

# Welcome to Meet the Tutor Evening



# Mrs Bull (Headteacher)

- Vision and Ethos
- Results





# Key staff Year 9

Mrs Webb  
HOY



Mrs Devall  
Pastoral assistant



Mrs Taylor  
9P



Mrs Roycroft  
9G



Dr Rickard  
9KS



Mr Caruso  
9W



Miss Hubbard  
9F



Mrs Hill-Parker  
9L



Mr Byrne  
9C



Miss Powlesland  
9R



Mrs Jackson  
9N



Mrs Lord



Mrs Sanderson  
9KT





# Key Dates Year 9

- Year 9 subject consultation and pathways evening  
Thursday 23<sup>rd</sup> January 3.15pm
- KS3 Celebration of achievement  
Thursday 21<sup>st</sup> May 6.00pm
- Sports' Presentation evening  
Thursday 4<sup>th</sup> June 6.00pm
- Personal Development Days  
3<sup>rd</sup> October  
12<sup>th</sup> November  
9<sup>th</sup> December  
10<sup>th</sup> January  
26<sup>th</sup> March  
6<sup>th</sup> May  
26<sup>th</sup> June ( whole school careers and aspirations day)

# Tutor Programme

## Weekly

Tutor Time	M	T	W	Th	Fri
11	Thought for the week	Personal Development	Personal Development	Personal Development	Collective Worship
10	Thought for the week	Personal Development	Personal Development	Collective Worship	Personal Development
9	Thought for the week	Personal Development	Collective Worship	Personal Development	Personal Development
8	Thought for the week	Collective Worship	Personal Development	Personal Development	Personal Development
7	Collective Worship	Thought for the week	Personal Development	Personal Development	Personal Development

- Behaviour and attendance chats take place on a Monday or Tuesday. Details logged on SIMS
- Within the Personal Development sessions, one session is to be used for follow-up work on PHSE.

# Year 9

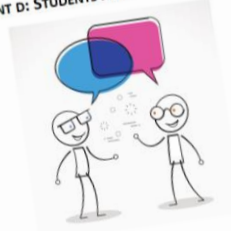
## Personal Development in Tutor Time




	Personal Development	PSHE follow up
Term 1	Finding my voice	Health and Wellbeing (Self Awareness, Peer Pressure)
Term 2	Finding my voice	Living in the Wider World (Future Aspirations, Careers, options)
Term 3	Adapting my voice	Relationships (Conflict Management)
Term 4	Adapting my voice	Health and Wellbeing (Illegal Substances)
Term 5	Growing in confidence	Living in the Wider World (Politics, Value for Money)
Term 6	Growing in Confidence	Relationships (SRE: Teenage pregnancies)

# Example lesson from this week

PRINCIPLE 1: KINDNESS  
ELEMENT D: STUDENTS ARE KIND WHEN THEY GIVE PEOPLE FEEDBACK



**Lesson 2:**  
**Different models of feedback**



PiXL  
Them and Us  
Kindness + Respect + Living Without Harm

DIFFERENT MODELS OF FEEDBACK

### Who should we give feedback to?



**Think**



**Discuss**



**Share**




PiXL  
Them and Us  
Kindness + Respect + Living Without Harm

DIFFERENT MODELS OF FEEDBACK

### When do we give feedback?

- We provide feedback to people every time we communicate and have a conversation with them.
- This feedback can be delivered in many different forms, but can ultimately be classified into:
  - Positive feedback
  - Negative feedback



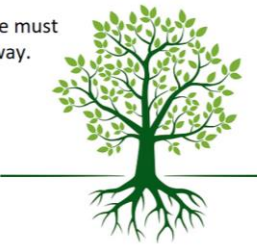
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Better Future - Brighter People

DIFFERENT MODELS OF FEEDBACK

### Helping each other to grow

When helping each other to grow, we must give each other feedback along the way.



PiXL  
Them and Us  
Kindness + Respect + Living Without Harm

Better Future - Brighter People

# Personal Development Profile

We will be supporting all students to develop skills for these five areas:



		Never	Rarely	Sometimes	Often	Always
<b>Punctual</b>						
1	I pack my bag myself before school					
2	I arrive in school on time					
3	I check my timetable to see what lesson I have next					
4	I walk quickly to my next lesson					
5	I plan ahead to allow time to travel from social times to my lesson					
<b>Equipped for learning</b>						
6	I have <u>at least</u> two black pens at all times					
7	I bring the correct books to lessons					
8	I remember to bring my PE kit					
9	I wear my uniform with pride					
10	I make sure I get plenty of sleep so that I am prepared for learning					
<b>Respectful and considerate</b>						
11	I listen attentively to staff					
12	I listen attentively to other students					
13	I think before I act					
14	I am considerate of others and their right to learn					
15	I will be polite and well-mannered at all times					
<b>Independent and resilient</b>						
16	I get out my book and write the date and title without prompting					
17	I set myself goals and keep track of my progress					
18	I think about the best way to complete tasks based on my own strengths					
19	I change how I do things when I see there is a problem with how I am doing them					
20	I complete all home learning to the best of my ability					
<b>Curious and interested</b>						
21	I ask questions when I am unsure what to do					
22	I ask questions to deepen learning					
23	I participate well during class activities					
24	I challenge others' points of views through constructive discussion and questioning					
25	I undertake further research to learn more about the topic I am studying					





Thank you very much for attending tonight.