

# Do now: Memory challenge

Can you memorise these images?





# KS3 Information Evening

## Year 8



*Inspire*

*Achieve*

*Celebrate*



# The Key Stage 3 Team



|                    |                                         |
|--------------------|-----------------------------------------|
| Miss Hancock       | Director of Learning<br>(Years 8 & 9)   |
| Mrs Booth - Bowler | Head of year 8                          |
| Mr Western         | Assistant to Key Stage 3                |
| Miss Ryder         | Assistant Headteacher<br>Link to year 8 |



# Results

- We celebrated success again with high exam attainment at both GCSE and A level
- 36 students achieved a grade 7 or above in at least seven of their GCSE qualifications.
- 76% of students achieved at least five GCSEs at grade 4 and above.
- At A level, 25% of all grades (A Level and BTEC) were awarded at grade A, distinction or above
- Students have gone on to prestigious universities and degree apprenticeships.



# Our Expectations

- Key Theme for Year 8 – **‘Taking Responsibility’**
- There will be many opportunities for Year 8 students to get involved with activities and develop leadership skills, including taking on the role of Form Rep or Charter Ambassador
- All Year 8 students will have extra curricular opportunities including play in a week and many house and sporting activities
- We want to encourage Year 8 students to take responsibility for their conduct in the classroom, around school and for their learning
- We are keen to work together as a school to reduce our negative impact on the environment – we are a proud Eco school which is important to our school community



**Inspiring the best in everyone**





# Attendance

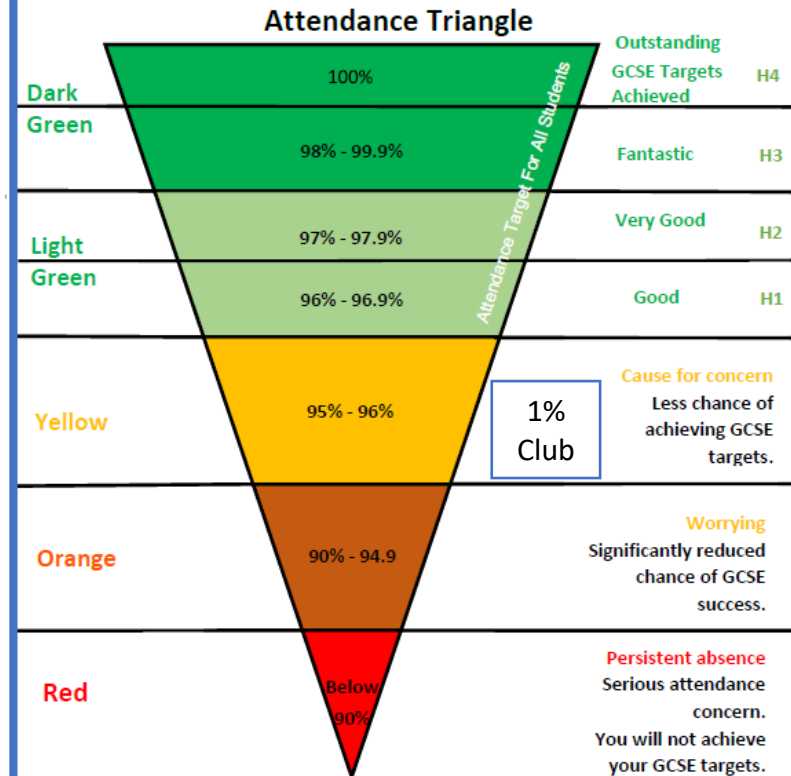
If a student is unable to attend school, parents/guardians should call the school before 8:30am.

- Please provide the following information:
  - Student's name
  - Student's year group
  - Your relation to the student
  - Reason for student's absence
- 
- A member of the Team will contact you to discuss the return to school.



HERO - Here Everyday Ready On time

Do you know your attendance percentage?  
Where do you fit in the Attendance Triangle?



Attendance Matters.  
On Time.  
First Time.  
Every Time.





# Positive Behaviour for Learning



- Our positive behaviour for learning policy enables us to celebrate all of the achievements of our students whilst also ensuring they make the right choices consistently.

Behaviour points will be given to students who do not make the right choices.

This is given at a number of levels:

- C1 – warning
- C2 – 10 minute teacher detention
- C3 – removal from lesson and afterschool detention
- C4 – high level incident
- C5 – incident outside of lessons
- C6 – charter violation

We hope that through a consistent approach around school students will know what is expected of them and that they will make the right choices in compliance with our policy.

Rewards are a key focus of our policy.

Students will be given House points for a wide range of participation in lessons, completing excellent pieces of extra curricular and house activities, completing challenges set by peers as well as many other things.

House points can be achieved at different levels:

- H1 – positive (2 points)
- H2 – very good (5 points)
- H3 – outstanding (10 points)
- H4 – exceptional (15 points)

Under different categories:

- Inspire
- Achieve
- Celebrate



**FAB  
FRIDAY**



# Communication: *Reporting*



- Subject teachers, Heads of Department and Directors of Learning will review the progress of your young person regularly over the academic year
- This will be communicated to you formally **three times** alongside the feedback and marking that is provided in books and following assessments and assignments
- The introduction of Bromcom will mean that the style of report that you receive will look a little different
- We have also acted on what staff, parents/carers & students have told and reviewed some of the criteria

## Reports will provide the following information:

- A **Working at** grade which will now be awarded as one of 5 descriptors – excelling, mastering, securing, developing or emerging
- **Progress** which is an indication of the knowledge and skills that students have acquired since their last progress report and also takes into account their starting point in terms of prior attainment
- **Approach to Learning** which reflects a student's effort & attitude

| GRADING STRUCTURE |                                                            | GRADING STRUCTURE |
|-------------------|------------------------------------------------------------|-------------------|
| 9                 |                                                            | A*                |
| 8                 |                                                            |                   |
| 7                 |                                                            | A                 |
| 6                 | <b>GOOD PASS (DfE)</b><br>5 and above = top of C and above | B                 |
| 5                 |                                                            |                   |
| 4                 | <b>AWARDING</b><br>4 and above = bottom of C and above     | C                 |
| 3                 |                                                            | D                 |
| 2                 |                                                            | E                 |
| 1                 |                                                            | F                 |
|                   |                                                            | G                 |
|                   |                                                            | U                 |





# Communication: *Reporting*



## Approach to Learning Grade (replaces previous Effort grade)

| Code | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A+   | <b>Excellent:</b><br>Shows commitment to getting the most out of all learning opportunities available.<br>Actively participates in the lesson at all times and is fully engaged.<br>Actively seeks feedback on how to improve the quality of their work.<br>Perseveres with all challenges.<br>Uses their initiative in a range of situations and does not always have to be told what to do.<br>Consistently makes an excellent effort.<br>Home learning is always submitted on time and is of an excellent standard.                             |
| A    | <b>Very good:</b><br>Demonstrates a very good work ethic and shows commitment to improvement.<br>Actively participates in lessons and shows engagement.<br>Engages with SMART marking and feedback in order to improve the quality of their work.<br>Usually perseveres with challenges presented.<br>Has demonstrated that they can use their initiative in a range of situations and does not always have to be told what to do.<br>Consistently makes a very good effort.<br>Home learning is submitted on time and is of a very good standard. |
| B    | <b>Good:</b><br>A responsible and hard-working student who tries hard.<br>Shows a good interest in their learning and is attentive and focused.<br>Responds well to feedback.<br>Willingly participates in the lesson.<br>Is willing to persevere when things get difficult.<br>Takes responsibility for their work.<br>Consistently makes a good effort.<br>Home learning is submitted on time and is of a good standard.                                                                                                                         |
| C    | <b>Inconsistent:</b><br>A student who does the majority of what is expected of them but fails to push themselves or make the most of the opportunities available.<br>Shows some interest in their learning and is generally focused.<br>May not try hard enough to improve their work after feedback.<br>Sometimes participates in lessons.<br>Takes some responsibility for their work.<br>Might make a good effort in some lessons but it is inconsistent.<br>Home learning is sometimes incomplete or late.                                     |
| D    | <b>Poor:</b><br>A student who needs support or intervention to become a more responsible learner.<br>Is not interested in being challenged.<br>Fails to act on feedback.<br>Makes little effort to participate in lessons.<br>Takes little pride in their work.<br>Effort is frequently a cause for concern.<br>The quality of home learning is poor. It is often incomplete, submitted late or not completed at all.                                                                                                                              |

## Progress Grade

This is no longer awarded as a direct comparison of a predicted (attainment) grade against a student's guidance grade. Instead, it is based on the knowledge and skills that a student has acquired since the last progress report and also considers their starting point in terms of prior attainment. It is influenced mostly by the most recent assessment results.

Progress is reported as:

| Code  | Description                                                                      |
|-------|----------------------------------------------------------------------------------|
| E     | excellent                                                                        |
| A     | good                                                                             |
| U ... | below expected                                                                   |
| U1    | Student should focus on developing understanding of concepts                     |
| U2    | Student should focus on improving organisation                                   |
| U3    | Student should work harder outside the lesson                                    |
| U4    | Student should work to improve examination technique and structures (*see below) |
| U5    | Student should improve his attendance in lessons                                 |
| U6    | Student should focus on developing practical skills                              |
| U7    | Student should be more involved in lessons                                       |
| U8    | Student should improve behaviour in lessons (C1/C2 warnings have been given)     |

- All of the information detailing the grades and descriptors awarded will be included in the report that you will receive from us
- Further guidance on how to support with the above U codes can be found on the school website



# Communication: *School Website*



**Poynton High School**  
& Performing Arts College

[HOME](#) [ABOUT US](#) [PARENTS](#) [STUDENTS](#) [CURRICULUM](#)

[VACANCIES](#)

[USEFUL LINKS](#)

[SIXTH FORM](#)



|                                       |                                |
|---------------------------------------|--------------------------------|
| British Values at Poynton High School | Careers                        |
| Creative and Digital Technology       | Duke of Edinburgh Award Scheme |
| English                               | Humanities                     |
| Learn 2 Learn                         | Maths                          |
| Modern Foreign Languages              | Performance                    |
| Prevent Strategy                      | PSHCE                          |
| RS                                    | Science                        |
| Learning Support (SEND)               |                                |

Inspire



**Poynton High School**  
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[SIXTH FORM](#) [PASTORAL](#) [OUR HOUSES](#) [TEACHER TRAINING](#)

[CONTACT US](#)

[VACANCIES](#)

[USEFUL LINKS](#)

[SIXTH FORM](#)



## IN THIS SECTION

[BUSINESS AND ECONOMICS](#)

[GEOGRAPHY](#)

[HISTORY](#)

[SOCIOLOGY \(KEY STAGE 5\)](#)

## Humanities

### Director of Learning - Miss S O'Loughlin [Email](#)

The Humanities Team includes many different curriculum subject areas. We are dedicated to the promotion, enjoyment and excellence of our subjects through exciting and enthusiastic teaching.

At Key Stage 3 students receive six hours of Humanities lessons every timetable cycle involving the individual study of History and Geography. We pride ourselves on creative teaching which appeals to all types of learners.

At Key Stage 4 students can opt to study History, Geography or Business GCSE or BTEC Tech Award in Enterprise. The majority of students choose to maintain their Humanities education. Our results are excellent and we aim to maximise the potential of all our students.

At Key Stage 5, students can opt to study History, Geography, Business, Economics and Sociology to A level or BTEC Extended Certificate in Business.





# Communication: *Half Termly Bulletin*

- Each half term we will send out a parent and carer bulletin
- This will celebrate our students achievements from the half term
- It will highlight important events taking place in the next half term and any subject specific information for you to be aware of
- The bulletins will also provide you with an insight into what is being studied in each subject area
- There will be ideas to support students furthering their learning outside the classroom

 **Paynton High School**   
Year 8 Parent and Carer Bulletin – October 2021

Dear Parents and Carers,

We hope this bulletin finds you and your families safe and well. It has been a fantastic first half term and the students have been brilliant. It has been a pleasure working with and getting to know the Year 8 students over the last seven weeks, and the KS3 Team are really looking forward to celebrating all of their inspiring achievements throughout the year ahead. Inside this bulletin you will find an overview of what is being studied in different subject areas, as well as some ideas about what is ahead next half term.

**Cultural Passport**

- It has been amazing to see the Cultural Passport sessions in form times throughout this half term.
- The students have made a fantastic effort to complete all of the challenges set to them.
- Next half term, Year 8 will be looking at 'Respect' and set challenges around this theme!
- Remember – follow @PHSYear8 on twitter for regular updates on the Cultural Passport sessions and the challenges.

**English**

**Year 8: Short stories and crime**



**Science**

- This half term students in Y8 have completed 3 topics:
  - 8Biology1- Food and Digestion
  - 8Chemistry1- Gas tests and the environment
  - 8Physics1- Energy 2.
- After half term student will complete their first science assessment
- The following pages in the revision guide will help them to revise for this:
  - 8B1- Food and Digestion revision guides pages 8-12 practice questions p13, p183 qy 12
  - 8C1- Gas tests and the environment revision guide pages 97-99 practice questions p100,
  - 8P1- Energy revision guide pages 105 practice question 3 page 108.
- We are also launching Seneca for Y8 next week and every class will be set the same 3 assignments to complete as part of their revision.
- Students were encouraged to purchase revision guides in Y7 and if they didn't we gave them the opportunity to purchase these again at the start of Y8. If they haven't purchased one from us, and would like to they can purchase them online.
- Here is the link for them: <https://www.creabooks.co.uk/secondary-books/ks3/science/hs34-ks3-science-complete-revision-practice>

**Religious Studies**

- Year 8 have been looking at Judaism this half term and should now have completed or be working to complete their assessment on making a guide for a Bar Mitzvah.
- After half term they will be looking at different ideas about life and the afterlife.

**Geography**

- This half term, the Year 8 students have been looking at the 'Restless Earth'. Over the last few lessons, they have looked at plate boundaries, the structure of the Earth and evidence for continental drift.
- Next half term, the students will be continuing to look at volcanoes and their hazards.
- Be sure to keep up to date with the news for any hazards happening at the moment!

**History**

- Year 8 and Year 9 have made a super start to the academic year and have taken the new topics and their first assessment in their stride.
- Year 8 have been looking at how William was able to conquer England and Year 9 have been investigating the causes of World War One.
- We look forward to teaching the students Why the English fought the English and why Hitler was able to become Chancellor in the run up to Christmas.

**MFL**

- Well done to Y8 and Y9 students for their work this half-term! Year 8 have continued to work on topics such as holidays and past tense in French and in German.
- All Key Stage 3 students are completing their first sets of assessments in Reading, Listening and Writing. In the first couple of weeks after half-term. Each teacher will set topics and tips for revision. We are looking forwards to brilliant results!

# Key Dates



| Date                                        | What's happening: |
|---------------------------------------------|-------------------|
| <b>Thursday 26th March</b>                  | Parents evening   |
| <b>3<sup>rd</sup> - 5<sup>th</sup> June</b> | Year 7 & 8 Exams  |
| <b>WC 29<sup>th</sup> June</b>              | Play in a week    |



# Form time activities

- Reading and checks
- Core Skills
- Careers
- Wellbeing
- Assembly
- Interactive

| Week 1                                                                                                      |                                                                                                      |                                                                                                               |                                                                                                          |                                                                                               |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Mon                                                                                                         | Tues                                                                                                 | Weds                                                                                                          | Thurs                                                                                                    | Fri                                                                                           |
| Reading and checks<br>   | Core Skills<br>   | Year Assembly<br>          | Step On Careers<br>   | News<br>   |
| Week 2                                                                                                      |                                                                                                      |                                                                                                               |                                                                                                          |                                                                                               |
| Mon                                                                                                         | Tues                                                                                                 | Weds                                                                                                          | Thurs                                                                                                    | Fri                                                                                           |
| Reading and checks<br> | Core Skills<br> | Wellbeing Wednesdays<br> | House Assembly*<br> | News<br> |

\*house assembly swapped with relevant activity



# Poynton High School Educate – Challenge – Empower Charter



- We are proactive in making the positive changes needed for a world where everyone is treated fairly and equally.
- We are KIND and acknowledge that 'banter' can be dangerous and harmful to others, it cannot be used as an excuse.
- We recognise that peer on peer abuse takes a wide range of forms, ranging from sexist name-calling to physical abuse and have a zero tolerance of this.
- We openly challenge harmful language, stereotypes and actions (that show prejudice based on gender, sexuality, disability, race, ethnicity, religion and background.)
- We offer opportunities to talk about how we feel and actively encourage each other to support positive mental health.
- We support each other to make improvements and recognise that failure is part of the path to success.
- We LISTEN to each other and are mindful that everyone faces their own challenges and insecurities. We strive to understand each other.
- We allow and encourage others to do their best, and look out for each other so that this can happen never putting barriers in their way. We have high aspirations for ourselves and each other.
- We are honest.
- We support each other to stay safe in all of our interactions, including online. We look for opportunities to make others feel safe and boost their confidence.

Bringing us together to make sure that EVERYONE in is valued and works to promote an inclusive school community.





# Careers Advisor

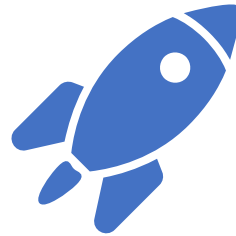
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- We have an independent Careers Advisor, Joanne Green who works at school currently on Thursday and Friday.
- Joanne Green offers sessions for students who have any questions.
- If parents have any careers related questions these can be sent to the Careers Helpdesk at [careers@phs.cheshire.sch.uk](mailto:careers@phs.cheshire.sch.uk)

# Researching for the future – finding good careers information and advice



To make good choices for the future students will need reliable, up to date information



New platform for students to use called unifrog



All students should now have passwords and logins



# English

|                                              |                                                                                                                                                                                                      |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn Term<br>'The Novel and The Gothic'    | <ul style="list-style-type: none"> <li>Gothic fiction including Frankenstein and Poe's short stories</li> <li>Gothic Poetry</li> <li>Edgar Allan Poe</li> <li>Creative Writing</li> </ul>            |
| Spring Term<br>'Crime and Detective Fiction' | <ul style="list-style-type: none"> <li>Poetry</li> <li>Sherlock Holmes Short Stories</li> <li>Reading non-fiction 'Crime in 19<sup>th</sup> Century Manchester'</li> <li>Creative Writing</li> </ul> |
| Summer Term<br>'Power and Identity'          | <ul style="list-style-type: none"> <li>Shakespeare's Richard III</li> <li>The Media and identity</li> </ul>                                                                                          |

How can I support my child with their English Learning?

## READING

- The most important aspect of English is reading. We encourage all students to read for at least 20 minutes each day.
- Talking about reading with your child is a great way to help. Ask about the plot, character and themes of the book and encourage them to expand their answers (you do not need to have read the book to do this!)
- Reading can include both fiction and non-fiction books - <https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/> This is a constantly updated list of age appropriate books for school age children.

## HOMEWORK AND CHALLENGE

- At KS3 the focus of home learning is to consistently hone the skills of reading and writing.
- Each piece of home learning will be linked to a reading or writing task, with the level of challenge increasing steadily from the start of KS3 up to the end of Year 9.
- We don't want homework to take up too much of students' precious time; the tasks should be challenging enough to sharpen our young learners' skills without being overwhelming or overly time intensive.

# Maths



Students continue with the maths spiral curriculum. Broad topics are revisited, building on prior knowledge and developing students' skills. Year 8 aims to develop confidence and fluency in mathematics. There are opportunities for reasoning and problem solving.

## Homework

- Weekly online homework on Sparx Maths (due every Wednesday). Utilises AI technology to personalise homework based on the user's strengths and weaknesses, meaning students are to aim for 100% each week.
- There is a Sparx support session every Tuesday lunchtime in room 29 with two maths teachers available to help. Reviewed by teachers to confirm progress and understanding. Follow up tasks are generated by Sparx and delivered by teachers in lessons as a do now.

## Assessments

- Formal Written Assessment Termly – Revision List will be provided.
- Interim open book assessments are more informal, but completed in exam conditions where students use their books and revision notes to assist them.

## Independent Study and Support

Students are encouraged to use Sparx maths for independent study to improve confidence and understanding. Sparx codes are also provided to use for revision for upcoming assessments.

Keeping exercise books neat, with good examples highlighted and contents page up to date will allow it to be used as a good revision resource.

# Science



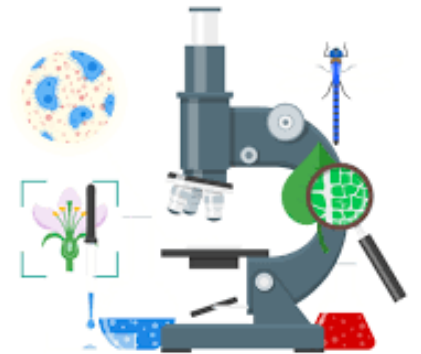
- **Overview** of when each topic is taught in Y8.
- Test 1 and 2 include 3 topics
- End of Year exam- 9 topics.
- 3 remaining topics taught in summer term



- **Seneca**- online resource used to support revision for tests.
- All homeworks uploaded onto **Google classroom**, including GC mini quizzes

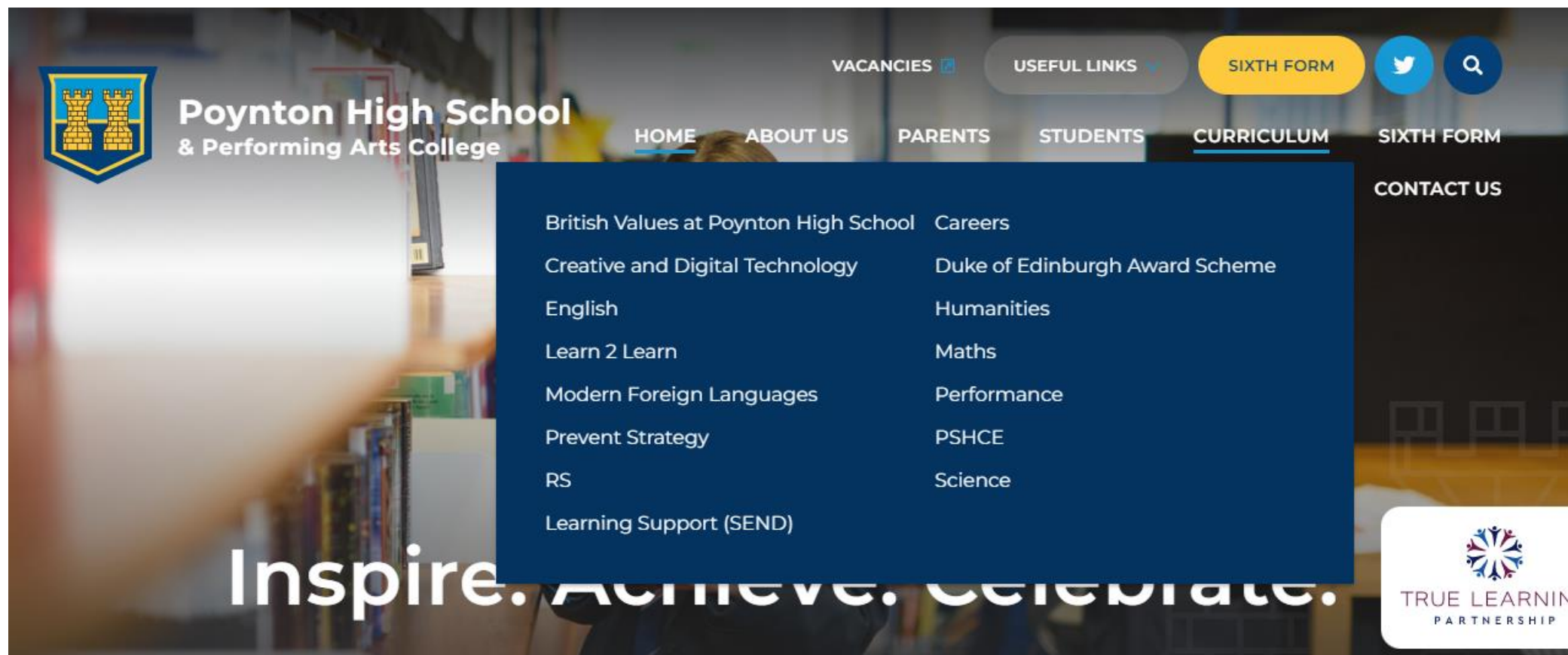
| Term  | Topics                                                                                                          |
|-------|-----------------------------------------------------------------------------------------------------------------|
| 1     | <b>Biology:</b> Food and Digestion<br><b>Chemistry:</b> Gas tests and the environment<br><b>Physics:</b> Energy |
| 1 & 2 | <b>Biology:</b> Respiration<br><b>Chemistry:</b> Reactivity of metals<br><b>Physics:</b> Electric circuits      |
| 2     | <b>Biology:</b> Plants<br><b>Chemistry:</b> Reactions of acids<br><b>Physics:</b> Sound waves                   |
| 3     | <b>Biology:</b> The Body<br><b>Chemistry:</b> Rocks<br><b>Physics:</b> Light                                    |

- **Practical skills**- key skills taught throughout the course, to prepare for GCSE required practical's.
- **CGP KS3 revision guides** were recommended at the start of Y7. These are suitable for Y8 as well





# More information about all subjects can be found on the school website and in the half termly bulletins



# My child at school



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link sent t

If you hav  
the schoc  
Bromcom

You can v  
attendance

Behaviour

Outstanding Payments

Clubs

Dinner

Attendance

Timetable

Exam

Reports

Data Collection

Parental Consent

Order History

My Child

Store

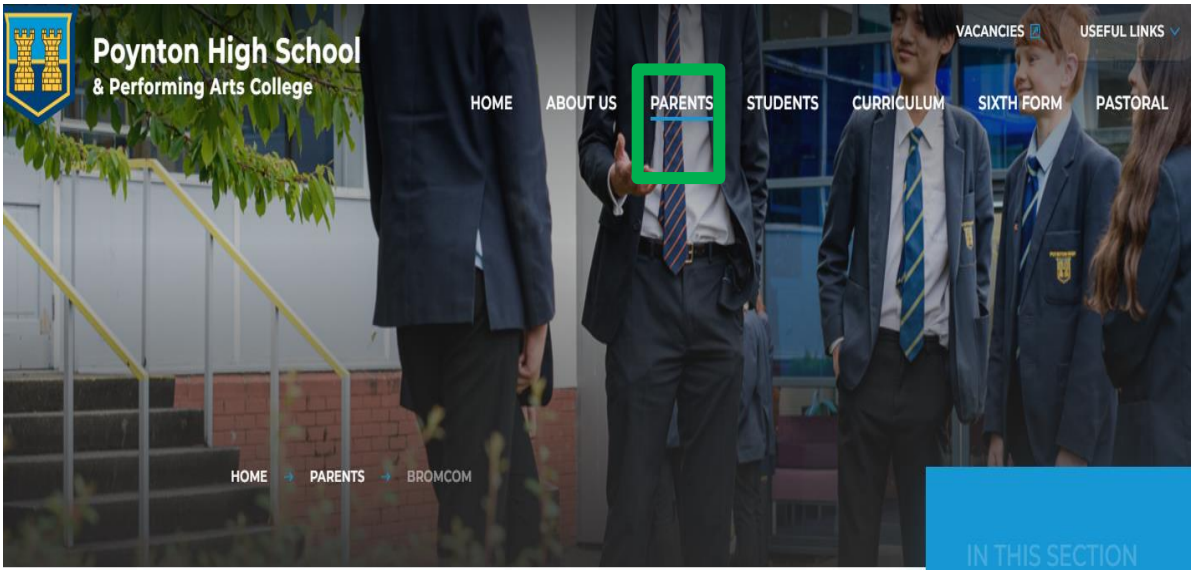
Announcements

Messages

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SELF SIGN UP

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IN THIS SECTION

ADMISSIONS AND IN YEAR TRANSFERS

ATTENDANCE & ABSENCE

**BROMCOM**

COMMUNICATION GUIDELINI

COMMUNICATION TO PARENTS/CARERS

EXTRA CURRICULAR ACTIVITIES AND SCHOOL

Events Points

😊 H2  
18/09/2025 12:35:00 PM >

😊 H1  
18/09/2025 11:09:00 AM >

😊 H2  
18/09/2025 11:09:00 AM >

😊 H2  
17/09/2025 2:16:00 PM >

😊 H1  
17/09/2025 1:44:00 PM >

😊 H2  
17/09/2025 11:30:00 AM >

😊 H2  
17/09/2025 11:05:00 AM >

😊 H1  
17/09/2025 10:07:00 AM >

😊 H1  
17/09/2025 8:59:00 AM >

😊 H2  
16/09/2025 11:30:00 AM >

😊 H1  
16/09/2025 10:10:00 AM >

Events Points

Behaviour Event Summary

|            |    |
|------------|----|
| 😊 Positive | 38 |
| 😐 Neutral  | 0  |
| 😞 Negative | 0  |

Year to Date (YTD)

|                       |     |
|-----------------------|-----|
| Overall Total Points  | 156 |
| Total Positive Points | 156 |
| Total Negative Points | N/A |

Behaviour

Clubs

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Order History

Outstanding Payments

Dinner

Timetable

Reports

Parental Consent

ool

18 Sep 17 Sep 17 Sep 16 Sep 15 Sep 11 Sep

09:05 9y/Mu2 Music Mr M Rawling Present

10:10 9y/Ma5 Mathematics Mrs V Simmonds Present

11:30 9y/De2 German J Wrench Present

12:35 9y/En2 English Mr R Hardman Present





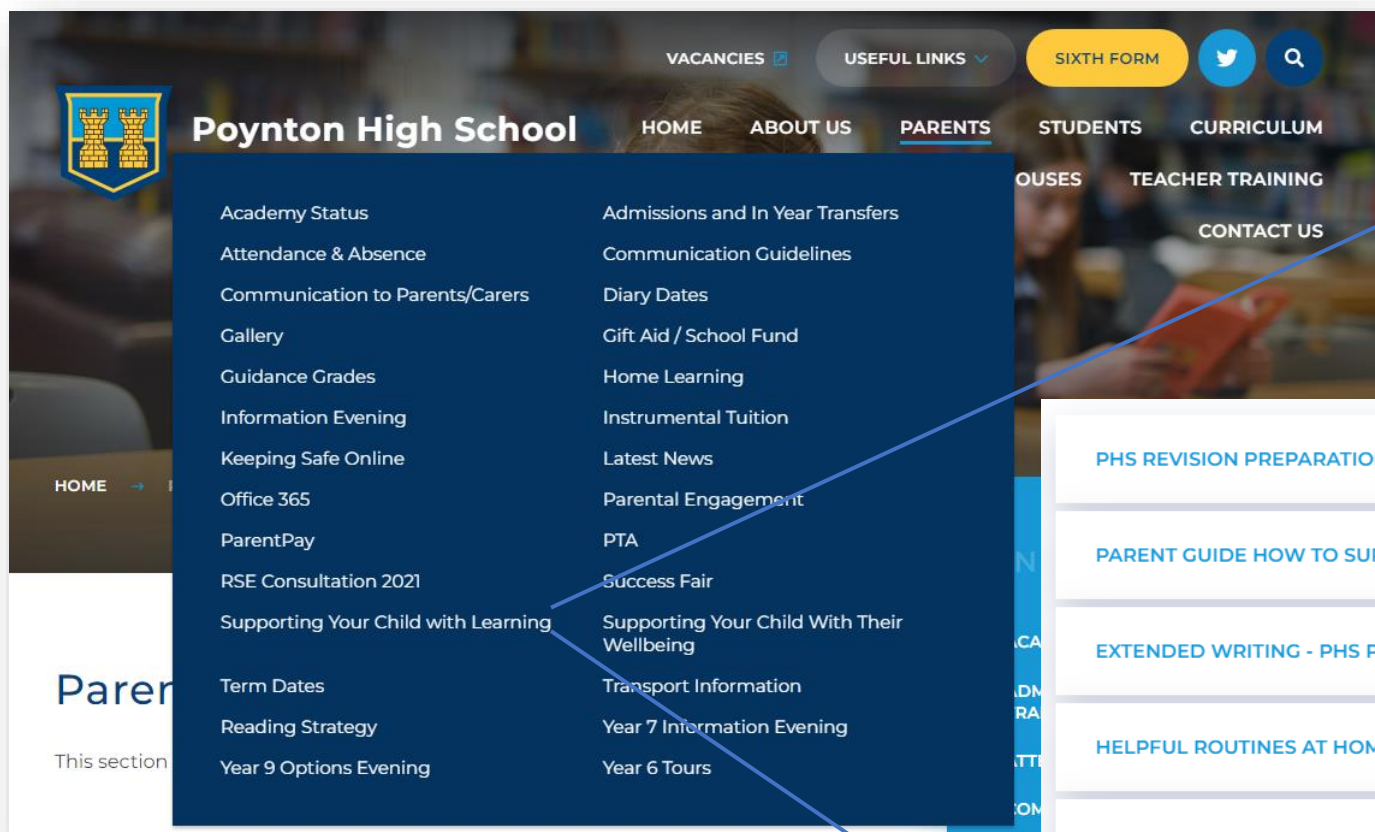
# How you can support your young person to achieve their potential

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# Supporting Your Child with Learning



## How can parents help their child?

- Encourage them to develop good study habits at home and engage them in conversation about what they are learning - you might find some of the links below useful here.
- Engage them in discussion on a range of topics from politics to football. Having wider interests will help them learn and gives them vital cultural capital.
- Visit interesting places with them. Some may be subject specific for example an art gallery will give them develop creative ideas for their own art work. Others

ment of wider interests.

ved in extra-curricular activities. Many students ved but some do and being in the school show or n up exciting future opportunities for them. I work. They should be responding to teacher r that.

school ready to learn, having all of their uniform correctly.

r worries or wish to get further advice.

of our top tips and useful information below. For ecific to your young person's year group please e.

[PHS REVISION PREPARATION PERFORMANCE PROGR...](#)

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[PARENT GUIDE HOW TO SUPPORT MY CHILD AT PHS](#)

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[EXTENDED WRITING - PHS PARENT GUIDE](#)

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[HELPFUL ROUTINES AT HOME - PHS PARENT GUIDE](#)

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[BECOMING UNSTUCK - PHS PARENT GUIDE](#)

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[BUILDING RESILIENCE - PHS PARENT GUIDE](#)

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[STAYING POSITIVE - PHS PARENT GUIDE](#)

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[REVISION - THE BASICS - PHS PARENT GUIDE](#)

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[TESTING EFFECTIVENESS OF REVISION - PHS PARENT ...](#)

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# Supporting Attendance and Punctuality

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## **Why it matters**

- Regular attendance = better learning, progress & friendships
- Good punctuality builds responsibility & routine

## **How you can help**

- Encourage a consistent bedtime & morning routine
- Prepare school bag, uniform, and lunch the night before
- Aim for 100% attendance – book appointments outside school hours where possible
- Contact school promptly if absence is unavoidable
- Praise and reward good attendance & punctuality





# Make sure they are prepared and ready to learn



## Why it matters

- Being prepared helps reduce stress and worry
- Ready-to-learn students settle quickly and make better progress
- Organisation builds confidence and independence

## How you can help

- Check they have the correct uniform and equipment (pens, books, PE kit, homework)
- Encourage packing their bag the night before
- Create a calm, distraction-free space for homework
- Talk through their timetable and upcoming deadlines
- Celebrate their effort and organisation skills



# Engage them in conversations about their day and learning



## Why it matters

- Talking about school builds trust and confidence
- Helps spot worries early and celebrate successes
- Strengthens your relationship



## How you can help

- Ask open questions (e.g. *“What was the best part of your day?”*)
- Show genuine interest in lessons, friends, and activities
- Listen without judgement — sometimes they just need to talk
- Celebrate achievements, big or small
- Encourage them to share goals, challenges, and successes
- Discuss any consequence points





# Supporting Positive Mental Health and Wellbeing

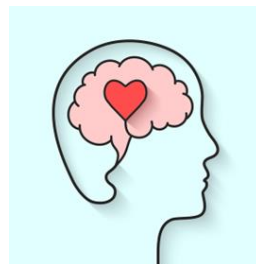


## Why it matters

- Healthy minds and bodies support learning and achievement
- Positive wellbeing helps with friendships, resilience & confidence

## How you can help

- Develop routines at home
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living
- Encourage talking about feelings & emotions
- Reach out to school or support services if you have concerns



Run Workshops for parents



# Supporting Home Learning and Positive Study Habits



## Why it matters

- Builds independence and responsibility
- Reinforces classroom learning

## How you can help

- Provide a quiet, distraction-free study space
- Agree a regular homework/study routine
- Break tasks into manageable chunks with short breaks
- Encourage effort and persistence, not just results
- Model good habits (reading, planning, problem-solving)
- Encourage your young person to check their Google Classroom each day, and to submit assignments when they have completed it, even if they don't need to upload an image

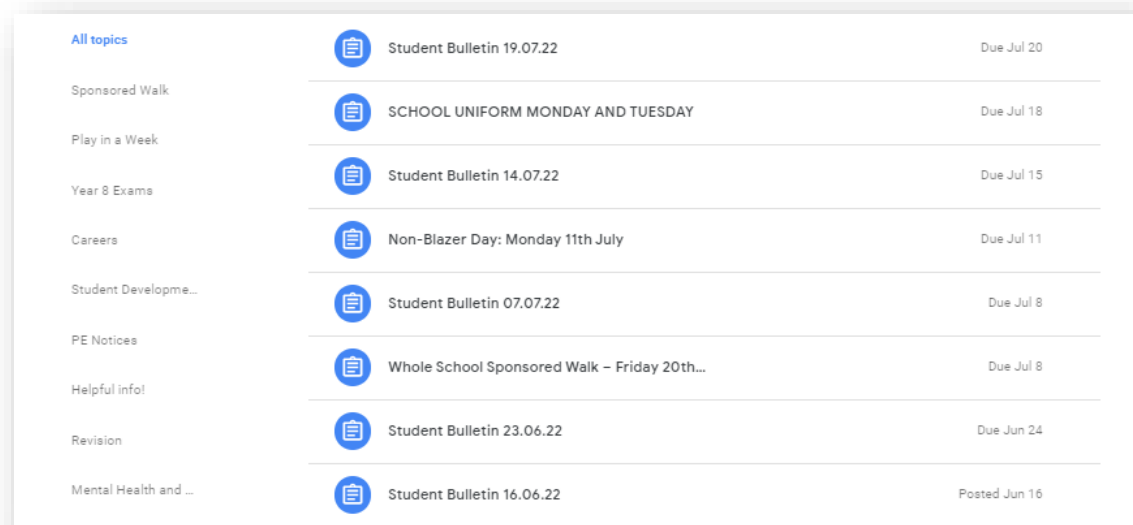
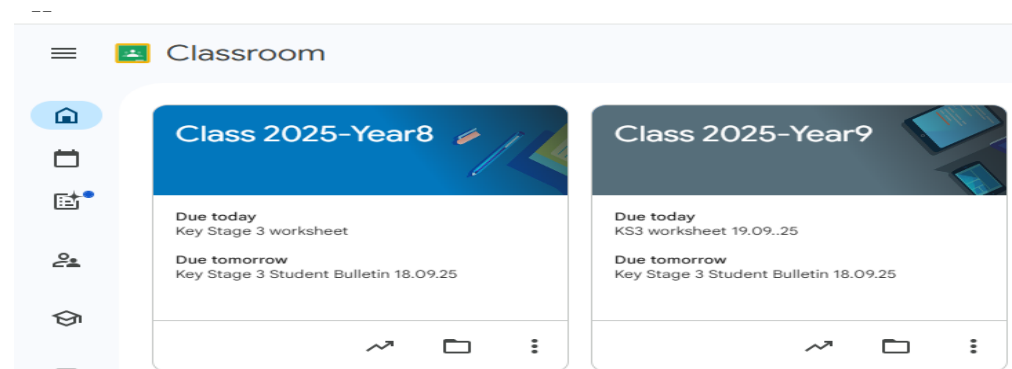
# Google Classroom

Students can access home learning and other resources shared by their teachers. Please encourage your young person to check this each day.

## Year Page on Google Classroom

This will be updated throughout the year. It will include:

- Student Bulletins
- Important Notices
- Mental health and wellbeing support
- Revision tips and advice
- Making the most of their learning
- Extra curricular activities
- Student development day resources



[illegible]

3. It is really important to set clear targets:  
Instead of – 'I'm going to revise Geography' or  
even 'I'm going to revise Risky World'  
THINK –  
'I'm going to revise health risks like Malaria and  
HIV' or 'I'm going to revise the causes, impacts  
and responses to tornados'

study  
for  
exam!



4. Then you can **transform** your notes into pictures or images to help you remember the key ideas!



# How many do you remember?



Preparing for assessments, making sure students can remember and use the content from class is a really important. We want to make sure that students do this in a way that works and that you can also support them. We have told students to think of this task being in **three parts or steps**.



STEP ONE

# Preparation

Getting ready  
and organising  
your thinking

STEP TWO

# Performance

Actively  
TESTING  
yourself from  
memory

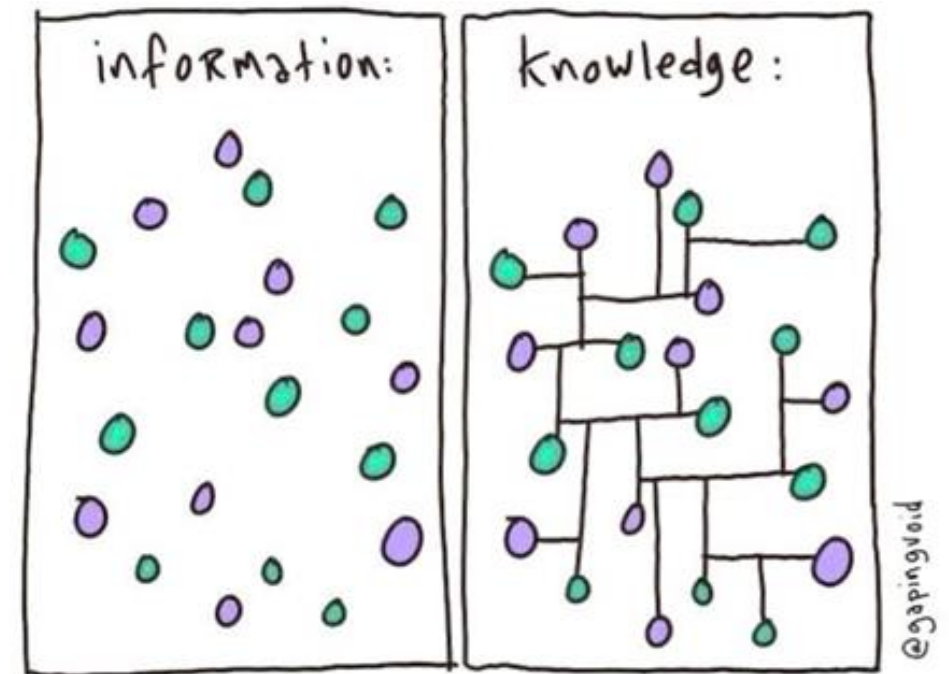
STEP THREE

# Progress

...doing these  
things  
regularly over  
time to build  
confidence

# STEP 1: PREPARATION

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use. There are lots of techniques they can use.



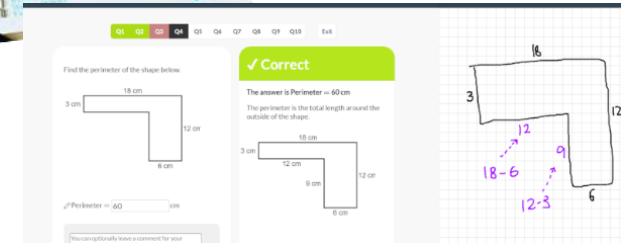


## STEP 2: PERFORMANCE

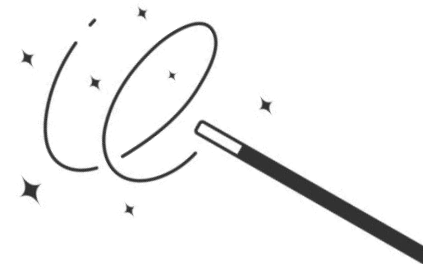
This is the stage that makes their learning 'stick'.



The only way to commit content to memory is to test themselves, they are testing their performance.



This is the stage where the magic happens.

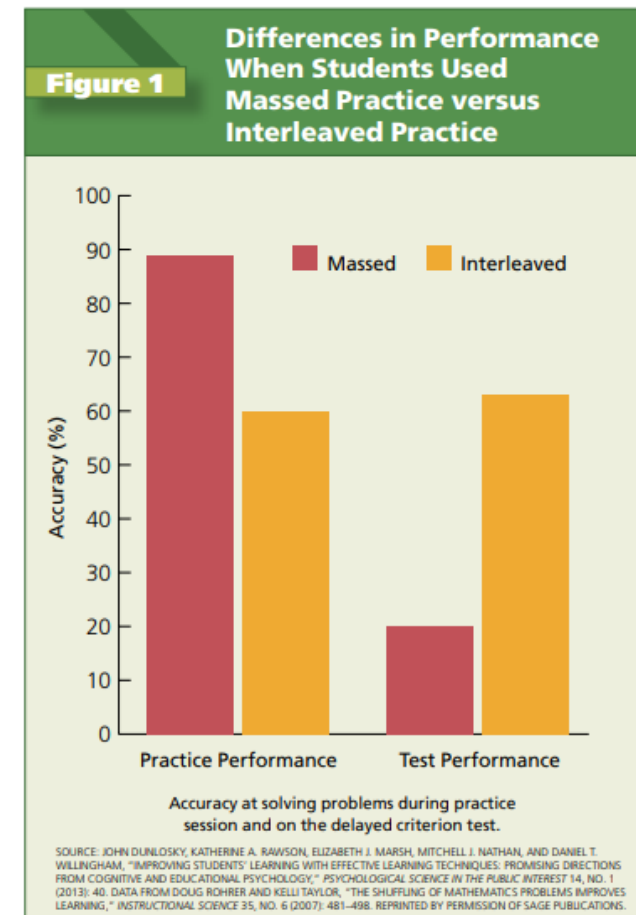




## STEP 3: PROGRESS

Revision isn't a last minute cramming session before the exam.

**IT TAKES PLACE OVER TIME.**





### STEP THREE

# Progress

The more small chunks of revision students complete over time, the better they become in terms of their learning. They need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing learning will make sure that their revision sticks – it helps make sure they don't forget it!

| M       | T         | W     | T       | F      |
|---------|-----------|-------|---------|--------|
| ENGLISH | GEOGRAPHY | MATHS | SCIENCE | FRENCH |
| ENGLISH | GEOGRAPHY | MATHS | SCIENCE | FRENCH |
| ENGLISH | GEOGRAPHY | MATHS | SCIENCE | FRENCH |

| M       | T         | W       | T         | F         |
|---------|-----------|---------|-----------|-----------|
| ENGLISH | GEOGRAPHY | MATHS   | SCIENCE   | FRENCH    |
| MATHS   | FRENCH    | SCIENCE | GEOGRAPHY | ENGLISH   |
| SCIENCE | ENGLISH   | FRENCH  | MATHS     | GEOGRAPHY |

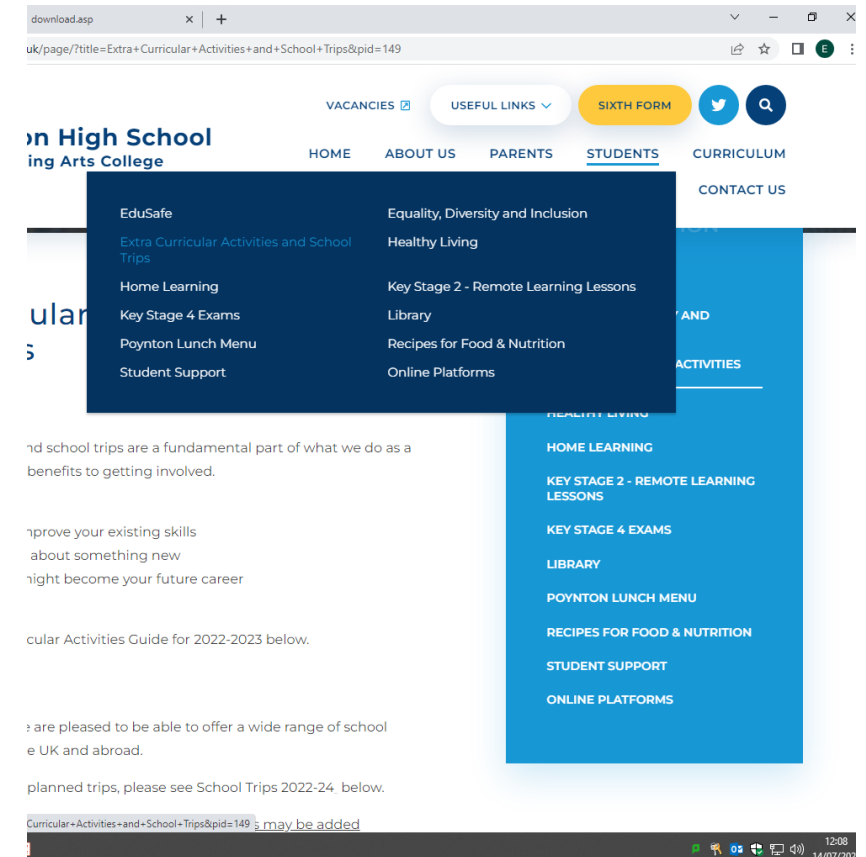
By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.





# Extra Curricular Activities

- There are a wide range of activities for our students to get involved with in school – these range from sports teams, clubs, music, drama, cooking, games and many more
- The extra curricular activities on offer are a brilliant way for our students to further and wider their learning, as well as discovering new skills and interests and making new friends
- The list of extra curricular activities can be found on the school website – but this is by no means an exhaustive list and we endeavour to provide as many opportunities as we can to suit our students' interests.





# Housekeeping



## myEVOLVE

This is used for school trips and fixtures only

<https://evolve.edufocus.co.uk/myevolve/setup.asp?id=poyntonhigh>

myEVOLVE provides parents and carers with access to information about the visits and activities that their children are involved in at school.

## Communication Details

If you feel we do not have the best email address or phone number to contact us on please let us know at the end so that we can update our records.

## PTA

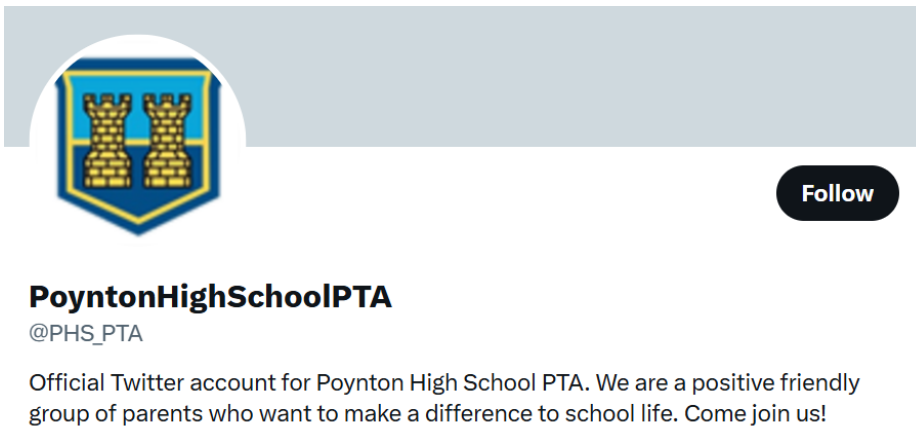
Poynton High School's PTA are a very proactive group who help immensely with fundraising for school equipment and are always looking to welcome new members.

If you would like to join us as a PTA member or discuss how you could help please email:

[pta@phs.cheshire.sch.uk](mailto:pta@phs.cheshire.sch.uk)

There are lots of ways to support on the July newsletter:

<https://sway.office.com/ypW6t0FS6Y08DeIN?ref=Link>





# Who to contact



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Welfare concerns – Mrs Booth

[Hbooth-bowler@poyntonhigh.org.uk](mailto:Hbooth-bowler@poyntonhigh.org.uk)

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Concerns about general progress – Miss Hancock

[Jhancock@poyntonhigh.org.uk](mailto:Jhancock@poyntonhigh.org.uk)

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Specific Subject Progress concerns – For the attention of your child's class teacher

SEN Concerns - [SEN@poyntonhigh.org.uk](mailto:SEN@poyntonhigh.org.uk)

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All these contact details plus the safeguarding contact, SENCO, Headteacher and Chair of Governors can all be found on the contact us page of the school website.

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Further information follow our twitter and Instagram



- A member of the team will endeavour to get back to you within 48 working hours, as per the school communication guidelines