



# Year 7 and Year 8 Parent Information Evening



New Mills  
School

# This Evening

- Student Development and the 5Rs
- Homework and Doodle
- Marking, Feedback and DIRT
- Assessment and Reporting
- SEN
- Q&A



# Student Development

At our school, students transform from children into young adults.

To maximise their achievement and wellbeing on this journey and to equip them to succeed and thrive long after they have left, we champion five core values (the 5Rs).

These core values are at the heart of what we do,  
central and constant.

**New Mills students are**

**Respectful, Reflective, Resilient, Resourceful and Responsible.**



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# Resilience - Attendance

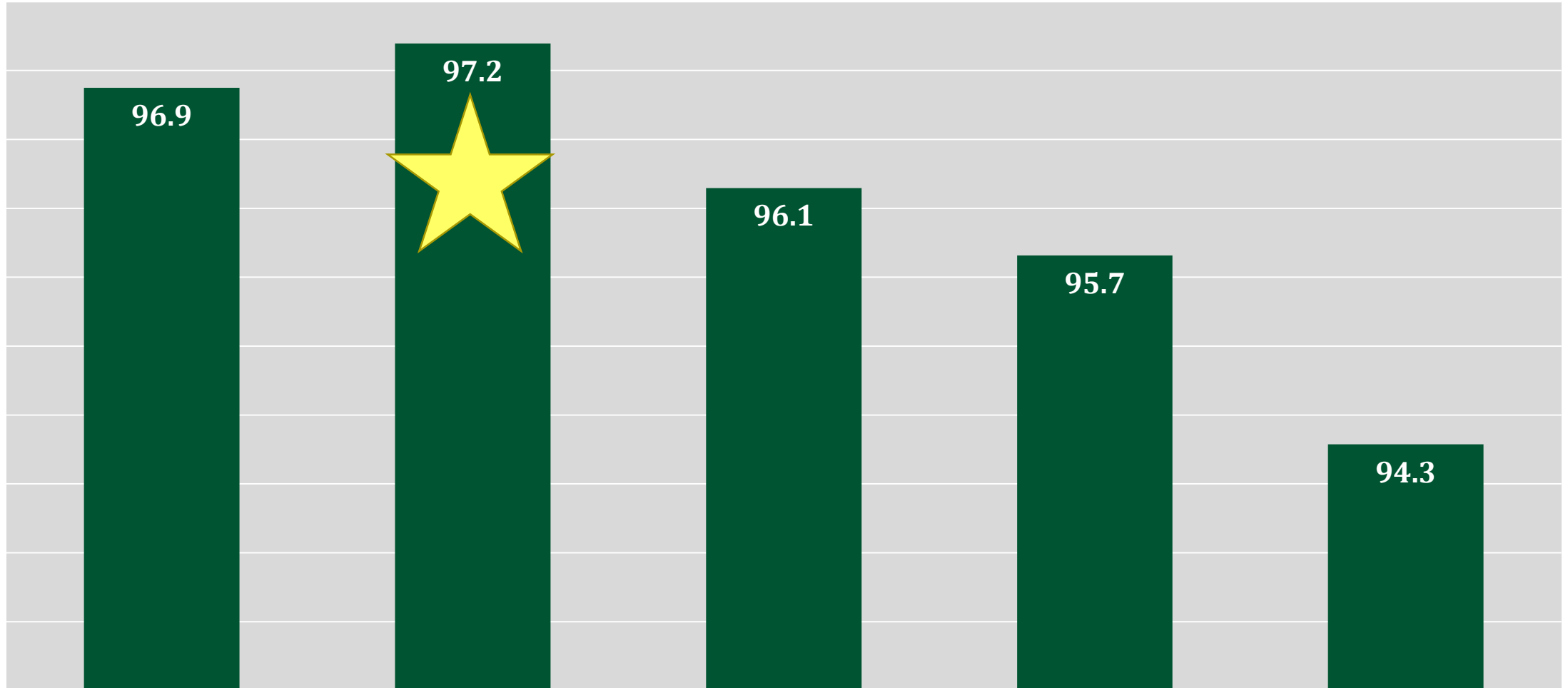
7

8

9

10

11



■ % Attendance Total



# Respectful – Behaviour Y7

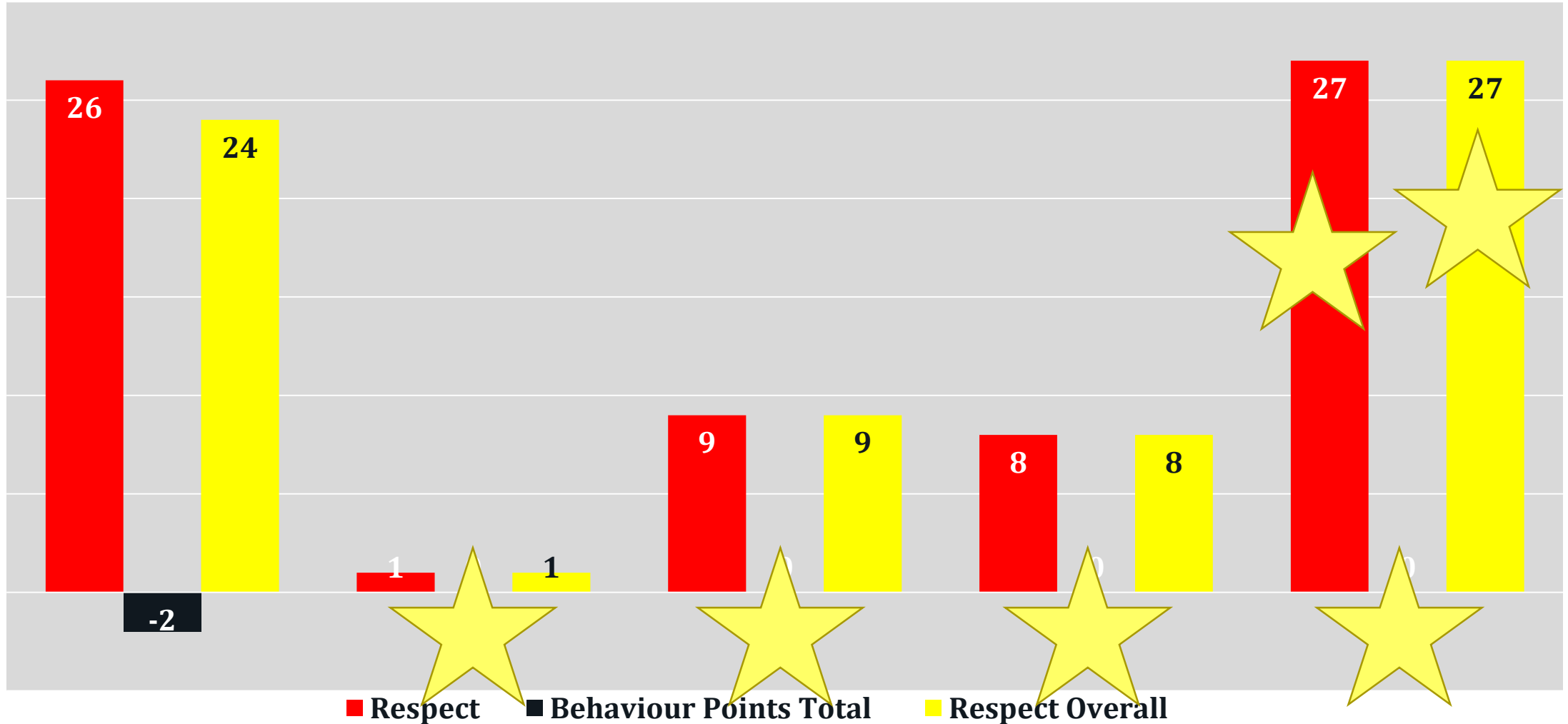
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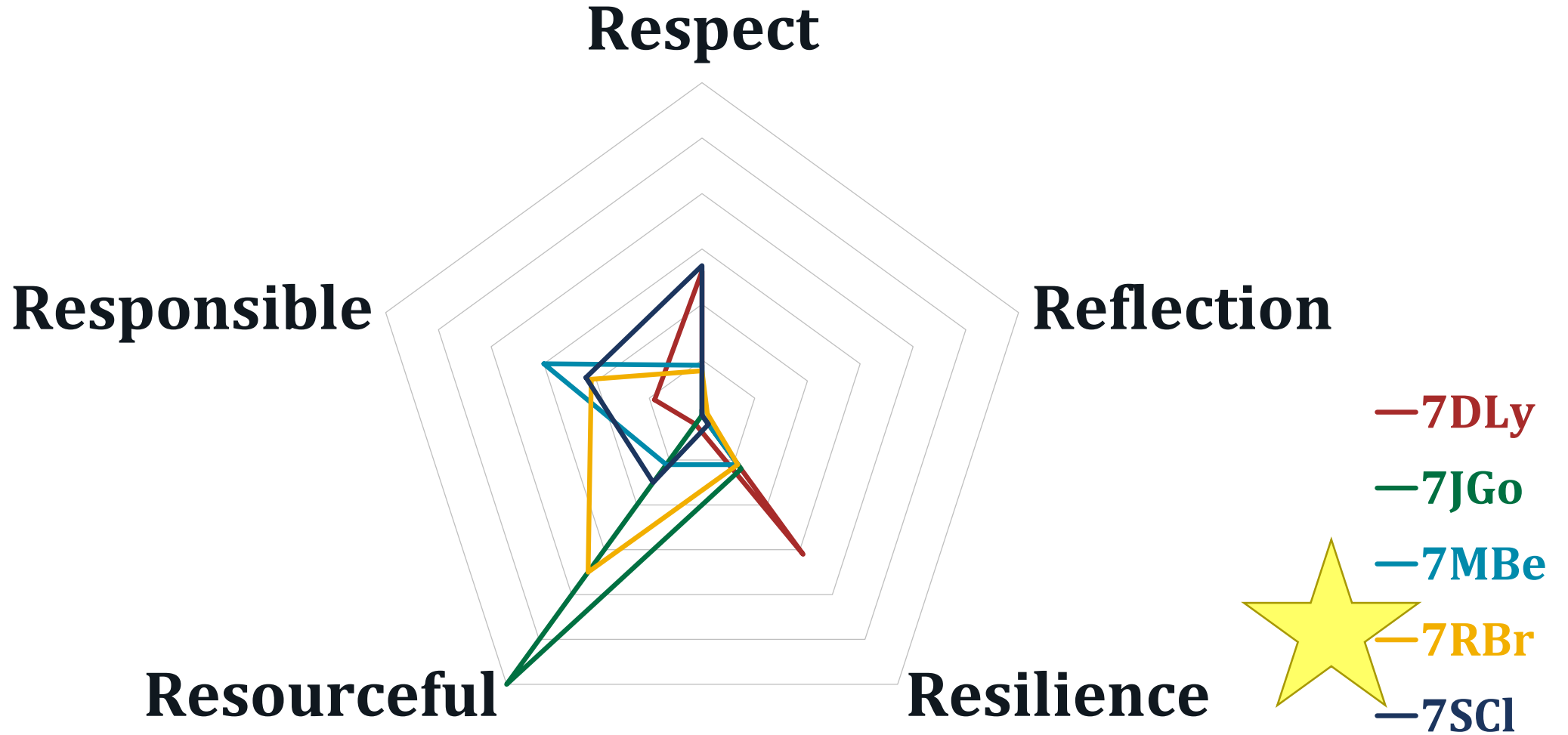
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# 5R's - Year 7





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# Tutorial Time

## **8:45 – 8:55 5Rs Health Check**

Uniform check on arrival, equipment out on desk,  
register, focus for the day (tutor to decide)

## **8:55 – 9:10 5Rs Tutorial**

Centrally planned projects

Defined outcomes

Student led and teacher led





# How You Can Help...

- Read the 5Rs page of your child's planner
- Use these 5 words when talking with your child about school and about every day matters
- Encourage your child to engage with the news on a daily basis
- Try new things / go to new places together



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# Doddle

- Doddle is a solution to a problem.
  - No homework
  - Forgot homework
  - Lost sheet
  - Didn't know it was due in today...
- Doddle means 'easy'.
  - For teachers
  - For parents
  - *For students*
- Doddle is going to host challenging work in a convenient way.

# DODDLE

## Student/Teacher Login

Institution

New Mills School and Six

Username/email address

Password

[Forgotten password?](#)



User name is YourName + Year of Entry

Your new password.

Eg. RubyHill18

### Parent Login

[What is Doodle Parent?](#)

Log in or create an account



### School Login

Are you actually after admin tools?

Click here to login!



### Need Help Getting Started?

Get all the help you need to use Doodle, whether you are a teacher, a student, or a parent.

Click here for help

### Student Temporary Login

If you've been given a 4 digit code by your teacher, enter it in the box below to begin.



# DODDLE

To Do (all subjects)

Due this week

Wed  
**12**  
Sep

**Make an Alien!**

L Askey  
French

*Homework*

Fri  
**14**  
Sep

**What happe...ext in 'Boo!'?**

A Barker  
English

*Homework*

Due later

No future assignments



English



Art



Citizen



Drama

To Do (all subjects)

Due this week

Wed  
**12**  
Sep

**Make an Alien!**

L Askey  
French

*Homework*

Fri  
**14**  
Sep

**What happe...ext in 'Boo!'?**

A Barker  
English

*Homework*

Due later

No future assignments

# DODDLE: English



## What happened next in 'Boo!?' *Homework*

*Homework*

A Barker

Due: Fri 14 Sep



### Task Instructions

You have been studying the short story 'Boo!'.

Write 100 words describing what happened after the girl heard little voice speaking to her.

Remember to use inference so the reader can deduce who the little voice might be.

[see less...](#)

### To Do (all subjects)

#### Due this week

Wed  
**12**  
Sep

#### Make an Alien!

L Askey  
French

*Homework*

Fri  
**14**  
Sep

#### What happe...ext in 'Boo!?'

A Barker  
English

*Homework*

#### Due later

No future assignments

To Do

Submitted

A Barker

*Homework*

feedback

**Submit**

Move to my  
Submitted tab

**Still to do**

Keep in my  
To Do list



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# What is Educake?

Educake is a website for science homework and revision. Students are set homework and can also set themselves revision tests. Educake works on PCs, tablets and smartphones.



**Educake Science**  
Online Formative Assessment

Contact Us >

Teacher Login

Student Login

## Formative assessment made easy - and just for science!

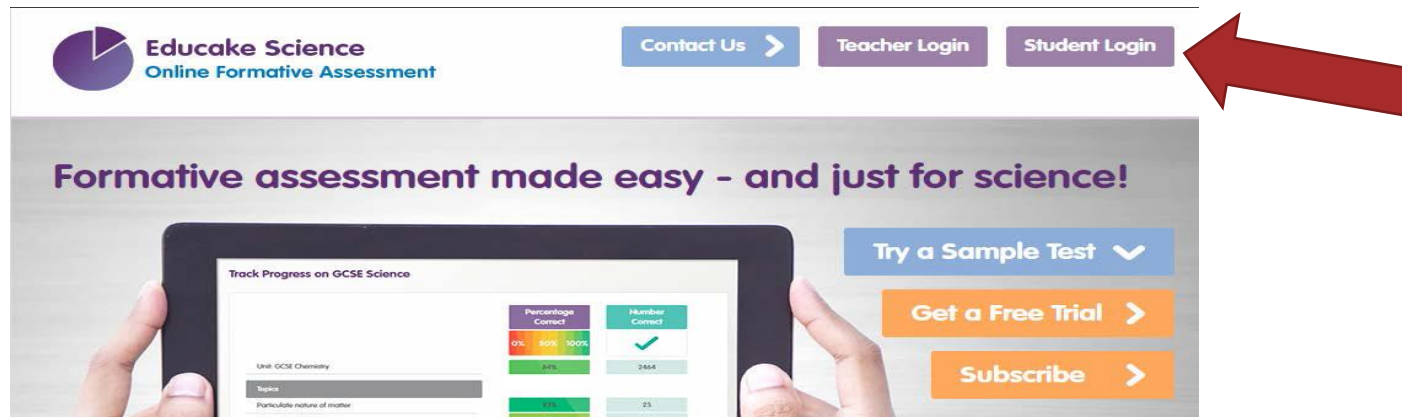


Try a Sample Test ▾

Get a Free Trial >

# How do you log in to Educake?

- Go to [www.educake.co.uk](http://www.educake.co.uk) in a web browser, like Chrome or Safari



- Click on the “Student Login” button:
- Enter the username and password the teacher gave –it will be recorded in their planner
- Usernames are your first name, then the first letter of your last name, then a 4 digit number.
- For example, Brian Pie’s username might be brianp0007
- Any problems please get in touch with the class teacher.



# How You Can Help...

- Encourage your child to check doddle
- Log into doddle yourself (when you receive your ID code)
- Ask to see your child's planner
- Encourage your child to proof work and self correct errors



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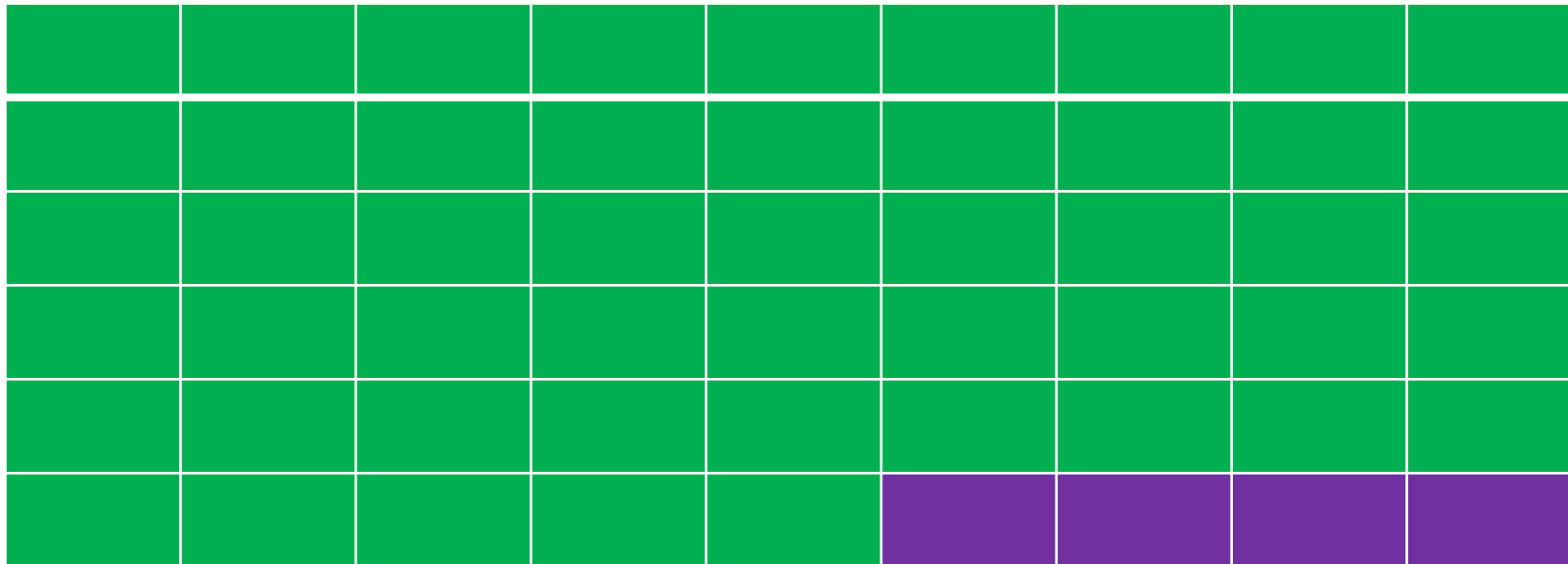
# Formative Feedback and DIRT

- At New Mills School teachers' feedback is **green** and student responses are in **purple**;
- We give time in lessons for students to respond to feedback. We call this D.I.R.T.
- Feedback should look forward not back.
- You teachers will use **T** **A** and **Q** to direct you to next steps.
- Non-negotiable literacy errors are marked with a series of codes: **C. P. S. / ~~~~~**



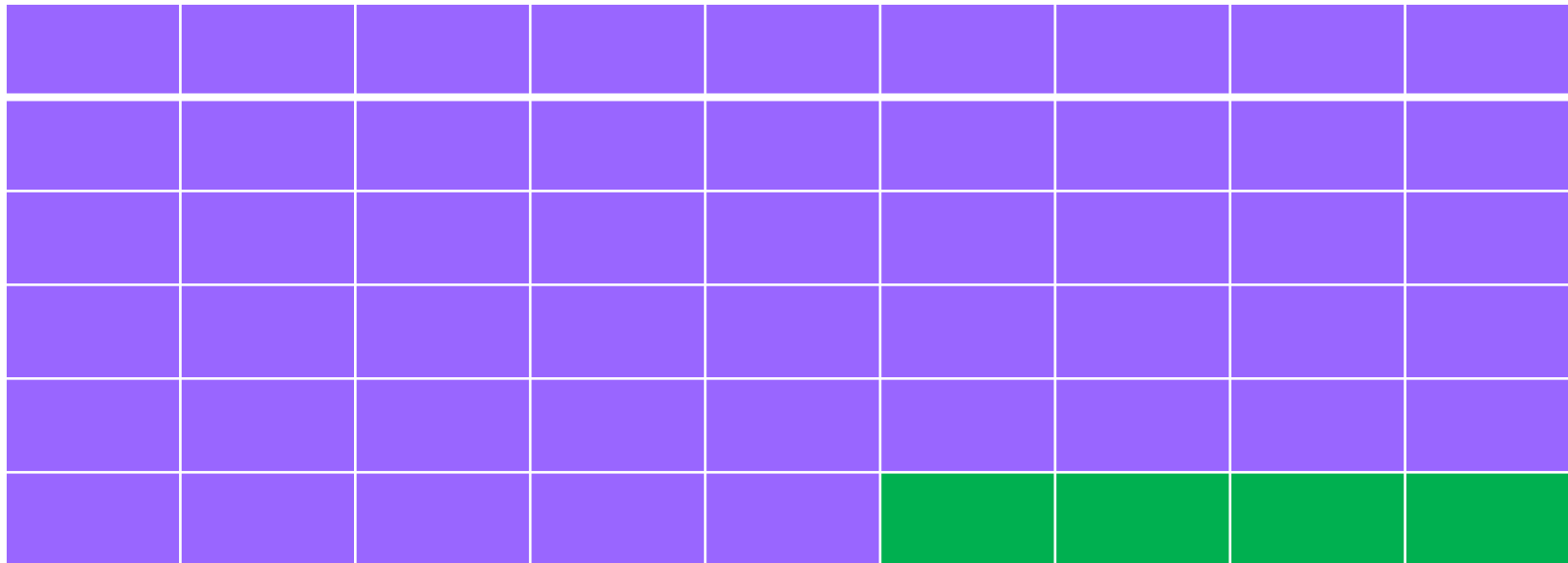
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Written Feedback should result in more work  
for students than it does for teachers





Written Feedback should result in more work for students than it does for teachers



# This year teachers are going to be working hard to make our feedback more efficient...

- Written feedback should make students ***think*** and ***require that they take action***. Hints and clues rather direction and correction.
- Different subjects will be trying out giving feedback in different ways.
- Respond differently to misapprehensions rather than mistakes.
- Correcting mistakes has no more impact than identifying them.
- Achieve a quicker feedback loop.
- Be selective. Be clear with the students where feedback will be provided and emphasise those success criteria during teaching and marking.
- Some teachers might write less praise. We will be making the important formative feedback take centre stage.

# Avoid Satnav feedback...



# Teachers will be expecting more from students this year. *We might...*

- Insist on proofreading BEFORE work is handed in. Visible annotation and correction FROM STUDENTS should be encouraged.
- Return work unmarked if it is careless.
- Ask students to highlight the area where they would most welcome feedback.
- Avoid writing repetitive comments on each book –a numbered list of common TAQs that emerge as teacher reviews the work. Display a slide at DIRT time. Students then transpose and respond.
- Type up a feedback slip with common misapprehensions listed and ticked where relevant. Make the students write their own targets or actions in DIRT time based on what where they went wrong.
- Divide class into groups and provide a different DIRT task for each group: Extend, Consolidate and Reteach tasks.





Before you  
hand work  
in students  
should  
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 their spelling;
- read it aloud to themselves or someone else to check it makes sense.

# How You Can Help...

- Encourage proof reading and self correction
- Help your child proof read for the non-negotiables before they can say a piece of work is finished.
- Check their proof-reading and reward them when they have made a significant, independent improvement to their work.
- Look at your child's books and compare the amount of green and purple – congratulate if the right proportions, discuss if not



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



# Assessment

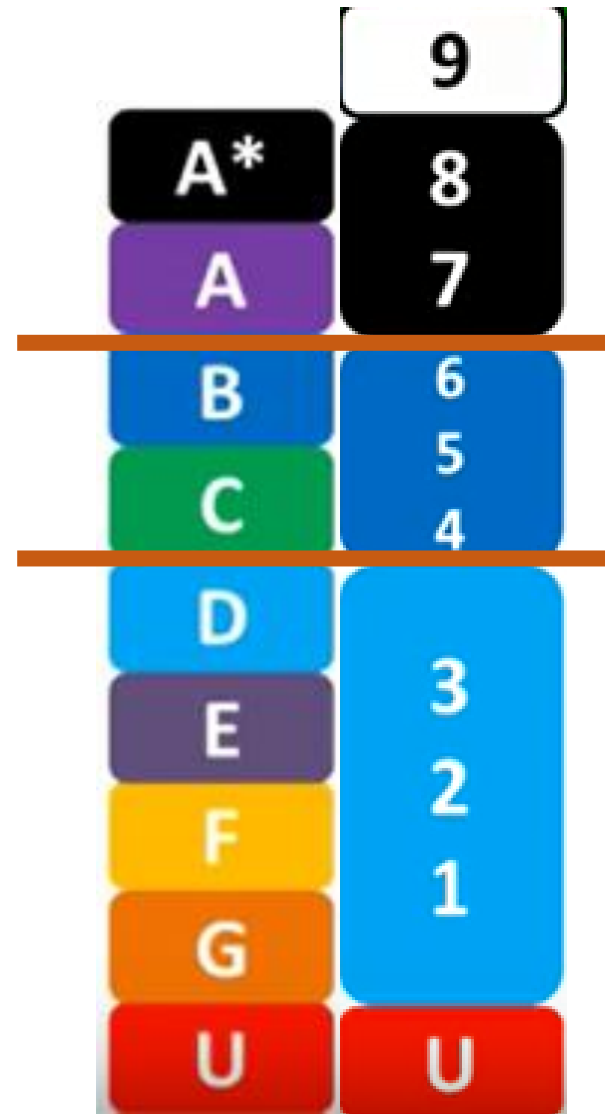
- Gold = above expected target
  - Green = at expected target
  - Amber = a grade below expected
  - Red = two (or more) grades below target
- 
- Targets are personalised to each student, based on their prior achievements



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# Grading System

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



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

# Reporting

## Snapshot Reports

- Forecasts in each subject
- 5Rs assessment for each subject
- Pastoral information (attendance, conduct etc.)

## Written Report

- Forecasts in each subject
- 5Rs assessment for each subject
- Details of courses, strengths and targets for improvement
- Tutor report

# How You Can Help...

- Be aware of when the snapshots and written report are due home for your child
- Ask for them!
- Access them through the SIMS Parent app
- Discuss them with your child
- Celebrate!
- Action plan





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# Wouldn't it be easy if...

- All students arrived in Y7 with the same skills.
- All students arrived in Y7 with the same areas for development.
- All students learnt at the same speed.
- All students had the same interests for us to connect with.
- All students had the same experiences for us to build on.





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even when we try to be the same, we can't manage it...

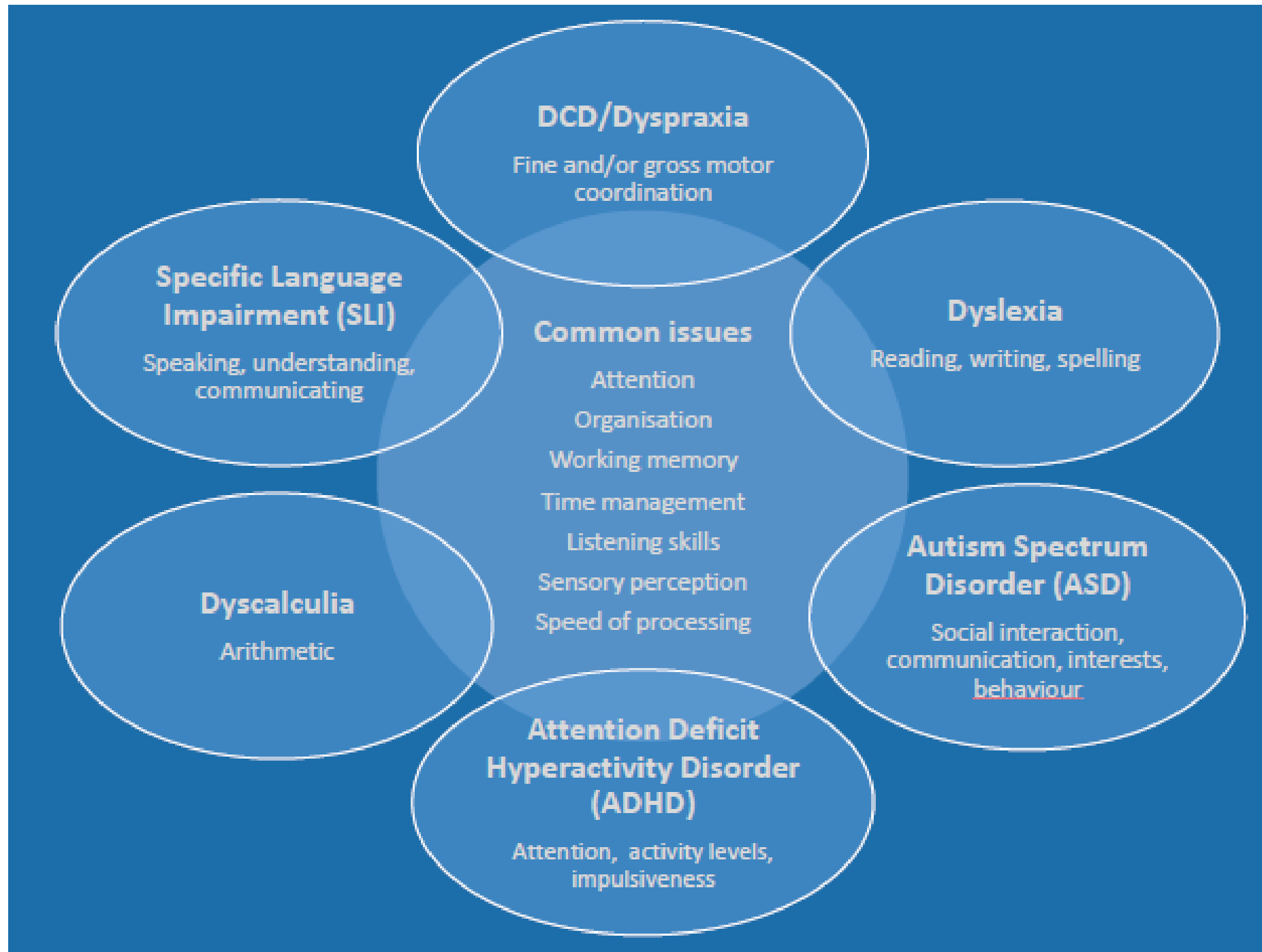
If you were a Toy  
Story alien, what  
would you look like?





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# Neuro- diversity





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# Neurodiversity: No 'typical brain' (Armstrong, 2012)



Manchester  
Metropolitan  
University



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All children have strengths and needs

- Graduated response.
- Provision:-
  - Wave 1 adjustments
  - Wave 2 adjustments
  - Wave 3 adjustments
- Plan, Do, Review cycle



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Parents' drop in with SENCO

Wednesday afternoon 3.30-4.30

No appointment needed  
(go via reception)

### Dates for SEND café

15-20 mins talking about the issues below then plenty of tea and cake and chat time.

Intended for parents and NMS students (and any siblings you need to bring)

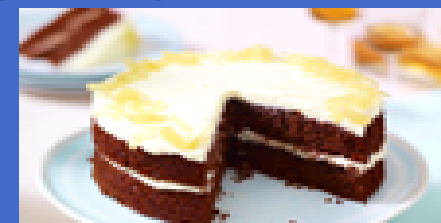
Start time 4 p.m. finishes 5.30

#### Wed 10<sup>th</sup> October

What can I do? How to help your child with a learning difference.  
(including dealing with anxiety)

#### Wed 28<sup>th</sup> November

Dyslexia



#### Wed 30<sup>th</sup> January

ASD

#### Wed 27<sup>th</sup> March

ADHD

#### Wed 1<sup>st</sup> May

Dyspraxia

#### Wed 19<sup>th</sup> June

Review of SEN policy



# How You Can Help...

- Constant dialogue : partnership
  - What can we do in school?
  - What can we do at home?
  - What can your child do?
- SEND Cafe





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