



MAIDEN ERLEGH
SCHOOL

Year 7 Information Evening Maiden Erlegh School

Please ensure there are no gaps
in the rows





This evening...

- Support around your child
- Key information
- Homework
- Reading programme
- Extra curricular
- Strengthening the home/school partnership: learning from home
- Meet the tutors



Who is supporting your child?

YOUR CHILD

ASSISTANT
HEAD
TEACHER

HEAD OF
YEAR
&
ASSISTANT
HEAD OF
YEAR

TUTOR

FRIENDS

INCLUSION &
SAFEGUARDING
TEAM

SUBJECT TEACHERS

Inclusion Centre

Learning
mentors, JAC and
ARC counsellors

HOME & FAMILY



Is your child ready for school?

- Uniform
- Equipped for learning
- Punctuality
- Effort





Inclusion & SEND support

- The inclusion unit provides emotional support for students
- Specific interventions available to support students
- Resources for students with special education needs and disabilities



Year 7 CATs test

- Week commencing 19th September
- Cognitive Abilities Tests (CATs)
- A series of short tests used by schools to assess pupils' overall intelligence, developed abilities and likely academic potential
- The tests are designed to be taken without any revision or preparation so they can assess a child's potential ability
- Results are used to calculate the level pupils are currently at and can also be used to appropriately set targets in Key Stage 4



My Child at School app

- School email today with username and password details
- School timetable
- House points
- Behaviour points
- Appointments
- DCP reports



- Can be downloaded from any app store



Tracking progress within the year...

- Data collection point (DCP) will happen three times in the year
- Data on how your child is progressing within each subject
- Positive behaviours and which areas for improvement identified on the report
- Progress meetings on 16th and 18th May with your child's teachers (virtual).

Current Behaviours for Learning

Teaching staff have been asked to identify any instances of positive behaviour. These are behaviours that set your child apart as being well motivated and prepared for learning.

Teaching staff have also been asked to identify behaviours which need improvement. Behaviours indicated here, if adopted, would have a positive impact on your child's learning.

It would not be unusual for this column to be empty. This would mean that your child is doing what is expected of them.

Key to attainment colour coding

Above flight path
On or within 2 fine grades of flight path
3 or 4 fine grades below flight path
5 or more fine grades below flight path

Students should aim to be on or within 2 fine grades of flight path in all subjects.

Benchmark

Your child's benchmark is the grade he/she should aim to achieve at the end of Key Stage 4 based on statistical analysis of prior attainment data and historical information about the performance of students with similar attainment levels across the country.

The process used generates aspirational grades that if achieved would be one grade above average for similar students at Key Stage 2.

Student Target

These targets are selected by the students under guidance from their tutors, teachers and parents. To assist them they reflected on statistical analysis, provided by Fisher Family Trust, showing likely outcomes based on their prior attainment.

CODE	Behaviour for learning
AC	Accepting support
AS	Asking for support
AW	Develop academic writing
CH	Rising to challenges
CO	Calm and orderly
CW	Ability to work collaboratively
DL	Meeting deadlines
DV	Developing and refining your ideas
EP	Preparing well for examinations
EQ	Being equipped for learning
EV	Refer to evidence to illustrate your points
EX	Experimentation and developed use of materials
FC	Focus in class
IN	Independent learning
IW	Improvement of work based on feedback
LI	Listening
OL	Engagement with On-Line learning
PR	Presentation of work
PU	Punctuality to class
QR	Quality of reasoning
QV	Quality of verbal/oral response
RE	Showing respect for others and their opinions
RL	Rote learning
RR	Reading and research around the subject
RP	Recall of prior learning
SW	Showing working clearly
SPG	Spelling, Punctuation and Grammar
TER	Integrate wider key terminology
WO	Well organised, completes all tasks on time to a high standard
WQL	Work quality
WQN	Work quantity



Homework

- All homework is set on google classroom
- Student to seek teacher support if needed
- Homework club – G1
- Any issues with login, students can see ICT support after school



Reading at Maiden Erlegh School



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- Reading is at the heart of our curriculum.
- We aim to ensure that all learners are able to read fluently at an age-appropriate level.
- All colleagues recognise their role, regardless of subject specialism, as a teacher of reading.
- We recognise that improving reading will also lead to an improvement in overall literacy.
- We work hard to foster a reading culture within the school community.



@maidenerleghreads



- Reading testing within first half term to identify students who might require additional support with reading
- Appropriate support with reading provided via English lessons and our Inclusion team
- Consistency of reading approach across subject areas
- Tutor Reading Programme – details to follow
- 20mins per day reading recommendation in Years 7-11
- Competitions and clubs linked to enjoyment of reading
- Improved communication home via half-termly reading bulletins



@maidenerleghreads



#TEAMMAIDENERLEGH



HOUSE COMPETITIONS

FOLLOW US : @MEShouses

meshouses



Instagram



LAST YEAR'S HOUSE COMPETITIONS

- European Day of Languages Competition
- Philosophical Thinking Challenge
- History Creative Artwork Competition
- Poetry Competition
- Basketball House Sport
- Music Competition
- Rangoli Competition
- MFL Bake off
- Geography Competition
- Chess Tournament
- World Book Day Competition
- House Football Competition
- Birdbox Competition
- Eco Club poster competition
- Year group House Debates
- 'Convince Me' Oracy Challenge



MUSIC EXTRA-CURRICULAR ACTIVITIES (ALL YEARS)

All music clubs will start from Monday 12th September:

Day	Time	Group	Level	Room
Monday	8-8:30	Brass Band	All years	D4
Tuesday	3-3:45	Senior Band	Grade 3 +	D4
Wednesday	8-8:30	String Group	All years	D4
Wednesday	3-3:45	Woodwind Group	All years	D2
Thursday	3-3:45	Choir	All years	D4
Friday	8-8:30	Junior Band	Years 7 & 8	D4
Friday	2:20-3	Samba Band	All years	D4



Physical Education Autumn Term Extra-Curricular Timetable 2022

	Before School (7.50-8.30am)	Boys After School (3-4pm)	Girls After School (3-4pm)	Mixed After School (3-4pm)
Mon	Year 7 Badminton	Year 7 Rugby (Mr Flynn)	Year 7 Football (Miss Pepper)	Year 7 & 8 Dance (Miss Nokes)
Tue			Year 7 & 8 Netball (Mrs Whiteman) <i>after October half term</i>	
Wed			Years 7-9 Basketball (Miss Grindey)	
Thu		Year 7/8 Basketball (Mr Stringer)	Years 7-11 Rugby (Mr Flynn & Mr Crockford)	
Fri		Year 7 Football (Mr Pringle)		



Frequently Asked Questions

How do I communicate with a particular member of staff?

What do I do if I have any issues or concerns?

Attendance

Sporting fixtures?

PE Kit – named

Lockers

Snack Breaks

Mobile phones





Year 7

Year 11



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#TeamMaidenErlegh



Making the most of the home/school partnership

Maximising learning from home...



Mr Garner

Home

**“High achievement always takes place in the
framework of high expectations”**
(Charles Kettering)

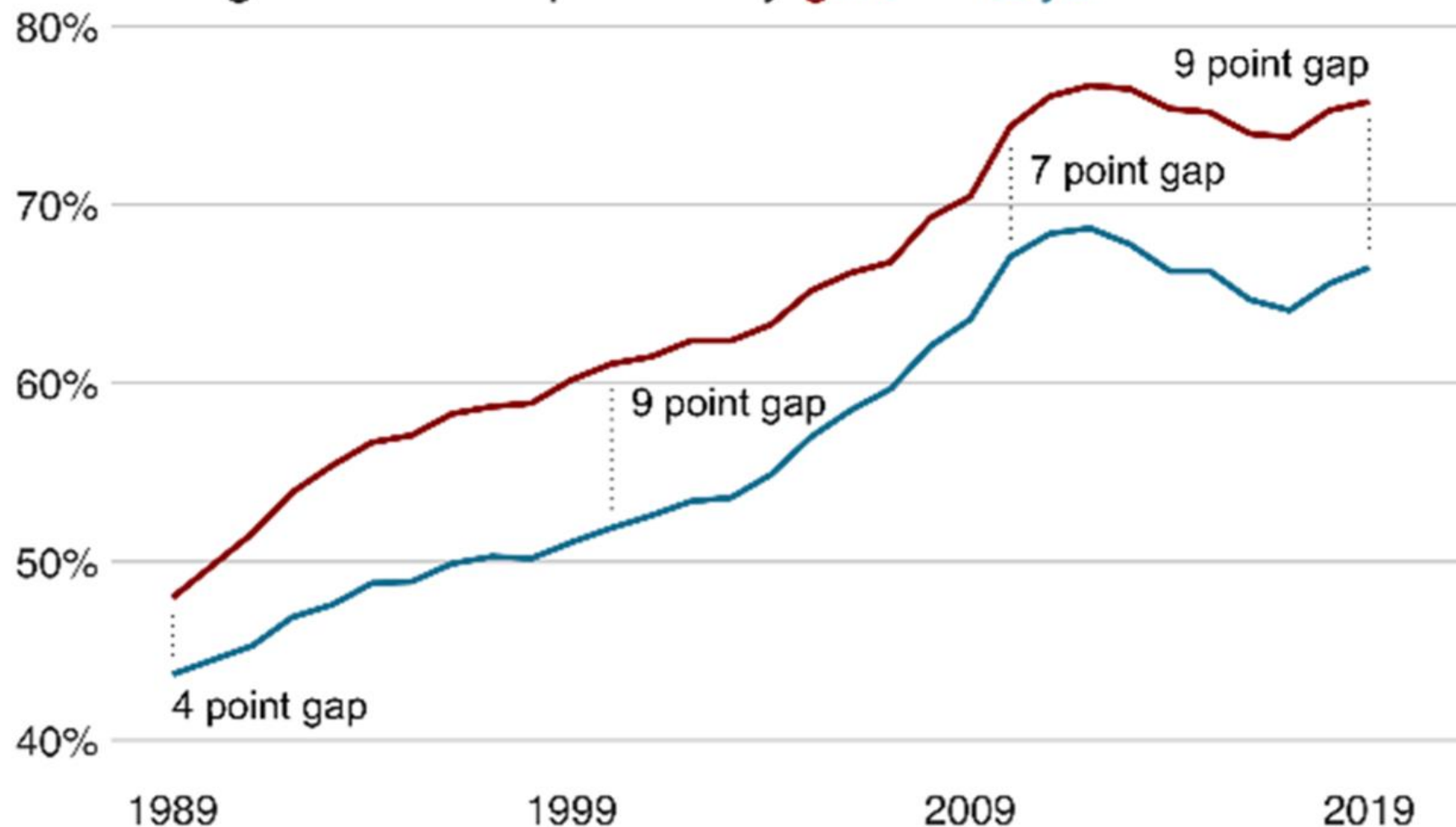
School





Persistent gender gap

Percentage of GCSEs passed by girls vs boys



Source: Buckingham University (1989-2009) / DfE (2010-2019)

BBC

A common problem...

Jane is a student of above average prior attainment. She is keen to succeed. She is ambitious to do well and has a vague career plan. She attends all of her lessons. She completes set work, keeps her books neat, and will often spend time at home reviewing what she has written down, especially when she knows that a test/assessment is approaching.

Jane's progress is slow. She is not making gains in the way that she would like. Frustrated about this, she asks her teachers and her parents for advice...

The illusion of learning...!

Jane is a student of above average prior attainment. She is keen to succeed. She is ambitious to do well in her exams and has made a lot of effort. She will often write down what she has learned.

We often encourage students to think about what they can do rather than how they can learn...

Jane's progress is slow. She is not making gains in the way that she would like. Frustrated about this, she comes to you for advice...

**Common
perception...**



MAIDEN ERLEGH

**Reality of
what it
means to
'learn'**

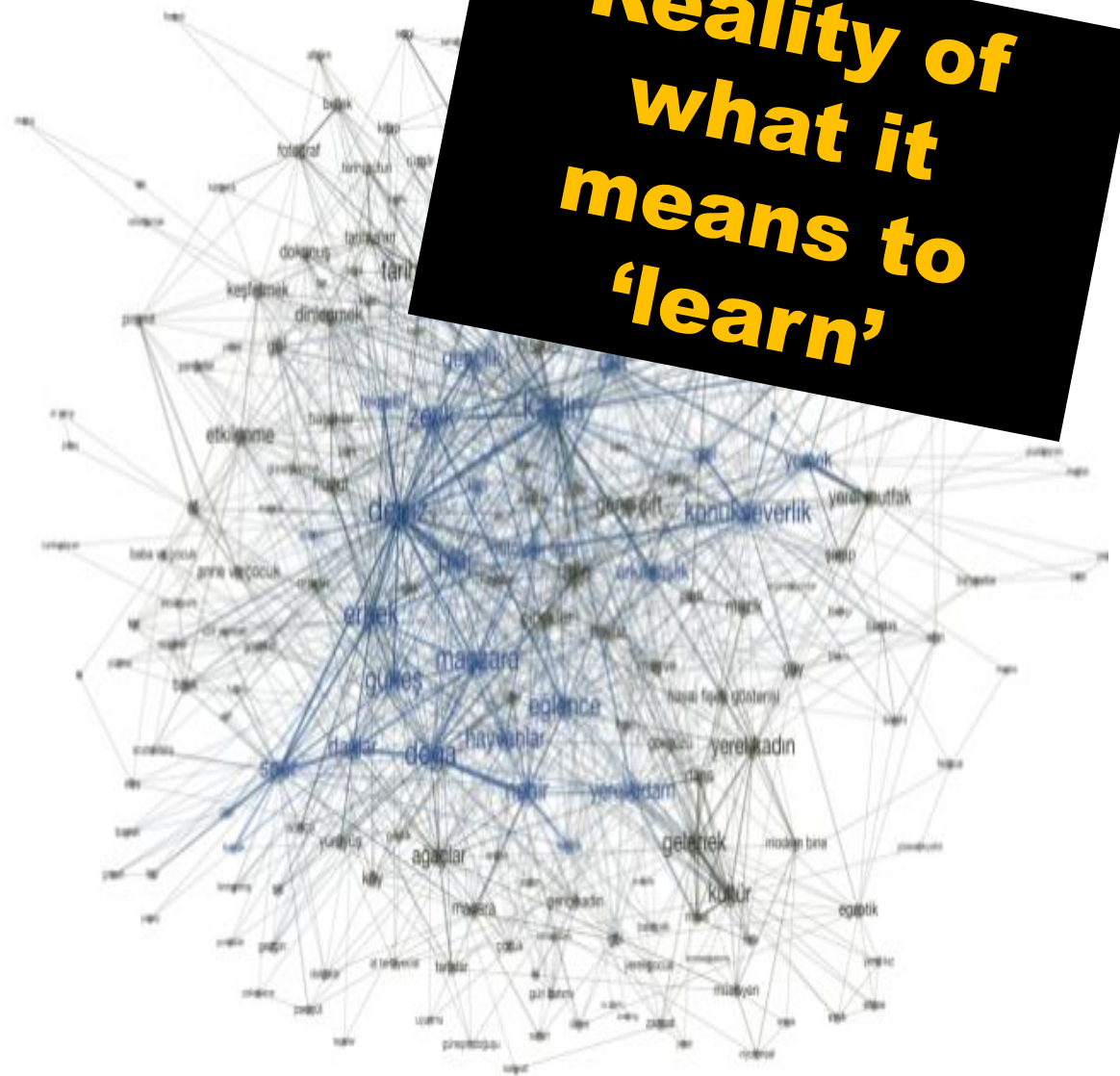


Image source **BURAK ARIKAN**



Group A read, immediately re-read, and then read again study material that they were given.

Group B read the material just once.

Both groups took an immediate test, and then another, similar test, two week's later.

**Which group of students
performed best in each test?**

The challenge...

How can you help to keep what has been taught/covered fresh in your child's mind, while they continue to learn new things?



TIP!

**‘The aggregation of marginal gains’
(Dave Brailsford)**



TIP!

**Improve what you do by 1% and
you’ll see significant results by the
time you’re done.**

TIP!

**‘Outcomes are a lagging measure
of small, daily habits’**



Using key terms/formulae/method to test herself...

Re-phrase the main ideas; create summaries – flash cards?

While reading text, convert info into questions...

Relate what is learnt to the 'real world'



Answer these self-styled questions later on...

Relate what is learnt to existing knowledge; looking for the connections



The fallacy of 'forgetting'



**We rarely 'forget'
what we have truly
learnt.**

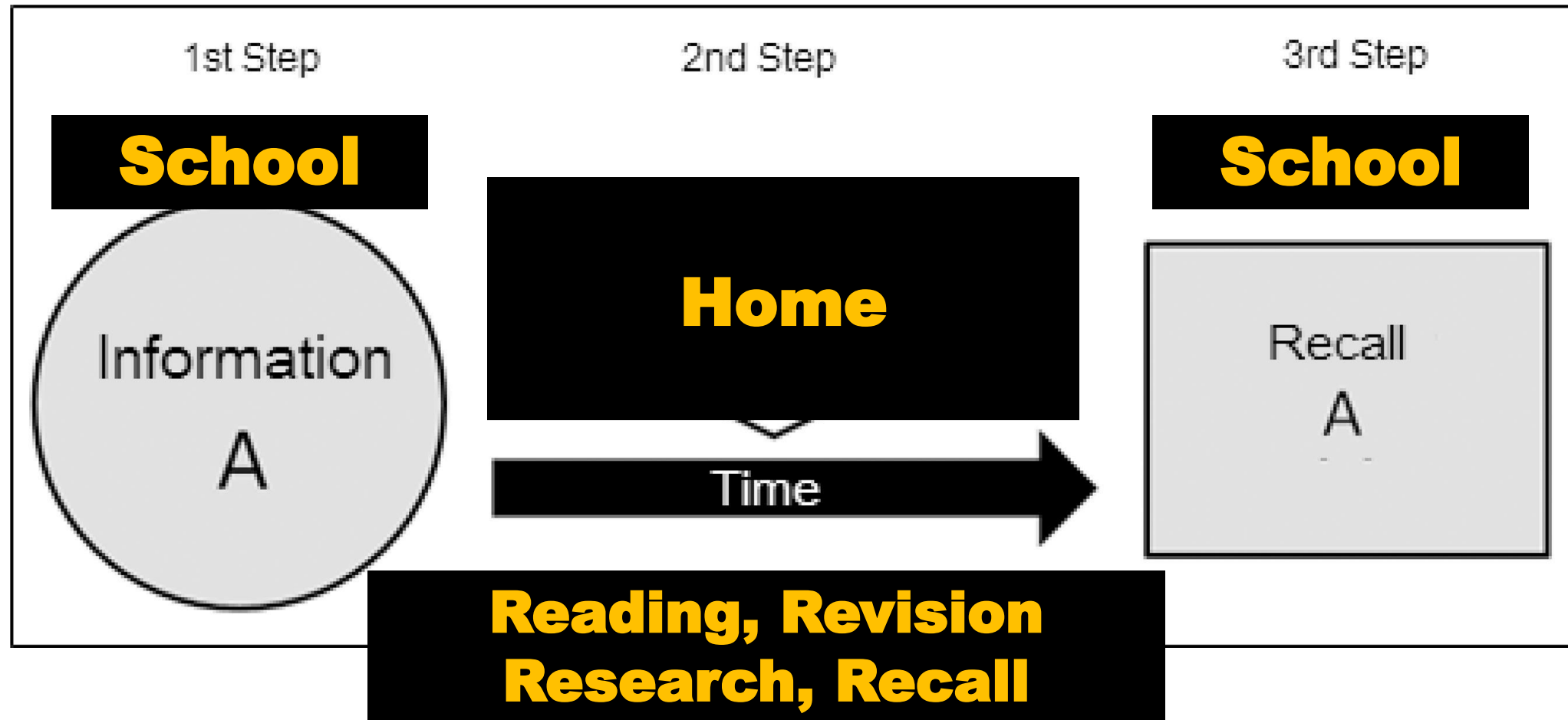
**Appropriate stimuli
can prompt memory**

**Effective re-call
strengthens
understanding**



Interrupting the process of 'forgetting'...

Securing & storing knowledge is one thing, but **retrieving** it is another...!



GH

HEALTH

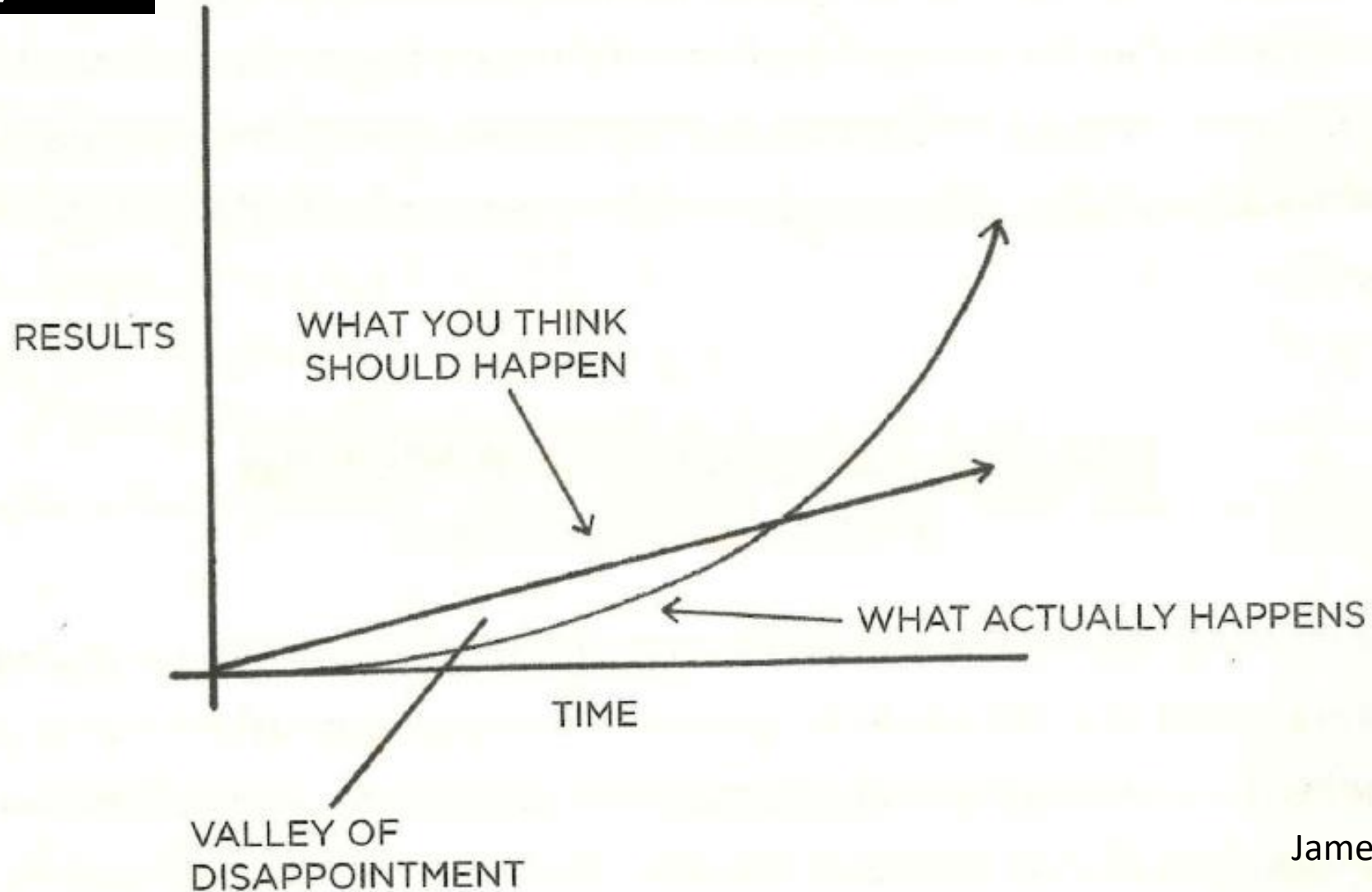
- SLEEP** (33% OF OUR LIFE)
 - REGULAR EXERCISE
 - COMFY MATTRESS
 - INSOMNIA
 - CONSEQUENCES: STRESS, MISTAKES, HARD TO CONCENTRATE
- DIET**
 - WIDE VARIETY: FRUIT, VEGETABLES
 - VITAMINS (A, C, E)
 - LOW IN FAT
 - FIBRE
 - BREADS & CEREALS: WHOLE GRAIN
- EXERCISE**
 - WARM UP
 - AEROBIC: BIKE, TREADMILL
 - TONING/STRENGTH: NO PAIN, SMOOTH SLOW
 - FLEXIBILITY: STRETCHING
- STRESS**
 - CAUSES: EXAMS, WORK, RELATIONSHIPS
 - SOLUTIONS: RELAXATION, SET GOALS, EXERCISE
 - EFFECTS: CRY, DIARRHEA, ANXIOUS, INSOMNIA, SMOKING, ALCOHOL, CAFFEINE
 - AVOID: SMOKING, ALCOHOL, CAFFEINE
- HELP?**
 - DOCTOR
 - DIETICIAN
 - NUTRITION ADVICE

TIP!

The reality of
the learning
journey...



THE PLATEAU OF LATENT POTENTIAL



James Clear, Atomic Habits



‘**Goals** are about the results/outcomes you want to achieve...’

‘**Systems** are about the processes that lead to those results/outcomes...’

Micro steps which become part of routine will increase the chances of great performance!

**I'VE LEARNED
THAT I STILL HAVE
A LOT TO LEARN**

MAYA ANGELOU

PICTUREQUOTES.com

Thank you!

