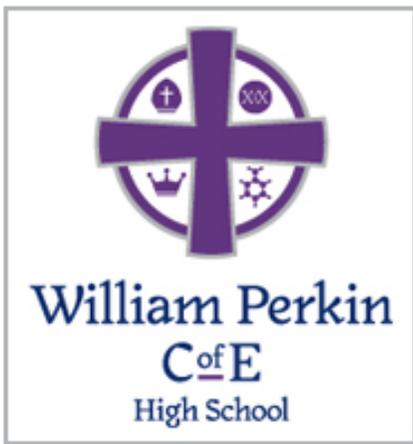




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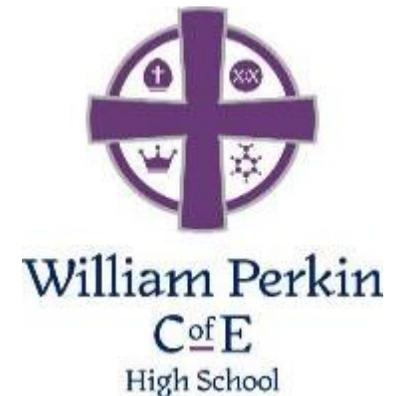
'Intelligent engagement with the wider world'



William Perkin CofE High School

National Senior Leaders Network Conference

Thursday 17th October 2019



'Intelligent engagement with the wider world'



Our 10:10 ethic

Curriculum & Assessment

“strive for perfection... be accepting of imperfection”



Culture of high expectations for all

Reading

The Good Shepherd and His Sheep

The one who enters by the gate is the shepherd of the sheep. ³The gatekeeper opens the gate for him, and the sheep listen to his voice. He calls his own sheep by name and leads them out. ⁴When he has brought out all his own, he goes on ahead of them, and his sheep follow him because they know his voice. ⁵But they will never follow a stranger; in fact, they will run away from him because they do not recognise a stranger's voice."... The thief comes only to steal and kill and destroy; **I have come that they may have life, and have it to the full.**

¹¹ "I am the good shepherd. The good shepherd lays down his life for the sheep. ¹²The hired hand is not the shepherd and does not own the sheep. So when he sees the wolf coming, he abandons the sheep and runs away. Then the wolf attacks the flock and scatters it. ¹³The man runs away because he is a hired hand and cares nothing for the sheep.

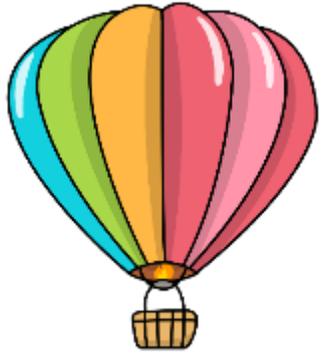
We nourish individuals to make good choices for themselves.

Students who can recognise a good thing when they see it & act upon it , can contribute to building exceptional communities both in school and in the future.



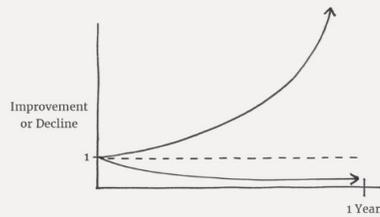
Literacy Learning Point Plus :

The word "pastor" derives from the [Latin](#) noun *pastor* which means "[shepherd](#)" and relates to the Latin verb *pascere* – "**to lead to pasture, set to grazing, cause to eat**".



The Power of Tiny Gains

1% better every day $1.01^{365} = 37.78$
1% worse every day $0.99^{365} = 0.03$



JamesClear.com



Creativity
Action
Service
Employability



Creating a Culture of Aspiration through Progression



Our 10:10 ethic

Curriculum/Assessment/T&L

| | |
|------------------------|---------------------------------------|
| AM registration | 08:00-08:30 |
| Period 1 | 08:30-09:20 |
| Period 2 | 09:20-10:10 |
| Period 3 | 10:10-11:00 |
| Breaktime | 11:00-11:30 |
| Period 4 | 11:30-12:20 |
| Period 5 | 12:20-13:10 |
| Lunchtime | 13:10-13:50 |
| Period 6 | 13:55-14:45 |
| Period 7 | 14:45-15:35 |
| PM registration | 15:35-15:45 |
| Extended electives | 15:45-17:15 School closes at 17:30 |

“Students are deeply involved in their learning, and apply themselves with tenacity during the long school day. They are determined to achieve well.”



Long school day: more time to do good!

| Assessment Objective | Level 1 Simple explicit 1 2 | Level 2 Supported, relevant 3 4 | Level 3 Explained, Structured 5 6 | Level 4 Clear 7 8 | Level 5 Thoughtful, developed 9 10 | Level 6 Convincing, critical 11 12 |
|--|---|--|--|--|---|---|
| AO1 Argument   | I can recall some things that happen in the story. I sometimes describe or recount the text. | I can explain how some events in the story link to the question. <i>I usually remember plot details and which character quotations are linked to correctly.</i> | I explain my ideas. It is clear what I think and I give reasons to explain why (without using the first person!). I can comment on the way some characters or themes are presented. My ideas are organised into paragraphs with a clear focus/ point to each one. | I include a clear thesis statement. I make links between characters and themes to show a wider knowledge of the text. I stick to one main argument throughout my essay. My points are well focused with a clear topic sentence which avoids feature spotting . I use a three-part introduction and conclusion. I use connectives between paragraphs. <i>I write in the present tense to maintain an academic register.</i> | I have an interesting thesis statement that is focused on the writer's intentions. My argument shows that there may be more than one way of interpreting the question. My topic sentences support my thesis statement and are focussed on the writer's ideas rather than plot points ; my introduction and conclusion are linked to form a coherent argument. I discuss the writer's message in my conclusion . My argument is well sequenced and I use a range of sophisticated connectives. | I have a critical/evaluative thesis statement. I have my own interpretation of the text and I base my answer around this. I evaluate how key themes are presented to explore the writer's purpose or central message . I use critics to support my ideas and my points support my thesis statement throughout to ensure that my line of argument is irrefutable. I use evaluative language and a range of critical vocabulary. <i>My writing is fluent and I waste few words (e.g. I use nominalisation).</i> |
| AO1 Use of quotations and knowledge of the text.  | I make reference to the text. If there is an extract, I choose one quote which is less than a sentence long. | I use some quotations to support my ideas. My quotations may come from a limited part of the text or mostly from the extract if there is one. | I have referred to different parts of the text using a range of quotations. I always use a quotation to support my points and I have explained how my point and evidence link . | I use a range of embedded quotations that effectively support my point. I select only the most relevant parts of quotations and make them part of my own sentence. I always use linking quotations to support my ideas. | I use a range of carefully selected quotations to support my ideas. I support my ideas with relevant linking quotations that are not always analysed but are supporting my overarching argument and my topic sentences. I select evidence that shows patterns and contrasts across the text. | I use precise quotations and textual references from across the text and these have been carefully selected to support my argument. Judicious quotations are seamlessly embedded throughout my work to ensure fluency. I select quotations that allow me to make insightful links between different parts of the text, but also between characters and themes. |
| AO2 marks AO2 Analysis of language, form, and structure using subject terminology   | 1 2 I can select a powerful word that a writer has chosen. I can sometimes identify the correct word class of this word. | 3 4 I can identify a writer's method and I can make a comment on how it makes the reader feel. I can make a range of comments about the powerful words a writer has used. I use some correct terminology including word classes. | 5 6 I identify and explain the effects of the writer's methods on the reader. I use a range of accurate terminology. I may attempt to discuss form or structure, even if the effect isn't always clear. | 7 8 I make interesting inferences. I include a range of additional/alternative inferences focusing on the writer's language choices using accurate terminology throughout. I comment on language, but also form and/or structure. My comments are clearly linked to effect. | 9 10 I make insightful inferences based on the writer's methods and link these back to the writer's intention. I comment on patterns of language (e.g. semantic fields) and make insightful comments that link to the writer's intentions. I use more complex terminology and link this to effect. I use tentative language to evaluate the effect of the writer's language. I comment on language, form and structure. | 11 12 My inferences are perceptive; I unpack the connotations of word choices in detail and evaluate these against my own interpretation of the text. I select terminology that enhances my argument and notice details of the writer's craft. My analysis of language, form and structure is interwoven and I understand how these methods support each other. All of my comments on language, structure and form support my argument and link to my overarching argument. |
| AO3 marks AO3 Context   | 1 I know something about when the book was written. | 2 I talk about the context but it isn't always relevant. <i>I understand some key concepts in the text e.g. power, greed, corruption.</i> | 3 I might comment on how a contemporary reader might react and I will give reasons for this using relevant context . I use historical or biographical information. | 4 The context that I use is appropriate and always links to the question. I link it to the text using quotations. I discuss the factors that may have influenced the writer. I avoid making general comments about context. | 5 I have a sophisticated understanding of context e.g. I can comment on genre or literary context. All of comments on context are interwoven with my analysis to reinforce my ideas. | 6 I interweave my context with my analysis and I am highly selective about which comments to make. The context I use helps me to evaluate different interpretations and supports my overarching argument. <i>I have a sophisticated understanding of generic conventions.</i> |
| AO4 marks AO4 Spelling, punctuation and grammar | 1 I use some punctuation but it isn't always accurate. My vocabulary is simple. I spell basic words accurately . Sometimes my work can be hard to understand. | 2 My punctuation is mostly accurate but there are still a few mistakes. My vocabulary is clear and I use some sophisticated vocabulary. I spell key vocabulary (such as the names of characters) correctly . My meaning is always clear. | 3 My punctuation is almost perfect. There may be one or two errors. I am using a range of sophisticated words in my response, there might be times when I could have used a better word. I spell a range of complex words correctly and errors are rare. My writing is fluent and my expression is formal. | 4 There are no punctuation errors in my work. I use an impressive range of sophisticated language appropriately all the way through and make almost no spelling errors . I use a range of critical vocabulary throughout my work. My writing is succinct and I waste few words. | | |

 **What went well:**

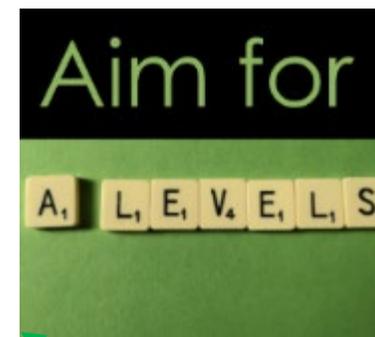
 **Even better if:**



Sharply focussed assessment criteria, put in the hands of the child

SHINE

Gender and Family in Shakespeare's Tragedies



Length of passage: two minutes and 05 seconds
Tracks: 14–30

2 Les pesticides
Écoutez ce reportage sur l'usage des pesticides dans l'agriculture française. Pour chaque phrase choisissez l'expression qui convient le mieux pour compléter la phrase. Écrivez la lettre de l'expression dans la case.

2 (a) L'année dernière la France ...

| | | |
|---|---|-----------------------------------|
| A | a consommé plus de pesticides que tous les autres pays du monde. | <input type="checkbox"/> [1 mark] |
| B | a consommé moins de 60 000 tonnes de pesticides. | |
| C | était la plus grande consommatrice de pesticides de l'Europe. | |
| D | a consommé trois fois plus de pesticides qu'il y a quelques années. | |

2 (b) Marie-Hélène ...

| | | |
|---|--|-----------------------------------|
| A | travaille dans la viticulture. | <input type="checkbox"/> [1 mark] |
| B | travaille dans un laboratoire. | |
| C | perd ses cheveux à cause des pesticides. | |
| D | est affectée par les pesticides pendant une certaine période de l'année. | |

2 (c) Caroline ...

| | | |
|---|---|-----------------------------------|
| A | a perdu un proche à la suite d'un cancer. | <input type="checkbox"/> [1 mark] |
| B | utilise les pesticides quotidiennement. | |
| C | touche un salaire élevé. | |
| D | est propriétaire d'un vignoble. | |

2 (d) Selon l'enquête lancée par Caroline ...

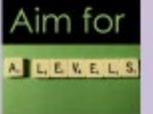
| | | |
|---|---|-----------------------------------|
| A | les rivières près des vignes sont polluées. | <input type="checkbox"/> [1 mark] |
| B | ceux qui habitent près des vignes absorbent plus de pesticides dans leur corps que la population moyenne. | |
| C | ceux qui travaillent dans la viticulture tombent malades 11 fois plus souvent que la population moyenne. | |
| D | 25 personnes sont décédées à cause des pesticides. | |

2 (e) Selon Caroline les effets des pesticides ...

| | | |
|---|--|-----------------------------------|
| A | sont toujours mortels. | <input type="checkbox"/> [1 mark] |
| B | peuvent se révéler seulement après très longtemps. | |
| C | apparaissent sur le coup. | |
| D | provoquent une réaction forte chez les riverains. | |

2 (f) La France ...

| | | |
|---|---|-----------------------------------|
| A | a presque atteint son objectif en ce qui concerne l'usage des pesticides. | <input type="checkbox"/> [1 mark] |
| B | espère interdire tous les pesticides d'ici 2018. | |
| C | veut diminuer de 50% l'usage des pesticides d'ici 2018. | |
| D | a augmenté de 3% son rendement agricole. | |



Ambitious subject content – taking a pride in getting things right



Our 10:10 ethic

Curriculum/Assessment/T&L



SUPPORT



CHALLENGE

PERSONAL
GOALS



STRETCH 

Differentiated outcomes – and more

- ✓ Super Reading Skills
- ✓ Literacy marking code (staff and students!)
- ✓ Word and literacy focus of the week
- ✓ Exam command word booklet

Predicting

We use titles and subtitles, as well as visual clues, such as images to predict what a text might be about.

I predict... because....



Clarifying

When we get stuck on a word we:

- Sound it out
- Break it down (find the root word)
- Read around the word and read ahead, what other word would work here?
- Use a dictionary



Questioning

We ask questions as we read. Ask some questions that have answers in the text:

Who...? What...? When...? Where...? Why...? How...? and Whatif...?



Summarising

Sum up the main points, in your own words, in the correct order:

- This text is about...
- This part is about...
- Firstly..., Then ..., Next..., In the last paragraph....



Breaking News!

In your pair, discuss what you think today's article will be about. Be ready to feedback. We will then look at the article as a class.

I predict it will be about... because...
I agree, another clue that makes me think this is...

May stuns Britain in general election U-turn

CHALLENGE

What are the arguments against having an election?

CHALLENGE

If you could, who would you vote for?

Do you think it is a good thing to have another election?



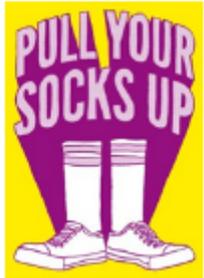
KS4 Exam Command Words



But

Pull your socks up
Meaning: Make an effort to improve your work or performance

Origin:
In origin it refers to smartening oneself up by pulling socks up that have slipped round one's ankles, a common problem for schoolboys wearing short trousers.



Twyford Trust Literacy Marking Code

| Text Mark Symbol | Abbreviation in Margin | Meaning and Example |
|------------------|------------------------|--|
| — | Sp | Spelling error. Find the correct spelling and write it down. <i>Sp I felt very <u>embarased</u>.</i> |
| O | P | Punctuation missing or used incorrectly. Correct your error. <i>P Zard's bag is missing.</i> <i>P Zard's bag is missing.</i> |
| O | Cap | Check and correct your use of capital letters. <i>Cap (jamie) enjoyed his holiday abroad.</i> |
| ^ | | Word missing. Insert the missing word. <i>I had <u>^</u> apple for lunch.</i> |

Literacy and Oracy development

- ✓ Subject specific discussion toolkits
- ✓ Oracy (discussion) frames

How can I play a role in class discussions?

Clearly state your point of view:

I think/feel ...
 In my opinion ...
 I believe ...
 What if ...
 Perhaps/Maybe ...
 Clearly/Evidently ...
 It is clear/evident that ...
 Without a doubt ...
 On the one hand ... On the other hand ...

Challenge another's point of view:

I disagree with _____ as/since/because ...
 I agree, but only to a certain extent because ...
 I understand why _____ said However, ...

Add to another's point of view:

_____ made a good point because He/she could have added that ...
 It is also clear that ...
 You could also think about/consider ...
 In addition ...
 What _____ said has made me think about ...

ARE YOU LISTENING?

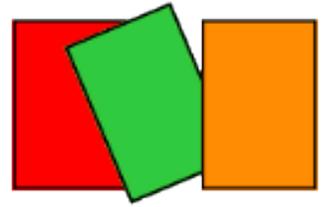
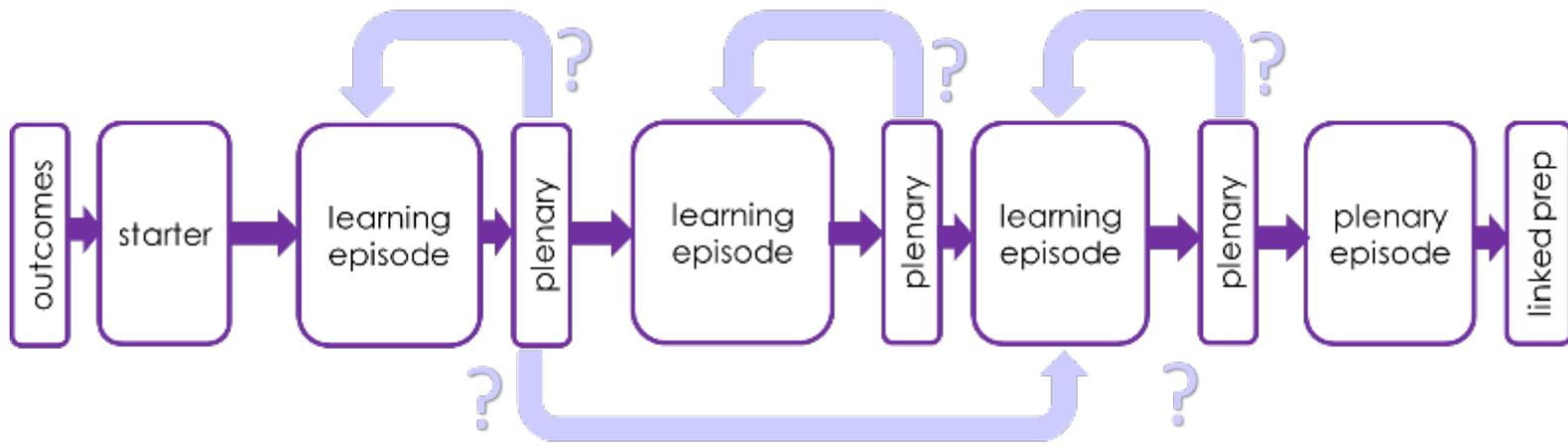
LO: To learn how to calculate and describe speed

One difference between velocity and speed is...
 Another difference is...
 A way that speed and velocity are similar is...
 They both also...

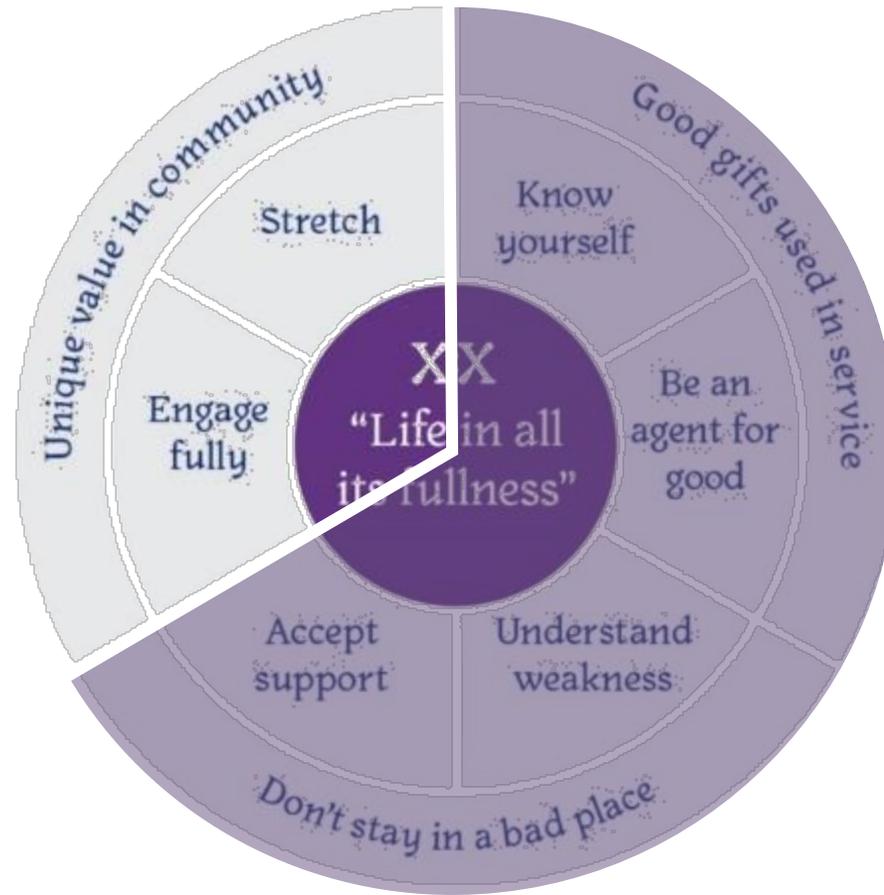
SUPPORT Velocity is two things and speed is just one

CHALLENGE The term scalar might mean...
 The term vector might mean...
 These words are relevant to speed and velocity because...

Bronze: State the equation for speed.
 Silver: Calculate speed, distance and time using a formula triangle.
 Gold: Explain the difference between speed and velocity



Habits of reflection & self review in AfL



Our 10:10 ethic

Curriculum/Assessment/T&L

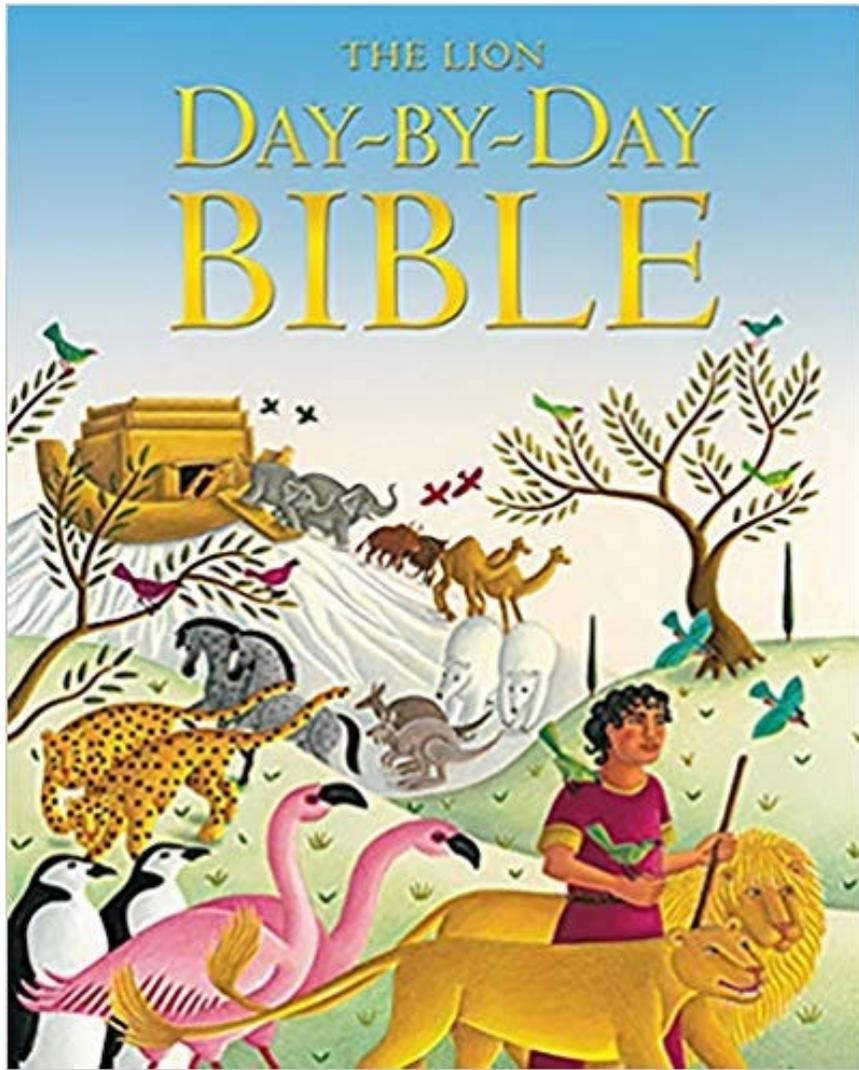


Team and Community



Our 10:10 ethic

Pastoral reinforcement



Bible story to help us direct our own story for good

Year 7 – Autumn Term (Creation, Adam & Eve, Nativity)

| Wk | Sequence Theme / Topic | Pupil Objectives | Bible Story | Learning Skills/ Creative Applications |
|------------------|---|---|--|--|
| 1. | Who am I? • New beginnings • Starting out | To understand the importance of new beginnings and think about how to make a good start. | The Creation story 'In the beginning.....' (pages 8-9) | Listen intently Read critically Memorise accurately |
| 2. | Who am I? • What's my story • Learning from stories | To discuss what we learn from different stories and produce a shield about 'my story' | The Creation story | Listen intently Write cogently Engage creatively |
| 3. | Who am I? • The world around us • Our responsibilities • Responsibilities in school | To understand the value of the world/resources around us and consider our responsibilities to steward those things carefully. | The Creation story 'God looked at everything together, and God was pleased' (pages 8-9) | Memorise accurately Read critically Work collaboratively |
| 4. | Who am I? • Good rules • How rules support us and help us | To see the value of rules and consider how rules give us positive structure and framework | The garden of Eden 'You must not eat fruit from the tree that gives knowledge' | Speak purposefully Read critically Engage creatively |
| 5. | Who am I? • Why community is important • What communities do you have around you? | To explain the importance of being in community and how community can support us | The garden of Eden 'At last! Here is someone like me!' | Listen intently Analyse coherently Speak purposefully |
| 6. | Who am I? • Good friendship and companionship • How to be a good friend | To decide how I can be a good friend and companion to others | The garden of Eden 'Here is someone who can truly be my friend and companion' | Listen intently Analyse coherently Discuss actively Engage creatively |
| 7. | Who am I? • What am I proud of? • What have I learned about myself • What have I learned about others | To reflect on what I have learned from the first 'Who am I?' unit. | Both stories – Creation and the Garden of Eden | Explore analytical Look outward |
| Half term | | | | |
| 8. | Deciding what is good • Deception, bad advice and bad influences. • Watching out for bad influences | To examine what bad influence is like, why people are drawn to it and how to decide what is good and bad influence. | The snake in the garden 'That's not true, when you eat that fruit you will be truly wise' | |

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Year 7 – Autumn Term (Creation, Adam & Eve, Nativity)

We're going to read a story that's all about new beginnings

1. List all the things that are created which are new

2. Is there anything which links with your new start this year?

The story of beginning

IN THE BEGINNING, before this world had any shape, there was utter darkness. It was darker and wilder than the stormy night-time ocean. In the middle of the chaos, God spoke: 'Let there be light.' At once the light shone, clear and pure and lovely. 'That is good,' said God. 'I shall call the light, Day and the dark, Night.' That was the first day of creation. On the second day, God made the great sky that stretches across the whole universe; and, on the third day, God divided land from sea. 'These things are very good,' said God. 'And now, I want all kinds of different plants to grow in every place on earth.' Tall grasses grew and flowered and produced their seeds. Trees reached up to the sky and opened their blossoms to the light. Then the petals fell and the fruits began to swell and ripen. 'I am pleased with this day,' said God. On the fourth day, God made the bright sun for the daytime and the gleaming moon and stars for the night-time. Then as the red-gold sun rose on the fifth day, God spoke again. 'I want the seas to be filled with living creatures.' At God's command they came, swimming and diving and leaping and plunging. 'Now I want creatures to fill the air,' cried God. In a great whirl of

The making is completed

THE SEVENTH DAY of the world began with a dawn chorus: all the birds sang to greet the sunlight. God whispered to the earth. 'Listen. I want you to provide food and homes for the animals I am going to make. Keep the grasslands clear for the bison; make secret places for the shrews; let tigers shelter in the shadows of the forest; and let cattle gather by the waterholes.' Then God made all the animals, each with its own shape and patterning, its own wildness and wisdom. 'Now,' said God, 'it is time to make human beings. They will be my children, and I will put them in charge of everything. They will have children of their own and, as time goes by, my people will make their homes all over the world. Wherever they go, the world will supply them with all they need.' When the making was done, God looked at everything together, and God was pleased. On the seventh day God rested. 'The seventh day will be a special day,' said God. 'For evermore, it must be a day of rest.'



Are there any words you need to clarify? Write them on your MWB as we read the story

The garden of Eden

HERE IS A STORY about the first man and the first woman. In the beginning, the earth was bare and no rain fell. God took the clay of the earth and shaped it into a man. God breathed into the clay, and the man began to live.

God planted a garden in Eden and took the man there. A river flowed through the garden, and its abundant water allowed the trees to grow tall and green. 'You may grow crops here and gather the fruit from the trees,' said God, 'but you must not eat fruit from the tree that gives knowledge of good and evil. If you do, you will die.'

God wanted the man to be happy. 'It is not good for him to be alone,' said God. 'I will make all kinds of creatures out of clay and breathe life into them.' In that way, God made all the animals and all the birds.

'Now I would like you to give them names,' said God to the man. The man did so. 'But none of these creatures is a real companion for me,' he sighed.

God felt sorry for the man and made him fall into a deep sleep. Then, taking a rib from the man's side, God used the bone to make a woman.

'At last! Here is someone like me!' exclaimed the man. 'Here is someone who can truly be my friend and companion.'



Discuss these questions:

Why was it important that God created a community by making Eve to be with Adam?

How will they influence one another?



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Use of Story from the very



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High School

Year 13

Year 13
Week 2



"We are what we repeatedly do.
Excellence, then, is not an act
but a habit.



- Aristotle

Reading – Genesis 12:1-3

The call of Abram

1 The Lord had said to Abram, "Go from your country, your people and your father's household to the land I will show you. 2 "I will make you into a great nation, and I will bless you; I will make your name great, and you will be a blessing. 3 I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth will be blessed through you."



...until they leave us!



William Perkin
C of E
High School

ACCENTUATE
THE
Positive
ELIMINATE THE NEGATIVE
latch on to the
AFFIRMATIVE
& DON'T MESS WITH
MISTER IN BETWEEN



Noticing good choices

Remember to come into your form room calmly and quietly.

Let's Celebrate

Firstly, we going to celebrate students with the most positives today! Well done!

Today the following student has been nominated for being an excellent WP citizen. Bravo!



We'd love to hear about your day! Does anyone have anything to share with us about what happened today?



Visit the Community Bulletin to find out about notices for today!

'Intelligent engagement with the wider world'

Wider Learning Corner



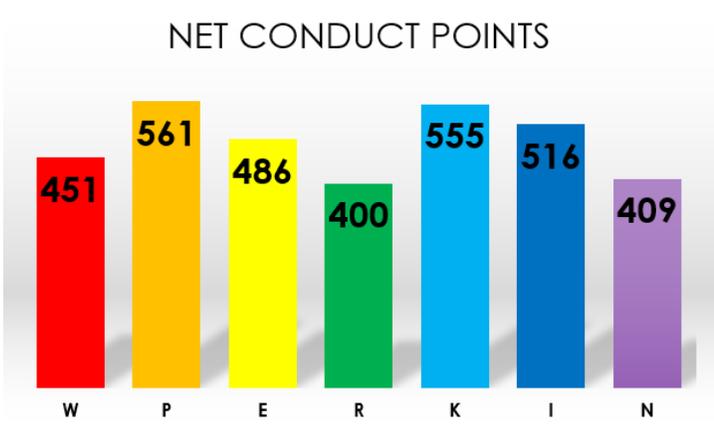
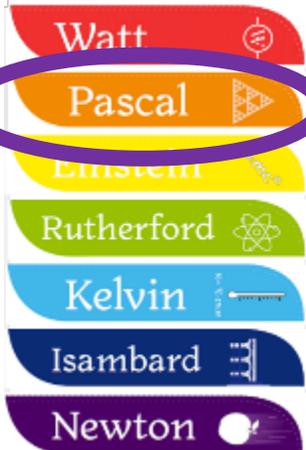
Does anyone have any fixture results to share?

Is there anything exciting going on in Extended Electives that we should know about?

Sports reps, when is our next Interform? Do we need to put a team together?



Form positive competition



Student of the week

Dawarnie

Runners up

Gerry

Nimo



Form attendance competition

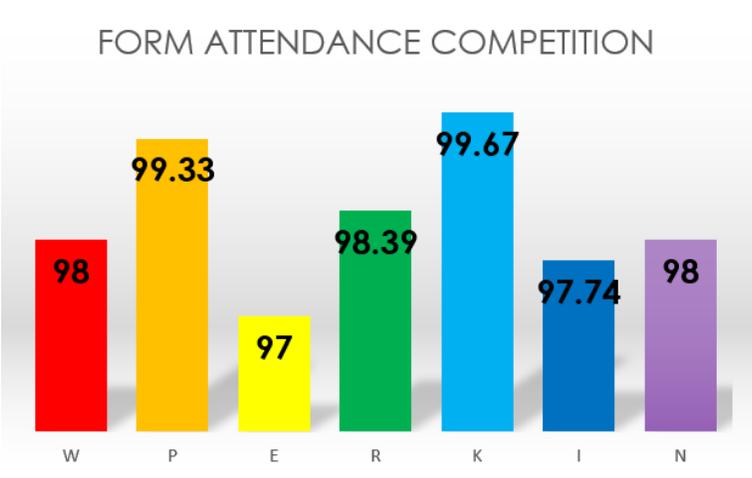


WP citizen of the week

James 7N

Attendance and punctuality award

Ali A 7I



Student Successes

Achieved grade 5/6 in all subjects



Most progress compared to targets



All effort Grade 1s



3 years reading age improvement

THERE'S JUST NO NEGATIVES TO IT.



| | |
|-------------------------|----|
| ABDIRAHMAN Ibtisaam | 7P |
| ABI ANTOUN Andrew | 7E |
| AKHTAR Husna | 7K |
| BARANETS Emma | 7R |
| DJONDO Matthias | 7R |
| ELMOUSAWI Khaola | 7N |
| GRIFFITH Nathania | 7N |
| MOHANAMOORTHY Jasana | 7K |
| NELSON Rowena | 7N |
| NOOR Safa | 7K |
| PASCALL-BLACKWOOD Nadis | 7E |
| PASTWA Zuzanna | 7R |
| SEAR Darcey | 7P |
| SOLIKAR Rishon | 7I |
| THOMPSON Dewaine | 7P |
| TUDOSA-MERAUTI Emma | 7R |
| ZALA Anarghya | 7P |

Student Successes



The Great Exhibition



The IRIS Conference



Elite Scientist Poster Presentation



Student Successes

Craft Farm



The Y7A Dragons Den Pitch



Northale Fields



Your Life You Choose

Student Successes



Event champions!!
 High Jump Year 7 Boys Hasan Al Masari
 Long Jump Year 7 Boys Hassan Al Masari
 Javelin Year 7 Girls Rokkiel Asad
 200m Girls Year 7 Tashia De-Abravala



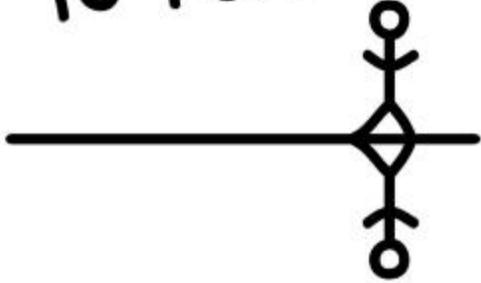
Noticing good choices



Our 10:10 ethic

Pastoral

Take time
to reflect



If your name came up for detention today, firstly take time to reflect on what went wrong.

Your tutor will ask you what happened. You should know exactly what went wrong.

Accept responsibility and begin to think about how you can make sure this doesn't happen again? (Be practical!)

Collective Responsibility Corner

Listen carefully to what went wrong in your classmates' days.

Have you ever been in a similar situation? What happened and what did you learn?

What can **you** do to help your classmate do better next time?

What do we need to work on as a tutor group? What can we do practically to improve?





William Perkin
C of E
High School

My Personal Portfolio

Year 7

Name

Form.....

1 Page

Self-evaluation

The William Perkin 10:10 ethic encourages all individuals to be secure in their ability to be good and to do good. This relies on us feeling confident to reflect on our strengths and weaknesses and to identify the areas in which we may need support. **Self-evaluation** is about weighing up how well you have done; celebrating and feeling proud of what you have done well as well as noticing where things have not worked out and deciding what you can do to improve.



Our 10:10 ethic

Socrates, an ancient Greek Philosopher who lived from 470 – 399 B.C. felt very strongly about how important self-evaluation is and said, "The greatest good of a man is daily to converse about virtue [...! **the life which is unexamined is not worth living.**"

Self-reflectiveness and **Mindfulness** are techniques that can help you be skilled in self-evaluation.

Self-reflectiveness is a habit of mind (a way of thinking and acting) that is encouraged by religion and philosophy. An example of someone who follows this habit of mind in his own life is Jesus. He often takes a step back from the pressures of day-to-day life to think about his own sense of direction, and to consider whether he is heading in the right direction. Most famously, he goes into the desert for forty days to do this! However, it is clear from the Gospels that he regularly took "time-out" to reflect as well as pray.

Mindfulness is a profound concept within Buddhism and relates to achieving a "calm awareness" of the physical and mental self. More recently, psychologists have developed the concept of mindfulness to help people to find a way of understanding their pressures and stresses and to live positively "in the moment". Mindfulness can help a person manage stress and feel more able to have positive control over their life.

At William Perkin, we have a daily practice of stilling ourselves to help us control our stresses and distractions. This spiritual habit will stand us in good stead in all aspects of our lives.

It is also important to stop and think more formally about what we have achieved and where we are going in relation to targets we have set ourselves or been given by others. We will do this every term and we will record the results of our self-reflections in this Personal Portfolio.

2 Page

Pastoral Targets

- ✓ Curriculum
- ✓ Assessment
- ✓ Conduct
- ✓ Wider Learning and Career Development
- ✓ Wellbeing, Spirituality and Reflectiveness

Pastoral self-review and self-reflection



Our Targets as a Year Group

| | |
|--|---|
| Curriculum | <ul style="list-style-type: none"> I can explain my opinion of all of my subjects. I know my strengths in each subject as well as the areas I need to improve on. I can explain why each of my subjects is valuable. I am familiar with the thinking skills and creative applications. I can give examples of when I have used each thinking skill and creative application. I regularly access COPIA to help me with all my subjects. I have thought about some different future careers and know which ones I am more interested in. |
| Assessment | <ul style="list-style-type: none"> I know my target and current level for each of my subjects. I know if I am on track to achieve my target in each of my subjects. I know what I need to do to improve before the next assessments. I am confident that I know what I need to do to achieve my target by the end of Year 7. |
| Conduct | <ul style="list-style-type: none"> I am proud of the number of positives I gain each week. My conduct in class enables me to learn well and does not prevent anyone else from learning. I know the Trust Etiquette and use it to inform my conduct both in school and outside of school. I always hand in my prep and homework on time and done to a good standard. The number of negatives I get is minimal/zero or is going down. I have 100% attendance and punctuality. My uniform is always smart. |
| Wider Learning & Career Development | <ul style="list-style-type: none"> I have represented my House in an inter-form event or Enterprise day. I have represented my school on a team or a trip. I have taken on a position of responsibility in my House or form. I have participated in Pastoral Workshops and worked well as part of a team. I regularly attend at least two extended electives (including Study Club) per week. I have contributed to a project or event outside of lesson time. I have demonstrated my reliability in a range of situations. |
| Wellbeing, Spirituality & Reflectiveness | <ul style="list-style-type: none"> I have understood and can effectively use the Trust stillness techniques and the Trust posture. I use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development. I have contributed to the wider life of the school by reading in assembly, tutor time or Communion. I have used the Pastoral area on COPIA to explore topics that interest me. |

Preparation for September tutor meeting

| | |
|--|--|
| Curriculum | <p><u>Which subjects are new to you and how are you finding them?</u></p> <p><u>Are any of the subjects you have done already different this year? In what way?</u></p> |
| Assessment | <p><u>Which are the most challenging academic targets for you to meet this year and why? What are you planning to do to get there?</u></p> |
| Conduct | <p><u>How are you going to be a role model to your peers/other members of the community?</u></p> |
| Wider Learning & Career Development | <p><u>What contribution do you see yourself making to your House this year?</u></p> <p><u>How will you make yourself stand out through the extra-curricular programme?</u></p> |
| Wellbeing, Spirituality & Reflectiveness | <p><u>How are you hoping that the school's spiritual/reflective life will impact your own?</u></p> |



William Perkin
C of E
High School

Reflecting on my first term



Year 7
final week session 1



CHALLENGE

What are you most proud of achieving this term? What would you still like to work on?

Reflection is.....

Finish this sentence in exactly ten words

Section 1 Curriculum (my subjects, my learning style, the learning culture)

Term 1

My favourite subject is..... because.....

I also enjoy.....because.....

I am doing best at.....because.....

I know thatis a really useful lesson because.....

I use the following thinking skills / creative applications from the Learning Culture most often:

I need to get better at the following parts of the Learning Culture:

Here are some sentence starters to help you



Don't forget to put your booklet back into your folder to keep it safe!

Just in case you need a Learning Culture reminder ☺

Thinking Skills Creative Applications

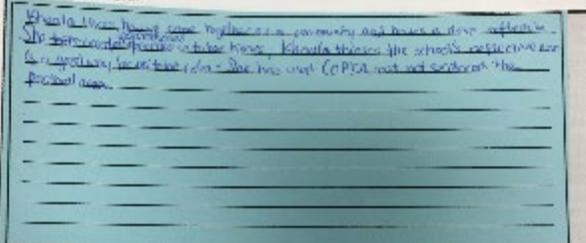
Listen intently
Read critically
Write cogently
Speak purposefully
Memorise accurately
Explore analytically
Discern logical patterns
Form coherent arguments

Look outward
Exercise curiosity & enquiry
Act responsibly
Engage creatively
Work co-operatively

Pastoral self-review and self-reflection

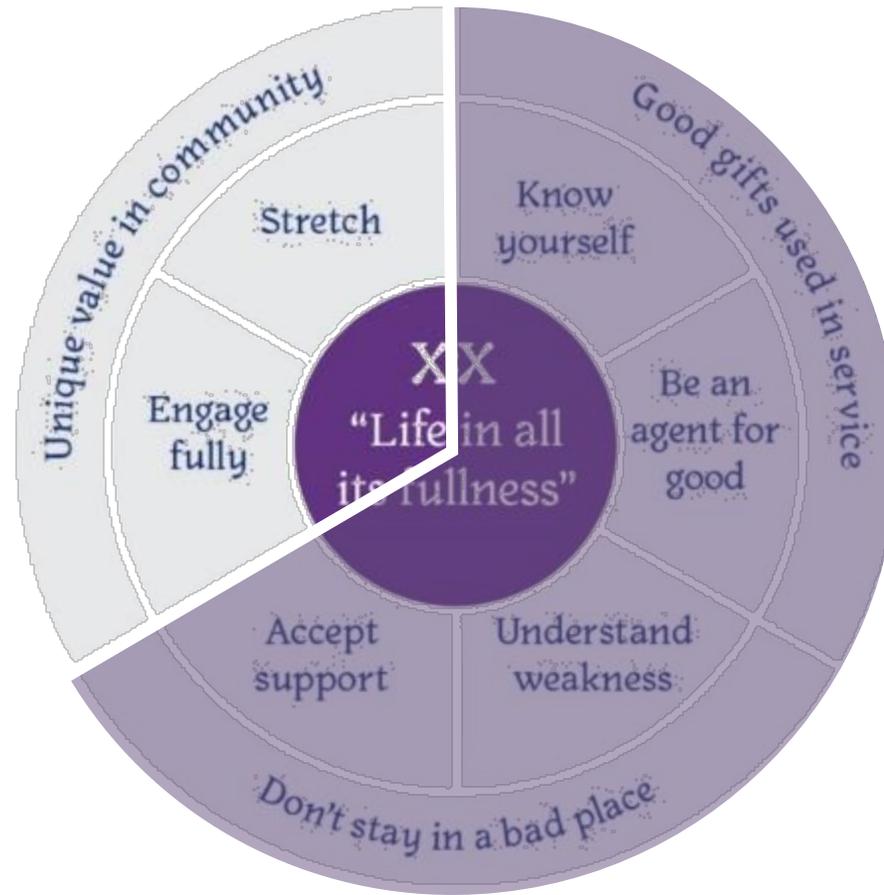


William Perkin
C of E
High School

| | |
|----------------------------------|---|
| Target 5 Term 1 | Wellbeing, Spirituality & Reflectiveness From tutor times I have learned how to not stay in a bad place. Assemblies have helped me to think more about how I can become a better person in this world and how I can develop my skills into become becoming a better leader. To contribute to assemblies or tutor times I have put my hand up a lot and I wasn't afraid to say what I thought was right. |
| Term 2 | Place sticker here:  |
| Term 3 | The Year 7 targets in this area were: I have understood and can effectively use the four driver techniques and the Trust position. I have contributed to the team and other roles to help support my spiritual, moral and personal development. I have contributed to the wider life of the school by leading or assisting in an assembly, lunch time or communion. I have used the pastoral area on CCFIA to explore topics that interest me. |
| My end of Year Summary | Draft version of my Year 7 report. I understand how to do the positive, stillness and reflection techniques. I can prove this because during exams I used those techniques to clear away any stress that I had. I think the positive, stillness and reflection routine is important because it really helps to calm and relax and to wash away all the stress and worry that we have. I like the moment of reflection during tutor times and assemblies because it helps to connect with ourselves more and just to have a time to think about life and how we can live a better one by being a better person. |

| | |
|----------------------------------|--|
| Target 5 Term 1 | Wellbeing, Spirituality & Reflectiveness From tutor times I have learned how to not stay in a bad place. Assemblies have helped me to think more about how I can become a better person in this world and how I can develop my skills into become becoming a better leader. To contribute to assemblies or tutor times I have put my hand up a lot and I wasn't afraid to say what I thought was right. |
|----------------------------------|--|

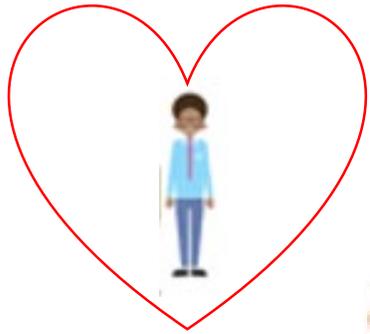
Pastoral self-review and self-reflection



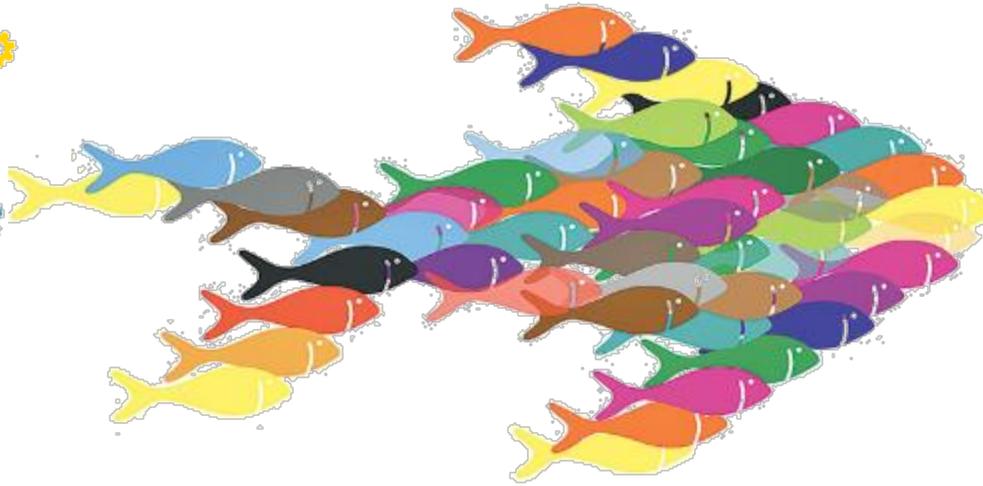
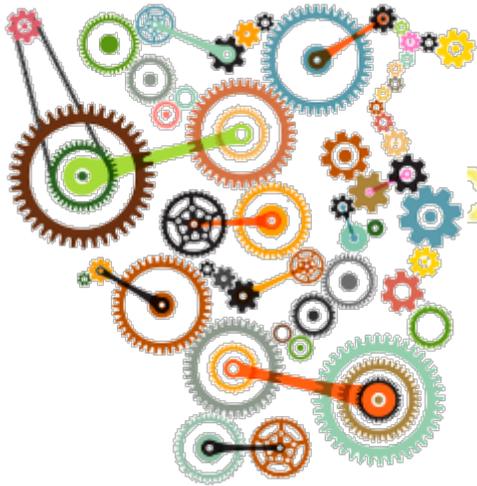
Our 10:10 ethic

Pastoral





Intelligent Engagement with the Wider World

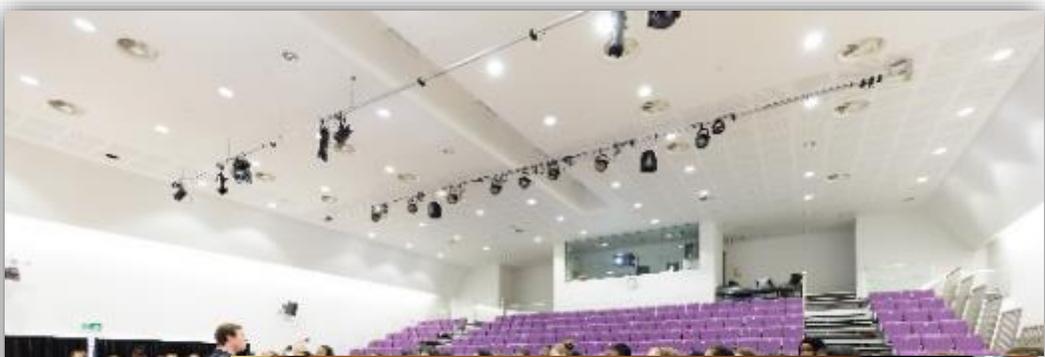


The community over the individual

| | |
|-------------------|--|
| Watson | UK Youth (national charity supporting youth services) |
| Pascal | Separated Child (supporting child refugees in the UK, who have been separated from their families) |
| Einstein | Medicins sans Frontiers (doctors without borders) |
| Rutherford | Mind (mental health charity) |
| Kelvin | Water Aid |
| Isambard | Anaphylaxis Campaign UK |
| Newton | Cancer Research |



House Charities



William Perkin CoE High School & Ada Lovelace CoE High School

SING

| | |
|------------|--------------|
| Watt | Archimedes |
| Pascal | Descartes |
| Einstein | Lorenz |
| Rutherford | Omar Khayyam |
| Kelvin | Vaughan |
| Isambard | Euler |
| Newton | Curie |

Ada Lovelace CoE High School William Perkin CoE High School

"I have come that you may have life and live it to the full" – John 10 v 10



We sing together!

Prayer

Heavenly Father,
you call us your children
and desire good gifts for us.

As we engage in our learning this year,
help us to live as one community:
so that we make progress in our subjects
and progression in loving one another,
leading to an abundant life for all.

Amen.



A prayer after Julian of Norwich

All shall be well;
and all shall be well.

And all manner of things shall be well.
All life is a precious thing

Held in the palm of God's hand.
Amen.

