



PARENTAL ENGAGEMENT A Guide for Year 7 Parents



ORMISTON
SWB
ACADEMY

What the research tells us

“The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement.” (Goodall and Vorhaus, 2011).

“Research consistently shows that what parents do with their children at home through the age range, is much more significant than any other factor open to educational influence” (Desforges and Abouchar, 2003).

Essentially, it is what a parent does with their child, rather than who they are, that makes the difference (Goodall and Vorhaus, 2011).

At SWB we promise a safe environment for your child and quality first teaching. However any school can only do so much. Parental engagement in the education of a child has long been proven to be pivotal in their success.



PRACTICAL POINTS for parents

You don't need to be a subject expert to support your child's learning:

Research shows that parents and carers really worry about being able to 'keep up' with what their child is learning and won't be able to support their learning at home. However, you don't need to have subject expertise to support your child with their learning! Some of the most useful things you can do are: helping your child organise their time and putting a plan together for completing homework or for studying; supporting and encouraging your child to complete their school work, homework or exam revision.

How parents can support their child

- Download class charts and monitor homework
- Give your child a quiet space to do their homework
- Encourage your child to get into a routine with homework and not leave it all to the last minute.
- Help your child compile a revision timetable for exams



How the academy will help

- All students have homework set on class charts – please see this booklet for how to access this information.
- There is a dedicated homework club for students who do not have a quiet space for doing their homework at home. (See enrichment timetable for details.)

General support and encouragement:



Research shows that children who speak to their parents about films, books, music, television shows, and current affairs develop effective skills to summarise the information they have acquired through reading, develop informed opinions, and develop critical thinking skills. Conversations that support effective learning don't have to be about learning! Research shows that what teenagers value the most is their parents and carers showing an interest in their education, and supporting and encouraging them to do their best. You don't need to be a subject expert or have a PhD to be able to support them in this way. The academy runs a CORE programme throughout the year. An overview is below.

Year 7 Core Lesson Curriculum Overview – Believe

Autumn Term
Starting as you mean to go on

Unit: Defining our community

Focus: Students understand the importance of community (wider community and academy community) in shaping all aspects of our development and well-being

- What is a community?
- Multiculturalism and its importance
- Equality and Equity
- Better community communication
- Getting to grips with our SWB community
- Proud to be SWB
- The road ahead- Growth and Reflection

Spring Term
Expressing myself effectively

Unit: The Facts about Family

Focus: Students can reflect on both conventional and modern variations on the family unit

- Family relationships and their contribution to happiness
- Marriage: From the legal to the loving
- Other meaningful relationships
- The traits of positive family relationships
- Responsible parenting
- When families go wrong and help is needed

Summer Term
Making Good Decisions

Unit: Careers- Step Up

Focus: To ensure all students have a clear idea about how their skills, interests and experiences can shape career choices

- Changes in my life: Barriers, opportunities and achievements
- Identifying my support network- Key staff and influences
- Kudos Session
- Job roles, personal qualities and skills for life
- Me, my learning style and my creativity
- Changes to the world of work
- Thinking ahead- Reviewing learning and target setting

Year 7– Believe

Essential Knowledge and Skills development throughout the year

Autumn Term A

Starting as you mean to go on

Knowledge

- To define what is meant by 'community'
- To define what is meant by 'multiculturalism'
- To identify what ensures community cohesion
- To identify what barriers exist in our communities and why
- To recap on British Values and their importance in communities
- To know about the Equality Act
- To understand what is meant by 'protected characteristics'
- To explore the demographic profile of SWB Academy
- To define what is meant by value and what we value about our academy community
- To identify the strengths and areas for improvement in our community
- To decide how we can actively nurture our academy community

Skills

- Offering reasoned opinions
- Building on the opinions of others
- Offering a thoughtful counterargument
- Using anecdotal evidence to support arguments
- Leading on group discussions
- Showing empathy
- Developing emotional intelligence
- Being able to reflect on personal choices
- Academy community SWOT analysis
- Prioritising community actions

Year 7– Believe

Essential Knowledge and Skills development throughout the year

Spring Term A

Expressing myself effectively

Knowledge

- I can identify different family relationships and how that impacts on my own life
- Understand the different ways in which people in love show it
- Know the difference between civil partnership and marriage
- What are the different ways to show affection towards someone else?
- To understand the different levels of affection i.e. friendship, love
- To be able to identify the traits of a positive relationship within the family
- To be able to determine what responsible parenting is
- To understand that each family is unique and know that different levels of support are required.

Skills

- Respect for others
- Empathy
- To develop a non-judgmental attitude
- Developing maturity
- Improves student resilience
- Begin to think about different outcomes of the choices people make with regard to attitudes to others relationships.
- Begin to consider how others may develop feelings for others in adolescents.
- Debate your different ideas in the classroom considering real life experiences of peers.
- Begin to explore the real-life relationships that we can identify with.
- Being open minded
- Self esteem
- Self confidence
- Answering sentences in full sentences
- Showing kindness
- Respect for others

Year 7– Believe

Essential Knowledge and Skills development throughout the year

Summer Term A Making Good Decisions

Knowledge

- To identify barriers in life and know how to recognise 'success'
- To be able to identify all key staff across the academy who can support their career journey and their locations
- To be familiar with Kudos software and how to use it to source career options
- To know the difference between 'interpersonal' and 'intrapersonal' skills
- To understand what is meant by 'life skills' and be able to quantify these
- To identify my own learning style and assess my levels of creativity
- To understand what is meant by 'labour force; and the changing world of work
- To set meaningful smart targets for the academic year ahead

Skills

- Developing paired and group discussion skills
- Developing IT software skills (Kudos)
- Research skills
- Prioritisation
- Self-Reflection
- Target- Setting

Year 7– Believe

Essential Knowledge and Skills development throughout the year

Autumn Term B

Starting as you mean to go on

Knowledge

- To define kindness and how it is demonstrated
- To understand the impact kindness can have on an individual and communities
- To define bullying and what it shows about kindness
- To define the different types of bullying and the impact of negative comments
- Understand the different levels of harm we can cause ourselves and others
- To explore real life scenarios and explore the choices that are available (what would you do)
-

Skills

- Self Confidence.
- Self Esteem.
- Communication skills
- Researching
- Answering questions using full sentences
- Showing kindness
- Independence
- Humility
- To be able to be effective through the participation in teamwork.
- Prioritising tasks to be able to meet deadlines.
- To make a conscious effort to build self-confidence and self esteem

Year 7– Believe

Essential Knowledge and Skills development throughout the year

Spring Term B

Expressing myself effectively

Knowledge

- Define what puberty is
- Understand what personal relationships are and how these may change when we go through puberty
- What is a gender stereotype?
- Define Puberty
- Define and understand Conception and Reproduction in its basic form.
- To explore the personal relationships and Puberty of people of all ages.
- To understand what is meant by Gender Stereotypes
- To understand Healthy Relationships
- To be able to identify and Recognising Risk
- To understand the changes that our bodies will go through over the coming years
- Understand what personal relationships are and how these may change when we go through puberty
- What is a gender stereotype? And the impact it can have on good working and personal relationships.

Skills

- Being open minded
- Self esteem
- Self confidence
- Humility
- Showing kindness
- Answering sentences in full sentences
- Showing kindness
- Respect for others
- To show empathy and put yourself in other situations
- To develop a non-judgemental attitude
- Developing maturity
- To show and develop Independence and
- Resilience

Year 7– Believe

Essential Knowledge and Skills development throughout the year

Summer Term B Making Good Decisions

Knowledge

- Define “balanced diet”
- Why is it so important to have a balanced diet?
- Describe the effects of drug taking
- Describe the risks involved in solvent abuse
- Describe the risks involved in drinking alcohol
- Why is it so important to have a balanced diet?
- How many types of eating disorders can you think of?
- Understand the meaning of negative self-perception
- To understand the effects of eating disorders
- Why do we need a balanced diet?
- What are the 5 food groups?
- How many types of eating disorders can you think of?
- Understand the meaning of negative self-perception

Skills

- describe the effects of drug taking
- describe the risks involved in solvent abuse
- describe the risks involved in drinking alcohol
- participate in group discussing about the effects of drinking
- Define eating disorders such as obesity and anorexia
- Write down 3 negative aspects of drinking alcohol
- effects of solvent abuse

How parents can support their child

Discussing these ideas with your child during the course of the year strengthen the key messages we promote.

Attendance

Research shows that ensuring that their child attends and is on time to school is one of the most important things that parents can do to support achievement in learning. This sends a consistent message to the child about how important school is to their future and how much the parent values learning.

How parents can support their child

- Aim for 96% attendance across the calendar year
- Organise dental and medical appointments out of school hours where possible
- Encourage your child to be on time for school, help with organisation is invaluable.
- Contact the school via parent mail or the absence line asap if your child is too ill to attend school.

Reading

Supporting your child to build and maintain the habit of reading:

Building and maintaining the habit of reading is as important at secondary school as it is in the primary school. One of the most effective things you can do to support your child's reading is to show them how much you value it yourself. The best way to do this is to make sure they see you reading and by taking an interest in what they are reading by asking them specific questions about the book.

How the academy will help

At SWB, KS3 students engage in a weekly reading lesson as part of the English curriculum. Following an initial reading test, students are enrolled onto 'Accelerated Reader'; a programme that supports and monitors students' reading progress. The reading test also generates individual reading recommendations to suggest "just-right" titles to ensure students are reading texts appropriate to their age and ability. Each student will select an appropriate book from our library to read both within their reading lessons and at home. It is expected that students read for 10-20 minutes every day.

How parents can support their child

Parents and carers are encouraged to engage with their child's reading by reading with them at least once a week and signing their reading log book.

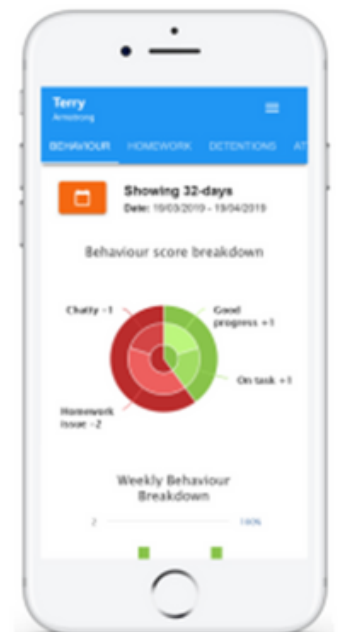


What is Class Charts for parents?

Depending on how your school has set up our system, you will be able to use Class Charts to keep track of your child's [behaviour](#), view [attendance](#) records, access their weekly [timetable](#), view assigned [homework](#) tasks, track scheduled [detentions](#), create [wellbeing](#) submissions and view announcements from their school.

If you have more than one child, you can access Class Charts information about your children from a single, centralised parent account.

Class Charts for parents can be accessed via our [website](#), or through our [iOS](#) and [Android](#) apps.



You should have received a [Parent code](#) from your school, which will look similar to the example code shown on the right.

This code is used to set up your [Class Charts parent account](#), which is covered on the next page.

ABC123

Signing up to Class Charts

1. Select [Sign up](#) from the main page and fill in the form provided. Enter your [parent code](#) into the [Access code](#) field.

Please note: Your Access Code is *not* the same as your password. The access code is only needed for the initial sign up.

LOG IN **SIGN UP**

Email address
example@edukey.co.uk

Access code (provided by school)
ABC123

Name
Example parent

Password

Retype password

2. Click on the [Sign up](#) button below the form.



3. Confirm the pupil's date of birth when prompted. Click on the [Date of Birth](#) field and use the date picker to enter the correct date.

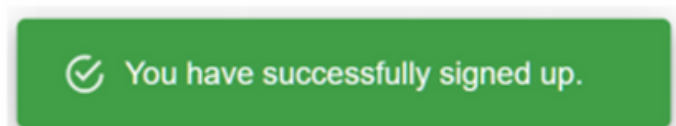
Date of birth confirmation

To confirm you are the parent / guardian, please enter your child's date of birth.

Date of Birth
06/04/2007

[OK](#) [CANCEL](#)

4. A [confirmation message](#) will appear, indicating that the sign up process is complete. [Verify](#) your email address to continue.

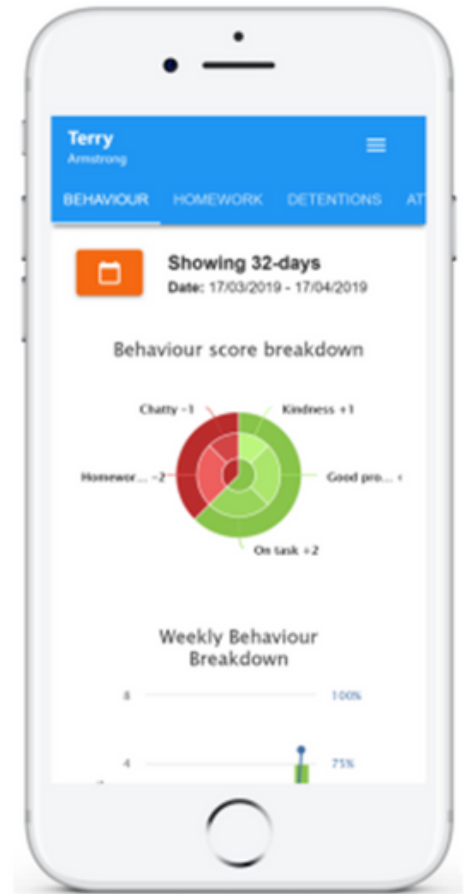


Behaviour

If your school has decided to share behaviour information with parents, you will see the **Behaviour** tab when viewing pupils from that school.

Selecting this tab will display multiple graphs which represent an overview of your child's **achievement** and **behaviour** data within a **customisable timeframe**.

By default, the displayed date range is **31 days**. To view a different range of behaviour data, click on the **Date** button to select from the available presets or create your own custom date range.



Thursday 11 July

+1 Terry Armstrong
Reading awarded by Mr B Butterfield in 10A/Ar1.
09:20

-1 Terry Armstrong
Off task awarded by Mr B Butterfield in 10A/Ar1.
Disrupting the lesson
09:00

Below these graphs you can find a list of behaviour activity relating to your child. These display the **behaviour** that was awarded, **when** it was awarded, **who** awarded the behaviour, the **lesson** the behaviour was awarded in, and how many **points** the award is worth.

The level of detail within each behaviour award depends on the settings that your school has enabled.

Homework

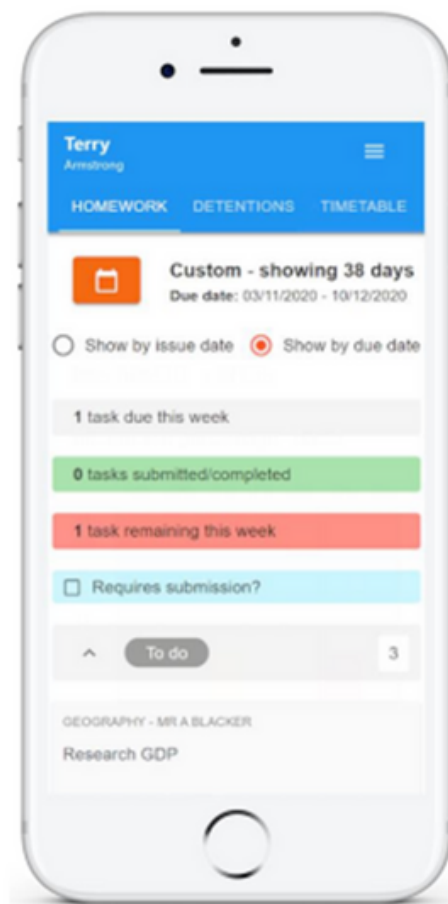
If your school has decided to share homework tasks with parents, you will see the [Homework](#) tab when viewing pupils from that school.

Selecting this tab will display a list of [homework tasks](#) which your child has been assigned to.

To change the date range for displayed homework tasks, click on the [Date](#) button to select from the available presets or create your own custom date range.

To display tasks in the order they were set, click on the [Issue Date](#) button

To display tasks in the order they are expected to be handed in, click on the [Due date](#) button.



To view a homework task in more detail, click on the [expand](#) icon in the bottom right hand corner of the homework tile.

A popup will appear that contains the a [description](#) of the homework task, the [estimated completion time](#) and any [links](#) or [attachments](#) that may have been included.



To do ×

Research GDP
GEOGRAPHY - 8F/GG - MR A BLACKER

Type: Blended Learning
Issue date: Monday 09/11/2020
Due date: Wednesday 11/11/2020
Estimated completion time: 1 hours

Please write a short paragraph on what GDP is and how it is used.



Enrichment

The academy offers a wide range of enrichment activities. The current offer is shown below. Please note that the offer is regularly revised and updated so may change throughout the course of the year.

How parents can support their child

Supporting your child to make the most of the extracurricular opportunities open to them will enrich their time at the school and allow them to develop essential life skills outside of the classroom environment.

As of October 2022, the following clubs are available from 2.45. Please see the relevant departments for more information on joining a club.

Homework Club (Years 7-10 and SEND Support)

Girls Football (all years)

KS3, 4 and 5 Football

KS3 & 4 Badminton

Rugby (all years)

Fitness suite

Dance (all years)

Fun Football (all years)

Basketball

Netball

Science Club

STEM Club

KS3 & 4 Art and Crafts

KS3 Keyboard Club

Singing Club (all years)





Supporting our Year Seven Students with SEND

Should you have any concerns or any areas that you wish to discuss relating to SEND please see the contacts below:

Miss Austin

SENDCO: Operations, policies and practice Teacher of Health and Social Care
saustin@oswba.co.uk

Miss Kiely

SENDCO: Champion of SEND, Teaching and Learning. Teacher of Maths
jkiely@oswba.co.uk

Miss Woodbine

Vice Principal, Safeguarding (DSL) Pastoral Lead and Executive SENDCO
swoodbine@oswba.co.uk

Useful Documents on our school website:

Here at the Academy, we pride ourselves on the inclusive quality first teaching approach that we implement for all learners.

Within the learning brochure, you will be able to find out some further information on the team that work closely with SEND Students here at the Academy. We currently have three full time HLTAs and eight full time TAs working within the SEND Department

You can also access a copy of our SEND Information report on our school website

Accessing Information regarding your child's needs and the strategies in place to support

All of our SEND students have a bespoke Learning Plan that is accessed by teaching staff and can be accessed by Parents/ Guardians.

All staff have access to the information in student learning plans and this informs our Quality First Teaching.

Parental Access is available via Provision Mapping

Access Codes will be emailed directly to Parents

If you have any queries please contact: saustin@oswba.co.uk