



# YEAR 7 INFORMATION EVENING

Welcome!

# Overview of the evening

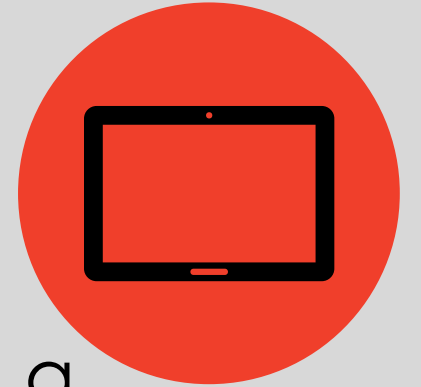
- Introduction and the week so far with Mr Cooper
- Key messages and Year ahead with Miss Lorenz and Mr Beckett
- Literacy with Miss Murphy
- Emotion Coaching – Miss Geillis

# *Getting the culture right*



- Talking to students about being calm and sensible around the school
- Making them aware of our rules and expectations
- Getting to know them while they get to know us

# iPads



- Most students now have their iPads. There will be a 'mop-up' session shortly for those who were absent/had technical issues
- iPads will be used in class and at home
- Access to iPads at home is restricted at the moment
- More information will come out to you shortly about the use of iPads

# Homework



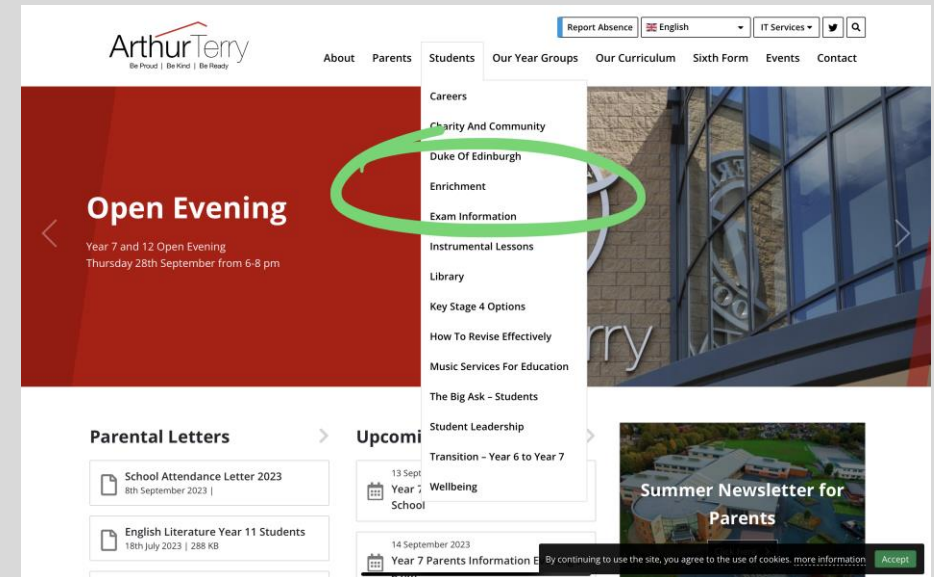
- New way of working – centralised approach.
- Aim for greater consistency and clarity.
- Trial for Year 7.
- Work will be set on Showbie and a copy will be available on the school website.
- Maximum of one hour per night – published in advance so students can plan it around their out of school enrichment.

# Few things to highlight from our policies

- 1) Banned items list
- 2) Maintaining a safe environment and culture for our students

# Enrichment 23-24

- Children's university is used to log students extra-curricular activities inside and outside of school (year 7s will be loaded into the system in the next couple of weeks)
- If students log enough hours then they will receive a 'mock' graduation at a local university
- Latest information can be found on the school website under students>enrichment. Including a termly timetable of what is being offered.
- Tutors will be administrators to help log in and set / reset passwords.



# Key Date

- **'Be Ready'** Day – 27<sup>th</sup> October
- Opportunity to meet your child's tutor and review how they have settled into life at Arthur Terry
- Students not in school, but set work to complete at home



Be Proud

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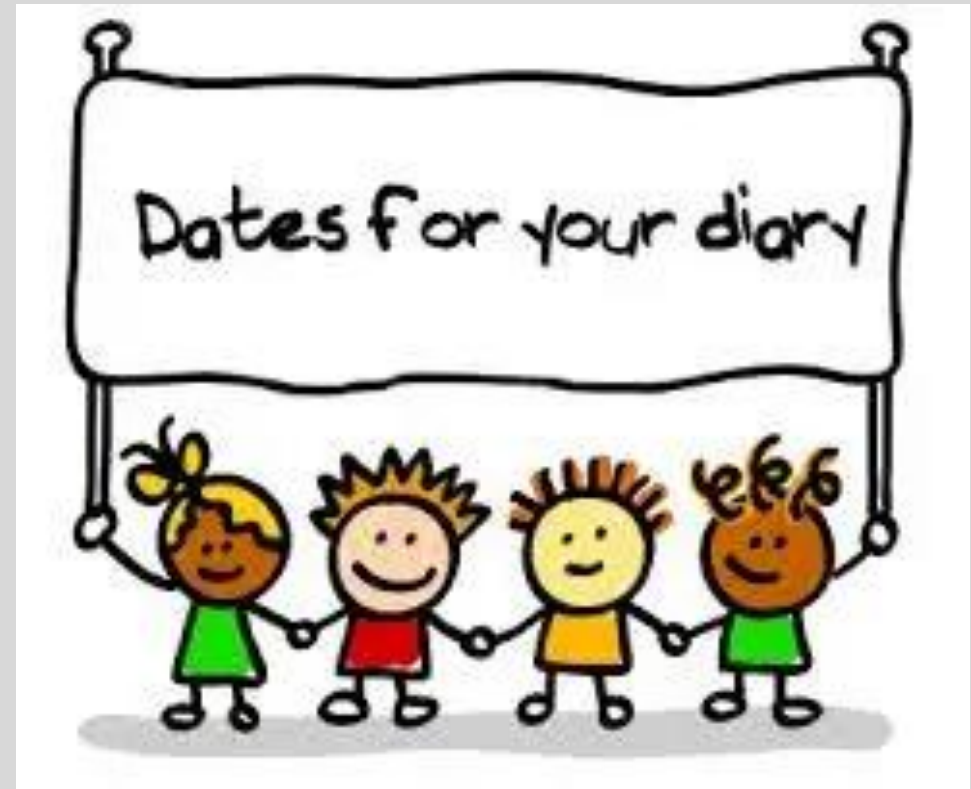


Be Kind

|

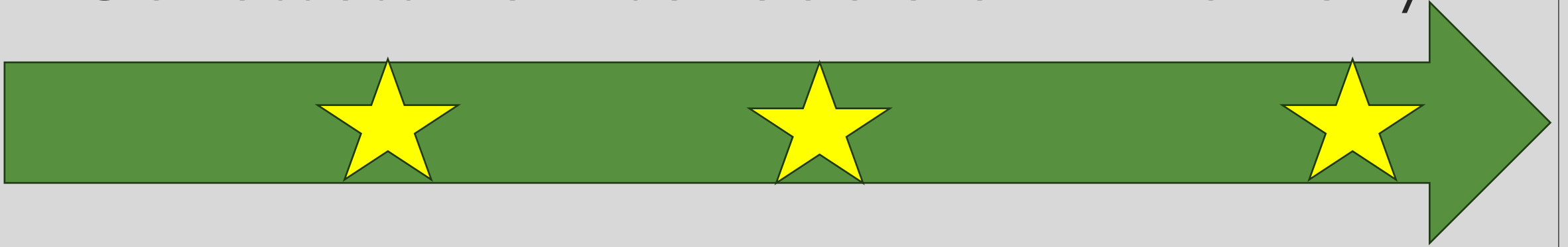


Be Ready





# Our assessment schedule at Arthur Terry



This year, we will have **three assessment windows** where **all students across the school will sit internal assessments.**

Assessment Series 1	Starts week beginning 13 <sup>th</sup> November 2023
Assessment Series 2	Starts week beginning 26 <sup>th</sup> February 2024
Assessment Series 3	Starts week beginning 17 <sup>th</sup> June 2024

# What will this mean for my child?

- During each of the assessment windows, **your child's normal timetable will be collapsed.** They will not follow their normal lesson schedule.
- You will receive a personalised assessment timetable for your child detailing the assessment timetable.
- Students **will be sitting assessments across all subjects.**
- Assessments will **vary in their format:** some will be sat electronically, for example, whilst others will be more traditional written papers
- In recognition of the students' ability to concentrate effectively in exam conditions for extended periods of time, **the school day will finish at 2:35pm** for the assessment week/s.
- **School leaders have liaised closely with the SEN department** to identify students who might benefit from additional support, such as small room invigilation, extra time, rest breaks etc.

# How will my child's progress be communicated to me?

- Data from each assessment window will be published on the following dates:
  - **Assessment Series 1 – 30<sup>th</sup> November**
  - **Assessment Series 2 – 14<sup>th</sup> March**
  - **Assessment Series 3 – 12<sup>th</sup> July**
- **Feedback Fortnight** follows each Assessment Series, allowing students the opportunity to **implement the detailed feedback** from their teacher to consolidate their understanding and evidence their progress.

This is also when we will report home an **Attitude to Learning score** for your child for each of their subjects.

# Reports

- You will receive a written report composed by your child's tutor that will be published on Go4Schools once each year.
- Subjects will put forwards a score on your child's **attitude to learning** as well as their **progress** in that subject.
- Go4Schools – your tool to see live data of your child's behaviour score as well as their attainment in each subject they take.
- Contact the school - '[enquires@arthurterry.bham.sch.uk](mailto:enquires@arthurterry.bham.sch.uk)' this will then be forwarded to the relevant member of staff.

GO 4 Schools would like to place cookies on your computer to help us make this

To find out more about the cookies, see our [privacy policy](#).

☐ I accept cookies from this site. [Continue](#)

## Welcome to GO 4 Schools

Your school can make better decisions with information that is accurate, up to date, complete, at the right level of detail – and at your fingertips.

GO 4 Schools helps you achieve this.

It's the efficient, joined-up, **smart** way to work.

### What's new?

- Consents management
- Analysis tools updates
- Support for new DfE accountability measures



### School improvement

Improving access to the information in your school helps everyone work more effectively.



### In the classroom

Give teaching staff instant access to the latest subject and cross-curricular information, joined-up with attendance, behaviour,





### At home

Support engagement with students and parents and promote productive 'no surprises' conversations by providing them with the information

# Sign in

Please note that not all login methods are supported by all schools.

 Sign in with Google

 Sign in with Microsoft

 Sign in with GO

First-time user?

[Forgotten Password?](#)

If you haven't logged on to GO 4 Schools before, enter your email address and click the "new password" button.

This is the password you may use to log in to GO 4 Schools if your school supports this login method. It is also the password you use to log in to the GO 4 Schools Mobile App if your school uses the Mobile App.

Email address

New password





2024 ▾ Year 11 (Current), 11A2, House: Hereford A



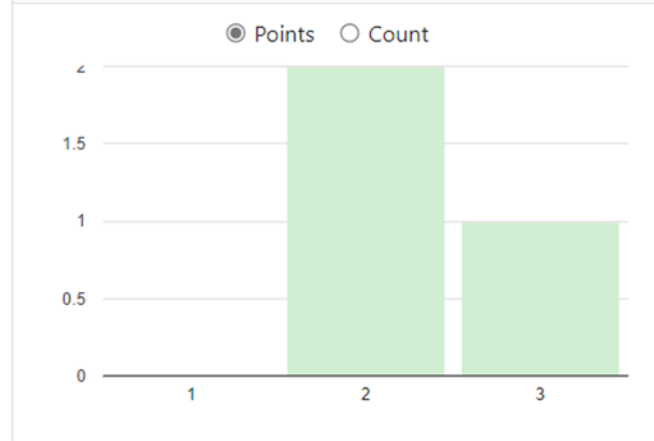
# Overview

## 🕒 Timetable

09:10	10:09	Personal Development, 11PDEV-A2
10:10	11:09	English Language, 11EN-A1W
11:30	12:29	French, 11FR-41
13:05	14:04	Physical Education, 11PES-A1
14:05	15:04	Physical Education, 11PE-A3

## 👤 Behaviour

+3 | 0



## 📝 Homework (5)

Due within the next 7 days or the last 2 days

Due ▴	Subject ▴	Task ▴	Done ▴
Yesterday	Mathematics 11MA-A1X	Finish off Stratified Sampling Worksheet Guidance time: 15-30 min.	<input type="checkbox"/>
14 Sep 2023	Spanish 11SP-21	Vocab grid and tangled translation Guidance time: 45 min.	<input type="checkbox"/>
14 Sep 2023	English Language 11EN-A1W	Macbeth context Guidance time: 20-30 min.	<input type="checkbox"/>

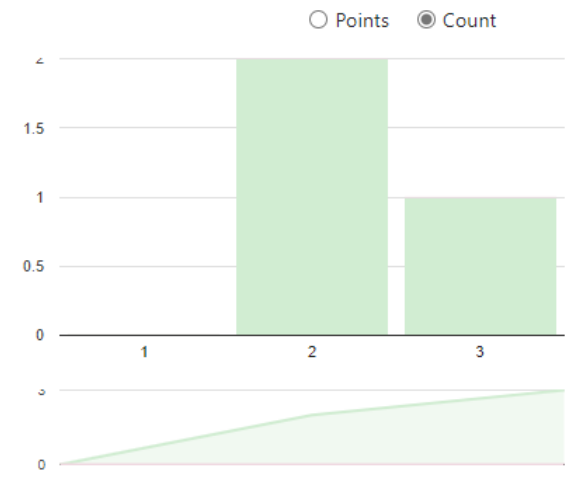


# Summary

## Recent behaviour

Mon, 11 Sep	Phase 1: Arthur Terry Learner
Watson	Year 11, Science Trilogy, ST, 11BI-A1W,11CH-A1W,11PH-A1W, Room: D3.02
Fri, 8 Sep	Phase 1: ATL-Active Approach (1 point)
Bartle	Year 11, French, FR, 11FR-41
Thu, 7 Sep	Phase 1: Arthur Terry Learner
Coleman	Year 11, Spanish, SP, 11SP-21, Room: D1.01

## Behaviour over time



## Summary of all events

Event	Count	Student score
Phase 1: ATL-Active Approach (1 point)	1	1
Phase 1: Arthur Terry Learner	2	2
Total positive	3	3
Total neutral	0	0
Total negative	0	0





You are currently previewing as  x

1

0

0

[Redacted]

2024 ▾ Year 11 (Current), 11A2, House: Hereford A



- Ongoing (6)
- Extended (0)
- Due at least 2 days ago (0)
- History (0)
- Set today (1)

## Ongoing

Depending on the nature of the homework task, items will stay on the list between 1 - 2 days.

Due ▴	Subject ▾	Task ▾	Status ▾	Grade / Mark ▾	Set ▾	Done ▾
Yesterday	Mathematics 11MA-A1X	Finish off Stratified Sampling Worksheet Guidance time: 15-30 min.	No Status	n/a	11 Sep 2023 McCall	<input type="checkbox"/>
14 Sep 2023	Spanish 11SP-21	Vocab grid and tangled translation Guidance time: 45 min.	No Status	n/a	Yesterday Coleman	<input type="checkbox"/>
14 Sep 2023	English Language 11EN-A1W	Macbeth context Guidance time: 20-30 min.	No Status	n/a	7 Sep 2023 Johnson	<input type="checkbox"/>
18 Sep 2023	Spanish 11SP-21	Memrise Homework 1 Guidance time: 45 min.	No Status	n/a	11 Sep 2023 Coleman	<input type="checkbox"/>
20 Sep 2023	French 11FR-41	Mrs Jean Writing Focus Guidance time: 40 min.	No Status	n/a	Today Jean	<input type="checkbox"/>
22 Sep 2023	French 11FR-41	Memrise Guidance time: 30-45 min.	No Status	n/a	8 Sep 2023 Bartle	<input type="checkbox"/>



You are currently previewing as



 1  0  0

2024 Year 11 (Current), 11A2, House: Hereford A



Progress summary

View subject in detail

## Progress

### Summary

☒ Subject name ☐ Grade value

Business Studies	English Language	English Literature	French	Geography	Mathematics	Physical Education	Religious Studies	Science Trilogy	Spanish
8	7	8	5	8	6	-	3	7\6	8

### Residual legend

GO 4 Schools: Positive model   Above target   On target   Below target   Well below target

### Grades

☒ Compact view (main grades only) ☐ Broad view (all grades) ☐ Detailed (main grades plus marksheet grades)

Subject	Overall Target	Trial Exam Result 2	Assessment Projection	Trial Exam Result
Business Studies, Mrs J Ridley	6	-	8	-
English Language, Miss E Woffinden, Miss E Courtney (+1)	5	-	7	8
English Literature, Miss E Woffinden, Miss E Courtney (+1)	6	-	8	8
French, Miss H Bartle, Mrs P Jean	5	-	5	5
Geography, Miss N Charles	6	-	8	-
Mathematics, Mrs K McCall 	7	-	6	6
Physical Education, Mr J Tompson, Miss E Richards	-	-	-	-
Religious Studies, Mrs A Mills	6	-	3	-
Science Trilogy, Miss A Hudson, Mr K Beckett (+1) 	6\6	-	7\6	-
Spanish, Mr N Coleman	5	-	8	8

Key grades achieved

Exam results



# Science Trilogy i

11BI-A1W,11CH-A1W,11PH-A1W, Miss A Hudson, Mr K Beckett, Mr M Prince

## Grades

Name	Grade
Overall Target	6\6
Trial Exam Result 2	-
Assessment Projection	7\6
Trial Exam Result	-
Banked	-

### Residual legend

GO 4 Schools: Positive model

Above target

On target

Below target

Well below target

Marksheet summary

View marksheet in detail

## Marksheets


Marksheet	Mark	Grade	Contributes to the Assessment Projection grade
Biology Progress Assessments	-	7\7	0.9%
Chemistry Progress Assessments	-	6\5	0.9%
Physics Progress Assessments	-	5\5	0.9%
Unit 1 2021 Mixed Tier Tests (Grades based on FFT)	78	7\6	0.9%
Assessment 2 Tests (Foundation)	-	-	0.9%
Assessment 2 Tests (Higher)	24	4\3	0.9%
Assessment 3 Tests (Foundation)	-	-	0.9%
Assessment 3 Tests (Higher)	69	6\6	0.9%
Assessment 4 Tests (Foundation)	-	-	2.7%
Assessment 4 Tests (Higher)	33	5\4	2.7%
Year 10 end of year TESTS (Foundation)	-	-	27.03%
Year 10 end of year TESTS (Higher)	97	7\7	27.03%
Year 10 end of year TESTS (Separates)	-	-	27.03%
Assessment 5 Tests (Foundation)	-	-	2.7%
Assessment 5 Tests (Higher)	85	7\7	2.7%



You are currently previewing as



 1  0  0

2024  Year 11 (Current), 11A2, House: Hereford A



Mon, 11 Sept 2023 - Fri, 15 Sept 2023

 Current 

Mo	09:10 Spanish 11SP-21	10:09	10:10 Geography 11GG-31	11:09		11:30 Science Trilogy 11PH-A1W	12:29		13:05 Mathematics 11MA-A1X	14:04	14:05 Business Studies 11BE-12	15:04
Tu	09:10 Spanish 11SP-21	10:09	10:10 Mathematics 11MA-A1X	11:09		11:30 Science Trilogy 11PH-A1W	12:29		13:05 English Language 11EN-A1W	14:04	14:05 Religious Studies 11RS-A3	15:04
We	09:10 Personal Development 11PDEV-A2	10:09	10:10 English Language 11EN-A1W	11:09		11:30 French 11FR-41	12:29		13:05 Physical Education 11PES-A1	14:04	14:05 Physical Education 11PE-A3	15:04
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Fr	09:10 Geography 11GG-31	10:09	10:10 Geography 11GG-31	11:09		11:30 Science Trilogy 11BI-A1W	12:29		13:05 Business Studies 11BE-12	14:04	14:05 English Language 11EN-A1W	15:04

Search for events

Find Events

List

Month

Day



This Month

September 2023

MON	TUE	WED	THU	FRI	SAT	SUN
28	29	30	31	1	2	3
4 ATLP Training Day –...	5 Teacher Training Day	6 Year 7 return to Sch... Year 12 Returners a...	7 All Year Groups in S...	8 All Students in School	9	10
11	12	13 Year 7 Individual Ph...	14 Year 7 Parents Infor... Year 12 Photographs	15	16	17



# Attendance Matters

Please click here to let the school know that your child is going to be absent today.

[Report an absence](#)

- Careers
- Charity And Community
- Duke Of Edinburgh
- Enrichment
- Exam Information
- Instrumental Lessons
- Library
- Key Stage 4 Options
- How To Revise Effectively
- Music Services For Education
- The Big Ask – Students
- Student Leadership

Transition – Year 6 to Year 7

## Parental Letters

**School Attendance Letter 2023**  
8th September 2023 |

**English Literature Year 11 Students**  
18th July 2023 | 288 KB

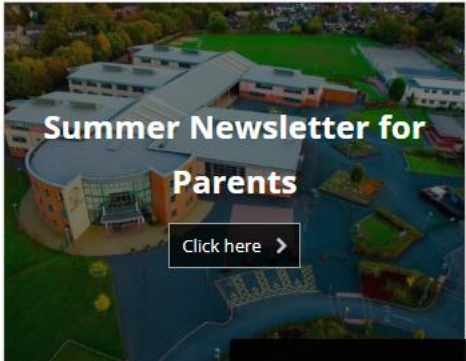
**Y13 Results Day – Parental Letter**  
18th July 2023 | 589 KB

## Upcoming

13 September  
**Year 7 Wellbeing**  
School

14 September 2023  
**Year 7 Parents Information Evening 5-6 pm**

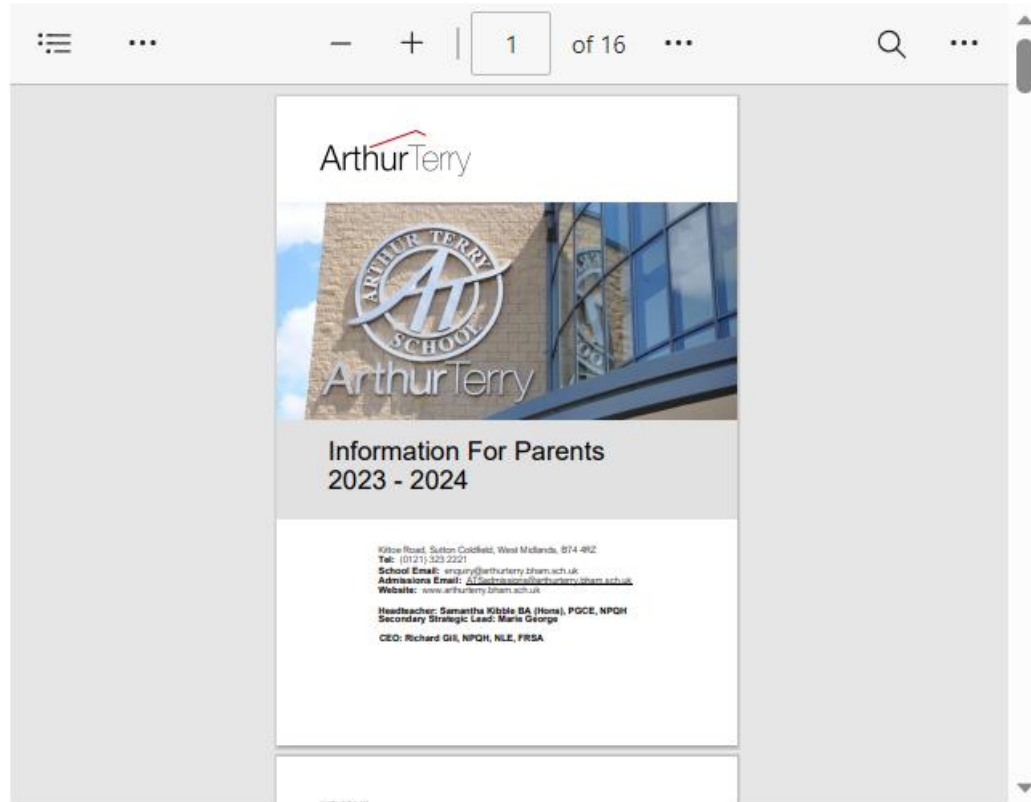
14 September 2023  
**Year 12 Photographs**






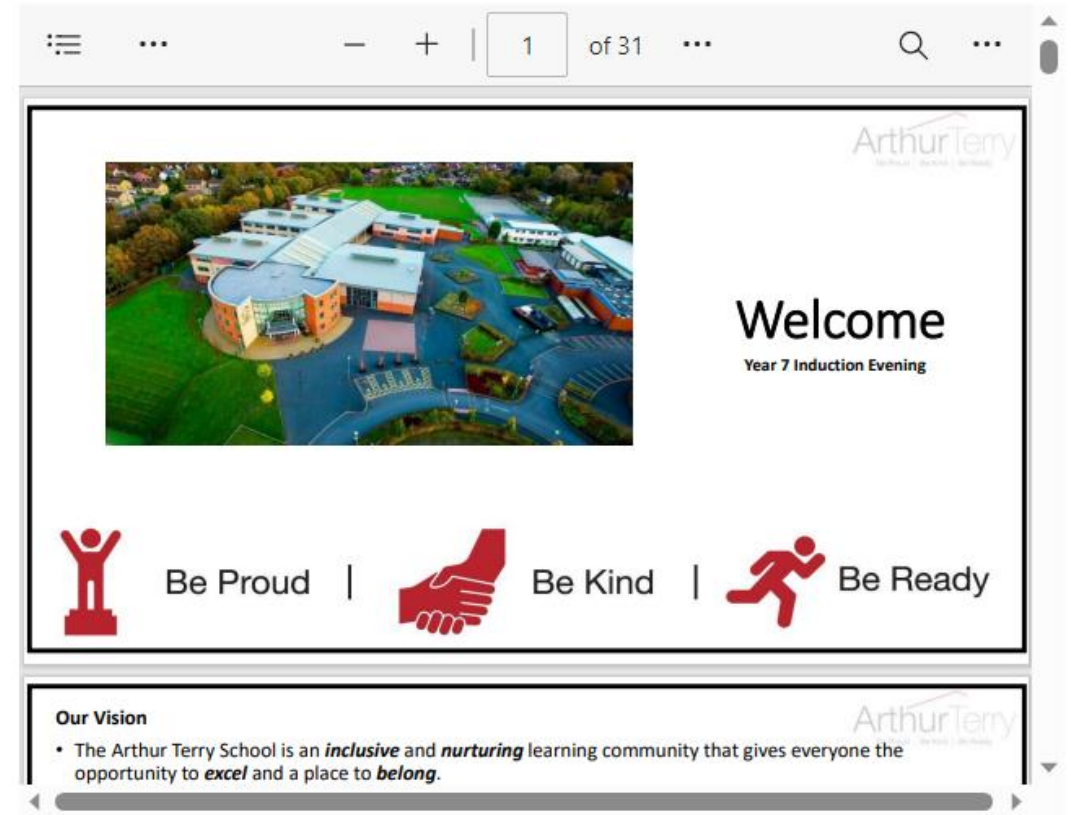
## Information Booklet For Parents & Carers

Please find an electronic copy of our information booklet for parents/carers.



 [Information-for-Parents-2023](#)

Below you will find the presentation from the Transition Evening on on the 3rd of July.



 [Year-6-Parents-Information-Evening-3rd-July](#)

# Open Evening

Year 7 and 12 Open Evening  
Thursday 28th September from 6-8 pm

## Curriculum Overview

[Cognitive Science](#)

[The Arthur Terry Learner](#)

[Subject Overviews](#)

[Key Stage 4 Options](#)

[Personal Development](#)

[British Values](#)

[PSHCE – Overview](#)

[RSE and Health Education](#)

## Parental Letters



**School Attendance Letter 2023**  
8th September 2023 |



**English Literature Year 11 Students**  
18th July 2023 | 288 KB



**Y13 Results Day – Parental Letter**  
18th July 2023 | 589 KB

## Upcoming Events



13 September 2023  
**Year 7 Individual Photographs in School**



14 September 2023  
**Year 7 Parents Information Evening 5-6 pm**



14 September 2023  
**Year 12 Photographs**

## Summer Newsletter for Parents

[Click here](#)



# Science

1 of 7

ArthurTerry

Be Proud | Be Kind | Be Ready

Our curriculum in Science

What is the purpose of Science

The core purpose and ambition of the Arthur Terry Science curriculum is to provide a high quality education that transforms the life chances of all of our students, particularly those with SEND and who are socially disadvantaged, through a 'knowledge engaged' curriculum. A high-quality science education will help pupils gain a coherent knowledge and understanding that will enable students to make informed decisions in their life. It should inspire pupils' curiosity to know more about the science and technology. Teaching should equip pupils to assess risks, think critically, weigh evidence, and develop understanding of the increasingly technological world we live in. Our curriculum will seek to provide all with the foundation of scientific understanding and transferable skills to succeed once they have left school.

Department information

Core Leader: Anna Haslam  
Deputy Core Leader: Abbie Gray  
Subject Leaders:  
KS3: Sarah Sinclair  
Biology: Kat Taylor  
Chemistry: Kaylee Ward  
Physics: Mark Prince  
  
Exam board: AQA for GCSE Sciences, A level Chemistry and Physics and OCR for A level Biology

How do we develop Arthur Terry Learners?

Resilience

Our science curriculum allows students many opportunities practise and demonstrate perseverance, focus, dedication, and resilience. Our students are encouraged to learn from mistakes in a safe and supportive learning environment, centred around our curriculum.

Active Approach

Throughout our curriculum, students are encouraged to take ownership of their own learning, through contribution of ideas, actively participating in lessons and listening and learning from the opinions and experiences of others.

Values

Our curriculum is delivered to promote and uphold values and we have high expectations of our students in science. Examples of this include kindness, helpfulness, pride, effort, respect, and inclusivity.

Meta-Cognition

Our curriculum provides regular opportunities for students to reflect and upgrade their work through identifying their strengths and weaknesses. Our curriculum is embedded with opportunities for students to apply their knowledge.

Preparation

The high standards we set within our curriculum and lessons promote and support students with their organisation, punctuality, and meeting targets. Our curriculum is embedded with approaches to aid students to plan for written and practical work.

ArthurTerry

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Our curriculum in Science

7

Topics/Units

- Cells and organisation
- Variation and reproduction
- Interdependence
- Particles
- Generation techniques

Summary of key content

Students are introduced to, (and build upon from KS2), the fundamental concepts of biology, chemistry and physics which help them to understand the world around them.  
  
This includes learning about their cells and organs, habitats and survival

Science Curriculum Plan for website 2022-23

## Curriculum Overview

Personal Development

Assemblies

British Values

Enrichment

RSE and Health Education

SMSC

Tutor Time – Be Proud, Be Kind, Be Ready

PSHCE

PSHCE across the Curriculum

PSHCE at KS3

PSHCE at KS4

PSHCE at KS5

Subjects

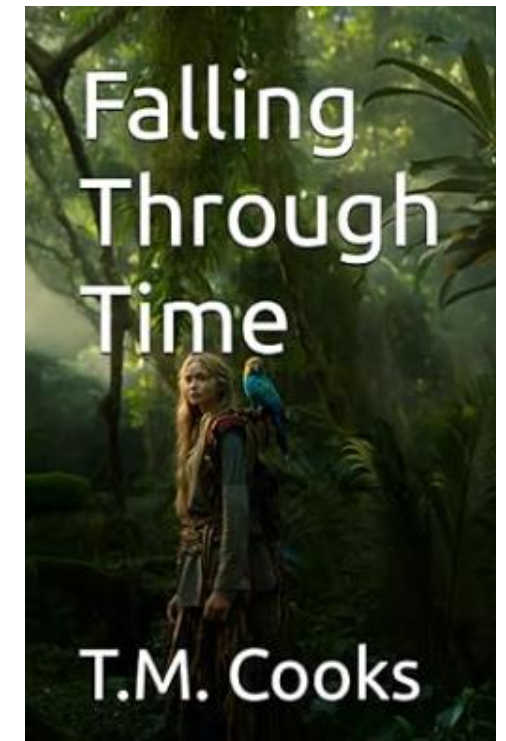
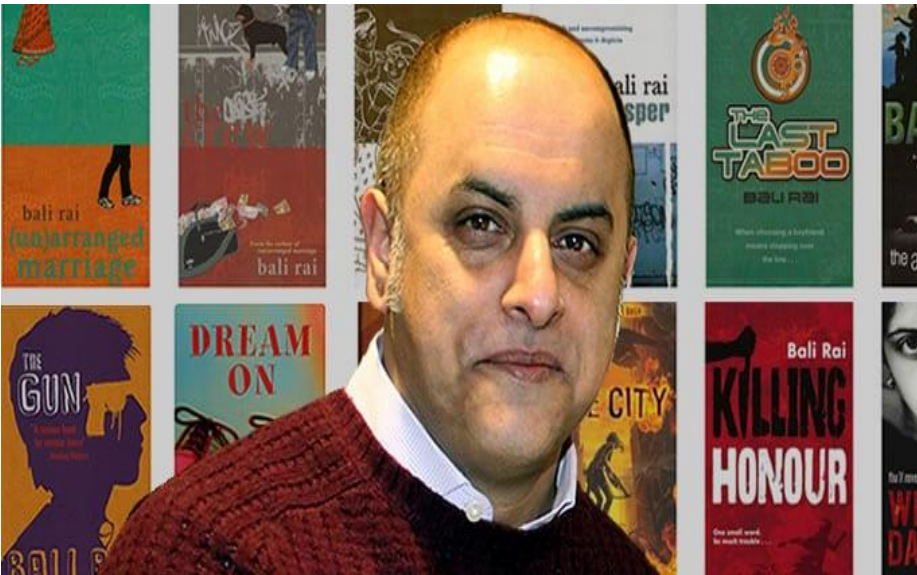
Art

Business



Promoting and fostering a love of reading so that our students become lifelong readers with curiosity and creativity that continues to grow.

Engaging and encouraging  
our students to be lifelong  
readers:





A stylized, abstract illustration of a jester or clown. The figure is primarily blue with white highlights, suggesting a ruffled collar and a tall, pointed hat. The hat is adorned with three yellow pom-poms. The figure is in a dynamic, slightly crouched pose, with one leg extended forward. The style is graphic and modern, with bold outlines and a limited color palette.

# TWELFTH NIGHT



# What can I do to foster a culture of reading at home?

- Dedicating time at the end of the day to read with your child, using this as an opportunity to get them to discuss the book with you.
- Even if you can't read alongside your child, you could each read the same book for 15 minutes a day and then carve out time to discuss this with each other.
- Have conversations with your child about what you are reading. They learn through behaviour that is modelled to them.
- Make use of resources available within the community such as Mere Green library, book swaps at Renato Lounge, or utilising St Giles Hospice book shop.

# Going forward

- You will receive a letter from myself with links to different reading resources that you can access with your child. As part of this, I will include recommended reads for their age group.
- Your child will be sitting a reading test during the first assessment week. Once we have collated the data, their reading ages will be sent home to you.



Today a



**READER**



Tomorrow a



**LEADER**



# Wellbeing in tutor time

## March to April – Be active

Hobbies, exercise, getting involved

## Nov to Dec – Keep learning

Focusing on our learning habits

## Sept to Oct – Connect

Creating a sense of belonging

## Jan to Feb– Give

Self-care and care of others

**May to July – Take notice**  
Reflecting, reviewing, planning

**Strengths based.**

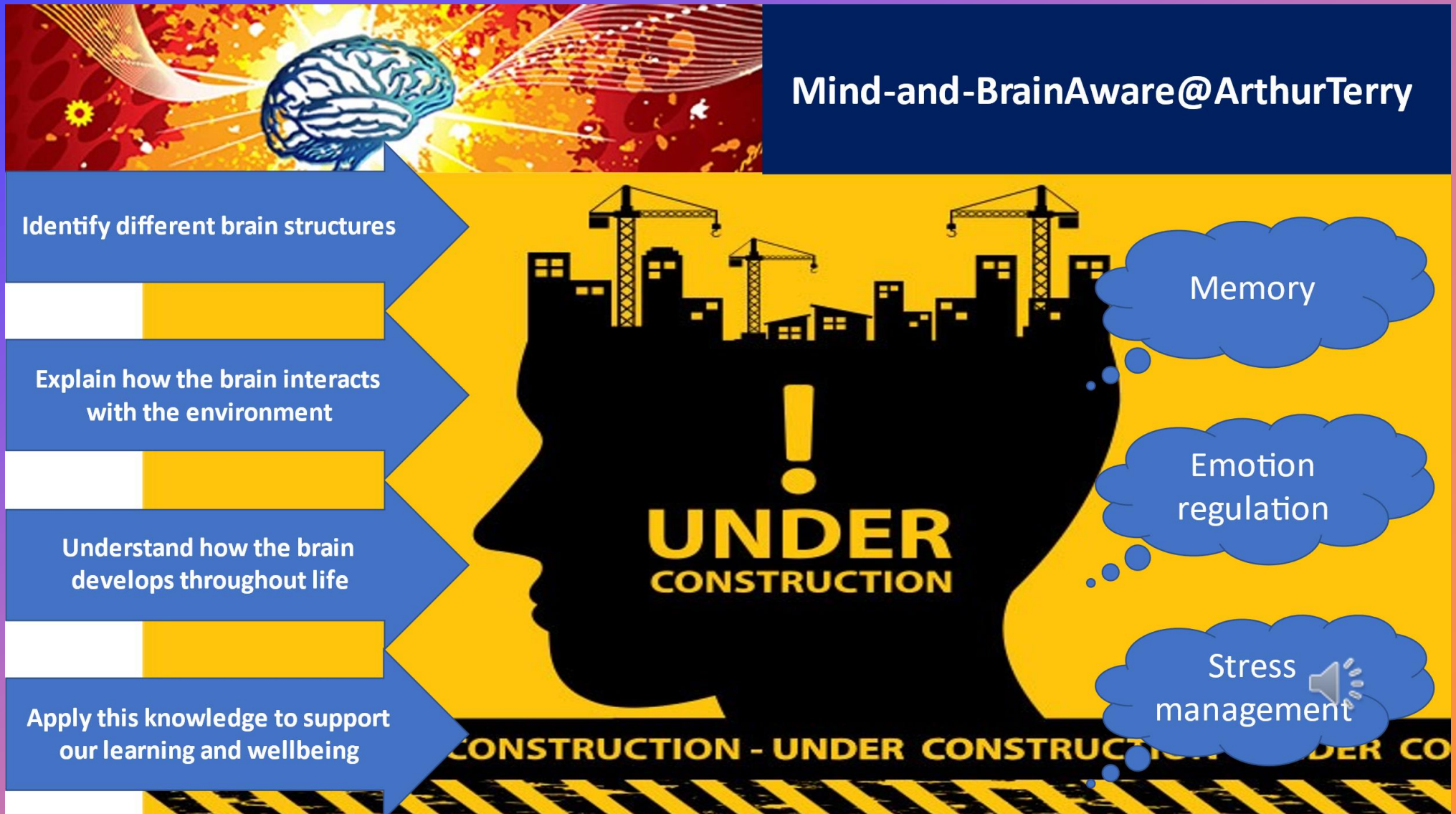
**Solution focused.**



**Normalising  
emotional  
experiences.**

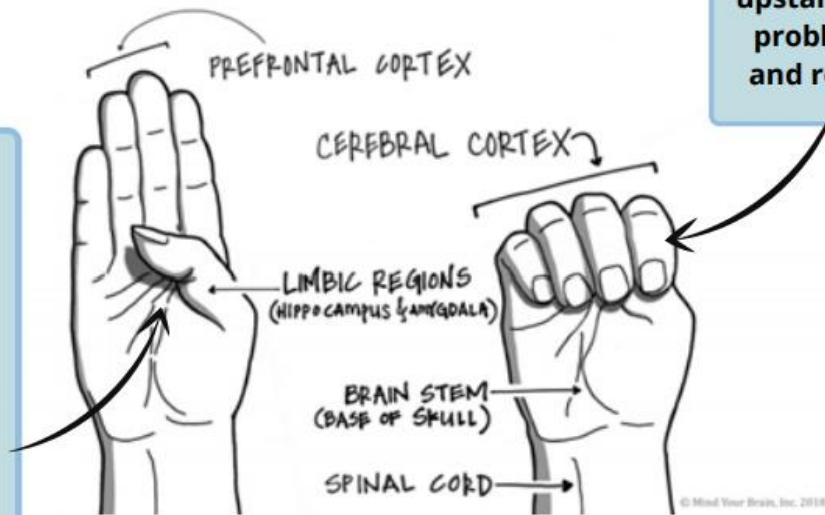


Being aware and **connecting** with our emotions is extremely important for positive mental health and wellbeing.



# The Hand Model of the Brain.

Here, your thumb represents the limbic regions which has also been called our **'downstairs brain'**. This part of our brain is the emotional part and is in charge of our **big feelings**. It really cares about **protecting us and keeping us safe**.



The fingers covering our thumb represents the cerebral cortex, or our **'upstairs brain'**, where our **problem solving, logic and reasoning occurs**.

## What Happens When You Flip Your Lid?



### Prefrontal Cortex Is Engaged:

Calm, rational thought, mental flexibility.  
Able to make good decisions.

### Lid Is Flipped Amygdala Is Engaged

Big emotions arise -  
anger, fear, anxiety, sadness.  
Unable to make good decisions  
or calm down.



## Self-Regulation



**How Might You Feel?**  
Sad  
Tired  
Bored  
Moving Slowly

**How Might You Feel?**  
Nervous  
Confused  
Silly  
Not Ready To Learn

**How Might You Feel?**  
Angry  
Frustrated  
Scared  
Out Of Control

**What Might Help You?**  
Talk To Someone  
Stretch  
Take A Brain Break  
Strand  
Take A Walk  
Close My Eyes

**What Might Help You?**  
Talk To Someone  
Count To 20  
Take Deep Breaths  
Squeeze Something  
Draw A Pictures  
Take A Brain Break

**What Might Help You?**  
Stop What I'm Doing  
Make Sensible Choices  
Take Deep Breaths  
Ask For A Break  
Find A Safe Space  
Ask For Help

The downstairs brain (thumb) is like a security guard, scanning the environment for threats and reacting by going into protection mode. It takes over the upstairs brain and puts you into fight, flight or freeze response. The upstairs brain is not engaged, and you act in the moment, struggling to listen to reason, consider consequences or seek solutions.



The downstairs brain also activates your brainstem. This means when it feels threatened, you may feel your heart rate and breathing speed up, your face get warmer, and you may experience an aching stomach.

These physical sensations can be overwhelming. Using breathing and grounding techniques can help reduce this stress response and begin to re-engage the downstairs and upstairs brain.

Being able to recognise the emotions you are feeling and regulate the intensity of the emotional response helps re-engage the upstairs and downstairs brain.

When these areas are in communication again, you can reflect on what happened, how you acted and the outcomes of your behaviour. It is also time to learn, grow and repair.





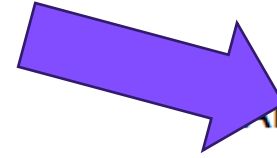
THE 3 RS  
REGULATE  
RELATE  
REASON

R

Regulate- help the child  
to feel calm and safe

Relate - validate the  
child's feelings,  
connect with them

Reason- once the child is  
calm, help them to think  
things through & come  
up with alternative  
strategies for the  
future



# Emotion Coaching



# Thank You and Goodbye!