

Information Evening Year 7 Parents/Carers September 2022



Parkside Middle School

Embrace Opportunity. Nurture Success. Inspire Futures.

What's New?

Communication

- Website
- BromCom
- Handbooks
- Emails

Curriculum

- Oracy

School Life

- Character and Values
- PE Kit

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. All adults in the Parkside community work together to protect our children. It is our highest priority.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

Safeguarding is everyone's responsibility

Safeguarding Team

- Mrs. Jenkin – Safeguarding Lead (DSL) and Trauma Informed Practitioner
 - Mr. Swaffield and Mrs. Varley – Deputy Safeguarding Leads (DDSL)
 - Mrs. Mirowska – Thrive Lead
 - Mrs. Varley – Welfare Manager
 - Mrs. Ellis – Well-being Support Officer
 - Mr. Grimshaw – Family Support Officer (Thursday/Friday)
 - Mrs. Askew – Attendance Officer
 - Mrs. Moffatt – SENDCO and School Mental Health Lead
 - Mrs. Jenkin, Mrs. Varley and Mrs. Fletcher – Mental Health First Aiders
 - Mrs. Fletcher – Lead First Aider supported by other trained staff
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- Outside Agency Support – School Nursing Team and other Health Professionals, Bromsgrove Policing Team, Family Front Door, Early Help, Redditch and Bromsgrove District Council, Local Authority.

Early Help Offer:

<https://www.parkside.worcs.sch.uk/our-school/safeguarding-inclusion-welfare/early-help-offer>

Parents and carers should be vigilant to any signs that a student might be exposed to safeguarding concerns.

Some common signs a student has been exposed to safeguarding issues include:

- displaying disruptive or anti-social behaviour
- being bullied or bullying others
- having low attendance at school
- being involved in, or at risk of, offending
- having poor general health
- having anxiety, depression or other mental health issues
- misusing drugs or alcohol
- having a particularly challenging relationship with parents/carers
- appearing to be unusually independent of their parents/carers
- experiencing difficulties at home
- For more information, visit the [NSPCC website](#).

There are a variety of issues that students could be exposed to...

- Child's sexual exploitation - Child sexual exploitation is a type of child sexual abuse.
- County lines - County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people.
- Child-on-child abuse - can take various forms and include bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence.
- Video link - [Parents Protect - Harmful behaviour in young people and children](#)
- Mental health - Mental health includes our emotional, psychological, and social well-being.
- FGM - Female genital mutilation 'FGM' involves the partial or total removal of external female genitalia or another injury to the female genital organs for non-medical reasons.
- Grooming - Grooming techniques can lead to other types of abuse.
- Sharing of inappropriate images - As students start to explore the Internet, they may come across content that isn't suitable for their age group or that may upset them or worry them.
- Sexual harassment - Sexual harassment is unwanted attention of a sexual nature.

NSPCC PANTS Campaign

- The following link takes you to the NSPCC Underwear Rule website

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

- Please read the following information about the NSPCC Underwear Rule and discuss this with your child/children.



Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help.

You might be struggling to keep tabs with the things your child is doing online. You might wonder if what they are doing is safe, and you might also be thinking how can I be as good a parent online as I am offline?

- Talk to your child about what they are up to online.
- Keep up-to-date with your child's online activity.
- Set boundaries in the online world, just as you would in the real world.
- Keep all equipment that connects to the internet in a family space.
- Use parental controls on devices that link to the internet, such as the TV, laptops, computers, games consoles and mobiles phones.
- Set limits on the time spent on all these devices

**Stop it Now! Helpline for confidential advice on
0808 1000 900**

**[LFF ELEC Resource Pack for Parents MAY21.pdf](#)
parentsprotect.co.uk**

[Video link: Parents Protect - Internet Safety](#)

Promoting good attendance at Parkside Middle School

- We have a clear vision for attendance, underpinned by high expectations and core values
- Absence from school is a potential safeguarding risk
- We expect good attendance and punctuality from all members of the school community
- We recognise that absence affects attainment, wellbeing and wider outcomes
- We liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.

Parents and carers should:

- treat staff with respect
- actively support the work of the school
- call on staff for help when they need it
- communicate as early as possible circumstances which may affect absence

or require support

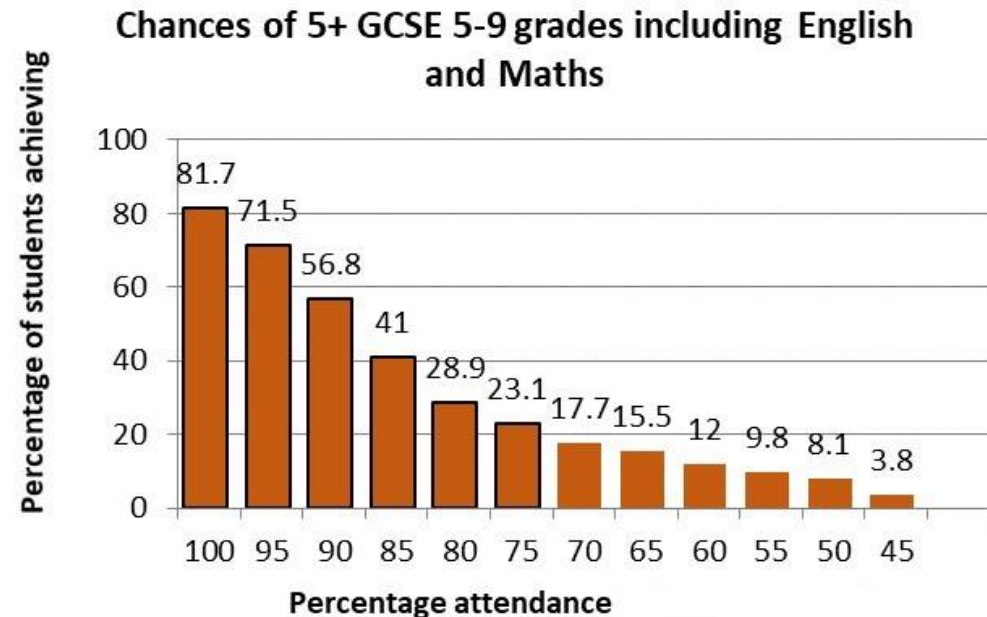
Attendance (Academic Year)	Equals this many days absent	Equals this many weeks absent (approx.)	Equals this many lessons missed
95%	9 days	2 weeks	60 lessons
90%	19 days	4 weeks	120 lessons
85%	29 days	6 weeks	180 lessons
80%	38 days	8 weeks	240 lessons
70%	57 days	12 weeks	360 lessons

The impact of poor attendance

Frequent non-attendance has been associated with a range of short- and long-term adverse outcomes including:

- Poor academic attainment
- Adult unemployment
- Physical ill-health
- Anxiety
- Social and emotional difficulties

Pupils who are not attending school are also considered to be at risk of exploitation, radicalisation, and becoming NEET (not in education, employment, or training) later in life.



The Parkside Standard

We will always keep ourselves and each other safe

We will work as a team always showing politeness, kindness and respect

We will always try our best and take pride in all that we do

We will be organised and prepared for the school day

We will wear the correct uniform with pride

Communication

- Partnership between school, pupil and the family home.
- Pastoral support
 - Form Teacher
 - Miss Field (Year Head)
 - Mrs Persich (Pastoral Manager)
- Lesson support
 - Subject teacher
 - Form teacher

Curriculum Aims

Spark imaginations - be inspired

Push the horizon - be aspirational

Seek to know about our world - be knowledgeable

Live an extraordinary life - reach potential

Nurture character – be individual

Build foundations for the future - be the future

Curriculum

Parkside's priority: To ensure pupils are ready for the next stage in their education.

- Carefully planned and sequenced curriculum – close liaison with High Schools to ensure content is preparing for the demands of upper KS3 and KS4.
- Continuing to prioritise educational recovery, ensuring pupils can make sense of later work in the curriculum.
- Lots of opportunities for recall in lessons - discussion, questioning and quizzes to identify and address misconceptions.
- Responsive teaching – adjusting teaching based on what pupils do or do not know.
- Use of the digital, personalised program Century Tech for core subjects.
- Providing wider enrichment opportunities to inspire and motivate pupils.
- Homework – important to teach independence, time management and to continue with educational recovery.

Oracy



Cognitive

The deliberate application of thought to what you're saying



Linguistic

Knowing which words and phrases to use, and using them



Physical

Making yourself heard, using your voice and body as an instrument



Social & Emotional

Engaging with the people around you; knowing you have the right to speak

English

What will your child be studying?

- The Odyssey
- An Introduction to Dickens
- Protest Poetry
- Gothic Literature
- The Titanic
- Trash by Andy Mulligan

English

How best to support your child.

Support your children to complete homework as independently as possible

Reading – Read as much as possible (we know this is tricky with teenagers and soon to be teenagers!)

In the documents supplied alongside the presentation, there is a guide for supporting teenagers with their reading.

Additionally, we will be doing a trip later in the year where we will be signing every child up to access the library in Bromsgrove.

There is also a suggested reading list inside the pupils' handbooks with 100 reading books to read before the end of KS3 if you need suggestions.

Maths

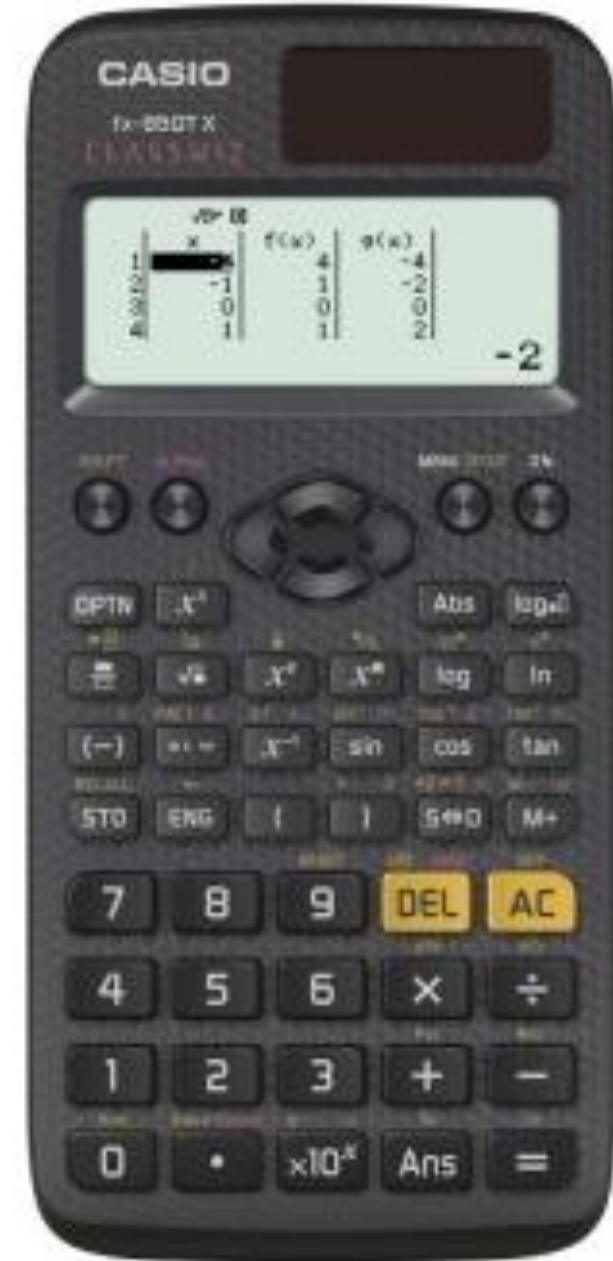
The focus in Year 7 is to widen the mathematical curriculum from Key Stage 2 and to ensure that pupils are ready for High School.

How will we do this?

- Key vocabulary
- Repetition- so knowledge and skills are put into the long-term memory.
- Supporting them to become independent learners so that they are High School ready.
- Knowledge organisers- using them as an aid to recall and homework. [see TEAMs]

Scientific calculators

The one we use in school is recommended by the High schools and will take your child to GCSE and beyond.



+ Addition +

Column Addition


$19.01 + 3.65 + 0.7 =$

	7	5	4	9				1	9	.	0	1	
+	6	8	5	3					3	.	6	5	
	1	4	4	0	2			+	0	.	7	0	
	1	1	1						2	3	.	3	6
									1	1			

Place holder 0

£	1	2	.	8	5	
+	£		8	.	7	6
	£	2	1	.	6	1
		1	1		1	

‘Exchange’



- Subtraction -


Column subtraction

$43762 - 9354 =$ $225.7 - 82.34 =$

	3	1	3	7	5	1	2		1	2	5	5	.	7	1	0
-		9	3	5	4				-		8	2	.	3	4	
	3	4	4	0	8					1	7	3	.	3	6	

Place holder 0

‘Exchange’



FOUR RULES OF NUMBER



× Multiplication ×

Short Multiplication Long Multiplication


	5	4	6	3	
×				9	
	4	9	1	6	7
	4	5	2		

	2	4	7	
×	2	3		
	7	4	1	
+	4	9	4	0
	5	6	8	1
	1			

x10 then x2
Place holder 0

	2	.	4	7	
×				6	
	1	4	.	8	2
	2		4		

‘Lots of’



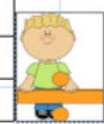
÷ Division ÷

Short division by 1 digit Short division by 2 digits

1	4	4	5	÷	4	
	0	3	6	1	r 1	
4	1	14	24	5		
or	3	6	1	.	2	5
or	3	6	1	1/4		

	4	5	5	0	÷	1	4
		0	3	2	5		
1	4	4	45	35	70		
Multiples of 14:							
1	4	2	8	4	2	5	6
7	0	8	4				

‘Groups of’



+ Addition - Common Denominators **+**

$$\frac{1}{2} + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$$

Mixed Numbers:

$$1\frac{1}{3} + 2\frac{3}{4} = 1\frac{4}{12} + 2\frac{9}{12} = 3\frac{13}{12} = 4\frac{1}{12}$$

FRACTIONS FOUR RULES OF NUMBER

- Subtraction - Common Denominators **-**

$$\frac{5}{8} - \frac{1}{2} = \frac{5}{8} - \frac{4}{8} = \frac{1}{8}$$

Mixed Numbers: Change to improper fractions first

$$4\frac{2}{3} - 1\frac{1}{4} = \frac{14}{3} - \frac{5}{4} = \frac{56}{12} - \frac{15}{12} = \frac{41}{12} = 3\frac{5}{12}$$

‘What you do to the top,
you do to the bottom’

‘What you do to the top,
you do to the bottom’

× Multiplication **×**

Whole Number:

$$3 \times \frac{5}{8} = \frac{3}{1} \times \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$$

Proper Fractions:

$$\frac{3}{4} \times \frac{4}{5} = \frac{12}{20} = \frac{3}{5}$$

Mixed Numbers:

$$1\frac{2}{7} \times 1\frac{3}{8} = \frac{9}{7} \times \frac{11}{8} = \frac{99}{56}$$

Multiply the top and the bottom.



÷ Division - K.F.C. **÷**

Whole Number:

$$4 \div \frac{1}{3} = \frac{4}{1} \times \frac{3}{1} = \frac{12}{1} = 12$$

Proper Fractions:

$$\frac{2}{3} \div \frac{5}{6} = \frac{2}{3} \times \frac{6}{5} = \frac{12}{15} = \frac{4}{5}$$

Keep the first > Flip the second > Change the sign to x

‘Just multiply’

Welcome to Year 7

Year 7 is an exciting year for our pupils at Parkside. It is the beginning of their **Key Stage Three** journey. In Year 7 we help our pupils become more **independent** and **resilient** as they are given lots of opportunities to **flourish** in an environment that will **support** and **encourage** them.

In Year 7, we have very high expectations and aspirations for our pupils. We support them as they begin their journey to becoming well rounded young adults.



THE PARKSIDE STANDARD

1. We will keep ourselves and each other safe.
2. We will work as a team always showing politeness, kindness and respect.
3. We will always try our best and take pride in everything we do.
4. We will be organised and fully prepared for the school day.
5. We will wear the correct uniform with pride.

Enrichment

Pupils have many opportunities open to them at Parkside, particularly when taking part in sports which they enjoy as there are many clubs open to them. Pupils may also be able to represent the school in a sports fixture. Sports not their thing? We have other clubs such as languages, drama and singing!

Facilitating their strengths and building character is important to us and another way we do this is with opportunities to have roles within school such as Literacy Leaders and Well-being Champions.

We recently visited Warwick Castle. The trip was a huge success and pupils gained a lot from it.

Rewards

At Parkside we like to **reward** all of our pupils and so this year they will go on a Key Stage 3 ice-skating trip and an activity day at Upton Warren. This gives children a goal to work towards and is also an acknowledgement for their hard work.

Alongside that we will also be holding competitions between the different Year 7 classes such as form of the week.

Further Support

- Your first point of contact should always be your child's form tutor:
7AF – MISS FIELD
7VSa – MISS SALKELD
7CW – MISS WALLIS
7KWS – MRS WILLIAMS-SHARPE
7CF – MR FLETCHER
- Contact the Head of Year – **Miss A Field**
- Look at the support pages in your child's handbook
- Check out the curriculum area of the school website

www.parkside.worcs.sch.uk