

Year 9 Expectations Evening



Thursday 14th September 2023

A copy of this presentation will be made available on our website at the end of the week.

Ready. Respectful. Safe



Agenda



1. Key Priorities: Mrs M Pye (Headteacher)
2. Assessment, Reporting & Satchel One: Mr A Bush (Assistant Headteacher)
3. Attendance & Punctuality: Mrs A Johal (Deputy Headteacher)
4. Focusing on the Fundamentals and Behaviour Expectations: Mr Dyason (Year Leader)
5. Character development at GHS: Mr Dhindsa (Assistant Headteacher)
6. Achievement & Homework Routines: Mrs A Phull (KS3 Achievement Leader)
7. Emotional and Pastoral support: Mrs Grimley (Deputy Headteacher)

COMMUNITY COMPASSION COURAGE RESPONSIBILITY RESILIENCE



Success and Learning



Mrs M Pye
Headteacher

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Lots to Celebrate



Lots to Celebrate!



- At GCSE, 81% achieved both 9-4 in English and Maths, combined. Over a third of students achieved Grades 9-7 in English and Maths.
- At A Level, 20% of all grades were A/A* and 43% of all grades were A*-B. A third of all students achieved an A grade in at least one of their subjects.



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Lots to Celebrate!



- 5 students have gone to Oxford or Cambridge this year.
- 1 student has gained a full scholarship to study overseas at the University of Toronto.
- A further 200 got into a university of their choice
- Well over a quarter got places at Sutton Group universities.



Key Messages



- A crucial year - the transition to GCSEs.
- Your child should expect to be working hard - a significant step up from previous years.
- Clear focus on academic studies and achievement.

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Assessment, Reporting 'Satchel One' & Options



Mr Bush
Assistant Head Teacher
abush@greenford.ealing.sch.uk

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Tracking Progress



Attainment grades

	Target	Interim 1	Interim 2
English	5	4+	3
Maths	4	3+	4
Science	4	3	3

- *Students should get closer to achieving or exceeding their targets*
- *Students should make progress from one report to another*

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Attitude to Learning



1: Excellent

2: Good

3: Satisfactory

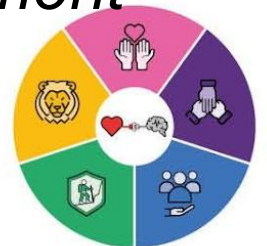
4: Unsatisfactory

5: Very poor

- 'B' indicates a Behaviour concern
- 'H' indicates a Homework concern

Attitude to learning and independent learning are key to raising achievement

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In Summary



Year 9 Reports:

- Attainment grades should be getting close to end of KS3 targets
- Attainment grades should improve in each interim
- Attitude to Learning should be 'excellent' or 'good'
- There should be no 'B' or 'H' concerns

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Satchel One (Show My Homework)



Highly recommended home learning mobile phone app:

- For parents - actively involved every day
- Daily app updates and notifications
- What homework has been set and when it is due
- Parents fully informed.

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Satchel One (Show My Homework)



- Most students using it
- Improves organisation
- Please sign up and check it every day!
- Meaningful conversations

You will be emailed username and login details

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Key Stage 4 Options



- THREE options from...
- **History, Geography, Computer Science, Media Studies, Business Studies, Economics, Psychology, IT, Art, Photography, Drama, Design Technology, PE, RE, Childcare, Cooking, Work Skills...**
- Start thinking about future education and career

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Attendance & Punctuality



Ms A Johal

Deputy Headteacher

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Attendance Matters



Impact on Lessons and Learning

Student Attendance (%)	Number of days off a year	Number of actual lessons missed
95%	<u>10 days</u> absence	60
90%	<u>19 days</u> absence	114
85%	<u>29 days</u> absence	174
80%	<u>38 days</u> absence	228
75%	<u>47 days</u> absence	282

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Punctuality



- We close the Ruislip Road and Lady Margaret gates at 8:30 in the morning.
- Your child needs to be in school by 8:20-8:25.
- The electric gate closes at 8:33.
- You child must be in their form room/assembly hall at 8:35.

If they are not in their form rooms or assembly hall by 8:35, they will receive a late detention.

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Top Tips!!!!



1. Ensure they pack their bag the night before and that uniform is ready.
3. Get them to bed at a reasonable hour so that they get a good night's sleep, don't let them take their phone to bed
4. Set the alarm clock early enough to allow plenty of time to get ready properly.
5. Make sure they have some breakfast
6. Remind them to set off in the car, the train, the bus, or start walking early enough.
7. Check to make sure they have everything they need – equipment, books, PE kit.
8. Talk to your child about what they did in school today
9. Ensure your child has completed any homework or revised for any tests .
- 10.If you are at all worried about your child's attendance please contact us.

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The Year 9 Team



Mr Dyason (Head of Year)

Bdyason@greenford.ealing.sch.uk

Ext - 1203

Ms Yamoah (Deputy Head of Year)

Syamoah@greenford.ealing.sch.uk

Ext - 4022

Mrs Kitson (Deputy Head of Year)

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Ext - 4022

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What can I expect from Mr Dyason and the team?



High challenge and high support

High Support ↑	High support, low challenge: Feedback effect: Status quo: Keep on doing same things	High support, high challenge: Feedback effect: Challenged to do more and better: high performance
	Low support, low challenge: Feedback effect: Apathy, boredom	Low support, high challenge: Feedback effect: Stressed
Low Support	Low Challenge →	High Challenge

Ready. Respectful. Safe



Focusing on the Fundamentals



Year 9 Priorities

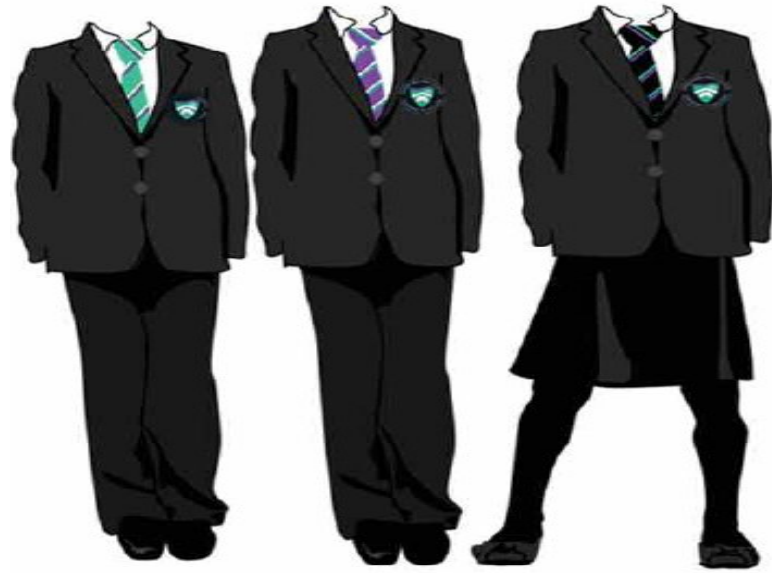
- Punctuality
- Uniform
- Effort/Grit



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Correct Uniform



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Incorrect Uniform



- Uniform
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Behaviour



- We expect the highest standards of behaviour at Greenford High School;
- We expect to see those high standards in the classroom, around the school site, and in our community;
- GHS Rules: **Ready – Respectful – Safe;**
- In the classroom, we follow a **Behaviour For Learning Pathway;**
- If your child has **B** on their Interim it will indicate that their behaviour in that lesson is a concern.

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Behaviour for Learning Pathway



Caution

- Verbal Warning is given.
- First time misbehaviour recorded.
- Teacher records name of student.

Yellow card

- Final warning given.
- Second time misbehaviour is recorded.
- Teacher records name of student
- **15 minute detention** followed by a corrective conversation with teacher.

Red card

- Final time misbehaviour is recorded.
- Student will be sent to another class within department.
- **45 minute department detention** on a night selected by the department followed by a corrective conversation with teacher.
- Behaviour incident recorded on student's file.

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1 behaviour Point	2 behaviour Points	3 behaviour Points	4 Behaviour Points	5 Behaviour Points
Chewing Gum	Missed Detention	Mobile phone – Refused to hand over to staff	Patrolled out of lesson	Assault - Staff
Disruptive Behaviour – Department	Rudeness towards staff	Persistent Lateness to lessons <u>or</u> school	Defiance – Patrol	Drugs or alcohol
Disruptive Behaviour - Form Tutor	Bullying - Name Calling	Red Card – Department	Assault – Peer	Weapons
Disruptive Behaviour Pastoral	Bullying - social media	Uniform - Persistent	Theft – Staff	Inappropriate conduct (Sexual)
Report Card not signed	Bullying - Homophobia	Water Fight	Truancy	Bullying - Persistent
Missed Study or Homework Club	Bullying - Racism		Fighting out of lesson	Racist Incident towards Staff
Mobile phone / Smart Watch / Headphones	Bullying - Other		Damage/Vandalism to student property	Fire Alarm
Uniform	Bullying - Sexism		Foul/Offensive Language - towards staff (outside of lesson)	
Yellow Card	Defiance - Department		Racist Incident – peers	
Late to school	Defiance - Form Tutor		Misogyny	
Late to lesson – Department	Defiance- Out of Lesson		Aggressive/Threatening <u>Bhvr</u> /Abuse - staff	
Late to form	Defiance Pastoral		Vaping or smoking	
HW insufficient standard – Department	Defiance - Duty team		Homophobia	
HW not handed in - Department	Defiance – out of school.		Theft – Peer	
Report Card – FT / YT / SLT	Foul/Offensive Language		Theft – Canteen	
Punctuality Report Card			Damage/Vandalism to school property	
Plagiarism – department			Aggressive/Threatening <u>Bhvr</u> /Abuse - peer	
Equipment – department			Persistent bullying (more than twice)	
			Fighting out of school.	
Sanction	Sanction	Sanction	Sanction	Sanction
Restorative conversation <u>or</u> 15-minute detention <u>or</u> 30-minute detention.	60-minute detention <u>or</u> Internal Exclusion.	Red Card 45-minute detention. 60-minute detention <u>or</u> Internal Exclusion.	60-minute detention or Internal Exclusion <u>or</u> Suspension from school.	Suspension from school <u>or</u> Permanent Exclusion.

Number of points	Action	Sanction & Responsible to.
200	Headteacher & Governors Meeting Headteacher Report.	Headteacher & School Governors Parent Meeting – Risk of PEX <u>or</u> Alternative provision.
150	Deputy Headteacher Report 4 weeks if successful <u>or</u> 6 weeks if not.	Deputy Headteacher & AHT i/c Behaviour Parent Meeting – DHT & Year Team FTE & Managed Move Offered
125	Assigned Assistant Headteacher Report 4 weeks if successful <u>or</u> 6 weeks if not.	Assigned Assistant Headteacher Parent Meeting – AHT & Year Team FTE Disruptive Behaviour
100	Assigned Assistant Headteacher Report 4 weeks if successful <u>or</u> 6 weeks if not.	Assigned Assistant Headteacher Parent Meeting – AHT & Year Team Internal Exclusion
80	Head of Year Report 2 weeks if successful <u>or</u> 4 weeks if not.	Year Team Parent Meeting SLT Friday Detention (2 weeks)
55	Band Leader Report 2 weeks if successful <u>or</u> 4 weeks if not.	Year Team Parent Meeting SLT Detention
30	Form Tutor Report 2 weeks if successful <u>or</u> 4 weeks if not.	Form Tutor Parent Meeting or phone call
15	Conversation with Form Tutor regarding behaviour with 3 targets set.	Form Tutor Parent phone call

Define successful report card – no 3's in a week – all 1's and 2's.

How can you support our behaviour policy?



- Reinforce our expectations with your son/daughter at home.
- Support the school and the behaviour policy when staff call home.
- Keep us informed of any information that may impact on your son/daughter's behaviour in school so we can support.

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Character Development

Mr Dhindsa

Assistant Headteacher

rdhindsa@greenford.ealing.sch.uk

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GHS Character Strengths



COMPASSION



COURAGE



COMMUNITY



RESILIENCE



RESPONSIBILITY

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Why is Character important?



Character defines the qualities that people see in each other, making up their personality.

- **How you talk**
- **Your behaviour**

WHY is Character important?

- Students, regardless of who's looking, will **make the right choice for the community.**
- Students are **prepared for life**, not just for exams or the employment market.

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Character at GHS

At school, we will be focusing on/rewarding character

- **Rewarding with Character Points** (to replace Achievement Points)
- **In weekly assemblies** with a termly Character Strength focus **Autumn 1: Community**
- During **Form time/PSCHE/lessons** activities and discussions.
- **Character Passport/Badge**

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Points	Teacher	Category	Date
1	Miss HAMBLIN	Community 1pt	Mon 26th Jun
1	Ms WALSH	Resilience 1pt	Wed 24th May
3	Miss HAMBLIN	Compassion 3pt	Mon 22nd May
3	Ms WALSH	Resilience 3pt	Mon 15th May
3	Mr DHINDSA	Responsibility 3pt	Thu 11th May
1	Ms WALSH	Responsibility 1pt	Wed 10th May
3	Ms LEWIS	Responsibility 3pt	Fri 5th May
3	Ms WALSH	Resilience 3pt	Tue 25th Apr
1	Ms WALSH	Resilience 1pt	Mon 24th Apr
	Miss HAMBLIN		



Achievement

Mrs Phull

KS3 Achievement Leader

aphull@greenford.ealing.sch.uk

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KS3 Vision



Able to think!!!

Independent



Engaged in learning



Excited

GOOD MANNERS and KINDNESS ARE ALWAYS IN FASHION

Be well mannered and show gratitude



Competent with ICT

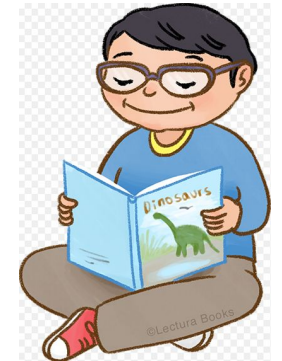
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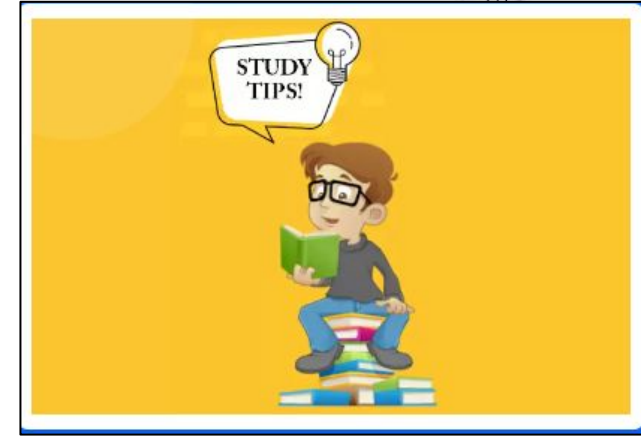
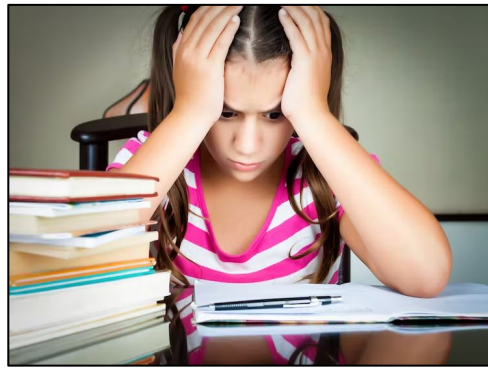


Evening Routines

A Suggested Routine:

- 3:30pm** Arrive home, change out of uniform, have a snack
- 3:45pm** Check ShowMyHomework and planner and complete the tasks set that day
- 5:30pm** Playstation/ Electronic- downtime (whatever your child enjoys)
- 6:15pm** Homework/ Revision
- 6:50pm** Check my school bag, remove **all** the books for the day and **re-pack** for the books for the next day
- 7:00pm** Dinner
- 9:00pm** Read
- 9:30pm** Sleep

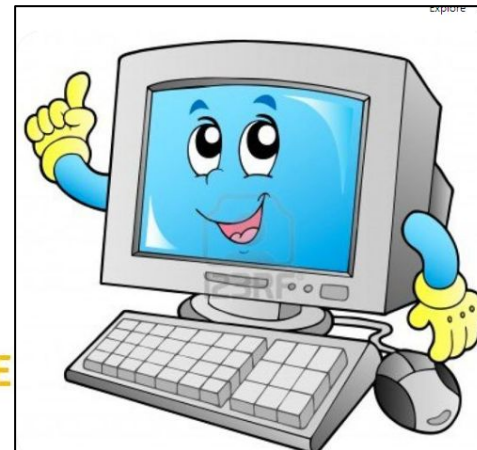




3 Study Space
Monday- Thursday CG13 Week Beginning 25th September
(3:10pm-4:10pm)



COMMUNITY COMPASSION COURAGE



LIENCE





Emotional & Pastoral Support

Mrs L Grimley

Deputy Headteacher

lgrimley@greenford.ealing.sch.uk

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Bullying - what do we do about it?



Bullying is not tolerated at Greenford High School and is tackled in a number of ways - this is what we do:

- We listen and we give support;
- We make it very clear in all our messaging to our community that bullying is not tolerated, for example in PSHCE and assemblies;
- Diversity in all its forms is celebrated;
- Sanctions are issued for those who bully;
- Support is given to those who are victims through mentoring, counselling and other professionals;
- We have designated safe spaces around the school, such as **The Inspire Centre** in B Block and pastoral offices;
- Perpetrators need to take part in mentoring sessions and workshops to help change behaviours;
- If behaviours don't change, the sanctions become more serious.

Please see the school's **Anti-Bullying Policy** for more information, including clear flow-charts for how we deal both victims and perpetrators.

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Helping you support your child



- Continued increased pastoral support for every year group
- Increased Learning Support Department
- Counselling services - 1-1 and a drop-in service
- Mental Health Trailblazers and Clinical Psychologist
- Academic Mentor for key exam years
- Peer mentoring schemes in place
- Pastoral Support Workers and Learning Mentors
- Student Services to support with logistics
- Attendance/Welfare/Child Protection Teams
- More regular information to parents about how you can support, such as online safety and mental health support

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The Child Protection Team



Ms Adhami - Deputy DSL/Mental Health Lead

Ms Sierkowska - CP Officer

Ms Nayyar - Designated Safeguarding Lead



LADO - Natalie Cernuda

Mrs Grimley - CP Officer

Ms Thomas - LAC Co-ordinator

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