




**St. Patrick's P.S.,
Eskra**

Year 7

Parents' Information Evening



You are all very welcome to our Year Seven Information Meeting For Parents. Thank you very much for coming and for supporting the school and your child. I hope you will find tonight both informative and enjoyable.



Aims

- To help facilitate a smooth transition from Year Six to Year Seven for pupils and parents.
- To give parents an insight into the life and work of the school, particularly in Year Seven.
- To provide information and guidance to parents about how they can support the school in helping their child to reach his/her full potential.
- To define the school's expectations of parents and pupils.
- To provide opportunity for parents to ask questions.
- To further strengthen the school's partnership with parents.



Overview

- School Development Planning
- Welcome to Year 7
- Emotional Health And Well-Being
- Pupil Participation
- Promoting Positive Behaviour
- Year 7 Timetable
- Classwork

Comfort Break

- Homework
- Other Information
- Transfer To Post-Primary
- Partnership With Parents
- Question And Answer
- Evaluation And Close

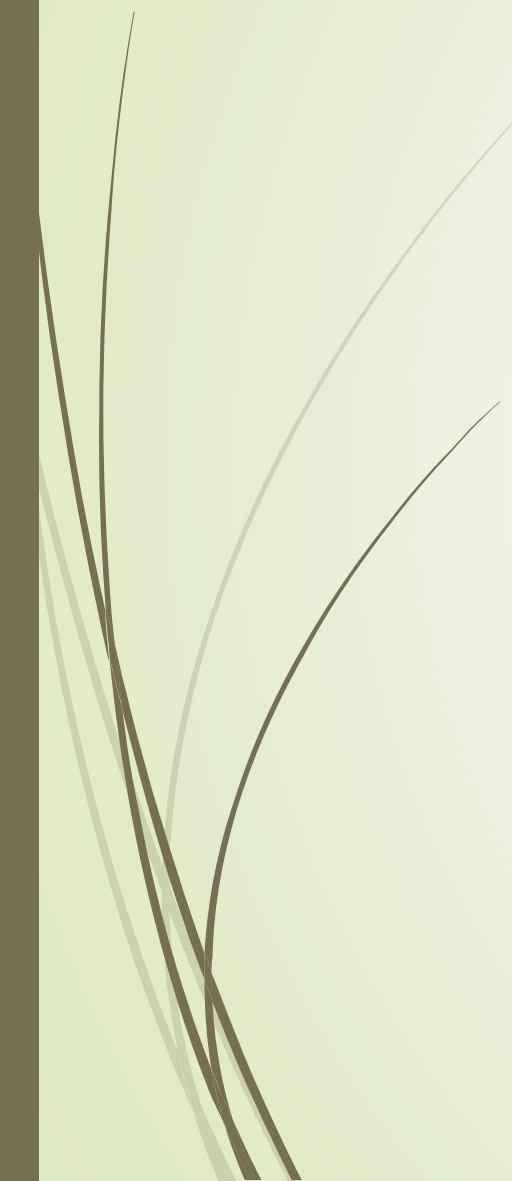
If you promise not to believe everything your child says happens at school, I'll promise not to believe everything he/she says happens at home.

Anonymous





School Development Planning

- Mathematics And Numeracy- Problem-Solving
 - Formative Assessment
 - Language And Literacy- Reading Comprehension
 - Formative Assessment
 - ICT- NewsDesk
 - SEN- New SEND Act
 - WAU- Outdoor Learning (including Forest Schools)
 - Well-Being- Emotional Health And Well-Being
 - Pupil Participation
 - Shared Education
 - Transition Arrangements
- 

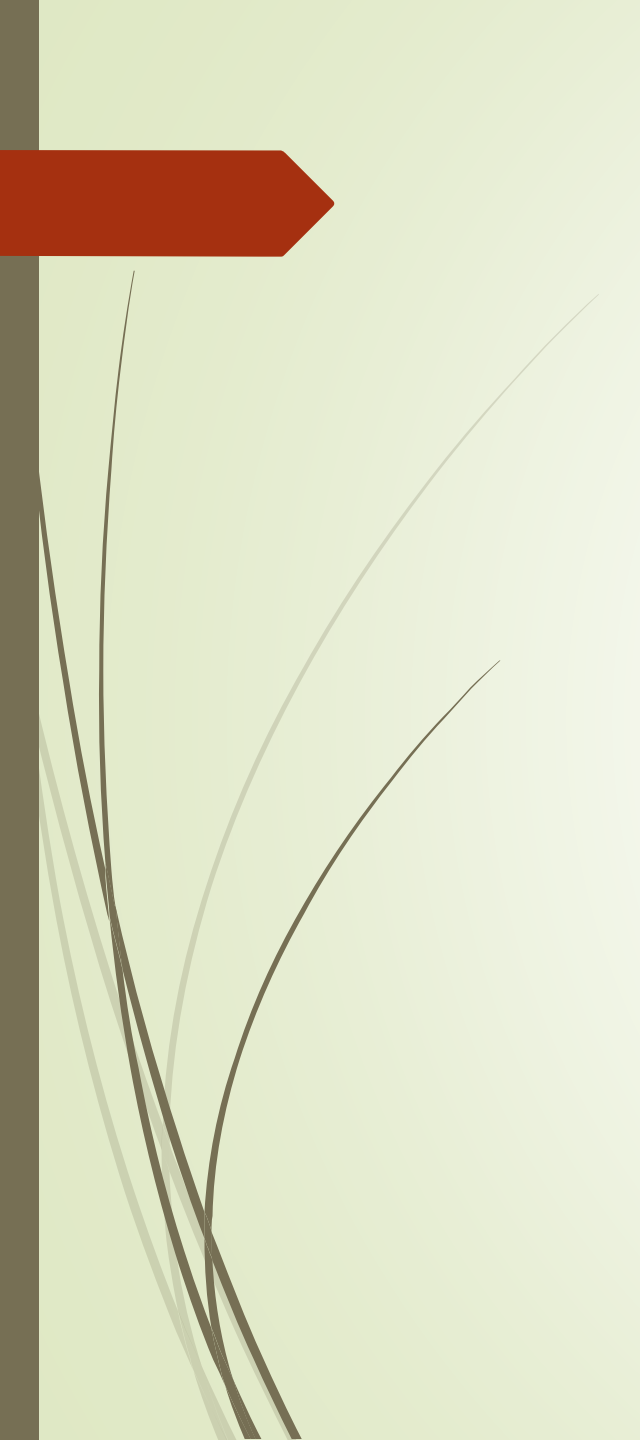


Welcome to Year Seven

Our class motto:

Mistakes are learning tools, **not** failures.

- Pupils starting Year Seven are given a new start/clean slate.
- We have high expectations of pupils and parents as we would expect you to have high expectations of us.
- Challenges
- Opportunities



*If children live with criticism,
They learn to condemn.
If children live with hostility,
They learn to fight.
If children live with ridicule,
They learn to be shy.
If children live with shame,
They learn to feel guilty.
If children live with encouragement,
They learn confidence.
If children live with tolerance,
They learn to be patient.
If children live with praise,
They learn to appreciate.
If children live with acceptance,
They learn to love.
If children live with approval,
They learn to like themselves.
If children live with honesty,
They learn truthfulness.
If children live with security,
They learn to have faith in themselves and others.
If children live with friendliness,
They learn the world is a nice place in which to live.*

By Dorothy Law Nolte



Emotional Health And Well-Being

- Most important foundation for learning.
- Questions about school should be positive.
- Be careful regarding discussions in front of children.
- Pupils are affected by our words and behaviours more than we realise.
- Pupil voice/participation in school decision-making is vital.
- A sense of achievement raises self-esteem and confidence.
- 'Average'- the usual or ordinary standard.
- Mrs. McCallan to receive Mindset Training and then to disseminate it to staff.



Fixed Mindset

- Assumes that intelligence and other qualities, abilities and talents are **fixed traits** that **cannot** be significantly developed.

Carol Dweck



Growth Mindset

- Assumes that intelligence and other qualities, abilities and talents **can be developed** with effort, learning and education.

Carol Dweck

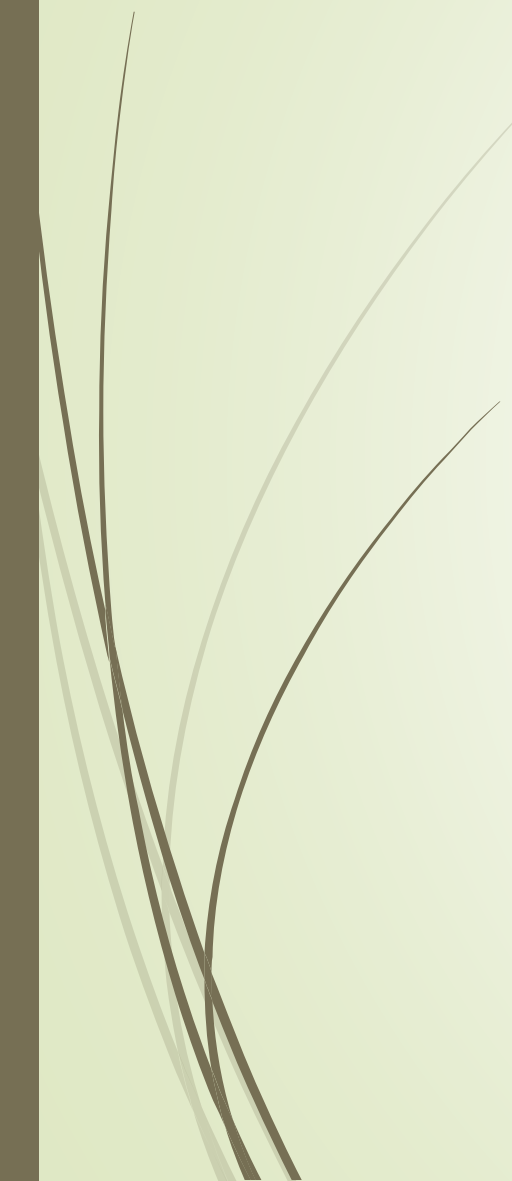


The Power Of Positive Thinking

- I'm not good at this/ It's good enough.
- Is this really my best work/ What am I missing?
- I made a mistake/ Mistakes help me improve.
- I can't do maths/ I'm going to train my brain to do maths.
- This is too hard/ This is going to take some time and effort.



Pupil Participation

- Key Focus area on School Development Plan.
 - Pupils have been consulted on pertinent policies.
 - Pupil Voice- School Council, Anti-Bullying Ambassadors, Eco-Committee, Head Boy, Head Girl, Prefects, Playground Buddies, Lunch Helpers, feelings boxes, evaluations, questionnaires.
 - Pupils will be given increasing opportunities to have their opinions and ideas heard.
 - Pupils should be encouraged to communicate their thoughts, feelings and opinions.
- 



Positive Behaviour Management

- ▶ Promoting Positive Behaviour Policy and Ant-Bullying Policy were drawn up in consultation with pupils, parents, staff and Governors.
- ▶ Pupils have ownership of rules, rewards, consequences and procedures.
- ▶ Consistency of application by staff is essential.
- ▶ All staff are fully aware of Policy and procedures through annual whole-school training every August and other opportunities throughout the year.
- ▶ Behaviour Management Plans- Rules, Rewards and Consequences- displayed in classroom.
- ▶ Only the consequences outlined in the policy should be used.
- ▶ Whole class consequences for individual or small group behaviours have not been sanctioned by the Principal.
- ▶ Use of exclusion from PE as a consequence for inappropriate behaviour is not permitted unless it has been agreed with the parent.
- ▶ External coaches and class teachers, however, can exclude pupils who behave inappropriately during sessions, if they feel it is required for the safety of others.
- ▶ Pupil of the Week- Used appropriately, it is a great reward.
- ▶ Unfinished will be sent home rather than pupils staying in at break-time.

Positive Behaviour Management

Golden Time

- Pupils earn 10 minutes each day for displaying positive behaviour.
- Two yellow (warning) cards equal a red card.
- A red card can be issued for very disruptive behaviour, without a warning. This is at the discretion of the class teacher.
- If a pupil gets a red card then they don't earn the 10 minutes that day.
- Only Class Teachers are permitted to issue yellow and red cards.
- Yellow and red cards can't be carried over. New day, fresh start.
- If a pupil is having Time Out/Time In they are supervised by a member of staff.
- Golden Time is a reward for positive behaviour- It's not an entitlement. It has to be earned.
- If a pupil is continuously losing Golden Time, then parents will be asked to come in for a meeting.

Year Seven Timetable

	9.00-9.30	9.30-9.45	9.45am-10.45am	10.45 11.00	11.00am-11.30am	11.30am - 12.30pm	12.30 1.15	1.15-1.30	1.30pm-2.15pm	2.15pm-3.10pm
MONDAY	M O R N	M M A T H S	MATHEMATICS & NUMERACY Feedback Problem-Solving	B	Silent/Paired Reading	LANGUAGE & LITERACY Feedback Comprehension (Reading Groups)	L	H O M E W O	R.E.	THE ARTS Music/Drama
					Spelling & Vocabulary					3.10 - 3.30pm Planning Meeting
TUESDAY	I N G	M M A T H S	MATHEMATICS & NUMERACY Feedback Number	R	Silent/Paired Reading	LANGUAGE & LITERACY Feedback Grammar & Punctuation (Reading Groups)	U	R K D I	R.E.	THE ARTS Art & Design
					Spelling & Vocabulary					
WEDNESDAY	C H A L	M M A T H S	MATHEMATICS & NUMERACY Feedback Number	E	Silent/Paired Reading	LANGUAGE & LITERACY Feedback Talking And Listening (Reading Groups)	N	S T R I B	FRENCH	PD&MU
					Spelling & Vocabulary					
THURSDAY (Mrs. Barrett)	L E N G E	T T E S T S	MATHEMATICS & NUMERACY Feedback Topic	A	P.E. Dance (11.00am-12.00pm)	LANGUAGE & LITERACY Feedback Spelling Tests (Reading Groups)	C	U T I O N	ASSEMBLY	WAU
8.50am to 9.00am SEN Planning Meeting										
FRIDAY (Mrs. Barrett)	M A	D I R T	MATHEMATICS & NUMERACY Feedback Topic	K	NewsDesk	LANGUAGE & LITERACY Feedback Creative Writing Handwriting	H	P.E. Games (1.00pm- 2.00pm)	GOLDEN TIME	



Classwork

Mathematics And Numeracy

- Mrs. McCallan: Number and Problem-solving
- Mrs. Barrett: Data Handling, Measures, Shape And Space
- Problem-Solving Monday

Pupils must dissect the question to see what they are being asked.

A relatively short question can require a lot of mathematical knowledge to work out.

- Mental Maths- Times Tables, rules, etc.
- Mental calculations/working out on paper
- Tables Rules Book
- Tables Tests every Thursday, corrections for homework.
- Differentiated work
- Inspection Report- Strength - Pupils out-performing expectations for End of Key Stage Two. No areas for improvement identified.



Problem Solving

- A regular pentagon has sides of 7.5cm in length. What is its perimeter in mm?

Knowledge and understanding required to complete problem:

A pentagon has 5 sides.

A regular shape has all sides the same length.

To calculate the perimeter you add all the sides or multiply 7.5cm by 5.

1cm equals 10 mm.

To convert cm into mm, multiply by 10.

How to add 7.5cm 5 times or how to multiply 7.5cm by 5.

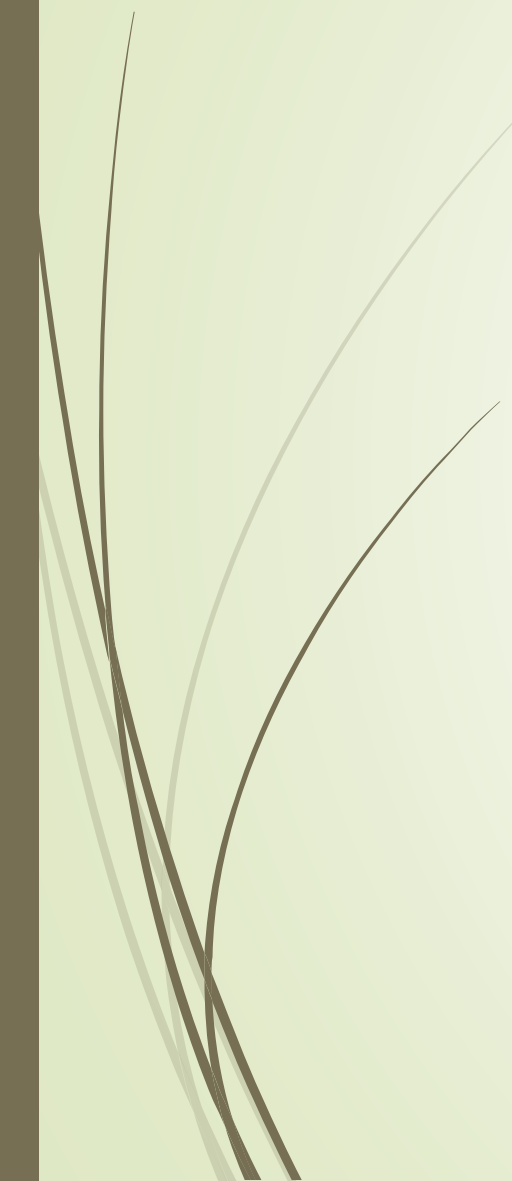
How to multiply a decimal number by 10.

Language And Literacy

- Reading, Writing, Talking And Listening
- Reading Groups In Year 7.
- Mrs. McCallan: Grammar and Punctuation
 - Comprehension
 - Drama
- Mrs. Barrett: Creative Writing
 - Handwriting
 - Drama
- Spelling Tests every Thursday with corrections for homework.
- Differentiated work
- Inspection Report- Strength -Pupils out-performing expectations for End of Key Stage Two. No areas for improvement identified.



ICT

- Focus- NewsDesk- can be accessed at home.
(google C2K- NewsDesk)
 - Internet Safety for pupils, staff and parents
 - Limited number of computers/laptops
 - Filtered/managed system
 - Inspection Report- Excellent standards.
 - Use of Facebook, etc., isn't suitable for primary-aged pupils.
 - Pace of Change
- 



Presentation Of Work

- We are preparing pupils for Post-Primary.
- All work should be ruled out properly, given a date and a title.
- We have high expectations for presentation.
- Assessment/Marking/Presentation- School Focus.
- Good presentation saves time on marking.
- Writing over mistakes is not permitted.
- Writing over books- not permitted
- Not forming letters correctly- please correct.
- Please refrain from tearing out pages.
- Pupils to experience writing in pen in preparation for Post-Primary.



Assessment

- Formative Assessment- Assessment For Learning
 1. Learning Intentions and Success Criteria
 2. **Effective Feedback**
 3. Effective Questioning
 4. **Self Assessment - Students as owners of their own learning**
 5. **Peer Assessment - Students as instructional resources for each other**



Lesson Time and DIRT

(Dedicated Improvement Reflection Time)

- Using lesson time for pupils to respond to feedback. This reinforces to pupils that the feedback is for them and it is important for their learning.

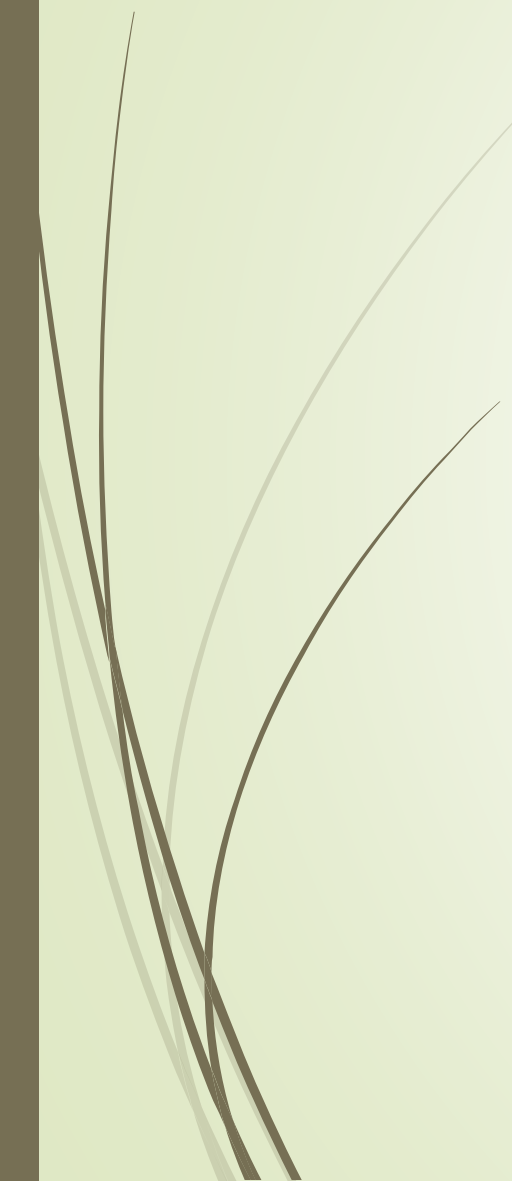


Marking for Improvement

- Feedback that **comes too late** is worthless
- Feedback that **isn't understood** is worthless
- Feedback that **isn't acted on** is worthless
- Feedback that is **wholly negative** is damaging
- Feedback that **doesn't indicate what a student needs to do in the future (feed-forward)** is less valuable

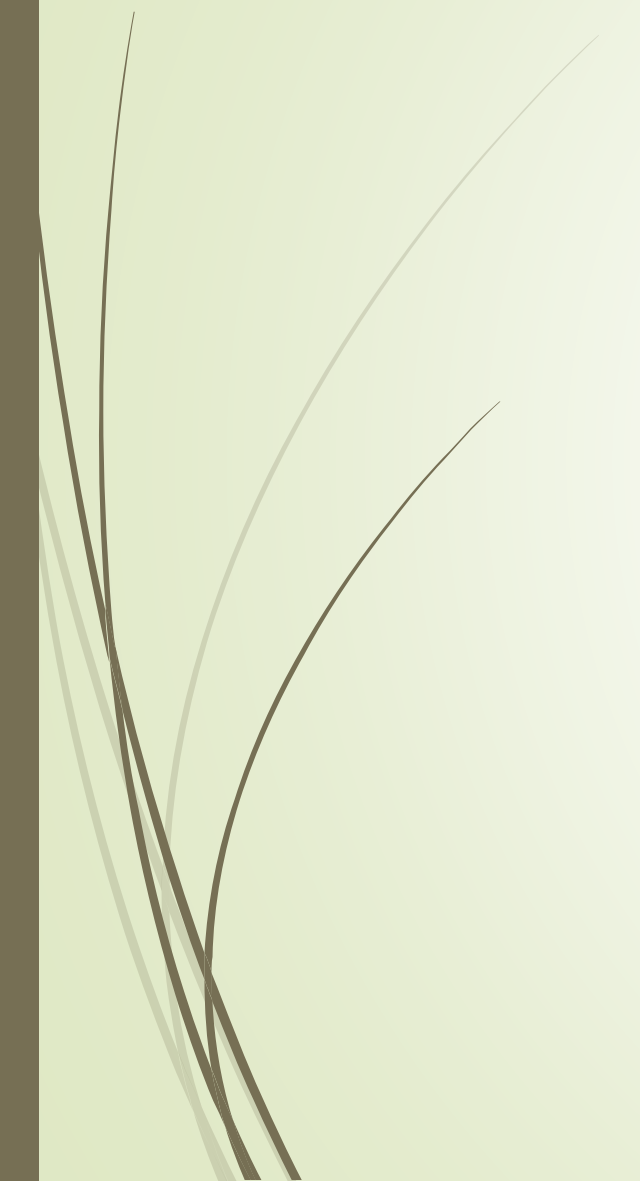


Confirmation

- Date not confirmed yet.
 - Information Evening in February.
 - Filled With Joy Book- Homework
 - Workbook in school.
 - Retreat
 - Trip to Knock
 - Lots of learning work- very important.
- 



Possible Disruption To Teaching And Learning

- Water bottles- flipping
 - Frequent toilet breaks
 - Personal stationery
 - Banned items
- 

Comfort Break



It's Time For A Break



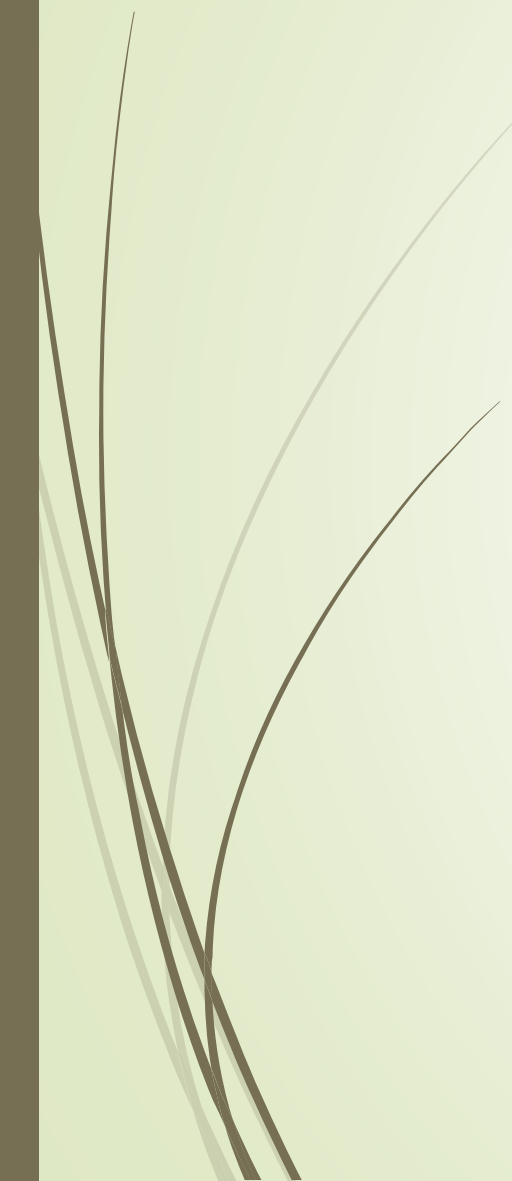


Homework

- Homework Policy is sent home at the start of each academic year.
- Homework questionnaire.
- Structure to homework to assist parents at home.
- Homework shouldn't deviate much from the policy.
- Completed in After-Schools/on bus?
- Homework should be presented neatly, as instructed by the class teacher.
- Homework should be marked consistently by the class teacher using the school's agreed Marking Policy. (Under Review)
- Weekend homework
- Homework Club
- Homework in June in Year 7

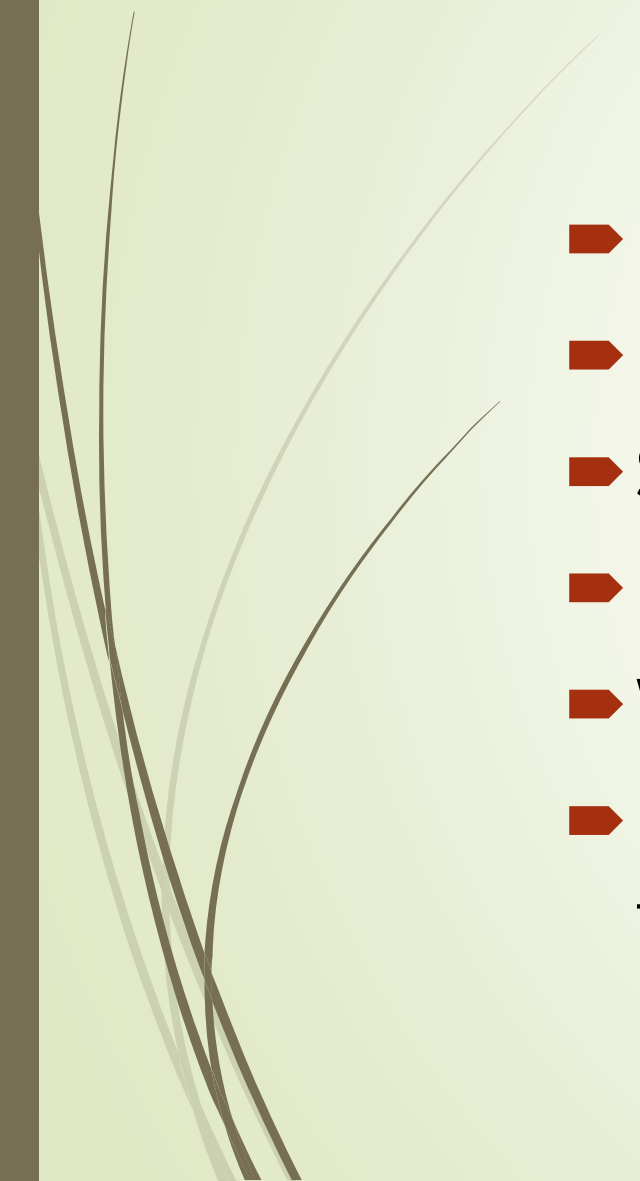


Homework

- Should be completed in a quiet area.
 - Process versus practice
 - Checked by parent/appropriate adult
 - Signed and dated by parent/appropriate adult
 - Not completed- Note in Home-School Messages Book
 - Frequent messages- meeting with parent
 - No message- Homework sent home to be completed.
 - Homework is differentiated to suit the needs, interests and ability of your child.
 - Marked regularly- detailed corrections.
 - Go over corrections at home. Mistakes shouldn't be repeated over and over.
- 



Homework explained..

- Homework Policy
 - Homework Book Checklist
 - Spelling Folder
 - Notes Folder
 - Weekend homework
 - Pupils should use books, the Internet, adult support etc., to help them with their homework.
- 



Other Information

- Topics- Like In Victorian Times, The Titanic, Healthy Lifestyles, Famous Artists, Transition To Post-Primary.
- Love For Life Programme
- Christmas Performance- Oliver Twist
- Year 6/7 Residential Trip – Edinburgh - Biannually
- Victorian Christmas Crafts- December
- Whole school trip- December.
- Titanic, Belfast- January/Feb
- Tayto Park- June
- Sports events
- Other events, competitions, etc.



Transfer To Post Primary



Liaison with St. Ciaran's College


Faith friends

French/Irish tuition

Sports events

STEM events

Creative Writing workshops



Open Nights



Transfer Meetings In February



Transfer To Post Primary

The St. Ciaran's Entrance Test

- 1st Week in June

The Transfer Test

- Based on the English Curriculum
- Level 5 and elements of Level 6
- Not suitable for all pupils
- Grades/scores
- Pupils not completing the Transfer Test
- Can be detrimental to well-being



Partnership With Parents

Your thoughts, ideas and opinions are very important to us.

Please contact us if you have any questions or concerns.



Question And Answer Session

- ➔ Please direct all questions to Mrs. McCallan



Evaluation and Close

- Thank you all for attending. I hope you have found this evening worthwhile.
- Review aims.
- Evaluation
- Safe home.

