

Year 10 and 11 Parent Information Event

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	49.9	51.2

Year 13 Achievement

Average A level Grade (all exams entered)	C-	C+	C+	C	B-
% A*-B	29%	55%	61%	54%	55%
% A*-E	92%	100%	99%	100%	99%
ALPS Score	7	2	2	4	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%

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%

Subject Results - Foundation Subjects

Subject	Pass Rate	% Grade 5+	% Grades 7-9
Art	89%	79%	49%
Music	63%	58%	26%
Drama	86%	83%	63%
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%

THE HAGGERSTON JOURNEY



The year ahead

Haggerston School
Aspiration Creativity Character

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
- Tutor time curriculum
- Character Days
- Year Team support
- Mentoring - with internal staff and Young Hackney
- Counselling/WAMHS project

The year ahead

Haggerston School

The year ahead - key dates:

Assessment week 1 - begins 6th November

Assessment week 2 - begins 19th February

Assessment week 3 - begins 17th June

The year ahead

Haggerston **School**

The year ahead - key dates:

Year 11 Parents' Evening - **16th January**


Year 10 Parents' Evening - **30th April**

Haggerston Sixth Form
Open Evening - **30th October**

The year ahead

Haggerston **School**

Knowledge Organisers



Haggerston School

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 Kew 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

Dale Chihuly's sculptures

Sea creatures

Work back line, colour, shape, form, the glass, sculpture, translucent, organic, installation, outline, composition.

Functional application of art history

1. Create a drawing of a vase (bowl) scale. Can you use tone 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 outlines 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 CSI.

ART

Haggerston School

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

Our Curriculum

Home / Teaching and Learning / Our Curriculum

Search

Teaching and Learning

- > Our Curriculum
- > Subjects
- > Year 9 Options
- > SABC, PSHCE and SRE
- > Library
- > Homework and Extended Learning
- > English as an Additional Language
- > The Faculty of Teaching and Learning (BTEC)

Year 7 Curriculum Year 8 Curriculum Year 9 Curriculum Key Stage 4 Curriculum Key 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

Haggerston School

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.
<https://forms.g/qvs8wJs2htooHqUu8>
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://aprsenecalearning.com/dashboard/class/g8u84lqbcw/assignments/assignment/a917bfda-c2cc-49cd-aa61-60f1a82a1c7a>
3. Complete Seneca tests for Approaches, Psychopathology and Biopsychology -
<https://aprsenecalearning.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
Shereece Harry

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

STUDENTS (16) KEY OBJECTIVES (0)

12B/Pz1 (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.

**Aspiration, Creativity,
Character**

Haggerston School

English - GCSE Overview

AQA English Literature GCSE	AQA English Language GCSE
<p><u>Paper 1 (1 hour 45 minutes)</u></p> <p>Section 1 - Shakespeare</p> <ul style="list-style-type: none">• Macbeth <p>Section 2: 19th century novel</p> <ul style="list-style-type: none">• Dr Jekyll & Mr Hyde	<p><u>Paper 1 - Fiction (1 hour 45 minutes)</u></p> <p><u>Section A (Reading)</u></p> <ul style="list-style-type: none">• Read a modern fiction source and answer questions 1-4 <p><u>Section B (Writing)</u></p> <ul style="list-style-type: none">• Writing a creative piece
<p><u>Paper 2 (2 hours 15 minutes)</u></p> <p>Section 1: Modern prose / drama:</p> <ul style="list-style-type: none">• An Inspector Calls <p>Section B: Set Poetry</p> <ul style="list-style-type: none">• Power and Conflict Poetry/Worlds and Lives Poetry <p>Section C: Unseen Poetry</p> <p>Part 1: Unseen poetry essay</p> <p>Part 2: Unseen poetry comparison</p>	<p><u>Paper 2 - Non-fiction (1 hour 45 minutes)</u></p> <p><u>Section A (Reading)</u></p> <ul style="list-style-type: none">• Read TWO nonfiction sources and answer questions 1-4 <p><u>Section B (Writing)</u></p> <ul style="list-style-type: none">• Writing a non-fiction text arguing your point of view (e.g. speech, newspaper article, letter)

GCSE

Haggerston School

English - Homework

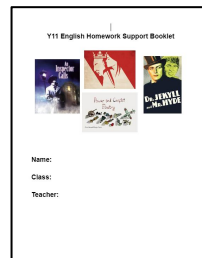
How will homework be set?

- Class teachers will set and monitor homework tasks on the DPR
- Students should complete their homework by hand (not on the DPR unless specific access arrangements agreed)
- Every other week students will:
 - Create high quality revision resources (e.g. flashcards, character profiles)
 - Complete a piece of high quality extended writing (two pages)
 - Students will keep this folder throughout Y10 and Y11 to support with independent revision.
 - Please be aware of AI and plagiarism.

KS4 Homework Resources



1. Homework book for extended writing



2. Homework booklet - all resources and task



3. Homework folder to keep revision materials



4. Revision resources (flashcards)

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English - Revision

How can students revise?

Literature:

- Learn 'fundamental' quotations and memorise the analysis - one A4 sheet for each set text
- Revise from the Knowledge Organisers for each set text
- Purchase a CGP revision guides for each set text (also available in English workroom and library)

Language:






- Complete past papers (available on AQA)
- Pre-learn a creative piece for LP1
- Learn writing frame and sentence stems for LP2
- Read a wide range of texts including non fiction such as opinion pieces

GCSE

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KS4 Revision Resources

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Macbeth (Contextualised): The Things You Must Know		
Quote	When (Contextualise)	What to say?
<p>Witches 1:1 <i>"Thou'ldst be here!"</i></p> 	<p>At the beginning of the play, on the heath, when they're discussing a battle.</p>	<ul style="list-style-type: none"> • A paradox (contradictory statement) which suggests the mischievous and misleading nature of witches/witchcraft. • Forebodes the idea that the boundary (dichotomy) between good and evil will be broken in the play.
<p>The Captain 1:2 <i>(Macbeth) "Camest with me from the severest battle, from the top of the hill"</i></p> 	<p>At the beginning of the play when the Captain is describing how Macbeth defeats the traitor MacDonwald.</p>	<ul style="list-style-type: none"> • The verb <i>camest</i> suggests Macbeth's determination in finding and taking revenge for killing the traitor MacDonwald. • The image of MacDonwald being 'vanquish'd' suggests the brutal way MacDonwald is prepared to get justice for acts of treason. (Contrasts to him being a 'butcher' at the end)
<p>Lady Macbeth 1:5 <i>"Bliss, that with sweetest feeling doth accense and recompense to ourselves"</i></p> 	<p>After Lady Macbeth has received the letter from Macbeth informing her about the witches' prophecies.</p>	<ul style="list-style-type: none"> • The imperative language used in 'bliss' block demonstrates her determination to not feel guilty for the things she will have to do to achieve her ambition. • The image of thick blood suggests that she doesn't want to feel any emotion, especially regret.
<p>Lady Macbeth to Macbeth 1:5 <i>"Look like the innocent flower, but be the serpent under it"</i></p> 	<p>When LM is speaking to Macbeth for the first time about the prophecies.</p>	<ul style="list-style-type: none"> • The simile instructs Macbeth to be deceptive by appearing like a flower-something which is unthreatening and harmless but to behave like a serpent-something which is sinister, cunning and sinful.
<p>Macbeth (Soliloquy) 1:7 <i>"I have got time to fumble the top of my sword, till blood shall gild it"</i></p> 	<p>At the end of his soliloquy in act 1,7 when he is considering the reasons for and against murdering Duncan.</p>	<ul style="list-style-type: none"> • The image of a spur suggests that Macbeth needs someone to make him strive for his ambitions. This is dramatic irony as an audience member knows LM will be Macbeth's spur. • The adjective 'vaulting' suggests that his ambition is excessive and goes beyond moral bounds.
<p>Lady Macbeth to Macbeth 1:7 <i>"T would have /dash'd the brains out of it / were it a man"</i></p>	<p>When Lady Macbeth is manipulating Macbeth into agreeing to kill Duncan.</p>	<ul style="list-style-type: none"> • Lady Macbeth distorts Macbeth's sense of morality by suggesting she would rather murder her own child than break a promise. • The violence and destruction suggested in the word 'dash'd' reinforces how far she will go to keep her word compared with Macbeth's 'cowardice'.

[illegible]

Knowledge organiser

'Fundamental' quotes

Regularly creating revision materials (flashcards) and learning them

GCSE

Haggerston School

Maths - Exam structure

Pupils will either be entered into Foundation or Higher GCSE

Foundation covers Grades 1-5

Higher covers Grade 4-9

We will let pupils know what we think is the most likely tier they will sit in Year 10 but decisions aren't really made until Year 11 DPR Cycle 1

There are three exams, each one and a half hours.

One is Non-Calculator, Two are Calculator

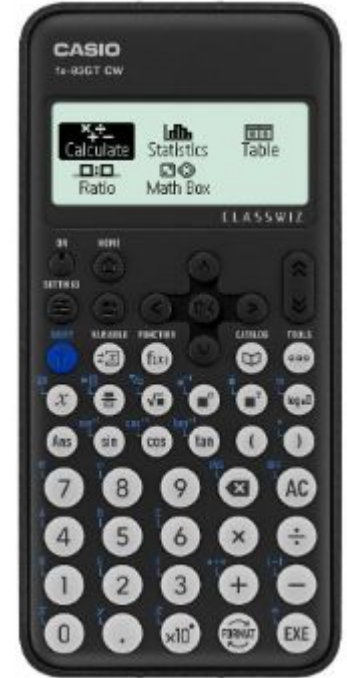
GCSE

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Maths - Equipment

We strongly recommend that pupils have the Casio fx-83gt (battery operated) or Casio fx-85gt (solar powered)

There are cheaper calculators available but they do not have the same level of functionality and it would disadvantage your child.

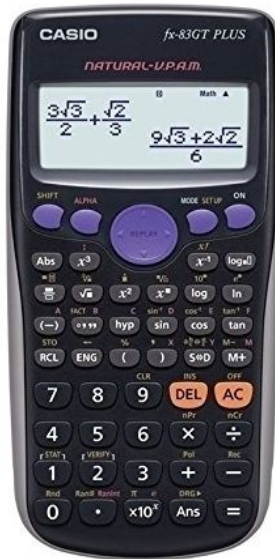


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Maths - Equipment

These are old versions, you do not need to replace them



GCSE

Haggerston School

Maths - Homework

Homework is set each week on Sparx. It should take one hour.

Sparx is designed for pupils to get 100% on their homework.

It learns how good they are and adjusts the difficulty, please support them by making sure they use the videos to complete the work. Do not do it for them.

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Maths - Exam Practice

From next term pupils in Year 11 will be given Exam papers to complete at home.

Students will be told exactly which questions they need to attempt to get their target grade.

If pupils are stuck on the specified questions there will be a link to a video where someone completes the questions but with different numbers.

GCSE

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Maths - Revision

The best way to revise maths is to do maths.

You are able to use Sparx to complete more than the homework



→ Same topic as homework but harder



→ Specific content chosen to be challenging based on previous work

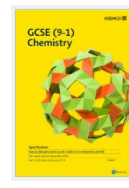


→ Can choose topics to practice

GCSE



Science



Students will be entered for either:

- Separate sciences (x3 GCSE) - one grade *each* for Biology, Chemistry and Physics e.g. 786
- Combined science (x2 GCSE) - two grades achieved from the total of all sciences e.g. 5-5, 7-7
 - This can be Combined Foundation covering grades 1-1 to 5-5
 - Or Combined Higher covering grades 4-3 to 9-9

Students are studying the **AQA** exam board.

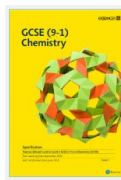
Both routes have six exams in the summer, two for each science. The triple science are a little longer.

GCSE

Haggerston School



Science



Students will be entered for either:

- Separate sciences (x3 GCSE) - one grade *each* for Biology, Chemistry and Physics e.g. 786
- Combined science (x2 GCSE) - two grades achieved from the total of all sciences e.g. 5-5, 7-7
 - This can be Combined Foundation covering grades 1-1 to 5-5
 - Or Combined Higher covering grades 4-3 to 9-9

How do we decide?

- We will continue to look at grades over DPR cycles to decide exam entry and tiering however generally:
 - If they are not achieving at least a grade 6 in all separate sciences, we will suggest they study Combined science - there is less content and the questions are somewhat easier and they could still achieve 9-9 in combined and so continue with a science at 6th form.
 - If they are not achieving 5-5 in Combined Higher tier, we will suggest they are entered for Foundation tier as below a 4-3 could lead to a U in Higher tier.

GCSE

Haggerston School

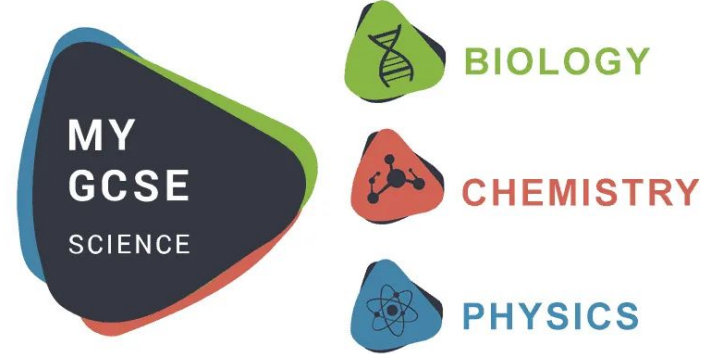
Science

How will homework be set?

We use mygcscience, an online platform that we use to set weekly assignments that test the recall and retention of the students. It also has videos explaining content and banks of exam questions.

We issue credits for our students that complete the homework to a high standard.

Students will receive their logins over the next fortnight.



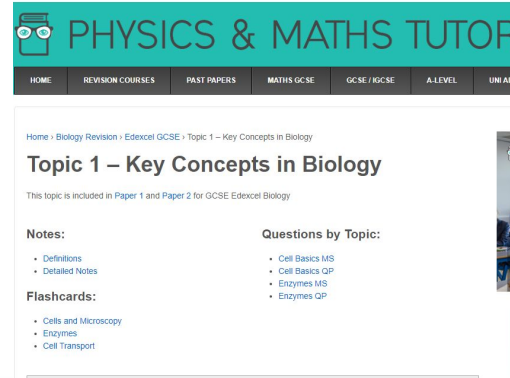
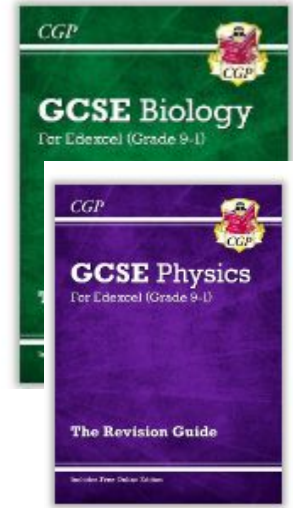
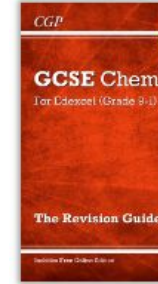
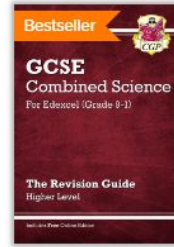
GCSE

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Science

How can students revise/further prepare for the exams?

- Make flashcards on key terminology
- Purchase a CGP revision guide and regularly review - this will show you which topics are in paper 1 and paper 2 for each science.
- **Physics and Maths tutor** is a free website where the students can access flashcards, notes and **questions for individual topics as well as past exam papers**. We recommend students complete these at the end of each topic.



GCSE

Haggerston School

Engaging Parents in Raising Achievement

A research project commissioned by the Specialist Schools and Academies Trust Professor Alma Harris and Dr Janet Goodall University of Warwick 2007

‘Parents have the greatest influence on the achievement of young people through supporting their learning **in the home.**’

It is your support of learning within the home environment that makes the maximum difference to achievement.

The more involved and engaged parents are in the education of their children the more likely their children are to succeed.

Supporting at home

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Intervention / Revision Classes

Small group tuition has an average impact of four months' additional progress over the course of a year.

Online Tuition (Maths / Science) from externals - Y10/11

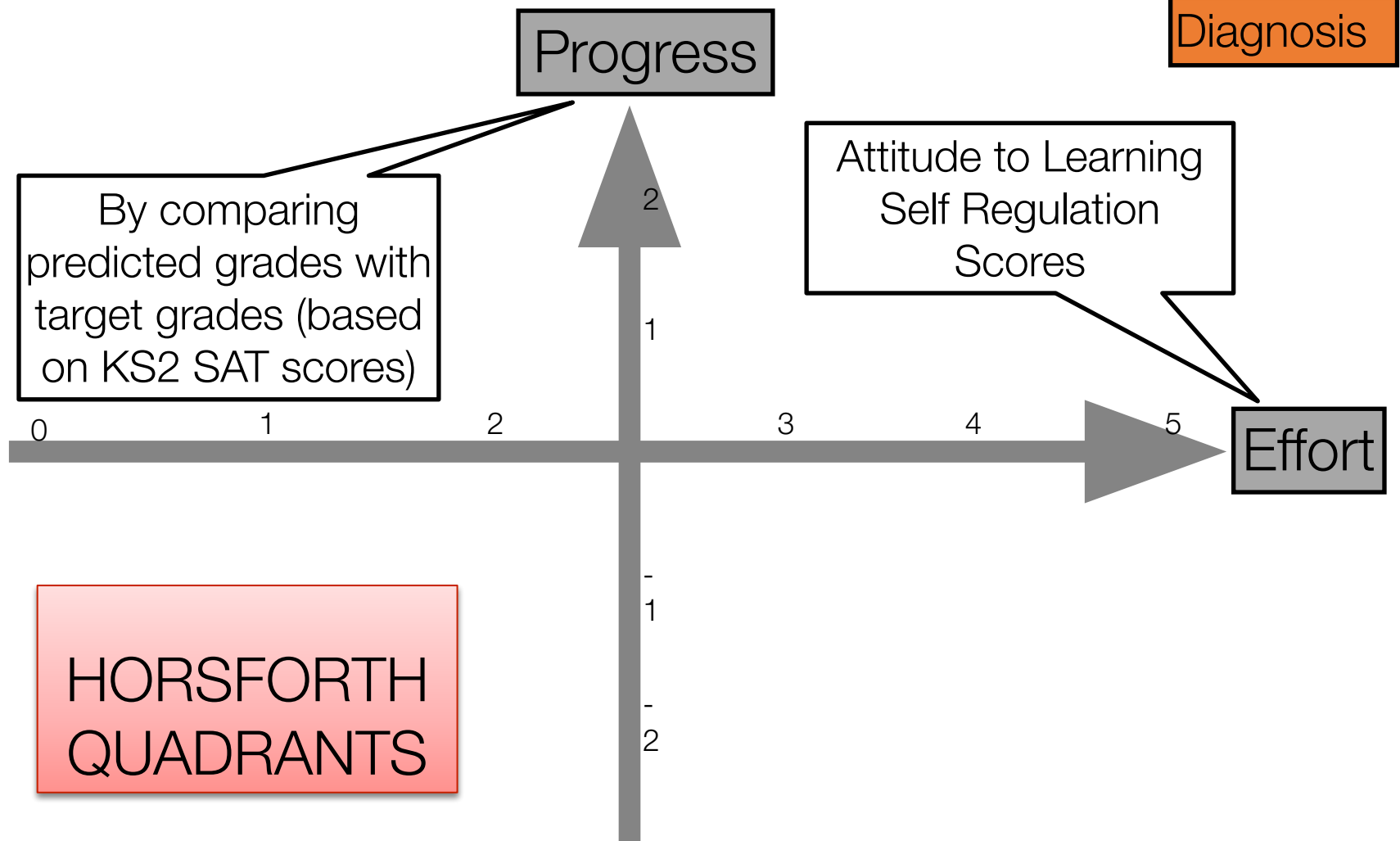
Weekly Intervention from teachers - mainly Y11

Saturday / Holiday Master Classes - mainly Y11

Supporting at home

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Effort and Progress



Diagnosis

Progress

Effort

By comparing predicted grades with target grades (based on KS2 SAT scores)

Attitude to Learning
Self Regulation
Scores

HORSFORTH
QUADRANTS

Diagnosis

Progress

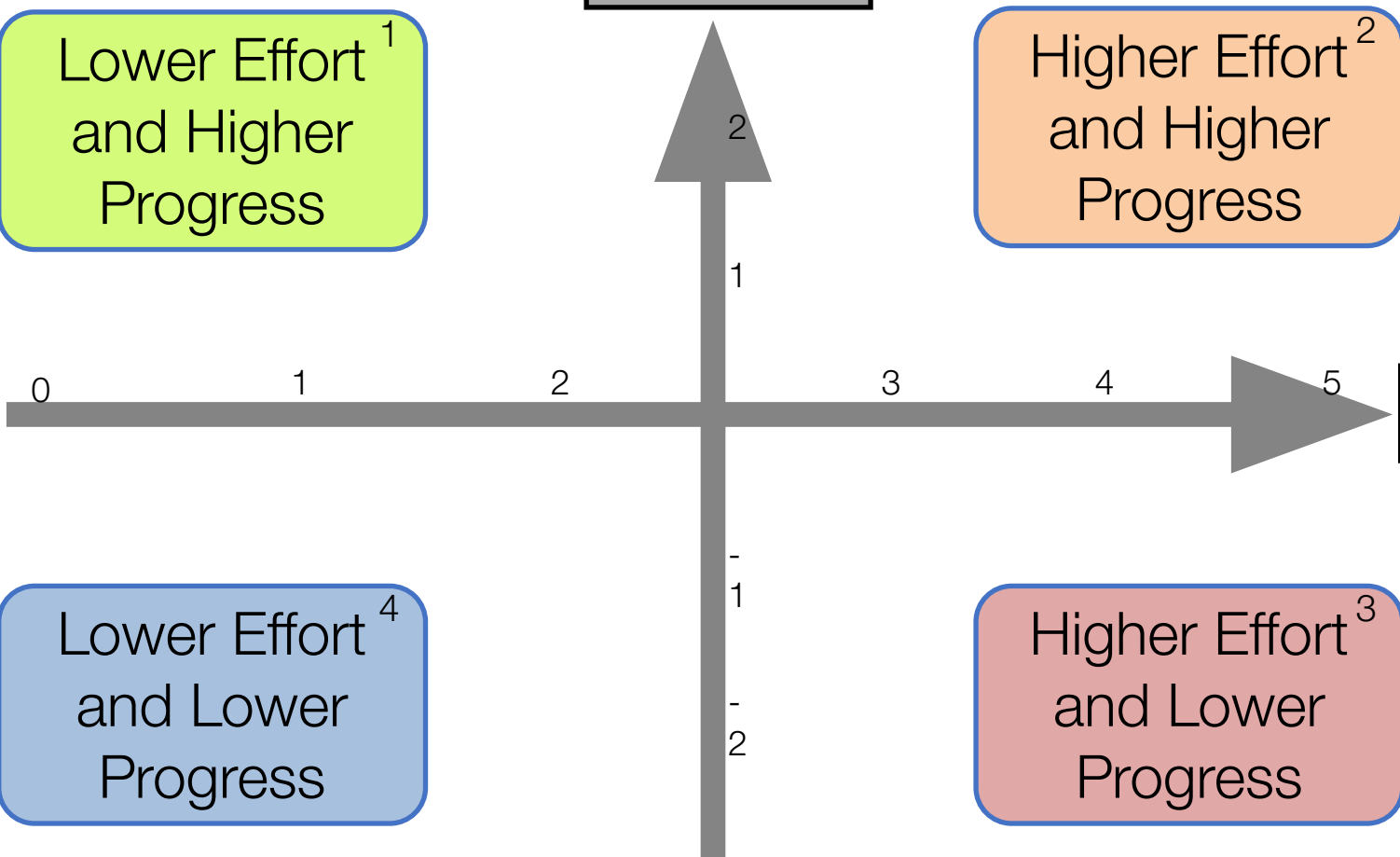
Lower Effort¹
and Higher
Progress

Higher Effort²
and Higher
Progress

Lower Effort⁴
and Lower
Progress

Higher Effort³
and Lower
Progress

Effort



KS2 SAT Scores

Minimum Expected GCSE Grades

115+

9/8

110–<115

7

107–<110

6

104–<107

5

100–<104

5/4

96–<100

4

94–<96

3

How do we work out progress?

A student with a **KS2 SAT Score of 100** should be aiming for a **GCSE grade 5**.

If this student gets on average a **GCSE grade 6**, they will be **one grade above their target** and hence will have a **positive progress score of +1**

If this student gets on average a **GCSE grade 4**, they will be **one grade below their target** and hence will have a **negative progress score of -1**

	Attitude to Learning	Self Regulation
Definition	<ul style="list-style-type: none"> ● Behaviour <i>for</i> learning ● Engagement during lesson ● Quality of work ● Independent Learning - to include homework and home learning ● Presentation of work ● Participation / Contribution ● Eagerness to learn and act upon feedback ● Resilience 	<ul style="list-style-type: none"> ● Behaviour during lessons (to be linked to number of corrections for low level disruption / defiance ...) ● Punctuality to lessons ● Correct equipment ● Ability to regulate own emotions ● Ability to make the right choices and decisions to regulate own behaviour in relation to students' individual needs (must be referred to SEN)

- | | |
|---|--|
| 1 <ul style="list-style-type: none">● Exemplary behaviour <i>for</i> learning● Always engaged throughout the lesson● Quality of work is excellent● Homework and home learning are always completed on time to excellent standards● Valuable contribution during all lessons - always keen to participate● Always willing to act upon feedback● Respond well to challenges - always try their hardest to understand complex concepts and to answer challenging questions | <ul style="list-style-type: none">● Behaviour during lessons is excellent - credits / citations <u>often</u> awarded during lessons● Always on time to lesson● Always has correct equipment● Always able to regulate own emotions● Always able to make the right choices and decisions to regulate own behaviour |
|---|--|

Progress

General Characteristics

Effort

Progress and Attainment both good
BUT...

- Lacks motivation to improve
- Easily distracted / distracting?
- Lacks commitment and application

Progress and Attainment both good
AND...

- Strongly motivated
- Keen to improve by targeting weaknesses
- Can **apply** knowledge and skills independently

Progress and Attainment both poor
AND...

- Lacks motivation to improve
 - Easily distracted
- Apathetic / low self-esteem
- Behavioural/emotional/SEND needs

Progress and Attainment both poor
BUT...

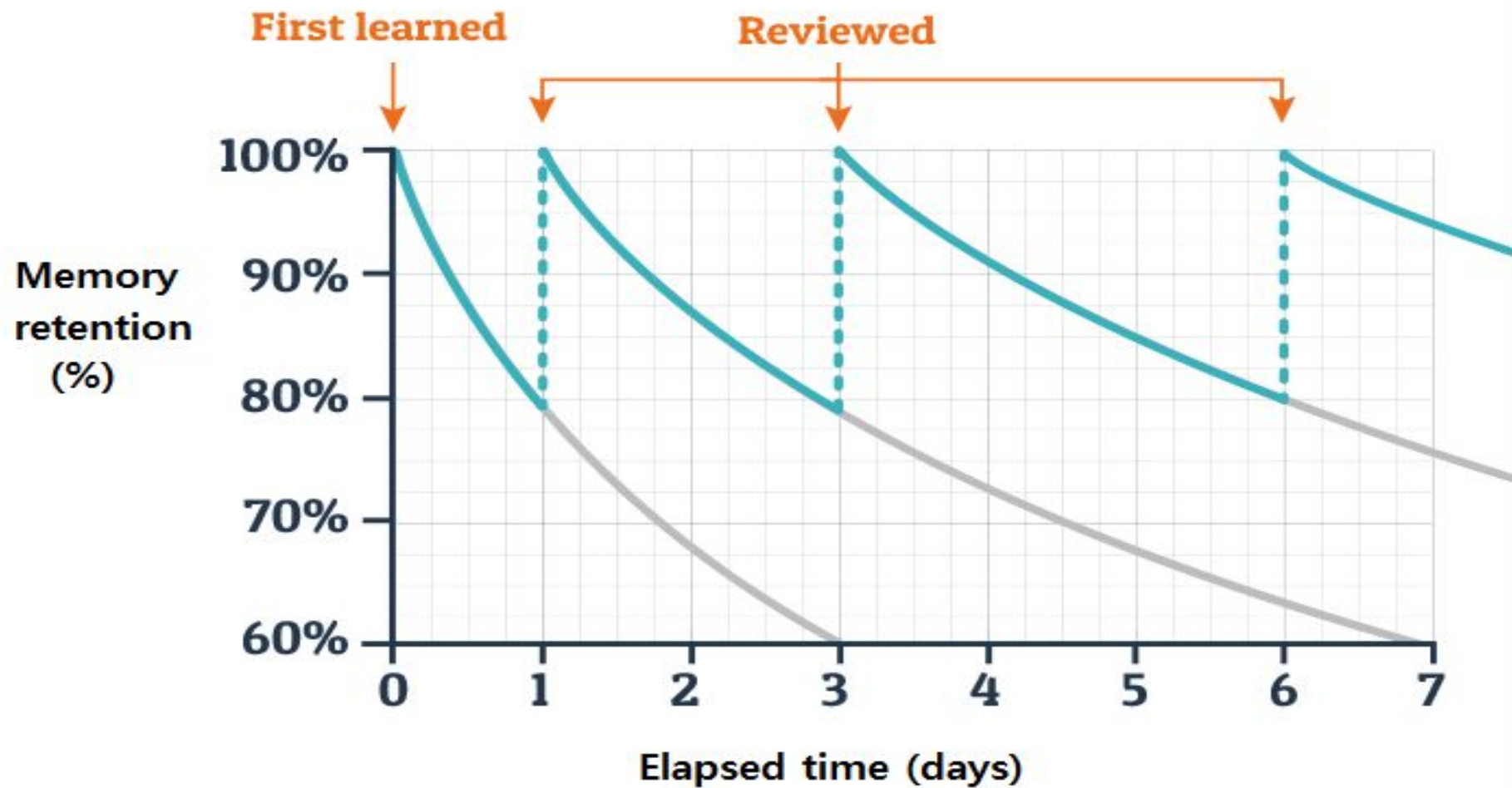
- Strongly motivated
- Keen to improve but not sure how
- Struggles with independent learning
- Needs **support** in identifying ways to improve

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!

Supporting at home



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.

Supporting at home

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Self-quizzing using Flash Cards

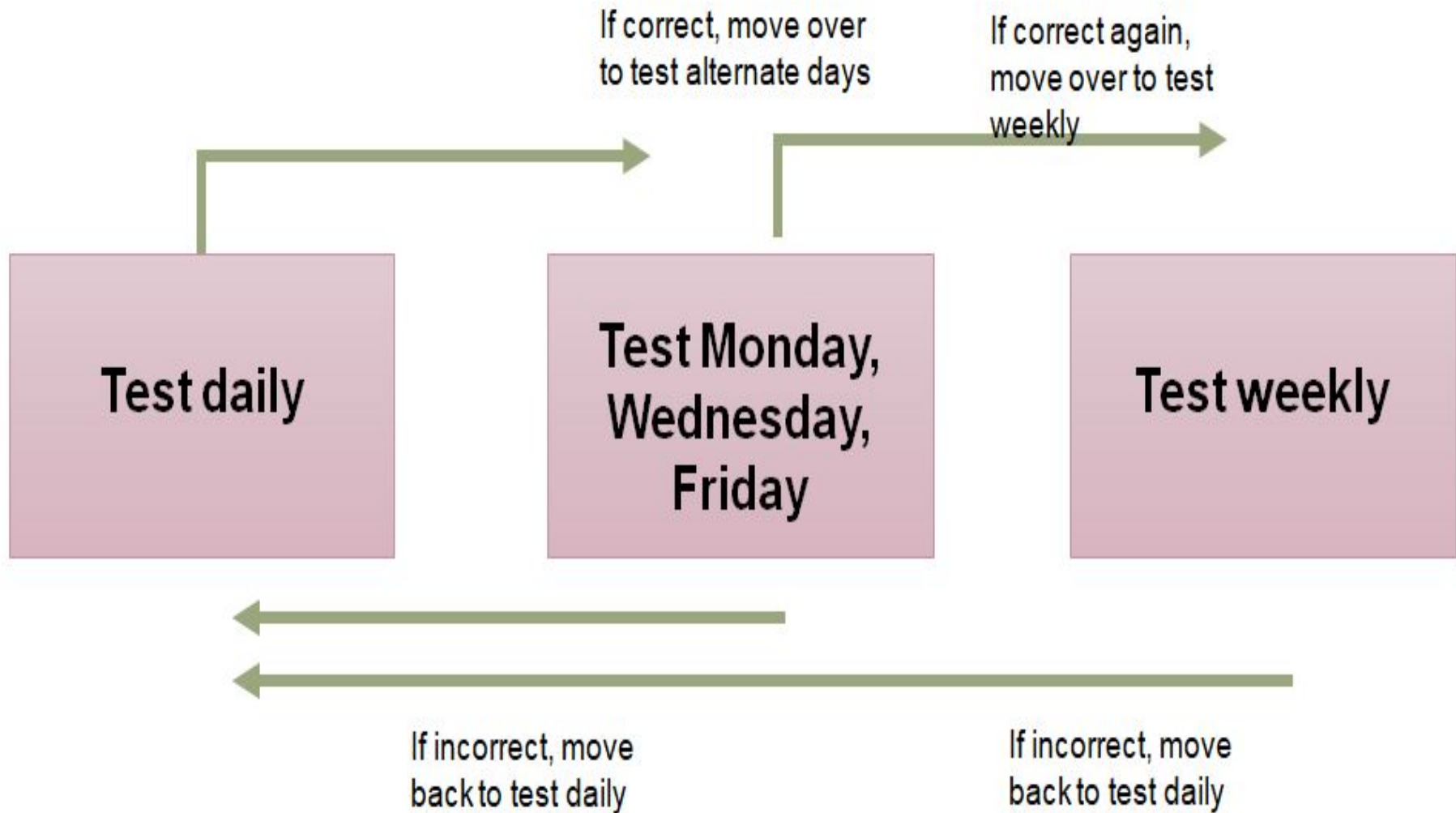
Retrieval Practice + Spacing

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.

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.

Revision Timetable & Preparation

Created new for
each DPR & mock
exam cycle

Created
following the
same process

Created during
tutor time and
finalised at
home

Supporting at home

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Revision Timetable

Based on last summer's DPR, students are asked to:

- List all the subjects that they need to do revision for (all exam subjects)
- Rank them in order
 - Number 1 should be the subject in which most revision is needed
 - Consider target grades
 - Consider attitude to learning and attainment scores to do this
 - Discuss with subject teachers

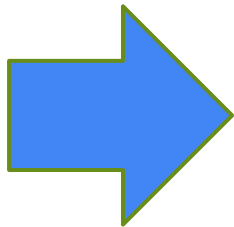
Supporting at home

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Revision Timetable

Subjects to revise for:

- Maths
- English
- Science
- Geography
- PE
- Music
- Business Studies



Rank order (most revision needed)

- 1st. Science
- 2nd. Maths
- 3rd. Geography
- 4th. English
- 5th. Business Studies
- 6th. PE
- 7th. Music

Supporting at home

Haggerston School

Revision Timetable - useful tips

- Colour-coding subjects so timetable is easy to read
- Include time to relax and unwind.
- Be realistic! Don't plan to revise maths for 5 hours on a Saturday, because it won't happen and there will be no benefit from it. Break the day up into manageable pieces (25 minutes with a 5 minute break is recommended) and don't spend hours trying to do the same thing – it won't help.
- Have the revision timetable somewhere visible, so it acts as a reminder of what is needed
- Put a copy on your phone or set alarms/reminders that will help stick to the plan.

Supporting at home

Haggerston School

	8:45 - 9:40	9:40 - 10:35	10:55 - 11:50	11:50 - 12:45	12:45 - 1:40	1:40 - 2:35	2:35 - 3:30	3:30 - 4:25 (Revision / Intervention)	5:00 - 6:00	6:00 - 7:00	7:00 - 8:00	8:00 - 9:00
Monday					L			Eng	PE	Break	Music	Eng
Tuesday					U			Sci	Break	Break	Maths	Geog
Wednesday					N			Geog	Eng	Break	Maths	Music
Thursday					C			Math	Maths	Sci	Break	Busi
Friday					H			PE	Eng	Break	Maths	Busi
Saturday	Footy	Footy	Footy	Footy	Sci	Maths	Geog	Sci	Relax	Relax	Relax	Relax
Sunday	Geog	Footy	Footy	Relax	Relax	Sci	Maths	Break	Geog	PE	Relax	relax

Supporting at home

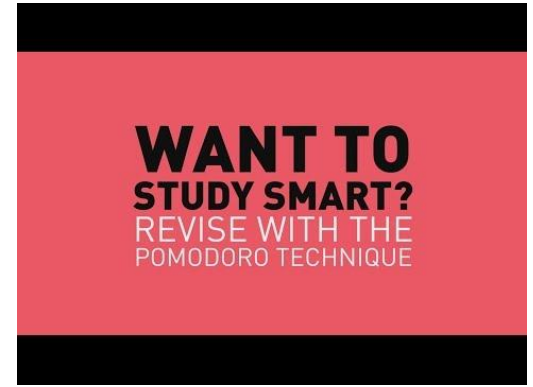
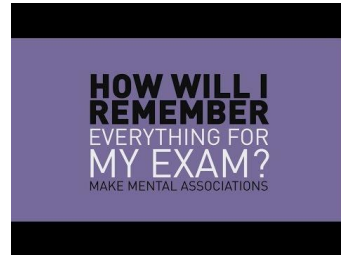
Haggerston School

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning:	Biology paper 2	DT flashcards	English	english homework	geography	maths catch up	
	spanish quizlet	Physics paper1	geography flashcards			biology paper 2	
School:	Maths	Art	PE	Spanish	English	physics paper 1	
	Product design	Spanish	Physics	Product Design	Chemistry		
	English	biology	Maths	Geography			
After School:	maths practice paper	Physics Tutoring	Art homework	chemistry flashcards	NEA		
	spanish listening paper	Art homework		Chemistry Tutoring			
WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning:	Biology paper 1	DT flashcards	spanish quizlet	english homework	geography homework	maths catch up	
	spanish quizlet	Physics paper 2	geography flashcards			physics paper 2	
School:	Maths	Art	PE	Spanish	English	biology paper 1	
	Product design	Spanish	Physics	Art	Chemistry		
	English	biology	Maths	Geography			
After School:	maths practice paper	Physics Tutoring	Art homework	chemistry flashcards	NEA		
	spanish reading paper	Art homework		Chemistry Tutoring			

Supporting at home

Haggerston School

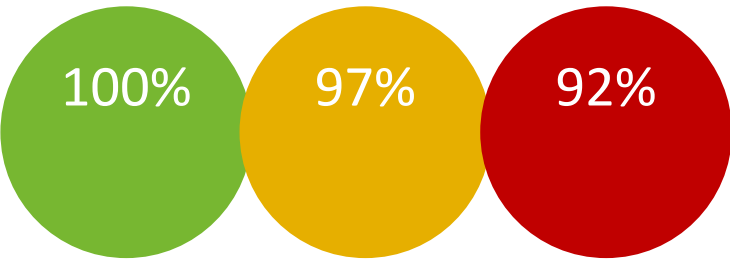
Revision - useful videos



Supporting at home

Haggerston School

Attendance and Punctuality Expectations 23-24



High Attenders, High Achievers

Attendance

High Attenders, High Achievers

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

Haggerston School

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.**

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!)

Attendance

Haggerston **School**

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 Mr Truan and the pastoral teams for support!

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

Attendance

Haggerston **School**

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).

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

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.

Attendance

Haggerston **School**

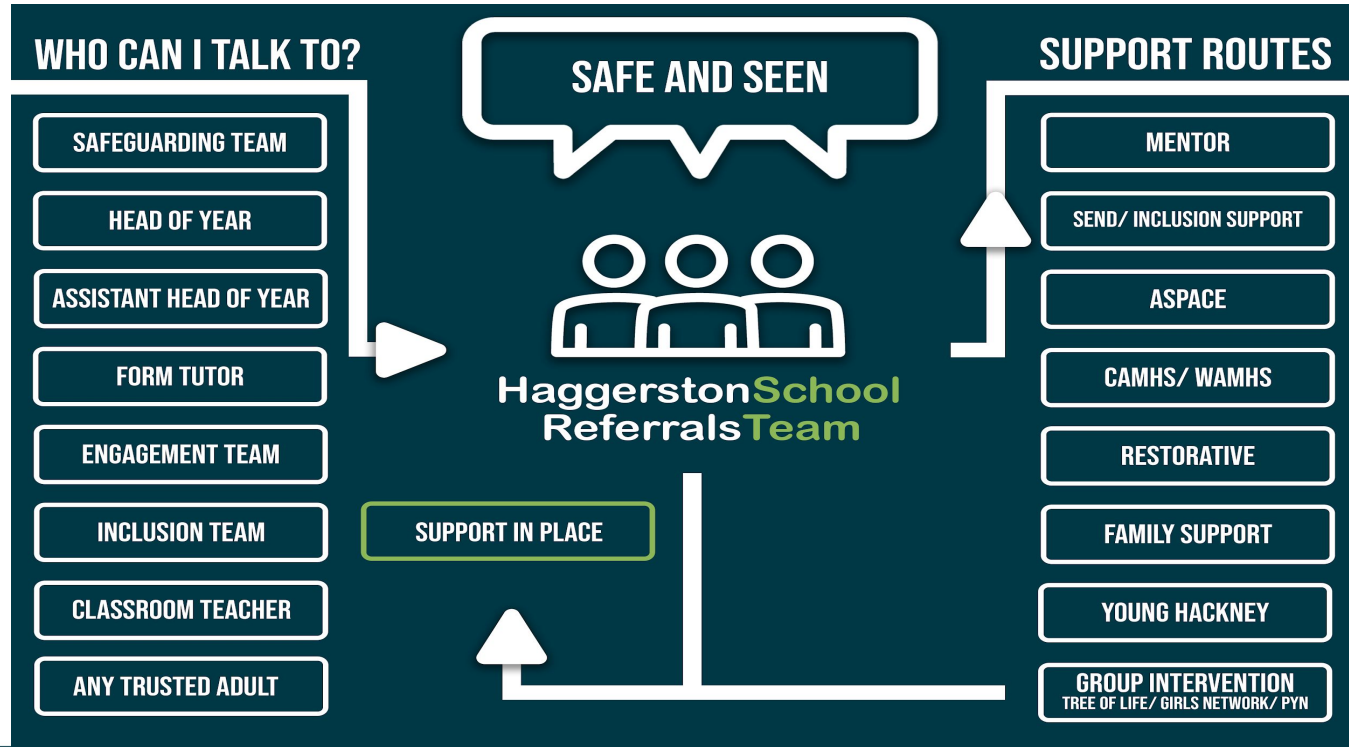
Safeguarding and Anti-bullying



Safeguarding

Haggerston School

Safeguarding and Anti-bullying







Safeguarding

Haggerston School

Haggerston School

Safeguarding contacts and procedures

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

Safeguarding

Haggerston School

Wellbeing

Online Resources - Tutor Time Resources - Wellbeing Week

Group Young Hackney - WAHMS Group - School Led Groups

CWIS - Aspace

CAHMS - Central Hub

[Intervention Map](#)



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



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
-

Safeguarding

Haggerston School

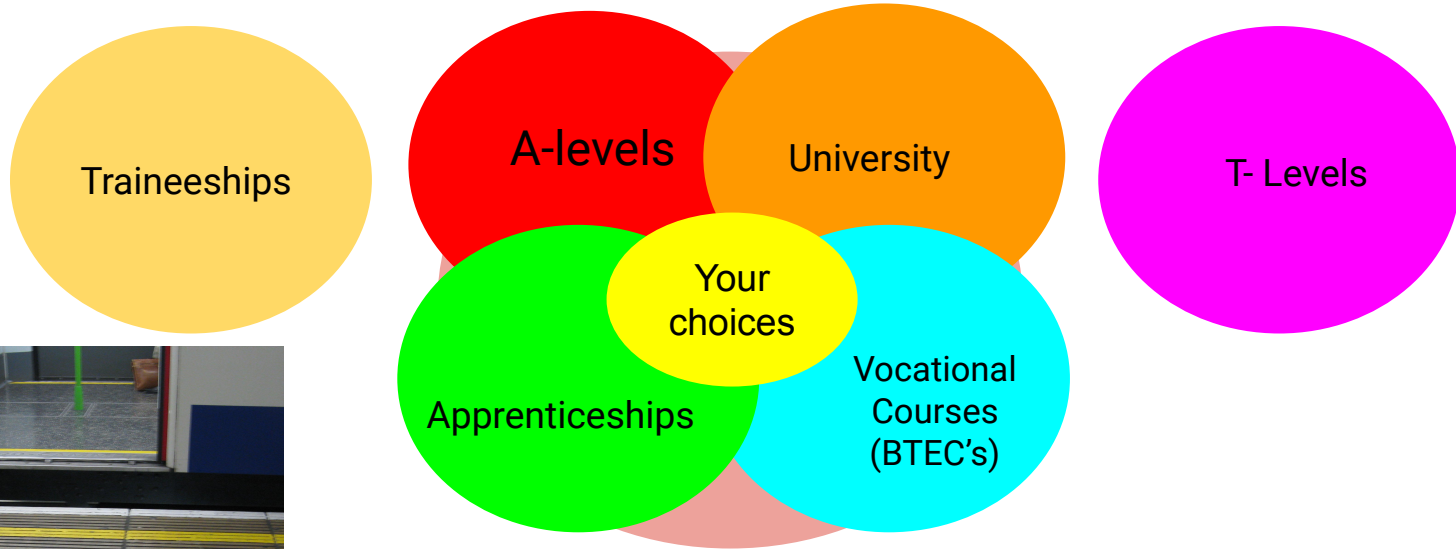
Careers

Our Intent: To ensure all students leave Haggerston with the knowledge, skills, behaviours and attitudes to succeed in the next stage of their education and within the world of work.

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers



Careers

Haggerston School

Careers

Stages of identifying
a career strategy for
your child



Careers

Haggerston School

Careers

What are your child's strengths?

1. What are their favourite subjects?
2. Identifying why are these subjects their favourite?
3. Are they eager to learn more about them?
4. What career would they like? (ideally something around these subject areas)
5. What routes can they take to achieve their goal (the school will support with this)

Careers- What we are currently offering

Year 10

Work experience Day
Character day
Career advisor for risk of NEET students - Early Intervention
University Trips
Unifrog
Tutor Time sessions around careers and information
Invite institutions in to assemblies to promote different career paths
Career focused network fair
Guest speakers
Workplace visits

Year 11

Post 16 options event
1:1 Tutor/ HOY support with applications
Additional support from Sixth form and Career Advisor
Students have access to careers advisor
Sixth form and Year 11 team track applications and speak to students about applications and aspirations
Invite institutions in to assemblies to promote different career paths
Guest speakers
Workplace visits
Taster Days at sixth form schools and colleges
Unifrog
Tutor Time sessions around careers and information
Application for Apprenticeships support from JobCentre and ASK
Mentoring by employers
Results Day support

Careers

Haggerston School

Careers

Top Tips:

1. Speaking to your child to gauge their interests
2. Setting realistic and achievable goals for your child (looking at DPR results and predicted grades)
3. Making sure that they visit and apply to a wide range of institutions
4. Support your child to research career paths and identify grades to access progression routes

Careers- Year 11 Timeline

Date	Activity
September 2023	Assemblies and tutor time activities
October 2023	Open Evening Events Providing Parents key information
November 2023	Career Interviews Character Day focus
January 2024	Application Deadline
March - May 2024	Interviews at Sixth Forms/ Colleges
June 2024	Year 11 is completed: Transition week
August 2024	GCSE Results Day

Careers

Haggerston School


Careers

Support:

Dedicated Careers section on our website

Weekly parent careers bulletin


Access to a career advisor appointment at parents evening

 Edition: 31


CAREERS BULLETIN

THE OFFICIAL HAGGERSTON CAREERS BULLETIN OFFERING CAREER OPPORTUNITIES TO ALL HAGGERSTON STUDENTS

DEMONSTRATING AN ACTIVE ROLE IN YOUR EXPERIENCES, LEARNING AND PROGRESS IS ESSENTIAL TO THE BEST FUTURE OUTCOMES


**2022 Mace Careers in Construction Programme**
For years 11 & 12
11th – 13th July

This three-day Careers in Construction Programme is designed to give students an introduction to the world of built environment, from development and consultancy, to construction and operations. With exposure to colleagues across Mace, the programme is an opportunity to experience their business first-hand. During the three days, participants will gain work experience, take part in interactive workshops, shadow and learn from current graduates and network with senior colleagues. There will also be visits to the sites of some of MACE's iconic projects and personal development sessions, such as CV writing, interview preparation and assessment centre skills. There is also a chance to secure an apprenticeship if participants do well on the programme.


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MUSIC SCHOOL
FREE summer course places
limited availability

COMPETITION DEADLINE
10am on Monday 11th of July 2022

For ages 8 – 17
Closing 11th July

 Every year, Countryfile opens its calendar competition to budding photographers across the UK to submit their best wildlife, landscape and nature shots. To give future generations of photographers the chance to participate, Countryfile has announced two new age groups, 8-12 years and 13-17 years old. This year's theme is 'Wild and Free'. There will be one overall winner as

Student Careers Education
Home / Personal Development / Student Careers Education












Personal Development

- Character
- Students Leadership
- Enrichment
- Students Rewards
- Students Careers Education
- Well-being and Mental Health
- E-Safety at Haggerston

Recent News

- GCSE and A-level Results 2022
- Read the latest Haggerston Recorder
- Sports Day 2022
- Students Leadership Opportunities – Setting an exemplary example amongst secondary schools
- Students Wellbeing Week



Careers

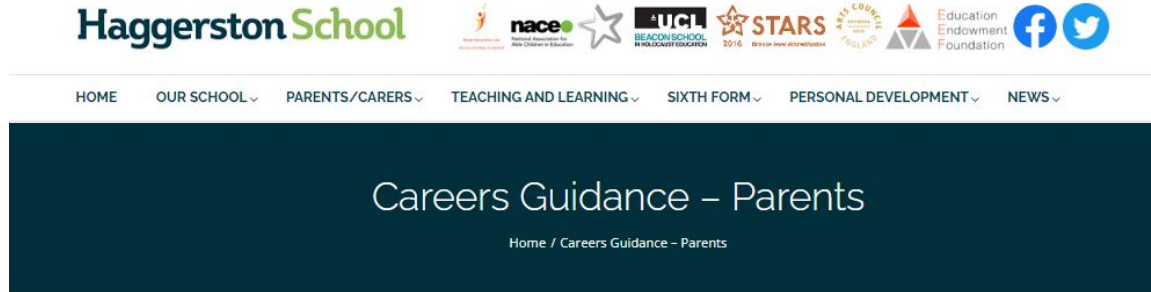
Haggerston School

Careers



Get your **FREE** careers guides for
parents and carers

On the parents careers guidance page we have a wide range of
links and resources for you to help support your child



Careers

Haggerston School

Careers Team

If you have any queries around your child's access to careers information please contact:

Ms Forbes- Careers Lead

Mr McArdle - Assistant Headteacher in charge of careers

Careers

Haggerston School

Key staff:

- **Mr Wadsworth - Head of Year 10**
- **Ms Willing - Assistant Head of Year 10**
- **Mr Ritchie - Head of Year 11**
- **Ms Khan- Assistant Head of Year 11**
- **Ms Honorio - SENDCO**
- **Mr Truan/Ms Ramsey - Designated Safeguarding Lead and Deputy**
- **A member of the WAMHS team**

Key Staff

Haggerston School

Form Tutors:

HOY: Jonathan Wadsworth
AHOY: Teri Willing

10	Blue	Clare Dorber
10	Green	Gurdeep Kaur
10	Orange	Jenny Gavins
10	Purple	Fahmida Hussain
10	Red	Heather Cant
10	Silver	Eloise Flores
10	White	Maud Adderley
10	Yellow	Jennifer Kamikazi

HOY: Tom Ritchie
AHOY: Rohima Khan

11	Blue	Shirhan Omar
11	Green	John Nayar
11	Orange	Riccardo Porcari
11	Purple	Tomasz Kasperkowicz
11	Red	Samuel Akumah
11	Silver	Freddie Mohun
11	White	Matt Smith
11	Yellow	Vikki Goodridge

Key Staff

Haggerston School