



Year 7 and Year 8  
Parent Information Evening



**New Mills  
School**

# This Evening

- Welcome
- The Curriculum
- Student Development and the 5Rs
- Homework and literacy
- Marking, Feedback and Reflection
- Assessment and Reporting
- Q&A

Empowering everyone to be the best they can be, optimising their future success, wellbeing and contribution to community and society



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# The Curriculum

- Subjects
- Tutorials
- Extra Curricular
- Visits
- Day-to-day experience



Empowering everyone to be the best they can be, optimising their future success, wellbeing and contribution to community and society

# How You Can Help...

- Have a look at what your child is learning, and ask them about different aspects
- Encourage your child to take up extra curricular activity (in and/or out of school)
- Look out for visit letters/forms in bags!



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# 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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# Tutorial Time

## **8.35 - 8.45 5Rs Health Check**

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

## **12.40 - 1.00 5Rs Tutorial**

Assembly – once a week  
Student led and teacher led activities  
Votes for School



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# Y7 Tutorials & SD Lessons

	HT1 (7 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (5 weeks)	HT6 (7 weeks)
Theme / Content	Transition	Respect	Reflection	Responsibility	Resilience	Resourcefulness
Y7 SD Lessons	<b>Comparative religion</b> <ul style="list-style-type: none"> <li>- Development of religion</li> <li>- Where in the world? (Finding the major world religion)</li> <li>- Connections between the major religions</li> <li>- Symbolising the religions</li> <li>- Why religion is important in the world</li> </ul> <b>Christianity</b> <ul style="list-style-type: none"> <li>- Christianity in the UK today</li> <li>- Key beliefs – Trinity</li> </ul>	<b>Christianity</b> <ul style="list-style-type: none"> <li>- Life of Jesus – birth</li> <li>- Life of Jesus – miracle worker</li> <li>- Life of Jesus – teacher</li> <li>- The Christian moral code</li> <li>- Life of Jesus – man of peace or man of conflict?</li> <li>- Life of Jesus – death and resurrection</li> <li>- Celebrations in Christianity – Christmas</li> </ul>	<b>Christianity</b> <ul style="list-style-type: none"> <li>- Celebrations in Christianity – Easter</li> <li>- Key beliefs – the Afterlife</li> <li>- The bible and the Gospels</li> <li>- Symbolism and expressions of faith</li> <li>- Christianity Assessment</li> </ul> <b>Sikhism:</b> <ul style="list-style-type: none"> <li>- Key beliefs</li> </ul>	<b>Sikhism:</b> <ul style="list-style-type: none"> <li>- The First Guru – Guru Nanak</li> <li>- The Tenth Guru – Guru Gobind Singh</li> <li>- Becoming a Khalsa Sikh</li> <li>- The authority of the Guru Granth Sahib</li> <li>- Living as a Sikh / Sewa</li> <li>- Celebrations in Sikhism</li> <li>- Sikhism Assessment</li> </ul>	<b>Health and puberty</b> <ul style="list-style-type: none"> <li>- Should junk food ads be banned?</li> <li>- Do you get enough sleep?</li> <li>- Influences on health (inc. smoking &amp; alcohol)</li> <li>- Puberty and managing changes</li> <li>- Self-responsibility for physical health</li> <li>- Dental care</li> </ul>	<b>Health and puberty</b> <ul style="list-style-type: none"> <li>- Personal hygiene</li> <li>- Regulating emotions</li> </ul> <b>Building relationships</b> <ul style="list-style-type: none"> <li>- Romance and friendships (including online)</li> <li>- Relationship boundaries</li> <li>- Unwanted contact</li> </ul>
Y7 Tutorials	<b>Transition</b> <ul style="list-style-type: none"> <li>- Transition week</li> <li>- The 5Rs</li> <li>- Is it important to fit in at school?</li> </ul>	<b>Building relationships</b> <ul style="list-style-type: none"> <li>- Making and maintaining friendships</li> <li>- Identifying and challenging bullying</li> <li>- Do anonymous apps make bullying worse?</li> <li>- Communicating online</li> <li>- Personal identity and values</li> </ul>	<b>Rights and responsibilities</b> <ul style="list-style-type: none"> <li>- UN convention on the rights of the child</li> <li>- Rights and responsibilities</li> <li>- Right to education</li> <li>- Right to healthcare</li> <li>- Protecting the rights of others</li> </ul>	<b>Communities</b> <ul style="list-style-type: none"> <li>- British values</li> <li>- Successful communities</li> <li>- National, international, and global connections</li> </ul> <b>Diversity</b> <ul style="list-style-type: none"> <li>- Diversity and equality</li> <li>- Stereotypes, prejudice, and discrimination</li> </ul>	<b>Emotional wellbeing</b> <ul style="list-style-type: none"> <li>- Mental health and emotional wellbeing</li> <li>- Self-worth and self-efficacy</li> <li>- Regulating emotions</li> <li>- Resilience</li> </ul>	<b>Careers</b> <ul style="list-style-type: none"> <li>- Careers</li> <li>- Employability skills</li> <li>- Aspirations for the future</li> <li>- Career choices</li> <li>- Identity and the world of work</li> </ul>





# Y8 Tutorials & SD Lessons

<p><b>Y8 SD Lessons</b></p>	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>- Islam in the UK today</li> <li>- Key beliefs – Tawhid, Risalah and Akirah</li> <li>- Life of Muhammad</li> <li>- Different groups of Muslims – Sunni, Shai'a and Sufi</li> <li>- The Qur'an</li> <li>- The 5 pillars (1-4)</li> <li>- The 5 pillars - Hajj</li> </ul>	<p><b>Islam (continued):</b></p> <ul style="list-style-type: none"> <li>- Symbolism in Islam and Islamic artwork</li> <li>- Muslim moral code</li> <li>- Celebrations in Islam</li> </ul> <p><b>Islam Assessment</b></p> <hr/> <p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>- The argument from design</li> <li>- The argument from first cause</li> </ul>	<p><b>Philosophy (continued):</b></p> <ul style="list-style-type: none"> <li>- The argument from morality</li> <li>- Arguing against the existence of God</li> <li>- The problem of evil and suffering</li> <li>- Ideas of immorality</li> <li>- Miracles/ Revelations</li> </ul> <p><b>Philosophy Assessment</b></p>	<p><b>Discrimination</b></p> <ul style="list-style-type: none"> <li>- Racism</li> <li>- Religious discrimination</li> <li>- Disablism</li> <li>- Sexism</li> <li>- Homophobia</li> <li>- Biphobia</li> <li>- Transphobia</li> <li>- SEND</li> </ul>	<p><b>Emotional wellbeing and mental health</b></p> <ul style="list-style-type: none"> <li>- Attitudes towards mental health</li> <li>- Protective wellbeing</li> <li>- Body satisfaction and self-concept</li> <li>- Coping strategies</li> </ul> <hr/> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Unhealthy relationships (romantic &amp; friendships)</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Consent</li> <li>- Contraception</li> <li>- STIs</li> <li>- Conception, pregnancy &amp; birth</li> <li>- Unintended pregnancy</li> </ul>
<p><b>Y8 Tutorials</b></p>	<p><b>Global Citizenship</b></p> <ul style="list-style-type: none"> <li>- Can we live without single use plastics?</li> <li>- Refugee crisis</li> <li>- Children's rights in conflict (education)</li> <li>- Protecting wildlife</li> <li>- Fair trade</li> <li>- Covid and the environment</li> </ul>	<p><b>The Legal system</b></p> <ul style="list-style-type: none"> <li>- How are laws made?</li> <li>- How does the criminal justice system work?</li> <li>- The role of the police</li> <li>- Should youth criminal records last into adulthood?</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>- Do you want to be internet famous?</li> <li>- Do we take cyber security for granted?</li> <li>- Social network platforms</li> <li>- Should there be an Instagram for under-13s?</li> <li>- Online grooming</li> <li>- Financial security online</li> </ul>	<p><b>The UK Political System</b></p> <ul style="list-style-type: none"> <li>- Elections</li> <li>- UK government</li> <li>- Political parties</li> <li>- MPs</li> <li>- Local, regional and national government</li> <li>- Devolution</li> <li>- The Civil Service</li> <li>- Other systems of government</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>- LGBTQ+ Inclusivity</li> <li>- Gender identity</li> <li>- Sexual orientation</li> </ul>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Equality of opportunity in careers and life choices</li> <li>- LMI</li> <li>- Pathways</li> <li>- Different types and patterns of work</li> </ul>



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# Extra Curricular

- Art Club
- Arts Award
- Astronomy Club/GCSE
- Athletics
- Badminton
- Big Band
- Book Club
- Brass Club
- Carnegie
- Choir
- Computer Clubs
- Cricket
- Drama Production
- Duke of Edinburgh Awards
- Fitness
- Flute Club
- Food Club
- Football
- French Club
- Gardening Club
- Golf
- Guitar Club
- John Muir Award
- Maths Clubs
- Musical Roots
- Netball
- Orchestra
- Recorder Ensemble
- Rock Band
- Rounders
- Rugby
- Science Club
- Social Table Tennis
- Spanish Club
- Street Dance
- String Club
- Student Journalism
- Trampolining
- Wind Band
- Young Chamber



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# SMSC Days

## Year 7

- Whitehall bonding day
- School nurse – menstrual wellbeing talks
- Visit to St George's Church
- Visit to the Central Gurdwara, Manchester
- Risks and safety day
- Trip to Sheffield University

## Year 8

- Visit to Cheadle Mosque
- Visit to the Skills North West Show
- Risks and safety day
- Proud Trust Workshops
- Kooth – mental health and wellbeing workshops
- Team building residential – being explored, watch this space!

# How You Can Help...

- Regularly discuss the 5Rs with your child and monitor their R point rewards using Class Charts
- Use these 5 words when talking with your child about school and about everyday matters
- Encourage your child to engage with the news on a daily basis
- Encourage your child to GET INVOLVED in school life
- Encourage your child to be their own advocate and use the student council
- Try new things / go to new places together



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# Classwork and Homework



ClassCharts



# Homework Guidelines

- Effective in enhancing impact of work done in class.
- No rigid homework rota; Teachers will issue responsive to need.
- Homework can take many forms.
- Parental engagement and encouragement is key.
- Electronic reminders.
- Don't let them give up (notes, friends, internet).
- Non-compliance: Best endeavours followed by escalation.
- Catch-up and copy-up.



# How You Can Help...

- Make it part of your child's daily routine to check homework
- Encourage them to complete tasks before the deadline.
- Log into Class Charts yourself (using your ID code)
- Encourage your child to proof work and self-correct errors



# Formative Feedback and Reflection

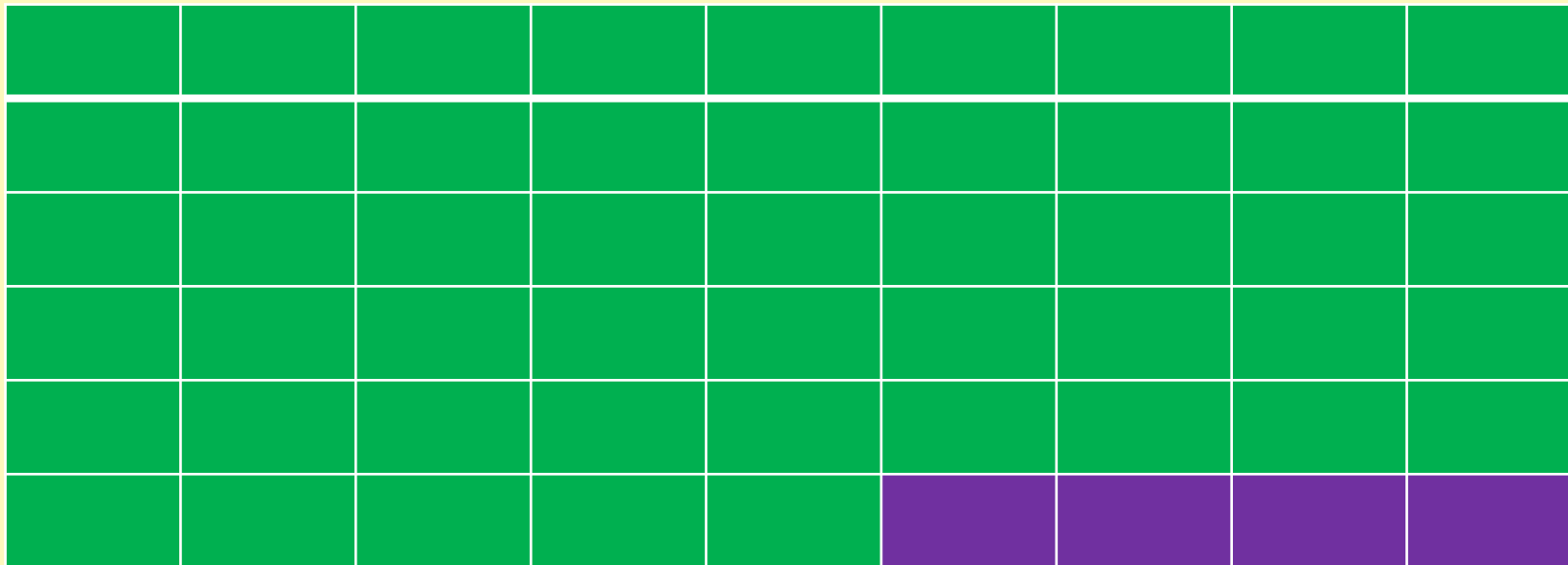
- At New Mills School teachers' feedback is **green** and student responses are in **purple**;
- We give time in lessons for students to respond to feedback. We link this to our core value REFLECTION.
- Feedback should primarily look forward not back.
- Teachers will use **T** **A** and **Q** to prompt next steps.
- Written feedback is often represented by a code. Your child should have written this down in **purple**;
- Non-negotiable literacy errors are marked with a series of codes: **C. P. S. / ~~~~~**





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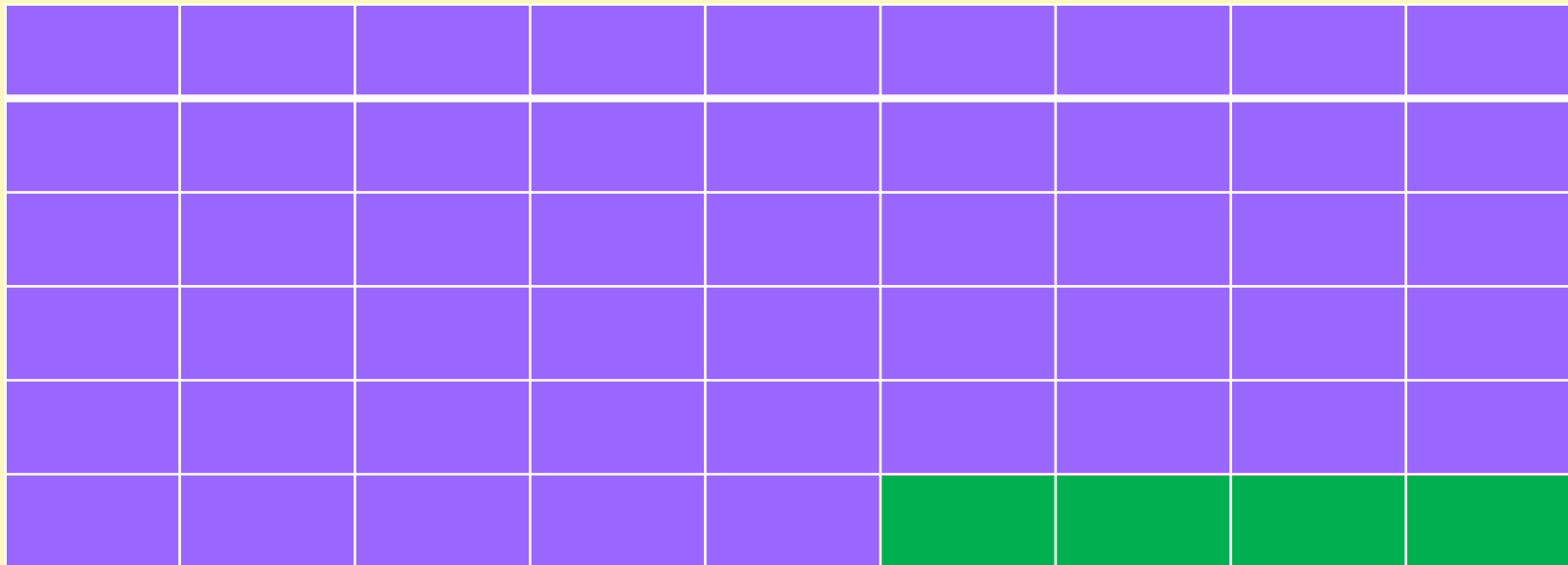
Written Feedback should result in more work  
for students than it does for teachers





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# Beware Satnav feedback...





# Lean and Authentic Feedback

- Different subjects and tasks will give feedback in different ways.
- Feedback aims to make students *think and require that they take action; in the past, the present or the future.*
- Verbal feedback is vital to progress – and it's invisible.
- Respond differently to misapprehensions rather than mistakes.
- Correcting mistakes has no more impact than identifying them.
- Be selective; communicated with the students where feedback will be provided and emphasised success criteria.
- Some teachers might write less praise which makes the important formative feedback take centre stage.



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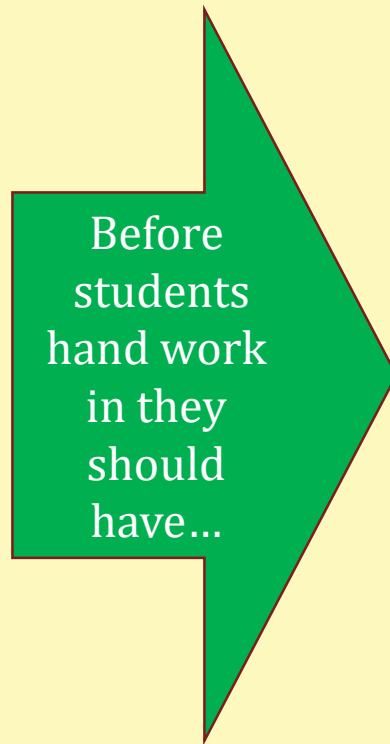
# High Expectations

- 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:
  - use codes
  - tick-lists
  - whole-class feedback
  - re-group and re-teach etc etc.

# THE NON-NEGOTIABLES.....



IMPROVING CORE LITERACY SKILLS  
ON A PIECE OF WRITTEN WORK NEAR YOU



Before  
students  
hand work  
in they  
should  
have...

- underlined the title and the date;
- used paragraphs to change setting, time or introduce a new idea or 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.
- Notice if your child has not responded to **green** teacher feedback.
- Look at your child's books and compare the amount of green and purple – congratulate if the right proportions, discuss if not

# Accelerated Reader

What can you do?

- Encourage them to read;
- Better still, talk to them about what they are reading;
- Better still, read with them.





# Assessment

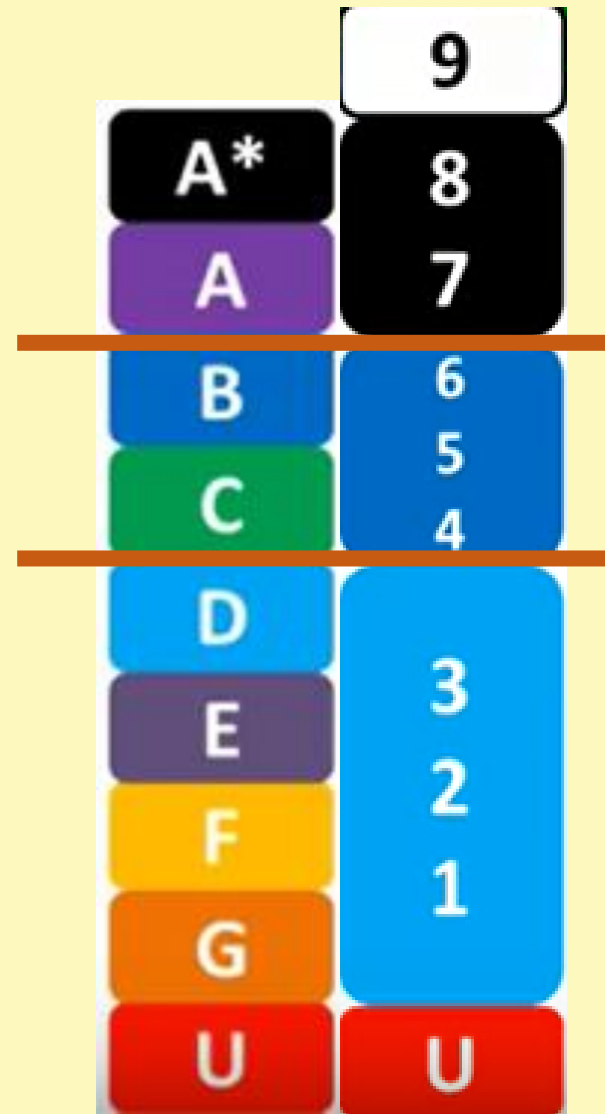
- 3 times per year
- Weeks leading up to reports and parents evening
- Closely tied to the learning objectives
- Assessment designed to examine these objectives in an age-appropriate way
  
- “Given the information we currently have (homework, classwork, assessments), if you continue like this and do some good revision, we forecast you will achieve...”



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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



Subject	Teacher	Attainment		Attainment Next Step Action	Attitude to Learning					5Rs Next Step Action
		Tracker	Compare		Respect	Reflection	Resilience	Resourceful	Responsible	
English Language	Miss Wheeldon	█	=	Add more depth to your descriptive/narrative writing by focusing on every detail. This will help create a better picture in the reader's mind.	S			S	S	
English Literature	Miss Wheeldon	█	^	When completing PEA chains, offer multiple interpretations of the words/phrases you pick out to show a deeper understanding of the language.						
Maths	Mr Aspden	█	=	Try to do a little bit more maths each week, consolidating the work we have covered. Then come to me with any questions. Use Hegarty Maths for this, start with sequences.	S	W				Ask meaningful questions in lessons
Science	Mr Poole	█	=	Continue to work hard in lessons. Look again at your work on waves and photosynthesis so that you can answer questions more effectively in future tests.	S					
Art	Miss Ashton	█	=	Progressing well. Develop your use of oil pastels by using short separate strokes and practise a range of colour blending by layering lightly.	S		S		W	Engage fully with all work set as part of "remote learning".
Catering	Mrs Rainton	█		Challenge yourself to produce a family meal to develop your practical skills and knowledge of the 4C's. Use subject specific vocabulary especially if discussing nutrients.			S			
Computer Science	Mr Key	█	=	Research further using websites like W3schools to expand knowledge of HTML and CSS.	S	S	S	S	S	
Drama	Miss Clarkson	█	v	Ensure that you make effective use of rehearsal time and actively consider how to improve your work rather than accepting that it is passable.				W	S	Manage your time during lessons and during homework effectively
French	Mr Scrivens	█	=	Make sure that you catch up on Memrise. Make sure that you ask if you don't understand anything in class.		S	S			
Geography	Miss Gower	█	=	Continue to give detailed explanations to support your descriptions, keep your case study examples up to date by reading around the subject.	S			S		
History	Miss Birchall	█	=	When writing about consequence, fully explain the effect an event.	S		S		S	
Music	Miss Plant	█	^	Become familiar with multi track audio editing software such as 'Audacity' to record and manipulate musical ideas	W					Avoid distracting and being distracted by others
Physical Education	Mr Worsley	█	=	You have performed well this year. To develop the core skills you have learnt you need to focus and begin to work on the more advanced skills in the summer sports.	S		S		S	
Personal Development	Miss Brindley				S			S		

# How You Can Help...

- Be aware of when reports are due home for your child
- Ask for them!
- Access them via email
- Discuss them with your child
- Celebrate!
- Action plan



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