



Y8 Parent Information Evening



The NMS Way

Mrs McGloin

Direction of Travel



Culture of high expectations where we do not settle for mediocrity.





New Mills School & Sixth Form

Church Lane, New Mills, High Peak, Derbyshire SK22 4NR

Inspection dates

12–13 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good

GCSE Results Day



Key stage 4 measures



New key stage 4 measures encourage a broad and balanced curriculum with a strong emphasis on an academic core:

- New focus on pupil progress – **Progress 8** measures pupils' progress in 8 qualifications. These are:

English

maths

Three of: science, computer science,
history, geography and languages

Any three other
approved
qualifications

- **Attainment 8** measures pupils achievements in the same subjects
- Percentage of pupils achieving a '**good pass**' in **English and maths**
- Percentage of pupils achieving the **EBacc**.

National Changes



Old System

- A*-G
- C grade = good pass
- Coursework, exams
- Modules, retakes

	9
A*	8
A	7
B	6
C	5
	4
D	3
E	2
F	1
G	
U	U

New System

- 9-1
- Grade 5 = Strong pass
- Grade 4 = Standard pass
- More exams
- “increased rigour”
- Linear

GCSE Headlines



GCSE new measures	2015	2016	2017
9-4 (A*-C) Eng & Maths	54%	53%	72%
Attainment 8	46.35 (40.87)*	47.99 (42.26*)	46.01*
Progress 8	-0.11	0.07	?
Ebacc	15%	17%	19%



GCSE Headlines



	2015	2016	2017
9-4 (A*-C) Eng & Maths	54%	53%	72%
9-4 (A*-C) English	71%	78%	81%
9-4 (A*-C) Maths	61%	56%	79%
5+A*-C (inc Eng & Maths)	54%	51%	65%



Students' Attainment



		9	8/A*	7/A/	6/B	5
Wyatt	Oliver	3	6	2	0	0
Johnson	Jo	2	7	2	0	0
Pindar	Rachel	2	7	1	0	0
Fitzgibbon	Thomas	1	7	1	1	0
Goodwin	Kiera	1	6	3	0	0
Moore	Bryony	1	4	3	2	0
Greer-Arnfield	Mary	1	3	4	2	0
Worsencroft	Meah	1	2	1	5	1
Williams	Erin	1	1	3	4	0
Warhurst	Eleanor	1	1	2	5	0

Students' Progress



Qualification Name	Grade	Target Grade
Art	A*	A
Biology	A*	A
Chemistry	A*	A
English language	8	7
English literature	9	7
French	A	A
History	A*	A
Maths	9	7
Physics	A*	A
RE	A*	A



Students' Progress



Qualification Name	Grade	Targets Grade
Art	D	E
Core Science	D	E
Additional Science	D	E
English language	3	2
English literature	3	2
Construction	L2D	L1P
Media	C	E
Maths	3	2
Geography	E	E



Attitude to Learning



**GROWTH
OR FIXED
MINDSET?**

Mindset

{noun}

A set of beliefs or way of thinking that determines ones behaviour, outlook and mental attitude.

Attitude to Learning



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

High Expectations



We aim to
empower
everyone to be
the best that
they can be.



Direction of Travel





Learning & Teaching

Curriculum

Homework

Marking and Feedback

DIRT

Literacy

Ms Barker

Curriculum

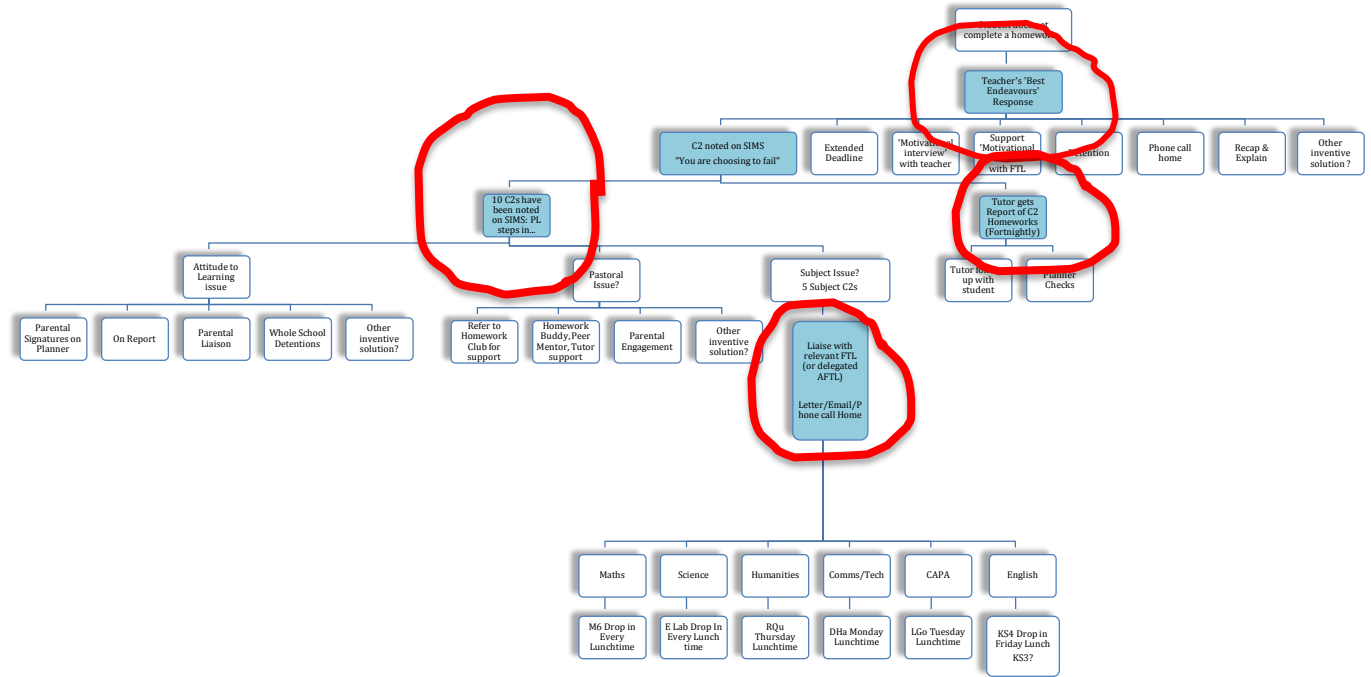


- English = 8 lessons
- Maths = 8 lessons
- Science = 6 lessons
- French = 6 lessons
- History= 3 lessons
- Geography= 3 lessons
- PE= 4 lessons
- Computing = 2 lessons
- Music = 2 lessons
- Art = 2 lessons
- Drama = 2 lessons
- Technology = 2 lessons
- RE = 2 lessons

Why is homework important?



- Important preparation and recap – no timetable
- Work Ethic
- Independence
- Organisation
- Content requirements of the new syllabuses
- High Expectations
- **Check their planner**
- **Motivate them to copy up notes after absence.**



If none of the above approaches work the issue will be referred to the relevant SLT link and a whole-school sanction will be applied; e.g. withdrawal from trips, not representing the school on teams, ineligibility for intervention etc.

There are lots of different points where we will pick up on students who are not doing homework but parents /carers are a vital part of the mix

Marking and Feedback



- ✓ Students' work should be marked every **fortnight**;
- ✓ **Only marked where it is meaningful**. Teachers are not necessarily going to respond to every stroke on the page;
- ✓ If teachers have gone to the trouble of providing formative feedback, **students must respond**;
- ✓ All staff are required to show a care and awareness of **good literacy standards** in their marking, characterised by the baseline of non-negs; **C, P, ~~~~, // & Sp.**
- ✓ That **less is more**. Too much marking is can demotivate, confuse or overload a student.

Marking and Feedback



Meaningful

Manageable

Motivating

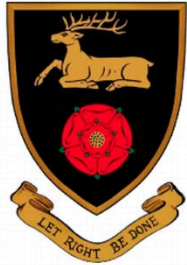
The classroom teacher has the crucial insight and responsibility for designing formative tasks that maximize stretch and challenge and ensure marking does not become disjointed, dispiriting or mechanistic

Common Sense and Compassion

DIRT



- **DIRT** stands for Directed Improvement and Reflection Time
- This means that there should be **less green** teacher pen **than purple** student pen.
- Although we say it is <<**feedback** – e.g. a response to work already completed in the past - we actually want it to >>**feedforward**.



If a teacher has made a comment – they expect a response to show understanding.

- The comment might be a **Target** – this is advice to >>**FEEDFORWARD to all future pieces of work.**
- It might be an **Action** – this is an improvement to make now in **DIRT but also to >>FEEDFORWARD to all future pieces of work.**
- It might be a **Question** to extend thinking, effort or understanding in **DIRT**. This could be a really short question; **Why?** This means the student hasn't explained reasoning or given enough analysis. It might be a longer question; **Are there any other reasons why the Romans were good news for Britain?**
- Teachers will also indicate when something is right or done well, perhaps with a **:)** or **a tick** or a **+** etc.

Students should be writing more than their teachers

T

A

Q

Explore changes in performance...

and 'greater' - This has the effect of making us ~~see~~ see the things the author is writing
① Finish this point about more vividly as we have no limit as to how wild this is, meaning the character could have seen anything → this is left to our imagination

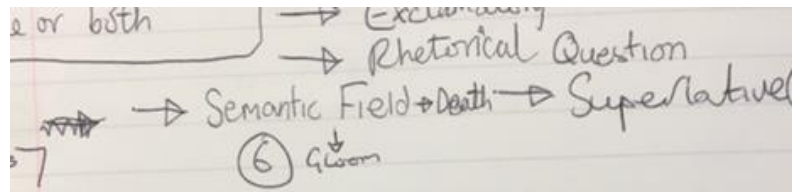
② Why has your handwriting deteriorated?
Attempting to write a bit faster seems to have had an adverse effect on presentation. It should have neatered up.

because they were waiting
ning bad this ensures
that there is a build
why does a question - to the reader
us feel involved? Because it
think more about the
because of that you
connected and / apart

Push for more detail

Get them comment on their own work

② AS I Entered opened my eyes and
feel a sharp pain in my bleeding
head, I use all of my strength
to stand on my aching feet.
There is a bright light shining
of the old useless computers, that
are filled with dust. I slowly walk
is much better description ③ why? Because I used
more adjectives smooth
clean



DI RT Work

- (A) husband
- (B) roil
- (C) allows
- (D) ocile
- (E) stote
- (F) rankly
- (G) randeur
- (H) ideous
- (I) indignity
- (J) ~~ubiquitous~~ ubiquitous
- (K) seen
- (L) arid
- (M) mistress
- (N) niceties
- (O) ideal
- (P) portly
- (Q) queried

- (P) royally
- (S) tately
- (T) ome
- (U) modulating
- (V) erily
- (W) arble
- (X) ylophone
- (Y) onder
- (Z) ealous

Set a relevant extension task

A - Z of arcane language
 Ancient
 Banish
 Chamber, Demonacle, Eventide, Father,
 Gypsy, Hue, Infant, J

Marking For Literacy



The illustration features a vibrant purple and blue radial background. At the top, the title 'THE NON-NEGOTIABLES.....' is written in a bold, red, italicized font with a black outline. Below the title, several green, anthropomorphic grammar elements are depicted with angry, determined facial expressions. These include: a character shaped like the word 'UNCLEAR' with an eye on its top curve; a character shaped like the word 'EXPRESSION' with an eye on its top curve; a character shaped like the word 'CAPITAL LETTERS' with a cross on its top curve; a character shaped like the word 'SPELLING' with a cross on its top curve; a character shaped like the word 'PARAGRAPHS' with a cross on its top curve; and a character shaped like the word 'PUNCTUATION' with a cross on its top curve. At the bottom of the illustration, a black silhouette of a city skyline is visible. Below the skyline, the text 'IMPROVING CORE LITERACY SKILLS ON A PIECE OF WRITTEN WORK NEAR YOU' is written in white, bold, capital letters.

Marking For Literacy



...means sort out your
capital letters.

Marking For Literacy



...means follow your
teacher's example and
sort out your punctuation.

Marking For Literacy



...means correct your spellings where marked.

If your teacher has written the word out for you, copy it out three times.

Marking For Literacy



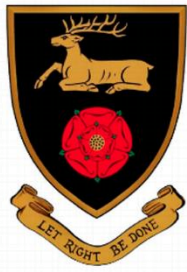
...with a number beside it means you have missed out that many paragraph breaks. Mark where they should be and write why in the margin.

Marking For Literacy



...a wavy line under your writing means it doesn't make sense. Write it out carefully so that it does.





“It is much more effective to improve students writing before you mark it than after”

Students should proof-read their writing to check they have...

- underlined the title and the date.
- used **paragraphs** to change setting, time or introduce a new idea/speaker.
- used **CAPITAL letters** at the start of each sentence and for proper nouns. (titles, names of places, buildings, people, months etc).
- used **punctuation**, including commas and full stops, to make sure they are writing and **sentences**.
- checked my **spelling**.
- Read it aloud to themselves or someone else to check it **makes sense**.

...Please prompt them to proof-read...and not just in English

Making the most of the Independent Reading Tutorial



We expect our students to spend...

- 1225 minutes
- Almost 21 hours
- Over 4 learning days

...reading because:

- Four in ten people with low level literacy skills live in the most deprived fifth of the country;
- 52% of people with low literacy levels are unemployed;
- 70% of pupils permanently excluded from school have difficulties in basic literacy skills;
- Over half of young offenders have literacy levels less than 11 years (av. age 17).

How can you help?

- **Make sure they have a reading book or magazine in their bag for Fridays.**
- **Take an interest in what they are reading what they make like to read.**



Conduct, Support and Rewards

Mr Withers

Pastoral Support



- Form Tutors – Daily
- Year Managers – Pastoral support/Expectations/rewards/Attendance/Safeguarding
- Progress Leaders – Academic support and challenge/Progress monitoring
- Year 8 Progress Leader is Ms Gower
- Year 8 Year Manager is Mrs Johnson

Pastoral Support



- Student Support Manager – Attendance/Punctuality/Support services – Ms Carr
- Assistant Headteacher – Personal Development, Behaviour and Welfare – Mr Withers

Conduct



At New Mills we expect all students.....

- Polite
- Courteous
- Respectful
- Honest
- to demonstrate integrity



The Fab Four

Attendance



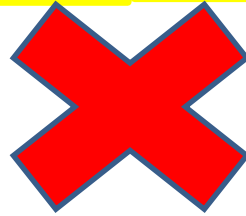
New Mills School believes that a student's good attendance and punctuality is vital if they are to gain the most from the education we provide. We believe that to be successful, all learners require the highest level of access, attendance and engagement and we will work closely with all agencies in order to achieve this. The School aims to achieve an attendance target of 97% annually.

Healthy Eating



To provide pupils with positive healthy eating experiences in order to promote their well-being

Healthy Eating



BANNED ITEMS



- Items will be confiscated
- Placed the in Pastoral office for students to collect
- Students can only drink water in lessons. Only drinks bought in the canteen may be drank in school (other than water)
- Persistent offenders will receive further sanctions

Rewards



- Achievement Points are awarded for a range of reasons
- Postcards of Praise will be sent home for exceptional work, behaviour and attitude.
- Subject teachers will reward good and outstanding work with stickers, stamps and other departmental rewards.
- Leavers' Prom for Year 11 students
- Celebration Assemblies
- Reward trips
- Students who demonstrate positive attitudes to learning are recognised by having good '3R' averages (Resilience, Responsibility & Reflection). These are rewarded through the pastoral systems after each snapshot.



Communication

Mrs Jesson

Communication



- Planner
- Phone, e-mail
- Meeting
- Tonight!
- Snapshot Reports: December, March
- Parents Evening: December
- Written Report: June
- Letters
- Praise postcards
- Newsletters



Assessment & Reporting

Mrs Jesson

Targets



Scaled score	Expected Grade	Aspirational Grade
115-120	8	9
110-114	7	8
105-109	6	7
100-104	5	6
95-99	4	5
94 or below	3	4

Summative Assessment



- 3 times per year
- Weeks leading up to “snapshots”
- Closely tied to the relevant GCSE objectives
- Assessment designed to examine these objectives in an age-appropriate way

Summative Assessment Forecasts



“Given the information we currently have (homework, classwork, assessments), if you continue like this and do some good revision, we forecast you will achieve a grade”

Reports



- Snapshot Reports
 - Forecasts in each subject
 - 3R's scores for each subject
 - Pastoral information (attendance, rewards, behaviour etc.)
- Written Report
 - Forecasts in each subject
 - 3R's scores for each subject
 - Details of courses, strengths and targets for improvement
 - Tutor report

Attitude to Learning

The 3R's



- **Responsibility** – Proactive: is equipped, prepared, motivated, curious.
- **Resilience** – Recognises the link between effort and achievement, embraces challenge.
- **Reflection** – Engages with feedback, is self-aware.