



Welcome to Year 7
Tuesday 10 October



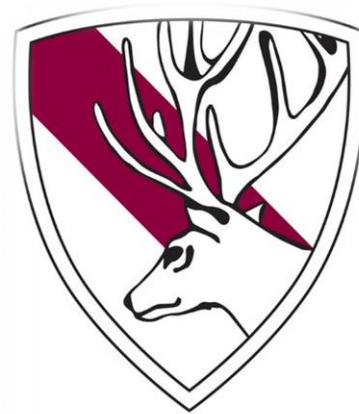
Introduction and Welcome

Mr Hillyard

Senior Deputy Headteacher

Mr Melton

Deputy Headteacher



The Carlton
Academy





The
**Carlton
Academy**


Teaching, Learning and
Curriculum

Mr Hillyard
Senior Deputy Headteacher







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Challenge in
mixed ability
classes




Speak It,
Write It,
Read It




Modelling
and
explanation

**Carlton
Academy
Shared
Strategies**



Memory and
retrieval



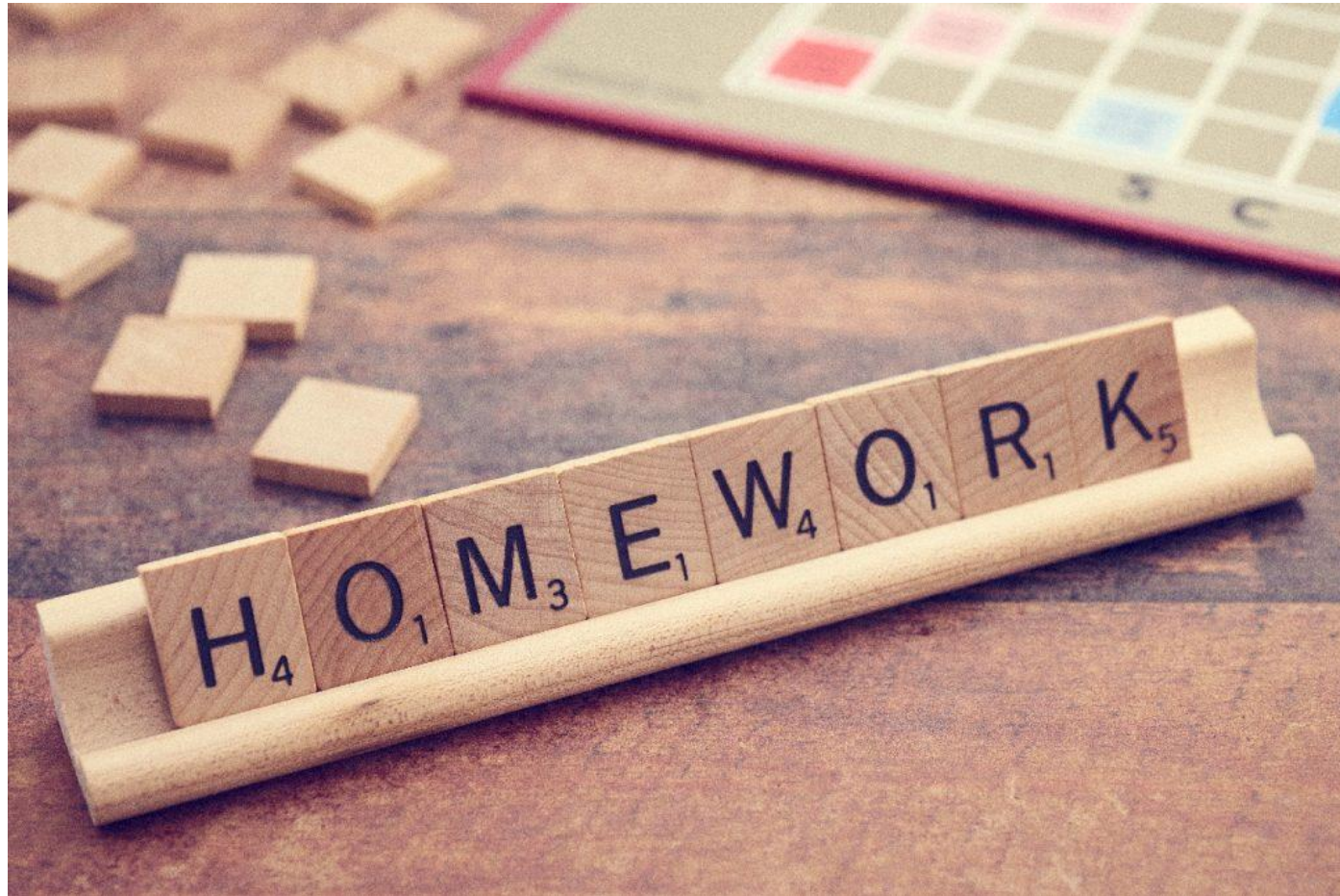
Feedback



Questioning



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Reading at The Carlton Academy



Mr Hillyard
Deputy Headteacher



“Reading should not be presented to children as a chore, a duty. It should be offered as a gift.”

Kate DiCamillo

Accelerated Reader

- STAR tests taken during the first 3 weeks here.
- Students given a reading range – all books in the Library are labelled with this information.
- Book difficulty.
- Book quizzes are taken after completing a book.

Making time for reading

- Dedicated Accelerated Reader English Lesson
- 15 minutes DEAR time every day.
- Staff lead by example and read with the students.
- This will be on a rolling timetable so it falls in a different lesson every day.

DEAR



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Week 1	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	✓	✓	✓		
Tuesday	✓	✓	✓		
Wednesday	✓	✓	✓		
Thursday	✓	✓	✓		
Friday	✓	✓	✓		

How can you help?



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- Home Connect
- Dedicate time to reading with your child.
- Create opportunities for your child to read – doesn't have to be books!

The screenshot displays the Accelerated Reader interface. At the top, there are tabs for 'reading' and 'maths'. Below this, the 'Accelerated Reader' header is visible, followed by 'Reading Practice Quizzes' and 'Vocabulary Practice Quizzes'. The main section is titled 'My Overall Progress' for the period '01/08/2010 - 31/07/2011 (9% Complete)'. It features three progress bars: 'Quizzes' at 90% (target 85), 'Points' at 2.7 (192.9% of target, target 1.4), and 'ATOS Book Level' at 4.6 (target 3). Each bar is accompanied by an 'Above Target' star icon. Below the progress bars, it shows 'Quizzes Passed/Taken: 1/1' and 'Word Count: 19,556'. The 'Reader Certifications' section indicates the student is a 'Super Reader' (Current Target) and 'Ready Reader' (Last Achieved 01/09/2010). A 'Find Books' section at the bottom right promotes 'AR BookFinder' with a 'Click to Open in New Window' button.



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Speak It, Write It

- Confident speaking and writing skills.
- Skills for life.
- High quality vocab.



Quality Talk at The Carlton Academy

Sentences with **correct grammar** and **conjunctions**

Project your voice

Eye contact and **body language**

Articulation and **intonation**

Keywords and **subject-specific** language

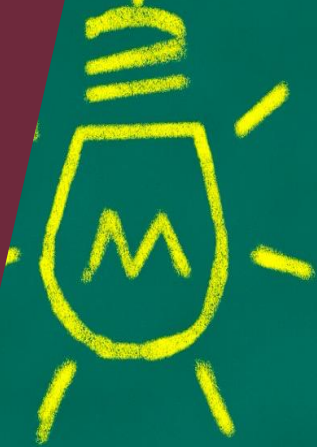
Answers should be a minimum of **10 words** in length



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How can you help?

Memory and retrieval

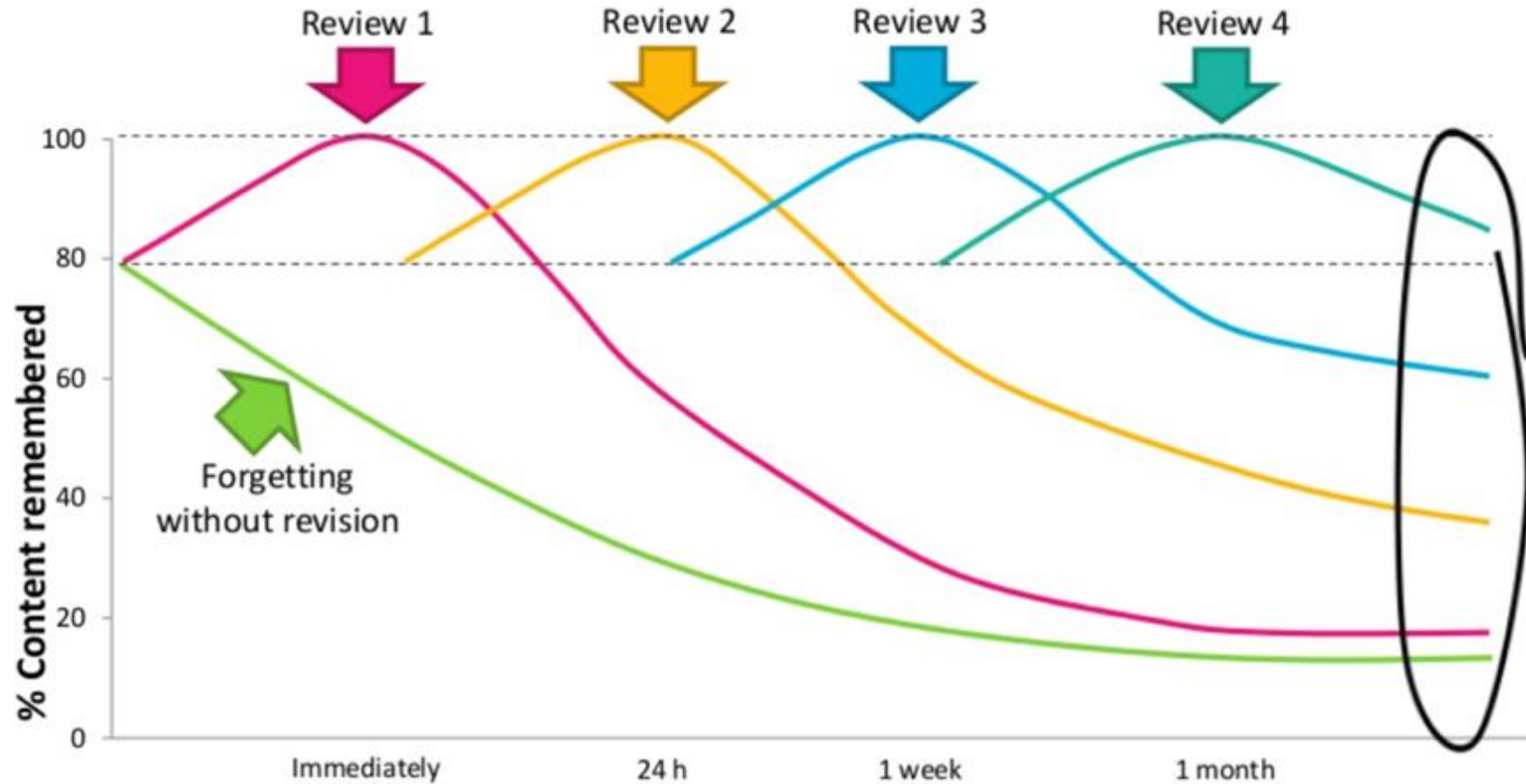


DID YOU
KNOW?

- 66% being forgotten within 7 days
- 88% being forgotten within 6 weeks
- Only 'reading over your notes' leads to a 10% retention of what is learnt



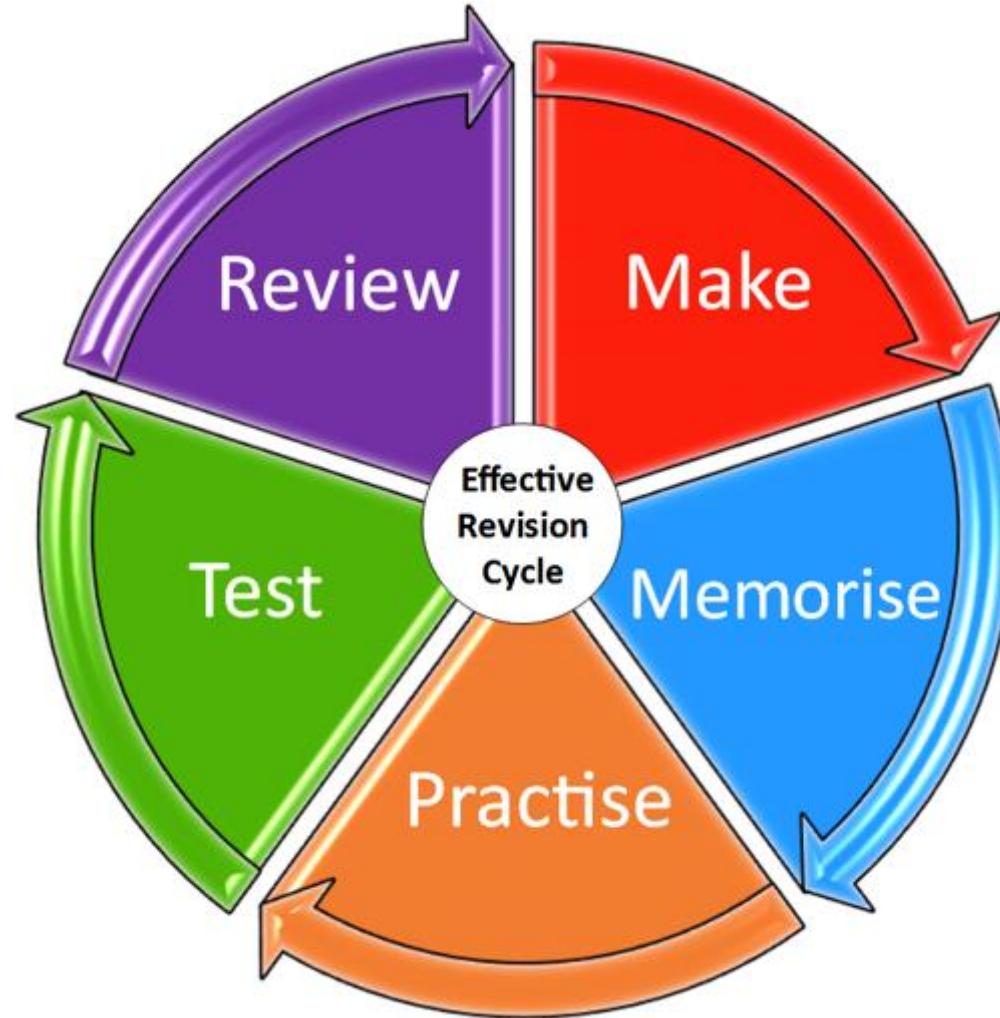
Forgetting curve + Spacing effect



Retrieval Practice



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Curriculum



The Curriculum



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Subjects Studied in Year 7

All Year 7 students at The Carlton Academy study the Core Subjects of:

- English
- Maths
- Science
- Physical Education
- Religious Education

In addition to this we ensure that all our Year 7 students have the opportunity to study the following subjects:

- History, Geography, Music, Art, Drama, Design and Technology, IT and a Modern Foreign Language.

Wider Curriculum



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The Wider Curriculum is the part of our **'Whole Curriculum'** which includes all of the additional activities, events and visits we encourage students to take part in outside of lessons (enriching experiences), as well as PHSE related learning about staying safe, healthy and preparing for life in modern Britain.

Curriculum +

Extra Curricular clubs and societies offered weekly including Sports, Music and Drama and much more.

ECO Days

Enriching Curriculum Opportunities. Days off timetable where trips take place or visitors come to school

Wider Curriculum



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Embedding British Values is a core aspect of our Wider Curriculum. We cover this in our DRIVE values and this is embedded in our PSHE and Assembly programmes.

Careers education is threaded through the PSHE programme for students in all years and students in Year 10 undertake a week of work with more focused careers guidance given to all students from Year 9 onwards.

The Carlton Academy Values through DRIVE link to the British Values:

Democracy- Everybody has a role to play and people should be able to voice their opinions about the issues that matter to them in a **DEMOCRATIC** way.

Responsibility- Laws and rules are there to keep us safe. Everyone needs to respect others, and take **RESPONSIBILITY** for their actions.

Independence- In the importance of individuals developing the self-esteem, confidence and initiative necessary to think **INDEPENDENTLY**

Value- Everyone's beliefs, religious or otherwise, should be **VALUED** and respected unless they encourage hatred or harm towards others

Equality- People should be treated **EQUALLY** regardless of their race, gender, sexuality, religion or background

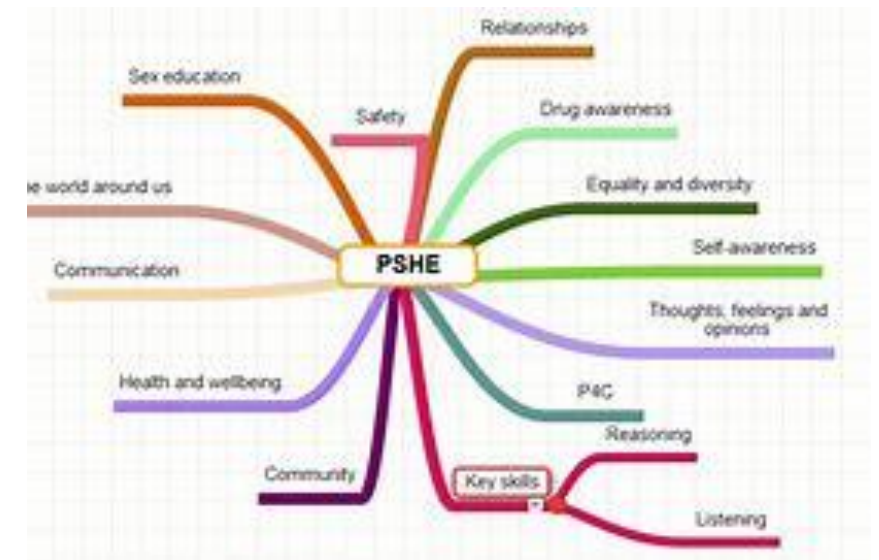
PSHE



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At the Carlton Academy we want to educate students who are compassionate, respectful, tolerant, curious and collaborative as well as academically successful and knowledge rich. PSHE- Personal, Social and Health Education, including RSE (Relationship and Sex Education) Plays an important part in that aim.

We teach PSHE for one hour once a week on a rolling programme. This means it replaces one lesson per week on a rota and rolls through the week.



PSHE



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All PSHE lessons are taught in year group classes and we follow the PSHE Association programme, looking at topics in 3 sections-Health and Wellbeing, Living in the Wider World and Relationships.

During this first term all Year 7 students experience a talk about Road Safety and have been studying the transition to secondary school and how to make and maintain friendships.

Next half term they will be moving onto Digital literacy and keeping safe online.

The full PSHE timetable for Years 7-11 is available on the Website.

PSHE
Association

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



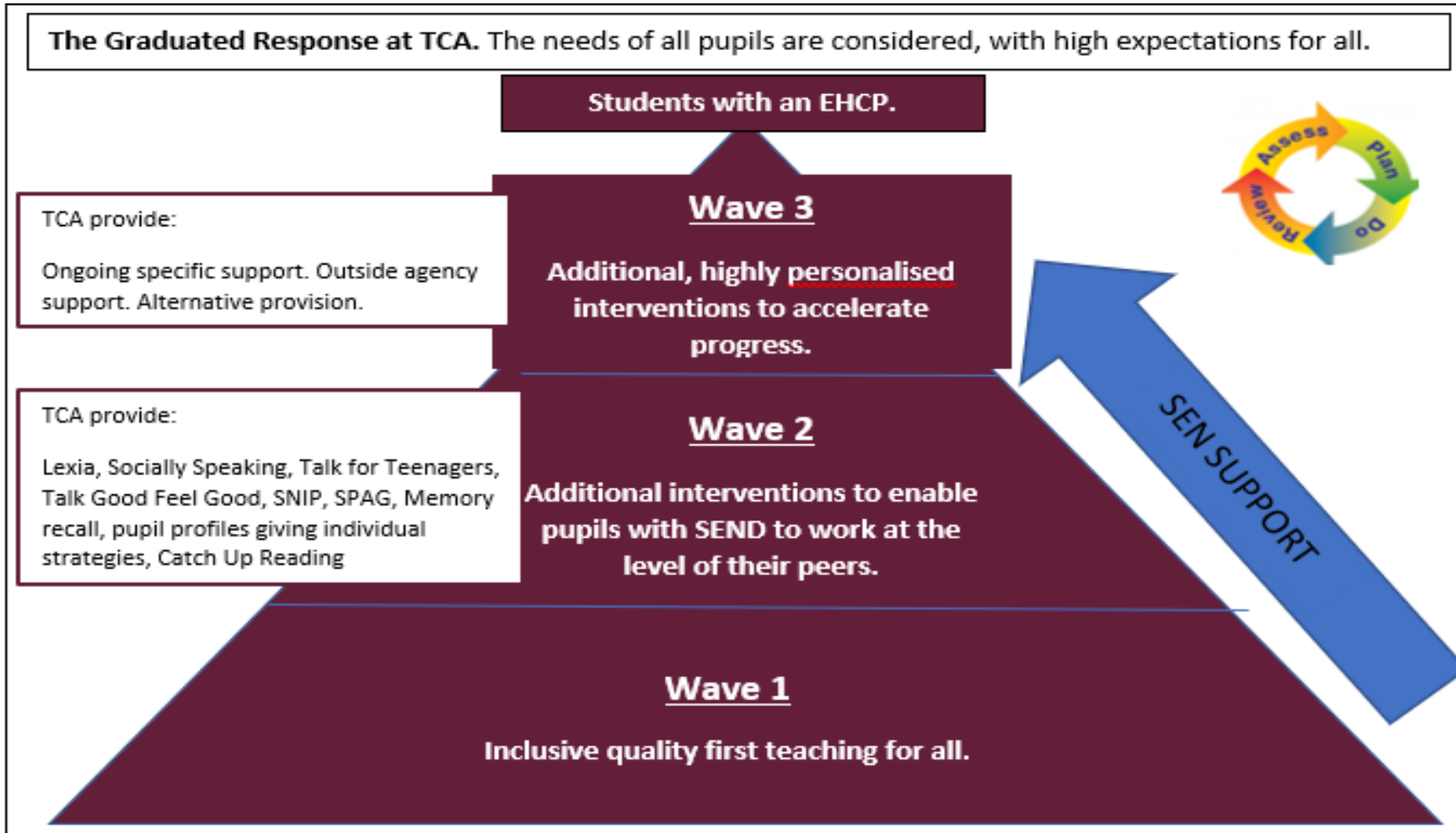
- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.



Strategic Provision for SEND



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Interventions

Interventions are mapped to suit the needs of the school:

We provide the following interventions:

- Phonics
- Lexia
- Reciprocal Reading
- Socially Speaking
- Memory recall practice
- Talk 4 Teenagers
- Think Good Feel Good
- Touch typing



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Assessment and Reporting

Mr Melton
Deputy Headteacher



Reports - New for 2023-24

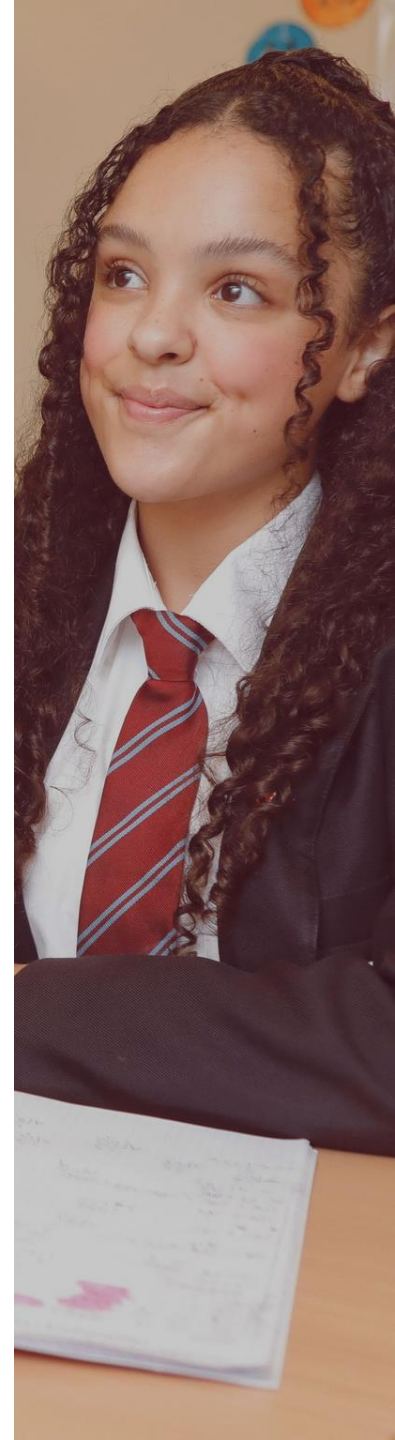
Rationale

- All schools in our Trust follow a three-year KS3
- Assessment and reporting in Years 7-9 now has a focus on attainment information
- Attainment reports that are sent home to parents occur once per academic year



KS3 Academic Report

Report Content	Example								
<p>Subjects will be listed with the class teacher and the class set they are in. The example to the right shows, the student studies Art in a Mixed set and Maths in set 2.</p>	<table border="1" data-bbox="1633 301 1798 496"> <thead> <tr> <th>Subject</th> <th>Set</th> </tr> </thead> <tbody> <tr> <td>Art Teacher Name</td> <td>M</td> </tr> <tr> <td>Maths</td> <td>2</td> </tr> </tbody> </table>	Subject	Set	Art Teacher Name	M	Maths	2		
Subject	Set								
Art Teacher Name	M								
Maths	2								
<p>The next two columns show a summative assessment % and cohort average assessment %. Summative assessment set by departments and completed in class. Summative assessment will cover all/most aspects of the curriculum taught to date.</p>	<table border="1" data-bbox="1564 582 1888 782"> <thead> <tr> <th>Assessment %</th> <th>Class Average % Assessment</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>56</td> </tr> </tbody> </table>	Assessment %	Class Average % Assessment	57	56				
Assessment %	Class Average % Assessment								
57	56								
<p>Target bands will appear alongside the assessment percentages. A predicted band made by the teacher is based on what the Your child is likely to achieve in the future.</p>	<table border="1" data-bbox="1480 915 1951 1115"> <thead> <tr> <th rowspan="2">Target Band</th> <th colspan="2">Predicted Bands</th> </tr> <tr> <th>Data Collection Point 3</th> <th>Data Collection Point 4</th> </tr> </thead> <tbody> <tr> <td>C</td> <td>C</td> <td></td> </tr> </tbody> </table>	Target Band	Predicted Bands		Data Collection Point 3	Data Collection Point 4	C	C	
Target Band	Predicted Bands								
	Data Collection Point 3	Data Collection Point 4							
C	C								
<p>Subject targets will be used where the class teacher feels that here is a need – This is usually capped at two per subject Students who have not met their target band, should receive a minimum of one subject target.</p>	<p style="text-align: center;">Subject Targets</p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;">Behaviour, Work-rate</p>								



Target Bands

How are these set?

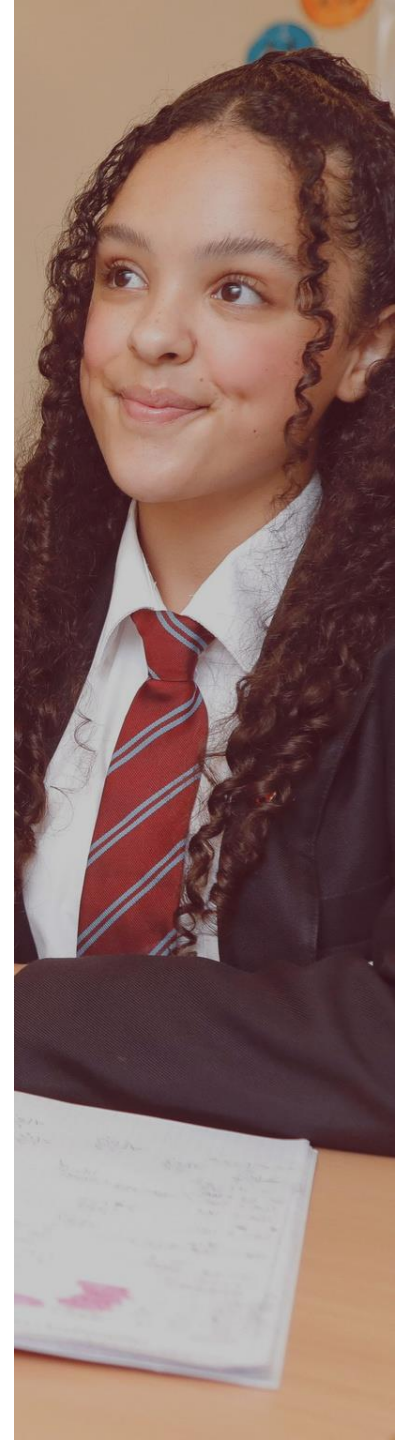
- Calculated from KS2 scaled scores produced from SATs.
- Where SATs are not available CATs testing is conducted in Year 7 and this is used as the benchmark.
- SATs are used to generate a specific numerical GCSE target for each subject i.e. a single number.
- At each data point in Years 7 to 9, teachers report the student's projected end of KS4 outcome as a **Band** based on KS4 grading.



Data Collections

- Using GCSE descriptors as a starting point, subjects define expected end of year skills descriptors for each Band, in each Year (7 to 9)
- Assessed work in Years 7 to 9 graded as Band A, B, C, D, E to indicate their predicted outcome at the end of KS4 based on the quality of that work: “a trajectory”

Band	GCSE Target
A	8-9
B	6-7
C	4-5
D	2-3
E	B-1



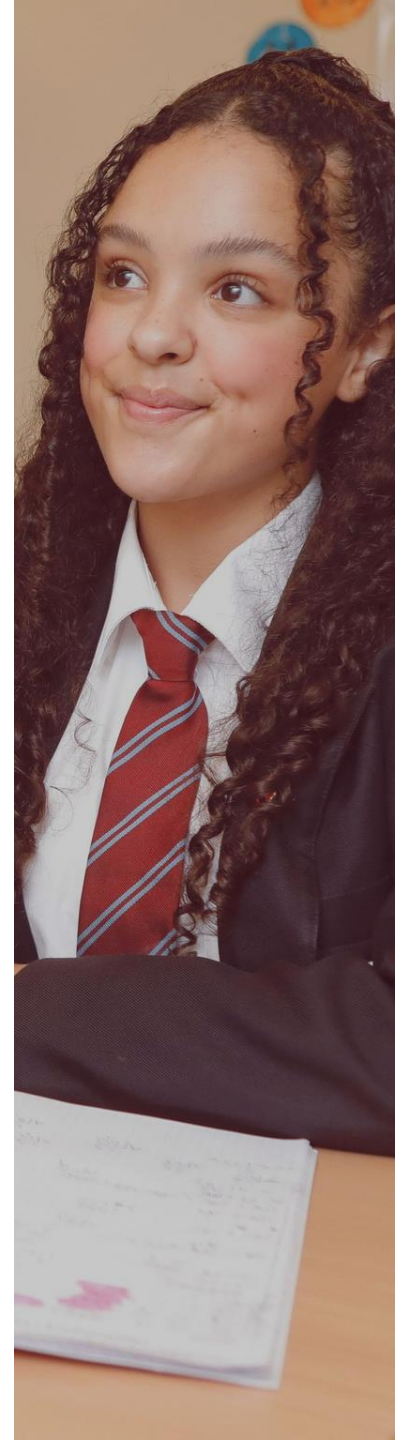
Exemplar Banding

- Using GCSE descriptors as a starting point, subjects define expected end of year skills descriptors for each Band, in each Year (7 to 9)

Year 7 Geography



BANDS	Geographical Knowledge	Application of Knowledge	Skills	Communication
A Detailed	I demonstrate a detailed knowledge of places and processes and I can select an appropriate example.	I can explain and describe geographical processes and patterns with specific detail throughout.	I demonstrate excellent map and graphical skills. I can interpret geographical data and visual resources accurately and in detail.	I use appropriate geographical key words, I annotate geographical processes and patterns and order my answers with no gaps throughout.
B Clear	I demonstrate a good knowledge of places and processes and sometimes I select an appropriate example.	I can explain and describe some geographical processes and/or patterns with some specific detail.	I demonstrate good map and graphical skills. I can explain geographical data and visual resources clearly and accurately.	I use appropriate geographical key words, I annotate geographical processes and patterns and order my answers with few gaps or inaccuracies.
C Basic	I show basic knowledge of places and processes and can select an example.	I can describe some geographical processes and/or patterns with some basic detail.	I demonstrate good map and graphical skills. I can describe basic geographical data and visual resources with some accuracy.	I use geographical key words, I annotate geographical processes and patterns and I relate my answers with few gaps or inaccuracies.
D Foundation	I show some knowledge of places and processes.	I can identify some geographical processes and/or patterns.	I can demonstrate some map skills and some graphical skills at a basic level and/or can identify geographical data at a basic level.	I use some geographical key words, I label geographical processes and patterns and give my answers with some correction.
E Scant	I show a little knowledge of places OR processes.	I can recognise a few geographical processes or patterns.	I attempt to show some map or graphical skills, OR I can recognise basic geographical resources.	I attempt to use some geographical key words, I attempt to label geographical processes and patterns correctly.



Exemplar Report



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The Carlton Academy
Year 8 Report (2023-24)

Student Name Tutor Group – Tutor Name

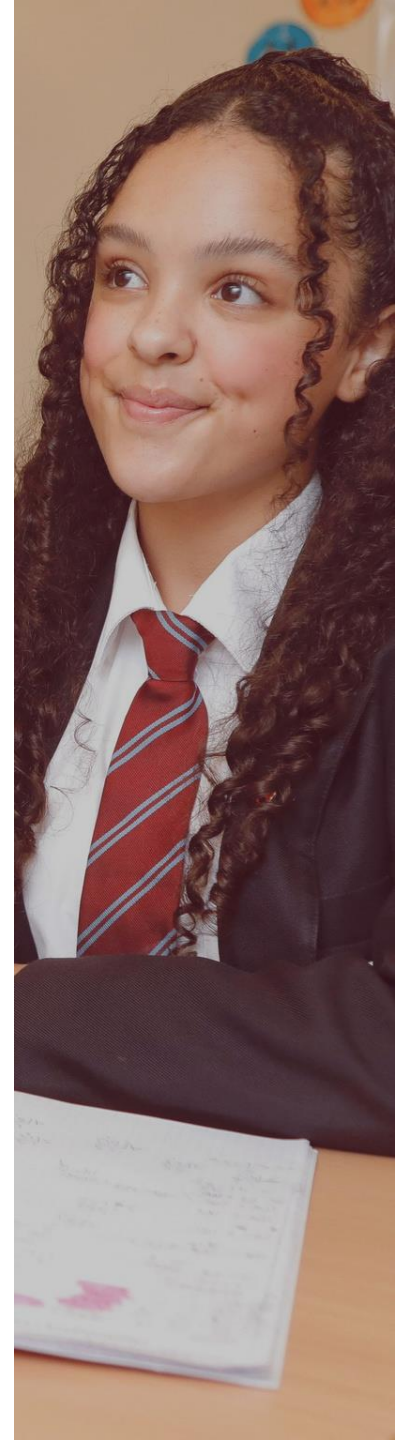
Subject	Set	Assessment %	Class Average % Assessment	Target Band	Predicted Bands		Subject Targets
					Data Collection Point 1	Data Collection Point 2	
Art Teacher	M	57	56	C	C	C	Behaviour, Work-rate
English Teacher	M	68	61	C	B	B	Skills
French Teacher	M	58	58	C	C	C	
Geography Teacher	M	19	59	C	D	C	Homework, Skills
History Teacher	M	56	61	C	C	B	
ICT Teacher	M	35	59	C	D	D	Skills, Participation
Maths Teacher	2	22	63	C	D	D	Homework, Resilience
Music Teacher	M	56	61	C	C	C	
Core PE Teacher	M			Secure	Secure	Secure	Skills
RE Teacher	M	54	56	C	C	C	
Science Teacher	M	26	45	C	D	C	Skills
Technology	M	75	62	C	B	B	

Key:

Set	For some subjects, students are placed into sets based on their academic ability. Set 1 is the highest. S – Classes set by ability
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We judge attendance levels using the following criteria:

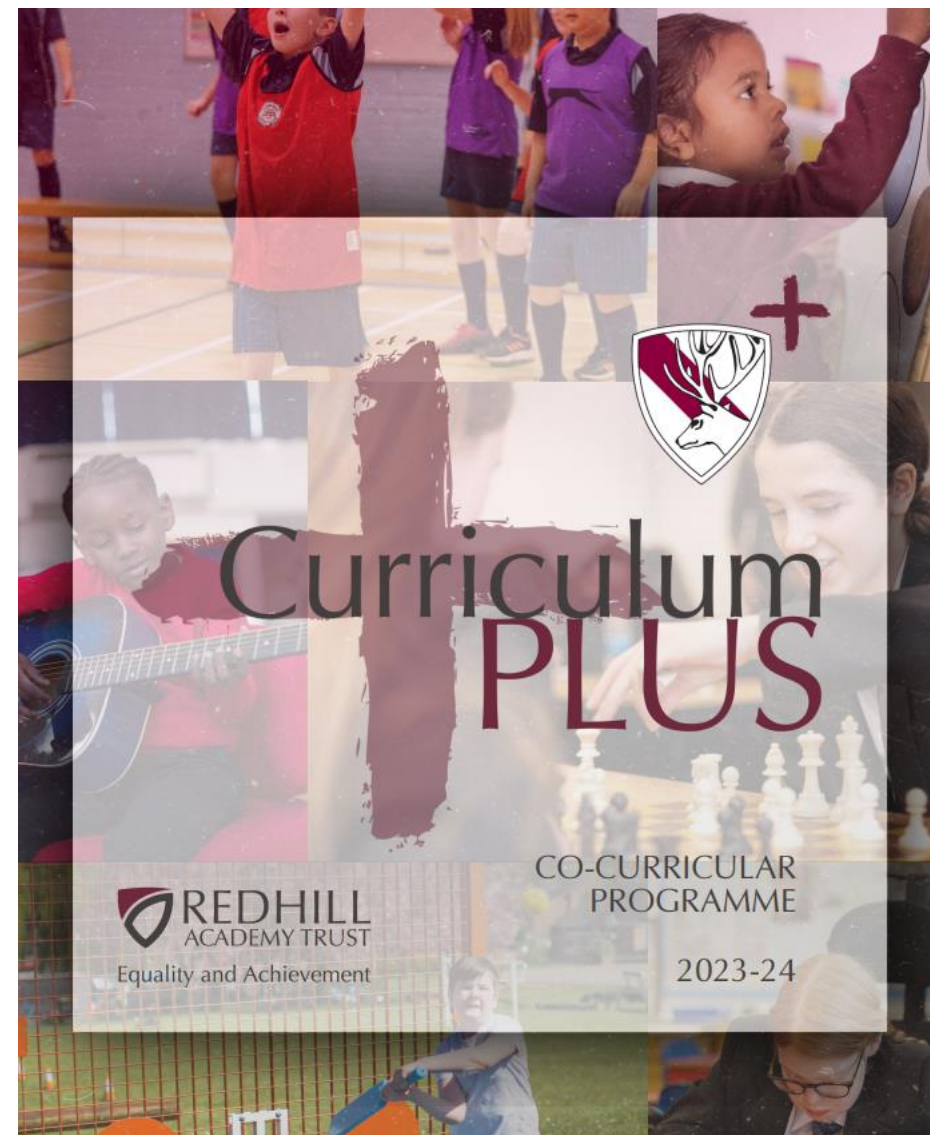
100%	Outstanding The aim should be for individual pupils to have 100% attendance
98.01% to 99.9%	Excellent (With no unauthorised absence)
96.01% to 98%	Concerns or requires improvement (acknowledge where attendance is improving)
90.1% to 96%	Serious Cause for Concern (acknowledge where attendance has improved but is still below the trust expectations. Working together to improve attendance)
90% and under	Persistent absentee (acknowledge where attendance is close to 90% and improving) Working with parents and external agencies to improve attendance).



Curriculum Plus



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Curriculum + Programme

- Curriculum Plus offer = the best it has ever been with a huge variety of opportunities and clubs.
- Year 7s are asked to sign up for at least 1 of the Curriculum Plus activities.
- Lots of students have already signed up for activities and clubs



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Is it easy to sign-up?

- Just come along on the day after school or at lunch time
- Make sure you tell the teacher when you arrive your full name so they can mark you on the register
- We will keep track of all the clubs that you attend throughout the year
- There will be achievement points for those who come to clubs

Monday



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Activity	Department	Years invited	Time	Location
Astro Football	PE	Years 9 to 11	Lunch	West Wing Gate
Music Tech Club	Music	All Years	Lunch	MU3
GSCE PE / BTEC Sport	PE	Years 10 & 11	3:05-4:05pm Week 1 only	Top changing rooms
Coursework Catch up (Art)	Art	Year 11	3:05pm-4:05pm	AR1
Fitness Club	PE	All Years	3:05pm-4:05pm	Garage changing rooms
Homework Club	Cover Team	All Years	3:05pm-4:05pm	IT4

Tuesday



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Activity	Department	Years invited	Time	Location
Astro Football	PE	Years 9 to 11	Lunch	West Wing Gate
Coursework Catch Up (Art)	Art	Year 11	Lunch	AR1
Function Band	Music	KS4 Music Students	Lunch	MU1
Pride Club	Drama	All Years	Lunch	H1
Redhill Academy Trust Book Awards	Library	Year 7 & 8 Invite Only	Lunch	Library
Book Club	Library	Year 7 & 8 (starting w/c 25 Sept)	3:05pm-4:05pm	Library
Boys Football	PE	Years 7 & 8	3:05pm-4:05pm	Top changing rooms
Christmas Show Rehearsals	Drama / Art	All Years	3:05pm-4:05pm	Theatre
Coursework Catch Up (Photography)	Photography	KS4 (Year 11 Initially)	3:05pm-4:05pm	PH1
Girls Football	PE	Years 7 to 9	3:05pm-4:05pm	Top changing rooms
Handball	PE	Years 7 & 8	3:05pm-4:05pm	Bottom changing rooms
Innovate Club (DT)	Design Technology	Years 10, 11 & 6th Form	3:05pm-4:05pm	DT3
Netball	PE	Years 10 & 11	3:05pm-4:05pm	Top changing rooms
PAC Homework Club	Inclusion	Invite Only	3.05pm-3.40pm	PAC
PRE Homework Help Club	Humanities	All Years	3:05pm-4:05pm	H3
Science Club	Science	All Years	3:05pm-4:05pm	SC9
Science Homework Club	Science	All Years	3:05pm-4:05pm	SC8

Wednesday



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Activity	Department	Years invited	Time	Location
Astro Football	PE	Years 9 to 11	Lunch	West Wing Gate
Coursework Catch Up (Art)	Art	Year 11	Lunch	AR1
MFL Homework Club/ Duolingo Club	Modern Foreign Languages	All Years	Lunch	L1, L2, L3 & L4
Singing Club	Music	All	Lunch	MU1
Artisans Meet	Art	KS4 (Year 11 Initially)	3:05pm-4:05pm	AR1
Basketball Club	PE	All Years	3:05pm-4:05pm	Garage changing rooms
Christmas Show Rehearsals	Drama/Art	All Years	3:05pm-4:05pm	Theatre
Coursework Catch up (Graphics)	Graphics	KS4 (Year 11 Initially)	3:05pm-4:05pm	AR3
Football Boys	PE	Years 9 to 11	3:05pm-4:05pm	Top changing rooms
Football Girls	PE	Years 10 & 11	3:05pm-4:05pm	Top changing rooms
Homework Club	Cover Team	All Years	3:05pm-4:05pm	IT4
Netball	PE	Years 7 to 9	3:05pm-4:05pm	Top changing rooms
Robotics and Coding Club	IT	All Years	3:05pm-4:05pm	IT1
Sewing Bee	Textiles	All Years	3:05pm-4:05pm	TX1
Social Science Surgery Club	Social Sciences	All Years	3:05pm-4:05pm	L5 / IT4
Sparx Homework Club	Maths	All Years	3:05pm-4:05pm	U4



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Thursday

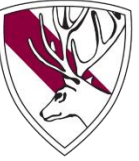
Activity	Department	Years invited	Time	Location
Astro Football	PE	Years 9 to 11	Lunch	West Wing Gate
Redhill Academy Trust Book Awards	Library	Years 9, 10 & 11 Invite Only	Lunch	Library
Coursework Catch Up (Art)	Art	Year 11	Lunch	AR1
Cheerleading Club	PE	All Years	3:05pm-4:05pm	Garage changing rooms
Christmas Show Rehearsals	Drama/Art	All Years	3:05pm-4:05pm	Theatre
Creative Writing Club	English	All Years	3:05pm-4:05pm	U8
Handball Club	PE	Years 9 to 11	3:05pm-4:05pm	Top changing rooms
Homework Club	Cover Team	All Years	3:05pm-4:05pm	IT4
PAC Homework Club	Inclusion	Invite Only	3.05pm-3.40pm	PAC
Social Science Documentary	Social Sciences	All Years	3:05pm-4:05pm	L6 / IT4
Warhammer Club	Art	All Years	3:05pm-4:00pm	AR1



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Friday

Activity	Department	Years invited	Time	Location
Anything Goes Band	Music	All Years	Lunch	MU1
Astro Football	PE	Years 9 to 11	Lunch	West Wing Gate



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The Carlton Academy Pledges



To achieve 96% or better attendance each academic year	Successfully participate in at least six school trips	To represent the academy in sports or performing arts events.	Organise and actively participate in at least three different assemblies	Contribute to the wider community	To support others within the academy	Actively engage DEAR time and additional reading activities	Personal Pledge
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Communication and ClassCharts



ClassCharts

Communication



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- Working to improve communication over this year.
- New website.
- Newsletter
- Social media
- Tutor Review weeks
- Parent evenings
- Class Charts

How it helps you...



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- Homework
- Detentions and behaviour
- Rewards
- Punctuality and attendance

