

# Do now: Memory challenge

Can you remember and name these images?





# KS3 Information Evening

## Year 9



*Inspire*

*Achieve*

*Celebrate*



# The Key Stage 3 Team



Miss Hancock	Director of Learning (Years 8 & 9)
Mrs Riley	Welfare Leader (Years 8 & 9)
Mr Western	Assistant to Key Stage 3
Miss Ryder	Assistant Headteacher Link to Year 8 & 9

# GCSE Results 2023

We are consistently in the top 10% of schools nationally for attainment at GCSE.

At GCSE (2337 entries)

- 9% of all grades achieved were at the highest grade of 9
- 34% were at grades 7-9 (a 7 is equivalent to an old A grade)
- 84% were at grade 4-9 (a 4 is equivalent to an old C grade)

# Ofsted

We continue to be 'a good school'.

The Ofsted report celebrates the many achievements of our school and reflects the pride we have in the staff, students and community of Poynton High School.

Inspectors praised our '**high aspirations for the achievement of pupils and students in the sixth form**'. They recognised that '**leaders have designed an ambitious curriculum which explicitly builds on pupils' previous learning. They have organised the curriculum well to enable pupils to develop an increasingly broad and sophisticated body of knowledge from Year 7 to Year 13**'.

Inspectors also commented on how students '**benefit from a well-considered programme to support their wider personal development**' and that '**pupils' learning is enhanced through the wide range of opportunities and experiences that are on offer to them**'.

# Attendance

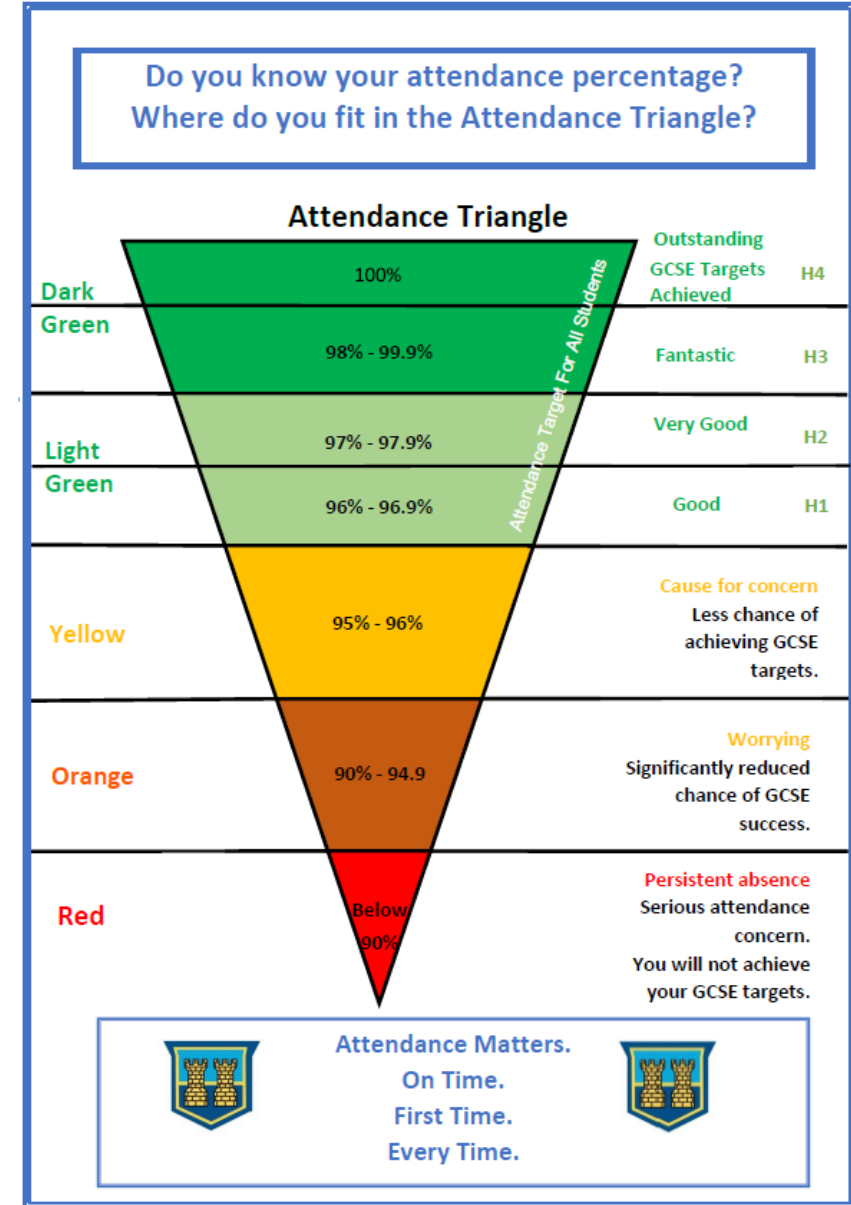


If a student is unable to attend school, parents/guardians should call the school before 8:30am.

Please provide the following information:

- Student's name
- Student's year group
- Your relation to the student
- Reason for student's absence

A member of the Team will contact you to discuss the return to school.



# Communication: School Website



**Poynton High School**  
& Performing Arts College

[HOME](#)

[ABOUT US](#)

[PARENTS](#)

[STUDENTS](#)

[CURRICULUM](#)

[VACANCIES](#)

[USEFUL LINKS](#)

[SIXTH FORM](#)



[British Values at Poynton High School](#)

[Creative and Digital Technology](#)

[English](#)

[Learn 2 Learn](#)

[Modern Foreign Languages](#)

[Prevent Strategy](#)

[RS](#)

[Learning Support \(SEND\)](#)

[Careers](#)

[Duke of Edinburgh Award Scheme](#)

[Humanities](#)

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Inspire



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IN THIS SECTION

[BUSINESS AND ECONOMICS](#)

[GEOGRAPHY](#)

[HISTORY](#)

[SOCIOLOGY \(KEY STAGE 5\)](#)

## Humanities

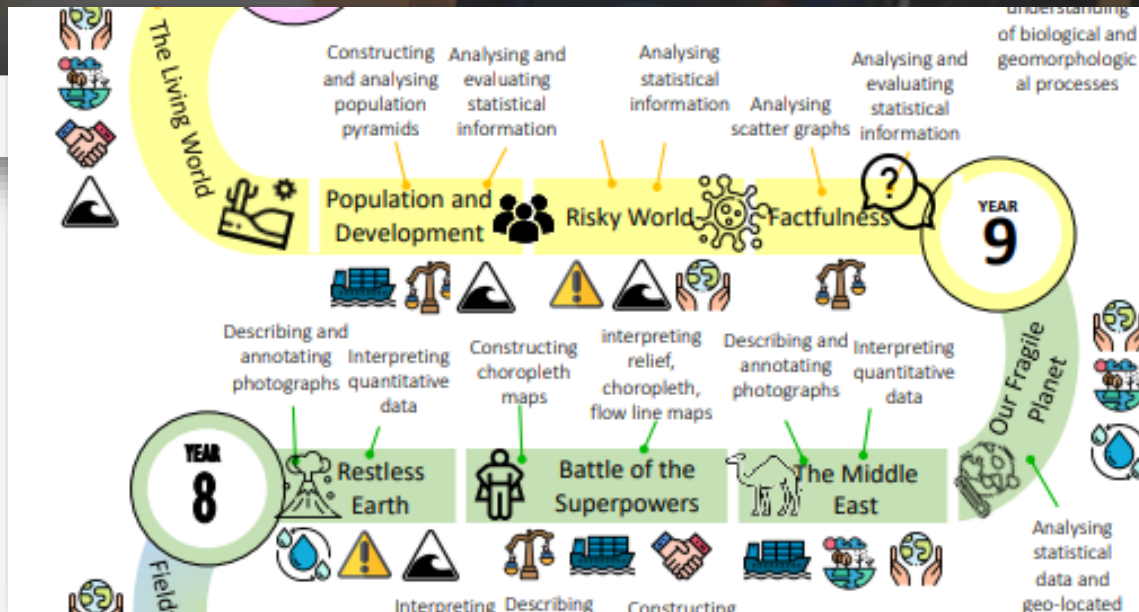
### Director of Learning - Miss S O'Loughlin [Email](#)

The Humanities Team includes many different curriculum subject areas. We are dedicated to the promotion, enjoyment and excellence of our subjects through exciting and enthusiastic teaching.

At Key Stage 3 students receive six hours of Humanities lessons every timetable cycle involving the individual study of History and Geography. We pride ourselves on creative teaching which appeals to all types of learners.

At Key Stage 4 students can opt to study History, Geography or Business GCSE or BTEC Tech Award in Enterprise. The majority of students choose to maintain their Humanities education. Our results are excellent and we aim to maximise the potential of all our students.

At Key Stage 5, students can opt to study History, Geography, Business, Economics and Sociology to A level or BTEC Extended Certificate in Business.

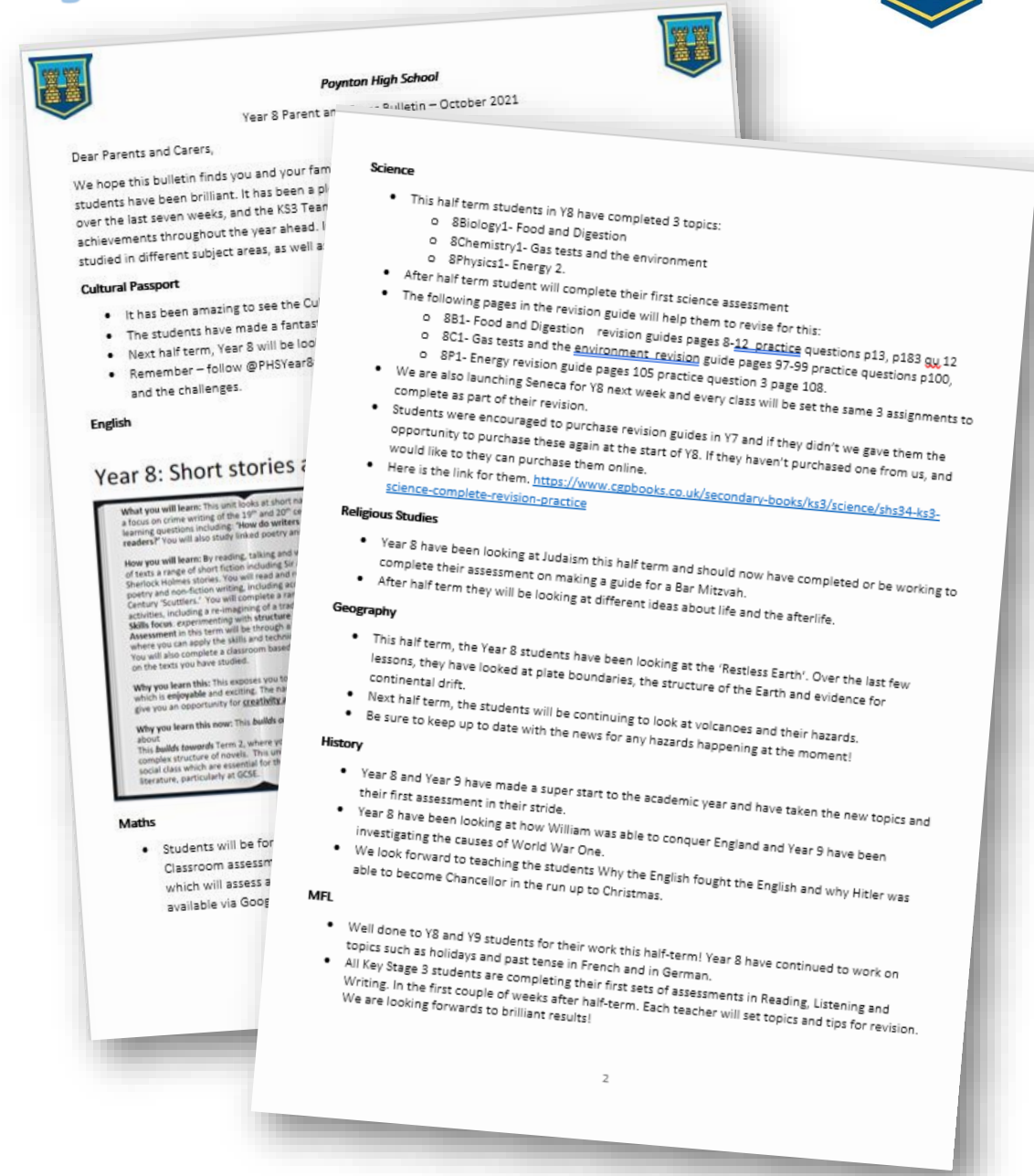




# Communication: *Half Termly Bulletin*



- Each half term we will send out a parent and carer bulletin
- This will celebrate our students achievements from the half term
- It will highlight important events taking place in the next half term and any subject specific information for you to be aware of
- The bulletins will also provide you with an insight into what is being studied in each subject area
- There will be ideas to support students furthering their learning outside the classroom





# Communication: *Reporting*



- Subject teachers, Heads of Department and Directors of Learning will review the progress of your child throughout the year
- This will be communicated to you formally three times a year
- Key Dates:
  - Tuesday 28<sup>th</sup> November (Progress Grades)
  - Tuesday 5<sup>th</sup> March (Progress Grades)
  - Thursday 7<sup>th</sup> March Parents evening Online
  - Tuesday 4<sup>th</sup> June (Full Report)

- The Progress Grades Reports:
  - ‘**Working at**’ is the current GCSE grade that the student is achieving
  - ‘**Progress**’ is an indication of the knowledge and skills that students have acquired since their last progress report and also takes into account their starting point in terms of prior attainment
  - ‘**Approach to Learning**’ is a report on effort

Ofqual		
New GCSE Grading Structure		
NEW GCSE GRADING STRUCTURE		CURRENT GCSE GRADING STRUCTURE
9		A*
8		
7		A
6	<div>GOOD PASS (DfE)</div> <div>5 and above = top of C and above</div> <div>AWARDING</div> <div>4 and above = bottom of C and above</div>	B
5		
4		C
3		D
2		E
1		F
		G
U		U

# Communication: *Reporting*



## CRITERIA

Approach to Learning Grade (replaces previous Effort grade)

Code	Description
<b>A+</b>	<b>Excellent:</b> Shows commitment to getting the most out of all learning opportunities available. Actively participates in the lesson at all times and is fully engaged. Actively seeks feedback on how to improve the quality of their work. Perseveres with all challenges. Uses their initiative in a range of situations and does not always have to be told what to do. Consistently makes an excellent effort. Home learning is always submitted on time and is of an excellent standard.
<b>A</b>	<b>Very good:</b> Demonstrates a very good work ethic and shows commitment to improvement. Actively participates in lessons and shows engagement. Engages with SMART marking and feedback in order to improve the quality of their work. Usually perseveres with challenges presented. Has demonstrated that they can use their initiative in a range of situations and does not always have to be told what to do. Consistently makes a very good effort. Home learning is submitted on time and is of a very good standard.
<b>B</b>	<b>Good:</b> A responsible and hard-working student who tries hard. Shows a good interest in their learning and is attentive and focused. Responds well to feedback. Willingly participates in the lesson. Is willing to persevere when things get difficult. Takes responsibility for their work. Consistently makes a good effort. Home learning is submitted on time and is of a good standard.
<b>C</b>	<b>Inconsistent:</b> A student who does the majority of what is expected of them but fails to push themselves or make the most of the opportunities available. Shows some interest in their learning and is generally focused. May not try hard enough to improve their work after feedback. Sometimes participates in lessons. Takes some responsibility for their work. Might make a good effort in some lessons but it is inconsistent. Home learning is sometimes incomplete or late.
<b>D</b>	<b>Poor:</b> A student who needs support or intervention to become a more responsible learner. Is not interested in being challenged. Fails to act on feedback. Makes little effort to participate in lessons. Takes little pride in their work. Effort is frequently a cause for concern. The quality of home learning is poor. It is often incomplete, submitted late or not completed at all.

## Progress Grade

This is no longer awarded as a direct comparison of a predicted (attainment) grade against a student's guidance grade. Instead, it is based on the knowledge and skills that a student has acquired since the last progress report and also considers their starting point in terms of prior attainment. It is influenced mostly by the most recent assessment results.

Progress is reported as:

Code	Description
E	excellent
A	good
U ...	below expected
U1	Student should focus on developing understanding of concepts
U2	Student should focus on improving organisation
U3	Student should work harder outside the lesson
U4	Student should work to improve examination technique and structures (*see below)
U5	Student should improve his attendance in lessons
U6	Student should focus on developing practical skills
U7	Student should be more involved in lessons
U8	Student should improve behaviour in lessons (C1/C2 warnings have been given)

- The above documents are included in the letter that is sent home with the students reports
- Further guidance on how to support with the above U codes can be found on the school website

# Our Expectations



- Key Theme for Year 9 – **‘Making the right choice’**
- Students will pick their GCSE options this academic year
- Some subjects will start GCSE course content during Year 9 – we want the Year 9s to take ownership of their choices and engagement in their learning
- Many opportunities for Year 9 students to get involved with activities and develop leadership skills, including taking on the role of Form Rep or Charter Ambassador
- We are really keen to work together as a school to reduce our negative impact on the environment – we are a proud Eco school which is important to our school community

# Positive Behaviour for Learning



- Our positive behaviour for learning policy enables us to celebrate all of the achievements of our students whilst also ensuring they make the right choices consistently.

Behaviour points will be given to students who do not make the right choices.

This is given at a number of levels:

- C1 – warning
- C2 – 10 minute teacher detention
- C3 – removal from lesson
- C4 – high level incident
- C5 – incident outside of lessons
- C6 – charter violation

We hope that through a consistent approach around school students will know what is expected of them and that they will make the right choices in compliance with our policy.

Rewards are a key focus of our policy.

Students will be given House points for a wide range of things, including participation in lessons, completing excellent pieces of work, participation in extra curricular and house activities, completing Cultural Passport challenges and helping their peers as well as many other things.

House points can be achieved at different levels:

- H1 – positive (2 points)
- H2 – very good (5 points)
- H3 – outstanding (10 points)
- H4 – exceptional (15 points)

Under different categories:

- Inspire
- Achieve
- Celebrate

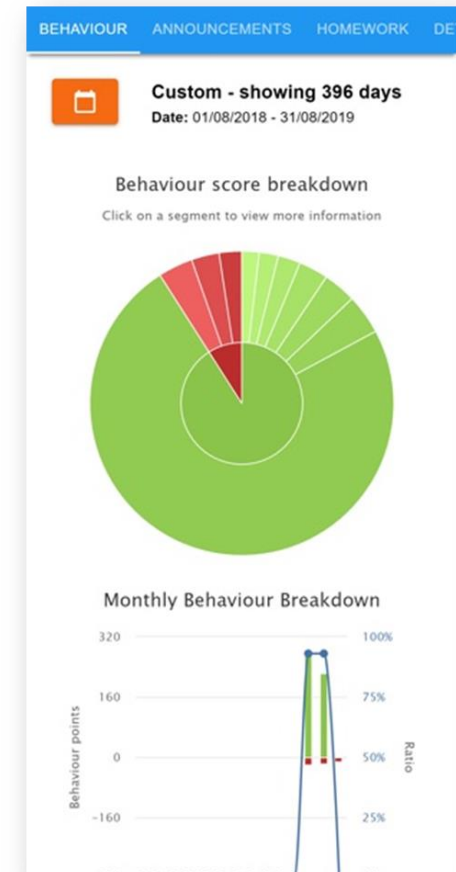
Your support in celebrating the successes of our young people, as well as discussing and helping to improve negative behaviour choices, is really important and very much appreciated.

# Class Charts



You can all log into ClassCharts where you can track your young persons conduct and attendance.

Later this year we will be launching the student version of the app.



# Poynton High School Educate – Challenge – Empower Charter

- We are proactive in making the positive changes needed for a world where everyone is treated fairly and equally.
- We are KIND and acknowledge that 'banter' can be dangerous and harmful to others, it cannot be used as an excuse.
- We recognise that peer on peer abuse takes a wide range of forms, ranging from sexist name-calling to physical abuse and have a zero tolerance of this.
- We openly challenge harmful language, stereotypes and actions (that show prejudice based on gender, sexuality, disability, race, ethnicity, religion and background.)
- We offer opportunities to talk about how we feel and actively encourage each other to support positive mental health.
- We support each other to make improvements and recognise that failure is part of the path to success.
- We LISTEN to each other and are mindful that everyone faces their own challenges and insecurities. We strive to understand each other.
- We allow and encourage others to do their best, and look out for each other so that this can happen never putting barriers in their way. We have high aspirations for ourselves and each other.
- We are honest.
- We support each other to stay safe in all of our interactions, including online. We look for opportunities to make others feel safe and boost their confidence.

Bringing us together to make sure that EVERYONE in is valued and works to promote an inclusive school community.



# GCSE Options Timeline



Date	What's happening:
Wednesday 28 <sup>th</sup> February	Options talk to Y9 students – period 1 Options Evening for parents Launch Y9 Options on website
Thursday 29 <sup>th</sup> February	SDD – Y9 focus Option Choices
Monday 4 <sup>th</sup> to 15 <sup>th</sup> March	Subject presentations in lessons Subject teachers will give a short presentation in lessons and provide an opportunity to ask questions.
Thursday 7 <sup>th</sup> March	Y9 Parents Evening – Online
Monday 18 <sup>th</sup> March	Deadline to submit Form



# Careers Advisor

- We have an independent Careers Advisor, Mrs Rush who works at school currently on Mondays and Tuesdays. (Moving to Thursday/Friday after October half term)
- Mrs Rush offers a lunch time drop in every day she is in for students who have any questions.
- If parents have any careers related questions these can be sent to the Careers Helpdesk at [careers@phs.cheshire.sch.uk](mailto:careers@phs.cheshire.sch.uk)

# Researching for the future – finding good careers information and advice



- To make good choices for the future students will need reliable, up to date information
- To help them, school subscribes to a careers information platform called 'Indigo'. [www.indigo.careers](http://www.indigo.careers)
- Students can use Indigo whenever they want. The more they use it, save their ideas and add to it, the more useful it will be for them in the future.
- Username is their school email account address (PHS not True Learning) and the password is Poynton21

## ► When you log in, you'll be taken to this Careers homepage:

### Start here

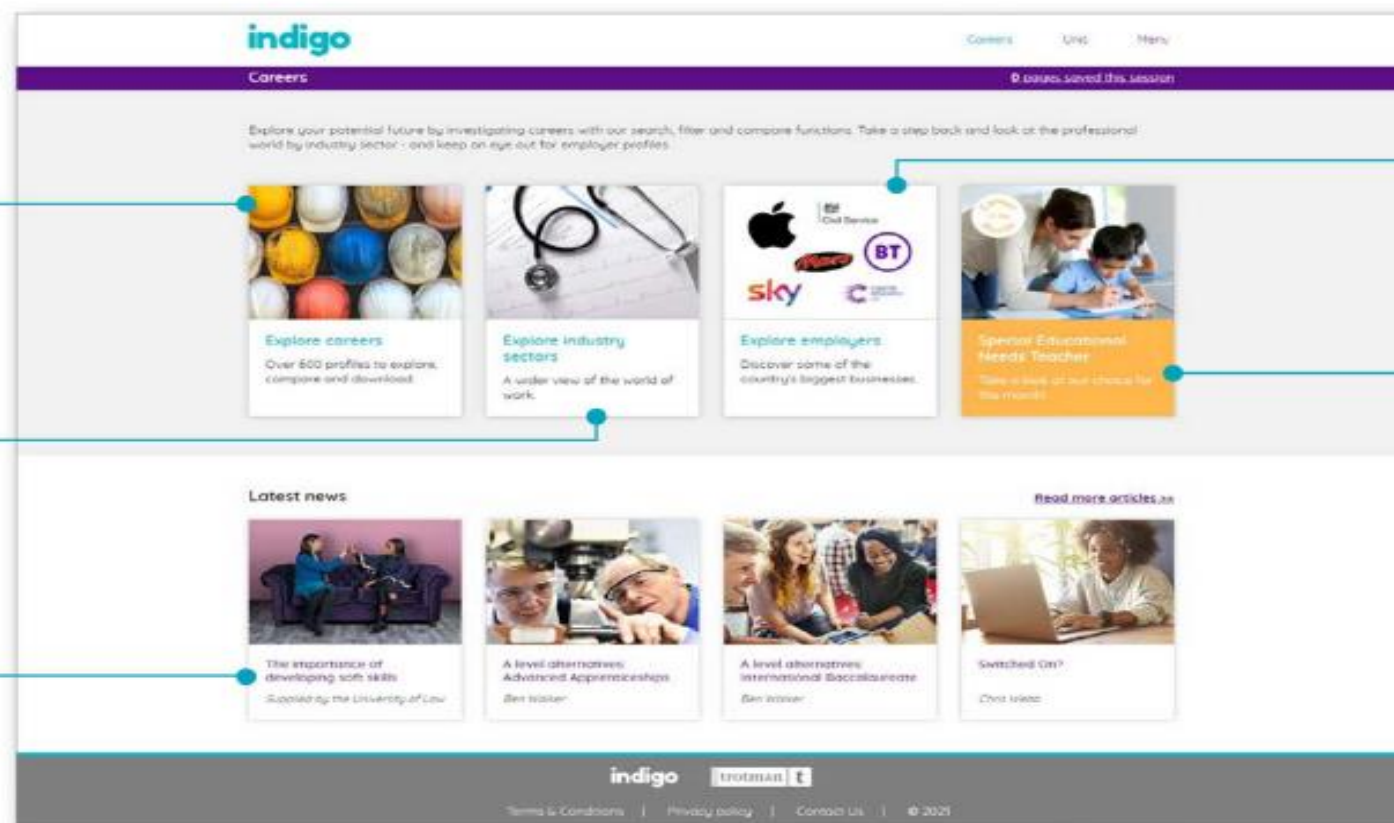
Click on 'explore careers' to browse job profiles.

### Explore industry sectors

Click here to explore careers based around a specific industry or type of work.

### Latest News

Here you can access the latest articles from our magazine.



### Explore employers

This section contains information on some of the biggest companies in the UK.

Click here to find out more about our Career of the Month!





# Other reliable sites for Careers Research

## National Careers Service website

<https://nationalcareers.service.gov.uk/>

The screenshot shows the National Careers Service website. At the top, a dark blue header contains the text 'National Careers Service' and a navigation menu with links: 'Explore careers', 'Skills assessment', 'Find a course', 'Contact us', 'Action plans', and 'Careers advice'. Below the header, a teal banner features the text 'National Careers Service' and a sub-header 'We provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career.' Below this, a white box states 'This service is available to people who live in England.' At the bottom, three columns are visible: 'Skills assessment' with a button 'Assess your skills', 'Explore Careers' with a button 'Search job profiles', and 'Find a course' with a button 'Look for courses'. A 'Careers advice' section is partially visible at the very bottom.

## Prospects Website

<https://www.prospects.ac.uk/job-profiles>

The screenshot shows the Prospects Website 'Job profiles' page. The header is dark blue with the word 'PROSPECTS' in white. Below the header, a navigation bar contains four links: 'Jobs and work experience', 'Postgraduate study', 'Careers advice', and 'Applying for university'. The main content area is light grey and features the title 'Job profiles'. Below this, there are two large white boxes. The left box contains icons for a police badge, a paintbrush, a television, and a printer, with a pink button labeled 'Browse by sector' and a right arrow. The right box contains the text 'A-Z' and a pink button labeled 'Browse by letter' and a right arrow. At the bottom of the page, a Windows taskbar is visible with icons for various applications.

# KS3 Focus



- We recognise that our students have missed a considerable amount of schooling earlier in their school careers.
- Our KS3 students in Year 8 and 9 are very important, very much on the priority list and very much the focus of our staff's thinking.
- We are working extremely hard to help our students to reach their potential; they need to make sure they make use of their time in school to ensure they get the best out of it.
- Valuing every lesson, every activity and every homework is what we expect of our young people. This will ensure they get the best out of their education.
- We have high expectations of our young people; they have already made an excellent start to the year and I have no doubt that they will continue to work hard and get involved as the year progresses.





## How can I support my child with their English Learning?

### READING

- The most important aspect of English is reading. We encourage all students to read for at least 20 minutes each day.
- Talking about reading with your child is a great way to help. Ask them about the plot, character and themes of the book and encourage them to expand their answers (you do not need to have read the book to do this!)
- Reading can include both fiction and non-fiction books - <https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/> This is a constantly updated list of age appropriate books for school age children.

### HOMEWORK AND CHALLENGE

- Students will be set a 'review and revise' homework every two weeks. This is to encourage independence and revisiting of key learning and will help in the lead up to key assessments. Talking to your child about what they are learning in class is another great way to help with their English learning.
- Look out for the 'Stretch and Challenge' reading/writing lists coming soon to Google Classroom.

### READING GROUPS

- We have a number of different reading groups covering a range of genres and ideas. Encourage your child to visit the library and sign up!
- We also have an English magazine called 'Pen', create, written and designed by students - <https://www.phs.cheshire.sch.uk/attachments/download.asp?file=388&type=pdf> encourage your child to join this year and help create the next Pen edition.

Autumn Term 'Big Ideas'	<ul style="list-style-type: none"> <li>• Identity Poetry including Maya Angelou</li> <li>• Class Reader – The Hate U Give</li> <li>• Short Stories and essays about Identity</li> </ul>
Spring Term 'A Study of War'	<ul style="list-style-type: none"> <li>• War Poetry</li> <li>• War speeches and essays</li> <li>• Non-Fiction Writing</li> </ul>
Summer Term 'Conflicts'	<ul style="list-style-type: none"> <li>• Shakespeare's Romeo and Juliet</li> <li>• Unheard Voices Anthology</li> </ul>

Students continue with the maths spiral curriculum. Broad topics are revisited, building on prior knowledge and moving students further up the skills ladder. The key to year 9 is to create a solid foundation for the more advanced GCSE content encountered in year 10 and 11.

## Homework

- Written homework – marked by teachers, reviewed in class
- Online homeworks – On Dr Frost Maths. Reviewed by teachers to confirm progress and understanding.

## Assessments

- Formal Written Assessment Termly – Revision List will be provided
- Interim Assessments are more informal, but completed in exam conditions where students use their books and revision notes to assist them.

## Independent Study and Support

Students are encouraged to use Dr Frost maths and Seneca Learning platforms for independent study to improve confidence and understanding. They can also be used to revise for upcoming assessments.

Keeping exercise books neat, with good examples highlighted, index page up to date will allow it to be used as a good revision resource.

# Science

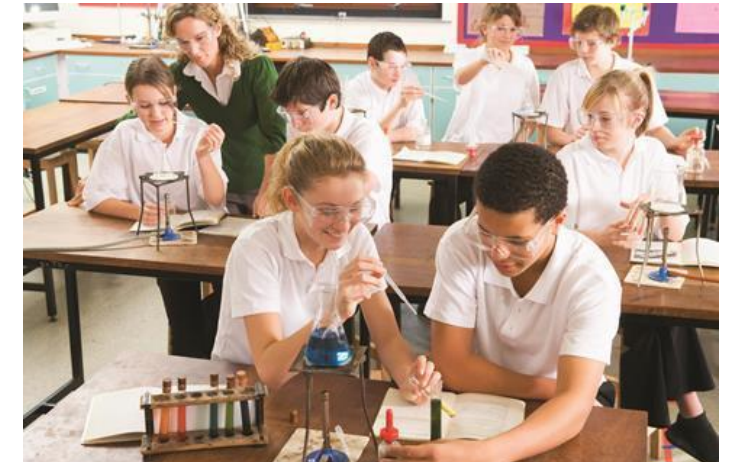
- **Overview** of when each topic is taught in Y9.
- Test 1 in early November
- Test 2 in January/February
- End of Year exam in April/May



- **Seneca**- online resource used to support revision for tests.
- All homework's uploaded onto **Google classroom**, including GC mini quizzes

Term	Topics
1	<b>Biology:</b> Cells <b>Chemistry:</b> Basic Chemistry <b>Physics:</b> Energy
2	<b>Biology:</b> Photosynthesis <b>Chemistry:</b> Atomic Structure and the periodic table <b>Physics:</b> Particle model of matter
3	<b>Biology:</b> Adaptations & Ecology <b>Chemistry:</b> Introduction to bonding & Chemistry of the Atmosphere <b>Physics:</b> Forces

- **Practical skills**- key skills taught throughout the course, to prepare for GCSE required practical's.



# Communication to our Students: *Google Classroom*

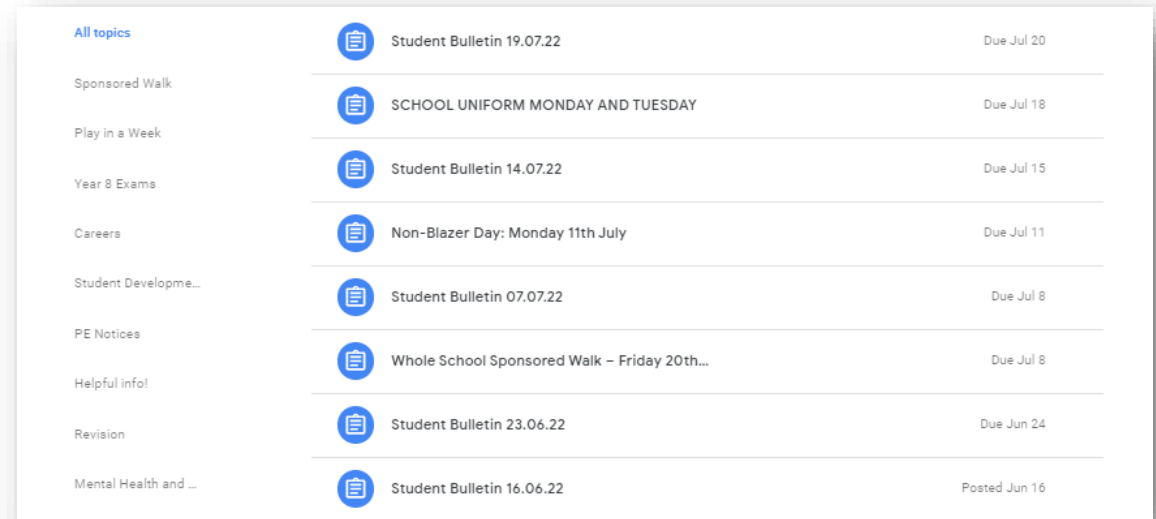
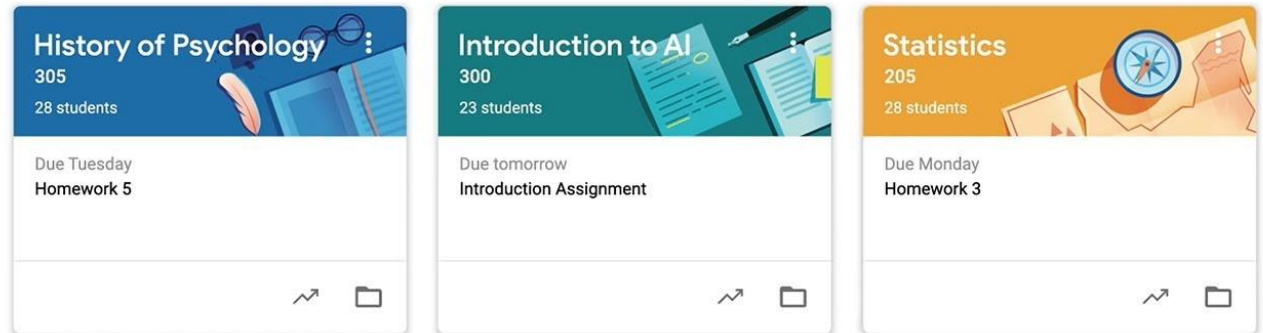
Students can access home learning and other resources shared by their teachers. Please encourage you young person to check this each day.

## Year Page on Google Classroom

This will be updated throughout the year. It will include:

- Student Bulletins
- Important Notices
- Mental health and wellbeing support
- Revision tips and advice
- Making the most of their learning
- Extra curricular activities
- Student development day resources

Google Classroom



[illegible]

- THINK –  
‘I’m going to revise health risks like Malaria and HIV’ or ‘I’m going to revise the causes, impacts and responses to tornados’

study  
for  
exam!



## 'Of Mice and Men'



4. Then you can **transform** your notes into pictures or images to help you remember the key ideas!

Preparing for assessments, making sure students can remember and use the content from class is a really important. We want to make sure that students do this in a way that works and that you can also support them. We have told students to think of this task being in **three parts or steps**.



STEP ONE

# Preparation

Getting ready  
and organising  
your thinking

STEP TWO

# Performance

Actively  
TESTING  
yourself from  
memory

STEP THREE

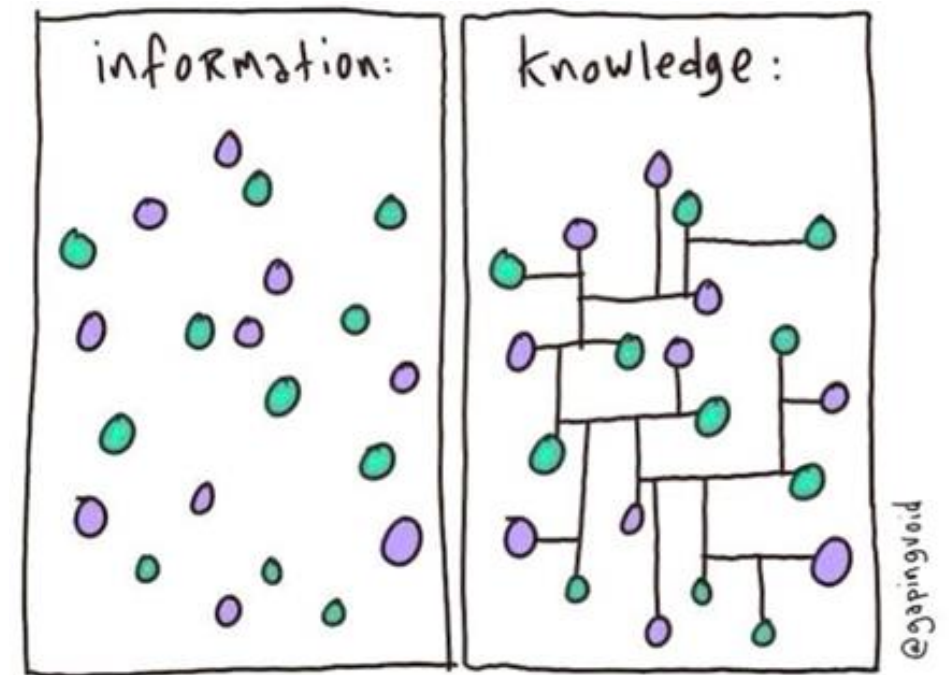
# Progress

...doing these  
things  
regularly over  
time to build  
confidence



# STEP 1: PREPARATION

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use. There are lots of techniques they can use.



## STEP ONE - PREPARATION

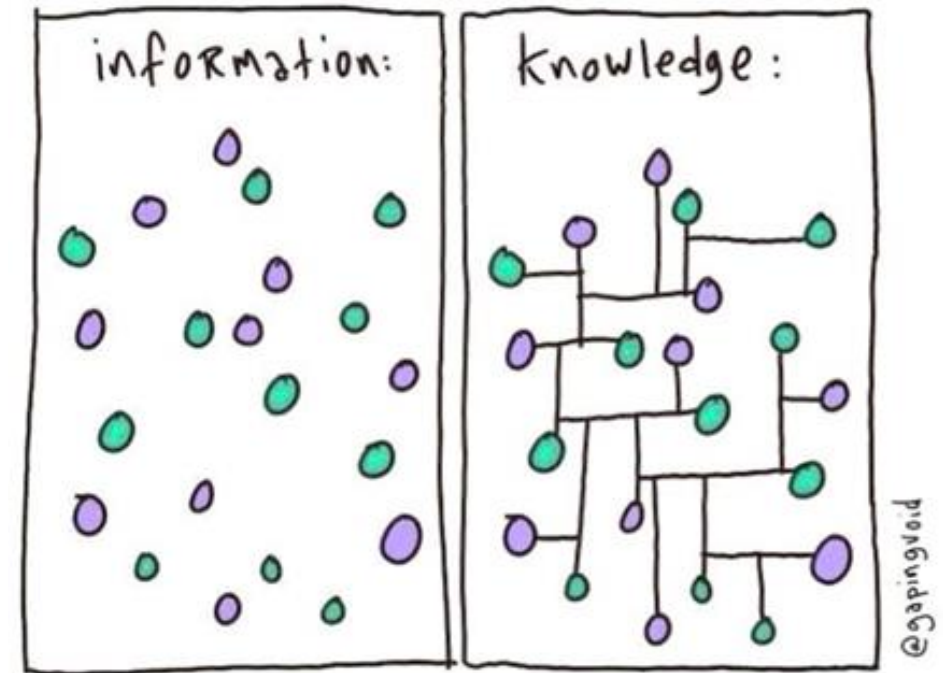
# What will you revise from?



Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use.

There are lots of techniques they can use, including:

- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions



## STEP ONE - PREPARATION

# What will you revise from?



Students need

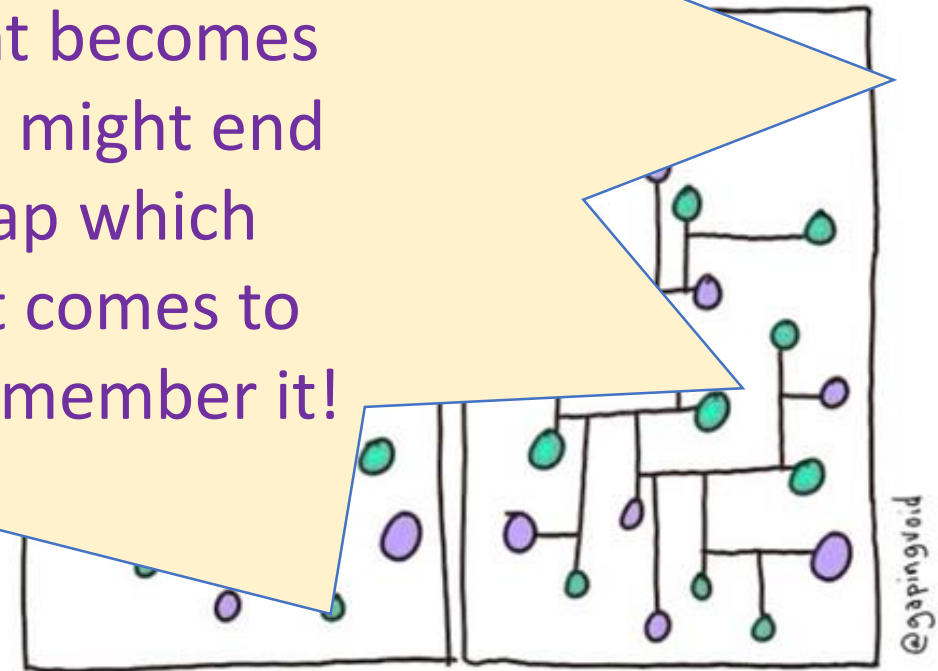
into a format

that helps

to use

**BE CAREFUL!** Some students spend  
**FOREVER** in the Preparation Stage  
and this means they miss the part of  
revision where the content becomes  
easier to remember. They might end  
up with a lovely mindmap which  
looks brilliant but when it comes to  
the test they struggle to remember it!

- C
- Ma
- Summar
- Corner
- Trans
- Designing an evil
- Planning answers



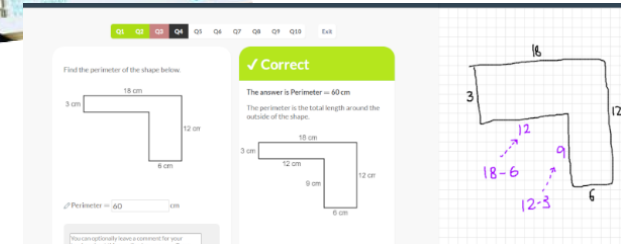


## STEP 2: PERFORMANCE

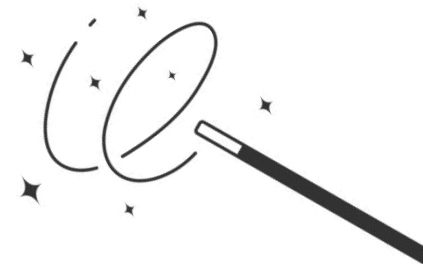
This is the stage that makes their learning 'stick'.



The only way to commit content to memory is to test themselves, they are testing their performance.



This is the stage where the magic happens.



## STEP TWO

# Performance

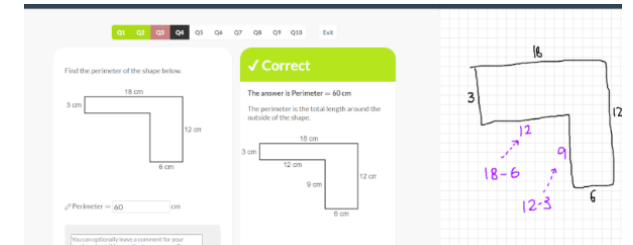
This is the stage that makes their learning 'stick'.  
The only way to commit content to memory is to test themselves, they are testing their performance.



This is the stage where the magic happens.

Again, there are a lot of techniques that students can use in this stage, including:

- Attempting an exam question WITHOUT NOTES in timed conditions
- Recreating an aspect of your mindmap FROM MEMORY
- Quizzing yourself with your cue cards
- Teaching someone else the topic WITHOUT NOTES
- Reading your teacher's feedback and changing your approach
- Mind Dump – noting down everything you know from a topic
- Practice questions (often online e.g. Dr Frost for maths or Seneca questions)

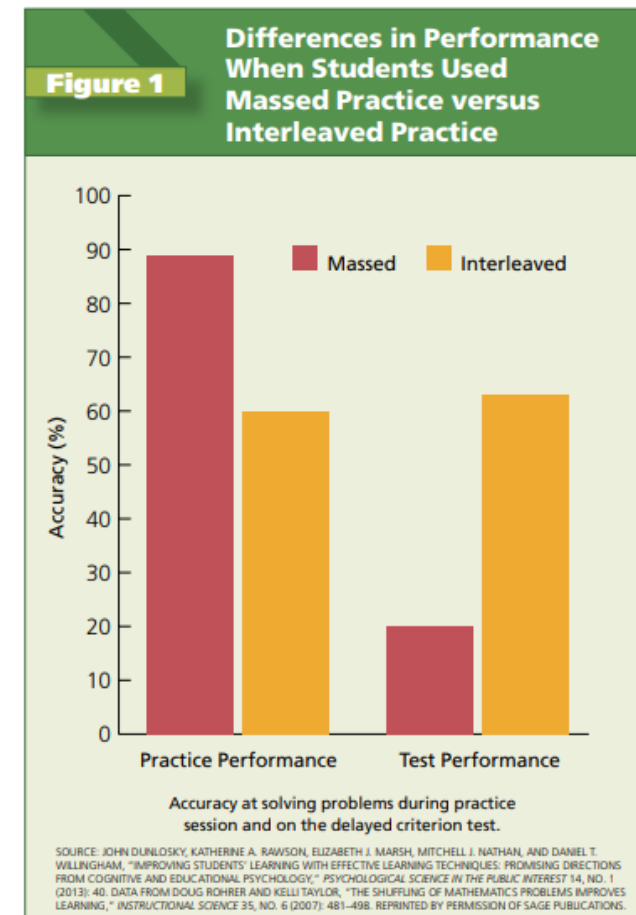




## STEP 3: PROGRESS

Revision isn't a last minute cramming session before the exam.

**IT TAKES PLACE OVER TIME.**







### STEP THREE

# Progress

The more small chunks of revision students complete over time, the better they become in terms of their learning. They need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing learning will make sure that their revision sticks – it helps make sure they don't forget it!

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

### STEP THREE

# Progress



Creating a revision timetable where they give time to each of their subjects and each topic within these can make sure they do this.

Students need to make a note of what they'll test themselves on and when – making sure they create lots of opportunities to revisit each tricky topic.

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

### STEP THREE



# Progress

Reflect on their revision.











Make sure they alter the revision plan / timetable based on what they find out from the performance stage!

M	T	W	T	F	M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

# Form Time Curriculum



Week 1				
Mon	Tues	Weds	Thurs	Fri
Reading and checks 	Cultural Passport 	Step On Careers 	News 	Year Assembly 
Week 2				
Mon	Tues	Weds	Thurs	Fri
Reading and checks 	Cultural Passport 	Wellbeing Wednesdays 	House Assembly* 	News 

*\*house assembly swapped  
with relevant activity*



# Supporting Your Child with Learning



**Poynton High School**

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[Year 7 Information Evening](#)  
[Year 6 Tours](#)

## How can parents help their child?

- Encourage them to develop good study habits at home and engage them in conversation about what they are learning - you might find some of the links below useful here.
- Engage them in discussion on a range of topics from politics to football. Having wider interests will help them learn and gives them vital cultural capital.
- Visit interesting places with them. Some may be subject specific for example an art gallery will give them develop creative ideas for their own art work. Others

<a href="#">PHS REVISION PREPARATION PERFORMANCE PROGR...</a>	PDF FILE	↓
<a href="#">PARENT GUIDE HOW TO SUPPORT MY CHILD AT PHS</a>	PDF FILE	↓
<a href="#">EXTENDED WRITING - PHS PARENT GUIDE</a>	PDF FILE	↓
<a href="#">HELPFUL ROUTINES AT HOME - PHS PARENT GUIDE</a>	PDF FILE	↓
<a href="#">BECOMING UNSTUCK - PHS PARENT GUIDE</a>	PDF FILE	↓
<a href="#">BUILDING RESILIENCE - PHS PARENT GUIDE</a>	PDF FILE	↓
<a href="#">STAYING POSITIVE - PHS PARENT GUIDE</a>	PDF FILE	↓
<a href="#">REVISION - THE BASICS - PHS PARENT GUIDE</a>	PDF FILE	↓
<a href="#">TESTING EFFECTIVENESS OF REVISION - PHS PARENT ...</a>	PDF FILE	↓

ent of wider interests.  
red in extra-curricular activities. Many students  
ved but some do and being in the school show or  
n up exciting future opportunities for them.  
I work. They should be responding to teacher  
that.  
school ready to learn, having all of their  
uniform correctly.  
worries or wish to get further advice.  
of our top tips and useful information below. For  
ecific to your young person's year group please  
p.

# Supporting Attendance and Punctuality

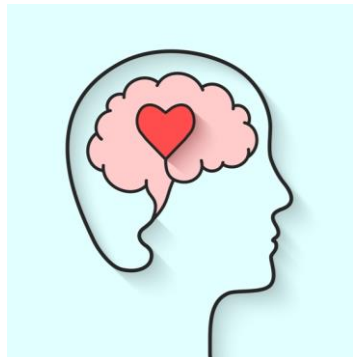


- Allow plenty of time for getting ready in the morning.
- Ensure a regular bedtime routine.
- Arrange appointments after school hours.
- Please plan holidays in accordance with the school calendar.
- Use good judgement when your young person says they are ill.
- Talk to your child about the importance of attendance.
- 'Treat every lesson as if it were your last'
- If your son / daughter can't come in, tell us as soon as possible.
- Call the absence line.
- Ensure that students catch up on any missed work - *See Google Classroom*

# Supporting Positive Mental Health and Wellbeing



- Develop routines at home
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living





# Supporting Talking about School



- Show an interest –Encourage them to talk about school and what they have learnt but don't push it if they do not want to.
- Celebrate their achievements in school
- Discuss any behaviour incidents with them
- Set achievable goals with them – they can be part of this process to give them ownership of their time in school
- Encourage them to ask their teachers when they need help in lessons and to speak to their form tutor or the Year Team when they need support

- We want our young people to be proud students of Poynton High School – dressing in full uniform each day is how they show this
- Full school equipment
- Have a space at home to keep their school work – not just thrown somewhere to be lost! A box in their bedroom to keep their books for example
- Encourage them to pack their bag the evening before, checking their timetable to make sure they have everything they need for the day

# Supporting Home Learning and Positive Study Habits



- Encourage your young person to check their Google Classroom each day, and to submit assignments when they have completed it, even if they don't need to upload an image
- Set up a space for them to study at home
- Encourage them to be resilient – if they are stuck, they should use the resources they have available to them – their book, Google Classroom materials and the internet are a good place to start
- Encourage them to revise for assessments – this will be set as home learning
- Help them to be **active** in their revision – they need to practice what they are revising by testing themselves. Reading exercise books is not effective revision!
- Make Home Learning part of their routine – they will be getting home learning; sometimes they will have more than other times, but there will always be things for them to be working through

# Housekeeping



## myEVOLVE

We have now set up a new payment system for trips, clubs, activities and shop items such as bus tickets, locker rentals, revision guides, performance tickets etc. This is the only way that parents will be able to pay for these items and is much improved on what we had before.

To enable these items to be linked to your child please create a myEVOLVE account by clicking on the link below and following the instructions.

<https://evolve.edufocus.co.uk/myevolve/setup.asp?id=poyntonhigh>

myEVOLVE provides parents and carers with access to information about the visits and activities that their children are involved in at school.

## Communication Details

If you feel we do not have the best email address or phone number to contact us on please let us know at the end so that we can update our records.

## PTA

Poynton High School's PTA are a very proactive group who help immensely with fundraising for school equipment and are always looking to welcome new members.

If you would like to join as a member or discuss ways you can help contact:

[PTA@phs.cheshire.sch.uk](mailto:PTA@phs.cheshire.sch.uk)

The newsletter has a number of ways you can support the PTA:

# Who to contact



- Welfare concerns – Mrs Riley
- Concerns about general progress – Miss Hancock
- Specific Subject Progress concerns – For the attention of your child's class teacher
- All these contact details plus the safeguarding contact, SENCO, Headteacher and Chair of Governors can all be found on the contact us page of the school website.
- Further information follow our twitter @PHS\_Year8&9



- A member of the team will endeavour to get back to you within 48 working hours, as per the school communication guidelines