



Year 7 Parents' Information Evening

Tuesday 18th November 2025



Outline of the Evening

Introduction

Supporting your child's progress

Support for pupils with SEND

Reporting and monitoring progress

Safeguarding information (online safety)

Sawston Pledges

Year 7: a great start!

CARE

House Points – over 10,000 already!



Key dates for Year 7

20th November	Progress report 1 issued
12th March	Progress report 2 issued
16th April	Year 7 parents' evening
25th June	Progress report 3 issued

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 – HISTORY Programme of Study "What were ideas about freedom, authority and gender in the Medieval period?"					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry 1: What can studying Pompeii tell us about the work of historians? (Process: Sources, interpretations) Enquiry 2: Who had freedom in Anglo-Saxon England? [more info] (Process: Sources, similarity and difference) Milestone Assessment 1 - extended written piece and knowledge test on enquiry 2.	Enquiry 3: Why has Athelstan been overshadowed by the memory of Alfred? (Process: Interpretations, Significance) Mini milestone 1: Paragraph	Enquiry 4: Did the Normans change what it meant to be English? [More info] (Process: Change enquiry) Milestone Assessment 2 - extended written piece and revision required for knowledge test on enquiry 4.	Enquiry 5: How can there be such different representations of Eleanor of Aquitaine? [More info] (Process: Interpretations/) Mini milestone 2: Paragraph	Enquiry 6: What do the 'peeled back layers' of Denny Abbey reveal about medieval values? [More info] (Process: Evidence/ Interpretations) Milestone Assessment 3 - extended written piece and knowledge test on enquiry 6. Enquiry 7: Medieval Africa (Question TBC) (Process: Causation)	Enquiry 8: Changing ideas in the Medieval World (Question to TBC)

Supporting your child's progress

Other online resources

Quizlet



SENECA

Free interactive content to
keep students engaged



MathsWatch



BBC

Bitesize



Oak
National
Academy

CARE

Support for pupils with SEND

- SEND support remains in place for pupils at Key Stage 3
- Welcome Meetings for pupils with EHCPs and EHCNAs
- If you have concerns about progress or feel your child requires additional support, in the first instance, contact the mentor who will communicate with the SENDCo and subject teachers
- Opportunities to speak with the SENDCo at Consultation Evenings or SEND coffee mornings

All pupils with SEND have a Pupil Passport

Teacher: Mrs Natalie Morris

Access Arrangements

Rest breaks, prompt

Support Arrangements

Fidget toy

PE kit kept at school

Time out pass - to be reviewed 1.12.25 **access to the student centre**

Positive Green Support Plan

1:1 mentoring with SEMH TA

Uniform adjustments - leggings

Strengths

Articulate and friendly. Incredibly caring, will look out for others. Has a good sense of humour.

Difficulties

- Organisation - may forget equipment (PE kit)
- Sensory sensitivity - certain uniform fabrics such as skirt material and tights.
- Regulating emotions, if she interprets that people are "on at her" Potential Rejection Sensitive Dysphoria - can manifest as feeling deeply hurt or upset by criticism or perception of criticism, leading to strong negative feelings towards that person.
- Can find building relationships difficult.
- Body confidence. Sensitive to comments about her image.
- Relatively time blind.

Strategies

- Mentor will check in with Olivia regularly
- On time for lessons - listen for the bell and watch for pupils walking to their lesson and use these as a cue to move on.
- Whole class timers for activities so that Olivia is aware of how long she has on an activity.
- Providing movement breaks within the lesson using a task planner on when they will be provided.
- To sit at the back of the class.
- Organisation: Store labelled PE kit in a labelled bag which is kept at school and washed at school.
- If frustrated give Olivia some space to allow her to calm before articulating her thoughts.
- Set phrases for Olivia to use - "I've noticed that I'm getting angry, please can I have a moment."

Principles of an Inclusive Classroom

Sequencing Concepts & Modelling

Present new materials using small steps



Provide models



Provide scaffolds for difficult tasks



Questioning

Plan to ask more considered questions and develop pupils' responses



Check for understanding from all pupils

Classroom Essentials

Setting an inclusive tone:

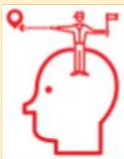
- Know your pupils: seating plans; pupil names; pupil data
- Greet pupils at the door
- Silent, engaged listening
- No hands up and wait time as default
- Partnership with TAs
- Calm dismissal

Resources for all:

- Dyslexic-friendly font (e.g. Calibri, Convergence)
- All text: avoid italics, underlining and unnecessary capitalisation
- Presentation slides: black text on cream background, 18+ font size.
- Text on handouts: consider line numbers, minimum line spacing of 1.15 and ensure 12-14 font size
- Ensure reading routines, pupils' reading fluency and reading ages are considered
- Mini-whiteboards and visualisers in every classroom

Stages of Practice

Guide pupil practice



*I do,
we do,
you do*

Embed independent practice



Ensure appropriate challenge and support for all



Reviewing Material

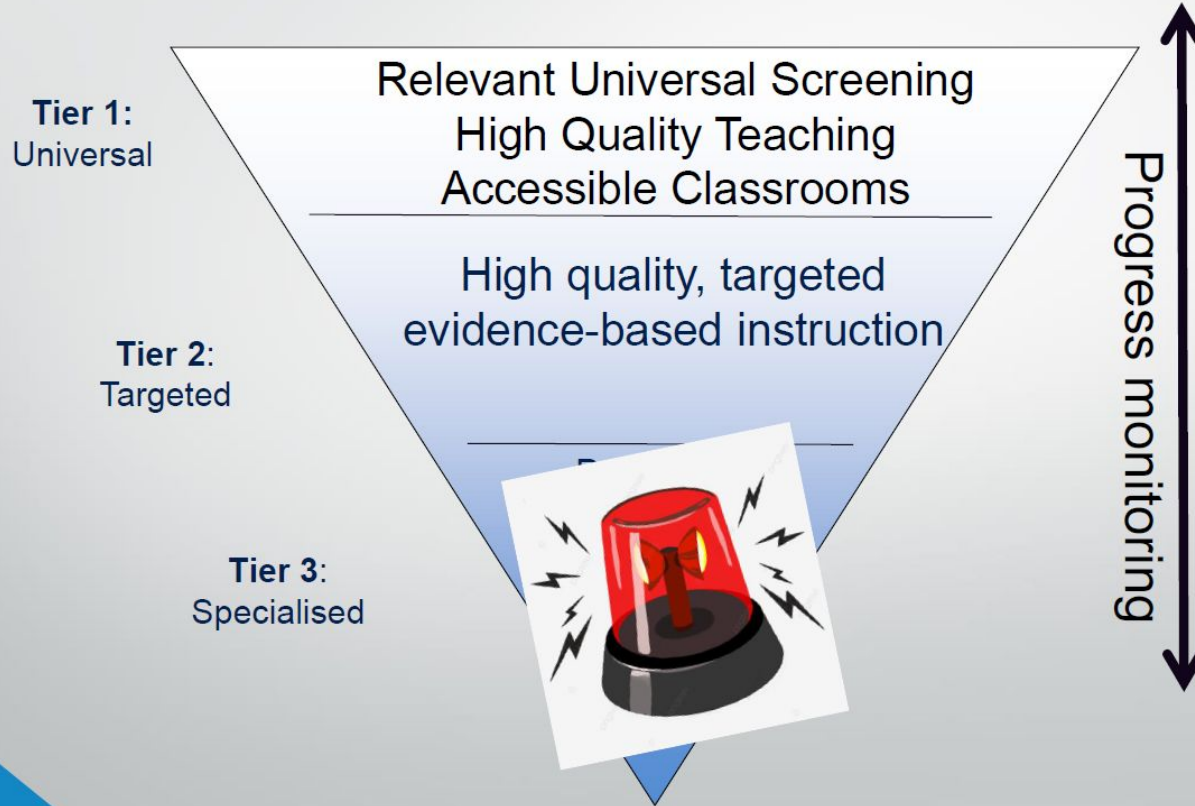
Access prior learning



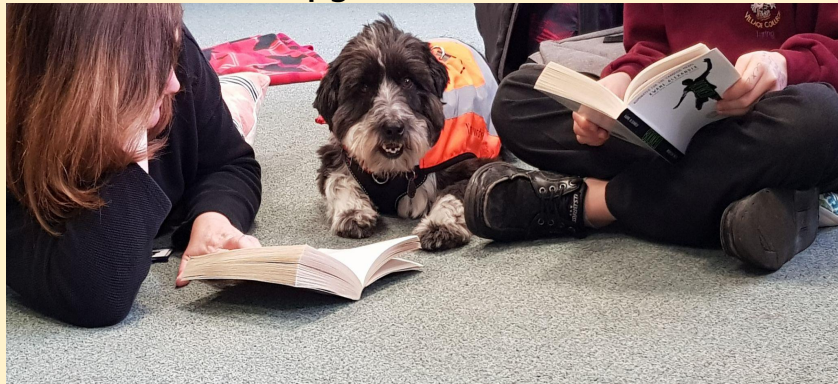
Incorporate retrieval practice



Response to Intervention Model



- Core Literacy
- Direct Instruction
- Lexonic SOUNDS
- Expanded Rehearsal Technique
- Paired Reading
- IDL Numeracy
- Numeracy Interventions
- GAME
- Study Skills
- Zones of Regulation
- Lego- based Therapy
- Dog Mentoring
- Art Therapy



- Homework support groups in English, Maths and Science.
- Supervised lunchtime support (SC1)
- TA Keyworkers for pupils with an EHCP

The **ZONES** of
Regulation®

Supporting your child at home

Parent Portals contain useful strategies and activities on how to support at home

Speech and language link

<https://speechandlanguage.link/parent-portal/>

Read&Write

<https://www.texthelp.com/en-gb/products/read-and-write-education/>

Trelson

<https://www.trelson.com/resources/>

Ordinarily Available Provision Toolkit



Cognition and Learning



Social, Emotional and
Mental Health



Autism, Social
Communication, Speech,
Language and
Communication



Sensory, Physical and
Medical

Reporting and monitoring progress

- 3 reports each academic year
- Reports include grades for attitude and attainment in each subject
- First report released on **Thursday 20th November**

Accessing progress reports

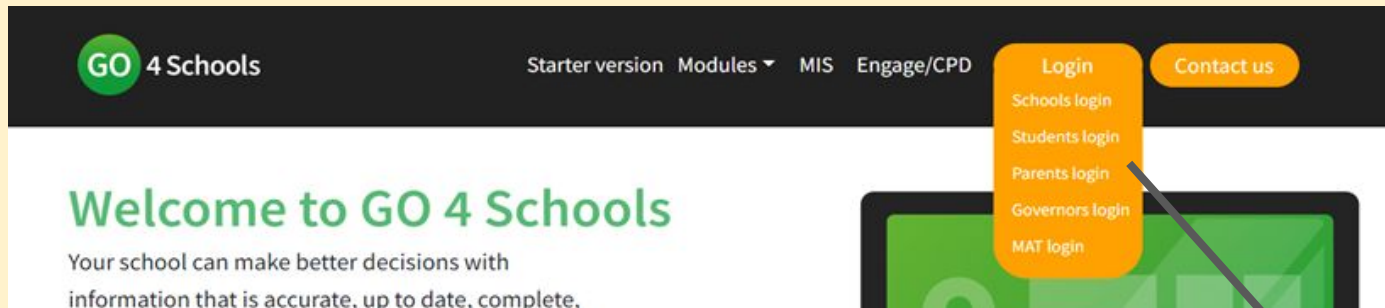
- Reports accessed via Go4Schools
- Go4Schools also useful for parents to monitor ongoing progress, behaviour and attendance



Accessing progress reports

Logging into Go4Schools for the first time

www.go4schools.com



Select “parents login” from the dropdown menu

Accessing progress reports

Logging into Go4Schools for the first time

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.

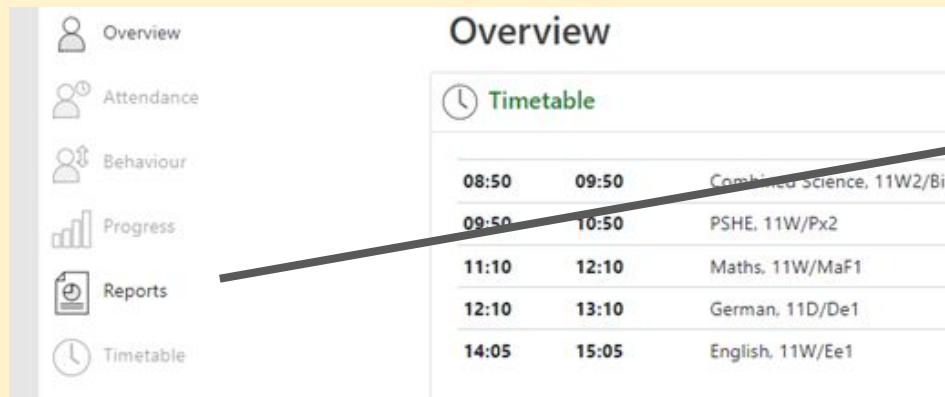
Email address

Go to the “first time users section”. Enter your email address and click “new password”

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

Using Go4Schools to access progress reports

www.go4schools.com



Click the
icon to
open the
report

Accessing progress reports

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
Art	n/a	3	Excellent	Excellent	Excellent	Excellent
	Group teacher(s) Mr A Unsworth, Mrs K Bokor					
Computer Science	3-	3-	Excellent	Good	n/a	Excellent
	Group teacher(s) Mrs S Cane					
Drama	n/a	3-	Excellent	Excellent	n/a	Excellent
	Group teacher(s) Mrs H Meikle					
English	3	2	Good	Excellent	Good	Good
	Group teacher(s) Miss C Hughes					
Geography	3	3+	Good	Good	Good	Excellent
	Group teacher(s) Ms L Folan					
History	3	4	Excellent	Excellent	Excellent	Good
	Group teacher(s) Mr J Reed					
Maths	3	4	Good	Excellent	Good	Excellent
	Group teacher(s) Mr A Trent, Mrs E Wagstaff					
Music	n/a	2+	Good	Good	n/a	Good
	Group teacher(s) Miss C Irwin					

Understanding progress reports

Minimum Grade

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

This gives an indication of how your child should progress compared with similar pupils in high performing schools like SVC.

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
Art	n/a	3	Excellent	Excellent	Excellent	Excellent
	Group teacher(s) Mr A Unsworth, Mrs K Bokor					
Computer Science	3-	3-	Excellent	Good	n/a	Excellent
	Group teacher(s) Mrs S Cane					
Drama	n/a	3-	Excellent	Excellent	n/a	Excellent
	Group teacher(s) Mrs H Meikle					
English	3	2	Good	Excellent	Good	Good
	Group teacher(s) Miss C Hughes					
Geography	3	3+	Good	Good	Good	Excellent
	Group teacher(s) Ms L Folan					
History	3	4	Excellent	Excellent	Excellent	Good
	Group teacher(s) Mr J Reed					
Maths	3	4	Good	Excellent	Good	Excellent
	Group teacher(s) Mr A Trent, Mrs E Wagstaff					
Music	n/a	2+	Good	Good	n/a	Good
	Group teacher(s) Miss C Irwin					

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 – PE, Languages
- No attainment grades for PSHE and Literacy

Understanding progress reports

Estimated Grade

This is the grade the teacher believes your child will achieve by the end of the year, based on their current performance and assessments.

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
Art	n/a	3	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					
	Mr A Unsworth, Mrs K Bokor					
Computer Science	3-	3-	Excellent	Good	n/a	Excellent
	Group teacher(s)					
	Mrs S Cane					
Drama	n/a	3-	Excellent	Excellent	n/a	Excellent
	Group teacher(s)					
	Mrs H Meikle					
English	3	2	Good	Excellent	Good	Good
	Group teacher(s)					
	Miss C Hughes					
Geography	3	3+	Good	Good	Good	Excellent
	Group teacher(s)					
	Ms L Folan					
History	3	4	Excellent	Excellent	Excellent	Good
	Group teacher(s)					
	Mr J Reed					
Maths	3	4	Good	Excellent	Good	Excellent
	Group teacher(s)					
	Mr A Trent, Mrs E Wagstaff					
Music	n/a	2+	Good	Good	n/a	Good
	Group teacher(s)					
	Miss C Irwin					

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
- First Y7 report only has estimated grades for English and Maths

Understanding progress reports

Colour coding

Purple – on track to exceed Minimum Grade

Green – on track to achieve Minimum Grade

Yellow – slightly below Minimum Grade

Red – significantly below Minimum Grade

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
Art	n/a	3	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					
						Mr A Unsworth, Mrs K Bokor
Computer Science	3-	3-	Excellent	Good	n/a	Excellent
	Group teacher(s)					
						Mrs S Cane
Drama	n/a	3-	Excellent	Excellent	n/a	Excellent
	Group teacher(s)					
						Mrs H Meikle
English	3	2	Good	Excellent	Good	Good
	Group teacher(s)					
						Miss C Hughes
Geography	3	3+	Good	Good	Good	Excellent
	Group teacher(s)					
						Ms L Folan
History	3	4	Excellent	Excellent	Excellent	Good
	Group teacher(s)					
						Mr J Reed
Maths	3	4	Good	Excellent	Good	Excellent
	Group teacher(s)					
						Mr A Trent, Mrs E Wagstaff
Music	n/a	2+	Good	Good	n/a	Good
	Group teacher(s)					
						Miss C Irwin

	On Entry	Year 7	Year 8	Year 9	Year 10	Year 11	
9							9
8							8
7							7
6							6
5							5
4							4
3							3
2							2
1							1
w							w

Understanding progress reports

Attitude Grades

These give an indication of pupils' engagement in their learning, in four areas:

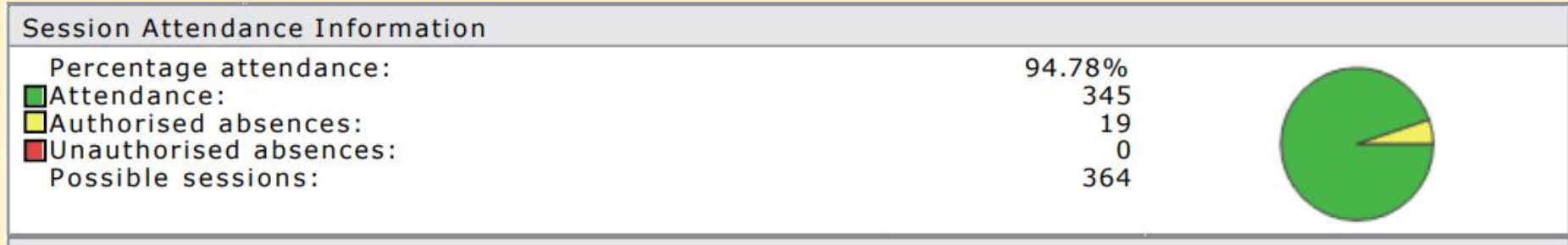
- Attitude to work
- Behaviour
- Homework
- Organisation

Graded excellent, good, requires improvement or poor.

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
Art	n/a	3	Excellent	Excellent	Excellent	Excellent
Group teacher(s)						
Mr A Unsworth, Mrs K Bokor						
Computer Science	3-	3-	Excellent	Good	n/a	Excellent
Group teacher(s)						
Mrs S Cane						
Drama	n/a	3-	Excellent	Excellent	n/a	Excellent
Group teacher(s)						
Mrs H Meikle						
English	3	2	Good	Excellent	Good	Good
Group teacher(s)						
Miss C Hughes						
Geography	3	3+	Good	Good	Good	Excellent
Group teacher(s)						
Ms L Folan						
History	3	4	Excellent	Excellent	Excellent	Good
Group teacher(s)						
Mr J Reed						
Maths	3	4	Good	Excellent	Good	Excellent
Group teacher(s)						
Mr A Trent, Mrs E Wagstaff						
Music	n/a	2+	Good	Good	n/a	Good
Group teacher(s)						
Miss C Irwin						

Understanding progress reports

Attendance data



Attendance is one of the biggest predictors of attainment

College attendance target – **95%**

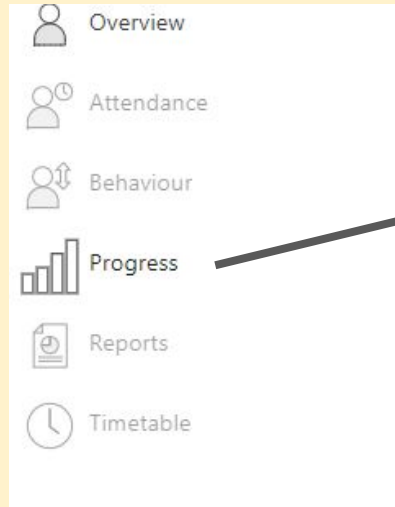
attendance
MATTERS

How is progress assessed?

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

Using Go4Schools to monitor progress and attainment

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 progress and attainment

Grades

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

Subject	Minimum Grade	Current	Estimated Grade	Actual	Sheet summary
Art, Mrs K Bokor	-	2+	3-	-	Prior Estimated Grades 3- Attitude to Learning Good Year 7 Assessments 2+ Year 8 Assessments - Year 9 Assessments -
Computer Science, Mr N Kelly	1	-	2	-	Prior Estimated Grade 2 Attitude to Learning Good Year 7 Assessments - Year 8 Assessments - Year 9 Assessments -
Direct Instruction, Ms E Blois	-	-	-	-	
Drama, Mrs H Meikle, Ms J Russ	-	2	2	-	Prior Estimated Grade 2 Attitude to Learning Good Year 7 Assessments 2 Year 8 Assessments - Year 9 Assessments -
English, Ms M Tuckwood, Miss M Everitt	1+	2	2-	-	Prior Estimated Grade 2- Attitude to Learning Excellent Year 7 Assessments 2 Year 8 Assessments - Year 9 Assessments -
English Library, Ms E Blois	-	-	-	-	

Current grade: calculated using milestone assessment data

Milestone assessment grade summary for each year

Using Go4Schools to monitor progress and attainment

View subject in detail ▾

Art
Computer Science
Drama
English
Geography
History
Maths
Music
PE
Re St
Science
Spanish
Technology

Option to view each subject in more detail

Marksheets

Marksheet	Mark	Grade
Prior Estimated Grade	-	5-
Attitude to Learning	-	Good
Year 7 Assessments	-	4
Year 8 Assessments		
Year 9 Assessments		

Summary for the subject – can open marksheet to see all assessment data

Year 7 Assessments

This marksheet contributes 100% to the Current grade.

Overall	Mark	Grade
Uses the simple average of all assessments		4
Assessment		
Milestone 1	-	4
Milestone 2	-	4-
Milestone 3	-	4+

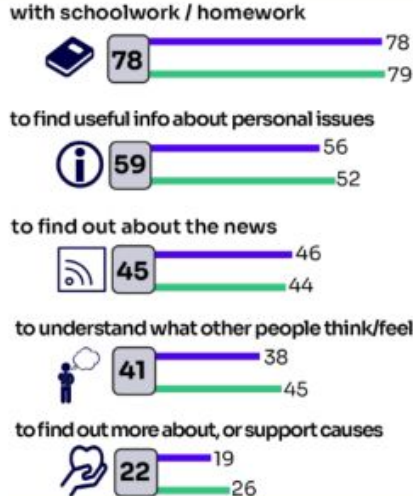
Safeguarding – Online Safety

The benefits

Children and parents: media use and attitudes report 2025

Being online helps me...

Information gathering



Skills development



Social connection



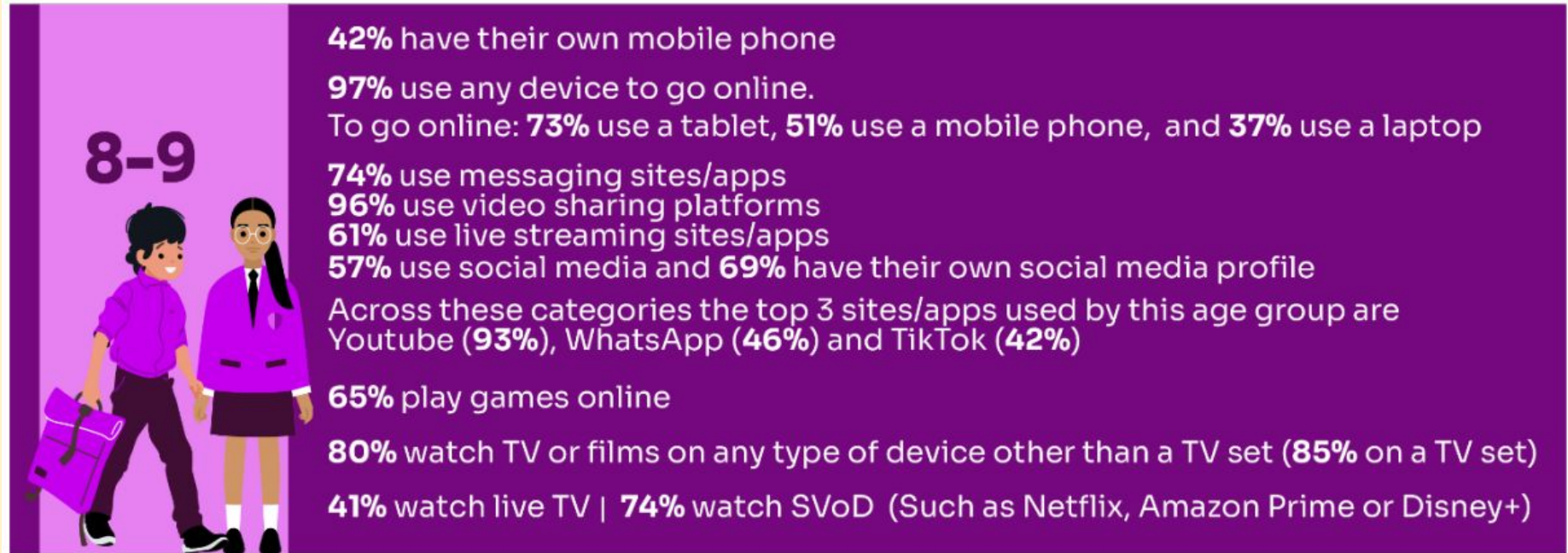
% of online
13–17s
Boys
Girls

Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

The stats...



Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

The stats...

10-12



82% have their own mobile phone

100% use any device to go online.

To go online: **81%** use a mobile phone, **68%** use a tablet, and **48%** use a laptop

94% use messaging sites/apps

99% use video sharing platforms

73% use live streaming sites/apps

81% use social media and **86%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**90%**), WhatsApp (**71%**) and TikTok (**63%**)

77% play games online

79% watch TV or films on any type of device other than a TV set (**87%** on a TV set)

41% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

The stats...

13-15



97% have their own mobile phone

100% use any device to go online.

To go online: **96%** use a mobile phone, **47%** use a tablet, and **56%** use a laptop

99% use messaging sites/apps

98% use video sharing platforms

82% use live streaming sites/apps

95% use social media and **96%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**87%**), WhatsApp (**82%**) and TikTok (**80%**)

84% play games online

79% watch TV or films on any type of device other than a TV set (**84%** on a TV set)

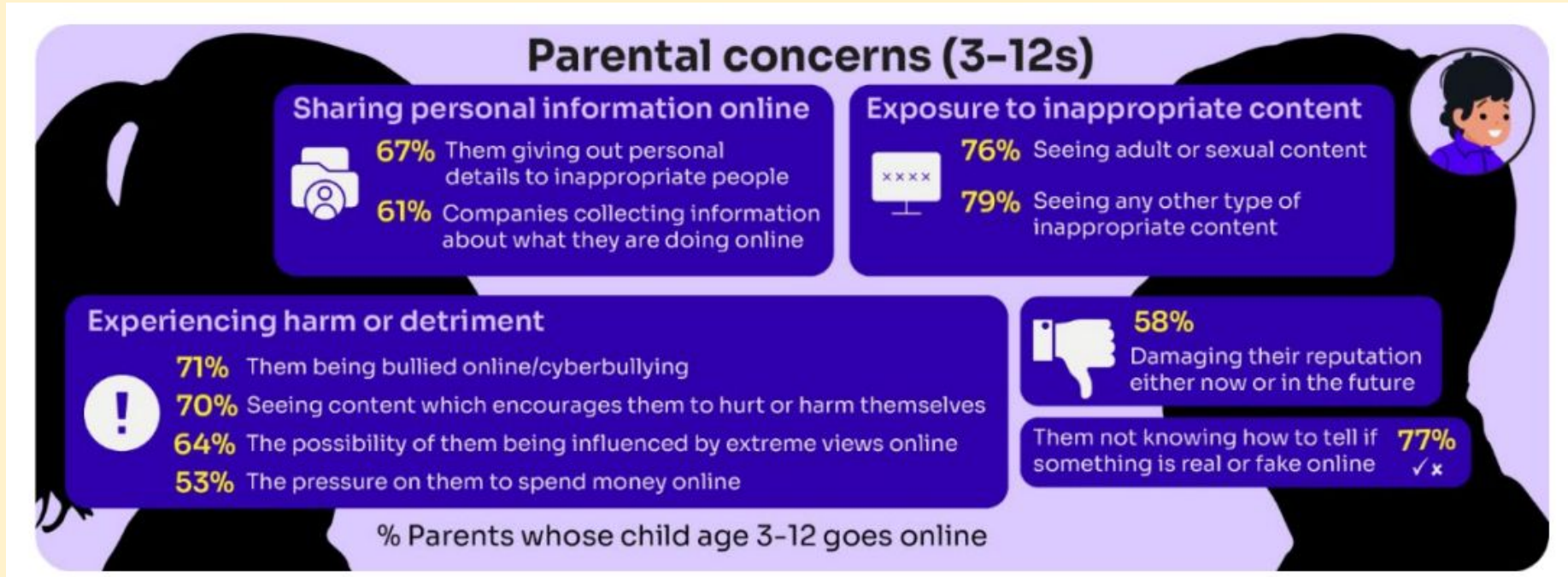
39% watch live TV | **75%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

The risks



Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

The risks

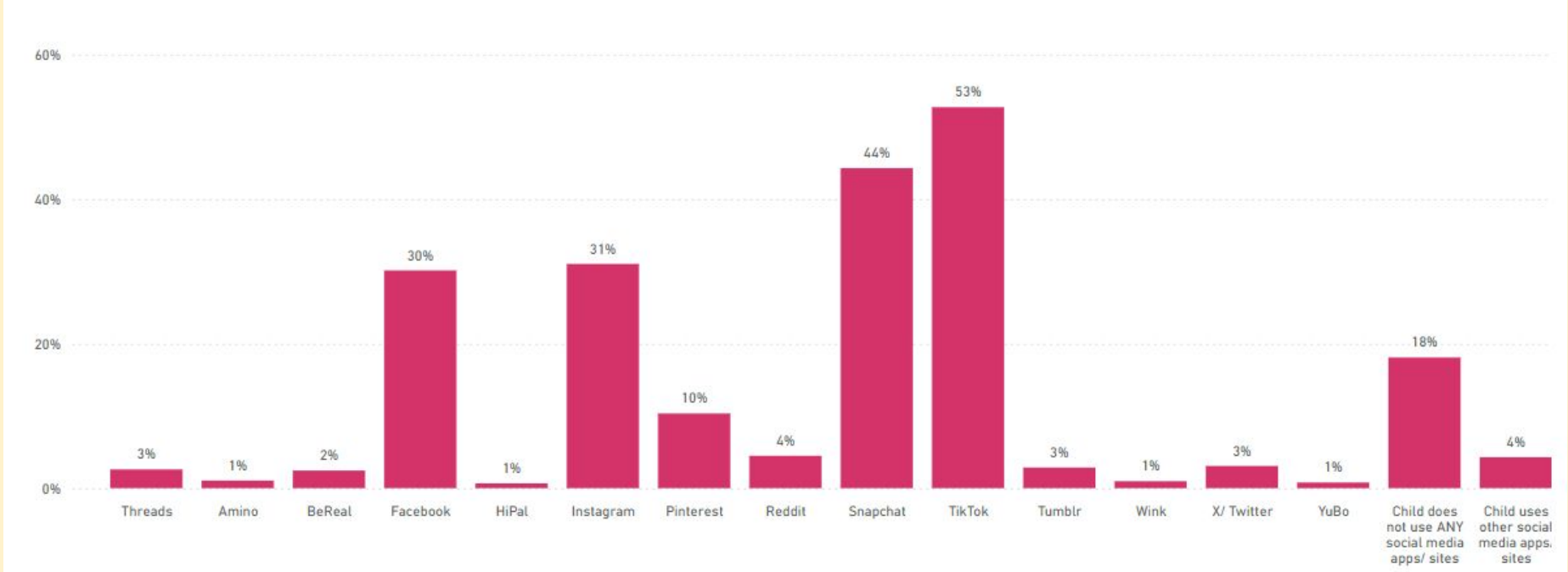
content: being exposed to **illegal**, inappropriate, or **harmful** content, for example: **pornography**, **fake news**, **racism**, **misogyny**, **self-harm**, **suicide**, **anti-Semitism**, **radicalisation**, and **extremism**.

contact: being subjected to harmful online **interaction** with other users; for example: peer to **peer pressure**, commercial **advertising** and **adults posing as children** or young adults with the intention to **groom** or **exploit** them for **sexual**, **criminal**, **financial** or other purposes

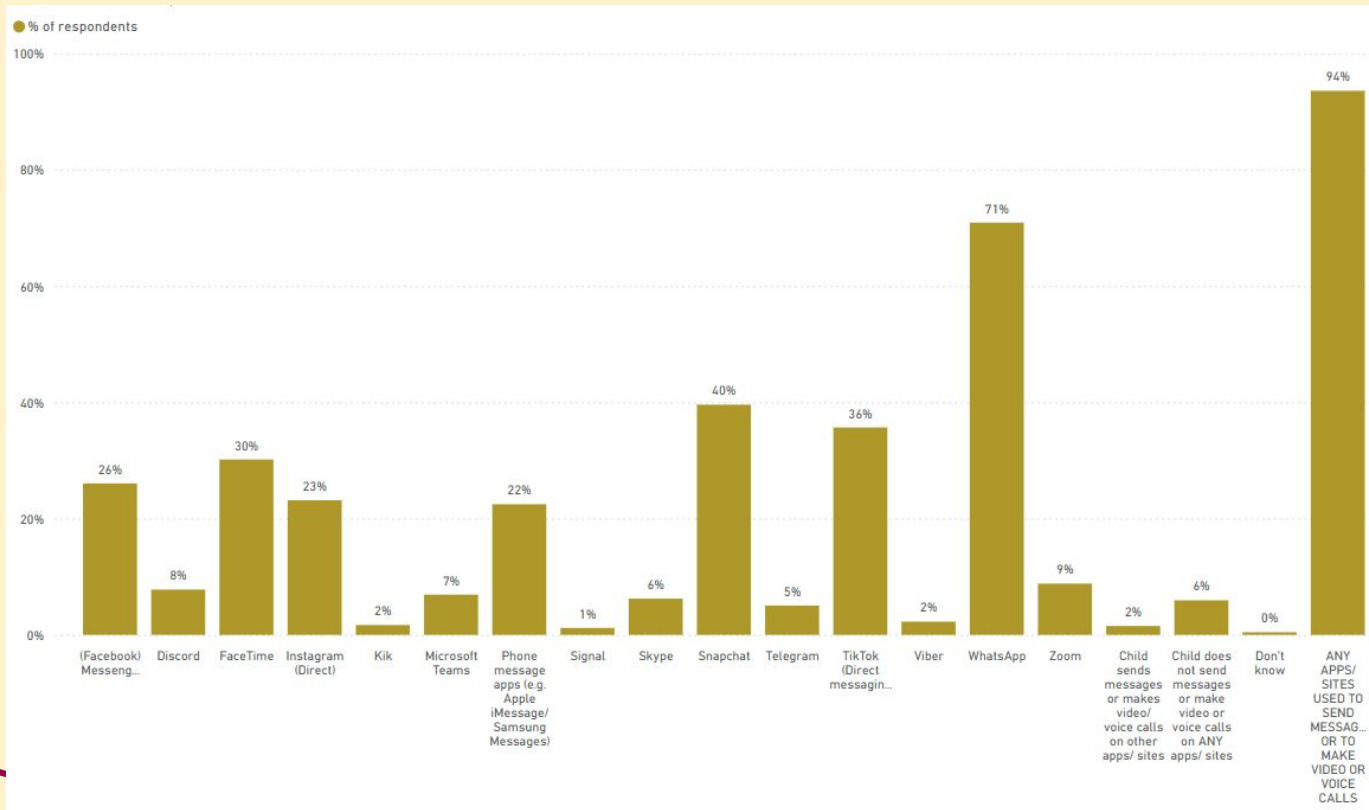
conduct: online **behaviour** that increases the likelihood of, or **causes**, **harm**; sharing and receiving **explicit images** (e.g. **nudes** and semi-nudes and/or **pornography** and online **bullying**)

commerce: risks such as online **gambling**, **inappropriate advertising**, **phishing** and or **financial scams**

Ages 10–12– which social media apps/sites does your child use?



Ages 10-12- which apps/sites does your child use to send messages, videos or make calls?

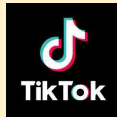


Safeguarding information – Online Safety

Age restrictions on popular social media platforms:



Snapchat: 13 Years



TikTok: 13 Years



Instagram: 13 Years



Facebook: 13 Years



WhatsApp: 13 Years

Safeguarding – Online Safety Support



PARENTSAFE
Keeping your children safe: online & beyond

This page is for parents - if you are a teacher, click [here](#)

It's never easy to know how to keep our children safe when they aren't with us, and sometimes even when they are, if we don't know what's happening in their lives or on their devices! Who are they talking to, what are they doing, are they okay? Don't despair though...scroll through this page for help or click a button to go straight to a particular topics.

TOP TIPS RIGHT NOW	SAFE SETTINGS & CONTROLS	WHAT'S THAT APP?	TALKING TO CHILDREN
SCREENTIME	TOP TOPICS (porn, bullying, ...)	SEX & RELATIONSHIPS	HELP & REPORTING

TOP TIPS FOR PARENTS RIGHT NOW!

<https://parentsafe.lgfl.net/>

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.

Starting family conversations about online safety



Online safety quiz

Does your child know how to stay safe online?
Here's a family quiz you can take together.



Talking to your child about online safety

Advice on how to talk to your child about staying safe.



Age-appropriate support for children using technology

Read our helpful tips to help you decide what is right for your child when it comes to tech ownership and usage.

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.



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.



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- ☐ 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.



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.
- ☐ Receive an academic, sporting or cultural progress postcard from the school.
- ☐ 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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