How to support your child to be successful in Year 7 at LCHS
Thank you

• Being here this evening is the start of a seven year relationship with the school

• We wish to facilitate a successful three way relationship between you, your child and LCHS

• Evidence is overwhelming that this three way relationship leads to your child having an increased propensity for academic success.
Parental Engagement

• Research over the last 30 years shows positive, consistent and convincing evidence that when families and schools engage, children are happier in school, stay in education longer and attain better grades (Henderson and Mapp 2002)

• It is what parents do at home that has the most significant impact on children’s attainment. (Lucas 2010)
Parental Engagement

• Parental aspirations and expectations for their children have a huge influence on their children’s mindset towards education

• Parents have major effects in terms of the encouragement and expectations that they transmit to their children. (Hattie 2010)
Key Dates

• Parents’ Evenings – 11/10/18 & 7/3/19

• Progress Reports – 14/1/19, 26/4/19 & 16/7/19

• Foundation Service – 4/10/18

• Christmas Carol Service – 21/12/18

• Marrick Priory Trips – Weekends in March
Reading

• All Year 7 Students have access to a fantastic school library that is run by Mrs Majolo (our fantastic librarian)

• Children who read regularly are much more likely to be successful in school

• Our library has over 10 000 books, subscribes to magazines, runs competitions and is accessible to students every day.
Attendance

• Lincoln Christ’s Hospital School’s expected level of attendance is a minimum of 96%

• Year 11 students last year with an attendance of over 96% achieved twice the progress of students who were under 90%

• 96% = 9 days off in a school year. Every lesson counts!

• If there are any problems regarding your child’s attendance then please ring and speak to Mrs Rayner so we can support.
Discipline for Learning

- It is a student’s attitude towards learning
- It refers to managing one’s own motivation towards learning
- This is usually by teaching students specific strategies to set goals, monitor and evaluate their own learning.
## DfL: Discipline for Learning

<table>
<thead>
<tr>
<th></th>
<th>Expert Learner</th>
<th>Advanced Learner</th>
<th>Developing Learner</th>
<th>Potential Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Above 90%</td>
<td>Above 94%</td>
<td>Above 90%</td>
<td>Below 80%</td>
</tr>
<tr>
<td><strong>Ready to learn</strong></td>
<td>Highly organised with effective use of school planner and never late</td>
<td>Always prepared for lessons, very few late marks</td>
<td>Some items of equipment missing and/or inconsistent punctuality</td>
<td>Sometimes unprepared for learning</td>
</tr>
<tr>
<td><strong>Positive and self-assured learner</strong></td>
<td>Confident to engage in all activities in all lessons</td>
<td>Confident in most activities in lessons</td>
<td>Sometimes requires reassurance to work independently</td>
<td>Engages in some activities in lessons, but will say &quot;I can't&quot; sometimes</td>
</tr>
<tr>
<td><strong>Application to learning</strong></td>
<td>Determination for learning is shown across all topics</td>
<td>Always completes work set to a high standard and will build stretch into own learning</td>
<td>Completes all work set to the required standard</td>
<td>Completes enough work to get by in lessons</td>
</tr>
<tr>
<td><strong>Behaviour and pride in appearance</strong></td>
<td>Acts as a role model in ensuring school expectations are applied</td>
<td>Never receives behaviour points and always wearing correct uniform</td>
<td>Rare behaviour points and always wearing correct uniform</td>
<td>Occasional behaviour points and sometimes doesn’t meet expectations</td>
</tr>
<tr>
<td><strong>Preparation for tests</strong></td>
<td>Attainment grades show effective revision strategies are employed</td>
<td>Always revises effectively for tests</td>
<td>Usually revises for tests</td>
<td>Occasionally revises for tests</td>
</tr>
<tr>
<td><strong>Engagement and active listening</strong></td>
<td>Always prepared to answer or ask more complex questions in class and support others learning</td>
<td>Always prepared to answer or ask relevant questions in class</td>
<td>Usually prepared to answer or ask questions in class</td>
<td>Occasionally prepared to answer or ask questions in class</td>
</tr>
<tr>
<td><strong>Target grades</strong></td>
<td>Strives to achieve aspirational grades</td>
<td>Meets target grades and knows how to improve work</td>
<td>Meets most target grades and will attempt to improve work</td>
<td>Meets some target grades and sometimes looks to improve work</td>
</tr>
<tr>
<td><strong>Response to feedback</strong></td>
<td>Response to feedback has significant impact upon progress</td>
<td>Always responds positively to feedback and uses it to improve work</td>
<td>Usually responds to feedback with some thought to improving work</td>
<td>Occasionally responds to feedback with short answers</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Homework shows a desire for knowledge</td>
<td>Always completes homework to a high standard</td>
<td>Always completes homework</td>
<td>Sometimes does not complete homework</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Will go above and beyond in supporting the LCHS community</td>
<td>Prides themselves on being friendly and helpful to others in the school</td>
<td>Friendly and polite at all times around the school</td>
<td>Usually friendly and polite around the school</td>
</tr>
</tbody>
</table>
Expert Learners

• Expert learners will be given a badge which makes them immediately recognised

• They will be entitled to privileges throughout the term.
Support DfL

• Use the progress reports to monitor your child's attitude towards learning

• Use the school planner (back page) to support your understanding of DfL

• Feel free to discuss DfL grades at our parents’ evenings.
Expert Form Points

- From now onwards all Year 7 tutor groups will be competing against each other to win the Expert Form Prize.

- The Expert Form Points that you earn will count towards the success of your form!
Expert Form Points

- 100% Expert Attendance all week = 1pt
- 100% Expert Punctuality all week = 1pt
- 100% Expert Equipment all week = 1pt
- 100% Expert Uniform all week = 1pt
- Form Quiz = 20pts are up for grabs
- Form Challenge = Up to 10pts for your form
- Weekly Individual Expert Learners = 5pts
- Expert Extra-Curricular Achievements = 5pts
- Expert Reading Achievements = 3, 5 & 10pts
Reading Journal

• Please support your child by signing when they read independently at home.

• Encourage your child to complete an activity.

• There are prizes!
Monday Mornings

• Mrs Capes will be available every Monday morning from 8.30am-9.30am.

• Please come to Main Reception if you wish to discuss anything.
SAM Learning

• Online Learning Platform

• Independent learning, homework and revision.

• Login - Centre ID – LN2LC
  UserID – ddmmyyii (260188mw)
  Password - ddmmyyii
Year 7 CHALLENGE!

• Can you spend **3 hours** or more on **SAM learning** before the end of **October half term**?

• Students will receive one entry for the prize for draw every three hours spent on SAM Learning

• Go on, push yourself! The possibilities are endless!
LCHS - Marking and Feedback

Teacher comment: Date:

Grade / Level of work: Effort (A - E):
Your targets for improvement:

Reward point/s:  EL AL DL PL
Student response:

The difference between everyday and every day is that one applies to a term of day and one applies to a description of an action.

I could break up my paragraph by finishing it after saying how she makes me smile. I could then join the remainder of this paragraph to my second one.
Homework

• Class teacher will set homework.

• Homework will be recorded in the Student Planner with a due date.

• Sensible timeframes.

• ICT access: Library & Year 7 Common Room.
Help at home

• Shared interest in tasks

• Ensure that your child is aware of the due date. It is important to meet deadlines.

• Check on the progress of tasks

• Encourage your child to complete homework to the best of their ability.
## Assessment

### Lincoln Christ’s Hospital School
Specialist Language College and Academy

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR 7 TARGET GRADE</th>
<th>CURRENT GRADE</th>
<th>DfL GRADE (ATTITUDE TO LEARNING)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>2-</td>
<td>1+</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>2-</td>
<td>1</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>2-</td>
<td>1+</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>1+</td>
<td>D5</td>
<td>Dev</td>
</tr>
<tr>
<td><strong>DESIGN TECHNOLOGY</strong></td>
<td>D6</td>
<td>D3</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>DRAMA</strong></td>
<td>2</td>
<td>1</td>
<td>Exp</td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td>2-</td>
<td>1-</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>GERMAN</strong></td>
<td>D5</td>
<td>D4</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>HISTORY</strong></td>
<td>2-</td>
<td>1-</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>2</td>
<td>1</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td>1</td>
<td>D4</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2</td>
<td>2-</td>
<td>Exp</td>
</tr>
<tr>
<td><strong>RELIGIOUS EDUCATION</strong></td>
<td>1+</td>
<td>1</td>
<td>Adv</td>
</tr>
<tr>
<td><strong>SPANISH</strong></td>
<td>D5</td>
<td>D5</td>
<td>Adv</td>
</tr>
</tbody>
</table>

### Expert Effort
A positive and self-assured learner, showing determined engagement across all topics. Strives to exceed target grades. Is a role model in behaviour. Eager to complete personal learning to promote progress.

### Advanced Effort
Always completes all work set to a high standard and will stretch their own learning. Eager to engage in all activities in all lessons. No behaviour issues. Effective approach to personalised learning – completes homework and revision.

### Developing Effort
Completes all work set to the required standard. Engages in most activities in lessons. Behaviour issues are unusual. Starting to take responsibility for personal learning: secure homework record.

### Potential Effort
Does not complete all work set in lessons, and the when work is done it is ‘enough to get by’. Engages in some activities in lessons, but will say ‘I can’t’ sometimes. Some behaviour issues. Inconsistent approach to personal learning (homework and revision).
How to be successful...
Positive approach to failure + Effort = Resilience
Fixed Mindset vs. Growth Mindset
Quick Tips – to create resilience in a young person:

1. Give a calm space to work
2. Listen and make it important
3. Attendance is key – Focus comments on effort not ability – progress is not genetic
4. Small breaks
5. Routine and organised – tidy generally is more resilient.
Parental Support

A school community is all the richer when parents support the school:

• Parents’ Evenings
• Parental Forums
• Drop in Surgeries
• Friends of the School

We want to work with you over the next 7 years for the good of your child and our student.
Thank you for attending