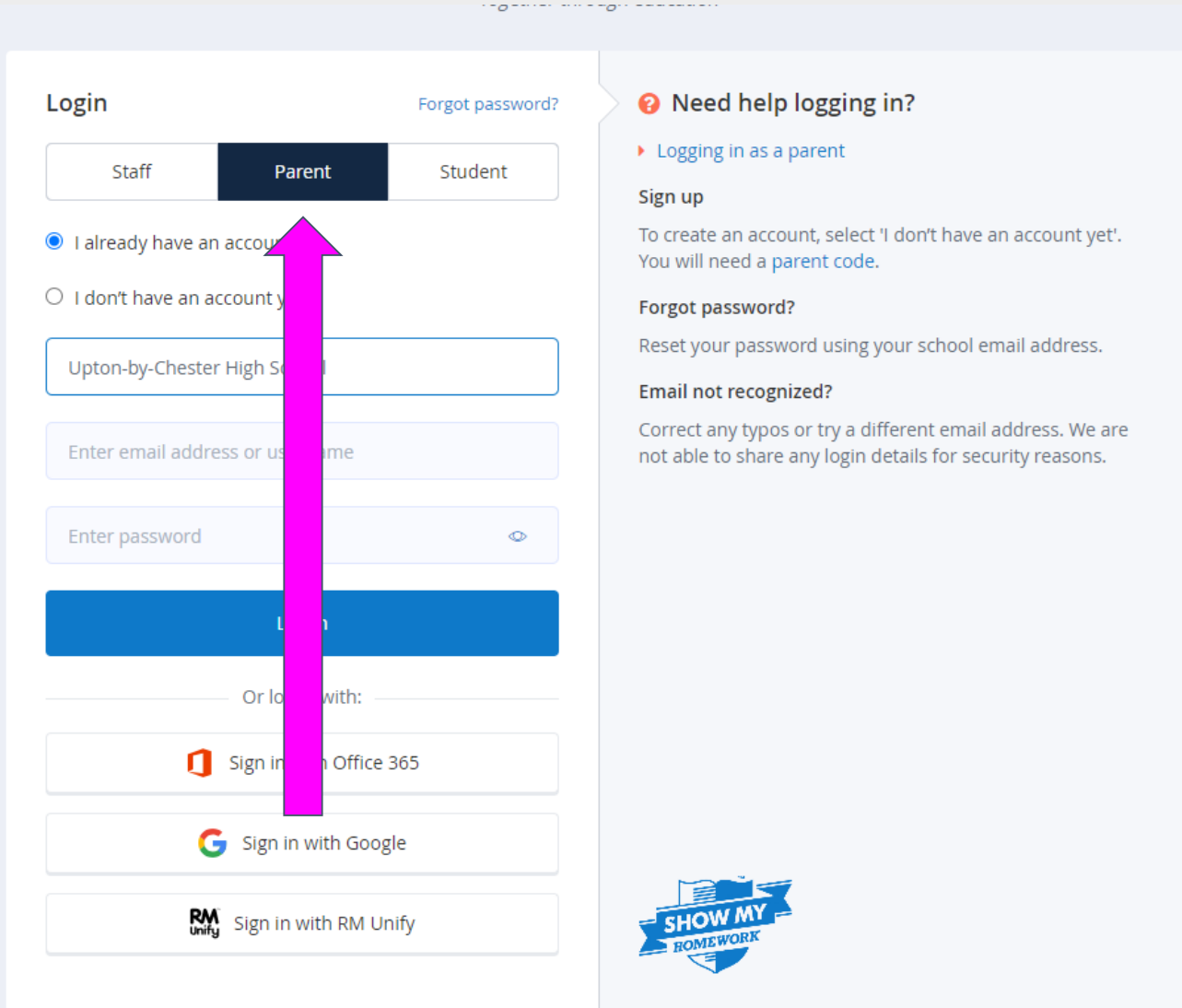
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- *Research shows that regular completion of homework at secondary school can improve learners' progress by up to 5 months* (Education Endowment Foundation 2023).

Learners whose parents/carers stay involved in school have

- better attendance and behaviour,
- get better grades,
- demonstrate better social skills
- adapt better to school.

Homework



The screenshot shows the login interface for 'Show My Homework' (SMHW). At the top, there are three tabs: 'Staff', 'Parent' (which is highlighted with a pink arrow), and 'Student'. Below the tabs, there are two radio buttons: 'I already have an account' (selected) and 'I don't have an account yet'. Below these are three input fields: 'Upton-by-Chester High School', 'Enter email address or username', and 'Enter password'. A blue 'Login' button is positioned below the password field. At the bottom, there are three social login options: 'Sign in with Office 365', 'Sign in with Google', and 'Sign in with RM Unify'. On the right side of the page, there is a 'Need help logging in?' section with links for 'Logging in as a parent', 'Sign up', 'Forgot password?', and 'Email not recognized?'. A 'SHOW MY HOMEWORK' logo is at the bottom right.



- Show my Homework
- Learner registration
- Parent registration
- able to access the work set, due dates and notifications of overdue work
- Multiple learners?

Login

[Forgot password?](#)

Staff

Parent

Student

☒ I already have an account

☐ I don't have an account yet

Upton-by-Chester High School

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](#).

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.

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

PLaN

Pastoral, Literacy & Numeracy

Mrs K McCarthy: Deputy Headteacher
Mrs J Thompson: Leader of Literacy and Head of MFL
M M Flynn: Leader of Reading and Teacher of English



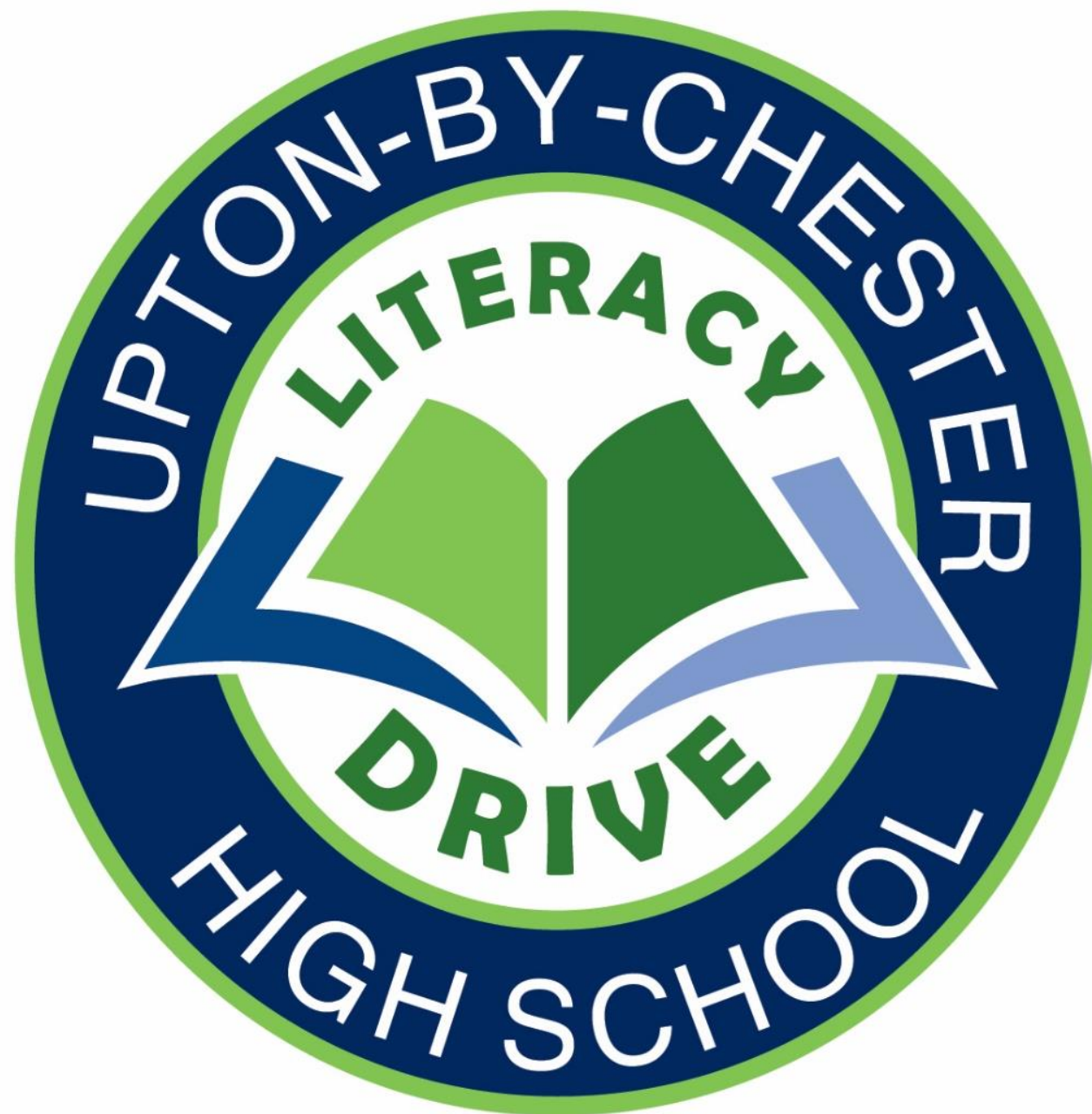
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PLAN

Plan / Thrive (KS5) (25 mins x 5 days)	Monday	WK	7	8	9	10	11
		1	Remote Learner Briefing (SLT) ATL priority 4	Remote Learner Briefing (SLT) ATL priority 4	Remote Learner Briefing (SLT) ATL priority 4	Remote Learner Briefing (SLT) ATL priority 4	Assembly
		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



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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!



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

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

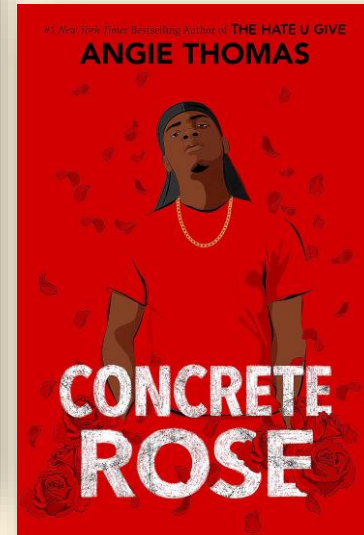
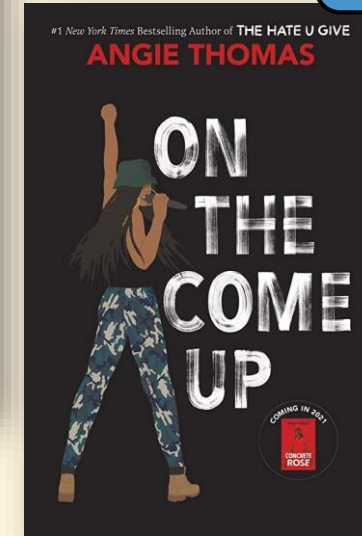
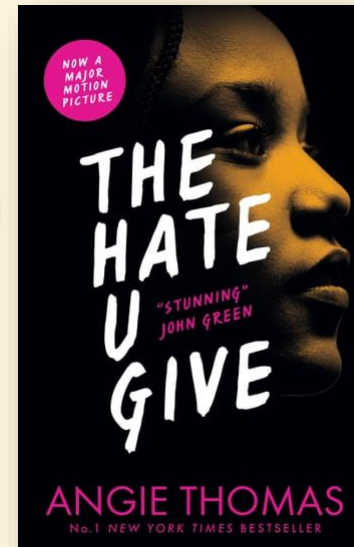
2023-2024				CARD 1 2 3							
LEARNER:						FORM:					
HUB TEACHER/S:						SIGNATURE:					
STAFF SIGNATURE ↓		Recognition CODE									
1		1	2	3	4	5	6	7	8	9	10
2		1	2	3	4	5	6	7	8	9	10
3		1	2	3	4	5	6	7	8	9	10
4		1	2	3	4	5	6	7	8	9	10
5		1	2	3	4	5	6	7	8	9	10
<i>Please take completed card to Hub and leave in box marked 'Prize Draw'. More cards=more chances to win!</i>											

ANGIE THOMAS



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

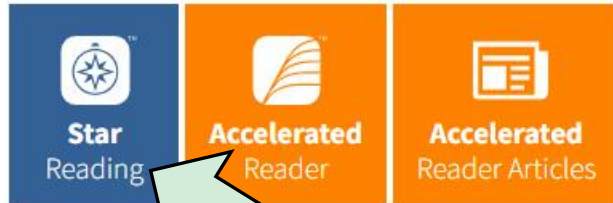
Angie Thomas is an American author. Whilst she is now an author, in her youth she was a rapper and studied creative writing at university. Her debut novel, *The Hate U Give*, started as a project in her final year of college. It was published in 2017 and was inspired by the Black Lives Matter movement.



PRESENT

'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.'

Angie Thomas says...



Click on the button that says 'Star Reading'.



Pastoral



Mrs J Dey: Head of Year 7



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'Learning to shape the future'

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!		



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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!



Upton-by-Chester High School
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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:

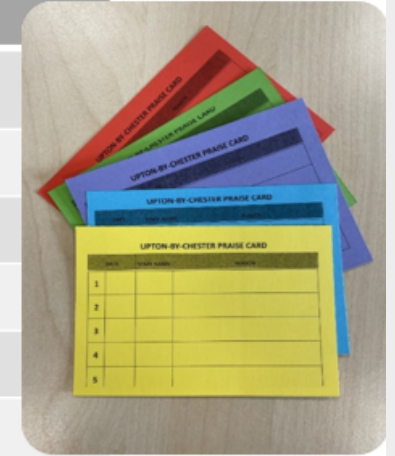
DUE card full = hand to your Tutor who will replace it and set a HOY referral

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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Examples of behaviours



PREPARED	RESPECTFUL	SAFE
<i>'..to learn'</i>	<i>'...to the community and environment'</i>	<i>'...from harm'</i>
I arrive on time to school and each lesson with a positive mind-set.	I always show respect, I am kind and polite and help others where I can.	I will speak to a member of staff if I am unable to resolve or wish to report an issue.
I fully engage in all lessons and demonstrate a positive attitude to learning.	I consider the learning of others and listen to staff and my peers.	I move around our school calmly and behave in a way that is safe for all.
I complete classwork and homework to the best of my ability.	I respect the property of others and the school/ local environment.	I choose the safer route to and from school.
I carry a school bag and the correct equipment for each lesson.	I try to put myself in others shoes to demonstrate empathy and understanding.	I adhere to the safety rules of classrooms (subject specific spaces).
I wear my correct school uniform with pride.	I am accepting of the opinions or beliefs of others.	I follow all teacher instructions the first time and every time.
I follow the phases of learning in the Maximising Success Model.	I use my phone only when directed by my teacher for the purposes of L & T (otherwise it is switched off and away)	I maintain a clean and manageable digital footprint.
I carry my DUE and Praise cards and present them when asked.	I wait my turn to ask a question/ for help and avoid shouting out or cutting across conversations.	I uphold the school ethos when representing our school off site- e.g. on a trip or visit.

Recognition

- PRAISE card- linked to Halls characteristics
- ATL '1' (teacher to verbalise)
- SLT Remote Learner Briefing
- Learner of the Half Term (Curriculum Area display)
- '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'



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Communication

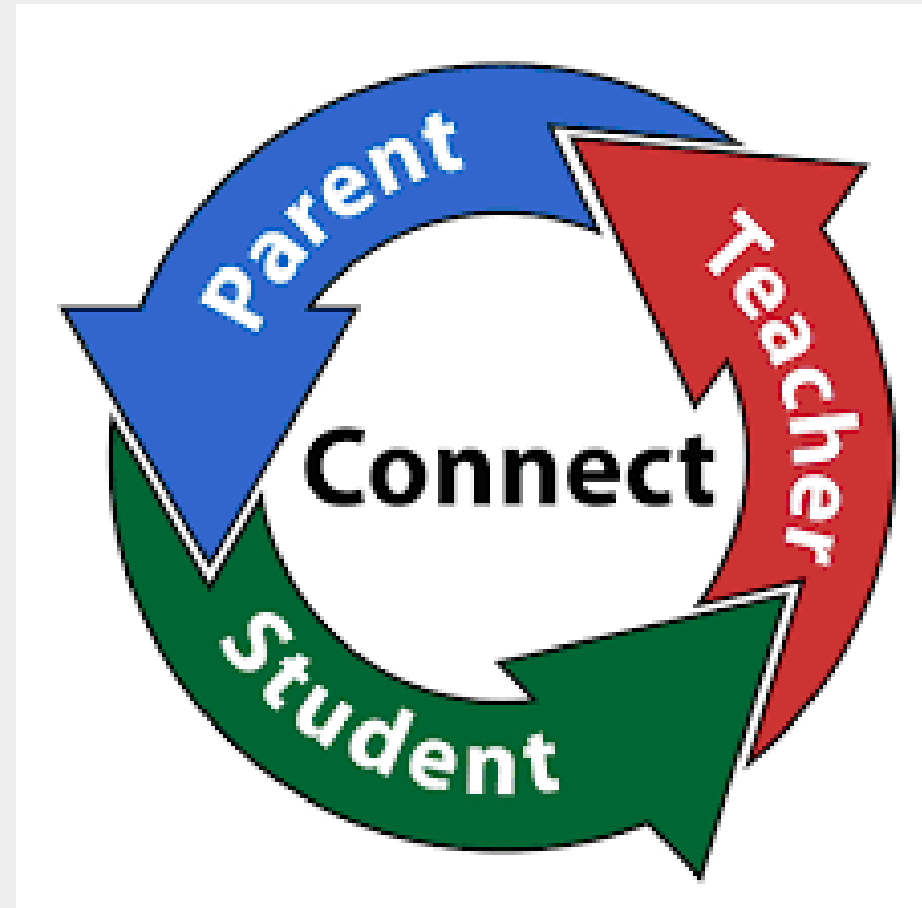
Mr L Cummins: Headteacher



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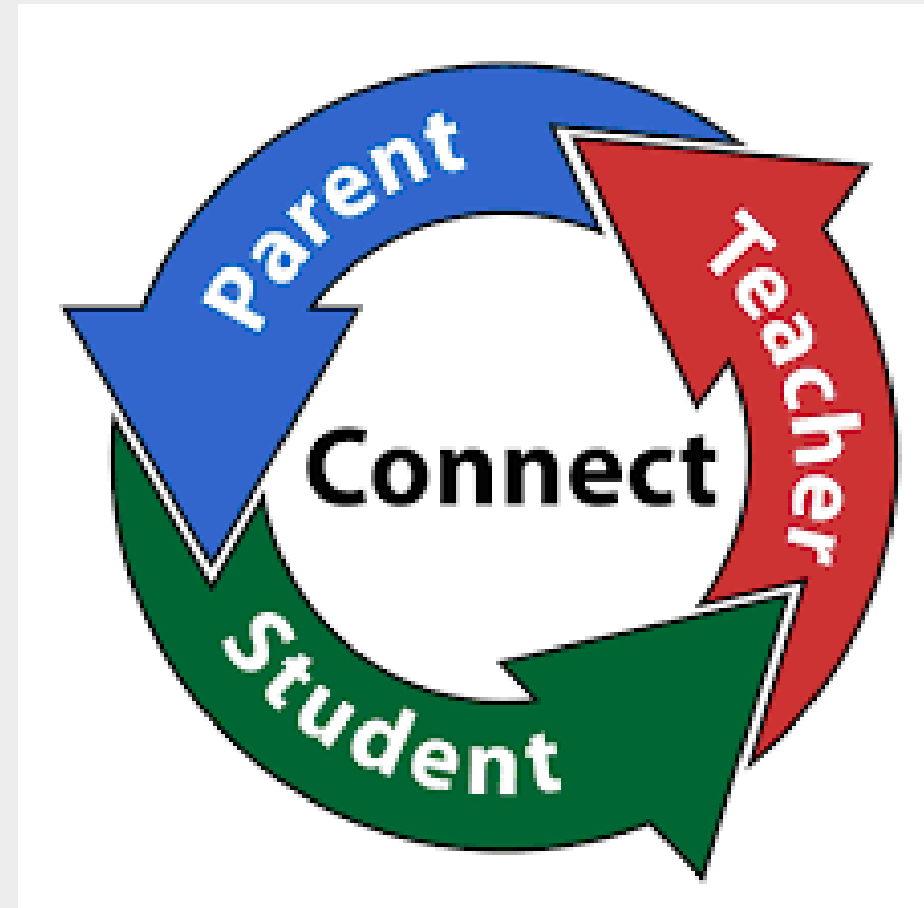
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Support and Challenge



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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.

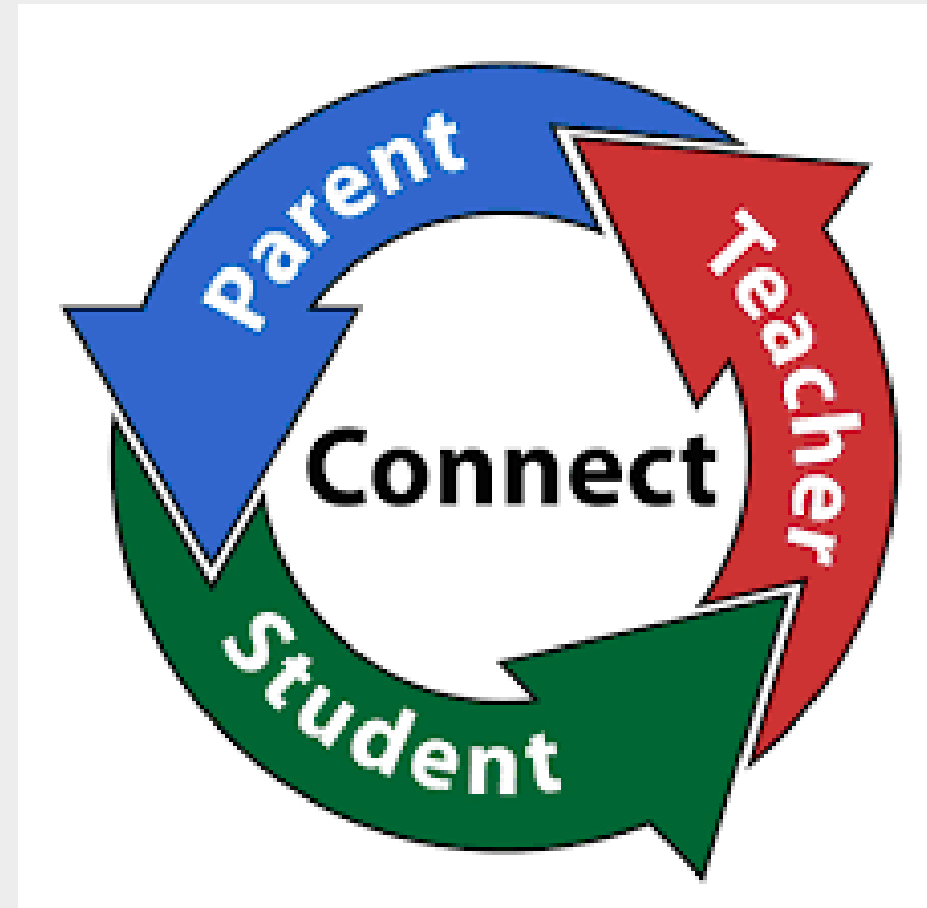


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- Weekly Parent Bulletin – Friday via email.
- Letters from Headteacher and other staff.
- Termly newsletter to parents - Upton Voice.
- School Website - Events, Policies and Curriculum.

Really important we have up to date contact information.



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Thank you for coming



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