

Sir Frederic Osborn School

“Achieving Success Together”



**KS3 Information Evening
September 2016**

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Study Techniques

Where to study:

Creating good conditions to study in can help your child make the most of the time they spend studying. Here are some suggestions:

- Find a quiet place to study and make sure they are sitting comfortably
- Make sure the table or desk is well lit
- Keep background noise to a minimum
- Avoid studying in an area where there will be distractions (like television/mobile phones/ipads etc!)
- Have everything they need to do their work to hand before they start (eg: pens, pencils, calculator, colouring pencils, ruler, rubber, dictionary)

How to revise for tests:

There is no 'right way' to revise, as long as the method they choose enables them to gain a solid grasp of key facts and consolidate knowledge. Some students are happy to read their classroom notes from start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

- Turn notes into revision tools.
 - Write ideas and facts on to cards to use as 'prompts.'
 - Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measurable; Achievable; Realistic; Targets). These will help them remember key facts.
 - Write key facts/notes out and display these around the house where your child will see them.
 - Try recording your child reading notes for them to listen to.

- Encourage your child to study with a friend and test each other's knowledge, but remind them they are meeting to revise rather than to chat!
- Work through past question papers – and use a watch to time them so that your child can practise timing their answers. They could then use mark schemes to mark their own work and see how they have done.
- Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which the best source for your child's needs is. Save valuable time and get recommendations from teachers.
- Remember course notes are also a valuable source of extra help.
- Encourage your child to attend any intervention sessions or revision classes that their teachers may be running at school and get their advice on revision methods.
- Ensure your child looks after themselves. Sometimes revision can become a competition: who stayed up latest, who worked longest, who is worrying the most. But the more tired they are the less efficiently they'll work. Students need to rest as well as study, eat well, drink lots of water and make sure they pace themselves. Don't rush, and equally don't over-revise by doing too much too soon.

Helping your child learn: Literacy Tips

What is Literacy?

Literacy includes the key skills of speaking and listening, reading and writing. These key skills underpin all the curriculum subjects, not just English.

Why is it important?

Poor Literacy Skills are a barrier to learning. Literacy is key to personalised learning. Improving your personal confidence through Literacy means that you can actively participate in society. Increasingly, GCSE subjects are also awarding marks for spelling, punctuation and grammar to reward students for the quality of their written communication.

How does Sir Frederic Osborn School teach literacy?

At Sir Frederic Osborn we embed Literacy across the curriculum to help our learners to develop their skills across the curriculum. This helps students to see the relevance of skills which they may have learnt in English, but will use in many other areas too.

How can we support our child?

“Parents’ involvement in their children’s education has a bigger effect on their success in school than any other factor.” (Educating for a Change)

Your **interest** and **involvement** are far more important than your knowledge! Here are some ideas for supporting your child’s literacy:

Homework:

- When they are completing homework, ask them to explain what he’s doing to help reinforce his own understanding.
- Ask them to read their finished work to you aloud; this will help them to spot mistakes such as missing words or spelling errors. Get them to check in a dictionary and correct spelling mistakes rather than just telling them the answer.
- Avoid over correcting mistakes as it gives a false impression to staff about a student’s ability.

Reading:

- Reading together is the **most important thing** you can do to help your child succeed.
- Reading together will introduce new vocabulary which helps **build their language and understanding**
- Reading together also helps **build relationships**
- Students who read widely are more **confident** and have greater **job opportunities**
- **Read something that you both will enjoy!**
- Read yourself, be a reading role model. This includes newspapers and magazines just as much as fiction books.
- Read to your child and get them to read to you. If they have younger siblings they can also read with or to them.
- Join the local library together.
- Set aside time to read regularly so it becomes part of your routine.
- Make the story come to life – try taking turns to read or reading in ‘voices’ to bring a character to life and discuss the books you read.
- Use a dictionary to look up new words – it is okay to admit you don’t know what a new word means.
- Include ‘everyday’ reading as well, ask your child to read instruction manuals or recipes to help you. Reading the newspaper (online or print) is also a really good way to support literacy and develop an awareness of current affairs.

(For more on supporting reading, see the ‘Accelerated Reader’ information on page 14)

Writing:

- Encourage standard English grammar and spelling (ie: not “text message speak”)
- Students should be checking the basics (spelling, punctuation, paragraphs, grammar etc.) in all work – not just for English. They should always be presenting work with care; their handwriting should always be legible.
- Write for a purpose (eg: shopping lists, emails to friends, holiday diaries or postcards) to make writing more interesting.
- Value good writing – reward good imagination and/or vocabulary.

Speaking and Listening/Oracy:

- Encourage standard English grammar.
- Students should be able to recount events to you eg: *What happened at school, what the film was about...*
- Tackle slang - At school we expect students to avoid using words such as 'like' and 'yeah' when they are speaking formally.
- Rehearse for interviews or presentations together.
- Encourage 'real life' talk eg: *phone calls, greeting people, asking for things in shops etc*

The following websites may be useful:

www.bbc.co.uk/bitesize

Lots of useful revision tips and games/tests on spelling and grammar as well as reading and writing skills.

www.spellingcity.com

If you create an account you can set up personalised spelling lists based on common words that your child finds difficult to spell or key words for a specific subject area. At school we ask students to use the LOOK/SAY/COVER/WRITE/CHECK method to learn spellings. You can also get them to write out difficult words in different font styles with colour to help them remember.

Home Based Learning

What is the purpose of home based learning?

- To learn independently
- To practice skills (e.g. writing, computation)
- To reinforce things learnt in class
- To confirm that learning has taken place
- To do work which cannot be done in class
- To research topics
- For challenge
- To prepare for tests and exams.

Recording and monitoring of home based learning

Students should:

- Write home based learning clearly in their planner
- Write down home based learning when it is set
- Ask if task is not understood or clear
- Write down when the home based learning has to be handed in
- Show finished home based learning to parents/carers

Planning home based learning into a busy schedule

- Put a copy of the home based learning timetable on the bedroom wall (or fridge!) so it can be checked daily
- Find a quiet room for home based learning to be done – away from the TV!
- Do home based learning the night it is set
- Try to avoid working at weekends
- Plan home based learning to fit in with other activities, but remembering the “due in” date
- Go to Homework Club in K2 straight after school where help is always on hand

Show My Homework

- All of the schools homework is now also set on www.showmyhomework.co.uk, students must also write their homework into their planners.
- This is easily accessible via our school's website www.sforborn.herts.sch.uk – click on the 'Show My Homework' banner.
- This will take you to the Sir Frederic Osborn School calendar – you can access homework information by selecting the appropriate teacher, class, year group etc.
- All information like deadlines etc. are also there and, often, teachers will also add useful resources such as worksheets or powerpoints or link to websites that students could use to help them.

Home Based Learning Timetables

Year 7 Home Based Learning Timetable 2016-2017										
	WEEK 1					WEEK 2				
Form Group	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
7F	English	Languages	Maths	Technology	Drama	English	Science	Maths	Art	Languages
	Hist/Geog	Science	Ethics	Hist/Geog	Music	PE	Hist/Geog	Hist/Geog		Computing
7R	English	Art	Maths	Hist/Geog	Science	PE	Science	Maths	Technology	Languages
	Hist/Geog	Computing	Drama	Languages	Ethics	English	Hist/Geog	Hist/Geog		Music
7S	English	Maths	Hist/Geog	Hist/Geog	Music	Ethics	Art	Maths	Technology	English
	Hist/Geog	Languages		Science	Drama	Hist/Geog	Languages	Computing	Science	PE
7B	English	Maths	Hist/Geog	Hist/Geog	Science	Science	Languages	Maths	Technology	Music
	Hist/Geog	Languages	Computing	Drama		Hist/Geog	PE	Art	Ethics	English

Year 8 Home Based Learning Timetable 2016-2017

		WEEK 1					WEEK 2				
Form Group	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	
8F	English	Maths	Science	Music	Computing	Maths	English	Geography	History	Languages	
	Technology	PE	Languages	History	Geography	Ethics	Art	Drama		Science	
8R	English	Maths	Geography	Ethics	Languages	Maths	English	History	Geography	Science	
	Music	Science		History	Technology	Drama	Computing	Pe	Art	Languages	
8S	Technology	Maths	Geography	Languages	PE	Maths	English	Drama	History	Science	
		Art	Science	Histry	English	Languages	Computing	Music	Geography	Ethics	
8B	Geography	Maths	History	Languages	PE	Maths	English	Art	Science	History	
	Drama	Technology	Science	Music	English	Languages	Computing		Geography	Ethics	

Year 9 Home Based Learning Timetable 2016-2017

		WEEK 1					WEEK 2				
Form Group	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	
9F	Languages	Technology	PE	History	English	Maths	Computing	Ethics	History	English	
	Music	Geography	Maths	Art	Science	Geography	Science		Languages	Drama	
9R	Science	Computing	Maths	Ethics	Technology	Maths	PE	Drama	Languages	English	
	Geography	Music	History		English	Languages	Art	Science	History	Geography	
9S	Science	Music	Maths	History	English	Maths	Science	Geography	Ethics	English	
	Drama	Art	Technology	Languages		History	Computing	PE	Languages	Geography	

Useful Websites

The school's website has valuable information on it including school and homework calendars, access to Show My Homework, information about up-coming events, copies of letters home, uniform and equipment requirements and a brief synopsis of the curriculum across the key stages.

There are a number of helpful websites that might aid studying at home:

www.bbc.co.uk/bitesize – a helpful set of revision and tests for a wide range of subjects at KS3, GCSE and A-Level.

www.samlearning.co.uk – specific exam questions that are based on specific GCSE syllabuses.

www.mymaths.co.uk – Maths

www.amazinggrades.co.uk – a range of subjects across the key stages

www.supermathsworld.co.uk – Maths

www.rsrevision.com – E&P (RS)

www.reonline.oprg.uk – E&P (RS)

www.linguascope.com - Modern Foreign languages

Report Cards

All students are given targets which will challenge them to attain even further above national expectations in each of their subject areas. These targets are called *Good Progress Grades* (GPG's) and are used to set even higher aspirations for our students and promote excellent grades for all students.

Report cards will be issued at least once a term. You will be notified via SchoolComms when your child has been issued with a report card.

Attendance

Whilst at Sir Frederic Osborn we aim for all students to have 100% attendance, we also recognise that illness and absence will happen. The benchmark figure that makes the biggest difference to your child's attainment at school is 95% - that is no more than 1 day of absence every 4 weeks.

We have outlined below some strategies that you might be able to use to improve your child's attendance:

1. Find out **regularly** your child's **absence figures**. (Ask for half days if easier) and check this matches with your **own record**.
2. **Talk** regularly with your child about school and how they feel about it. Students are more likely to attend if they feel supported and anxieties **listened** to.
3. **Telephone** us as soon as possible to tell us why your child is absent, and when you expect them to return. Putting the school number in your phone can save you time. Make sure you know the school routine for alerting you to absence.
4. Only grant days at home for **genuine** illness (you will know!)
5. **Avoid** taking holidays in school time.
6. Know **routines** of the school **day** to avoid issues, e.g. have they got their PE kit?
7. If you have concerns **ring us** – we will **check** attendance and be discreet.
8. **PRAISE AND REWARD GOOD ATTENDANCE:** even small successes, e.g. going in promptly.

Anti-bullying

The school takes a very strong position on anti-bullying – we believe that every student has the right to be safe and happy at school. In this way students will be supported to achieve their potential. As such we have a number of procedures that students can access: report it to a member of staff, use the anti-bullying box, speak to an anti-bullying mentor etc.

As a parent, please be vigilant of bullying; especially in connection with cyber-bullying. The use of the internet, social networking, email and phone technology to engage in bullying activities has increased in recent years. We would ask that if you have any concerns that you talk to your child and, if you feel it necessary, contact the school. We will of course do our best to support you and your child.

Accelerated Reader

At Sir Frederic Osborn School we run a scheme to support students' reading at Key Stage Three. The programme tracks and rewards students' reading and also tests and measures the progress they have made.

All students will be given a STAR Reading Age test in their English lessons at the start of term. From this, they will be given information about the level of book they should be reading. Books are available in the library to borrow and each is clearly labelled with its level. This ensures students are reading books that challenge them, but are not too easy or too difficult. This is the best way for students to improve their reading. Students cannot revise for these tests, they are simply a measure of their current reading ability.

You can support them at home using the website www.arbookfind.co.uk to search for books for them to read and then create an 'AR BookBag' of the titles you have found. Students can then use this to find books they are keen to read in the library. Once students have been tested, they will have the information about what level they should be reading in their planners for your reference. You can use this to search for appropriate books.

Once students have finished reading a book they then take an Accelerated Reader Quiz on the book. The quiz includes questions on the plot and comprehension of the book read. To pass, students need to achieve 85% + on the quiz. Students can go to the library before school, during break or lunch and after school to complete quizzes. There will also be opportunities to do so in English lessons and during some tutor time.

Targets:

- Year 7 and 8: a minimum of two books and quizzes per term
- Year 9: a minimum of three books and quizzes per term

Within school we then reward students who make the most progress on their reading age (this is tested regularly throughout the year) and who have passed the most quizzes. This makes reading fun and enjoyable for students who love the competition and challenge of the programme.

Whole School Rewards/Consequences

CONSEQUENCES	EXAMPLES OF NEGATIVE BEHAVIOUR	SANCTION
H1	Failure to produce homework	Teacher detention (30 mins)
H2	Failure to attend homework detention	Dept detention (45 mins)
H3	Failure to attend departmental homework detention	School detention (Osborn -1 hr)
Strike	Uniform / appearance infringement, lack of equipment, lateness, littering,	3 Strikes lead to a detention from DoL – 1 hour
PRE C1 procedure		
C1	1st instance of disruption of learning – this could include low level disruption, calling out, or disrupting own or others learning, talking, lack of effort, defiance.	Verbal warning
C2	2nd repetition of disruption to learning Forgetting PE kit or other subject specialist equipment	Teacher - 15 minute detention (break or lunchtime that day) Failure to attend results in dept detention 45 mins Failure to attend dept detention results in whole school detention – 1 hour
C3	3rd repetition of disruption to learning Repeated defiance or poor attitude/effort to learning Refusal to follow instructions Inappropriate language, e.g. heard swearing in a conversation Misuse of mobile telephone, MP3 device etc Misbehaviour during subject / faculty detention Removed from lesson by On Call	C3 Detention – 1 hour Whole School Detention – Students to complete a detention reflection card
Failure to attend whole school detention, Internal truancy (1 st offence in a term)		Friday Whole School Detention (1 ½ hour)
C4	Dishonesty / lying to a member of staff Swearing across a room Deliberate defiance, rudeness or walking away from a member of staff Aggression towards others Bullying Bringing the school into disrepute (this may result in an exclusion depending on the specific details of the incident) Smoking / being in the vicinity of smokers Being in possession of cigarettes / lighters Persistent inappropriate use of mobile telephone	Isolation and C3 detention. In most of these situations support will be offered by On Call / DoL / SLT.
C5	Repetition of C4 behaviour within 2 week cycle Misbehaviour during isolation Non-attendance at Friday Detention Truancy (more than one occasion in a half term)	Saturday morning detention (2 hours) non-attendance at Saturday will result in students being internally excluded on the students arrival to school and completion of Saturday detention and a fixed term exclusion if a student fails to attend 2 nd Saturday detention
C6	Gross disobedience Intimidation of / Swearing at / about any member of staff Persistent bullying or racist or homophobic abuse Theft Graffiti / Vandalism Fighting or violence towards others Persistent C4 behaviour	All these behaviours may result in an internal or external exclusion
C7	Persistent C6 behaviour Serious theft or vandalism Possession of alcohol, illegal drugs or an offensive weapon Serious offensive conduct towards a member of staff or students	Permanent exclusion

Reward	General Conduct in School	Reward
Step 1 <i>Certificates sent home for achieving:</i> 50 merits/40 commendations (Bronze) 100 merits/80 commendations (Silver) 150 merits/110 commendations (Gold) 200 merits/150 commendations (Platinum) 250 merits/ 200 commendations (Platinum Plus)	Your teachers will reward you for the following: <ol style="list-style-type: none"> 1. Outstanding classroom effort and attitude 2. Outstanding home based learning that hits/exceeds GPG 3. Representing the school 4. Attending homework club 3 times in a week 5. 100% attendance in a fortnight 6. Attending 15 lunch or after school clubs signed on a passport 7. No uniform strikes in a half term Attendance: <ol style="list-style-type: none"> 1. 100% attendance per half term 2. 95%-99% attendance per half term 3. 90%-94% attendance per half term Assessment points: <ol style="list-style-type: none"> 1. Hitting or exceeding 6 GPGs 2. Achieving 6 or more outstanding HBL 3. Achieving 6 or more outstanding for attitude 4. Achieving 6 or more outstanding for effort Act of Kindness	<ol style="list-style-type: none"> 1. 1 merit/1 commendation 2. 1 merit/1 commendation 3. 2 merits/1 commendation 4. 2 merits/1 commendation 5. 3 merits/2 commendations 6. 5 merits/3 commendations 7. 5 merits/3 commendations Attendance: <ol style="list-style-type: none"> 1. 10 merits/5 commendations 2. 5 merits/3 commendations 3. 3 merits/ 1 commendation Assessment points: <ol style="list-style-type: none"> 1. 5 merits/3 commendations 2. 3 merits/1 commendation 3. 3 merits/1 commendation 4. 3 merits/1 commendation 1 merit/1 commendation
Step 2	Persistent good effort/attitude and behaviour in a particular subject area	Departmental postcards Whole School Postcard
Step 3	<ul style="list-style-type: none"> • Outstanding classwork or home based learning that is above GPG. • Going above and beyond in supporting staff or peers through an act of kindness • Achieving 250 merits/200 commendations 	Headteacher Award
Step 4	Consistently performing well over the course of a half term/term either within a department or year group	Nominated for the roll of honour in each dept. or year area. Praise letter sent home
Step 5	<ul style="list-style-type: none"> • 95% attendance or above (unless extenuating circumstances). • No more than 3 detentions and no failure to attend detentions • No C4's, isolations/Internal or external exclusions and no Saturday morning detentions 	End of year behaviour and attendance trip. Destination agreed by DoL
Step 6	Outstanding effort / attainment / progress during course of academic year – one per class. Outstanding contribution to school / community of course of academic year – one per form. 100% attendance over course of academic year	Celebration of Achievement Assembly – one per year group. End of term whole school celebration assembly run by Headteacher, Deputy Headteacher and Head Boy and Head Girl

Useful Contacts

School Reception: 01707 351350

Year 7 Tutors

7F Miss C Enstone Carly.Enstone@sfosborn.herts.sch.uk

7R Ms M Lewin Melanie.Lewin@sfosborn.herts.sch.uk

7B Miss S Standage Sarah.Standage@sfosborn.herts.sch.uk

7S Mr L Walker Lee.Walker@sfosborn.herts.sch.uk

Director of Learning: Miss S Vaughan
Shelley.Vaughan@sfosborn.herts.sch.uk

SLT Link: Mr J Baranowski
John.Baranowski@sfosborn.herts.sch.uk

Year 8 Tutors

8F Mr M Pope Martin.Pope@sfosborn.herts.sch.uk

8R Mr M Barrett Martin.Barrett@sfosborn.herts.sch.uk

8B Ms A Knowles Amy.Knowles@sfosborn.herts.sch.uk

8S Mr W Sarjeant William.Sarjeant@sfosborn.herts.sch.uk

Director of Learning: Miss J Spence
Julia.Spence@sfosborn.herts.sch.uk

SLT Link: Mr J Baranowski
John.Baranowski@sfosborn.herts.sch.uk

Year 9 Tutors:

9F Mr J Chappell Jon.Chappell@sfosborn.herts.sch.uk

9R Mrs J Malewicz Jill.Malewicz@sfosborn.herts.sch.uk

9S Mr J Brophy John.Brophy@sfosborn.herts.sch.uk

Director of Learning: Miss J Spence
Julia.Spence@sfosborn.herts.sch.uk

SLT Link: Mr J Baranowski
John.Baranowski@sfosborn.herts.sch.uk

Department Contacts

Art: Mrs H Brown	Hayley.Brown@sfosborn.herts.sch.uk
DT: Miss N Taylor	Natasha.Taylor@sfosborn.herts.sch.uk
English: Mrs L Hyde	Lucy.Hyde@sfosborn.herts.sch.uk
E&P (RS) Mr J Brophy	John.Brophy@sfosborn.herts.sch.uk
Geography: Mr M Broad	Michael.Broad@sfosborn.herts.sch.uk
History: Ms S Minoughan	Sally.Minoughan@sfosborn.herts.sch.uk
IT: Mrs E Symeou	Emily.Symeou@sfosborn.herts.sch.uk
Maths: Ms L. Paraskeva	Lucy.Paraskeva@sfosborn.herts.sch.uk
MFL: Ms M. Lewin	Melanie.Lewin@sfosborn.herts.sch.uk
Music: Mr W Sarjeant	William.Sarjeant@sfosborn.herts.sch.uk
PE: Mr J Chappell	Jon.Chappell@sfosborn.herts.sch.uk
Science: Mr J. Milne	Jonathan.Milne@sfosborn.herts.sch.uk

KEY DATES – WHOLE SCHOOL

- School Photos – 8th September
- Occasional Day – 25th November
- School Early Close 1.05pm – 6th December
- School Christmas Dinner – 14th December
 - Sports Day – 5th July
- End of Term (Early close) – 21st July

Key Dates – Year 7

- CAT Tests – 7th to 9th September
- Year 7 Meet the Tutor Evening – 29th September
 - Conover Hall trip – 3rd November
 - Year 7 Parents Evening 30th March
 - Year 7 end of year exams – June 2017
 - Year 7 Celebration Assembly – 18th July

Key Dates – Year 8

- Year 8 Parents Evening – 4th May
- Year 8 end of year exams – June 2017
- Year 8 Celebration Assembly – 18th July
- Year 8 HPV Vaccinations – 10th May (provisional)

Key Dates - Year 9

- Year 9 Options Evening – 12th January
- Year 9 Options deadline – 24th February
- Year 9 end of year exams – June 2017
- Year 9 Celebration Assembly – 19th July

Sir Frederic Osborn School

“Achieving success together”

Academic Year 2016 to 2017/ V2

Autumn Term 2016

<i>INSET Day</i>	<i>Thursday 1st September</i>
Term starts	Friday 2 nd September
<i>INSET Day</i>	<i>Friday 7th October</i>
Half Term	Monday 24 th October to Friday 28 th October
<i>Occasional Day</i>	<i>Friday 25th November</i>
End of Term	Wednesday 21 st December

Christmas Break Thursday 22nd December to Wednesday 4th January

Spring Term 2017

Term Starts	Thursday 5 th January
Half Term	Monday 13 th February to Friday 17 th February
<i>INSET Day</i>	<i>Monday 20th February</i>
End of term	Friday 31 st March

Easter Break Monday 3rd April to Monday 17th April

Summer Term 2017

<i>INSET Day</i>	<i>Tuesday 18th April</i>
Term Starts	Wednesday 19 th April
Bank Holiday	Monday 1 st May
Half Term	Monday 29 th May to Friday 2 nd June
End of term	Friday 21 st July

INSET Day Monday 24th July

Notable Dates 2016/17

Thursday 22nd September – **Open Evening**

Thursday 13th July – **Secondary Transfer Day**

Thursday 24th March - LRD for Consortium Partners – (16+ Classes on this day to be confirmed)