

Welcome Class of 2031

Information and the meet the tutor evening



Welcome to the class of 2031 – Coralie Crisell, Assistant Principal

The journey so far...

- 2 months since first meeting on transition day
- 3 weeks since the first day of term at Avonbourne
- Settled into their 14 tutor groups in the 5 houses
- Attended all of their lessons on their 2 week timetable
- Completed NGRTs and MidYIS assessments
- Started competing in enrichment activities (Wed A P4) to demonstrate teamwork and leadership skills.
- Started attending enrichment activities afterschool

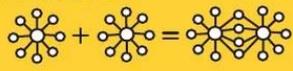
What next...

- In November pupils will start their new timetables in their streams. Grammar Stream begins.
- In December pupils will have their first REACH reports
- Parents evening: 14th May (ABA), 15th May (AGA)

Curriculum – Tom Kidman, Assistant Principal

- The aims of the Curriculum at Avonbourne Academies are:
 - *To bring out the best in all our students*
 - *Provide an education that prepares them for success in education and life*
 - *A knowledge-rich curriculum*
 - *Teaching that maximises learning*
- Teachers are experts in their field
- Common, evidenced-based teaching strategies & classroom routines
- E.g. 'Do-Now' daily review activities, new information introduced in small chunks, live-modelling, regular checks for student understanding

THE PRINCIPLES OF INSTRUCTION
Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	02 NEW MATERIALS IN SMALL STEPS  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.</p>
03 ASK QUESTIONS  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	04 PROVIDE MODELS  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
05 GUIDE STUDENT PRACTICE  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	06 CHECK STUDENT UNDERSTANDING  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
07 OBTAIN HIGH SUCCESS RATE  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	08 SCAFFOLDS FOR DIFFICULT TASKS  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
09 INDEPENDENT PRACTICE  <p>Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	10 WEEKLY & MONTHLY REVIEW  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

Summarised by Oliver Caviglioli | @olivercaviglioli | teachingnow25.com

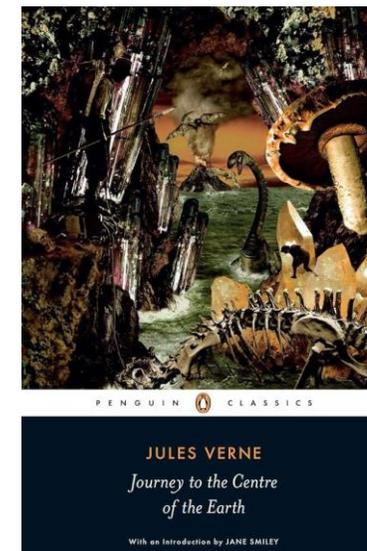
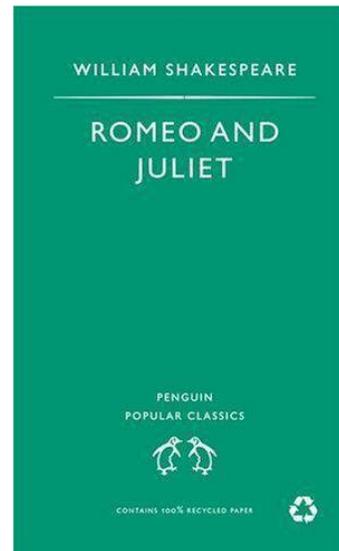
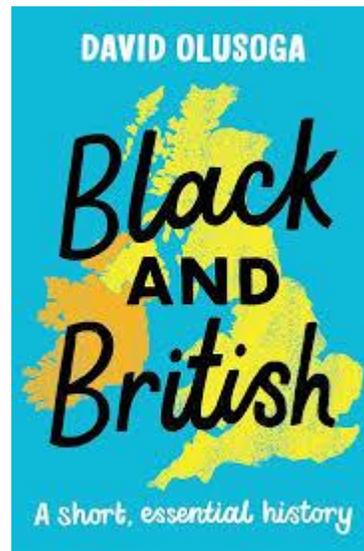
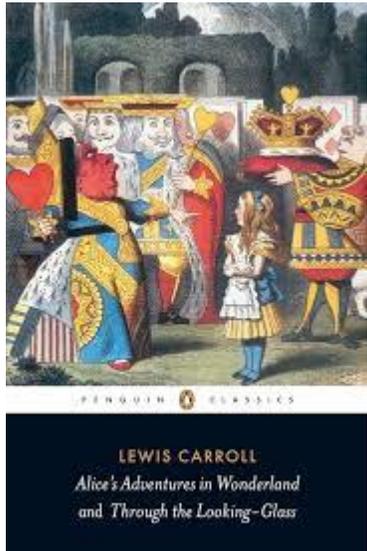
Curriculum

- 75 minute lessons
 - Tutor programme
 - DEAR
-
- English
 - Maths
 - Science
 - History
 - Geography
 - Music
 - Drama
 - Dance
- Design & Technology (food, graphics, textiles)
 - Art
 - ICT - Computer Science
 - MFL (Languages)
 - PE (Physical Education)
 - RE (Religious Education)
 - PSHE (Personal Social Health Economic)



DEAR books

- 13:35-14:05
- Reading is the key to life – it should be all stakeholders' biggest priority
- Research suggests an expert reading to a novice will maximise reading progress



Curriculum

Curriculum by Subjects

 English	 Maths	 Science	 Geography
 History	 Religious Studies	 French	 Spanish
 Art	 Business Studies	 Dance	 Drama
 Media Studies	 Music	 Physical Education	 PSHE

Year 7 Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Periods	Self, Teams and Groups	Self, Teams and Groups	Energy	Energy	Reproduction and Variation	Reproduction and Variation	Chemical Reactions	Focus and Motion	Biological Relationships and Classification	Biological Relationships and Classification	Biological Relationships and Classification
English	Love Ever		Power Short Stories		Shakespeare: The Tempest		Shakespeare: The Tempest		Money, War and Conflict		History	
Maths	1.10 Order of Operations 1.11 Area, Perimeter and Volume 1.12 Fractions and Decimals	1.13 Area and Perimeter 1.14 Fractions and Decimals	1.15 Addition and Subtraction 1.16 Multiplication and Division	1.17 Area of Similar Figures and Solids 1.18 Area of Similar Figures and Solids	2.19 Masses, Lengths and Time 2.20 Temperature 2.21 Converting and Rounding Figures	2.22 Masses, Lengths and Time 2.23 Temperature 2.24 Converting and Rounding Figures	2.25 Masses, Lengths and Time 2.26 Temperature 2.27 Converting and Rounding Figures	2.28 Masses, Lengths and Time 2.29 Temperature 2.30 Converting and Rounding Figures	3.11 Equations and Functions 3.12 Coordinates	3.13 Masses, Lengths and Time 3.14 Coordinates	3.15 Masses, Lengths and Time 3.16 Coordinates	3.17 Masses, Lengths and Time 3.18 Coordinates
Art	Unit 1: The Basics		Unit 2: The Basics		Unit 3: My Family		Unit 4: My Family		Unit 5: My Family		Unit 6: My Family	
Geography	Geographical skills		Development		Development		Development		Development		Development	
PSHE	Developing good writing, organisation skills and self awareness		Developing knowledge about our community		Developing empathy, compassion and communication		Developing empathy, compassion and communication		Developing empathy, compassion and communication		Developing empathy, compassion and communication	
History	World Wars 1 & 2		Norman conquest and medieval life		The Crusades and medieval life		The Crusades and medieval life		Challenges to medieval society		The Renaissance	
Art	Introduction to Art painting, colour mixing, print techniques. Introduction to clay sculpture and treatment finishes		Introduction to Art painting, colour mixing, print techniques. Introduction to clay sculpture and treatment finishes		Introduction to Art painting, colour mixing, print techniques. Introduction to clay sculpture and treatment finishes		Introduction to Art painting, colour mixing, print techniques. Introduction to clay sculpture and treatment finishes		European Art history. Impact of photography on the visual arts.		Art and the impact of culture. Modern Art: War, Cubism and Day of the Dead	
Music	Music and culture		English and the National Anthem		Music: understanding music and skills		Music: understanding music and skills		Medical Structures		Security and instrumentation. Instruments of the orchestra	
Religious Studies	Origins of Abrahamic Faiths		Origins of Abrahamic Faiths		Islam		Islam		Christianity		Christianity	
Physical Education	Skills and techniques in volleyball and small games. Unit 2: Partner in a range of activities. Development of personal strength, confidence and resilience in a range of activities.		Skills and techniques in volleyball and small games. Unit 2: Partner in a range of activities. Development of personal strength, confidence and resilience in a range of activities.		Endometria and endometriosis: skills, tactics. Communication with verbal and non-verbal skills. Endometriosis: non-verbal skills.		Endometria and endometriosis: skills, tactics. Communication with verbal and non-verbal skills. Endometriosis: non-verbal skills.		Endometria and endometriosis: skills, tactics. Communication with verbal and non-verbal skills. Endometriosis: non-verbal skills.		Endometria and endometriosis: skills, tactics. Communication with verbal and non-verbal skills. Endometriosis: non-verbal skills.	
Dance	Introduction to Ballet and Opera (Pre-1800)		Introduction to Ballet and Opera (Pre-1800)		Introduction to Ballet and Opera (Pre-1800)		Introduction to Ballet and Opera (Pre-1800)		Key terminology and Dynamics (Ballet)		Introduction to Dance Relationships (Contemporary Choreography)	
Technology: Textiles	Students will design and create an established message and have an established text (technology related)		Students will design and create an established message and have an established text (technology related)		Students will design and create an established message and have an established text (technology related)		Students will design and create an established message and have an established text (technology related)		Students will design and create an established message and have an established text (technology related)		Students will design and create an established message and have an established text (technology related)	
Technology: Product Design	Design and Make: Mechanical Card		Design and Make: Mechanical Card		Design and Make: Mechanical Card		Design and Make: Mechanical Card		Design and Make: Mechanical Card		Design and Make: Mechanical Card	
Technology: Food	Unit 1: Food & Nutrition Unit 2: Food & Nutrition Unit 3: Food & Nutrition		Unit 1: Food & Nutrition Unit 2: Food & Nutrition Unit 3: Food & Nutrition		Unit 1: Food & Nutrition Unit 2: Food & Nutrition Unit 3: Food & Nutrition		Unit 1: Food & Nutrition Unit 2: Food & Nutrition Unit 3: Food & Nutrition		Unit 1: Food & Nutrition Unit 2: Food & Nutrition Unit 3: Food & Nutrition		Unit 1: Food & Nutrition Unit 2: Food & Nutrition Unit 3: Food & Nutrition	

Streaming

- First half term mixed prior attainment in lessons
- From October half term students move into streams and Grammar Stream begins
- Letter in early September outlined streaming process (SATs, NGRTs, MidYiS, baseline assessments)
- End of year exams: w/c 9th and 16th June 2024

7GSG	7GSB
7AG1	7AB1
7AG2	7AB2
7AG3	7AB3
7AG4	7AB4
7AG5	7AB5
7AG6	7AB6
7AG7	
7AG8	

Streaming - FAQs

My child is worried about their new stream as they don't know anyone. How can I reassure them?

- The House groups have been completely mixed up and are represented in all streams, so your child will see some faces they recognise. This is also a great opportunity to get know someone new, who knows their best friend for life may be waiting in their new stream! Old friends can still be seen before school, break, lunch, and after school. Lessons are for learning in and social time is to see friends. Your child will also still be part of their original House group twice per day (tutor time and DEAR).

What do I do if I think my child should be in a different stream?

- We have used five data sets (SATs, MidYis, NGRTs, English baseline and Maths baseline) to identify what we think is the best place academically right now for your child. Streams are always temporary, and we encourage any child who thinks they should be in a higher stream to work hard and demonstrate it in their end of year exams, and then hopefully move up!

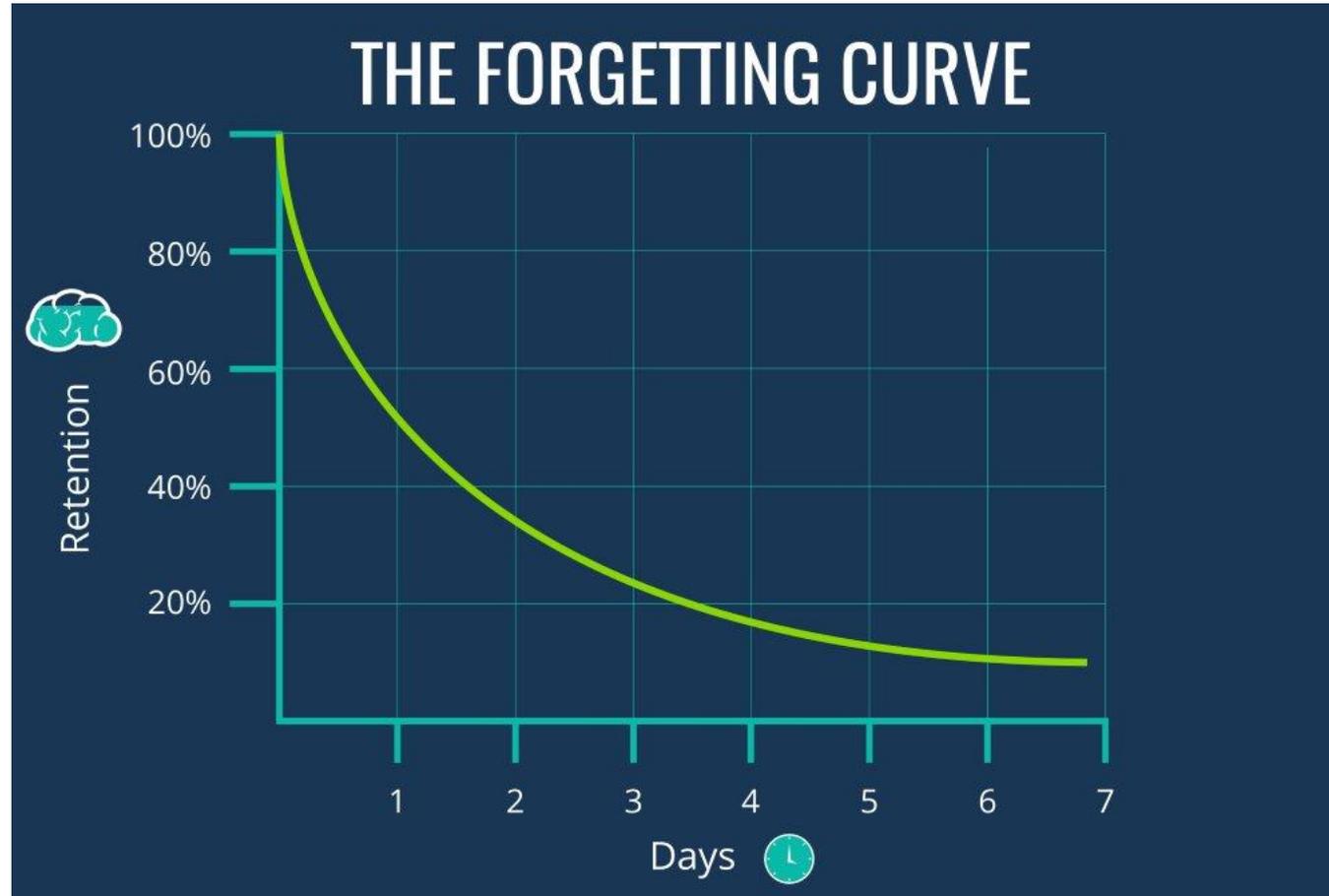
Will my child's tutor stay the same?

- The streams are for lessons only, so your child will still have the same tutor and House group for morning line up, DEAR and tutor time. The exception to this is the Grammar Stream, as they follow a different tutor time programme. Grammar Stream students will however still stay a part of their House community.

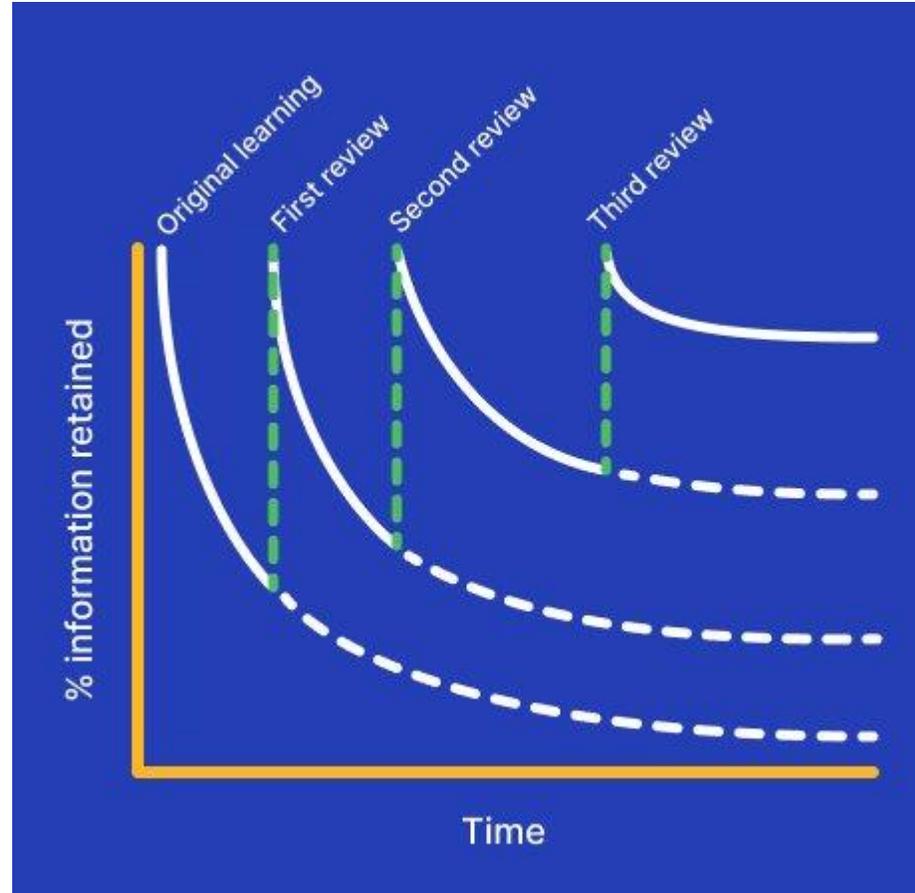
Your child's future academic journey

- Streams are always temporary- current attainment, never ability
- End of year exams- all subjects, whole year content
- Rank Order Assessment – information evening 6th May (provisional)
- Mid and end of year exams Year 8
- Mid and end of year exams Year 9
- Sets with regular changes Y10
- Sets with regular changes Y11
- GCSE success
- Chosen subjects USF
- A Level success
- Destination of choice in 2031!

Mr Thorne- Science of learning and revision/ homework



Science of learning and revision/ homework



Homework

- English – Sparx Reader
- Maths – Sparx Maths
- Science, History, Geography, RE – Seneca
- French/Spanish - Language Nut

Homework- English Sparx Reader

- Sparx Reader is a reading, comprehension and vocabulary programme
- Students are set homework each week and need to collect 300+ Sparx Reader points.
- Student homework can be based around a book of their choice (These are carefully chosen to make it accessible yet challenging).
- Tasks are personalised based on reading ability supporting students to be successful
- Students are currently completing onboarding in English lessons with Year 7 English homework set to launch during the week beginning 7th October.
- Students are able to login in using the single sign in system through Microsoft.

Homework- Maths Sparx Maths

- Homework is set each week and is based around recently covered content and content from further back in the year.
- Questions are specific for each student and based around their level (accessible but also a challenge).
- Students can complete questions in any order.
- Videos to support online if required and also teacher support available in school (break and lunch every day).
- Students are be able to login using the single sign in system through Microsoft.
- Sparx Maths Compulsory Sections ***MUST*** be completed to 100% each week.
- Students are given extra REACH for completing XP Boost and Target Extension work.
- Sparx is adaptive to how students are getting on – helping too much can harm in long term!

Homework- Maths Sparx Maths

- Bookwork checks- It is vital in Maths that students are writing their workings.
 - It helps students learn
 - Its excellent practice for exams (usually the answer is only worth 1 mark)
 - If students get stuck it will enable their teacher to support them more easily
- SPARX uses this when students are completing their homework to support them writing their workings (these codes are at the top of each page on every question).
 - If students fail a bookwork check they get another question on the same topic.
 - If they pass, over time less checks are done leading to homework being completed quicker.

Homework- Seneca (Science, History, Geography and RE)

- Students are set homework weekly for Science. They will get fortnightly homework for History, Geography, RE
- Seneca uses smart learning algorithms to support with learning.
- It is linked with our UL curriculum and continues to grow and develop each year.
- Students are able to login in using the single sign in system through Microsoft.
- Avonbourne Girls classes are already assigned. With Avonbourne Boys students Science classes currently set up (Currently working with Seneca so codes do not need to be used moving forward).
- Students expected to obtain a score of 80%+ score.
- Students can repeat tasks to improve percentage scores and support with revision.

Homework- MFL LanguageNut

- New platform being used this Year for students in Years 7-11.
- Students can login with the username and password given to them in class (By subject teacher), after which they can link to their school login details (for future use with video on school website).
- Platform works best through use of either a computer/laptop or tablet (Currently we **DO NOT** recommend using the app).
- Students expected to obtain a score of 80%+ score on Language Nut.
- Language Nut club every Wednesday after school in BG27.

Homework Overview

- <https://www.avonbournegirlsacademy.org.uk/curriculum/homework>
- Homework club available for all students break and lunch in AG11. After school Wednesday and Thursday in AG11. Any students struggling with online platforms can access support.
- Students need to login with Microsoft
- Sparx is adaptive to how students are getting on – helping too much can harm in long term!
- New MFL platform – homework support Wednesday after school BG27.

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 60 minutes.

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

DETENTIONS WILL NOT START TILL AFTER OCTOBER HALF TERM

Revision- How can I support my child's revision at home?

- Ask questions: what subject is on your revision schedule today? What is the specific focus of your English revision?
- Reminders: have you shown your History teacher your flashcards? Did you speak to your Geography teacher about that exam question you found difficult? You've done a lot of English revision this week, I'm sure your schedule had some Maths and Spanish on it too...
- Environment: a quiet space, free from distracting technology. A tidy work surface with revision resources organised by subject. Revision schedule up on the fridge or notice board.
- Get involved: your child will be writing their own quizzes or making their own flashcards and trying to retrieve information from memory while they revise, so it's easy to join in!

Revision methods

- Seneca, Sparx and all other online homework platforms
- Flash cards
- Self-quizzing
- Knowledge organisers
- Subject revision guides
- Mind maps
- Oak National Academy lessons
- Revision is not: rereading and highlighting notes
- If there is no struggle (deep thinking), nothing is changing in the long-term memory

Kira Jupe- Assistant Principal (*Pupil Premium*)

What is pupil premium?

Funding to improve educational outcomes for disadvantaged pupils (FSM).

What support do we provide?

- **Support for Uniform**
- **Support for academic resources**
- **Equipment- All PP students are entitled to one free pencil case**
- **PP Numeracy Lead**
- **PP Literacy Lead**
- **PP Attendance Lead**
- **Trips**
- **Wellbeing Support**
- **Quality First Teaching**

Cashless Catering and Free School Meals

The Academies in common with many schools operate as a cashless school. This reduces the risk of loss or theft and removes the worry of carrying cash from our students.

s' Academy

ABOUT US ▾

CURRICULUM ▾

STUDENTS AND PARENTS ▾

SIXTH FORM

We use system provider 'Parent Pay'



There are many benefits such as:

- You are able to pay funds to the school whenever it suits you using a debit or credit card- the online portal is available 24/7
- Each online payment can cover multiple family members
- You have the peace of mind that the transactions are secure (we use one of the biggest banks and the largest credit card processing service in the UK) so there is never any risk of payments going astray.
- Through the online portal, as well as putting money onto your child's cashless catering account, you can see what they have purchased in the school cafeterias each day.

Funds normally become available to spend within an hour of payments being made (other than during the lunch period when the online payments are unavoidably suspended due to the way the link works with the cashless catering system)

Refunds can be processed easily and quickly back onto your card.

Free School Meals

You can register your child for Free School Meals if you receive the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999.
- The Guarantee element of State Pension Credit.
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190.

Registering is really quick and easy if you think you qualify, please [click here](#).

Kira Jupe- Assistant Principal (*Personal development*)

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

Extra-Curricular Monday

Club Name	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community, building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
World cultures/Diversity Committee	All Years	kindness & compassion, openness & tolerance	KKL	15:30-16:15	BU10
Band Academy	All Years	Listening, communication, teamwork persistence	DDA	15:30-16:30	AG34
Cultural Arts	All Years	self-development, creativity, openness & tolerance	BLA	15:30-16:30	BG25
Netball (Girls)	All Years	Resilience, Ambition, Teamwork	PE	15:30-16:30	PE
Ukulele & Guitar Ensemble	All Years	Creativity, communication, teamwork, persistence	VHA	15:30-16:15	AG33
Illustration & Concept Art	All Years	self-development, creativity, openness & tolerance	MSA	15:30-16:30	AU21
BTEC Health & Social Care catch-up	KS4	Academic, communication, organisation	EHV	15:30-16:30	BG24
BTEC Travel & Tourism catch-up	KS4	Academic, communication, organisation	EHV	15:30-16:30	BG24
Theatre Review	KS4 & KS5	Self-development, academic, communication	ADE	Lunch 1	USF 6:8
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&19

Extra-Curricular Tuesday

Club Name	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community & building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Tea Club L1	Y9 & 10	Openness & tolerance, wellbeing, communication, listening	SHH,DSM	Lunch 2	AU2

Extra-Curricular Wednesday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community and building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND Team	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths Dept	Break, Lunch 1&2	AG8
Big Questions	All Years	Openness & Tolerance, communication, listening	CSH/LKH	Lunch 1&2	AU18
Chess Club	All Years	Academic, problem solving, resilience	DSM/MSM/GG M	15:30-16:30	Library
Drama Club	All Years	Academic, organisation, persistence, problem solving	FCA	15:30-16:15	Drama Studio

Rugby (Boys)	Years 9,10,11	Teamwork, hard work & determination	TMA/ ATA	15:30-16:30	PE
Y10 Spanish Booster	Y10	Resilience, Ambition, Teamwork	SWL	Lunch 2	BU1
Sports Science/ BTEC	KS4	Organisation, hard work, resilience	RGA/DPA/AMA /CBA	15:30-16:30	BG5/ BG6
Cambridge Technicals	KS5	Organisation, hard work, resilience	MBA	15:30-16:30	USF
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&19
Music Tech Club	All Years	persistence	VHA	15:30-16:15	AG35
Piano Club	All Years	Creativity, listening, persistence	VHA	15:30-16:15	AG35
AVB Pride Club	All Years	Openness & Tolerance, communication, listening	RGE	Lunch 1&2	AU11

Extra-Curricular Thursday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community & building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Eco Committee	All Years	Wellbeing, problem solving, teamwork	SDE/AJE/LTE	Lunch 1&2	AU15
Musical Theatre Club	All Years	Teamwork, Self resilience, Confidence building	CNA/DDA	15:30-16:15	Drama Studio
Science club	All Years	Academic, problem solving, organisation	MOS	15:30-16:30	BG15
Computer Games Design/ Art	All Years	Creativity, Problem-solving, Resilience	NBI	15:30-16:30	BG26
REACH Club (Multi-sports) Girls	All Years	Resilience, Ambition, Teamwork	JRA/CMA	15:30-16:30	PE
Debate Club	Y9 - 13	Confidence building, enhancing spoken language	CHE	15:45-16:30	AG24
Football (Boys)	KS4	Resilience, Ambition, Teamwork	AMA	15:30-16:30	PE
Sports Science/ BTEC	KS4	Resilience, Ambition, Teamwork	DPA/ RGA/ BSA	15:30-16:30	BG5/ BG6
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&19

Extra-Curricular Friday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community and building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Racket Club	All Years	Teamwork, communication, hard work	PE	15:30-16:30	PE
Orchestra	All Years	Teamwork, listening, creativity	OLA	15:30-16:15	AG35
Art	All Years	Self-development, academic, communication	JDA	15:30-16:30	BG19
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&19

The Character Pyramid

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



Student Leadership Opportunities

- Student Leadership Opportunities
- House ambassadors
- Tutor Reps
- Year Reps
- Eco Reps
- Diversity Committee
- Wellbeing Ambassadors

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	<p>Developing goal setting, organisation skills and self-awareness</p> <ol style="list-style-type: none"> 1. What are Friendships? 2. What are Learning Skills and Teamwork? 3. How Can I Manage Dangers Online? 	<p>Developing knowledge about our democracy.</p> <ol style="list-style-type: none"> 1. Political System of UK 2. Liberties, Rules and Laws 3. Voting and Elections in the UK 	<p>Developing empathy, compassion and communication.</p> <ol style="list-style-type: none"> 1. Puberty and Managing Change 2. Body Satisfaction and Self-Concept 3. Identifying and Challenging Bullying 	<p>Developing agency, strategies to manage influence and decision making.</p> <ol style="list-style-type: none"> 1. Diet and exercise 2. Hygiene and Dental Health 3. Sleep 	<p>Developing communication, risk management and support-seeking skills:</p> <ol style="list-style-type: none"> 1. Rights in the Community 2. Relationship boundaries 3. Unwanted Contact 	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Smoking and Vaping 2. FGM and Forced Marriage 3. Uses of Money

Focus: Relationships, Political System, Physical & Mental Health

Careers

- Taught and experienced in a variety of ways through tutor time programme, visits from local businesses, workshops and trips
- In Y9 1:1 interviews with a representative from JP Morgan
- Y10 work experience

Trips

- Trips & Visits
- Bournemouth University
- Technology Rotary Competition
- French Theatre Company
- Y8 & Y9 France & Spain
- Winter, Spring & Summer Concert
- Y9 Duke Of Edinburgh
- Y10 Austria Ski Trip
- Y10 Geography Field Trip
- Fixtures & Competitions
- Careers events, curriculum trips, creative arts

Enrichment

Enrichment

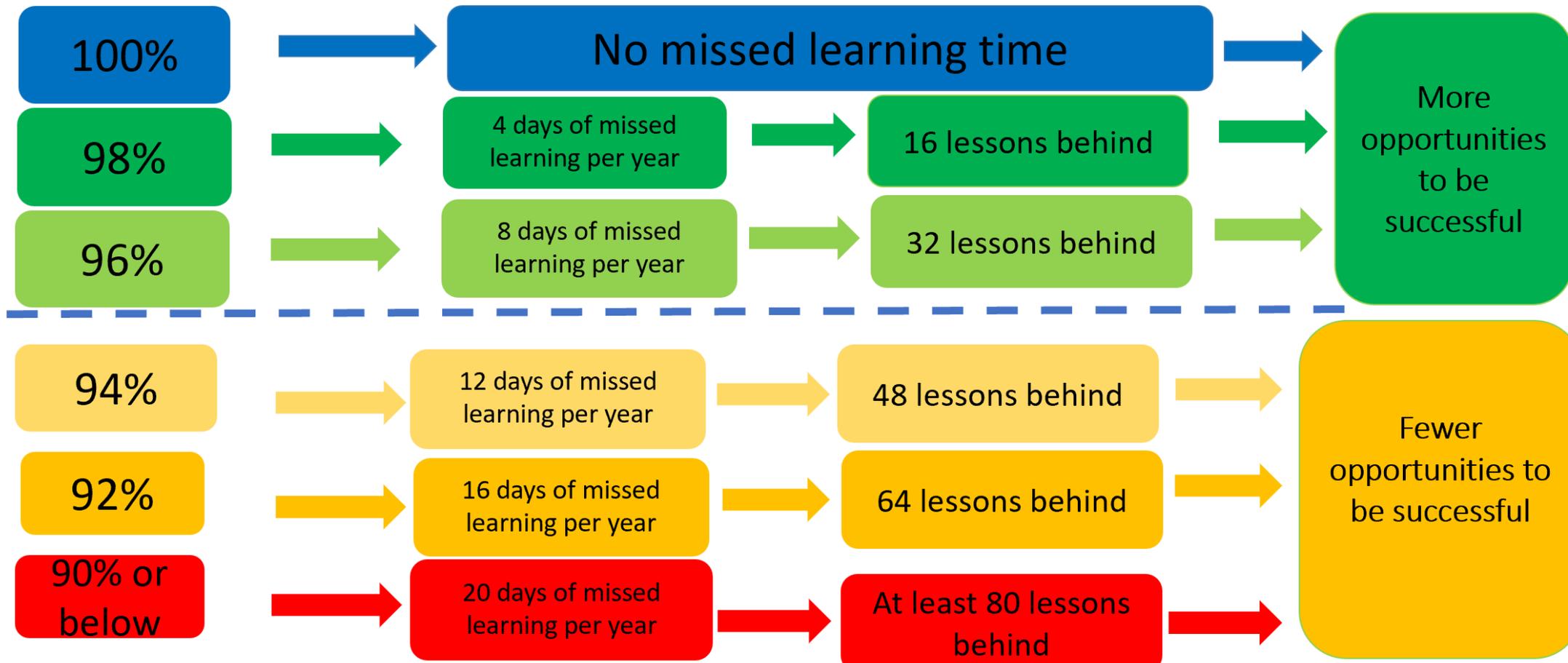
To provide every student in Y7 the opportunity to experience extra-curricular at Avonbourne. Sessions will have a character focus supporting students in their character development helping them to become the best versions of themselves.

- Every Wednesday week A during period 4
- First 4 sessions are dedicated to team building and students getting to know each other
- November – Enrichment fair where students will choose the session they will attend until Easter (examples: fitness and nutrition sessions that end in using Littledown gym, Introduction to robotics course)
- Easter – Enrichment fair where students choose their next session

David Gorvin- Attendance



Attendance at Avonbourne Academy



Lost learning

100% attendance

0 2

Compare how poets present ideas about conflict in 'Bayonet Charge' and in **one** other poem from 'Power and conflict'.

[30 marks]

90% attendance

0 2

Compare how poets present ideas about conflict in '[redacted]' and in **one** other poem from 'Power and conflict'.

[30 marks]

80% attendance

0 2

Compare how poets present ideas about conflict in '[redacted]' and in **one** other poem from '[redacted]'.

[30 marks]

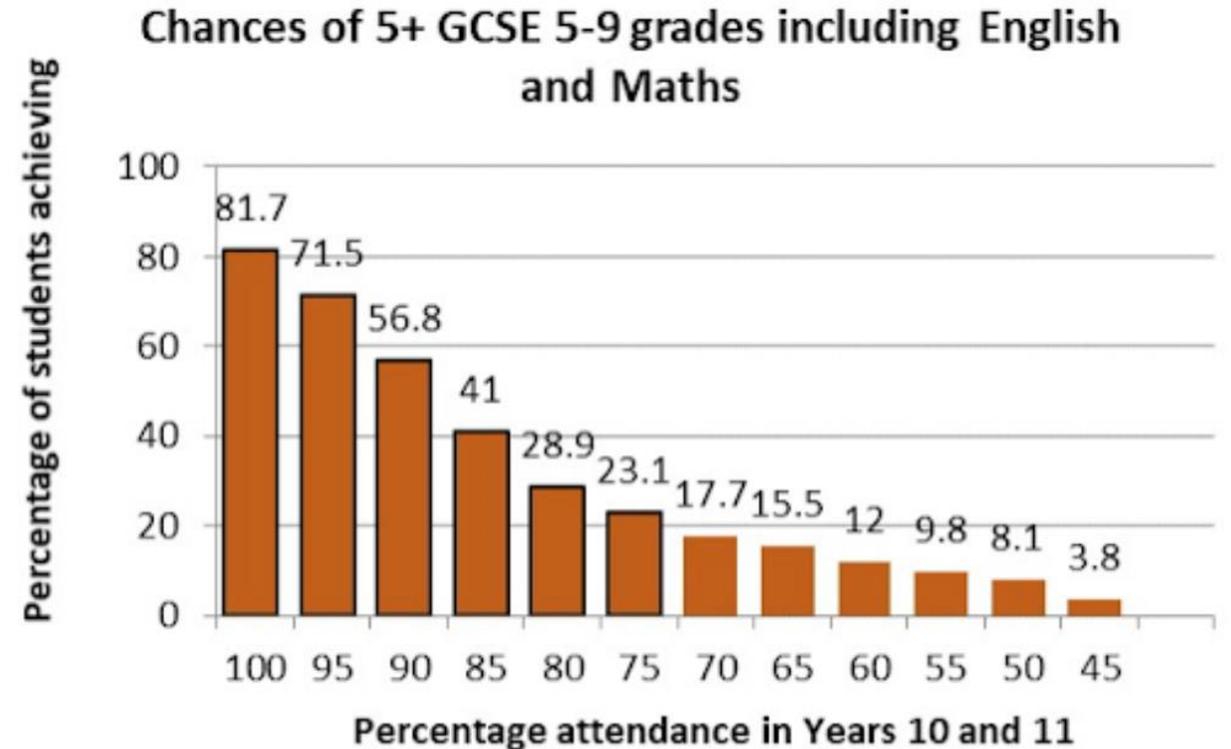
Attendance

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.

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



Culture – Coralie Crisell, Assistant Principal

Respect

Equality

Ambition

Community

Hard Work & Determination

REACH POINTS:
YEAR 7 GIRLS =
YEAR 7 BOYS =

Behaviour – Maya Gill-Taylor & Christian Brown, Heads of 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.

It is everyone's responsibility to pull together and create a positive culture in year 7

What do we want year 7 to look like? 'Respect and Responsibility'

Maya Gill-Taylor – Head of Year - Girls
Christian Brown - Head of Year – Boys
Emily Parker – Year 7 Pastoral Lead

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