

# Year 8 and 9 Parent Information Event

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**Welcome**

Haggerston **School**

# Welcome

## How we will communicate with you:

### Information:

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

### Personalised communication:

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

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# 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

### Year 13 Achievement

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%

# 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 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.

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**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 - with internal staff and Young Hackney
- counselling/WAMHS project

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## The year ahead

Haggerston School

# Year 8 options process

Year 8 Options: Students will get the chance to select their subject preferences later this year

Students will indicate a preference for either:

**Design Technology** or **Computing** to study in Year 9.

*Please note that students who do not select Computing at this point will be unable to study it at GCSE and will be unable to select it for Year 10.*

*It is important that this year your child gets a sense of what option would best suit their needs and aspirations going forward into Year 9.*

## Basic Careers offer this year

Taster Days- GCSE

University Trips

Character Day - focused on supporting students to understand their interests and career paths

Enrichment Clubs

Into University Workshops

More opportunities will be available as the year progresses

# Careers

Haggerston School

# Year 9 Options Process

Year 9 Options Information Evening  
**29th of January (online event)**

Year 9 Parents Evening **27th of February**

All Year 9 students will receive a 1:1 impartial careers advisor appointment from late January to March to support with option choices

## Basic offer this year

Options evening  
JP Morgan - Careers programme  
Career Advisor Interviews  
GCSE Taster sessions  
Apprenticeship support through assemblies  
Workplace visits – Creative Arts, STEM, English  
Character Day - Career Focused sessions  
Mentoring by Industry experts  
AWT Get It - Computing Careers programme

More opportunities will be available as the year progresses

# Careers

**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

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## The year ahead

Haggerston **School**

# The year ahead - key dates:

Year 8 Parents' Evening - 19th March

Year 9 Parents' Evening - 27th February

Year 9 options event - 29th of January

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**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 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

**Dale Chihuly's sculptures**

**Sea creatures**

**What have you seen?** Sea creatures, glass, form, the glass, sculpture, translucent, organic, installation, nature, composition.

**Functional application of art history**

1. Create a drawing of a sea creature (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.

**Task Data**

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?

**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.

The screenshot shows the DPR Homework interface for a specific assignment. On the left is a blue sidebar with icons for Dashboard, Assignments, Access, Intervention, and Analytics. The main content area is titled 'Psychology - Ms Harry - Biopsychology Summer homework' and includes tabs for 'ASSIGNMENT' and 'ASSESS'. The assignment details are as follows:

- TITLE:** Psychology - Ms Harry - Biopsychology Summer homework
- DESCRIPTION:**
  - Using the lesson powerpoints complete the Biopsychology workbook.
  - 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.g/qvs8wJs2htooHqUu8>
  - 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

At the bottom, it shows 'STUDENTS (16)' and 'KEY OBJECTIVES (0)'. A status bar at the very bottom indicates '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**

# 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.

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## Supporting at home

Haggerston School



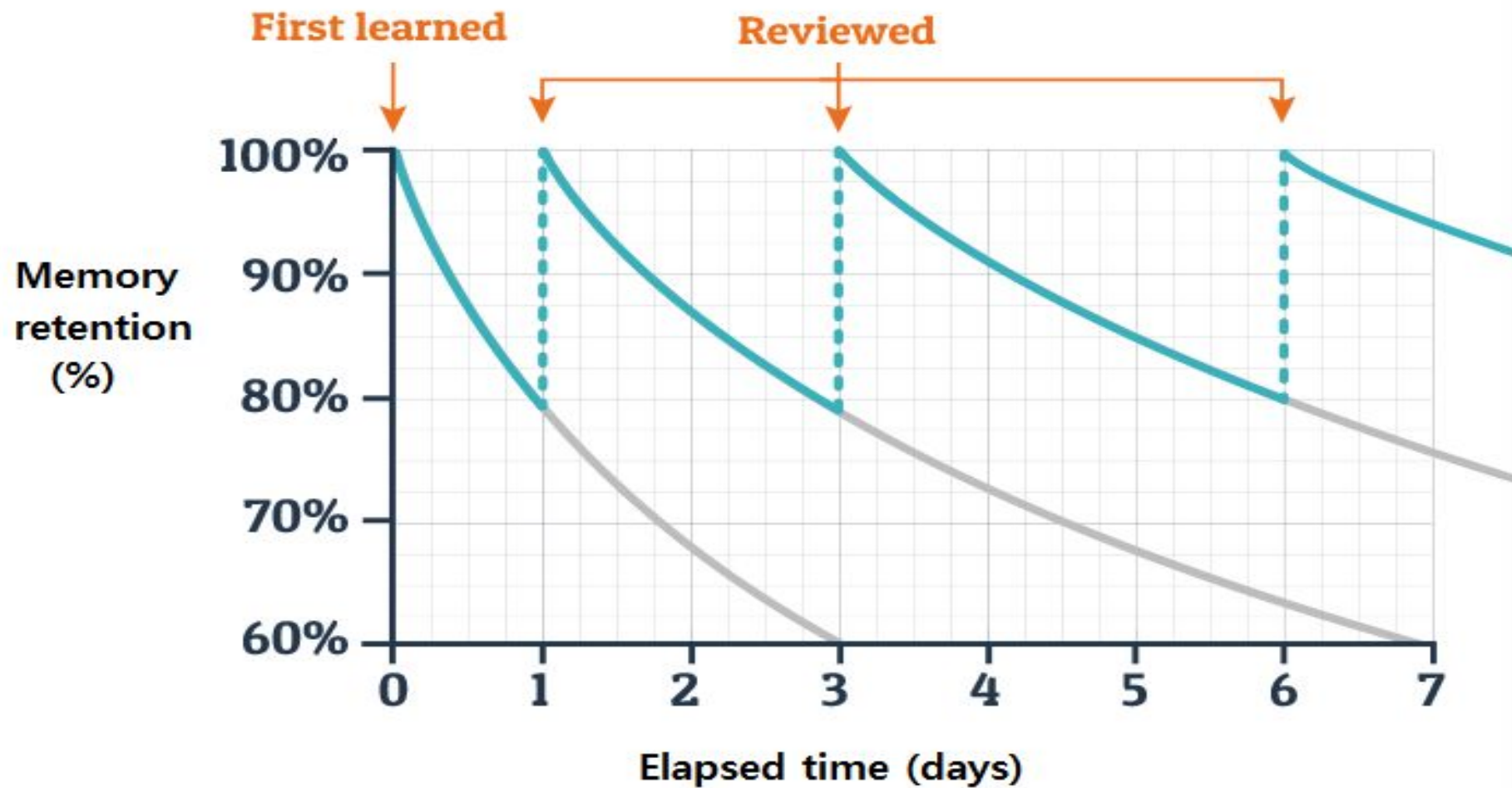
# Study Skills - Most Effective Study Strategies

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



# 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

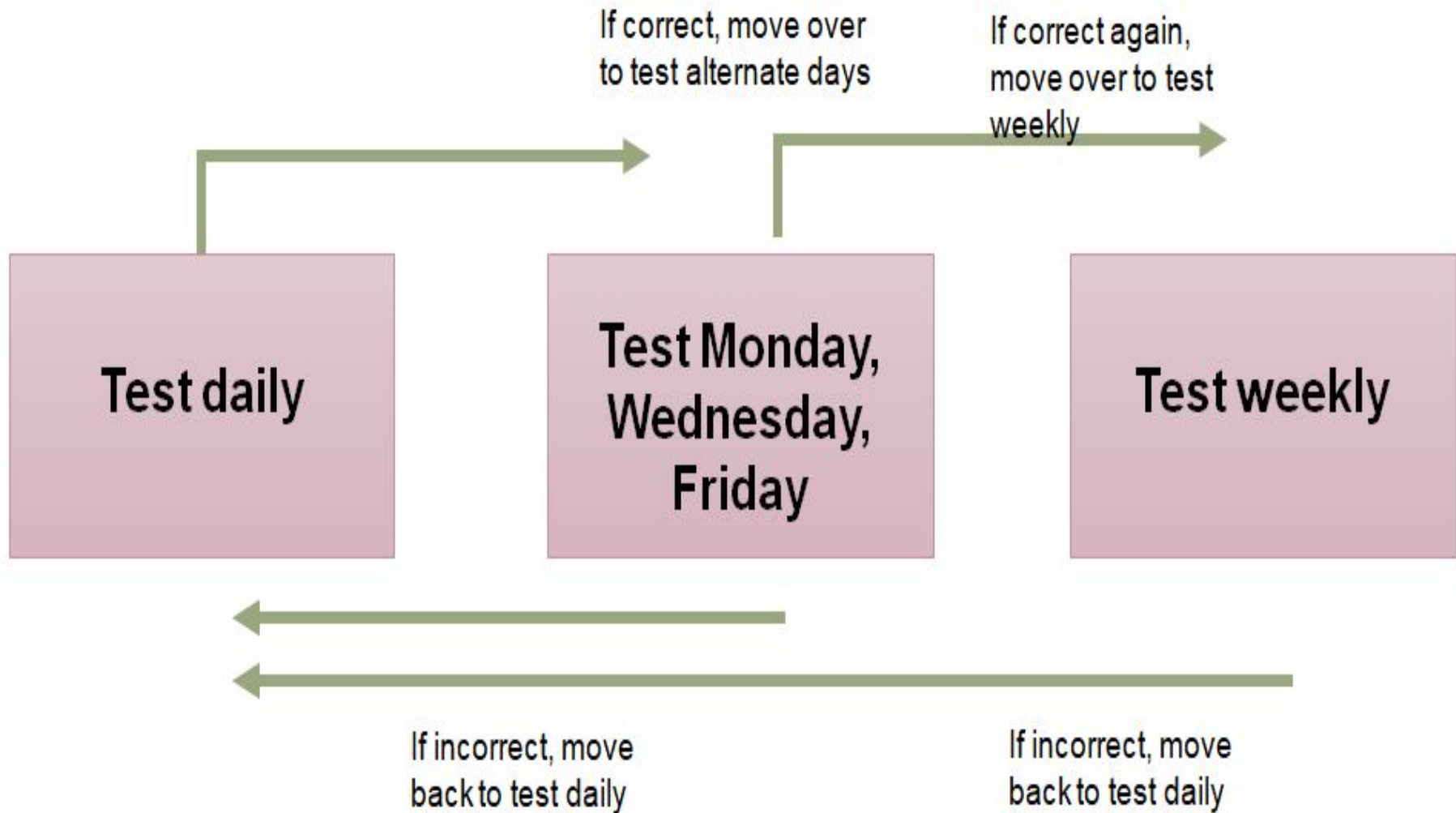
Self-quizzing with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly.

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.

# Revision Timetable & Preparation

Created new for  
each DPR & mock  
exam cycle

Created  
following the  
same process

Created during  
tutor time and  
finalised at  
home

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**Supporting at home**

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**You are on Pathway B**

<i>Subject</i>	<i>Attitude to Learning</i>	<i>Self Regulation</i>	<i>Percentage in Assessment</i>	<i>On Track threshold for this pathway</i>	<i>On Track in this subject?</i>
<i>Maths</i>	1	1	58	47	Yes
<i>Science</i>	1	1	65	60	Yes
<i>Art</i>	2	2			No
<i>Computer Science</i>	1	2	80	65	Yes
<i>Drama</i>	1	1			Yes
<i>Geography</i>	2	1	65	50	Yes
<i>History</i>	1	1	65	66	No

Based on last summer's DPR3, students are asked to:

- List all the subjects that they need to do revision for
- 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

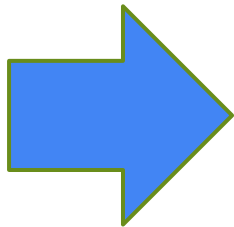
**Supporting at home**



# Revision Timetable

Subjects to revise for:

- Maths
- English
- Science
- Geography
- PE
- Music



Rank order (most revision needed)

- 1<sup>st</sup>. Science
- 2<sup>nd</sup>. Maths
- 3<sup>rd</sup>. Geography
- 4<sup>th</sup>. English
- 5<sup>th</sup>. PE
- 6<sup>th</sup>. Music

## Supporting at home

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	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
<b>Monday</b>					L			Eng	PE	Break	Music	Eng
<b>Tuesday</b>					U			Sci	Break	Break	Maths	Geog
<b>Wednesday</b>					N			Geog	Eng	Break	Maths	Music
<b>Thursday</b>					C			Math	Maths	Sci	Break	Busi
<b>Friday</b>					H			PE	Eng	Break	Maths	Busi
<b>Saturday</b>	Footy	Footy	Footy	Footy	Sci	Maths	Geog	Sci	Relax	Relax	Relax	Relax
<b>Sunday</b>	Geog	Footy	Footy	Relax	Relax	Sci	Maths	Break	Geog	PE	Relax	relax

# Supporting at home

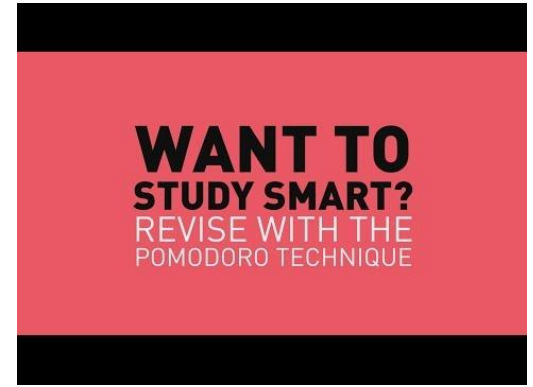
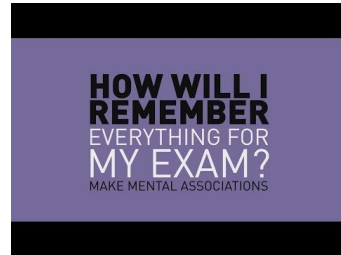
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WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning:	Biology paper 2	DT flashcards	English	english homework	geography	maths catch up	
	spanish quizlet	Physics paper1	geography flashcards			biology paper 2	
School:	Maths	Art	PE	Spanish	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

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# Revision - useful videos



## Supporting at home

Haggerston School

# Reading at Haggerston School

Year 8 regular library lessons and Accelerated Reader for Year 8

Year 9 Reading Challenge

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



# Year 9 Reading Challenge:

This year, you will not have any library lessons as a part of your English lessons.

However, you should still be reading, for pleasure, for at least 20 minutes every day.

To encourage you to do this, your task is to log on to the library catalogue and pick **at least six books** that you are going to read this year; at **least** one for each half term of the school year.

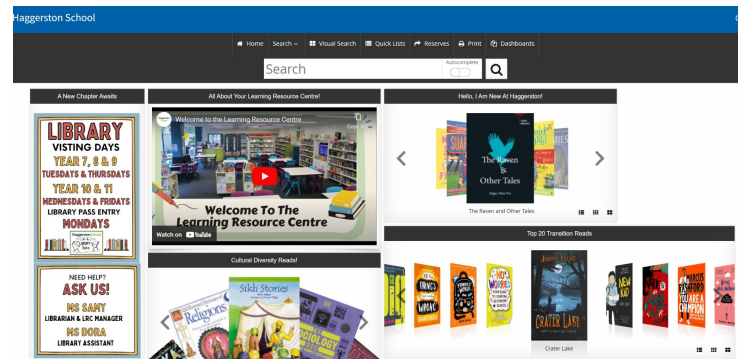
Add them to your 'Reading List' bookmark and keep this in your planner. Each half term, you will write a review of your chosen book and upload this to the library website.

Suggested reading lists:

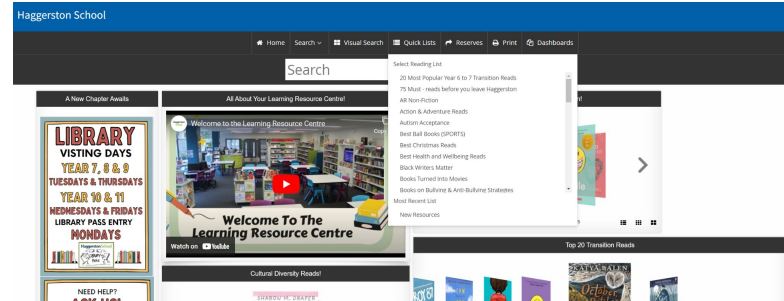
[Year 9 Reading List](#)

[75 Must-Reads Before You Leave Haggerston](#)

**It is your responsibility to go to the library and withdraw the books (Year 9 days are Tuesday and Thursday)**



1. Log on to the Library Catalogue from RM Unify



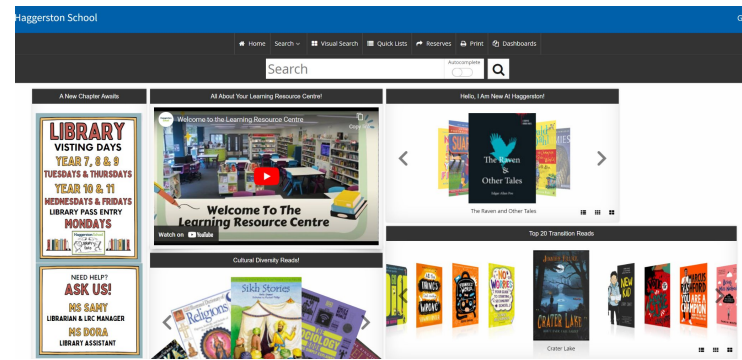
2. Go to 'quick reads' where you will find a drop down menu of reading lists that have been created for you by Ms Samy and Ms Dora

# Year 9 Reading Challenge:

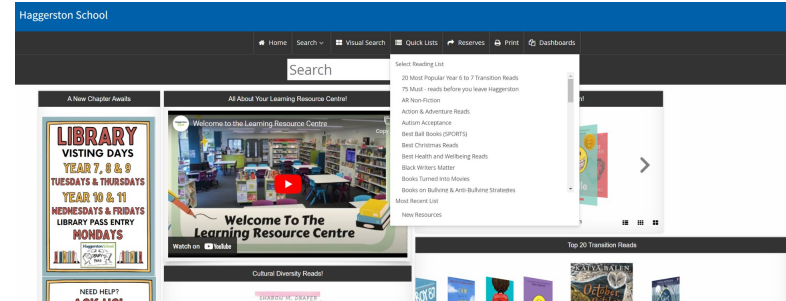
In **week 6** of this half term, your homework will be to write a review of the book you have picked for this half term and post a review to the library catalogue.

We are now in **week 3**. Therefore, you have the next **three weeks** to choose a book, withdraw it from the library and finish it so that you can write your review!

**Citations will be awarded for outstanding work!**



1. Log on to the Library Catalogue from RM Unify



2. Go to 'quick reads' where you will find a drop down menu of reading lists that have been created for you by Ms Samy and Ms Dora



- 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

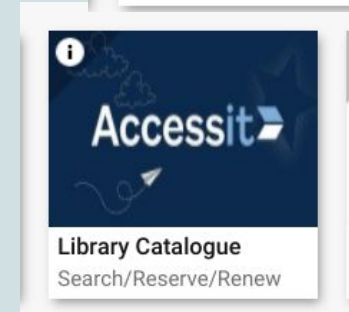


# Weekly reading homework

## 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

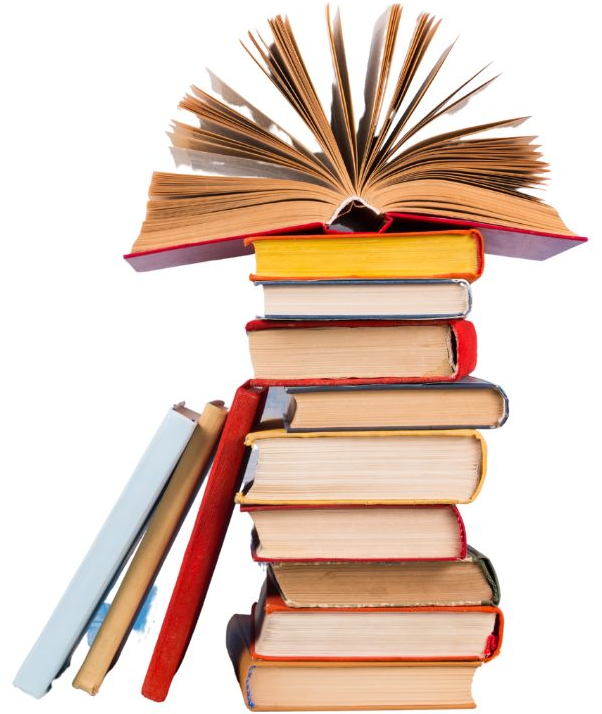


# How to get good books?



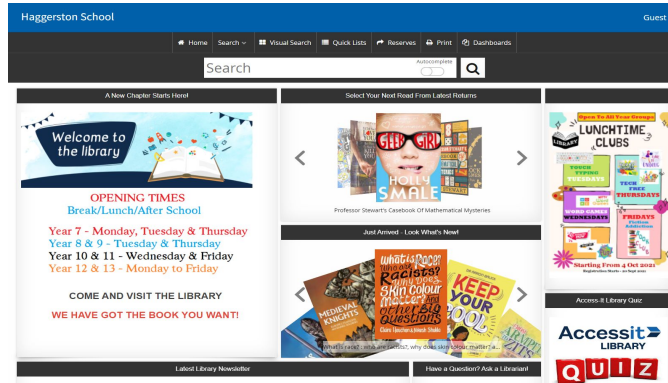
**Go Checkout Your  
School Library**

**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 !**

# 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.
- Use the school library catalogue (Accessit) to browse, reserve and renew books.

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



# Safeguarding and Anti-bullying

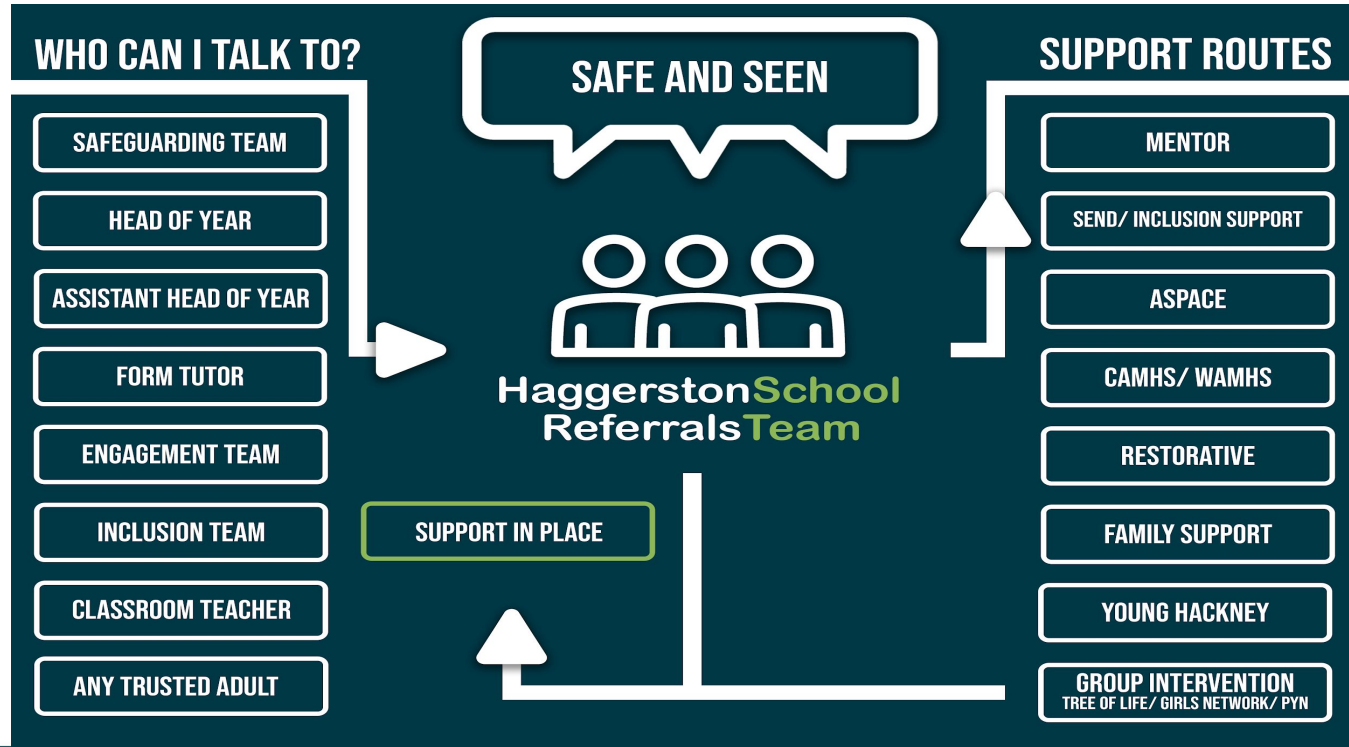


## Safeguarding

Haggerston School



# Safeguarding and Anti-bullying





## Safeguarding

HaggerstonSchool

## 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

## **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.

# 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 - Well Being Week

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

# CWIS - Aspace

# CAHMS - Central Hub

## Intervention Map



# Safeguarding

Haggerston School

# Parental Support

Parent Bulletin - Online Resources - Online Workshops - School Led Workshops - Smoothwall



## Safeguarding

Haggerston School

# Parental Support

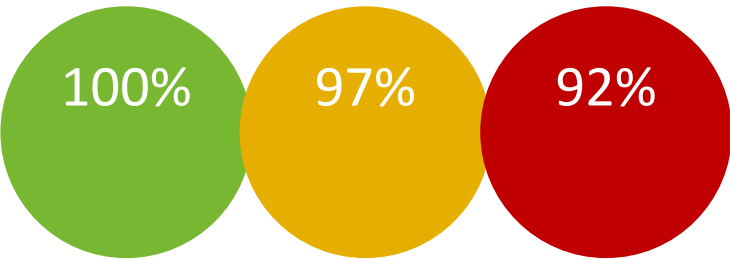
## Top Tips

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**

# 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!)

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**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!**

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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

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).

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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

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**

Haggerston **School**



## Key staff:

- Ms Abdulmajed- Head of Year 8
- Ms Antoine - Assistant Head of Year 8
- Ms Yiminyi- Head of Year 9
- Ms McNamara - Assistant Head of Year 9
- Ms Honorio - SENDCO
- Mr Truan/Ms Ramsey - Designated Safeguarding Lead and Deputy
- A member of the WAMHS team

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# Key Staff

Haggerston School

# Form Tutors:

HOY: Rokayah Abdulmajed  
AHOY: Latisha Antoine

8	Blue	Rajina Bashir
8	Green	Syrus Hussain
8	Orange	Nadia Owusu-Anning
8	Purple	Natalie Lazarus
8	Red	Scott Rothery
8	Silver	Jo Dentandt
8	Yellow	Ibrahim Orelusi

HOY: Cherrelle Yiminyi  
AHOY: Mariah McNamara

9	Blue	Inshirah Chaudhry
9	Green	Rosa Theobald
9	Orange	Callum McSorley
9	Purple	Gary Shaw
9	Red	Pat Clements
9	Silver	Jason Tranter
9	Yellow	Caitlin Straw

## Key Staff

Haggerston School