



Year 7 Induction Evening

St Antony's RC School

3rd July 2023





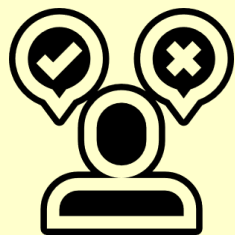


Our Mission

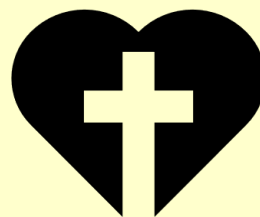
- All children truly letting their light and splendour shine from within themselves
- All children leave us on the path to become the very best version of themselves
- Underpinned by our 5 core values



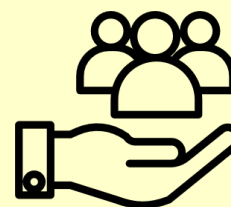
Respect



Integrity



Love



Service



Resilience



Let's start at the end: *What will your child say? Who have they become?*

- Safe. Happy. Loved.
- Confident and articulate
- Knowledgeable
- Proud – *“I went there”*
- Role models / advocates for the next generation
- Aspirational for themselves
- Ready for their next phase

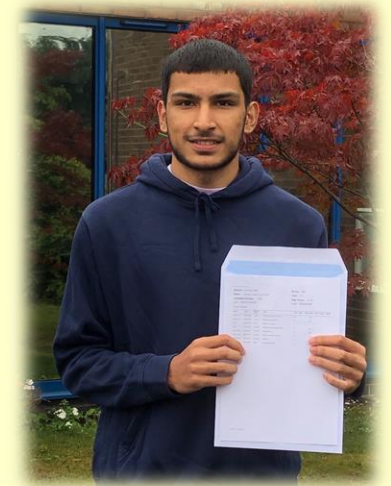
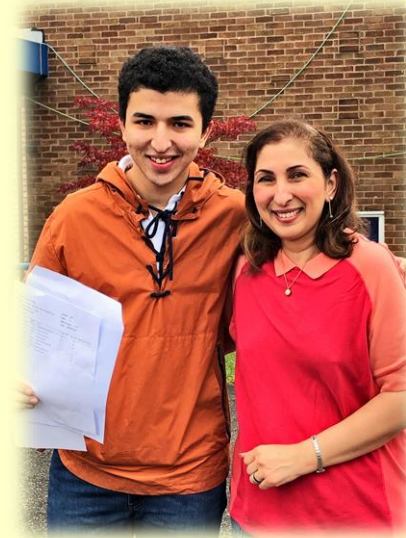




Our Promise to you:

The very highest academic standards
(our core business):

- Well designed, challenging curriculum for all children in each subject
- Expert teachers who will be supported & challenged to deliver their best
- A laser sharp focus on supporting all pupils to achieve excellent results
- Reasonable adjustments where needed to support SEND pupils





A School going from Strength to Strength



- Results improving
- Full in all year groups (and more!)
- Appeals to get in and waiting lists
- Large number of staff who send their own children here or plan to do so
- Pupils pushed, high expectations



What we Expect from our Pupils



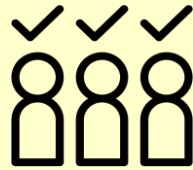
Give their **absolute best** every day



To do the **right thing**, which is sometimes not always the easy or popular thing



Be smart and **ready to learn** and serve



Keep **trying in lessons** and keep **turning up to school** – even when it is hard – no excuses mindset



Be **kind, polite & not be a bystander** when they see or hear something that isn't right



Respect themselves, the **learning of others, our environment**, and do whatever an adult reasonably asks them to

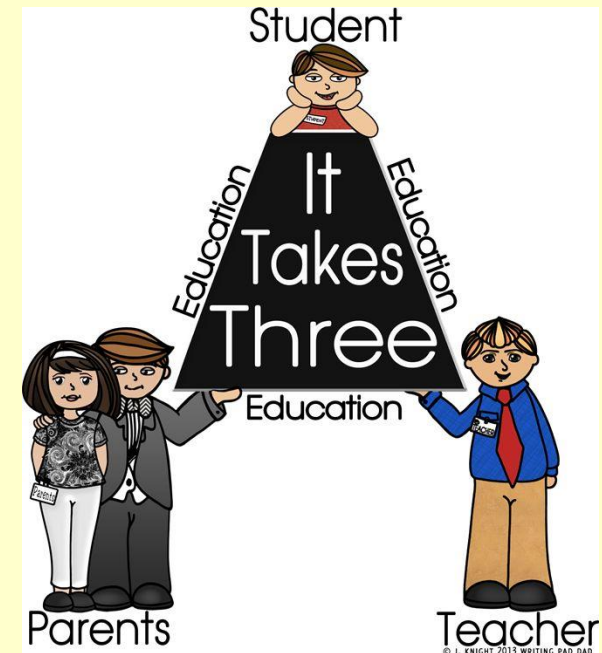


Parental Engagement/Involvement

When parents are involved in their education, children do better on a wide range of measures.

These positive effects include:

- Better behaviour
- Adapt well to school
- More confidence and greater self-esteem
- More enthusiasm about learning
- Higher attendance rates
- Better results





What we Expect from our Parents & Carers



Support us in times of difficulty

Communicate with us **effectively**



Attend all parents' evenings and meetings



Make sure children are in **full school uniform**



Pupils to have **full attendance** at all times



No holidays or **appointments** in school time



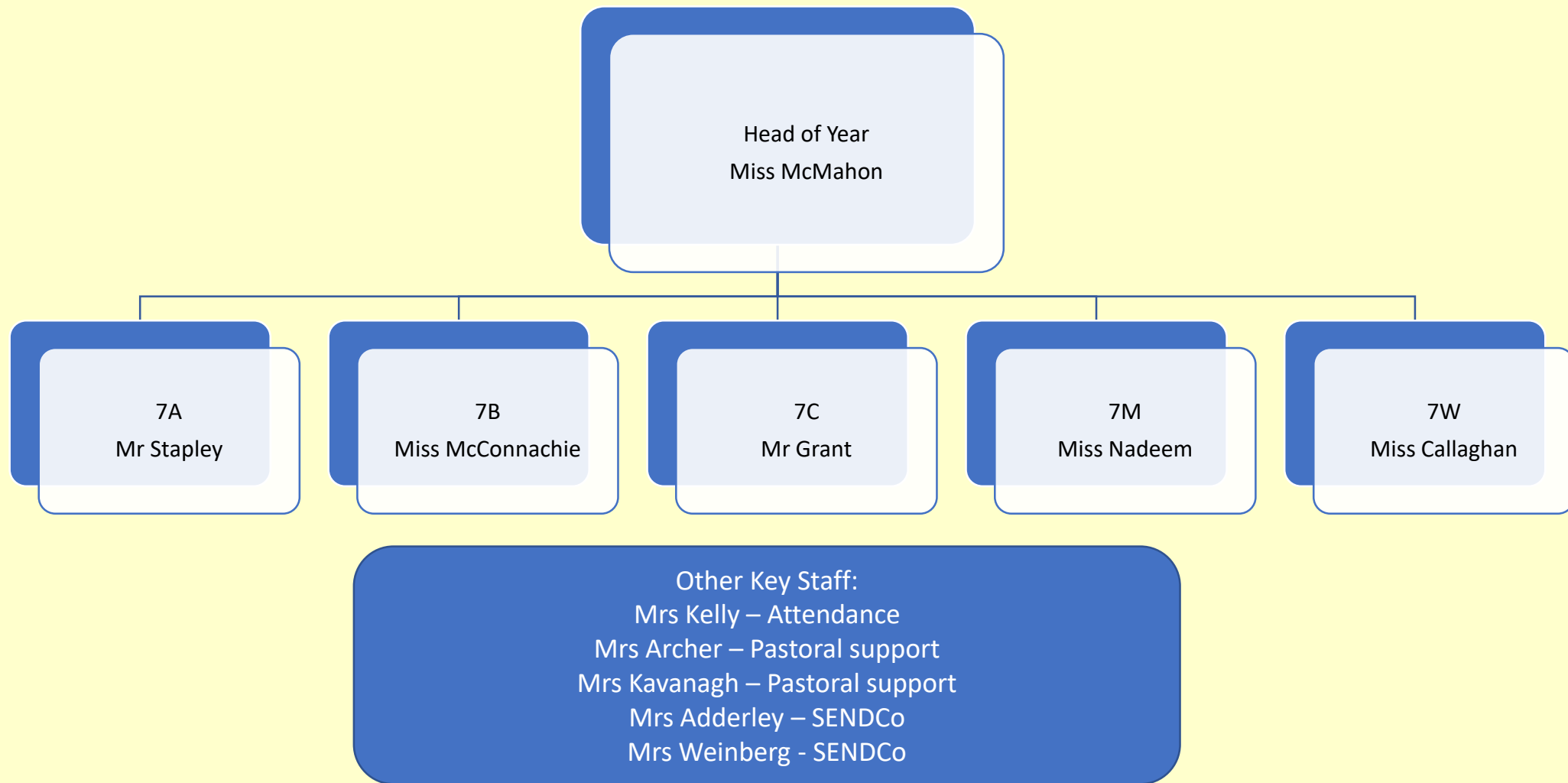
Make sure children are in **on time**



Set an example. We won't tolerate abuse, harassment, aggression, threatening behaviour or bad language



The Year 7 Pastoral Team





Your Child's form tutor is an amazing asset

We have the solution

- If 'X' goes wrong – Talk to your child's form tutor
- If 'Y' goes wrong – Talk to your child's form tutor
- If 'A,B and C' or '1,2, and 3' goes wrong – Talk to your child's form tutor

7^A	Form Tutor:	Mr J Stapley ✉ j.stapley@st-antonys.com
7^B	Form Tutor:	Mrs L James ✉ LJames@st-antonys.com
7^C	Form Tutor:	Mr R Grant ✉ r.grant@st-antonys.com
7^M	Form Tutor:	Miss M Nadeem ✉ m.nadeem@st-antonys.com
7^W	Form Tutor:	Mrs O Oconnor ✉ O.OConnor@st-antonys.com



Year 7 Information Evening: Parent Pack

What is in the Pack?

- Parent Handbook
- Moving up to secondary school
- St Antony's Pledge
- Acceptable use of the computers
- All about my child





Transition Week...

- There has been a change to our plans for the induction week
- Educational Support Day and Friendship Day have now been combined for tomorrow
 - 9am-2pm
 - Pupils to bring a breaktime snack and a packed lunch
 - If your child has permission to walk home, please return the slip or give us verbal permission before you leave this evening
 - Come dressed in full primary uniform
- Thursday is our full induction day
 - 9am-2.45pm
 - Pupils to bring a breaktime snack and either a packed lunch or money for a school dinner
 - If your child has permission to walk home, please return the slip or give us verbal permission before you leave this evening
 - Come dressed in full primary uniform
- Many of your children have met with us already during a visit, and we have met with Y6 teachers for handover information





The School Day

Time	Activity	Duration
8:45am	Registration with Form tutor (1 day assembly)	30 mins
9:15am	Period 1	60 mins
10:15am	Period 2	60 mins
11:15am	Break	15 mins
11:30am	Period 3	60 mins
12:30pm	Period 4	60 mins
1:30pm	Lunch	45 mins
2:15pm	Period 5	60 mins
3:15pm	End of the Day	

All pupils are welcome to attend Breakfast Club which is in the canteen from 8.00am daily. Breakfast items are available to purchase. No booking is required for this.

All pupils are invited and encouraged to come to the Homework Club at the end of the school day. This runs from 3.15pm-4.15pm Monday-Thursday.



Uniform expectations

Our expectations include:

- Appropriate black shoes
- Shirts tucked in
- Top buttons fastened
- Skirts worn at the appropriate length
- Black ankle socks
- Blazers worn at all times
- We operate a 'CL' lunch time detention for students whose uniform does not meet expected standards

St Antony's Roman Catholic School
ASPIRE • BELIEVE • ACHIEVE

WHAT TO BRING

SCHOOL UNIFORM

- White school shirt
- St. Antony's Roman Catholic school red and blue striped tie
- Royal blue St. Antony's pullover or cardigan (optional)
- St. Antony's emblazoned black school blazer
- Grey fully pleated skirt or black school trousers. Skirts must be knee length and not rolled up. Trousers must be straight or wide fit. Skinny fit are not allowed.
- Plain black tights or black ankle socks.

FOOTWEAR

- Black conventional school shoes. No trainers. Please see on the back appropriate suggestions.

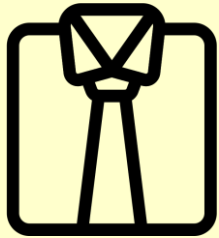
PLEASE DO NOT BRING

- ✗ Phones
- ✗ Smart watches
- ✗ AirPods
- ✗ E-Scooters
- ✗ Jewellery
- ✗ Hooded tops
- ✗ Energy/ Sports drinks

Please ensure that all items are named



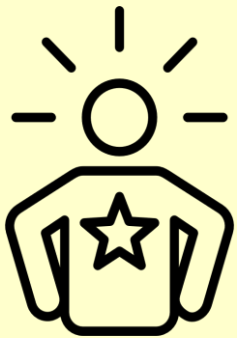
How to support your child in the first few weeks



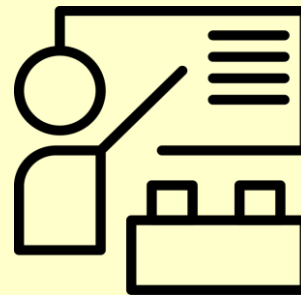
Subtly increase your child's independence.



Be ready to listen, but don't expect your "how has your day been?" end-of-day question to be answered.



Show confidence in your child so that they believe in themselves.



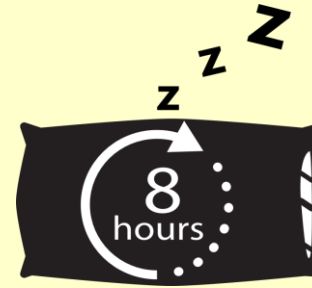
Remember that we have staff in school to help your child, and also Peer Mentors.



Supporting your child in the first weeks



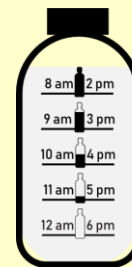
Practise the journey to school, particularly if it involves public transport or a new walking route.



Ensure that they go to bed at an appropriate time without electronic devices - remember that they will probably be very tired in the first few weeks



Ensure that they have their equipment organised and bag packed the night before



Send your child to school with a permitted snack and drink such as water each day – We are a nut free school



Label/name everything!



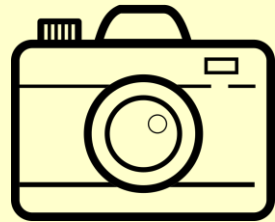
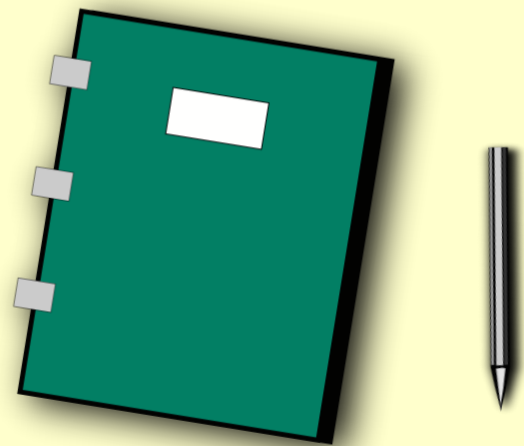
Cashless catering system



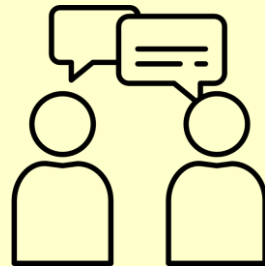
- Pupils “top up” their account in advance
- Payment by cash or parent pay – please put a limit on your child's account – this can be done on Parent Pay
- No change given from machines or office in school
- Free school meals accounts are automatically credited at lunchtime



Important Dates



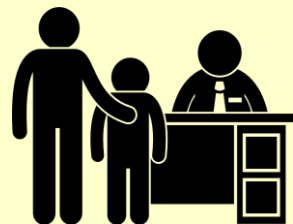
Year 7 Photographs – Thursday 7th September



Year 7 Parent/Carer Settling in evening – Form tutors – October 2023



Year 7 Reports - March 2024



Year 7 Parent/Carer's Evening – Date TBC



Residential Trip

Year 7 Residential to PGL Newby Wiske Hall

20th Oct- 22nd Oct

Cost – - approx £140

Please fill in the interest sheet at the back of the room and we will get more information sent to you as soon as possible.





Rewards

We have a variety of rewards in place that look to recognise the fantastic work and commitment to learning our students demonstrate. These include:

- Achievement points
- Subject Awards
- ATL Trips
- Attendance Reward Trips





PEER MENTORING

- A group of trained Year 10 pupils
- They will meet once a week for approximately 30 minutes
- Pupils will be referred by Form Tutors or Year 6 teachers. If you feel strongly that your child would benefit from this, please discuss this with your child's Form Tutor





Learning Support Department

- We believe all children and young people are entitled to an education that enables them to make progress and achieve.
- We have a large team of 17 Learning Support Assistants and two SENCo's
- We are committed to removing barriers and supporting pupils to allow them to do this. Some examples are:
 - In-class support
 - Dyslexia friendly lessons
 - Pupil Passports
 - Mentoring
 - Phonics intervention program
 - Further interventions currently being planned
 - Lunch/homework clubs available
 - Key Worker





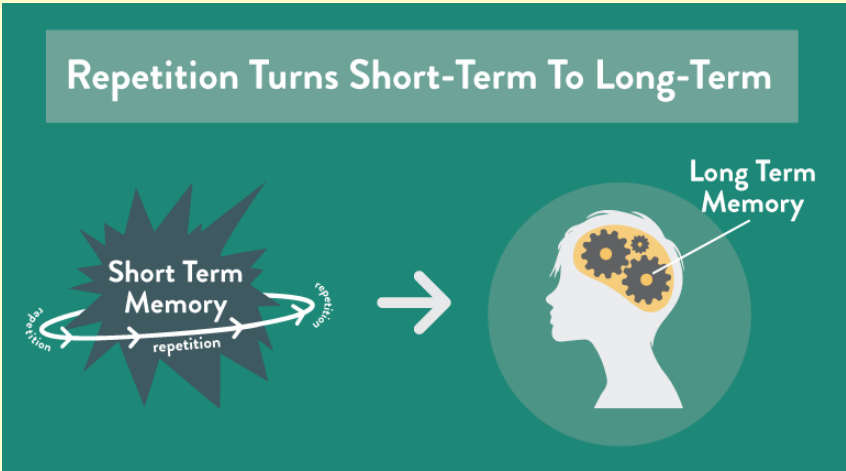
HOME LEARNING

- Pupils will be given their password in the first two weeks
- Parents will also get a log in to view homework and submission status – you help in supporting your child with homework is crucial
- 30-minute catch up session the following day for non-submission of homework
- If pupils fail to attend the catch-up session, this will result in a 1-hour detention the following night



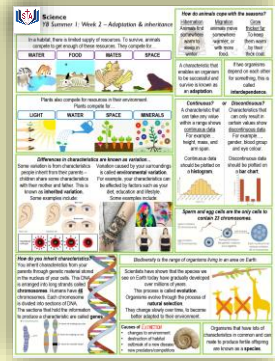


Memory strategy for essential knowledge



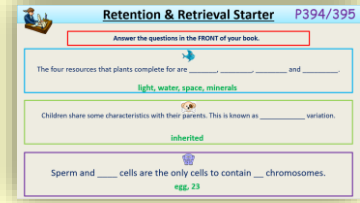
Starters, homework and assessment are all linked to essential knowledge to help pupils know and remember more.

Knowledge organiser



Essential knowledge

Retention and retrieval starters



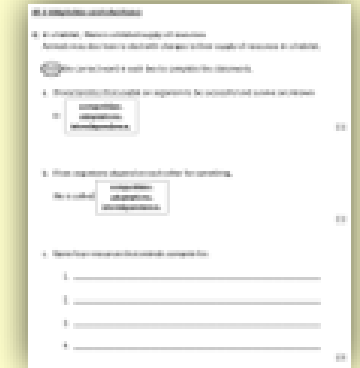
Essential knowledge

Homework

9 - Adaptation and inheritance		
Question	Answer	Evaluation
1. State four resources that plants compete for.		<input type="checkbox"/>
2. Which type of graph should be used to plot discontinuous data?		<input type="checkbox"/>
3. Organisms that have lots of characteristics in common and can mate to produce fertile offspring are known as...		<input type="checkbox"/>
4. What is hibernation?		<input type="checkbox"/>
5. What is the name given to a characteristic that enables an organism to be successful and survive?		<input type="checkbox"/>
6. Complete the sentence: If two organisms both depend on each other for something, this is called...		<input type="checkbox"/>
7. State three examples of characteristics that a child might share with their parents.		<input type="checkbox"/>
8. Children share some characteristics with their parents. This is known as variation.		<input type="checkbox"/>
9. Which type of graph should be used to plot continuous data?		<input type="checkbox"/>
10. State the number of chromosomes present in sperm and egg cells.		<input type="checkbox"/>
Score /10		

Essential knowledge

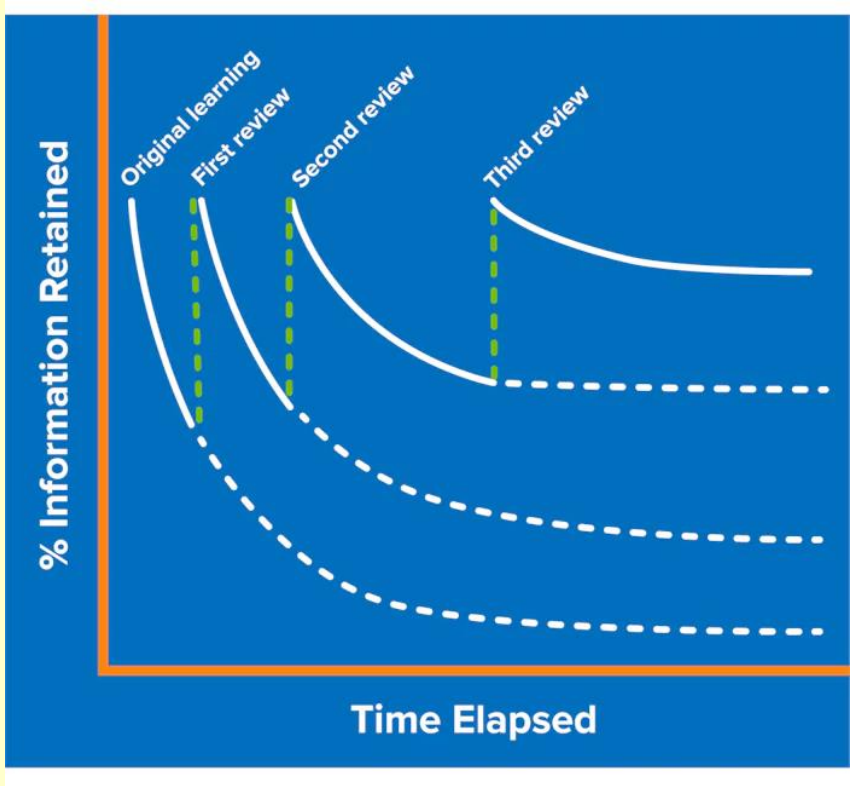
Assessments



Essential knowledge

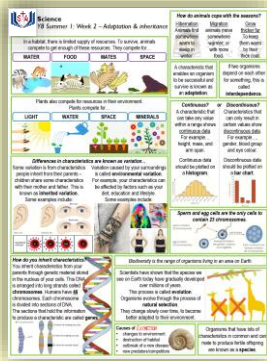


Memory strategy for essential knowledge



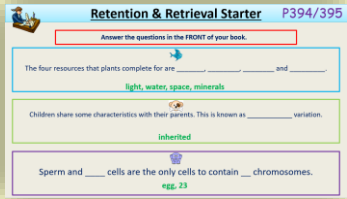
Revisiting helps with remembering.

Knowledge organiser



Essential knowledge

Retention and retrieval starters



Essential knowledge

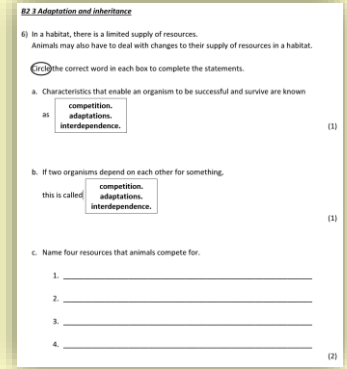
Homework

9 – Adaptation and inheritance

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Score /10		

Essential knowledge

Assessments



Essential knowledge



What does homework look like?



Science

Year 8

Homework – Autumn Term

Name	
Class	
Teacher	

Scores

Homework	1	2	3	4	5	6	7	8	9	10	11	12
Score /10												
Due (w/b)	30/9	7/10	14/10	28/10	4/11	11/11	18/11	25/11	2/12	9/12	16/12	6/01

STA Science
Y8 Autumn 1: Week 1 – Particles and their behaviour

All materials are made of particles called atoms. Materials such as wood, milk and the air are mixtures. Some materials are not mixtures. They consist of just one substance. A substance is made of just one type of material and has the same properties all the way through.

There are three states of matter: SOLID, LIQUID, GAS.

Living does to predict state: mark on the boiling point, the substance will be a gas above the boiling point, a liquid between the melting point and the boiling point, a solid below the melting point.

Diffusion is the random movement of particles from a high concentration to a low concentration. Particles are evenly spread out.

Diffusion is faster in gases than in liquids and solids. Particles in gases have more energy and move faster. Particles in liquids and solids have less energy and move slower.

Diffusion happens only if particles are larger and heavier. Smaller particles are lighter, so they diffuse faster. Diffusion happens only if there is a concentration difference. Diffusion does not happen if there is no concentration difference. Particles cannot move from place to place.

Substances can change from one state to another: Melting, Boiling, Freezing, Condensation, Evaporation, Sublimation, Deposition.

A substance can change from a liquid to a gas by evaporating or boiling. Particles escape from the surface of the liquid. The escape into the air.

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1 – Particles and their behaviour

Question	Answer	Evaluation
1 Which state(s) of matter can be compressed?		
2 Which state of matter takes the shape of the bottom of a container?		
3 Use the data to predict the state of copper at 2000°C. Melting point: 1083°C. Boiling point: 2595°C.		
4 Use the data to predict the state of silver at 3000°C. Melting point: 961°C. Boiling point: 2280°C.		
5 What is diffusion?		
6 Why can diffusion not take place in solids?		
7 Why does gas pressure increase as temperature increases?		
8 Draw a particle diagram for the state of matter which takes the shape of a whole container.		
9 What is sublimation?		
10 Why does diffusion happen the fastest in gases?		
Score /10		

REMEMBER - record your score on the front of your booklet

STA Science
Y8 Autumn 1: Week 2 – Cells

All living organisms are made up of cells. Animal cells have an irregular shape. Plant cells have a more regular structure than animal cells. The cell wall is made of cellulose. Plant cells also have two extra components: Chloroplasts and a large central vacuole.

Animal cell: Nucleus, Cytoplasm, Cell membrane, Mitochondrion.

Plant cell: Cell wall, Chloroplast, Nucleus, Cytoplasm, Cell membrane, Mitochondrion, Large central vacuole.

Cell wall - this strengthens the cell and provides support. It is made from cellulose. Vacuole - contains a watery liquid called cell sap. It keeps the cell firm. Chloroplasts - contain chlorophyll. This is where photosynthesis happens.

Not all plant cells are the same. Cells in different parts of a plant are specialised to perform different jobs. Leaf cells have a large central vacuole to store water. Root hair cells are long and thin to absorb water from the soil. Guard cells are found in pairs and control the opening and closing of stomata. Xylem vessels are found in the stem and transport water from the roots to the leaves. Phloem vessels are found in the stem and transport food from the leaves to the rest of the plant.

Microscopic techniques: To see very small objects in detail, you need to use a microscope. This magnifies the image using lenses. Looking carefully and in detail at an object is called making an observation. The source focusing wheel is used to move the stage up and down so you can see your specimen.

To use a microscope: 1. Place the slide on the stage. 2. Turn the coarse focusing wheel to bring the slide into focus. 3. Turn the fine focusing wheel to get a sharp image. 4. Look through the eyepiece lens. 5. Draw what you see.

Many cells change their shape and structure so that they are suited to carry out a specific job. These are called specialised cells. For example: Red blood cells transport oxygen around the body. They contain a red pigment called haemoglobin. They are biconcave in shape to increase their surface area. They have a sticky coating to prevent them from clumping together. Root hair cells absorb water and minerals from the soil. They contain a large central vacuole. They have a long, thin shape to increase their surface area. They have a sticky coating to prevent them from clumping together. Guard cells are found in pairs and control the opening and closing of stomata. They have a kidney bean shape. They have a thick outer wall and a thin inner wall. They have a sticky coating to prevent them from clumping together.

Some cells are specialised to carry out a specific job. These are called specialised cells. For example: Red blood cells transport oxygen around the body. They contain a red pigment called haemoglobin. They are biconcave in shape to increase their surface area. They have a sticky coating to prevent them from clumping together. Root hair cells absorb water and minerals from the soil. They contain a large central vacuole. They have a long, thin shape to increase their surface area. They have a sticky coating to prevent them from clumping together. Guard cells are found in pairs and control the opening and closing of stomata. They have a kidney bean shape. They have a thick outer wall and a thin inner wall. They have a sticky coating to prevent them from clumping together.

2 – Cells

Question	Answer	Evaluation
1 What are all living organisms made up of?		
2 Describe the function of the lenses on a microscope.		
3 Name the four components of an animal cell.		
4 Name the cell components that are only found in plant cells.		
5 What is the function of red blood cells?		
6 How are root hair cells adapted to absorb water in a plant?		
7 Name two substances that move into a body cell.		
8 How does a plant get water into a root hair cell?		
9 What is an unicellular organism?		
10 How do unicellular organisms reproduce?		
Score /10		

REMEMBER - record your score on the front of your booklet

STA Science
Y8 Autumn 1: Week 3 – Forces

When a force acts between two objects that do not touch, this is a non-contact force. Some examples of non-contact forces are: Gravity, Magnetism, and Electrostatic forces.

Weight is a force. It is measured in Newtons (N). Mass is the amount of matter an object is made up of. It is measured in kilograms (kg). If a spring does not go back to its original length when you remove a force, it has reached its elastic limit.

What do forces do? A force can be a push or a pull. Forces explain why objects move in the way they do, or why they don't move at all. Forces can: change the direction of an object, change the shape of an object, change the speed of an object.

You can measure a force with a newton meter. All forces are measured in Newtons (N).

Friction grips objects. Friction is useful to slow down and stop objects. Friction also produces heat energy. A drag force will slow an object down. A swimmer moves through water. They push water particles out of the way. This produces a drag force called water resistance. Parachutes are used to slow down drag-racing cars and skydivers. The contact with the air produces a drag force called air resistance. Hooke's Law: If the force on a spring doubles, the extension will double. This is a linear relationship.

Non-contact forces act at any distance, even if the objects are not touching. In physics a field is a special region where something experiences a force. Some examples of forces that act at a distance are: Gravity, Magnetism, and Electrostatic forces. Gravity is the force that pulls objects towards the Earth. Magnetism is the force that attracts or repels magnetic materials. Electrostatic forces are the forces that attract or repel charged objects. As you get further away from the magnet, magnetic charge, the field gets weaker.

Balanced and unbalanced... When the forces acting on an object are the same size but in opposite directions we say they are balanced. When the forces acting on an object are not the same size we say they are unbalanced. Balanced forces result in no movement. Unbalanced forces result in movement.

3 – Forces

Question	Answer	Evaluation
1 What are all forces measured in?		
2 Give 2 examples of a non-contact force.		
3 State Hooke's Law.		
4 Complete the sentence: If a spring does not go back to its original length when you remove a force it has reached its...		
5 State two things that friction does.		
6 Give two examples of drag forces.		
7 What are the units for weight and mass?		
8 Name three forces that act at a distance.		
9 Describe the size and direction of forces if they are balanced.		
10 What happens to an object if the driving force is bigger than the resistive force?		
Score /10		

REMEMBER - record your score on the front of your booklet

All subjects: Homework booklets with knowledge organisers and questions.



Get Ready to Read!

- St Antony's is a reading school and we want you to get involved!
- Literacy and reading underpin all learning – our golden threads.
- Vocabulary and literacy have a direct correlation with exams and success in life.





Our Approach to Literacy

- We have invested in over £5,000 worth of new books for our library, with lots more to come.
- All Year 7 pupils receive a free book of their choice through Bookbuzz, an initiative that supports literacy and reading in our school.
- We test and monitor reading ages of all pupils, with more frequent testing for developing readers and those being supported by tutors.
- We support our developing readers with reading intervention groups 3-4 mornings a week, either in form, or in a small group with a member of staff.
- We have now invested in Fresh Start Phonics, aimed at supporting emerging readers of secondary level age. We have trained staff in place to deliver this training, to help pupils develop their reading skills in staggered and appropriate modules.
- Curriculum Leaders are adapting their planning to ensure that reading materials are linked to pupils' learning and specific subject terminology is highlighted and explicit in topic guides.
- All teachers are expected to support pupils' literacy and interest in reading through recommendations, guidance and support with literacy across all subjects.
- The English Department have created Key Stage 3 and 4 Reading journeys that complement the learning in curriculum time, following University of Sussex research on *Faster Reading*.



Reading Initiatives 2023/2024

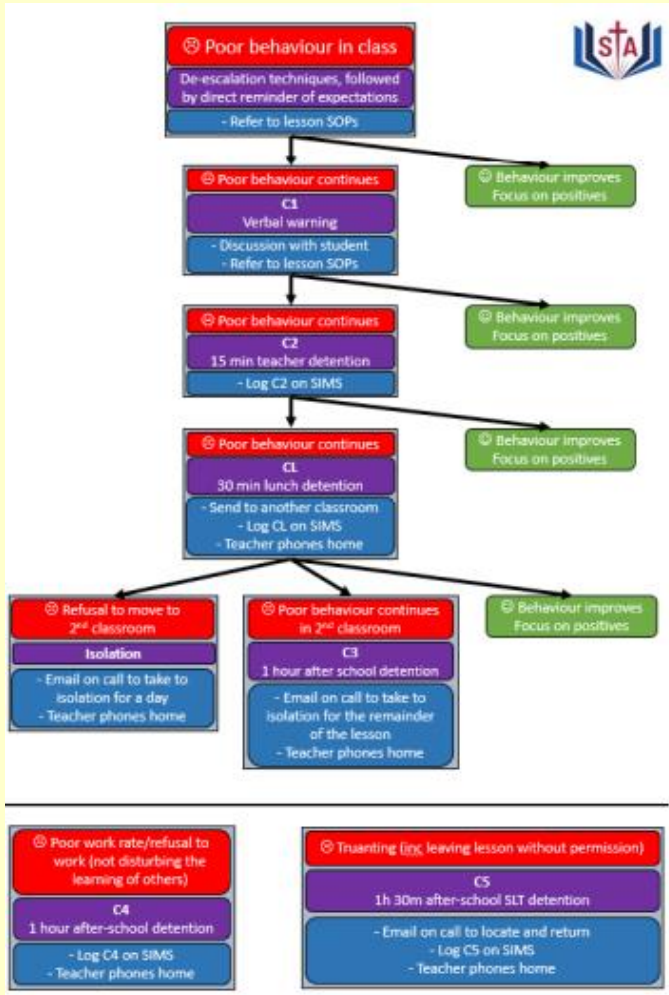
As we look to move and develop our library and reading culture, we want pupils to have a say and to lead the way.

- More Reading Ambassadors will be recruited in September – your chance to lead!
- We have spent thousands of pounds on new books and we are moving to our new library.
- Children's reading will now be monitored by form tutors on a weekly basis – we need your support with this!





Behaviour systems



Our systems are driven by two key concepts:

- **Consistency for the children**
- **Self-management and restorative conversations**
- Our consequence system allows learning to take place. It is a graduated approach to minimize disruption to learning for the benefit of all children.
- Detentions run the next day. Parents are sent a text message informing them their child is in detention for a period of up to one hour. - needs amending.
- It is a Parents'/Carers' responsibility to make arrangements for collection if needed. School will not move detentions unless there is a valid medical reason.



Items not permitted in school

- Phones / Smart watches / AirPods
- Hooded tops and baseball caps.
- Energy / sports drinks.
- Large bags of sweets.
- E – Scooters.
- Jewellery
- Items will only be returned to families after a 24 hour period

Please communicate through the school office to avoid conflict

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BANNED ITEMS

At St. Antony's pupils are not allowed to have the following items in the school building at any time. This includes before school, after school during break and lunch times.
These include:

- **Mobile Phones**
- **Headphones and earphones (including air pods)**
- **Smart watches**
- **Tablets & e-readers (kindle/kobo etc)**
- **Gaming consoles**

If an item is seen or heard in the building it will be confiscated and placed in the school safe. Items can only be returned when a Parent/Carer comes in to collect them from the school reception.
Phones will be confiscated for a period of 24 hours before collection is permitted. This is clearly detailed in the Schools Behaviour for Learning Policy.

No energy drinks are allowed on the school grounds. If they are brought into school, they will be confiscated and disposed of.



Safeguarding

Keeping Children Safe at St Antony's



St Antony's
Roman Catholic School
ASPIRE + BELIEVE + ACHIEVE

If you have any safeguarding concerns please email safeguarding@st-antonys.com



Designated Safeguarding Lead (DSL)

Mr Kevin Speake

k.speake@st-antonys.com

07752 720 570

Mon – Fri 9am to 4pm



Deputy DSL

Ms Nas Harris

n.harris@st-antonys.com

07752 720 570

Mon – Thurs 9am to 3:30pm



Deputy DSL

Mr Jay Haughton

j.haughton@st-antonys.com

07934 720 610

Mon – Fri 8am to 3:45pm

Trafford Safeguarding / First Response 0161 912 5125 or firstresponse@trafford.gov.uk



Mental health support

- We see this as a key priority for us. We understand if a student is not in good health they will not learn
- St Antony's has invested heavily in providing support for this area and we have three members of staff dedicated to supporting this area of school
- In addition, we employ an external counsellor as well as being part of a pilot project with CAHMS
- The school website has a Wellbeing section that can sign-post parents/carers and young people to additional support if needed



Attendance



- High levels of school attendance and punctuality are required.
- 95% attendance for the year is equal to 10 days of absence. That is 2 full school weeks of missed learning for the year (50 hours)
- Attendance below 90% is classed as being persistently absent and puts Parents/Carers at risk of fixed penalty notices
- School does not authorise any holidays in term time.

Do whatever
IT TAKES





Attendance

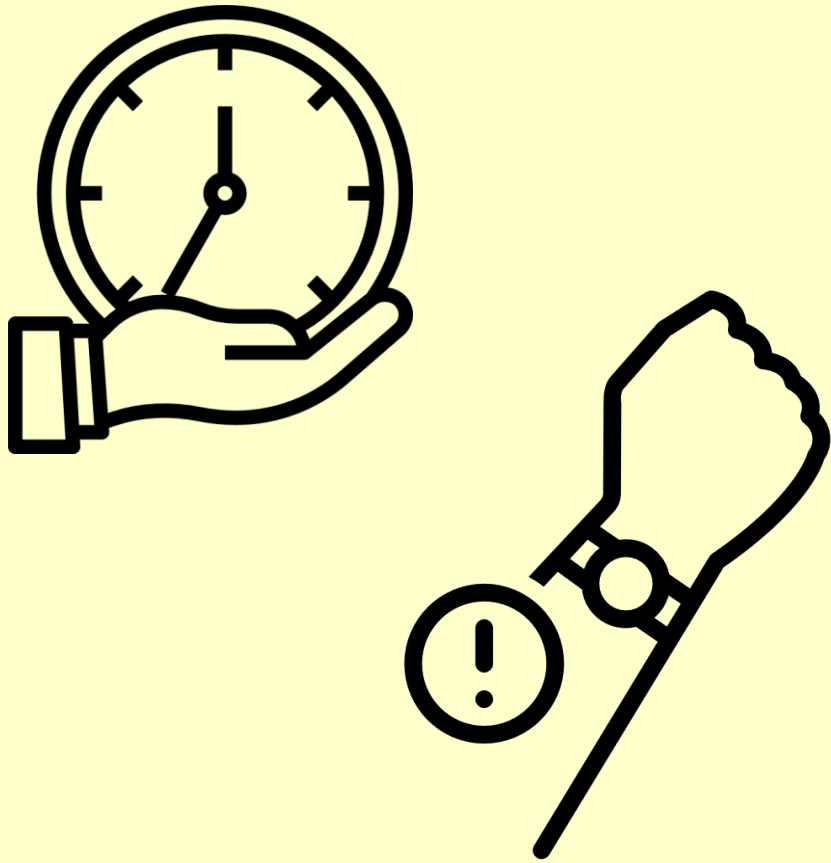
To report your child's absence, this must be done before 8.00am on the first day of your child's absence.

To report the absence please contact the school via the following methods:

- **Telephone** **0161 911 8025 (leave a message if no answer)**
- **Email** **absence@st-antony's.com**



Punctuality



- Ready in school for 8:45am.
- If they arrive at 8:50am they are late.
- Lates detention.
- Unauthorised absence after 9.15am



If you have any questions or queries, please stay behind to talk to any of us.

Please make sure your filled in 'All about my child' sheet is completed and left on the desks at the back of the room.