



# **Year 7 Information Evening September 2025**

**11.09.2025**

**OPPORTUNITY AND ACHIEVEMENT FOR ALL**

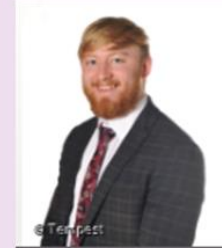
# Celebrating successes



# The Year 7 team



**Miss McFadden**  
Assistant Headteacher; Inclusion  
Y7 Leadership LINK and SEND lead



**Mr Jacques**  
Year 7 Year coordinator



**Miss Whaler**  
Year 7 Pastoral Behaviour Officer

# The Year 7 team

- Form tutors, Miss Whaler PBO, Mr Jacques YC
- Contact via the website on the Year 7 tab - FT is first port of call

## Meet the Team – Key Year 7 Contacts

If you have any queries about your son or daughter, please email their Form Tutor in the first instance by clicking on the relevant name below, making sure the Subject title indicates who the email is for.

7B Mrs Noble	7C Miss Lewis & Mrs Freshwater	7E Mr Hood	7G Miss Gallagher	7L Mr Questa	7M Miss Martin & Mrs Myers
	7O Mr Emmett	7R Mr Rutter	7T Mr Stubbs	7Y Miss Cruzado Belloso	

# Communication



We use all methods of communication but primarily email and class charts. We can't offer 'turn up' appointments so please leave a message requesting one or a call back, via reception.

[info@horsforthschool.org](mailto:info@horsforthschool.org)

0113 2265454

# Day to Day



Habits -packing bag on a night, uniform out ready, somewhere to store books and do homework, on time to school



Lockers -we encourage them to have one for kit and coats and they'll need one in Y11 for exams. Hire fee is £15-they can speak to tutor about this



Water- only in class, and toilets should only be used at social time, before and after school-any medical need should be shared with school and a pass can be applied for



One way corridors in school must be followed



Healthy schools-students should not be bringing in large bottles of sugary drinks or big bags of sugary snacks, they will be confiscated. No gum.



# Day to Day



Homework club



Menu variation -we have lots to offer everyone including gluten and vegan-students should ask the kitchen or duty staff if unsure



Jewellery and uniform - good at present-please make sure it sticks to policy



Planners -students have been remembering these which is great, they must be kept in good condition or they will need to be replaced- £5 charge



Phones -should be OFF and invisible before they enter school site-good start! Keep an eye on social media accounts




# Reminders

 First Aid-we have first aid at reception-if staff feel a student requires first aid they will request it.

 Students need to see their teacher if feeling unwell but we will always encourage them to go back to class unless visually unwell.

 Appointments-please make a note in your child's planner if they will need to sign out through the day-they should always return afterwards and attend before hand, where possible

 Forgotten equipment-we don't have capacity to contact you for this but you are welcome to drop things at reception and our team will try to get them to the right place

 Lunch balance-please make sure this is topped up weekly. We can't allow students to loan more than £5

# Herd Farm

- The cost for Herd Farm this year is £38
- Payment is available to be made using our new payment system IPAY
- Anyone who is struggling to log on or needs the log in details re-sending should contact [finance@horsforthschool.org](mailto:finance@horsforthschool.org)
- Any issues-please contact us
- Last few years-every child attended



# Settling In Evening

Parents will make appointments to see form tutors between 3.15 and 5.45 using the Parents' Evening System (the link is in the letter) and the system will go live early October

This is for pastoral information-not subject based, and a chance for you to meet the tutor

MEET  
.....the.....  
TEACHER

# SEND support + events



COFFEE  
MORNING

Keep a look out for upcoming events!



# Teaching and Learning @ Horsforth School

OPPORTUNITY AND ACHIEVEMENT FOR ALL

# Curriculum

How will you know...

- What their timetable looks like?
- How are they behaving in class and around school?
- What group they are in?
- What topics they are learning?
- What progress they are making?
- What homework they have?



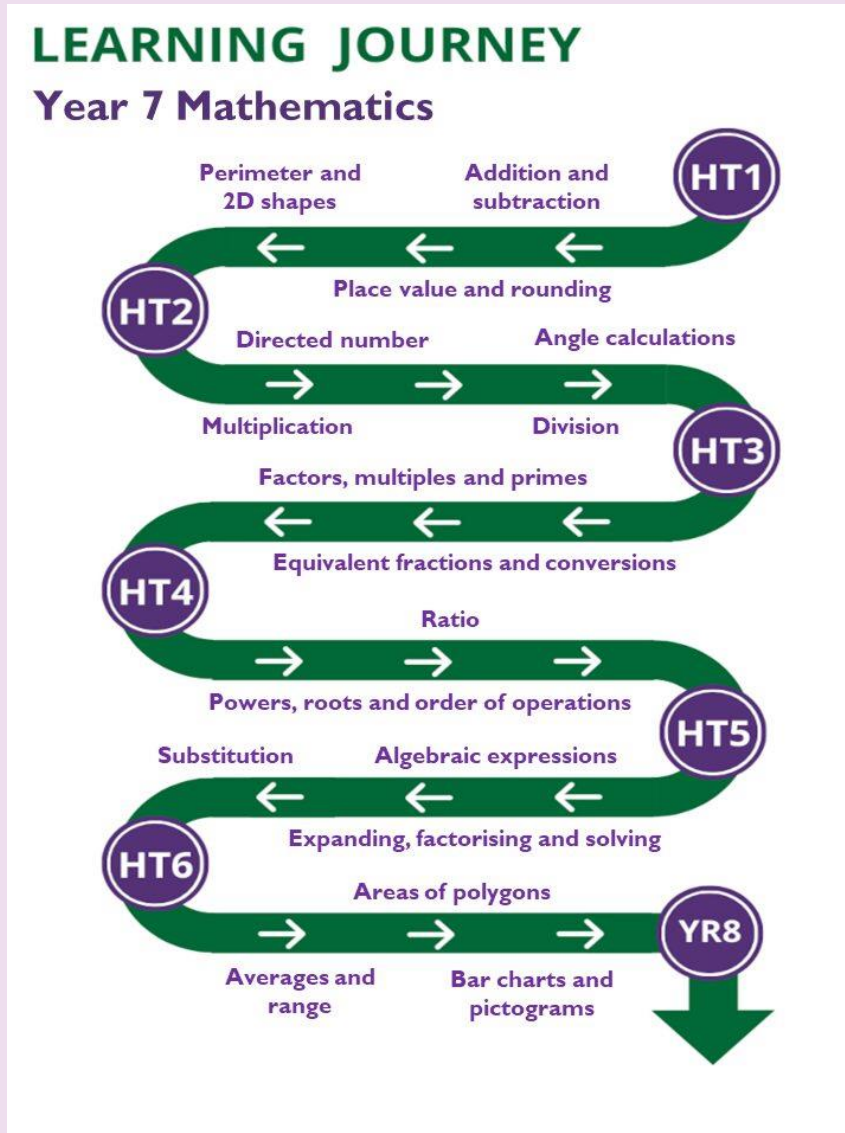
# What is your child learning?

In Year 7, students study a wide range of subjects, over a 50 lesson, 2-week timetable.

English Baccalaureate (Ebacc)							
English (7)	Maths (7)	Science (6)	History (2) Geography (2)	French (6) <b>OR</b> Spanish (6) <b>OR</b> Chinese (6)			
Core Offer							
Art (2)	Computing (2)	Design (3)	Drama (2)	PSHCE (1)	Music (2)	PE (4)	RS (2)

- All subjects are taught in **mixed ability groups**
- We ensure all students are challenged and supported to achieve their potential.
- For **Maths** only, students are set by ability Y7-11
- TR groups

# What is your child learning?

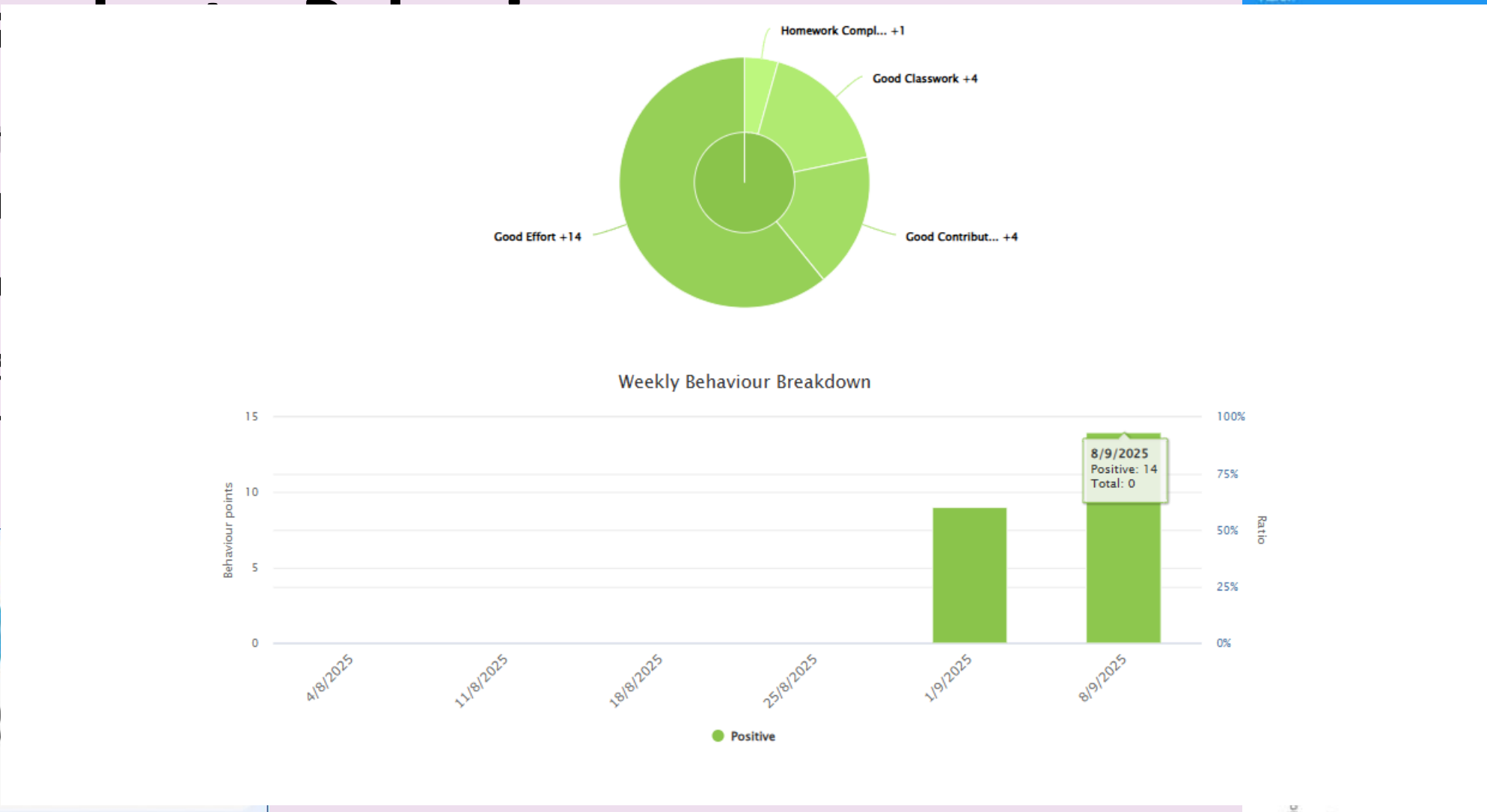


**Learning Journeys** for every subject can be found on the school website so you can see what is being taught each half term in every subject in Year 7

(Year 7 / What you Learn)

# Class

- Most
- inclu
- Mak
- Pleas
- havin

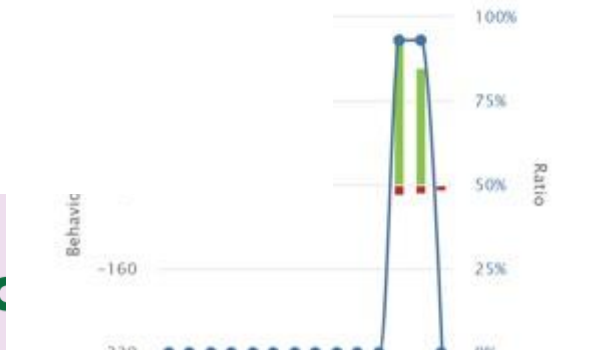


owing 396 days  
8 - 31/08/2019

breakdown  
with more information



ir Breakdown



HC

# Class

- Most



2 tasks



To do

## Macbeth Revision

ENGLISH - 11E/E4 - MRS K ROBERTS

**Type:** Homework

**Issue date:** Tuesday 09/09/2025

**Due date:** Tuesday 16/09/2025

**Estimated completion time:** 30 minutes

1. Complete the revision questions on Macbeth's character (Educake) - see link
2. Complete Task 6 in your Macbeth Homework booklet - appositives.

Both tasks together should take you approximately 30 minutes.

You only need your homework booklet for the second task.

If you have lost your copy of the homework booklet, an electronic version is attached.

### Attachments

✓ HT5-6 Yr10 Macbeth Homework booklet.docx



by due date

7

0

0

0

0

SCHOOL

Opportunity and achievement for all





# How is your child doing?

## Horsforth School and Sixth Form Attitude to Learning in Lessons

Score	Student Attitude Descriptors
6	<p><b>What a student with an EXEMPLARY attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You are a highly self-motivated and independent learner, always trying to be the best you can</li> <li>You show exceptional engagement with your learning and respond effectively to feedback</li> <li>You always produce high quality work you can be proud of, including all homework tasks</li> <li>You show a high level of respect to staff and students all of the time</li> </ul> <p><i>You already regularly go above and beyond staff expectations – keep it up!</i></p>
5	<p><b>What a student with a MOTIVATED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You are an enthusiastic learner who is keen to succeed and usually seeks help when needed</li> <li>You engage well with your learning and respond positively to feedback and support</li> <li>You try to produce high quality work you are proud of, including homework tasks</li> <li>You show respect to staff and other students in all learning environments</li> </ul> <p><i>Even greater self-motivation and independence would help you demonstrate a more ambitious ATL</i></p>
4	<p><b>What a student with a COASTING attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You do what is asked of you in lessons but may sometimes lack drive and ambition</li> <li>You complete the work set in line with your ability but sometimes it can lack pride or detail</li> <li>You complete most homework tasks but may not actively seek help if you are struggling</li> <li>You show respect to staff and other students in learning environments</li> </ul> <p><i>Increased enthusiasm and self-motivation would help you demonstrate a more ambitious ATL</i></p>
3	<p><b>What a student with an UNMOTIVATED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may show inconsistency in your approach to lessons and can lack focus in this subject</li> <li>You may be too easily satisfied with your progress and be reluctant to act upon feedback</li> <li>You may need reminding of some key expectations including taking pride in your work and completing homework and only meet staff expectations some of the time</li> <li>You can be inconsistent in showing respect to staff and students at times</li> </ul> <p><i>Taking a more active role in your own learning would help you demonstrate a more ambitious ATL</i></p>
2	<p><b>What a student with a DISENGAGED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may often show a lack of desire to engage in your own learning in lessons in this subject</li> <li>You may attempt tasks in class but give limited responses to feedback and leave work incomplete</li> <li>You may sometimes need reminders about basic expectations around engagement, behaviour or completion of homework.</li> <li>You can show a lack of respect through words or actions to staff and other students</li> </ul> <p><i>Addressing concerns raised by your teachers would help you demonstrate a more ambitious ATL</i></p>
1	<p><b>What a student with an UNSATISFACTORY attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may regularly be off task and not bring your personal best to lessons in this subject</li> <li>You may rarely meet staff expectations in the work you complete in lessons</li> <li>You may need regular reminders about basic expectations around engagement, behaviour or completion of homework.</li> <li>You show a concerning lack of respect to staff and students in lessons</li> </ul> <p><i>Addressing all concerns raised by your teachers would help you demonstrate a more ambitious ATL</i></p>
	<p><b>A NON-ATTENDER...</b></p> <ul style="list-style-type: none"> <li>A blank space indicates that you do not attend school (or this particular subject) regularly enough for an ATL score to be given</li> </ul>



Students receive any ATL score three times per year. Each subject will give an individual ATL score and an ATL average will be calculated and used for rewards / recognition purposes



# How is your child doing?

Assessment takes place throughout the year at key points for each year group.

Students in Year 7 are assessed against 'end points'.

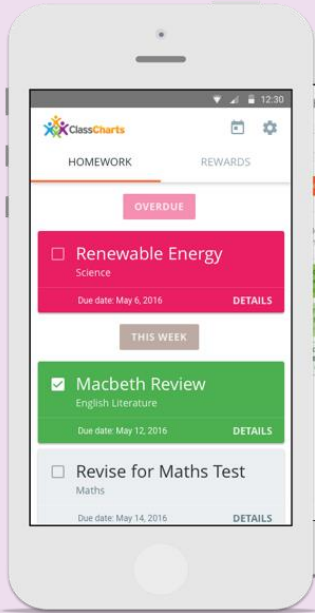
These are the knowledge and skills that need to be secure at the end of each unit and each year.

Students are identified as 'below track', 'on track' or 'above track' at specific points throughout Year 7.

This is based on their progress in relation to their prior attainment at KS2 (H M or L banding).



# How Can I Support at Home?



High School

Select type: [v] Select a subject: [v] Select a teacher: [v] All class: [v]

May 2nd - 8th 2016

Monday 3rd May	Tuesday 4th May	Wednesday 5th May	Thursday 6th May	Friday 7th May	Saturday 8th May
822Comp English Mrs L. Leatham	371Ma Maths Mr D. Wilson	822Eng English Mr C. Jackson	151Art Art Mr P. Roberts	751Bio Biology Mr A. Evans	
151Bio Biology Mr A. Evans	822Eng English Mr C. Jackson	371Ma Maths Mr D. Wilson	371Ma Maths Mr D. Wilson	371Chem Chemistry Mrs A. Thomas	
822Eng English Mrs L. Leatham	751Bio Biology Mr A. Evans	403Comp Computing Mrs L. Leatham	751Bio Biology Mr A. Evans	371Ma Maths Mr D. Wilson	
	371Chem Chemistry Mrs A. Thomas	751Bio Biology Mr A. Evans	822Eng English Mr C. Jackson	151Art Art Mr P. Roberts	
	822Art Art Mr P. Roberts	371Chem Chemistry Mrs A. Thomas	403Comp Computing Mrs L. Leatham	822Hist History Mrs L. Leatham	
	371Chem Chemistry Mrs A. Thomas	151Art Art Mr P. Roberts		371Ma Maths Mr D. Wilson	

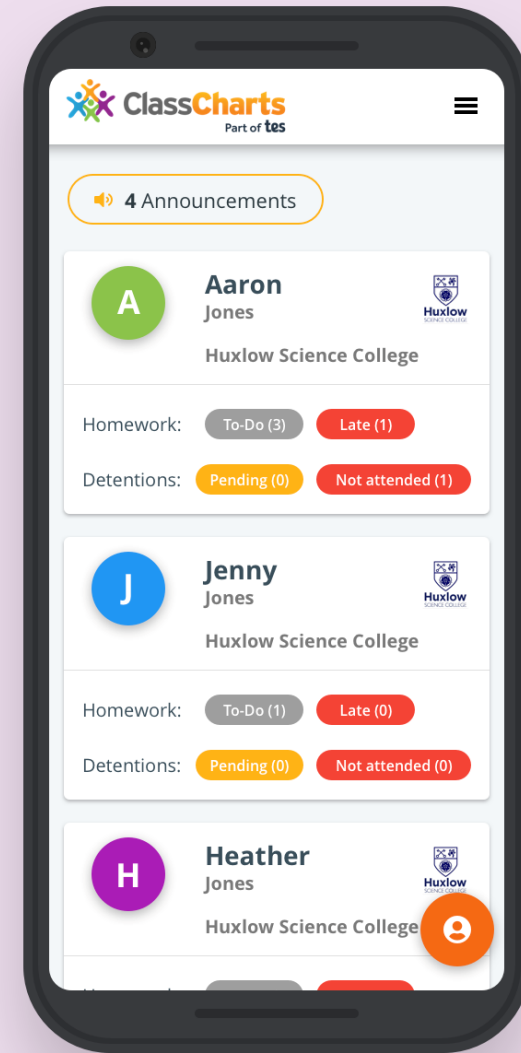


# How is your child doing?

We communicate regularly with parents about the individual progress of our students.

## In Year 7 you can expect the following:

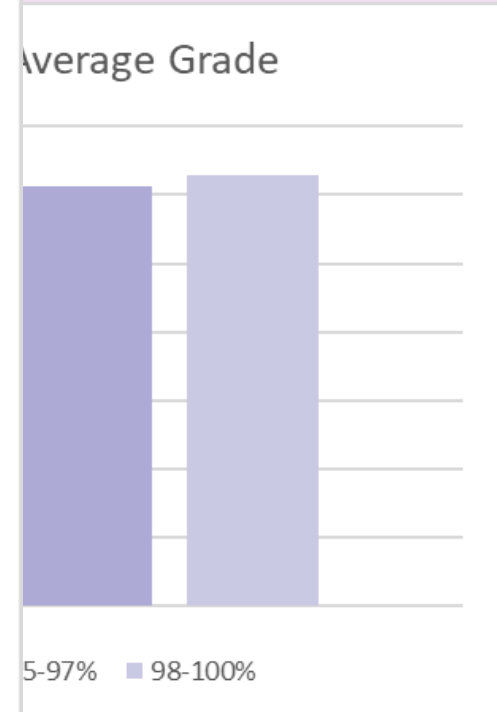
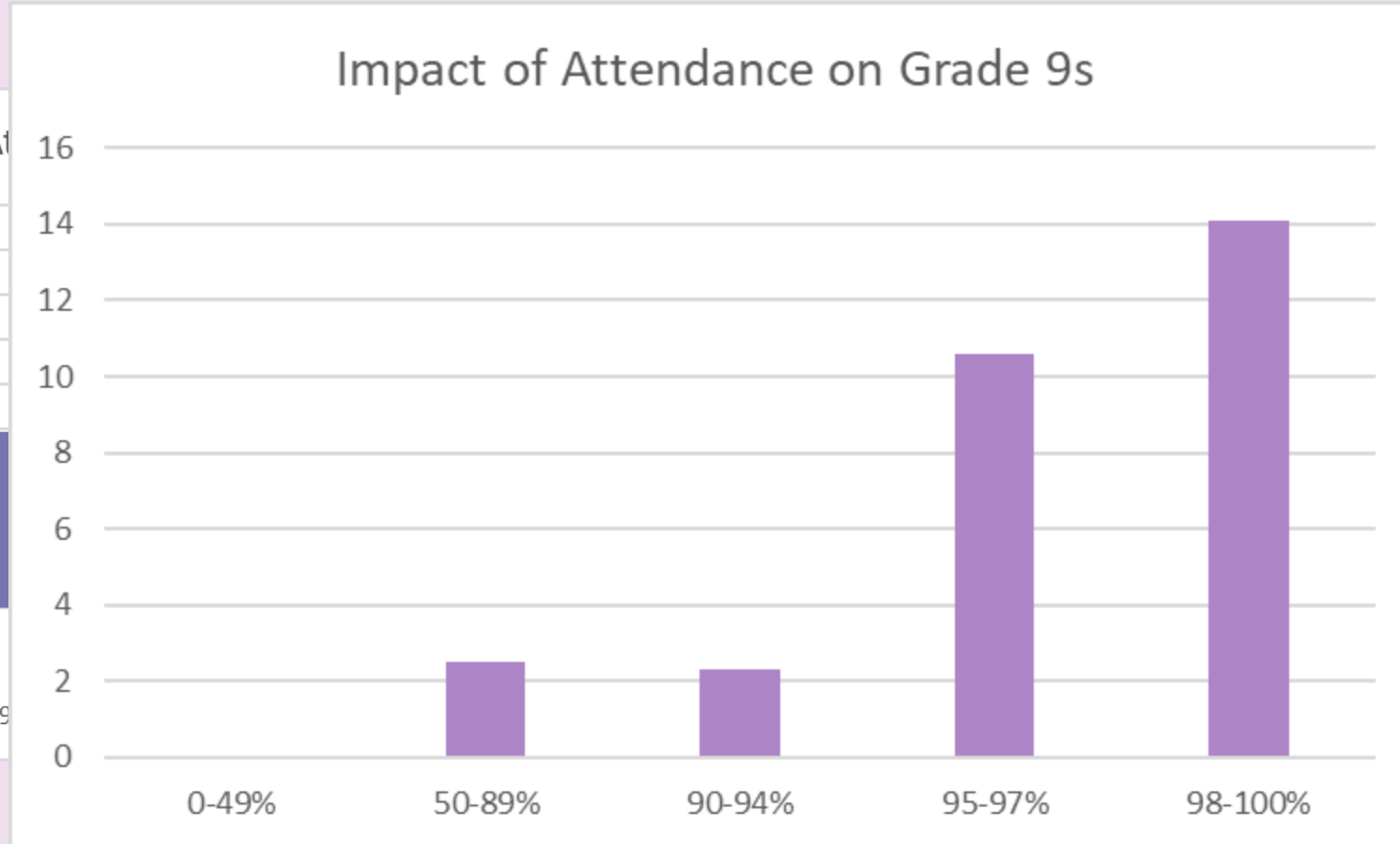
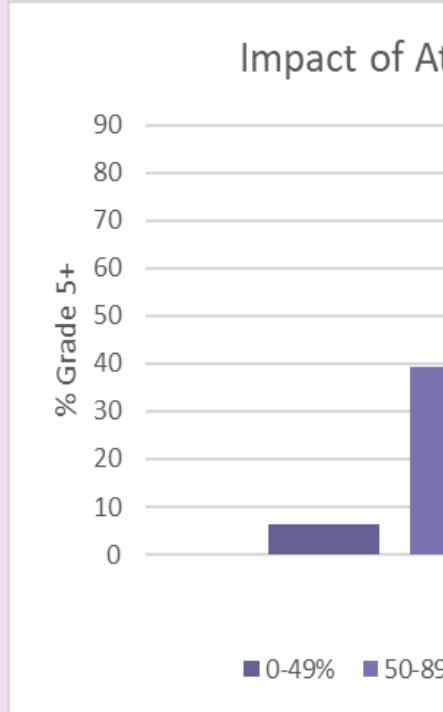
- Daily updates using the Class Charts Parent App
- Settling in evening (Half term 1) – form tutor
- Parents' evening (face to face Summer Term)
- Regular Progress Review Reports (email and paper copy) including:
  - Attitude to learning scores
  - Progress data (on track or not?)
  - Attendance data
  - Behaviour data



# Students who excelled...



# Attendance



# Zones of Learning



A set of consistent expectations for how students work in our lessons



**Focused Whole  
Class**



**Quiet Pairs**

Zones of  
Learning

@ Horsforth  
School



**Purposeful  
Groups**



**Silent  
Independent**

# Focus on the *'what'* not the *'how'*



- Students have more and more to remember in their different subjects
- We want the best possible outcomes for every student
- We need students to be focused on what they are learning to get the most out of every lesson
- To do this, we need their behaviour for learning to be routine, consistent and an expectation
- Zones of Learning will support all students and will help everyone to focus on the learning and make the best possible progress

# Zones of learning



## Silent Independent

### What do I need to do?

- Work in silence
- Attempt the task on my own
- Persevere, even if it's hard
- Try self help strategies
- Put my hand up if I need support
- Wait patiently for support



## Purposeful Groups

### What do I need to do?

- Work with my allocated group
- Work on the task set
- Take turns to talk
- Listen respectfully
- Cooperate and share ideas
- Raise my hand if I need support



## Quiet Pairs

### What do I need to do?

- Only talk to my partner
- Talk quietly
- Only talk about the task set
- Listen respectfully
- Raise my hand if I need support
- Wait patiently for support



## Focused Whole Class

### What do I need to do?

- Sit up straight
- Face the front
- Have nothing in my hands
- Be silent
- Listen respectfully
- Raise my hand if I need support
- Be ready to contribute



# Homework @ Horsforth School

OPPORTUNITY AND ACHIEVEMENT FOR ALL

# Why set homework?



- Provides an opportunity to **OVER LEARN**
- Allows students to consolidate information learned in the lesson
- An opportunity to improve retention and recall
- Allows parents to have an insight into what their child is doing at school and be partners in learning
- Teaches students discipline and time management
- Improves skills needed in KS5 and FE
- Allows students to work independently
- According to the EEF, improves progress by 5+ months

# What does the research say?

- We have a curriculum built to support students knowing and remembering more and our Home Learning needs to mirror this.
- The process of using a read, cover, write, check strategy is a well-tested, evidence-informed approach to support students committing information to their long-term memories.
- This retrieval practice and repetition will ensure that students **know and remember more**, making them feel more successful both in their Home Learning and across the curriculum in their other lessons.

# KS3 Homework Booklet

- Students have all received two booklets; a **knowledge organiser** booklet and a **task** booklet. It is really important they keep these safe. Students should bring their Knowledge Organisers to school every day as these will be useful in their lessons
- The **knowledge organisers** have been carefully designed by our Curriculum Leaders and are specifically mapped against our curriculum
- The **task booklets** contain the different homework tasks that students will complete during the half term. Teachers will specify which tasks they should complete each time homework is set

Year 7 and 8:

Frequency:

<b>Department</b>	<b>Taught hours per fortnight</b>	<b>Homework tasks per fortnight</b>	<b>Homework tasks per half term</b>
English	7	2	
Maths	7	2	
Science	6	2	
Language	6	2	
Geography	3	1	
History	3	1	
Design	3	1	
RS	2		2
Computing	2		2
Art	2		2
Drama	2		2
Music	2		2

# Homework – how can you support?

- ✓ Ask them questions about the tasks they are doing
- ✓ Quiz them on things that are on their knowledge organisers (definitions, summaries, explanations, translations)
- ✓ As the year goes on, encourage them to look back at previous half term's Knowledge Organisers and make flash cards, mind maps to see how much they can remember
- ✓ Do the suggested further activities together – lots of these involve wider research or teaching things to family members
- ✓ Praise



# Rewards @ Horsforth School

OPPORTUNITY AND ACHIEVEMENT FOR ALL

# Rewards and Recognition



# Instant reward

HORSFORTH SCHOOL

**PINK PRAISE SLIP**

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Member of staff: \_\_\_\_\_

Date: \_\_\_\_\_

You have shown excellent **Character** and/or **Behaviour** for **Learning** today:

Resilience Not giving up	Respect Kindness	Responsible Helpful	Participated Focussed
Good Progress	Good Effort	Teamwork Co-operation	Role modelling

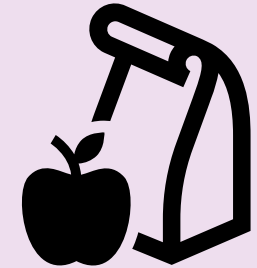
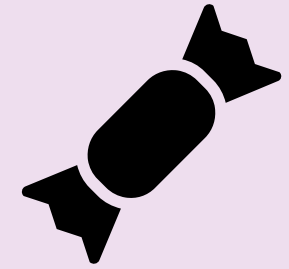
HORSFORTH SCHOOL

**PINK PRAISE HOME SLIP**

**WELL DONE**

You have shown excellent **Character** and/or **Behaviour** for **Learning** today:  
Subject or Staff \_\_\_\_\_

Resilience Not giving up	Respect Kindness	Responsible Helpful	Participated Focussed
GOOD PROGRESS	Good Effort	Teamwork Co-operation	Role modelling



# Your voice matters

Please complete parent voice when we send it



There will be an opportunity to provide your voice on some things year 7 specific, at the settling in evening

