

# Parent Information Event

## Year 7

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**Welcome**

Haggerston **School**

# Headteacher's Welcome - Ciara Emmerson

## How we will communicate with you:

### Information:

- A-Z Parent Booklet
- Website
- Weekly Parent Bulletins
- 'Haggerston Recorder' - Termly Newsletter
- General Text Messages/Email letters

### Personalised communication:

- Contact details for key staff in A-Z and on Website - Year Team specifically
- Classcharts and DPR
- Reception
- Personal phone calls, messages and letters
- Topical Parent Workshops & Coffee Mornings

# Welcome

**Haggerston** School

<u>Year 11 Achievement</u>	2019 Result	2020 Result	2021 Results	2022 Results	2023 Results
% English & Maths (Grades 9-4/A*-C)	59%	72%	72%	63%	78%
% English & Maths (Grades 9-5/A*-B)	37%	51%	52%	47%	55%
EBacc Average	3.68	4.81	4.7	4.59	5.01
Attainment 8	42.77	51.40	50.9	<b>49.9</b>	51.2
<u>Year 13 Achievement</u>					
Average A level Grade (all exams entered)	C-	C+	C+	<b>C</b>	B-
% A*-B	29%	55%	61%	<b>54%</b>	55%
% A*-E	92%	100%	99%	<b>100%</b>	99%
ALPS Score	7	2	2	<b>4</b>	3

# Welcome

**Haggerston** School

# Subject Results - Core Subjects

Subject	Pass Rate	% Grade 5+	% Grades 7-9
English Language	80%	65%	28%
English Literature	90%	72%	34%
Maths	83%	61%	25%
Biology	100%	100%	85%
Chemistry	100%	100%	91%
Physics	100%	100%	94%
Double Science	83%	73%	22%

**Aspiration, Creativity, Character**

**Haggerston School**

# Subject Results - Other Ebacc Subjects

Subject	Pass Rate	% Grade 5+	% Grades 7-9
Computer Science	85%	64%	30%
Spanish	74%	63%	29%
Geography	71%	64%	40%
History	76%	62%	33%

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# Subject Results - Foundation Subjects

Subject	Pass Rate	% Grade 5+	% Grades 7-9
Art	89%	79%	49%
Music	63%	58%	26%
Drama	86%	83%	59%
Design & Technology	79%	74%	26%
Food & Nutrition	64%	50%	14%
Textiles	88%	38%	19%
Religious Education	86%	82%	54%
Business	62%	47%	13%
PE	76%	45%	24%
Sport Studies BTEC	80%	60%	10%

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# THE HAGGERSTON JOURNEY



The Haggerston Journey shows the opportunities each student has to enable them to experience a rich social, moral, spiritual and cultural education that will develop their aspiration, creativity and character.

We encourage all students to seize every opportunity available on their 'Haggerston Journey' to empower themselves with knowledge and experience.

# The Year Ahead

**Haggerston School**

# The Year Ahead - Pastoral Care:

- Form tutors and tutor time
- The tutor time curriculum
- Character days
- Year team support
- Mentoring
- Counselling (part of the WAMHS project)
- Student groups e.g. Pride Youth network

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## The Year Ahead

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# The Year Ahead - Key Dates:

Assessment week 1 - begins 6th November

Assessment week 2 - begins 19th February

Assessment week 3 - begins 17th June


Year 7 Parents' Evening - 14th November

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## The Year Ahead

Haggerston School

# Knowledge Organisers



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**Year 7 Knowledge Organiser Term 1 2023/2024**

**Aspiration Creativity Character**

**KS3 Knowledge Organiser**

**Dale Chihuly 1941**

Since the late 1960s, Dale Chihuly has been using the art and craft of glassblowing to create dynamic, flamboyant and colour-saturated forms. His artworks can be found across the U.S. and worldwide, and they range from undulating, nested vessels to whimsical sea creatures, also encompassing architectural installations. In the UK Chihuly has large scale installations at New Gardens and the Victoria and Albert Museum. Chihuly has up to 18 people working on his sculptures at a time, and draws inspiration from architecture and design, painters and sculptors, Native American baskets, and nature. People often have emotional reactions to his work.

**Dale Chihuly's sculptures**

**Sea creatures**

**Word bank:** Time, colour, shape, form, 3D, glass, sculpture, translucent, organic, installation, marine, composition.

**Practical application of art history:**

1. Create a drawing of a whale (head) scale. Can you use time to create a drawing of one of the sea creatures?
2. Recreate one of Chihuly's sculptures using a pen - can you show different tones and complex detail by using mark making techniques?
3. Recreate Chihuly's work using only positive of the shapes.
4. Design a Chihuly-inspired sculpture of your own using the sea creatures as your starting point. Write a sentence explaining where you would like your public sculpture to be displayed and why.
5. Write in full sentences WWW and EB.

**Self-reflection:**

1. Can you write a brief paragraph describing how the work of Dale Chihuly makes you feel using key art terms?
2. What do you think inspired these works of art?
3. Can you write a summary of Dale Chihuly's biography?
4. What material does Chihuly use to create his sculptures?

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**Our Curriculum**

HOME / OUR SCHOOL / PARENTS/CAREERS / TEACHING AND LEARNING / SIXTH FORM / PERSONAL DEVELOPMENT / NEWS

Search

**Teaching and Learning**

- Our Curriculum
- Subjects
- Year 7 Topics
- SEND, PupilCC and IEB
- Library
- Homework and Extended Learning
- English as an Additional Language
- The Faculty of Teaching and Learning (FSL)

Year 7 Curriculum | Year 8 Curriculum | Year 9 Curriculum | KS3 Stage 4 Curriculum | KS3 Stage 5 Curriculum

All students receive a knowledge organiser each term. This booklet covers all their subjects and provides them with the key knowledge for all the content they will learn during that period. Students will need to actively use this to support with homework, revision and prepare for assessments.

Parents can also access this on our school website.

## The Year Ahead

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# The Year Ahead - Classcharts:



**The Year Ahead**

**Haggerston School**

# Rewards

Aspiration | Creativity | Character

- Citations in Assembly
- Certificates and Vouchers in celebration assemblies
- Rewards Lunches
- Rewards Trips
- Spend Credits at Student Services

Demonstrating the Haggerston Way - 3 credits	
Aspiration	Striving for excellence
	Hard work
	Mastery of knowledge
Creativity	Creating beautiful work
	Inspiring others
	Completion of extension work
	Independence in your work
	Demonstrating creativity and problem solving
Character	Being articulate and confident
	Demonstrating resilience, curiosity or ambition
	Demonstrating community spirit

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# Behaviour

	Negative Behaviour	Not Meeting Expectations	Correction
1	Poor corridor/line-up behaviour	not walking with purpose; not in silence; not facing the front	1
	Incorrect uniform/appearance/mobile phone	not wearing the correct items of school uniform; not removing all non-uniform items before entering school; not maintaining a smart standard of uniform at school; mobile phone seen or heard	1
	Incorrect equipment	not having planner; not having all the required stationery; not having all the required PE kit; not having all the required books/folders/worksheet	1
	Chewing gum/Eating outside	not eating appropriate food in the canteen or designated space	1
	Inappropriate language	not using appropriate language;	1
	Low level disruption - lack of attention/distracting others	not tracking teacher; not starting work when instructed; not being organised with equipment out; not working in silence	1
2	Incomplete H/W	not completing work to the best of their ability; not submitting quality work	2
	Incomplete C/W	not completing work to the best of their ability in the time assigned	2
	Late to tutor/assembly time	not arriving to tutor time or assembly on time	2
	Late to lesson/line-up	not arriving to lesson/line-up on time	2
	Defiance/questioning staff/arguing	not following instructions first time; not responding respectfully to staff instructions	2
3	Late to school	not arriving to school on time	3
	No H/W submitted	not submitting H/W on deadline	3
	Missed detention	not attending set detention	3
	Failed report	not meeting agreed target on report/losing report/non completion of report	3
	Repeated defiance/questioning staff/arguing	repeatedly not following instructions first time; repeatedly not responding respectfully to staff instructions	3
	Lesson truancy	not attending lesson; leaving a lesson without permission	3

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# The DPR

## *What is it?*

The DPR is an online system we use to set to create our curriculum, homework and report on individual student progress.

## *How do I use it?*

Year 7 students will be shown how to login in the DPR in their first computing lesson. There is also a guide and video on how to use the DPR on our website.

# DPR & The Curriculum

*Each academic year students will be taught over 3 DPR cycles.*

*At the end of each cycle they will sit a set of assessments.*

Year 7	DPR1	DPR2	DPR3
Art	Natural Forms and Japanese Kimonos	Alice in Wonderland/Illustration Dadaism	Under the sea
Computing	E-Safety & Flowcharts - online threats, social media and algorithms	HTML - creating webpages & how the WWW works	Programming & Computational thinking
Design & Technology	Textiles: Fleece hats Cooking & Nutrition: Health & Safety Product Design: Phone stands/ Pewter cast keyrings	Textiles: Fleece hats Cooking & Nutrition: Health & Safety Product Design: Phone stands/ Pewter cast keyrings	Textiles: Fleece hats Cooking & Nutrition: Health & Safety Product Design: Phone stands/ Pewter cast keyrings
Drama	Introduction to Drama and Darkwood Manor (horror)	'Antigone' by Sophocles	'The Tempest' by Shakespeare
English	Wanderlust: Explorations in journeys and adventures	Morals and Myths	
Geography	Exploring the world: geographical skills.	Weather & climate. Biomes - hot deserts	Settlements & their changing nature. Landscapes of the world.
History	Romans	Middle ages and diversity, African kingdoms	Crusades, Henry 8th
Maths	Decimals and fractions Perimeter and area Angles	Percentages Negative Numbers Manipulating expressions and solving equations	Expanding and factorising expressions Substitution and functions Prime decomposition and recurring decimals
Music	Elements of Music Rudiments	Soundtracks Instruments of the orchestra	Music from the 1960s Theme and Variations
Physical Education	Autumn Sports	Winter Sports	Summer Sports
Religious Education	Looking for God: Reasons and arguments for God's existence	Sharing Beliefs: religion around the world	Living the religious life & the environment
Science	Chemistry: The particle model, atoms, elements and molecules Physics: Energy changes and transfers	Biology: Cells, microbes, disease and medicines Chemistry: Mixtures, separation, acids and alkalis	Physics: Forces, Pressure and Space Biology: Plants and ecosystems
Spanish	Numbers / Birthdays Appearance/ Family and Friends	Hobbies	School

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# DPR & The Curriculum

Every subject in the school has planned its curriculum based on key objectives.

These objectives are the basis for what students will learn in their lessons.

This is an example of the Year 7 English Objectives.

These objectives can all be found on the DPR.

Pathway A
1) I can use effective vocabulary and language devices to craft a clear and engaging piece of writing.
2) I can plan a clear structure and use effective structural devices to shape the meaning and purpose of a piece of writing.
3) I can use a range of sentence structures accurately and for effect.
4) I can use a wide range of punctuation mostly accurately to craft meaning.
5) I can spell all basic, a range of complex and some irregular words, with only occasional slips.
6) I can consistently write in the correct tense.
7) I can read a range of texts independently and link information to make clear inferences.

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# DPR Homework

All homework is set on the DPR. It will include all of the information students need to successfully complete their homework.

**Psychology - Ms Harry - Biopsychology ...**

Assignments > Psychology - Ms Harry - Biopsychology Summer homework

**ASSIGNMENT** ASSESS

DELETE RE-USE SAVE

**TITLE**  
Psychology - Ms Harry - Biopsychology Summer homework

**DESCRIPTION**  
1. Using the lesson powerpoints complete the Biopsychology workbook.  
2. Complete the biopsychology exam questions - This form allows you to edit after you have submitted it, so you don't have to complete it in one go.  
<https://forms.gle/qvs8wLz2htooHqUu8>  
3. Complete Seneca tasks for Approaches, Psychopathology and Biopsychology -  
<https://app.senecalearning.com/dashboard/class/g8u84lqbcw/assignments/assignment/a917bfda-c2cc-49cd-aa61-60f1a82a1c7a>

**ASSIGNMENT TYPE**  
Consolidating learning

**SUBMISSION METHOD**  
Hand in class

**ISSUE DATE**  
21/07/2021

**DUE DATE**  
06/09/2021

**ESTIMATED TIME**  
10 hours

**TEACHER**  
Sherece Harry

**ATTACHMENTS**  
<https://drive.google.com/drive/folders/1zt6lQV58pp06Z6Y7QNkWTivnhRA4AuC7?usp=sharing>

**IDENTS (16)** KEY OBJECTIVES (0)

12B/Ps1 (16 of 16)

How to  
hand it in.

Due date  
and how  
long it  
should take

Description of  
the task and  
links to  
resources you  
may need to  
complete it.

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Subject	Activity	Time
Maths	Sparx Maths (online programme)	60 minutes per week
English	Reading	30 minutes daily
	Writing	30 minutes per week
Science	Knowledge practice using knowledge organiser and additional weekly homework set by teacher	30 minutes per week
History and Geography	Self quizzing using knowledge organisers or alternative task set by teacher	30 minutes per week on alternate weeks
Spanish	Vocabulary learning and testing using Quizlet (online programme)	30 minutes per week

In addition to the above, students will be set homework on the DPR in the following subjects as required: RE, Art, Music, Drama, Design Technology and Computing. They are likely to spend approximately one hour per week on additional subject work. In total, this should equate to approximately 1.5-2hrs of homework on weekdays for Lower School students

# Homework

# Study Skills - Most Effective Study Strategies

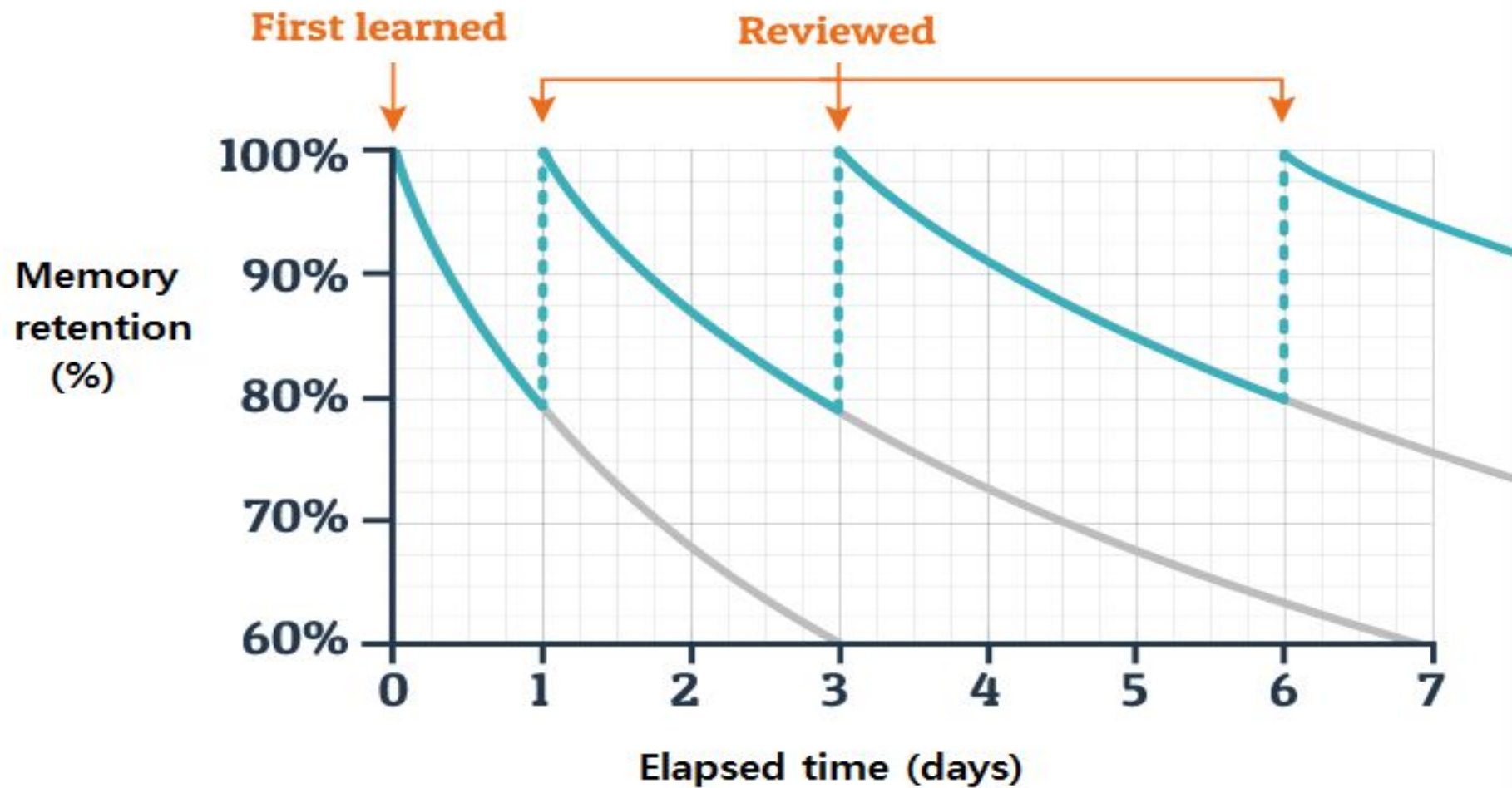
1. **Retrieval Practice**: retrieving knowledge from memory, without any cues.
2. **Spacing**: leaving a gap between learning information and revisiting it.
3. **Elaboration**: using 'how' and 'why' questions to explain our learning.
4. **Dual-coding**: using images to help remember our learning.

There is also research showing that **teaching** and **self-explaining** are very effective study strategies. Therefore, you can support your child by allowing them to 'teach' you key content!

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## Supporting at home

Haggerston **School**



# Self-quizzing - Retrieval Practice

Students can use their notes, KO and key materials from lessons to self-quiz.

**Step 1:** students read the key information (e.g. their notes on Cells and Organisms)

**Step 2:** students conceal the information.

**Step 3:** students write down everything they can remember.

**Step 4:** students look back over the key information to see how well they remembered it. **This is the most important stage as it is where they evaluate their learning.** They should use a **different colour pen** to fill in any gaps which become their focus for the next revision session.

This self-quizzing process can be done in pairs with students questioning each other or with you, parent, questioning them.

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## Supporting at home

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# Self-quizzing using Flash Cards

## Retrieval Practice + Spacing

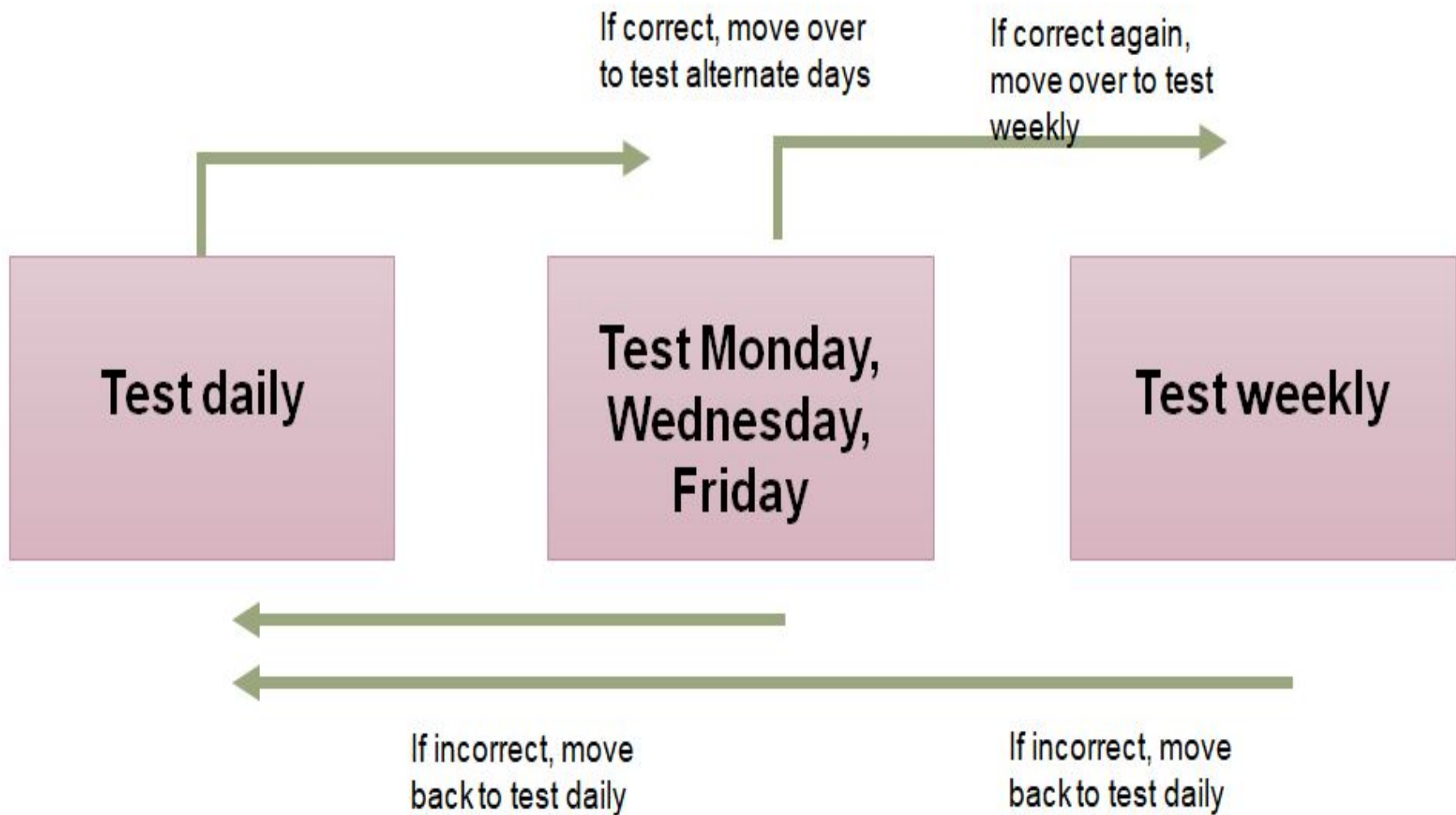
Self-quizzing with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly.

You can use this method with key vocabulary, key characters, key themes, key quotes or any factual knowledge.

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**Supporting at home**

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# Brain Dump/Knowledge Splat - Retrieval Practice

A brain dump or knowledge splat involves 'dumping' or 'splatting' everything your child knows about a topic onto a black piece of paper.

**Step one:** students choose what they want to revise (e.g. the character of Lady Macbeth)

**Step two:** students write down everything they can remember on this topic.

**Step three:** students go over lesson material to see how well they remembered the chosen topic and check any errors. **This is the most important stage as it is where they evaluate their learning.** They should use a **different colour pen** to fill in any gaps or make corrections which become their focus for the next revision session.



# Reading at Haggerston School

KS3 regular library lessons

Accelerated Reader for Years 7+8

KS3 guided reading in tutor time -  
reading a book together

Independent reading in tutor time

Well resourced and accessible library

Lexia to support reading gaps and other  
interventions as needs are identified



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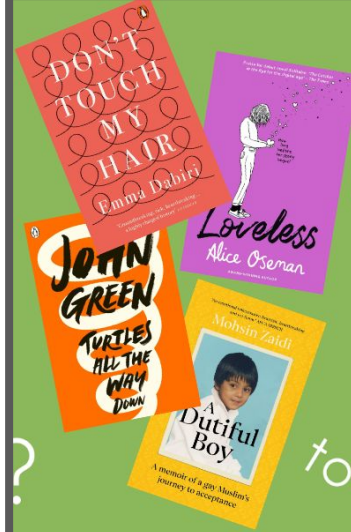
- Read for 20 minutes for pleasure every day.
- You must have a reading book as part of your school equipment.
- Use the school library catalogue (Accessit) to browse, reserve and renew books.

What you need... is a good book to read



Why  
do  
we  
read?

to boost imagination



to build empathy



to improve wellbeing



to foster relationships



Read  
**20**  
minutes for  
pleasure  
every day

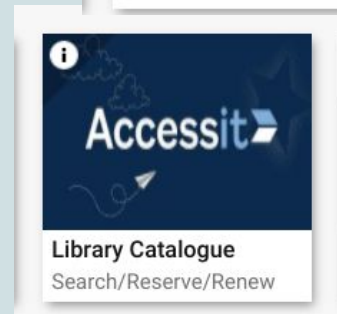
20 minutes makes a difference



Weekly reading homework  
**Read for pleasure for at least 20  
minutes every day**

This homework will be set on the  
DPR each week.

- Years 7+8 take an [Accelerated Reader quiz](#) when they finish each book
- Year 9, 10, 11 leave a book review [on Accessit \(The library catalogue\)](#) when they finish each book



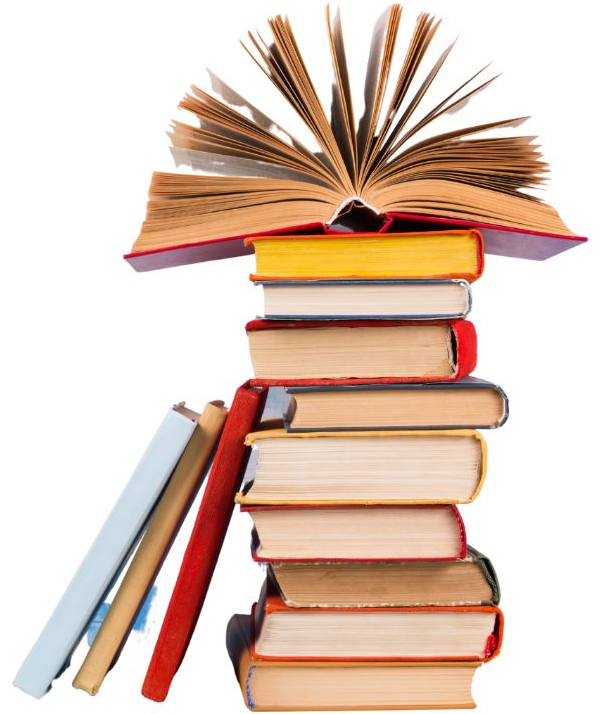


# How to get good books?

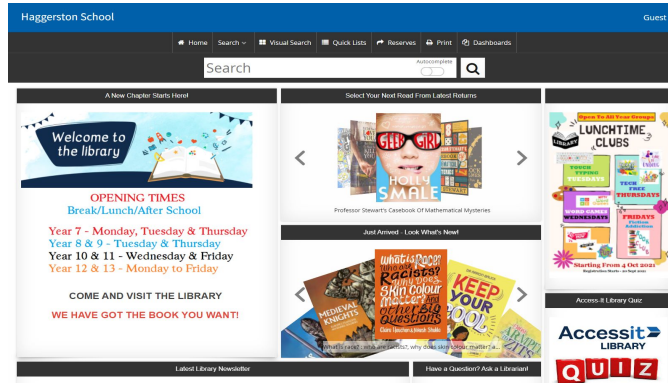


**Go Checkout Your  
School Library**

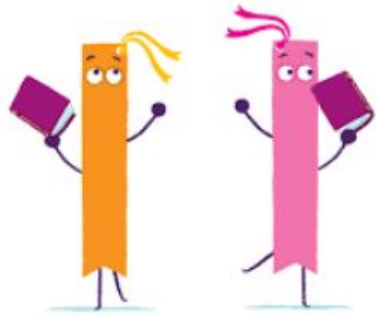
**Use the Library  
Catalogue**



# How to use the Library Catalogue?

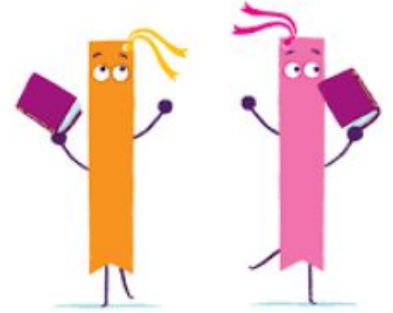


**No Password Required To Use The Library Catalogue.**  
**Simply click on SSO - Single Sign On !**



# Do you Know?

## About the library webpage



<https://haggerston.hackney.sch.uk/our-school/school-library/>





# You Must Know

Borrow **4** Books

For **3** Weeks

Renew **2** Times

**REMEMBER 4 - 3 - 2**

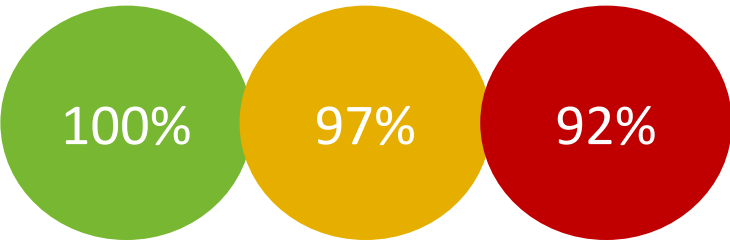


- Read for 20 minutes for pleasure every day.
- You must have a reading book as part of your school equipment.
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What you need... is a good book to read



# Attendance and Punctuality Expectations 23-24



High Attenders, High Achievers

## Attendance

Haggerston School

# The link between attendance and achievement

Attendance %	Average grade at GCSE
99-100	7
97-99	6
95-97	5
93-95	4
90-93	3
Under 90	3-

## Attendance

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## **The impact of lateness**

If your child is constantly late to school but is here the rest of the day (eg. most of period 1 is missed), without the loss of any full days due to illness, the child loses 16% of their lesson time over the week. (This is like the student who has 84% attendance over the year)

**The average grade (across all their GCSEs) for those students is a grade 3 or lower.**

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**Attendance**

Haggerston **School**

It is NOT enough therefore to attend every day.

**It is essential that children are on time every day  
as well.**

Excellent attendance **and** punctuality are life skills that we help children develop at school (although many of children will be excellent on both counts already!)

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**Attendance**

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If your child arrives to school past 9.15 they will be deemed to have an unauthorised absence which could lead to receiving fines or possibly going to court.

**Always work with us for support!**

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**Attendance**

Haggerston **School**

# Rewards!

## Highlighted in parent bulletin

### Every week

If your child's TG had the highest % attendance in their YG in the week then they can gain an early lunch pass for the whole of the next week.

### Every Term

We will hold A&P week. If your child's TG has the highest weekly attendance in their YG then they will win a pizza lunch.

If your child has 100% A&P in a term they will receive 100 Credits

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# Attendance

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## Minimising loss of learning time:

### 1 - Medical appointments

Ideally these would never happen in the school day as students lose lesson time. If an appointment in the school day cannot be avoided, please try and schedule these as late in the afternoon as possible. (The child who leaves in period 3b for a 4pm appointment loses a lot less learning time when compared to the child who arrives before lunch).

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# Minimising loss of learning time:

## 2 - Holidays

We are not allowed to authorise holidays in term time. If these are taken, fines do follow.

Requests need to be made formally to the HeadTeacher

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# Attendance

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If you need to speak to a member of staff about your child's attendance or punctuality, please ring the school and ask to speak to your child's pastoral team. This could be your child's tutor, Assistant Head of Year or Head of Year.

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**Attendance**

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# Safeguarding and Anti-bullying



## WHO CAN I TALK TO?

SAFEGUARDING TEAM

HEAD OF YEAR

ASSISTANT HEAD OF YEAR

FORM TUTOR

ENGAGEMENT TEAM

INCLUSION TEAM

CLASSROOM TEACHER

ANY TRUSTED ADULT



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ReferralsTeam

SUPPORT IN PLACE

## SUPPORT ROUTES

MENTOR

SEND/ INCLUSION SUPPORT

ASPACE

CAMHS/ WAMHS

RESTORATIVE

FAMILY SUPPORT

YOUNG HACKNEY





GROUP INTERVENTION  
TREE OF LIFE/ GIRLS NETWORK/ PYN

# Safeguarding

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## Haggerston School

### Safeguarding contacts and procedures

Designated Safeguarding Lead <b>Mr J. Truan</b> B0.08 ext. 4530	
Deputy Designated Safeguarding Lead <b>Ms K. Ramsey</b> B0.05 ext. 4557	
Assistant to Head of School (Y 7) <b>Ms H. Annan</b> B1.32 ext. 4531	
Assistant to Head of School (Y 8) <b>Ms L. Antoine</b> B1.32 ext. 4554	
Assistant to Head of School (Y 9) <b>Ms M. McNamara</b> B2.19 ext. 4529	
Assistant to Head of School (Y 10) <b>Ms T. Willing</b> B2.19 ext. 4517	
Assistant to Head of School (Y 11) <b>Ms R. Khan</b> B2.34 ext. 4539	
Assistant to Head of School (Y12/13) <b>Ms C. Forbes</b> B1.18 ext. 4562	

#### Reporting safeguarding concerns: staff procedures

Inform the relevant safeguarding officer immediately. Record carefully conversations, concerns, and disclosures and pass to the relevant safeguarding officer.

Do not ask any leading questions of children.

If the child is at risk, a pupil's wish for confidentiality cannot be respected. Always share the slightest concern.

# Safeguarding

## Haggerston School

# Early Help

Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child centred approach in following the child's journey is also emphasised. All services which are provided must be based on a clear understanding of the needs and the views of the individual child in their family and community context.

Young Hackney - Family Therapy - Family Support - Social Worker

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## Safeguarding

Haggerston School

# Mental Health

## Online Resources - Tutor Time Resources - Mental Health Week

## Group Young Hackney - WAHMS Group - School Led Groups

# CWIS - Aspace

# CAMHS - Central Hub



# Safeguarding

# Haggerston School

## **Anti-bullying at Haggerston:**

We believe that bullying is not right

We report when bullying occurs

We act to support you



Haggerston is an anti-bullying school.



# Parental Support

Parent Bulletin - Online Resources - Online Workshops - School Led Workshops - Smoothwall - The National Online Safety



## Safeguarding

Haggerston School

# Parental Support

## Top Tips

1. Monitor your child's Online activity
2. Monitor your child's Social Media & Group chats
3. Know where your child is at all times
4. Keep structure and routines
5. We will always work with you and in the best interest of your child

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# Safeguarding

Haggerston School

# Key staff:

- Ms Siddiqui- Head of Year 7
- Ms Annan- Assistant Head of Year 7
- Ms Honorio/Ms Barclay - SENCO and Inclusion Manager
- Mr Truan/Ms Ramsey- Designated Safeguarding Lead and Deputy

By now you should have received a copy of our A-Z parent guide - please see us at the end if you require another one.

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## Key Staff

Haggerston **School**

# Year 7 Form Tutors:

HOY: Ms Siddiqui AHOY: Ms Annan		
7	Blue	Mr Nicholson
7	Green	Mr Desai
7	Orange	Ms Leport
7	Purple	Ms Pham Anh
7	Red	Mr Woods
7	Silver	Ms Hlambelo
7	Yellow	Ms Grimes

## Key Staff

Haggerston School