



**SALE** HIGH SCHOOL

## **Year 7 Welcome Evening**

26/9/24



Form	Tutor	Room	5pm	5:30pm
7CHM	Mr McCallum	1	Meet the Tutor	Main Hall Mr Rogers – Headteacher Mr Scully – Transition Mrs McGrory – Head of Year 7
7NDE	Mr Deaville	2		
7TAT	Mr Atherton	3		
7GRM	Miss McKenna	32		
7PKE	Mr Keene	1	Main Hall Mr Rogers – Headteacher Mr Scully – Transition Mrs McGrory – Head of Year 7	Meet the Tutor
7GTH	Ms Thompson	2		
7ISB	Miss Bradbury	3		
7AWD	Mr Wadsworth	32		



***Welcome***  
***Mr Rogers***  
***Headteacher***

# Our Website



We will be sending out this presentation to all parents. It will also be available on the school website along with many of the materials shown

The screenshot shows the Sale High School website. At the top, the school's name and logo are displayed. Below the header is a navigation menu with items: Home, Headteacher's Update, About, New Starters, Students, The SHARP System, and Useful Links. A large banner image of students in school uniforms is overlaid with a blue semi-circular graphic containing the text "Welcome to Y7". To the right of the banner, a dropdown menu is open, listing links: Welcome to Y7, Welcome to Y8, Welcome to Y9, Welcome to Y10, Welcome to Y11, National Citizenship Service, Knowledge Organisers, Revision, and Bullying. Below the banner, there is a paragraph of text: "If you would like any further information about Y7 and Y7." and another paragraph: "Welcome to the Year 7 support and information area. On this page you will be able to access key child during their first year at Sale High School."

# Sale High School Values



Value	What this looks like, what it means...
Aspiration	<i>Think big, always have a growth mindset.</i>
Resilience	<i>Work hard, find solutions, never give up.</i>
Achievement	<i>Fulfil your potential, be prepared for what's next.</i>
Respect	<i>Be kind, consider others at all times.</i>
Diversity	<i>Celebrate difference, value everyone.</i>
Community	<i>Make a positive difference, be proud to belong.</i>

# Sale High School Values



Value
Aspiration
Resilience
Achievement
Respect
Diversity
Community

When we're aspirational and resilient, we achieve our potential

When we respect others and value diversity we build a strong community where everyone is safe, happy and proud to belong.



## Our Curriculum Intent

At Sale High School we aim to deliver a curriculum that...

- provides our students with a broad range of **essential knowledge** and **key skills**
- is **carefully ordered and sequenced** in a way that enables students to **know more and remember more**
- will help students to **develop characteristics** that equip them for success in school and beyond
- gives them the opportunity to benefit from a wide range of **high quality experiences.**



# A Knowledge Rich Curriculum

- Essential knowledge is taught in a logical way that build to an end point
- Knowledge Organisers support learning and homework
- Revision is important
- We focus on a love of the subject







# Year 7 Curriculum

Subject	Periods a Fortnight
English	8
Maths	8
Science	7
Geography	3
History	3
Computing	2
MFL	4
Technology - Food/DT (Rotation)	3
Drama	2
Art	1
RE	2
Music	2
PSHE	1
PE	4
<b>Total</b>	<b>50</b>

- Broad range of subjects
- Taught in form groups to aid transition



## 2023-24 Exam Results



# Another great set of results for Year 11 at Sale High School!

Attainment 8 was 48.6

On average, students were getting a grade 5

24% of all the grades students achieved were grades 9-7

76% of grades at 9-4

12% of Triple Science students achieved 3 grade 9s.



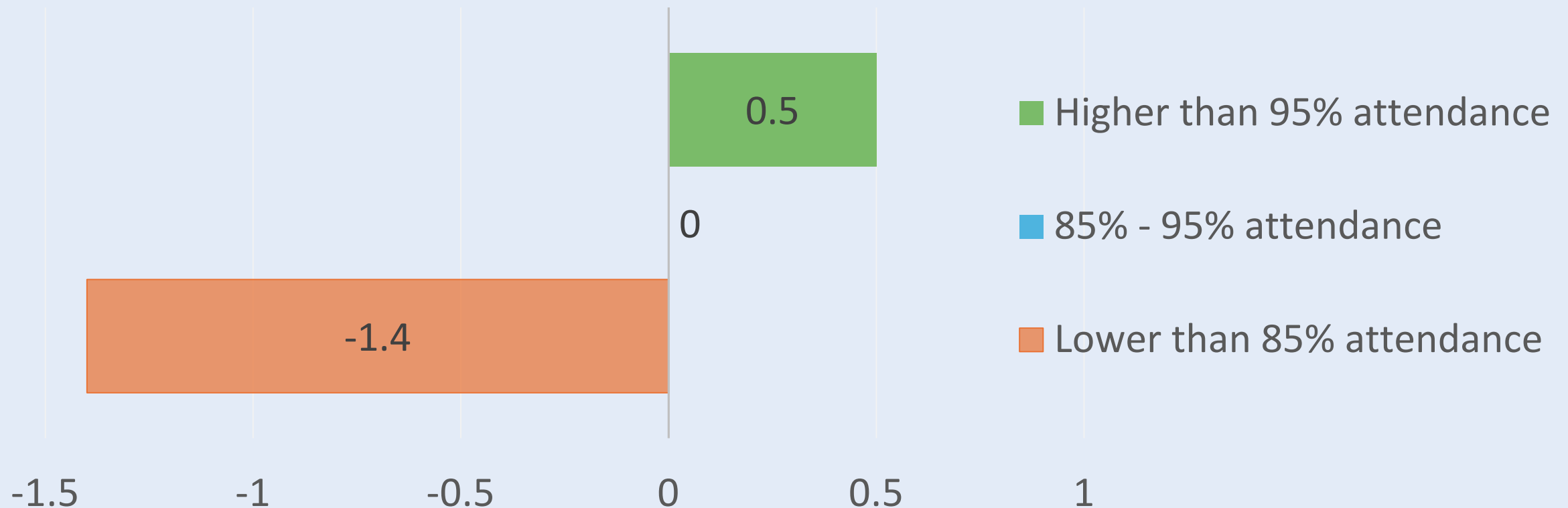


*Attendance is  
Key*

# Attendance



- You might think it's obvious...
- Those who attend more, achieve higher grades!



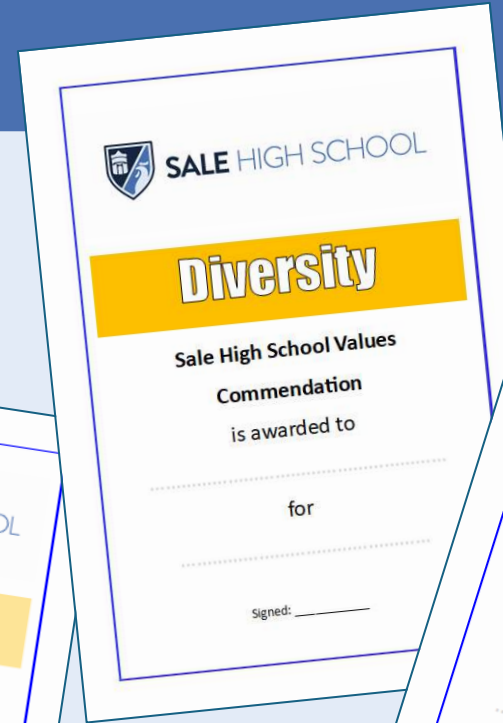


**SALE** HIGH SCHOOL

## **Important Messages for Parents**

**Culture of excellence, rewards, expectations and responsible social media use**


# Rewards



- Reward certificates related to the six SHS Values
- To be use to celebrate publicly
- Mainly by form tutors and HoY in assembly



# Rewards – Departmental postcards

 SALE HIGH SCHOOL

**English**

English Department Commendation  
is awarded to


.....

for

.....

Well done and keep up the excellent  
attitude to learning!

Signed: \_\_\_\_\_

 SALE HIGH SCHOOL

**Mathematics**

Maths Department Commendation  
is awarded to


.....

for

.....

Well done and keep up the excellent  
attitude to learning!

Signed: \_\_\_\_\_

 SALE HIGH SCHOOL

**Spanish**

MfL Department Commendation  
is awarded to

.....

for

.....

Well done and keep up the excellent  
attitude to learning!

Signed: \_\_\_\_\_





## Sale High School Christmas Rewards Criteria for years 7 to 9

1. Average AtL score of 3 and above *(5 is lowest score and 1 is the highest score)*
2. No more than 10 behaviour points
3. No internal exclusions (IE) or suspensions
4. Attendance above 95%

### Qualifying dates:

Monday 23<sup>rd</sup> Sept until the  
day of the trip  
(16<sup>th</sup>, 17<sup>th</sup> & 18<sup>th</sup> Dec 2024)

A close-up photograph of a television screen displaying the Netflix logo in its characteristic red, bold, sans-serif font. The screen is set against a dark background, and the surrounding area is dimly lit with a red glow.





## Success at school equation

Very simply:

**Success = Turn up + Work hard**

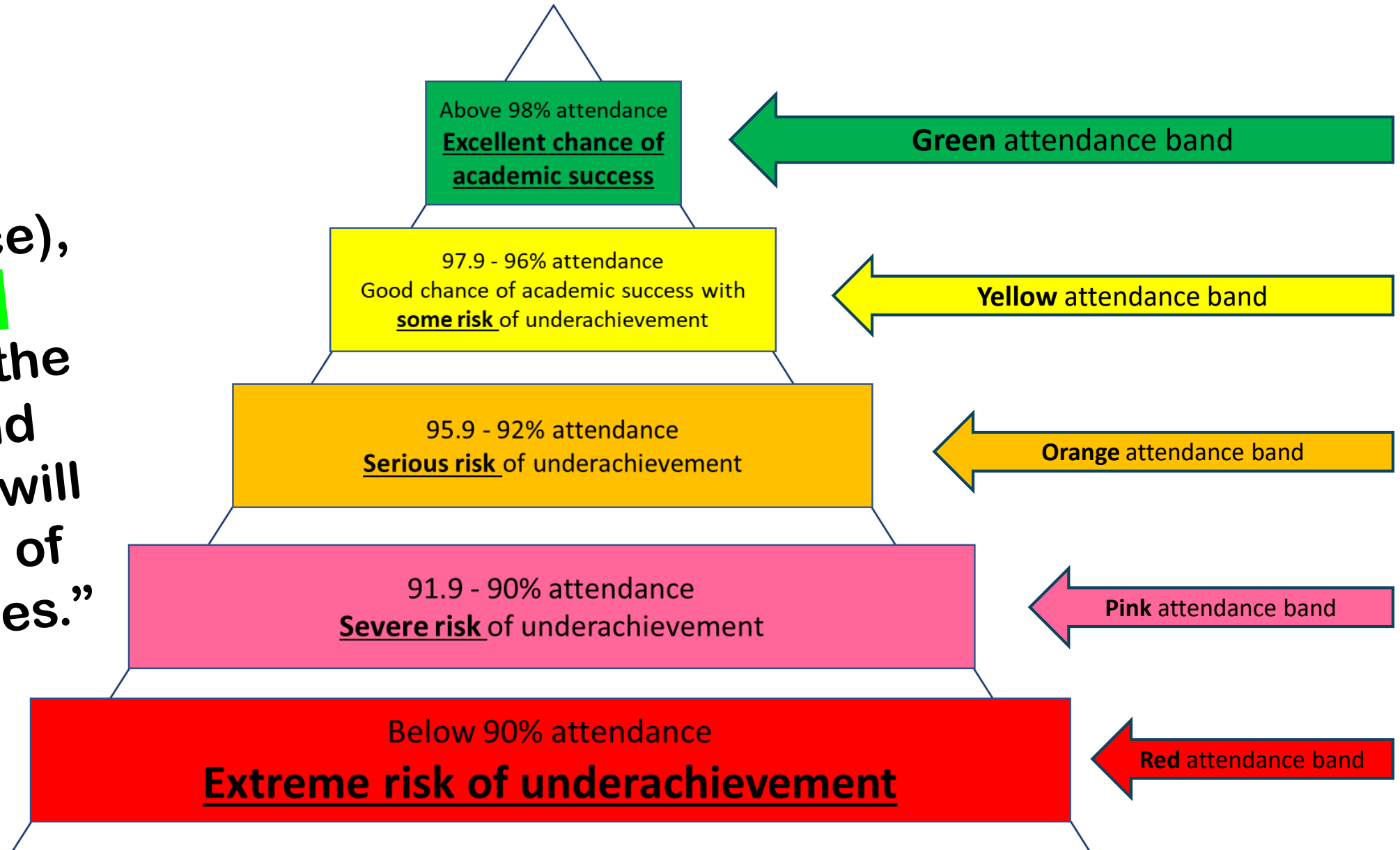
***“Turn up (attendance), work hard (AtL) and the grades and progress will take care of themselves.”***

- National data and our own data shows this.



# Sale High School Attendance and Progress Bands – Risks to Achievement Pyramid

**“Turn up  
(attendance),  
work hard  
(AtL) and the  
grades and  
progress will  
take care of  
themselves.”**





Underperforming Cause for concern 5	Working below Sale High Way <u>AtL</u> Expectations 4	Meeting Sale High Way <u>AtL</u> Expectations 3	Working above Sale High Way <u>AtL</u> Expectations 2	Exceptional 1
<ul style="list-style-type: none"> <li>• Fails to engage and meet the expectations of <b>The Sale High Way</b> and the <b>SHS Values</b>.</li> <li>• Is disruptive and negatively impacts the learning of others.</li> <li>• Lack of pride in work and presentation is below what is expected.</li> <li>• Homework is often late, incomplete and often does not reflect their ability.</li> <li>• Actively fails to follow rules, routines, responsibilities and staff instructions.</li> <li>• Receives regular behaviour points and fails to correct and improve their choices after sanctions.</li> <li>• Is usually not <b>safe, ready and respectful</b></li> <li>• Often forgets equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Often engages with <b>The Sale High Way</b> and the <b>SHS Values</b> but can lose focus</li> <li>• Sometimes becomes involved in low level disruption</li> <li>• Work sometimes demonstrates a lack of pride and presentation is inconsistent</li> <li>• Homework activities are completed, but often fall short of the student's ability. They do not 'complete work to their potential'</li> <li>• Fails to follow rules, routines and student responsibilities and is sometimes not <b>safe, ready and respectful</b></li> <li>• Sometimes receives behaviour points but takes accountability and tries to improve once sanctioned</li> <li>• Doesn't prepare / revise properly for tests</li> <li>• Sometimes forgets equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Meets the expectations of <b>The Sale Highway</b> and <b>SHS Values</b></li> <li>• Pride in work is evident and presentation meets expectations.</li> <li>• Homework tasks completed fully and submitted on time</li> <li>• Consistently follows rules, routines and student responsibilities with teacher direction</li> <li>• Prepares well for tests and assessments</li> <li>• Consistently follows rules, routines and student responsibilities</li> <li>• Rarely receives behaviour records</li> <li>• Revises for tests</li> <li>• Responds to feedback</li> <li>• Rarely forgets equipment</li> <li>• Consistently is <b>safe, ready and respectful</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meets the expectations of <b>The Sale Highway</b> and <b>SHS Values</b> and often goes beyond.</li> <li>• Pride in work is evident and presentation is very good</li> <li>• Homework tasks completed fully and submitted on time with some evidence of wider research and reading</li> <li>• Consistently follows rules, routines and student responsibilities without teacher intervention</li> <li>• Prepares well for tests and assessments</li> <li>• Consistently follows rules, routines and student responsibilities being <b>safe, ready and respectful</b></li> <li>• Very rarely, if ever, receives behaviour points</li> <li>• Very rarely, if ever, forgets equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Always demonstrates full engagement with <b>The Sale High Way</b> and <b>SHS Values</b> and leads by example aiming to create an outstanding culture of learning in lessons</li> <li>• Pride in work is clear with consistently outstanding presentation</li> <li>• Takes ownership and high accountability of their own learning with wider reading and independent study outside of lessons</li> <li>• Homework tasks display outstanding effort and evidence of wider reading and research</li> <li>• Consistently follows rules, routines and student responsibilities being <b>safe, ready and respectful</b></li> <li>• Preparation for tests &amp; assessments is exemplary</li> <li>• Never receives behaviour points</li> </ul>

### Language association 'best fit descriptors' for holistic attitude to learning grade:

<ul style="list-style-type: none"> <li>• Never pushes themselves</li> <li>• Avoids work</li> <li>• Disruptive and has a negative impact on others</li> <li>• Lacks consideration for others</li> <li>• Rude and argues back</li> <li>• Poorly organised</li> <li>• Rarely completes work</li> <li>• Lack of pride in work completed</li> <li>• Disengaged</li> <li>• Fixed mind-set</li> <li>• Comes to lesson without equipment</li> <li>• Student does not prepare or revise outside of school</li> <li>• Is often late to lessons</li> <li>• Truants</li> </ul>	<ul style="list-style-type: none"> <li>• Passive compliant</li> <li>• Sometimes doesn't complete tasks</li> <li>• Happy to 'coast'</li> <li>• Keeps just under the radar</li> <li>• Happy with doing 'just enough'</li> <li>• No urgency with their work</li> <li>• Does the minimum required</li> <li>• Fixed mind-set</li> <li>• Lack of pride in work completed</li> <li>• Lack of preparation and revision is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates Sale High School Values consistently</li> <li>• Works consistently well day to day</li> <li>• Meets teacher expectations</li> <li>• Follows instructions</li> <li>• Deadline are met</li> <li>• Does not have a negative impact on others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates Sale High School Values consistently</li> <li>• Try their best</li> <li>• Want to do well</li> <li>• Fully engages in lesson</li> <li>• Responds well to feedback and acts on it to improve</li> <li>• Polite, respectful &amp; well mannered</li> <li>• Prepares and revises for tests and assessments</li> <li>• Positive impact on others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates Sale High School Values consistently and is a role model to others</li> <li>• Proactive in their learning.</li> <li>• Growth mind-set.</li> <li>• Always aims for continuous improvement.</li> <li>• Learns from failure and sees failure an opportunity to learn and improve.</li> <li>• Polite, respectful &amp; well mannered.</li> <li>• Scholarly.</li> <li>• Exceptional.</li> <li>• Aspirational.</li> <li>• Well organised.</li> <li>• Prepares well and revises diligently.</li> <li>• Leader, puts themselves forward.</li> <li>• Goes the 'extra-mile.'</li> </ul>
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**“Turn up  
(attendance),  
work hard  
(AtL) and the  
grades and  
progress will  
take care of  
themselves.”**

# Social Media



Social media is a major cause of a rise in teenage mental health issues.

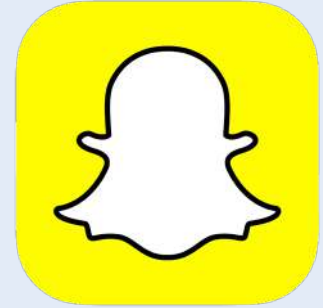
Social media is and was a major cause of students being suspended from school.

At Sale High School we want a culture of no mobile phones and therefore the policy is being made tougher

## **Mobile Phones and Electronic Devices**

Issues related to mobile phones and electronic devices continue to be one of the leading causes of the most serious of sanctions, such as suspensions and permanent exclusions, nationally. In line with government guidance, Sale High School wants a culture where students and staff are free from the issues associated with inappropriate use of technology.

If mobile phones or other electronic devices such as tablets, earphones, Air Pods or smart watches are brought into school they must be switched off and kept out of sight - never seen or heard. If a mobile phone or other electronic device is used on the school site, it will be confiscated and taken to Student Services or the pastoral office. This will be recorded on the student's electronic behaviour log and, in the first instance, the item can be collected by the student at the end of the day. Once a decision has been made to confiscate an item, no negotiation will be entered into.





## New policy on mobile phones and technology

Repeated incidents of mobile phone confiscation will result in the following escalation of consequences:

<b>Number of recorded mobile phone confiscations:</b>	<b>Actions and consequences:</b>
<b>Second offence</b>	<ul style="list-style-type: none"><li>• Mobile phone will be confiscated and held until the end of the school day.</li><li>• 30 min after school detention</li></ul>
<b>Third offence</b>	<ul style="list-style-type: none"><li>• Mobile phone will be confiscated and held until the end of the school day.</li><li>• 45 min after school detention</li><li>• The mobile phone will need to be collected by a parent or carer</li></ul>
<b>Fourth offence</b>	<ul style="list-style-type: none"><li>• 60 min after school detention</li><li>• The mobile phone will need to be collected by a parent or carer</li><li>• A Parent/carers meeting will be arranged to discuss an outcome regarding repeated misuse of mobile phones/technology, which may result in a mobile phone ban</li><li>• If a ban is issued, parents/carers concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any ban</li></ul>

Students must store their devices in their school bag – they should not be in a pocket of their blazer. Electronic devices are the responsibility of the student, not the school, and the school will not be held financially responsible for any loss of mobile phone/personal items.





# Expectations on a page

1. Mobile phones must never be seen or heard on school grounds and must be switched off in bags.
2. Headphones/Air Pods are not permitted and blend the rules regarding mobile phones.
3. The only jewellery allowed is one small ear stud or small sleeper. *No rings. No chains. No bracelets.*
4. Only SHS issued badges can be worn on blazers.
5. Fake eye lashes are not permitted.
6. Fake nails or overly long nails are not permitted.
7. Blazers must be worn at all times in and around the building (*exemptions are allowed at break times if for example playing football*)
8. Follow the Sale High Way.

**Students are accountable and responsible for the choices they make.**

**Positive choices = Positive acknowledgements, rewards and positive emotions and interactions**

**Negative choices = Consequences, sanctions and negative emotions and interactions**



## Jewellery, nails and lashes

The only jewellery allowed is one small ear stud or small sleeper. **No rings. No chains. No bracelets.**

Sale High School allow a watch and **one small sleeper or stud earring in each ear** – other than this, the school operates a **zero tolerance** approach to jewellery and body piercings being worn by its students. **These items will be confiscated by staff and locked away. Students will be issued with a receipt and a parent or carer must collect the item.**





# Curriculum, assessment and reporting



# Year 7 Curriculum Pages

Parents can view curriculum content through the school website

Parents- curriculum- year 7 curriculum

Students- year 7

These pages are currently being updated



**Intent:** Across both Key Stages, we aim to ensure that our students are able to learn how to **identify and explore the impact of language** within a variety of different contexts. We explore various genres, forms, structures and purposes of literary works, in order to emphasise the importance of reading and writing as a way of **successfully engaging with the world**, both within the school context and the wider society. At the core, we strive to inspire our young learners to become **competent and confident communicators**, consciously teaching reading and writing skills within every year group, which enables us to demonstrate the progress students make when accessing a multitude of texts which have been produced across the ages for a variety of different reasons.

Through the Key Stages we have designed the curriculum to help our students both improve and refine their reading and writing skills, with a progressively more demanding set of skills taught and revisited throughout the schemes as students travel from Year 7 to Year 11, implementing things such as variations of sentence structures and increasingly difficult and interesting vocabulary. We explore the **etymology** of language and how this correlates to the context from within which it was written, aiding our students' ability to **interpret and infer** with greater confidence.

We want to inspire our students to develop their own **love of language**, to become **critical thinkers**, engaging with moral ideas, and to widen their perspectives when establishing their own impressions and opinions when exploring literary materials. Furthermore, we continue to develop our curriculum content to encourage and enable our students to be empathetic with different points of view, to be understanding when analysing and evaluating character and theme and to be able to both speak and write with clarity and purpose.

**Why I study English?**

*I study English because:*

- It enables me to communicate freely and effectively
- I understand more about global culture, thought and literature
- Having a love of language and literature transports me to other worlds

**Cultural capital/enrichment**

In Year 7, students have the opportunity to attend a variety of different theatre trips with the Theatre Club, which has previously including seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42nd Street', as well as having the opportunity to take part in a weekly creative writing club, too. There will also be the opportunity, towards the end of the autumn term, to participate in the 'Classroom to Care Home' Inter-house competition, as well as a creative writing workshop to look forward later in the summer term.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Autobiography	Pupils will learn: <ul style="list-style-type: none"> <li>- What an autobiography is and the typical features of its genre</li> <li>- How to identify features of the autobiography genre</li> <li>- How to identify writer's methods in a</li> </ul>	Building on prior knowledge of KS2 SPaG, pupils will recall how to identify and analyse specific language features such as adjectives, synonyms, adverbs, varied sentence openers in writing,	Baseline Assessment: A written autobiographical piece which embeds the writing skills learned in the first 3 weeks of the unit of work.



## Curriculum Support

Given out to years 7,8,9 (for free) every term

Students are expected to have them in the lesson at all times

If they lose them they must purchase a new one for £2.



Core knowledge, essential facts, key words and definitions, examples, summaries

It does not replace the teacher and is NOT the whole curriculum

Pages are often chunked into sections and facts- organised to help memory

Support pre learning, during lesson, homework, revision for exams



## Homework

- Homework is set **online** using ‘**Show My Homework/Satchel One**’ - link on the school website.
- Students use the app or the website to see what homework needs to be completed and when it is due.
- **Parents get their own accounts and need to download the app**
- **Access to homework tasks 24 hours a day, 7 days a week**
- Parents and students **receive notification** the day before a homework deadline.



## Reports, Assessments and Parents Evenings

Mid year exams **27<sup>th</sup> Jan**

End of Year exams **9<sup>th</sup> June**

Exams will be based in the classroom during lesson time

Following each exam series will be a report issued using the SIMS app

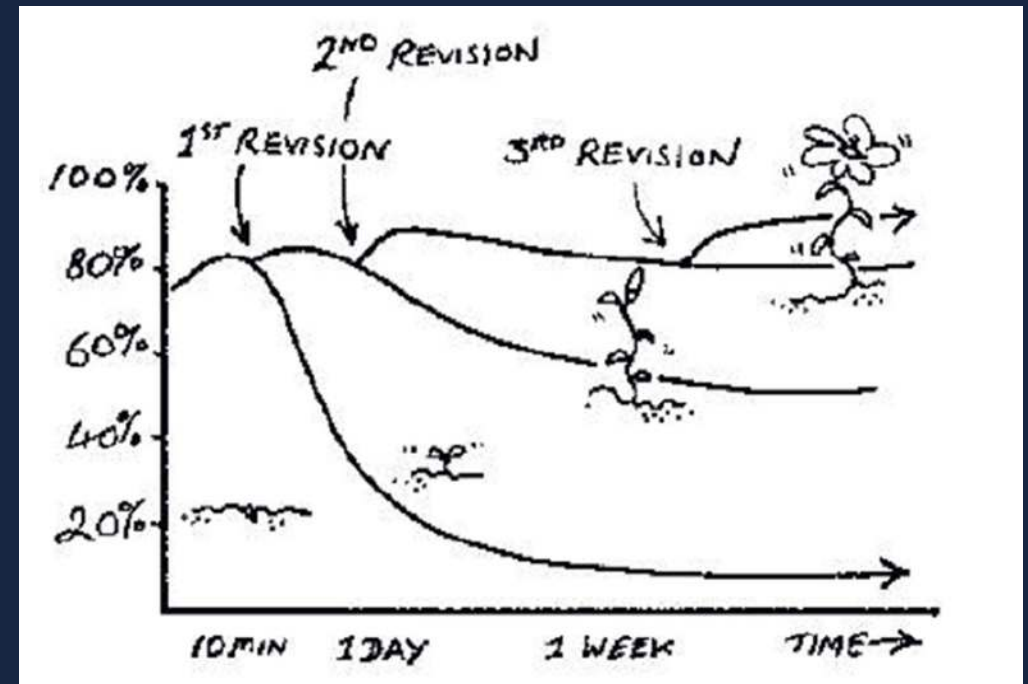
Parent evening (online) **27<sup>th</sup> March**

An advertisement for the SIMS Parent App. The background is a solid purple color. On the right side, a hand is shown holding a smartphone. The phone's screen displays the app's dashboard, which includes a header with the name 'Charlie' and 'Green Abbey School'. Below the header, there are two main sections: 'Attendance' showing '98% this term' and '2% up this week' with a green upward arrow, and 'Assessment' showing a line graph with an upward trend. At the bottom of the screen, there is a 'Reports' section with a 'view report' button and a 'report to view' button. Below the phone, there are two black buttons with white text: 'Download on the App Store' with the Apple logo and 'GET IT ON Google Play' with the Google Play logo.



## Prepare early

- **Ensure they prepare thoroughly** for any assessments (start early!)
- Revision lists and resources will be posted on Satchel One
- An exam timetable will be issued
- **Talk** to them about their subjects and revision.
- Use the Knowledge organiser to aid revision and curriculum conversations
- Revisit information several times
- Make sure they are revising effectively – **active revision**
- **No Phones/PC's** in room when revising





# Reporting to Parents

% achieved

Average for the year group

Top 10%

KS2 Quintile

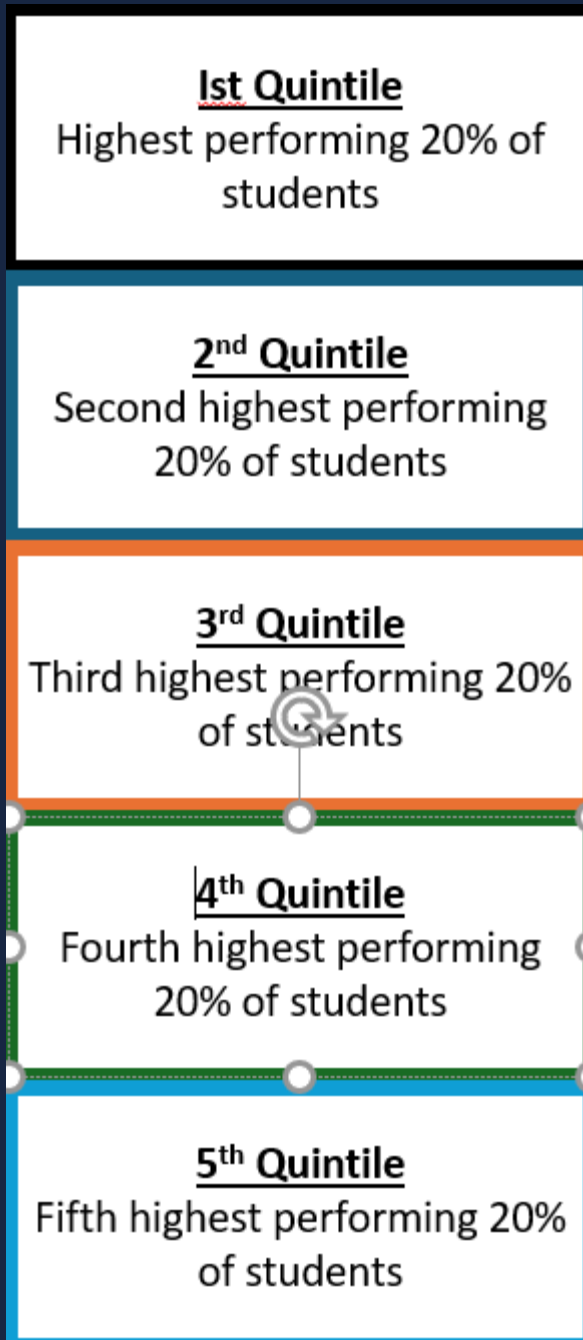
Previous Quintile

Current Quintile

	Y7 Sum1 Test %	Average Test % for year group	Top 10% of year group
Art	55.00	53%	75%
Drama	64.00	82%	98%
English	70.00	66%	87%
Spanish	73.00	78%	97%
Geography	43.00	67%	88%
History	47.00	64%	88%
Maths	43.00	78%	98%
Music	53.00	67%	92%

Subjects	Key Stage 2 quintile	Winter Quintile	Summer Quintile
Art	2	1	2
Drama	2	2	1
English	2	2	1
Geography	2	2	3
History	2	2	1
Maths	2	3	5
Music	2		
PE	2		
RE	2		
Science	2		
Technology	2		





## Reporting on Progress

➤ Students will initially be ranked using the average of their KS2 score in reading and maths and assigned a **quintile**, so the year group will be **divided into 5 groups**.

➤ **After each exam series** (summer and winter) students will be ranked and **re-assigned a quintile** based on their new results.

➤ Students should **aim to maintain or surpass their previous quintile** and make overall progress from their starting quintile.



# Wellbeing And Support For Students

- **The Wellbeing Hub**

This is a dedicated space to support the mental, emotional, and physical health of students. We have a team of three Wellbeing Support Assistants who work with students on a one to one basis helping to reduce emotional dysregulation enabling students to engage in learning within the classroom.

- **The Talking Hub - School Counsellors**

Counselling is a talking therapy and can be accessed through a head of year referral. Counsellors can help with low mood, anxiety, grief, stress, bullying, relationships, self-esteem, gender/sexuality issues. They offer one to one sessions and group sessions to promote wellbeing and positive mental health.

- **Thrive**

Thrive is an external specific mental health service and can be accessed through a head of year referral





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