



Dream **Big**  
Be **Curious**  
Be **Determined**  
Make **No Excuses**  
Embrace **Opportunities**

# Success in Year 7 Information Evening

18th September 2024

# Plan for the Session



1. **School Values** - Leanne Symonds (Headteacher)
2. **Overview of School Priorities 2024-5** - Leanne Symonds (Headteacher)
3. **Behaviour for Learning** - Leanne Symonds (Headteacher)
4. **Literacy, Curriculum Maps and Home Learning** - Louise Wornell (Assistant Headteacher)
5. **Assessment**- Rachel Heaver Webb (Assistant Headteacher)
6. **SEN** – Rachel Heaver Webb (Assistant Headteacher)
7. **Attendance** - Michelle Barker-Garrod (Assistant Headteacher)
8. **Parental Engagement** - Clare Adams (Deputy Headteacher)
9. **Extra-curricular Activities**– Michelle Barker-Garrod (Assistant Headteacher)
10. **E-Safety** – Clare Adams (Deputy Headteacher)



# School Values

Leanne Symonds





# Ringwood School

Be Curious

Be Determined

Dream Big

Make No Excuses

Embrace Opportunities

Use your initiative  
Investigate  
Ask questions  
Keep an open mind  
Become an expert  
Make links



Be independent  
Challenge stereotypes  
Practise to improve  
Get organised  
Find solutions  
Be resilient



Stretch your imagination  
Plan for success  
Have a vision  
Persevere  
Embrace diversity  
Take risks



Respect yourself & others  
Have a positive attitude  
Engage & communicate  
Revise, review & reflect  
Be kind & supportive  
Take responsibility



Be your own person  
Believe in yourself  
Challenge yourself  
Have courage  
Try something new  
Collaborate





# Trying to make sense of all of these words!



Dream Big

Frequency	Values
Came up for all 4 stakeholder groups and repeatedly came up	Respect (also chosen by parent focus group) Perseverance/ Resilience/ Drive (also chosen by parent focus group) Engagement/involvement Aspiration/Ambition/Pride (also chosen by parent focus group) Integrity/Honesty (also chosen by parent focus group)
Came up for 3 stakeholder groups	Team work/ collaboration Achievement Belonging Happiness Responsibility Equality/inclusion (also chosen by parent focus group) British/moral values
Came up for 2 stakeholder groups	Gratitude Positivity Accountability Courage Trust Community Confidence

is  
ities

# New School Values



Respect

Courage

Integrity

Ambition

“Foundations for lifelong success”



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# School Priorities 2024-5

Leanne Symonds – Headteacher



Attendance

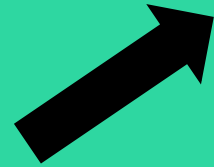


Behaviour for Learning

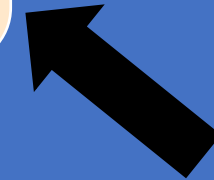


Metacognition &  
Ingredients for  
Effective Learning

Literacy



Parental Engagement





# Behaviour for Learning

Leanne Symonds – Headteacher

# Aim

- High expectations
- Shared ethos/values
- Mutual respect between students, and between staff and students
- Clear policy
- Consistency in application
- A positive, productive, safe learning environment

At Ringwood School,  
to learn and achieve all we can, we:

## Start as we mean to go on:

On time, dressed correctly, with the right equipment.  
When invited in, we enter silently and start learning quickly  
once asked to sit down.

## Are expected to:

Sit up, listen and engage.

Track the speaker at all times.

Ask and answer questions like a scholar.

Respond to instructions and requests from  
the teacher without question or comment.

Show respect - one voice at a time without  
disturbing the learning of others.

## End well:

Sensibly, quickly and quietly packing away all equipment. Ensuring our uniform is  
correct and that we have met all the requirements of the lesson. When asked to, we  
stand silently behind our work places until asked to leave.



# How do we follow up incidents in the classroom?



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## Formal Warning

- Can be given by any member of staff for: incorrect uniform, lack of equipment or PE/performing arts/drama kit, chewing gum, jewellery, swearing, hair/make-up, hoodies, littering
- 5 warnings in a rolling week = after school detention the following (or next available) day – parents/carers will be automatically informed via Arbor if an after-school detention has been set

## Lunchtime Detention (G&A Detention)

- Commonly given for: being late to tutor (after 8.40) or late to lesson (after the lesson has started)
- This will be recorded on the system (Arbor) by the class teacher and the parent/carer will be automatically notified. If there is a genuine one-off reason for a student's lateness to school, parents/carers should contact the Attendance Officer as soon as possible; the sanction will be removed at the discretion of the school

## After School Detention (ASD) 3-4pm, Tuesday - Friday

- Commonly given for: HL1X (homework has not been handed in once in a subject in a half term and was not handed in the next day/next lesson as agreed with the class teacher); HL2 (homework has not been handed in for the second time in a half term in the same subject); STARS (continued disruptive behavior even after formal warning has been given); failure to attend G&A lunchtime DT
- After school detentions will be recorded on the system (Arbor) and the parent/carer will be automatically notified

## Leadership Detention (LTDT) 3-4.30pm, Friday

- Commonly given for: HL3 (homework has not been handed in for the third time in a half term in the same subject); truancy; defiance; STARS (persistent disruptive behavior in a lesson even after an ASD has been set – student will be sent to buddy room to work); graffiti; failure to attend ASD; misuse of mobile phone (second or subsequent confiscation in a term)
- Leadership detentions will be recorded on the system (Arbor) and the parent/carer will be automatically notified

# Example Detention Email



Dear <Parent/Carer Name>,

<Student Name> has been given an **After School Detention** on **17 Sep 2024** 15:00 for **HL2**.

If you would like to discuss this in more detail, please contact <Teacher Name>, who set the detention, in the first instance. We are keen to ensure <Student Name> has the support they need to be able to move forward from this positively and to ensure they do not receive a similar detention in the future.

Thank you for your support.

# Rewards - House Points



## Classwork

- High quality written work
- High quality verbal response (depth)
- Reading out loud in class
- Successful use of newly taught tier 2 vocabulary
- Successful/positive collaboration with peers

## Homework

- High quality response
- Going broader or deeper – super curricular
- Work that reflects significant time and effort

## Attitude to Learning

- Showing resilience – not giving up, failing and trying again
- Risk-taking – trying something new/difficult
- Reflecting on learning and improving/making changes

## School Ethos – Demonstrating the House Values

- Helping others around school
- Supporting a peer (in any context)
- Tour guides and other leadership roles
- Getting involved in clubs
- Going the extra mile

# House Points Rewards Structure 2024/25



Milestones	Number of House Points (Y7-11)	Reward 1	Reward 2	Reward 3
<b>Bronze Award</b>	50	Certificate emailed home	Lollipop	
<b>Silver Award</b>	100	Certificate emailed home	Silver Badge	Chocolate Bar
<b>Gold Award</b>	150	Certificate emailed home	Gold Badge	"Jump the lunch queue" pass
<b>Platinum Award</b>	250	Certificate emailed home	Platinum Badge	Y7-10 = School rewards trip or gift card Y11 = £ off Prom ticket



# Other Rewards 2024/25

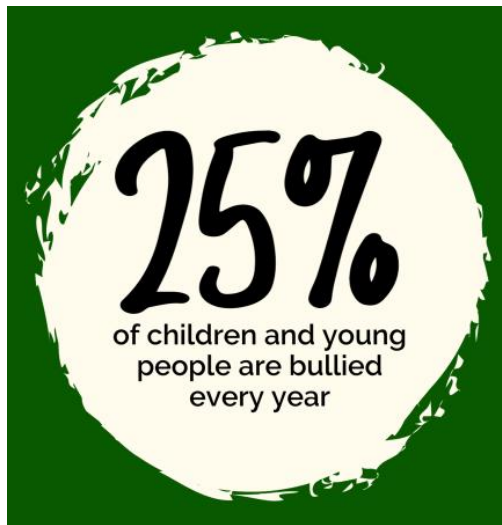


	Frequency	Criteria	Reward
<b>Attendance</b>	Half termly (resets each half term)	98%+ attendance	3 HPs, electronic postcard home, assembly prize draw
	Annually	100% attendance	10 HPs, certificate, assembly prize draw
<b>Progress Checks</b>	Twice a year	Average attitude score of 3.5+	3 HPs, electronic postcard home
	Annually	Perfect attitude score of 4 in both PCs	10 HPs, certificate, assembly prize draw
<b>Scholar Award</b>	Twice a year	4+ scholar award nominations in a progress check	Scholar award badge, certificate
<b>House Values</b>	Half termly	One student in each TG, selected by tutor for embracing the house motto of the half term	3 HPs, electronic postcard home, assembly prize draw
<b>Celebration Evening</b>	Annually	Teacher nominated House, Tutor, Head of Year and Subject Awards	Attendance at Celebration Evening, certificate

# What about bullying?



- **Definition:** “Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online”.



# How can bullying behaviour be reported?



- **Student** – in person, via the Worry Box online, or through email to staff, safeguarding team or mental health ambassadors
- **Parents/carers**, concerned about their child – via phone or email to the safeguarding team or Head of Year, or via the Worry Box on our website
- **Staff** – via the safeguarding team

**Discussion will take place with those involved and our definition will be kept in mind when deciding if an incident should be defined as “bullying behaviour” or not**

# What will happen if bullying behaviour is reported



## Investigation

- On Call – student/staff statements
- Head of Year informed and may assist in speaking to students
- Leadership team informed if behaviour is repeated



## Communication

- Students
- Parents/Carers
- Staff
- HoY to log on Arbor for all students involved so incidents can be tracked (for the victim, this will be logged as “Bullying Behaviour Reported”)



## Action

- Restorative
- Education
- 1:1 support
- Follow-up meetings/conversations with parents
- Sanctions, where warranted

# Sanctions for Bullying Behaviour (actioned by HoY)



## Bullying Behaviour 1 – Verbal Warning

- Verbal warning
- Parents/carers informed
- Logged on Arbor
- Support/further education offered
- Restorative offered
- Possible sanction depending on incident (eg. lunchtime, after school or leadership detention)



## Bullying Behaviour 2 – Written Warning

- Formal written warning (letter to parents/carers)
- Sanction (incidents considered on an individual basis – could include leadership detention or time in inclusion room)
- Logged on Arbor
- Compulsory further education
- Restorative offered
- Further support offered
- Staff informed/seating plans looked at



## Bullying Behaviour 3 – Repeated

- Serious sanction (inclusion, suspension, or even permanent exclusion)
- Meeting with parents/carers
- Compulsory further education/1:1
- Restorative offered
- Staff informed – class changes and zoning at free-time discussed and agreed

# Student Mobile Technology



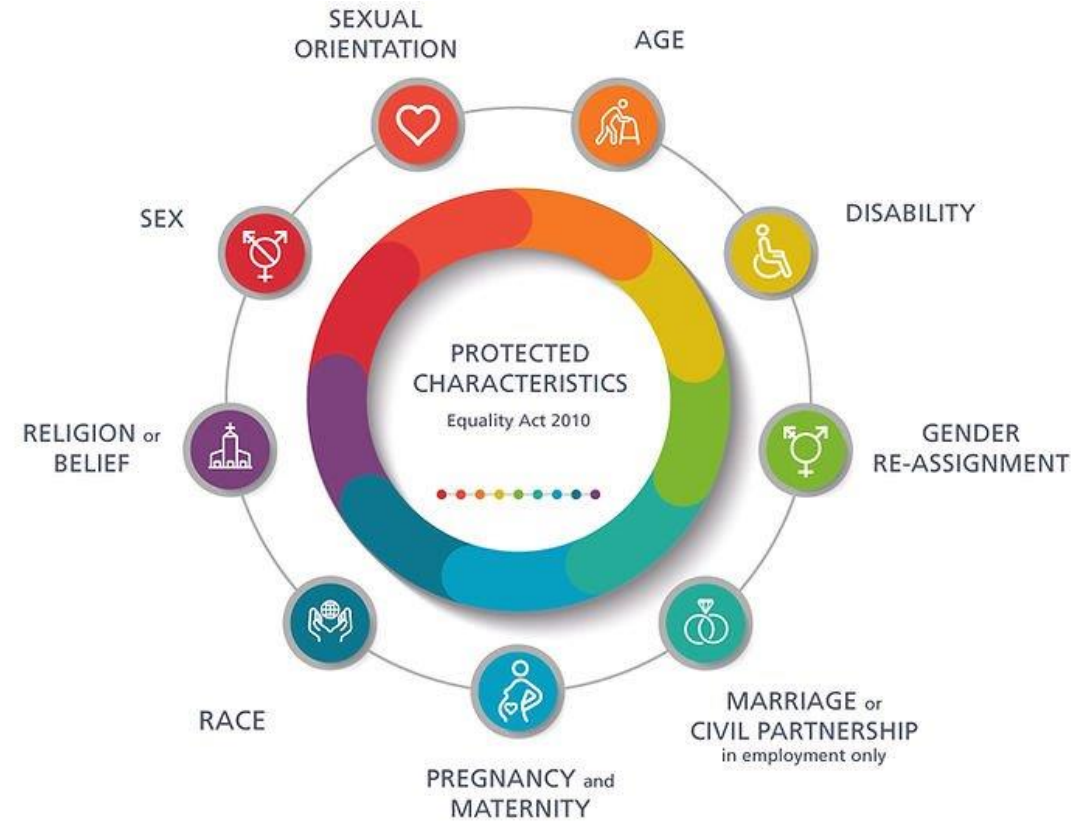
- In line with government expectations, at Ringwood School, student mobile technology must be **never used, seen or heard** on school site unless authorised by a member of staff
- Sixth form students are only allowed to use mobile technology in the sixth form café or their study areas
- If students in Y7-11 are caught using mobile technology (including headphones) without permission at any point on school site (including before/after school) the item is confiscated and taken to student reception
- 2+ in a term = a leadership detention; refusal to hand in = leadership detention; 3+ confiscations in a term = parent/carer to collect

# Prejudicial Language

- Will not be tolerated at Ringwood School in any form
- Includes using protected characteristics to say or imply that something is negative (e.g. 'that's so gay')
- Will usually result in suspension, alongside education, support and restorative conversations
- Please be aware of what your child is watching/listening to at home and support us in trying to reduce prejudicial incidents



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# Literacy

Louise Wornell – Assistant Headteacher



# Why is reading so important?



Children who are the most engaged with literacy are three times more likely to have **higher levels of mental wellbeing** than children who are the least engaged (39.4% vs 11.8%) National Literacy Trust

Good readers are **more likely to be employed**, earn an above average wage and receive work-based training and promotions (Mulcahy, Bernades and Baars (2019))

Studies have shown that those who read for pleasure have **higher levels of self-esteem and a greater ability to cope with difficult situations.** (Billington (2015) University of Liverpool)

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- This is the first year group where there were specific Literacy lessons to help those who needed it (students in those classes in KS3 did REALLY well for GCSE)
- On average you scored 9/10 in your tier two words from last year
- You told us through Student Voice that this improved your confidence in recalling new vocabulary
- As staff we are committed to ensuring we support you with your literacy because we know how much it impacts your progress and future success

**Tier 2 Words with Definitions 2023-2024**

1. Analyse	To look at something closely to understand it; to study or examine all the parts.
2. Assume	To come to a conclusion without having all the information; to think you know something without all the facts.
3. Constitute	To form or make up; to be equal to or amount to something.
4. Define	To give the meaning of something (especially a word); to explain something more clearly so that it can be understood.
5. Evaluate	To study carefully and judge something from evidence (its importance, amount or value).
6. Interpret	To decide what something means using the information given; to explain something in your own words or actions.
7. Context	The situation surrounding a word or event; the situation in which we find ourselves.
8. Significant	Something that is important or meaningful for a person or in a situation / event.
9. Specific	Relating to/about a particular thing or person, and to nothing else.
10. Source	<i>Noun:</i> The cause or starting point of something; someone or something that provides information. <i>Verb:</i> To get or to look for and find.



## EVERYONE IS WELCOME IN THE LIBRARY



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We are fortunate to have a very well-stocked library here at Ringwood School. Alongside the popular fiction section, we have Quick Reads for our more hesitant readers, Dyslexia friendly texts, classics, non-fiction and Graphic Novels.

Every student has access to our e-book platform, Sora. Audiobooks, Ebooks, and magazines can be accessed on any device. They are also available in Dyslexia font.

### THE BENEFITS OF READING FOR 20 MINUTES A DAY

Improves concentration and focus

Better performance in school

Improves memory

Enhances imagination and creativity

Develops empathy and good self-image

Reduces stress

We are keen to nurture a culture of reading for pleasure, with the benefits of reading reaching all areas of the curriculum.

Students are encouraged to recommend books to their peers and to request books that they feel should be on our shelves if they can't find what they are looking for.

### STRATEGIES FOR SUPPORTING READING AT HOME:

- Create a culture of reading for pleasure where you talk positively about reading as a family.
- Model a reading habit where your child sees you reading/listening to an audio book.
- Have a range of fiction, non-fiction, magazines and audio books available. Encourage your child to read around hobbies or a particular interest.
- Question your child about what they have read and ask them for recommendations.
- Encourage them to visit the school or local library.

RECOMMENDED READING LIST AND SORA INFORMATION AVAILABLE IN THE LIBRARY

# Vocabulary

## Definition of **integrity**

The quality of being **honest** and having **strong moral beliefs**; consistently doing the **right thing** (even when no one is watching)



(noun)

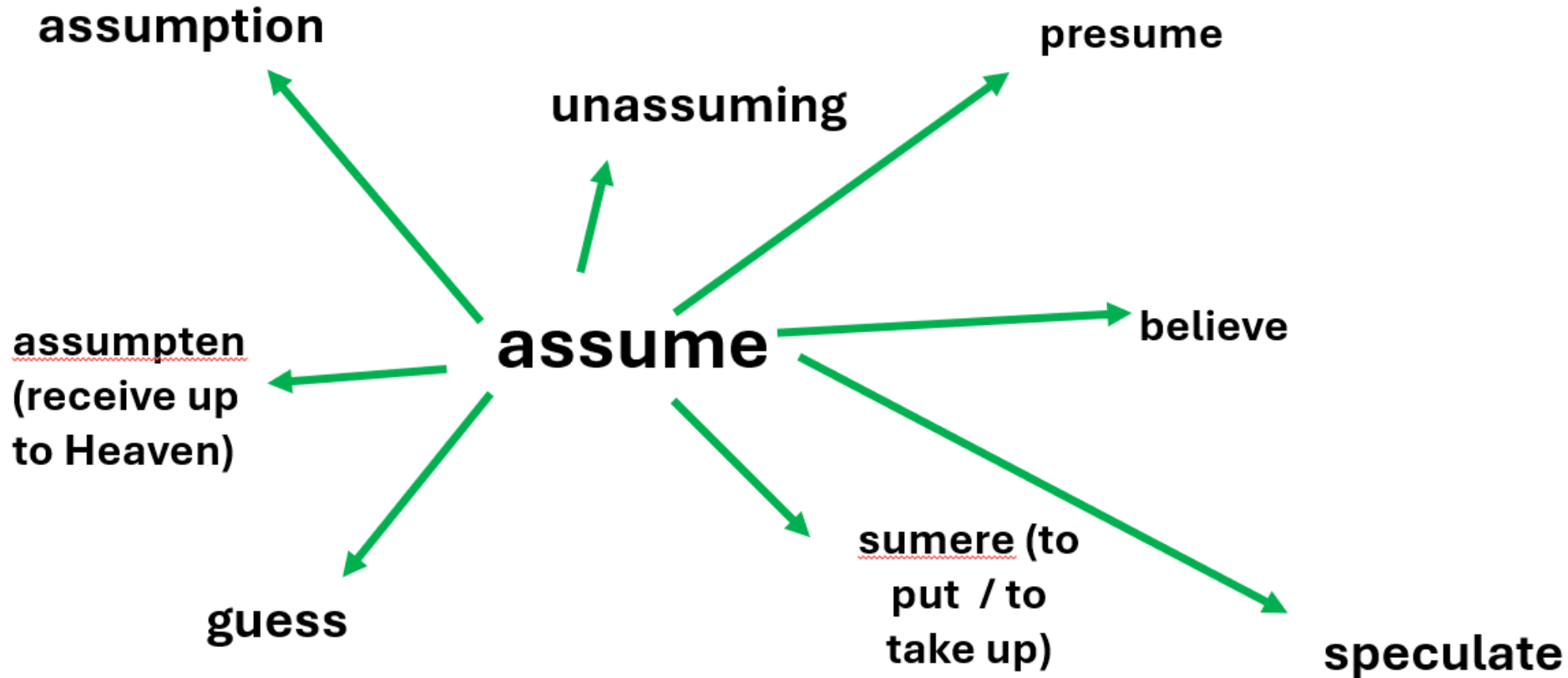
## Tier 2 Words with Definitions 2024-2025

1. <b>integrity</b>	The quality of being honest and having strong moral beliefs; always doing the right thing (even when no one is watching).
2. <b>prejudice</b>	An unfair and unreasonable opinion or feeling especially when formed without enough knowledge and understanding.
3. <b>concept</b>	A concept is an idea, thought or a general understanding of something.
4. <b>retrieve</b>	Retrieve means to get something back, especially from where it was stored or kept.
5. <b>advocate</b>	To publicly recommend or support.
6. <b>differentiate</b>	To recognise or point out the differences between things or people.
7. <b>establish</b>	To set something up, or create something; to find out something, or show something is true.
8. <b>perceive</b>	To think of something in a particular way; to notice or see something.
9. <b>evident</b>	Easily seen or understood; clear and apparent.
10. <b>relevant</b>	Closely connected to what is happening or being discussed.

# Each word we learn is a gateway to more:



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## MCVIPRS Reading Comprehension Skills

**M**AKE LINKS  
Connecting ideas together



**C**LARIFY  
Questioning to check for understanding



**V**OCABULARY  
Understanding the meaning of words and how they are used.



**I**NFER  
Looking for information that is not obvious.



**P**REDICT  
Telling or showing what you think will happen.



**R**ETRIEVAL  
Taking information directly out of a text.



**S**UMMARISE  
Recapping the main points from what you have read



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# Curriculum Maps



## Year 7 Curriculum Map - How am I learning in GEOGRAPHY?

Term 1: Brilliant Britain	Term 2: Local Places	Term 3: Raging Rivers	Term 4: Settlement	Term 5: Flooding	Term 6: Enquiry skills
<p><b>Knowledge:</b> What is Geography? Continents and Oceans Physical and Human features of Great Britain, the British Isles and the United Kingdom Who are the British?</p> <p><b>Processes and concepts:</b> Understanding the different disciplines within Geography Migration Stereotyping</p> <p><b>Skills:</b> Scale. Compass direction</p> <p><b>Super-Curricular:</b> Using an atlas of the UK: record <i>journeys</i> that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK. <i>Cities in the news:</i> follow national news closely for a week. Locate cities that appear in the news, annotating a map with a summary of the news story.</p>	<p><b>Knowledge:</b> The geography of Ringwood. How Ringwood has changed over time.</p> <p><b>Processes and concepts:</b> Historical links between places</p> <p><b>Skills:</b> 4 and 6 figure grid references Map Symbols Drawing and annotating field sketches</p>	<p><b>Knowledge:</b> Characteristics of the drainage basin Landforms of a river</p> <p><b>Processes and concepts:</b> Erosion Transportation Deposition Formation of landforms</p> <p><b>Skills:</b> Identifying river features on OS</p>	<p><b>Knowledge:</b> The water cycle Physical causes of flooding Human causes of flooding Effects and responses to flooding</p> <p><b>Processes and concepts:</b> Flow of water through the water cycle</p> <p><b>Skills:</b> Describing and understanding</p>	<p><b>Knowledge:</b> How Geographers undertake an enquiry</p> <p><b>Processes and concepts:</b> Infiltration rates for different surfaces</p> <p><b>Skills:</b> Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills</p>	
<p><b>Super-Curricular:</b> Using an atlas of the UK: record <i>journeys</i> that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK. <i>Cities in the news:</i> follow national news closely for a week. Locate cities that appear in the news, annotating a map with a summary of the news story.</p>					
<p><b>How can I revise in this subject?</b> Throughout the year you will be introduced to different revision techniques for Geography for home learning. This has lots of revision presented in a way that you like to test yourself on. Your teachers will also allocate specific time for you to revise. <b>Here are just a few ideas for revising specific parts of your learning:</b></p> <ul style="list-style-type: none"> <li>For key terms and definitions, make a set of head-on cards. You could also get others to test you on them.</li> <li>For revising processes: there are often several diagrams for erosion. Draw annotated diagrams of a waterfall. Split the development of it into its stages, step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key terms.</li> <li>For revising the formation of features: take a geographical feature and draw a mind-map to show the different aspects and categories involved in your case study.</li> <li>For revising an issue-based topic: use a table to list the arguments for and against the issue.</li> <li>For revising map skills: Doodle Learn has a range of activities to help you to test yourself in every area of map skills.</li> </ul>					

Curriculum Maps  
Knowledge  
Skills & Understanding  
What am I learning  
and when?



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# Unit Sheets

More detailed information

Track

Self-test

Year 7 Mathem.	
Flightpath	Number 1 – NO1
Entry & Foundation	<ul style="list-style-type: none"><li><input type="checkbox"/> Calculate temperature rise/fall across <math>0^{\circ}\text{C}</math>.</li><li><input type="checkbox"/> Know multiplication facts and square numbers to at least <math>10 \times 10</math></li><li><input type="checkbox"/> Use multiplication facts in reverse to solve division problems</li><li><input type="checkbox"/> Use written methods to solve addition and subtraction problems</li><li><input type="checkbox"/> Begin to learn how to use a calculator</li><li><input type="checkbox"/> Recall of number facts, including number bonds to 100</li></ul>
Developing	<ul style="list-style-type: none"><li><input type="checkbox"/> Multiply and divide 2 digit numbers by a single digit.</li><li><input type="checkbox"/> Solve word problems involving addition, subtraction, multiplication or division</li></ul>
Secure	<ul style="list-style-type: none"><li><input type="checkbox"/> Use a non-calculator method to multiply with whole numbers</li><li><input type="checkbox"/> Use a non-calculator method to divide (whole number and decimal solutions)</li><li><input type="checkbox"/> Understand negative numbers as positions on a number line</li><li><input type="checkbox"/> Order, add, subtract, multiply and divide with negative numbers</li><li><input type="checkbox"/> Use indices to express powers of whole numbers</li></ul>
Mastery	<ul style="list-style-type: none"><li><input type="checkbox"/> Finding squares / cubes / roots / brackets using a calculator</li><li><input type="checkbox"/> Compare and order decimals</li><li><input type="checkbox"/> Use known facts to solve similar calculations</li><li><input type="checkbox"/> Use mental methods to multiply and divide decimals</li></ul>
Key Vocabulary	<ul style="list-style-type: none"><li>• <b>Square Number/Square Root</b></li><li>• <b>Cube Number/Cube Root</b></li><li>• <b>Indices</b></li></ul>

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# What is the 'how can I revise' section?

- Further support
- Techniques on how to revise
- Websites and useful links
- Revision strategies



# What are 'super-curricular' activities?



- Challenge yourself – be a scholar!
- Deepen and broaden your knowledge
- Develop independence and study skills



# Microsoft Teams

# Home Learning



- We are currently supporting our Year 7 students to access Microsoft Teams through the school network

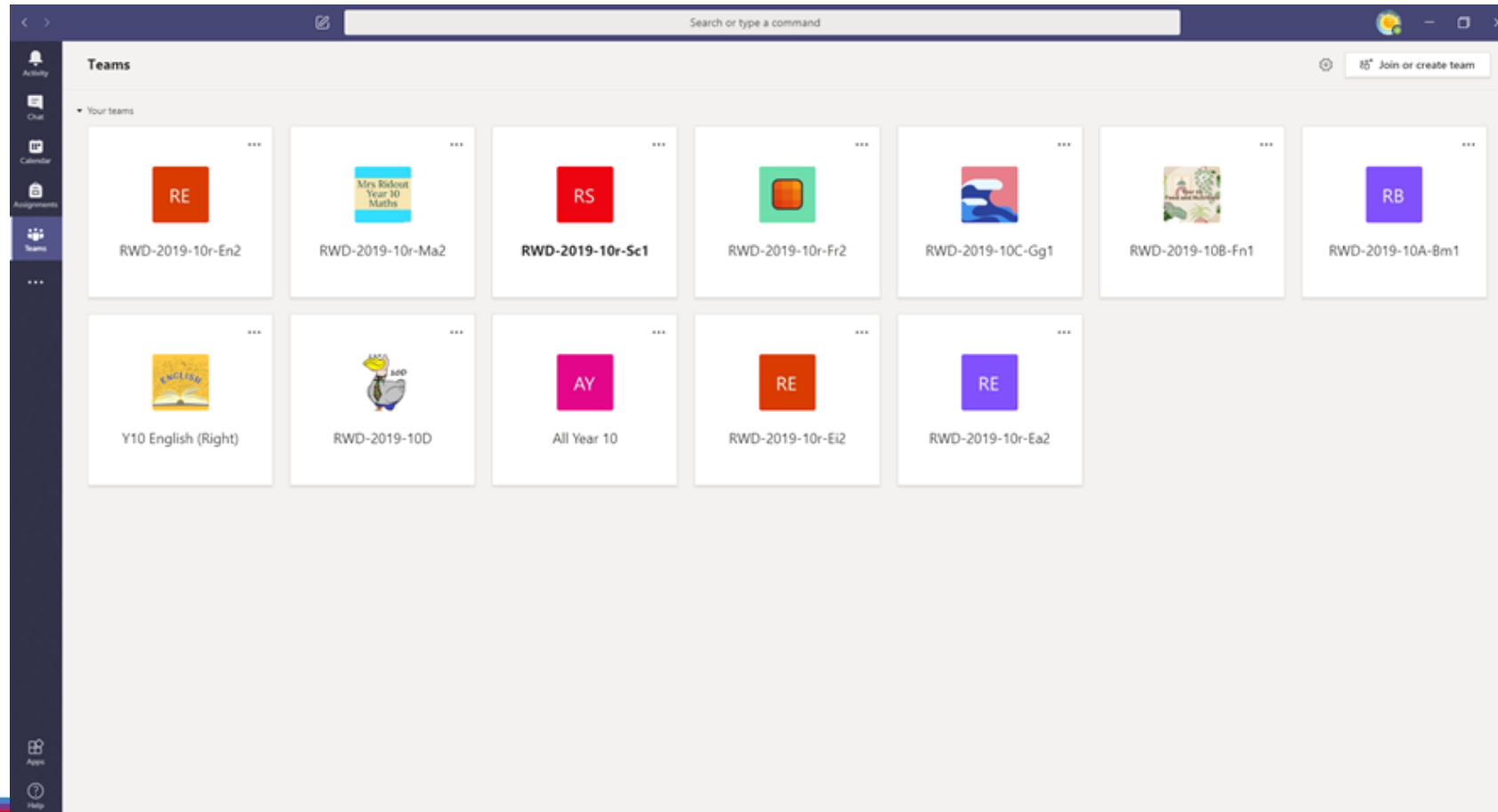


- Students will become familiar with accessing Teams for Home Learning
- Year will start receiving HL on Teams from Mon 30<sup>th</sup> Sept

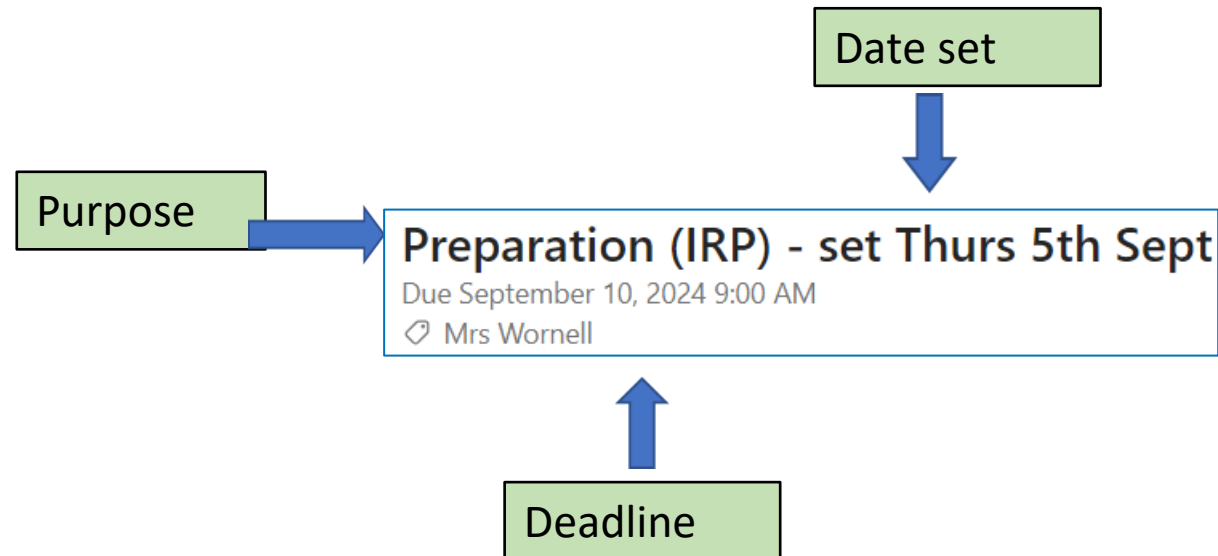
# Teams Dashboard



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# All Home Learning will be set via Microsoft Teams



Teachers will tell students how work is to be handed in (usually exercise books or sometimes submitted via Teams).

Students do not have to click 'hand-in'.



# Assessment

Rachel Heaver Webb – Assistant Headteacher



# Setting Targets

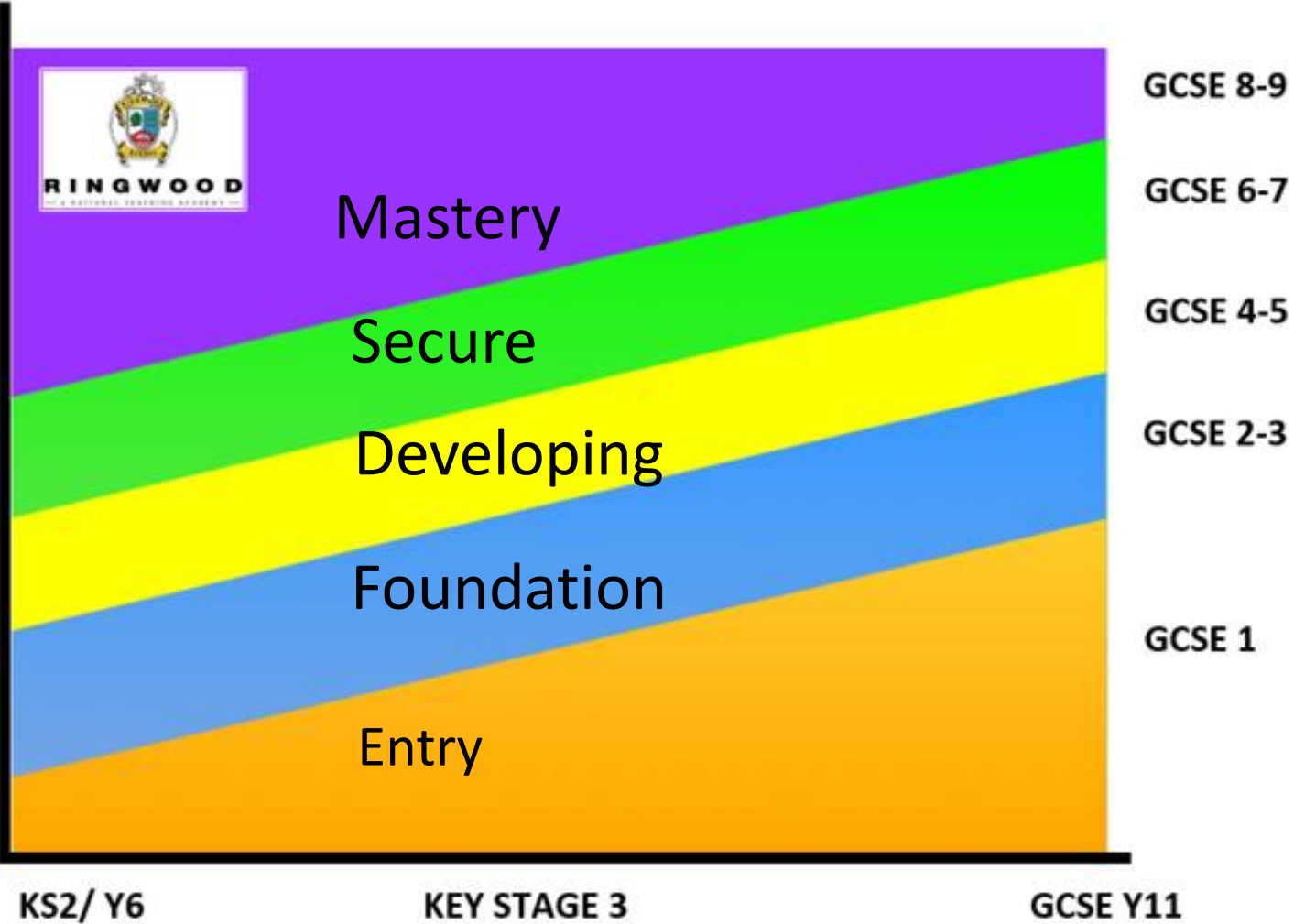


- Firstly, for each student, a **target grade for each potential GCSE subject is generated**, as a result of their SATs test data and teacher professional judgement.
- This is then used to **determine a KS3 target flightpath for each subject**, which, if your child's work is at or above this flightpath, **they will be on track to meet or exceed their GCSE targets by the time they reach the end of year 11.**
- For each subject, your child's Target Flightpath could be different
- These targets will be shared with you later on this term



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# KS3 Flightpaths:



A target flightpath is a **guide** for your child, their teacher and you about the standard they should be able to reach or go above in each subject.

It is an **indication**; not a guarantee and not a ceiling

It **does not determine** the class your child is in.

# Assessment at KS3: what will come home



Two **Progress Checks** this year (January and beginning of July, after exams)

- The Progress Check will consist of:
  - **Information about your child's attitude to learning in each subject**
  - **If they have been awarded a Scholar Award for a subject**
  - **The flightpath your child has been working at in each subject**
  - A reminder of what their **target flightpath is** for each subject

# Ringwood School Scholar Award



For each subject, each time teachers decide on the flightpath students are working at, they also consider whether they could be awarded a **Scholar Award** in that subject.



This is an award which rewards **curiosity, engagement** and **interest** in a subject, and an **ambition to become knowledgeable**.

Scholar Awards appear on Progress Checks; students receive certificates, badges and house points

# Key Stage Three Assessment Evening

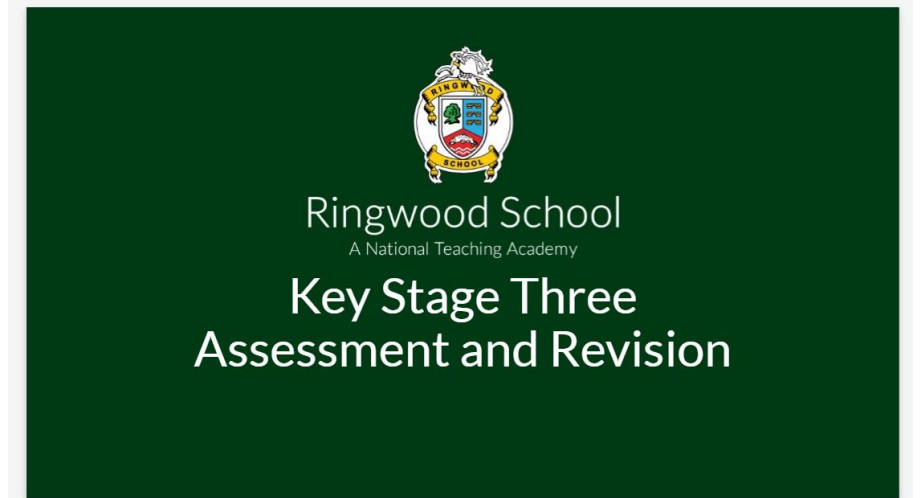


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**Tuesday 11th February**

**Year 7 exams:**

**Week beginning Mon 9th June**



# Online Consultation Evenings

More convenient for parents and carers – more likely to be able to 'attend'

Easier for families to attend from two different homes

No queues, no waiting in corridors, no missing of other appointments, no difficulty hearing conversations, no overhearing of conversations

focused conversations about learning

Help to book



Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities

 schoolcloud  
Parents Evening



# Our website: further information

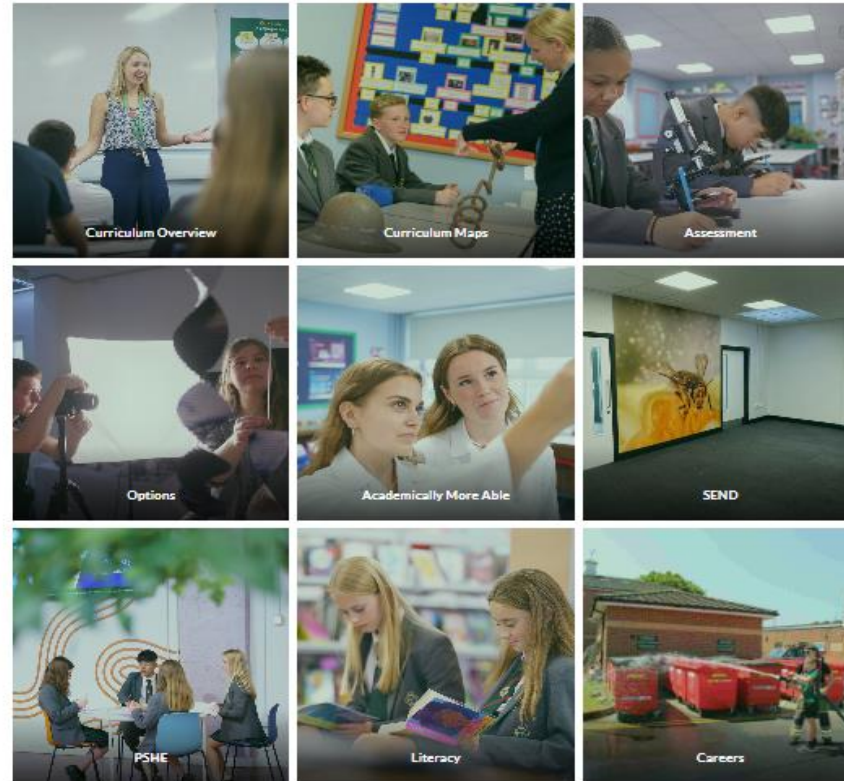


There are assessment descriptors for each flightpath for every subject available on the website;

The Year 7 Curriculum maps for every subject are being updated and will also be on the website.

## Curriculum

A huge benefit of being a large school is the range and diversity of courses that a student can follow at KS4 and KS5 as their curriculum becomes tailored to their individual needs, aspirations and interests. As one of the first teaching schools in the country the quality of delivery in the classroom at Ringwood is very strong. Alongside developing their subject expertise, we place a strong focus on fostering the skills of our students in terms of building their independence, their responsibility, their resilience, their resourcefulness, their ability to work in a team and the sophistication of their communication.



**Year 7 Assessment**

**A Guide for Parents**





# Supporting students with SEN

Rachel Heaver Webb – Assistant Headteacher



# The Hive at Ringwood School



Dream Big  
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Embrace Opportunities

# Student Support Team at Ringwood School



Carla Bastow-Hart  
SENCo



Vicki Lewis  
Deputy SENCo



Liz Hammersley  
Numeracy Catch-up Tutor



Charlotte Lee  
Literacy Catch-up Tutor

...and all our wonderful TAs!

# How do you know about my child's needs?



- Transition information from junior/primary schools including historical data
- Reports from outside agencies e.g. Dyslexia diagnostic reports, Speech and Language reports, Autism diagnostic reports, Child and Adolescent Mental Health reports
- KS2 SATs results
- CATs (Cognitive Ability Tests)
- New Group Reading Tests
- Dyslexia Screening Tests (**not** diagnostic)
- Subject specific assessments
- Assessment and progress monitoring
- Learning conversations with the child
- Guidance and Achievement team (Heads of Year, Student Support Team, Mental Health Lead, Designated Teacher for Looked After Children, SEN team)



# How are my child's needs met?

Ringwood School community is committed to being inclusively ambitious.

All evidence shows the very first step to meeting your child's needs is through high-quality teaching.

We, therefore, place great emphasis on training our teachers (and teaching assistants) to understand the needs of your child and ensuring they are equipped with the most effective strategies to meet their needs in the classroom.

We know that some students may require additional support, and this may be provided in the classroom or through additional interventions.

Your child's teacher monitors their progress over time, and should they feel that they require any additional intervention they will be referred to the SEN team and we will discuss with your child and you the intervention we recommend be put in place.



# What interventions are delivered at Ringwood School?



To name but a few....

- Rapid Plus reading intervention
- Precision Teaching
- Typing Fluency
- Additional numeracy /literacy
- Peer mentoring
- Home learning club
- Box in the Hive and support with organisation
- Social clubs run by teaching assistants and Mental Health Ambassadors at lunchtime in the Hive

You will have contact from a member of the SEN team

Attendance and punctuality is crucial



# Home Learning Support



- Monday – Thursday 3-4pm
- No need to sign up
- Supported by Teaching Assistants and Literacy and Numeracy Specialist Teachers

HOME  
LEARNING

# How is my child's voice heard?



- If your child is on the SEN register, a member of the SEN team will meet with them this half term to discuss their support needs
- We ensure that in our student voice activities students with SEN are proportionately represented
- You can sign up to meet with one of the SEN team at Parent Consultation Evenings
- You can send an email to the [SENteam@Ringwood.hants.sch.uk](mailto:SENteam@Ringwood.hants.sch.uk) and we will arrange a telephone call



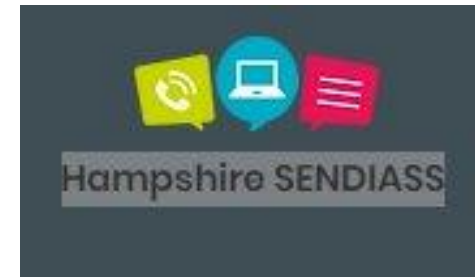
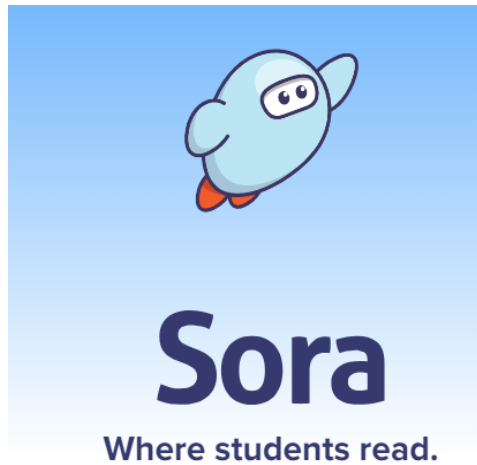
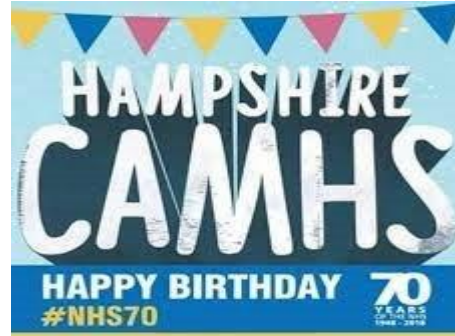
# Exam Access Arrangements



- Principles of access arrangements: ‘to provide reasonable adjustments to allow equality of access to assessment in education. They aim to simply allow the candidate the opportunity to “**show what they know and can do without changing the demands of the assessment**”. They must not confer an unfair advantage to those who receive them, and credit cannot be given for skills that cannot be demonstrated.’
- Awarded to students with a long-term ‘substantial or severe difficulties’ and ‘a history of need’
- Students are assessed from the end of Year 9; **JCQ set the thresholds**
- We need substantial evidence of the impact and that this is their normal way of working
- We will work with the student to find the most suitable access arrangements for their needs. For example, extra time / a reader / word processing



# Support



# Get in touch



- Parent surgeries Monday and Wednesday mornings
- Parent Consultation evenings
- [senteam@ringwood.hants.sch.uk](mailto:senteam@ringwood.hants.sch.uk)



# Attendance

Michelle Barker-Garrod – Assistant Headteacher

# Our vision for attendance



- As a school we recognise the link between **high levels of attendance and academic progress**. Therefore, we are all responsible to provide a welcoming, engaging and safe learning environment, which supports high levels of attendance.
- As a school we recognise that **attendance is everyone's business** and that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and their families.
- As a school we recognise the statistical link between underachievement and absence below 95%. **Regular and punctual attenders make better progress** both socially and academically, achieving positive outcomes.

Updated following the publication of new statutory guidance: "Working together to improve school attendance"  
August 2024

# Outcomes from 2024 by attendance

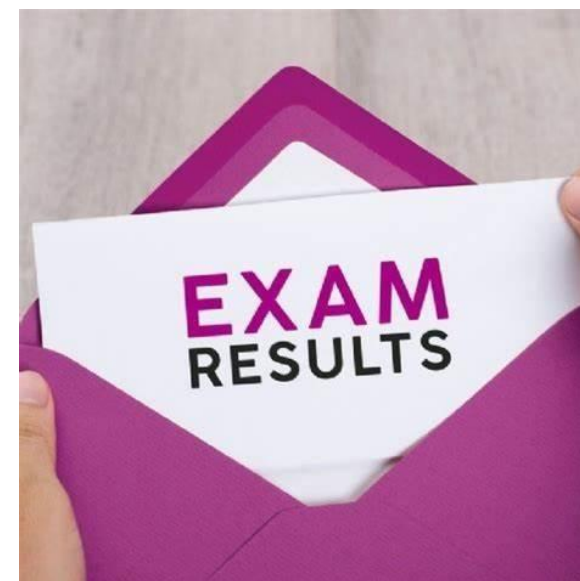


100% attendance - 'P8' of **+0.89**

96% - 100% - 'P8' of **+0.78**

90%- 100% - 'P8' of **+0.61**

Less than 90% - 'P8' of **- 0.25**



- Students will achieve better grades and overall personal and academic success.

Achievement

- Students will have the opportunity to develop strong relationships with adults and peers and develop valuable social skills.

Friendships

- Students will have a greater sense of belonging in a safe school community.

Better emotional health

- Through wider experiences like trips, sports and clubs you will develop confidence and self-esteem

Enrichment



# Attendance, why does it matter?

## What support is on offer if your child is struggling to attend?

[Attendance@ringwood.hants.sch.uk](mailto:Attendance@ringwood.hants.sch.uk)

### Universal Offer

- Staff trained
- Teacher/Student relationships
- Positive language and rewards
- Friendships & bonds
- Links with home
- Community engagement
- House values
- Promoting self esteem

### Wave 1 – self care

- Worry Box
- Safeguarding email
- Student Diary Pages
- School Website
- Online resources: Kooth, SHOUT, Headspace etc.
- PSHE lessons & CCR input
- Breakfast club

### Wave 2 – targeted

- ELSA support
- 6<sup>th</sup> Form Mental Health Ambassadors
- School Nurse
- Attendance Officer
- On Call Team
- Heads of Year
- Safeguarding Team
- Coping card

### Wave 3 – specialist

- CAMHS
- GP service
- Educational Psychologist
- Family Counselling
- Early Help support
- Childrens Services
- Attendance support

# Ringwood School Mental Health Toolkit



# Parental Engagement

Clare Adams – Deputy Headteacher




# Who to contact?



HOME → MAIN SCHOOL → ABOUT US → KEY STAFF

## Key Staff



Leanne Symonds, Clare Adams, Louise Wornell

In This Section

- > Headteacher's Welcome
- > Key Staff
- > Governance
- > Ofsted Information
- > Prospectus
- > Exam Results
- > Get into Teaching
- > Lettings

- You will have received an email from your child's tutor at the start of term. **Please use them as the first point of contact.**
- Our **new website** will help parents find information on key staff and who to contact. There is also a contact form for ease.
- An auto email will be generated if you email any member of staff stating what to do if you've not received a response to your enquiry within 3 (school) working days.
- The school calendar on the website can now be filtered by year group making it easier to see what events are coming up.

HOME → MAIN SCHOOL → CALENDAR AND NEWS → CALENDAR

## Calendar

September 2024

Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	
2	3	4	5	6	
9	10	11 Year 11 Information ...	12	13	
16	17 Year 10 Information ...	18 Year 7 Information ...	19	20	21
					22

< > View Print Subscribe Categories

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- All Year Groups
- PE/Sports

Check / Uncheck All

In This Section

- > Calendar
- > Term Dates
- > Social Media Story Wall
- > News
- > Gallery

# Arbor Parent App & Browser version



**Manage your details without paper forms!**

Please ensure we have accurate contact details for 3 or more emergency contacts & medical details etc

**Access all your info in one place**

- Trips
- Attendance
- Progress

**Check on your child from anywhere**

Timetable & Attendance

Positive Incidents & House Points

Behaviour Incidents & detention dates and times

Payment details – thank you for all the feedback on issues with this

# 3 ways to get involved



Parent Forum – 3 meetings per year starting on Tuesday 15 October 6.00 – 7.30 in the 6th Form Cafe, 28 Jan 25 & 20 May 25

- Agenda items to include; values, assessment reporting, attendance, emotional wellbeing and items raised by the group.

Email [cadams@ringwood.hants.sch.uk](mailto:cadams@ringwood.hants.sch.uk) to join the distribution list

Ringwood School PTA – would you like to join our PTA? Please email [PTA@ringwood.hants.sch.uk](mailto:PTA@ringwood.hants.sch.uk)

SEN parent surgeries - by appointment [SENTEAM@ringwood.hants.sch.uk](mailto:SENTEAM@ringwood.hants.sch.uk)



# Extra-curricular activities

Michelle Barker-Garrod – Assistant Headteacher

# The value of Extra-curricular



- We really value our extra-curricular activities at Ringwood School.
- It gives students opportunities to meet others, try new things and increase self-esteem and mental health.
- We try to put on as wide a variety of activities as possible. 30-40 different clubs will run per week.
- PE Clubs have already begun (see next slide).
- We will hold a **'Freshers Fair'** at lunchtime on **Tuesday 1<sup>st</sup> October** for the non-sporting clubs.
- These will also be emailed home and placed on the website once the timetable is set.





# Yr7 PE Clubs



Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities



Twitter- [@RingwoodPE](#)



Instagram - [pe\\_ringwood](#)

**TEAMWORK  
RESPECT  
ENJOYMENT  
DISCIPLINE  
SPORTSMANSHIP**

Monday
Girls Football
Boys Basketball

Tuesday
Table Tennis
Netball

Wednesday
Boys Rugby
Girls Basketball
<i>*Lunchtime Table Tennis*</i>

**From Mon  
9<sup>th</sup> Sept**

Thursday
Girls Hockey
Volleyball
Boys recreational football
Strength + Conditioning/Fitness

Friday
Girls Rugby (Week A)
<i>*Lunchtime Basketball*</i>

Extra Information
Please go to changing rooms at the end of the day to change into your PE kit.
Clubs will run until 4pm.
<b>ALL abilities welcome</b>
For Rugby you will need studs & Mouthguard
For Football you will need studs & shin pads
Basketball, Netball, Table Tennis, Badminton + Volleyball please wear trainers
<i>Boys Hockey will start after ½ term</i>



# E-Safety

Clare Adams – Deputy Headteacher

# What are children experiencing online?



- More than a third (36%) of children aged 8-17 said they had seen something **'worrying or nasty'** online in the past 12 months; six in ten said they would always tell someone about this (59%).
- Children were **more likely to experience being bullied** via technology than face-to-face: 84% of 8-17s said they had been bullied this way (i.e., via text or messaging, on social media, in online games, through phone or video calls, or via other apps and sites) compared to 61% being bullied face-to-face.
- More than a third had used behaviours that are **potentially risky** (35%): a fifth had either surfed in privacy or incognito mode (21%) or **deleted their browsing history** (19%).
- Only a third of children knew how to use **online reporting or flagging** functions (32%); and just 14% had ever used them.



# Child exploitation online is on the rise



- The NSPCC has reported an 82% rise in online grooming crimes against children in the last 5 years
- Almost 34,000 online grooming crimes against children were recorded by UK police in the last 6 years.
- 1 in 4 online grooming crimes in the last 5 years were against primary school children.
- 26% of online grooming offences against children took place on Snapchat.
- 47% of online grooming offences took place on Meta-owned products such as Facebook, Instagram and Whatsapp.

# How can you help your child stay safe online?



- Be involved in your child's online life
- Be interested in keeping your own knowledge current
- Keep up-to-date with your child's development online
- Set boundaries in the online world just as you would in the real world
- Know which devices connect to the internet and how
- Consider the use of parental controls on devices that link to the internet, such as the TV, laptops, computers, games consoles and mobile phones.
- Emphasise that not everyone is who they say they are.
- Know what to do if something goes wrong.

# Areas to talk about



- **Chat** - Which apps are they registered with and using? TikTok, Roblox, WhatsApp, Discord?
- **Mental Health** – How does social media make them feel? Are they more worried, anxious, tired?
- **Posts** – What would a prospective employer see from their digital footprint if they searched their name online?
- **Nudes/Sexting** – What would they do if they felt pressured to share an image that they knew wasn't appropriate?

# Simple tips for parents/carers to keep children safe online



**Never** ignore changes in their behaviour which might indicate a concern they are having

- **If you allow your child to use their phone in private spaces in the house (like their bedroom), ask yourself how you can be sure** that your child is not
  - undertaking risky behaviour such as talking to unknown adults online who might be posing as a teenager to groom them
  - experimenting with gambling or other addictive pastimes
  - sending pictures of themselves to others.
- **If you allow your child to have their phone in their bedroom overnight, ask yourself how you can be sure** that your child is not sending and receiving messages throughout the night.
- **Ask yourself how you can be sure** that having their device in their room with access to endless online content is not interrupting their sleep and having a negative impact on their wellbeing. Please be aware that the latest trend is for “couples” to sleep with their mobile video calls on, so they can go to sleep and wake up virtually together...
- **Never think 'it won't happen to my child'**

# Please continue to...



- Regularly check your child's phone
- Have open conversations about things they are looking at and people they are communicating with online
- Check the settings for WhatsApp so they do not allow people to add them without their permission to groups
- Take advice on how to set up parental controls on mobile devices and tablets (you can find this on our website)
- Speak to your Internet Service Provider on how to set controls on your router to enable effective device management

The world that our young people live in is sadly frequented by individuals who are trying to “catch them out” or make them feel unsafe. As trusted adults we must work together to help them navigate the dangers presented to them. This starts in the home, supported by school.

# School Website

[www.ringwood.hants.sch.uk/safeguarding/](http://www.ringwood.hants.sch.uk/safeguarding/)



## CHILD PROTECTION & SAFEGUARDING TEAM

 Miss C ADAMS Designated Safeguarding Lead	 Miss H JOLLY Deputy Designated Safeguarding Lead	 Mr A WALBRIN Deputy Designated Safeguarding Lead	
 Mr T COOPER Deputy Designated Safeguarding Lead	 Mrs V LEWIS Deputy Designated Safeguarding Lead	 Mr T BROADHOUSE Deputy Designated Safeguarding Lead	 Mrs C MITCHELL Deputy Designated Safeguarding Lead

If you have any concerns about the safety or welfare of a student please email [safeguarding@ringwood.hants.sch.uk](mailto:safeguarding@ringwood.hants.sch.uk) or speak to a member of the team

The screenshot shows the top of the Ringwood School website. On the left is the school crest and the name "Ringwood School". On the right are links for "HAP", "Email", "SharePoint", and "SAFEGUARDING". Below this is a horizontal navigation menu with links for "ABOUT US", "SIXTH FORM", "ACADEMIC", "TEACHER TRAINING", "NEWS &amp; CALENDAR", "INFORMATION", "ADMISSIONS", "FUNDRAISING", "VACANCIES", and "CONTACT US". Below the navigation menu is a dark green banner with the word "SAFEGUARDING" in white capital letters. To the right of the banner is a light grey box containing the text "Our vision – Inspired to learn, supported to succeed".

The governors and school staff of Ringwood School place the utmost importance in ensuring the safety of all our students.

If you are concerned about yourself or a member of our school community, please get in touch so we can support you. You can:

Email us: [safeguarding@ringwood.hants.sch.uk](mailto:safeguarding@ringwood.hants.sch.uk)

Call us: 01425 47500 (when you speak to reception, please ask to speak to a member of the safeguarding team)

Our safeguarding team are fully trained and experienced in dealing with a wide range of issues and challenges faced by young people and will actively support you to address any concerns.

Our safeguarding and child protection policies are updated annually in line with statutory government guidance and can be found here: <https://www.ringwood.hants.sch.uk/policies/>



**TO REPORT A SAFEGUARDING CONCERN, PLEASE EMAIL [safeguarding@ringwood.hants.sch.uk](mailto:safeguarding@ringwood.hants.sch.uk)**

If you have any concerns over the safeguarding of any child within the local community please use any of the contact details below to report