

**FURZE  
PLATT**  
SENIOR SCHOOL



# **YEAR 7 PARENTS' INFORMATION EVENING**

Thursday 14<sup>th</sup> September 2017

# Welcome

Mr Gavin Tisshaw – welcome to Furze Platt

Mrs Rhian Sturdy and Mr Jeff Lloyd - PTFA

Mr Edwin Towill – what your child is learning in school and at home

Mrs Nicola Benham – being happy and fulfilled in school

Maria Avellano – the Furze Platt Learner Challenge

**200 CLUB**

**THE SIMPLEST WAY TO WIN**

**THE SCHOOL WINS TOO**

**&**

**FURZE PLATT**  
**SENIOR SCHOOL**

if 200 numbers are in play



Quarter

**3 x £400  
Prizes**



Quarter

**3 x £400  
Prizes**



Quarter

**3 x £400  
Prizes**



Quarter

**3 x £400  
Prizes**



Year

**£6,000  
PTFA**

# What do you do?



Over 16 and connected with the school



Commit to £57 one off annual or  
12 monthly payments of £5



Pay Securely through Donorbox – via school website

Annual: <https://donorbox.org/furze-platt-senior-school-ptfa-200-club-annual>

Monthly : <https://donorbox.org/furze-platt-senior-school-ptfa-200-club-monthly>

# And the lucky winners????

Draw  
PTFA Quiz Night  
10<sup>th</sup> Nov 17



## Results:

Furze Platt Senior School PTFA Facebook page  
School newsletter

Winners mail from [FPSSPTFA200CLUB@gmail.com](mailto:FPSSPTFA200CLUB@gmail.com)

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Join the 200 Club  
The simplest way to win  
& the school wins too  
Just £5 per month

Any adult connected with Furze Platt Senior School can enter - parents, carers, family, friends & staff.  
Quarterly Draws can be viewed on Furze Platt Senior School PTFA Facebook page and results are published in the school news letter.  
Cost is - £5 per month per number and we ask you commit for a minimum of 12 months.  
To enter go to Donorbox to arrange a £5 monthly or £57 annual payment (saving £3).  
Next Draw PTFA Quiz Night

Jeff Lloyd  
Yesterday at 11:33 · 🌐

Coming to a Furze Platt Senior School near you - finally, a way of donating to and supporting the PTFA without feeling you have to actually do anything.... Continue reading

**What your child is learning in  
school and at home**



# Some subjects are taught in House groups

Art

English

PSHE

Science

(French – Bray only)

# Some subjects are not taught in House groups

Maths

Games

Technology

Drama

Music

Geography

History

Philosophy and Religion

German or Spanish

You can find out what they are studying and how they are assessed on our website [here \*\*Furze Platt website\*\*](#)



# Next year and beyond

Students take all of these subjects for Year 7 and Year 8 – called **Key Stage 3**.

This is a broad and balanced suite of subjects designed to ensure students are ready to start GCSEs in Year 9.

Students will pick their GCSE subjects in February of Year 8 and begin them in September of Year 9

# Home Learning

All Year 7s have a Home Learning timetable, giving:

- 2 pieces of Home Learning a week in English, Maths and Science
- 1 piece of Home Learning a week in History, Geography and each foreign language
- 1 piece of Home Learning a fortnight in Art, Technology, Philosophy and Religion, and PSHE
- 1 piece of Home Learning a short term in Music and Drama.

Each piece should take **30 minutes**. You can find your child's Home Learning timetable on the website [here](#) [Furze Platt website](#)

# Show My Homework

All teachers set their home learning on Show My Homework

Students **and parents** have logins for this.

This is how it works [Show my Homework login](#)

# How Home Learning will be used

Teachers will use the Home Learning your son or daughter produces:

- They may give a short test at the beginning of the lesson and ask students to mark each other's answers;
- They may use oral quizzes or mini-whiteboards to check how much students remembered;
- They may set thinking or planning home learning which is then used in the lesson;
- They will always find a way of checking the home learning has been done.

# Feedback and Marking

WWW – What Went Well.

EBI – Even Better If

Next Steps – Most important

- Some pieces of work will receive feedback and / or marks and grades from the teacher
- Some will be self-marked in class
- Some will be peer assessed
- Some will get verbal feedback

Not every piece of work will be marked. Teachers will choose which pieces of home-learning or class-learning to mark in detail.

# Being happy and fulfilled in school



# Transition – administrative, curriculum and pastoral

- In June last year the transition co-ordinator visited all feeder primary schools.
- Information collected has been shared with class teachers on a need-to-know basis.
- Teachers use this information to create appropriate groups and seating plans.
- The transition co-ordinator is now monitoring all new Year 7s and working with their Head of House to determine appropriate interventions if necessary.

# Who is looking after and looking out for my son or daughter?

Tutors – first point of contact

Pastoral Managers

Heads of House

Associate Assistant Headteachers



Miss Laura Lewis



Mr Andrew Morbey





**SENIOR SCHOOL**  
Donna Wadhvani  
Head of Eton



Mr A Molin  
Head of Henley



Holden Whittaker  
Head of Marlow



Charlotte Hussey  
Head of Windsor



**F  
P**  
SENIOR SCHOOL  
Head of Bisham



Emily Holmes  
Head of Cookham



Nicola Benham  
Head of Bray



Chris Djaelani  
Head of Dorney

# How will I know how my son or daughter is getting on?

**Heads of House – Parents' Consultation Evening –**  
Thursday 12<sup>th</sup> October  
Appointments made electronically

**Three Progress Reports**  
December 2017, March 2018 & July 2018

## **Parents' Evenings**

Bisham, Bray, Cookham, Dorney – Thursday 15<sup>th</sup> March  
Eton, Marlow, Henley, Windsor – Thursday 22<sup>nd</sup> March

# What are the expectations in lessons?

Your son or daughter may have told you about our five 'Ready to Learn' rules:

1. Arrive on time and in correct uniform
2. Have their planner, correct books and equipment
3. Listen carefully to the teacher and each other
4. Follow the instructions of all staff
5. Use appropriate and respectful language

# Their reward for this is ...

	1	2	3	4	5	6
Mon	Tutor Time Mrs N. Walker MFL	History Mrs N. Walker Mrs J. Black	MATHS Mrs C. Fancett Mrs T. White	BREAK	English Ms J. Molloy Mr D. Martin	PE Ms K. Martin
Tues	Tutor Time Mrs N. Walker MFL	History Mrs N. Walker Mrs J. Black	MATHS Mrs C. Fancett Mrs T. White	BREAK	English Ms J. Molloy Mr D. Martin	English Mrs C. Djaalant Mr G. Bowen
Wed	RE Mrs N. Walker MFL	PSHE Mrs N. Walker Mrs J. Black	MATHS Mrs C. Fancett Mrs T. White	BREAK	English Ms J. Molloy Mr D. Martin	English Mrs C. Djaalant Mr G. Bowen
Thurs	Tutor Time Mrs N. Walker MFL	History Mrs N. Walker Mrs J. Black	MATHS Mrs C. Fancett Mrs T. White	BREAK	English Ms J. Molloy Mr D. Martin	English Mrs C. Djaalant Mr G. Bowen
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WEEK 2

## SEPTEMBER

Monday 8

Tuesday 9

Wednesday 10

Thursday 11

Friday 12

Parent's Signature and Comment

Tutor's Signature and Comment

*M Lewis*

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# Sample report

Subject	Progress	Attitude to Learning	Teacher
Art & Design	Good progress	Good	Miss E Holmes
Drama	Good progress	Good	Mrs A Bradley
English	Good progress	Good	Mr T Clark, Miss J Dale
French	Good progress	Good	Mrs N Benham
Games	Good progress	Good	Mr H Whitaker
Geography	Excellent progress	Good	Miss M Cassidy
History	Excellent progress	Good	Miss K Inwood
Maths	Good progress	Good	Mr P Harris
Music	Good progress	Good	Mr G Lewis
Philosophy & Religion	Excellent progress	Good	Miss M Cassidy
Pshe	Good progress	Good	Mr P Rowley
Science	Good progress	Good	Mrs J Bennett, Miss S O'Gorman
Spanish	Good progress	Good	Miss A Mesa Navas
Technology	Excellent progress	Good	Miss K MacAngus, Mr R Sampson-Chambers

## Attendance Information

Percentage attendance:  
■ Attendance:  
■ Authorised absences:  
■ Unauthorised absences:  
 Possible sessions:

96.81%  
 364  
 12  
 0  
 376



# What else can my son or daughter get involved in?

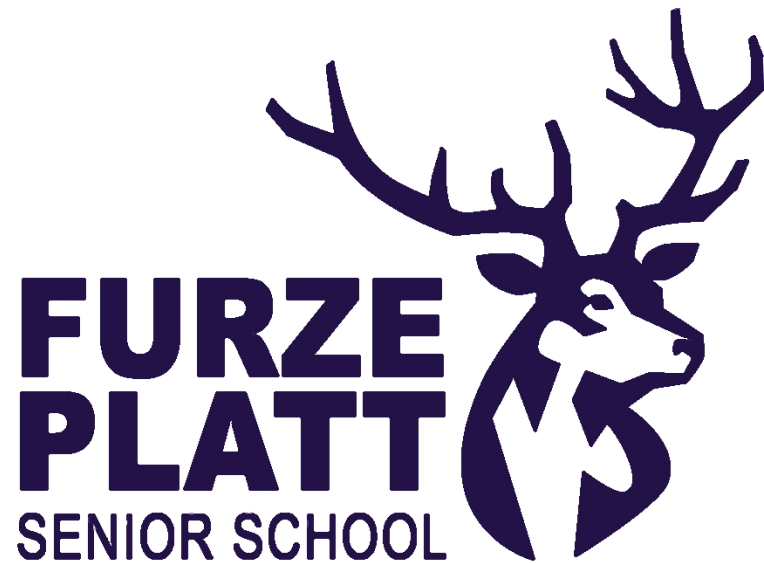
- House Challenges
- Student Council / Student Leadership
- Clubs, groups and teams  
Girls Choir, Jazz Band, Fitness suite, Boys Choir, Engineering club, computing club, rugby club, puzzle club, netball, science club, basketball club, ukulele club, hockey, badminton, intro band, string group, drama club, orchestra, debating club, futsal etc

You can find the full list of after-school clubs on our website [here](#)

# How can I help my son or daughter?

- Be interested
- Help organise – books, timetable etc
- Use diary as a means of communication and assurance
- Look at home-learning, encourage, help, supervise, time checking
- Communicate
- Newsletter
- Regulate – sleep, work, play





# Social Media Guidance

# Platforms young people use

- Youtube
- Hi5
- Vine
- Tumblr
- Steam
- Vimeo
- Periscope
- Xing
- Reddit
- Quora
- Ask.fm
- Whatsapp
- Snapchat
- Telegram
- Kik
- GroupMe
- Houseparty
- YouNow
- Whisper
- Monkey
- MeetMe
- Instagram

# Problems...

- Young people do not know who they are communicating with
- What we put online remains forever
- Cyber bullying
- Children measure themselves by the number of 'likes' they get or 'friends' they have
- Children can be influenced to think or act in a certain way

# Our top tips

- Encourage your child to use technology to help them with their learning
- Ensure your children only have as online friends those who are friends in real life
- Talk to them about who they follow or subscribe to on different platforms.
- Follow / befriend your children.
- Use data caps on mobile accounts and lock them.
- Don't contact your child on their phone while they are at school.
- **Remove all gadgets from your son or daughter after 9pm**

# Concerns

- You or your child can speak to their form tutor, head of house or member of the pastoral team about any concerns they might have.

# The Furze Platt Learner Challenge



# The Furze Platt Learner Challenge 2017 - 2018



**GROWTH**



**MINDSET**

# Being a learner at Furze Platt, developing life-long skills

Mind set

“What you believe affects what you achieve.” *Bill*

*Gates*

Personal growth

effort= improvement =growth



What does a Furze Platt Learner look like?

How does being kind and considerate contribute to growth and learning?

What does engagement look like?

*What does reflective learning look like?*

*What does it mean to be collaborative?*

*What does it mean to be focused?*



- How does the challenge work?
- What have students done to prepare?
- How can you support students?



**BE  
KIND  
AND  
CONSIDERATE**

# The Furze Platt Learner Challenge 2017

Name: \_\_\_\_\_

Form: \_\_\_\_\_

  
  
  
  
  
An icon showing two hands shaking, symbolizing kindness and consideration.

Kind &  
Considerate

An icon showing a mountain peak with a flag on top, symbolizing motivation and achievement.

Motivated

An icon showing a target with an arrow hitting the bullseye, symbolizing focus and concentration.

Focused

An icon showing three people in a circle, symbolizing collaboration and teamwork.

Collaborative

An icon showing a person's head with gears, a lightbulb, and a question mark, symbolizing reflection and critical thinking.

Reflective





# Were you a Furze Platt Learner today?



## People who collaborate...

- Like the feeling of working together
- Will listen to others ideas and contribute their own
- Will help to shape an idea as a group
- May not be aware of the passing of time as they work towards a shared goal



# How Resilient am I?



## Motivated

I like the feeling of being stretched in my learning	1	2	3	4
I find being absorbed satisfying and rewarding	1	2	3	4
I become engrossed in what I'm doing	1	2	3	4
I want to complete my work to the best of my ability	1	2	3	4



## Focused

I settle back into learning quickly after an interruption	1	2	3	4
I know what conditions help me to learn	1	2	3	4
I know what sorts of things might distract me	1	2	3	4
I make sure that I ignore distractions	1	2	3	4



## Collaborative

When working in a group I listen to others ideas	1	2	3	4
I will contribute to the class or group to help improve an idea	1	2	3	4
I can take the lead in a group	1	2	3	4
I can participate in a group	1	2	3	4



## Reflective

I keep going despite difficulties and find ways to overcome them	1	2	3	4
I recognise that I need to act upon feedback completing next steps to the best of my ability	1	2	3	4
I will try new ideas when trying to improve my work	1	2	3	4
I provide thoughtful feedback to my peers to help improve their work	1	2	3	4

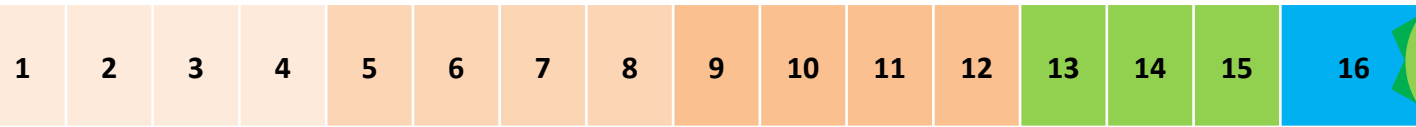
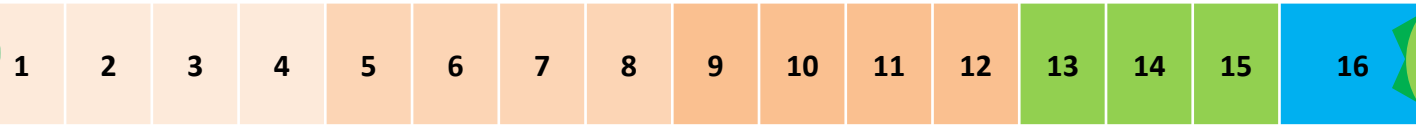
1 = never

2 = sometimes

3 = quite often

4 = nearly always

# My Furze Platt Learner Profile



My targets for the Furze Platt Learner Challenge:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

How can parents support  
students?



**What questions do you have?**