



Year 7 Parents' Information Evening

Tuesday 14th November 2023



Outline of the Evening

Introduction

Supporting your child's progress (including understanding reports)

Safeguarding information (online safety)

Sawston Pledges

Year 7: a great start!

CARE

House Points – over 8000 already!



Reporting and monitoring progress

- 3 reports each academic year
- Reports include grades for attitude and attainment in each subject
- First report released on **Thursday 16th November**

Accessing progress reports

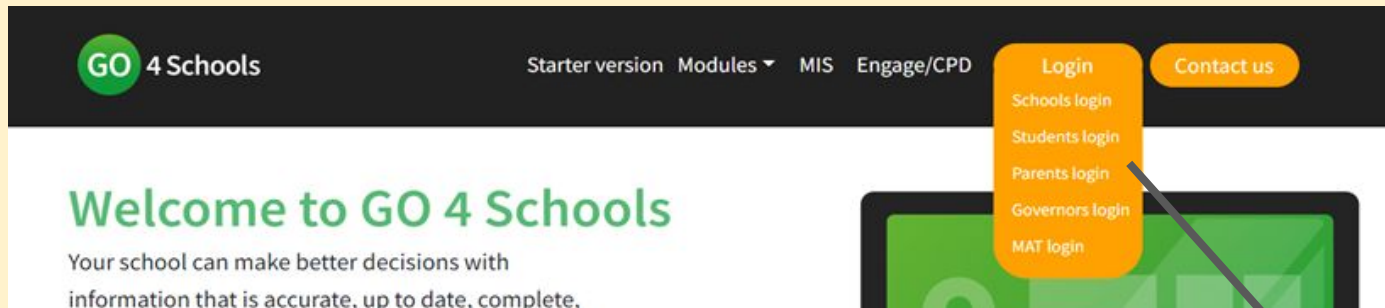
- Reports accessed via Go4Schools
- Go4Schools also useful for parents to monitor ongoing progress, behaviour and attendance



Accessing progress reports

Logging into Go4Schools for the first time

www.go4schools.com



Select "parents login" from the dropdown menu

Accessing progress reports

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www.go4schools.com

Sign in

Please note that not all login methods are supported by all schools.

 Sign in with Microsoft

 Sign in with GO [First-time user?](#) [Forgotten Password?](#)

If you haven't logged on to GO 4 Schools before, type your email address and click the "new password" button.

This is the password you may use to log in to GO 4 Schools if your school supports this login method. It is also the password you use to log in to the GO 4 Schools Mobile App if your school uses the Mobile App.

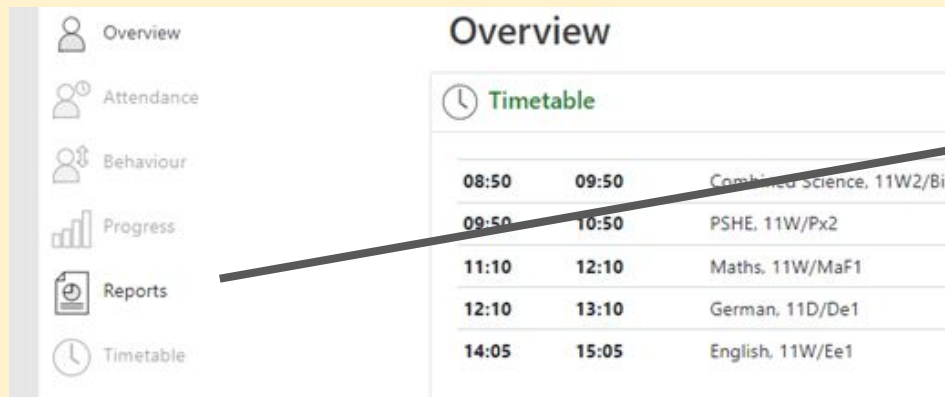
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Accessing progress reports

Using Go4Schools to access progress reports

www.go4schools.com



Once you have logged into Go4Schools, there is a link to “reports” in the menu on the left side of the screen

Accessing progress reports

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www.go4schools.com



Click the
icon to
open the
report

Understanding progress reports

Attitude

- Attitude to work
- Behaviour
- Homework
- Organisation

Attainment

- Minimum grade
- Estimated grade
- GCSE fine grades, ranging from
W- (working towards) to 9+

Attitude grades: Excellent, Good, Requires Improvement or Poor

e.g. for attitude to work:

E Always works to the best of his/her ability. Always very positive, keen, participates fully in all activities, always interested, co-operates well with others, volunteers. Shows initiative and independence.

G Positive, participates well, interested. Usually produces work to the best of his/her ability.

R Usually positive but sometimes has to be prompted and reminded. Sometimes does not work to the best of his/her ability.

P Not very positive, regularly needs prompting to get on with work, does not work to the best of his/her ability.

Attainment grades: Minimum Grade

The grade your child is aiming to meet or exceed by the end of the year.

- Achievable
- Challenging
- Does not set a ceiling

This grade is personalised based on your child's starting point.

It gives an indication of how your child should progress compared with similar pupils in high-performing schools such as SVC.

Attainment grades: Minimum Grade

How are minimum grades (MGs) calculated?

- Fischer Family Trust (FFT) – a charitable organisation providing schools with national progress data
- FFT use SATs data as a starting point for this
- FFT20 – an indication of how a child should progress if they attend one of the top 20% of schools. **We use this as the basis for our MGs in most subjects.**
- Exceptions – Music, Art, Drama, PE, Languages
- Two subjects with no attainment grade – PSHE, Direct Instruction

Attainment grades: Estimated Grade

- The grade your child's teacher believes they will achieve by the end of the year in that subject.
- Based on all the information the teacher has, including milestone assessments as well as in-class performance.
- Compare with MG to see how your child is progressing from their starting point
- Progression grid to see how your child might progress over time

| | On Entry | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | |
|---|----------|--------|--------|--------|---------|---------|---|
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Reading progress reports


Attitude grades

Minimum
Grade for each
subject

Estimated grade
(colour coded
comparison with
MG)

| Subject | Minimum Grade | Estimated Grade | Attitude to work | Behaviour | Homework | Organisation |
|-----------|------------------|-----------------|------------------|-----------|-----------|--------------|
| Science | 5 | 6- | Excellent | Excellent | Excellent | Good |
| | Group teacher(s) | | | | | |
| English | 5 | 5+ | Excellent | Excellent | Excellent | Excellent |
| | Group teacher(s) | | | | | |
| French | 5 | 5 | Good | Good | Good | Good |
| | Group teacher(s) | | | | | |
| GCSE PE | 5 | 5+ | Excellent | Excellent | Good | Excellent |
| | Group teacher(s) | | | | | |
| Geography | 5 | 5- | Excellent | Excellent | Excellent | Excellent |
| | Group teacher(s) | | | | | |
| History | 5+ | 6 | Excellent | Excellent | Excellent | Excellent |
| | Group teacher(s) | | | | | |
| Maths | 5 | 4- | Excellent | Excellent | Good | Excellent |
| | Group teacher(s) | | | | | |

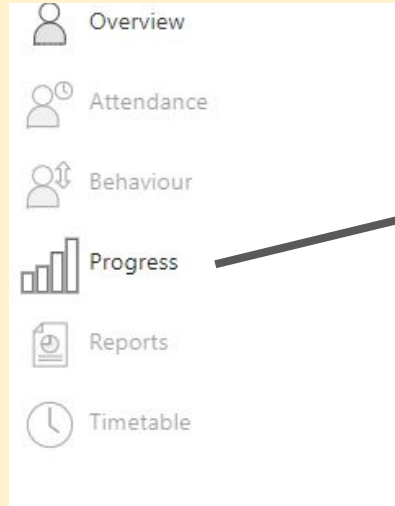
Reading progress reports

| Attendance Information | | |
|--------------------------|---|---|
| Percentage attendance: | 100.00% |  |
| ■ Attendance: | 40 | |
| ■ Authorised absences: | 0 | |
| ■ Unauthorised absences: | 0 | |
| Possible sessions: | 40 | |
| Report Key | | |
| Target Indicators | ■ Above target ■ On target ■ Below target ■ Well below target | |
| Minimum Grade | The Minimum Grade/Level the pupil is expected to reach by the end of the Year at KS3 (Year's 7, 8 and 9) and the end of the course at KS4 (Year's 10 and 11). | |
| Attitude to work | Approach to work, level of interest, participation and co-operation. | |
| Behaviour | Response to requests, adherence to rules and expectations. | |
| Homework | Meeting deadlines and standard of completion. | |
| Organisation | Level of preparation, including having the correct books and equipment, and independence. | |

Attendance information so far this academic year

Using Go4Schools to monitor current progress

www.go4schools.com



Once you have logged into Go4Schools, there is a link to “progress” in the menu on the left side of the screen

Using Go4Schools to monitor current progress

Current
grade:
calculated
using
milestone
assessment
data

Grades

☐ Compact view (main grades only)
 ☐ Broad view (all grades)
 ☒ Detailed (all grades plus marksheet grades)

| Subject | Minimum Grade | Current | Estimated Grade | Sheet summary |
|------------------------------------|---------------|---------|-----------------|---|
| Art, Mr A Unsworth | 4 | 3 | 5- | Prior Estimated Grades 3+ Attitude to Learning Excellent Year 7 - Visual Elements 2+ Year 7 - Buildings 2+ Year 7 - Portraits - Year 7 - Cultural Unit - Teacher Assessment 5 Year 8 - Landscape 3 Year 8 - Portrait 3 Year 8 - Crazy Bugs 4- Year 9 - Fantasy Heads - Year 9 - Issues Based Art - Year 9 - Towards abstraction - |
| Computer Science, Mr N Kelly | 4 | 2 | 3- | Prior Estimated Grade 5- Attitude to Learning Good KS3 Assessments 2 Teacher Assessment - Term 1 - |
| Drama, Ms J Russ | 5- | 4- | 5 | Prior Estimated Grade 4 Attitude to Learning Excellent Year 7 Milestone Pieces 3 Year 8 Milestone Pieces 4 Year 9 Milestone Pieces - |
| English, Mrs C Anderson, Ms F Dean | 4+ | 3 | 4 | Prior Estimated Grade 4 Attitude to Learning Excellent Year 7 Writing - Ovid/40 (marks) 16 Year 7 Reading - Poetry (Literature) (marks) 11 Year 7 Reading - 19C 2 Year 7 Writing - Short Stories (marks) 0 Year 7 Reading - Shakespeare (Literature) 2+ Year 7 Reading - A Monster Calls 2+ |

Milestone
assessment
grades or
scores

How is progress assessed?

- Milestone assessments
- Low-stakes tests and quizzes
- Throwback tasks / retrieval
- Ongoing formative assessment in class

Supporting your child's progress

Homework



■ Mrs E. Wagstaff set this assignment for group **7Khw/Ma** - Maths

Set on Mon 30 Oct

Due on Fri 03 Nov

Task description

Complete the worksheet you were given in class (also attached) to practise adding and subtracting with negative numbers. Use the examples in your book from the last lesson you had with me before half term to help you - remember that all of the columns of the table need to be filled in, not just the final answers.

Any questions, please find me before the deadline to ask.

Mrs Wagstaff

Other information

- This homework will take approximately 30 minutes
- Mrs E. Wagstaff would like you to hand in this homework via None required

Resources to help you

PDF

combining-terms.pdf

↓ Download

Supporting your child's progress

Reading

<https://sawstonvc.org/parents/reading/>



Supporting your child's progress

SVC website: programmes of study

| Year 7 – RELIGIOUS STUDIES Programme of Study | | | | | |
|---|--|--|---|---|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Unit 1: Magic Pool. Enquiry question: Why are stories important?</p> <p>Key content covered:</p> <ul style="list-style-type: none"> • Introduction to artefacts • Magic pool story • Designing a container • Religious festivals • Ceremonies | <p>Unit 2: Judaism. Enquiry question: Why are ancient texts still relevant to Jews?</p> <p>Key content covered:</p> <ul style="list-style-type: none"> • Introduction to Jewish belief • What are the important Jewish texts? • Jewish Festivals • The importance of stories and texts on how Jewish festivals are celebrated/marked. <p>Milestone Assessment: Pupils will be given a number of questions, ranging from describing beliefs, analysing an image/story and explaining how these reflect Jewish beliefs.</p> | <p>Unit 3: Islam. Enquiry question: What does it mean to be a Muslim in Britain today?</p> <p>Key content covered:</p> <ul style="list-style-type: none"> • Understanding the roles of religion and society • 6 articles of faith • Sources of wisdom and authority • Five pillars of Islam • History of Islam in Britain • Communities/The mosque • Experiences within Britain | <p>Unit 4: Hindu Dharma Enquiry question: What can we learn about Hinduism from Hindu art and stories?</p> <p>Key content covered:</p> <ul style="list-style-type: none"> • Background and origins of Hinduism • Significance of the Trimurti/deities • How beliefs are shown through art and stories • Puja worship. <p>Milestone Assessment: Pupils will be given a number of questions, ranging from describing beliefs, analysing an image and explaining how these reflect Hindu beliefs.</p> | <p>Unit 5: Buddhism. Enquiry question: How do Buddhists respond to suffering?</p> <p>Key content covered:</p> <ul style="list-style-type: none"> • The story of Prince Siddhartha • The three universal truths • 4 Noble Truths • Ways to overcome suffering, such as meditation. | <p>Unit 6: Introduction to Philosophy. Enquiry question: Does God exist?</p> <p>Key content covered:</p> <ul style="list-style-type: none"> • Examine two different Philosophical arguments for the existence of God • Design argument (William Paley) • First Cause argument (Thomas Aquinas) • Opportunity after the milestone to consider other Philosophical thinkers, such as Feuerbach and Pascal <p>Milestone Assessment: Pupils will be given the opportunity to explain each argument and evaluate the strengths and weaknesses of each.</p> |

Supporting your child's progress

Other online resources



SENECA

Free interactive content to
keep students engaged



Educake



MathsWatch

BBC

Bitesize



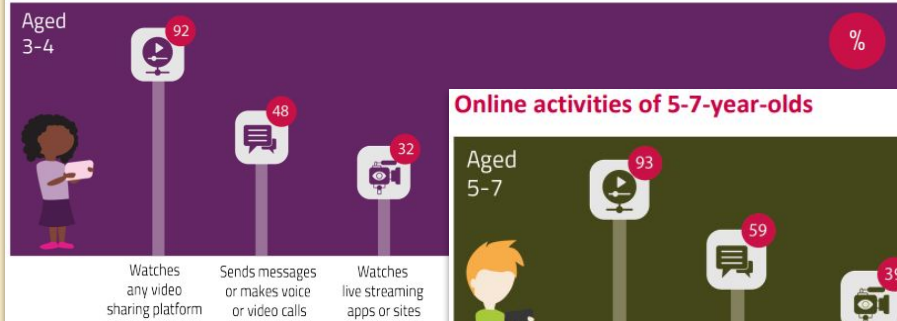
**Oak
National
Academy**

Key dates for Year 7

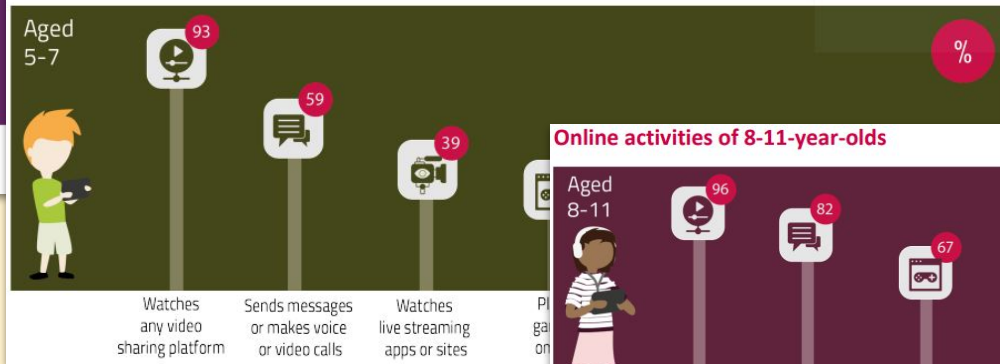
| | |
|---------------|--------------------------|
| 16th November | Progress report 1 issued |
| 7th March | Progress report 2 issued |
| 14th March | Year 7 parents' evening |
| 27th June | Progress report 3 issued |

Safeguarding information – Online Safety

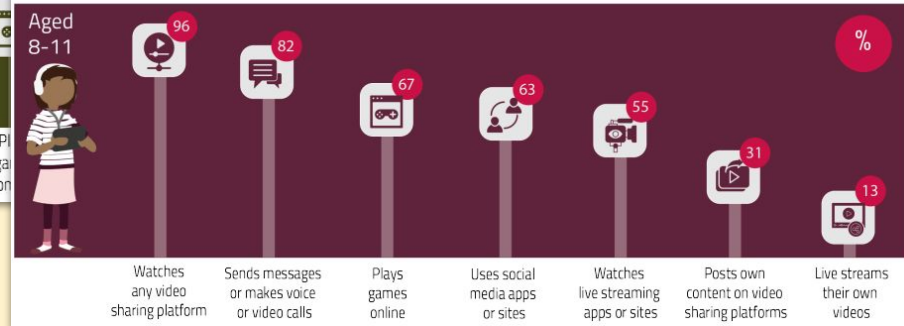
Online activities of 3-4-year-olds



Online activities of 5-7-year-olds



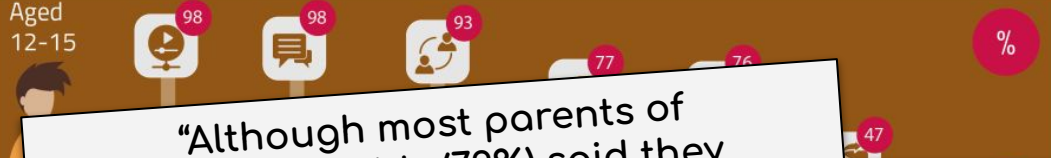
Online activities of 8-11-year-olds



‘Children and Parents: media use and attitudes’, Ofcom (2023)

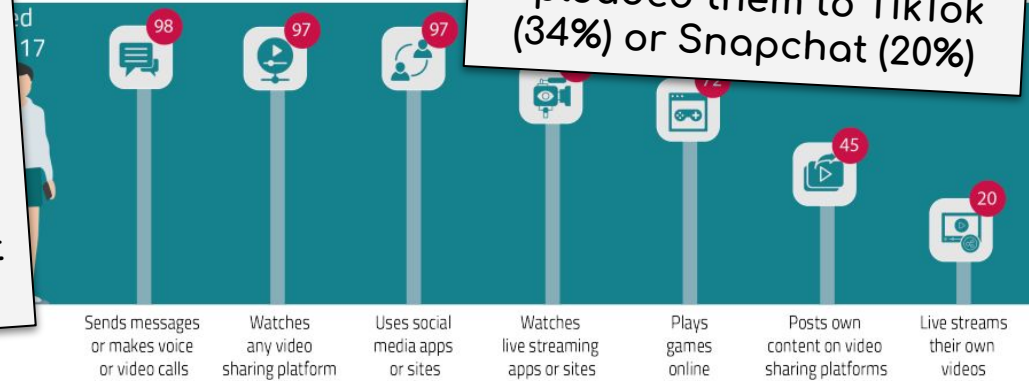
Safeguarding information – Online Safety

Online activities of 12-15-year-olds



“Although most parents of 12-15-year-olds (79%) said they supervised what their child did online, this was much lower than for parents of 8-11-year-olds (97%). Perhaps in response to increased demands for independence at this age, it was most common for parents to supervise their child’s online behaviour by asking what they had been doing online (62%)”

Online activities of 16-17-year-olds



Almost half of 12-15-year-olds (47%) had posted their own video content online and were most likely to have uploaded them to TikTok (34%) or Snapchat (20%)

‘Children and Parents: media use and attitudes’, Ofcom (2023)

Safeguarding information – Online Safety

Age restrictions on popular social media platforms:



Snapchat: 13 Years



TikTok: 13 Years



Instagram: 13 Years



Facebook: 13 Years



WhatsApp: 16 Years

Safeguarding information – Online Safety

Advice, Guides and Support:

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>


Or simply search “NSPCC Online Safety” on Google.



Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.

[Learn more](#)



Parental controls

Get advice on setting up parental controls to help keep your child safe online.

[Learn more](#)



Empowering parents

Our **online safety hub** offers advice for parents, from nudes to online games to parental controls. Our **guides** help you make informed decisions and help keep your child safe.

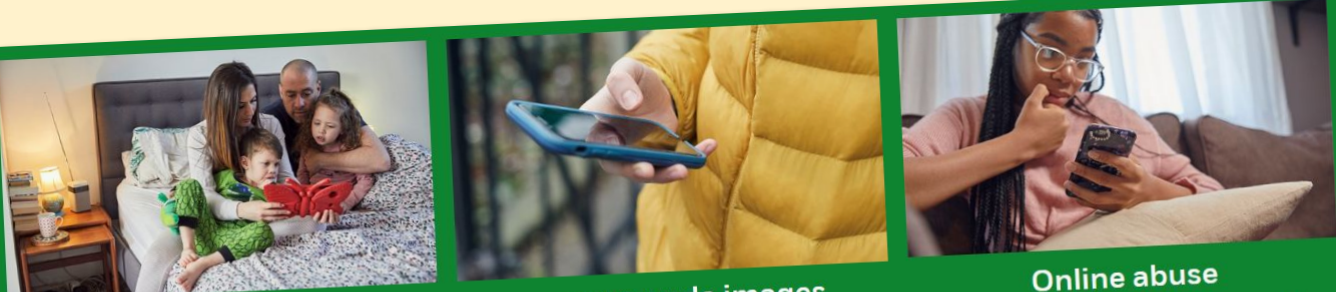
We also have **resources for children** and young people on Chidline. Our courses, guides and events support professionals like teachers, counsellors, and educators with keeping children safe online.

Safeguarding information – Online Safety

Advice, Guides and Support:

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Or simply search “NSPCC Online Safety” on Google.



Reporting online safety concerns

What to do if you're worried about something a child has experienced online.

[Find out more](#)

Remove nude images shared online

Information for parents and carers about Childline and IWF's Report Remove, a tool to help young people report unwanted images online.

[Read more](#)

Online abuse

We've got advice and support for you and your child to help keep children safe online.

[Find out more](#)

Sawston CARE Pledges



Sawston CARE Pledges

- A series of 'pledges' linked to the four CARE values.
- Covering areas such as participation in extracurricular activities; volunteering; leadership and many other aspects of personal development.
- Working towards badges for Bronze, Silver and Gold across the four CARE values.
- Pupils will work through the levels during their time at SVC.



Pledge Passport

Name of Pupil

Name of Mentor





Bronze Participate

Signed by Mentor
on completion



Silver Organise

Signed by Mentor
on completion



Community Take part

- ☐ Attend a lunchtime or after school club for 6 weeks or more.
- ☐ Participate in a concert, show, community or sporting event.
- ☐ Go on a school trip or visit.
- ☐ Attend a pupil forum each half term.
- ☐ Take part in an inter-House or school competition.



Ambition Aim high

- ☐ Receive at least 10 Ambition house points per term.
- ☐ Receive an academic, sporting or cultural achievement post- card from the school.
- ☐ Receive regular and substantial praise in your milestone pieces in several subjects.
- ☐ Complete a reading challenge in school e.g. Reading a 'book of the week' each term.
- ☐ Research the careers which might be linked to the subjects you enjoy.



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Respect Be kind

- ☐ Volunteer to help your mentor or class teacher with a regular task.
- ☐ Give to a charitable cause such as a food bank or charity shop.
- ☐ Promote a greener environment around the school by recycling and binning litter.
- ☐ Act as a tour guide during Open Evening or for College visitors.
- ☐ Play an active role in 'theme weeks' e.g. anti-bullying, Diversity, mental health.



Endeavour Work hard

- ☐ Receive at least 10 Endeavour House points per term.
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- ☐ Learn a new skill or hobby and develop this regularly e.g. crafts, music, cooking.
- ☐ Research an academic project of your choosing e.g. a different culture, STEM.
- ☐ Show resilience by making good progress on a significant piece of work or in a subject.



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Gold Lead

Signed by Mentor
on completion



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