



Dream **Big**
Be **Curious**
Be **Determined**
Make **No Excuses**
Embrace **Opportunities**

Success in Year 8 & 9 Information Evening

September 2023

Success in Year 8 & 9



1. **Parental Engagement** – Leanne Symonds (Headteacher)
2. **Attendance** – Clare Adams (Deputy Headteacher)
3. **Behaviour for Learning** – Michelle Barker-Garrod (Assistant Headteacher)
4. **Supporting your children with their learning** – Tim Broadhouse (Assistant Headteacher)
5. **Supporting children with SEN** – Clare Adams (Deputy Headteacher)
6. **Cyber Safety** – Clare Adams (Deputy Headteacher)



Parental Engagement

Leanne Symonds - Headteacher

Arbor Parent App & Browser version



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Manage your details without paper forms!

Update your contact details & medical details etc

Access all your info in one place

- Trips
- Attendance
- Rewards
- Progress
- Clubs

To name but a few

Check on your child from anywhere

Timetable & Attendance

Positive Incidents & House Points

Behaviour Incidents & detention dates and times

Payment details

Opportunities to be involved



Parent Survey

Parent Focus Group – 3 meetings per year starting on Monday 16 October 6.00 – 7.30 in the conference centre, 5 Feb 24 & 20 May 24

- Agenda items to include: new school website, communication, literacy & rewards

<https://tinyurl.com/RingwoodPFG>

Ringwood School PTA – would you like to join our PTA? Please email

PTA@ringwood.hants.sch.uk

SEN parental bookings - by appointment (SENTEAM@ringwood.hants.sch.uk)



Attendance

Clare Adams – Deputy Headteacher

Attendance is a National Priority



Rachel de Souza who is the School's Commission, has made attendance a **national priority**.

Her recent report says that children who miss **one of the first few days of the new term for unauthorised reasons** are much more likely to miss **long periods of their schooling** than their peers who attended those first few days.

These students are predicted to have an overall absence of almost 45%, or **31 days across the term**.

This shows just how important it is that you are at school, ready to learn in the first days of the September term and the rest of the year.

Outcomes by attendance at GCSE



Lower than 90% - $\frac{1}{2}$ a grade **below** their target grades

95% or above – $\frac{3}{4}$ of a grade **higher** than their target grades

98% or above – nearly 1 whole grade **higher** than their target grades

100% attendance – more than 1 grade **higher** than their target grades

Return to School Sticker



RETURN TO SCHOOL CATCH UP

1.

2.

3.

4.

5.

Parent:

Tutor:



Ringwood School

- Students will need to collect this sticker from their tutor and stick it on the day you were absent in their diary.
- They will need to speak to their teachers about what work was missed and what needs to be done.
- Teachers will sign next to the period on the sticker so you as parents will know this has been done.
- Parents to sign also to confirm the work has been done.
- It's a team effort.

Avenues of support



Mental Health Ambassadors



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You can email our Mental Health Ambassadors on mentalhealthamb@ringwood.hants.sch.uk

You are not alone - there is always someone to talk to.

#BeKindToYourself

- Direct students to use the worry box on the front of the school website
- Speak to a member of the safeguarding team
- Contact your child's tutor
- Speak to the Head of Year
- Mental Health Ambassadors



Behaviour for Learning

Michelle Barker-Garrod – Assistant Headteacher

What has changed this year?



- ‘No pen’ removed from list of formal warnings
- **Rewards**
 - How they are recorded on Arbor
 - Milestone totals
 - Number/type of rewards given throughout the year
- **Prevention of bullying**
 - How incidents are recorded on Arbor
 - Clarity on how incidents are followed-up

What will House Points be given for? Some examples...



Classwork

- High quality written work
- High quality verbal response (depth)
- Reading out loud in class
- Successful use of newly taught tier 2 vocabulary
- Successful/positive collaboration with peers

Homework

- High quality response
- Going broader or deeper – super curricular
- Work that reflects significant time and effort

Attitude to Learning

- Showing resilience – not giving up, failing and trying again
- Risk-taking – trying something new/difficult
- Reflecting on learning and improving/ making changes

School Ethos – Demonstrating the House Values

- Helping others around school
- Supporting a peer (in any context)
- Tour guides and other leadership roles
- Getting involved in clubs
- Going the extra mile

House Points Rewards Structure 2023/24



Milestones	Number of House Points (Y7-11)	Reward 1	Reward 2	Reward 3
Bronze Award	50	Certificate (emailed home)	TBC*	
Silver Award	100	Certificate (emailed home)	Silver Badge	TBC*
Gold Award	150	Certificate (emailed home)	Gold Badge	TBC*
Platinum Award	250	Certificate (emailed home and printed)	Platinum Badge	Y7-10 = School rewards trip or gift card Y11 = £5 off Prom ticket

*Likely to be food based!

Other Rewards 2023/24

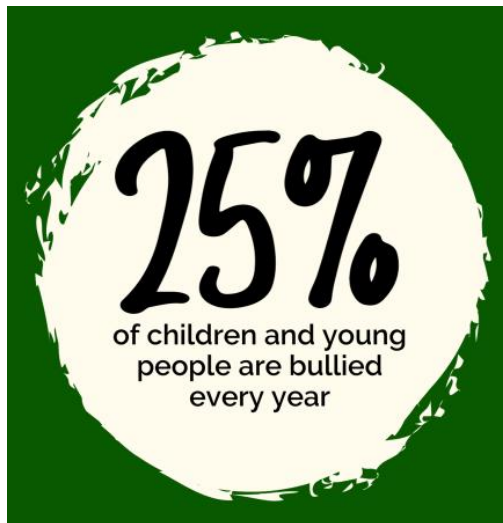


	Frequency	Criteria	Reward
Attendance	Half termly (resets each half term)	98%+ attendance	3 HPs, electronic postcard home, assembly prize draw
	Annually	100% attendance	10 HPs, certificate, badge
Progress Checks	Twice a year	Average attitude score of 3.5+	3 HPs, electronic postcard home, assembly prize draw
	Annually	Perfect attitude score of 4 in both PCs	10 HPs, certificate
Scholar Award	Twice a year	4+ scholar award nominations in a progress check	Scholar award badge, certificate
House Values	Half termly	One student in each TG, selected by tutor for demonstrating the house values of the half term	3 HPs, electronic postcard home, assembly prize draw
Celebration Evening	Annually	Teacher nominated House, Tutor, Head of Year and Subject Awards	Attendance at Celebration Evening, certificate, 10 HPs

Prevention of Bullying – Reminders and Updates



- **Definition:** “Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online”.



Steps taken so far...

- Parent Information Evenings (September 2022 and July 2023)
- Parent forum and feedback
- Student survey and student voice
- Staff training
- Changes to green 'Student Incident Form' - next steps and support is student led – definition of bullying behaviour is always discussed
- Ongoing work with staff and students on restorative practice
- More bespoke 1:1 support for students who have been bullied and for students who have shown bullying behaviour
- More ways for students to report bullying behaviour - worry box, Anti-Bullying Ambassadors, Mental Health Ambassadors, Pastoral Support/On Call team available at break and lunch
- Ongoing work to raise awareness – assemblies, tutor activities, whole school activities
- Anti-bullying ambassadors and mental health ambassadors



How can bullying behaviour be reported?



- **Student** – in person, via the Worry Box online, or through email to staff, safeguarding team or mental health ambassadors
- **Parents/carers**, concerned about their child – via phone or email to the safeguarding team or Head of Year, or via the Worry Box on our website
- **Staff** – via the safeguarding team

Discussion will take place with those involved and our definition will be kept in mind when deciding if an incident should be defined as “bullying behaviour” or not

What will happen if bullying behaviour is reported



Investigation

- On Call – student/staff statements
- Head of Year informed and may assist in speaking to students
- Leadership team informed if behaviour is repeated



Communication

- Students
- Parents/Carers
- Staff
- HoY to log on Arbor for all students involved so incidents can be tracked (for the victim, this will be logged as “Bullying Behaviour Reported”)



Action

- Restorative
- Education
- 1:1 support
- Follow-up meetings/conversations with parents
- Sanctions, where warranted

Sanctions for Bullying Behaviour (actioned by HoY)



Bullying Behaviour 1 – Verbal Warning

- Verbal warning
- Parents/carers informed
- Logged on Arbor
- Support/further education offered
- Restorative offered
- Possible sanction depending on incident (eg. lunchtime, after school or leadership detention)



Bullying Behaviour 2 – Written Warning

- Formal written warning (letter to parents/carers)
- Sanction (incidents considered on an individual basis – could include leadership detention or time in inclusion room)
- Logged on Arbor
- Compulsory further education
- Restorative offered
- Further support offered
- Staff informed/seating plans looked at




Bullying Behaviour 3 – Repeated

- Serious sanction (inclusion, suspension, or even permanent exclusion)
- Meeting with parents/carers
- Compulsory further education/1:1
- Restorative offered
- Staff informed – class changes and zoning at free-time discussed and agreed

Modelling matters...



Coach Will 
@coachingwithwill

Great parents **lead by example**. Your teenager will learn FAR more by WHAT you do and WHO you are than what you say. So here are **10 ways** to show the way and go the way for your kids:

1. The way you talk to **yourself** 🗣️
2. Your **phone** use 📱
3. Your **reactions** to things 😡
4. How you respond to **conflict** 🗯️
5. The way you talk to **others** ❤️
6. Being fully **present** 🌱
7. Your relationship with **stuff** / money 💰
8. How you treat those with **different opinions** 🗣️
9. How you handle **discomfort** 🧠
10. Your work ethic and **character** 💪



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Assessment: a reminder of our system

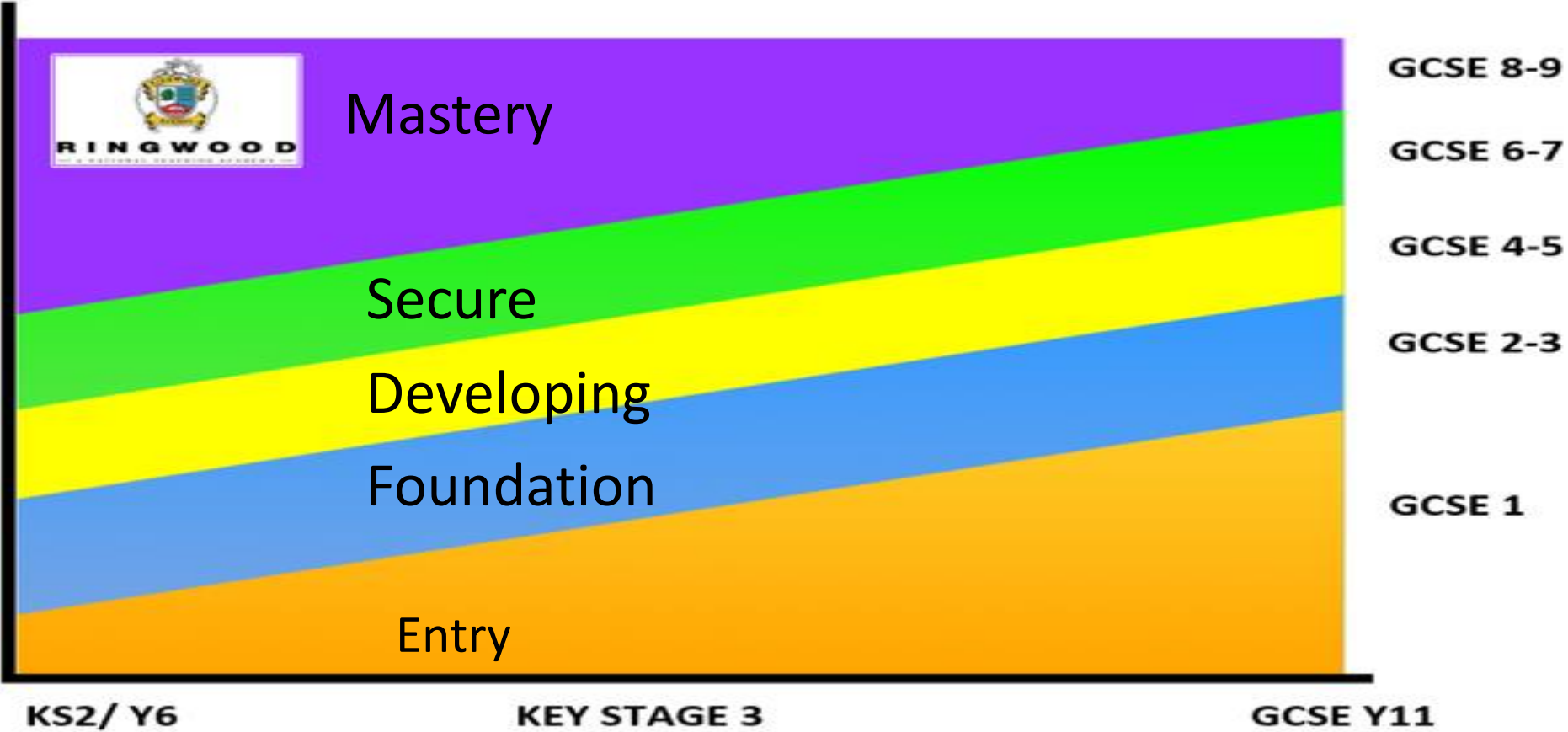
Tim Broadhouse – Assistant Headteacher

How we set target flightpaths



- All GCSEs which your child will take in Yr 11 will be graded **9 to 1**
- For each student, a **target grade for each potential GCSE subject is generated**, as a result of their **CATS test data (yr 9)** and **SATs test data (Yr 8)** and teacher professional judgement.
- This was then used to **determine a KS3 target flightpath for each subject**, which, if your child's work is at or above this flightpath, they will be on track to meet or exceed their GCSE targets by the time they reach the end of year 11.
- Usually, the flightpath remains the same for the three years of KS3 (7, 8 and 9) but the knowledge and skills required to achieve any of the flightpaths gets harder

KS3 flightpaths: how they link to GCSE target grades



Assessment at KS3: what will come home?



Two Progress Checks this year

Yr 9: December / June

Yr 8: Jan / June

The Progress Check will consist of:

- Information about attitude (attitude in class and attitude to home learning) for each subject
- A reminder of your child's 'target flightpath' for each subject
- The flightpath your child is working at

Ringwood School Student Scholar Award



This is an award which rewards **curiosity, engagement** and **interest** in a subject, and an **ambition** to become **knowledgeable**.



Scholar Awards appear on Progress Checks and are linked to House points; this year, there will also be certificates and badges for students who receive 4 or more Scholar Awards



Getting more information



There are assessment descriptors for each flightpath for every subject available on the website

Click on the '**Academic**' tab and then on '**Assessment**'



Year 8 Assessment

A Guide for Parents



Year 9 Assessment

A Guide for Parents





Literacy

Tim Broadhouse – Assistant Headteacher

Why is reading so important?



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Children who are the most engaged with literacy are three times more likely to have **higher levels of mental wellbeing** than children who are the least engaged (39.4% vs 11.8%) National Literacy Trust

Good readers are **more likely to be employed**, earn an above average wage and receive work-based training and promotions (Mulcahy, Bernades and Baars (2019))

Studies have shown that those who read for pleasure have **higher levels of self-esteem and a greater ability to cope with difficult situations.** (Billington (2015) University of Liverpool)

Children and young people's reading in 2023

Added 04 Sep 2023 | Updated 13 Sep 23



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Children's reading environment:

Within the 8 to 18 age group:

- 1 in 2 (52.9%) told us they had been encouraged to read by their parents/carers.
- 3 in 5 (58.4%) had seen their parents/carers read
- 1 in 5 (19.9%) had read with their family.



Change your story



EVERYONE IS WELCOME IN THE LIBRARY



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We are fortunate to have a very well-stocked library here at Ringwood School. Alongside the popular fiction section, we have Quick Reads for our more hesitant readers, Dyslexia friendly texts, classics, non-fiction and Graphic Novels.

Every student has access to our e-book platform, Sora. Audiobooks, Ebooks, and magazines can be accessed on any device. They are also available in Dyslexia font.

THE BENEFITS OF READING FOR 20 MINUTES A DAY

Improves concentration and focus

Better performance in school

Improves memory

Enhances imagination and creativity

Develops empathy and good self-image

Reduces stress

We are keen to nurture a culture of reading for pleasure, with the benefits of reading reaching all areas of the curriculum.

Students are encouraged to recommend books to their peers and to request books that they feel should be on our shelves if they can't find what they are looking for.

STRATEGIES FOR SUPPORTING READING AT HOME:

- Create a culture of reading for pleasure where you talk positively about reading as a family.
- Model a reading habit where your child sees you reading/listening to an audio book.
- Have a range of fiction, non-fiction, magazines and audio books available. Encourage your child to read around hobbies or a particular interest.
- Question your child about what they have read and ask them for recommendations.
- Encourage them to visit the school or local library.

RECOMMENDED READING LIST AND SORA INFORMATION AVAILABLE IN THE LIBRARY

Vocabulary

Definition of **analyse**

To **look** at something **closely** to understand it; to **study** or **examine** all the parts.

(a verb)



Tier 2 Words with Definitions 2023-2024

1. analyse	To look at something closely to understand it; to study or examine all the parts.
2. assume	To come to a conclusion without having all the information; to think you know something without all the facts.
3. constitute	To form or make up; to be equal to or amount to something.
4. define	To give the meaning of something (especially a word); to explain something more clearly so that it can be understood.
5. evaluate	To study carefully and judge something from evidence (its importance, amount or value).
6. interpret	To decide what something means using the information given; to explain something in your own words or actions.
7. context	The situation surrounding a word or event; the situation in which we find ourselves.
8. significant	Something that is important or meaningful for a person or in a situation / event.
9. specific	Relating to/about a particular thing or person, and to nothing else.
10. source	<i>Noun:</i> The cause or starting point of something; someone or something that provides information. <i>Verb:</i> To get or to look for and find.



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Supporting Students with SEN

Clare Adams – Deputy Headteacher

The Hive at Ringwood School



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Student Support Team at Ringwood School



Carla Bastow-Hart
SENCo



Vicki Lewis
Deputy SENCo



Liz Hammersley
Numeracy Catch-up Tutor



Charlotte Lee
Literacy Catch-up Tutor

...and all our wonderful TAs!

How are my child's needs met?

Ringwood School community is committed to being inclusively ambitious.

All evidence shows the very first step to meeting your child's needs is through high-quality teaching.

We, therefore, place great emphasis on training our teachers (and teaching assistants) to understand the needs of your child and ensuring they are equipped with the most effective strategies to meet their needs in the classroom.

We know that some students may require additional support and this may be provided in the classroom or through additional interventions.

Your child's teacher monitors their progress over time and should they feel that they require any additional intervention they will refer to the SEN team and we will discuss with your child and you the intervention we recommend be put in place.



What interventions are delivered at Ringwood School?

To name but a few....

- Reading Plus programme
- Precision Teaching
- Typing Fluency
- Additional numeracy
- Additional literacy
- Peer mentoring
- Home learning club
- Breakfast Club
- Box in the Hive and support with organisation
- Social clubs run by teaching assistants and Mental Health Ambassadors Breaktime and lunchtime in the Hive



Home learning



EVERYONE IS WELCOME IN THE LIBRARY



the
Library
Ringwood School



**Does your child struggle to complete their home learning?
Would you like them to have support and guidance in school?**

Home Learning Club runs Monday - Thursday 3pm-4pm in the Library.

There will be members of staff available to support your child with any additional work.

In addition there will a specialist Literacy teacher on hand on Mondays and Tuesdays and a maths teacher available on Wednesdays and Thursdays.

Students do not need to book, they can just turn up.



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How is my child's voice heard?



- If your child is on the SEN register, a member of the SEN team will meet with them this half term to discuss their support needs
- We ensure that in our student voice activities students with SEN are proportionately represented
- You can sign up to meet with one of the SEN team at parent evenings
- We have parent surgeries twice a week. If you would like a call back, you can send an email to the SENteam@ringwood.hants.sch.uk and Mrs Sturley will arrange a time that works for you.
- You can contact your child's subject teacher, tutor or Head of Year directly



Exam Access Arrangements



- Principles of access arrangements: ‘to provide reasonable adjustments to allow equality of access to assessment in education. They aim to simply allow the candidate the opportunity to “**show what they know and can do without changing the demands of the assessment**”. They must not confer an unfair advantage to those who receive them, and credit cannot be given for skills that cannot be demonstrated.’
- Awarded to students with a long-term ‘substantial or severe difficulties’ and ‘a history of need’.
- JCQ set the thresholds. JCQ require substantial evidence of the impact and that this is their normal way of working.

What can I do to support my child at home?

There are a wealth of excellent resources for young people and parents on the Hampshire CAMHS website <https://hampshirecamhs.nhs.uk/help/parents-carers/>

ADHD	Learning Disabilities	Tics and Tourette Syndrome
ASC	OCD	Anxiety

[Ringwood School Youtube](#) Channel

Reading Plus programme can be accessed at home

Typing Fluency programme can be accessed at home

Build in time for reading

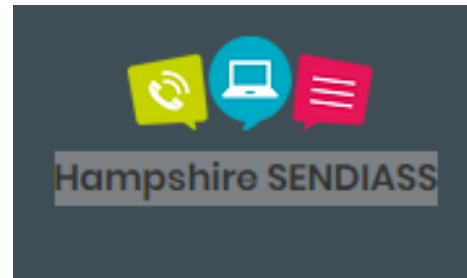
Online platform for reading - Sora



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**DYSPRAXIA
FOUNDATION**
Incorporating Developmental
Co-ordination Disorder (DCD)





E-Safety Updates

Clare Adams – Deputy Headteacher

Child exploitation online is on the rise



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- The NSPCC has reported an 82% rise in online grooming crimes against children in the last 5 years
- Almost 34,000 online grooming crimes against children were recorded by UK police in the last 6 years.
- 1 in 4 online grooming crimes in the last 5 years were against primary school children.
- 26% of online grooming offences against children took place on Snapchat.
- 47% of online grooming offences took place on Meta-owned products such as Facebook, Instagram and Whatsapp.
- One convicted offender coerced 150 children to engage in sexual activity by contacting them online using games like Roblox, sometimes paying them in game currency.

Influencers and subcultures

- Even before TikTok's rise to fame, online influencers were making their name on YouTube and Facebook. They might be referred to as "online celebrities" that have gained a large following on social media, sometimes in the millions.
- The issue is they can often present themselves as very relatable, particularly to young people. They are fun, engaging and commonly a little wacky. They usually have a focus, such as beauty, fitness, music or gaming.
- Many influencers are considered harmless, uplifting and even educational. However, places online, especially where young people spend a lot of time have a tendency to be exploited.
- Young people can search online to find information about:
 - Loneliness
 - Self-Harm
 - Political opinions or beliefs
 - Extremism
 - Body image



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Sexting and sending nudes



Sexting is when a person sends a sexual message, photo or video to someone else. It could be a picture of you, but sometimes people send pictures and videos of other people.

Messages could be to a friend, boyfriend, girlfriend or someone online.

Reasons why young people do share nudes:

- feeling like you owe someone something
- worrying that they won't like you as much if you don't
- being asked over and over again
- not wanting to hurt someone's feelings
- worrying about getting into trouble or being hurt if you don't
- being offered money or a gift
- anything else that makes you feel like you have to send a nude.

It's not okay for someone to pressure anyone to send a nude.

How to report

- You can use the new Report Remove link via the Internet Watch Foundation (IWF), a UK charity, there to help remove illegal nude images of under 18s posted online.
- You can also call 101 to report it to the police or complete the online referral form to the local police through their website.
- This is the same for messages of a cyberbullying nature, harassment or sexual exploitation.
- Screenshot the evidence and report it to the police.



**Nude image of you online?
We can help take it down.**

Digital Footprint



- Whatever you post, like or share, it will stay with you forever.
- A **digital footprint** is your online identity and individuality and is what makes you unique. It builds an online reputation, or impression depending on the things you do online.
- The **important** thing to understand about this **footprint** is that you take it with you everywhere you go on the internet. ... Interests and trends change, but the data you leave behind stays the same.
- **Employers and Universities** are more accustomed today to search you on socials before offering you employment or training.

Be aware!

- Many of you who have attended these sessions before will be sitting feeling good about all the things you have in place at home already.
- You will be confident that your child isn't setting up accounts through social media targeting other learners and staff.
- You will already be talking and modelling the positive benefits of using the internet to seek out information and stay connected in a positive way.



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🏠 For You

👤 Following

🔍 Explore **New**

📺 LIVE

Log in to follow creators, like videos, and view comments.

Log in

About Newsroom TikTok Shop
Contact Careers

TikTok for Good Advertise
Developers Transparency
TikTok Rewards TikTok Embeds

Help Safety Terms Privacy
Creator Portal
Community Guidelines

See more ▾

Top

Accounts

Videos

LIVE



ringwood_

👤👤 · 44 Followers
Add me on snap x



ringwoodschoo

ringwood 🤔 · 42 Followers
who would win?



ringwood.school

Ringwood School · 281 Followers
Official TikTok account for Ringwood School, Hampshire.



guess.that.

RINGWOOD · 246 Followers
Lol



ringwoodschoo.

ringwood school · 100 Followers
ringwood school 🗨️



ringwood_

bye ·
suggest names in comments

It's never too late to establish your ground rules



We suggest:

- A “power down” hour before bedtime for ALL the family
- Devices charged centrally in a communal area
- Having technology free time within the day (weekend)
- No hiding away (being secretive) with their phone
- It's harder to change habits but discuss a plan as a family so everyone understands why
- Model what you expect
- Don't think “my child wouldn't do that”
- Follow your child on social media so you can see what they are posting
- Don't be an ostrich!

School Website

www.ringwood.hants.sch.uk/safeguarding/



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CHILD PROTECTION & SAFEGUARDING TEAM



Miss C ADAMS
Designated
Safeguarding Lead



Miss H JOLLY
Deputy Designated
Safeguarding Lead



Mr A WALBRIN
Deputy Designated
Safeguarding Lead



Mr T COOPER
Deputy Designated
Safeguarding Lead



Mrs V LEWIS
Deputy Designated
Safeguarding Lead

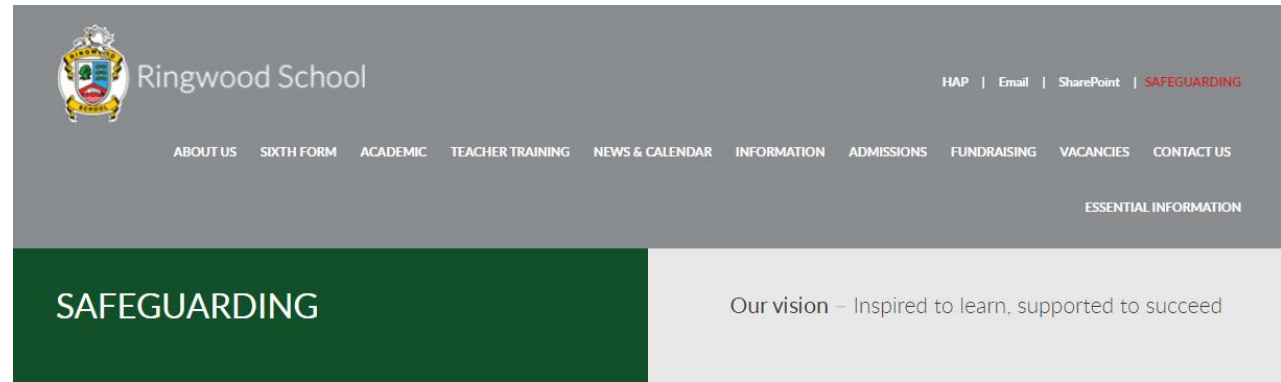


Mr T BROADHOUSE
Deputy Designated
Safeguarding Lead



Mrs C MITCHELL
Deputy Designated
Safeguarding Lead

If you have any concerns about the safety or welfare of a student please email safeguarding@ringwood.hants.sch.uk or speak to a member of the team



Ringwood School

HAP | Email | SharePoint | SAFEGUARDING

ABOUT US | SIXTH FORM | ACADEMIC | TEACHER TRAINING | NEWS & CALENDAR | INFORMATION | ADMISSIONS | FUNDRAISING | VACANCIES | CONTACT US

ESSENTIAL INFORMATION

SAFEGUARDING

Our vision – Inspired to learn, supported to succeed

The governors and school staff of Ringwood School place the utmost importance in ensuring the safety of all our students.

If you are concerned about yourself or a member of our school community, please get in touch so we can support you. You can:

Email us: safeguarding@ringwood.hants.sch.uk

Call us: 01425 47500 (when you speak to reception, please ask to speak to a member of the safeguarding team)

Our safeguarding team are fully trained and experienced in dealing with a wide range of issues and challenges faced by young people and will actively support you to address any concerns.

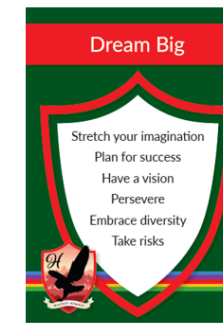
Our safeguarding and child protection policies are updated annually in line with statutory government guidance and can be found here: <https://www.ringwood.hants.sch.uk/policies/>



TO REPORT A SAFEGUARDING CONCERN, PLEASE EMAIL safeguarding@ringwood.hants.sch.uk

If you have any concerns over the safeguarding of any child within the local community please use any of the contact details below to report

Final Top Tips...



- Encourage high attendance
- Keep calm (or at least pretend!) & don't be afraid to ask for help
- Recognise their strengths but keep your expectations high
- Be their study buddy
- Praise the 'ups', learn from the 'downs'
- Help them make a plan for their time – still plenty of time for fun