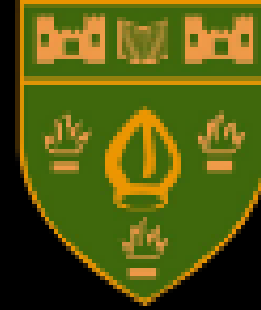# Year 7 Information Evening

Thursday 28 September 2023

WELCOME

Arthur Mellows Village College
Delivering learning for life within an aspirational culture

Arthur Mellows Village College

Delivering learning for life within an aspirational culture

Introduction

Life at Arthur Mellows

Aim of the evening

Who is available this evening to answer questions?

Ofsted – December 2014

One student explained: "Aiming high and trying your best is what this school is about"

Parents agree that students are well cared for and that the College keeps them safe

Students work hard in lessons and make rapid progress across many subjects
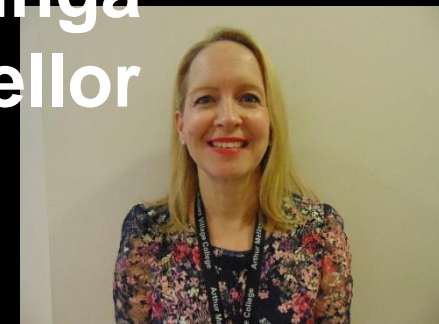
The Pastoral Team

Introducing….
The Pastoral Team

Miss Ghdamsi
Attendance Officer

Mrs Kamminga
School Counsellor

Mrs Duffy
Safeguarding Officer

"Form tutors have the chance to make a huge difference to a student's life in ways above and beyond just the academic!"

The Professional Tutor Role

Languages/Form Groups

- Full capacity Year Group
- Languages are finalised and cannot be changed at this point
- Form Groups allow for different friendship groups to be formed
- Break and lunchtimes are the same for all
- Subject lessons will vary from students in Form Group
- Range of activities taking place to make new friends

Planners

Guidelines for homework:

- Most subjects will set homework, but this depends on the subject.

  Students should use their planners to:

- Record homework and when it's due in
- Organise their time and help prioritise work
- Parents / Carers should sign on Sunday ready for Tutors to check on Monday morning
- Communicate any medical appointments

Rewards

SIMS

- Students praised and rewarded using SIMS Points system.

- Forms the basis of regular celebration of students' success and achievement - especially in the end of term assemblies.

- Can also be used to email parents/carers, at times teachers may decide to just log internally.

Uniform and Lost Property

- Uniform for all students should be excellent. New style skirts should be worn.

- Regulations will not change without informing parents first, so do not be conned!

- Please name all items of uniform and belongings.

Chroma Sport are available online to place orders

www.chromasport.co.uk

Food and Cashless Catering

- Use of ParentPay
  - Avoids money being lost.
  - Parents can see what is being spent and have more control.
  - Avoids student queuing.
  - Can pay for trips and resources via this method.
  - Log-ins and passwords were sent out in admission packs. If you have not got this, please email office@arthurmellows.org
- Changing money is not possible.
- Maximum daily spend £5.00.
- Unable to provide overdrafts except in an emergency

Who to contact?

For subject or tutor group related issues, use planner to contact teacher or Professional Tutor

For more urgent pastoral or non-subject issues, please call the Pastoral Team – please allow a response time of 2 school days if non urgent. Please email or telephone rather than arriving at school unarranged.

For student absences please e-mail absence@arthurmellows.org.

A guide to supporting your child at AMVC

The first few weeks - Organisation

- Ensure they are equipped – pencil case, PE kit, drama socks etc
- Checking timetable together
- Check and sign their planner
- Ask about homework - this will increase gradually
- Talk about SIMS points sent home

Settling in

- Friendships – these take time.
- May change over the course of the year.
- Form Group activities will help.
- Joining clubs/activities.
- Some find friends faster than others - but it will happen.

Subjects and Curriculum covered in Year 7

In this section

HOME › CURRICULUM › PARENT SUPPORT INFORMATION

CAREERS

CURRICULUM MODEL

CURRICULUM SUBJECT BREAKDOWN

DEPARTMENTS

LITERACY

PARENT SUPPORT INFORMATION

YEAR 9 OPTIONS

YEAR 11 REVISION

Parent Support Information

Key Stage 3

Please find below Parent Subject Guides for Years 7, 8 and 9. These guides may be of use to parents in supporting your son/daughter throughout their Key Stage 3 studies and will offer specific help with internal examinations and testing. The guides include revision ideas and links for each subject.

Download Year 7 Subject Support Guide (requires Adobe Reader)

Download Year 8 Subject Support Guide (requires Adobe Reader)

Year 7
Subject Support Guide

Has been sent out to parents/carers

Available on website under 'Parent Information'

ARTHUR MELLOWS VILLAGE COLLEGE

YEAR 7

SUBJECT SUPPORT GUIDE

2023/24

WISE OWL

'When schools, families and community work together to support learning, children tend to do better, stay in school longer, and like school more'.

- Southwest Educational Development Report (2002)

ARTHUR MELLOWS VILLAGE COLLEGE

The importance of homework

It is important to separate the idea of homework from study. Study is the long-term revision of subjects and topics, revising over already studied material with the view to committing it to long term memory. Homework is the day-to-day practice of your present subjects and topics, and consolidating the knowledge the student has acquired in class to doing it by him/herself at home. Homework is the first step by the student in working independently on a topic that was first introduced by the teacher. To help support your child with homework:

- Set up the expectation that homework will be done at a certain time every day.
- Ask what homework they have and look in their planner to see what they have written down.
- If no homework has been written down, look at their planner and see what subjects they have had had that day and ask them to talk to you about what they did in class.
- Check with them when homework is due. Look at their timetable for the following day and see what homework is due in. There is usually a minimum of 48 hours turn around for students to hand in homework.
- Around the dinner table, enquire what your child has learned today or was there anything of interest that they learned, this will also allow your child to recall and relay newly acquired information.

'Education is the most powerful weapon we can use to change the world'

- Nelson Mandela.

Subjects and Curriculum covered in Year 7

Drama

Drama			
When	**Topic**	**Assessment**	**What can a parent do to support?**
Term 1: Autumn 1 (September – October)	**Introduction to Drama Conventions**	**Group Practical** A scene set in a cinema including mime, thought track and still images.	• What is in your Drama tool kit? • What makes a good still image? • Rehearsal of their thought track at home (1 week before assessment) to an audience • What are the themes in your performance?
Autumn 2 (October - December)	**Physical Theatre: Objects to Life**	**Group Practical** A performance using bodies to create the set; objects on a desk come to life. Skills assessed include physical theatre, PPTV, movement, unison and non-verbal communication.	• Rehearse reactions in the mirror (i.e. Reaction during the conflict and reaction when the object breaks) • What is physical theatre? • Rehearse PPTV of the character at home

Learning beyond the classroom

- Films and documentaries at home, talk about ideas and events.

- Days out - historical sites, theatre, museums are all rich experiences for developing cultural awareness.

- Reading - the key to unlocking academic potential and supporting wellbeing.

THE BLUE PLANET

How do we tell you how they are getting on?

- Students will talk to you about their subjects.

- Information Reports – targets and teacher assessment.

- Teacher Feedback Evenings in March/April

ARTHUR MELLOWS VILLAGE COLLEGE – YEAR 7 STUDENT INFORMATION REPORT 2022/23

Dear Parent/Carer

YEAR 7 INFORMATION REPORT

Students in Key Stage 3 at Arthur Mellows are assessed against the 9 to 1 grading from GCSE. We see several benefits to this system:
- Gives students and parents a clearer understanding of the new GCSE systems from an earlier age.
- Eliminates the sudden change in how we assess between Key Stage 3 and Key Stage 4.
- Allows Option choices at the end of Key Stage 3 to be better informed in terms of likely GCSE grades in option subjects.

Clearly, assessing children aged 11 against GCSE criteria will mean that there will be instances where students find themselves at the lower levels early on in their secondary education, but we should also see sustained and continued improvement as they gain in confidence against the standards expected at GCSE.

The grades used for GCSEs are from 9 to 1, where a grade 9 is the highest grade and a grade 1 is the lowest grade. Since some students at Key Stage 3 may not be able to gain the lowest grade during the earlier years we have introduced 2 additional grades W1 and W2.
- W1 recognises students that are working approximately one year away from the progress required to be at a grade 1.
- W2 recognises students that are working approximately 2 years away from the progress required to be at a grade 1.

All grades that are used in the monitoring report are fine graded to indicate whether it is at the top, middle or bottom of the grade range eg: 2+ indicates a strong grade 2 approaching grade 3, 2 indicates a solid grade 2 and 2- indicates a weaker grade 2, close to the grade 1 boundary.

CAT – Cognitive Ability Tests

These tests were sat by students at the start of Year 7 and are developed to give an understanding of underlying ability and likely academic potential. SAS means Standardised Age Score.

Verbal SAS – The Verbal score is based around reasoning with words
Quantitative SAS - The Quantitative score is based around reasoning with numbers
Non-Verbal SAS – The Non-Verbal score is based around reasoning with shapes
Spatial SAS - The Spatial score is based around thinking with, and mentally manipulating, precise shapes
Mean SAS – An overall score for performance across the 4 different tests.

In these tests a score of 100 is set as the average. The table below gives an indication of performance.

Performance	SAS
Very high	127 and above
Above average	112 to 126
In line with average	89 to 111
Below average	74 to 88
Very low	73 and below

Technology Rotations

If a Technology subject does not appear this is because it has not been taught at the point of collating this report. Students study 3 different subjects in Technology throughout the academic year, these will be reported separately.

Additional information regarding the new GCSE grades

The table on the right has been produced by the OFQUAL (Office of Qualifications and Examinations Regulation) to show the similarities between the new GCSE grades (9-1) and previous GCSE grades (A*-G). It is important to note that a grade C is between a grade 4 and 5, however the Department for Education has decided that a grade 5 will be a 'Strong Pass' and a grade 4 a 'Standard Pass' under the new grading system.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
	E
2	F
1	
	G
U	U

GOOD PASS (DfE) — 5 and above = top of C and above
AWARDING — 4 and above = bottom of C and above

Name: **Total % Attendance:** 84.1%   **Achievement Points:** 58   **Behaviour Points:** 235   **Conduct Points:** -177

Tutor **Total % Lates:** 9.94%

Subject	Year 7 Target	Monitoring Point 1			Monitoring Point 2			
		ATL	HWK	WAG	ATL	HWK	Exam	WAG
Art	1+	2	1	W1	2	2	1-	W1+
Drama	1	3	N/A	1	2	N/A	1-	1-
English	1	4	4	1-	4	4	W1+	W1+
French	W1	3	3	W2+	3	3	W2-	W2-
Geography	W1	3	1	W2+	3	2	W2+	W1-
History	W1+	4	4	W1-	4	4	N/A	W2
ICT	W1	3	1	1+	2	1	W1+	W1+
Maths	1	3	3	W2+	3	3	W1	W1-
Music	1	3	N/A	1-	2	N/A	1-	1-
PE	1	3	N/A	1-	4	2	N/A	1
RE	1				4	N/A	W2-	W2-
Science	W1+	4	3	W2	4	1	W2-	W1-
Technology Engineering	1				2	3	N/A	1-
Technology Product Design	1	2	2	1-			N/A	

Year 7 Target	The target grade is based upon students' CAT scores, these are used to create an expected rate of progress throughout Key Stage 3 and to the end of Year 11.
WAG (Working at Grade)	This is an indication of the level that the teacher estimates the student is currently working at.
Exam	This is the grade achieved in the end of year exam.
Conduct Points	Conduct points are calculated by subtracting the Behaviour Points from the Achievement Points.

	ATL (Attitude to Learning/Effort)		HWK (Homework)
1	Always tries as hard as possible and completes all work set to the best of their ability. Behaviour is always excellent. Student always listens well and follows staff instructions.	1	All generally submitted on time and is always completed to the best of the student's ability.
2	Tries hard most of the time and completes all work. Behaviour is good. The student listens well and follows staff instructions.	2	All generally submitted on time and usually the work reflects the student's ability.
3	Tries hard most of the time and completes most of the work. Behaviour is usually good, but student sometimes does not listen carefully and sometimes does not follow staff instructions.	3	Too often late or not of the level expected. This may mean homework has not been completed.
4	Frequently off task. Set work frequently not completed. Behaviour is often not as it should be. Frequently does not listen to or obey staff instructions. A cause for concern.	4	Homework is nearly always late or well below the effort that is expected of the student. This could also mean that homework is not completed.

CAT Results	Verbal SAS	Quantitative SAS	Non-Verbal SAS	Spatial SAS	Mean SAS
	83	76	77	83	80

How to support your child's learning?

- Help your child to use their planner effectively.

- Encourage a good routine for homework.

- "The Alley" – Homework Club (Monday to Wednesday).

- Encourage them to seek help.

- Contact us if you are worried.

- Discuss their progress.

- Use SharePoint where relevant.

Online resources available for your child.

Teams is available via Microsoft 365 - https://www.office.com

Log in using the student email address (23<surname><initial>@arthurmellows.net), and the password they have setup on the computers during their first IT lessons.

Seneca allows users to also log in using their Microsoft 365 account.

Extra Curricular Music

Mrs Hammond, Head of Music

Mr Roberts, Teacher of Music

Peripatetic Music Opportunities

Peripatetic Lessons

- Students who have lessons in school can leave their instruments in a fingerprint accessed lock up.

- All timetables follow a rotation system so that students do not miss the same lessons.

- They are expected to catch up on any work missed.

- If you wish to apply for Peripatetic lessons, please contact Mrs Hammond as soon as possible.

Instrumental Tuition Offered

At AMVC we offer tuition in:

- Piano

- Keyboard

- Guitar

- Bass Guitar

- Drum Kit

- Woodwind (Oboe, Flute, Clarinet)

- Violin

- Viola

- Singing

- Cello

Extra Curricular Music Activities

We offer a range of activities for students who play instruments.

- Senior Band
- Junior Band
- Jazz Group
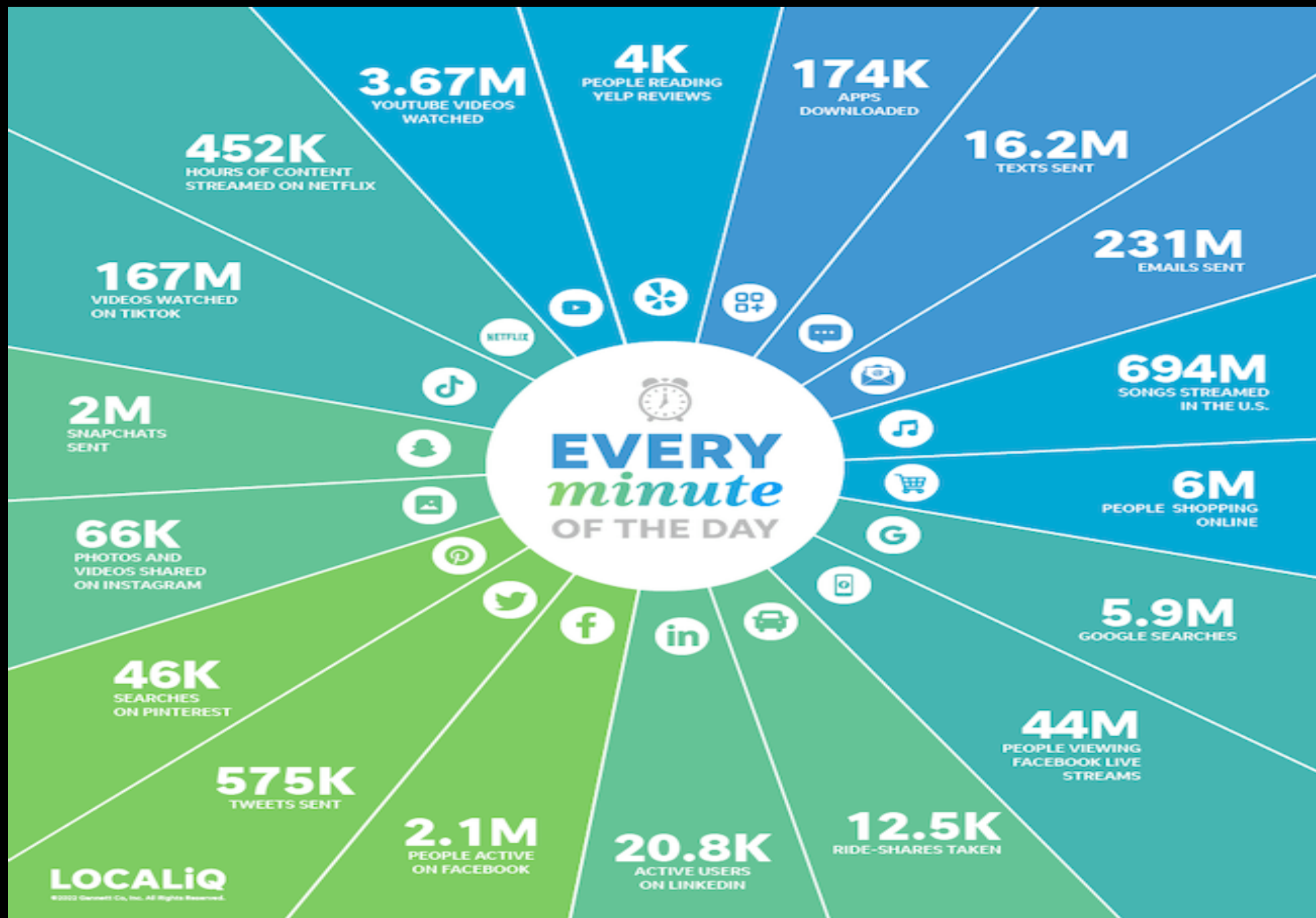- String Group
- Brass Band
- Pop Choir

E-Safety Presentation

Mr Steele

Senior Leadership Team

EVERY *minute* OF THE DAY

- **3.67M** YOUTUBE VIDEOS WATCHED
- **4K** PEOPLE READING YELP REVIEWS
- **174K** APPS DOWNLOADED
- **16.2M** TEXTS SENT
- **452K** HOURS OF CONTENT STREAMED ON NETFLIX
- **231M** EMAILS SENT
- **167M** VIDEOS WATCHED ON TIKTOK
- **694M** SONGS STREAMED IN THE U.S.
- **2M** SNAPCHATS SENT
- **6M** PEOPLE SHOPPING ONLINE
- **66K** PHOTOS AND VIDEOS SHARED ON INSTAGRAM
- **5.9M** GOOGLE SEARCHES
- **46K** SEARCHES ON PINTEREST
- **44M** PEOPLE VIEWING FACEBOOK LIVE STREAMS
- **575K** TWEETS SENT
- **2.1M** PEOPLE ACTIVE ON FACEBOOK
- **20.8K** ACTIVE USERS ON LINKEDIN
- **12.5K** RIDE-SHARES TAKEN

Statutory Guidance

Zero tolerance approach to child on child abuse (statement)

Scare, realistic and up to date

Whole school organisation approach

Online safety is integrated, aligned and considered as part of the whole school/college safeguarding approach

Embedded across and beyond the curriculum

School inspection handbook – Section 5 = **Harmful Sexual Behaviour**

Guidance
Teaching online safety in schools
Updated 12 January 2023

PROJECT
EVOLVE BETA

West Northamptonshire Council

4 C's to online safety and wellbeing – KCSIE

- **Content**: being exposed to illegal, inappropriate or harmful content

- **Contact**: being subjected to harmful online interaction with others

- **Conduct**: personal online behaviour that increases the likelihood of, or causes harm

- **Commerce and contract**: risks such as online gambling, inappropriate advertising, phishing and or financial scams

West
Northamptonshire
Council

"I've come up with a set of rules that describe our reactions to technologies:

- Anything that's already in the world when you're born is just normal and ordinary and is just a natural part of the way the world works.

- Anything that gets invented between when you're fifteen and thirty five is new, exciting and revolutionary and with any luck you can make a career out of it.

- Anything that gets invented after you're thirty five is against the natural order of things until it has been around for about ten years when it gradually turns out to be alright really."

Cyber-bullying

- The use of electronic equipment to bully, belittle or mock someone else, often involving online messages, photos and the creation of "groups" to mock or exclude somebody.

- Students need to understand that what they say on the internet is significant and does not "disappear".
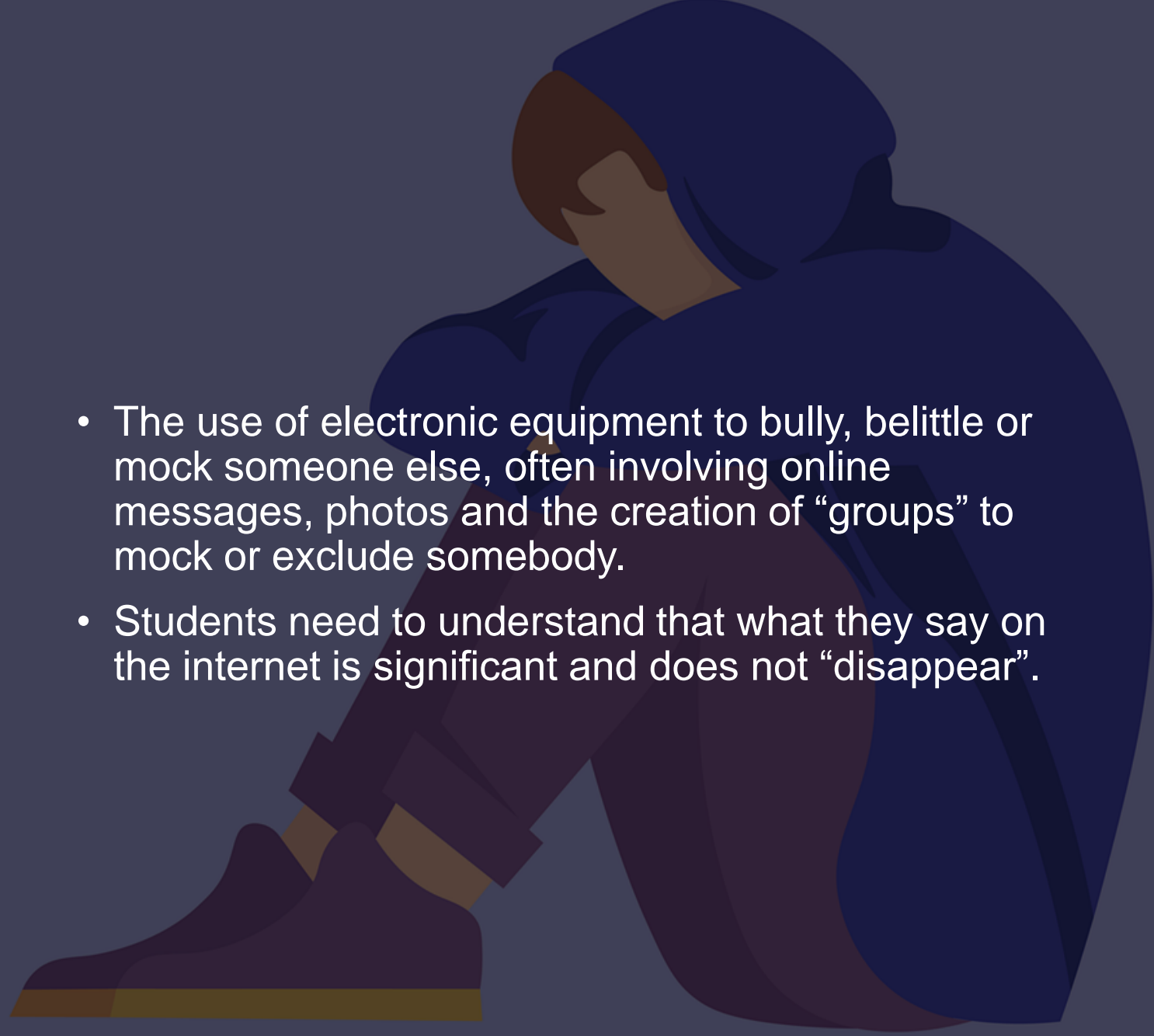
E-Safety: What do we mean?

- **E-Safety** is less about restriction and more about education about the **risks** as well as the **benefits** so we can feel confident online.

- **E-Safety** is concerned with supporting children and young people to develop safer online behaviours, both in and out of school.

- **E-Safety** is constantly evolving.

- **E-Safety** is often defined as the safe and responsible use of technology. This includes the use of the internet and also other means of communication using electronic media (eg text messages, online messaging, social media, gaming devices, email etc).

- In practice, **E-Safety** is as much about behaviour as it is electronic security.

The Impact of the Covid Pandemic

- Increase in use of Video Sharing Platforms TikTok being the most popular
- Significant increase in alternate devices for 'watching TV' and accessing on-demand content
- Online gaming has been a significant platform for connecting with friends (particularly with boys)
- Social media, messaging apps & video calls used by a majority to keep in touch with friends and family
- Use of anonymous Q&A sites or apps by a minority (around 1/5 of 12-15s and 1/10 of 8-11s)
- Parents have found it harder to control screen time and more concerned about their child's online use
- Parents felt the need to relax some of the rules about online use

WhatsApp is an instant messaging app, which lets you send messages, images and videos to friends. You can have one to one and group conversations.


Kik is an instant messaging app allowing one – to – one chats, personal or private group chats with up to 50 members. There are NO privacy or parental controls. No phone numbers, just a username.

TIK TOK – including Musical.ly is a lively social network built around creating, sharing, and searching for user-created music videos. Users can upload videos of themselves singing, lip-synching, dancing, or performing some kind of stunt. Users can livestream themselves and interact directly with online audiences via chat.
Users can set their videos to private or share them publicly. If shared publicly, videos can be viewed, commented upon, or remixed by other users.
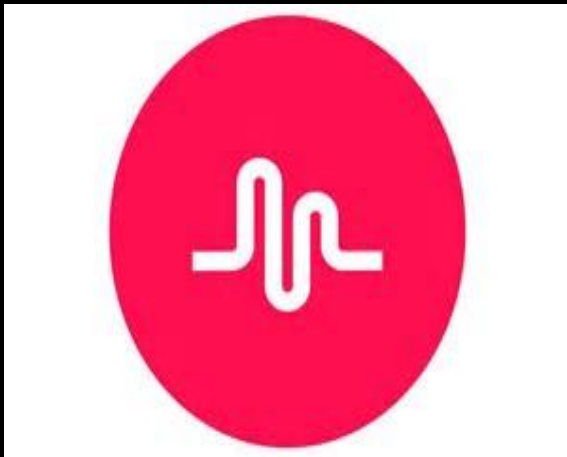
Musical.ly – In August 2018, Tik Tok merged their app with Musical.ly to create a "bigger and better video community".

Live Streaming – IWF Research

- 96% of imagery depicted children on their own, typically in a home setting such as their own bedroom.

- 98% of imagery depicted children assessed as 13 years or younger. (28% aged 10 or under)

- 96% of the imagery featured girls.

- 40% of the imagery was Category A or B.

- 100% of the imagery had been harvested from the original upload location and was being redistributed on third party websites.

- 73% of the imagery appeared on 16 dedicated forums with the purpose of advertising paid downloads of videos of live-streamed child sexual abuse.

What can you do to help keep your child E-Safe?

- Be aware of privacy settings and how they are significant.
- Take 10 minutes to look at and set the parental controls on all the devices in your home.
- Go through the Facebook privacy controls with your child and any other social networks.
- Get involved in your children's online activity at home and TALK.
- Encourage Internet use that builds on offline activities.
- Check out the College website for useful tips and links to E-Safety advice websites.
- Students are taught about these key areas of E-Safety in ICT and in PSHE, but it is the responsibility of all of us to reinforce those messages. The College will hold Year Group assemblies in October.

What are the risks?

- Younger children becoming vulnerable to this form of abuse.

- Loss of control over content – all harvested from original broadcast service.

- Children blackmailed and coerced to produce more severe material.

- Lack of awareness of potential permanence of imagery captured from live streams.

- Increased commercialisation of captures of live-streamed child sexual abuse.

Digital Resilience

" In addition to raising awareness about online risks and increasing online protection, we need to support young people to build their own digital skills and resilience, so they can navigate online worlds for themselves"

Resilience for the Digital World, Young Minds 2017

Key considerations

The Inclusion Team

Mrs Baxter

SENCO

Mrs Briggs

Assistant SENCO

Mrs Whyte

SENCO Support

Meeting the needs of students with 'additional needs'.

Thank you for attending

Available to take individual queries

- o Mr Phillips, Head of Year 7
- o Miss Martin, Assistant Head of Year 7
- o Miss McCaw, Year 7 Pastoral Assistant
- o Mr Steele, Assistant Headteacher, Pastoral care and E-Safety
- o Mrs Ward, Assistant Headteacher, Pastoral care
- o Miss Giaquinto. Assistant Headteacher, Pastoral care
- o Mrs Baxter, Senco

Determination to succeed is widespread
(Ofsted – December 2014)

Ofsted
Outstanding
School
2014|2015