

# Welcome to Ramsey Grammar School Parent Information Evening 2023





# The RGS Priorities – Mrs S Taylor




# RGS Vision and Mission

## Vision

We strive to deliver **excellence for all** in a community where students become independent, confident and are motivated to develop their full potential.

## Mission

We provide a broad, balanced, challenging and creative **curriculum** taught with the most up to date **pedagogical approaches** in focus in our delivery. We give the students **opportunities** to achieve **excellence** and to develop the essential **academic, personal** and **social** skills they will require for the future.



**Fairness**

- DO NOT BULLY PEOPLE
- Listen to EVERYONE'S point of view before you make judgements
- DO NOT CHEAT
- Take turns & share
- Avoid blaming others
- Obey the rules that we have to live by



**Community**

- Work TOGETHER for the common good
- Take responsibility to make a difference to people's lives
- INCLUDE PEOPLE
- Try new things to help the community & our school
- BE CONSIDERATE
- Be friendly to people you are not friends with



**Trustworthiness**

- Help others if you say you will
- DON'T BREAK PROMISES
- Try to be a good & decent person
- Always try to do the right thing
- Don't betray trust by talking about people behind their backs or making fun of them
- NEVER lie, cheat or steal



**Responsibility**

- Have a vision of what you want achieve in life
- Work hard and make EFFORT a habit
- Have SYSTEMS in place to organise yourself
- PRACTISE, PRACTISE, PRACTISE skills until you master them
- Have a positive ATTITUDE towards everything
- Be responsible for your own actions & own up to your mistakes



**Respect**

- Respect people's belongings & school property
- Don't do or say anything that might be hurtful or disrespectful, even if it's "just funny" or "banter"
- RESPECT PEOPLE'S VIEWS & OPINIONS
- NEVER bully, hit or hurt others
- Use good manners & language
- Treat people how YOU would like to be treated



**Kindness**

- Try to understand how others feel
- Help make things better for people
- Look out for people who are having a bad day or feeling upset
- Help everyone you can - even if someone isn't your friend
- Listen to people's problems
- DON'T TURN PEOPLE AWAY



# Our Priorities

- Ensure the **highest of standards** are the norm across our school. That means sweating the small things:
- **Attendance, punctuality, uniform and equipment**
- **High quality teaching that meets the needs of all learners**
- **Robust procedures for promoting positive behaviour and positive relationships**
- Open, honest, respectful, **effective communication** between **all members** of our school community





# Parental Partnership

## Mr B Eyres/ Mr W. Wood



# The Importance of Positive Partnerships and Communication with Parents



Academic Progress



Achievement



Behaviour



School Events and Updates



# Assessment

Students are assessed every half term

Formal Assessment

Informal Questioning



Feedback given in relation to each assessment

Areas of strength

Areas for development



Holistic grade reported 3 times a year

Attitude to learning

Progress judgement



# Reporting

- 3 snapshot reports a year each containing:
  - Attainment Judgement
  - Attitude to Learning
  - Whether the child is on track to achieve their target grade at the end of the year





# Reporting

## Attainment Key Stage 3:

<b>Progressing towards GCSE Grade</b>	<b>Percentage of Students</b>	<b>RGS Descriptor</b>
<b>E or Below</b>	10%	Emerging
<b>D</b>	15%	Developing
<b>C</b>	30%	Secure
<b>B</b>	25%	Mastering
<b>A/A*</b>	20%	Extending



# Reporting:

Attainment at Key Stage 4

9	A*
8	A
7	B
6	C
5	D
4	E
3	F
2	G
1	U
U	U



# Review/ Progress Day

- 15-minute meeting with your child's form tutor
- Your child produces a presentation on their strengths and areas for development
- Places Form Tutor at the heart of your child's schooling





# Parental Communication

## Mr B Eyres/ Mr W. Wood



If you have any concerns



Please email  
[rgsenquiries@sch.im](mailto:rgsenquiries@sch.im)







The best person to  
respond will do as  
soon as is possible.



# Working Party: Sharing Curriculum Information

## History Knowledge Organiser HT1 - Sacre Bleu: How did the Normans gain power in England?

<p><b>What was England like before 1066?</b></p> <p><b>Religion:</b></p> <p>Mainly Christian (Catholic) and bishops ran the church. Peasants were very religious. Monks were educated and kept records and wrote chronicles.</p> <p><b>Society:</b></p> <p>Population of around 1.5-2 million and ancestors were a mixture of Germanic, Viking, French and Saxon people. Most people lived in villages as towns were very small. Most were peasants who worked on the land farming.</p> <p><b>Economy:</b></p> <p>England traded with Normandy and Scandinavia. There were lots of natural resources to sell. Most people were poor - only 2 in every 100 were rich. England made her own coins.</p> <p><b>How England was ruled:</b></p> <p>The King ruled all the land helped by his earls. The church played an important role and owned lots of land. Society was on a hierarchy from most to least important.</p>	<p>In 1066 Edward the Confessor died without having a child. This meant there was no heir to the throne. 4 men thought they should have the throne:</p> <div data-bbox="660 535 958 596"> <p><b>Harold Godwinson</b> Most powerful earl in England and commander of the army. Was Edward's brother-in-law. Acted as 'sub-regulus' deputy King for Edward. Supposedly promised to help William become King.</p>  </div> <div data-bbox="660 716 958 818"> <p><b>William of Normandy</b> Fierce fighter from France who claimed Edward promised him the throne. Was friends with Edward. Already Duke of Normandy but no relation to Edward.</p>  </div> <div data-bbox="660 873 958 961"> <p><b>Edgar the Aetheling</b> Edward's nearest relative. Had lived with Edward for many years. Only 14 however.</p>  </div> <div data-bbox="660 988 958 1163"> <p><b>Harold Hardrada</b> Viking ruler from Norway whose ancestors had been King of England previously. Was a fierce warrior who many feared? Many in England did not want another Viking ruler.</p>  </div>	<p>In 1066 the Witan crowned Harold Godwinson King. This led to the <b>Battle of Stamford Bridge in September 1066:</b></p> <div data-bbox="979 464 1603 578"> <p>Harold Hardrada invaded England with the help of Godwinson's brother Tostig. Harold Godwinson defeated Hardrada and forced the Vikings to leave on only 24 ships having arrived on 300. His men had marched 190 miles to the battle. At the time they were fighting William of Normandy invaded.</p> </div> <p><b>The Battle of Hastings October 1066:</b></p> <table border="1" data-bbox="979 621 1603 728"> <thead> <tr> <th>Harold Godwinson</th> <th>William of Normandy</th> </tr> </thead> <tbody> <tr> <td>Housecarls and fyrd.</td> <td>Knights on horses, archers and foot soldiers</td> </tr> <tr> <td>Protected by shield wall at top of Senlac Hill</td> <td>Clever tactics to confuse the English</td> </tr> <tr> <td>Harold was the leader of the English army</td> <td>Strong leadership</td> </tr> </tbody> </table> <p><b>Why did William win?</b></p> <div data-bbox="979 796 1603 863"> <p><b>Luck:</b> William arrived when Harold was in the north (wind changed) and Harold's troops were tired. Harold died in the battle. Happened during harvest season.</p> </div> <div data-bbox="979 868 1603 935"> <p><b>Harold's mistakes:</b> Didn't wait for reinforcements, lost his best men at Stamford Bridge, didn't discipline troops so they ran down the hill,</p> </div> <div data-bbox="979 939 1603 1006"> <p><b>Williams leadership and tactics:</b> 'Feigned retreat' so the English thought they'd won, commanded from horseback, brought different types of soldiers, chose the battle site.</p> </div> <p><b>How did William gain control of England?</b></p> <p><b>Negotiated</b> - Oaths of loyalty from earls, Archbishop of York's loyalty  <b>Violence</b> - Burnt Southwark and around London, threatened death on those who challenged him  <b>Strengthened areas</b> - Asked loyal knights to rule certain areas, gained control of treasury.</p>	Harold Godwinson	William of Normandy	Housecarls and fyrd.	Knights on horses, archers and foot soldiers	Protected by shield wall at top of Senlac Hill	Clever tactics to confuse the English	Harold was the leader of the English army	Strong leadership
Harold Godwinson	William of Normandy									
Housecarls and fyrd.	Knights on horses, archers and foot soldiers									
Protected by shield wall at top of Senlac Hill	Clever tactics to confuse the English									
Harold was the leader of the English army	Strong leadership									



# Parent Pay

- Permissions and personal data for trips
- Payment for lunches
- Text books and replacement lanyards/lunch cards
- Payment for trips



# Sims Parent App

- Achievement and Behaviour points
- Personal contact and medical information
- Tracking data and reports
- Options
- Potential further communication opportunities





# School Website

- School Letters
- School Policies
- Subject Curriculum Outlines
- Student Support





# Behaviour and Readiness to Learn

## Mrs J Corrin





# RGS Five Key Classroom Expectations

- 1 – Arrive to the lesson on time and be ‘Ready to Learn’*
- 2 – Stay on task and do not disturb the learning of others*
- 3 – Follow instructions*
- 4 – Speak to others respectfully and listen when being spoken to*
- 5 – Avoid physical contact with other people or their possessions*

If you follow these expectations and are **‘READY TO LEARN’** you will receive achievement points for your effort and these lead to recognition spot prizes and certificates.

If you fail to follow these expectations, you will be verbally warned so that you have chance to change your behaviour. If there is no change:

**L1 Behaviour Point** = You will have a discussion with the member of staff about your behaviour

**L2 Behaviour Point** = Discussion with/removal to the Head of Subject because your behaviour has not improved and you are disrupting the learning of others.

**L3 Behaviour Point** = Removal from the Head of Subject because your behaviour has continued to be poor. L3 sanctions are also for other serious behaviours and will result in a 50-minute reflection session with SLT or a **L4** suspension from school.

# Strategies we use to help with behaviour and attendance

- Form Tutors monitor, pastoral leaders & SLT can also be involved
- Meeting with student regarding any concerns
- Communication/meeting with parents/carers regarding concern
- Achievement card
- EWO involvement
- Outside agency input
- Extra Curricular Clubs



# Ready to Learn

- Students arrive in correct uniform with correct equipment- 'ready for the day'
- Students can receive achievement points throughout the day from all staff
- There are different values for points, Ready to Learn are 1 and these increase where excellent work is 10 points.
- We look at the positives rather than the negative and highlight students who receive positive points in celebration assemblies, certificates and spot prizes throughout the year
- Since September 22,000 positive points have been rewarded.
- Parent App





# What does learning look like at RGS?

Mr J Smith (Deputy Headteacher – Quality of Education)  
Ms N Arthur (Assistant Headteacher – Teaching & Learning)



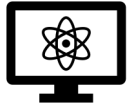
# Quality of Education



High standards



High expectations for  
all students



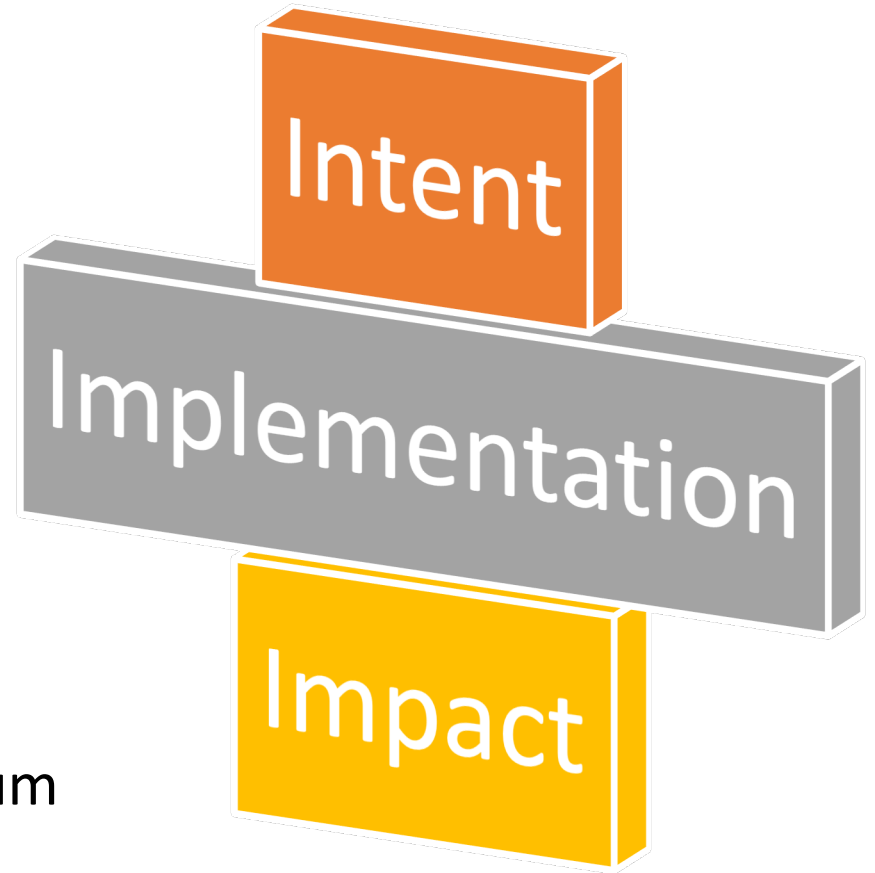
The best quality resources



Consistent routines



A Compelling Curriculum



# Literacy at RGS

- Literacy is key to academic success across the curriculum and is more important than ever as curriculum reform places new demands on students and teachers
- Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance





# What does this look like in RGS?

RGS has a dedicated literacy team that deliver the following:



One Accelerated Reader lesson per week for every year 7 and 8 student.



One reading lesson per week for every KS3 student as part of their English timetable.



Further Interventions – Student Support Services, Lexia lessons, Tutor time literacy focus for every year 7 and 1:1 sessions if required with the literacy team.



# Home learning

'Anytime' standard for KS3



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20 minutes of reading per day. Year 7 and 8 can access MyOn.

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Completing a minimum of 5 MyMaths tasks which are above 50%. There are up to 20 to complete.

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R.G.S. Agriculture - Variety of tasks available to complete to enhance learning in rural science. Awards are available for completion.

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Practicing musical instruments.



# Home Learning

‘Anytime’ Learning for KS4 - The improved literacy, maths and revision skills developed in KS3 can now be applied in KS4 (years 10-11).

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- Pearson Active Learn for Edexcel Science – Online textbooks and tasks available for all students in Years 9, 10 and 11.

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- Physics and Maths tutor – a variety of subjects are available with summary notes, past papers, and flash cards.

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- GCSEPOD – there are a number of revision videos, activities, and questions available for a variety of subjects at KS4. Year 10 and 11 students have a login.



# Subject Specific Standard



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It is expected that each subject will set different tasks per week, as appropriate to the learning needs at any one time. Revision for assessments would be separate.

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Most assignments would have a one-week completion deadline.

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It is important to note that there is no expectation that home learning will be set every lesson.

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There will be no implementation of sanctions for home learning tasks which are not returned.





# Student Services & Support

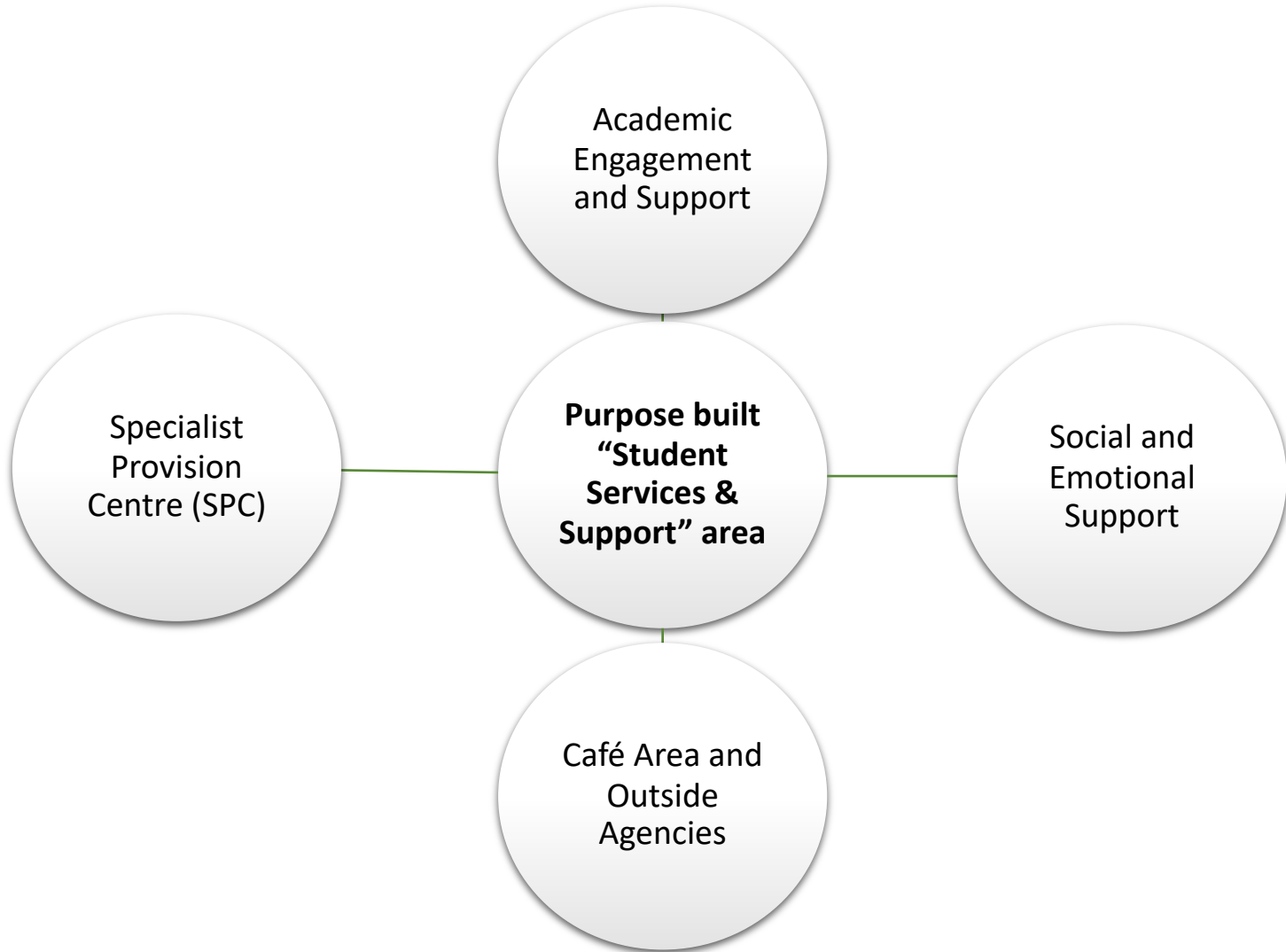
## Mrs J Corrin



# Student Services and Support



# Student Services and Support





# Safeguarding – Mr B. Eyres





# Safeguarding

- Responsibility of everyone
- Ensure everyone is safe and protected
- Staff are trained every year
- Information may have to be passed onto other agencies in order to protect the child
- Parents must always report to reception when coming to school as this is one of our safeguarding measures





# Business and Administration – Mrs C Cayzer



# Business Management

Finance

Data

Catering

Site  
Management

Health &  
Safety



# Next steps for parents

- We are at an exciting time for the school where we want to shape the vision for the next 5 years and seek your views
- From 09:00am on Wednesday 11 October 2023 a quick survey inviting you to share your views will be emailed to you to complete. The survey will close at 16:00 on Thursday 19 October
- From this we will collate the feedback and share the findings with all parents
- Current items under discussion in school are:
  - The whole school vision and values – are they what RGS is about in 2023?
  - Modifying the uniform policy
  - Completing an audit on rewards and behaviour to inform our next steps
  - Completing an audit on emotional health and wellbeing and what we offer in our school curriculum to support the needs of our students





Thank you so much for attending.

