

Welcome to Year 11 Parent Partnership Evening

Monday 11th September 2023

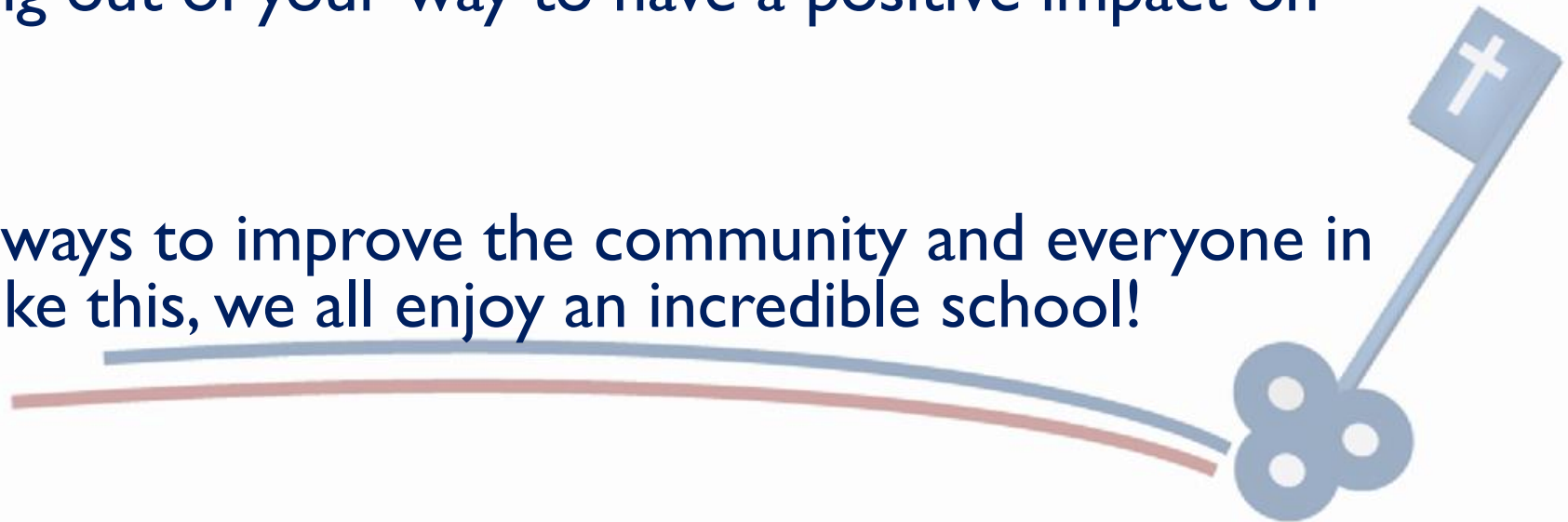


Agenda

- Welcome
- School Values and Aims
- Safeguarding
- Year 11 Vision
- Year 11 Pastoral Curriculum
- Brilliant Basics
- Academic Progress
- Reading
- Key Dates
- Extra Curricular opportunities

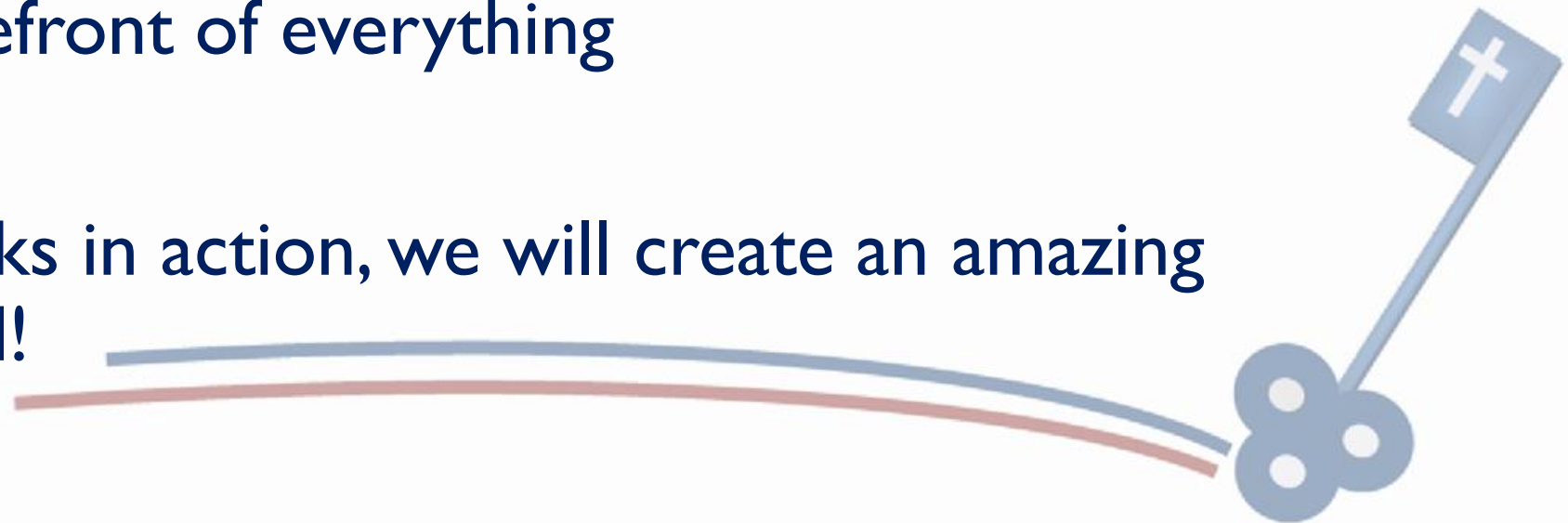
Christ to All

- This is our core motto for St Peter's – but what does it mean!?
- Being Christ to All means treating everyone in our community with love, respect, kindness. Treating others as you want to be treated
- It means actively going out of your way to have a positive impact on someone's day
- It means looking for ways to improve the community and everyone in it – if we all behave like this, we all enjoy an incredible school!



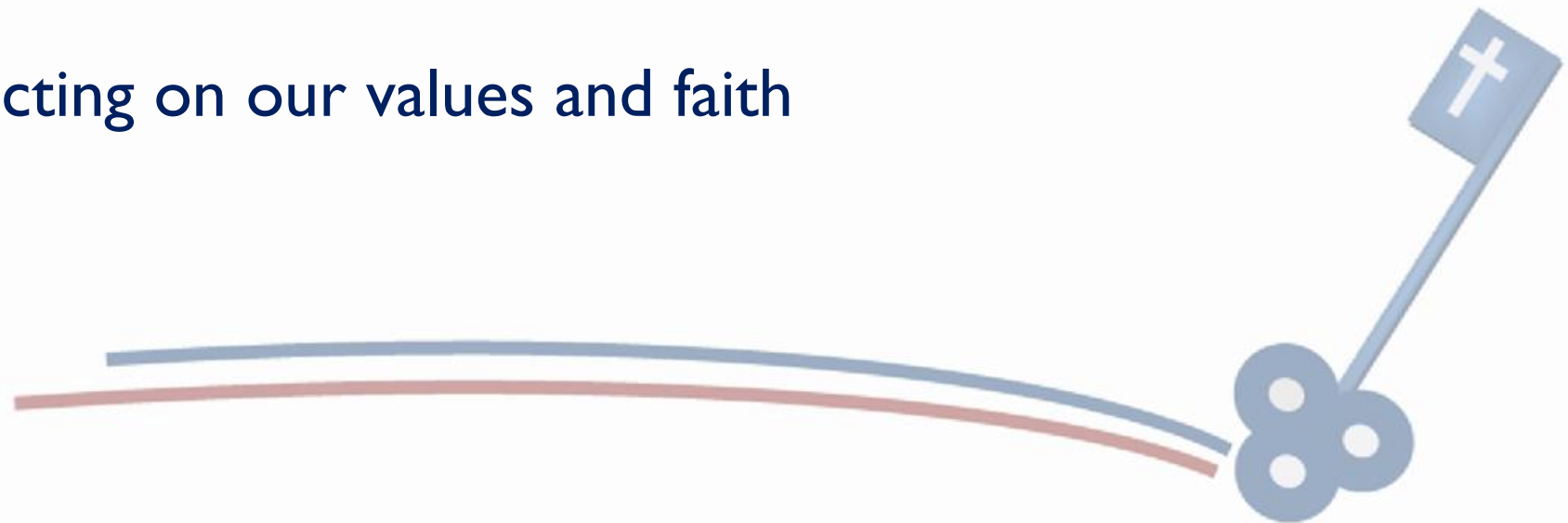
St Peter's Rocks: Faith in Action

- Our school rocks are 5 core values that we aspire to every day
- Each guides us to think about our community and Jesus Christ at the forefront of everything
- If we live the rocks in action, we will create an amazing school and world!



Our aims as a school this year

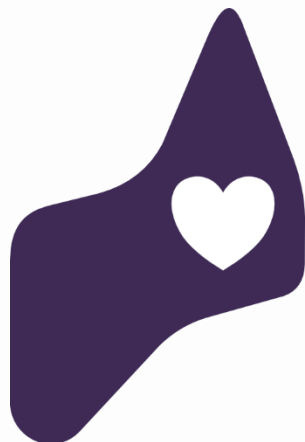
- That we are able to build a brilliant community atmosphere, within and across year groups
- Every student can learn, disruption-free, everyday
- Everyone gets the chance to experience new things and opportunities
- Everyone works their hardest to help everyone else achieve their potential
- We spend time reflecting on our values and faith



St Peter's Rocks



Reflection



Love



Service



Courage



Justice

The foundation of our discipleship.



No one in our community deserves to feel unsafe at school. We all have a duty to report incidents in which this is not the case.

#nobystanders everyone is a part of this community and responsible for keeping it safe and inclusive.

#nobystanders

Call out behaviour and language that is:

- Homophobic, biphobic or transphobic
 - Racist
 - Sexist
 - Personally insulting
- Discriminating based on health (physical and mental)



When you have witnessed or experienced an incident, you should:

Take note of who is around you at the time.

Report it as soon as possible to a staff member, ideally your Head of Year or the closest staff member.

Your Head of Year or a member of SLT will then investigate this. They may have questions for you and others who were near you.

At the end of the investigation, sanctions are applied using the behaviour policy and incidents are recorded on school systems.

Someone will follow up with you after this to check how you are feeling and so that you understand the investigation is over. If you'd like further support, your HOY can organise this.



How we investigate incidents to make St Peter's a safe, fair place

- Gather evidence and listen
- Try to understand context
- Apply behaviour policy (if necessary) in a consistent way
- Offer support to any victims and any perpetrators
- Contact parents and log any sanctions on Go4schools
- Follow up with restorative conversations – every child gets a blank slate

Equality, Diversity and Inclusion at St Peter's

At St Peter's we are committed to all students feeling equally included and loved within our community. We are opposed to all forms of discrimination based on any protected characteristics outlined in the Equality Act of 2010.

We are committed to upholding and teaching these values to all students at St Peter's.

Examples of opportunities available:

- Termly EDI assemblies that are topical and relevant
- Surveys around how included and safe students feel at St Peter's
- Weekly bulletin resources looking at celebrating diversity in the world
- LGBTQ+ safe space
- Identity Team badges worn by staff who can be approached about identity-based issues
- Tutor time activities that celebrate and promote EDI



When students need support, they (or you) just need to ask

- Tutor, AHOY, HOY
- Pastoral Support Team: ELSA, Chaplain, Counsellors, Community Mentors, Kim and Abi
- Everyone has different needs and we will do all we can to support you, from small questions to long-term provision.
- We are all here to serve you!





Miss Noonan, Deputy Headteacher, Designated Safeguarding Lead (DSL)



Mr Crome, Deputy Headteacher, Deputy DSL



Mr Ebenezer Assistant Headteacher, Deputy DSL



Mrs McMillan, Deputy DSL

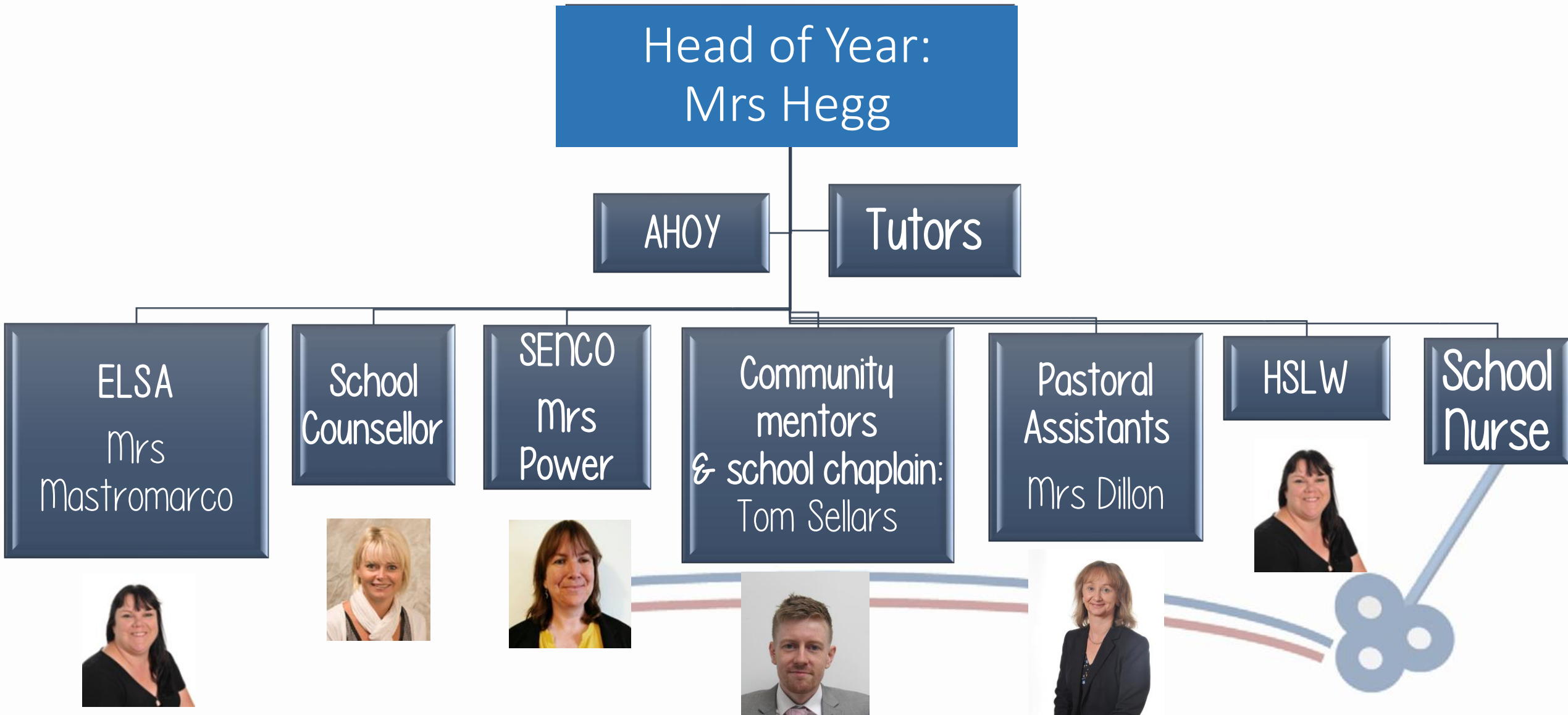


Mrs Rana-Brown Assistant Headteacher, Head of Sixth Form, Deputy DSL

Safeguarding

If you have safeguarding concerns about a child, please contact our safeguarding team.

Pastoral support at St Peter's



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Online Safety

Our aim is simple: “We must ensure that children are given the same protection online as they are offline” Peter Wanless NSPCC

Some of the issues we face as parents and educators:

- Students being exposed to inappropriate or illegal content online, ranging from sexual content, to extremism, to localised ads about buying drugs.
- Students being abusive towards others online, or receiving abuse
- Students becoming addicted to their phones / unhealthy habits

Online Safety

A few measures we can put in place:

- The school's no phone policy is vital and we ask you to support us when we confiscate phones
- Adhere to age ratings for websites / apps – e.g. Whatsapp is 16
- Have boundaries with phone use at home, e.g. time, location
- School and home can and will educate children about the law, risks, and consequences of certain online behaviours
- Keep up a dialogue with them so we help them in partnership
- Model healthy phone / app use ourselves



Dates For Your Diary:

Online Safety Parents Information Evening: 11th October, 6.30pm-7.30pm

Mental Health Parents Information Evening: 11th January, 6.30pm-7.30pm

If you did not attend these evenings last year, please aim to attend this year. Both these evenings cover a range of topics and issues that concern the safety and wellbeing of our young people so it is vital that we are all up-to-date, informed and working together in partnership in these areas.

Vision for Year 11

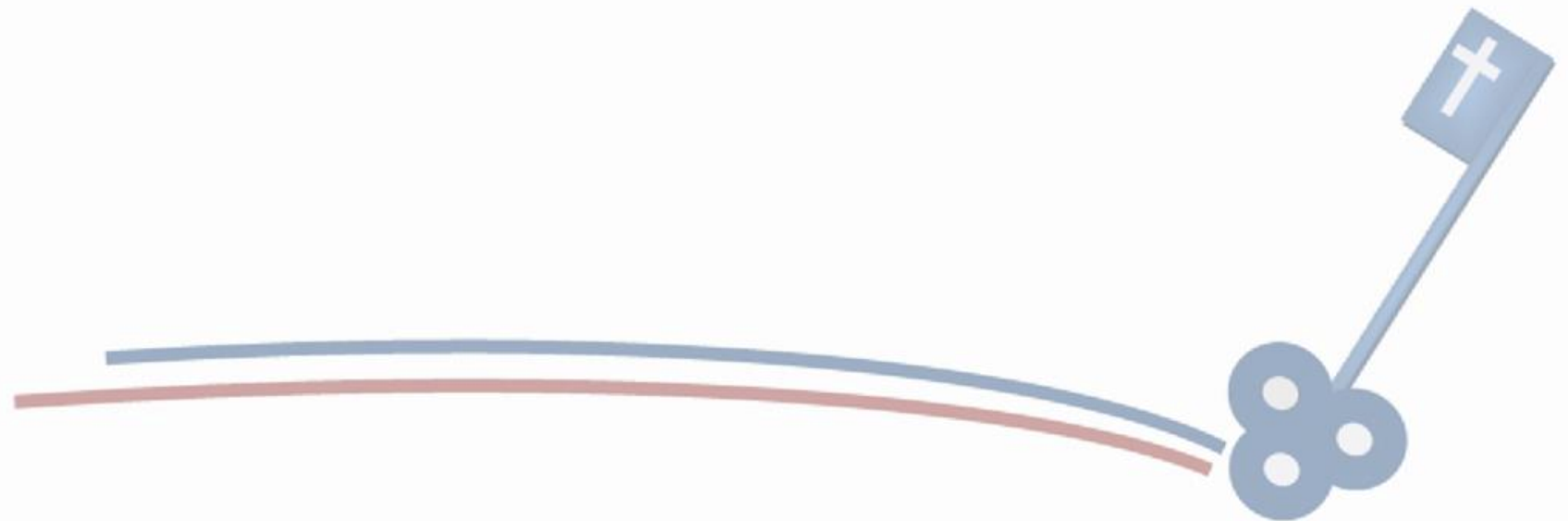
- Effort is everything
- 'You get out what you put in'
- We ask students: How do you want to feel on Results day?

EFFORT IS EVERYTHING



EFFORT IS EVERYTHING

Form time and pastoral curriculum



The Year 1 team: form time and the Pastoral Curriculum

Mrs Taylor IBA



Mr Dodsworth IJP
and AHOY



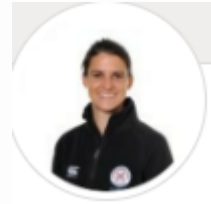
Miss Conway ITE



Mr Power IFR



Mrs Boon IRO



Mrs Evans SLT



Mrs Isaacs IKO



Mr Binyon IST



Mrs Hegg HOY



Year 11 Pastoral Curriculum Overview

Autumn 1: Preparing for the year ahead

1. Routines for success at school
2. Routines for success at home
3. Diverse role models
4. Role models — women through time
5. Role models — black history month
6. Half Term 1 Reflection — how has the half term been?

Autumn 2: Teambuilding and wellbeing

1. Team work — problem solving activity
2. Team work — creativity game
3. Wellbeing Advent calendar
4. Exam stress techniques
5. MOCKS
6. MOCKS
7. I am, I can, I have reflection from Young Minds

Spring 1: Stop the world skewing your view

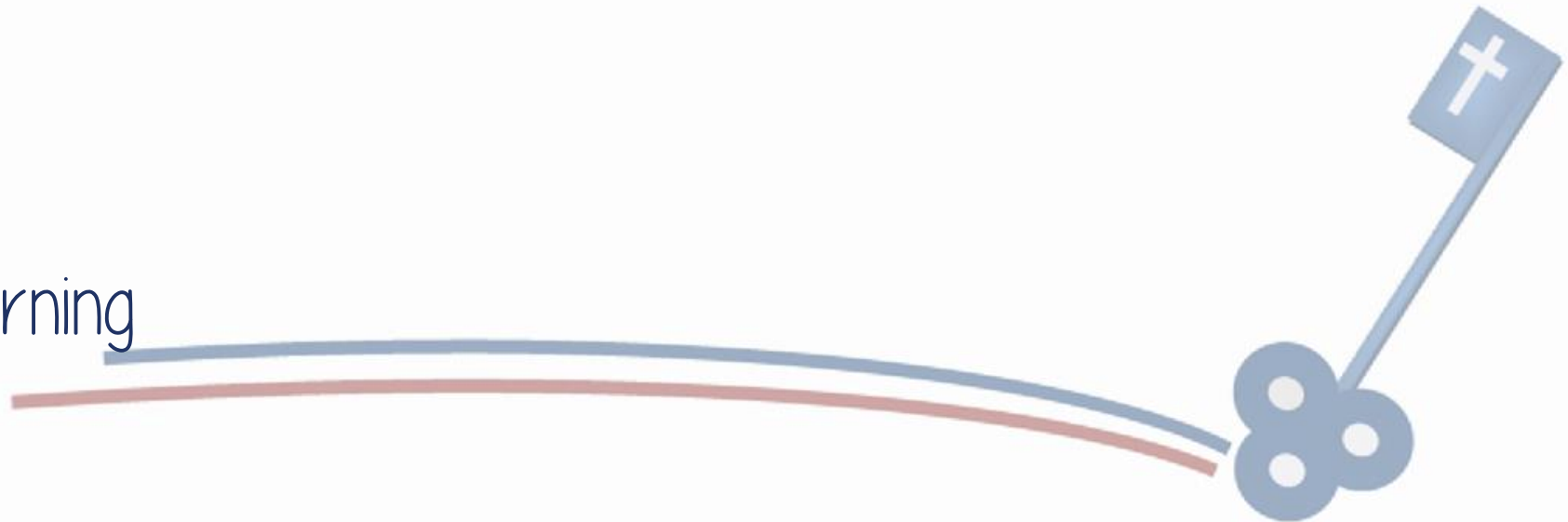
1. The dangers of gambling
2. Gaming without risk
3. Body positivity
4. E-safety today (current apps)
5. Peer pressure — staying true to yourself
6. Safe accountability — reflection on the half term.

Spring 2: Tolerance

1. What are hate crimes?
2. LGBTQ+: Appropriate language
3. Combatting sexism
4. Staying safe in online communities
5. Incorporating the schools values into your community
6. Reflection — how has this half term been?

Brilliant basics

- Uniform
- Punctuality and attendance
- Organisation
- Excellent behaviour
- Attitude to learning
- Homework
- Responsibility for learning




Brilliant basics and expectations - uniform

- Students in KS4 should only wear discreet make up (so you can't tell they're wearing any)
- Jewellery
- Ties & Top buttons:
- Shoes:
- Hair
- Skirts and shirts: **'Tuck shirts, unroll skirts.'**



Uniform – what we do if it's not right

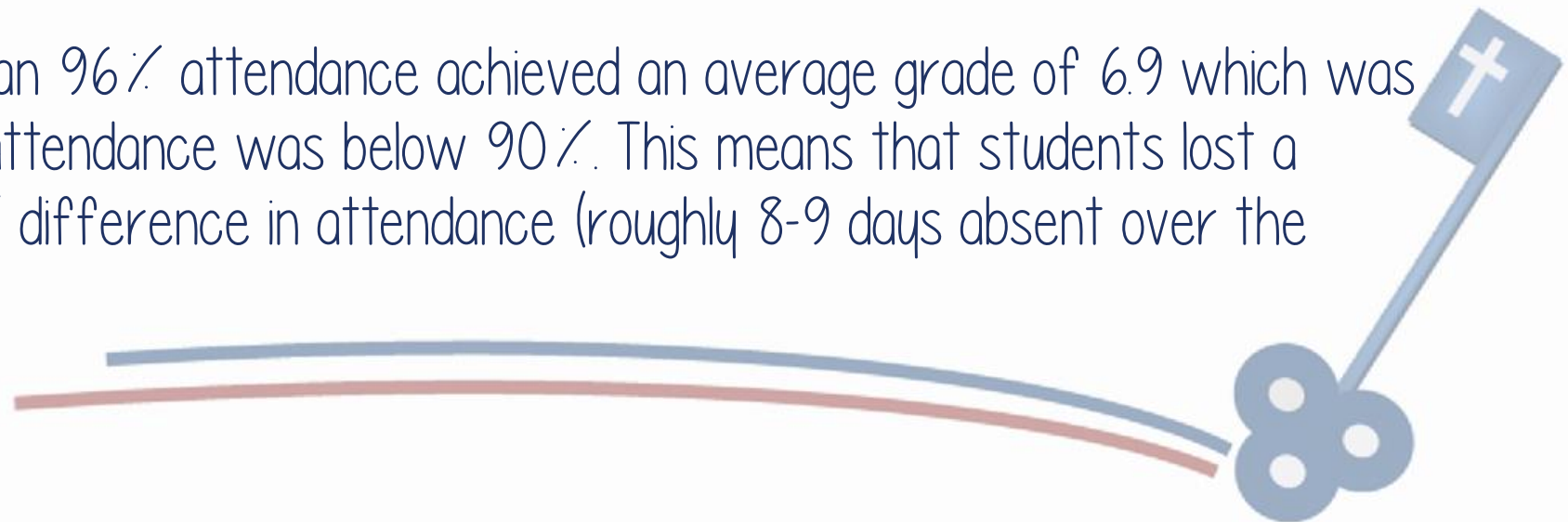
- Shirts tucked in
 - Boys: ties done up neatly and top button done up. Black socks
 - Girls: skirts not to be rolled; length to the knee. Socks to be below the knee. Blouse top button done up.
 - No trainers: shoes must be formal shoes, in black.
 - No rings, bracelets, anklets; one earring stud in each ear is permitted (no hoops)
 - Hair must be a natural colour
 - Hair must not be extreme, e.g. extreme differences in length. Blend / fade hair cuts gradually or you will be sanctioned.
- Jewellery will be confiscated till Friday
 - You may be loaned socks or shoes to wear if you do not wear the correct uniform
 - Inappropriate hair cuts will lead to detention on first offence, 90 minutes on second, and isolation on third
- 

Attendance

Excellent attendance this year is more important than ever as it has a direct correlation on GCSE results.

We have analysed data from last year and 2019 and there is a direct correlation between attendance and exam performance.

Students who had more than 96% attendance achieved an average grade of 6.9 which was an average of 5.9 if their attendance was below 90%. This means that students lost a grade on average from 6% difference in attendance (roughly 8-9 days absent over the year)



Haircuts – here's a guide we share



Haircuts:

- No drastic differences in length.
- If hair is faded, needs to start on a 1.5 fade.
- Should be natural colours and not dyed.

The collage includes several images of men's haircuts. Some are marked with a red 'no' symbol (a circle with a diagonal slash), indicating they are not recommended. Others are marked with a green checkmark, indicating they are recommended. A diagram at the bottom right shows a top-down view of a haircut with curved lines representing different lengths, labeled with numbers: 3.5, 2.5, 1.5, 0.5, and 0. The 3.5, 2.5, and 1.5 lines are marked with green checkmarks, while the 0.5 and 0 lines are marked with red 'no' symbols.



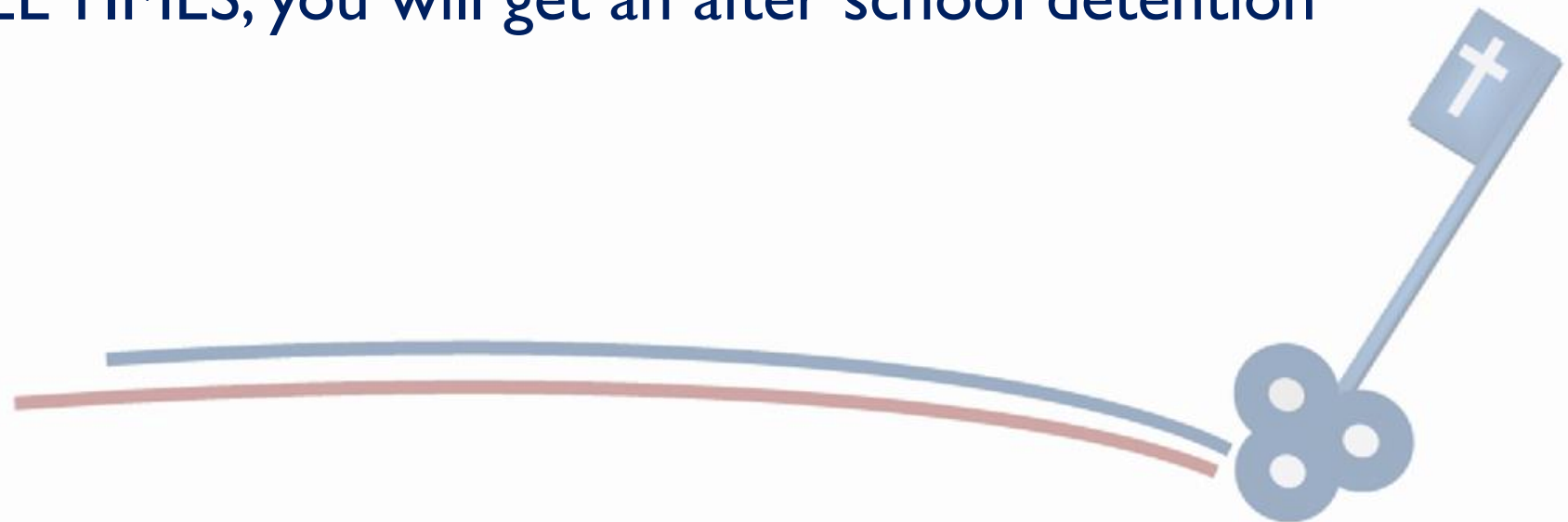
Attendance Processes that we follow

- At St Peter's, our Attendance Officer logs attendance – please report absence to the absence line / email. The HOY and AHOY analyse attendance patterns to ensure students are in school as much as possible
- We meet with Surrey Inclusion Service every two weeks to discuss individual students and their attendance.
- We are committed to support families and helping with strategies, but equally we are obligated to issue warning letters and possibly referrals to the inclusion service if attendance does not improve over time / interventions



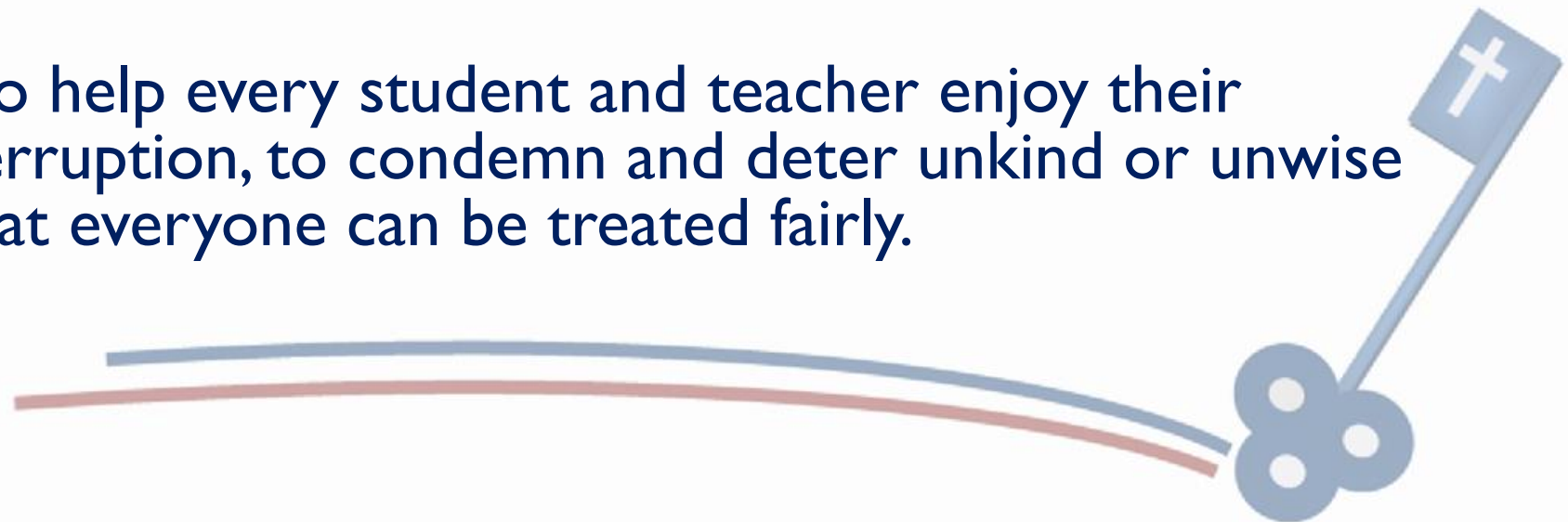
Lates

- Arrive punctually to school every day
- If your school bus is late, we understand that is out of your control
- If your lift into school is late, you have to work with your parents/carers to put that right. We will hold YOU responsible
- If you are late into school TWICE, expect a warning
- If you are late THREE TIMES, you will get an after school detention



Behaviour policy and sanctions

- The behaviour policy is on the school's website. It exists to provide clear guidance about how we respond to incidents of poor behaviour, AND tries to promote good, moral behaviour from all
- We still have the same behaviour system of Warning, Caution, Exit (1.5 hr detention) in lesson.
- This system exists to help every student and teacher enjoy their lessons without interruption, to condemn and deter unkind or unwise behaviour, and so that everyone can be treated fairly.



Brilliant basics and expectations - when going down the right path...

- House Points
- Stickers in journals
- Postcards & letters to parents
- Awards Assemblies
- Celebration Breakfast
- Star of the Week

HPs	KS3
30	Sticker in planner
50	Tutor postcard
75	HOY postcard
125	AHT Certificate
200	DHT Certificate
300	Headteacher Certificate
400	Badge

Brilliant basics and expectations – and if they take the odd wrong turn...

As a consequence of poor choices, students could be sanctioned with:

- Negatives/Cautions (for not doing homework, lacking equipment, disrupting learning etc.)
- Subject or behaviour reports for a week
- Detentions (at lunchtimes or after school)
- *You will be informed by the school should a negative event occurs through email and Go4schools.*

Cautions	Sanction
4	Tutor to speak with student & report
8	After school detention, set by tutor, & report.
12	After school detention set by tutor, tutor phone call home; targeted report.
16	After school detention set by tutor. Inform HOY: HOY phone call home; possible report
20	Parent meeting with HOY
24	Isolation

Our year group reward scheme

EFFORT IS EVERYTHING

- House points!
- Star of the Week!
- Zero Caution Treat
- Any other suggestions for Mrs Hegg?
- We want to catch you doing the right thing!



Academic Progress:

We got amazing GCSE results this year and we want the same for you

- And other schools ask us how we manage it
- There's no magic formula, except, we think it is because we are consistent about behaviour and uniform and we keep up the high standards, however boring and repetitive that is
- So you have a school where everyone can focus on the learning rather than the drama and the distractions
- And we try very hard to have really good relationships between staff and students so everyone feels valued. If you work with us, staff will always go that extra mile for you



Academic Progress

- Year 10 Test Week results were sent home via Go 4 Schools in July and reviewed with students last week in form time
- Have you had chance to discuss with your son/daughter?
- Several students are very pleasingly already working at or above their targets across all their subjects
- A few students are of concern: you may get a call to discuss and some students will be given an academic mentor
- Of course you can provide support by taking a regular interest in homework, grade progression, setting firm boundaries around routines, excessive use of technology
- It's usual for students to be a grade or so below their TAGs (target aspirational grade) at this point but of course we want them to make progress and close this gap
- Mocks are 2 weeks in December
- Parents' evening will be on 18th January
- The GCSE exam season will be here before we know it – some practical exams take place in January and February



Homework Expectations

We don't have a fixed homework timetable for Year 11, but expectations are that homework will work out at:

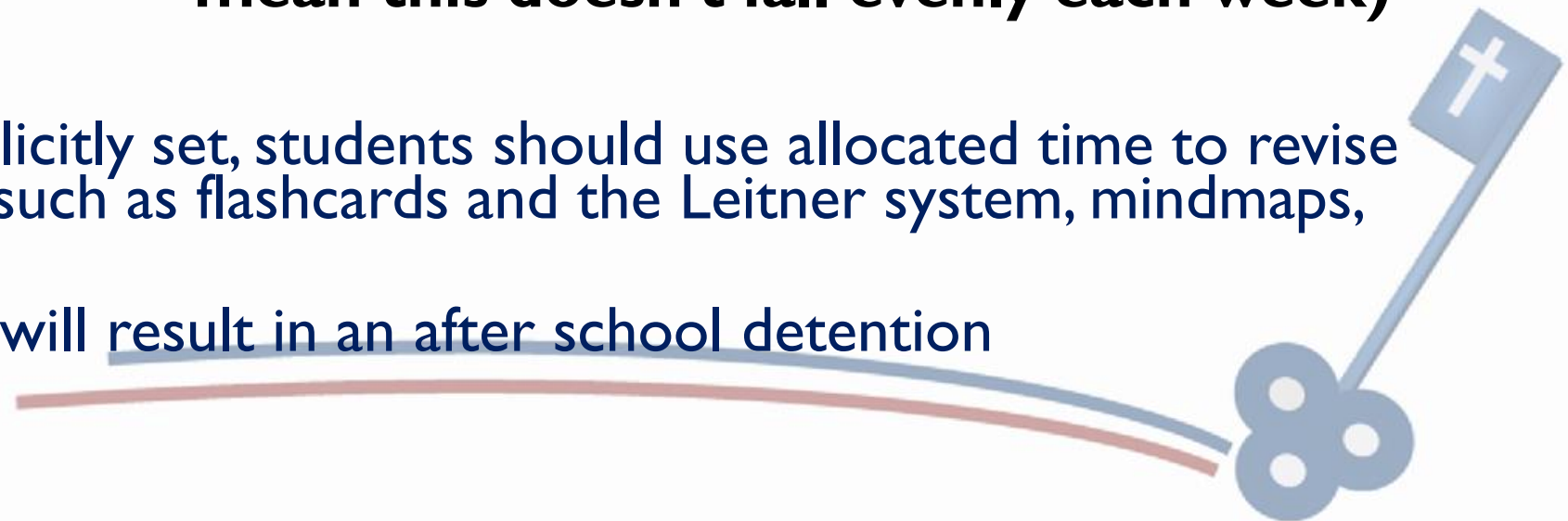
Core subjects: 2 x 1 hour per subject per week

RE: 1 x 1 hour per week

**Options: 2 hours per fortnight (2 week timetable
might mean this doesn't fall evenly each week)**

If homework is not explicitly set, students should use allocated time to revise using study techniques such as flashcards and the Leitner system, mindmaps, etc

Incomplete homework will result in an after school detention



Importance of Reading

- Children who read for 1 minute a day encounter 8000 words a year.
- Children who read for 20 minutes a day encounter 2,000,000 words a year.

"The limits of my language means the limits of my world." Wittgenstein

Why Reading is so Important

Reading makes you smarter

A study conducted by the University of Edinburgh and King's College London concluded that there is a direct link between reading ability and IQ.

Reading brings existing neural pathways to life and keeps your brain elastic and active.

Reading makes you happier

Studies have shown that reading a book can be up to 600% more efficient in relieving stress than playing a video game and 300% more efficient than going for a walk.

A Study by the University of Liverpool concluded that readers are happier, less stressed, cope better with challenges, and have more close friends than non-readers.

Reading Suggestions

- Aim for 30 minutes of reading per day
- Encourage a wide variety of reading, e.g. Books (fiction and non-fiction), magazines, newspapers
- Ask questions and show an interest in what they are reading
- Model good reading habits
- Help them choose age-appropriate texts
- Check subject reading recommendations
- Emphasise the importance of reading
- Let them read on-screen as well as books or magazines

Key Dates for Year 11 – Autumn Term

Date	Event
11th September	Parents Partnership Evening
14th September	Presentation Evening
10th October	Macbeth performance
11th October	Year 11 Mass (period 4)
28 th September (not 12 th October)	6 th Form Open Evening – come and look at our brilliant provision
13th October	Inset 2
17th October	Study Skills day (and parent meeting in evening)
10th November	Inset 3
13th November	6th Form Taster Day
23rd November	Citizenship day
5th- 15th December	GCSE MOCK EXAMS



Study skills – 17th October

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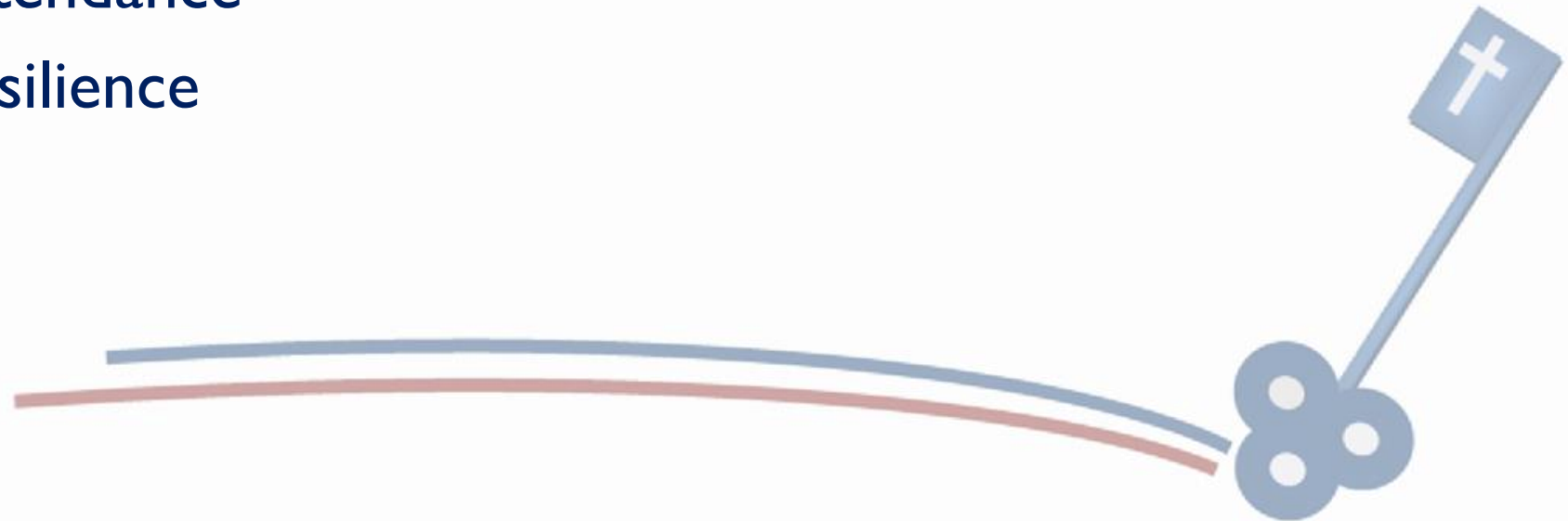
- Michelle Miller comes in and does a fantastic session with our students on study skills and revision techniques
- We follow up on her advice in tutor sessions and lessons so there is consistency of approach
- All parents are also invited to come to her evening session on the same date so please reserve it in your diary



Mock exams – 5th-15th December

EFFORT IS EVERYTHING

- Run as though it's the real exam season
- All access arrangements in place
- Before Christmas holidays so students get a good rest over the break
- Please ensure full attendance
- Developing exam resilience



Key Dates for Year 11 – Spring Term

Date	Event
18th January	Parents Evening
19th January	Citizenship Day
22nd January	Inset 4
29th Jan-9th February	SLT 1-1 interviews (discuss your post 16 plans/review your CV)
15th March	Inset 5
21st-23rd March	Silver D of E
6th May - June	GCSEs
4th July (provisional, depending on venue)	Year 11 Prom



Year 11

Trips/extra curricular experiences

All

Art – Gallery visit
Careers – mock interviews
Drama – Theatre visit - tbc
English – Macbeth performance
Geography – West Wittering
Maths – Intermediate Maths Challenge
Music - Wicked theatre trip
Revision workshop
Sixth Form Taster

Opportunity

Flame
Theatre Trip - tbc
European Ski Trip
Geography- Iceland

Lourdes Pilgrimage
Music Tour
Retreat
Silver DofE
USA Ski Trip

Clubs

Art
Chess club
Debate club
School Show
Warhammer

Acapella
Girls Choir
Guitars and Ukeleles
Orchestra
Rock Band
Senior Choir
Show Choir
Strings

Athletics
Basketball
Coaching younger teams
Football
Martial Arts
Netball
Rugby – tbc

And finally,

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