



Year 7 Parent Briefing

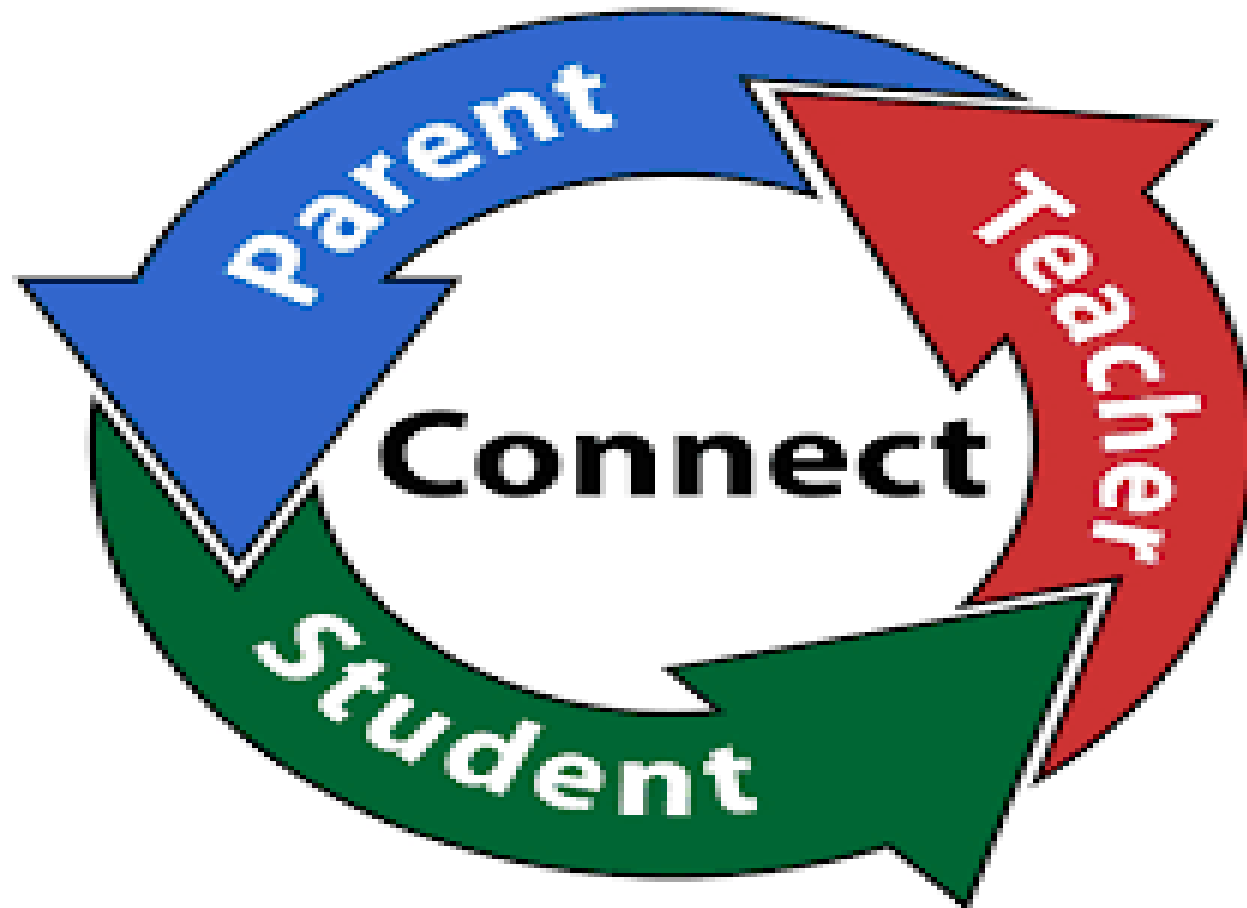
Welcome to ICHS
September 2021



Aims of presentation

- To know the members of staff working closest to your son to support their wellbeing and progress
- To inform you of the systems at ICHS
- To gain information on how you can best support your son and the school





What should the student do?



Student - Teacher Agreement for Success

- **Integrity**
- **Courtesy**
- **Hard Work**
- **Success**



What can you do?



- Engage in school evenings and workshops
- Show an interest in their work and revision
- Check their Class Charts account to monitor their behaviour & workload
- Discuss their Progress Check grades with them
- Identify weaknesses and set targets to address these.
- Monitor attendance to school subject support sessions via Class Charts
- Ensure they eat and sleep well (8 hours per night)
- Monitor online safety by having informed conversations on a regular basis
- Support your son with enrichment opportunities inside and outside of school



Parent – Student Agreement for Success

- **Integrity**
- **Courtesy**
- **Hard Work**
- **Success**



What will we do?

- Ensure all students feel happy and safe in school
- Ensure all students have the opportunity to maintain positive well-being & mental health
- Ensure all students have the opportunity to reach their potential
- Address progress, where academically or socially barriers exist
- Prepare all students for further education and employment
- Communicate with the student, parents and carers
- Provide parents with opportunities to enhance their knowledge and understanding of contextual barriers that may hinder progress



Teacher– Student Agreement for Success

- **Integrity**
- **Courtesy**
- **Hard Work**
- **Success**



Pastoral Systems



Miss Kumpalume (7E1)

Mr Smith (7F1)

Miss Nekiwala (7H1)

Mr Rumjaun (7E2)

Mr Adams (7F2)

Miss Shah (7H2)

Heds of House
Miss Hennesy / Mrs
Musynska
Director of House
Mr Murdock (Eagles)

Head of House
Mr Adams
Director of House
Mr Akhtar (Falcons)

Head of House
Miss Nekiwala
Director of House
Mr Bassan(Hawks)

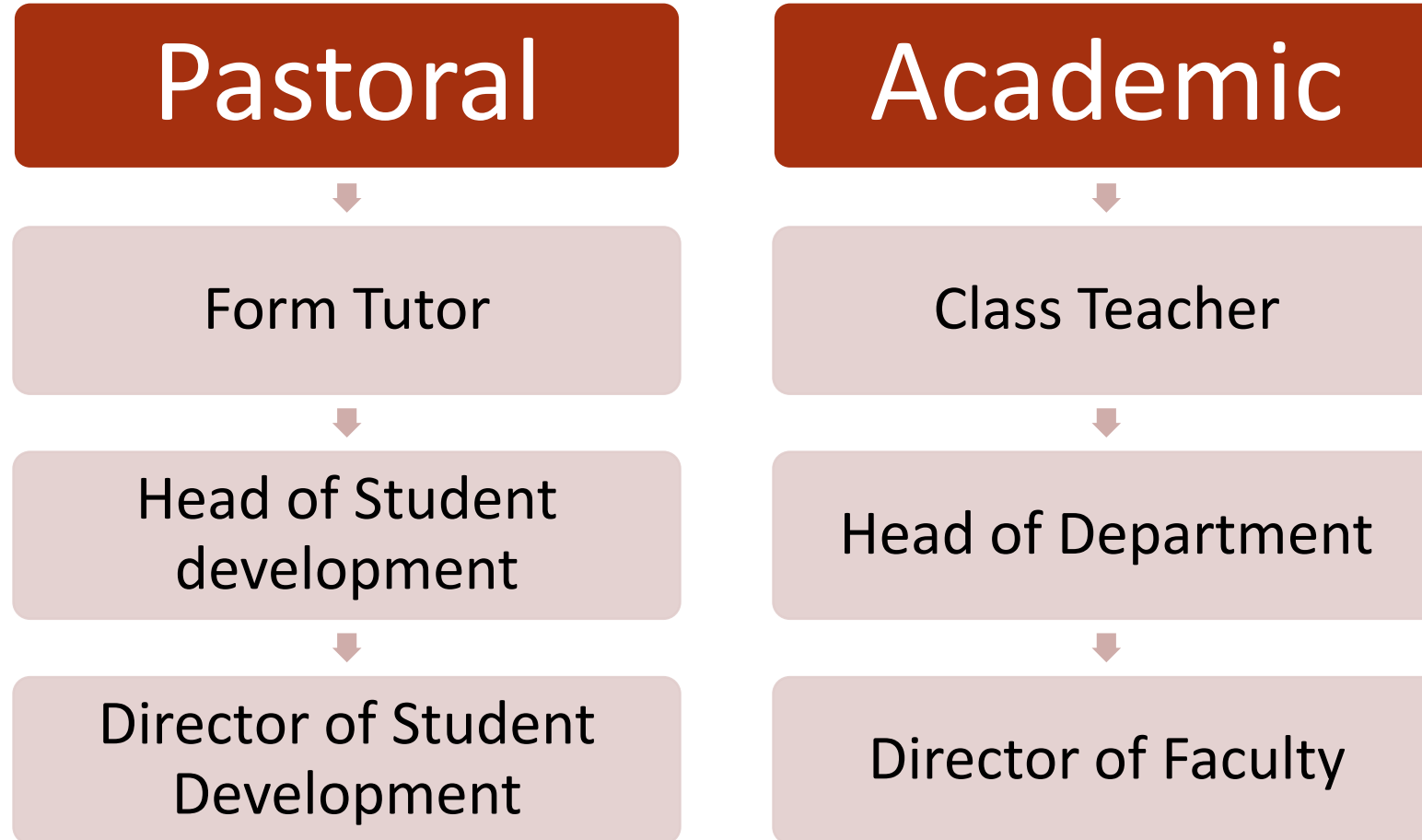
Mr Kelly (Assistant
Headteacher)

Mr Streatfield (Deputy
Headteacher & Designated
Safeguarding Lead)

Mrs Drysdale (Headteacher)



Lines of communication



Assessment and Reporting

- Common Assessment Tests to inform Teaching and Learning
- There are no formal examinations during Year 7
- Subject common assessments occur throughout the year
- You will receive 3 Progress Checks via email that are produced by teachers across the school year
- Commitment to learning in both homework and classwork, as well as behaviour for learning, can be monitored via the parent Class Charts app or web page



ART STEPS TO PROGRESS

	OUTCOMES						RESEARCH		
	LINE	TONE	TEXTURE	COLOUR	COMPOSITION	(MAKING) 3D CONSTRUCTION	ARTIST LINKS	COLLAGE	
Expert	You have successfully observed and drawn all of the proportions of your subject correctly. You have created an exciting range of lines throughout the whole piece without leaving rough sketchy edges.	You have shown an excellent use of a full tonal range within your image. The whole page has a considered tonal level in every area and you have applied a range of light to mid-tones using solely the rubber.	You have confidently created an exciting range of marks throughout your piece. There is clear evidence of hatching, flicks, dabs, dots, swirls and smears to represent a variety of surfaces .	You have confidently manipulated colours (warm and cool, light and dark) to enhance the illusion of depth/space. You have shown consideration for reflected light sources and full colour tonal ranges.	You have manipulated all elements imaginatively to produce a unique layout (considering balance, positive and negative space, aligned areas and overlapped sections) without help from the teacher.	You have controlled the media in a versatile and creative way. All necessary areas are clearly defined and the whole surface area (including edges) is refined with all appropriate textures visible.	You have formed in-depth personal comments to analyse artists' work and have demonstrated a complete understanding on how they have manipulated media, techniques and other elements to achieve their intentions.	You have shown a highly skilful application of visual elements, demonstrating a confident, and fully realised collaging technique, without help from the teacher.	Expert
Accomplished	You have accurately observed and drawn the proportions and shapes of your subject. You have skilfully created a range of lines through which you have described different edges.	You have creatively used the shading to enhance the contrast of the piece. You have developed shading in the background as well as on the main subject.	You have created a wide range of marks through which you have confidently and successfully rendered the features of each surface.	You have manipulated colour tones skilfully and accurately . You have adjusted the colours of the background effectively to enhance the foreground objects and features.	You have manipulated your image in a creative way with consideration of all objects. There is a clear concept / idea / theme behind your piece.	You have confidently controlled the media in a variety of ways, clearly defining most features (e.g. Shapes and textures).	Your detailed, interesting and personal comments demonstrate that you have excellent understanding about the artists' work. Your written work is well organised and presented .	Through excellent cutting, tearing and presentation skills you have shown that you are confident when using the collage technique.	Accomplished
Confident	You have accurately observed and drawn most of the shapes and features. You have used line to effectively describe the object's different edges and textures.	You have used shading to define structure and enhance the 3D appearance of certain features. You have used directional shading to enhance the form (e.g. using curved lines to define a circular structure).	You have created a variety of marks which clearly distinguish between textured surfaces.	You have built in colour tones using appropriate methods (e.g. subtraction method) to define the structure of the subject's features. You have shown equal consideration over both the background and foreground .	You have organised your design in a creative manner. You have constructed a balanced and interesting piece.	You have controlled the media and applied it in a variety of ways to define many features (e.g. Shapes and textures).	You have produced interesting and informative personal comments about the artists' work demonstrating a good understanding of the artists' approach. Your written work is well organised and presented .	You have skilfully selected from and pasted your images carefully and precisely .	Confident
Secure	You have positioned many of the features with good accuracy . You have created different edges by varying the type of lines.	You have been able to define most of the features through your shading. You have used a rubber effectively to create lighter tones.	You have considered and used a variety of marks to represent some of the surfaces on the page.	You have mixed colour tones to suggest form (e.g. making the object(s) look more three dimensional).	You have organised your design to make effective use of the page and to create a balanced piece.	You are beginning to control the media effectively to define several features/shapes.	You have made personal comments about the artists' work and you are demonstrating some understanding .	You have stuck all of your collage 'pieces' down carefully .	Secure
Developing	You have generally observed and drawn the shape of the features with some accuracy . You have made different lines e.g. thick and thin.	You have tried to define features by creating light and dark tones in appropriate places. You have used different shading marks and not just relied on smudging.	You have used a few different mark-making techniques to represent different surfaces.	You have mixed different tones and shades of a few colours.	Your design has some sense of organisation . You have made some use of overlapping to bring the subject matter together.	You have demonstrated some control over the media when defining features.	Your writing about the artists' work shows that you have basic understanding .	You have stuck (or pasted on the computer) most of your collage 'pieces' down neatly.	Developing
Foundation	You have tried to draw the shape of your subject. You have drawn in a basic outline .	You have created dark and light shades over some of the image.	You have used a one or two different marks on your page.	You have mixed colours but have not applied them evenly on to your work.	You have tried to make a basic design by presenting your image(s) on the page.	You have made some physical elements stand out , when using the media.	Your writing about the artist shows a limited understanding .	You have made an attempt to stick down images. Not all are fully relevant to the topic .	Foundation



Progress Checks

ILFORD COUNTY HIGH SCHOOL KEY STAGE 3 PROGRESS CHECK REPORT Year 7 Autumn 2021

A Student (7E1)



Attendance and Punctuality Profile

Attendance:	97.4
Number of authorised sessions absence:	3
Achievement points this year:	25

Number of late arrivals:	4
Number of unauthorised sessions absence:	0
Behaviour points this year:	6

Behaviour for learning profile

ClassCharts is an online support system that allows staff to award praise points and advise on poor behaviour and, if appropriate, sanctions. The ClassCharts system also enables teachers to share Independent Learning Tasks with students. **As parents you have access to ClassCharts** to enable you to monitor your son's Behaviour for Learning profile and to view Independent Learning (Homework) tasks that have been set for him.

At ICHS we realise that students, sometimes, make poor behaviour choices and that these provide good learning opportunities. We aim to ensure that all our students have a behaviour profile of at least 85% positive feedback to 15% negative feedback



Progress Checks - Attendance

- Attendance has a direct impact on performance
- ICHS is proud of our attendance being above the national average
- Where there is a concern you will be informed by letter
- Support can be discussed where required
- Punctuality is also monitored
- Student's need to take responsibility for their attendance and punctuality



Progress Checks

Academic profile for A Student

Subject	Teacher	Your son's Minimum Progress Step for the end of Year 7	Currently your son is working at the Progress Step given below: Please be aware that every child progresses at different rates and that some students find some topics more approachable than others. This means your son's current Progress Step can fluctuate.			Learning Targets for Progress (See definitions on the next page)	
			Progress Check 1 Dec 2021	Progress Check 2 Feb 2022	Progress Check 3 Jul 2022		
Art	Mr A. Stutchbury	Developing	Foundation			Homework	Practical Skills
Computer Science	Mr S. Taylor	Secure	Developing				
Design & Technology	Mr A. Stutchbury	Developing	Developing			Homework	Practical Skills
English	Ms S. Abbasi	Secure	Foundation			Previous Knowledge	
French	Mrs M. Foucher	Secure	Foundation			Vocabulary	
Geography	Mr E. Cooke	Secure	Secure				
History	Miss F. George Francis	Secure	Developing				
Mathematics	Mrs P. Jeshram	Secure	Confident				
Music	Mr D. Dixon	Secure	Secure				
Oracy	Mrs M. Foucher	Merit	Pass			Participation	
Philosophy & Ethics	Mr P. Evans	Secure	Developing				
Physical Education	Mr A. Monnaf	Developing	Foundation				
Science	Mr F. Duzgun	Developing	Secure				
Spanish	Ms N. Diaz Ferrera	Developing	Developing			Participation	Concentration



Print

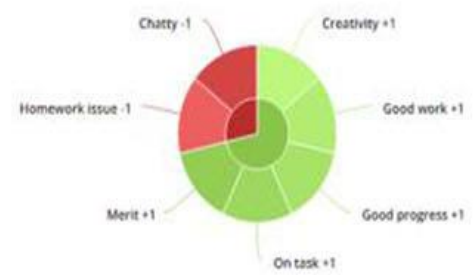
- ★ BEHAVIOUR
- 📅 ATTENDANCE
- 🕒 ACTIVITY

Behaviour report for:
Ian Anderson

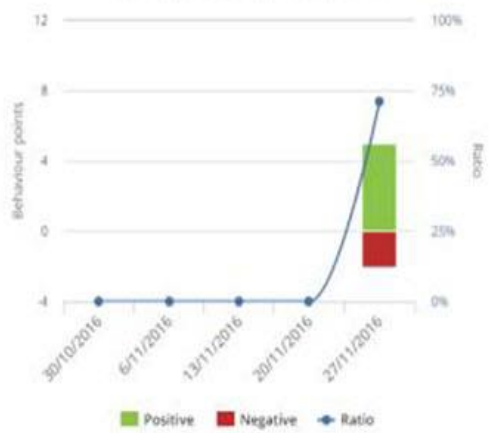
Report dates:
📅 30/10/2016 - 29/11/2016

Behaviour

Behaviour score breakdown



Weekly Behaviour Breakdown



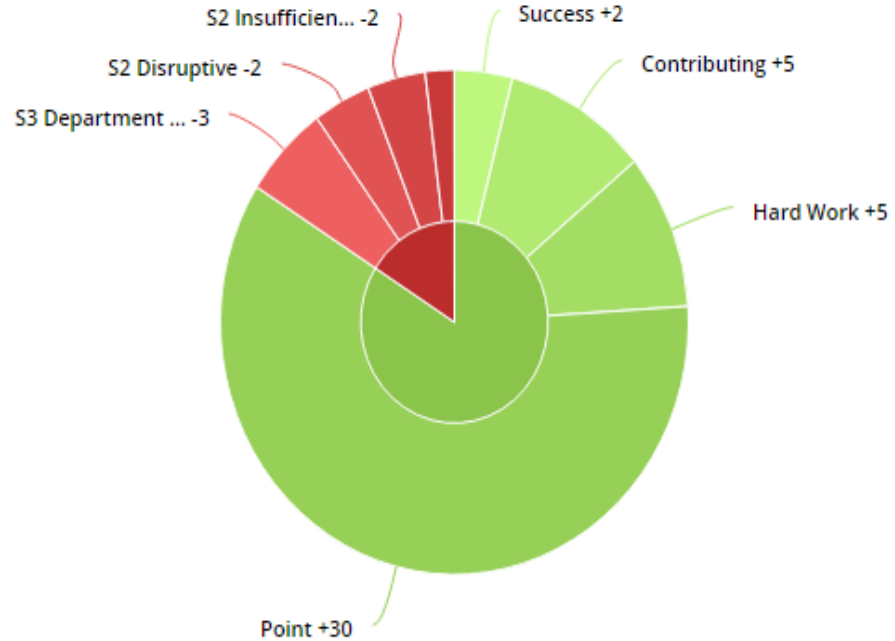
Attendance



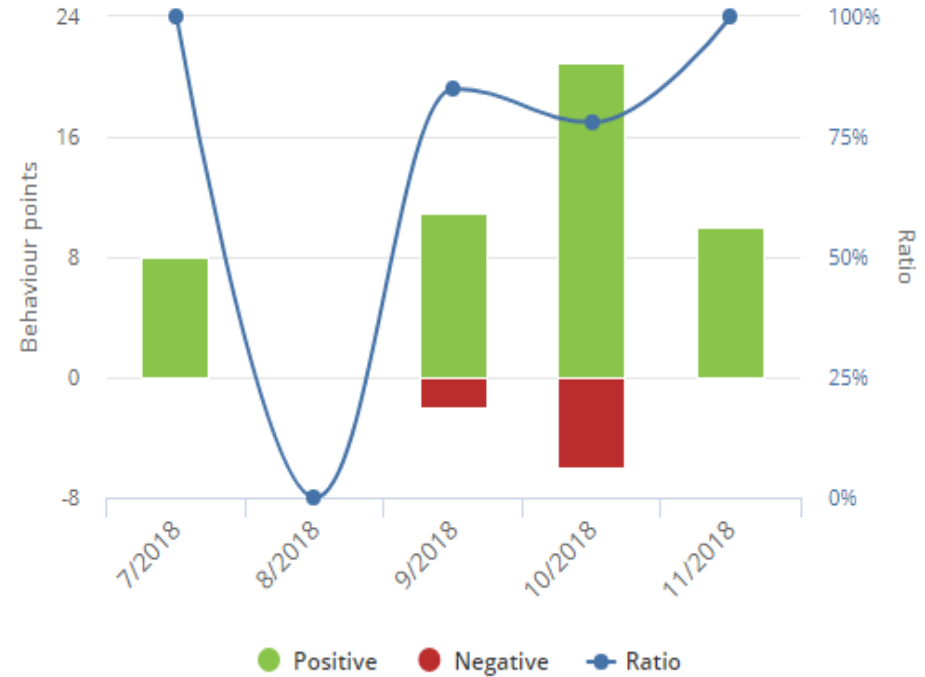
Class Charts

Behaviour

Behaviour score breakdown



Monthly Behaviour Breakdown



Monitoring & Intervention

Aim 1 :-

To ensure all students feel happy and safe at ICHS

Aim 2:-

A student achieves at, or above, the 'average' achievement of similarly qualified students elsewhere in the country

Aim 3:- Consistent progress from Year 7 to Year 13

- Attainment and Progress
- Quality of Work
- Attitude to Work
- Trends over time
- Subject Action
- Pastoral Action

It's already started!

Transition Support

- Safe travel and how to keep safe in the community
- Anti bullying training
- Online safety training
- Team building



Pastoral and Academic support

- **Form Tutors** – know each student in their form to support behaviour for learning and well being
- **Head of Student Development** – to build positive working relationships to promote positive behaviour and enrichment opportunities
- **Director of Student Development** - to monitor, intervene and support personal development, behaviour, social and academic progress in support of classroom teachers and Heads of Teaching and Learning



Pastoral and Academic support

- Resources
- Aspiration
- Motivation
- Opportunities
- Skills



Pastoral and Academic support

- **Breakfast Club** – to support transition from Year 6 to Year 7.
- **Homework Club** – to support students with h/w
- **Peer-Mentoring & Tutoring** – to support their peers in well being and academic achievement.
- **Extra-Curricular clubs** – to promote wider interest and enjoyment.



Behaviour support

- Online Safety
- Class Charts reports
- Mentoring
- Work shops
- Reflection room



Keeping children safe online



Aim

- Provide a platform for positive interactions to occur between parents and children with regard to mobile phone/technology usage.
- Empower parents to ask questions on mobile phone applications
- To create a parent and young person mobile phone usage agreement



The context of online safety at ICHS

WhatsApp groups

- Pupils getting into trouble as a result of something that was said/shared on a WhatsApp group. Pupils not understanding what they put online, stays online

Discord servers

- Pupils getting into trouble as a result of something that was said/shared on a WhatsApp group. The risk with discord servers as well with speaking to someone they may have never seen

Screen time

- Students not having boundaries set up and using excessively

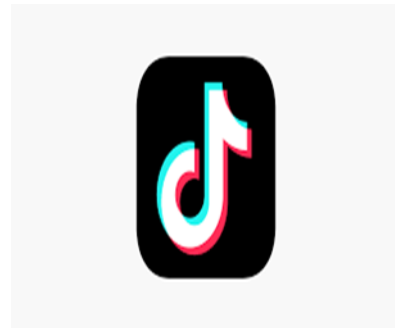
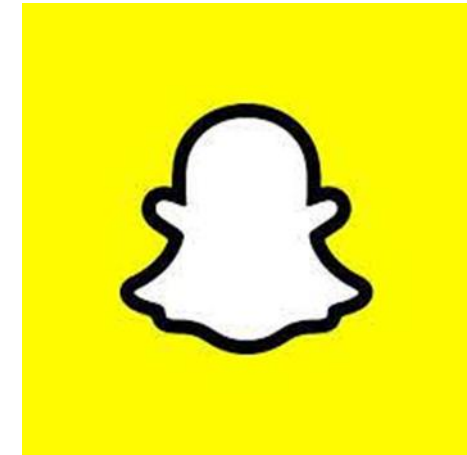
Access

- Students not being given a mobile phone/device



Popular apps

- Discord
- WhatsApp
- Tiktok
- Instagram
- Snapchat
- Minecraft
- Robloks



Useful websites for keeping safe

- <https://esafetytraining.org/resources/parents-carers-area/>
- <https://www.internetmatters.org/advice/11-13/>
- <https://parentzone.org.uk/advice/parent-guides>



ICHS Mobile phone policy

- Phones are expected to be turned off and not visible upon entry of the GREEN SCHOOL GATES on Fremantle road and Mossford Lane
- Failure to comply will result in the following;
 - 1st offence – Phone taken and returned at the end of the school day on Friday from the school office.
 - 2nd offence - Phone taken and returned at the end of the half term Friday from the school office.
 - NB. SIM cards will not be returned. If you need to contact your parents, you may do so using the school telephone in the front office.



Well-being support

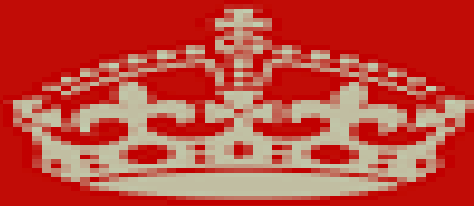
- **Wellbeing Lead Mr Murdock** – to educate our students in, and support, mental health & well being
- **Well-being co-ordinator – Miss Ashitey**
- **Behaviour for Learning Mentor – Miss West**
- **ELSA – Miss Sudra**
- **Co-educators – Mrs Henley, Mr Dee, Mr Day , Miss Moin-Uddin**



Well-being support

- **Personal Development Centre**
- **Well-being Quad**
- **AM Hustle**
- **Kooth Counselling**
- **SHARP System**
- **Breakfast Club** – to support transition from Year 6 to Year 7
- **Friendship Skills Workshop** – to support social skills
- **Emotional literacy Workshop** – to support emotional awareness, sympathy and empathy
- **Self-esteem Workshop** – to build self confidence





KEEP
CALM
IT'S
GOOD TO
TALK



Appendix

Heads of Department

- Art = Mr Stutchbury
- Computing = Mr Taylor
- English = Mrs Philpott
- Geography/History = Ms Khan
- Maths = Mr Hampton
- MFL = Mrs Philpott
- Music / PE = Mr Smith
- Philosophy = Mr Evans
- Personal Development & Well-being = Mr Adams
- Science = Mr Hamid
- Technology = Mr Ibrahim

Directors of Teaching and Learning

- Creativity = Mr Smith
- Humanities = Ms Khan
- Language = Mrs Philpott
- Mathematics = Mr Hampton
- Science = Mr Hamid



Appendix

- 7E1 Form Tutor email
 - H.kumpalume@ichs.org.uk
- 7E2 Form Tutor email
 - J.rumjaun@ichs.org.uk
- 7F1 Form Tutor email
 - A.adams@ichs.org.uk
- 7F2 Form Tutor email
 - J.smith@ichs.org.uk
- 7E1 Form Tutor email
 - A.nekiwala@ichs.org.uk
- 7E2 Form Tutor email
 - T.shah@ichs.org.uk

