



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

# Success in Year 7 Information Evening

September 2023



# Success in Year 7



Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities

1. **Parental Engagement** – Leanne Symonds (Headteacher)
2. **Financial Support** - Clare Adams (Deputy Headteacher)
3. **Attendance** – Clare Adams (Deputy Headteacher)
4. **Behaviour for Learning** – Heather Jolly (Assistant Headteacher)
5. **Supporting your children with their learning** – Louise Wornell (Assistant Headteacher)
6. **Supporting children with SEN** – Carla Bastow-Hart (Assistant Headteacher)
7. **Cyber Safety** – Clare Adams (Deputy Headteacher)



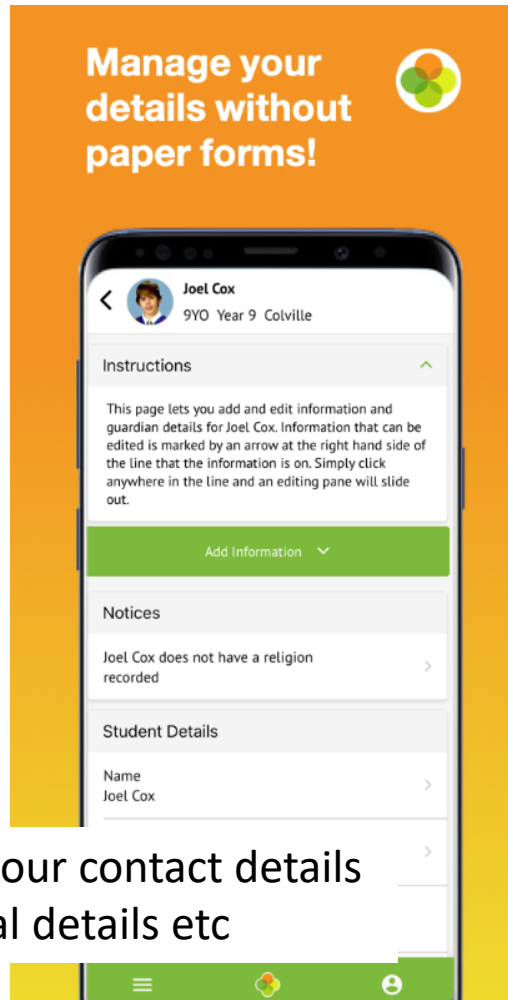
# Parental Engagement

Leanne Symonds - Headteacher

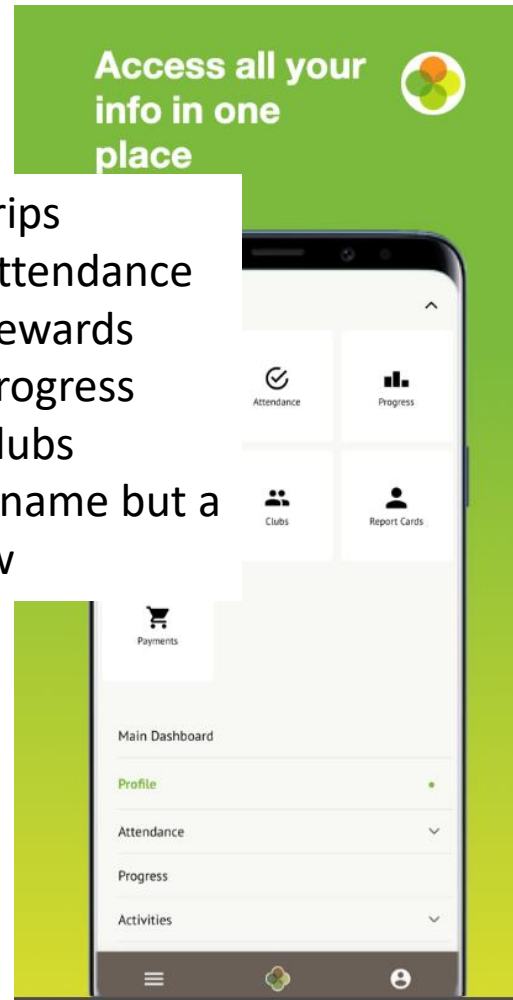
# Arbor Parent App & Browser version



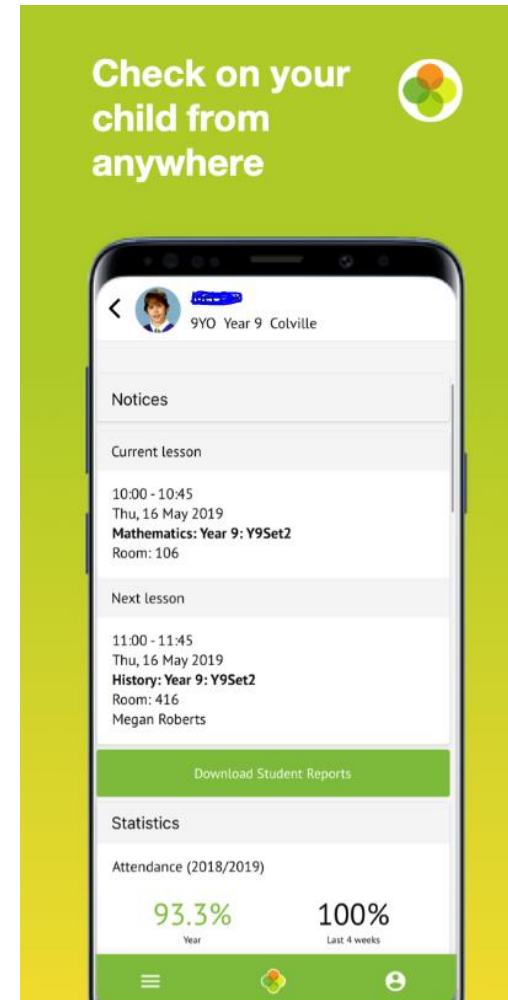
Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities



Update your contact details & medical details etc



- Trips  
- Attendance  
- Rewards  
- Progress  
- Clubs  
To name but a few



Timetable & Attendance

Positive Incidents & House Points

Behaviour Incidents & detention dates and times

Payment details

# Opportunities to be involved



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](mailto:PTA@ringwood.hants.sch.uk)

SEN parental bookings - by  
appointment ([SENTEAM@ringwood.hants.sch.uk](mailto:SENTEAM@ringwood.hants.sch.uk))



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

# Financial Support

Clare Adams – Deputy Headteacher



# What is pupil premium funding?



Pupil premium funding from the government is given to schools to help pupils reach their full potential, regardless of their background or financial situation. It's provided for pupils who:

- Are registered for free school meals
  - Have been registered for free school meals at any point in the past 6 years
  - Are, or have been, in care
  - Have parents in the armed forces
- For example, we've previously used pupil premium funding for:
    - Educational provision/resources
    - Academic interventions
    - Wellbeing and self-esteem building interventions

You can find the link in our Parent Information section of our website

<https://www.cloudforedu.org.uk/ofsm/hants>

# Are you entitled to support?



A student is eligible for free school meals if their parent or carer receives one or more of the following benefits:

- Income Support
- Income-based Job Seekers' Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by His Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)





# 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.



Ringwood School

Parent:

Tutor:

- 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



You can email our Mental Health Ambassadors on [mentalhealthamb@ringwood.hants.sch.uk](mailto:mentalhealthamb@ringwood.hants.sch.uk)

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

#BeKindToYourself



Be Curious  
Be Determined  
Dream Big  
Embrace Opportunities  
Make No Excuses



- 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



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

# Behaviour for Learning

Heather Jolly – Assistant Headteacher



# Aim

- High expectations
- Shared ethos/values
- Mutual respect between students, and between staff and students
- Clear policy
- Consistency in application
- A positive, productive, safe learning environment

At Ringwood School,  
to learn and achieve all we can, we:

## Start as we mean to go on:

On time, dressed correctly, with the right equipment.  
When invited in, we enter silently and start learning quickly  
once asked to sit down.

## Are expected to:

Sit up, listen and engage.

Track the speaker at all times.

Ask and answer questions like a scholar.

Respond to instructions and requests from  
the teacher without question or comment.

Show respect - one voice at a time without  
disturbing the learning of others.

## End well:

Sensibly, quickly and quietly packing away all equipment. Ensuring our uniform is  
correct and that we have met all the requirements of the lesson. When asked to, we  
stand silently behind our work places until asked to leave.



# How do we follow up incidents in the classroom?



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

## Formal Warning

- Can be given by any member of staff for: incorrect uniform, lack of equipment or PE/performing arts/drama kit, chewing gum, jewellery, hair/make-up, hoodies, littering
- 5 warnings in a rolling week = after school detention the following (or next available) day – parents/carers will be automatically informed via Arbor if an after-school detention has been set

## Lunchtime Detention (G&A Detention)

- Can be given for (but not limited to): being late to tutor (after 8.40) or late to lesson (after the lesson has started)
- This will be recorded on the system (Arbor) by the class teacher and the parent/carer will be automatically notified. If there is a genuine one-off reason for a student's lateness to school, parents/carers should contact the Attendance Officer as soon as possible; the sanction will be removed at the discretion of the school

## After School Detention (ASD) 3-4pm, Tuesday - Friday

- Can be given for (but not limited to): HL1X (homework has not been handed in once in a subject in a half term and was not handed in the next day/next lesson as agreed with the class teacher); HL2 (homework has not been handed in for the second time in a half term in the same subject); STARS (continued disruptive behavior even after formal warning has been given); failure to attend G&A lunchtime DT
- After school detentions will be recorded on the system (Arbor) and the parent/carer will be automatically notified

## Leadership Detention (LTDT) 3-4.30pm, Friday

- Can be given for (but not limited to): HL3 (homework has not been handed in for the third time in a half term in the same subject); truancy; defiance; STARS (persistent disruptive behavior in a lesson even after an ASD has been set – student will be sent to buddy room to work); graffiti; failure to attend ASD; misuse of mobile phone (second or subsequent confiscation in a term)
- Leadership detentions will be recorded on the system (Arbor) and the parent/carer will be automatically notified



# Example Detention Email



Dear <Parent/Carer Name>,

<Student Name> has been given an **After School Detention** on **26 Aug 2022** 15:00 for **HL2**.

If you would like to discuss this in more detail, please contact <Teacher Name>, who set the detention, in the first instance. We are keen to ensure <Student Name> has the support they need to be able to move forward from this positively and to ensure they do not receive a similar detention in the future.

Thank you for your support.

# Rewards - House Points



## 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
<b>Bronze Award</b>	50	Certificate (emailed home)	TBC*	
<b>Silver Award</b>	100	Certificate (emailed home)	Silver Badge	TBC*
<b>Gold Award</b>	150	Certificate (emailed home)	Gold Badge	TBC*
<b>Platinum Award</b>	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

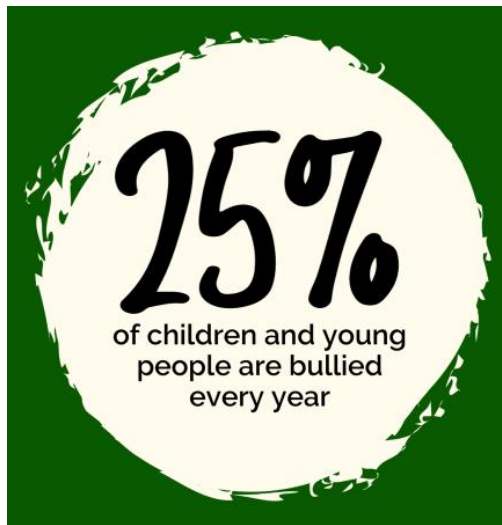


	Frequency	Criteria	Reward
<b>Attendance</b>	Half termly (resets each half term)	98%+ attendance	3 HPs, electronic postcard home, assembly prize draw
	Annually	100% attendance	10 HPs, certificate, badge
<b>Progress Checks</b>	Twice a year	Average attitude score of 3.5+	3 HPs, electronic postcard home,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

# What about bullying?



- **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”.



# 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** 💪



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

# Supporting your children with their learning

*(literacy, assessment, curriculum maps and Teams)*

Louise Wornell – Assistant Headteacher



# Literacy

Louise Wornell – Assistant Headteacher

# Why is reading so important?



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

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



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

## 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



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

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



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



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

# How we assess your child at Ringwood School





# GCSEs and Setting Targets

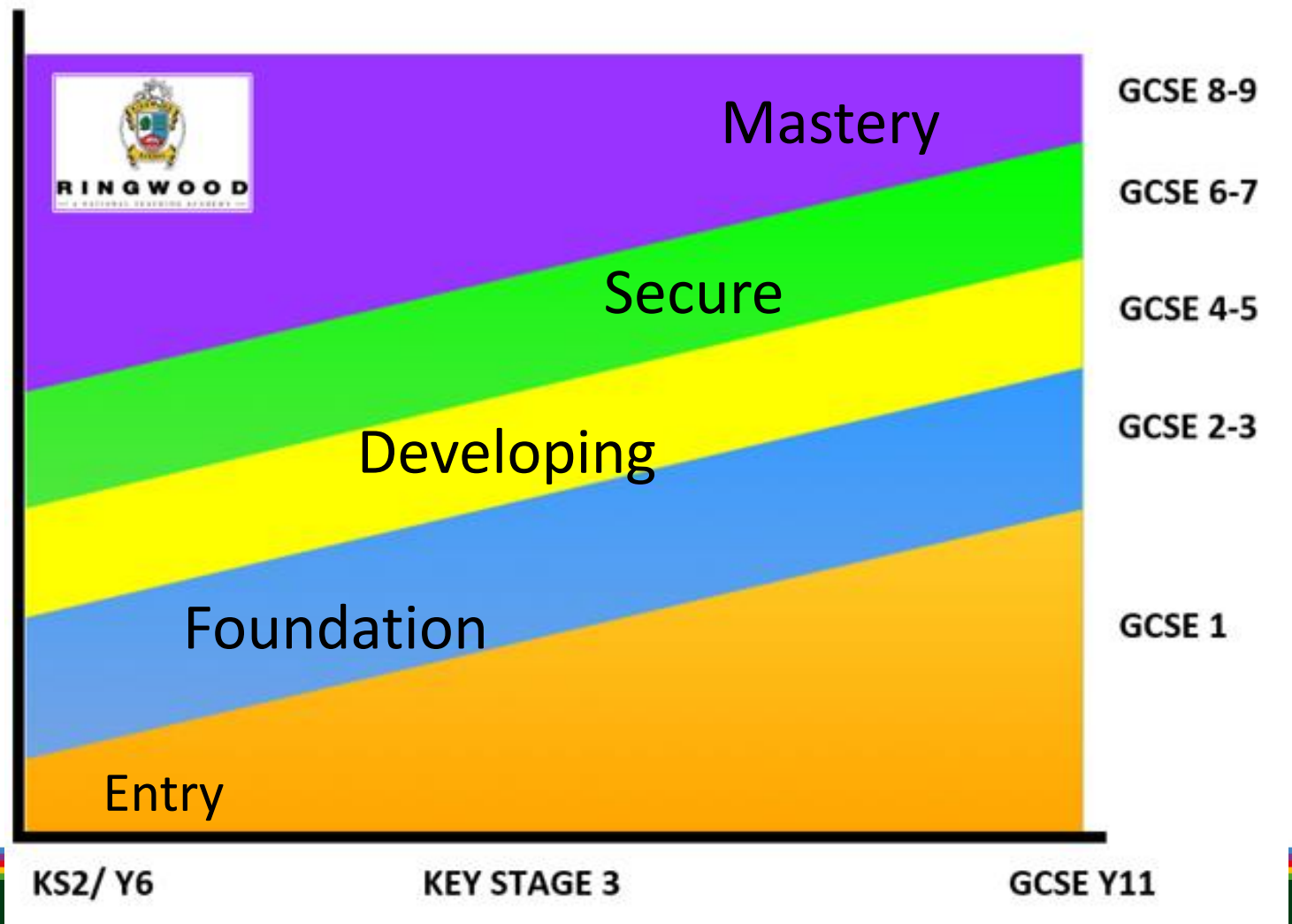


- All GCSEs which your child will take in Yr 11 will be graded **9 to 1**
- For each student, a **target grade for each potential GCSE subject is generated**, as a result of their SATs test data and teacher professional judgement.
- This is then used to **determine a KS3 target flightpath for each subject**, 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.**
- We will review these KS3 flightpath targets at the end of year 7, taking into consideration the work your child produces this year.



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

# KS3 Flightpaths:



# Assessment at KS3: what will come home



Your child's **target flightpaths** will be shared with you by Christmas

Two **Progress Checks** this year (beginning of February and end of June)

- The Progress Check will consist of:
  - Information about attitude (attitude in class and attitude to home learning) for each subject
  - The flightpath your child has been working at in each subject
  - A reminder of what their target flightpath is for each subject

# Ringwood School Student Scholar Award



For each subject, each time teachers decide on the flightpath students are working at, they also consider whether they could be awarded a **Scholar Award** in that subject.



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 also students receive certificates and badges

# Getting more information



- There are assessment descriptors for each flightpath for every subject available on the website;
- The Year 7 Curriculum maps for every subject are being updated and will also be on the website.



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

# Curriculum Maps





### Year 7 Curriculum Map - How can I become a scholar in GEOGRAPHY?

Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Seize Opportunities

Overview

Skills Knowledge and Understanding					
Term 1: Brilliant Britain	Term 2: Local Places	Term 3: Raging Rivers	Term 4: Settlement	Term 5: Flooding	Term 6: Enquiry skills
<p><b>Knowledge:</b> What is Geography? Continents and Oceans Physical and Human features of Great Britain, the British Isles and the United Kingdom Who are the British?</p> <p><b>Processes and concepts:</b> Understanding the different disciplines within Geography Migration Stereotypes</p> <p><b>Skills:</b> Scale. Compass</p>	<p><b>Knowledge:</b> The geography of Ringwood. How Ringwood has changed over time.</p> <p><b>Processes and concepts:</b> Historical links between places</p> <p><b>Skills:</b> 4 and 6 figure grid references Map Symbols Drawing and annotating field sketches</p>	<p><b>Knowledge:</b> Characteristics of the river basin Landforms of a river</p> <p><b>Processes and concepts:</b> Erosion Transportation Deposition Formation of features</p> <p><b>Skills:</b> Identifying features on OS</p>	<p><b>Knowledge:</b> The location of settlements Hierarchy of settlements Urban areas</p> <p><b>Processes and concepts:</b> Urbanisation Urbanisation on OS</p>	<p><b>Knowledge:</b> The water cycle Physical causes of flooding Human causes of flooding Effects and responses to flooding</p> <p><b>Processes and concepts:</b> Flow of water through the water cycle</p> <p><b>Skills:</b> Describing and understanding</p>	<p><b>Knowledge:</b> How Geographers undertake an enquiry</p> <p><b>Processes and concepts:</b> Infiltration rates for different surfaces</p> <p><b>Skills:</b> Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills</p>
<p><b>Super-Curricular:</b> Using an atlas of the UK: record your journeys that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK. <i>Cities in the news:</i> follow national news closely for a week. Locate cities that appear in the news, annotating a map with a summary of the news story.</p>	<p>area where you live. Draw field sketches, link them to your local map extract and Mapzone.</p>				<p><b>Super-Curricular:</b> Investigate different methods of displaying data. Can you use methods used in other curriculum areas, eg Science, Maths? <i>Plan your own investigation</i> to record the variations in temperature around your outside space at home. What factors could influence temperature? What problems might you have in undertaking your investigation?</p>
<p><b>How can I revise in this subject?</b> Throughout the year you will be introduced to different revision techniques for Geography for home learning. This has lots of revision preparation like to test yourself on. Your teachers will also allocate specific time for this. Here are just a few ideas for revising specific parts of your learning:</p> <ul style="list-style-type: none"> <li>For key terms and definitions, make a set of flashcards to test yourself on. You could also get other people to test you on them.</li> <li>For revising processes: there are often several stages to a process. e.g. for erosion. Draw annotated diagrams to show the process. e.g. step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key terms.</li> <li>For revising case studies: draw a mind-map to show the different aspects and categories involved in your case study.</li> <li>For revising an issue-based topic: use a pro-con argument for and against the issue.</li> <li>For revising map skills: Doodle Learn has lots of activities to help you to test yourself in every area of map skills.</li> </ul>					

Curriculum Maps  
 Knowledge  
 Skills & Understanding  
 What am I learning and when?



# Unit Sheets

More detailed information

Track

Self-test

Year 7 Mathem.	
Flightpath	Number 1 – NO1
Entry & Foundation	<ul style="list-style-type: none"><li><input type="checkbox"/> Calculate temperature rise/fall across <math>0^{\circ}\text{C}</math>.</li><li><input type="checkbox"/> Know multiplication facts and square numbers to at least <math>10 \times 10</math></li><li><input type="checkbox"/> Use multiplication facts in reverse to solve division problems</li><li><input type="checkbox"/> Use written methods to solve addition and subtraction problems</li><li><input type="checkbox"/> Begin to learn how to use a calculator</li><li><input type="checkbox"/> Recall of number facts, including number bonds to 100</li></ul>
Developing	<ul style="list-style-type: none"><li><input type="checkbox"/> Multiply and divide 2 digit numbers by a single digit.</li><li><input type="checkbox"/> Solve word problems involving addition, subtraction, multiplication or division</li></ul>
Secure	<ul style="list-style-type: none"><li><input type="checkbox"/> Use a non-calculator method to multiply with whole numbers</li><li><input type="checkbox"/> Use a non-calculator method to divide (whole number and decimal solutions)</li><li><input type="checkbox"/> Understand negative numbers as positions on a number line</li><li><input type="checkbox"/> Order, add, subtract, multiply and divide with negative numbers</li><li><input type="checkbox"/> Use indices to express powers of whole numbers</li></ul>
Mastery	<ul style="list-style-type: none"><li><input type="checkbox"/> Finding squares / cubes / roots / brackets using a calculator</li><li><input type="checkbox"/> Compare and order decimals</li><li><input type="checkbox"/> Use known facts to solve similar calculations</li><li><input type="checkbox"/> Use mental methods to multiply and divide decimals</li></ul>
Key Vocabulary	<ul style="list-style-type: none"><li>• <b>Square Number/Square Root</b></li><li>• <b>Cube Number/Cube Root</b></li><li>• <b>Indices</b></li></ul>

Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities



# What is the 'how can I revise' section?

- Further support
- Techniques on how to revise
- Websites and useful links
- Revision strategies



# What are 'super-curricular' activities?



- Challenge yourself – be a scholar!
- Deepen and broaden your knowledge
- Develop independence and study skills



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

# Microsoft Teams



# Remote Learning and Home Learning



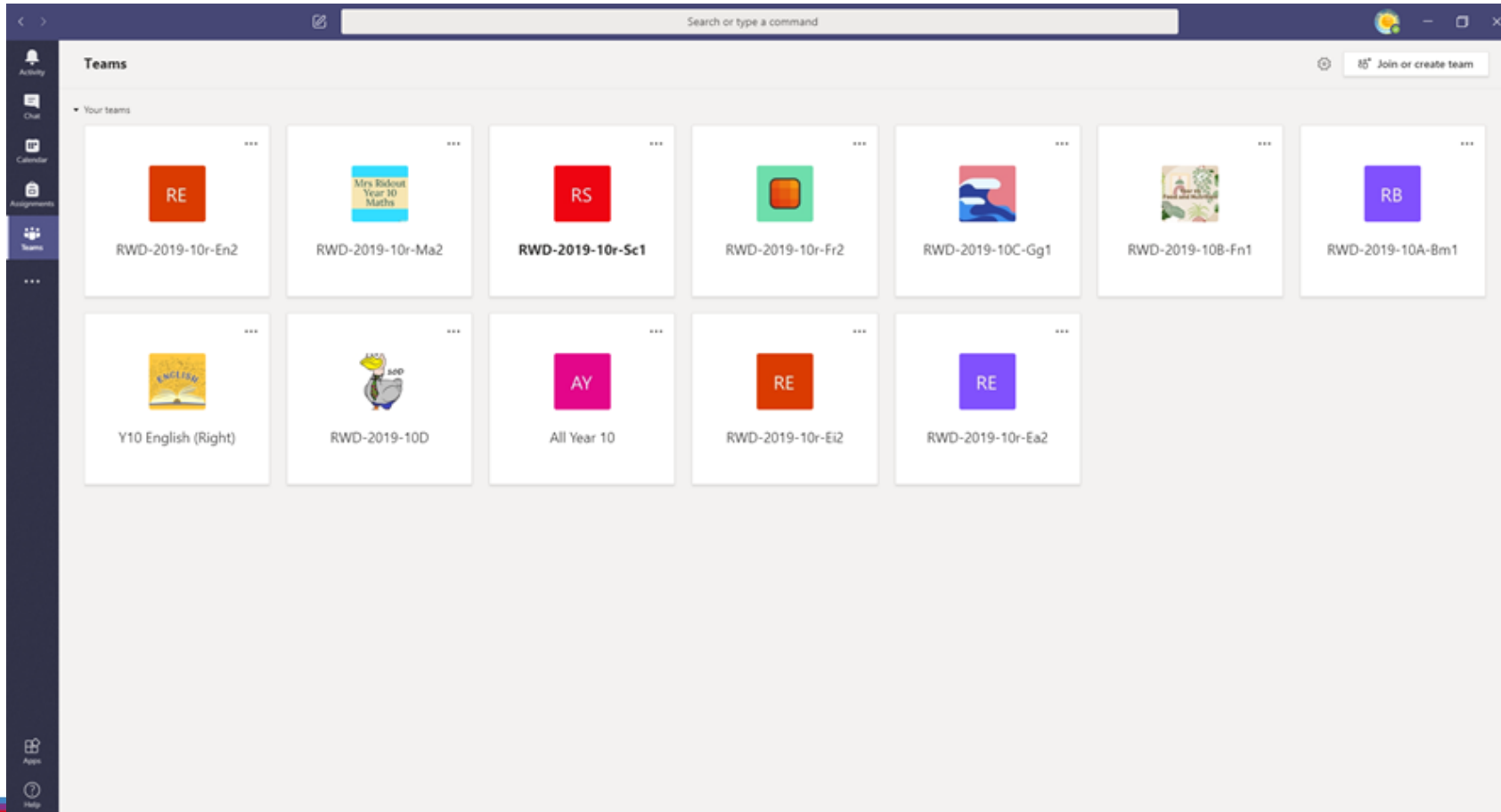
Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities

- We are currently supporting our Year 7 students to access Microsoft Teams through the school network
- Students will become familiar with accessing Teams for Home Learning and in case they needed to self-isolate
- You can find lots of help videos on our remote learning page of the school website – **Academic – Student Remote Learning** and follow the video links
- Videos 5/6/7 show you how to download the app onto any device

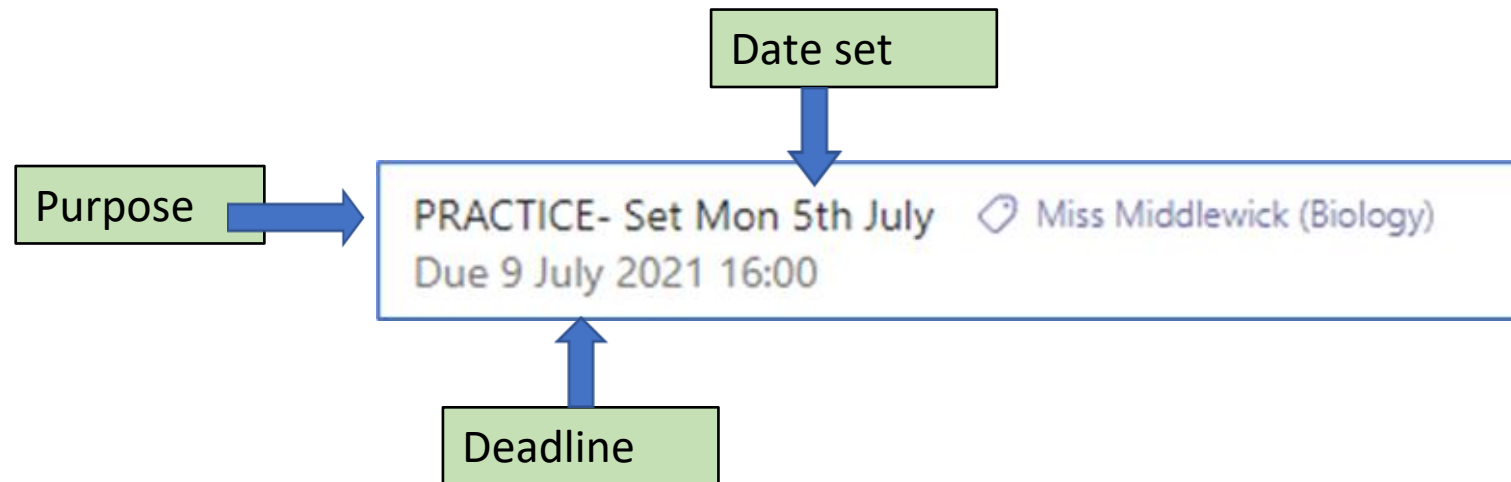
# Teams Dashboard



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



# All Home Learning will be set via Microsoft Teams



Teachers will tell students how work is to be handed in (exercise books or submitted via Teams).  
Students do not have to click hand-in.



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

# Supporting Students with SEN

Carla Bastow-Hart – Assistant Headteacher

# The Hive at Ringwood School



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



# 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 do you know about my child's needs?



Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities

- Transition information from junior/primary schools including historical data
- Reports from outside agencies e.g. Dyslexia diagnostic reports, Speech and Language reports, Autism diagnostic reports, Child and Adolescent Mental Health reports
- KS2 SATs results
- CATs (Cognitive Ability Tests)
- New Group Reading Tests
- Dyslexia Screening Tests (**not** diagnostic)
- Subject specific assessments
- Assessment and progress monitoring
- Learning conversations with the child
- Guidance and Achievement team (Heads of Year, Student Support Team, Mental Health Lead, Designated Teacher for Looked After Children, SEN team)



# 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



# 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 parents evenings
- You can send an email to the [SENteam@Ringwood.hants.sch.uk](mailto:SENteam@Ringwood.hants.sch.uk) and Mrs Sturley will arrange a phone call in the first instance
- You can contact your child's subject teacher, tutor or Head of Year directly





# Homelearning support



**EVERYONE IS WELCOME IN THE LIBRARY**



**the Libray**  
Kingwood 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.



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

# 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’
- Students are assessed from the end of Year 9, JCQ set the thresholds
- We need substantial evidence of the impact and that this is their normal way of working
- We will work with the student to find the most suitable access arrangements for their needs

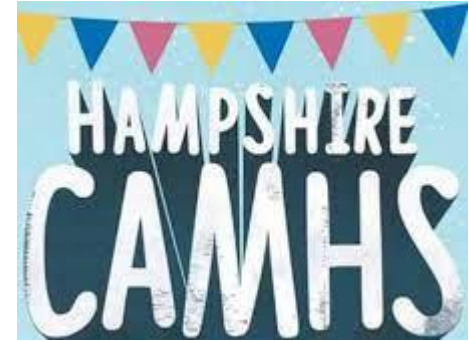


Dream **Big**  
Be **Curious**  
Be **Determined**  
Make **No Excuses**  
Embrace **Opportunities**

# 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



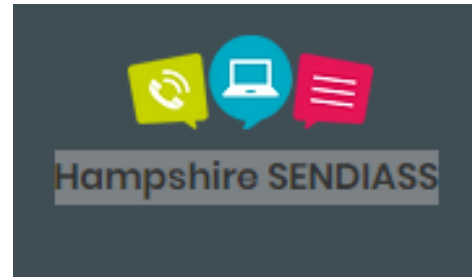
[Ringwood School Youtube Channel](#)

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



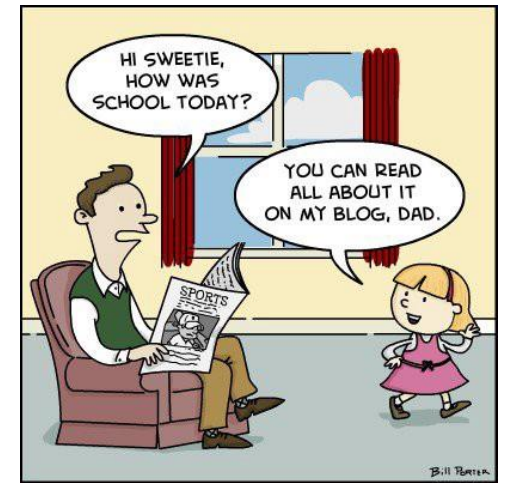




Dream **Big**  
Be **Curious**  
Be **Determined**  
Make **No Excuses**  
Embrace **Opportunities**

# What's new in the world of e-safety?

Clare Adams – Deputy Headteacher



# Ofcom report: Children and parents: media use and attitudes report 2022



- **Nearly all children went online** in 2021 (99%); the majority used a mobile phone (72%) or tablet (69%) to do so.
- Using video-sharing platforms (VSPs) such as **YouTube** or **TikTok** was the most popular online activity among children aged 3-17 (95%); while the majority chose to watch content on VSPs, 31% **posted content they had made themselves**, especially those aged 12-17.
- Among all types of online platforms, **YouTube** was the most widely used by children; 89% used it, compared to half using TikTok. But TikTok was more popular for posting content.

# Negative experiences & coping strategies



Dream Big  
Be Curious  
Be Determined  
Make No Excuses  
Embrace Opportunities

- More than a third (36%) of children aged 8-17 said they had seen something '**worrying or nasty**' online in the past 12 months; six in ten said they would always tell someone about this (59%).
- Children were **more likely to experience being bullied** via technology than face-to-face: 84% of 8-17s said they had been bullied this way (i.e., via text or messaging, on social media, in online games, through phone or video calls, or via other apps and sites) compared to 61% being bullied face-to-face.
- More than a third had used behaviours that are **potentially risky** (35%): a fifth had either surfed in privacy or incognito mode (21%) or **deleted their browsing history** (19%).
- Only a third of children knew how to use **online reporting or flagging** functions (32%); and just 14% had ever used them.

# Child exploitation online is on the rise



- 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.

# Areas to think about: Chatting

- **WhatsApp: Group chats** - make the setting so that you have to agree to being added to a group chat. Block and leave if things aren't nice.
- **TikTok You must be over 13 years of age to use TikTok.** - Explicit language and images, influencers and accounts impersonating others are all reasons to monitor usage.
- **Roblox** - 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.
- **BeReal** - is the simplest photo sharing app to share once a day your real life in photo with friends. Every day at a different time, everyone captures a photo within 2 minutes. Capture and post in time to discover what your Friends are up to.



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

TikTok

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



**ringwoodschool**  
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



**ringwoodschool.**  
ringwood school - 100 Followers  
ringwood school



**ringwood\_**  
bye -  
suggest names in comments

# Areas to think about: Mental Health



While being online can be helpful for your mental health, there might be times when using online tools could have a negative impact on your mental health.

- **Comparing yourself to others.** Spending time on online communities and social media sites can mean that you end up comparing yourself to others. This can impact your self-esteem.
- **Feeling anxious or stressed.** You might feel pressure to be constantly checking your social media accounts and taking part in online conversations, which can cause feelings of anxiety and stress.
- **Difficulty sleeping.** For some people, spending lots of time at night checking social media and other online sites disrupts their sleeping pattern.
- **Feeling lonely.** Some people find using online communities and social media a lonely experience as it doesn't give them the same feeling of connection as offline support.
- **Feeling overwhelmed.** Being a friend to other people online can feel great, but caring for someone who's going through a difficult time can also be very stressful and overwhelming, and could affect your own wellbeing.

# *Areas to think about:* Digital Footprint



- A **digital footprint** is your online identity and individuality and is what makes you unique. It builds the 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.



# 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.





# Set your ground rules early



## We suggest:

- A “power down” hour before bedtime for ALL the family
- Devices charged centrally in a communal area
- Having technology free time
- No hiding away (being secretive) with their phone
- It’s very hard to change the routines as they get older
- 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/](http://www.ringwood.hants.sch.uk/safeguarding/)



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

## 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](mailto: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](mailto: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](mailto: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



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

# Thank you for coming!

