

Welcome Class of 2031

Year 8 information evening

Mr. Maund

Senior Vice Principal



ROAs

Ms. Jupe

Assistant Principal



Rank Order Assessment Summer 2024

- The year group made excellent progress last year. Very highly performing on the United Learning national leaderboards.
- Revision was clearly happening for all subjects
- Developed fantastic understanding of 'exam ready' and 'JCQ regulations'
- A joyous afternoon of celebrations and results
- Your child's first 'envelope moment'

Thank you to all parents/carers for their continued support and working in partnership with us.

ROAs

- Students should focus on personal progress – climbing overall rank or ranks for specific subjects
- Students should use the ROA data – a clear understanding of what subjects to really focus on.
- Streams are temporary – they show current attainment, not ability. Children can progress at different rates. Never that far from the end of year exam and opportunity to move.
- If students are doing their best, that is all we can ever ask. We are proud of every student who works really hard, regardless of their rank. We will always support students who are disappointed and help them to rise up ranks.
- There will be successes and disappointments along the way – building resilience and humility.

Academic year- Miss Jupe (Assistant Principal)

18th September- Information Evening

27th November – ROA launch – parent letter, assembly, support packs

12th January – ROAs start

10th February – Results assembly

11th/ 12th February – Parents evenings (ABA 11th, AGA 12th)

23rd February- New streams

8th May – End of year ROA launch – parent letter, assembly, support packs

8th June - End of year exams start

15th July- Results and celebration afternoon

18th July- Last day of the year and into year 9!

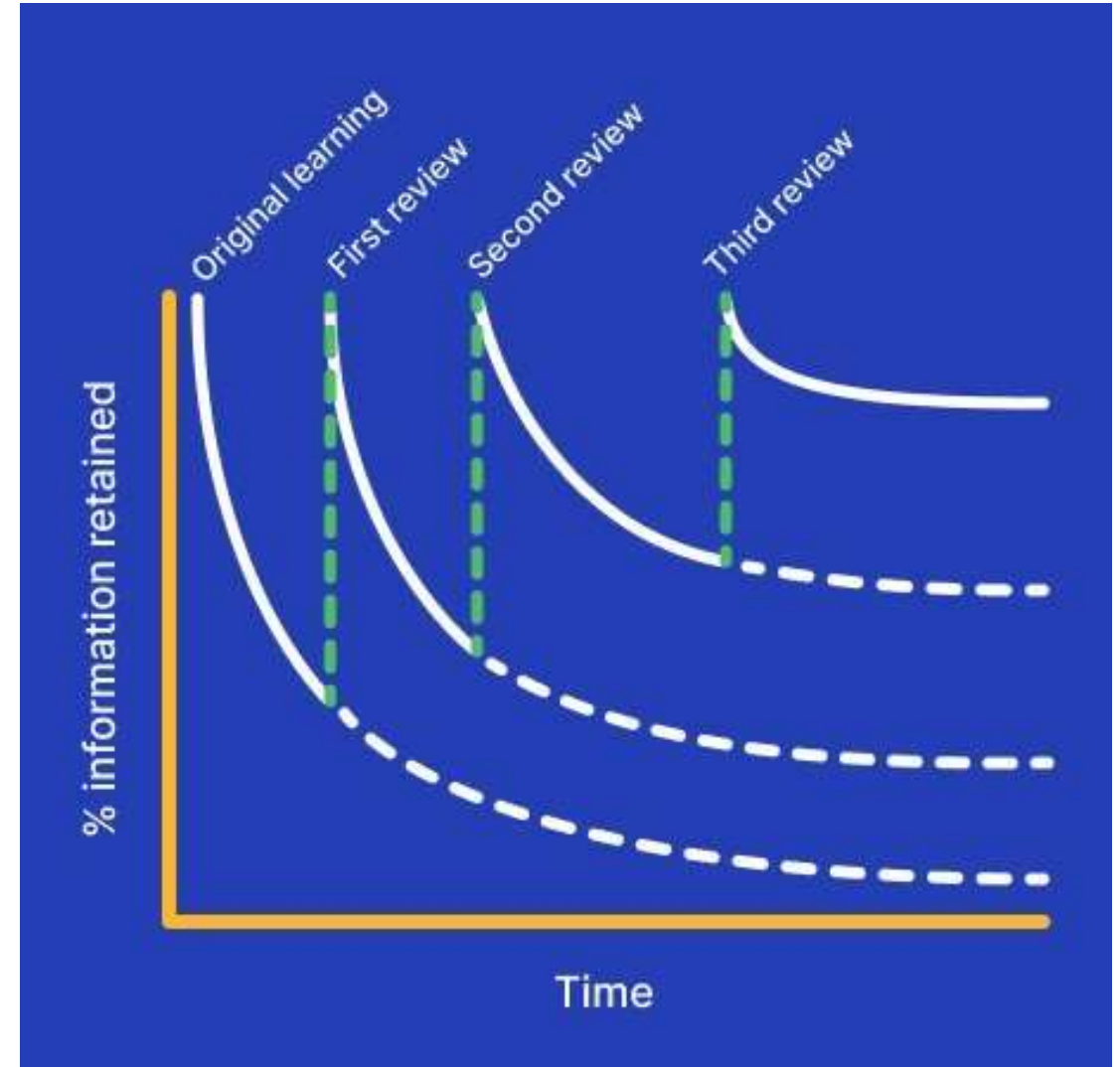
Curriculum, Revision & Homework

Mr. Thorne
Assistant Principal



Importance of the curriculum

- Knowledge-rich curriculum
- Half-termly parent-carer letters
- Retrieval is key
- Website link - [Curriculum by Subjects | Curriculum | Avonbourne Girls' and Boys' Academy](#)



How is my child's learning supported in school?

In the classroom

- Research informed – cognitive load; guided practice; high success rate
- Common lesson sequence: Do Now; key objectives; chunked information; guided practice; models and scaffolds; independent practice; feedback
- Resources – bookletised curriculum; ability to catch up if needed
- Passionate subject experts in front of them
- Knowledge organisers – key information
- Revision programme around the ROAs – exam support pages
- Student planner to support organisation

How is my child’s learning supported in school?

Outside the classroom:

- Tailored and responsive homework programme

Homework Timetable

	Mon A	Tues A	Wed A	Thurs A	Fri A	Mon B	Tues B	Wed B	Thurs B	Fri B
Year 8	English	Maths	History	Science	MFL	English	Maths	Geography	Science	RS

Support Available

Homework club break every break and lunchtime in AG11

Homework club after school every Wednesday and Thursday in AG11

Students need to login with Microsoft (Single sign on)

Sparx is adaptive to how students are getting on – helping too much can harm in long term

Homework detentions

Our homework detention policy states that homework that is not completed to a satisfactory standard will result in an after-school detention for either 30, 60 or 90 minutes (dependent on the number of pieces that have not been completed).

A satisfactory standard is defined as:

- 80%+ score on Seneca (or as much as a student can attain in 30 minutes in Year 7 and 60 minutes in Years 8 – 11).
- 80%+ score on Language Nut
- 300+ Sparx Reader Points
- Sparx Maths Compulsory Sections completed to 100% before XP Boost Tasks
- Sparx Science completed to 100%

What can my child do to support their learning?

- Attend and be punctual to all lessons
- Complete all homework to the best of their ability
- Use their knowledge organiser to regularly review key knowledge
- Revisit their class booklets via TEAMs
- Use their planner to organise their time and meet deadlines efficiently
- Employ the strategies taught through the tutor revision programme to support independent revision, especially in the lead up to their ROAs
- Utilise our online platforms: Seneca, Sparx, Language Nut

- **Ask questions and seek teacher support if required**

How can you support your child's learning at home?

- Ask questions
- Reminders
- Environment
- Get involved

Summary

- Knowledge needs to be revisited regularly to support retention
- We have carefully created many tools and strategies to support your child and their learning
- There are many ways your child can support their own learning
- It is great for parents and carers to support at home

Personal Development

Joanne Booler
Vice Principal



Character Development

"Grades will open doors but character decides if you stay"

- Every interaction is an opportunity to develop your character
- Character Caught, Taught & Sought
- Be the best version of yourself

Character Development

- Extra-Curricular
- Self-Reflection (Character Journal)
- The Pupil Charter
- Trips & Visits
- Student Leadership Opportunities
- PSHE
- Careers Provision

Extra-Curricular

- Lunchtime & After school
- List on screens around school
- Shared in weekly message board
- Viewed on school website
- Basketball to DND
- Push yourself out of your comfort zone

- Enrichment

The Character Journal

- Character Journal
- Self-Evaluation
- Goal setting
- Top of the Pyramid People



The Pupil Charter

Sets out the core experiences beyond the classroom that we believe all children should have.

Each year all students will:

- be encouraged to take part in at least one co-curricular club, within or outside of school, attending for the duration of the club (or for a minimum of one term across several clubs).
- represent their house/tutor group/class in individual and team activities.
- share their views on the school through student leadership structures.
- reflect on their aspirations and personal development goals with an adult in the school.
- hear from an inspirational speaker or coach.

In Key Stage 3, all students will:

- have the opportunity to represent the school in a sporting, cultural or academic event.
- have the opportunity to perform in a class production to an audience.
- watch a theatre production.
- volunteer time to serve the local community.
- have the opportunity to stay away from home and bond with classmates on a residential.
- have the opportunity to demonstrate leadership.
- deliver a presentation to an audience.
- celebrate people, cultures and cuisine from a foreign country.
- visit a Top Third university.

The Pupil Charter

Trips and visits we put on as a school will cover some of these but many of them require you to seek out opportunities

In Key Stage 4, all students will:

- watch a live professional performance, production, sporting or cultural event.
- volunteer time to serve the local community.
- demonstrate leadership to the wider school.
- apply for or elect students to senior leadership positions.
- deliver a presentation to an audience.
- experience a professional workplace.
- visit a Top Third university (if not possible in KS3).

In Key Stage 5, all students will:

- deliver a presentation to an audience.
- experience a professional workplace.
- visit a Russell Group university OR an apprenticeship provider.
- apply for or elect students to senior leadership positions.

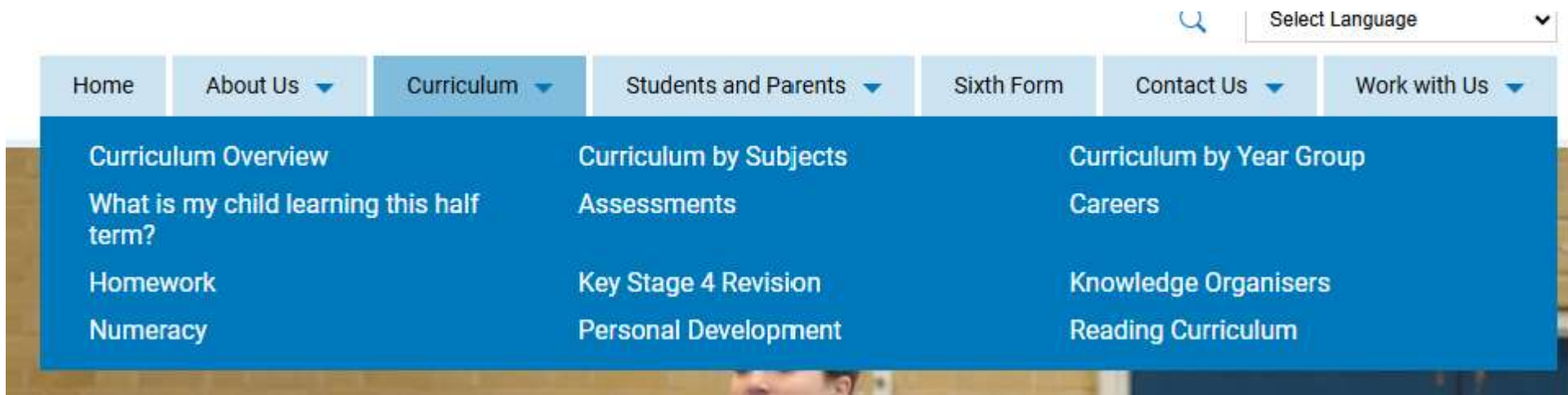
Trips & Visits

- Y7 Budden's Residential
- Y8 & Y9 MFL Trip
- Y10 Barcelona Trip
- Y10 Austria Ski Trip
- Y10 Geography Field Trip
- Y11 Berlin
- Y11 London Art Trip
- Duke Of Edinburgh
- Winter, Spring & Summer Concert
- Fixtures & Competitions
- Careers events, curriculum trips, creative arts

Student Leadership Opportunities

- Launches within the next couple of weeks
- House ambassadors
- Student council reps
- Eco Reps
- Diversity Committee
- Wellbeing Ambassadors

- Fully sequenced age-appropriate curriculum guided by the PSHE Association



	Autumn One	Why this? Why now?
Year 9	1. Consent 2. Relationship Expectations 3. Abuse and Harassment	<p>This is a whole school priority that needs yearly reinforcing and reteaching. Ensuring students know what consent is as they may begin relationships.</p> <p>There is a maturity to understand and label abuse and harassment at the start of Y9.</p>

Careers

- Taught and experienced in a variety of ways through tutor time programme, visits from local businesses, workshops and trips
- Y8 trip to Bournemouth University
- In Y9 1:1 interviews with a representative from JP Morgan
- Y10 work experience
- Post-16 careers fairs
- Y12 work experience

Attendance

Mr. Gorvin

Associate Vice Principal



Mr Gorvin (Associate Vice Principal) - Attendance



Attendance at Avonbourne Academy



Attendance

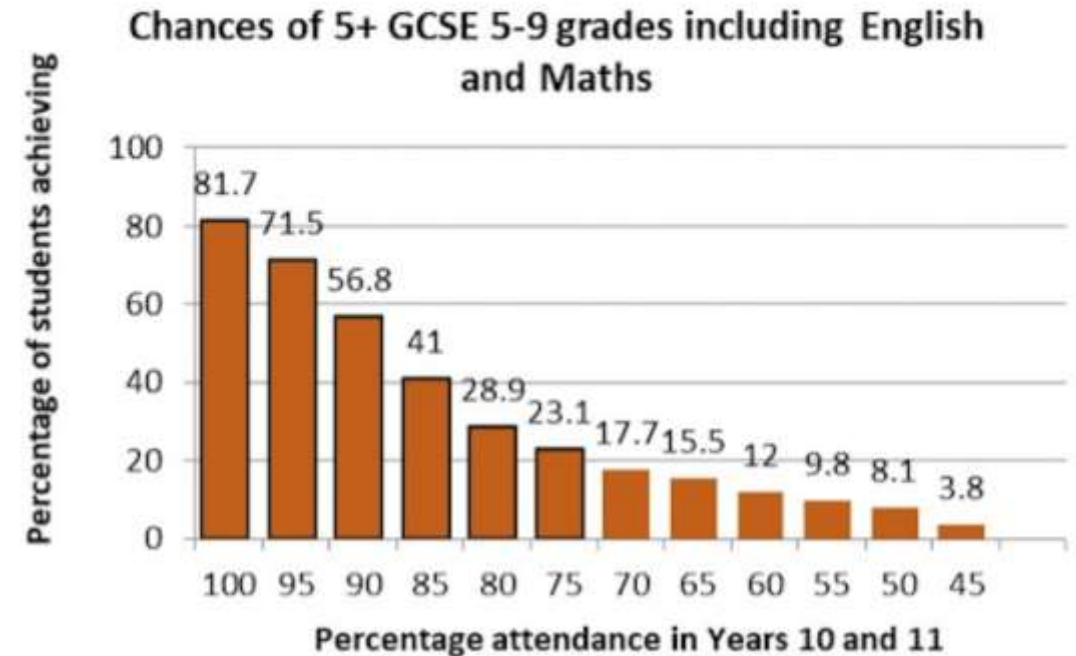
Everyone should be aiming for at least 97% attendance.

If your child is not well enough to attend school then please ensure that you contact us to inform us. Communication is key.

Book medical appointments, check ups etc. outside of the school day and if this is not possible then please ensure that your child attends school before and after the appointment. This is so that they do not miss out on learning time and opportunities within school.

Last year's overall attendance was about 95% for the year group (this was in the top 10% in the country).

Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. The chart below illustrates this:



Behaviour & Culture

Mr Lanahan

Associate Vice Principal



Sam Lanahan – Associate Vice Principal (*Behaviour & Culture*)

- Firstly, we are **proud** of the class of 2031 for how they have settled into Year 8, and how many of them have conducted themselves this academic year.

1. I always try my hardest to learn to the best of my ability.
2. I take responsibility for my own behaviour. I always do as I am asked, the first time I am asked.
3. I am in the right place at the right time, doing the right thing.
4. I take pride in the timely completion of high quality, well-presented class and homework.
5. I take responsibility for my learning and the learning of others – this means I work well independently and within the team.
6. I respect others, their opinions and their personal space.
7. I always have the correct equipment, look smart and am ready to learn every day of every week.

Avonbourne Way

Underpins our behaviour policy and forms part of our common language. This is what we narrate to students, to support them in understanding our expectations.


Behaviour in lessons

Warnings Given For	Referral to inclusion
<p>Behaviours that are seriously or continuously disrupting the learning in the classroom environment</p> <p>Incomplete, or insufficient work completed <i>(Phone call home on first time witnessing)</i></p>	<ul style="list-style-type: none">✓ 2nd warning in a lesson (will result in 2 periods in inclusion)✓ <u>Abusive or offensive language</u>✓ <u>Dangerous / Violent behaviour</u>✓ <u>Piercing (Specifically nose studs)</u>✓ <u>Throwing objects with intent to hurt</u>✓ <u>Refusal to follow instructions</u>✓ <u>Truancy (On & Off site)</u>✓ <u>Vaping / Smoking in the school site, or in school uniform</u>✓ <u>Failure to adhere to uniform policy</u>

REACH

RESPECT	EQUALITY	AMBITION	COMMUNITY	HARDWORK AND DETERMINATION
INTEGRITY I will do the right thing, even when no one is watching	EMPATHY I will listen to and understand others' feelings, treating them with care and respect	MOTIVATION I will set goals for myself and work hard to achieve them	COLLABORATION I will work well with others, sharing ideas and supporting my peers	RESILIENCE I will learn from my mistakes and keep trying, even when things are difficult
KINDNESS I will treat others with kindness and offer help when needed	COMPASSION I will be kind and supportive to those in need, offering help whenever I can	LEADERSHIP I will lead by example, inspiring and supporting those around me	TEAMWORK I will be a reliable and respectful team member, helping my group succeed	COURAGE I will step out of my comfort zone and face challenges with confidence
HONESTY I will tell the truth and take responsibility for my actions	INCLUSIVITY I will welcome and value everyone, making sure no one feels left out	CONFIDENCE I will believe in my abilities and approach challenges with a positive mindset	COMMITMENT I will stay dedicated to my responsibilities and always do my best	PERSEVERANCE I will stay focused and keep working hard, even when I feel like giving up
RESPONSIBILITY I will take ownership of my learning and behaviour, making choices that help me and others succeed	TOLERANCE I will respect and accept people's differences, even when their views or beliefs are different from mine	VISION I will think about my future and take steps toward achieving my dreams	SERVICE I will contribute to my community by helping others and making a positive impact	EXCELLENCE I will always strive to do my best and take pride in my achievements

Your REACH Card – Don't Let Students Leave Home Without It!

 Avonbourne Boys' & Girls' Academies REACH CARD – COMMUNITY (RECOGNITIONS)											
Name											
Tutor Group											
BEING PROUD OF OUR UNIFORM – Wearing exemplary uniform with pride, taking coats off without being asked. BEING READY TO CONTRIBUTE – Having the correct equipment, excellent line-up behaviour, being early to lessons and line-ups. BEING A POSITIVE INFLUENCE – Acts of kindness, excellent corridor conduct, helping without being asked. RESPECTING OUR RULES – Leading by example, wearing bike helmets, arriving and leaving site in an orderly manner. TAKING CARE OF OUR ENVIRONMENT – Picking up litter, leaving areas as you found them, reporting issues. COMMUNITY & BRITISH VALUES – Being polite, respecting views of others, holding open doors, shaking hands and greeting people.											
	Staff to sign appropriate box below										
BRONZE (1-5 Recognitions)	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>										
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Form tutors to log on Arbor during tutor every 2nd Friday. New cards will be issued every 2 weeks. Rewards will be issued to highest performing individuals and groups bi-weekly and at the end of each half-term.

Must always be with you.

Teachers reward students for showing REACH values

Examples:

Picking up litter = Respect

Attending a club = Community

Helping others = Equality

Ways students Earn REACH Points

REACH Card:


- 1 point for showing REACH values
- 2 points for going above and beyond

In Tutor Time:

- **Strong Start:** 2 points for correct uniform & equipment
- **Attendance:** 10 points for 100% attendance over two weeks

In lessons:

- **Teachers give out 3 or more REACH Points per lesson**
- Great work in lesson, contribution to discussion, curiosity and asking thoughtful questions

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Ways to Earn REACH Points

Outside the classroom:

- You can also earn REACH points for:
 - Attending clubs or extra-curricular activities
 - Representing Avonbourne (sports, concerts, events)
 - Volunteering and supporting others
 - Getting involved in House or tutor-led events

What Happens If I Don't Show REACH Values?

- Points can be **deducted** for poor behaviour
 - This includes: **Detentions/ Inclusion**
 - You control your total – every choice counts!

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How Do I Get Rewarded?

- Every 50 REACH points = 1 reward token
- Tutors will hand these out fortnightly
- students choose which prize box to enter! ticket.



Box 1

- Drawn every 2 weeks
 - Up to **10 winners** every two weeks
- Prizes include:
- Lunch queue jump passes
 - £5 Amazon vouchers
 - Stationery

Box 2

- Drawn every ½ Term
 - **2 winners only**
- Prizes include:
- £25 JD Sports, SpaceNK, or Amazon vouchers

Box 3

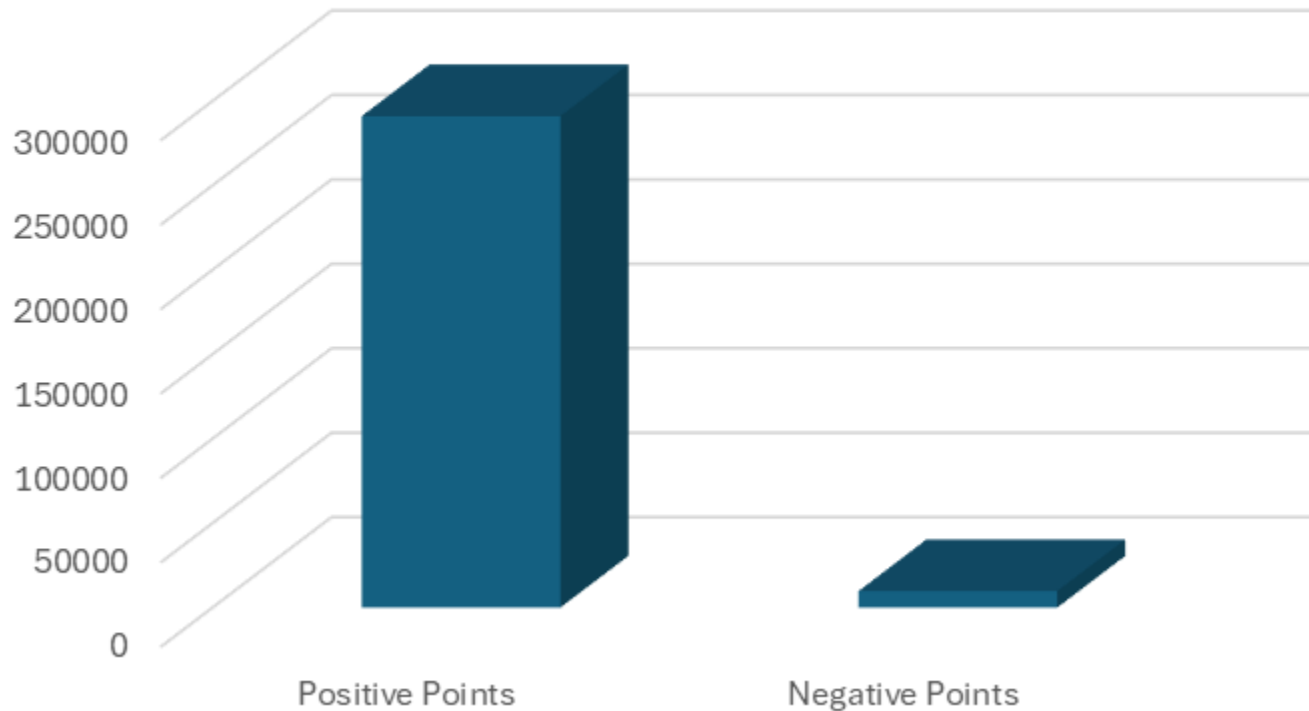
- Drawn every Term
 - **2 winners only**
- Massive prizes like:
- AirPods
 - Clothing vouchers
 - Theme park tickets

Box 4

- **Drawn once a year**
- **1 winner only**
- Bike, Watch, Computer, Decathlon vouchers,
- We want your ideas for prizes?

Rewards Outweigh the Sanctions

Class of 2031 Behaviour Record 24/25



Overwhelmingly positive picture for the year group with a significant number more positive rewards than negative behaviour incidents across last academic year

Behaviour & Culture

Ms. Gill-Taylor & Mr. Brown
Heads of Year



Behaviour & Culture- HOYs

- REACH
 - Respect
 - Tolerance

- Having a go
 - In lessons
 - Clubs

- Learning from mistakes
 - In class
 - Out of class

- Seeking support
 - In class
 - Out of class

Year 8 is a fresh start
for all students.