



*The* HEMEL  
HEMPSTEAD  
*School*

# Year 7 Parent Focus Evening



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# The Purpose of this Evening

- Welcome you to our school
- Opportunity to meet your child's form tutor
- Provide you with key information
- To answer any questions you may have



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# The Year 7 Team

Assistant Headteacher, KS3: Miss G May

Head of Year 7: Miss S McDermott

Ashridge: Miss L Rayner

Chalfont: Miss T Trotman

Flauden: Mr J Green

Gaddesden: Miss N Proctor

Latimer: Miss A Kent

Nettleden: Miss H Mahmood

Pendley: Miss C Darby



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# Key People

- Dr R Pullar – SENDCo
- Mrs K Ford & Mrs M McCausland- ABI
- Mrs Angela Davis – Student Services
- Mrs Robyn Smith – School Matron



# Rewards & Consequences

- Teach our students core values
  - Prepare our students for adult life & wider world
- 
- Our rewards culture
  - Organisation & Routine
  - Supporting us
  - ASPIRE



# Consequences

<b>C1</b>	Lack of equipment, Uniform infringement, Mobile phone, inappropriate behaviour around school, Lack of effort, Lateness,
<b>HW</b>	Hw consequence. (3x HW= C3 )
<b>C2</b>	Repetition of C1 offence
<b>C3 (1 hour detention)</b>	Refusal to follow instructions, more than 5 minutes late, Rudeness to staff, Inappropriate behaviour, going out of bounds, 3X lack of equipment, 3x uniform, 2x late in a week
<b>CC (Community detention)</b>	Littering, inappropriate behaviour at lunch, chewing gum
<b>C3a (2 hour detention)</b>	Failure to attend C3, Bullying, Lesson Truancy, Lying to a member of staff, Inappropriate use of social media, injuring another student
<b>C4 ( Isolation)</b>	Physical aggression, Bullying at C4 level, Walking away from a member of staff, 2x C3 in 1 day, Failure to attend C3a detention, theft, graffiti
<b>C5 (Exclusion)</b>	Bringing the school into disrepute, persistent C4 behaviour, Physical assault



# Intervention and SEN Support

- All information for primary school, alongside our own baseline testing and CATS tests (24th September) help us to determine the need for additional intervention support.
- Dr R Pullar available this evening.



# Our Anti-Bullying Policy

- If bullying is suspected we listen carefully to the suspected victim, the suspected perpetrator and potential witnesses. If any bullying is identified, help, support and counselling is offered and consequences are issued as appropriate.
- Encourage your child to speak to us- if they can't- you can!
- Anti-bullying team/ Form tutors/ Miss McDermott/ 6th form mentors/ ANY member of staff.





# Getting Involved

- Acoustic Group
- Rock Band
- Guitar
- Rock Workshop
- Wind band
- Chamber choir
- PULSE Dance Company
- Art club
- Drama Productions
- Technical Theatre
- Science Club
- Biscuit decorating
- Debate club
- Funk Band
- Library club
- Homework club
- Football
- Rugby
- Netball
- Trampolining
- Badminton
- Basketball
- Indoor Athletics
- Athletics (Easter)
- Rounders (Easter)
- Sports Leaders (YLA)



# Common Questions Answered

- Show my Homework App
- GMAIL app on phone- parents and students to check important information.
- Please check that you are currently receiving school emails- if not, let us know ASAP.
- Our school newsletter is also emailed home each week.
- Parents evening booking system- all online. Email sent home with instructions. 6 appointments initially.
- Absence email is preferred. ([absence@hemelschool.com](mailto:absence@hemelschool.com))



# Keeping your child safe online

- National priority
- You set the rules
  - How long
  - Where
- What you should look out for
- How can the children help themselves?



# Keeping your child safe online

- Where to go for advice & guidance
  - <https://parentinfo.org/>
  - Childnet International  
<https://www.childnet.com/parents-and-carers>
  - Digizen <http://digizen.org/parents/>
  - Thinkuknow <https://www.thinkuknow.co.uk/parents/>
  - Internet Matters <https://www.internetmatters.org/>
  - Keeping children safe online, NSPCC  
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>



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# Keeping your child safe online

EAL

Leaflet online that is available in 12 languages:

<https://www.childnet.com/resources/supporting-young-people-online>



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# Student Reports



- **A KS2-4 approach**
- Subject descriptors for the 3 bands by age
- Ongoing assessment and dialogue so students are aware of progress



# KS2 to 4 'Flight Path'

Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
					9
					8
					7
					6
			Higher		5
		Higher			4
	Higher		Intermediate		
>110 (approx.)		Intermediate			3
	Intermediate				2
100-110 (approx.)		Foundation	Foundation		1
	Foundation				
<100 (approx.)					





- A KS2-4 approach
- **Subject descriptors for the 3 bands by age**
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# Descriptors

## Year 7 Religious Education

Jerusalem	Knowledge, Skills, Understanding
<b>Higher</b>	<ul style="list-style-type: none"><li>• can begin to explain that there are some similarities and differences in the beliefs about Jerusalem</li><li>• are/am able to use religious vocabulary and philosophical language when discussing Jerusalem</li><li>• can explain how believers express their beliefs and ideas in Jerusalem</li><li>• can explain the link between religious teachings and practices in Jerusalem</li><li>• are/am able to compare their/my own opinions Jerusalem and the conflict to those of religious believers</li><li>• can explain their/my own and other people's views on Jerusalem and the conflict</li><li>• can explain their/my own and other people's ideas on how to solve conflict in Jerusalem</li></ul>
<b>Intermediate</b>	<ul style="list-style-type: none"><li>• can identify and describe important features of Jerusalem</li><li>• can describe how a believer expresses their beliefs in Jerusalem</li><li>• can identify differences in beliefs about Jerusalem between religions</li><li>• am/are able to ask questions about Jerusalem that are important to religious believers</li><li>• am/are able to suggest answers to the conflict in Jerusalem from religious perspectives</li><li>• am/are able to suggest answers to the conflict in Jerusalem from their/my own perspective</li><li>• am/ are able to recognise similarities and differences in religious practices between Jews, Christians and Muslims</li></ul>
<b>Foundation</b>	<ul style="list-style-type: none"><li>• can describe some of the main ideas about Jerusalem</li><li>• can identify differences between how Jews, Christians and Muslims view Jerusalem</li><li>• can recognise key similarities and differences between different religious beliefs about Jerusalem</li><li>• am/are able to describe how beliefs about Jerusalem have affected their/my own behaviour and the behaviour of others</li><li>• can recognise how Jerusalem is important to different religious groups (Jews, Christians and Muslims) and why there is conflict.</li><li>• can describe what religious practices occur in Jerusalem</li></ul>

**NB: direct command = knowledge, 'can' = understanding, 'able to' = skills**

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## BASELINE ATTAINMENT LEVEL : Intermediate

Progress and Attitude:	November			
Subject	Attainment	Homework	Effort	Behaviour
English Miss Z. Lister	I=	1	1	1
Mathematics Mrs C. Brooks	I-	2	2	2
Science Miss H. Taylor	I-	2	2	2
Art Miss L. Rayner	I=	2	2	2
Dance Miss E. Kirton	F=	--	1	1



# Mental Health & Wellbeing

- MH Lead - G May
- MH First Aiders - GMA & RPU
- Wellbeing & resilience in PACE
- MH Ambassadors - Yr 9 & 10
- Events, speakers & information
- Support Dog - Coco



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# Metacognition

“What we do when we don’t  
know what to do.”

*Guy Claxton*



# Metacognition

Metacognition describes the process involved when students plan, monitor, evaluate and then make changes to their own learning behaviours.

These processes help students to think about their learning more explicitly and ensure that they are able to meet learning goals that they have identified themselves or that we, as teachers, have set.



# Metacognition

## How can parents help?

- Question rather than tell
- Ask them to reflect on methods that worked before
- Help but don't do it for them.