

# Year 7

# Information Evening

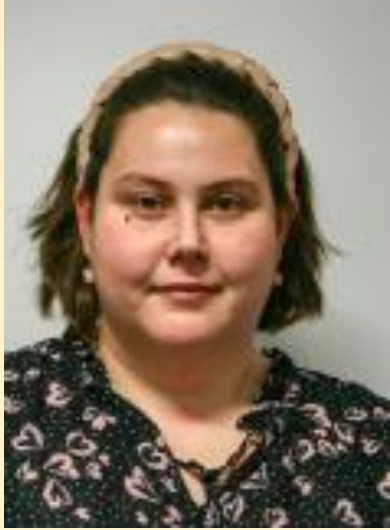


# Information evening

- Pastoral update
- Secondary School Expectations
- Reading
- Teaching and learning
- Attendance and Safeguarding



# Year 7 Pastoral Team



**Pastoral  
Leader**  
Ms Foster



**Assistant  
Pastoral  
Leader**  
Mr Hodgson



**Year Manager**  
Miss Rawnsley



# Checking your child's planner

- Your child's planner is a record of their homework, stamps and negative comments.
- The planner is also the quickest method of communicating with your child's form tutor and teachers using the notes section
- You are required to sign your child's planner at the end of each week.

Hours Points	Total Hours Points	ATL 4 Week	Total ATL 4

Achievement Stamps

Code	Subject & Info	Date	Initial

Notes

Cumulative Attendance	National Average Attendance
	96%

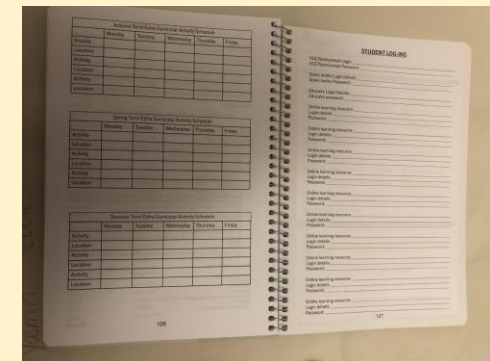
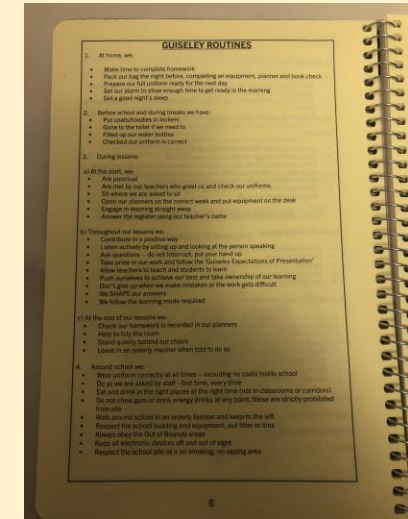
Parent / Care signature: \_\_\_\_\_ Form tutor signature: \_\_\_\_\_

35



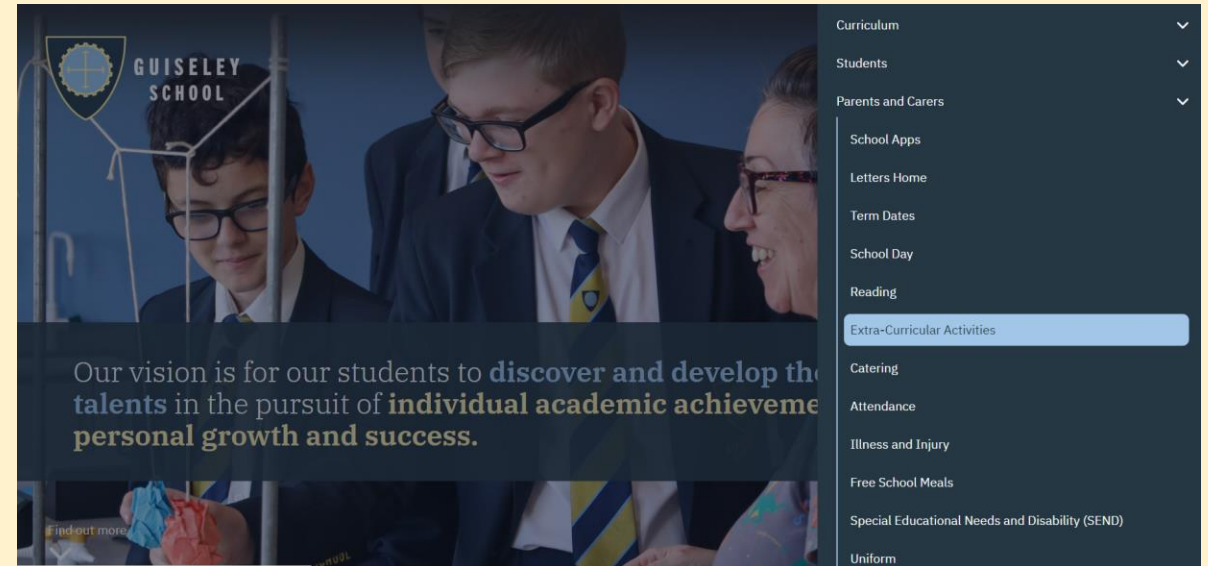
# Developing independence

- Guiseley routines- page 8
- Support with preparation the night before:
  - Check all homework is complete
  - Check bag is packed with all equipment, including planner and exercise books
  - Prepare PE kit if needed
  - Prepare uniform



# Co-Curricular Activities

- We have a range of co-curricular activities.
- Lunchtimes, after school and trips.



# Top tips for starting high school

## Parents/Carers:

- Check your child's planner daily
- Prepare your child the night before
- Encourage your child to attend co-curricular groups
- Any questions or problems get in touch with the team via your child's form tutor



# What next...

Year 7 settling in afternoon

Wednesday 8th November 2023

Contact the pastoral team via [info@guiseleyschool.org.uk](mailto:info@guiseleyschool.org.uk)



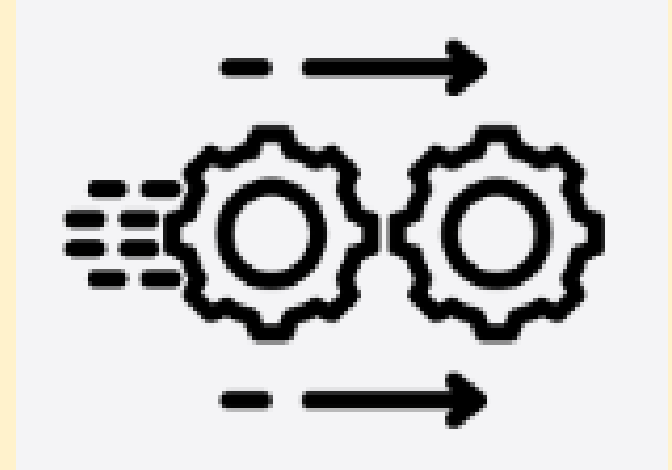


# Secondary School Expectations



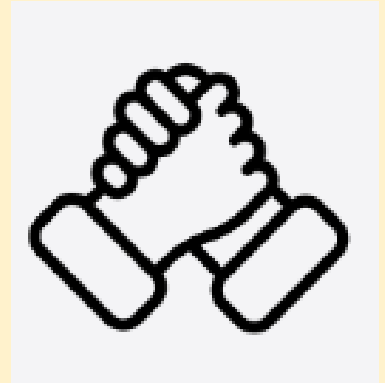
# Expectations at Secondary School

- Attendance
- Punctuality
- Uniform
- Equipment
- Respect
- Attitude to Learning



# Expectations at Guiseley School

- To be the best version of yourself, every day
- High Support
- High Challenge



# Core Values



# Being Guiseley

We are proud to attend Guiseley School. We are proud to be Guiseley:

- We are GUISELEY because we CARE about school, ourselves and each other
- We are GUISELEY because we ASPIRE to be the best person we can be
- We are GUISELEY because we want to GROW as learners, and as people
- We are GUISELEY because we want to SUCCEED and we recognise success in ourselves and others

Guiseley School is proud of our students and proud to serve this community

We want students, families and our community to be proud of Guiseley School

## Being GUISELEY means:

- Wearing our uniform smartly and with pride
- Being a reader and understanding the importance of reading in our lives
- Taking personal responsibility for our decisions at all times
- Showing gratitude to staff, friends, parents and carers
- Contributing to lessons and ensuring our contributions are the best they can be
- SHAPE-ing our answers when a teacher asks a question

Being Guiseley is about developing behaviours, and habits, that will make great citizens

Being Guiseley is about ensuring that Guiseley School is an even nicer place to be.



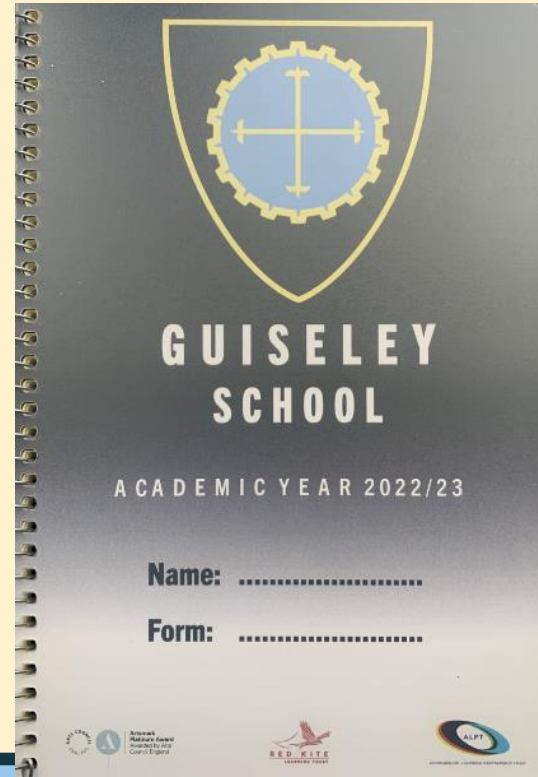
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# Organisation

## School Bag



## Student planner



## Essential Equipment

- Lanyard & card
- Reading book
- Black and green pen
- Pencil
- Ruler
- Exercise books
- PE kit
- Headphones (3.5mm)
- Knowledge Organiser

## Recommended Equipment

- White board pen
- Glue stick
- Pencil crayons
- Small scissors
- Highlighters

# Being Guiseley...

Being Guiseley means wearing your uniform with pride and ensuring your uniform is a reflection of you. Teacher's will ask you if your tie, blazer or shirt is 'Guiseley'... this is what they mean:

## A Guiseley Blazer:

- ✓ Does not have sleeves rolled up

## A Guiseley Tie:

- ✓ covers your shirt buttons
- ✓ Is free from graffiti or tears

## A Guiseley Shirt:

- ✓ Is tucked in
- ✓ Has the top button done up

## Guiseley Shoes:

- ✓ Are smart, plain and black

- **A Guiseley Skirt:**

- Is not rolled up or 'scrunched up' by a hair bobble



# Detentions:

## Organisation:

- Equipment
- Homework

## Behaviour:

- Behaviour
- Uniform
- Punctuality





Clean

slate



# Rewards

- Stamps issued in class
- Clean Slate – 10 house points
- 100% attendance for a week – 5 house points
- Praise phone call
- ‘Being Guiseley’ Praise Messages
- Enjoyment of school
- Increased knowledge
- Certificates
- Postcards
- Badges



## Welcome to Guiseley School Insight.

**Parents:** Log in with the email address you provided to school and the password you were provided in September 2021 (Year 7) or January 2021 (Years 8-13).

**Pupils:** Log in with your school username (not email address) - e.g. bloggsj1



Log in

[Don't know your password?](#)





0

Unread notices



34 pts

Achievements



Less than 90 - Significant Concern  
Between 90 and 94 - Below National Average  
More than 94 - Acceptable

Attendance

Recent behaviours



Friday 16/09/2022  
Being Guiseley  
House Points

6

7Y



Friday 16/09/2022  
Becoming Guiseley  
House Points

9

7Y

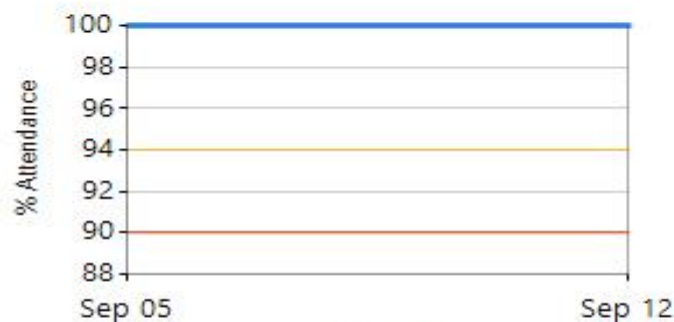


Tuesday 13/09/2022  
Stamps  
House Points

3

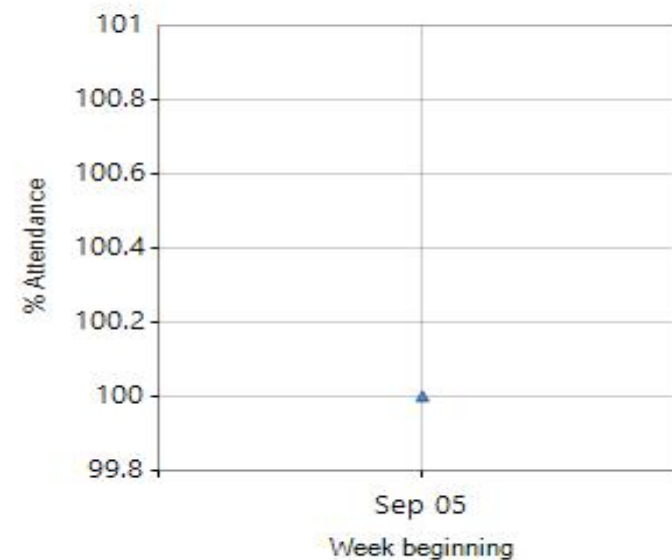
Registration

Cumulative attendance



- Cumulative attendance
- Between 90 and 94 - Below National Average
- Less than 90 - Significant Concern

Attendance this term



# Reading





# Reading at Guiseley School

Reading is part of 'Being Guiseley':

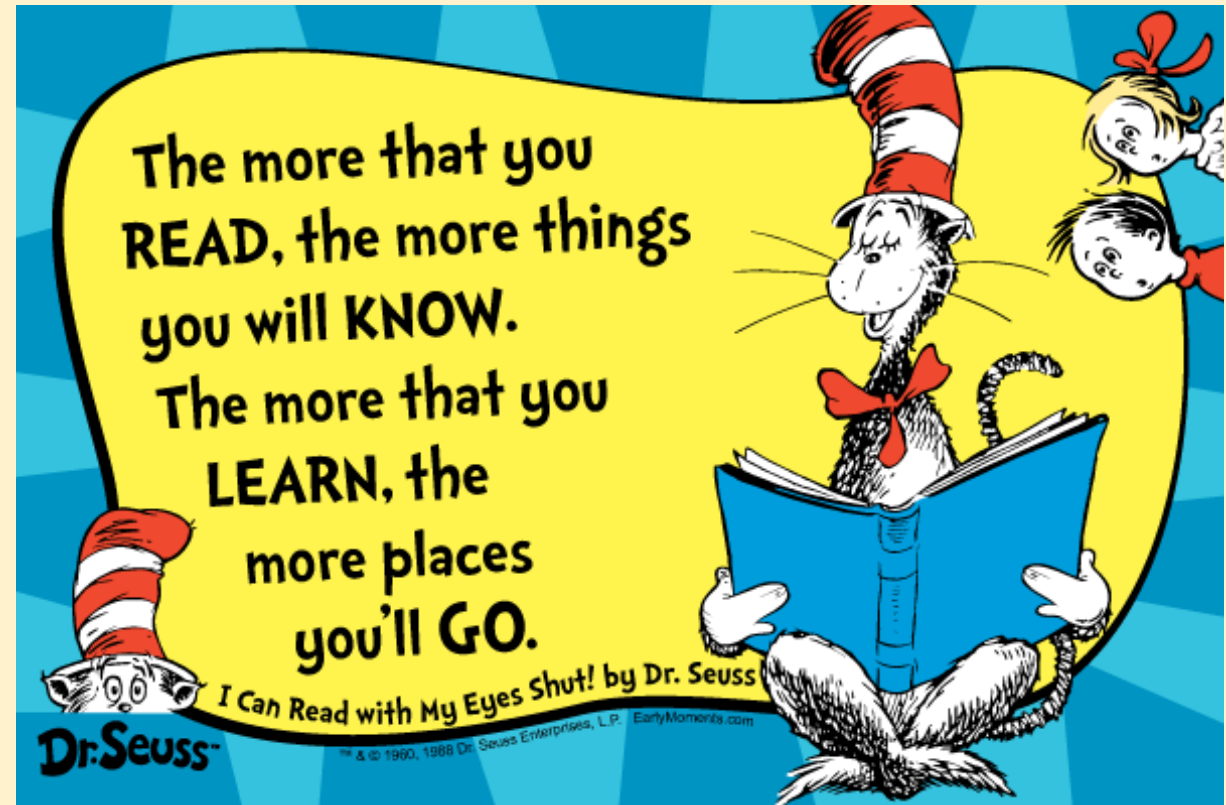
**Being Guiseley means:**

Being a **reader** and understanding the  
**importance of reading** in our lives



# Why is reading so important?

- It improves **academic results**
- It helps students **understand and access difficult texts** inside and outside school
- It widens **vocabulary**
- It helps **mental wellbeing**
- It improves **sleep patterns**
- Learn about other people and **cultures and experiences**



# How do we help students to become 'readers'?

- A reading book is part of the **school equipment** – students should have one with you every day
- Private reading is part of **form time**
- Reading is part of their **homework**
- The **library** is open for all year groups during the week
- We give book **recommendations** to help students choose the right books
- We **celebrate reading success**
  - Our school community read for over 200,000 minutes this holiday as part of the **Guiseley School Summer Reading challenge**
  - Guiseley School's Team won their regional heat in the **Literacy Trust's National Reading Champions Quiz** and came 6<sup>th</sup> in the national final in London
  - Prizes for students who read over **5000 pages**



# Page 17 of the planner

<u>READING RECORD</u>				
Week	Title of Book	Pages	New/Challenging Words	Signed by Parent/ Carer
1				
2				
3				
4				
5				
6				
Total Pages Read This Week:		Total Pages Read Overall:		





# Reading lessons and interventions

- All Year 7 students have one **50 minute reading lesson** a week in English
  - 15 mins in the library
  - 35 mins with a class reader
- Class readers for Year 7 are all **‘epic journeys and quests’**:
  - The Odyssey by Geraldine McCaughrean
  - Treasure Island by Robert Louis Stevenson
  - Life of Pi by Yann Martel
- **Reading tests** have been completed for students to determine any **interventions**
  - Short intervention programmes targeted at needs – phonics, fluency, comprehension
  - We will write to you to let you know if your child is involved in intervention



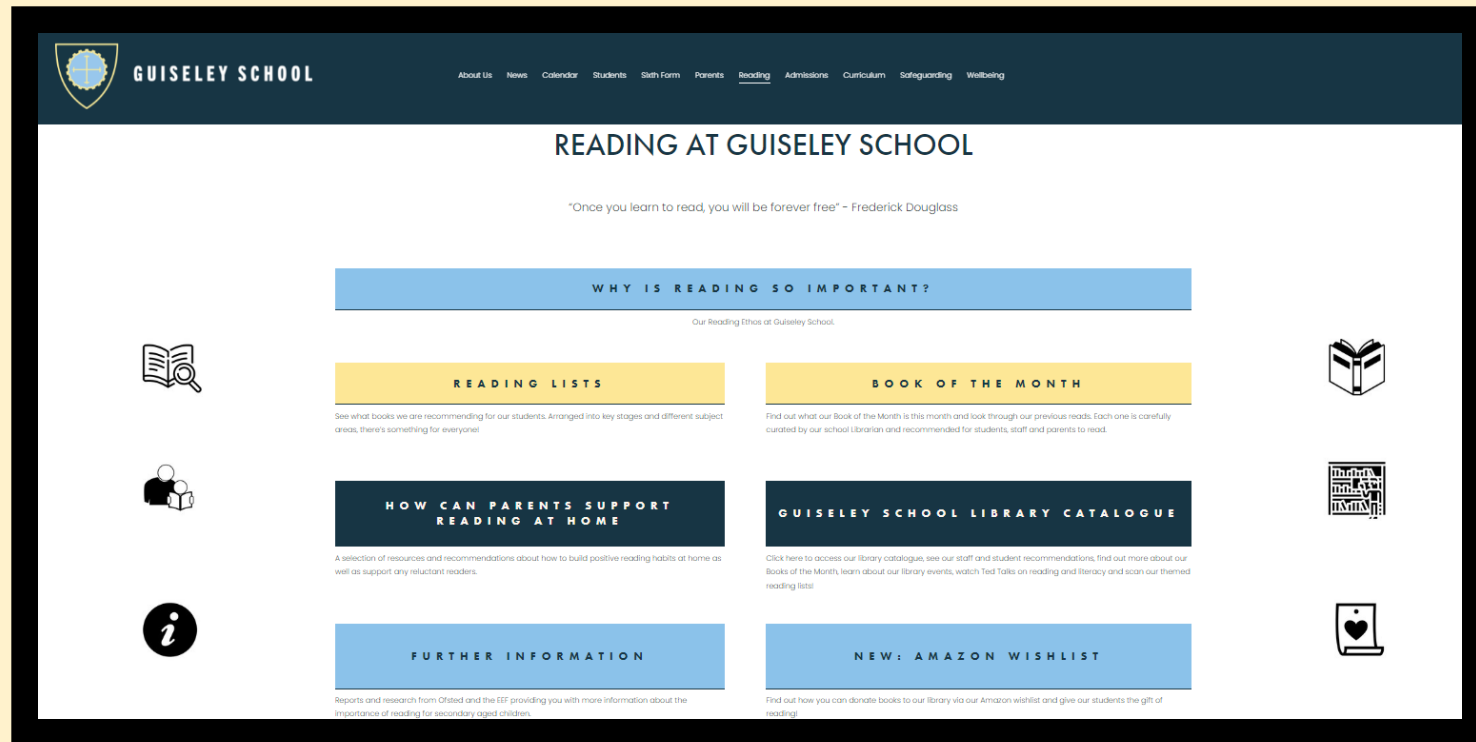
# How help your child's reading at home

- Time and space to read – build **routines**
- **Talk to them** about what they are reading in and out of school
- **Read together**
- Encourage **reading for pleasure** and not just for function
- Audiobooks
- Book of the month
- Book lists



# For more information, book recommendations, access to the library catalogue...

<https://www.guiseleyschool.org.uk/reading>



The screenshot shows the 'READING AT GUISELEY SCHOOL' page. At the top left is the Guiseley School logo and name. A navigation menu includes: About Us, News, Calendar, Students, Sixth Form, Parents, Reading (highlighted), Admissions, Curriculum, Safeguarding, and Wellbeing. The main heading is 'READING AT GUISELEY SCHOOL' with a quote: "Once you learn to read, you will be forever free" - Frederick Douglass. Below this is a blue bar titled 'WHY IS READING SO IMPORTANT?' with the subtext 'Our Reading Ethos at Guiseley School'. The page is organized into a grid of six content blocks, each with an icon on the left and a title bar at the top. The blocks are: 1. 'READING LISTS' (yellow bar) with an icon of an open book and magnifying glass; 2. 'BOOK OF THE MONTH' (yellow bar) with an icon of an open book; 3. 'HOW CAN PARENTS SUPPORT READING AT HOME' (dark blue bar) with an icon of a family; 4. 'GUISELEY SCHOOL LIBRARY CATALOGUE' (dark blue bar) with an icon of a library building; 5. 'FURTHER INFORMATION' (light blue bar) with an information icon; 6. 'NEW: AMAZON WISHLIST' (light blue bar) with an icon of a book with a heart. Each block contains a short paragraph of text.

**WHY IS READING SO IMPORTANT?**  
Our Reading Ethos at Guiseley School.

**READING LISTS**  
See what books we are recommending for our students. Arranged into key stages and different subject areas, there's something for everyone!

**BOOK OF THE MONTH**  
Find out what our Book of the Month is this month and look through our previous reads. Each one is carefully curated by our school librarian and recommended for students, staff and parents to read.

**HOW CAN PARENTS SUPPORT READING AT HOME**  
A selection of resources and recommendations about how to build positive reading habits at home as well as support any reluctant readers.

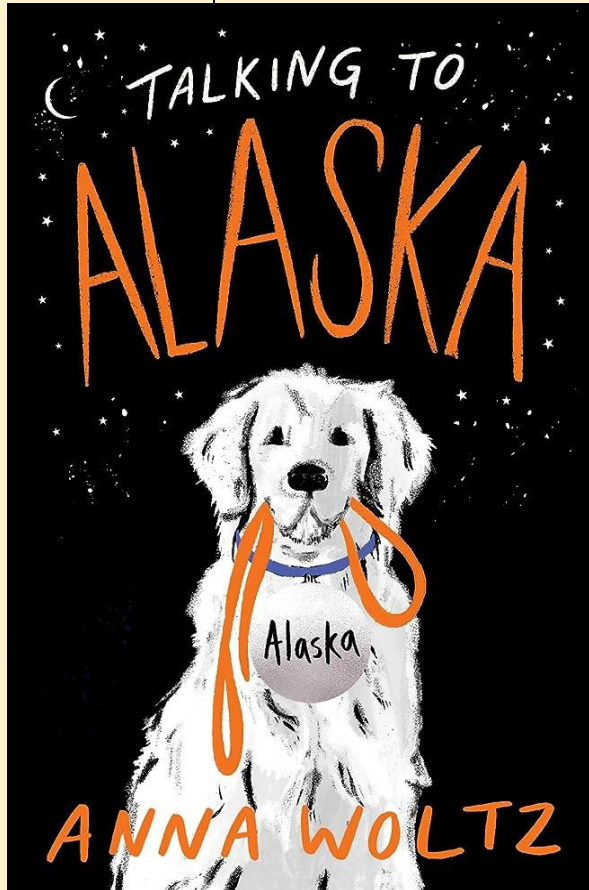
**GUISELEY SCHOOL LIBRARY CATALOGUE**  
Click here to access our library catalogue, see our staff and student recommendations, find out more about our Books of the Month, learn about our library events, watch Ted Talks on reading and literacy and scan our themed reading list!

**FURTHER INFORMATION**  
Reports and research from Ofsted and the EEF providing you with more information about the importance of reading for secondary aged children.

**NEW: AMAZON WISHLIST**  
Find out how you can donate books to our library via our Amazon wishlist and give our students the gift of reading!

# Guiseley School's Book of the Month for September:

## 'Talking to Alaska' by Anna Woltz



- To celebrate **International Translation Day** on the 30th September, '**Talking to Alaska**' by Anna Woltz has been selected as this month's Book of the Month.
- It only takes one day at their new school for **Parker and Sven** to become **mortal enemies**.
- Parker's had a terrible summer and just **wants to be invisible**, while Sven is desperate to **make an impression** and be known as anything other than 'that kid with epilepsy.'
- When Parker discovers her **beloved dog Alaska** – who she had to give away last year – now belongs to Sven, she's determined to **steal her back**. Of course, that's much easier said than done...



# Teaching and Learning





# EIGHT PRINCIPLES OF

## Have great starts

Students line up in silence outside the classroom.

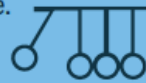
Meet and greet our students at the door because we care how they are.

Silent entry.

Memory recall quiz.

Use positive framing to shape your classroom - narrate high expectations because we aspire to establish a calm and engaging academic learning environment.

Great teachers conjure momentum by challenging students to shape their contributions and narrating how they can improve.



## Be Guiseley

## Share the big picture



Great teachers understand the curriculum sequence and share how this lesson fits into the learning journey.

Great teachers begin new learning by using engaging and motivating techniques.

Great teachers have deep, fluent and flexible knowledge of the content they are teaching.

Great teachers craft clear and concise explanations which make the abstract concrete.



## Expert Explanations

## Guided practice



Great teachers provide the appropriate structuring by carefully sequencing tasks. They use scaffolding and supports, such as modelling/using a visualiser to make learning accessible for all.

Supports are then carefully removed.

Students are given tasks which help to embed their knowledge. Tasks will require students to practice until they are successful.

Tasks will progressively activate harder thinking.



We set home learning tasks which consolidate and check learning.

## Independent practice

## Dynamic feedback



Great teachers use questions and dialogue to promote elaboration and connected, flexible thinking among learners.

Students shape their responses. Teachers monitor work carefully between key assessments using book looks and by circulating during the lesson.

We want our students to grow into responsible self aware young people, so we celebrate students who work hard, learn from mistakes and demonstrate the characteristics of Being Guiseley.

We celebrate the many successes of our students.

## Celebrate Guiseley





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# Learning Modes

1

## Focused Listening



- *Sit up.*
- *Focus on the teacher.*
- *Do not talk.*
- *Listen carefully, hands on desks.*
- *Put your hand up if you have a question.*

2

## Polite Partners



- *Talk quietly (confidential whisper) only to the person next to us.*
- *Remain focused on the task.*

3

## Collaborative Groupwork



- *Carry out your role to the best of your ability.*
- *Remain focused on the task.*
- *Complete the task on time.*
- *Talk quietly.*

4

## Silent Independent Work



- *Work in silence.*
- *Remain focused on the task.*
- *Give 100% effort.*



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How does this link to previous learning?

Components of an ecosystem

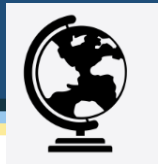
Today's title:  
**How does change affect an ecosystem?**

Key Questions:

- How can **change** affect different components of a local ecosystem
  - What is the **Otley Chevin** ecosystem like?

Where will we use this again?

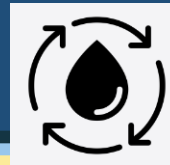
Global ecosystems



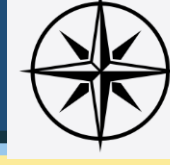
Locational knowledge



Place knowledge

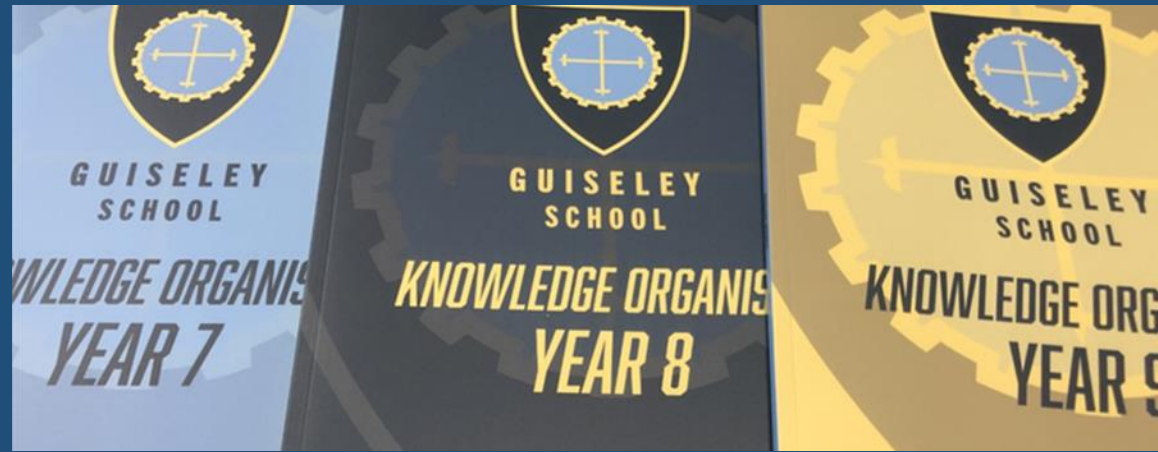


Geographical processes



Geographical skills





# Knowledge Organisers



**Threshold Concepts in Science**

Characteristics of life.

All living things are made of cells.

Cells are adapted to their role

**Characteristics of Life**

M	Movement
R	Respiration
S	Sensitivity - sensing their environment
G	Growth
R	Reproduction
E	Excretion - getting rid of wastes
N	Nutrition - Feeding/absorbing nutrients

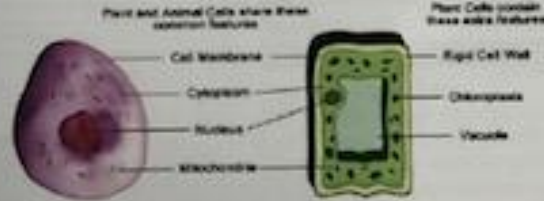
**Animal and Plant cells**

**Cells**

Cells are the building blocks of all living organisms

Animal Cell

Plant Cell



**Parts of the cell**

Organelle	Definition
Cell wall	Made of cellulose, which supports the cell
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Nucleus	Contains genetic information and controls what happens inside the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Mitochondria	Where most respiration reactions happen
Chloroplast	Where photosynthesis happens

**Specialist Cells**

**Specialised cells**

Specialised cells are found in multicellular organisms. Each specialised cell has a particular function within the organism.

Type of cell	Function	Special features
<b>Animal cells</b>		
Red blood cells	To carry oxygen	<ul style="list-style-type: none"> <li>Large surface area, for oxygen to pass through</li> <li>Carries haemoglobin, which gives red colour</li> <li>Contains no nucleus</li> </ul>
Neurone cells	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> <li>Long</li> <li>Connections at each end</li> <li>Can carry electrical signals</li> </ul>
Male reproductive cell (sperm cell)	To reach female cell and join with it	<ul style="list-style-type: none"> <li>Long tail for swimming</li> <li>Head for getting into the female cell</li> </ul>
Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"> <li>Large surface area</li> </ul>
<b>Plant cells</b>		
Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> <li>Large surface area</li> <li>Lots of chloroplasts</li> </ul>

**Unicellular Organisms**

Some organisms are only made of a single cell, these are called unicellular organisms. All the processes needed for the organism to survive happen in that one, single cell. There are no tissues, organs or organ systems. Unicellular organisms often have structural adaptations to help them survive.

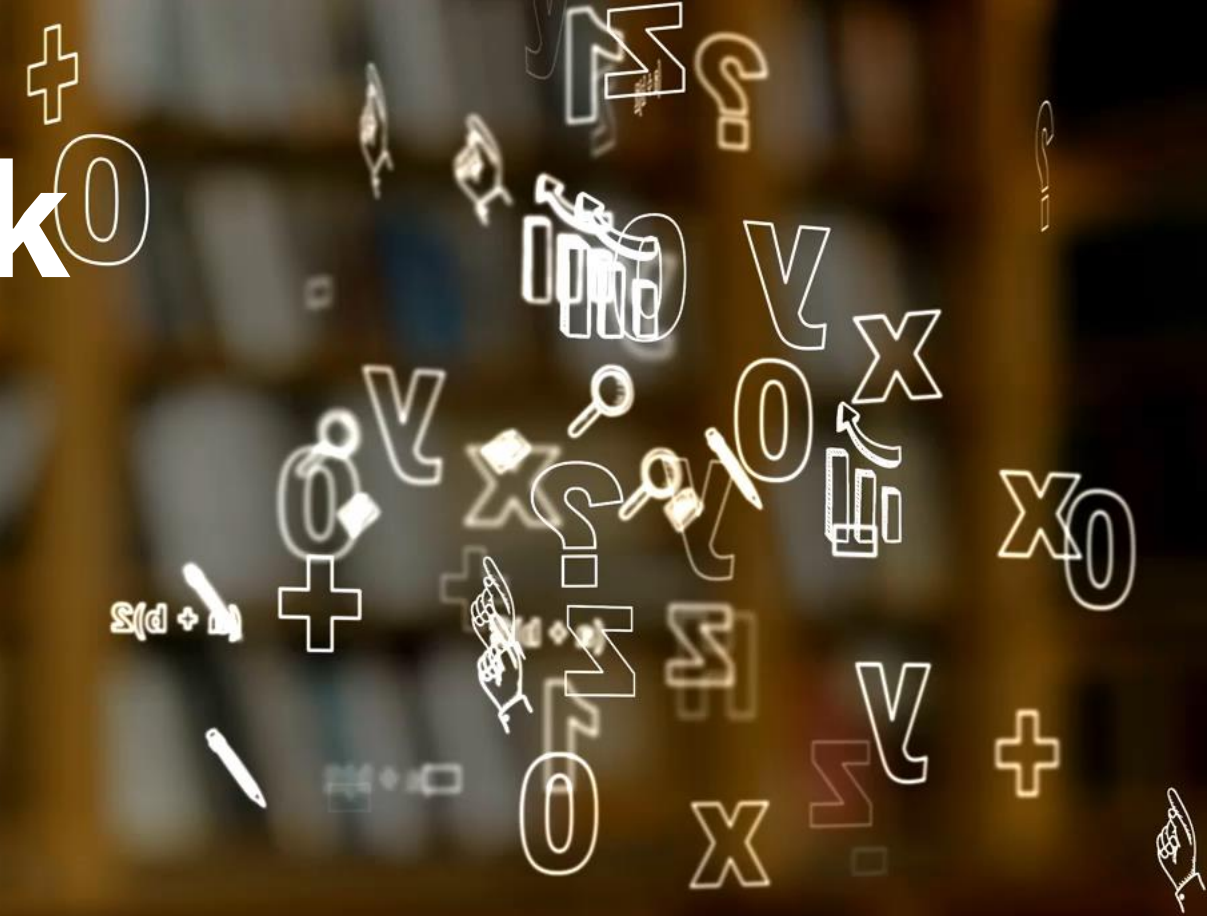


# Assessment Weeks

	<b>Assessment Week 1</b>	<b>Assessment Week 2</b>
<b>Year 7</b>	15 <sup>th</sup> – 19 <sup>th</sup> January 2024	17 <sup>th</sup> June – 21 <sup>st</sup> June 2024
<b>Year 8</b>	27 <sup>th</sup> November – 1 <sup>st</sup> December 2023	22 <sup>nd</sup> April – 26 <sup>th</sup> April, 2024
<b>Year 9</b>	15 <sup>th</sup> – 19 <sup>th</sup> January 2024	17 <sup>th</sup> June – 21 <sup>st</sup> June 2024



# Homework<sup>0</sup>



# What does homework look like?

- 15 minutes dedicated to reading every day
- Approximately 30 minutes on the homework set for that day
- Approximately 30 minutes reviewing the knowledge organisers and memorising core content.





# How do I know what they are supposed to do and when?

## Year 7 Homework Schedule



Year 7 students are expected to complete 75 minutes of homework per evening. 15 Minutes should be dedicated to reading, 30 minutes should be allocated to the timetabled subject slot (see below). Where there is only one subject slot 30 minutes should be allocated to memorisation of core content found on the knowledge organisers. Where homework is not set for a subject, please allocate 30 minutes to memorising content from the knowledge organisers for that subject.

Form Group	Monday	Tuesday	Wednesday	Thursday	Friday
R	Maths	MFL	History & Geography	English	Science
B	Maths	History & MFL	Science	English	Geography
G	Maths	MFL	History & Science	English	Geography
T	Maths	MFL	History	English	Geography & Science

Form Group	Monday	Tuesday	Wednesday	Thursday	Friday
Y	Maths	English	History	Science	Geography & MFL
P	Maths	English & History	Geography	Science	MFL
W	Maths	English & History	MFL	Science	Geography
M	Maths	English & History	Geography	Science	MFL



# Homework Club

- Everyday from 3 – 4pm in F111





**What if my child  
tells me they  
don't have any  
homework?**



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SCHOOL**

***KNOWLEDGE ORGANISER  
YEAR 7***

**ACADEMIC YEAR 2023-24**

# We can't login to Sparx or Educake or Carousel

- Email [info@guiseleyschool.org.uk](mailto:info@guiseleyschool.org.uk)



# Questions about homework

- Email [info@guiseleyschool.org.uk](mailto:info@guiseleyschool.org.uk)



# Attendance & Safeguarding

Paul Carney  
26/9/23



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# Attendance nudge...

The table below shows the direct relationship between levels of attendance and levels of achievement:

Attendance Group	Average Grade (Attainment)	Average Score (Value Added)
95% +	6.1	+0.9
90 – 95%	5.2	+0.4
80 – 90%	4.0	-0.3
< 80%	3.0	-1.5

So while the relationship between attendance and performance is clear, the reasons may be less obvious. Where students have higher levels of absence they might find:

- They have **missed crucial knowledge** or skills that have been taught
- The next part of the **curriculum makes less sense**, or they find it harder to learn
- They have **less opportunity to practise** what has been taught



# Meet the Team: Safeguarding



Paul Carney,  
Deputy  
Headteacher /  
Designated  
Safeguarding  
Lead



Jo Welbourne,  
Deputy  
Designated  
Safeguarding  
Lead

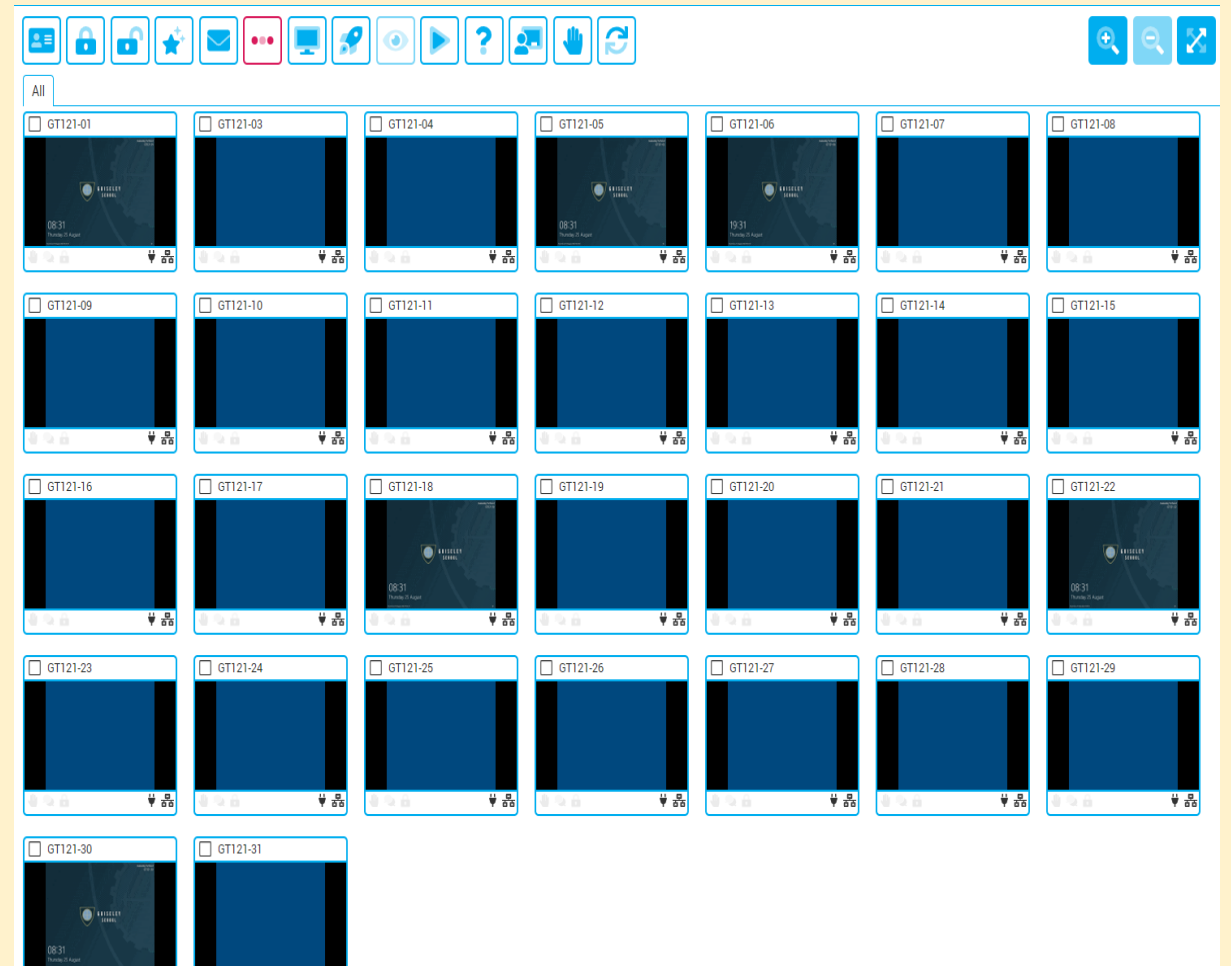


Roseanne  
Millington  
  
Wellbeing  
Lead



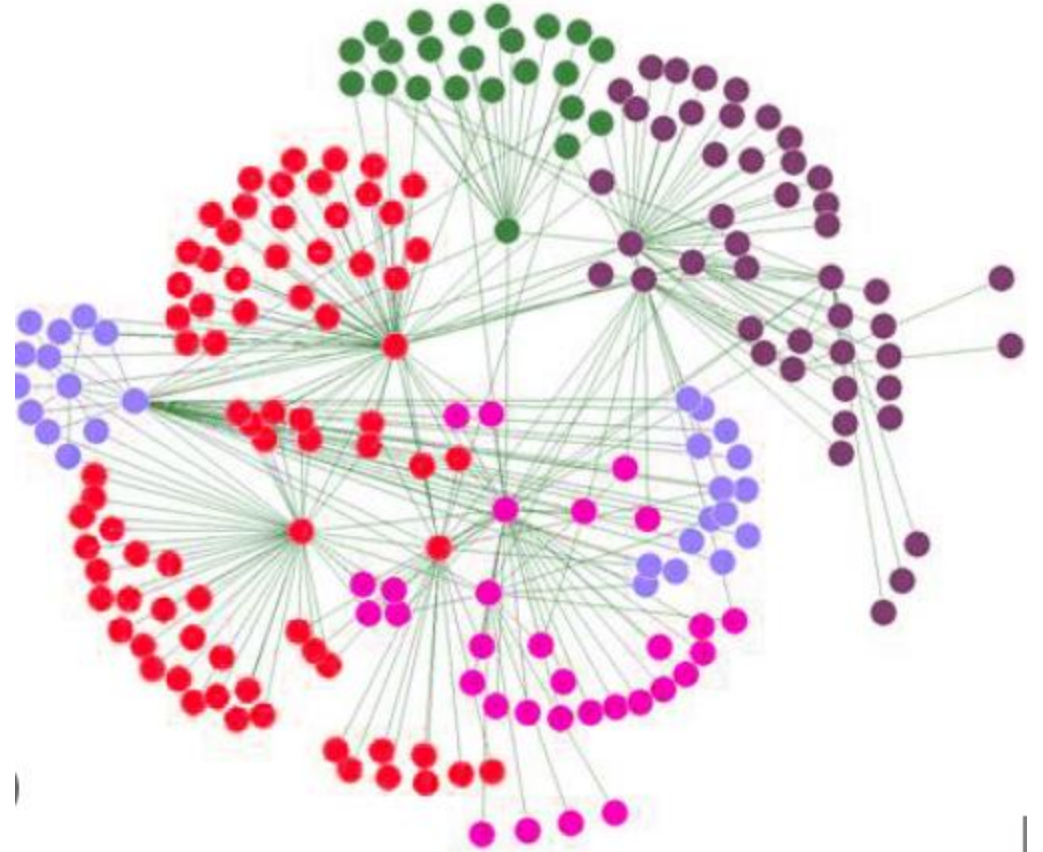
# Online Safety - Classroom Cloud

- All school computers **and** school systems are monitored by Class Cloud
- Alerts will arrive centrally and teachers / safeguarding teams are notified



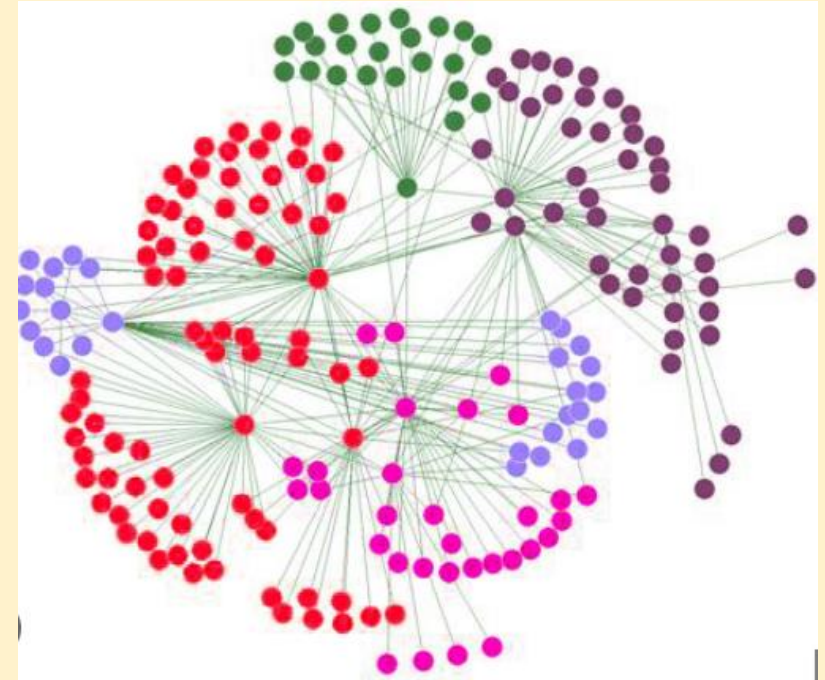


# Online Safety: Year 7



# Social Networking...

- **Minimum** age recommendation:
  - Facebook: 13
  - Instagram: 13
  - Snapchat: 13
  - Tiktok: 13
  - Whatsapp: 14
- We don't expect Year 7 students to have social media accounts...
- But where they do we have to be prepared to teach our children how to stay safe...



# Advice for parents...



- Mobile phones are a significant safeguarding risk to children
- Socials media is the single biggest source of bullying
- Don't be afraid to monitor, block, unfriend and remove
- Friend your child – see what they are sharing with the world



# Advice for parents:

- Limit screen time
- Befriend your child
- Know who they are friends with...
- Monitor their socials...
- Monitor their photos / videos...
- Monitor their deleted files...
- Be wary of devices in the bedroom

Some useful links:

- <https://saferinternet.org.uk/>
- [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- <https://www.ceop.police.uk/Safety-Centre/>

