

THE SWEYNE PARK SCHOOL

A Very Warm Welcome!



“Sometimes we can only find our true direction when we let the wind of change carry us.” **Mimi Novic.**

The logo for The Swayne Park School is centered on a dark blue background. It features the words "THE", "SWAYNE PARK", and "SCHOOL" in a light-colored, serif font. "THE" is at the top, "SWAYNE PARK" is in the middle, and "SCHOOL" is at the bottom. Each word is flanked by horizontal lines. The entire logo is set against a dark blue rectangular background that has a light blue vertical bar on the left and a yellow vertical bar on the right.

THE
SWAYNE PARK
SCHOOL

Welcome to Year 7

Head of Year: Mr Price

i/c Year 7: Mrs Welch- Deputy Headteacher

Purpose



- To outline the school's **expectations** for **behaviour**, **attendance**, and **homework**, alongside the support for learning available.
- To provide an overview of the **curriculum** and **tutor time** programme, including how learning is organised and how pupils are supported in their **personal development**.
- To explain how we report on **progress** and use **Go 4 Schools** to monitor attainment, behaviour, and attendance.
- To highlight the importance of **online safety** and **wellbeing**, and the support systems in place for pupils.

School Culture



- Ready (for learning)
- Respectful (behaviours)
- Safe (conduct)

Basic School Rules



- Be ready, respectful and safe
- HANDS OFF POLICY
- Mobiles phones should not be in use
- Chewing gum and energy drinks are not allowed in schools
- No wearing rings, hoop or dangly earring.
- Shirts tucked in
- Skirts **NOT** rolled up
- Tights not knee-high socks
- Top buttons must be done up



Behavioural Policy



- Respect reminder
- Classroom consequence
- Teacher detention – break/lunch/after school (HoD support if required)
- Persistent poor behaviour or significant incidents lead to a room removal from lesson...with a follow up

Rewards/Sanctions



Points Awarded	Reward
50	Bronze Postcard
100	Silver Certificate
200	Gold Commendation
350	Bronze badge Call from Tutor
400	Silver Badge Call from HOY
450	Gold Badge Call from Mrs Welch (Deputy Head)
End of Year	Reward Trip

- Negative points
- Respect reminder
- Classroom consequence
- Class removal
- Detentions
- Centralised detention
- Isolation

Importance of attendance



Social

- Greater opportunity to **develop social skills**

Academic

- Pupils with **95–100%** attendance in Year 11 were **3x** more likely to have better outcomes than pupils with **85–90%** attendance

Financial

- Persistently absent pupils (**attendance at less than 90%**) at **secondary school could earn £10,000 less by age 28.**
- **Every day** missed between Years 7–11 could cost around £750 in future earnings.*

Essential Equipment

- Black or blue pens (at least two)
- Pencil and rubber
- Ruler (30cm)
- Pencil sharpener
- Highlighter
- Scientific calculator (**Casio fx-85GT CW**)
- Compass and protractor
- **Whiteboard pen (blue or black)**
- Glue stick
- School bag large enough to carry books and equipment

Extra Curricular Clubs



- The timetable for all our clubs can be found on the school website.
- Most clubs take place after school (3.05 to 4.05).
- Clubs will start from 22nd September.
- PE clubs have already started.
- **Encourage your child to participate in a least 1 club!**

The Cornerstones of Learning

PREPARE



I arrive ready to learn and prepared for a challenge. I know that preparing means more than just turning up. I have to

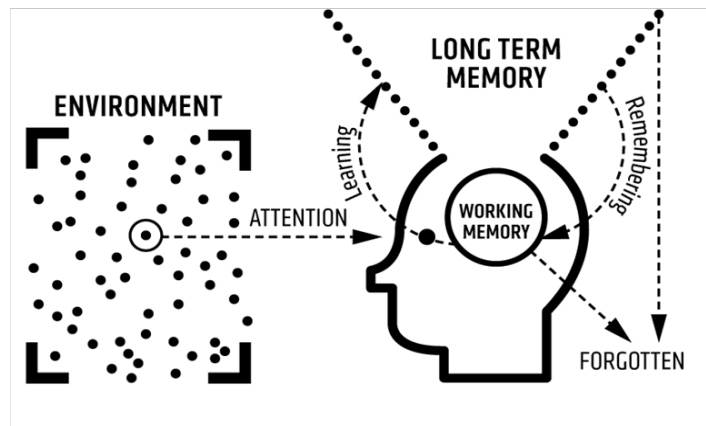
- think ahead
- recall what I know
- get ready to connect ideas

RESPECT



I take responsibility for my learning by

- engaging fully
- focussing my attention on what is important
- listening to others and contributing positively



Environment- The place where you learn

Attention- You can only learn what you pay attention to.

Learning- A long-term change to what you understand

Long-Term memory- Your brain's unlimited storage area.

Remembering When you remember, your brain pulls something out of long-term memory so you can use it right now.

Working memory- Your brain working hard on the current problem

Forgotten If you don't revisit what you've learned you risk forgetting important information.

LEARN



I know that learning means a long term change in what I know or can do. This means

- Doing more, thinking hard, and trying again
- Listening to feedback
- Being able to demonstrate this in my work

Mistakes help me grow. Checking my understanding shows what I can remember and where I need help to strengthen my learning. I check my understanding by

- working independently,
- answering questions,
- responding to feedback

CHECK



Year 7 Curriculum



- English
- Maths
- Science
- History
- Geography
 - French
 - Art
 - Music
 - Drama
 - PE
- Food, Textiles, Design and Technology:
RM
 - Literacy
- Religious Education
 - CPE

Key Stage 3 Curriculum Organisation

2025-2026

Pupils are in the same set across a number of subjects.

Literacy Based Subjects

- English
- Literacy
- *Reading*
- MFL
- Geography
- History
- RE

Stem Subjects

- Maths
- Science
- Digital Literacy

Key Stage 3 Curriculum Organisation 2025-2026

Tutor Group Subjects

- Art
- CP
- Drama
- Music

DT Subjects

- No change:
Set across
the band

PE

- No change:
Set across
the band



GCSE Options Presentations

GCSE Options 2023-25 EBacc

GCSE Options 2023-25 Open



Calendar SPS News Lettings Facebook Help

THE
SWEYNE PARK
SCHOOL

Home

Online Option forms:

EBacc Pathway

Open Pathway

News & Events

Information

Contact



Sweyne Park School

A Right
a Thou

→ Curriculum Vision Statement

→ Curriculum Overview

→ Curriculum Intents

→ KS4 Options ... Subject Information

→ Home Learning



Key Stage 3 Assessment

- Each pupil has a **minimum target grade** for each subject, which they are expected to attain by the end of the academic year.
- Pupils are assessed in each of the **Key Performance Indicators** (KPIs) for each subject studied. These assessments contribute towards the **tracked grade** which can be seen on the Go4Schools pupils page.
- Detailed information about performance on each KPI can be found on the progress tab on the Go4Schools app.

Go 4 Schools: Progress

 English

- KPI 7.1 - Identify and interpret information from a range of texts
- KPI 7.2- Explain the construction of meaning and effects using language, structure and form
- KPI 7.3 - Assess and compare ideas, perspectives and texts
- KPI 7.4 - Evaluate texts critically and offer a personal and critical response
- KPI 7.5 - Craft language and structural devices to suit Form, Purpose and Audience
- KPI 7.6 - Write with technical accuracy through sentence structure, punctuation, vocabulary and spelling
- KPI 7.7 - Comment on the significance of context

Assessment Grading Key Stage 3

Assessment Grade	Guidance
Not accessing yet	Pupils are not accessing enough content across parts of the Year 7/8/9 curriculum yet.
Emerging	Pupils emerging show basic understanding, apply a few concepts and skills in a limited way, and use some subject-specific vocabulary correctly. Pupils are on track for GCSE Grade 1-3 or Level 1 (P1; M1; D1).
Developing	Pupils developing can remember facts, terms, and definitions. They show understanding of various concepts and skills by explaining, demonstrating, summarising, or interpreting information. Pupils are on track for GCSE Grade 4 or Level 2 (P2).
Securing	Pupils securing have a good understanding of key concepts and can use or demonstrate their knowledge and skills independently. Pupils are on track for GCSE Grade 5-6 or Level 2 (M2).
Mastering	Pupils mastering have a deep understanding of key concepts and apply/demonstrate their knowledge and skills with confidence and precision across a range of contexts. They consistently work independently and show strong analytical and problem-solving abilities. Pupils are on track for GCSE Grade 7-9 or Level 2 (D2; S2).

How do we Determine Progress at Key Stage 3?

A child's **progress** is measured by comparing their **tracked grade** against their **minimum target grade**. This will enable us to see whether a pupil is above, in line with, or below expected progress.

Reports are written each term and teachers record whether pupils are making:

- Above expected progress
- Expected progress
- Below expected progress.

Go 4 Schools: Progress Reports



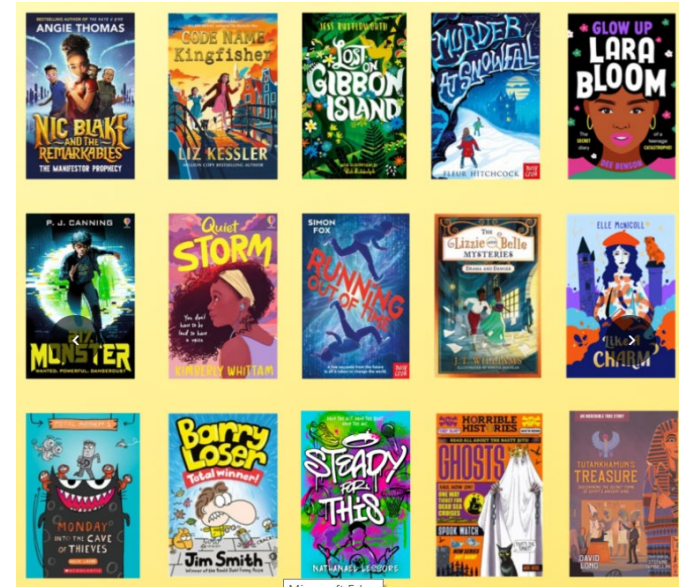
Subject	Tracked Grade	Attitude to Learning	Homework Effort	Progress Grade
Art & Design	Securing	Good	Excellent	Expected progress
CPE	Fully engaging	Excellent	Good	Expected progress
D&T RM	Developing	Excellent	Excellent	Expected progress
Digital Literacy	Securing	Excellent	Excellent	Expected progress
Drama	Emerging	Good	Excellent	Expected progress
English	Emerging	Good	Good	Expected progress

Literacy Reading



• Pupils should read for 20 minutes each day

- Year 7 Good Reads' list
- Book buzz
- Reading assessments
- Reading interventions:
 - 1:1 or small group
 - Lexia online reading programme
 - Peer support: Year 11 prefect/Sixth Former



Homework

- Set on the **Go4Schools** platform

The suggested standardised amount of time per homework according to age, per subject per week:

Year 7:	15—20 mins
Year 8:	15—20 mins
Year 9:	20—25 mins
Year 10	20—30 mins
Year 11	25—30 mins

Homework

- Teachers should be setting at least the suggested minimum amount of home learning for each class they teach per week.
- Online platforms can be used to support homework;
- At KS3 homework tasks will include knowledge retrieval and practise; integrating some challenging pre/reading material; subject literacy and spelling.
- No next day homework to be set and pupils should have a suggested minimum of 48 hours to complete.
- Homework should be completed fully and to a high standard or else re-issued followed by an appropriate sanction if not addressed.

Sparx Online Learning

The logo for Sparx Maths, featuring the text "Sparx Maths" in white on a blue background.

- Pupils will have weekly Sparx homework that must be completed online.
- Maths will be set on a **Tuesday** and due the following **Tuesday**.

The logo for Sparx Reader, featuring the text "Sparx Reader" in white on a purple background.

- Science will be set on a **Thursday** and due the following **Thursday**.
- Reader will be set on a **Wednesday** and due the following **Wednesday**.

The logo for Sparx Science, featuring the text "Sparx Science" in white on a teal background.

- If pupils do not complete the Sparx homework, they will receive a detention.

Please encourage your child not to use AI to complete Sparx tasks.

This is easily detected!

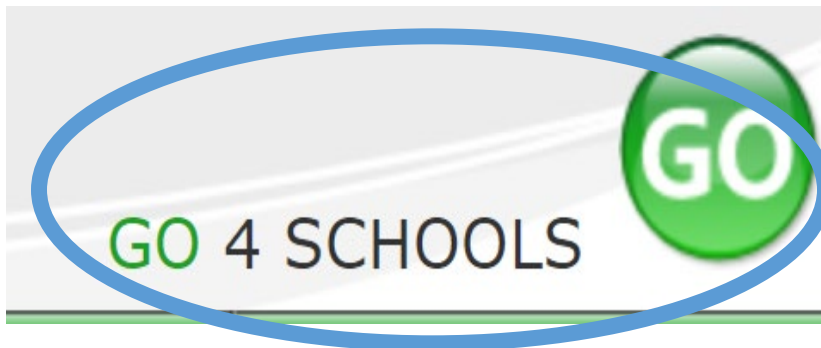
Organisation/Meeting Deadlines



Organisation:

- Time management of home learning;
 - Complete home learning on the day set
 - Seek support early
 - Go4School App

Online Learning



Sparx Science

Change to updated Sparx Slide



Sparx Maths

Home - GO 4 Schools

https://www.go4schools.com

GO 4 Schools

Starter version Modules MIS CPD

Login

Schools login

Students login

Parents login

Governors login

MAT login

Contact us

Welcome to GO 4 Schools

Your school can make better decisions with information that is accurate, up to date, complete,

Schools - Sign in - GO Authenticator

https://www.go4schools.com/sso/account/login?site=School

GO 4 Schools

Sign in

Please note that not all login methods are supported by all schools.

Sign in with Google

Sign in with Microsoft

GO Sign in with GO

First-time user? Forgotten Password?

Email address

Password

Forgotten Password?

☐ Remember my email address

GO Sign in with GO

? Help

Continued Professional Development and Training

Information about Continued Professional Development and further training available visit our [Continued Professional Development page](#).

Hub Schools

Go 4 Schools: Parent View



Overview



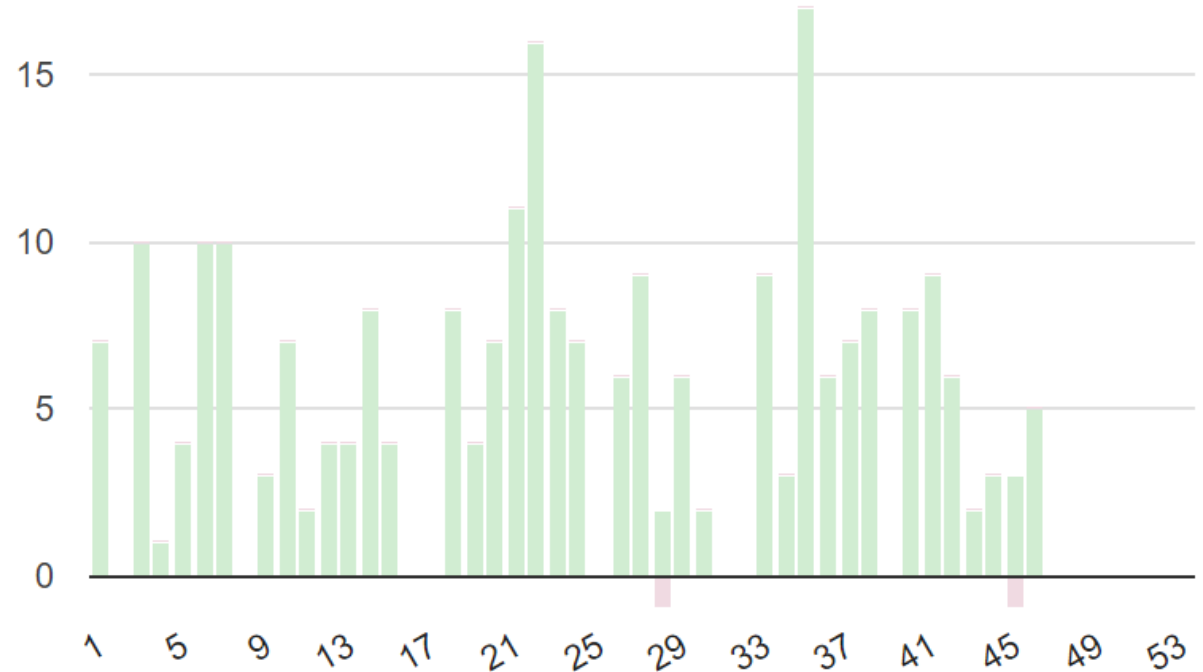
Attendance



Behaviour

+246 | -2

● Points ○ Count



Go 4 School: Attendance



Attendance summary

Calendar view

Attendance

Summary session attendance

		Sessions	%
Present	▼	370	97.37%
Approved educational activity		0	0%
Authorised absence	▼	10	2.63%
Unauthorised absence		0	0%
Unknown		0	0%
Late		2	0.53%

Session attendance marks of various types, expressed as a raw figure and as a percentage of the maximum possible session attendance over the whole year.

Go 4 Schools: Attendance



Lesson attendance by subject

Subject	Unknown	Late	% Attendance
Art & Design			
CPE	2	0	91.2
D&T Food	1	0	88.6
D&T RM			
D&T Textiles	4	0	82.8
Digital Literacy	1	0	91.3
	1	0	96.0

Homepage - Home x Help - Sweyne Park School x +

https://www.sweynepark.com/help/

THE
SWEYNE PARK
SCHOOL

Home About Us Sweyne Park Times Pupils Sixth Form Curriculum Parents News & Events Information Contact

Help With

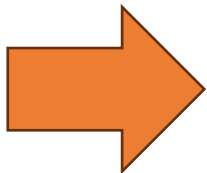
- + Accessing Teams
- + BYOD (bring your own device)
- + Go4Schools

Accessing GO4Schools via the GO4Schools website - Download

Setting your GO4Schools Password, Enabling access via the App - Download

GO 4 Schools website - Parent or Student - Download

- + How do I use Remote Access to view my files and school shared documents?
- + Installing the Teams App
- + SENECA Learn
- + School Emails
- + Satchel:one



How will pupils' learning be supported



- Class Level: Teacher support
- Department Level: Learning Support
- Tutor Time: Pastoral Support
- Hub: Well-being support

Tutor Time Curriculum



**Monday = Memo Monday
Assembly**

**Tuesday = Timetable Tuesday
Character Development**

Wednesday = Wellbeing Wednesday

**Thursday = Thought Provoking Thursday
Literacy and Tutor Time Reading**

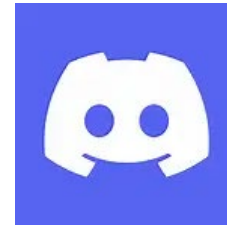
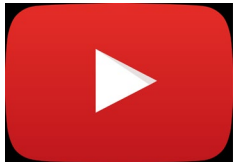
Friday = Film Friday

Social Media

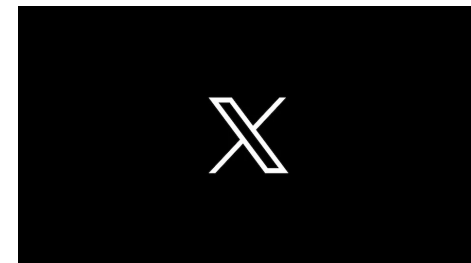


Things to look out for...

ROBLOX



TikTok



Mental Well Being



- Make time for exercise
- Eat well
- Start early to avoid stress and build up of work
- Ask for help early on
- Avoid distractions for effective use of time
- Good sleep routine
- Build in rest time

Key Dates



- Settling in grades – **3rd October**
- Flu vaccinations – **25th November**
- Parent's Evening – **5th February**
- Assessment Week – **8th to 12th June**

Contacts



- Subject teachers
- Tutor
- **Head of Year: Mr James Price**
- **Line Manager: Mrs Nicola Welch**