



Year 7 Parents' Information Evening

6th October 2021



Courage



Aspiration



Respect



Equality



Self control

'Learning First...'





Introductions

- Mrs L Greenwood (Head of School)
- Mrs H Everstead (Associate Senior Leader – Data & Exams)
- Miss K Wilson (Achievement Leader – KS3)
- Mr G Matthews (Student Support Officer – Year 7)



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Why is literacy so important to us?

- Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.
- Lacking vital literacy skills holds a person back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning.
- Children who enjoy reading and writing are happier with their lives – they are three times more likely to have good mental wellbeing than children who don't enjoy it.
- We know from our reading and writing age testing in Y7 and Y8 that some of our students are still not confident readers/writers/communicators (in 2019 only 73% of children in the UK left primary school reaching the expected level for reading).
- Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.
- Closing the word gap matters: language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances.
- Children require a minimum word hoard of **50,000** words to thrive in school and beyond.
- COVID-19: the findings of a new Education Endowment Foundation study suggest that primary-age pupils have significantly lower achievement in...reading...as a likely result of missed learning.



Sources of evidence: The National Literacy Trust, OUP's Why Closing the Word Gap Matters, EEF: Secondary Literacy Guidance, HHS pupil data

In short...



- Students who leave school with high literacy levels and who are confident communicators have dramatically greater life chances.
- Literacy opens doors!



So what are we doing in school?



Education
Endowment
Foundation

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1

Prioritise 'disciplinary literacy' across the curriculum



2

Provide targeted vocabulary instruction in every subject



3

Develop students' ability to read complex academic texts



4

Break down complex writing tasks



5

Combine writing instruction with reading in every subject



6

Provide opportunities for structured talk



7

Provide high quality literacy interventions for struggling students



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Literacy Key Principles

Proficiency in literacy is the key to life chances. An expansive vocabulary hoard acts as an academic tool to close inequalities in our classrooms and societies. By utilising our 4 key drivers for literacy we can close vocabulary gaps and empower students to be courageous, aspirational learners with the ability to exercise self-control. This will enrich their academic talk, written work, reading comprehension and ability to succeed with confidence in modern Britain. Through our strategies, students will have a foundational knowledge of language to be able to put their learning first.



1. Oracy

Children who are given opportunities to build content, vocabulary and develop ideas through structured talk in every lesson, experience improved thinking, understanding, written communication, and outcomes.

- Staff model processes of acquiring rich, academic, purposeful talk
- Explicit teaching of oracy competence through sentence prompts and PEEL structures
- Students should answer questions in full sentences and engage in dialogue, with the teacher's support, to develop metacognition

2. Reading

Children should be reading for 20 minutes a day to see marked improvement in their literacy and improved cultural capital.

Our reading programme in form time is based around reading for pleasure and developing a positive culture for reading:

- EAST framework
- Reading role models
- Living libraries in form rooms
- 40-book challenge
- Regular interaction with the Literacy Trust

Through form time students will be offered the opportunity to read a variety of challenging texts.

Scanning for comprehension - model scanning a text and selecting passages to break down/unpick/discuss.

A whole school culture of reading is embedded through: staff 'currently reading' posters, reading across the curriculum, reading in form time.

Our whole-school reading curriculum states which books students will have read at each key stage.

Our Teaching Tools

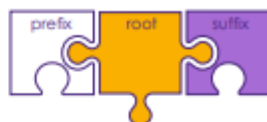
Developing Classroom Talk



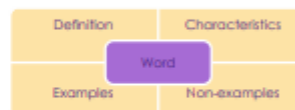
Scanning for Comprehension



Prefix, root, suffix



FRAYER Model Instruction



Extended Writing



Etymology Instruction



Word Maps and Concept Maps



SEEC - Select, Explain, Explore, Consolidate

SEEC

3. Extended Writing



The complexity of writing means that a heavy burden can be placed on students' **working memory**, and students can become easily overloaded. The 3 elements of writing (composition, transcription & executive function) result in a high cognitive demand on students. We can help our students by:

- Using pre-writing activities to build knowledge/recap ideas
- Through classroom talk (oracy), allow students to 'rehearse' and talk through what they want to write about
- Teaching students planning strategies
- Using sentence starters & structures (PEEL, etc.)
- Ensuring students understand the question fully
- Modelling planning & writing
- Supporting students to monitor & review their writing (drafting, editing, checklists, etc.)
- Embedding collaborative writing
- Practising spelling, handwriting/typing

4. Vocabulary



Children require a minimum hoard of 50000 words to thrive in school and beyond.

Explicit vocabulary instruction is a teaching technique that focuses learning on unveiling the history of words and demystifying how words work.

Students are better able to access reading that is integral to academic curricula, they gain a deeper understanding of core principles, improve quality and articulation in written and oral responses by having greater knowledge of subject-specific vocabulary and sophisticated academic vocabulary.

Deliberate teaching of vocabulary is beneficial to all pupils and closes the gap between disadvantaged pupils and their peers.

SEEC Model: **select** words in a text that are important for comprehension/are Tier 2 words/unlikely to be in students' word hoard. **Explain** - say, write, define, give examples, clarify, address misconceptions, etc. **Explore** - etymology, word part/roots, synonyms/antonyms, re-phrase, use images, etc. Get students involved! **Consolidate** - test, research, record, use in practice.



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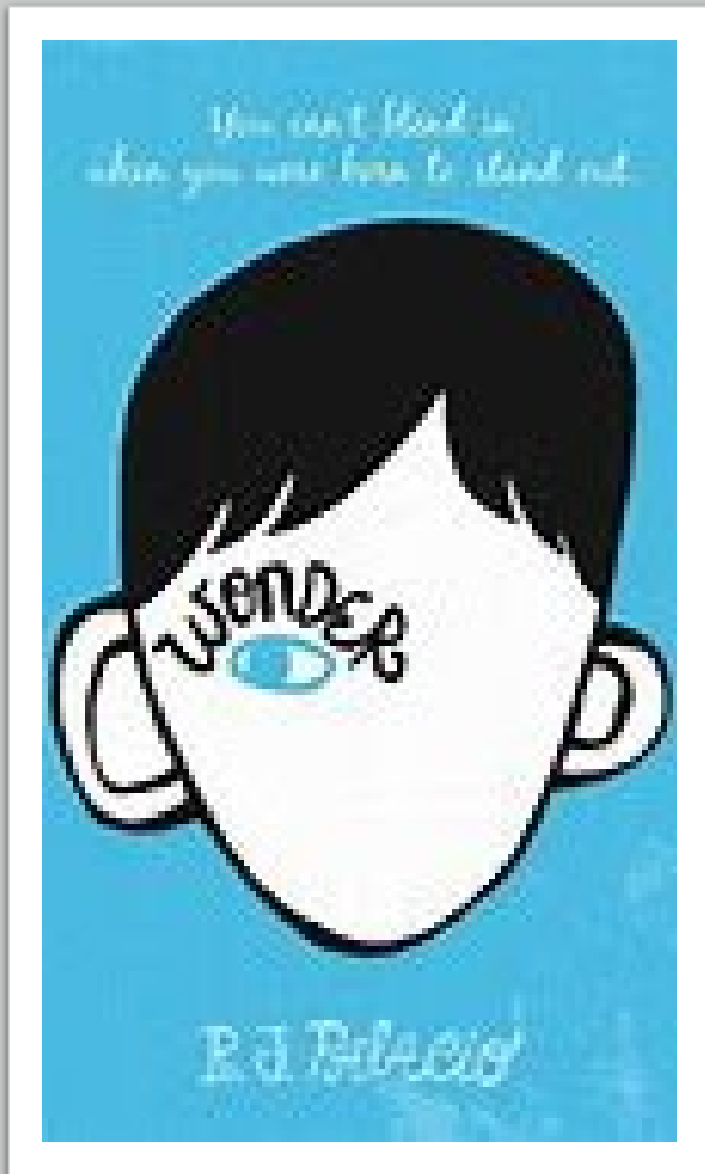


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References

1. Towards Dialogic Teaching - Robin Alexander
2. Bringing words to Life - Isabel L. Beck, Margaret G. McKeown & Linda Kucan
3. Closing the Vocabulary Gap - Alex Quigley
4. Back on Track - Mary Myatt
5. Closing the Reading Gap - Alex Quigley
6. The Secret of Literacy - making the implicit explicit - David Didau
7. The 40-Book Challenge - Wellington Academy
8. EEF: Improving Literacy in Secondary Schools

First...'



Wonder

Y6-7 transition reading project



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Tutor Time Reading Programme

- On 3 mornings each week, our tutors read aloud to their tutor group
- Students are all reading the same book
- Students and tutors engage in group discussion about the themes and characters, vocabulary, real-world links and make predictions



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Whole School Reading

DEAR

'Drop Everything and Read'

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- Each lesson over the half term would focus upon a different extract from a selection of books for each genre.

Half Term	Y7	Y8
AUT 1 & AUT 2	Comedy	Adventure
SPR 1	Explorer	Crime
SPR 2	International Globetrotters	Revolutionaries
SUM 1	Mystery	Poetry & Historical Fiction
SUM 2	Sport	Comedy



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Text Selection – Y7 Comedy



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Reflection

What do you read on a daily or weekly basis?

Do you read for pleasure?

What types of reading materials
do you have at home?



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Explicit vocabulary instruction



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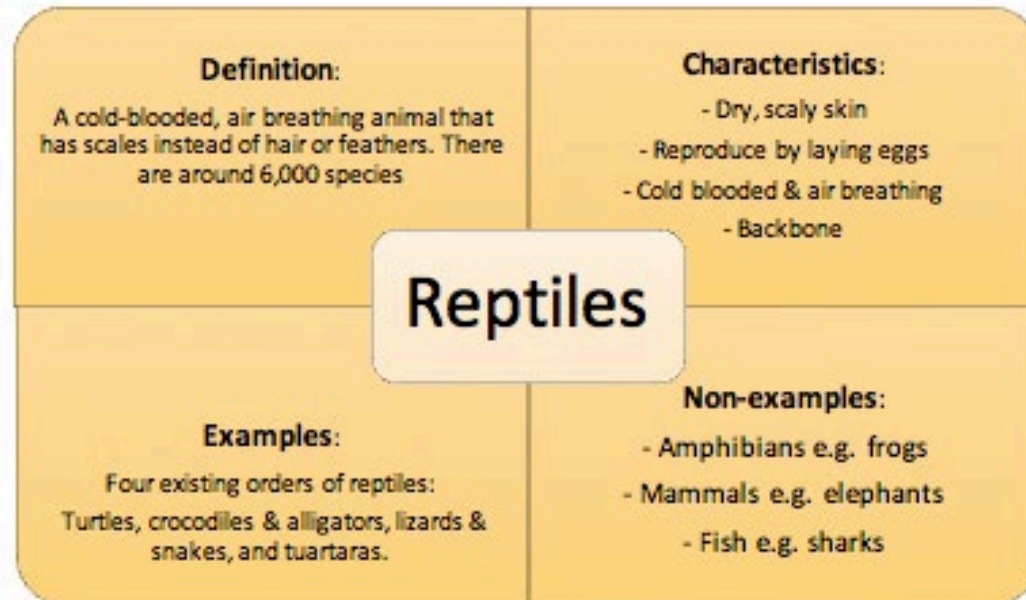
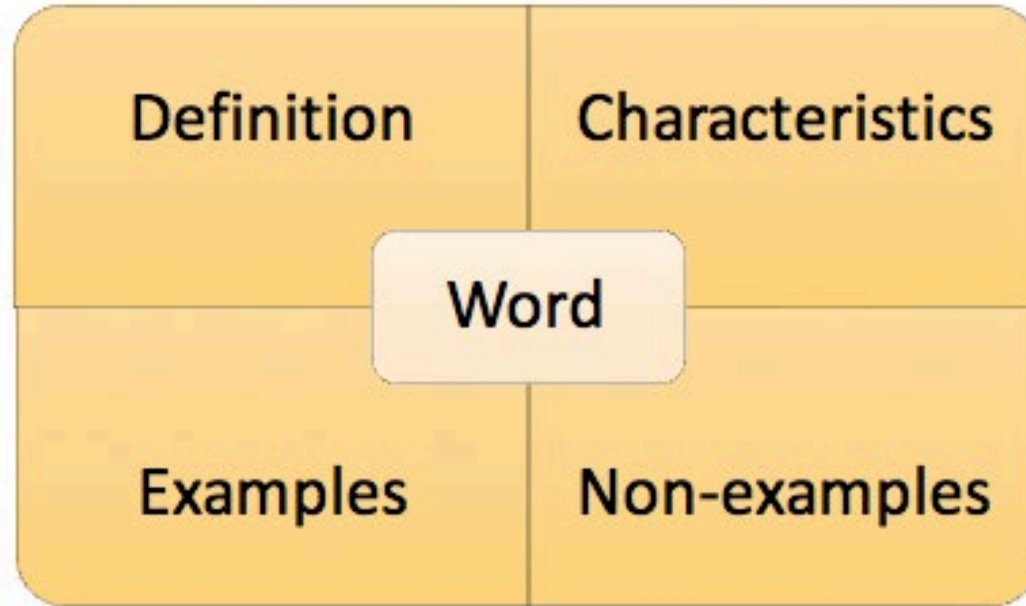
[redacted] is marking a [redacted] on a measuring [redacted]. This involves [redacted] the relationship between [redacted] of a measuring [redacted] and [redacted] or [redacted] [redacted], which must be [redacted]. For example, placing a [redacted] in melting ice to see whether it reads zero, to check it has been [redacted] correctly.



_____ is marking a scale on a measuring instrument. This involves establishing the relationship between indications of a measuring instrument and standard or reference values, which must be applied. For example, placing a thermometer in melting ice to see whether it reads zero, to check it has been _____ correctly.

CALIBRATION/CALIBRATED

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Frayer model



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Tiers of vocabulary

Tier 1: the most basic words which typically appear in oral conversations, e.g.: *warm, cat, girl, swim*. Children are exposed to these words a lot, from a very young age, so readily become familiar with them.

Tier 2: words which are of high utility for mature language users and are found across a variety of domains, e.g.: *precede, auspicious, retrospect*. As these words are characteristic of written text, and used more rarely in conversation, students are less likely to learn the words independently. This is why Isabel Beck et al ('Bringing Words to Life') recommend instruction directed towards Tier 2 words as being the most productive approach, with an aim of teaching around 400 new words per year.

Tier 3: words rarely used, which are limited to specific topics (subjects) and domains, e.g.: *photosynthesis, machicolations*. These words are probably best learnt when a specific need arises. **Subject-specific vocabulary.**



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Teacher Professional Learning



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Ways you can support as parents/carers

- Read at home (together) - ANYTHING
- Model reading (not just mums!)
- Visit the library/book shops
- Encourage discussion
- Encourage your young person to talk about words (especially those they have learnt during the school week)



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Assessment & Reporting

An overview



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Year 7 Data & Assessment Calendar

- September 2021: Reading age testing & baseline testing in Maths & English
- October 2021: Collate subject Commitment to Learning judgements
- 15 October 2021: Share reports with students in tutor time & email reports home to primary contact
- 18 October 2021: Parents' meeting with tutors (settling in)
- February 2022: Collate subject current attainment data and CTL
- 2 March 2022: Reports shared with students and parents
- May 2022: KS3 assessment week, all subjects in-class assessments (w/c 23 May)
- 22 June 2022: Reports shared with students and parents
- 28 June 2022: Year 7 parents' consultation with all subject teachers



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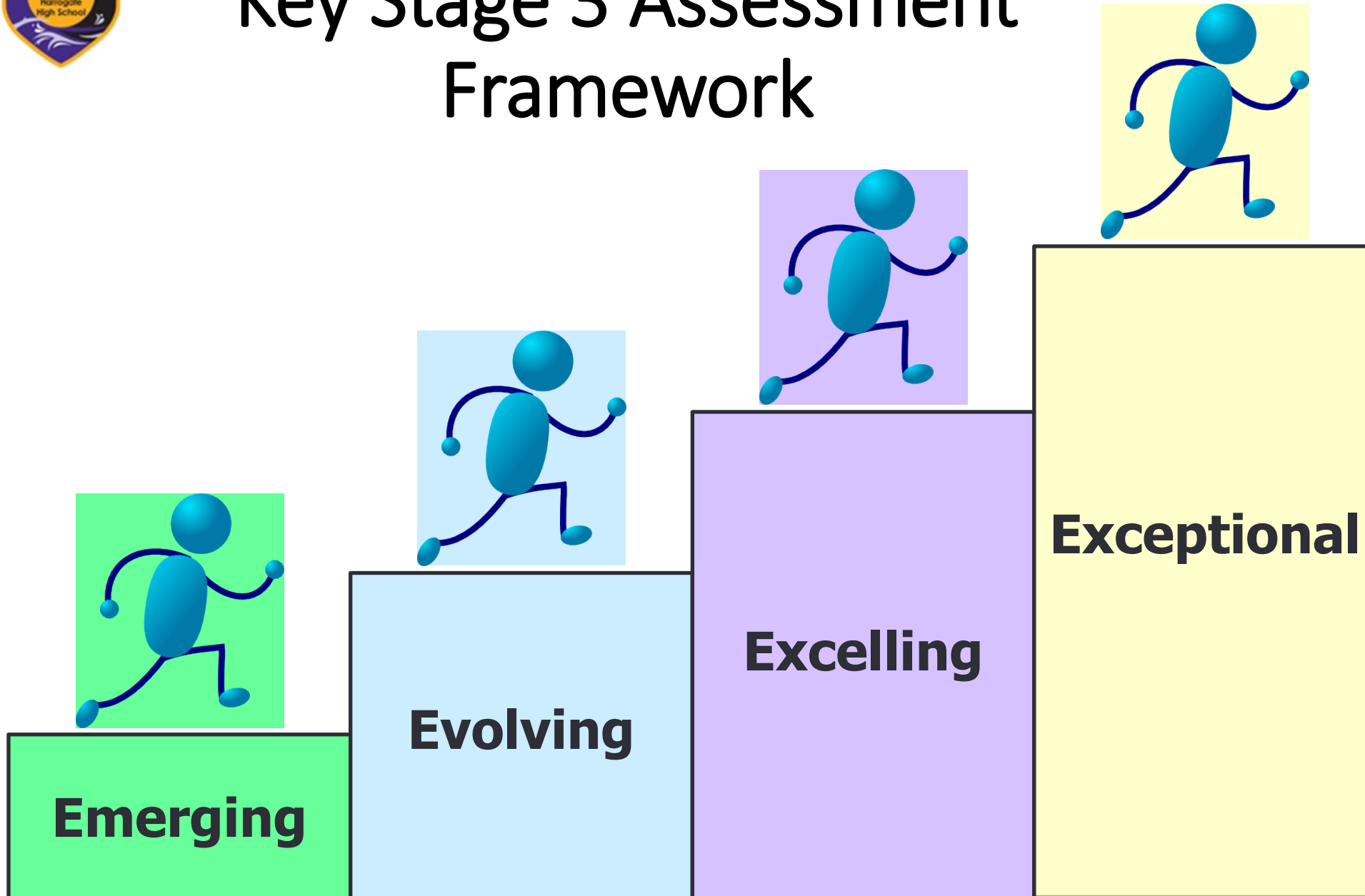


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Key Stage 3 Assessment Framework



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Subject	Emerging	Evolving	Excelling	Exceptional
Maths -triangles	Learn the properties of squares and rectangles. Learn the names and properties of all quadrilaterals	Calculate missing angles in a triangle.	Classify triangles and quadrilaterals by knowing their properties.	Use straight edge and compasses to construct: the mid-point and perpendicular bisector of a line segment.
Art - media	My use of media is minimal. I like to use only certain media. I can be a bit unsure of taking risks with materials.	I show some ability to select and experiment with appropriate media, materials, techniques and processes. I may over rely on my favourite media	I have demonstrated a consistent ability to select and experiment with appropriate media, materials, techniques and processes. I have analysed their suitability	I have demonstrated a confident ability to select and experiment with a range of media, techniques and processes. I have analysed and refined my use of media throughout the project.



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Sample KS3 Report

- Attendance – percentage attendance & comment
- Subject
- Teacher
- Target grade
- Current attainment
- RAG
- CTL

Attendance: (%)	Comment
• 99-100	Outstanding
• 97-98.99	Good
• 94-96.99	Cause for Concern
• 93.9 and below	Cause for Serious Concern

		Teacher	Target Grade
KS3	Art	Mr Teacher	Evolving
KS3	English	Ms Teacher	Evolving
KS3	History	Mrs Teacher	Evolving
KS3	ICT	Miss Teacher	Evolving
KS3	PE	Mr Teacher	Evolving
Core	Life	Miss Teacher	-

Year 7 Spring	
Current Attainment	Commitment to Learning
Emerging	Insufficient
Emerging	Coasting
Evolving	Good
Evolving	Coasting
Excelling	Outstanding
-	Outstanding

Current Attainment:	The standard of work that your child is <i>currently</i> producing.
	The expectation is that your child is on track to meet or exceed their target grade in this subject based on the teacher's professional opinion.
	In the teacher's professional opinion, there is some doubt that your child will meet their target grade in this subject. Support may be required.
	In the teacher's professional opinion, it is unlikely that your child will meet their target grade in this subject. Immediate action and support is required.



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Outstanding

A curious student who is committed to getting the most out of all learning opportunities available.

- Enthusiastically takes responsibility for their learning and progress
- Actively participates in the lesson at all times, and is a fully engaged and curious learner
- Actively seeks feedback on how to improve the quality of their work and routinely acts upon this
- Shows great resilience and perseveres with all challenges, and learns from mistakes as a result
- Manages their time and work efficiently and is highly disciplined

Good

A responsible and hardworking student, who always tries their best.

- Takes responsibility for their learning and progress
- Shows a good interest in their learning and is attentive and focused, wanting to expand their knowledge
- Responds to feedback and targets and completes work to the expected standard
- With encouragement, shows resilience and is willing to persevere when things are difficult, recognising they can learn from mistakes
- Takes responsibility for their work and is well organised

Coasting

A student who generally meets requirements but could make more of the opportunities available to develop as a learner.

- Responds to the teacher's interest in their own progress and learning
- Occasionally participates in lessons and is generally focused, showing willingness to engage with their learning
- May not try hard enough to improve their work after feedback
- Is occasionally resilient when challenges become difficult, asking questions to learn
- Is occasionally well organised but does the minimum that is asked of them

Insufficient

A student who is not currently meeting the requirements of a committed learner, and needs to:

- Display more interest in learning and making progress
- Act on the feedback provided
- Embrace challenges and become curious in their learning
- Spend more time on tasks and take more pride in work
- Take more responsibility for their work and be better organised



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How can you help HHS?

- Parents' Forum
- PTA (HHSPA)
- Email tcloggie@harrogatehighschool.co.uk to express an interest



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Any Questions?