



**Hanley Castle High School**  
and Sixth Form Centre

# Year 7 Information Evening

**16 October 2023**

**Mark Stow**  
**Headteacher**







The image shows a hallway with three white doors, each slightly ajar, set against a light green wall. The floor is a light grey color. The text is centered over the doors.

**Every student should leave school with the confidence, skills and qualifications to go to university or equivalent further study, or to take up an apprenticeship to begin a high quality career.**





**Hanley Castle High School**  
and Sixth Form Centre

**Being a Hanley Student...**

**Work hard.**

**Be kind.**





Silent Time



One at a time



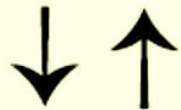
Work talk time

Just about the simplest model of the mind possible.

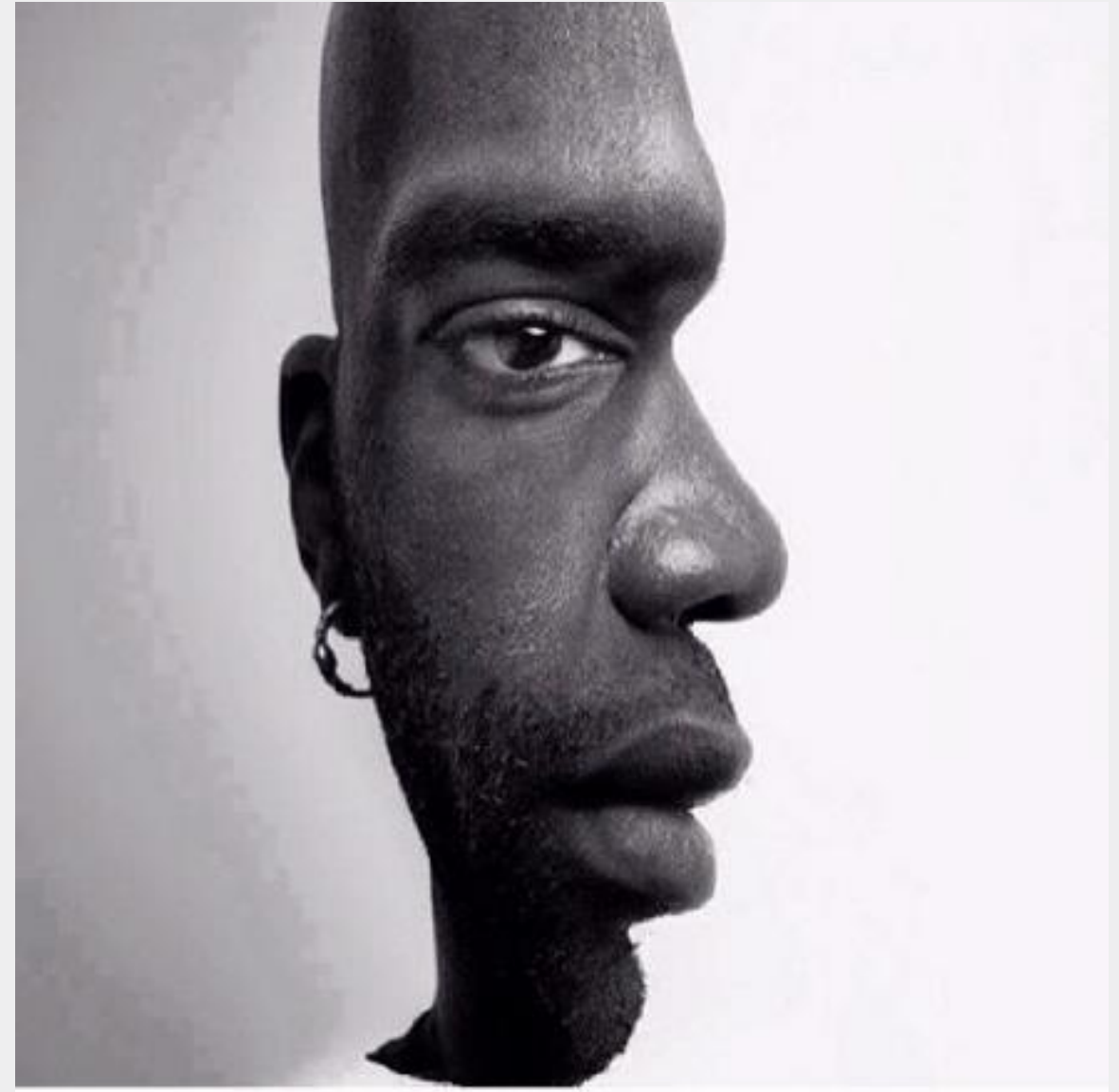
**Environment**



**Working Memory**  
(site of awareness  
and thinking)



**Long-Term Memory**  
(factual knowledge and  
procedural knowledge)







**Hanley Castle High School**  
and Sixth Form Centre

**Work Hard.**

**Be Kind.**





**WE ARE WHAT  
WE REPEATEDLY  
DO: *Excellence,*  
THEN, IS NOT  
AN ACT, BUT A  
*Habit***





**Hanley Castle High School**  
and Sixth Form Centre

# Curriculum

16 October 2023

Rebecca Dunn  
Head of Key Stage 3







# Year 7 so far.....





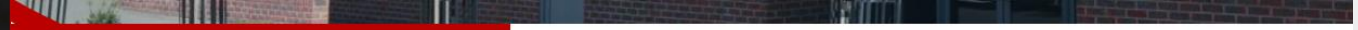
Hanley Castle High School and Sixth Form Centre

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Curriculum

Prospective Parents

Sixth Form



## Curriculum

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- Subject termly outlines for parents
- English
- Mathematics
- Science
- Modern Foreign Languages
- History
- Geography

## Curriculum

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- Curriculum Purpose Statement
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- English
- Mathematics
- Science
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- History
- Geography
- Religion and World Views
- Business and Economics
- Citizenship / Politics





Curriculum

You are here: Curriculum · Subject termly outlines for parents

Curriculum Purpose Statement

Subject termly outlines for parents

English

# Subject termly outlines for parents

On this page you

Subject					
Mathematics	year 7	year 8	year 9	year 10	year 11
English	year 7	year 8	year 9	year 10	year 11
Science	year 7	year 8			
History	year 7	year 8	year 9	year 10	year 11
Geography	year 7	year 8	year 9	year 10	year 11
French	year 7	year 8	year 9	year 10	year 11
German	year 7	year 8	year 9	year 10	year 11
Religion and World Views	year 7	year 8	year 9	year 10	
GCSE Religious Education			year 9	year 10	year 11
Art	year 7	year 8	year 9	year 10	year 11
Design and Technology (Food)	year 7	year 8	year 9	year 10	year 11
Design and Technology (Product Design)	year 7	year 8	year 9	year 10	year 11
Design and Technology (Textiles)	year 7	year 8	year 9	year 10	year 11
Drama	year 7	year 8			
Music	year 7	year 8	year 9	year 10	year 11
Music Technology				year 10	year 11



Hanley Castle High School curriculum outline for parents: **Geography**

		Autumn Term		Spring Term		Summer Term	
	<p><u>Topic</u> Big question / Overview</p>	<p><b>Introduction to Geography at Hanley</b></p> <ul style="list-style-type: none"> <li>Differences between human and physical geography</li> <li>Map reading</li> <li>The UK and continents</li> </ul>	<p><b>Physical Processes</b></p> <ul style="list-style-type: none"> <li>UK Rivers and flood management</li> <li>Coastal processes and coastal management</li> <li>Glacial processes, landforms and threats</li> </ul>	<p><b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>Weather and Climate</li> <li>Enquiry process (fieldwork)</li> <li>Factors affecting our climate</li> <li>Changes in our climate</li> </ul>	<p><b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>Impacts of climate change, examples on the Maldives and Polar environments</li> <li>Reducing the impact of climate change</li> </ul>	<p><b>Africa</b></p> <ul style="list-style-type: none"> <li>Physical and human geography of Africa</li> <li>Development in Africa</li> <li>Africa today – coffee farming</li> </ul>	<p><b>Africa</b></p> <ul style="list-style-type: none"> <li>Africa today – investment</li> <li>Population change in Africa</li> </ul>
Year 7	<p>Disciplinary knowledge/skills</p> <p><b>Cartographic</b></p> <p><b>Describe</b></p> <p><b>Utility of evidence</b></p> <p><b>Assess</b></p> <p><b>Evaluate</b></p> <p><b>Explain</b></p>	<p><b>Map skills Target task-</b> this focuses on <b>cartographic skills</b></p> <p><b>Describing human and physical geography of the UK-</b> this target task asks students to <b>describe</b> the geography of the UK using a range of sources</p>	<p><b>Crisis Management (utility of evidence)-</b> this target task relies on students being able to interpret information to make informed decisions</p> <p><b>Evaluation of coastal management techniques-</b> students will have to <b>evaluate</b> a coastal management technique</p>	<p><b>Explain the impact of weather task-</b> students will have to give reasons for how the weather impacts people and places</p> <p><b>Assess the causes of climate change-</b> students will have to think about the significance of the causes of climate change and justify which is most important</p>	<p><b>Describing a polar environment-</b> students will need to <b>describe</b> the human and physical characteristics of cold environments</p> <p><b>Evaluate the success of Masdar City-</b> students will need to think about the positives and negatives and then make an overall judgement.</p>	<p><b>Physical and political map of Africa-</b> students will need to use their <b>cartographic skills</b> to be able to identify key human and physical features</p> <p><b>Explain the impact of colonialisation on Africa-</b> students will have to give detailed reasons and effects from colonialisation in Africa.</p>	<p><b>Coltan mining task-</b> Students will have <b>utilise evidence</b> from a range of sources to make judgements.</p> <p><b>Assess the impacts of overpopulation-</b> students will need to think about how significant the impacts of overpopulation are and make a judgement on which impact is most significant.</p>





# Attitude and Effort Awards

Subjects	A&E Award
English	Very Good
Maths	Very Good
Science	Outstanding
French	Outstanding
Art	Very Good
Citizenship	Very Good
Computing	Very Good

Attitude and Effort	Description		
<b>Outstanding</b>	Consistently Goes the extra mile, dedicated to continual improvement and reaching their full potential.		
<b>Very Good</b>	Always shows a very good attitude to learning, could still take a more pro-active role.		
<b>Positive</b>	Does what is required with enthusiasm, consistency is needed.		
<b>Unacceptable, because they are:</b>	<b>Coasting</b>	<b>Disruptive</b>	<b>Uninterested</b>
	Does the minimum of what is asked of them in lessons or at <u>home</u> . Has more to offer.	Has interrupted lessons or stopped others from learning on more than one occasion.	Does not appear to be motivated to learn or achieve. Extra support has been needed to keep them on task.

Very Good
Very Good
Outstanding
Outstanding
Outstanding
Very Good
Very Good
Very Good
Very Good



# Academic Progress

Meeting the demands of the KS3 curriculum	Student Description of Subject Skills Demonstrated	and	Student Description of Subject Content Learnt	Examples of common actions that allow students to further develop.
<b>with flair</b>	A student who has demonstrated a spark or fluency on more than one occasion; they might have read around the subject or demonstrated a wider skill set than that covered in the curriculum.	and	A student who consistently scores in the top quarter of the year group when recalling facts & long-term knowledge for this subject.	Research areas of interest Make their own interpretations Hypothesise Seek Extension Collaborate
<b>with success</b>	A student who consistently demonstrates fundamental subject skills and is developing new higher order skills that will ensure long term progress. Students who have had specific successes using newly learnt skills and knowledge.	and	A student who has consistently recalled new key content and understands the 'big ideas' in a subject. Some knowledge has been moved into long term memory.	Contribute ideas Show resilience to set-backs Develop independence Challenge ideas Confidence-build by reviewing new understanding
<b>with some development</b>	A student who relies on recent understanding only to access new learning. They have demonstrated some basic subject specific skills.	and	A student who is aware of the 'big ideas' in a subject and has demonstrated sufficient short-term recall to enable further access to the curriculum.	Add or develop detail Long-term recall practice Prepare and plan work Explain with reasons Look for links with previous ideas
<b>relying on natural aptitude</b>	A student who has skill or ability in a subject who needs to apply this with greater consistency or more depth.	and	A student who has recalled some subject knowledge. They have more to give.	Act on feedback Seek challenge Take risks and see value in failure Apply skills to new situations Develop greater ambition
<b>with support</b>	A student who is focussing on learning more content and repetition of a smaller set of core skills.	and	A student who is accessing the curriculum through scaffolding or support provided in the classroom. Knowledge is recalled but is often disconnected.	Organise work and thinking Literacy practice Numeracy practice Use structures to answer questions

Subjects	Meeting the demands of the KS3 Curriculum
<b>English</b>	Flair
<b>Maths</b>	Flair
<b>Science</b>	Flair
<b>French</b>	Success
<b>Art</b>	Success
<b>Citizenship</b>	Success
<b>Computing</b>	Some Development
<b>Drama</b>	Success
<b>Geography</b>	Success
<b>History</b>	Flair
<b>Music</b>	Flair
<b>Physical Education</b>	Success
<b>Religion and World Views</b>	Success
<b>Technology</b>	Some Development





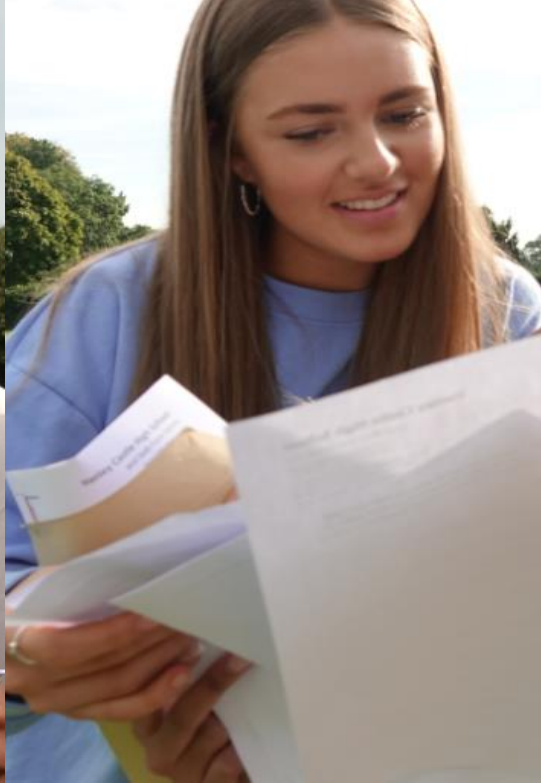
**Hanley Castle High School**  
and Sixth Form Centre

# Behaviour Systems and Routines

**Sarah Anderson Kirby**  
Deputy Headteacher











# Behaviour for learning-The establishment of the positive behaviour for a Hanley student

- Trying hard is what we do here
- Listening is what we do here
- Making great contributions is what we do here
- We are respectful to people if they try and then they get the answer wrong
- Being respectful is what we do here
- We feel proud of our achievements here



# What about those students who disrupt your child's learning?







# Hanley's behaviour management system

- Rewards to reinforce good choices
- Sanctions to reduce the likelihood of poor choices happening again
- Support for those who struggle





# Today's statistics since September 2023

Epraise points Y7-11 = 21,937

Epraise points Year 7= 5,583

De-merits Y7-11= 4,261

De-merits Year 7=316





# Making the good things happen more often

- Category
- B-Splendid leadership
  - B-Supported other students
  - B-Service to school community
  - B-Kindness
  - Asp-Substantial improvement
  - Asp-Sustained effort
  - Asp-Submitted work above HEM
  - Asp-Successful completion of actions
  - Ach-Series of five homeworks
  - Ach-Spectacular work
  - Ach-Superb test or exam
  - Ach-Super Contributions
  - Ach-Student caught reading

## Positive reinforcement





# Sorting out the little negative things

- Category
- Uniform/Lanyard
  - Lateness
  - Mobile Phone / Headphones
  - Homework/Independent Study
  - Equipment/PE kit
  - Chewing Gum
  - Non Lesson Behaviour

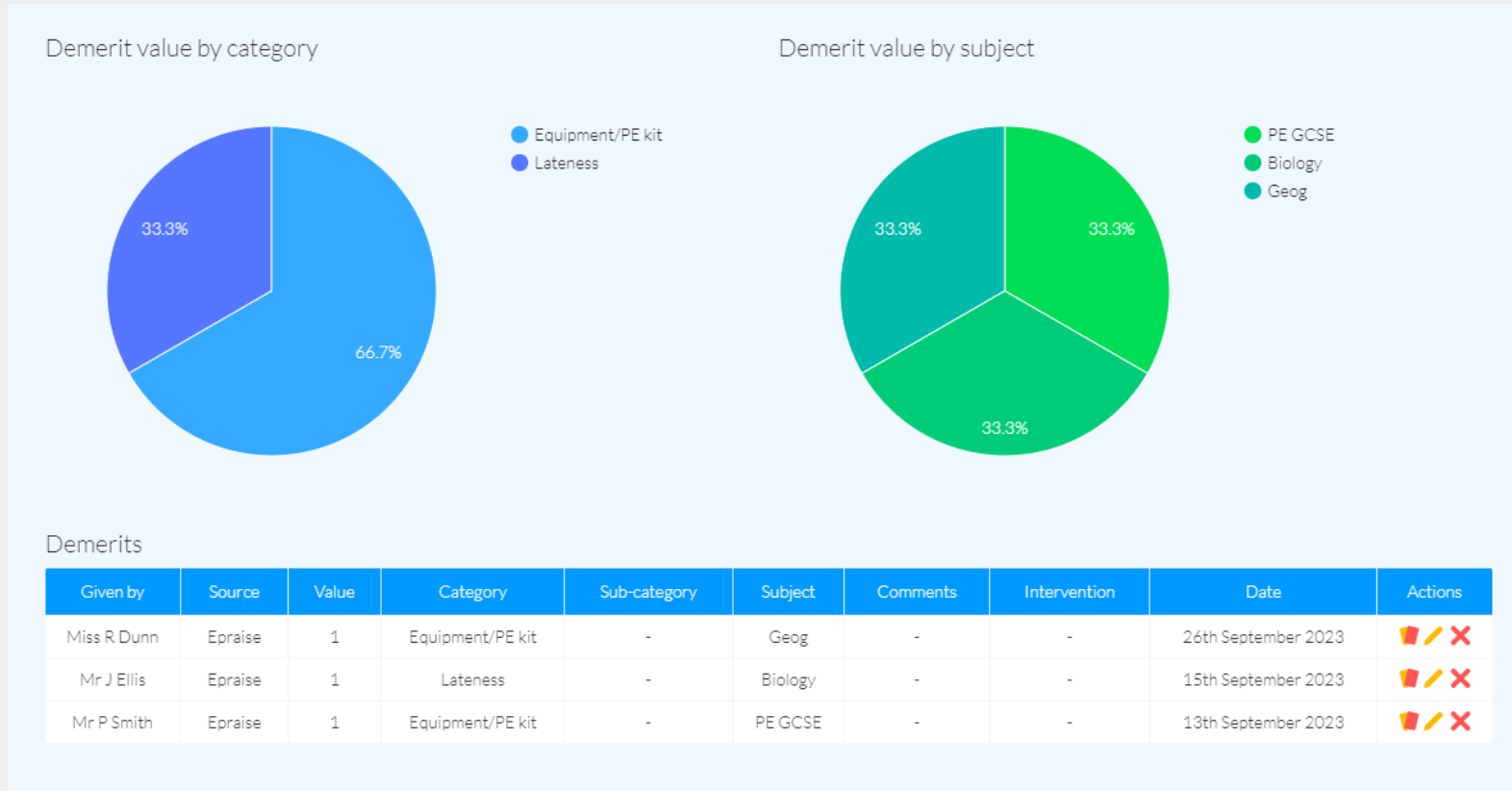
Used as a  
deterrent

From next week 3 in one day = 2 x  
15 minute de-merit detentions in  
break A and B the following day

Students choosing not to  
attend the detentions= after  
school detention on Thursday



- Communication with home







# What happens in the classroom?

FOR  
EVERYBODY  
Repeated  
reminders of  
what to do and  
how to do it



# Consequences when repeated instructions are ignored

FOR  
EVERYBODY

Repeated  
reminders of  
what to do and  
how to do it

For a few  
students:  
One formal  
Warning





What if the behaviour still doesn't change and learning continues to be disrupted?

FOR  
EVERYBODY  
Repeated  
reminders of  
what to do and  
how to do it

For a few  
students:  
One formal  
Warning

For a  
minority:  
Removal to  
ready to  
learn room



# Why 5 sessions?

- Calm, orderly purposeful designated environment
- Staffed by a designated Ready to Learn Room supervisor
- Work supplied from pre-prepared resource of appropriate lessons matching the Hanley year group curriculum
- Breaks in the dining room supervised at a different time to rest of school
- Restorative, supportive work as part of allocated time
- Prevents students choosing to avoid a particular lesson
- Research based decision

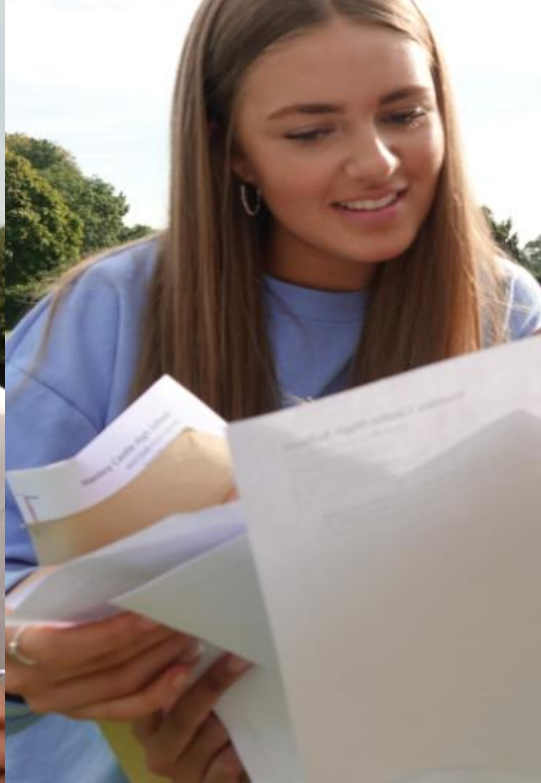




What is the secret of success? Right decisions. How do you make right decisions? Experience. How do you gain experience? Wrong decisions.

Abdul Kalam

quote fancy







**Hanley Castle High School**  
and Sixth Form Centre

# Student Support

**Sarah Tandy**

**Assistant Head of Key Stage 3**







# Social, Emotional and Wellbeing Support for Students at Hanley Castle



## Sarah Anderson Kirby Deputy Head



Responsible for behaviour and Student Support here at Hanley. Works with the Key Stage Teams and external agencies to provide support for all students in our care. Is also head of Safeguarding.

We have support in school for students to engage with other students/peers:

- 6<sup>th</sup> Form Peer Mentoring** – older students mentoring younger students both individually and in groups to help support with homework, organisation and managing school with advice from when they were in the younger years
- Year 9 Ambassadors – A Team** – These are the Key Stage 3 Leaders and represent at school events and also support younger students in school.
- School Council** – represents the school by attending meetings and share ideas

## Key Stage 3 Team

The aim of the Key Stage Team is to provide a safe and secure learning environment in order to maximise the social and academic potential of all our pupils in Year 7, 8 and 9. Much of our work involves pastoral support, academic tracking, intervention and mentoring to ensure all the students feel supported, cared for and able to work to their full potential.

## Further internal support that we can offer students

- Daily Check in with Tutors
- Red and Green Support Cards
- KS3 Mentoring
- Aspire – social support before school and at break times
- Careers Advice with Mrs Price
- School Counsellor
- School Nurse Service
- Mental Health First Aid Training (Year 10)
- Conversations with Parents to offer further support

## Tutors

The role of the tutor is critical in providing day to day support both pastorally and academically. The Tutors are often the first point of contact for students in school as they see the students every morning. They are a regularly link to the Key Stage 3 Team.





# Social, Emotional and Wellbeing Support for Students at Hanley Castle



We also have access to arrange of services outside of school that we can refer to as well as parents and students directly:

Worcestershire County Council Early Help / Family Support



Teens in Crisis

CAMHS



Worcestershire CAMHS Reach4Wellbeing

School Nurse Service



Young Minds



Bereavement Counselling



Mental Health Practitioner



Action For Children



WRASSAC



# Learning beyond the classroom

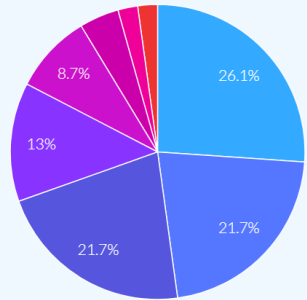
**Paul Smith**  
**Assistant Head of Key Stage 3**





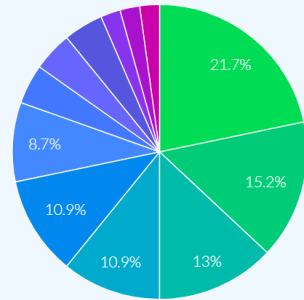


Points by category



- Ach-Spectacular work
- Asp-Sustained effort
- Ach-Student caught reading
- B-Service to school community
- Ach-Super Contributions
- B-Supported other students
- Asp-Successful completion of a
- Ach-Series of five homeworks

Points by subject



- Alternative Curriculum
- Tutor
- Textiles
- Science
- P.E.
- Out of lessons
- History
- Food & Nut
- English
- Maths
- R.E.
- Geog

Points

Awarded by	Code	Source	Value	Subject	Category	Comments	Date
Mr/s Cover-Teacher	N/A	Epraise	1	Geog	Asp-Sustained effort	Classwork, period 1, 20.09	21st September 2023
Mr M Scanlan	N/A	Epraise	1	P.E.	Ach-Spectacular work	-	21st September 2023
Miss L Perry	N/A	Epraise	1	Food & Nut	Asp-Sustained effort	-	21st September 2023
Mrs L Millikin	N/A	Epraise	1	Science	Ach-Super Contributions	-	20th September 2023
Mrs E O'Keefe	N/A	Epraise	1	English	Ach-Super Contributions	-	20th September 2023
Mrs E O'Keefe	N/A	Epraise	1	English	Ach-Series of five homeworks	-	19th September 2023
Mrs A Kilvington	N/A	Epraise	1	R.E.	Asp-Sustained effort	-	19th September 2023
Mrs L Millikin	N/A	Epraise	1	Science	Ach-Spectacular work	Super job lighting Bunsen burners safely!	18th September 2023
Mr T Howard	N/A	Epraise	1	History	Asp-Sustained effort	-	18th September 2023
Miss L Perry	N/A	Epraise	1	Food & Nut	Asp-Sustained effort	-	15th September 2023
Miss R Catchpole	N/A	Epraise	1	Maths	Ach-Super Contributions	-	15th September 2023
Mrs S Tandy	N/A	Epraise	10	Alternative Curriculum	Ach-Student caught reading	-	14th September 2023



## Religion & World Views - Ultimate Questions

Explain to an adult (someone at home!) what an ultimate question is.

Ask them to write in your book 2 ultimate questions they would like to know the answer to. (Obviously they don't have to answer it!)

You could always write it in your book for them, if they are busy!

Title: Homework. Write the date you do it also. Underline date and title.

Hand in next lesson.

Homework

Due in 9 days (03/10/2023)

Set 20/09/2023

✘ Not done

## Food & Nut - Upcoming Practical- Coleslaw

Please bring in 50p and a container to your lesson on Friday.

Homework

Due in 5 days (29/09/2023)

Set 20/09/2023

✘ Not done

## Tutor - Open evening letter

Please return the slip for open evening to me. Please get it signed by a parent/guardian at home to grant permission for you to attend. Thank you! Don't tick done unless you have completed this task!

Homework

Due in Tomorrow (25/09/2023)

Set 22/09/2023

✘ Not done



## Beginner Guitar Club (any year)

Come and join Mr Williams and learn to play the guitar. Use our guitars, no need to bring your own (unless you prefer to).

Meet at A02

Years 7, 8, 9 & 10

3pp

15 signed up

Every Tuesday at 1:45pm



Show details

## Chess club

Come and learn to play chess, or improve your game. Bring your lunch and your friends!

Meet at H11, upstairs in maths

Bring your lunch!

5 signed up

Every Tuesday at 1:45pm

Starts 26th September



Show details

## Choir

Students and Staff enjoy making music together. Working towards performances in school concerts.



## YEAR 7 BOYS RUGBY

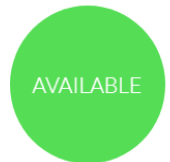
On every week, except when there is a fixture in that week. Make sure you have full Rugby kit with a gum shield.

Year 7 only

Activity led by Mr J Gowing

5 signed up

Every Tuesday from 3:30pm - 4:30pm







**Gilbert**

13,800 pts

**Horton**

8500 pts

**Burley**

9300 pts

