

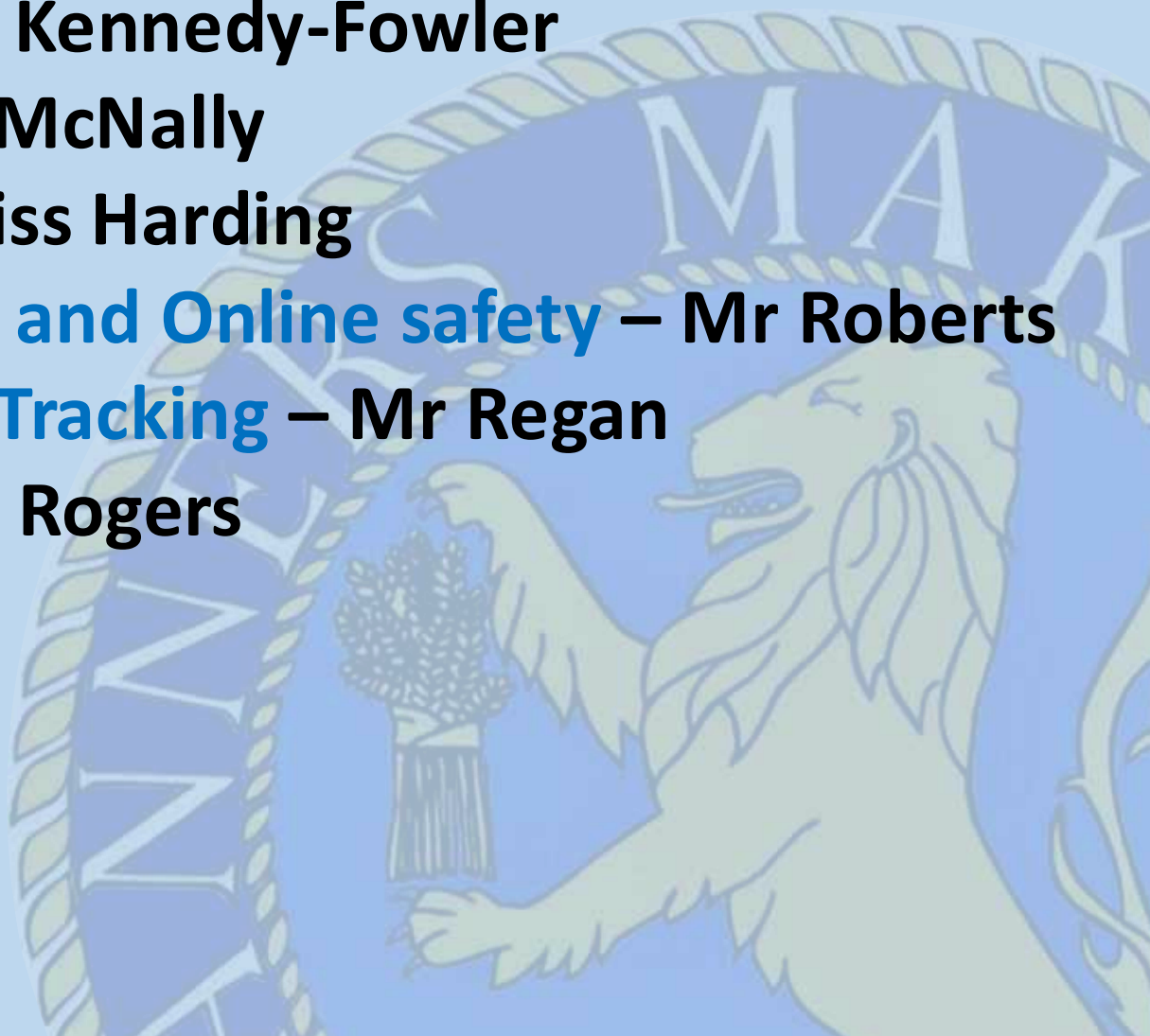


Welcome to Year 7 Information Evening





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





Literacy at Urmston Grammar

Mrs McNally





A language barrier





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 2026

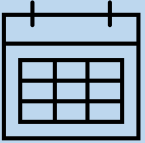


Opportunities at Urmston

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



Reading Lessons



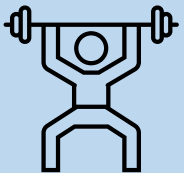
Fortnightly reading lessons



Promote a love of reading



Becoming active readers



Challenging texts



A language barrier





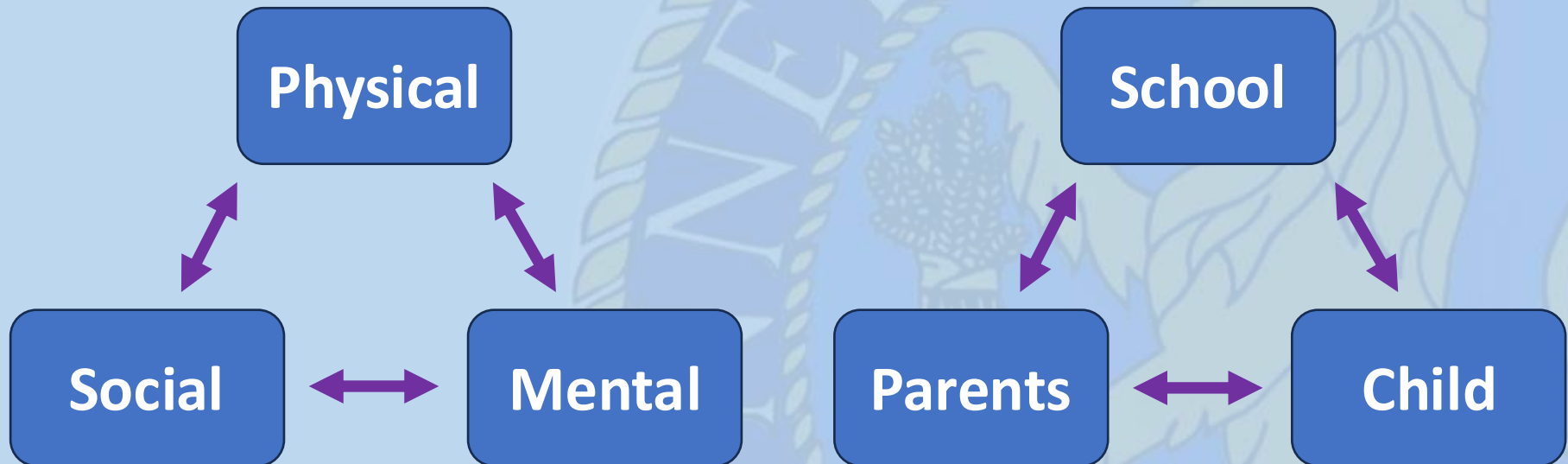
Wellbeing

Miss Harding





Key Areas of Wellbeing





Community



Lakeside



Let's Sing



Interhouse Competitions



Extra-Curricular clubs



Ethos, Support & Online Safety

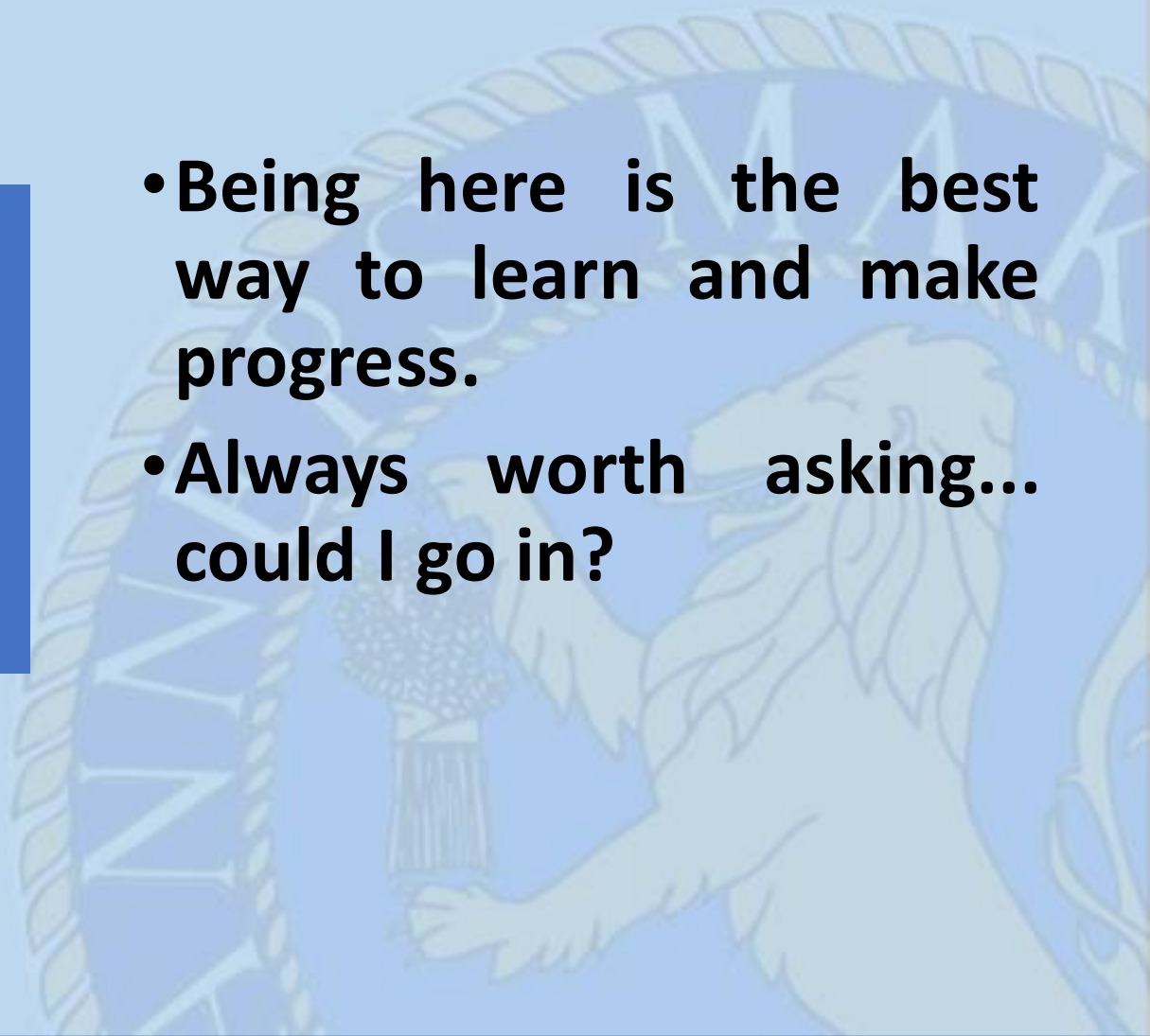
Mr Roberts





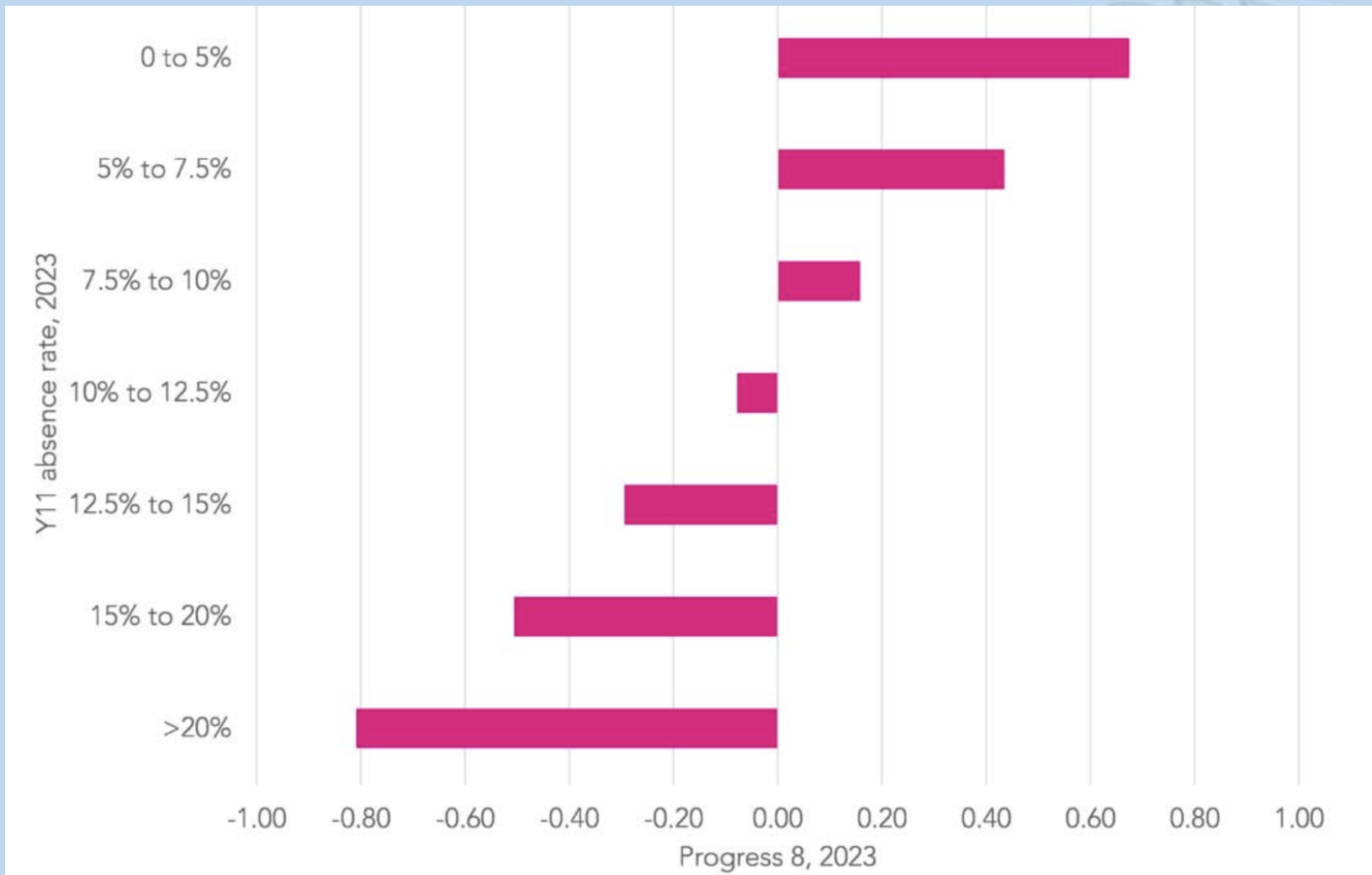
Attendance

- 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



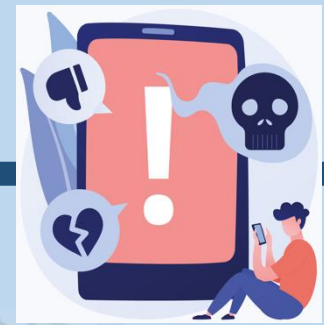
Online safety

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



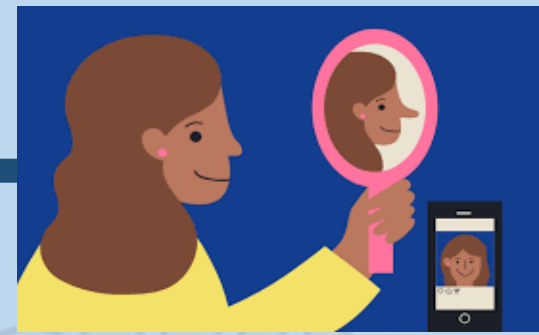
Online safety

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

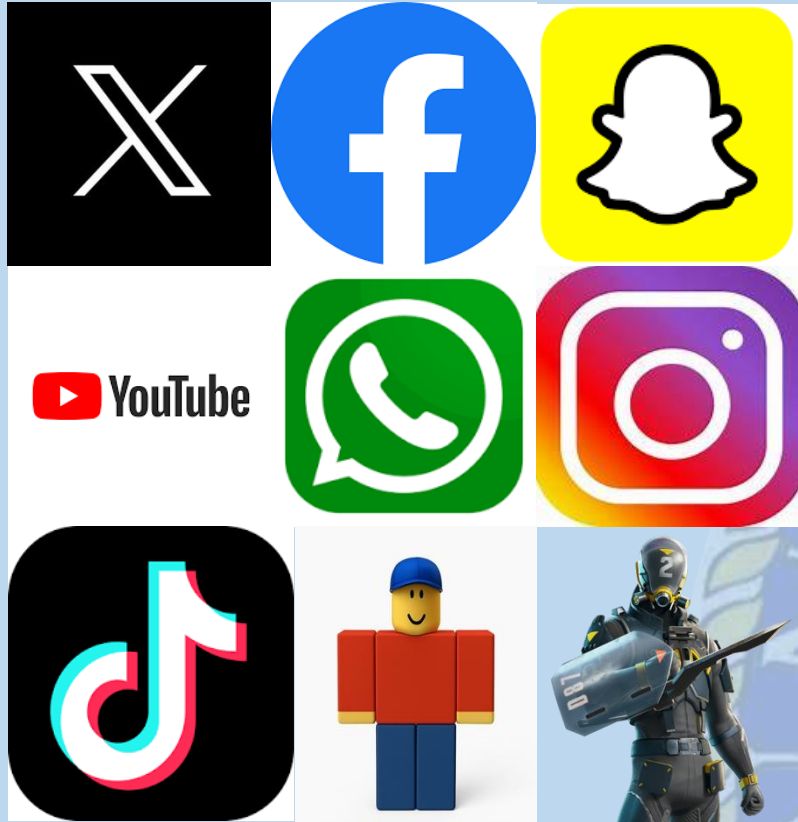
Social media pressure

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?



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



What Parents & Carers Need to Know about ECHO CHAMBERS

The National On-line Safety Centre (NOS) has produced this infographic to help parents and carers understand the risks of Echo Chambers and how to protect their children from them. It is a free resource available to all parents and carers.

Stifled independent thought: Children who are in Echo Chambers may not be able to think for themselves. They may only see what others think and feel, and may not be able to express their own views. This can lead to them being bullied or teased, and may also lead to them being excluded from groups.

Isolated worldview: Children who are in Echo Chambers may only see what others think and feel, and may not be able to express their own views. This can lead to them being bullied or teased, and may also lead to them being excluded from groups.

Risks of radicalisation: Children who are in Echo Chambers may be more likely to be radicalised. This is because they may only see what others think and feel, and may not be able to express their own views. This can lead to them being bullied or teased, and may also lead to them being excluded from groups.

Changes in behaviour: Children who are in Echo Chambers may be more likely to be radicalised. This is because they may only see what others think and feel, and may not be able to express their own views. This can lead to them being bullied or teased, and may also lead to them being excluded from groups.

Lack of variety: Children who are in Echo Chambers may only see what others think and feel, and may not be able to express their own views. This can lead to them being bullied or teased, and may also lead to them being excluded from groups.

Creating opinions: Children who are in Echo Chambers may only see what others think and feel, and may not be able to express their own views. This can lead to them being bullied or teased, and may also lead to them being excluded from groups.

Safety tips for Parents & Carers

Talk it through: Talk to your child about the risks of Echo Chambers. Explain that they should not believe everything they see or hear online, and that they should always check the facts. Encourage them to talk to you if they are unsure about anything they see or hear online.

Adjust needed settings: Help your child adjust the settings on their devices to make it harder for strangers to contact them. This includes turning off location services, disabling notifications from unknown numbers, and enabling two-step verification for their accounts.

Introduce time limits: Set limits on how long your child can spend on their devices each day. This will help to reduce the risk of them spending too much time in Echo Chambers.

Ask for expert help: If you are concerned about your child's online safety, ask for help from the National On-line Safety Centre (NOS). They can provide advice and support to help you protect your child from Echo Chambers.

Meet Our Expert: Meet the experts who have helped to create this infographic. They are all leading experts in the field of online safety, and their advice is based on the latest research and best practice.

NOS National On-line Safety Centre

How to Set up PARENTAL CONTROLS for APPS on Android Phone

On Android phones, installing apps is as simple as going into Google Play, scrolling through the list of apps, and tapping on the one you want. But there are some things you need to know about parental controls for apps on Android phones. This infographic will show you how to set up parental controls for apps on your Android phone, and how to manage your child's app usage.

How to Block App Downloads (This Also Disables In-app Purchases):

1. Open Google Play Store
2. Tap the profile icon in the top right
3. Tap Settings
4. Tap Parental controls
5. Tap Turn on parental controls
6. Tap I agree to the terms and conditions
7. Tap Create a new PIN
8. Tap Confirm your PIN and tap OK
9. Tap Apps & Games
10. Tap the toggle switch to turn on parental controls

How to Stop Auto-updates:

1. Open Google Play Store
2. Tap the profile icon in the top right
3. Tap Settings
4. Tap Auto-updates
5. Tap Turn off auto-updates

Restricting Apps Through Google Family Link:

1. Open Google Play Family Link app
2. Tap the profile icon in the top right
3. Tap the toggle switch to turn on parental controls
4. Tap the toggle switch to turn on app restrictions
5. Tap the toggle switch to turn on app restrictions
6. Tap the toggle switch to turn on app restrictions
7. Tap the toggle switch to turn on app restrictions
8. Tap the toggle switch to turn on app restrictions
9. Tap the toggle switch to turn on app restrictions
10. Tap the toggle switch to turn on app restrictions

NOS National On-line Safety Centre



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

Minecraft

The Metaverse

Discord

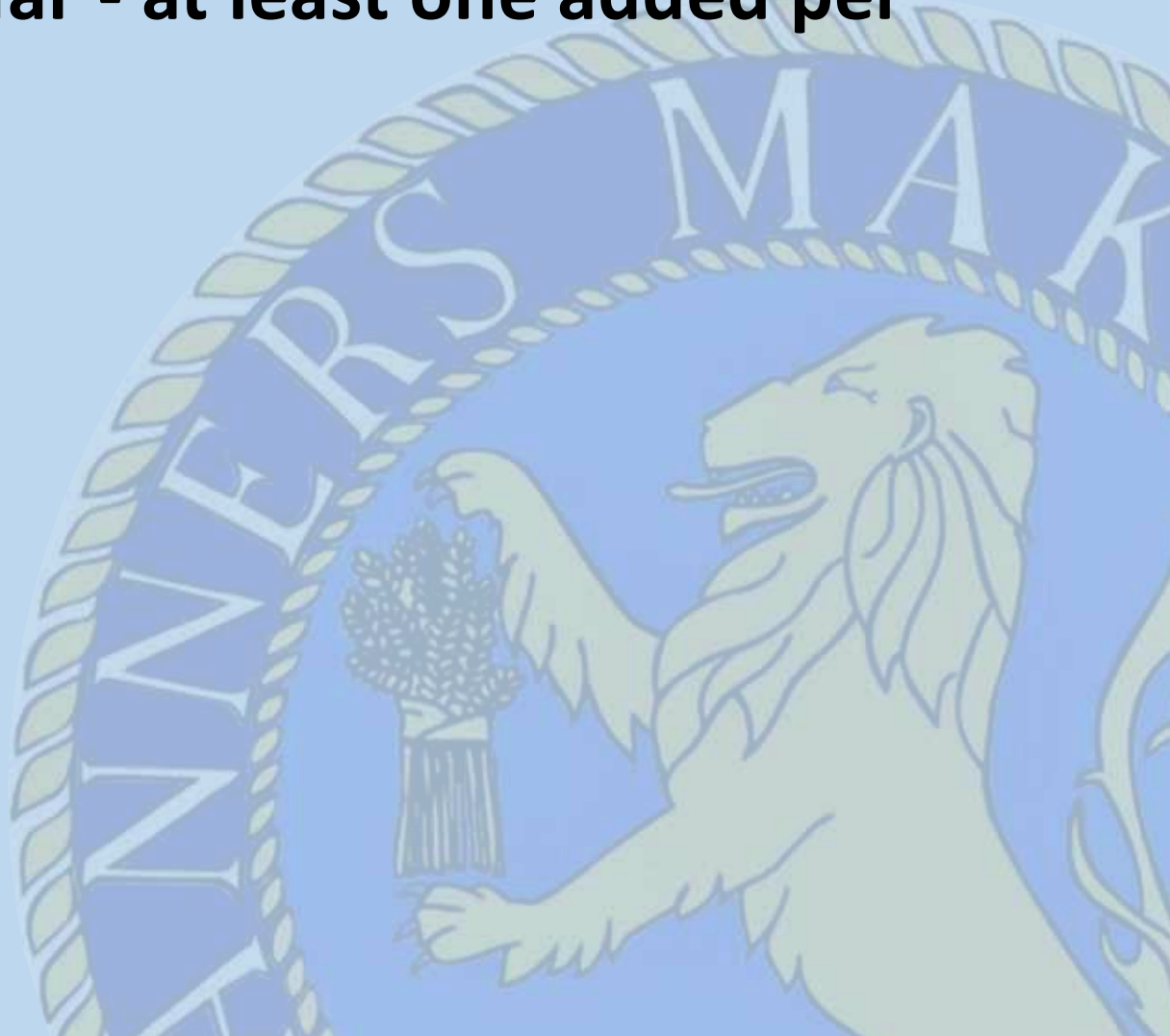
Youtube kids

Online loneliness

NFTs

Whatsapp

Roblox





Extra-Curricular Activities

'Be more than the sum of your grades'

The screenshot displays the St. Ann's Mak'ham website. The background image shows students in a classroom. The website's navigation bar includes links for VACANCIES, HOME, ABOUT US, ADMISSIONS, PARENTS, STUDENTS, SIXTH FORM, and CONTACT US. A dropdown menu for the 'STUDENTS' link is open, showing options: LEARNING TO LEARN, IT HELP GUIDES, EXTRA CURRICULAR (highlighted with a red box), READING LIST, REMOTE LEARNING, USEFUL INTERNET LINKS, REMOTE DESKTOP, and WEB PORTAL. A breadcrumb trail at the bottom of the page reads: HOME → STUDENTS → EXTRA CURRICULAR. Below the screenshot, the text 'EXTRA CURRICULAR' is displayed in a large, serif font.

CHARACTER TRAITS
Collaboration
Communication
Confidence
Curiosity
Independence
Kindness
Leadership
Resilience
Respect

UGS Extra-Curricular Timetable



Extra-Curricular Activities



Urmston Grammar Extra-curricular activities – Term 1 – 2026/27



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
Textiles Club	Mrs Unwin	All Years	Monday Lunch	A1	Collaboration, Confidence, Resilience, Leadership & Independence
Creative Writing Club	Miss Crean	All Years	Monday After School (3:15 – 4:15)	M6	Communication, Confidence, Curiosity, Independence & Resilience
Art Club	Miss A Bamford	KS3	Wednesday Lunch	A2	Collaboration, Communication, Curiosity, Independence, Kindness & Leadership
Mock Trial	Miss Lowe	Y12 & Y13	Wednesday After School (3.15 - 4.45)	Auditorium	Communication, Confidence, Independence, Leadership, Resilience

Performing Arts

Club / Activity	Staff	Year Groups	When	Where	Character Development
School Band	Mr Harrison	All Years	Tuesday Lunch	Auditorium	Curiosity, Communication, Confidence, Independence, Kindness, Leadership, Resilience & Respect
Production Rehearsal 'The Crucible'	Performing Arts Staff	All Years	Tuesday After School (3:30 – 5:00)	Theatre	
Junior Choir	Mr Harrison	7 - 9	Wednesday Lunchtime	Music Room	
Drama Club	Mrs Glen	All Years	Thursday Lunchtime (1:15 – 1:45)	Theatre	
Senior Choir	Mr Harrison	10 - 11	Thursday Lunchtime (1:30 – 2:00)	Music Room	
Production Rehearsal 'The Crucible'	Performing Arts Staff	All Years	Tuesday After School (3:30 – 5:00)	Theatre	



Extra-Curricular Activities

PRIDE · PARTICIPATION · EMPATHY

Extra-Curricular Engagement Awards

Bronze, Silver & Gold Winners — 2025/26

*Celebrating students across every House whose commitment to clubs in **Arts, Community & Hobbies, Culture, Performing Arts, Sports & Fitness, and STEM** has been recognised this term.*

144

BRONZE



At least 2/6
categories

174

SILVER



At least 3/6
categories

74

GOLD



At least 5/6
categories





Houses

Bradfield	Mersey	Orme	Oak	Park
Mrs Chadwick	Mr Harrison	Mrs Walsh	Mrs Evans	Mr Tabor

Points for...

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



799 and 795 Buses

- **We are very aware of the capacity issues on the 799 Bus and are working with the Bee Network to ease the pressure.**
- **Members of the Bee Network were on the 799 and 795 Buses yesterday to see if any route changes may help distribute students evenly across both services.**
- **We will ensure Year 7s all board the 799 bus until October Half Term. Having a back-up plan for transport home would be advisable in any case.**



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





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

VACANCIES

[HOME](#) [ABOUT US](#) [ADMISSIONS](#) [PARENTS](#)



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

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



January 2026

Maths Department – Curriculum Intent

Overview of KS3 Curriculum - Maths			
Head of Department: Mrs G Kelly			
	Year 7	Year 8	Year 9
Autumn Term	1. Analysing and Displaying Data Finding the mean, median and mode. Displaying data using graphs and tables. 2. Number skills Order of operations. All four operations. Money and time. Negative numbers. Factors, multiples and primes. Product of prime factors. 3. Expressions, functions and formulae Functions. Simplifying expressions. Writing expressions. Substituting into formulae. Writing formulae. Solve one and two step equations. Function notation. Factorising single brackets. Expanding double brackets. 4. Decimals and measures Decimals and rounding. Length, mass and capacity. Scales and measures. Working with decimals mentally. Perimeter. Area. Units of measure. Career Links: Data Analyst, Statistician, Sports Performance Analyst, Engineering, Architect.	1. Number Calculations. Divisibility and division. Calculating with negative numbers. Powers and roots. Brackets. Multiples and factors. Surds 2. Area and Volume Area of a triangle. Area of a parallelogram and trapezium. Volume of cubes and cuboids. 2D representations of 3D solids. Surface area of cubes and cuboids. Measures. Area and circumference of circles. 3. Statistics, graphs and charts Pie charts. Using tables. Stem and Leaf diagrams. Comparing data. Scatter graphs. Misleading graphs. Cumulative frequency and box plots. 4. Expressions and equations Algebraic powers. Expressions and brackets. Factorising expressions including quadratics. Writing expressions. Substituting into formulae. Writing formulae. One and two step equations. Inequalities. Career Links: Data Analyst, Statistician, Sports Performance Analyst, Accounting and Finance, Engineering.	2. Expressions and formulae Factorising expressions. Solving equations. Substituting into expressions. Writing and using formulae. Using and rearranging formulae. Index laws and brackets. Expanding double brackets. Factorise quadratics with first coefficient 1. 4. Multiplicative reasoning Enlargement. Negative and fractional scale factors. Percentage change. Compound measures. Direct and inverse proportion. 5. Constructions Using scales. Basic constructions Constructing triangles. Using accurate scale diagrams. 6. Sequences, inequalities, equations and proportion The nth term of arithmetic sequences. Non-linear sequences. Inequalities. Solving equations. Proportion. Simultaneous equations. Career Links: Data Analyst, Statistician, Meteorologist, Accounting and Finance, Engineering.

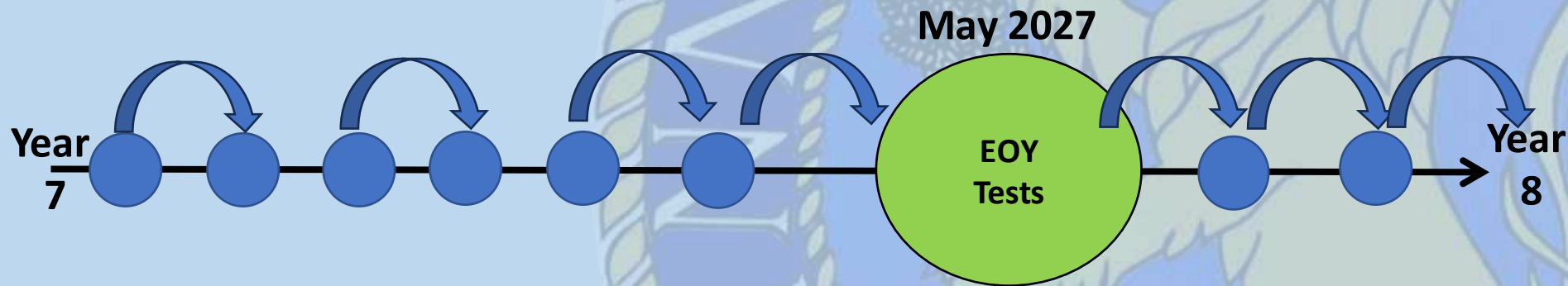


Assessment & Tracking

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



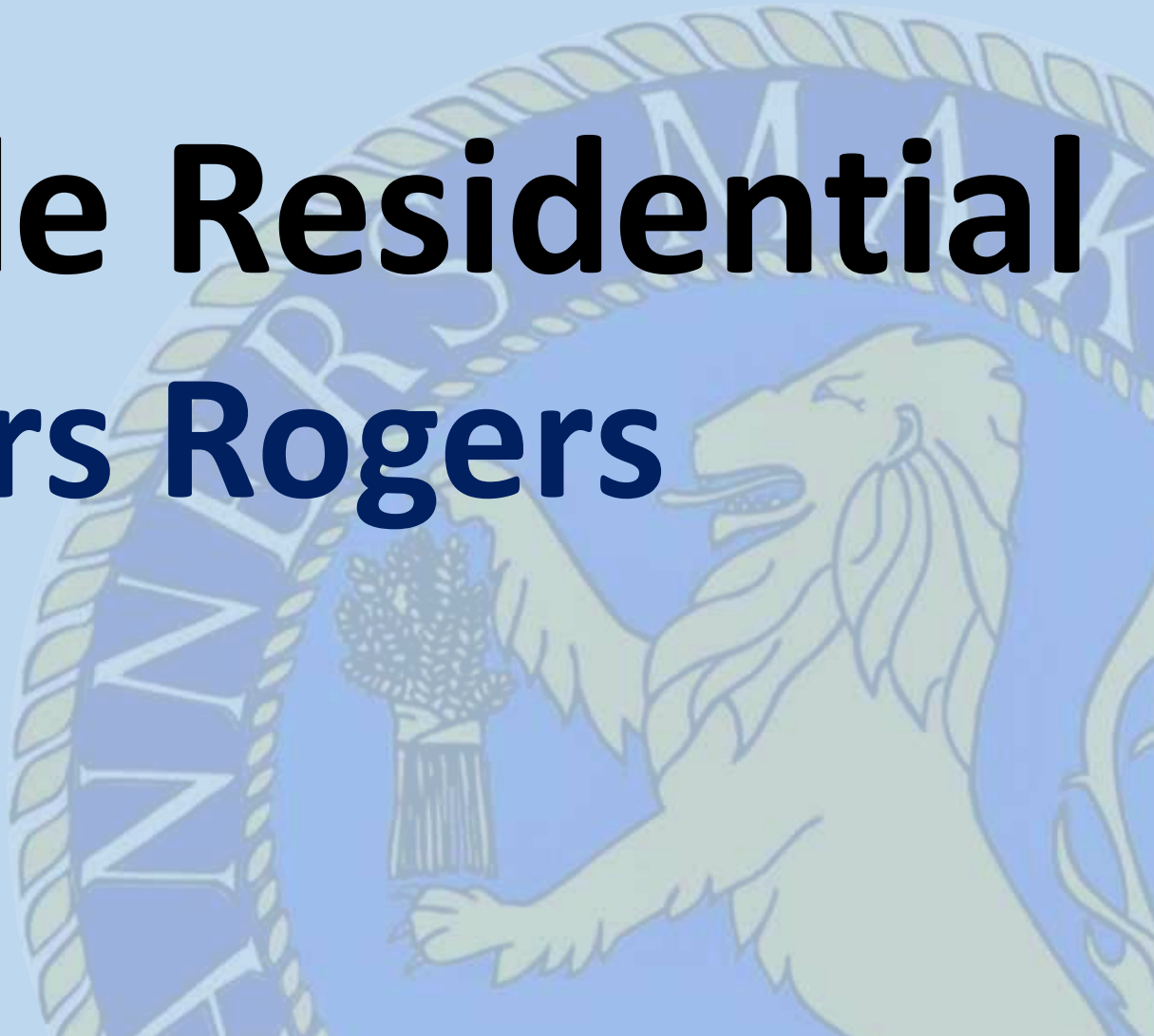
Assessment & Tracking

- 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 28th Sept to Weds 30th
Sept 7U/R/M**

Weds 30th Sept- Fri 2nd 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



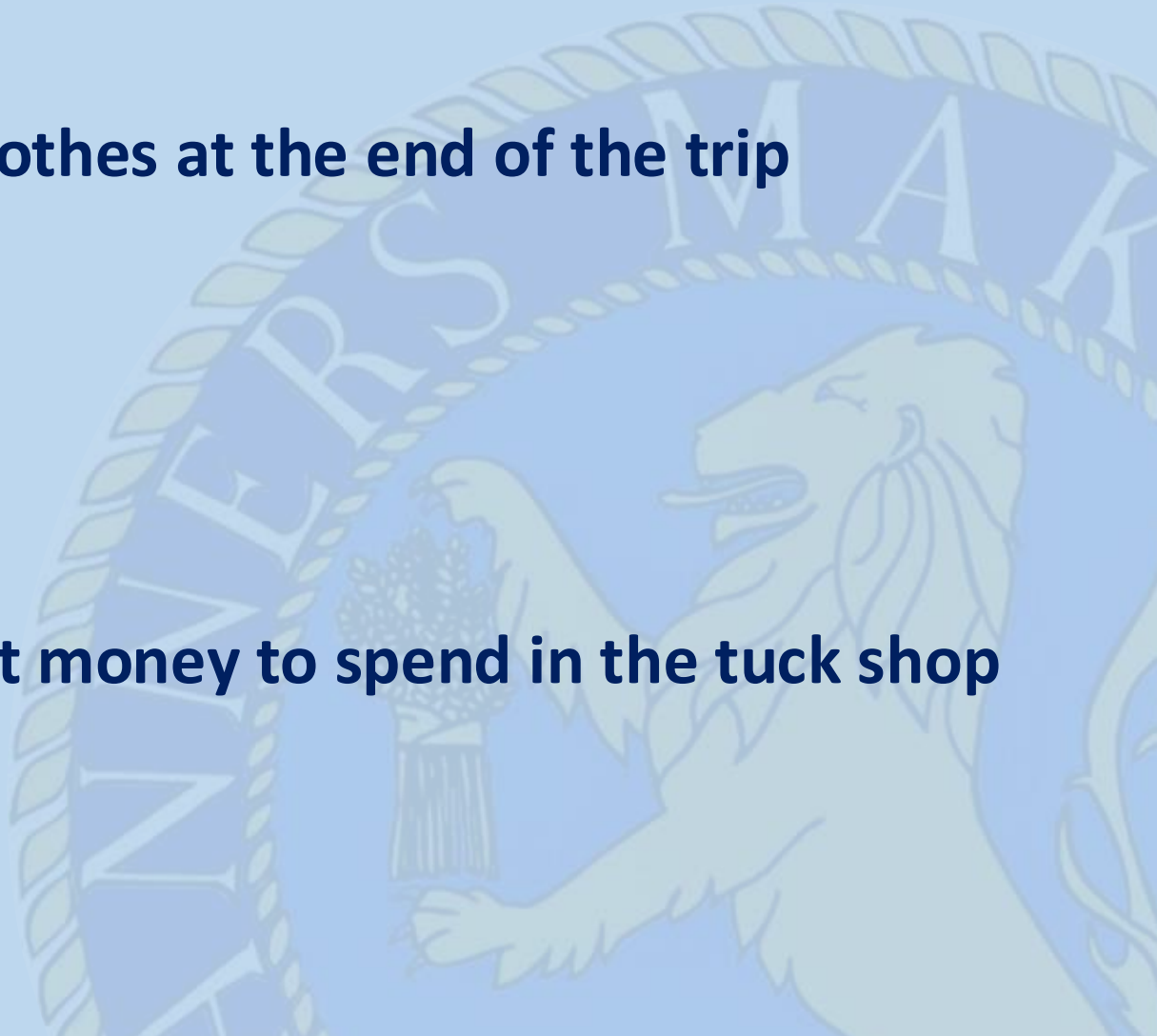
KIT LIST

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 (*including any piriton, loratadine or other antihistamines, any pain relief or travel sickness medication they require*) 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 28th September - Lakeside Residential
- Weds 4th November - Let's Sing
- Wednesday 16th December- Festival of Christmas Concert
- Mon 14th December - Pantomime Trip
- Thurs 15th April - Y7 Parents & Carers Evening
- w/c 10th May –Year 7 end of year exams
- Mon 5th July - Celebration Evening



Thank you for
coming
We will all be here at
the end to answer
any questions!

