



St Paul's
CATHOLIC SCHOOL

Ministerium Tuum Imple Love | Serve | Do the best that is possible

Year 7 Parent Information Evening

Wednesday 13th September 2023



St Paul's
CATHOLIC SCHOOL

Welcome to the Year 7 Parents' Information Evening.

**Please ensure you have registered your
attendance by scanning the QR code.**

Please do not record this presentation.

**The PowerPoint will be available on our website
tomorrow.**



St Paul's
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Welcome and setting the context

Mrs Eastwood

Living the Mission at St. Paul's



Key Priorities For Our School

We will ensure that students:

- **Take responsibility for their own learning through thinking hard.**
- **Take responsibility for their own behaviour by making good decisions.**

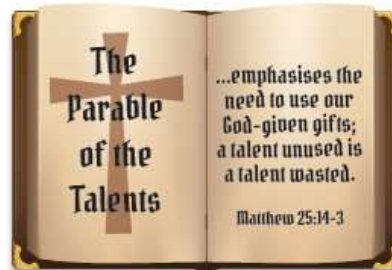
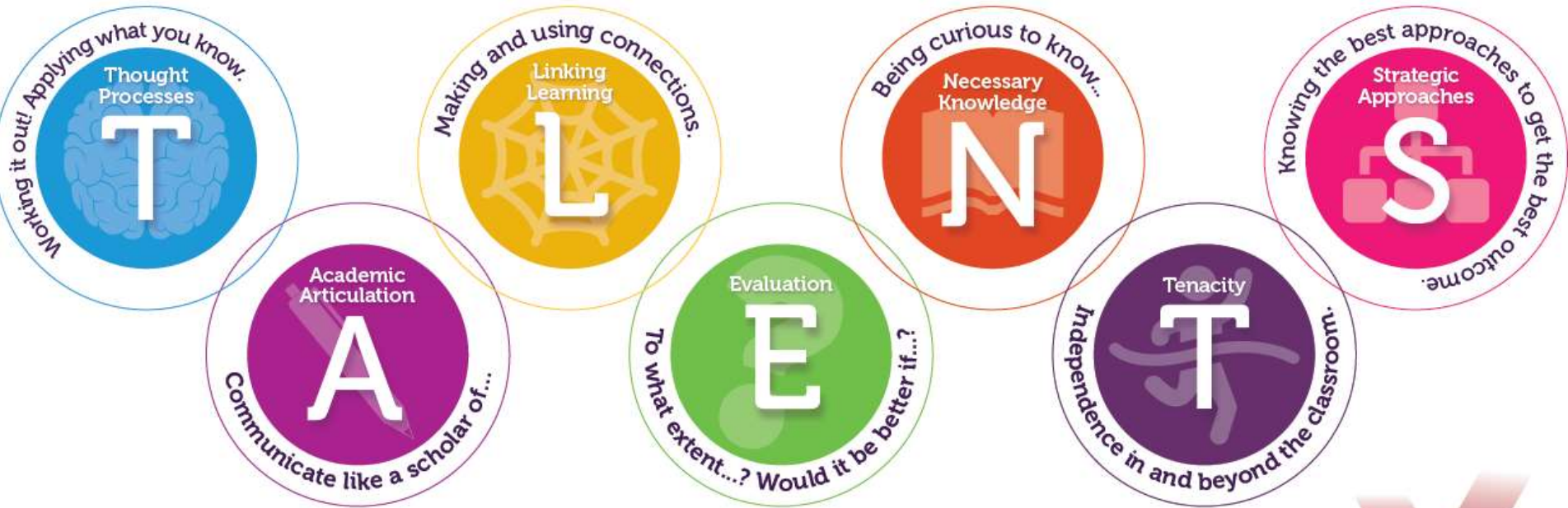
The Gifts We Grow

The Person I Can Be...



loving
hopeful
attentive
faith-filled
generous
eloquent
intentional
learned
prophetic
truthful
curious
wise
grateful
discerning
compassionate
active

Developing Thinking Hard with the Learning...





ClassCharts

Planner (then online)

Online only

Mrs Bolton: Year Leader

**Mrs Klymyszyn: Pastoral and
Chaplaincy Leader**

Year 7

- Have settled in really well!
- Respectful during Collective Worship
- Days of reconciliation
- First school Mass
- Mindful of our zone and taking care of it

- We need to work on: organisation and not losing our belongings. Creating a timetable for Independent learning





Year 7 Residential: Mendip Hills, Somerset

- 29th April – 3rd May 2024
- Multi-activity, including water sports, rock climbing, caving and target sports
- Evening activities, such as an adventure night hike, frisbee golf and a campfire night
- En-suite lodge accommodation
- All food and drink included
- Letter in September to register interest



Key information

- **Library opening times:**
 - 7:30am daily
- **Library closing times:**
 - Monday 5pm
 - Tuesday – Thursday 5:30pm
 - Friday 3:30pm

Key dates

20th September: Year 7 Wizard of Oz auditions

6th October: Non-uniform day

9th October: Year 7 Welcome Mass

19th October: Meet the tutor evenings

20th October: Half term break

30th October: Students return to school

21st December: End of term 2:30pm

Information from the St. Paul's Safeguarding Team.

A third of children aged between 8 and 17 with a social media profile have an adult user age after signing up with a false date of birth.

Please see below the age restrictions for social media sites.

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13	13+	16+	17+	18+ or 13 with parent's permission
<ul style="list-style-type: none"> Roblox PopJam FaceTime 	<ul style="list-style-type: none"> Twitter Facebook and Messenger Viber WeChat Monkey Yubo Dubsmash Instagram 	<ul style="list-style-type: none"> TikTok Skype Google Hangouts Reddit Snapchat Pinterest 	<ul style="list-style-type: none"> WhatsApp Telegram Messenger Tumblr 	<ul style="list-style-type: none"> YouTube WeChat Kik Flickr Play Store Spotify (12 with parental permission)

Sourced from NSPCC website October 2019

Information from the St. Paul's Safeguarding Team.

- Practical tips to support your child's safety online.
- Ask them to show you which social media apps they use and what they like about them. Talk about how they use them and what makes them so engaging.
- Explain how you can use privacy settings to make sure only approved friends can see posts & images.
- Check if any of their apps have 'geo-location' enabled, sharing their location unintentionally.
- Show them how to report offensive comments or block people who upset them.
- Check 'tagging' settings so that when others are posting or sharing photos online, your child's identity is not revealed. Also, get people's consent before sharing photos.
- Encourage your child to come and talk to you if they see anything that upsets them.
- Source: <https://www.internetmatters.org/>



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PHSE and RSE Curriculum: Miss White

PSHE and RSE

PSHE: Personal, Social, Health and Economic Education

RSE: Relationships and Sex Education (legal requirement – made statutory from September 2020)

Delivered by the form tutor during extended tutor time (40 minute lesson)

Subject lead is Miss White – can be contacted by email on naomi.white@st-pauls.org.uk

Advent 1	Advent 2	Lent 1 and 2	Pentecost 1	Pentecost 2
<p>Transition to Year 7 and the Learning Talents</p> <ul style="list-style-type: none"> • Organisation • Making the most of school • Collaboration • Managing Distractions • Perseverance and Resilience 	<p>Developing Healthy Friendships</p> <ul style="list-style-type: none"> • Healthy vs Toxic Friendships • Conflict Management • Respectful Relationships • Bullying or Banter • Dangers of Physical Conflict • Peer Pressure • Self Awareness • Showing Empathy 	<p>RSE – Healthy Relationships</p> <ul style="list-style-type: none"> • Changing Adolescent Bodies • Puberty and Hygiene • Hormones and Boundaries • Gender and Stereotypes • Types of Relationships • Diversity and the Family Unit 	<p>Online Safety</p> <ul style="list-style-type: none"> • Social Media and Mental Health • Trolling and Cyber Bullying • Catfishing • Online Grooming • Social Media and False Realities 	<p>Healthy Living</p> <ul style="list-style-type: none"> • Importance of Exercise • Healthy Eating • Dental Hygiene • Importance of Sleep • Basic First Aid • Donation of Blood, Stem Cells and Organs

Head of Department

Seconds in Department

Meet the Mathematics Department



Miss NaTasha Clark



Miss Amy Ong



Mrs Saima Osman



Mr Thomas Hutchful



Mrs Upenyu Makamba



Mr Pedro Teixeira



Miss Zoe Ong



Ms Tricia Matthews



Mrs Marina Apostu



Mr John Thaxter



Mrs Kirsten Peter



Mrs Mary Fernando



Mrs Penny Kam



Mr Anthony Oifoh



Mrs Helen Matcham



Mrs Coral Godber

Learning Mathematics in Context



St Paul's
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Learning Objectives:

- Use positive integer powers including squares and cubes
- Recognise powers of 2
- When given opportunities I will help others.

Keywords:

- Power
- Multiple

Prior Learning:

- Odd and even numbers
- Doubling

CW

Tuesday, 08 September 2020

ICT – Computer Memory

What do you notice about these numbers?



iPhone 5S 16GB
OR
iPhone 5C 32GB



iPhone 5
64 GB

Learning Mathematics in Context

The results:

- Increased confidence
- Improved problem solving skills
- Better exam results
- Increased ability to apply mathematical knowledge to real life situations

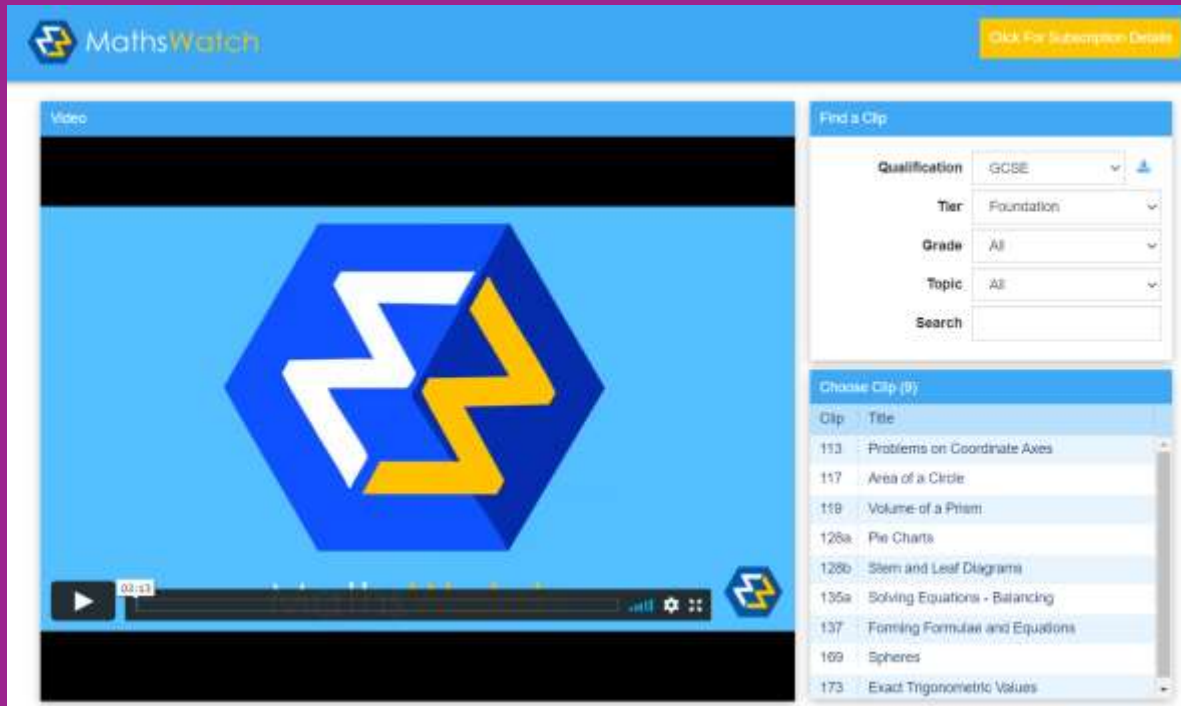
FRaP

- Fluency, Reasoning and Problem-Solving
- Pupils have time to practise in more depth
- Focus on verbalising their reasons and processes
- Opportunities to practise their *attack skills*

Independent Learning

- It will be set every week

<https://vle.mathswatch.co.uk/>



The screenshot shows the MathsWatch website interface. At the top left is the MathsWatch logo. To the right is a yellow button that says "Click For Subscription Details". Below the logo is a video player showing a blue hexagonal logo with a white and yellow geometric design. To the right of the video player is a "Find a Clip" search panel with dropdown menus for Qualification (GCSE), Tier (Foundation), Grade (All), and Topic (All), and a search input field. Below the search panel is a "Choose Clip (9)" section with a list of clips and their titles.

Clip	Title
113	Problems on Coordinate Axes
117	Area of a Circle
118	Volume of a Prism
126a	Pie Charts
126b	Stem and Leaf Diagrams
135a	Solving Equations - Balancing
137	Forming Formulae and Equations
169	Spheres
173	Exact Trigonometric Values

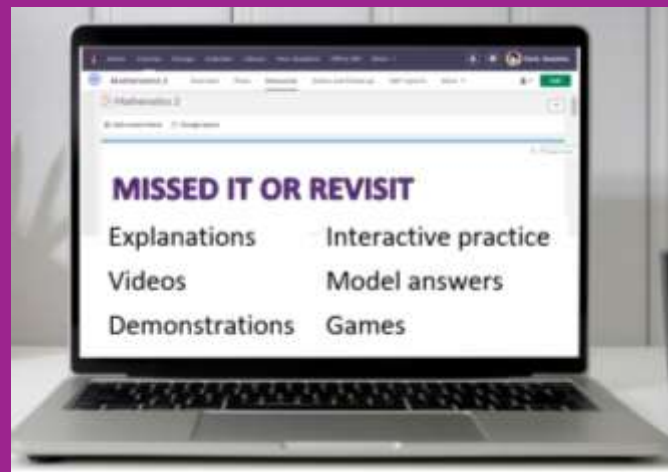
Assessment in Mathematics

- How we assess
 - Variety of methods
 - Independent Learning
 - Examinations
- 2 to 3 assessments per half term
- The Green Stamp
- Target stickers
- Setting policy and changes
 - Students will be set once settled
 - Find the best level of challenge for each student

Maths & Geography Assessment	
Grade: OT	Effort: 4
Well done, you have now...	
Interpr	maps and scale drawings
Used tl	bearings to specify direction
On Target	
Next Steps...	
Construct a scale model of the school	
Summarise the most important pieces of information about bearings	
Create instructions of how to construct a perpendicular bisector	

Missed It or Revisit It

- Every pupil has access to the Missed It or Revisit It documents on their itslearning Mathematics course.
- This document is designed to support pupils who may have missed a lesson or feel they would like to spend more time on a topic.
- The document contains explanations, videos and demonstrations with links where pupils may find practice materials to further enrich their learning.



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Accelerated Reader

Eliska Attewell

Reading at St Paul's

'There is no such thing as a child who hates to read; only children who have not found the right book.' – Frank Serafini



Reading is a key focus area for 2023

The complex act of reading comprehension.

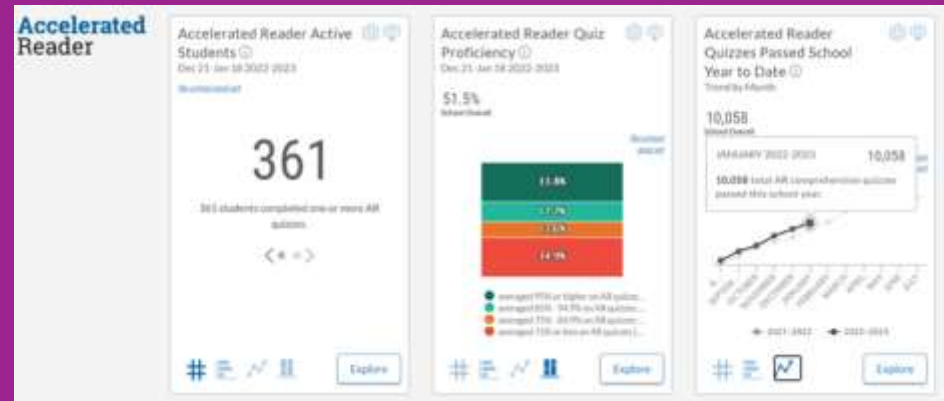


Accelerated Reader is one of the many strategies that we will use. It is simple and easy to use.

1. A student reads a book.
2. They then take an online quiz about it.
3. Quiz feedback is immediately available to Teachers.
4. Teachers discuss this feedback with the student in their reading lesson.
5. The student then responds to this regular feedback and as a result are motivated to make progress with their reading skills.

Valuable Data

'Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning and reading.' – Renaissance Learning: 2016.



Students will be shown how to interact with this data, so that they can take responsibility for their own future learning and reading.

Reading Calendar and Challenges.



THE PRESTWICK HOUSE
10-NOVEL READING CHALLENGE

Oh yes, Readers, BRING IT! Do you have what it takes? Can you complete this task and emerge victorious? Be warned, this quest will push your abilities to the limit, but the rewards will be great: powerful vocabulary, critical thinking, incisive insights.

THIS QUEST WILL CHANGE YOU FOREVER
and none but the wisest should dare.

- 1 A novel written at least 100 years before you were born.
- 2 A novel from a genre you wouldn't read if you weren't in a challenge (not it for a romance reader, etc.)
- 3 A "modern" retelling of a story from mythology, Chaucer, Shakespeare, etc.
- 4 A popular author's first published novel.
- 5 A dead author's last published novel.
- 6 A novel in which an animal (or animals) plays a significant role.
- 7 A novel you once started but never finished.
- 8 A novel on one of the past 5 years' "Top Ten Frequently Challenged" book lists (www.aia.org/twenty-twenty-first-century-book-lists).
- 9 A novel you don't think anyone else in this challenge will think to read.
- 10 A novel you think everyone in this challenge is likely to read.

Prestwick House
www.prestwickhouse.com



Reading Calendar 2023/2024



Month	Event	Reading Challenge
September	Introduction to AR Form Group Challenge	Year 7, 8 and 9 Form Group Challenge.
October	Black History Month	Read a book and take a quiz on a book written by authors of a diverse ethnicity.
2-8 October	Libraries Week	Learn about the library – <i>Where is Wally?</i>
5 October	National Poetry Week	Read and write a poem. <i>Theme: Refuge</i>
1 – 30 November	Non- Fiction November	Read a <i>non-fiction</i> book and take a quiz.
11 November	Remembrance Day	Read and write a poem. <i>Theme: Power and Conflict</i>
December	Christmas	Read a <i>Catholic or Christian</i> book and take a quiz.
29 January – 5 February	National Storytelling Week	<i>Oral stories</i> – Listen to an Oral story and record a voice note review.
5 -11 February	Children's Mental Health Week	Read a book that brings you joy and take a quiz.
7 March	World Book Day	Match the character to the book
8 March	International Women's Day	Read a book about an <i>Inspirational Woman</i> and take a quiz.
22 April	Earth Day	Read a book about <i>Climate Change</i> and take a quiz.
8 June	Empathy Day	Read a book that promotes <i>empathy</i> and take a quiz.
21 June	National Writing Day	Write: <i>This Year St Paul's has encouraged me to...</i>

How can parents get involved?

- Look inside the Student Planner to view your child's range of Book Levels.
- Check that they have an **Accelerated Reader** reading book as a part of their daily equipment.
- Discuss **Accelerated Reader Quiz** results.
- Use www.arbookfinder.com to check if books at home have quizzes.
- Encourage them to engage in quizzes and challenges. See the Reading Calendar.
- Set up your own motivational incentives!

10 WAYS TO ENGAGE YOUR CHILD IN READING

1. **Develop their confidence and self-esteem** – ask them to help you read a map, figure out something on the internet, to tell them some info from a poster, leaflet or newspaper etc.
2. **Identify their skills and interests** – use your child's skills and interests to find suitable reading materials that will engage them.
3. **Set a good example and be a reading man/woman!** – let your child see you reading at regular times. It is likely that your child will copy your behaviour and you can then initiate conversations about what you are reading. These conversations are particularly effective with newspapers and magazines and you may share common interests.
4. **Encourage reading amongst siblings** – perhaps they would enjoy reading a popular book together!
5. **Don't be alarmed if your child finds a book boring** – allow them to express their opinions and use this as an opportunity to discuss why and what else they would find preferable.
6. **Provide opportunities for your child to be around books** – trips to the library can be a great way to have these conversations with your child, whilst also taking an interest in what they are reading.
7. **Swap the screen for some bedtime reading** – it has been scientifically proven that those who stare at their phone/laptop/television screens before sleeping have poorer quality of sleep. Swap it for 30 mins of reading and your child should feel far more rested.
8. **Ensure that there is a space that your child can use for reading** – this needs to be quiet and relaxing.
9. **Take an interest in the topics being learnt at school** – this may lead to wider reading online or during your visits to the local library.
10. **Discuss their Accelerated Reader books, quizzes and progress** – at home rewards, as well as the ones at school, will encourage your child as they are able to receive praise in multiple ways!

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Reader

How can parents get involved?

- On the school website under curriculum you will also find the following links:

Reading

Read our 10 ways to engage your child in reading [here](#).

Find out why reading is important [here](#).

Work Experience

In Year 10 pupils undertake work experience - to find out more information please click [here](#).

KS3 Booklets:


Our Advent Term curriculum booklets will be available soon.

You can see the **Parent Information Evening** presentation for Year 9 options [here](#).

KS4:

[Year 10 and 11 curriculum booklet](#)

[Useful revision websites](#)

Reading at St Paul's 

Book recommendations for KS3 

Book recommendations for KS4 



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SEND at St. Paul's School

Mrs Bradley

Emmaus Student Support

- This consists of:
- 3 specialist Resource Provisions (EHCP)
 - VI/ HI/ Communication Dept
- Mainstream provision (EHCP & SEND Support)
- Department V Unit model



How SEND is identified at St. Paul's

- Information is gathered from a variety of sources:
- Primary school information of 'long term need' and intervention
- SATS (Yr 6)
- CATS (Yr 7)
- Yr 7 baseline assessment – Maths/ English (reading & spelling)
- Teacher assessment
- Observations and feedback
- FACT/ FACT+
- Graduated approach
- Pastoral support



How we support

- SEN code of practice 2015 Section 6.36 – Teachers (not SENCOs, TAs, leadership) are accountable for progress and development of ALL pupils in their class. High quality teaching and adaptation in the first instance **Every teacher is a teacher of SEN**
- Additional adults in the classroom
- Interventions guided by EHCP provision or identified need:
 - Corrective reading/Fresh Start Phonics (1:1 or 1:2)
 - Numeracy from Emmaus Maths teacher
 - Zones of Regulation
 - Lego Therapy
 - SEMH (Cognitive Behaviour Therapy)
 - Nurture group
 - Sensory circuits etc

The Graduated Approach

- A stepped approach to identifying and supporting students and evidence gathered through Assess-Plan-Do-Review
- The class teacher/ form tutor is the first point of contact if you have concerns
- SEND Information Report on the school website



Design and Technology at St Paul's Catholic School

- An insight into the value of Design and Technology at St Paul's
- An overview of the Y7 Design and Technology curriculum at St Paul's.

A statement from Mrs Hoarty

Design Technology has a crucial place in the curriculum at St. Paul's. As a subject, it is at the heart of our commitment to ensuring that children can nurture the skills and knowledge that will help them to thrive and flourish in a world that is constantly evolving and changing. New technological advances are at the core of this. We are committed to supporting children to develop their creativity and their ability to think, analyse and critically evaluate so that they can adapt within unfamiliar contexts in the future. Design Technology provides exactly those skills that are required for the future, even though we are uncertain what the future will look like yet.

A brief outline of the D&T Department

- All students at St Paul's will study Design and Technology from Y7-11.
- This is a unique feature of the St Paul's curriculum.
- We are fortunate to have an exciting Design and Technology environment spread over two blocks.
- We are extremely well equipped with materials, equipment, machinery and tools.
- Our Design and Technology team is made up of 10 specialist Design and Technology teachers, each with their own areas of expertise.
- We have 2 technicians that support staff and students.

Year 7 D&T Journey

Year 7		
Advent Term	Lent Term	Pentecost Term
Introduction to Design and Technology at St Pauls <ul style="list-style-type: none"> - All about D&T - Knowing why D&T is important - Setting yourself up for your D&T journey <ul style="list-style-type: none"> - Competitions - Practical Lessons - Learning about materials - Deciding on your 3 specialist areas to continue with in Y7 and Y8. 		Rotation 1 (Your first specialist area out of the following) Engineering Graphics Woods, Metals and Plastics CAD/CAM Fashion and Textiles Food Preparation and Nutrition
<div style="border: 1px solid red; padding: 5px; display: inline-block; color: red; font-weight: bold;">27th February</div>		

- Students will spend the Advent Term and half of the Lent term with the same teacher, in the same D&T room.
- During this time students will work on developing a foundation level of knowledge and skill in D&T. Students will also gain an insight into the different D&T disciplines outlined above.
- Following their introduction to Design and Technology students will decide on their 3 most favoured D&T disciplines.
- They will then begin a carousel of these 3 subject areas over the rest of year 7 and year 8. They will begin their first subject on 27th February.

FAQs

When will my child decide on their three most favoured topics to follow during the 2nd half of year 7 and year 8?
This will happen during the first half of the Lent term. So between Monday 8th January and Friday 16th February.

How will I know it is time for my child to make this decision?

We will communicate to you via email when it is time for your child to make their decision.

How will I know which subjects would be best for my child based on their future career aspirations?

As well as communicating with you about subject preferences, we'll also offer you support on which subjects would suit certain further education career pathways. Students will also be learning about career pathways as part of their D&Y introduction.

How will I communicate with the school the decisions that my child has made about their preferred D&T disciplines?

We will send out a Microsoft Forms for you and your child to complete together online. We will ask you to rank all of the D&T disciplines from Most favoured to least favourite.

Is my child guaranteed a spot on the subjects they choose?

Due to limits on class sizes we can't guarantee this. However, in recent years we have been successful in ensuring most students get at least their 1st and 2nd preferred subject disciplines.

If my child has any questions in regard to D&T, who do they ask?

All D&T staff will be happy to help. However, the best approach would to ask their teacher first. Students are also welcome to contact their teachers, or myself, via itslearning messages.