



# Chosen Hill School





**Welcome**

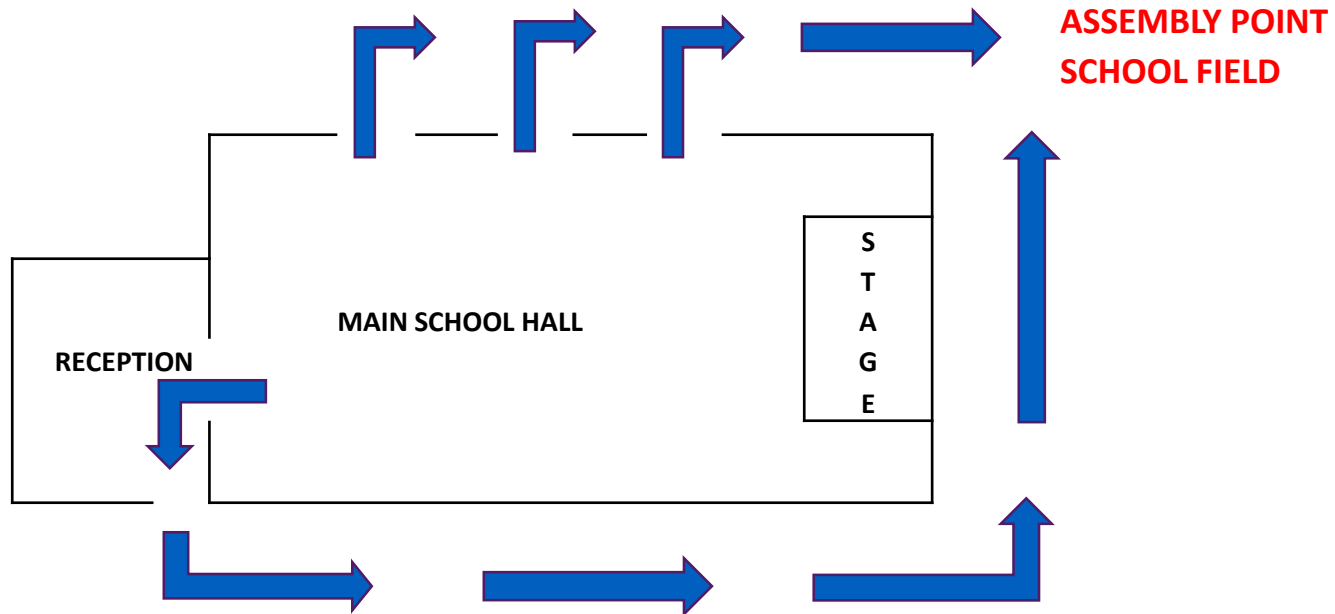
**Year 9 Parents' Information Evening**

**11<sup>th</sup> September, 2019**



# Housekeeping

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# Senior Team 2019-2020





# Being a Governor at Chosen Hill School



# What Does a Governor Do?

- The governing board provides strategic leadership and accountability in schools. It has three key functions:
  - Overseeing the financial performance of the school and making sure its money is well spent
  - Holding the headteacher to account for the educational performance of the school and its pupils
  - Ensuring clarity of vision, ethos and strategic direction

# CHS Governing Board

- They are about to review all of the school's governance policies and processes but the board is made up of:
  - The Head Teacher
  - Staff representatives (teaching & support)
  - Elected parents
  - School appointees

# What Sort of Commitment

- Firstly each governor must be happy to adopt the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- You need to be able to:
  - Turn up to the full board meetings – usually meets 3 times per year
  - Volunteer for at least one committee: (each meet around 4 times per year)
    - Resources (finance, premises & HR)
    - Learning & Outcomes (curriculum, progress, achievement)
    - Community & people (pupils, local community, communications)
  - Get to know the school by spending time there



# WHAT'S NEXT

- Speak to the Headteacher

or

- Contact The Chair, Amanda Aston,  
[amandaastona1@gmail.com](mailto:amandaastona1@gmail.com)

or

- Email the Clerk to the Governors, Kay Kavanagh  
[kk@chosen-hill.gloucs.sch.uk](mailto:kk@chosen-hill.gloucs.sch.uk)

# PATCH

## (Parents and Teachers of Chosen Hill)

- We are looking for volunteers to join us to help raise funds to provide additional activities and facilities for our pupils.
- You can join the committee, help at events or simply come along and support the events we run.
- Contact us through the parents and students section of the website or drop an email to Debbie Wardlaw at [dwr@chosen-hill.gloucs.sch.uk](mailto:dwr@chosen-hill.gloucs.sch.uk).
- In our first year, we raised over £1,000 to support Enrichment week.
- This year we want to raise funds to support Enrichment week, purchase some classroom visualizers and add to the 'extras' that help make an even greater educational experience for our pupils.

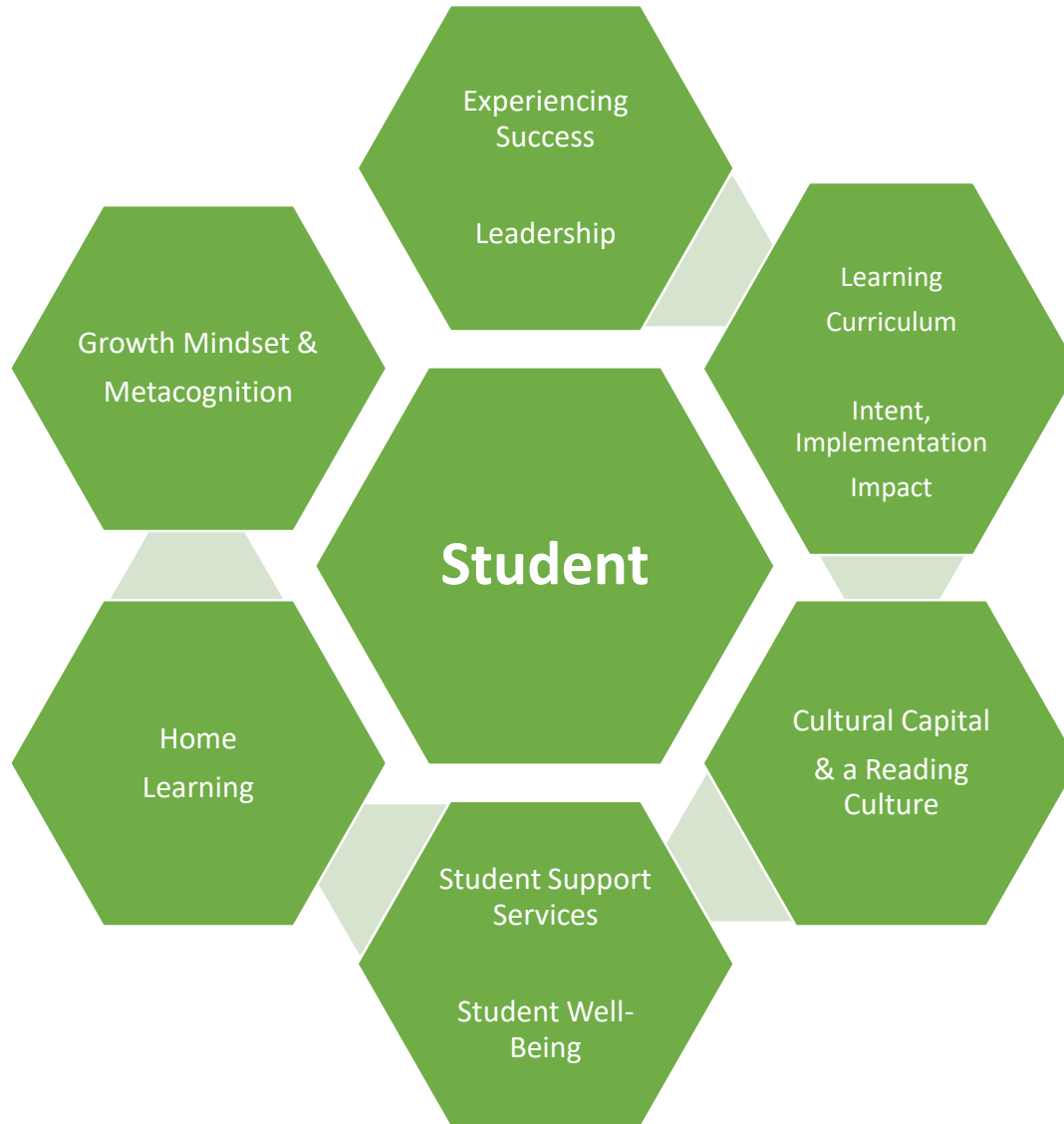
CELEBRATING



60 YEARS

CHOSEN HILL SCHOOL  
**FESTIVAL**

# DIRECTION OF TRAVEL





## **Pathway Phase**

Senior Progress Coordinator  
Mr David Hearing

# Changes to GCSEs

- “More rigorous”
- More Content
- Less Controlled Assessment
- Longer, terminal exams
- Greater Literacy demand
- Graded 9 to 1
- Mechanisms to ensure first cohorts are not disadvantaged

OLD	NEW
A*	9
A	8
	7
B	6
	5
C	4
	3
D	2
E	1
F	
G	

# Effective Curriculum Provision

A curriculum that engages and motivates our young people to learn and develop a Growth Mindset:

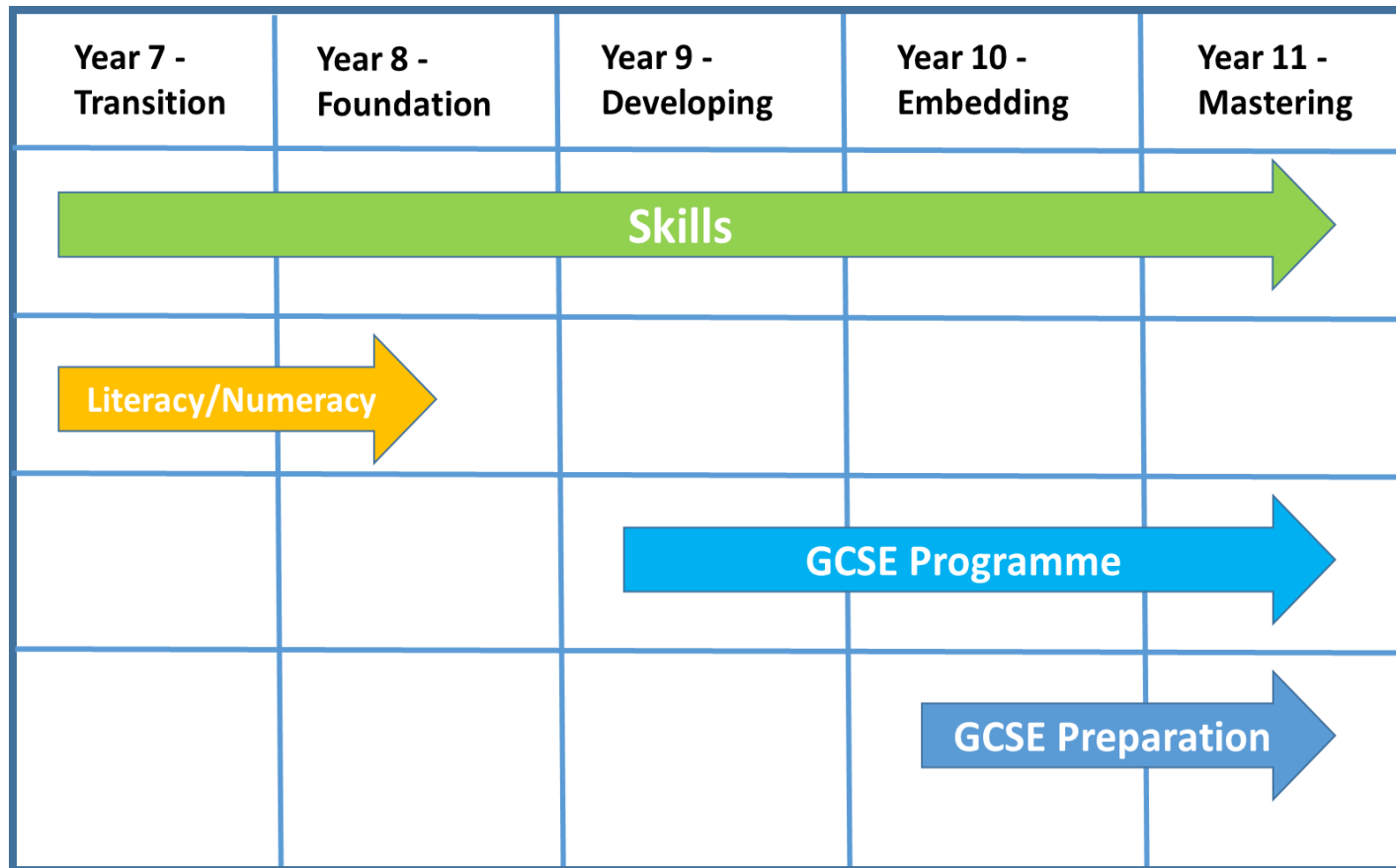
- Inspires and challenges
- Develops:
  - successful learners
  - Confident individuals
  - Responsible citizens

# Year 9 Curriculum Experience

- Literacy focus – continued provision of Accelerated Reader programme
- Retaining the breadth and balance
- Allowing students a personalised experience in Year 9
- Improving student engagement and focus in Year 9
- Robust mechanisms for monitoring and charting our students' progress
- Delivers a wide range of opportunities to develop the “softer” skills through a coordinated programme of PSHCE, RE, Citizenship and British Values



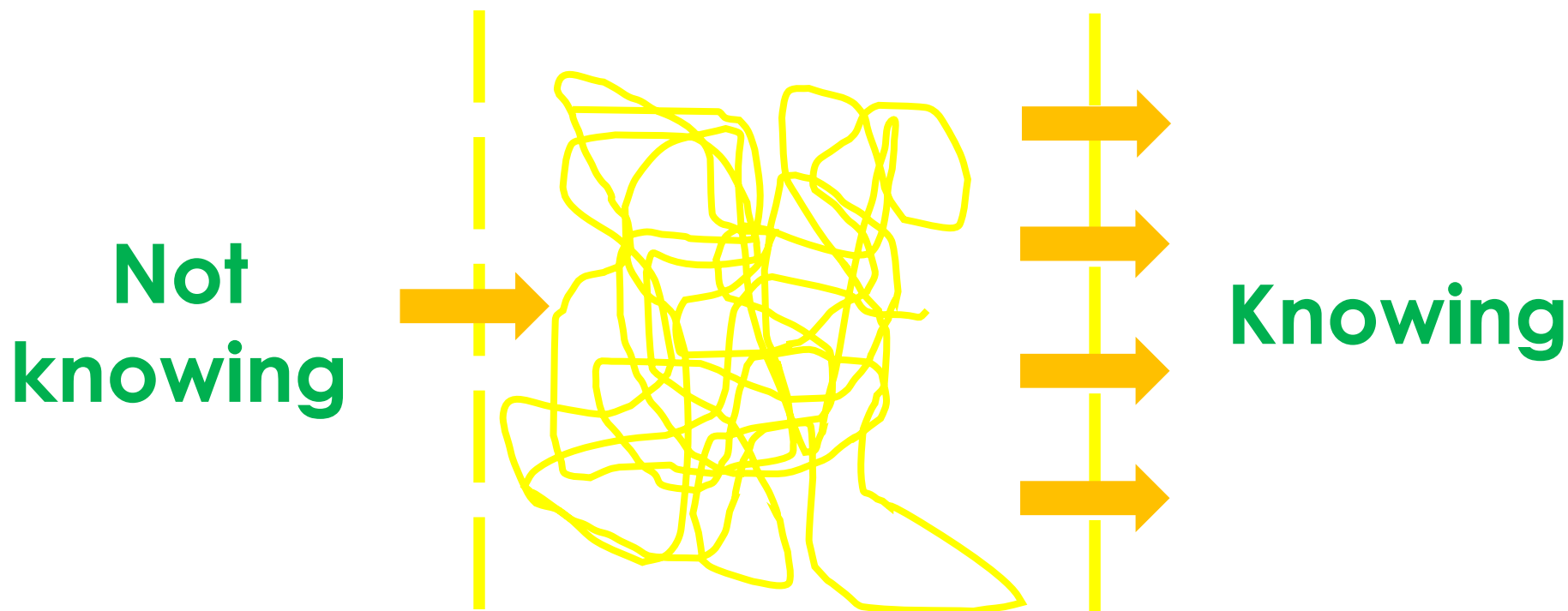
# Pathway Phase



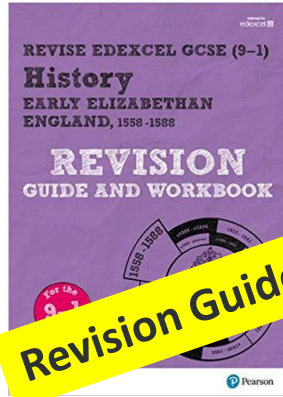
# Year 9 Curriculum Experience

- Extended Pathway phase to allow for:
  - Teaching that builds up students' stores of knowledge in long term memory
  - Expertise to be developed over time and from relevant knowledge stored in long term memory
  - Opportunity for “overlearning” through repeated recall to develop fluency in learning
  - Opportunities for developing powerful, transferable and sequenced knowledge

# Preparing for GCSEs in Year 9 can be tricky ...



# Being organised can help ...



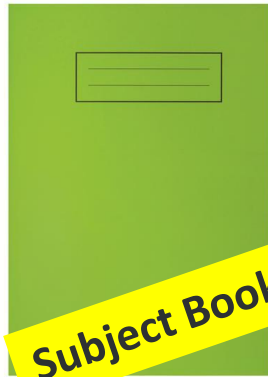
Revision Guides



Show My Homework



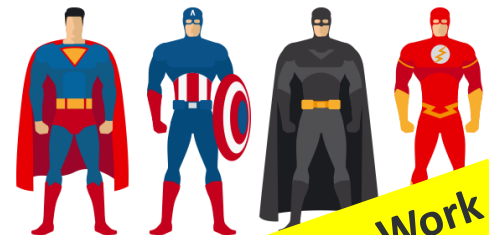
Building Revision Resources



Subject Books



Using the Library



Team Work

# What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

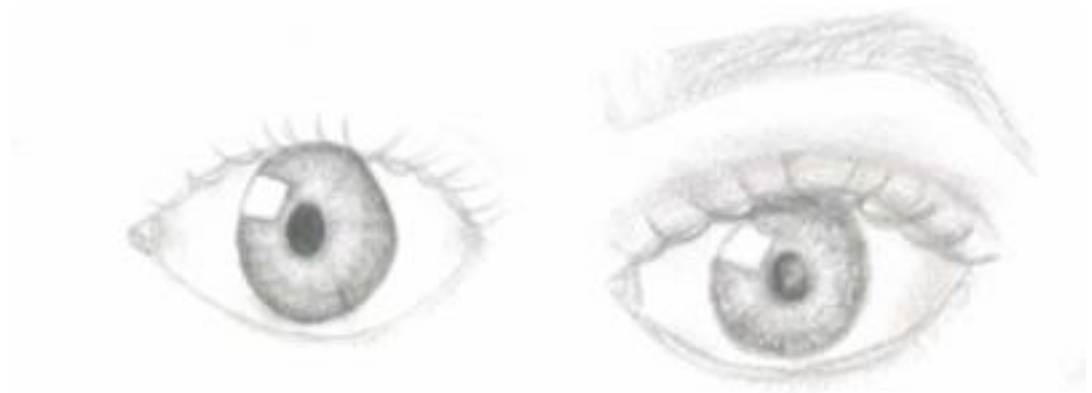
Created by: Reid Wilson @wayfaringpath © ⓘ ⓘ ⓘ Icon from: thenounproject.com



# Responding to Feedback Matters ...



Your next steps are:



# Metacognition – the next steps...



- Students are taught metacognitive strategies to plan, monitor and evaluate learning
- Teachers model their own metacognitive and cognitive skills
- Students develop confidence in managing learning independently

# Mental Health Champion Award

## Mental Health Trailblazers

## Early Adopter School

## Mental Health Support Teams (MHST)





## The MHSTs will:

- build on support already in place in school
- support students in school with mild to moderate mental health issues
- help students with more severe needs through assessment and access to the right support, and provide a link to specialist NHS services e.g. CYPS

There will be four areas of work:

1. **Universal (Whole School Approach)** e.g. school assemblies, developing the skills of peer listeners, delivering workshops
2. **Targeted (Mild Mental Health Concerns)** e.g. targeted group work for students such as in resilience, parent support groups, 1:1 Mental Health support
3. **Specialist (Moderate to Severe Mental Health Concerns)** e.g. Mental Health assessment of students for specialist support
4. **Support for staff** e.g. staff wellbeing sessions, training staff in Mental Health First Aid, self harm, anxiety and depression

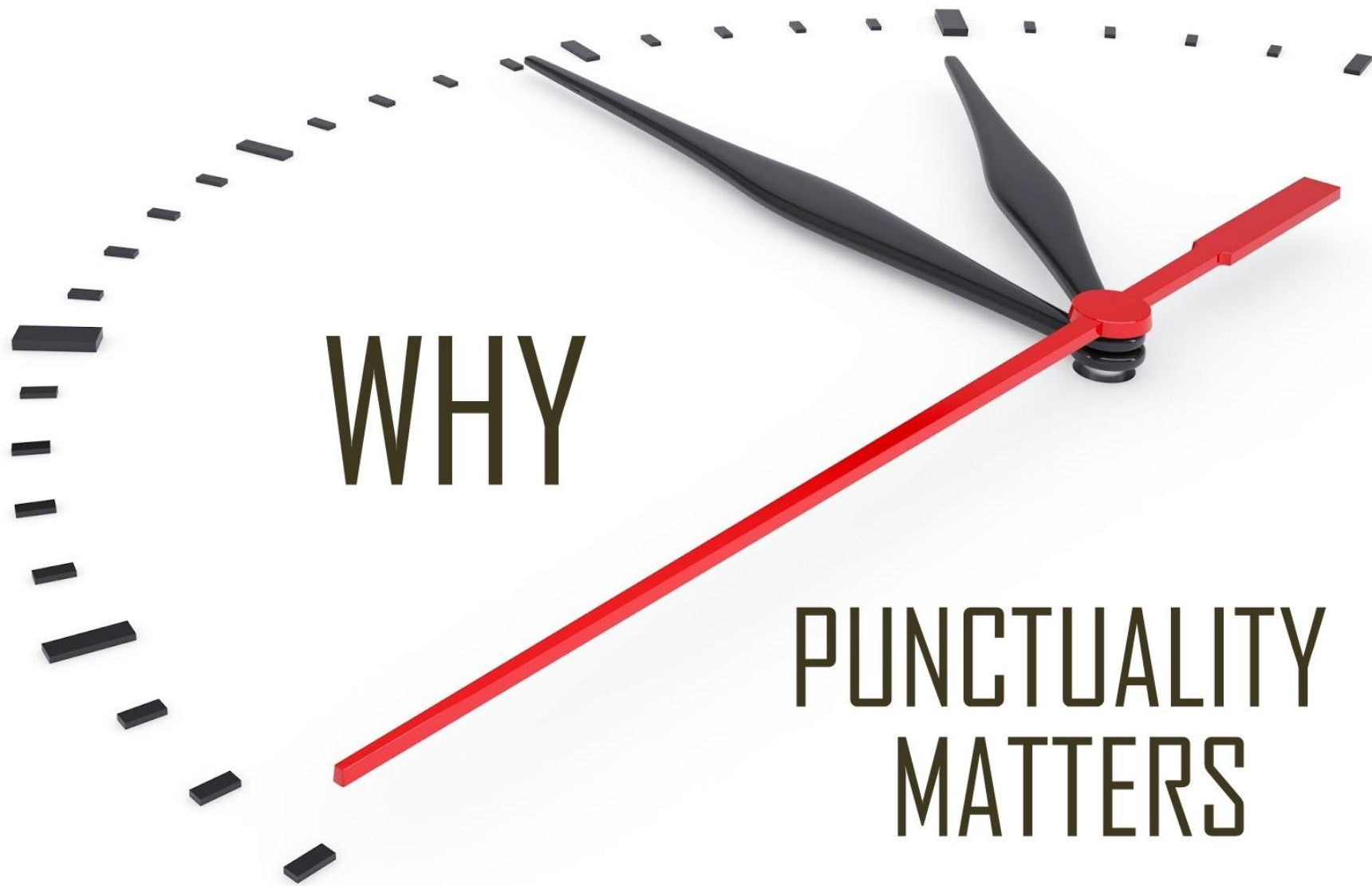
# ATTENDANCE MATTERS

every school day counts.

# 100 CLUB

# Missing days of school

- There is no safe number of days for missing school.
- Each day of school missed puts your child behind.
- Missing school can have a big impact on students academically and socially.
- Each missed day is associated with lower progress in numeracy, reading and writing and overall attainment.



WHY

PUNCTUALITY  
MATTERS

# Good Punctuality to school means:

- You arrive to school and every lesson on time
- You are developing key work place skills
- Not impacting on the learning of others
- Not reducing learning time for other students
- School recognising and rewarding good punctuality

# Student Support Services



Miss Leia Rosenberg  
Parent and child support



Ms Lisa Comer  
Behaviour for Learning  
support



# Student Support Services



Mrs Ros Chance  
Attendance support

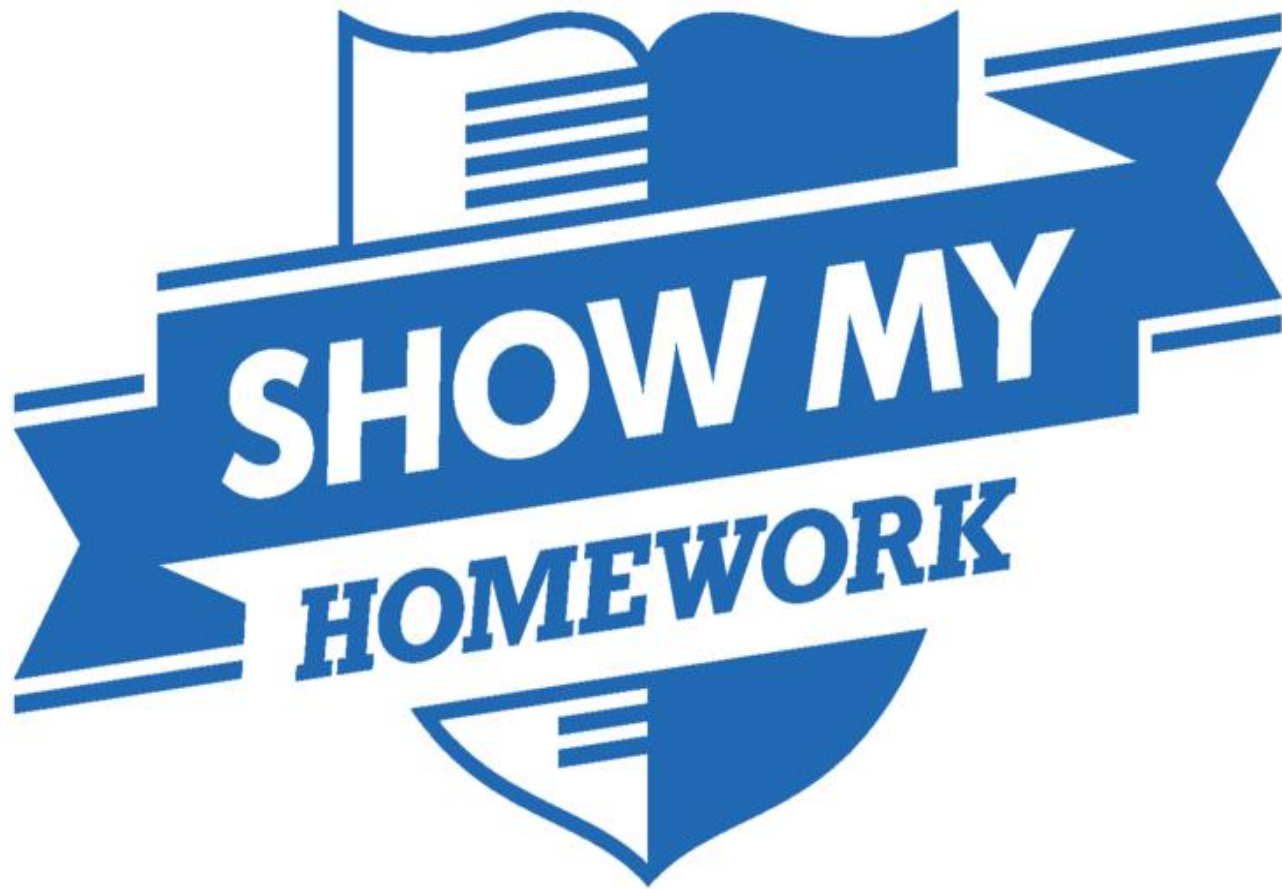


Mrs Gemma Wildsmith  
Additional attendance support

# Parents' Evenings

- Appointments for parents evening are booked on line as for 2018-19
- Please look out for the notice in the HT bulletin that the appointment booking window is open. Guidance on how to book appointments is on the website page.

# Home learning - Website Links



# Show My Homework Tutorial

You Tube

“Show My Homework”: Satchel

For parents

For students

# Year Lead – Progress Coordinator & Learning Mentor Team



# Learning Mentor Programme 2019-20

A Learning Mentor is the first member of staff to greet our students in the morning and get their day off to a good start.

A Learning Mentor is the first point of contact for parents.

A Learning Mentor plays a crucial role in providing academic and pastoral support and promoting the school's ethos and standards

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 9	SLT/YL Assembly MSH/SPH	GRIT/ Year & House Activities	Number Ninjas	Ink Tank Year Council (wk 1)	Accelerated Reading /LM Progress Review





Chosen Hill School

# Equipment

The  
Top  
**10**

## The Top 10



A Blue or Black Pen



A Rubber



A Ruler



A Pencil

A SHARP  
Calculator



## Your Reading Book



A Green Pen



A Glue  
Stick



A Board  
Pen



A Sharpener

It will also be useful to have:

A Maths  
Set



Coloured Pencils



# Getting Involved

- Wide range of extra-curricular activities for students to get involved in. Including:
  - Rugby (boys and girls),
  - Netball,
  - Badminton,
  - Drama Club,
  - Book Club,
  - STEM (Science, Technology, Engineering and Mathematics),
  - Product Design,
  - Jazz Group and many more
- We encourage all students to sign up to at least 2 extra-curricular clubs
- Year Group and School Council



# House System

Masefield



Carne



Scott



Whittle



# Tracking Progress & Reporting



# What will your child's report look like?

Subject	Attitude to Learning	Attitude to Homework	Target grade	Current grade	Predicted grade	Key area for improvement
English	Exceptional	Good	5	4	4+	Tom needs to develop his written arguments through using more quotations and connectives
Maths	Good	Exceptional	6	6	7-	Tom needs to learn how to multiply and divide negative numbers and should watch Maths Clip 46
Drama	Satisfactory	Some cause for concern	5	3	4-	
Btec Business	Serious cause for concern	Satisfactory	L2 Distinction	L2 Pass	L2 Merit -	

This focuses on attitude to learning, rather than just behaviour

These are aspirational grades, but are not a ceiling

This is the grade the student is currently working at

This is the grade the student is predicted to get if they continue at their current rate of progress. They are finely graded + & -

These statements will show what the pupil must do to progress further.

## Attitude to learning is key: Have the students gone green?

### *Exceptional Attitude towards learning*

- a) Working with an attitude that always **meets my expectation** since the last report.
- b) Progress is made as a result of the student '**actioning**' the learning objectives at the start of **every lesson**. It is clear that the student has done **what** they have been asked to do, **how** they have been asked to do it consistently since the last report.
- c) Excellent improvement made with feedback.
- d) A very positive Growth Mindset is shown in every lesson.

### *Good Attitude towards learning*

- a) Working with an attitude that **meets my expectations** in the vast majority of lessons, since the last report.
- b) Progress has been made as a result of **listening** to the teacher's comments and direction. It is clear that the student has **tried** to do **what** they have been asked to do and **how** they have been asked to do it.
- c) **Very few** examples of '**Your next steps are ...**' type **comment** needing to be repeated since last report. Feedback is used well for improvement.
- d) A positive Growth Mindset is shown in nearly all lessons.

# Key Dates:

- **Curriculum Monitoring:**

November 2019, February 2020, April 2020 and July 2020

- **Parents' Evening:**

30<sup>th</sup> April 2020

- **End of Year Assessments:**

1<sup>st</sup> June -5<sup>th</sup> June 2020

# Stretch and Challenge for Year 9

- Structured peer mentoring scheme with year 12 and 13 students
- Brilliant Club
- Debating club
- Programme of bespoke Masterclasses
- Young Writers' club
- Stem Club
- Further Maths/Statistics

# To Develop a Reading Culture

## Why?

- Academic success...
- Research by Renaissance Learning found that the average reading age of a Year 11 pupil is 13 years (2018)...
- But the average reading age of a GCSE exam paper is 15 years.

# To Develop a Reading Culture

## What is Accelerated Reader Programme?

- The AR programme encourages and supports a reading culture. It is NOT a catch-up programme.
- Pupils are tested for their reading age and given a ZPD – zone of proximal development – range (e.g. 3.1. – 5.1). They choose books within this range.
- When they have read a book, pupils take a simple quiz to check they have understood what they have read. This must be taken at school.
- Pupils are regularly re-tested to check progress.



# To Develop a Reading Culture

## Why?

- Mental Health



# Contacting Your Child's Learning Mentor

Via phone – **01452 713488**

Via email:

Mr Knight	rk@chosen-hill.gloucs.sch.uk
Mr Aston	ga@chosen-hill.gloucs.sch.uk
Mrs Mitchell	jm@chosen-hill.gloucs.sch.uk
Mrs Evans	se@chosen-hill.gloucs.sch.uk
Mrs Stalberg	es@chosen-hill.gloucs.sch.uk
Mrs Forster	df@chosen-hill.gloucs.sch.uk
Mrs Bebbington	rb@chosen-hill.gloucs.sch.uk
Mrs Sharp	zs@chosen-hill.gloucs.sch.uk
Mr Roberts	dr@chosen-hill.gloucs.sch.uk
Mrs Elias	ke@chosen-hill.gloucs.sch.uk



# Chosen Hill School

Thank you for attending this Year 9 Parents'  
Information Evening

