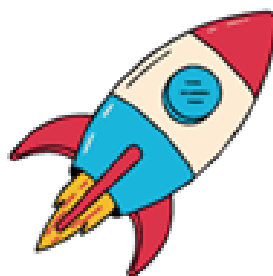
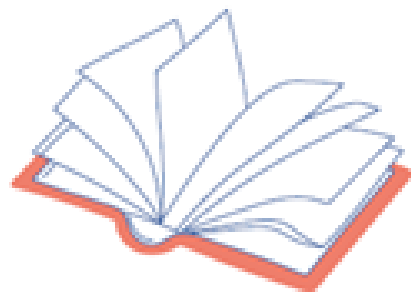


STALHAM  
HIGH SCHOOL



# Information Evening – KS3

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Tuesday 15th September

# Head of School Introduction – Mr McMahon



Thank you for being here, we appreciate your time and your interest in what we do!

Not expecting fire alarm – leave via front entrance and assemble on grass

Toilets off main corridor

If you have any questions please ask them at the end once we are finished presenting

The presentation will be available through the Friday Bulletin issued on 18th September



# Measuring attainment and progress (KS3) - Mr Norris



- Students work in ability groups for En/Ma/Sci
- They go to RSS, Food, Drama and PE in a smaller group and all other subjects in tutor groups
- In years 8 & 9, the other subjects are set by MFL
- Assessments are marked and students given a mark and percentage
- The aim is to achieve 100%!

# Key dates for the year



- Year 7 settling-in evening (Form Tutors) - Thurs 24th Sept 15:30+
- Year 8 parents' evening – Thurs 3rd Dec
- Year 9 reports published – Mon 14th Dec
- Year 7 reports published – Fri 12th Feb
- Year 9 preferences evening – Thurs 25th Feb
- Year 9 parents' evening – Thurs 4th March
- Year 7 parents' evening – Thurs 29th April
- Year 8 reports published – Mon 19th July

Don't worry about remembering or writing these down, we will publish this presentation in the Friday Bulletin!

# Arbor



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Timetable

Homework

Behaviour summary

Trips / Visits / Clubs/  
Payments

Quick Actions ▾



Eddie Farrar

Form 10H

View Student Profile

tices

No notices

Current lesson ▶

Next lesson ▶

10 - 10:25

10:40 - 11:40

1.05 Sep 2022

Mon, 05 Sep 2022

Development: Year 10:

KS4 Maths: Year 10:

1/Pd

10X/Ma9 >

m: 301

Room: 603

Harrington

Mr Kerr

Endar - Eddie Farrar

9 - 09:00

Year 10: 10H

10 - 10:00

KS4 ICT: Year 10: 10A/K1

112

10 - 10:25

Pers Development: Year 10: 10H

101

10 - 11:40

KS4 Maths: Year 10: 10X/Ma9

603

10 - 12:40

KS4 En Language: Year 10: 10rs/...

115

10 - 14:40

KS4 Science: 10Y/PCS

106

10 - 15:40

KS4 French: Year 10: 10rs/F3

503

Statistics

Attendance (2022/2023)

0.00%

0.00%

Year

Last 4 weeks

Positive - this term

0

This year: 0 points

Last term: 0 points

Negative - this term

0

This year: 0 points

Last term: 0 points

Negative Behavioural Incidents - this term

0

This year: 0 incidents

Last term: 0 incidents

Guardian Consultations

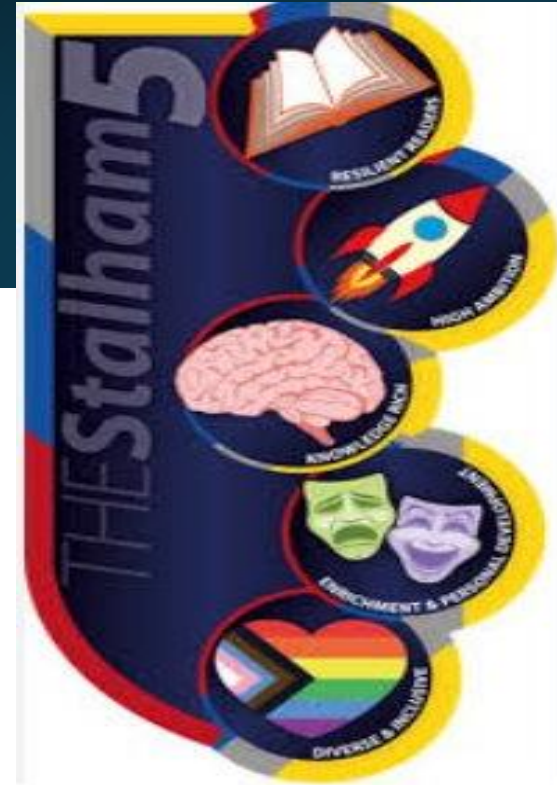
No guardian consultations for Eddie Farrar

Activities

Eddie Farrar: Clubs

Eddie Farrar: Trips

# Rewards



Students are also awarded merits for the demonstration of effort and engagement in any of the 5 curriculum principles

- Knowledge Rich
- Character Development and Enrichment
- Resilient Readers
- High Ambition
- Diverse and Inclusive



STALHAM  
HIGH SCHOOL



## Our School Values

**Responsibility**  
I am punctual, prepared,  
present my work with pride.

**Ambition**  
I persevere, take risks and challenge myself.

**Working with others**  
I participate in class and group discussions.

**Respectful**  
I am polite to teachers and students.



# Behaviour – Mrs Davison



- The Stalham Way
- Our routines and expectations



Showing lack of responsibility

Showing lack of ambition

Preventing us from working together

Showing a lack of respect

# Attendance – Mrs Davison



STALHAM  
HIGH SCHOOL

## EVERY DAY COUNTS FOR GCSE SUCCESS

### SIGNIFICANT IMPACT ON GRADES



Students with **95-100%** attendance are almost **twice as likely** to achieve Grade 5+ in English & Maths

### THE COST OF ABSENCE



Missing just **10 days** in Year 11 can reduce chances of Grade 5 in English & Maths by **around 50%**

### PERSISTENT VS. SEVERE ABSENCE



Persistent absence (10%+ missed) and severe absence (50%+ missed) = much lower GCSE attainment

Only a **small fraction** of severely absent students achieve Grade 4+ in English & Maths

### LONG-TERM EFFECTS



Poor attendance is linked to **lower earnings** and higher risk of **unstable employment** in adulthood

Ofsted now inspects "attendance" as part of behaviour & attitudes

## Attendance Roadmap



In line with the DfE Statutory Guidance we offer a supportive, stepped, attendance approach. We will offer a welcoming ethos with high expectations for all. We will assess data to identify absence trends & use preventative discussions/meetings with families to listen, understand & support to remove barriers. Where needed, we will formalise support to nurture improvement with Attendance Contracts & as a last resort we will consider intensifying support &/or enforce legal sanctions.



Did you know, arriving after the register has closed = an absence?



### STEP 1 – Identify, Assess & Prevent

Our daily actions & processes aim to promote relationship building with children & families to prevent absence. This involves monitoring data trends & absence patterns to inform our conversations with you (& your child where age allows). The trigger for conversations is where absence becomes a cause for concern. Other daily actions involve promoting attendance positively, using praise & incentives, swift absence follow up, texts, school apps, email &/or letter communication to raise your awareness of emerging concerns, processing requested or unrequested 'term time exceptional absence' & doing home visits to meet our safeguarding duties as required.



### STEP 2 – Absence Support

We move to this step if absence continues (authorised or unauthorised) to prevent further absence occurring. Discussions & meetings will be offered to identify if early support or reasonable adjustments are needed. This will be done using discussions &/or meetings to create a supportive action plan. A Family Help referral or signposting to other external agencies will be offered, if appropriate, for support to be accessed to help overcome identified barriers to attendance.

Please talk to us about how we can support you &/or your child at any time.

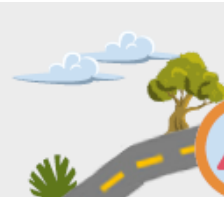
Did you know, 90% attendance = approx. 95 missed lessons/hours of learning?

Did you know, 90% attendance = approx. 95 missed lessons/hours of learning?



### STEP 3 – Formalised Support

Where absence continues & initial support needs to be increased an Attendance Contract will be offered to formalise support. This is a nurturing plan of improvement to prevent further escalation. Achievable & individual targets will be set & reviewed regularly. Medical &/or other information will be actively sought at this point if required to work collaboratively with you & other agencies. An Attendance Contract can run alongside other meetings e.g., EHAP.



### STEP 4 – Warnings – Concerns Remain

Where STEP 2 or STEP 3 support has been unsuccessful &/or declined, or if the Attendance Contract has failed, a 'Notice to Improve' letter will be issued to reinforce the need for immediate improvement.

Did you know, good attendance increases academic success?



### STEP 5 – Legal Action – No Improvement

Legal action (Penalty Notice or prosecution) MAY be requested by the school from the Local Authority (LA) if unauthorised term time absence is taken, or if overall absence continues to occur & reaches or exceeds the national threshold for absence, despite STEPS 1-4 being attempted. The LA will consider whether a family court order such as an Education Supervision Order will also be considered as an alternative or alongside prosecution.

### PENALTY NOTICES & LEGAL ACTION

**1st Offence** of term time leave &/or irregular attendance (10 sessions of unauthorised absence or more) = penalty notice of £160 per parent, per child if paid within 28 days. If paid within 21 days the amount is reduced to £80 per parent, per child.  
**2nd Offence** within 3 years = penalty notice of £160 per parent, per child payable within 28 days, no reduction available.  
**3rd Offence** within 3 years NO PENALTY NOTICE considered. The case will be presented to **Magistrates' Court** under s444(1) or (1a) of the Education Act. If found guilty, a fine of up to £2500 per parent, per child can be issued. Convictions for s444(1a) offences will show on DBS record.

The LA also retains the discretion to consider proceeding straight to prosecution where appropriate.

# Who is who?



Your child's form tutor should be the first point of contact.  
Communication through planner or telephone/email to the school office.

|                                                                                    |                                 |                                |                                       |                                 |                               |                                                                     |
|------------------------------------------------------------------------------------|---------------------------------|--------------------------------|---------------------------------------|---------------------------------|-------------------------------|---------------------------------------------------------------------|
|    | <b>7C</b><br><b>Mrs O'Brien</b> | <b>8C</b><br><b>Miss Wynne</b> | <b>9C</b><br><b>Mr Vincent</b>        | <b>10C</b><br><b>Miss Slade</b> | <b>11C</b><br><b>Mr Minns</b> | <b>Miss Zeebroek</b><br>Lead tutor for<br>Cavell & Fry<br>Houses    |
|    | 7F<br>Miss Harrison             | 8F<br>Mrs Jackson              | 9F<br>Mr Richardson                   | 10F<br>Mr Hole                  | 11F<br>Mrs Yaxley             |                                                                     |
|   | 7N<br>Mrs Dale                  | 8N<br>Mr Everett               | 9N<br>Mr Stuart<br>& Mr Rayner        | 10N<br>Mrs Dorkins              | 11N<br>Mr Akers               | <b>Mr Storey</b><br>Lead tutor for<br>Nelson &<br>Pinsent<br>Houses |
|  | 7P<br>Miss Brodie               | 8P<br>Mrs Hamilton             | 9P<br>Mr Messenger &<br>Miss Partouns | 10P<br>Mr Speck                 | 11P<br>Mr Covington           |                                                                     |

# Beyond the Curriculum – Enrichment



| Dates                | Year 7                             | Year 8                      | Year 9                                        | Year 10                 | Year 11                             |
|----------------------|------------------------------------|-----------------------------|-----------------------------------------------|-------------------------|-------------------------------------|
| PD Day 1<br>November | Respectful Relationships           | Wellbeing Workshops         | Communication Day                             | Finance Project         | Revision / Target setting<br>Day    |
| February             |                                    | Care Fair<br>Snowdon        | Preferences/Pos                               | Pathways Evening        |                                     |
| PD Day 2<br>March    | Norwich Heritage Day<br>Approx £10 | STEM Challenge              | Options Day Out in London<br>Approx £50 - £60 |                         | Core Exam Prep<br>(English & Maths) |
| PD Day 3<br>July     | Coastal Safety Day<br>Approx £10   | Camping Trip<br>Approx £150 | Take My Child to Work Day                     | Year 10 Work Experience |                                     |

- Expressive Arts Showcase – December & Summer
- School Show
- Duke of Edinburgh Award (Bronze) Year 9
- Ski Trip



# Beyond the curriculum – Extra Curricular Activities



STALHAM  
HIGH SCHOOL

| EXTRA CURRICULAR TIMETABLE<br>AUTUMN TERM 2026 |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | Lunchtimes<br>(1.25– 1.50)                                                                      | After school<br>(3.05 – 4.05)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Monday</b>                                  | Expressive Arts HoF Intervention – Mr Rayner – Rm17                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Tuesday</b>                                 | Stalham High Darts Club – Mr McMahon – Main Hall<br>Stalham Soundwave (Choir) – Mr Rider – Rm15 | English GCSE Booster/Revision (11A) – Mrs Yaxley – Rm24<br>English GCSE Booster/Revision (11B) – Mr Hole – Rm27<br>English GCSE Booster/Revision (11C) – Miss Harrison – Rm26<br>English GCSE Booster/Revision (11D) – Mr Everett – Rm25<br>Fitness - Years 9-11 – Mr Storey – Fitness Suite (please sign up with the PE Dept)<br>Rugby – Years 7-8 – Mr Vincent – Field<br>GCSE Drama Rehearsals – Mr Rayner – Drama Studio<br>Youth STEMM Award – Mrs Jackson – Lab 8                                                                                                                                                                                                          |
| <b>Wednesday</b>                               | Creative Writing Club – Miss Harrison – Rm26                                                    | Maths GCSE Booster/Revision (11A) – Mr Akers – Rm23<br>Maths GCSE Booster/Revision (11B) – Mrs O'Brien – Rm 22<br>Maths GCSE Booster/Revision (11C) – Mr Minns – Rm19<br>Maths GCSE Booster/Revision (11D) – Mr Richardson – Rm20<br>All Maths GCSE Booster/Revision sessions will start from 23 <sup>rd</sup> September<br>Board Game Club – Miss Harrison/Mr Hole – Rm26/27<br>Girls' Fitness – Years 9-11 – Miss Zeebroek – Fitness Suite (please sign up with the PE Dept)<br>Netball Academy – Please see Miss Zeebroek for details<br>Cricket – Mr Storey – Muga/Field<br>Pickleball – Mrs Dorkins – Sports Hall<br>Showcase and Spotlight Tech – Mr Rayner – Drama Studio |
| <b>Thursday</b>                                | Stalham High Darts Club – Mr McMahon – Main Hall<br>Amplify (Rock Band Club) – Mr Rider – Rm15  | Netball – Miss Zeebroek – Sports Hall<br>Boys' Fitness – Years 9-11 – Mr Vincent – Fitness Suite (please sign up with the PE Dept)<br>Show Rehearsals – Mr Rayner – Drama Studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Friday</b>                                  |                                                                                                 | Science GCSE Booster/Revision (Year 11) – Science Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

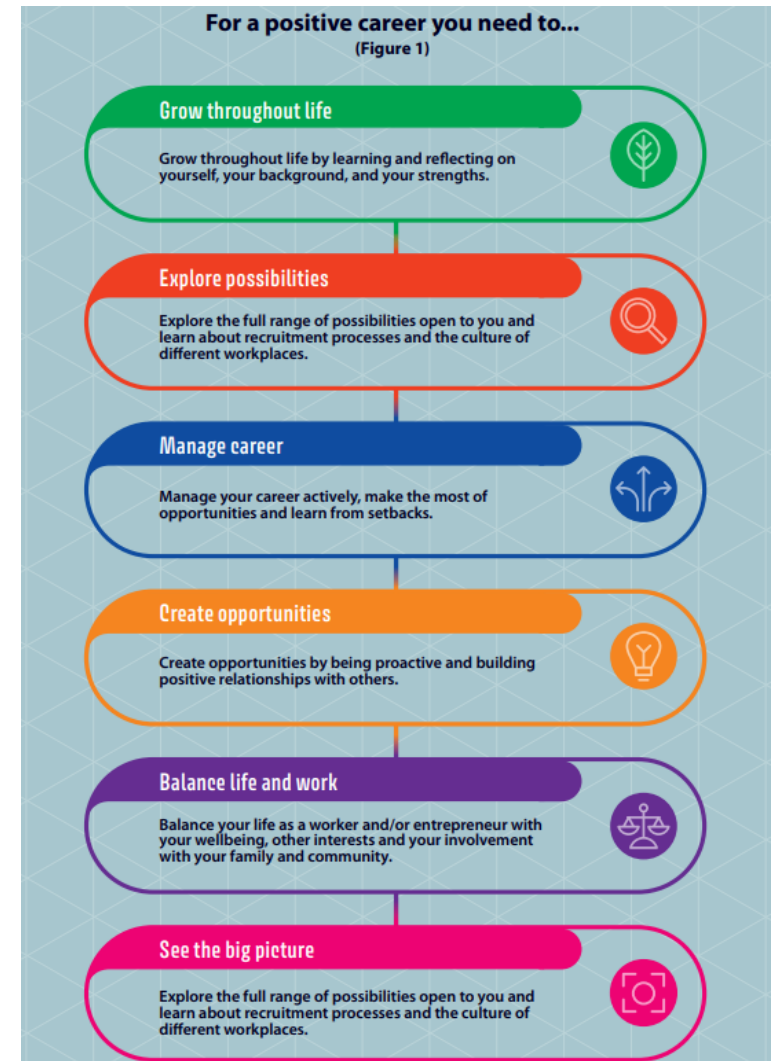


# Beyond the curriculum – Careers



## Careers Related Learning & Guidance:

- Form time programme
- Assemblies
- Trips, visits & activities
- Careers links in lessons
- Career guidance appointments with Caroline Davies



# Every Teacher is a teacher of SEND – Miss Hanley



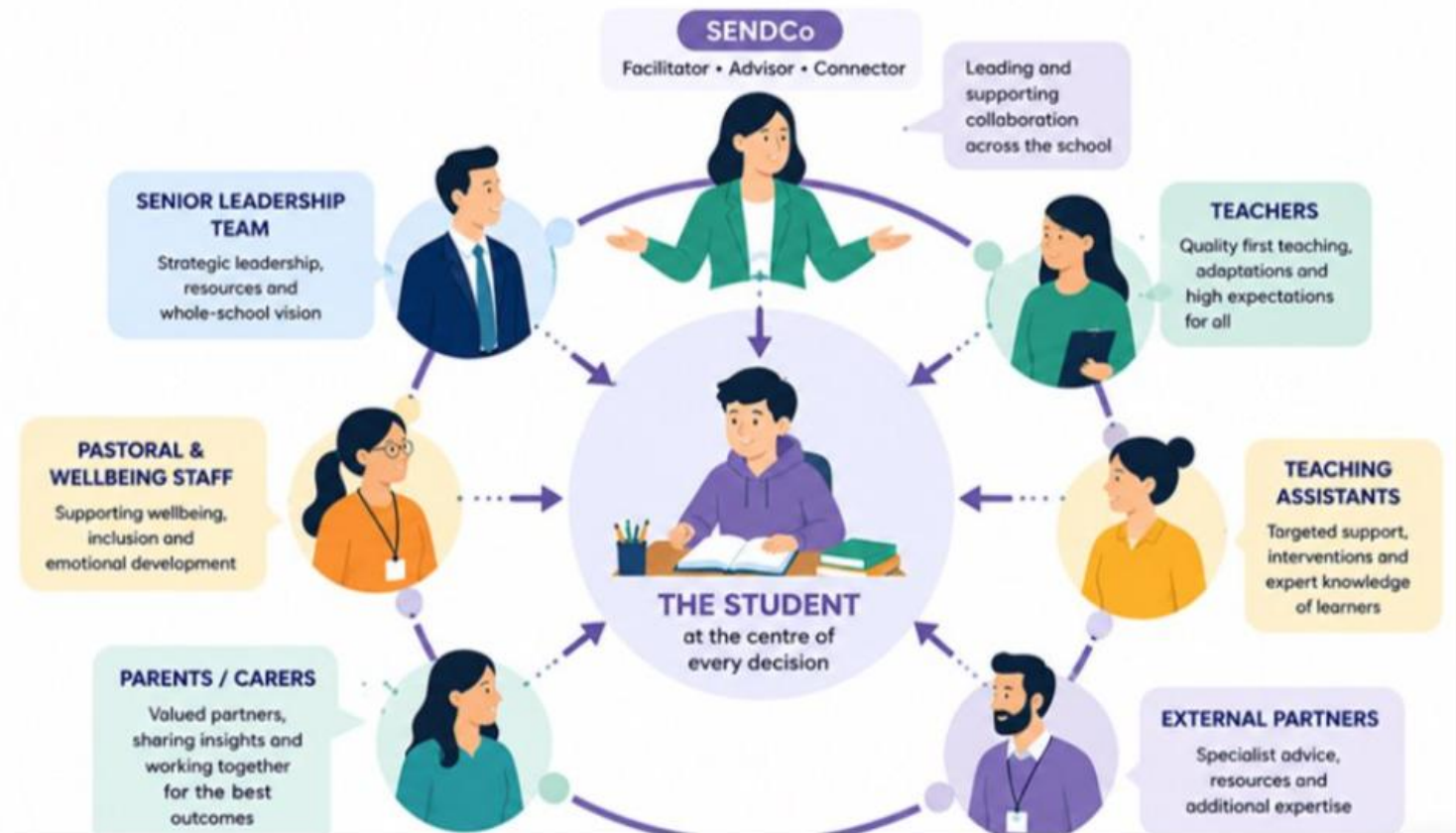
STALHAM  
HIGH SCHOOL

★ Every teacher is a teacher of SEND

★ What is good for SEND is good for all

★ Great Teaching is our first intervention

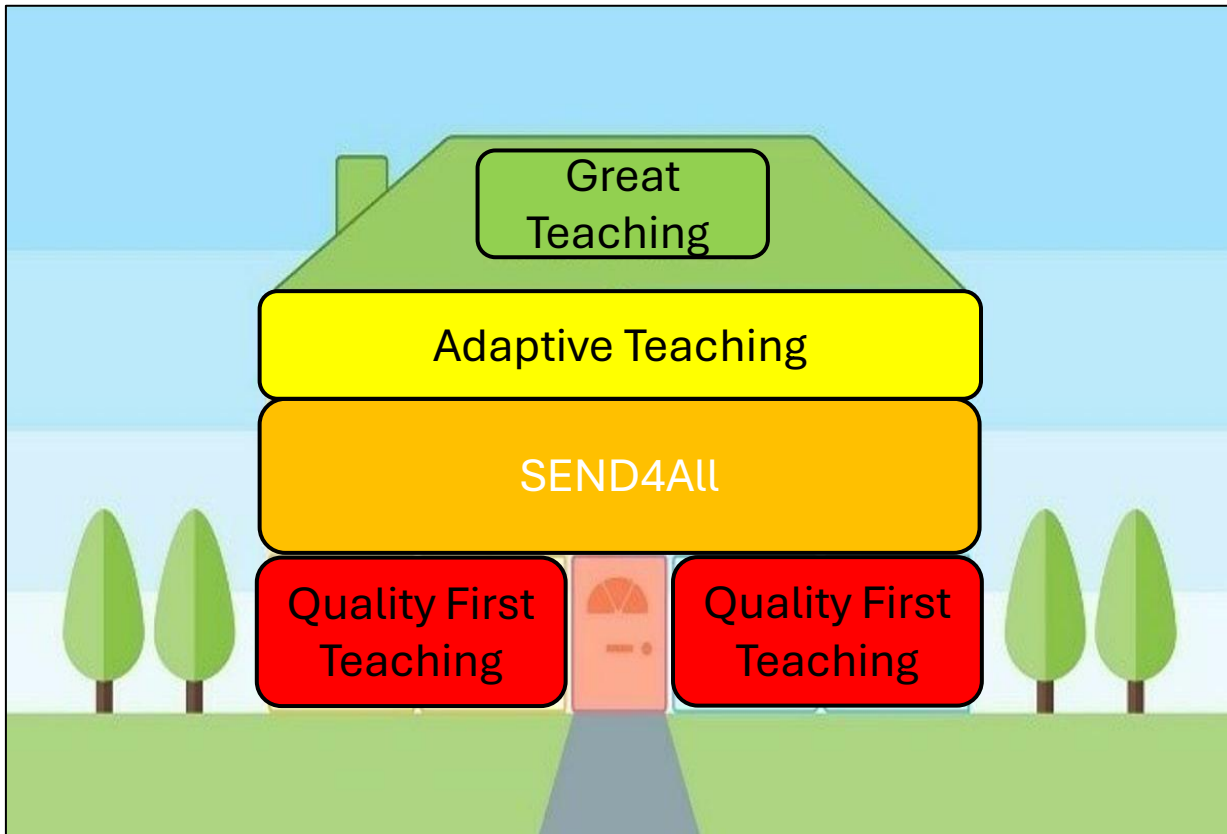
★ SENDCo not SENDDo



# SEND4All



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## SEND4All

1. Presentation

3. Processing



# Stalham High School SEND Café: 3.30pm - 5pm in The Library



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- 24th September
- 24th November
- 4th February
- 11th March
- 6th May
- 16th June





# English at KS3

## Curriculum

- Novels, poetry and plays
- Creative writing
- Non-fiction reading and writing
- Speaking and listening
- A broad range of texts, appropriate to students' age and stage of development
- Increasingly complex and mature themes as students progress, particularly into Year 9
- Skills developed progressively towards GCSE English Language and Literature

## Reading & Homework

- Dedicated library lessons to encourage a love of reading
- Regular independent reading homework
- Building both reading competency and enjoyment
- Bedrock Learning homework to develop vocabulary and grammar skills

## Assessment & Progress

- Half-termly assessments
- Focus on either reading and analytical skills or extended writing skills
- Feedback identifies strengths and next steps
- Skills build progressively towards GCSE English Language and Literature

## Enrichment

- A range of trips and visits to bring English to life
- Previous opportunities have included:
  - Theatre trips to see *Dracula* and *Romeo and Juliet*
  - Norwich Ghost Walk to complement our study of Gothic Literature
  - Visits to the Norfolk Children's Book Centre
- Speaking, performance and other enrichment opportunities

### How can you help?



Encourage regular reading



Talk about books and ideas



Support homework routines (including Bedrock)

|                                                                           |                                                                                                                                                                                                            |                                                                                                                            |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Maths at KS3</b>                                                       |                                                                                                                                                                                                            |                                                                                                                            |
| <b>The team</b>                                                           | Mr Minns, Mrs O'Brien, Mr Richardson, Mr Akers                                                                                                                                                             |  <b>STALHAM<br/>HIGH SCHOOL</b>         |
| <b>When is homework set?</b>                                              | <b>Weekly</b> (On MathsWatch)<br>Homework club after-school every Thursday (Miss Spence, Library)                                                                                                          | <b>The importance of retrieval of knowledge</b> (or learning may be lost). Video tutorials on Maths Watch available!       |
| <b>Classroom assessments</b>                                              | At the end of every half-term (approximately every 6 weeks). An opportunity to retrieve knowledge and apply it - problem solving.                                                                          | Percentage score given.                                                                                                    |
| <b>Do all classes in the year group follow the same learning journey?</b> | Yes – but teaching/ resources adapted to needs of each group.                                                                                                                                              | Opportunities to move up (stretch) or down (support) a set.                                                                |
| <b>Helping our students be ready to learn.</b>                            | <ul style="list-style-type: none"> <li>- Pens, pencil, ruler...</li> <li><b>Calculators!</b> (Casio scientific).</li> <li>- Your support and encouragement with homework is really appreciated.</li> </ul> |                                        |
| <b>When does GCSE maths start?</b>                                        | Year 7!                                                                                                                                                                                                    | <b>It's a 5-year learning journey.</b> Knowledge acquired throughout year 7-11 is applied in final GCSE exams, in year 11. |

# Science at KS3



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|                     | Year 7                             | Year 8                                   | Year 9                              |
|---------------------|------------------------------------|------------------------------------------|-------------------------------------|
|                     | Lab safety and introductory unit   |                                          |                                     |
| <b>Biology</b>      | Cells – the building block of life | Getting the energy your body needs       | Variation for survival              |
|                     | Eating drinking and breathing      | Looking at plants and ecosystems         | Our health and the effects of drugs |
|                     |                                    |                                          | Practical Ecology                   |
| <b>Chemistry</b>    | Mixing, dissolving and separation  | Explaining physical changes              | Obtaining useful materials          |
|                     | Elements, compounds and reactions  | Explaining chemical changes              | Using our Earth sustainably         |
|                     |                                    |                                          | Atomic structure                    |
| <b>Physics</b>      | Forces and their effects           | Exploring contact and non-contact forces | Motion on Earth and in Space        |
|                     | Energy transfer and sound          | Magnetism and electricity                | Waves and energy transfer           |
| <b>STEM project</b> | Marble roller-coaster              | Sun cream investigation                  | GCSE Bridging topics                |

# Science at KS3

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Staff</b>       | Mr Covington, Mrs Hamilton, Miss Brodie, Mrs Jackson, Mr Vincent, Mr Storey, Mrs Culley, Miss Needs                                                                                                                                                                                                                                                                                                                   |
| <b>The course</b>  | <ul style="list-style-type: none"><li>• <b>Five year learning journey – a spiral curriculum</b></li><li>• Students revisit scientific concepts a number of times, each time progressing in deeper and more sophisticated understanding.<ul style="list-style-type: none"><li>• Aids retention of knowledge.</li><li>• Avoids sudden 'jump' at the end of year 9 / start of year 10.</li></ul></li></ul>               |
| <b>Setting</b>     | <ul style="list-style-type: none"><li>• Students set in KS3</li><li>• Teachers can adapt their methods and resources more effectively to suit the learning profile of the group. Check, challenge, and support.</li></ul>                                                                                                                                                                                             |
| <b>Assessments</b> | <ul style="list-style-type: none"><li>• Mid unit 'applying key ideas' lessons - students recap earlier lessons and apply their learning to tasks that increase in demand.</li><li>• Progress checks at the end of most units. Low-stakes multichoice questions marked in class.</li><li>• Longer and more formal assessments once a term, covering two units.</li><li>• Setting reviewed after assessments.</li></ul> |
| <b>Support</b>     | <ul style="list-style-type: none"><li>• Setting helps teachers provide the appropriate support in class.</li><li>• Teachers available at break-time / lunch-time.</li><li>• Lesson materials can be shared through Teams.</li></ul>                                                                                                                                                                                   |
| <b>Homework</b>    | <ul style="list-style-type: none"><li>• Year 7 and 8 homework based on Core Knowledge Organisers (CKOs) and tracked through Arbor.</li><li>• Focuses on learning and recalling key scientific knowledge, and Includes self-marking and correction.</li><li>• Reviewed in class through DIRT activities to strengthen understanding and memory.</li></ul>                                                              |

# More Able, Skilled and Talented (M.A.S.T) - Mr Vincent



*This policy intends that good practice in providing for the more able, skilled and talented students is shared, monitored and improved alongside the additional support provided for Stalham High students.*

## **More Able:**

- Students with potential for high outcomes across a range of core (and other) subjects.
- Identification of MA students based on prior attainment. Top 5% of year group.

## **Skilled and Talented:**

- Students selected are talented in one or more specific discipline either in or out of curricular. Students may represent themselves and showcase their talent at a regional or higher level.
- Students are identified through a nomination into selection process from parents, teachers and peers.

# Can you support us any further?

## FOSH

'Friends of Stalham High' is our parent support group who aim to improve children's school opportunities and experience through fundraising and building community links.

The group has been going for 2 years and is looking for new helpers, anyone can join, parents, grandparents, ex-students and members of the community - whether you can help a little, a lot or even just occasionally we'd love to hear from you at

[friendsofstalhamhigh@gmail.com](mailto:friendsofstalhamhigh@gmail.com)



## Become a Governor

- We are always looking to expand the governing body. Community governors and parent governors. You do not have to be an expert in education or know anything about running a school to be a governor.
- Training is provided.

Or even just  
download this  
App



# Close



Thank you for coming!

Have a safe journey home.