



Year 7 Raising Achievement

Supporting your child through secondary school
The home- school partnership

The plan for tonight:

Initial input – 6:00 – 7:00pm

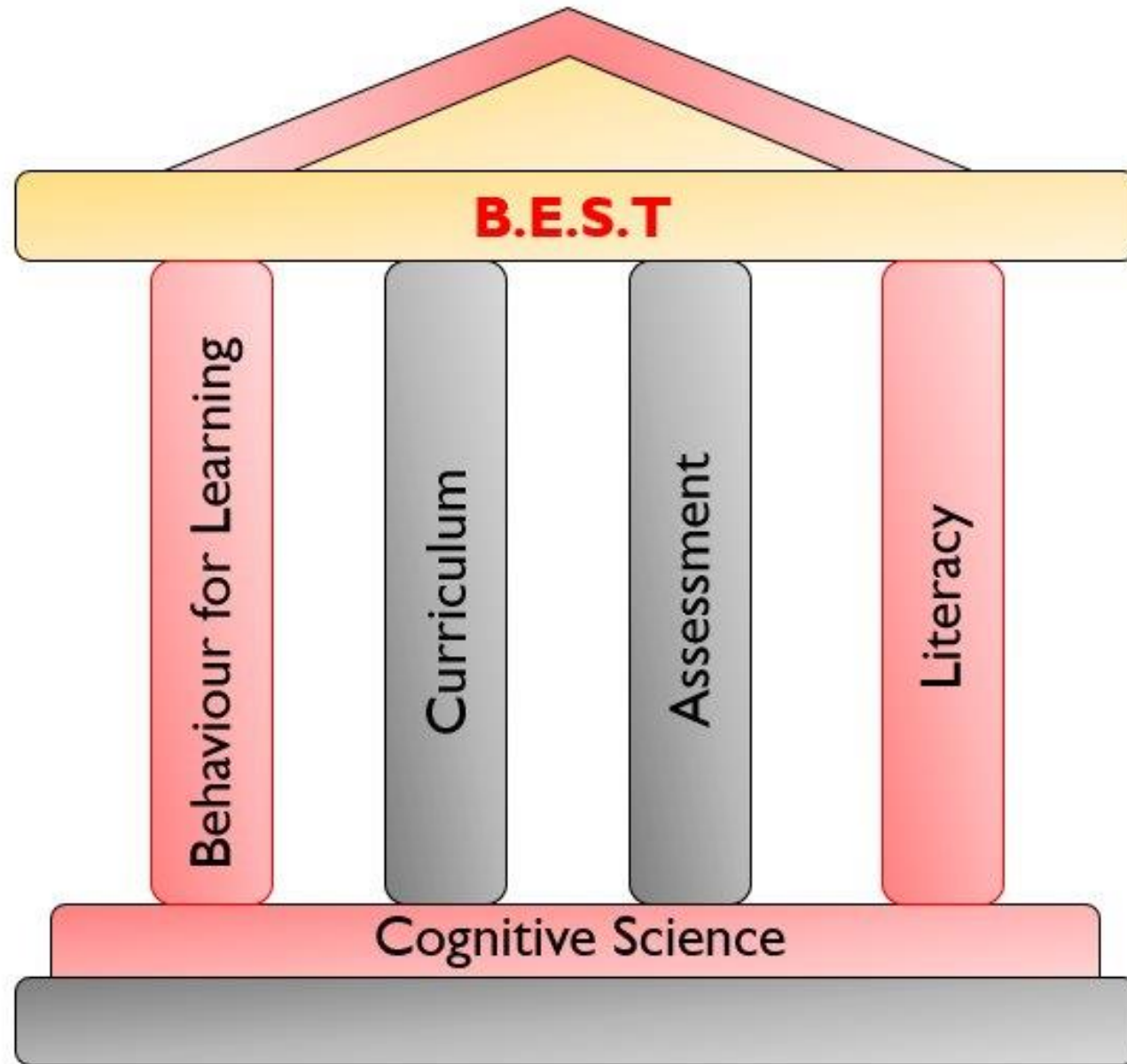
7:00 – 7:30 - Winmarleigh information

- Welcome from Mrs Turner
- What we do at Freddie's, why and how we can support one another.
- Supporting Reading
- Supporting your child to become an independent learner
- Winmarleigh presentation

What we do here at Freddie's

Why and how we can support one another.





FRED LONGWORTH

HIGH SCHOOL



**GOOD MORNING.
WELCOME TO A NEW
DAY, NEW START.**

REMEMBER:

YOU matter and we are looking
forward to teaching you
today.

**BE READY TO LEARN.
ALWAYS PRESENT THE **BEST** VERSION OF
YOURSELF.**

A smart uniform, a positive attitude to
learning and good manners matter.

If you have a problem, let us know. Let us help.

BELONGING ENGAGING SUCCEEDING TOGETHER

Our Freddie's character values



FRED LONGWORTH
HIGH SCHOOL



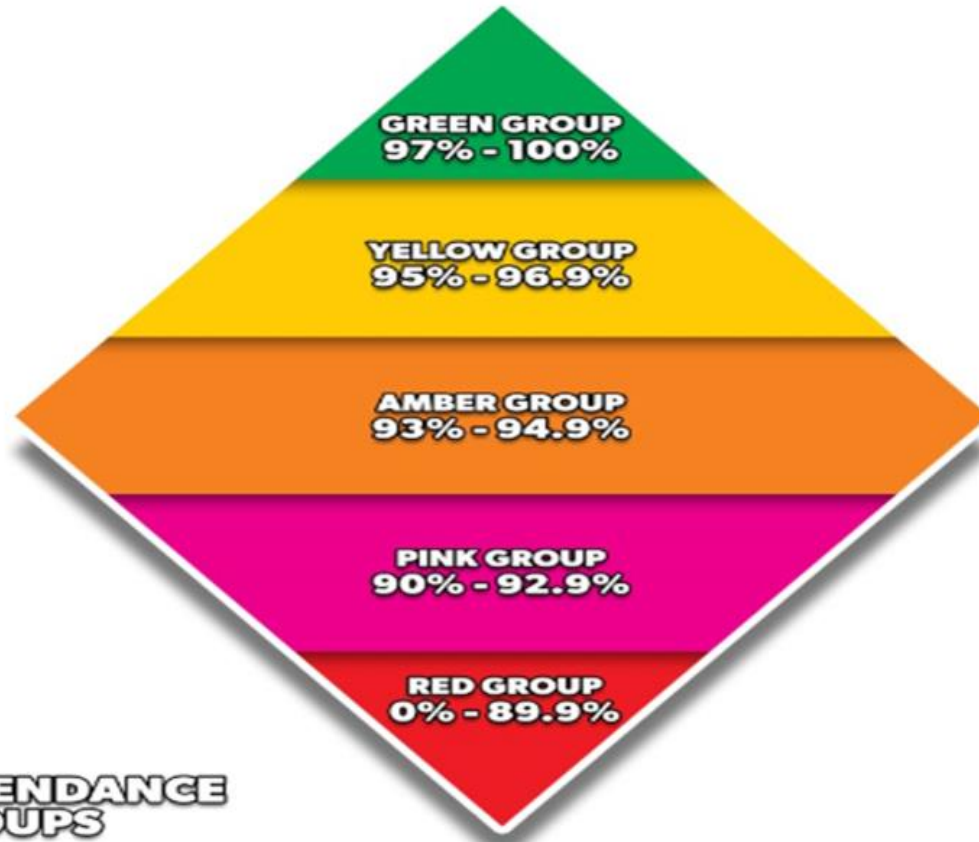
We are the Freddie's Family. This is our **BEST** self.

BELONGING	ENGAGING	SUCCEEDING	TOGETHER
We are KIND 	We are CONFIDENT 	We are RESILIENT 	We have EMPATHY 
We are TOLERANT 	We are POSITIVE 	We are MOTIVATED 	We are TRUSTWORTHY 
We are PROUD 	We are COMMITTED 	We are COURAGEOUS 	We have RESPECT 

FLHS BEST ATTENDANCE

Nudge!

Clock why they
may be avoiding



ATTENDANCE GROUPS

GREEN	BEST CHANCE OF ACADEMIC SUCCESS
YELLOW	RISK OF UNDERACHIEVEMENT
AMBER	SERIOUS RISK OF UNDERACHIEVEMENT
PINK	SEVERE RISK OF UNDERACHIEVEMENT
RED	EXTREME RISK - PERSISTENT ABSENTEE



Sol Attendance
Sustainable impact

An excellent attitude to learning

ATL-

Attitude to Learning.

- If it's not excellent, why not?
- Requires Improvement- HOW?
- Cause for Concern- We have a problem
- If it's not excellent, why not?
- Requires Improvement- HOW?
- Cause for Concern- We have a problem

Have a conversation!



Student-led Conference in July



FLHS behaviour strands

**Relentless
routines**

**Consistent, calm
adult**

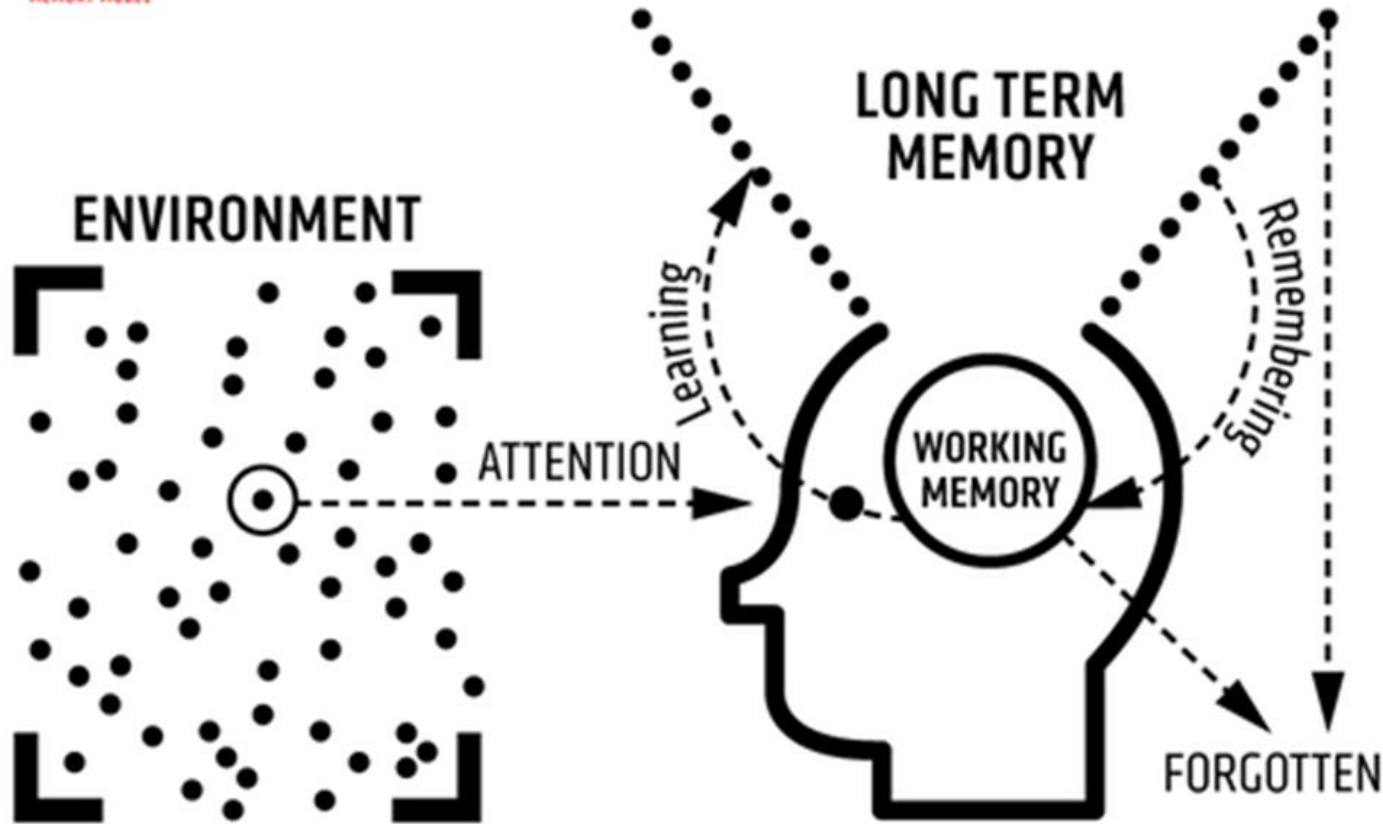
**First attention
to best
conduct**

**Rewards and
logical
consequences**

**Restorative
conversations**

Relentless Routines

**OLI
CAY**
OLIVER CAYGILL
@olucay
olucay.com
WILLINGHAM'S SIMPLE
MEMORY MODEL



We want to provide certainty, reduce any extraneous distractions and enable your children to focus on their learning.



The positive learning habits that we are trying to embed

**Habits
accelerate
learning!**

FRED LONGWORTH
HIGH SCHOOL 

FLHS BEST Standards:



ALWAYS BEING EQUIPPED, READY TO LEARN AND MAKING THE BEST USE OF YOUR LEARNING TIME



WEARING YOUR UNIFORM CORRECTLY AND WITH PRIDE



BEING PUNCTUAL AND HAVING EXCELLENT ATTENDANCE



DEMONSTRATING GOOD MANNERS THROUGH 'STEPS' EVERY TIME



ALWAYS BEING FOCUSED, ON TASK AND GIVING YOUR FULL ATTENTION



TAKING PRIDE IN YOUR WORK AND COMPLETING IT TO THE VERY BEST OF YOUR ABILITY



TAKING FULL RESPONSIBILITY FOR YOUR INDEPENDENT LEARNING BOTH INSIDE AND OUTSIDE OF SCHOOL



ALWAYS STRIVING TO IMPROVE YOUR WORK AND ASKING...

IS IT EXCELLENT YET?

SLANT

BEST Behaviours:

Sit up straight

Listen carefully

Ask and answer questions appropriately

Never interrupt

Track the teacher

STEPS

BEST Behaviours:

Sir or Miss

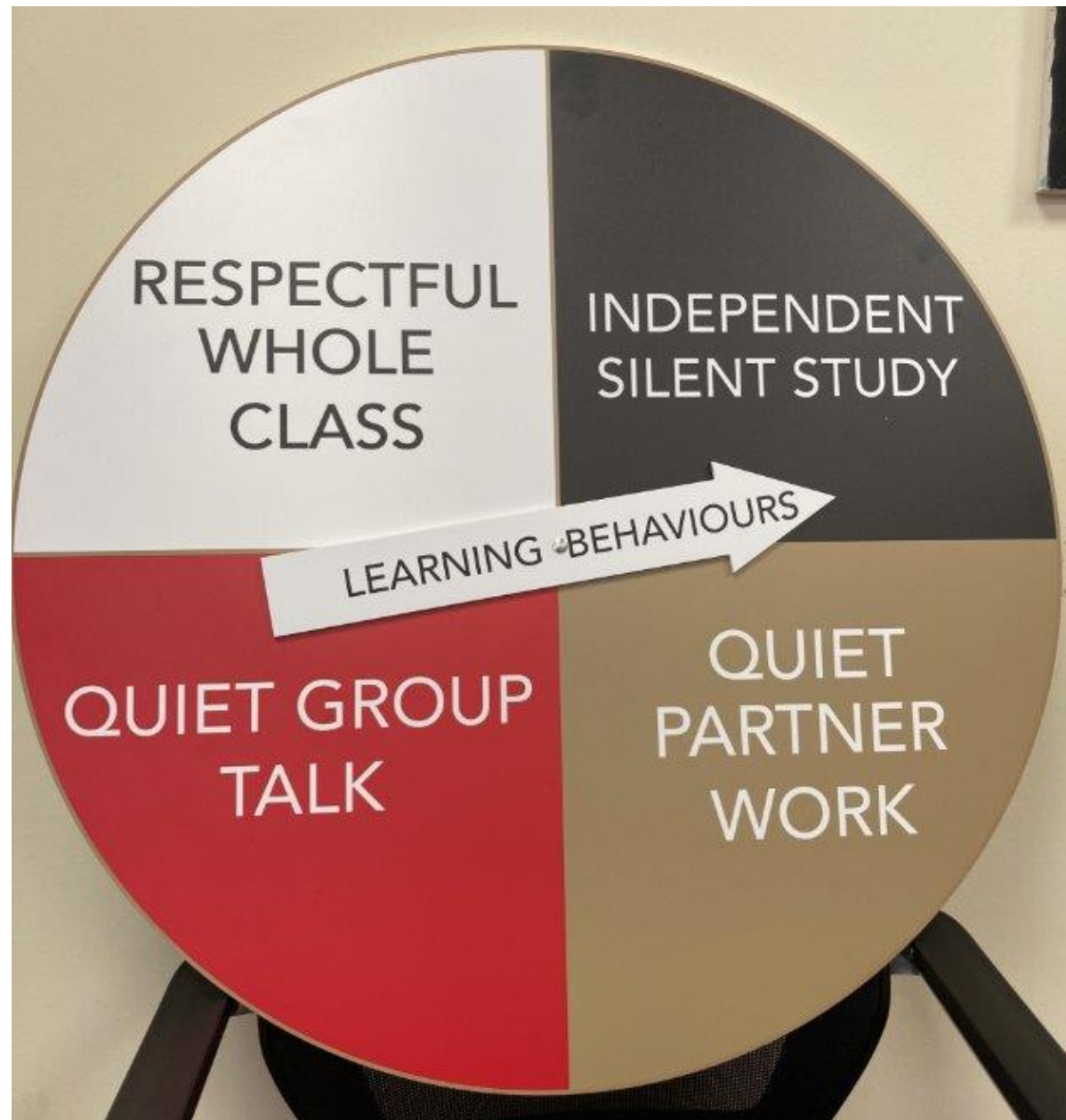
Thank you

Excuse me

Please and Pardon

Sorry

Manners Cost Nothing



Relentless routines

How can you support/use this at home?

- What morning/evening routines have you established at home?
- What routines for independent learning/self-directed study are in place at home?
- Explain the point/purpose of routines such as SLANT and STEPS in school
- Encourage your child to talk about school- *"How was your day?"*
- Reminders that manners cost nothing!
- Mobile phone routines- stopping internet access via settings



“

We are what we repeatedly **do**.

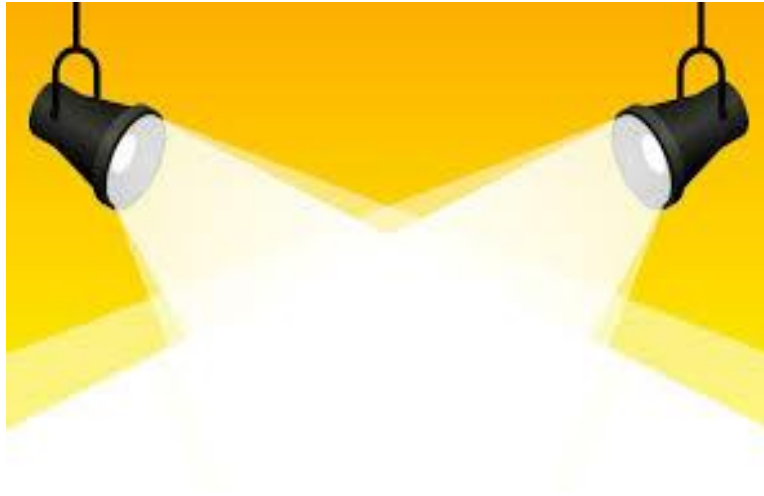
Excellence, therefore, is not an **act** but a **habit**.

- Aristotle

Calm, consistent adult

- **What** this looks like (and sounds like at Freddie's)- 'Warm strict'
- **Why?**- Role models, we are the adults. Emotional regulation time. **Providing certainty.**
- **How can you support/use this at home?**

"WHAT YOU
PERMIT,
YOU PROMOTE."



Shining a light on
EXCELLENCE

First attention to best conduct

- **What** this looks like at Freddie's- " *Well done to those of you who are straight on task*"
" *Your uniform looks incredibly smart*"
- **Why?**- to shine a light on the things that we want to see
- **How can you support/use this at home?**- " *Your bedroom looks so tidy today*" " *Thanks for moving your trainers*". Reward good behaviour – things that you want to see.
- Do rewards always have to cost something?

Rewarding our students



- **Certificates** from subject teachers
- **Subject badges** and badges for achieving numbers of points
- **End of Term breakfasts**
- **End of Year rewards event**
- **'Freddies Focus on the Stars'**
- **BEST Awards**
- **BEST tickets**
- **Positive behaviour points**

BEST Awards



Y7

Freddie's Focus on the STARS
Who has excelled over the past two weeks?



English	Elliott Roberts, Rosie Unsworth, Lewis Hughes, Courtney Mapope, Noah Teraszczuk, Zaynah Boyce
Maths	Michaela Britoff, Eli Kelly, Elliott Roberts, Jacob Billington, Cella Ramsden
Science	Amelia Killey, William Seymour, Chanumi Arjansitha, George Swanton
History	Freddie Daly, Emilia Robinson, Tyler Shaw
Geography	Jacob Billington, Andrew Stones
Languages	Daniel Last, Emily Crawford, Esiyomi Johnson
RS	Sophie Ours
PE	Sophie Owen, Chloe Swift, Georgia Buck
Computing	Eli Bradley, Emily Crawford, Zachary Ollor, Bethany Edgar Shaw
DT	
Art & Design	Jake Green
Drama	Esiyomi Johnson, Will Seymour, Sonnett Noone, James Middleton, Ava Chester
Music	Ethan Howarth, Raquel Ferreira, Jack Foulkes, Isla Crewe, Arthur Brunker, Finlay Holdcroft
Dance	Megan Burke, Holly Bruce, Evie Treffa-Rigby
Attendance	Junior Dunn
Reading Plus	Daniel Last, Tiana Coolican, Oliver Bennett
HOY	Daniel Last

Logical consequences



Classroom Expectations

A consequence will be given for any behaviour that:

- Disrupts your learning.
- Disrupts the learning of others.
- Prevents the teacher from teaching.



Opportunity.

If you are disrupting learning, your teacher will give you the opportunity to correct your behaviour.



Warning.

If you choose to continue to disrupt learning, your teacher will issue a warning.



Consequence.

B1 - Negative behaviour point
If this has to be issued, you will receive a **teacher-led/HOY** detention.



B2 - This will be issued if you choose to miss a detention and you will face a further sanction.

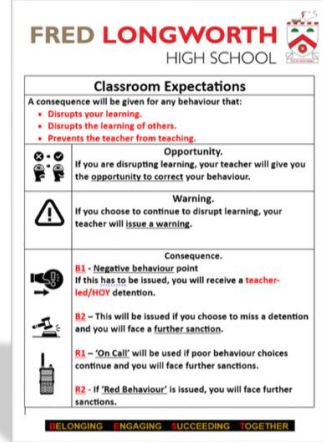


R1 - 'On Call' will be used if poor behaviour choices continue and you will face further sanctions.

R2 - If 'Red Behaviour' is issued, you will face further sanctions.

Logical consequences

- **Why?**- behaviour has a consequence
- **What this looks like at Freddie's** -If students don't get things right they are given opportunities to correct their behaviour in classrooms – if students continue, they receive 'Behaviour Points'.
- **How can you support/use this at home?**- Check 'Satchel One' and discuss why things might have gone wrong if they have, **have a conversation** with your child about it. **What logical consequences** do you put in place? Are you consistent with logical consequences?



Restorative conversations

- **What** this looks like at Freddie's
- **Why?**
- **How can you support/use this at home?**

Three key steps to a restorative conversation

1.Helping your child to OWN IT

“Thanks for giving me you time so that we can talk about what went wrong earlier/yesterday....”

2.Moving forward- *"What could we/you do differently to make sure this doesn't happen again?"*

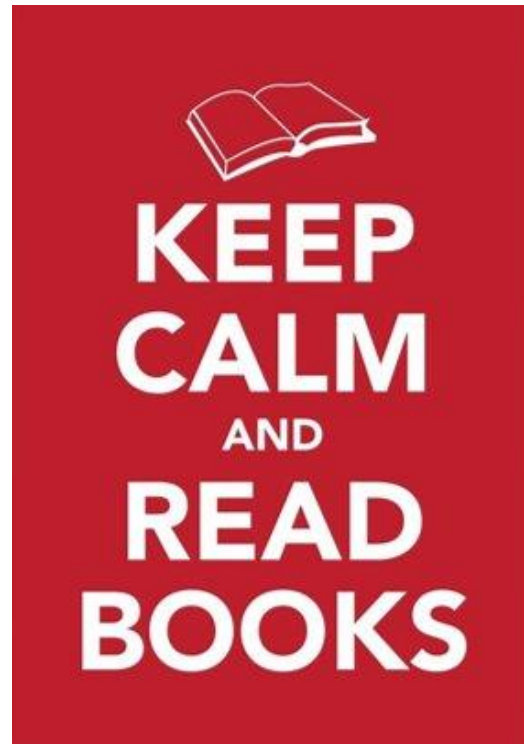
3.Accepting an apology

The most important words that a parent or carer can say to motivate their child.....

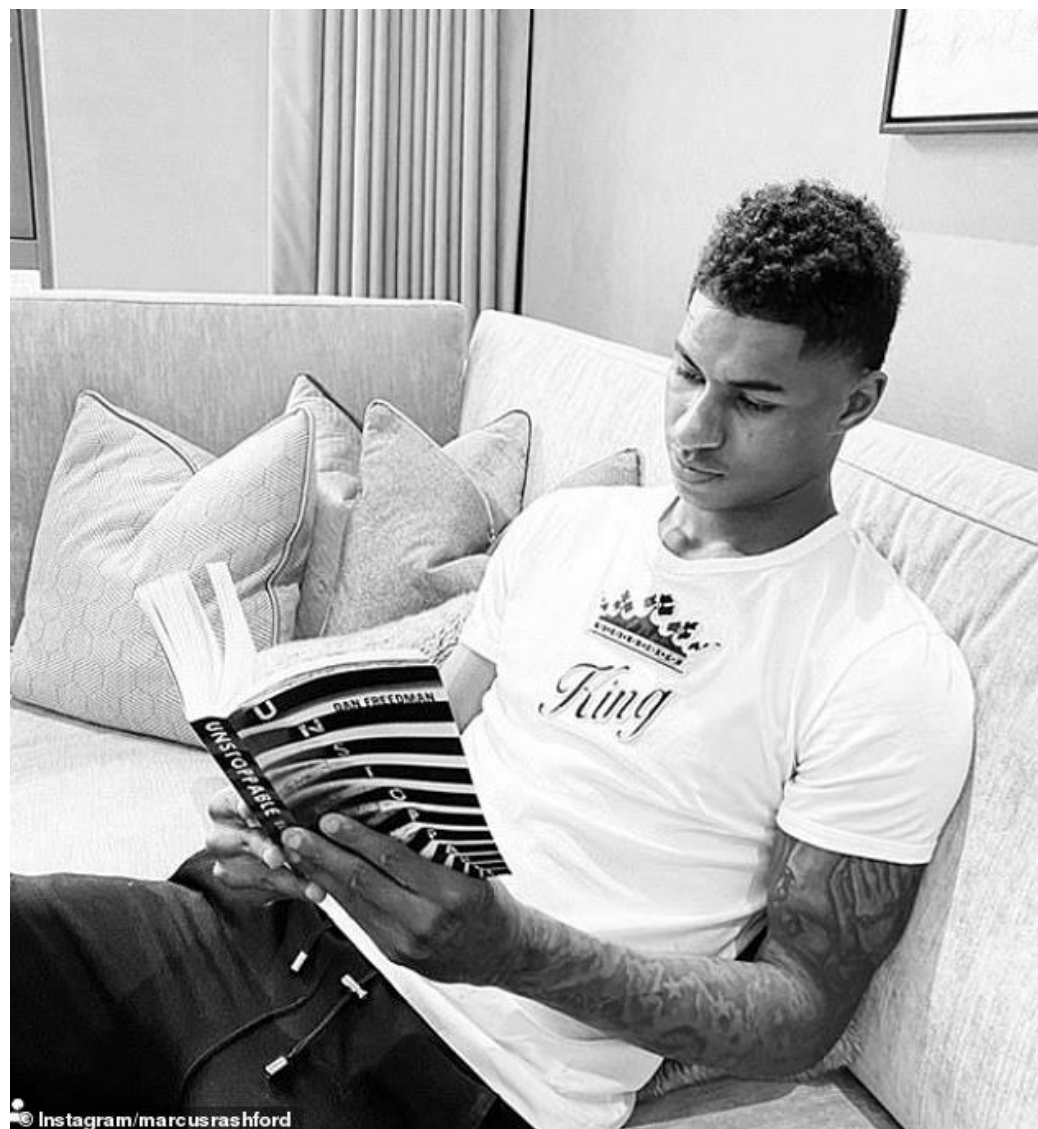
***“ I’m proud of
you”***

"I'm a parent, it's my job"

Why reading matters!



44% of 8 -18 year olds said they enjoyed reading



1 in 6 (16.4% / 7.1 million people) adults in England have very poor literacy skills.

EMPLOYMENT / JOB APPLICATION

PERSONAL INFORMATION

FULL NAME: _____ DATE: _____
First Middle Last

ADDRESS: _____
Street Address Apt/Suite
City State Zip Code

E-MAIL: _____ PHONE: _____

SOCIAL SECURITY NUMBER (SSN): _____

DATE AVAILABLE: _____ DESIRED PAY: \$ _____ ☐ HOUR ☐ SALARY

POSITION APPLIED FOR: _____

EMPLOYMENT DESIRED: ☐ FULL-TIME ☐ PART-TIME ☐ SEASONAL

EMPLOYMENT ELIGIBILITY

ARE YOU A U.S. CITIZEN? ☐ YES ☐ NO

*IF NO, ARE YOU ALLOWED TO WORK IN THE U.S.? ☐ YES ☐ NO

HAVE YOU EVER WORKED FOR THIS EMPLOYER? ☐ YES* ☐ NO

*IF YES, WRITE THE START AND END DATES: _____

HAVE YOU EVER BEEN CONVICTED OF A FELONY? ☐ YES* ☐ NO

*IF YES, PLEASE EXPLAIN: _____

EDUCATION

HIGH SCHOOL: _____ CITY / STATE: _____

FROM: _____ TO: _____

GRADUATE? ☐ YES ☐ NO DIPLOMA: _____

COLLEGE: _____ CITY / STATE: _____

FROM: _____ TO: _____

GRADUATE? ☐ YES ☐ NO DEGREE: _____



Adults, and children over 12 years:
1-2 tablets every 4 hours to a maximum of 8 tablets in 24 hours.

Children 6-12 years: half to one tablet every 4 hours to a maximum of 4 tablets in 24 hours.

Do not give to children under 6 years unless your doctor tells you to.

If symptoms persist for more than 3 days consult your doctor.

Warnings:

Do not exceed the stated dose

Do not take with any other Paracetamol-containing products.

Why – Enjoyment!

A reader lives a thousand lives
before he dies. The man who
never reads lives only once.

George R.R. Martin

Why - Better qualifications

The better your reading ability, the better you do at GCSE

(Even in subjects like maths, science and drama)

GCSE subject	Correlation
English Language	0.65
Geography	0.65
Maths	0.63
History	0.61
Science Combined	0.61
English Literature	0.60
Drama	0.57
Citizenship	0.56
German	0.55

Reading

English lessons

In form:



In English:

Recommended Reads: Years 7/8

Action, Adventure, Mystery & Thrillers

Storm Catchers by Tim Bowler
The Terrible Thing [...] Barnaby Rickett - John Boyne
Bodyguard or *Gamer* (& sequels) by Chris Bradford*
Mortal Chaos or *Lie, Kill, Walk Away* - M Dickinson
The London Eye Mystery by Siobhan Dowd
The Girl Who Stole An Elephant by Nizrana Farook
Boy Overboard by Morris Gleitzman
The Boy Who Flew by Fleur Hitchcock
High Rise Mystery & Mic Drop by Sharna Jackson
The Long Weekend by Savita Kalhan*
Girl Missing (& sequels) by Sophie McKenzie
The Recruit (& sequels) or *Killer T* - R Muchamore*
Hatchet by Gary Paulsen
Ruby in the Smoke by Phillip Pullman
Wolf Wilder, Rooftopper The Explorer by K Rundell
Murder Most Unladylike (& sequels) - R Stevens
Lost (Choose Your Own Adventure) - Tracey Turner.*
Girl. Boy. Sea by Chris Vick
The Extinction Trials by SM Wilson

Dystopian & Science Fiction

The Infinite by Patience Agbabi
The Middler or *Troofriend* by Kirsty Applebaum
Ink (& sequels) by Alice Broadway
Where the River Runs Gold by Sita Brahmachari
Gone or *BRZK* (& sequels) - Michael Grant
Nowhere on Earth by Nick Lake
The Giver and *Gathering Blue* by Lois Lowry
The Dog Runner, Across the Risen Sea & How to Bee by Bren Macdibble - environmental dystopia
Killer T by Robert Muchamore
The Knife of Never Letting Go (& sequels) - P Ness
Railhead & Mortal Engines (& sequels) - P Reeve
Scythe, Unwind, Dry (& sequels) - N Shusterman
Destination Earth by Ali Sparkes
Contagion or *Slated* (& sequels) by Teri Terry

Inkheart (& sequels) or *Reckless* by Cornelia Funke
The Graveyard Book by Neil Gaiman
Blackberry Blue by Jamila Gavin
Brightstorm: A Sky-Ship Adventure by Vashti Hardy
Girl of Ink and Stars by Kiran Millwood Hargrave
Skulduggery Pleasant (& sequels) by Derek Landy
Eragon (& sequels) by Christopher Paolini
Tales of Terror, Mister Creecher - Chris Priestley
Northern Lights (& sequels) by Phillip Pullman
Goth Girl (& sequels) by Chris Riddell*
Mrs Peregrine's Home for Peculiar Children - Riggs
Alcatraz & Evil Librarians (& sequels) by B Sanderson
Zom-B or *Cirque du Freak* (& sequels) by D. Shan*
Oh My Gods by Alexandra Sheppard
Black Panther the Young Prince by Roland L Smith
The Edge Chronicles by P Stewart and C Riddell

Humorous books

Little Badman & [...] Killer Aunties - Humza Arshad
Millions, Cosmic or Broccoli Boy by Frank C Boyce
The Last Kids on Earth (& sequels) by Max Brallier*
Fenway and Hattie by Victoria Cole*
Adventures of a Wimpy Vampire (& more) - T. Collins*
The 13-Storey Treehouse (& series) by A Griffiths*
Cookie & the Most Annoying Boy... by Konnie Huq*
Enginerds (& sequels) by Jarrett Lerner*
Disaster Diaries: Zombies (& sequels) - R McGeddon*
The Accidental Billionaire series - T McLaughlin
The World of Norm series by Jonathon Meres*
Accidental Trouble: Planet Omar by Zanib Mian
Timmy Failure series by Stephan Pastis*
Tom Gates series by Liz Pichon (dyslexia-friendly)*
Big Nate series by Lincoln Peirce*

Relationships & Tough Situations

Cyborg Cat (& sequels) - Ade Adepitan*
The One and Only Ivan by Katherine Applegate
Boy Underwater by Adam Baron
Noughts and Crosses or *Pig-Heart Boy* - M Blackman

Reporting to parents

Reading Age Data Derived from the on-line NGRT reading tests taken in school during September / October 2023 (provided by GL Assessment):			
NGRT Reading Age (test was taken when aged 11/7) expressed as YY/MM:	17/0	NGRT Reading (Standardised Age Score)	123
Reading Age confidence range expressed as YY/MM	Between 16/0 to 17/0	Reading (National Percentile Rank) [0 to 100]	94
Passage Comprehension: Stanine	PC Stanine: 9.00	Sentence completion: Stanine	SC Stanine: 7.00

Explanation of Reading Data:

The school carefully monitors students' ability in reading using a national test called the NGRT. The tests are taken at the start of Year 7 and at the end of Year 7. Then again, at the start of Year 9 and at the end of Year 9.

- **NGRT Reading Age:** Is the student's current reading age. As a minimum expectation the reading age should be in line with a student's chronological age.
- **The NGRT standardised reading score:** If the score is at least 100 this will mean that the student has met the expected standard on the test. Scores can range from under 60 to over 140.
- **Sentence Completion (SC):** Score recorded on a scale of 1-9 (1 is low, 9 is high). This is a measure of a student's fluency in reading. Scores of 4, 5 or 6 are considered to be in line with the average.
- **Passage Comprehension (PC):** Score recorded on a scale of 1-9 (1 is low, 9 is high). This is a measure of a student's understanding. Scores of 4, 5 or 6 are considered to be in line with the average. If there is a 2-point difference between either the SC or PC score, this is deemed a significant gap

Further reading support...



Support is provided to improve the following:

1. Your child's reading age
2. Your child's reading speed
3. Your child's comprehension
4. Your child's vocabulary
5. Your child's interest

We expect **two** See Readers at 80% or above to be completed for homework every other week. This should take no more than 40 minutes.

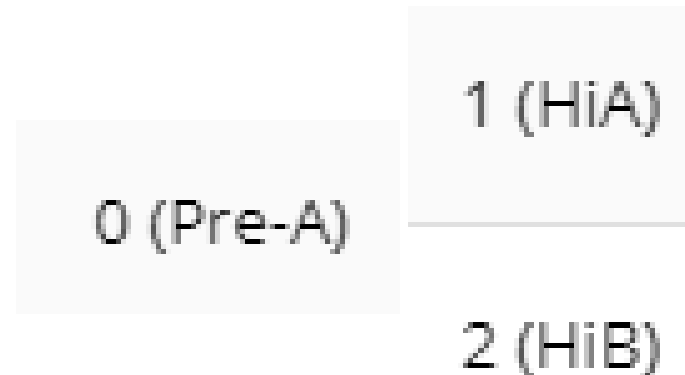
Further reading support...

How engaged is your child in the process?

Look at the level your child is on...

Is reading high enough on the priority list?

Levels follow the alphabet. 11 year-olds should be between F and G...



Success?

What should be happening?

17/09/19	14/10/19	08/11/19	20/12/19	24/02/20
17:34	16:46	16:01	13:04	14:52
22min	20min	18min	19min	19min
HiC	HiD	HiE	F	F
100	-	-	-	-
-	120	147	156	153
0	0	1	0	0
80%	100%	94%	80%	78%

Success?

25/09/19

13:44

12min

G

257

-

0

100%

--

27/01/20	27/01/20	03/02/20	04/02/20	10/02/20	10/02/20	11/02/20
12:31	12:40	12:48	13:45	12:30	12:39	13:51
10min	9min	10min	9min	11min	90min	11min
G	G	G	G	G	G	G
-	-	-	-	-	-	-
240	240	240	240	240	240	240
0	0	0	0	0	0	0
66%	72%	32%	38%	76%	52%	42%
27 Jan - 2 Feb		3 - 9 Feb		10 - 16 Feb		

Essentials...



- Students shouldn't start unless they have the **time** and **focus** to engage.
- Students should work in a **quiet** space with **minimal distractions**.
- If a distraction occurs, **pause the programme!**
- Students should use their **re-reads**; it's not a memory test.
- Be aware that failing quizzes will result in a conversation with their teacher. Students are encouraged to be **pro-active** and have another go.
- Students should **reflect** on their level and make this a priority.

Lessons across school

Read like a...

Scientist

What is the purpose of this text?

Why are you reading it?

- **Read all the information.**
- **Scan the text** to retrieve scientific terminology and specific information;
- **Decode** key vocabulary - identify the **root word** (e.g. *displacement*, *photosynthesis* or *electrolysis*) to understand meaning;
- **Make links** to what you already know about this topic.

guided
READING

5 What has been the biggest single source of global temperature increase?

6 What is crude oil, and how is extracted?

10 What is natural gas?

1 What are the three fossil fuels?

2 How much of the world's energy do fossil fuels create?

3 How do fossil fuels link to the greenhouse effect?

4 What is coal and how is it mined?

What are Fossil fuels?

Decomposing plants and other organisms, buried beneath layers of sediment and rock, have taken millennia to become the carbon-rich deposits we now call **fossil fuels**. These non-renewable fuels, which include coal, oil, and natural gas, supply about 80 percent of the world's energy. They provide electricity, heat, and transportation, while also feeding the processes that make a huge range of products, from steel to plastics.

When fossil fuels are burned, they release carbon dioxide and other greenhouse gases, which in turn trap heat in our atmosphere, making them the primary contributors to global warming and climate change.

Major types of fossil fuels

There are several main groups of fossil fuels, including:

Coal: Black or brown chunks of sedimentary rock. Mined via surface or underground methods, coal supplies a third of all energy worldwide, with the top coal consumers and producers in 2018 being China, India, and the United

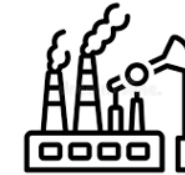
States. CO₂ emissions from burning coal account for 44 percent of the world total, and it's the biggest single source of the global temperature increase above pre-industrial levels. The health and environmental consequences of coal use, along with competition from cheap natural gas, have contributed to its decline in the U.S. and elsewhere. But in other places, such as India, demand is expected to rise through 2023.

Oil: Crude oil, a liquid composed mainly of carbon and hydrogen, is often black, but exists in a variety of colours. Extracted from onshore and offshore wells, crude oil is refined into a variety of petroleum products, including gasoline, diesel, and heating oil. The top oil-producing countries are the U.S., Saudi Arabia, and Russia, which together account for nearly 40 percent of the world's supply.

Petroleum use accounts for nearly half the carbon emissions in the U.S. and about a third of the global total. In addition to the air pollution released when oil is burned, drilling and transport have led to several major accidents. Nonetheless, oil demand continues to rise, driven not only by our thirst for mobility, but for the many products—including plastics—made using petrochemicals, which are generally derived from oil and gas.

Natural gas: An odourless gas composed primarily of methane, natural gas often lies in deposits that, like those for coal and oil, formed millions of years ago from decaying plant matter and organisms. Both natural gas and oil production have surged in the U.S. over the past two decades because of advances in the drilling technique most people know as fracking. Natural gas is cleaner than coal and oil in terms of emissions, but nonetheless accounts for a fifth of the world's total.

Article from National Geographic



1 Natural gas accounts for what proportion of global carbon dioxide emissions?

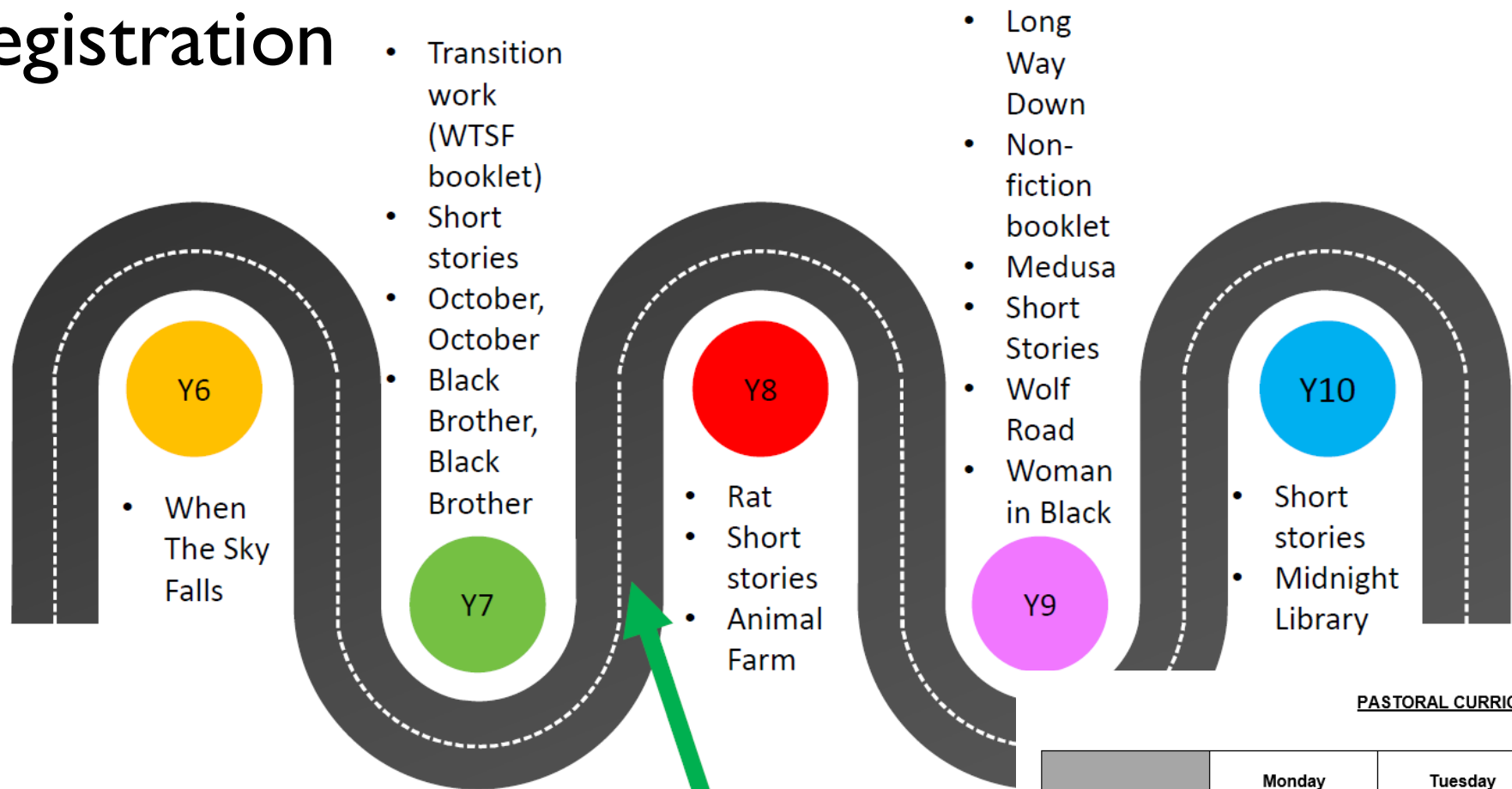
1 Reflection: What have you learnt from this? List three things.

9 What common products includes oil in its manufacture?

7 What is crude oil turned into?

8 How much of the global carbon emissions is from petrol?

Registration



Visit by an author

PASTORAL CURRICULUM 2025-26 – OVERVIEW

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Assembly	Freddie's Focus	Reading	My Attendance/Our Time	Reading
Year 8	Freddie's Focus	Assembly	Reading	My Attendance/Our Time	Reading
Year 9	Freddie's Focus	Reading	Assembly	My Attendance/Our Time	Reading
Year 10	Freddie's Focus	Reading/Study Skills Programme (from Feb 26)	Reading/Study Skills Programme (from Feb 26)	Assembly	My Attendance/Our Time
Year 11	Freddie's Focus and weekly Y11 Updates	Study Skills Programme	College Assemblies (Autumn) Study Skills Programme	My Attendance /Our Time	Assembly

The Library



Website



Reading at home

Tips for parents with getting your child to read



Form time reading

Form time reading & Reading Plus



Reading Resources

Collection of free online resources



Recommended Reads Y7-Y8



Recommended Reads Y9-Y11



At home

Time.

- Prioritising **15-20 minutes a day** to read can have a very powerful impact on your child's reading ability.

Place.

- Try to find a comfortable seating area and turn off the TV, Computers and mobile devices.

Reading.

- Discuss the story together before reading it
- Allow your child to start reading when ready.
- Avoid interrupting if they make a mistake and allow them to self-correct.
- If they don't self-correct, ask them to take a look at that bit again and re-read it.
- Try to foster a sense of excitement, fun and engagement in the story and praise effort as well as success.

Supporting your child's reading at home.

The power of reading.

1) Reading is closely linked to academic success

Research shows that students who read for pleasure have 26% more vocabulary – and do better in all subjects, including 10% better in Maths.

2) Reading helps to increase empathy

Through reading, you learn about how characters think and feel, which helps you in real-life relationships.

3) Reading develops your confidence and improves self-esteem

Studies reveal that reading frequently has a positive impact on mental health.

4) Reading fosters understanding of complex issues

Life is sometimes difficult or sad for people here and around the globe. The safe world of a book helps you to understand situations where things are confusing, terrifying, distressing, complicated or challenging.

5) Reading is enjoyable!

When you feel confident about your reading, getting stuck into a book eases daily anxieties. It takes you away to other places, people and times. It makes you laugh and cry – and it helps you to relax.

Time.

- We know life can be very busy and sometimes it can be difficult to find the time to relax and so time to sit and read can be difficult to manage. However, prioritising **15-20 minutes a day** to read can have a very powerful impact on your child's reading ability.

Place.

- Try to find a comfortable seating area and turn off the TV, Computers and mobile devices.
- Try to sit close together, so you can both see the book, and encourage your child to hold the book.

Reading.

- Allow your child to select a book they may find interesting, or use the books they have selected in school
- Discuss the story together before reading it: look at the cover and make a prediction about what might happen. At the end, talk about whether the prediction came true.
- Allow your child to start reading when ready.
- Avoid interrupting if they make a mistake and allow them to self-correct.
- If they don't self-correct, ask them to take a look at that bit again and re-read it.
- If they are struggling with an unfamiliar word, they could try to work out its meaning by reading the rest of the sentence and using clues from the rest of the text to help work out the meaning.
- Try to foster a sense of excitement, fun and engagement in the story and praise effort as well as success.

Supporting your child with homework

**‘Habits
accelerate
learning’**



“

We are what we
repeatedly **do**.
Excellence, therefore,
is not an **act** but a
habit.

- Aristotle

Why homework is a habit that we need to embed:

- It prepares them for what lies ahead (we don't wait until year 10)
- To learn means to remember something. To remember, we need to repeat it over and over again
- '***Memory is the residue of thought***' Daniel Willingham- We need to actually **DO** something with the knowledge so that it sticks

The types of homework that your child can expect:

Pod it:

GCSEPod- A study support platform which provides access to additional film clips, assessment materials linked to specific subjects and topics

Spell it:

Tasks that help with spellings and subject specific words.

Apply it: Application of knowledge:

Extended written responses to a question, producing a piece of work which will demonstrate your child's understanding of a topic or concept

Read it:

Reading of key piece of texts, novels, articles, literature

Freddie's six key homework activities

Retrieve it:

Retrieval practice tasks (tasks that will help your child to remember things):

- Quizzes
- Self-testing
- Flashcards
- Graphic Organisers
- Learning grids

Practise it:

practice of skills, rehearsal of lines, moves, music for performance pieces, 'MathsWatch'

Powerful words



Year 7

Student Name: _____ **Form:** _____

"The ways of words, of knowing and loving words, is a way to the essence of things, and to the essence of knowing".

John Dunne.



Top tips for supporting your child with independent learning at home:

- Remind them to check 'Satchel One' daily for homework set and deadlines
- Prepare them by asking how they will organise their time, which resources they will need and if they have the right equipment
- Make homework a **habit in your house**
- Decide where the most appropriate space/ **area** is the best place to complete homework
- Remind them of the importance of getting into good study habits and ask them **"Is it excellent yet?" before submission**
- Encourage your child to communicate appropriately with their class teacher if they are having any difficulties with the work, well before the deadline
- **Beware AI!!!**

'Satchel:One'- Top tips



- Please **download the app** and request the parental code required to create an account by **emailing ICT support**
- Monitor the to-do list to support **organisation** and completion:

Sunday 12 May	Read it: Reading Plus Please log in to Dreambox: Reading Plus and complete 2 x SR tasks & 1 ... Homework for group 8LS/En -
Wednesday 08 May	CLASSWORK - Unit 4 - Do Now 4 Imported from MS Teams---<a href="https://teams.microsoft.com/l/entity/66... Homework for group 8U2/Cp -
Wednesday 08 May	CLASSWORK - Unit 4 - Creating Your App Imported from MS Teams---<a href="https://teams.microsoft.com/l/entity/66... Homework for group 8U
Wednesday 08 May	Y8 Computing - Apply It - Unit 4 Knowledge Organiser 2 Please complete your knowledge organiser in the format discussed in class<... Homework for group 8U
Tuesday 07 May	Maths Written Homework 11: Practise it, retrieve it, apply it Complete all questions on the sheet, showing all your working out. If you nee... Homework for group 8S
Monday 06 May	Read it: Reading Plus Please log in to Dreambox: Reading Plus and complete 2 x SR tasks & 1 ... Homework for group 8L

Satchel:One Top Tips...

Monitor completion of retrieval quizzes:

French

My Birthday, My age

■ Mrs C. Venier set this assignment for group 7R2/La - French

Set on Thu 10 Oct

Due on Thu 17 Oct

1/10

French

My Birthday, My age

Quiz Timer 0:29

How do you say 'My birthday' in French?

1	Mes anniversaire	2	Ma anniversaire
3	Mon anniversaire ✓	4	Mon anniversair

2/10

French

My Birthday, My age

Quiz Timer 0:29

Which of the following is the correct way to say 'I am 11 years old' in French?

1	J'ai 12 ans	2	Je suis onze ans ✗
3	Je suis 11 ans	4	J'ai onze ans

Homework club



Homework club is there to support you with organising your time and providing a quiet space for you to work. There are always two or three members of staff who are there to provide support should you require it.

Everyone is welcome!

Here is where and when homework clubs take place:

Monday to Thursday 3pm-4 (EXCEPT FOR MONDAY WEEK B WHEN THERE IS NO CLUB) and **3-3.30 on a Friday in the Library**



This is a home school partnership

Can we please remind all our parents and carers to use the correct channels of communication should they wish to raise a concern or question? Your continued support is invaluable to us.

We belong, engage
and succeed
TOGETHER

Winmarleigh Hall

Winmarleigh Hall is located an hour from Manchester. The Forest of Bowland lies nearby - a designated Area of Natural Beauty.



Retaining many original features, the Victorian building has adapted well for use as an outdoor education centre.

Accommodation is split between the main house and Patten House. All accommodation is en-suite.

Fully enclosed.



Objectives

- Increase confidence
- Make new friends
- Become team players
- Have fun!
- Become a fully fledged member of the Freddie's' Family



Activities

- Abseiling
- Games Room
- Football Pitch
- Climbing
- Jacob's Ladder
- Evening activities
- Disco
- Trapeze
- Zip Wire
- Giant swing
- Shop



Wednesday 5th November Morning

Arrive at school by 9.30am, go straight to the canteen, not to form, with your **labelled** bags.

Pupils will need to come in own clothes ready for the day.

Give labelled money (if wanted) and any medication to your group leader.

Board coaches and leave at 10am.



Mobile phones

Mobile phones will NOT be allowed. The school rules apply, if they're seen they WILL be confiscated until Friday. We will be doing random spot checks.

Any issues, we have a school phone and staff will have phones.



Catering & dietary needs

3 nutritious, balanced meals per day.

Vegetarian option.

Salad bar.

Special diets catered for by prior arrangements.



Dining room



We expect pupils to behave appropriately.

No hats or coats.

Wait until everybody has finished on their table before leaving.

Clean their own things away.

Menu

<https://schoolsandgroups.pgl.co.uk/uk-pgl-menu/>

WEDNESDAY	THURSDAY	FRIDAY
Pork Sausages (gf) (289kcal) or Vegetable Sausages (ve) (gf) (77kcal)	Bacon (gf) (138kcal) or Vegetable Sausages (ve) (gf) (77kcal)	Pork Sausages (gf) (289kcal) or Vegetable Sausages (ve) (gf) (77kcal)
Baked Beans (ve) (gf) (87kcal)	Baked Beans (ve) (gf) (87kcal)	Baked Beans (ve) (gf) (87kcal)
Hash Brown (ve) (gf) (143kcal)	Hash Brown (ve) (gf) (143kcal)	Hash Brown (ve) (gf) (143kcal)
Fresh Mushrooms (gf) (ve) (48kcal)	Plum Tomato (ve) (gf) (19kcal)	Fresh Mushrooms (gf) (ve) (48kcal)
Every day: Porridge (v) with toppers* (48kcal), natural yoghurt (v) (54kcal), a selection of cereals (v), toast (v)		
Homemade Beef Bolognese (gf) (187kcal) Homemade Vegetable Ratatouille (ve) (gf) (139kcal) Served with: Penne Pasta (ve)* (204kcal), Garlic Bread (v) (163kcal), Hard Cheese (v) (20kcal)	Cheese Burger* (321kcal) Vegetable Burger (ve)* (368kcal) Served with: Ziggy Fries (ve) (gf) (400kcal)	Harry Ramsden's™ Battered Fish* (212kcal) Jumbo Pork Sausages* (603kcal) Quorn™ Fishless Fingers (ve)* (255kcal) Served with: Skinny Fries (ve) (gf) (422kcal), Mushy Peas (ve) (gf) (104kcal)
Roll*** (464kcal) or tuna mayo roll* (805kcal) Available each day. Tomato soup (ve) (gf) (45kcal) or vegetable soup (ve) (gf) (45kcal)		
Chicken Tikka Masala (gf) (269kcal) Homemade Cottage Pie (gf) (362kcal) Vegetable Korma (ve) (gf) (412kcal) Sides: White Rice (ve) (gf) (243kcal), Green Cabbage (ve) (gf) (47kcal), Sweetcorn (ve) (gf) (50kcal)	Chicken Nuggets*** (325kcal) Homemade Beef Lasagne (486kcal) Homemade Vegetable Lasagne (ve) (508kcal) Sides: Garlic Bread (v) (163kcal), Potato Wedges (ve) (gf) (409kcal), Mixed Vegetables (ve) (gf) (50kcal)	BBQ Chicken* (554kcal) Chicken Meatballs in Tomato Sauce (gf) (355kcal) Meatless Farm™ Plant-based Meatballs in Tomato Sauce (ve) (gf) (276kcal) Sides: Penne Pasta (ve)* (204kcal), Ziggy Fries (ve) (gf) (410kcal), Sweetcorn (ve) (gf) (50kcal), Garden Peas (ve) (gf) (85kcal)

Bedrooms

Patten House – en-suite rooms sleep 5, 6, 7 or 8.

Main Hall – en-suite rooms sleep 5, 6 or 8

The only people allowed in the bedrooms will be the people who's room it is.



Money



We will be selling sweets, crisps and chocolate with the money going to the year team.

There is a small tuck shop with some gifts.

Maximum £10 in a named envelope.

Kit list

Only bring old clothes.

They may get damaged.

Several layers is better than one thick one.

Lost property will be brought home but we can't guarantee anything.

LABEL EVERYTHING!

Kit List

T shirts x4

Long sleeve jumpers x2

Tracksuit/Jogging bottoms x2

Jeans x1

Underwear x4

Socks x4

Waterproof coat x1

Warm coat x1

Outdoor shoes (boots, wellies
or strong trainers) x2

Indoor shoes (slippers) x1

Sleep wear (appropriate)

Bin bags x2

Disco outfit x1

Towel x2

Wash bag (soap,
toothpaste, toothbrush,
flannel)

Deodorant (roll on only)

Sleeping Bag

Pillow

Bedding

Sleeping Bag or thin duvet and sheet in a labeled bin bag. You will also need a pillow.



Home time

Drop of between 2:30pm - 3pm on Fri 7th November

Coaches will stop at the front of school.

Please park on B&M or surrounding areas.

Don't block Printshop lane!

Updates on times will be on Facebook and Twitter (X)

Keeping Updated

We have our own Twitter (X) account
@winmarleighflhs

Here we will post pictures daily (when I have a good enough signal so they may all come through at once).

I will also post updates throughout and expected arrival home times on here so please join it.

Recap

EVERYTHING MUST BE LABELED.

SPARE BIN BAGS FOR DIRTY CLOTHES.

NO MOBILE PHONES.

NO SPRAY DEODORANT.

BEST BEHAVIOUR AT ALL TIMES!