



**Blue Coat**  
Church of England School  
& Music College

# Year 9 Parent Information Evening

Mrs L. Henden - Associate Headteacher



## Vision & Values

### OUR VISION

Living life in all its fullness

### OUR VISION STATEMENT

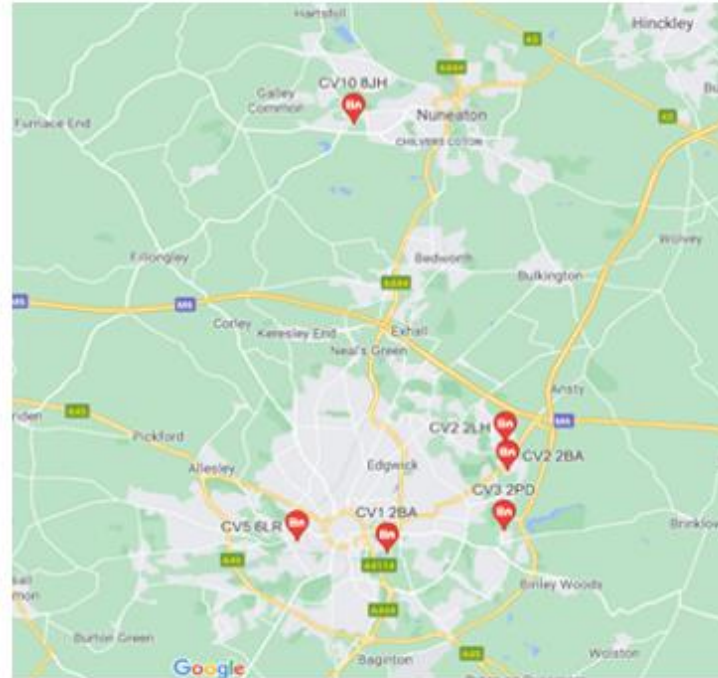
To equip our students to live life in all its fullness by providing excellent education which is distinctively Christian and inclusive of all.

At the heart of this education are the values of **Care, Hard work, Respect, Integrity, Servanthood** and **Togetherness**.

# We are part of Inspire Education Trust



- Walsgrave Church of England Academy
- Clifford Bridge Academy
- Whittle Academy
- Hearsall Community Academy
- Stockingford Academy
- Blue Coat Church of England Academy



- 6 schools – 5 Primary 1 Secondary
- Mixed MAT – 2 Church of England schools
- Pupils – 3,800
- Staff – 500
- 2 Local Authorities

Working together for  
the benefit of all of  
our pupils and staff



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Church of England School  
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## House System

Mr D. Bedford – Deputy Headteacher



# Houses & Key Contacts

**Cavell House**

**Dorsey House**

**Lewis House**

**Parks House**

**Wilberforce House**



**Head of House**

**Head of House**

**Head of House**

**Head of House**

**Head of House**

Mr Mosley  
Mr Skelley

Miss Dhaliwal

Mr Stacey

Mr Thind

Miss Day

**Assistant Head of House**

**Assistant Head of House**

**Assistant Head of House**

**Assistant Head of House**

**Assistant Head of House**

Miss Matthews

Miss J Meah &  
Mr F Peacock

Mrs Gates

Mrs Harriman

Miss J Meah &  
Mr F Peacock



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## **Behaviour, Attendance & Punctuality**

Mr D. Bedford – Deputy Headteacher

# B4L Ready Respectful Responsible



Togetherhness - These are the expectations we all follow to make sure we all learn and make progress

 <b>Ready</b> 	<ul style="list-style-type: none"><li>• We are on time to all lessons</li><li>• Our uniform is correct</li><li>• We sit in our seating plan seats</li><li>• Our equipment is out on our desks</li><li>• We complete the settler activity straight away</li></ul>	 <b>Respectful</b> 	 <b>Responsible</b> 
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- We are on time to all lessons
- Our uniform is correct
- We sit in our seating plan seats
- Our equipment is out on our desks
- We complete the settler activity straight away

- We are polite and kind to all
- We listen to others
- We follow instructions
- We respond to '321' pens down, eyes this way
- We start the task when teacher says 'ready, set, go'
- We stand behind our chairs at the end of the lesson
- We leave when our teacher dismisses us

- We work hard in every lesson
- We ask for help if we do not understand
- We are responsible for our own actions
- We respect personal space and our 'no hands' policy
- We leave our classroom clean and tidy
- We keep electronic devices off and away



# Consequence System

B4L strategies to deescalated behaviours and refocus the learning For repeat behaviour by an individual in one lesson only record the highest tariff consequence on CC Each lesson is a new start				
<b>C1</b>	Verbal warning by the staff member		Recorded on CC	
<b>C2</b>	Final verbal warning - narrating the consequences		Two points recorded in detail on CC	
<b>C3</b> optional 10 minute teacher dt and RJ conversation	<b>C3</b> behaviour Active support <i>Staff member scripted email or phone call home (Check Sims to check quick note about contact home first)</i>	<b>W3</b> Whole school behaviour	<b>W3</b> behaviour Active support <i>Tutor/pastoral/ Staff member scripted email or phone call home (Check Sims to check quick note about contact home first)</i>	Three points recorded in detail on CC
<b>C4</b> Student to complete incomplete work form lesson. Or Reflection sheet Essential RJ conversation by staff setting DT	Department withdrawal/on call <i>Centralised 30 minute DT Monday – Thursday</i>	<b>W4</b> Whole school behaviour	House detention <i>Centralised 30 minute DT Monday – Thursday</i>	Four points recorded in detail on CC
Appropriate sanctions Sanctions subject to investigation could range from 30 minute to an exclusion Staff members will be involved in this process RJ conversations essential				
Five late to lesson in a week trigger a 30-minute DT after school and a letter to parents – centrally collated.				

# Reward System

Year 7 Achievement Badges	Year 8 Achievement Badges
 60 achievement points: Bronze merit & certificate  180 achievement points: Silver merit & certificate  350 achievement points: Gold merit & certificate	 60 achievement points: Bronze merit & certificate  180 achievement points: Silver merit & certificate  350 achievement points: Gold merit & certificate
Year 9 Achievement Badges	Year 10 Achievement Badges
 60 achievement points: Bronze merit & certificate  180 achievement points: Silver merit & certificate  350 achievement points: Gold merit & certificate	 These badges are for year 10. Rewarded to the top 10% achievers
100% Attendance Award	Tutor Award Badges
 Years 7-10 end of year attendance certificate with badge.	
School Award Badge	House Award Badge
 Nominations approved by SLT and HOH for outstanding school contribution. Presented at the Cathedral	 Outstanding House contribution, approved by HOH



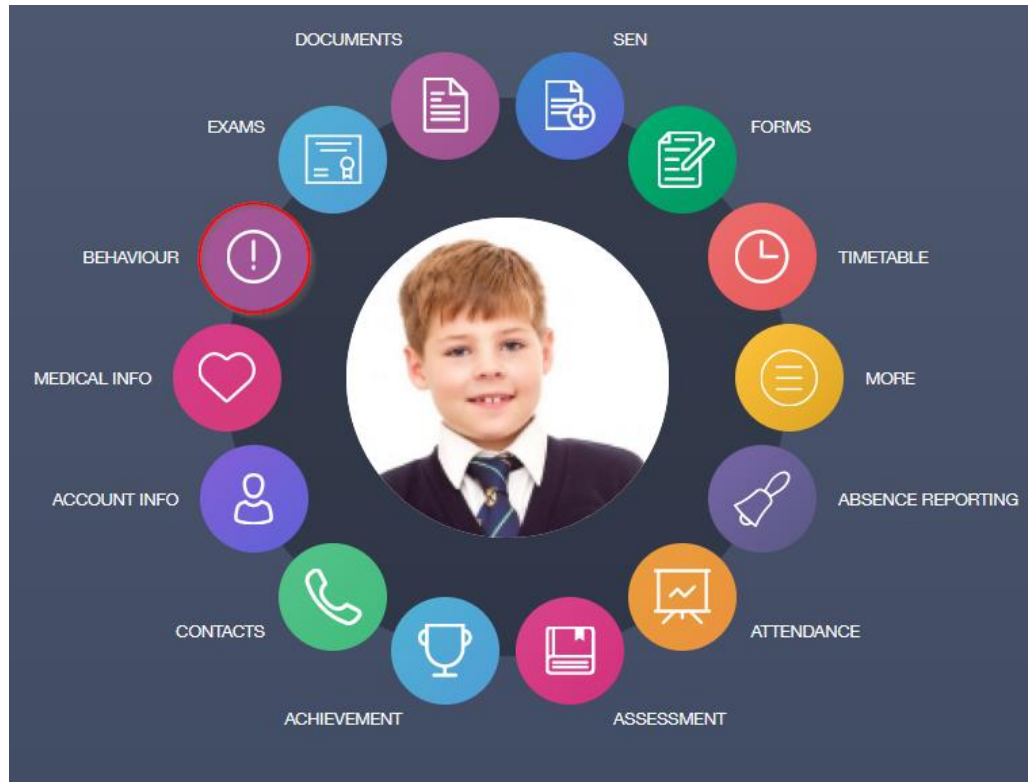


# Attendance & Punctuality

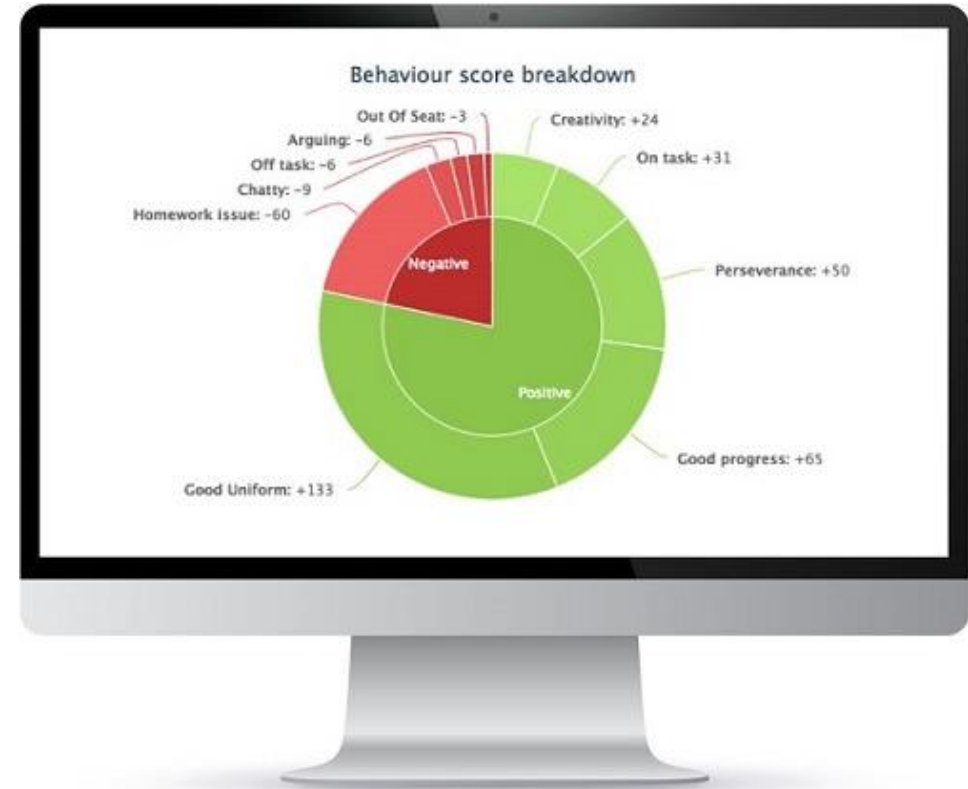
## Attendance Ladder



# EduLink – Communication



# Class Charts – Conduct





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# Curriculum & Target Setting

Mr A. Tomlinson – Deputy Headteacher



## Key Stage 3 Curriculum – Year 7, 8 and 9

Based around pupils studying a broad and balanced curriculum for three years gaining Skills, Knowledge & Understanding:

1. English
2. Mathematics
3. Science - Biology, Chemistry and Physics units
4. Religious Education
5. Languages – French, German or Spanish (new to Year 7)
6. Humanities – Geography and History
7. PE
8. Computer Science
9. Practical Subjects – Music, Art, Technology, Drama
10. PSHE
11. Tutor time – Worship Works Friday



## Core KS4 Curriculum

- Students will study 9-10 GCSEs or equivalent qualifications including our core curriculum:
  1. Maths - 7 hours
  2. English - 8 hours - Language in Year 10 and Literature in Year 11
  3. Science - 10 hours – Biology/Physics/Chemistry or Combined Science
  4. Religious Education - 4 hours
  5. Core PE – 2 hours
  6. PSHE – 12 hour carousel



## Broad Option Choices

- History
- Geography
- French
- German
- Computer Science
- Drama
- PE\*
- CN Sport Studies\*
- Art\*
- Photography\*
- 3D Design\*\*
- Design & Technology\*
- Business
- Textiles\*
- Food Preparation & Nutrition\*

***\*Be mindful on (NEA) Non Examined Assessment subject as this can be overwhelming if you study too many subjects which include coursework.***

***\*\* New course for 2022***



## What is the EBacc?

- The EBacc is not a qualification in its own right – it's a combination of GCSE subjects:
  - English Literature & Language
  - Maths
  - Science
  - Humanity – History or Geography
  - Language – French or German



## Why study for the EBacc?

- Widest possible range of study & employment options P16
- More students study the EBacc continue at P16
- EBacc is recommended by the most prestigious universities (Russel Group)
- Languages give students a competitive edge in the world of work
- Students can study the EBacc and continue to study one other option subject





## Why study for the EBacc?

- Top international universities for Engineering are located in Germany
- French is the second most useful language in the world for business
- Sutton trust research shows the EBacc supports improved performance in English & Maths
- All students are encouraged and supported to study the EBacc
- The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022 and 90% by 2025.



## Year 9 Options

- In Class Subject Talks and Options Assemblies – Talks from Heads of Subject – January 2023
- Pupil Options Fair – Subject options fair – Wednesday 1st February 2023
- KS4 Options Evening (Talk & subject fair) – Wednesday 1st February 2023
- Completed Digital Options Forms – Monday 13th May 2023



## Year 9 Key Dates

1. Week Commencing Monday 12<sup>th</sup> December 2022 – Full Report with Comments
2. Wednesday 1<sup>st</sup> February – Options Evening
3. Week Commencing Monday 24<sup>th</sup> April 2023 – First Data Report of Year 9
4. Wednesday 3<sup>rd</sup> May 2023 – Virtual Parents' Evening



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# Reports & Parents' Evenings

Mr A. Tomlinson – Deputy Headteacher



## Parents' Evenings


1. Please ensure you keep your email up to date by contacting [schooloffice@bluecoatschool.com](mailto:schooloffice@bluecoatschool.com)
2. KS3 - 2 reports per year & KS4/5 3 reports per year – including one with full written comments
3. Subject Teacher Parents' Evenings will continue to be virtual through School Cloud on:

Year Group	Virtual Parents' Evening
7	Wednesday 8th February 2023 3.25-6.15pm
8	Tuesday 7th March 2023 3.25-6.15pm
<b>9</b>	<b>Wednesday 3rd May 2023</b> <b>3.25-6.15pm</b>
10	Tuesday 17th January 2023 3.25-6.15pm
11	Wednesday 9th November 2022 3.25-6.15pm





# KS3 Reporting



**Blue Coat**  
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Printed 16 August 2021  
Assessment Period: Year 7 Autumn Term  
School Report for **Joe Bloggs PAR01**

**Student School Overview**

**Attendance Summary**

Attendance (recorded until _____)	
Total AM/PM Sessions possible	170
Authorised sessions absences	0
Unauthorised sessions absences	0
Attendance percentage	100.0%

**Behaviour Summary**

Behaviour Points	0
Achievement Points	0
Times late to AM/PM session	0

**Prior Attainment – KS2 Results**

	Mathematics	103	English (Reading)	109
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**Attitude to Learning & Impact on Progress**

Subject	Y7 Autumn-Spring			Y7 Spring-Summer		
	Age Related Expectations	ATL	Impact(s) on Progress	Age Related Expectations	ATL	Impact(s) on Progress
Art	Above	5				
Computing	On	3	CON			
Drama	On	4				
English	Below	3	COA			
MFL	Above	3	REV			
Geography	On	5				
History	On	5				
Maths	On	5				
Music	Above	6				
PE	Below	2	ORG			
RE	On	4				
Science	On	4	EFF BEH			
Technology	On	4				

Descriptor	Definition
Above	<ul style="list-style-type: none"> <li>Above age related expectation</li> </ul>
On	<ul style="list-style-type: none"> <li>On age related expectation</li> </ul>
Below	<ul style="list-style-type: none"> <li>Below age related expectation</li> </ul>

Attitude to Learning
6 – Outstanding Learner
5 – Active Learner
4 – Passive Learner
3 – Inconsistent Learner
2 – Cause for Concern
1 – Serious Cause for Concern



# KS3 Reporting

## KS3 Subject Assessment Objectives

Art	
AO1 – Creativity	Emerging
AO2 – Critical understanding	Emerging
AO3 – Range of techniques	Secure
AO4 – Analysis & evaluation	Emerging
AO5 – Historical art	Secure

Computing	
AO1 – Algorithms	Emerging
AO2 – Programming & development	Emerging
AO3 – Data & representation	Emerging
AO4 – Hardware & processing	Emerging
AO5 – Communication & networks	Secure
AO6 – Information technology	Emerging
AO7 – Digital literacy	Emerging

Drama	
AO1 – Collaboration	Emerging
AO2 – Making	Emerging
AO3 – Performing	Emerging
AO4 – Responding	Emerging

English	
AO1 – Reading – understanding & comprehension	Emerging
AO2 – Reading – analysis & evaluation	Emerging
AO3 – Writing – creation, structure & redrafting	Emerging
AO4 – Writing – grammar & vocabulary	Emerging
AO5 – Speaking & listening	N

Modern Foreign Languages	
AO1 – Listening & understanding	Secure
AO2 – Communication & speaking	Emerging
AO3 – Production & writing	Emerging
AO4 – Quality of language and grammar	Secure
AO5 – Reading & understanding	Secure

Year 7	Year 8	Year 9
	Excellence	Excellence
Secure	Secure	Secure
Emerging	Emerging	<i>Emerging</i>
Working Towards	<i>Working Towards</i>	<i>Working Towards</i>

- 1 Set of full reports which include:
  - Strengths
  - Areas for Development



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## **SEND & The Hub**

Mr A. Tomlinson – Deputy Headteacher





## SEND & the Hub

- Mainstream lessons – best place for students to make progress
- Emphasis on meeting the needs of all students in class
- Some students require additional support through interventions
- Safe space during social times
- Key adults assigned to mentor students on the SEND register
- New systems are in place this year to track and monitor support for students – Provision Map
- Resources and investment into the fabric of the physical space
- Staff training and key focus on delivering high quality education that meets the needs of all learners – the 4 For All

[send@bluecoatschool.com](mailto:send@bluecoatschool.com)



# SEND & the Hub

**Pupil Passport** - Blue Coat Church of England School and Music College

Date: 13/8/2021  
Teacher: Mr Neil Phipps

## About the Student

Scooby Doo is a likeable dog who is always eager to get involved. Sometimes his enthusiasm for getting involved makes him quick to make mistakes and rush work.

Scooby has a diagnosis of ADHD and dyspraxia. This means that he is full of energy which can be utilised by the classroom teacher, but he is also very clumsy and disorganised. He has also had speech and language support as English is not his first language and his vocabulary is limited.

He is a popular character who works well in a team and has a strong attachment to his best friend.

## Key Classroom Strategies

Allocate him a **job or role** in class to help with his movement, such as giving out resources. Be aware however that his clumsy nature means he should not have dangerous equipment near him.

Offer him **rewards** and **encouragement** at every opportunity - he loves snacks.

Seat him near a positive role model - sitting him **next to his friend** will keep him focused.

**Chunk** work into manageable steps one at a time, and provide clear **timings** which you remind him of regularly.

Provide opportunities to develop **spoken language** but ask simple questions.

## Strengths and Interests

Scooby is a loyal friend who enjoys getting stuck into activities.

He is a keen murder mystery fan, enjoying puzzles.

He also loves getting dressed up and regularly goes on fancy dress expeditions with his friends.

## Other information which may help

Scooby has had intervention with speech and language and specialist behavioural teachers at primary school.

He is currently participating in Flash Academy intervention program to develop his English skills.

## In the Student's Own Words...

Scooby Dooby Doo!



# 4 For All



The 4 For All are elements which are expected to be emphasised in lessons and should be evident to learners. These techniques benefit all students but particularly those with SEND.



## KEY WORDS



- Present key words at the **start of a Unit** and get students to stick them in.
- Ask students to make a **glossary** at the back of their books and write key words and definitions as they appear.
- Have key words **on display through each lesson** so they can be easily referred to by staff and students.
- Use settlers to **pre-teach** and **over-teach** key vocabulary.
- Ask students to **use key words in sentences** as part of a plenary or exit ticket exercise.
- Explicitly **talk about key words** and reward students for using them.



## TIME



- Use a **classroom timer** to ensure that all activities are paced appropriately.
- Use a timer **at the start of the lesson** so students know as they enter how long they have to complete the settler.
- Explicitly **talk about the clock in the room** so students don't need to have to work it out themselves.
- Give students with notional or official access arrangements **extra time** – ask all students to change pen colour at the end of normal time.
- Write **start and end time** for assessments/work onto the board.
- Ensure that the **time you say is the time you give**, and provide regular reminders of how long is left.
- Ensure activities in the lesson are **varied** so pace is kept high.



## CHUNK AND CHECK



- Give no more than **two instructions at a time** and check these are done before moving onto the next ones.
- Provide information about the **lesson journey** or 'now and next' so students know where they are in the lesson.
- Keep **pace high** and activities moving.
- Group key information and lesson elements together and be **explicit about what is happening**.
- **Check in** with students at the start of a task and then midway through to ensure understanding.
- Ask a student to **repeat the instructions** to the class before starting, and then ask individuals to tell you what they are doing.



## VISUAL CUES



- Use **simple icons** consistently to represent the type of activity.
- Display an **image of the resource** students need to refer to.
- Use **body language** cues to emphasise instructions, eg fingers on lips.
- Increase use of **images with text** for EAL students and those with low literacy.
- Use **pictures to engage** students, add information or illustrate a point.



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# Safeguarding

Mrs L. Henden – Associate Headteacher



# Safeguarding Team



**OUR DESIGNATED SAFEGUARDING LEAD IS**

**MS K ARNOLD**

**LOCATED IN THE BARDSLEY ADMIN CORRIDOR**



**MISS J DAVOILE—DDSL**  
**LOCATED IN POST 16**



**MRS V SHELLEY—DDSL**  
**LOCATED ABOVE RECEPTION**



**MISS K ROUTLEY—DDSL**  
**LOCATED NEAR CANTEEN**



**MRS L TURNER—DDSL**  
**LOCATED NEAR CANTEEN**



# Safeguarding

- Our safeguarding team are committed to promoting a duty of care to all students, staff and visitors.
- We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.
- You may also wish to read our Child Protection, Safeguarding and Child-on-Child Abuse Policy which can be located on our website.
- Child-on-Child Abuse is an area that we take very seriously and deal with promptly.



## Safeguarding

- Please be reassured that all concerns about your child or another child will be looked into and dealt with appropriately. If you are concerned about your identity being shared, the safeguarding team are very discreet and would not take any action that would put you or your child in a difficult position.
- Referrals can be made anonymously if needed. You can call the main school telephone number of 02476223542 and ask to speak to a member of the safeguarding team or alternatively email the team at the address shown below:
- [safeguarding@bluecoatschool.com](mailto:safeguarding@bluecoatschool.com)
- If you are concerned that a child may be at risk of serious harm, you can contact Social Care (MASH – Multi Agency Support Hub) direct on 02476788555 or the Police.



## P16 New Build







## P16 New Build



# P16 New Build





**Thank you**

