



**Ready - Respectful - Responsible**

# Meet the Tutor Evening:

Working together to support our students

Mrs A Reynolds - Head of Year 7

Ms L Bendel - Assistant Headteacher



Be Safe,  
Be Kind

# School Vision Statement



INTELLIGENCE  
PLUS CHARACTER -  
THAT IS THE GOAL  
OF TRUE  
EDUCATION

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MARTIN LUTHER KING JR.

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# John Colet learners thrive when they are ...



## Meet the Team:

7A



Miss N Stow

7C



Ms K Whitaker

7G



Ms D Williams

7J



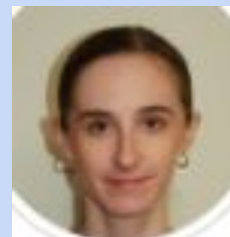
Mr C  
Richardson

7T



Mr G Borrell

7Z



Miss G Gifford



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# Meet the Team:

## Year 7 Specific



Mrs A Reynolds  
Head of Year



Miss L Bendel  
SLT Link

## Other Pastoral Support Staff



Attendance  
Officer  
Mrs D Bull



Attendance  
Assistant  
Mrs N Preece



Careers  
Mrs T Sinacore



Student Engagement Officers  
Mrs L Palumbo



Mrs V Pearcey

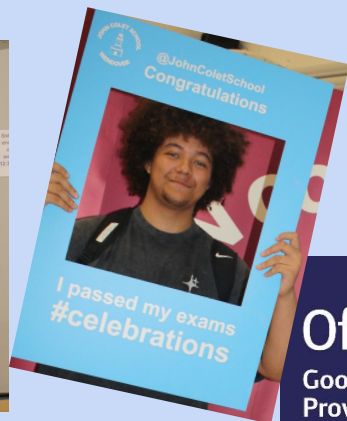
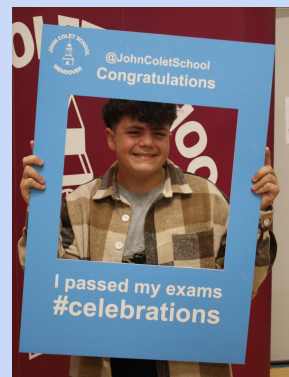


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# Student Achievement

Students at John Colet consistently achieve above or in line with national expectations.

Results reflect the hard work and dedication of both staff and students. It's never too early to be thinking about your future.





# Assessing Pupil Progress

- Students will be given indicator grades for the end of KS4 (GCSEs)
- Teachers will regularly assess students and highlight whether they are on track for their indicator, exceeding their indicator, or not on track to meet their indicator.
- Learning is a process and not always easy!



**Indicator** - what their prior assessment information suggests they are capable of achieving.

**Progress** - shows whether their teacher thinks they are making progress in line with their indicator grades.

**Attitude to learning (AtL)** - the effort, organisation, and behaviour demonstrated by students, including attendance.

Subject	Indicator grade	October	December		March	
		Attitude to Learning	Student progress	Attitude to Learning	Student progress	Attitude to Learning
English	6	Inconsistent Homework	Meeting expectations	Good attitude	Meeting expectations	Good attitude
Mathematics	5	Good attitude	Exceeding expectations	Inconsistent Homework	Meeting expectations	Good attitude
Science	6.5	Good attitude	Exceeding expectations	Good attitude	Exceeding expectations	Good attitude
Geography	6	Exceptional Attitude		Exceptional Attitude	Meeting expectations	Good attitude
History	6	Good Attitude		Good Attitude	Meeting expectations	Good Attitude
French	6	Inconsistent organisation		Inconsistent organisation	Below expectations	Inconsistent organisation
Music	7	Good attitude		Good attitude	Meeting expectations	Exceptional attitude
PE	5	Good attitude		Good attitude	Meeting expectations	Good attitude
RE	6	Unacceptable behaviour		Inconsistent behaviour	Below expectations	Inconsistent behaviour
Technology	6	Good attitude		Good attitude	Meeting expectations	Good attitude

GCSE indicator grades are given for each subject.

Based on the current evidence the teachers will say whether the student is making expected progress.  
(December progress report will be for core subjects only.)



Ready  
Respectful  
Responsible

# Ready to Learn

- Arrive on time
- Arrive with the correct equipment
- Arrive with the correct Attitude to Learning
- Arrive in the correct uniform



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# Attendance Matters

## Every School Day Counts

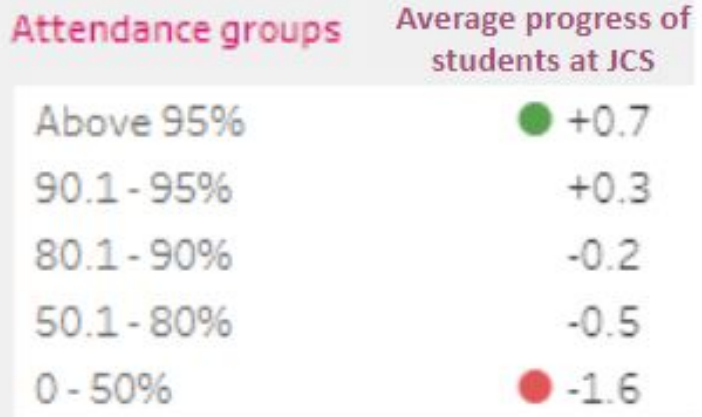


## Every Minute Counts

**LATENESS = LOST LEARNING**  
(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

Be at the classroom on time and ready to learn!



# Respectful

- Everybody has the right to enjoy their education
- Arriving to lessons with the correct attitude to learning
  - There is no time for distraction
- Treating each other with kindness
- Following staff instructions
- Moving around school in a calm and orderly way



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# Responsible

- Students taking responsibility for their actions
- Students owning their own learning
- Students taking the opportunities they are offered
- Utilising Homework Club if extra support is needed



## The 3 Rs - Academic

Resourceful



Resilient



Readers





# Supporting your child

- Consistent messages between home and school, we are a team
- Working together in partnership to enable success
- Providing them with the 'tools' to succeed



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# The school website



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# John Colet School

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Key Stage 3

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Committed to Excellence

# Outlines of curriculum of study for all subjects and Year groups



## English Key Stage 3 - Curriculum Outline

Please be aware that the exact order and timing of the topics of the curriculum may differ between classes depending on the needs of the individual students and context within the timetable.

**Overarching Themes:** To build on and develop the work, particularly the writing, from Key Stage 2, and to begin to introduce the skills needed for Key Stage 4. In both Years 7 and 8 students study a wide range of texts, including novels, poetry and plays, as well as focusing on English Language through writing and responding to a range of non-fiction texts.

Through these two years students work on their textual analysis, building their confidence in discussing and writing about the texts studied and in forming their own opinions and interpretations of these.

There is also a focus on spelling, punctuation and grammar through Key Stage 3. This is integrated into the work on creative writing and non-fiction texts. Students are expected to write to a high standard of accuracy by the end of Year 8.

**Cultural Capital:** [Learning beyond the classroom](#). Students will develop their awareness and appreciation of classic works of Literature alongside more recent, contemporary texts. Knowledge and understanding of wider issues and debates (ranging from moral/philosophical to political and social) will also be developed through study of these texts. Students will be given the opportunity to attend theatre performances of texts studied, alongside other extra-curricular activities.

**Careers in the Curriculum:** [Future Focus: English](#). Links will be made to careers with opportunities to explore these, particularly in advertising, writing and the media through the units studied.

**Useful resources:** [BBC Bitesize KS3 English](#) [CGP KS3 English workbook](#)

Term	Topic
Year 7 Autumn Term	<b>Novel study - <i>The Devil and His Boy</i></b> Reading the novel with a focus on characters, themes and plot. Study of context through focus on Tudor England.
	Embedded into this unit are presentations/speeches/debates on key issues raised in the novel, English Language-style analysis and comprehension questions as well as developing skills of language analysis and writing analytical answers
Year 7 Spring Term	<b>Shakespeare study - Introduction to Shakespeare</b> Increasing confidence in reading, understanding and analysing Shakespeare's language through focus on key extracts from major plays

	Study of context through looking at how the plays were performed, the Globe Theatre and initial audience responses, as well as how Shakespeare uses the dramatic form Embedded into this unit will be presentations/speeches/debates on key issues raised in the novel, English Language-style analysis and comprehension questions as well as developing skills of language analysis and writing analytical answers
Year 7 Summer Term	<b>Poetry study</b> Focus on the use of poetic form, how poets use language and structure to convey views and ideas and how we as the reader respond to these Comparing the presentation of themes/ideas across 2 poems - how language and structure are used to convey these Embedded into this unit will be presentations/speeches/debates on key issues raised in the novel, English Language-style analysis and comprehension questions as well as developing skills of language analysis and writing analytical answers
	<b>Novel study</b> Increased focus on the use of narrative voice and how the author has structured the novel. Exploration of key contextual issues raised by the text. Close analysis of the language used by the author and starting to identify key quotes to learn in preparation for the demands of GCSE English Literature Embedded into this unit will be presentations/speeches/debates on key issues raised in the novel, English Language-style analysis and comprehension questions as well as developing skills of language analysis and writing analytical answers
Year 8 Spring Term	<b>Shakespeare study - <i>Romeo and Juliet</i></b> Development of knowledge and understanding of Shakespeare's language, with particular focus on the play as a tragedy Study of the whole text, allowing for closer tracking of theme and character development. Close, detailed language analysis through extract-based questions. Focus on structuring written analytical answers with clarity and development of ideas. Embedded into this unit will be presentations/speeches/debates on key issues raised in the novel, English Language-style analysis and comprehension questions as well as developing skills of language analysis and writing analytical answers
	<b>Poetry study - poems from different cultures</b> Continued focus on how the poetic form has been used, alongside analysis of the different voices, ideas and opinions presented by poets from different cultures. This will feed into the next unit.
Year 8 Summer Term	



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# Key Issues for Year 7

## Homework submission

Personal organisation and management of time

## Behaviour for learning

Secondary school classrooms are different from primary school classrooms

Behaviour notices sent home with teacher name, on the next school day following the incident

## Equipment

Ensuring all equipment is brought in each day

## Getting Involved

Develop character by getting involved in House and extra-curricular events

# Year 7 Top Tips for at home

- Routines
  - Collecting electronics before bed
  - Set bedtimes
- Use of social media / technology / gaming
- Personal space
- Literacy skills and reading for pleasure



# What do I do if....

- They forget a piece of equipment?
- They are ill/injured while at school?
- They are too ill to come to school?
- How do I check what homework is due?
- How do I contact a member of staff?

Check the website parent section under FAQs.





# Further support for parents

[www.tooledupeducation.com](http://www.tooledupeducation.com)

Welcome to Tooled Up! Register by scanning the QR code or visit  
[www.tooledupeducation.com/register](http://www.tooledupeducation.com/register)

Simply enter your details and the John Colet School PIN **JCS2206** to register your account. Once registered, you can use your email address and password to log in and access the entire digital library. For help, email  
[support@tooledupeducation.com](mailto:support@tooledupeducation.com)

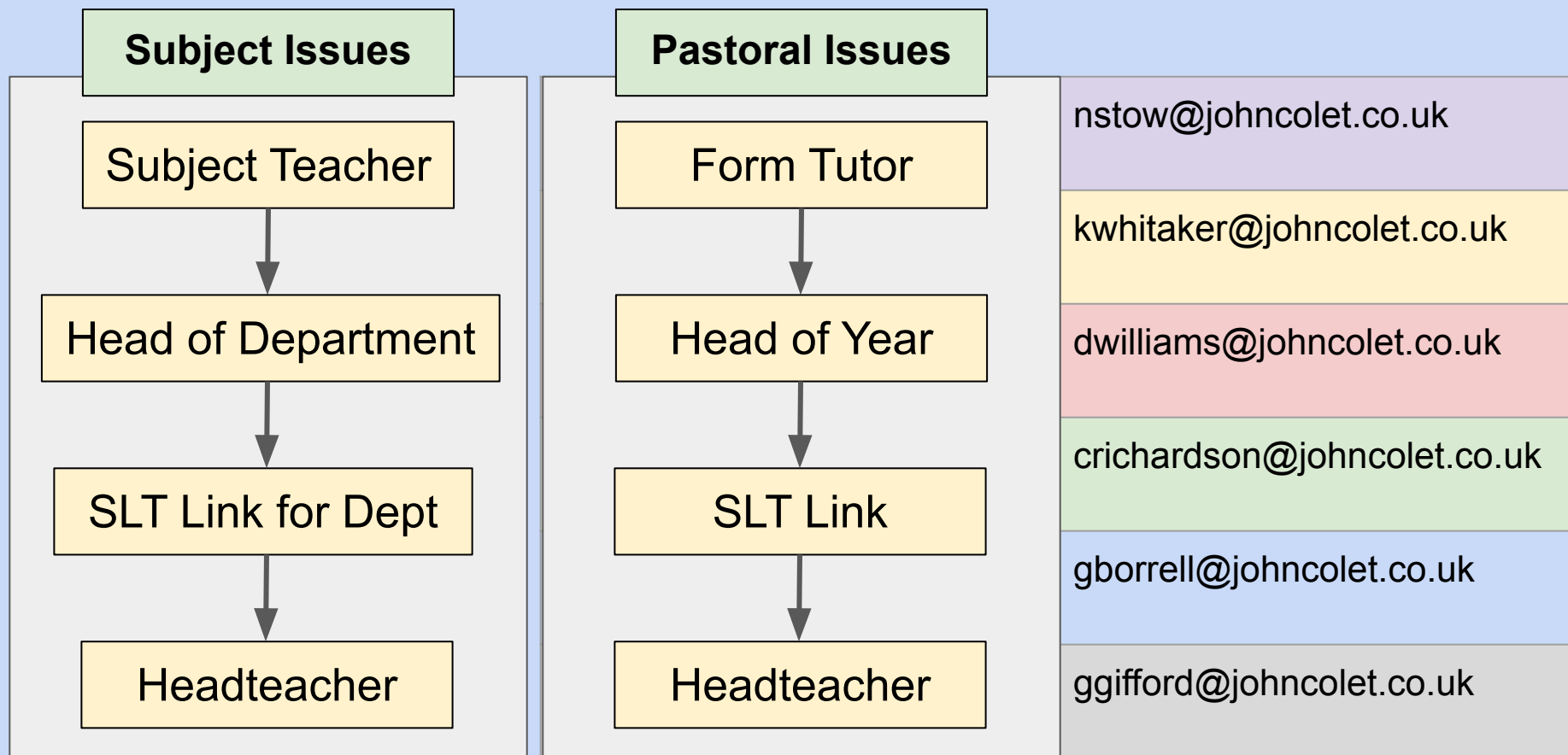


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# Any questions, concerns or information about your child:



There will now be the opportunity to meet your child's tutor and parents of other students from your child's tutor group.

<b>Tutor group and tutor</b>	<b>Location</b>
Miss Stow - 7A	HU1
Ms Whitaker - 7C	HU2
Ms Williams - 7G	HU3
Mr Richardson - 7J	HU5
Mr Borrell - 7T	HU4
Miss Gifford - 7Z	HU9