

# KS3 Information Evening

## Who is here tonight?



### **Pastoral team:**

Mr Rooke, Head of KS3

Mrs Morris, KS3 Pastoral Support

Mrs Jones, Student Receptionist

### **SLT**

Mrs Hussain – Deputy Head

Mr Jones – Assistant Head

Ms Verney – Assistant Head

Mr Atkin – Associate Head and Subject Leader (PE)

Please use the time before and after the presentation to talk to us and ask any questions you may have.

### **Safe-guarding and Inclusion team:**

Mr Horton, Deputy Head & Designated Safeguarding Lead

Mrs Pawlak, Safeguarding and Inclusion Manager & Designated Safeguarding Deputy

Mrs Thompson, Designated Safeguarding Deputy

Mrs Rembges, Designated Safeguarding Deputy

### **Student Support team:**

Mrs Brocklesby, SENCo

# Year 8

## What does it mean?



Independency

More  
challenge

Growing up &  
Adjusting

Becoming  
Role-models

Leadership

New  
friendships

# Year 9

## What does it mean?

Further  
Independency

Challenge

Preparing for  
GCSE

Role-models

Leadership

Increasing  
confidence

THE SUNDAY TIMES  
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# How does the Pastoral team support your child's learning?

Direct link for you as parents/carers to answer and deal with enquiries

Supporting the emotional wellbeing of students

Providing a 'Safe Space' for students

Managing behaviour and sanctions

Offering ongoing meetings to support parents and carers

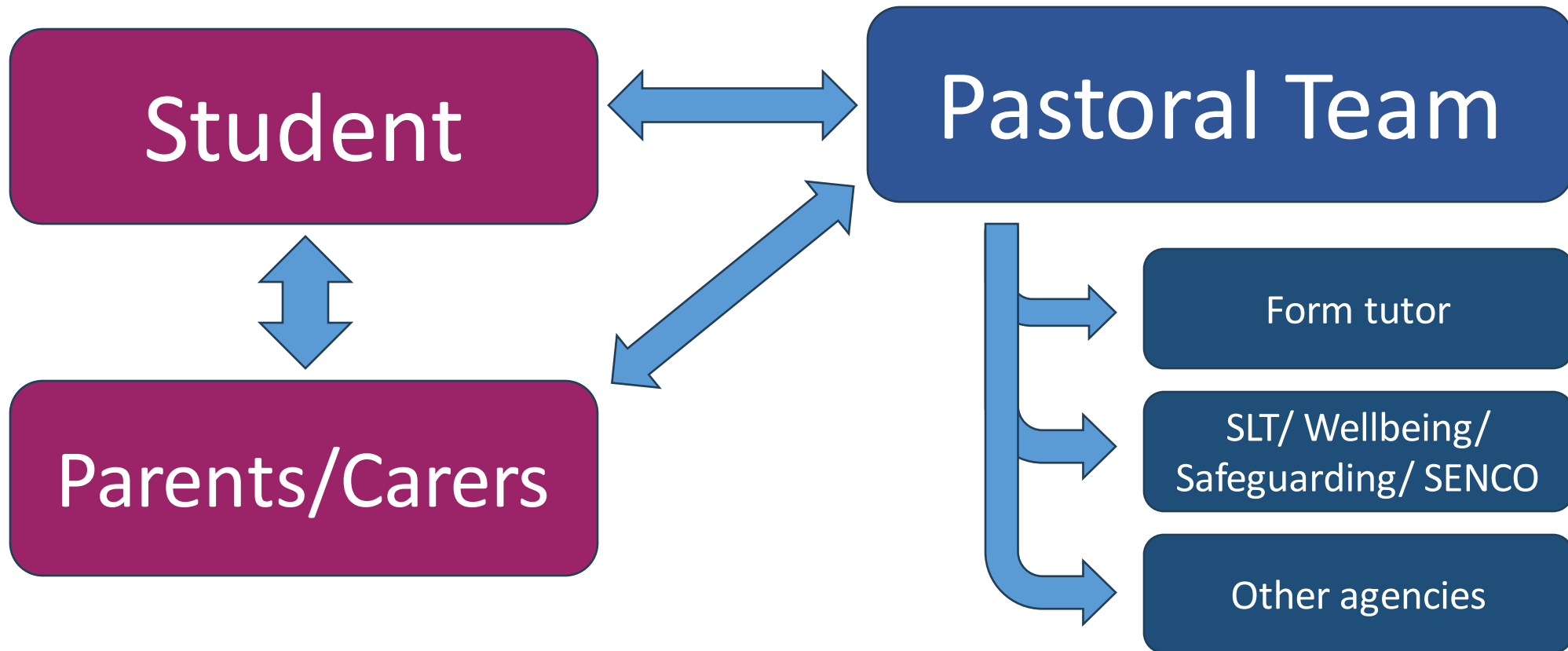
Investigating and ensuring fairness when dealing with incidents

Developing personalised provision to promote inclusion

Working with SENCO, Wellbeing, Safeguarding and SLT.

Working in partnership with other schools to offer further provision

# The most effective practice



**We're here to work with  
you.**

# Behaviour and expectations



**Assistant Headteacher**  
**Mr Jones**



**At Silverdale we are  
always....**

*...Ready, Respectful, and Safe.*



# Silverdale School Expectations



- Follow all instructions; first time, every time.
- Arrive on time, fully equipped and ready to learn.
- Try your best at all times.
- Take pride in yourself and respect others.
- Complete all classwork and homework to the highest standard possible for you to be ready for the next stage.
- Respectfully listen to those who are meant to be talking – adults and students.

# Mobile Phone free zone

Mobiles and headphones are not allowed in school for Years 7 to 11.

They should be put in bags, turned off, at the gate to school.

At no time in the school day should they be used.

If seen, the phone is confiscated and delivered to your key stage office.

If there is a reoccurring issue with phones we will contact home.

**Turn off your  
mobile phones  
and place them  
in your bag**



 Silverdale  
School  
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# Why are we a Mobile Phone free zone?

Mobiles and headphones are not allowed in school for Years 7 to 11. Sixth Formers are only allowed in certain zones.

*Unesco, the UN's education, science and culture agency, said there was evidence that excessive mobile phone use was linked to reduced educational performance and that high levels of screen time had a negative effect on children's emotional stability.*

*'Mobile phones are not just distracting, but when misused or overused, they can have a damaging effect on a pupil's mental health and wellbeing.'*

**Turn off your  
mobile phones  
and place them  
in your bag**



 **Silverdale  
School**  
Chorus Education Trust

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School**  
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# Being school-ready: equipment

Students are expected to come to school with the correct equipment for learning.

## Every student must bring to school every day:

- a bag
- a pen
- a pencil
- a planner
- and a ruler.

## Every student should bring to school every day:

- a pencil case
- a green pen
- a spare pen
- an eraser
- a scientific calculator
- a glue stick
- a highlighter.



# Being school-ready: uniform

- Black polo shirt with school logo.
- Black sweatshirt with school logo, black hoodie with school logo.
- Black cardigan with school logo.
- Black tailored trousers (loose fitting, plain style, not tight around the ankle, at least ankle length - no denim, jeggings, jeans or chino style).
- Black tailored shorts (loose fitting, mid-thigh length or longer) or Black tailored skirts (no denim or tube skirts). These must be suitable for a professional setting.
- Tights must be plain black with no patterns or holes.
- No additional trousers, tracksuit bottoms or shorts are to be worn underneath.
- Religious headdress if appropriate. No other headwear is allowed.

*Full details (including PE kit and how to order) are on the school website ([www.silverdale-chorustrust.org/uniform](http://www.silverdale-chorustrust.org/uniform)).*



# Being school-ready: uniform



- Black polo shirt with school logo.
- Black sweatshirt with school logo, black hoodie with school logo.



- We encourage students to have a coat that is waterproof.

# Safety on Corridors

To make all aspects of the school day safer we have introduced a Hands Off rule.

This means that students should not be pushing, shaking hands, hugging, or placing their hands on each other.

We have introduced this to strengthen pupil safety and maintain a purposeful walk to lessons.



# Attendance

- Silverdale School supports Sheffield City Council's policy regarding holidays during term time.
- Silverdale School will not authorise holidays during term time.
- 'Exceptional circumstances' requests can only be approved by the Headteacher.
- If attendance becomes a 'cause for concern' we will request medical evidence in order to authorise absences.
- Full details at: [www.silverdale-chorustrust.org/attendance](http://www.silverdale-chorustrust.org/attendance)

In a year this equates to		<b>100%</b>	Outstanding!
<b>4</b>	School days missed	<b>98%</b>	Very good
<b>6</b>	School days missed	<b>97%</b>	Good – school target
<b>9</b>	School days missed	<b>95%</b>	Almost there!
<b>11</b>	School days missed	<b>94%</b>	Improvement needed
<b>19</b>	School days missed	<b>90%</b>	Concerned
<b>29</b>	School days missed	<b>85%</b>	Very concerned



# Academic Inclusion



**Assistant Headteacher**  
**Ms Verney**



# Questions

How can I find out what my child is studying?

How do I know how well my child is doing?

What do I do if I think my child is struggling academically?

How can I make sure my child is reading enough?



How can I find out what my  
child is studying?

Booklet page 3

# Curriculum: years 7 to 11

Here you can find out about the broad range of courses we offer from Years 7 through to 11, including GCSE and equivalent. Please click on one of the subjects listed to find out more.

## WHAT, WHEN AND HOW STUDENTS LEARN AT SILVERDALE SCHOOL

Download the documents below for information about the sequence of topics, links to resources and how we assess for every subject in Years 7 to 11. These can be used together with the information in the individual subject pages.

	<a href="#">Y7 Curriculum Content</a>	▼
	<a href="#">Y8 Curriculum Content</a>	▼
	<a href="#">Y9 Curriculum Content</a>	▼
	<a href="#">Y10 Curriculum Content</a>	▼
	<a href="#">Y11 Curriculum Content</a>	▼





# Year 8 – History (3 lessons)

Topic	Essential knowledge	Assessment	Links to resources and revision
The Tudors	How did the Tudor Dynasty begin? What was the reformation and why did Henry VIII close Beauchief Abbey? Was the Spanish Armada the greatest military victory in English history? Why was a Queen held in Sheffield Castle?	Source, knowledge and understanding, written assessment.	<a href="#">The Tudors - KS3 History - BBC Bitesize</a>
The Stuarts	Should we celebrate bonfire night? Why did England go to war with itself? Why was Charles I executed? How did the heroic villagers of Eyam save Sheffield in 1666?	Formative assessment in class.	<a href="#">BBC Two - The Stuarts - Clips</a>
The Industrial Revolution & the Importance of Mining	Was the “Industrial Revolution” a revolution? How is Sheffield’s Cholera monument a reminder of Sheffield’s industrial past? Why is mining so important to South Yorkshire today?	Knowledge & understanding, written assessment.	<a href="#">The origins of the Industrial Revolution - The Industrial Revolution - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a> <a href="#">A (sheffield.gov.uk)</a>
The British Empire	How did Britain come to having the biggest empire the World had ever seen? How should the British Empire be remembered? How did Gandhi change protest forever?	Formative assessment in class.	<a href="#">A summary of the British Empire - The British Empire through time - KS3 History Revision - BBC Bitesize</a>
Women’s Suffrage	How did a horse race help to achieve equality for women? How did women rule the home front during WW1?	Source, knowledge and understanding, written assessment.	<a href="#">The fight for female suffrage - KS3 History - BBC Bitesize</a>



# Year 9 – Computer Science

Topic	Essential knowledge	Assessment	Links to resources
9.0: Introduction	Expectations for year 9 and the transition from Y8 and to KS4		
9.1: Impact of Computing	A progression from Y8 with many topics developed further. Development of binary and data representation. Links to GCSE content for Component 1. Ethical and moral considerations of Computing	<i>Test on knowledge gained through the unit by answering a set of questions or describing different hardware components.</i>	<a href="#">BBC Bitesize</a>
9.2: Python	Developed knowledge of algorithms and problem solving. Developed interaction with the IDLE. Push in lessons in terms of resilience and independence. Using GCSE requirements for programming: Inputs/Casting/Variables; Designing programs; Creative skills.	<i>Students will be assessed by creating their own program following a scenario which will be given to them.</i>	<a href="#">BBC Bitesize</a> <a href="#">Tutorials</a> <a href="#">W3Schools</a>
9.3: E-Safety	Progression from Y8 as the same topics are touched upon but with age appropriate and relevant content. Online identity. Social media. Gaming. Potential Threats. Safely using technology. Awareness of current trends and impacts	<i>Create a digital document outlining concerns about the internet, how it is used and how we can protect ourselves and others.</i>	<a href="#">Think You Know</a> <a href="#">NSPCC</a> <a href="#">BBC Bitesize</a>
9.4: iDea Project	Completion of iDea award badges in lesson. Completion of iDea award badges at home. Creative skills. Resilience and independence .	<i>Complete either the Bronze or Silver awards for the iDea award.</i>	<a href="#">iDea Award</a>
9.5: Creative iMedia Project	Creative skills. Working to a specification. Justification of choices. Ability to manipulate images and compose them effectively for a target audience.	<i>Create a digital document which will be based on a client brief given to them. Research and evaluate.</i>	



How do I know how my  
child is doing?  
Booklet page 6

# Attainment information – 2 x a year

- New this year
- Mid-February and end of June.
- Results of 'milestone' assessments in class.







What do I do if I think my child  
is struggling academically?

Booklet page 7



How can I make sure my child is reading enough?  
Booklet page 8

# Reading

- **Library lesson in English every two weeks.**
- **Reading homework in English.**
- **Accelerated Reader.**
- **Reading across subjects.**
- **Reading in Form Time.**
- **Library is open every break and lunch time.**
- **Reading support – paired reading, reading groups.**



# Extra-curricular opportunities – Mr Atkin



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School**  
Foundation Trust

# Extra-curricular at Silverdale



Quality teaching is of paramount importance but going above and beyond the curriculum is central to our ambitions for our students.

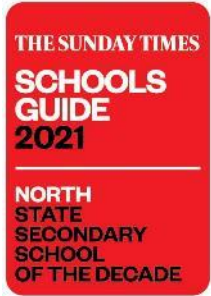
Trips throughout the year. Clubs every morning, lunch time and after school

## Benefits of our extra-curricular offer:

- Accelerate progress and build on what our students learn in lessons
- Build valuable and positive social relationships with their peers
- Grow in character and broaden their horizons
- Have fun

# Sport

- Extensive, diverse and dynamic extra-curricular timetable
- Inclusive and aspirational
- Clubs where every student is welcome
- Regular fixtures against other schools
- Progression through the county, regional and national rounds in various sports
- Sports Awards Evening where we celebrate the year of sport



# Performing Arts

- Outstanding school performances such as ‘School of Rock’, ‘Legally Blonde’ and ‘Grease’. Fusion of different musical instruments, drama and dance.
- Concerts and festivals – Platform the incredible talents of different year groups and solo artists
- Awards evening
- Incredible variety of clubs such as dance, drama, orchestra, Glee club, Soul band, ukelele club, voices for all and many more



# Many more

- Art
- Computer science
- Design and Technology
- Languages
- English
- More coming soon





# Trips and Enrichment

- CERN Geneva Trip
- Paris Art Trip
- PE trips to Xscape, and Snowdonia – Looking at starting a sports tour
- Visits to Oxford and Cambridge Universities
- Geography Lake District Field Trip
- Activity week – Ice-skating, Ninja Warrior, York Dungeons, National Space Centre, Peak District
- Sports Day and Interform competitions
- Duke of Edinburgh Award



# Communications: How to contact school



What would you like to talk about?	Who do you contact?
Well-being (family, friendship groups, worries) Teaching and learning (homework, assessment, progress) Uniform and equipment Behaviour	Mrs Morris (KS3 Pastoral Manager) Mr Rooke (KS3 Leader)
Holidays or time off school Attendance	Mrs Austin (Attendance Officer)
Medical issues (changes to health, such as allergies)	Mrs Jones (Student Receptionist)
Safe-guarding – concern about the safety of a child	Mrs Pawlak (Safe-guarding Manager)
Concern about a learning need (reading, concentration, organisation)	Ms Brocklesby (Special Needs Coordinator - SENCo)



Thank you for coming.

Please leave feedback and  
any questions on the sheet at  
the front.