



Who we are



Mrs S Davis
Head of Year 8



Mrs K Sinnick
Hub Coordinator



Mrs R Miller
Head of Year 9



Mrs E McGrain
Hub Coordinator



Mr M Lockhart
Deputy Head



Mrs A Blackwell
Asst Head
Teaching &
Learning



Mrs K Gray
Asst Head
Student
Experience



Students with SEND



SENCO
Miss S Osborne



Deputy SENCO
Miss A Price

Liaison between Heads of Year and Miss Osborne to support all students

DICE – Developmental and Inclusive Centre of Excellence

SENCO@carringtonschool.org



Our Values

We want your children to **ASPIRE**; to want to be the best they can be, seize opportunities, be prepared to take risks and not be frightened of failure.

We want them to **INNOVATE**; to think outside the box, be creative and curious, be proud of who they are and be able to work both collaboratively and independently.

We want them to show **RESPECT**; be thoughtful and kind citizens who support each other, members of our school and local community



Teaching and Learning at Carrington School



T&L Strategy Aims

To have a clear learning journey

For routines to be consistent and effective across all classrooms

To hook the students in and make them curious and excited about their learning

To develop students who can work independently and who are resilient

To empower students to know where they are at and what they need to do to move on

To ensure progress is made across time, for each and every individual



Achieving Learning Success 'CARRI'

Know Context

Understand the background and purpose of the lesson.

Arrive & Begin

Start the lesson with a clear intention and focus.

Ready to Engage

Actively take part in discussions and activities.

Reflect & Understand

Think critically about the lesson to gain deeper insights.

Improve & Grow

Apply feedback to enhance learning and personal development.



Big Picture Criteria: Year 7 History- What is History?

You are able to...	Difficulty rating	Success + / ✓ / -
List different types of sources historians use as evidence	*	
Explain how we split up time	**	
Write a timeline	***	
Use with confidence historical terms such as biased	***	
Describe that there are themes in History such as Power	**	
Explain the difference between usefulness and reliability when looking at historical sources	****	
Explain why the Romans were healthy	**	
Understand that an essay should have 3 parts	*	
Write a PEE paragraph	**	
Compare and contrast life before 1066	****	
My P8 Target is:		
To improve I must:		

Keywords			
sources	reliable	useful	Religion
Bias	themes	origin	biased
trustworthy	power	monarchy	provenance

Feedback

We aim for feedback to be

Meaningful
Manageable
Motivational

As part of our feedback and marking strategy we use assessment grids but there are many other forms it can take

A photograph of several male students in school uniforms (white shirts, grey blazers, and striped ties) working on a project at a table. One student in the foreground is focused on a small robot or electronic device with a blue propeller and a black wheel. Other students are visible in the background, some looking at papers or working on their own projects. The classroom setting includes a bulletin board with various posters and a bookshelf in the background.

Homework

Core Subjects: One piece of 30 minute homework every week

All other subjects: One piece of 30 minute homework every two weeks

Some subjects may set half-termly projects

Homework Club called Betelgeuse, runs after school in Antares

How can you support your young person

- Ensure they have a **suitable space to work** – would our homework club be more suitable than a shared bedroom at home?
- Ensure they **complete** their homework - and mark it complete on Arbor
- Have they got **access to their school email address** – do they need support with resetting passwords, etc?
- Have they got the **revision guides** they need?
- Show an **interest** – quiz them on the topics they are learning
- Ensure they do have **down time too** – as otherwise they may burn out



Is your child ready for success?

- **B** ag
- **E** xercise books / Electronic Device
- **P** en
- **R** uler
- **E** raser
- **P** encil
- **A** calculator
- **R** eading book
- **E** quipment for PE
- **D** rawing pencils



Assessment & Reporting



Astra Expected Bands

The Big Picture

Assessing Progress

Progress statements

Attitude to learning



Be ambitious, aspire and achieve



- **Astra Expected band** for each subject
- The band is shown using stickers on exercise books
- There are **no limits** to learning
- Students who consistently produce assessed work at a standard above their Astra Expected Band, may have it changed to a higher expectation
- Students are set expectations using ASTRA Expected bands
- Astra Expected Bands set an expectation that every student will make progress in line with the top 20% of similar students nationally

A	Accelerating
S	Soaring
T	Tuning
R	Rising
A	Acquiring



Progress statements

Following assessments, feedback is from progress statement

Descriptor	Definition
Working above	If the student continues to work at the same level, they are likely to exceed their current ASTRA Expected Range
Working at	If this student continues to work at the same level, they are likely to achieve in line with their ASTRA Expected Range.
Working towards	In order to reach their ASTRA Expected Range, this student needs to act upon advice and guidance from their teachers to develop their understanding in key topics.
Requires Intervention	This student needs to follow guidance from their teachers to develop their knowledge and understanding in identified areas of the curriculum or they risk not reaching their ASTRA Expected Range.

Following feedback, use “DIRT” (Dedicated Improvement and Reflection Time) to improve work and strengthen skills or knowledge

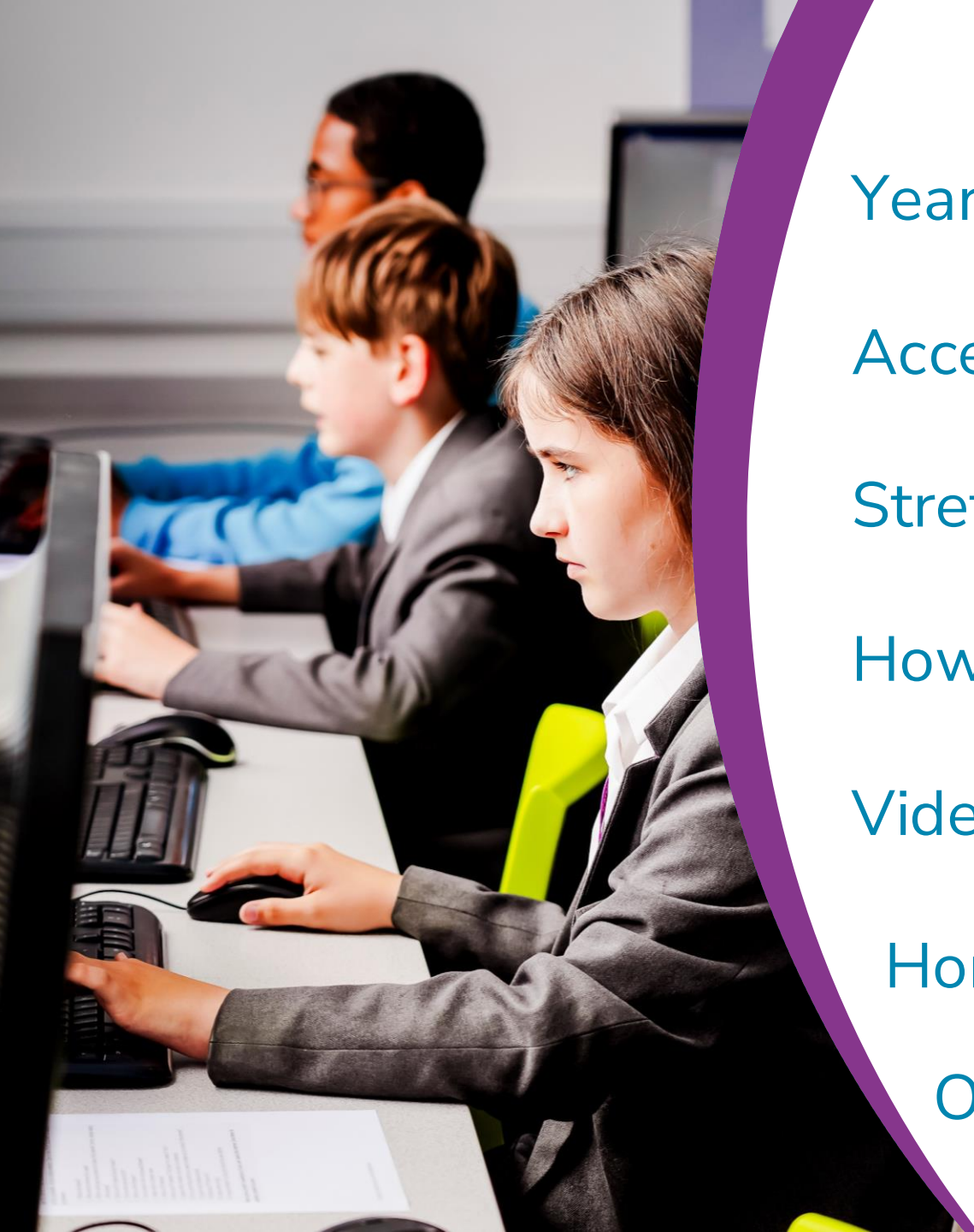


Attitude to Learning

- Interim reports contain an attitude to learning statement
- These refer to learning skills, not behaviour
- Aspiration and Innovation make Star Learners.

Attitude to Learning	
Star Learner	<ul style="list-style-type: none">• Active interest in learning and acquiring new skills and knowledge• Contributes to and engages with learning in the classroom• Works independently both inside and outside of the classroom• Curious and demonstrating a real interest in learning about new ideas and topics.• Seeks own solutions to problems and misunderstandings.• Completes homework to a good standard, often researching beyond or attempting/completing the Ad Astra Challenge
Developing Learner	<ul style="list-style-type: none">• Beginning to learn from own setbacks and demonstrates resilience.• Supported to review own progress and acts on feedback to improve work• Seeking help when needed <u>in order to</u> improve their understanding.• Listens carefully to absorb new knowledge and instructions.• Needs some support to complete class and homework to a good standard• Occasionally completing the Ad Astra challenge
Reluctant Learner	<ul style="list-style-type: none">• Can avoid challenging tasks• Requires supervision to attempt tasks• Can be off task and distracted.• Work is often incomplete or not at the level of their Astra Band• Does not attempt to act on feedback.• Does not complete homework to support learning





1 to 1 devices

Year 7&8 – Year 9 (payment over 2 years)

Access to support via Teams Class Notebook

Stretch tasks & opportunities for more depth

How to videos

Video of performances to review

Homework tasks and retrieval quizzes

On-going staff training and collaboration

How we say well done to our students

Letters & Postcards
Early Lunch Passes
Grand Credit Draws
Credit Certificates
Scratch cards
Ambassador Programme
The 1000 Club
Celebration Assemblies
End of Year Awards Evening



Literacy Matters

Research has shown that the students who read regularly do better academically and are generally happier.

This year we are prioritising literacy in school and promoting reading for pleasure:

- At KS3 students have a lesson in Antares once a fortnight allowing them to choose a personal reading book.
- Silent reading happens in lessons, as English homework and tutor time.
- We test each student's reading age and use this to adapt our teaching and deliver literacy intervention when needed.



How can I support?

- Talk about what your child is reading and share your own reading.
- Make reading a habit – 20mins a day is the goal and will expose students to 1.8 million words in a year.
- Listen to them read aloud.
- Visit a local library and get them a library card.
- Help them find their niche – whether this is fiction, non-fiction, online, comic books, verse novels or magazines.
- Audio books or podcasts are just as helpful!
- Even turning on the subtitles on your TV will expose your child to more written words.



Try the



Search our catalogue of over 4,000 books

Check when books are due back

Reserve books

Review books you have read

Keep up-to-date with what's happening in the library: **competitions, events, new books**... Available via the school website.

Clubs and trips

Enrichment will make our students into well-rounded, happy and successful citizens of the future, giving them the edge in the workplace

New this term

- Latin Club (KS3 and KS4)
- Community club
- Drama lunch club (PA Ambassadors)
- Girls' AND Boys' rugby
- Fitness club
- Football for all

Trips....

Gatwick STEM and Thales

Watts Gallery

Y8 Camping or Madrid

Y9/10 – Holland sports (Iceland 2027)

Y10 – Disney (Technology students)

Y11 – Skiing and True Adventures Expedition



Utilising Arbor – real-time updates about progress

Supporting the completion of homework

Getting Involved

Supporting fundraising – via SOCS
(Supporters of Carrington School)

Encouraging your child/children to participate in
Enrichment Activities

Follow us on social media



Thank you for listening

Personalised questions can be directed to the year leaders below

Year 8

Mrs Davies – sdavies@carringtonschool.org

Year 9

Miss Miller – rmiller@carringtonschool.org

Key Stage 3 generally

Mrs Williams - cwilliams@carringtonschool.org

Miss Osborne: SENCO senco@carringtonschool.org

Any questions?