



Urmston Grammar Year 7 Information

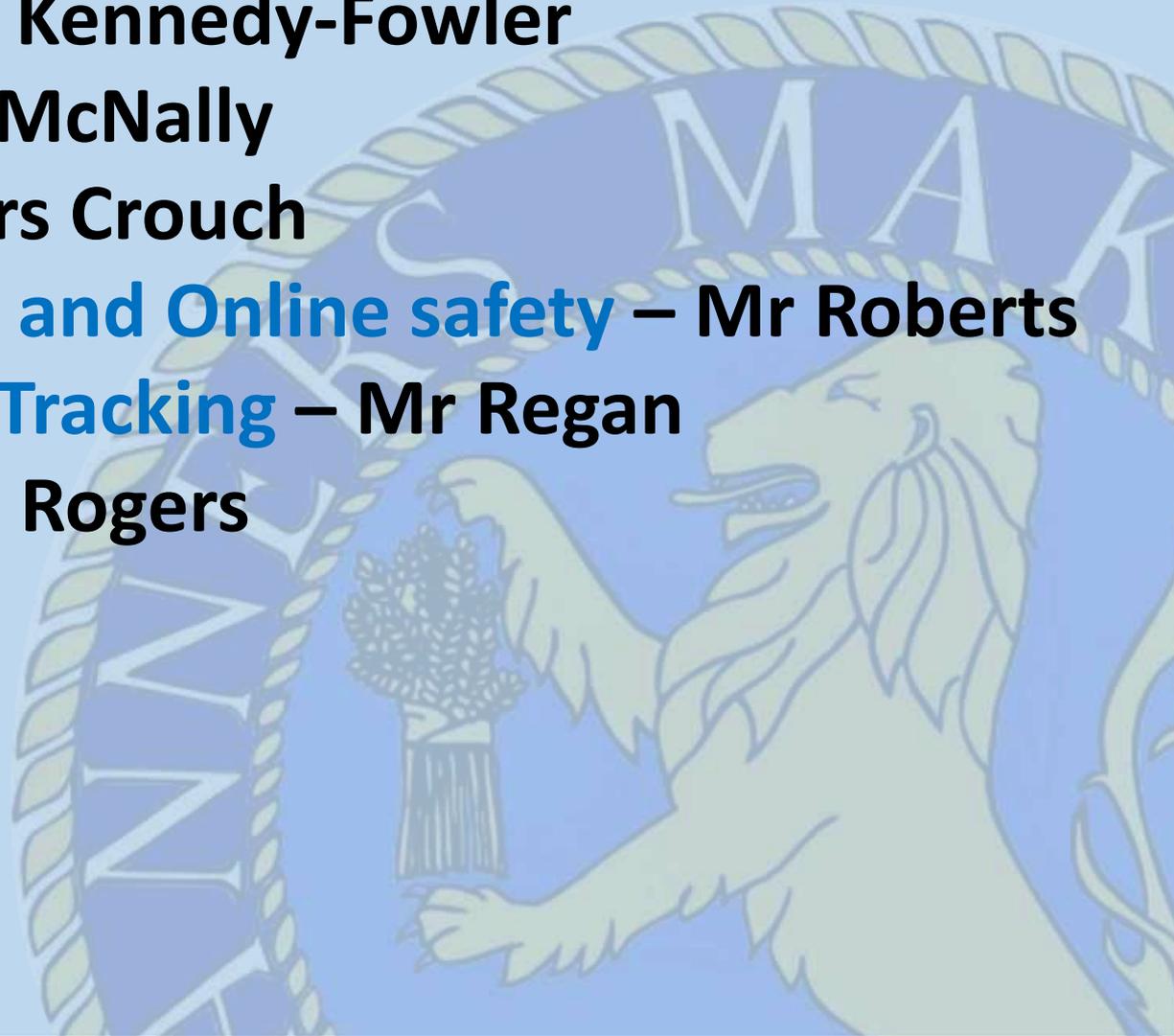
“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

EVENING

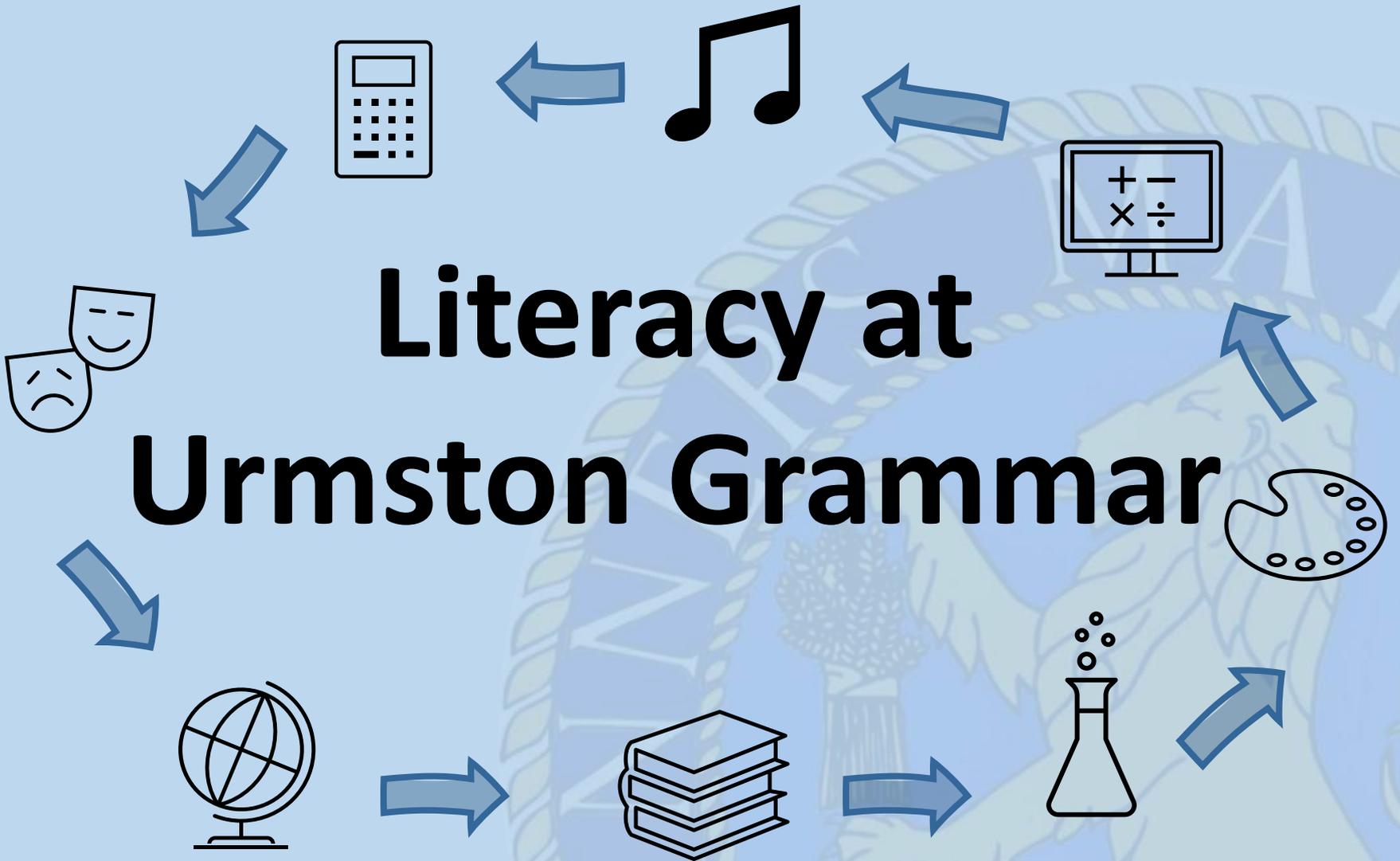


- **Welcome – Mr Kennedy-Fowler**
- **Literacy – Mrs McNally**
- **Wellbeing – Mrs Crouch**
- **Ethos, Support and Online safety – Mr Roberts**
- **Assessment & Tracking – Mr Regan**
- **Lakeside – Mrs Rogers**
- **Questions**





Literacy at Urmston Grammar





A language barrier





Our Ethos



Literacy is everybody's responsibility



Life-long literacy toolkit



At the heart of all communication



Literacy at KS3



Promote a love of reading



Broaden vocabulary



Build confidence in writing



Step outside of your comfort zone



Literacy at KS3



Promote a love of reading

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. – Sullivan and Brown 2013



Literacy at KS3



Broaden vocabulary

‘teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time’ – UCL 2017



Literacy at KS3



Build confidence in writing

1. Reading helps you develop critical thinking skills
2. Reading exposes you to a variety of writing styles
3. Reading allows you to study grammar in context
4. Reading helps you expand your vocabulary
5. Reading inspires new ideas

(Masterclass)



Literacy at KS3



Step outside of your comfort zone

‘Feel the fear and do it anyway.’

– Mrs McNally 2025



Opportunities at Urmston

- Writing competitions
- Reading room
- LRC
- E-Platform
- Form time DEAR
- Form time DEAL
- Word of the week
- Perspectives magazine
- World book day
- Personal statement workshop
- Super-curricular lectures
- Scholars society
- Reading buddies
- Reading lessons
- Debating club
- Globe theatre trip
- Public speaking
- Reading group
- Theatre trips
- Treescapes
- English language conference trip
- Shine school media awards
- University essay competitions
- Author visits



Reading Lessons



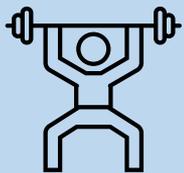
Fortnightly reading lessons



Promote a love of reading



Becoming active readers



Challenging texts



A language barrier



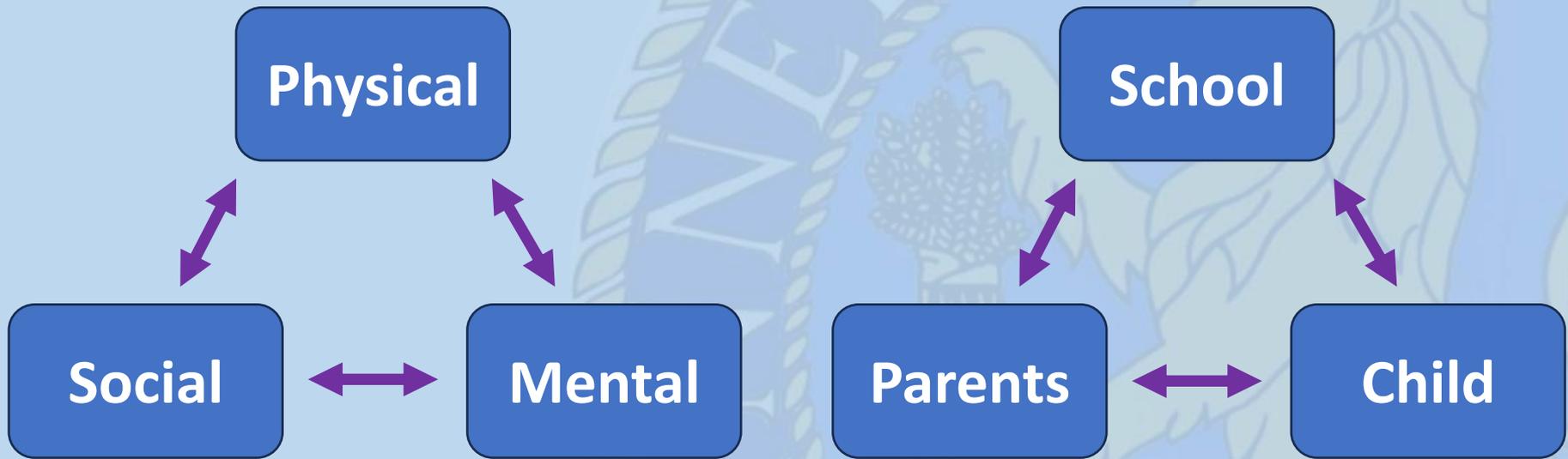
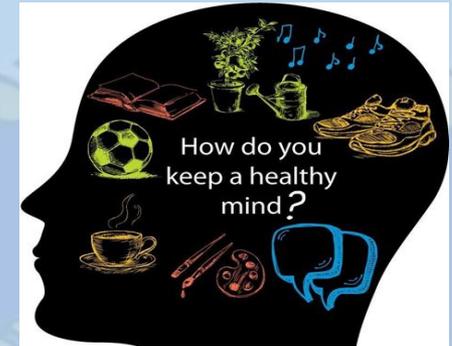


Wellbeing





Key Areas of Wellbeing





Community



Lakeside



Let's Sing



Interhouse
Competitions



Extra-Curricular clubs



Hummingbird Project

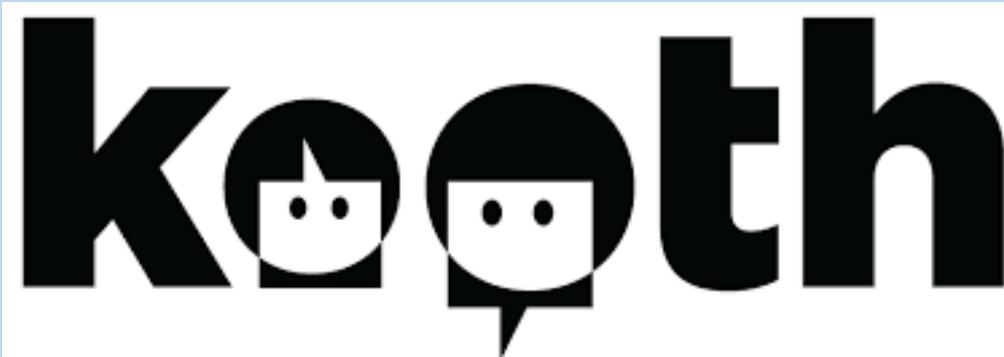
Topics covered include:

- Mental Health & Stigma
- Happiness & Wellbeing
- Resilience & Character
- Growth Mindset
- Hope & Gratitude
- Mindfulness





Kooth



Practical techniques to manage emotions

Your technique
Responding Skill 1

- Take a breath**
If I notice feeling angry, then I take a conscious, slow breath.
- Count to three**
If I notice feeling angry, then I consciously count from 1 to 3 in my mind.
- Imagine a stop sign**
If I notice feeling angry, then I picture a stop sign.
- Relax my muscles**
If I notice feeling angry, then I tense (if not already tensed) and relax my fists or eyebrows.

Personalized tips to manage your emotions

Recommended for you

Today's Insight
Suppressing anger makes it worse. Learn to channel angry energy & put it to good use.
1 min

Reflection
Tough day at the office? Reflect on difficult situations at work!
5 min

Cue Setting
Watch-out for moments where you feel patronized today!
2 min

Complete

The fastest way to be calmer

Recommendations

BASED ON YOUR CHECK-IN

There are always ways to improve
Continue with one of our timeless tips that helped others in your situation

Push yourself to take action
Motivating yourself to manage every annoyed or angry moment prevents bad consequences.
Choose this tip

Leave yourself no choice but to act
Uncompromisingly following your if-then plan in every annoyed or angry moment makes that your new habit.
Choose this tip

Keep track of the progress you're making

Toolkit 32 54

My Angry Moments See all >

Well-managed moments
2 out of 5

8 9 10 11 12
+20% from previous 5 moments

Anger average of last 5 moments
Upset

8 9 10 11 12
+15% from previous 5 moments



Ethos, Support & Online Safety

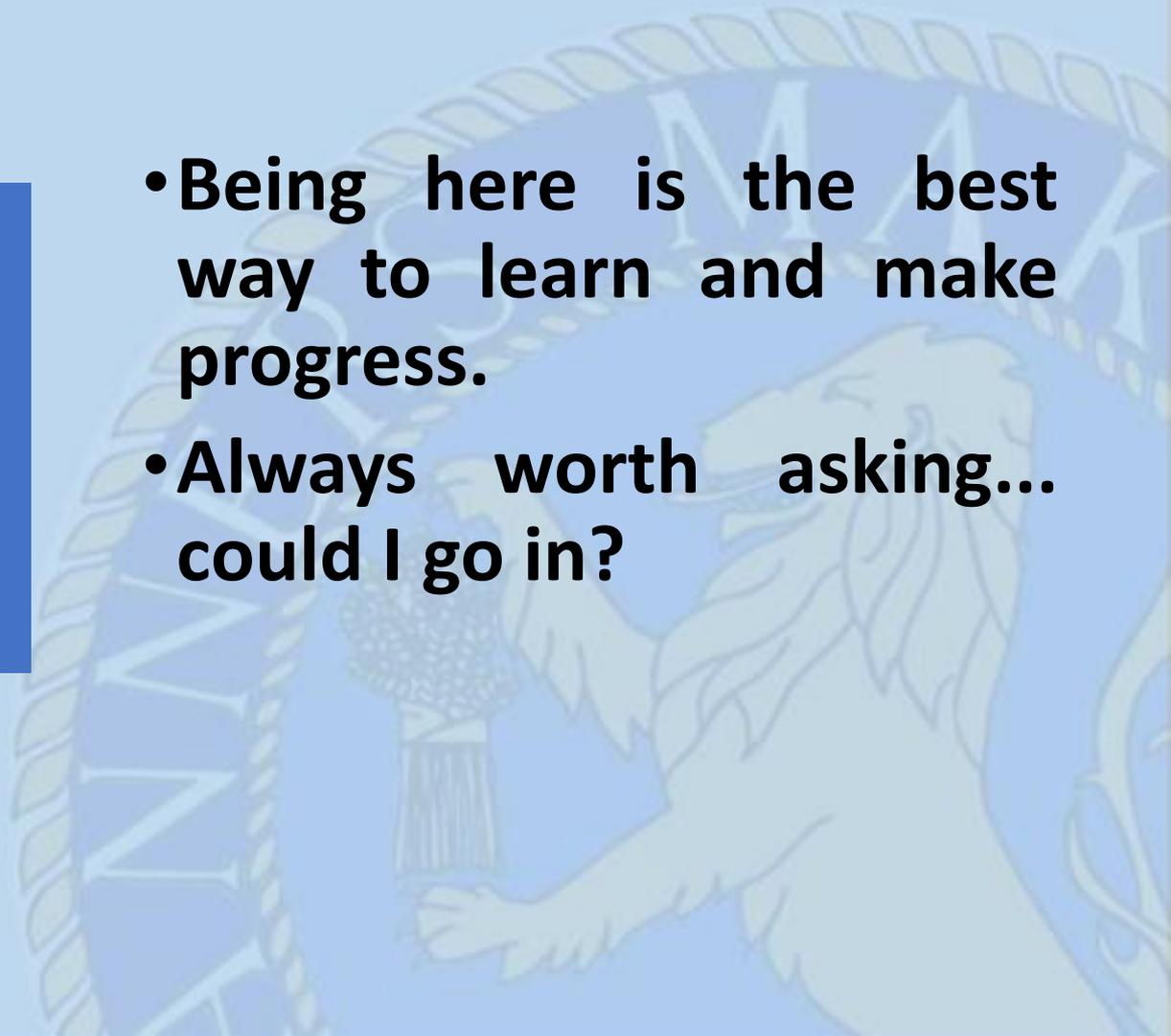
Mr Roberts





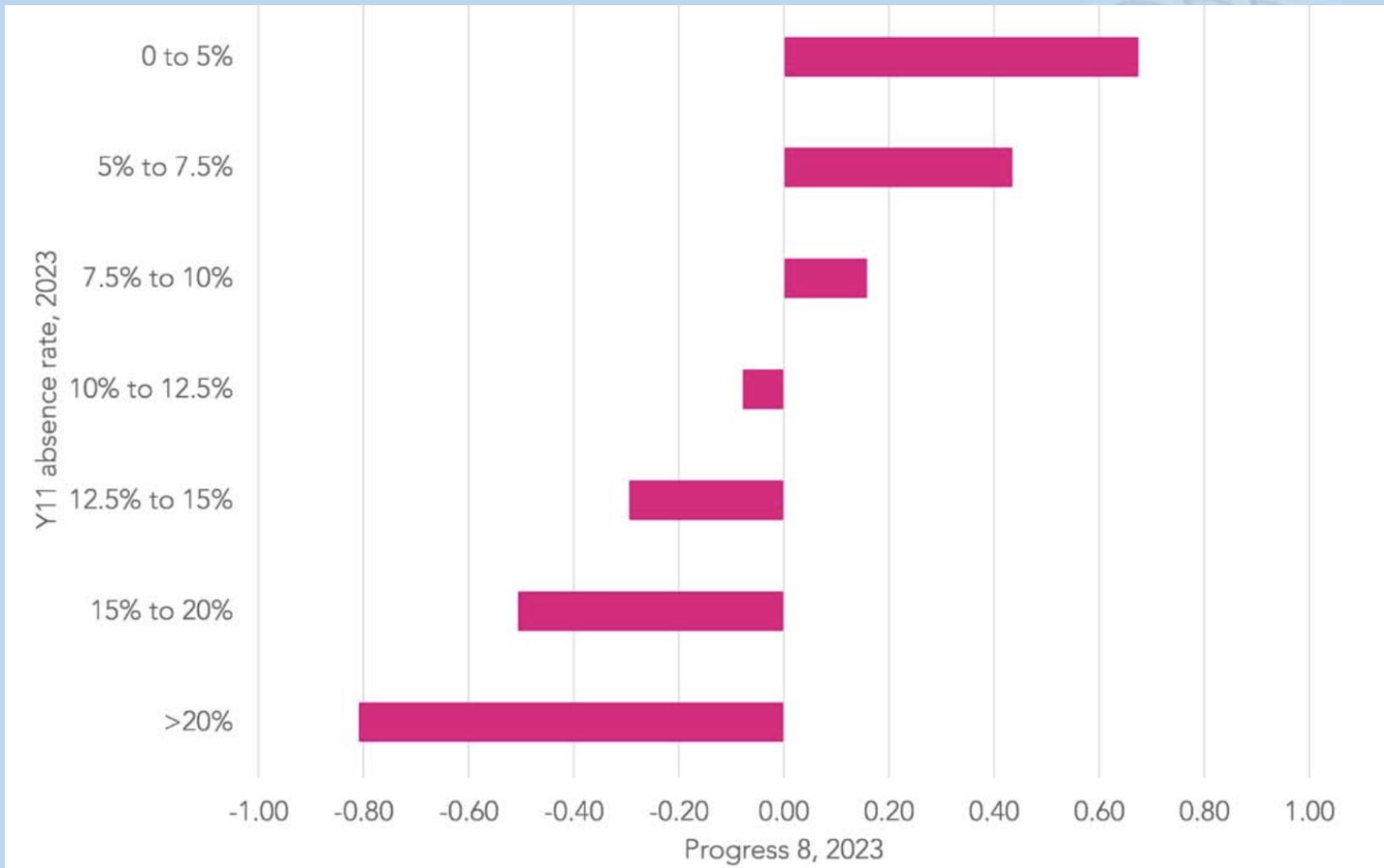
Attendance

- Being here is the best way to learn and make progress.
- Always worth asking... could I go in?





National Student Progress vs Absence Rate - 2023





Layers of support:

- **Form tutor**
- **Subject tutors**
- **Pastoral officer**
- **Head of Year**
- **Head of School**
- **Headteacher**

A graduated approach is recommended

Form tutor can direct questions or requests as appropriate

office@urmstongrammar.org.uk



Online safety

There are undoubtedly huge benefits, but more-and-more we see the risks associated with online life

Cyberbullying

20% of young people say they have been targeted by online harassment.

Leads to feelings of isolation, anxiety and depression



Online safety

There are undoubtedly huge benefits, but more and more we see the risks associated with online life

Harmful content

Exposure to self-harm, eating disorders or violence

Over half of young people have reported seeing content that promotes harmful behaviours



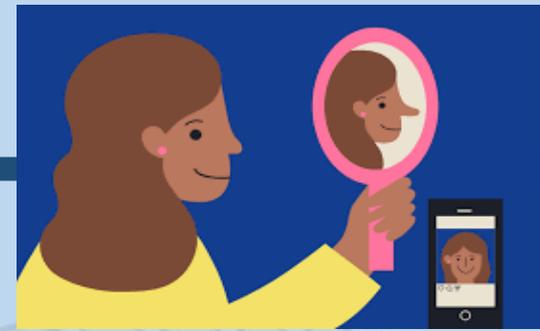
Online safety

There are undoubtedly huge benefits, but more-and-more we see the risks associated with online life

Reduced offline engagement

Online at the expense of family time, hobbies or physical activity?

Reports show increased online time is linked to lower levels of life satisfaction and wellbeing



Online safety

There are undoubtedly huge benefits, but more-and-more we see the risks associated with online life

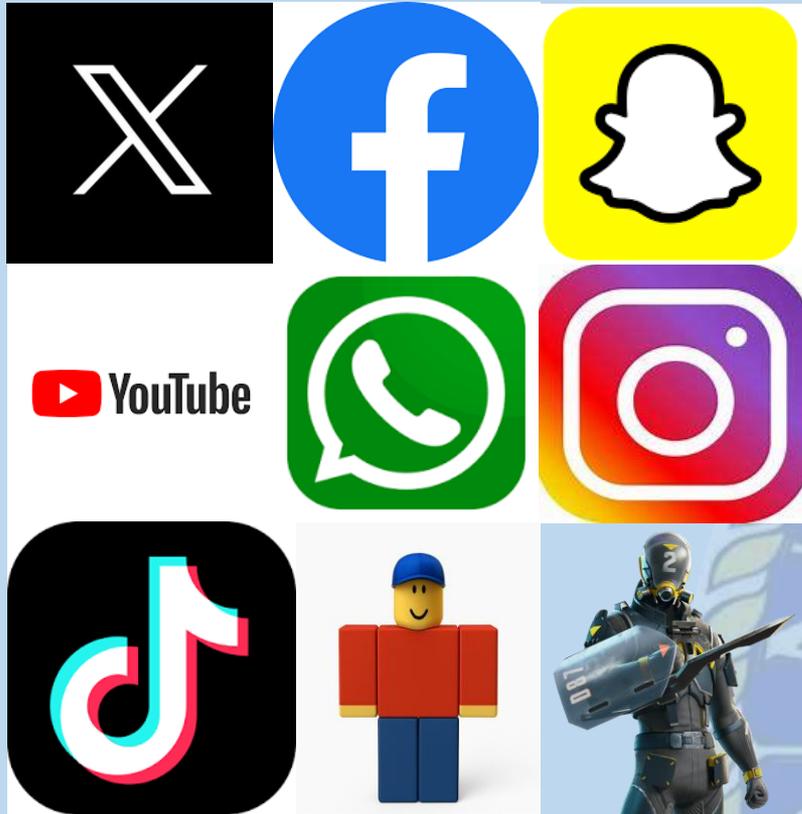
Social media pressure

Many people portray a 'perfect' yet unrealistic life online

Comparing against false 'perfection' lowers self-esteem and leads to feelings of inadequacy



Phones and Social Media



Do you know what apps they are on?

Do you know **who** they are interacting with?

Do you know that they only have one account?

Do you know how to limit their internet history?

Review it?



National
Online
Safety®

NOS Courses



PARENTS COURSE
AGES 7 - 11
WITH MYLENE KLASS



Annual Award in Online Safety for
Parents & Carers of Children aged
7-11

 Add To Watchlist

NOS Courses



PARENTS COURSE
AGES 11 - 14
WITH MYLENE KLASS



Annual Award in Online Safety for
Parents & Carers of Children aged
11-14

 Add To Watchlist

NOS Courses



PARENTS COURSE
AGES 14 - 18
WITH MYLENE KLASS



Annual Award in Online Safety for
Parents & Carers of Children aged
14-18

 Add To Watchlist

NOS Courses



PARENTS COURSE
AGES 3 - 7
WITH MYLENE KLASS



Annual Award in Online Safety for
Parents & Carers of Children aged
3-7

 Add To Watchlist



100s of guides so far - at least one added per week

Minecraft

The Metaverse

Discord

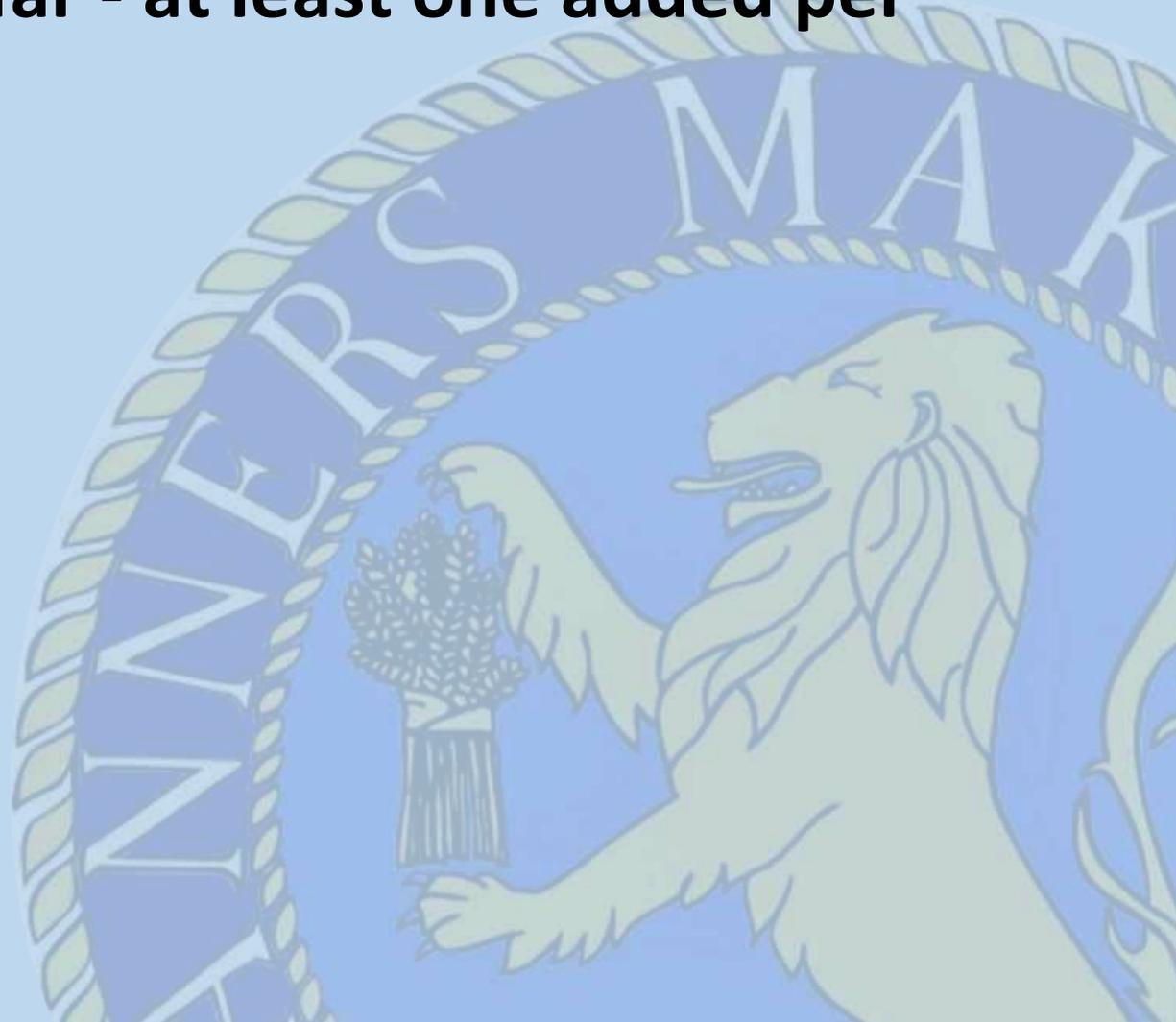
Youtube kids

Online loneliness

NFTs

Whatsapp

Roblox

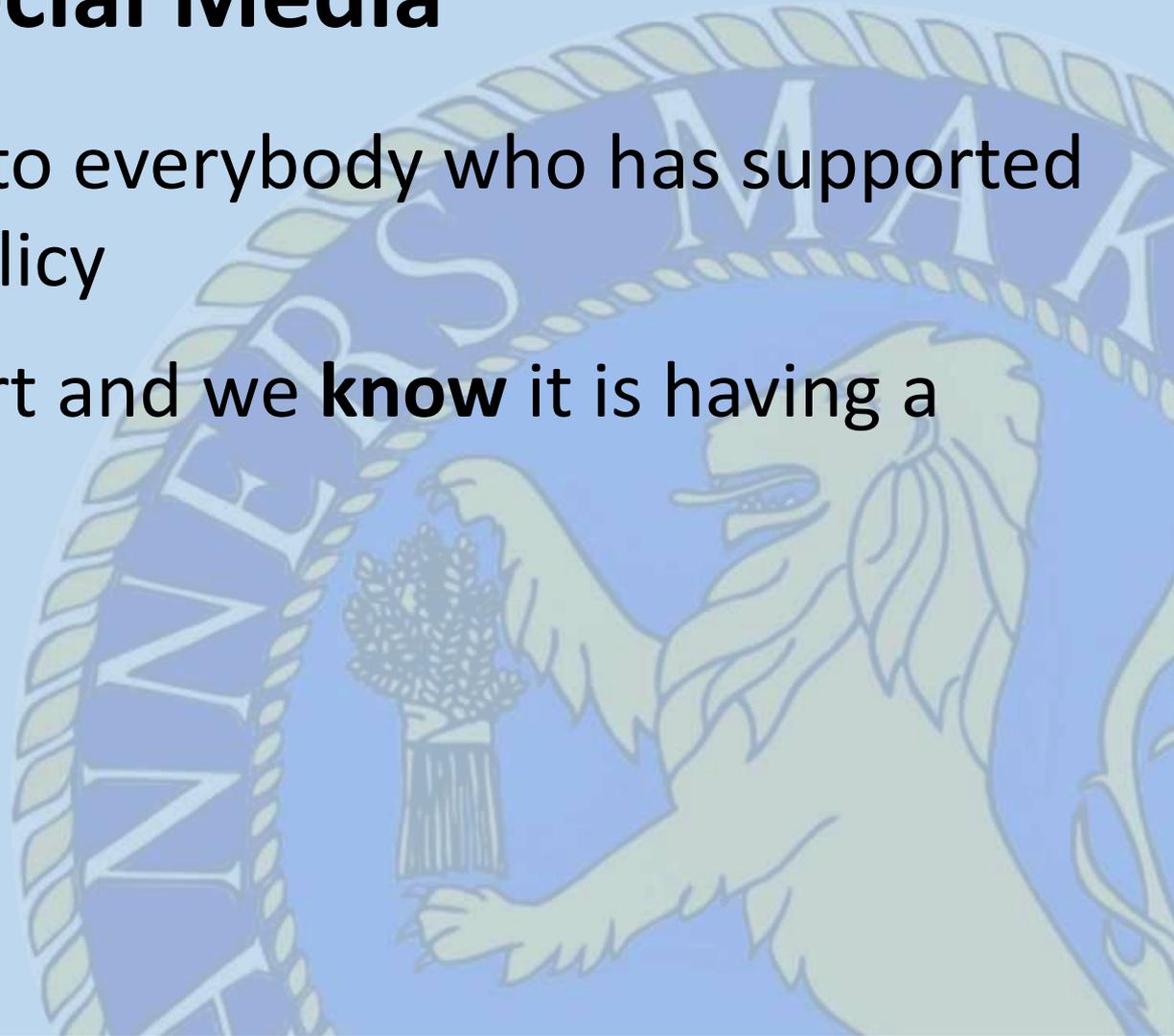




Phones and Social Media

A huge thank you to everybody who has supported our new phone policy

A very positive start and we **know** it is having a positive impact





Extra-Curricular Activities

'Be more than the sum of your grades'



EXTRA CURRICULAR

Extra-Curricular Activities

Urmston Grammar Extra-curricular activities – Term 1 2025/26

At Urmston Grammar School, we take great pride in offering a rich and varied extra-curricular programme designed to support every student's personal growth. Our activities are open to all and aim to foster a strong sense of pride, active participation, and empathy. Beyond enhancing academic knowledge, these opportunities help nurture well-rounded individuals, encouraging students to explore their interests, build confidence, and develop valuable life skills that extend far beyond the classroom. The clubs on offer vary from: Performing Arts; Sports & Fitness; STEM; Culture; Community & Hobbies and Academic. We encourage all students to get involved in our extensive extra-curricular programme.

The Arts

Club / Activity	Staff	Year Groups	When	Where	Character Development
Arts Club	Miss Bamford	Y7 & Y8	Monday Lunchtime	A2	Collaboration, Communication, Curiosity, Independence, Kindness & Leadership
Creative Writing Club	Miss Crean	Y7 – Y13	Monday After School	M6	Communication, Confidence, Curiosity, Independence & Resilience
Textiles Club	Miss Jones	Y7, Y8, Y9 & Y10	Thursday Lunchtime	A1	Collaboration, Confidence, Resilience, Leadership & Independence
Perspectives Magazine	Mrs McNally	Y7 – Y13	Thursday Lunchtime (Week B)	IT4	Communication, Collaboration & Independence

Performing Arts

Club / Activity	Staff	Year Groups	When	Where	Character Development
Production Singing Rehearsal	Mr Harrison & Miss Lowe	Production Students	Monday Lunchtime	Music Room	Curiosity, Communication, Confidence, Independence, Kindness, Leadership, Resilience & Respect
Band	Miss Graves	Band Students	Tuesday Lunchtime	Auditorium	
Production Dance Rehearsal	Mrs Glen	Production Students	Tuesday Lunchtime	Theatre	
Production Rehearsal	Mrs Glen Mr Harrison Miss Graves	Production Students	Tuesday After School	Theatre Auditorium	
Junior Choir	Mr Harrison	Junior Choir Students	Wednesday Lunchtime	Music Room	
GCSE Drama Clinic	Mrs Glen	GCSE Drama Students	Wednesday Lunchtime	Theatre	
Senior Choir	Mr Harrison	Senior Choir	Thursday Lunchtime	Music Room	
Production Rehearsal	Mrs Glen Mr Harrison Miss Lowe	Production Students	Thursday After School	Theatre	
Drama Club	Mrs Glen	Y7 – Y11	Friday Lunchtime	Theatre	
GCSE Music Clinic	Mr Harrison	GCSE Music Students	Friday Lunchtime	Music Room / Studio	

Sports & Fitness

Club / Activity	Staff	Year Groups	When	Where	Character Development
Netball	Mrs Evans / Miss Sellers	Y9	Monday Lunchtime	Sports Hall	Curiosity, Communication, Confidence, Independence, Kindness, Leadership, Resilience & Respect
Girls Volleyball	Mr Ainsworth	Y7 & Y8	Monday Lunchtime	Gym	
Boys Football	Mr Hines	Y8	Monday Lunchtime	Astro turf / Field	
Boys Volleyball	Mr Ainsworth	Y9 & Y10	Monday After School	Sports Hall	
Netball	Mrs Evans / Miss Sellers	Y9	Tuesday Lunchtime	Sports Hall	
Mixed Volleyball	Mr Ainsworth	Y7	Tuesday Lunchtime	Gym	
Table Tennis	Mr Hines	Y7-Y11	Tuesday Lunchtime	Main Hall	
Boys Football	Mr Regan	Y11	Tuesday Lunchtime	Astro turf / Field	
Girls Volleyball	Mr Ainsworth	Y9 & Y10	Tuesday After School	Sports Hall	
Girls Cricket	Mr Hines	Y7 – Y11	Wednesday Lunchtime	Sports Hall	
Football	Mr Bradshaw	Y7	Wednesday Lunchtime	Astro turf / Field	
Thai Boxing Club	Mr Parlier	Y9	Wednesday Lunchtime	Gym	
Netball	Miss Sellers	Y10 & Y11	Wednesday After School	Sports Hall	
Girls Football	Mr McPartland / Mrs McNally / Mrs Derby	Y7 – Y11	Wednesday After School	Astro turf / Field	
Netball	Mrs Evans / Miss Sellers	Y7	Thursday Lunchtime	Sports Hall	
Boys Volleyball	Mr Ainsworth	Y7 & Y8	Thursday Lunchtime	Gym	
Fitness	Mr Hines	Y7 – Y11	Thursday Lunchtime	Fitness Suite	
Football	Mr Bradshaw	Y9	Thursday Lunchtime	Astro turf / Field	
Mixed Volleyball	Mr Ainsworth	Y7, Y8 & Y9	Thursday After School	Sports Hall	
Snowsports Club – Chill Factor	Mr Patel	Y7 – Y13	Thursday After School	Chill Factor	
Badminton	Miss Sellers	All Teams	Friday Lunchtime	Sports Hall	
GCSE Table Tennis	Mr Bradshaw	GCSE PE Students	Friday Lunchtime	Main Hall	
Fitness	Mrs Evans	Y7 – Y11	Friday Lunchtime	Fitness Suite	
Football	Mr Hines	Y10	Friday Lunchtime	Astro turf / Field	
Mixed Volleyball	Mr Ainsworth	Y7, Y8 & Y9	Friday After School	Sports Hall	

Competitive fixtures will take place after school and students will be informed in advance of these.

STEM

Club / Activity	Staff	Year Groups	When	Where	Character Development
Science Club	Mr Murray	Y7	Monday Lunchtime	S7	Confidence, Curiosity, Collaboration & Communication
Minecraft Club	Mr Verma	Y7	Wednesday Lunchtime	IT1	Communication, Collaboration, Kindness, Leadership & Independence
Eco Club	Mrs Newton	Y7	Wednesday Lunchtime	G3	Communication, Collaboration, Kindness, Curiosity & Leadership
KS3 STEM Club	Mr Barber	Y7, Y8 & Y9	Friday Lunchtime	T1	Independence, Confidence & Collaboration
Computer Club	Miss Cooper	Y7 – Y11	TBC with Miss Cooper	IT4	Independence, Curiosity & Collaboration
Medical Society	Sixth Form Students	Y12 – Y13	Ongoing with Sixth Form		Curiosity, Communication, Confidence, Independence, Kindness, Resilience & Respect
Engineering & Applied Maths Society	Sixth Form Students	Y12 – Y13	Ongoing with Sixth Form		Curiosity, Communication, Confidence, Independence, Kindness, Resilience & Respect

Community and Hobbies

Club / Activity	Staff	Year Groups	When	Where	Character Development
Neurodiversity in Schools	Mrs Smith	Y7 – Y13	Monday Lunchtime	Small Conference Room	Communication, Confidence, Independence, Curiosity, Collaboration & Kindness
Craft and Chat	Mrs Rowlands	Y7 – Y11	Thursday Lunchtime	T4	Collaboration, Communication, Confidence, Independence, Kindness, Resilience & Respect
Chess Club	Mrs Chadwick	Y7 – Y13	Friday Lunchtime	L3	Communication, Resilience, Respect & Confidence
UNO Club	Mrs Cullen	Y7	Friday Lunchtime	Small Conference Room	Communication, Confidence, Kindness & Respect

Culture

Club / Activity	Staff	Year Groups	When	Where	Character Development
WSL Club	Mrs Derby	Y7 – Y13	Monday Lunchtime	E5	Kindness, Collaboration, Curiosity, Communication, Confidence, Respect
Books and Biscuits	Ms Longden	Y7	Tuesday Lunchtime	Reading Room	Curiosity, Kindness, Communication, Collaboration, Independence
Careers Drop In	Miss Marshall	Y7 – Y13	Wednesday Lunchtime	Careers Office	Curiosity, Communication & Independence
KS4 & KS5 Book Club	Mr Connell	Y9 – Y13	Wednesday Lunchtime	E1	Curiosity, Communication, Confidence, Independence, Kindness, Resilience & Respect
Debating Club	Mr Warnes	Y7 – Y13	Lunchtime Wednesday	Conference Rooms	Communication, Confidence, Curiosity, Leadership, Resilience & Respect
Creative Cuisine	Mrs Rowlands	Y8	Wednesday After School	T4	Collaboration, Communication, Confidence, Independence, Kindness, Resilience & Respect
Model United Nations (MUN)	Mrs Mohamed	Y10 – Y13	Wednesday After School	G1	Collaboration, Communication, Confidence, Curiosity, Independence, Kindness, Leadership, Resilience & Respect
Feminist Society	Mrs Bourne	Y7 – Y13	Thursday Lunchtime	Large Conference Room	Confidence, Kindness, Resilience, Curiosity & Respect
Pride Club	Miss James	Y7 – Y11	Thursday Lunchtime (Week B)	Small Conference Room	Collaboration, Kindness, Respect & Communication
Foreign Language Film Club	Mr Bridge	Y7 – Y13	Friday Lunchtime	Languages	Communication, Curiosity & Respect
Trafford School's Anti racism Alliance	Ms Longden	Y7 – Y13	Lunchtime TBC	LRC	Leadership, Curiosity, Communication, Confidence, Independence
ISOC	Sixth Form Students	Y7 – Y13	Lunchtime TBC		Collaboration, Communication, Confidence, Curiosity, Kindness, Leadership & Respect
Christian Society	Sixth Form Students	Y7 – Y13	Lunchtime TBC		Collaboration, Communication, Confidence, Curiosity, Kindness, Leadership & Respect



Houses

Bradfield	Mersey	Orme	Oak	Park
<i>Mrs Chadwick</i>	<i>Mr Harrison</i>	<i>Miss Bamford</i>	<i>Mrs Evans</i>	<i>Mr Tabor</i>

Points for...

- **Academic, effort, resilience**
- **Extra-curricular**
- **Community**
- **Celebration of achievement outside school**



Learning to Learn

LEARNING TO
LEARN

STUDENTS

This section of our website is designed for Urmston Grammar students to access lots of useful resources and information all in one place.





learningtolearn

Independent learner _____

Pomodoro technique

The technique was first devised in the 1980s by Francesco Cirillo. It was named after the tomato shaped kitchen timer he used to time his short bursts of work.

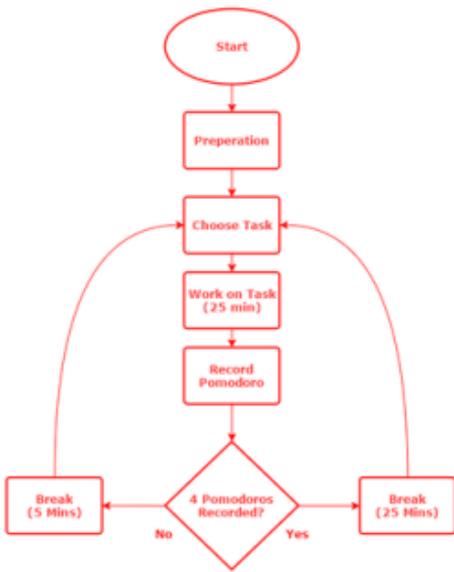
The method breaks down work into manageable periods (between 20-30 minutes is commonly used) This can often seem less daunting than sitting down for hours at a time to complete tasks.



The technique is ideal for managing workload. Students may set themselves a number of Pomodoros to complete across the week. As they progress from Year 7 through to 13, the number of pomodoros will need to increase.

If they commit to doing **15** sessions across a week, they have the freedom to change plans, have a night off and catch up later.

Alternatively, they might bank some extra Pomodoros on a Monday so that they can earn a lighter night later in the week.



Committing to a set time spent on work each week has a number of benefits.

- Students may slow down and focus on quality of work more
- Once homework is finished, students can use time to review work & older topics, potentially producing revision resources



learningtolearn

Read/Write/review

Independent learner _____

Read/write review is a very effective method of revision, allowing students to assess their understanding and challenge their subject knowledge. Spend 30 minutes trying this next time you have an assessment

10 minutes	10 minutes	10 minutes
<ul style="list-style-type: none"> • Read through the topic • Write down headings of key sections of the topic 	<ul style="list-style-type: none"> • Using the headings as a reminder, write down as much as you can remember. Do not look back at notes during this stage 	<ul style="list-style-type: none"> • Review what you have written • What did you do well? • What did you forget? • What do you not understand?
		
<ul style="list-style-type: none"> • Reading is the first step in revision. It is not enough on its own but will allow you to start to build understanding 	<ul style="list-style-type: none"> • Writing allows you to consolidate your knowledge and reinforce learning • Because you are challenging yourself to remember, you are more likely to remember in the longer term 	<ul style="list-style-type: none"> • Reviewing allows you to celebrate successes • It also highlights where efforts need to be made to improve recall • It allows you to identify where development might be needed



Assessment & Tracking

Mr. Regan





KS3 Curriculum

Key stage 3 students will follow a broad and balanced curriculum which is inclusive, challenging and enable all students to gain a deep understanding of the subjects they are completing.

Year 7 Curriculum	English	Maths	Science	MFL	History	Geography	RS	Art	Computer Sci	Food/D&T	PE	Drama	Music	PSE	Total
50 Period Timetable	7	7	6	5	3	3	3	2	2	3	4	1	2	2	50
Time (mins)	420	420	360	300	180	180	180	120	120	180	240	60	120	120	3000
% of Curriculum	14	14	12	10	6	6	6	4	4	6	8	2	4	4	100

KS3 Curriculum



VACANCIES

HOME **ABOUT US** ADMISSIONS PARENTS & CARERS



EXAMS STUDENTS SIXTH FORM CONTACT US

HEADTEACHER'S
WELCOME - OUR
VISION, VALUES &
ETHOS

OUR TEAM

GOVERNING BODY

OUR CURRICULUM

EXAM RESULTS
2025

CAREERS

OFSTED

SAFEGUARDING

PUPIL PREMIUM

RECRUITMENT

POLICIES &
DOCUMENTS

OUR ALUMNI

HOME → ADMISSIONS





KS3 Curriculum

VACANCIES



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[EXAMS](#) [STUDENTS](#) [SIXTH FORM](#) [CONTACT US](#)

OUR CURRICULUM

To read our Curriculum Policy and Subject Curriculum Intent documents in full, please use the following links:

[CURRICULUM POLICY](#)

[SUBJECT CURRICULUM INTENT](#)

The following is a brief overview of the curriculum at Urmston Grammar School:

The school operates through **Curriculum Areas and Departments**. Each individual Head of Department has a seat on the Academic Board of Urmston Grammar.

The curriculum areas are: English, Mathematics, Science (Biology, Chemistry, Physics), Modern Languages (French & German), Humanities (Geography, History, Politics, Religious Studies), PE, Drama, Music, Social Sciences (Psychology, Sociology), Business Studies, Economics, Art, Photography, Computing, Design & Technology



KS3 Curriculum

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SUBJECT CURRICULUM INTENT

Please use the links below to see the Curriculum Intent for each subject area.

(Please be aware - this page is currently under construction. If the information you are looking for isn't available, please check back here soon)





KS3 Curriculum

Spring 2025



Science Department – Curriculum Intent

KS3 Curriculum Intent - Science	
Head of Department: Dr O Richards	
Year 7	Year 8
<p><u>C1 Particles, Atoms and Elements</u> The particulate nature of matter</p> <ul style="list-style-type: none"> - the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure - changes of state in terms of the particle model. <p>Atoms, elements and compounds</p> <ul style="list-style-type: none"> - a simple (Dalton) atomic model - differences between atoms, elements and compounds - chemical symbols and formulae for elements and compounds - conservation of mass changes of state and chemical reactions. <p>Physical changes</p> <ul style="list-style-type: none"> - conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving - similarities and differences, including density differences, between solids, liquids and gases - Brownian motion in gases - diffusion in liquids and gases driven by differences in concentration - the difference between chemical and physical changes <p>Particle model</p> <ul style="list-style-type: none"> - the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition - atoms and molecules as particles. <p>Energy in matter</p> <ul style="list-style-type: none"> - changes with temperature in motion and spacing of particles internal energy stored in materials. 	<p><u>B4 Food, Digestion and Healthy Eating</u> Nutrition and digestion</p> <ul style="list-style-type: none"> - content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed - calculations of energy requirements in a healthy daily diet - the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases - the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) - the importance of bacteria in the human digestive system - plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots. <p>Career Links: Nutritionist, Dietician, Healthcare Industries, Product Developer</p> <p><u>P5 Waves (Sound, Light & Energy)</u> Observed waves</p> <ul style="list-style-type: none"> - waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. <p>Sound waves</p> <ul style="list-style-type: none"> - frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound - sound needs a medium to travel, the speed of sound in air, in water, in solids - sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal - auditory range of humans and animals.

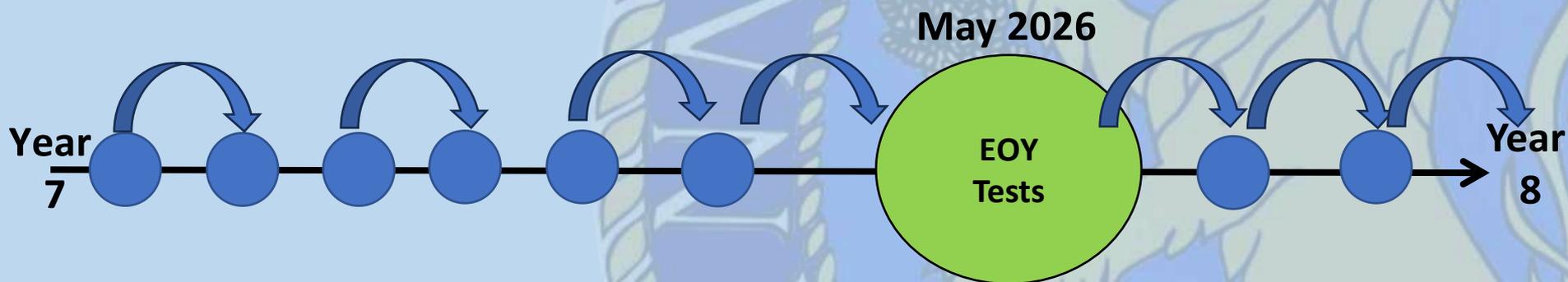


Assessment & Tracking

Students will be assessed in a variety of forms throughout the year to ensure a holistic approach is taken.

This could be in the form of in class progress checks and assessments, classwork, homework and end of year exams.

It is all about focusing on the process and self-improvement.





Assessment & Tracking

Reports home will typically include the following information:

Approach to Learning

1. Proactive and positive approach to all aspects of learning; going above and beyond in your studies.
2. Positive approach to learning.
3. Approach to learning is inconsistent and falls below our expectations; follow your teacher's advice to improve.
4. Approach to learning consistently falls below our expectations; follow your teacher's advice to improve.



Assessment & Tracking

Reports home will typically include the following information:

Behaviour

1. **Outstanding.** You consistently demonstrate high levels of self-control and a positive attitude towards your own education and that of your peers.
2. **Good.** You usually demonstrate self-control and a positive attitude towards your own education and that of your peers.
3. **Improvement Required.** You need reminding about our high expectations for behaviour and you have to be directed to improve.
4. **Significant concerns regarding behaviour.** These will have already been shared with parents/carers.



Assessment & Tracking

Reports home will typically include the following information:

Progress

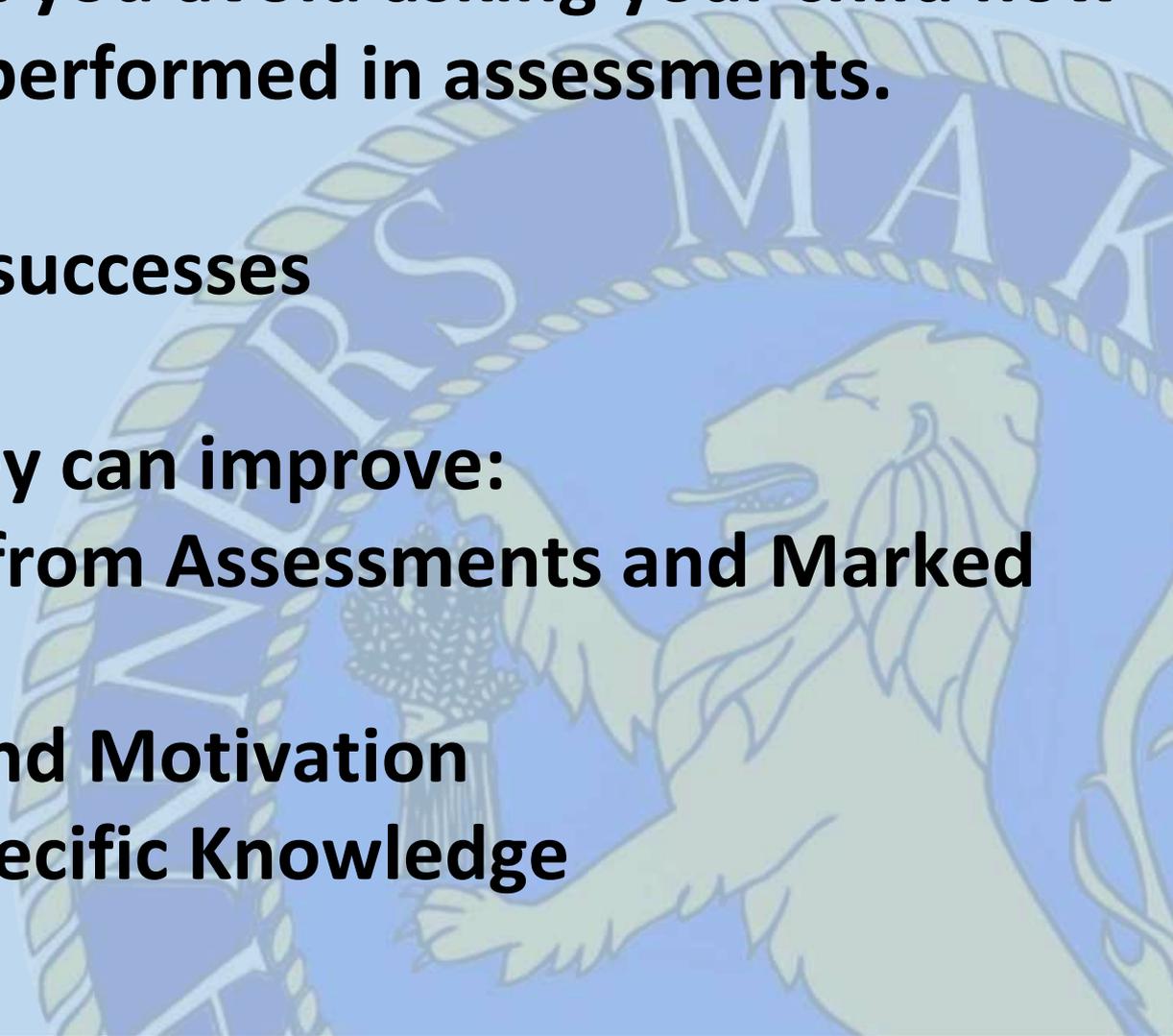
1. Exceeding Expectations
2. Meeting Expectations
3. Not Yet Meeting Expectations

Progress will be a *holistic* judgement made by the subject teacher. These may include assessment(s), homework, class work and performance in lessons



Assessment & Tracking

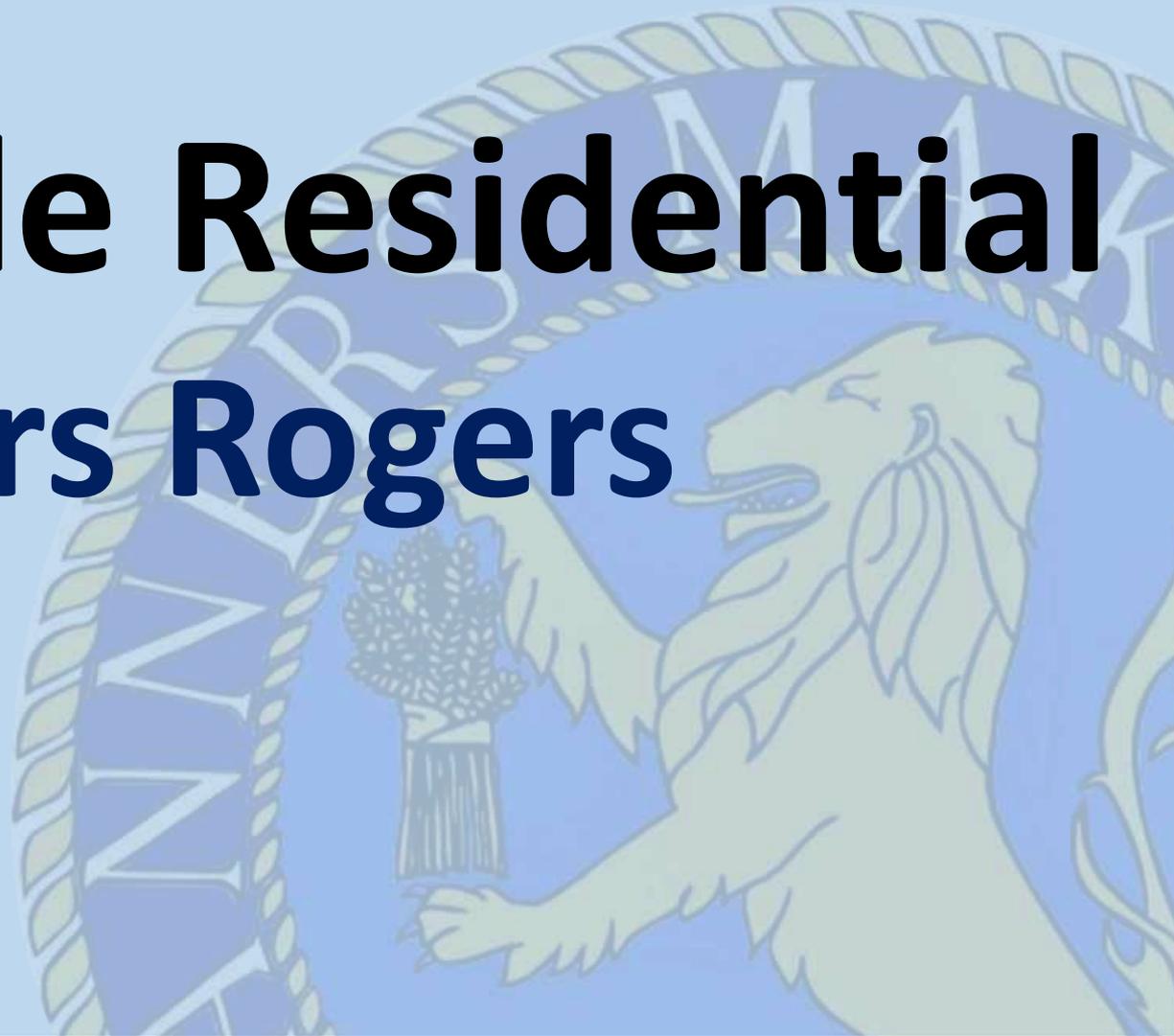
- We request that you avoid asking your child how other students performed in assessments.
- Celebrate their successes
- Discuss how they can improve:
 - Feedback from Assessments and Marked Work
 - Mindset and Motivation
 - Subject Specific Knowledge





Lakeside Residential

Mrs Rogers





**LAKESIDE IS A KEY OPPORTUNITY TO
FURTHER EMBED OUR 3 KEY MESSAGES**

PRIDE

PARTICIPATION

EMPATHY





What our pupils will learn:

It will be an action-packed trip! Pupils will return home exhausted, (and be able to dress their own bed!)

They will experience a wealth of physical team-building activities; fell walking, kayaking, zipwire, raft building, (weather permitting!)

Activity leaders are experienced outdoor educators. There will be one activity group leader and one UG staff member per group of 10 pupils

They will start to develop new friendships with the people in their form and beyond! An opportunity to meet our older students in the sixth form.



Key Dates:

Mon 29th Sept to Weds 1st Oct 7U/R/M

Weds 1st - Fri 3rd Oct 7S/T





DEPARTURE DAYS (MON OR WEDS)

ARRIVE IN SCHOOL AT: **9.30AM**

COME TO THE MAIN HALL WITH LUGGAGE





ARRIVAL BACK AT UG (WEDS OR FRI)

ARRIVE BACK TO SCHOOL AT: **3PM**

(we will message out to Parents/Carers when en route if the arrival time differs from this)

PLEASE COLLECT STUDENTS FROM THE MAIN ENTRANCE

STUDENTS ARE NOT DISMISSED FROM THE COACH



KIT LIST

- Warm and waterproof outdoor jacket
- Comfortable OLD shoes for activities, (walking shoes/trainers)
- Bring two pairs – one for dry activities, one for wet activities
- Pair of shoes for inside – slippers
- 2-3 pairs of long trousers – not jeans
- 5-6 T-shirts
- Underwear and socks - (extra socks!)
- 2 pairs of thick walking socks
- 2 towels
- Wash bag and toiletries
- Hat and gloves
- HEAD TORCH





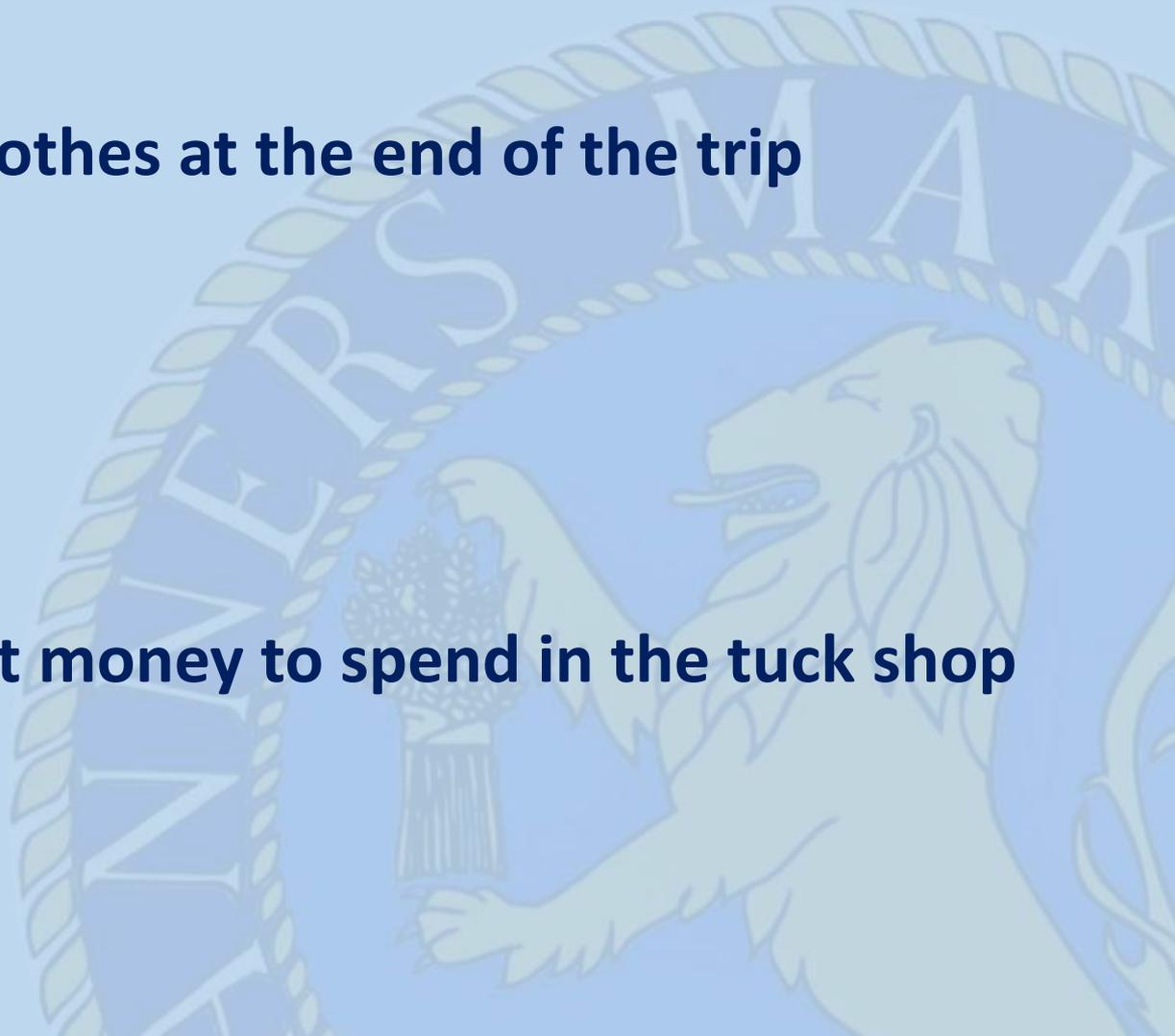
KIT LIST

2 bin liners for wet clothes at the end of the trip

water bottle

No mobile phones

£5 (maximum) pocket money to spend in the tuck shop





MEDICATION

- Bring all medications in either a plastic tub or small plastic bag that is **clearly labelled** with your child's full name and form and the dosage instructions.
- The medication must be handed to **Mrs Lattin** on the departure day and will be stored in our school medication box.
- Bring two inhalers/epipens – one for the school box and one for the child to carry in their rucksack.
- Members of UG staff will administer the medication at the appropriate times.





Dates For Your Diary

- w/c 29th September - Lakeside Residential
- Thurs 6th November - Let's Sing
- Wednesday 17th - Festival of Christmas Concert
- Weds 18th December - Pantomime Trip
- Tues 21st April - Y7 Parents & Carers Evening
- Mon 6th July - Celebration Evening





Questions?

