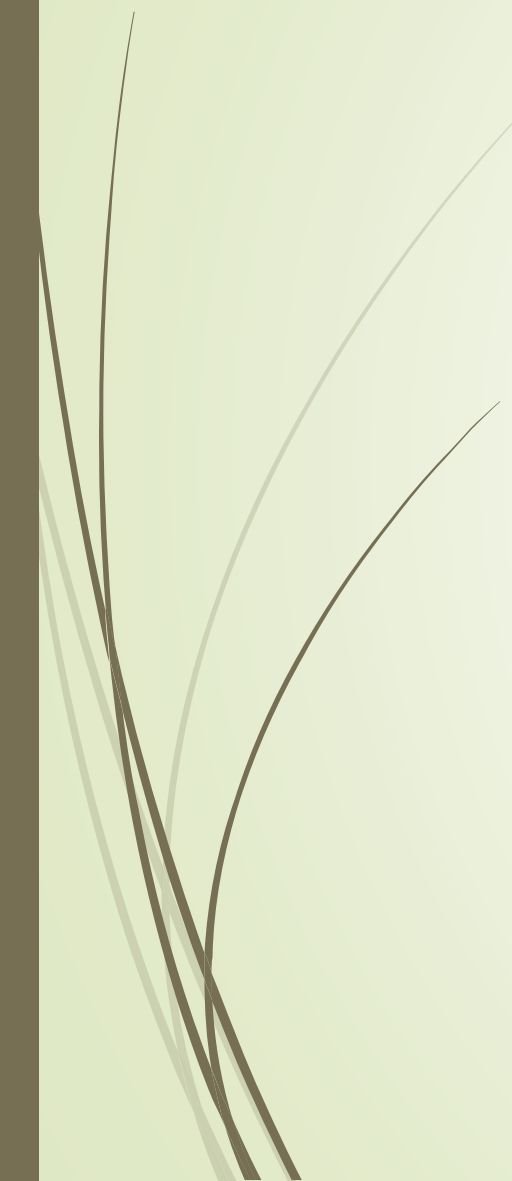





St. Patrick's P.S., Eskra

Year 7

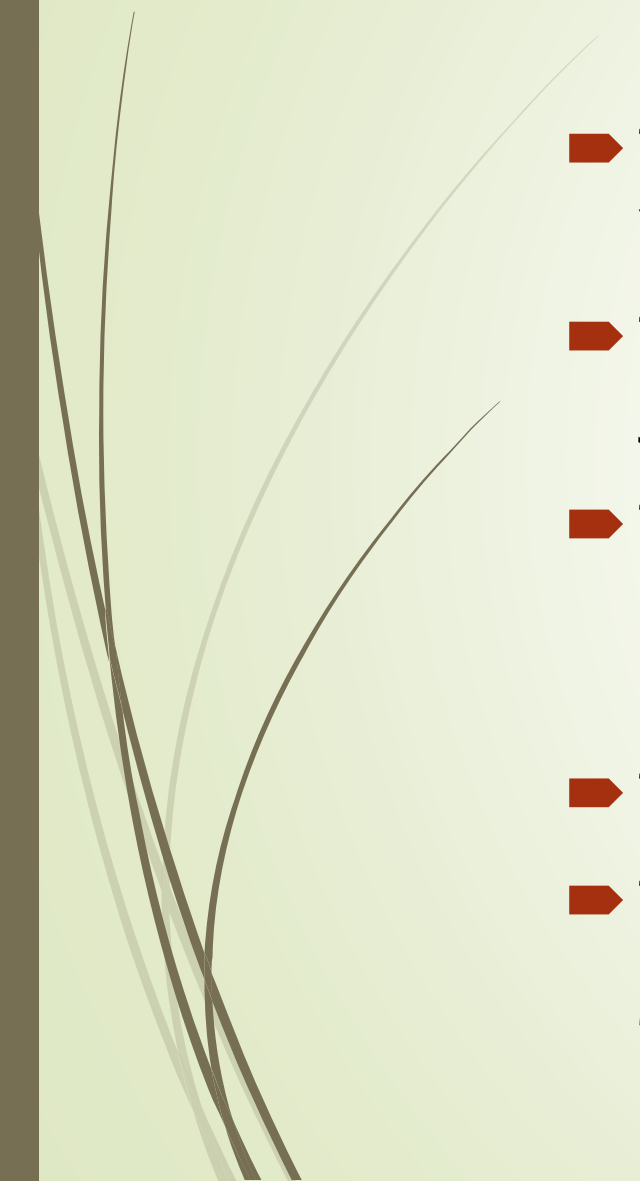
Information For Parents



Thank you for taking the time to read our Year Seven Information For Parents presentation and for supporting the school and your child. I hope you will find the contents both informative and beneficial.



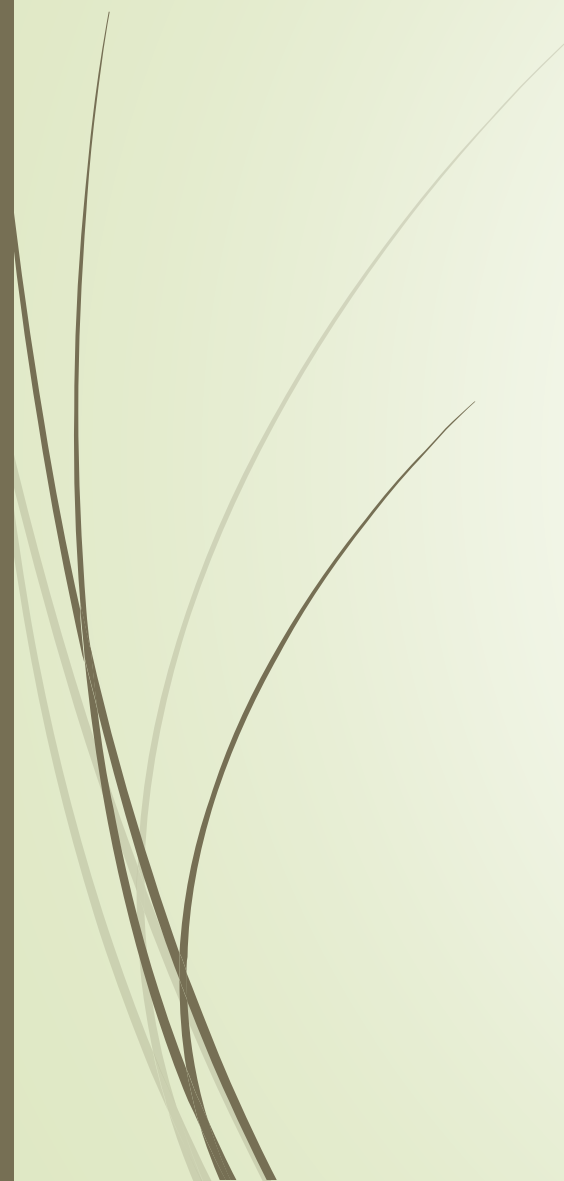

Aims

- 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 further strengthen the school's partnership with parents.
- 



Overview

- School Development Planning
 - Covid – 19 Procedures
 - Welcome to Year 7
 - Emotional Health And Well-Being
 - Pupil Participation
 - Promoting Positive Behaviour
 - Year 7 Timetable
 - Classwork – Various Pages
 - Homework
 - Other Information
 - Transfer To Post-Primary
 - Partnership With Parents
 - 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 - Outdoor learning/Shared Education
 - Problem - Solving
 - Quality Feedback
 - Middle Leadership
- Language And Literacy - Reading Comprehension
 - Quality Feedback
 - Middle Leadership
- ICT- E-Safety, Middle Leadership
- SEN - New SEND Act, Learning Support, Transition Arrangements
- Assessment – Quality Feedback
- WAU- Outdoor Learning/Forest Schools/Shared Education), Eco-Schools
- Well-Being- Emotional Health And Well-Being
 - Restart
 - Sensory Garden
 - Child Protection and Safeguarding
 - Pupil Participation
 - Shared Education
 - Transition Arrangements
 - Health And Safety
- Foundation Stage- Outdoor Learning/Shared Education, Transition Arrangements
- Remote Learning



Covid-19 Procedures

- Please be assured that every precaution has been taken to ensure the health and safety of all. The following procedures are in place:
- Appropriate Risk Assessments.
- Staggered start times and finish times for staff.
- Pupils and teachers to go straight to classrooms on arrival.
- Staggered drop off and collection times for pupils.
- Staff to greet pupils in the morning.
- Pupils disembarking from bus will have supervised entry into school.
- Staggered break and lunch times for pupils and staff.
- Social distancing of 1m (as much as is practically possible) between children and 2 metres between adults.
- Protective Key Stage protective bubbles with consistent membership of pupils and staff.
- Foundation Stage - further smaller protective bubbles within the class bubble.

- 
- 
- A one-way system – entrance through the front door and exit through the back.
 - Parents and visitors enter by appointment only.
 - Personal stationery provided by the school.
 - Limited possessions brought in by staff and pupils. (Coat, red bag and lunch box for pupils.)
 - Temperature checks – pupils, staff and visitors.
 - Use of appropriate PPE, if pupils or staff present with symptoms.
 - Automatic sanitisers at entry and exit points.
 - Appropriate signage at various points throughout building.
 - Set times for handwashing and reinforcement of good hygiene practices.
 - Visitors to wear masks, when appropriate.

- 
- Regular cleaning throughout the day, in addition to normal cleaning schedule.
 - Separate room for pupils/staff to isolate if feeling unwell.
 - Zoned playground areas- Pupils remain in bubbles during play.
 - Lunch served in classrooms.
 - Removal of unnecessary equipment and furniture.
 - A cleaning kit and PPE resources available in every classroom and other areas of the school.
 - Resources for the day placed in a tray on the pupil's desk.
 - Pupils have their own hand sanitiser, wipes and tissues.
 - Special waste bin for used tissues and cleaning materials.
 - Good ventilation in classroom and areas around school building.
 - No sharing of food, stationery, cutlery, etc.
 - Use of outdoor environment for learning and play.
 - Pupils' books have been covered in clear film to aid cleaning.
 - Use of hand sanitiser when marking pupils' work.
 - Designated members of staff trained in Emergency Paediatric First Aid in each protective bubble.

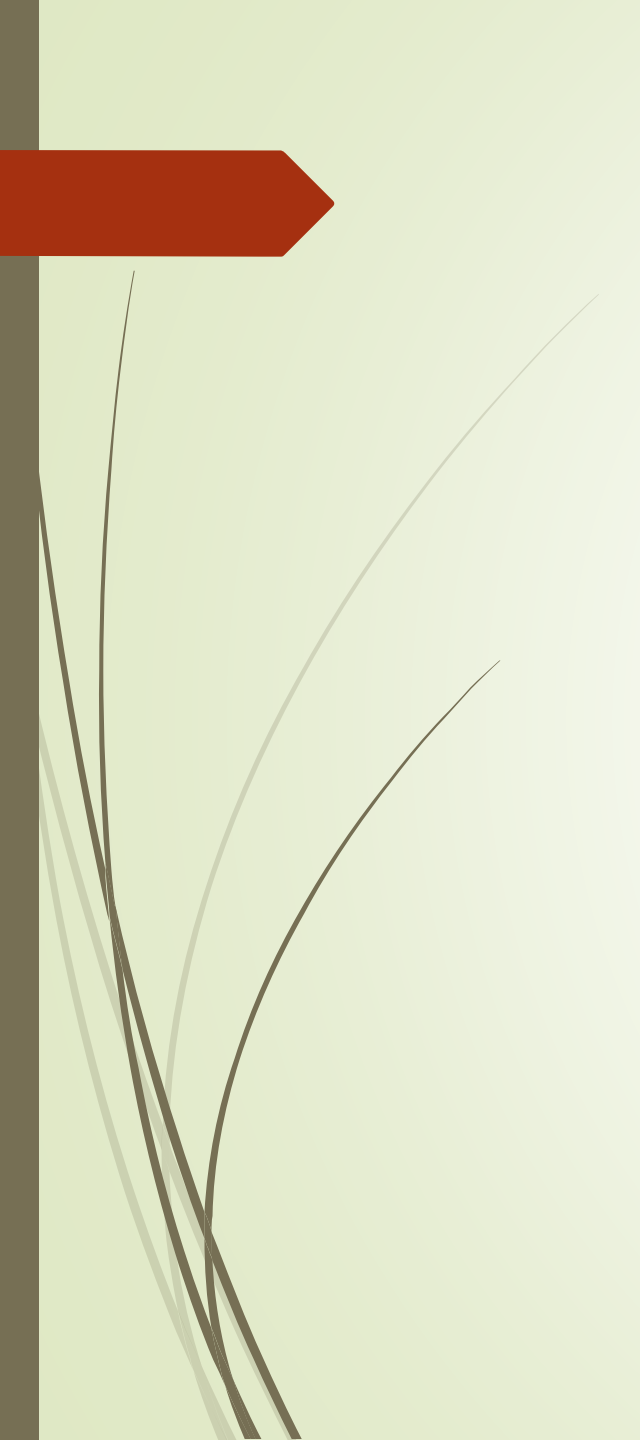


Welcome to Year Seven

Our class motto:

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

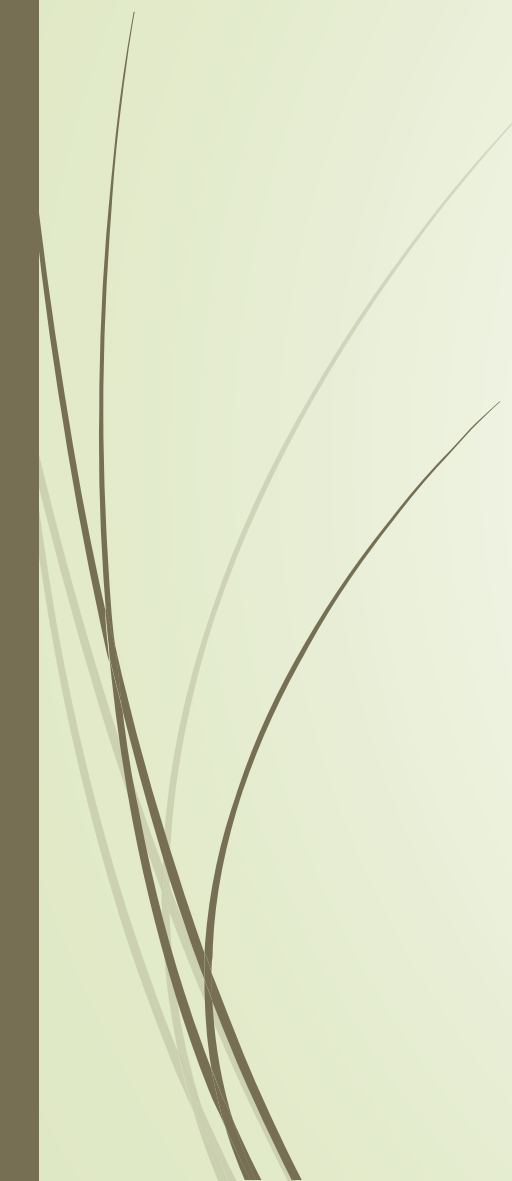
- Pupils starting Year Seven are given a new start/clean slate.
- I have high expectations of pupils and parents as I would expect you to have high expectations of me.
- Year Seven has lots of opportunities for pupils to develop their thinking skills, personal capabilities, talents and interests.
- This year preparations for the Transfer Test will not be taking place due to Covid – 19.



*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 and comments 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. Most pupils in a class will be of average ability. A few pupils will be above average and a few below average.
 - All staff have received Growth Mindset Training which encourages a positive approach to learning.
- 



Fixed Mindset

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

Carol Dweck



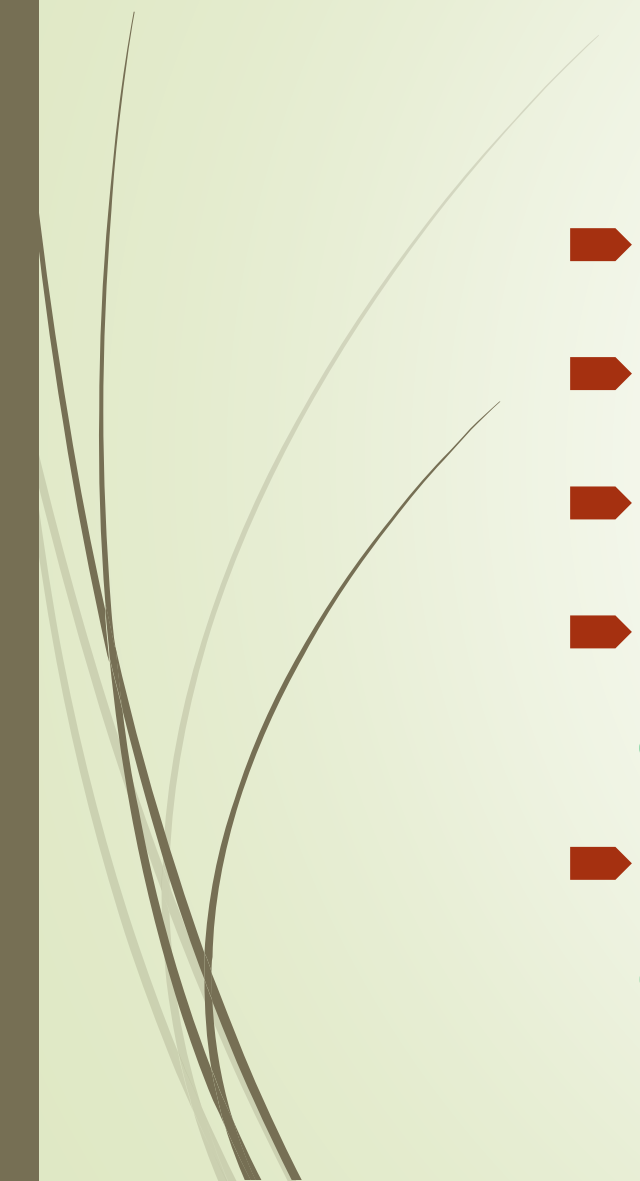
Growth Mindset

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

Carol Dweck

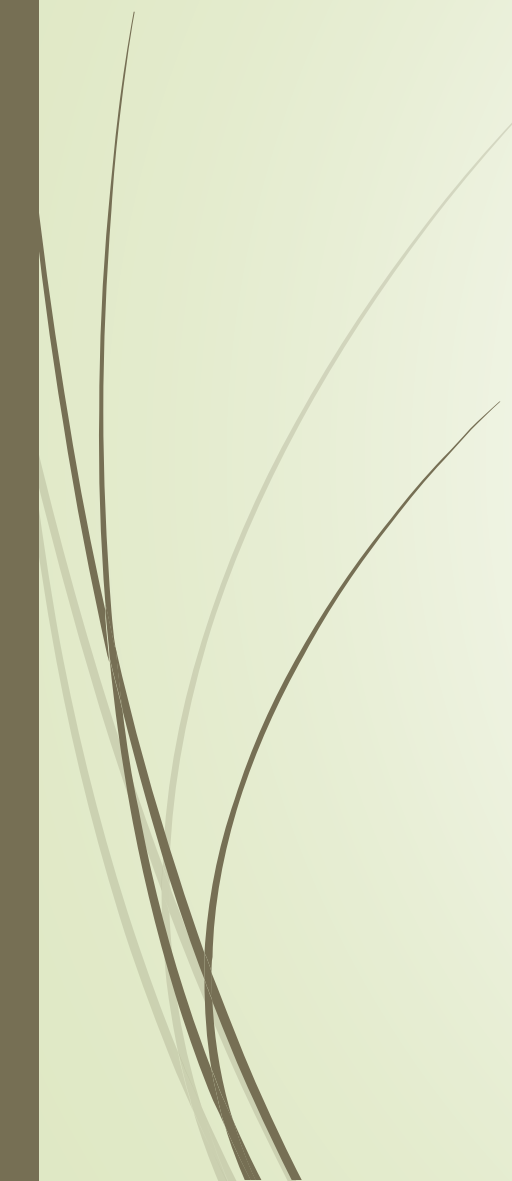


The Power Of Positive Thinking

- 
- 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 and **acted upon**.
 - Pupils should be encouraged to communicate their thoughts, feelings and opinions.
- 



Positive Behaviour Management

- Promoting Positive Behaviour Policy and Anti-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 work 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 not earning Golden Time, then parents will be asked to come in for a meeting.
- Pupils complete a Reflection Sheet.



Year Seven Timetable

- Our timetable is displayed in our classroom for pupils to view.
- Timetable is flexible and will adapt to changes.
- Day is structured and well-planned.
- Strong emphasis on Numeracy and Literacy.
- Quality Feedback/DIRT time built in. I try, as much as is possible, to go through each pupil's mistakes with them either individually or as a class exercise. Marking and feedback has little value if it doesn't lead to improvement or new learning.
- Morning Challenge consists of Mental Maths activities.
- Problem-Solving Monday.
- ICT integrated into lessons as a tool, not stand alone. ICT is used to enhance teaching and learning.



Classwork

Mathematics And Numeracy

- 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 – Mathematical rules are written into these books to help with classwork and homework.

- Tables Tests every Thursday, corrections for homework.

- Differentiated work, when required.

- Athletics



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.

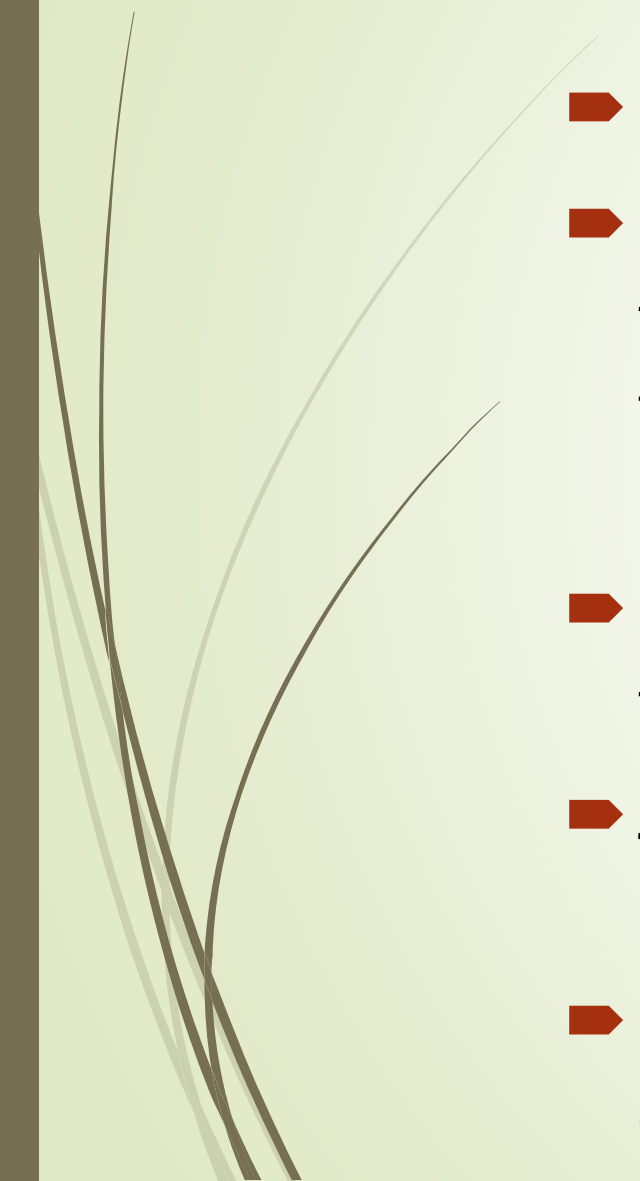
To convert cm into mm, multiply by 10.

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

How to multiply a decimal number by 10.

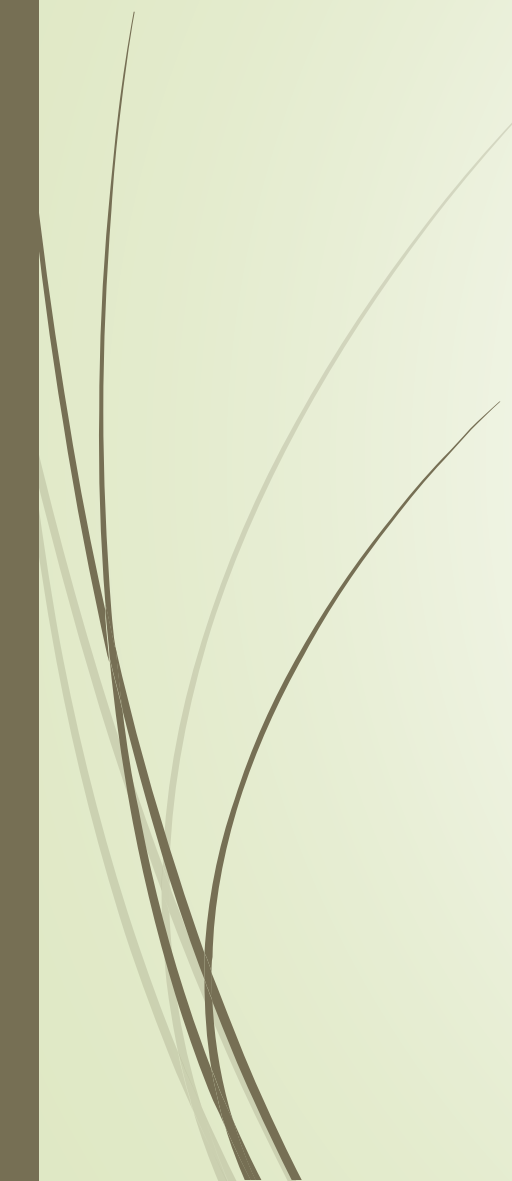


Language And Literacy

- Reading, Writing, Talking And Listening
 - Reading Groups In Year 7- Pupil at this stage are expected to be independent readers. Good readers will be heard twice a week. Pupils who experience difficulties will be heard more often.
 - Opportunity to use Accelerated Reader is included on timetable.
 - Spelling Tests every Thursday with corrections for homework.
 - Differentiated work, when required. Differentiated by task, expectations and outcome.
- 



ICT

- NewsDesk- can be accessed at home.
(google C2K- NewsDesk)
 - ICT used as a tool to enhance teaching and learning.
 - Accelerated Reader and Mathletics funded by Parents' Association.
 - Internet Safety for pupils, staff and parents is a priority.
 - Limited number of computers/laptops
 - Filtered/managed system
 - Use of Facebook, etc., isn't suitable for primary-aged pupils.
- 




Presentation Of Work

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



Assessment

- 
- Your child has been completing some standardised assessments this month. This is because the annual May tests were not completed and these tests are necessary in order to establish a baseline for Literacy and Numeracy and your child's general ability. The outcome of these tests will be discussed at the Parent Teacher Meeting in October.



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

- Marking/feedback is not for parents or inspectors!
- 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 completed in school.
- Retreat usually takes place in the Spring Term.
- A Trip to Knock usually takes place in the Summer Term.
- Lots of learning work - very important.



Homework

- Homework Policy is sent home at the start of each academic year.
- There is a clear structure to homework to assist parents at home.
- Homework shouldn't deviate much from the policy.
- I would strongly recommend that homework is not completed in After-Schools and definitely not on the bus.
- Homework should be presented neatly, as instructed in class.
- Homework will be marked consistently.
- Weekend homework will not be taking place this term due to Covid -19.
- The Homework Club will not be taking place this term due to Covid -19.
- Homework normally ends at the start of June for pupils in Year 7.



Homework

- Should be completed in a quiet area with limited distractions. Taking breaks between different types of homework may be beneficial.
- Please refer to your child's Learning Support Sheet for tips on how to help them at home.
- Process versus practice. The process of using books, the Internet, adult/sibling assistance is very important otherwise it is simply practice of what your child already knows. Helping your child find the solution is very beneficial. Simply telling them the answer if of no benefit at all. Feedback on mistakes is vitally important if pupils are to improve.
- Quality v quantity. The quality of the experience when completing homework is much more important than the amount of homework completed.
- If your child experiences difficulty with a homework exercise, don't worry, as I will go over it with them in class.
- Homework should be checked, signed and dated by parent/appropriate adult.
- If homework is not completed, please write a brief note in your child's Home-School Messages Book. I totally understand that homes are busy places.
- If there are frequent messages, without a good reason, then I will contact you and possibly arrange a meeting. Homework may be reduced.
- If there's no message then homework will be sent home to be completed.
- Homework is differentiated to suit the needs, interests and ability of your child. Giving children work that is too difficult, damages their self-esteem and prevents them from building the foundations on which to build further learning.
- Homework will be marked regularly with detailed corrections.
- Go over corrections at home. Please check what I have written on the previous homework before starting the next homework. Mistakes shouldn't be repeated over and over.




Other Information



- Topics- Living Things, Life In Victorian Times, Ships And Shipwrecks, Healthy Lifestyles, Famous Artists, Transition To Post-Primary.
- Love For Life Programme – This usually takes place in the Summer Term. Information will be sent home closer to the time.
- Year 6/7 Residential Trip – Edinburgh – Biannually. This trip was due to take place this academic year but has had to be postponed due to the Coronavirus pandemic.
- Titanic, Belfast - January/Feb
- Tayto Park - June
- Sports events – Canavan Cup, Knockmany Cup, etc.
- Lots of other events, STEM competitions, etc., normally take place throughout the Year.
- All trips, sporting events and competitions will be reviewed in line with Covid-19 restrictions.



Transfer To Post Primary



Liaison with St. Ciaran's College

Primary Principals' Meetings

Numeracy Co-ordinators' Meetings


Faith friends

French/Irish tuition


Sports events

STEM events

Creative Writing workshops



Open Nights

- 
- I normally hold Transfer Meetings In February to complete your child's Transfer Form with you.



Transfer To Post Primary

The St. Ciaran's Entrance Test

- Usually takes place during the 1st Week in June.
- An adaptive, computerised test.

The Transfer Test isn't taking place in the Omagh Grammar schools this year.

Partnership With Parents

- Parent Teacher meetings will be held on **26th October**. Letters will be issued shortly. I hope to be able to offer a choice of a face-to-face meeting or a telephone conversation.
- Transfer Meetings in January/February, hopefully.
- If you would like clarification on any of the points outlined or further information, please contact me directly. I will be happy to help.
- If you have any concerns, please do not wait until the Parent-Teacher Meetings to raise them. Please contact me as soon as an issue arises so that we can deal with it promptly together.



Evaluation And Close

- I hope your child has a happy and successful year. I look forward to learning with them, sharing great experiences with them and making wonderful memories together.
- I will be sending an electronic evaluation form to your mobile phone soon. Please complete it by Friday, 25th September. Thank you.

