



**Brighton Hill  
Community  
School**

Making success inevitable

# **Welcome to Yr7 Parents Information Evening**

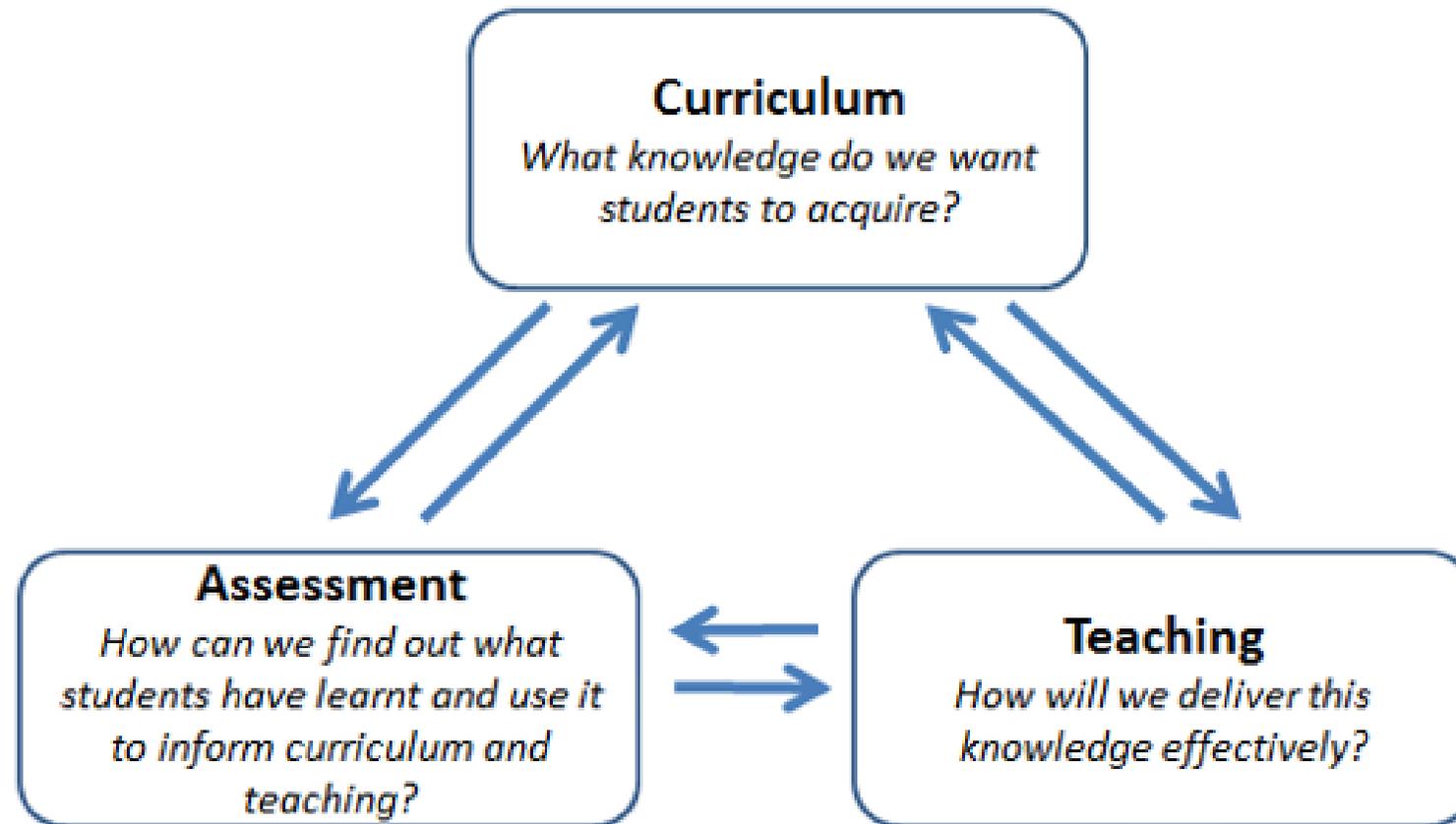
# What is the purpose of this evening?

*This evening we are going to cover:*

- *Progress and Progress Trackers*
- *Attendance and the impact of attendance*
- *Absence*
- *Key Dates*
- *Home Learning/ Century*
- *Clubs and Extra-Curricular*
- *Who to contact at school*
- *After school reflection process*



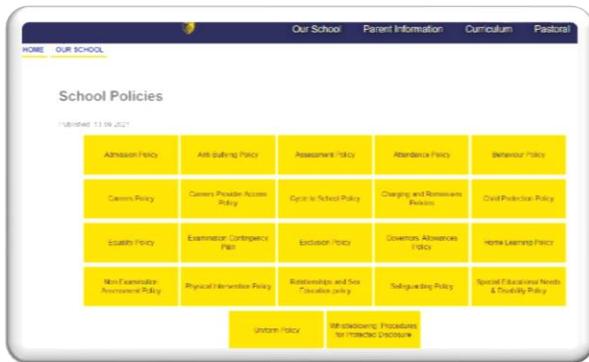
# Quality of Education



# Policy & Process

**Policy**  
'The strategic course and principle of action adopted by BHCS staff'

**Process**  
'The series of methods and tasks that turns inputs to outputs'

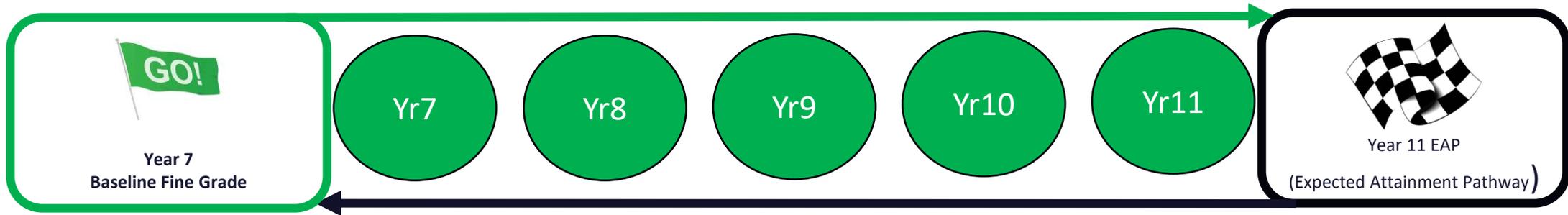


The Brighton Hill Community School logo, featuring a shield with a crown on top and the letters 'BHCS' inside. To the right of the logo is the text 'Brighton Hill Community School' and the tagline 'Making success inevitable'. Below the logo is the title 'Assessment policy' and the school name 'Brighton Hill Community School'.

The cover of the 'Brighton Hill Community School Progress Model' document. It features a blue header with a white wave-like graphic. The title 'BRIGHTON HILL COMMUNITY SCHOOL PROGRESS MODEL' is prominently displayed in blue, with 'Parent and student guide' underneath. An abstract section is visible at the bottom, mentioning an introduction for parents and students to understand the BHCS progress model implemented from the academic year starting September 2018.



# Baseline Fine Grades: Where does my child's learning journey start at BHCS?



**fft**aspire

FFT benchmarks are based on how similar pupils nationally performed in the subject (similar pupils are defined as similar prior attainment at KS2, gender and month of birth).

 **GL  
Assessment**

 **PT SERIES**



# The Progress Tracker



**Brighton Hill  
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## Year 9 Progress Tracker

Example Student 9Ev1

October 2022

Subject	What level of GCSE should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English Language	Foundation	+1	1C	Making expected progress	Good
Mathematics	Foundation	+2	1B	Making expected progress	Good
Science	Foundation	0	1D	Making expected progress	Inconsistent
Spanish	Secure	+3	2A	Making good progress	Excellent
Business Studies	Foundation	-1	1C	Making expected progress	Good
Drama	Strong	+1	2C	Making less than expected progress	Inconsistent
ICT	Foundation	0	1B	Making expected progress	Good
Media	Foundation	+1	1B	Making expected progress	Good
Music	Secure	+3	2A	Making exceptional progress	Excellent
PE (Core)					Good

### Option subjects starting from Year 9 and not previously studied

Subject	What level of GCSE should my child achieve?	From what grade level does my child's academic journey begin?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	Year 9 Baseline fine grade	Term 1 Attitude to Learning
Health & Fitness	Secure	Level 1 Pass C	Good

Attendance to date: 100.0%

See page 2 for definitions of performance bands, fine grades, student progress descriptors and attitude to learning.

End of Year 11 projected performance band	Year 7 baseline grade	Projected final GCSE grade range	Projected final vocational grade
Excellence	2C and above	7 - 9	Level 2 Distinction/Distinction*
Strong	1F - 1A	5 - 6	Level 2 Merit
Secure	1I - 1G	4	Level 2 Pass
Foundation	1J - PRE	1 - 3	Level 1 (Pass/Merit/Distinction*)

End of Year 11 projected performance bands indicating projected final GCSE grade range, where minimum progress or higher is achieved and maintained across the years by the student. (\*Level 1 D\* NCFE only)

GCSE Grades (9-1) for example, the criteria for a 5 grade will appear as follows (3 fine grades is equal to one whole grade):	
5A	Securely meeting the criteria for this grade, close to achieving the grade above.
5B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
5C	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

Cambridge National Certificate and NCFE Grades for example, the criteria for a Level 2 Pass grade will appear as follows:	
Level 2 Pass A	Securely meeting the criteria for this grade, close to achieving the grade above.
Level 2 Pass B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
Level 2 Pass C	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

Subject progress since joining BHCS	Definition
Making less than expected progress	The student has regressed compared to their minimum expected progress and is no longer currently on target to achieve their 'performance band'.
Making expected progress	The student remains on track to achieve their expected 'performance band'.
Making good progress	The student has made more than expected progress and is set to achieve the next 'performance band' up from their originally projected 'performance band'.
Making exceptional progress	The student is progressing at such a rate that they are now projected to achieve a GCSE grade 2 or more 'performance bands' higher than their originally projected 'performance band'.

Attitude to Learning Definition	
Excellent	Behaviour is excellent at all times. The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Students show a real 'thirst for learning'.
Good	Behaviour is good at all times. The student usually is engaged in their learning, often giving their maximum effort and responding effectively to teacher feedback.
Inconsistent	Behaviour can be inconsistent at times. The student can be off task but responds to redirection. The student does not always respond to feedback and requires reminders to demonstrate progress.
Poor	Behaviour is often poor. The student sometimes responds to redirection but sometimes escalation of sanctions is required. The student rarely responds to feedback independently and very little effort is made to engage in learning. An attitude to learning score of 4 or below will result in direct contact home.
Poor and disruptive	Behaviour is poor and disruptive; the student rarely responds to redirection and often escalation of sanctions is required. The student never responds to feedback and is unable to demonstrate an ability to work independently with no effort made to engage in their learning.
Extremely disruptive	Behaviour is consistently poor and highly disruptive; the student never responds to redirection, and as a result, additional support is required; this will often be alternative learning provision. There is no evidence of student response to feedback and no evidence of engagement in learning.



# The Progress Tracker

## Assessing Progress: Issuance of Progress Trackers

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Progress Tracker 1</b>	19 <sup>th</sup> February	30 <sup>th</sup> October	27 <sup>th</sup> November	22 <sup>nd</sup> January	13 <sup>th</sup> November
<b>Progress Matrix Comparison Point</b>	Term 1	Term 1	Term 1	Term 1	Term 1
<b>Progress Tracker 2</b>	1st July	22 <sup>nd</sup> April	13 <sup>th</sup> May	24 <sup>th</sup> June	11 <sup>th</sup> March
<b>Progress Matrix Comparison Point</b>	Term 3	Term 2	Term 2	Term 3	Term 2

*Table 8: 2023/24 Window release dates of progress trackers by term and year group.*

# Attendance: Why is it important?

An important expectation that we need to try, and meet is attendance.

- Whilst we understand that students get genuinely ill, sometimes it's difficult to see the bigger picture of how much time they are having off.
- In term one, for example - (September - December) there are approximately 72 days of school:
  - 95% attendance = 68 days in – 4 days off
  - 90% attendance = 65 days in – 7 days off
  - **80% attendance = 58 days in – 14 days off**

**14 days = almost  
3 school weeks =  
84 lessons**



# The Impact of Attendance

As we all know, the more time off we have from something – be it the gym, a diet, work – the hardest it is to go back to.

Students having significant time off from school will only find the return even harder.

**How can we help?**



Encourage your child to attend school – be positive and praise their achievements.



Remind them of the social importance of school – friends, relationships, socialising etc.



Rewards and initiatives can be hugely beneficial if students are struggling to return to school.



Be supportive. Speak to your child – give them the opportunity to voice their concerns.

# Reporting Absence

Parents must notify the school on the first day of an unplanned absence – for example, if your child is unable to attend due to ill health – ideally by the start of the school day or as soon as possible. If absence continues, parents are expected to contact the school on each day that the child is absent.

Parents can notify the school by email, using the following email address - [studentabsence@brightonhill.hants.sch.uk](mailto:studentabsence@brightonhill.hants.sch.uk).

You can also call the main school number and either report to reception, or by leaving a voice message (01256 350606).

Parents should give a reason for your child's absence, and if possible, an estimated duration of absence.



# Medical/ Dental Appointments

- A medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.
- Parents can notify the school of medical appointments using one of the following methods:
  - Provide a note in the student planner which should be shown to the tutor in advance.
  - Email [studentabsence@brightonhill.hants.sch.uk](mailto:studentabsence@brightonhill.hants.sch.uk)
  - Contact the school's reception (01256 350606).

# Other reasons for absence

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the headteacher's discretion.

Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'. Exceptional circumstances are explained fully in our policy which can be found on our school website.



# Lateness and Punctuality

Pupils that arrive late (between 8.25 and 8.45am) will be sanctioned according to the school's escalation policy – 'opportunity 1' on the first occasion and 'opportunity 2' on the second occasion. On the 3rd (and every other) occasion an After-School Reflection will be set.

This escalation procedure will re-start at the beginning of each new term. Tutors will endeavour to inform parents after 'opportunity 2' is given and will communicate with parents each time an After-School Reflection is set (as per the school's behaviour policy).

Pupils who arrive after 8.45am will sign in at the medical room. The student will then automatically be set an After-School Reflection (without any opportunity).

Pupils who arrive after 9.35am will be marked as 'U' (arrival after registration) and this will be counted as an unauthorised absence.

Pupils must provide an explanation (either in writing or by contacting the school) if there is a legitimate reason for their late arrival at school – the school will not sanction students for being late, where the reason is beyond reasonable control of the student and their parent(s).



# Safeguarding

‘Safeguarding’ is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood.

***Our Designated Safeguarding Lead for the whole school is Mr Guy Wilkinson (Assistant Headteacher). The Safeguarding Lead for Year 7 is Mr Dan Du-Heaume, who is also Line Manager for the year group.***

***If you have a concern about a child attending BHCS, you can report safeguarding concerns via email –***  
***[safeguarding@brightonhill.hants.sch.uk](mailto:safeguarding@brightonhill.hants.sch.uk)***



# Home Learning

We acknowledge that this is potentially an area of significant change from primary school and therefore, has the potential to cause anxiety amongst our Year 7 students.

To support our Year 7 students with their transition to secondary school we did not set home learning during the first 3 weeks of the Autumn term.

From mid-September until the October half-term, students will only receive home learning in English, Maths and Science only, most likely on Century.

**After October half-term Year 7 students will begin to receive home learning from the full spectrum of subjects they study.**



# Home Learning

Home learning may require the use of a laptop/computer to complete – if you do not have this available at home, there is a daily home learning club after school, where students can attend to complete home Learning tasks.

A whole-school extra-curricular timetable will be released and published on our school website which will confirm the room that Home Learning Club will be held in.

Students are responsible for completion of home learning to the best of their ability and on time – if home learning has not been completed for the assigned time, a Catch- Up session will be set.

If students do not attend the catch-up session, an After School Reflection will be set.

Students must record all home learning tasks in their Student Planner – it is really helpful if parents regularly check their child's planner and help assist with time management and organisation to ensure home learning is completed.

Home learning will also be set on TEAMS, students can check here for what they need to complete.

If students are unsure about any home learning task, they must ensure to seek clarification from the class teacher before the time it is due in.



# Home Learning- Century

The screenshot displays the Century Learning Home Learning interface. At the top, a navigation bar contains icons for home, assignments, progress, and help. The main content area is titled "Kayleigh's Recommended Path" and features a horizontal scroll of diagnostic assignments:

- Biology:** Diagnostic: Fundamental Life Processes 1 [BK0.01] (with a "Start" button)
- Science:** Diagnostic: Designing Experiments [SP0.01]
- Chemistry:** Diagnostic: Matter [CK0.01]
- Physics:** Diagnostic: Motion 1 [PK0.01]
- Diagnostic: C...** (partially visible)

Below the recommended path, there are two sections: "Due Assignments" (currently empty) and "My Streak" (showing 0 / 5). At the bottom, a mood indicator shows "I am feeling neutral" with a neutral face icon. The Century Learning logo is centered at the bottom of the interface.



# Key Dates

## Parents Evenings-

- *Year 7 Tutor Evening – 11<sup>th</sup> October 3.30 - 6.30pm*
- *7A Parents Evening – 21st February 3.30 - 6pm*
- *7B Parents Evening – 28th February 3.30 - 6pm*

**Progress Tracker Issuance** – *19th February (TA1), 1st July (TA2).*

## Assessments-

*Year 7 End of Year Exams – May 20th – 7<sup>th</sup> June.*

## Trips-

*Year 7 Camp – Date TBC – Last half term.*



# Clubs and Extra-Curricular

My advice is for year 7 to get involved in as many extra-curricular clubs as possible – there is an opportunity to learn new skills, and improve skills learnt within curriculum time, they can boost academic performance, improve social skills and assist them in making new friends, and can help them to feel a sense of belonging here at BHCS.

A whole-school extra-curricular timetable has now been published via email and is also available on the school's website.

To attend an extra-curricular club, please write a short note in your child's planner giving permission. I.e. I give permission for Jane to attend Boxercise club. Signed xxxx.



# Who to contact at school

If you have a general query/concern, the first port of call would be your child's **tutor**. If the query needs to be directed elsewhere, they will be able to pass on to the relevant person.

If your query related to a specific lesson or subject, then the **class teacher** should be contacted.

All staff emails follow the same format – letter of first name, surname, then @brightonhill.hants.sch.uk

E.g. [@brightonhill.hants.sch.uk](mailto:@brightonhill.hants.sch.uk)

The class teachers names are featured on your child's timetable, and can also be found on our school website.



# Tutor Contacts

7Ev1 – [KColquhoun@brightonhill.hants.sch.uk](mailto:KColquhoun@brightonhill.hants.sch.uk)

7Ev2 – [JClare@brightonhill.hants.sch.uk](mailto:JClare@brightonhill.hants.sch.uk)

7Hz1 – [DGreenaway@brightonhill.hants.sch.uk](mailto:DGreenaway@brightonhill.hants.sch.uk)

7Hz2 – [WFirth@brightonhill.hants.sch.uk](mailto:WFirth@brightonhill.hants.sch.uk)

7Pr1 – [VVyas@brightonhill.hants.sch.uk](mailto:VVyas@brightonhill.hants.sch.uk)

7Pr2 - [JWells@brightonhill.hants.sch.uk](mailto:JWells@brightonhill.hants.sch.uk)

7Vy1 – [MFarr@brightonhill.hants.sch.uk](mailto:MFarr@brightonhill.hants.sch.uk)

7Vy2 – [VBritton@brightonhill.hants.sch.uk](mailto:VBritton@brightonhill.hants.sch.uk) / [CEspeseth@brightonhill.hants.sch.uk](mailto:CEspeseth@brightonhill.hants.sch.uk)

7Mh1- [Klsmail@brightonhill.hants.sch.uk](mailto:Klsmail@brightonhill.hants.sch.uk)



# After School Reflection Process

If your child receives an After School reflection, this will be set on the nearest available day.

After School Reflections run every Tuesday, Thursday and Friday.

After School Reflections cannot be moved for any reason other than for a medical appointment, but evidence of the appointment is required to do this.

Your child will receive a note in their planner for the day the After School Reflection is set, and you will receive either an email or a call from the member of staff setting the Reflection to let you know when it has been set for, and why.

If a student misses their After School Reflection, they will be in our Personal Reflection Room the following day.



# Questions

Thank you for attending tonight!

If you have any questions, there will be a number of staff here to assist and help answer.

