

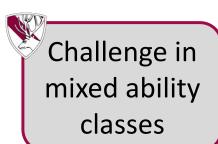
Introduction and Welcome MS Salvin Assistant Headteacher

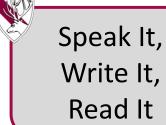
Mr Lockwood
Assistant Headteacher

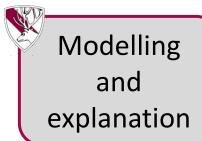










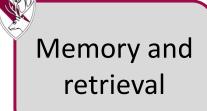


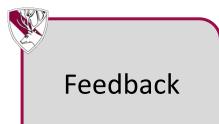


Carlton
Academy
Shared
Strategies



Questioning

















Ms Salvin
Assistant Headteacher













Accelerated Reader

- STAR tests taken during the first half term.
- Students given a <u>reading</u>
 range all books in the
 Library are labelled with
 this information.
- Book difficulty.
- Book <u>quizzes</u> are taken after completing a book.

Making time for reading

- Dedicated Accelerated Reader English Lesson
- 15 minutes DEAR time every day.
- Staff lead by example and read with the students.
- This will be on a rolling timetable so it falls in a different lesson every day.

DEAR



Week 2	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	✓	✓	✓		
Tuesday	✓	✓	✓		
Wednesday	✓	✓	✓		
Thursday	√	✓	✓		
Friday	√	√	✓		



How can you help?



- Home Connect
- Dedicate time to reading with your child.
- Create opportunities for your child to read – doesn't have to be books!





Speak It, Write It



- Confident speaking and writing skills.
- Skills for life.
- High quality vocab.





Quality Talk at The Carlton Academy



Sentences with correct grammar and conjunctions

P roject your voice

ye contact and body language

A rticulation and intonation

eywords and subject-specific language

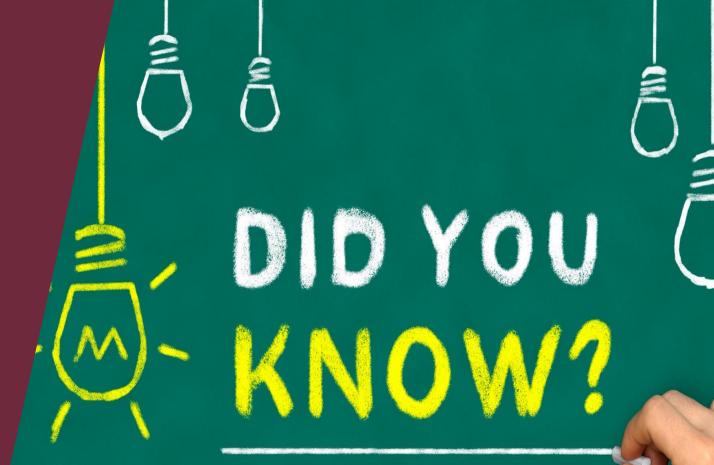
Answers should be a minimum of 10 words in length



How can you help?



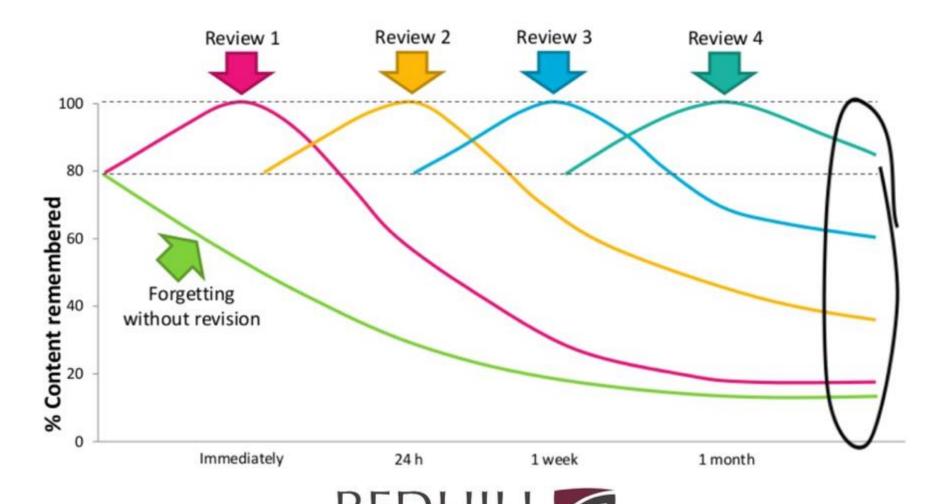
Memory and and retrieval



- 66% being forgotten within 7 days
- 88% being forgotten within 6 weeks
- Only 'reading over your notes' leads to a 10% retention of what is learnt

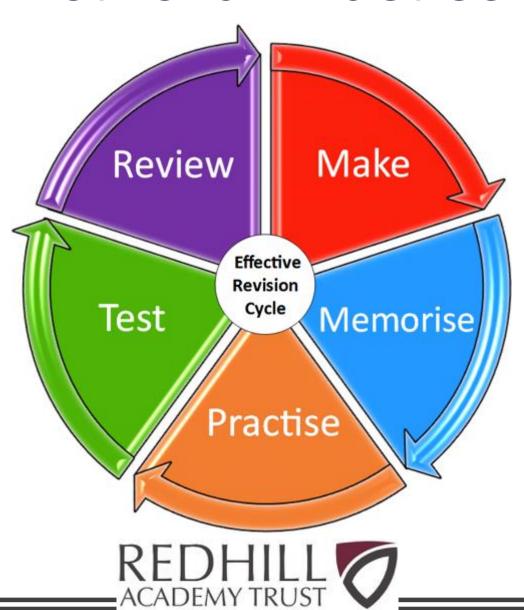
Forgetting curve + Spacing effect



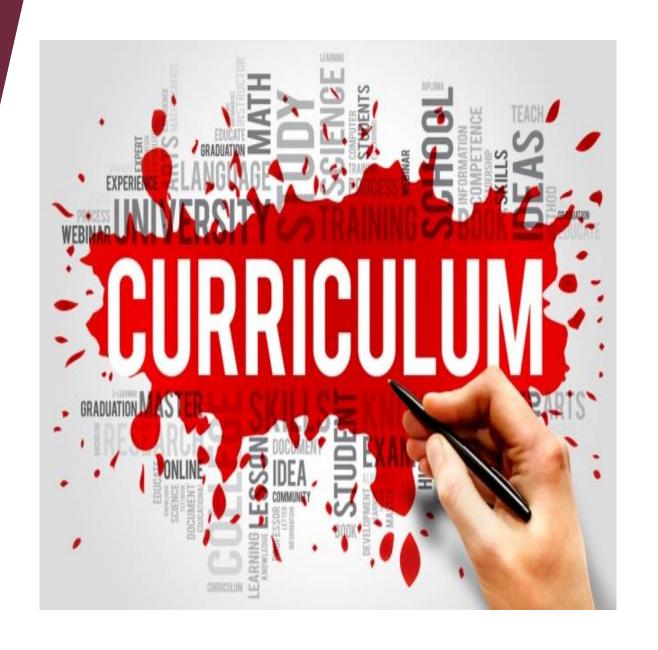


Retrieval Practice





Curriculum



The Curriculum



Subjects Studied in Year 7

All Year 7 students at The Carlton Academy study the Core Subjects of:

- English
- Maths
- Science
- Physical Education
- Religious Education

In addition to this we ensure that all our Year 7 students have the opportunity to study the following subjects:

• History, Geography, Music, Art, Drama, Design and Technology, PSHE, IT and a Modern Foreign Language.



Wider Curriculum



The Wider Curriculum is the part of our 'Whole Curriculum' which includes all of the additional activities, events and visits we encourage students to take part in outside of lessons (enriching experiences), as well as PHSE related learning about staying safe, healthy and preparing for life in modern Britain.

Curriculum +

Extra Curricular clubs and societies offered weekly including Sports, Music and Drama and much more.

Off timetable sessions / drop down days

Enriching Curriculum Opportunities. Time off timetable where trips take place or visitors come into school for students to learn about the wider world



Wider Curriculum



Embedding British Values is a core aspect of our Wider Curriculum. We cover this in lessons and this is embedded in our PSHE and Assembly programmes.

Careers education is threaded through the PSHE programme for students in all years. Students in Year 10 undertake a week of work with more focused careers guidance given to all students from Year 9 onwards and particularly in Year 11.

The Carlton Academy Values through DRIVE link to the British Values:

Democracy- Everybody has a role to play and people should be able to voice their opinions about the issues that matter to them in a **DEMOCRATIC** way.

Responsibility- Laws and rules are there to keep us safe. Everyone needs to respect others, and take **RESPONSIBILITY** for their actions.

Independence- In the importance of individuals developing the self-esteem, confidence and initiative necessary to think INDEPENDENTLY

Value- Everyone's beliefs, religious or otherwise, should be **VALUED** and respected unless they encourage hatred or harm towards others

Equality- People should be treated **EQUALLY** regardless of their race, gender, sexuality, religion or background



PSHE



At the Carlton Academy we want to educate students who are compassionate, respectful, tolerant, curious and collaborative as well as academically successful and knowledge rich.

PSHE- Personal, Social and Health Education, including RSE (Relationship and Sex Education) Plays an important part in that aim.

PSHE is taught in the timetable in years 7-9. For year 10 and year 11, PSHE is taught though drop-down days and as part of the assembly and tutor programme.





PSHE



All PSHE lessons are taught in year group classes and we follow the PSHE Association programme, looking at topics in 3 sections-Health and Wellbeing, Living in the Wider World and Relationships.

During this first term all Year 7 students are asked about the transition to secondary school and taught how to make and maintain friendships, what to do if there any issues and how to be kind to others.

Next half term they will be moving onto Digital literacy and keeping safe online. The full PSHE timetable for Years 7-11 is available on the Website.







SEND Provision









SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations



Create a positive and supportive environment for all pupils, without exception



- · An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- · ensure all pupils can access the best possible teaching; and
- · adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

Build an ongoing, holistic understanding of your pupils and their needs



- · Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.



- · To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
- flexible grouping;
- cognitive and metacognitive strategies;
- explicit instruction;
- using technology to support pupils with SEND; and
- scaffolding.

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- · Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- · High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- · The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Worlc A School's Guide. to implementation.

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report <u>Making Best</u>. Use of Teaching Assistants provides detailed recommendations.

eef.li/send

Report published 20th March 2020





Strategic Provision for SEND



The Graduated Response at TCA. The needs of all pupils are considered, with high expectations for all.

Students with an EHCP.

TCA provide:

Ongoing specific support. Outside agency support. Alternative provision.

TCA provide:

Lexia, Socially Speaking, Talk for Teenagers, Talk Good Feel Good, SNIP, SPAG, Memory recall, pupil profiles giving individual strategies, Catch Up Reading

Wave 3

Additional, highly personalised interventions to accelerate progress.

Wave 2

Additional interventions to enable pupils with SEND to work at the level of their peers.

Wave 1

Inclusive quality first teaching for all.



Interventions



Interventions are mapped to suit the needs of the school:

- We provide the following interventions:
 - Phonics
 - Lexia
 - Reciprocal Reading
 - Socially Speaking
 - Memory recall practice
 - Talk 4 Teenagers
 - Handwriting
 - Touch typing





Key Dates, Data Collections / Reports

Week	Date (WC) 02-Sep 09-Sep 16-Sep 23-Sep 30-Sep 07-Oct 14-Oct 21-Oct 28-Oct 04-Nov 11-Nov 18-Nov 25-Nov 02-Dec 09-Dec 16-Dec 23-Dec 30-Dec 06-Jan 13-Jan 20-Jan 27-Jan 03-Feb 10-Feb 17-Feb 24-Feb	Welcome Evening TCA DC window TCA DC Deadline DC1 Interim Reading Tests Review Week
2 3 4 5 6 7 8 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 29	09-Sep 16-Sep 23-Sep 30-Sep 07-Oct 14-Oct 21-Oct 28-Oct 04-Nov 11-Nov 18-Nov 25-Nov 02-Dec 09-Dec 16-Dec 23-Dec 30-Dec 06-Jan 13-Jan 20-Jan 27-Jan 03-Feb 10-Feb 17-Feb	TCA DC window TCA DC Deadline DC1 Interim Reading Tests
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24 25 26 27 28 28 29		
26 27 28 28 29	10-Mar	
26 27 28 28 29	17-Mar	Exams
27 28 29	24-Mar	
28 29	31-Mar	TCA DC window
28 29	07-Apr	
28 29	14-Apr	
	21-Apr	TCA DC Deadline
30	28-Apr	DC2
	05-May	Parents Evening
31	12-May	
32	19-May	
	26-May	
32	02-Jun	
33	09-Jun	
34	16-Jun	
35	23-Jun	Reading Tests
36	25-Juli	
37	30-Jun	
38		
39	30-Jun	

Reports

- One DC point for KS3 (Year 8 9)
- Two DC points for Year 7, KS4 and Post 16

Evidence/Assessment

- Year 7-9 Exams/Assessment weeks will be used to inform reporting:
 - In class assessments of 50-55 mins (in each subject)
 - Summative Assessments
- Parents' Evenings will follow Academic report
- Review weeks will be based on pastoral information



Reports

Rationale

- All schools in our Trust follow a three-year KS3
- Assessment and reporting in Years 7-9 now has a focus on attainment information
- Attainment reports that are sent home to parents occur once per academic year



KS3 Academic Report

Report Content		Examp	ole	
Subjects will be listed with the class teacher and the class set they are in. The example to the right shows, the student studies Art in a Mixed set and Maths in set 2 .		Subject Art Teacher Name Maths	Set M	
The next two columns show a summative assessment % and				
cohort average assessment %. Summative assessment set by departments and completed in class. Summative assessment will cover all/most aspects of the	Assessi %	ment		hort age %
curriculum taught to date.				
Target bands will appear alongside the assessment percentages. A predicted band made by the teacher is based on what the Your child is likely to achieve in the future.	Target Band C	Pr Data Collect Point C	a tion t 3	Bands Data Collection Point 4
Subject targets will be used where the class teacher feels that here is a need – This is usually capped at two per subject Students who have not met their target band, should receive a minimum of one subject target.	В		oject gets , Work-ra	ate



Target Bands

How are these set?

- Calculated from KS2 scaled scores produced from SATs.
- Where SATs are not available CATs testing is conducted in Year 7 (or in year for Year 8-11) and this is used as the benchmark.
- SATs are used to generate a specific numerical GCSE target for each subject i.e. a single number.
- At each data point in Years 7 to 9, teachers report the student's projected end of KS4 outcome as a **Band** based on KS4 grading.



Data Collections

- Using GCSE descriptors as a starting point, subjects define expected end of year skills descriptors for each Band, in each Year (7 to 9)
- Assessed work in Years 7 to 9 graded as Band A, B, C, D, E to indicate their predicted outcome at the end of KS4 based on the quality of that work: "a trajectory"

Band	GCSE Target
Α	8-9
В	6-7
С	4-5
D	2-3
E	B-1



Exemplar Banding

 Using GCSE descriptors as a starting point, subjects define expected end of year skills descriptors for each Band, in each Year (7 to 9)

Year 7 Geography



				Academy
BANDS	Geographical Knowledge	Application of Knowledge	Skills	Communication
A	I demonstrate a detailed knowledge of places and processes and I can select an appropriate example.	I can explain and describe geographical processes and patterns with specific detail throughout.	I demonstrate excellent map and graphical skills. I can interpret geographical data and visual resources accurately and in detail.	I use appropriate geographical key words, I annotate geographical processes and patterns and order my answers with no gaps throughout.
B	I demonstrate a good knowledge of places and processes and sometimes I select an appropriate example.	I can explain and describe some geographical processes and/or patterns with some specific detail.	I demonstrate good map and graphical skills. I can explain geographical data and visual resources clearly and accurately.	I use appropriate geographical key words , I annotate geographical processes and patterns and order my answers with few gaps or inaccuracles.
C Basic	I show basic knowledge of places and processes and can select an example.	I can describe some geographical processes and/or patterns with some basic detail.	I demonstrate good map and graphical skills. I can describe basic geographical data and visual resources with some accuracy.	I use geographical key words , I annotate geographical processes and patterns and I relate my answers with few gaps or Inaccuracles.
D	I show some knowledge of places and processes.	I can Identify some geographical processes and/or patterns.	I can demonstrate some map skills and some graphical skills at a basic level and/or can identify geographical data at a basic level.	I use some geographical key words , I label geographical processes and patterns and give my answers with some correction.
E	I show a little knowledge of places OR processes.	I can recognise a few geographical processes or patterns.	I attempt to show some map or graphical skills, OR I can recognise basic geographical resources.	I attempt to use some geographical key words , I attempt to label geographical processes and patterns correctly.



Exemplar Report



The Carlton Academy

Year 8 Report (2023-24)

Student Name Tutor Group - Tutor Name

					Predict	ed Bands	
Subject	Set	Assessment %	Class Average % Assessment	Target Band	Data Collection Point 1	Data Collection Point 2	Subject Targets
Art Teacher	М	57	56	С	С	C	Behaviour, Work-rate
English Teacher	М	68	61	С	В	В	Skills
French Teacher	М	58	58	С	С	С	
Geography Teacher	М	19	59	С	D	С	Homework, Skills
History Teacher	М	56	61	С	С	В	
ICT Teacher	М	35	59	С	D	D	Skills, Participation
Maths Teacher	2	22	63	С	D	D	Homework, Resilience
Music Teacher	М	56	61	С	С	С	
Core PE Teacher	М			Secure	Secure	Secure	Skills
RE Teacher	М	54	56	С	С	С	
Science Teacher	М	26	45	С	D	С	Skills
Technology	М	75	62	С	В	В	

Key

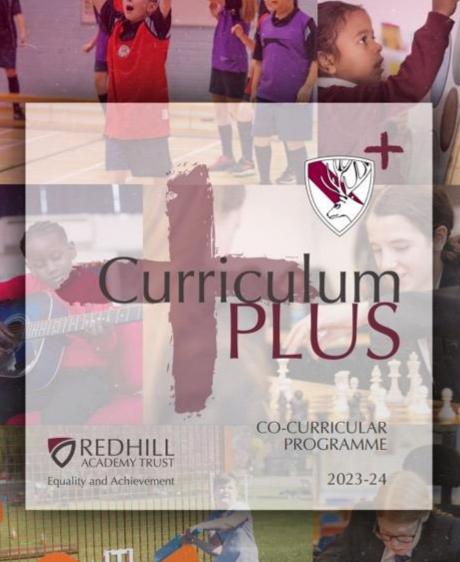
Set	For some subjects, students are placed into sets based on their academic ability. Set 1
	is the highest.
	S – Classes set by ability

We judge attendance levels using the following criteria:

100%	Outstanding
20070	The aim should be for individual pupils to have 100% attendance
98.01% to 99.9%	Excellent
	(With no unauthorised absence)
06 019/ 4- 009/	Concerns or requires improvement
96.01% to 98%	(acknowledge where attendance is improving)
	Serious Cause for Concern
90.1% to 96%	(acknowledge where attendance has improved but is still below the trust
	expectations. Working together to improve attendance)
	Persistent absentee
90% and under	(acknowledge where attendance is close to 90% and improving) Working
	with parents and external agencies to improve attendance).



Curriculum Plus







Curriculum + Programme



- Curriculum Plus offer = the biggest and best it has ever been with a huge variety of opportunities and clubs.
- Year 7s are asked to sign up for at least 1 of the Curriculum Plus activities.
- Lots of students have already signed up for activities and clubs



Is it easy to sign-up?



- Just come along on the day after school or at lunch time
- Make sure you tell the teacher when you arrive your full name so they can mark you on the register
- We will keep track of all the clubs that you attend throughout the year
- There will be achievement points for those who come to clubs



Welcome to Curriculum Plus



The Carlton Academy

Our academy promotes activities that widen our students' experiences through our Curriculum Plus programme. This includes opportunities to participate in sport clubs, the performing arts, trips abroad, cultural experiences and character-building challenges.

These experiences help to develop our students' self-confidence, build their resilience, and feel a sense of belonging. They also challenge our students to learn new skills and find a passion that they can take with them throughout their life.

Students can take part in activities they already love or choose to try something brand new. We encourage all students to

Our guiding principles

- High expectations for all
- 2 Widening students' experiences
 - 3 Outstanding teaching
- 4 Committed to equality & diversity
- 5 Celebrating academic achievement

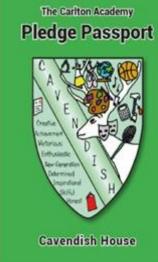
Tuesday				
Activity	Department	Years invited	Time	Location
Chapter 1 Book Club	Library	All	8:20am-8:35am	Library
Table Tennis Club	PE	First come, first served	8:20am-8:35am	Old Gym
Astro Football	PE	Y9 & Y11	Lunch	West Wing Gate
Boys Y7 Football Club	PE	Y7	3:10pm-4:10pm	Top Changing Rooms
Chess Club	IT3	All Years	Lunch	IT3
Pride Club (Tuesday Lunch Club)	Performing Arts	All Years	Lunch	H1
Dungeons & Dragons Club	Science	Sign up with Mr Powdrill	3:10pm-4:10pm	SC7
Fine Art Year 11 Coursework	Art	Y11	3:10pm-4:10pm	AR1
GCSE Food Coursework Catch Up	DT	Year 11	3:10pm-4:10pm	FD1
Grade 7+ Maths Intervention	Maths	Invitation	3:10-4:10pm	U4
Graphics Coursework	Art	Y11	3:10pm-4:10pm	AR2
High School Musical Rehearsals	Performing Arts	All Years	3:10pm-4:10pm	Theater
KS5 Maths Clinic	Maths	KS5	3:10pm-4:10pm	U6
KS3 History Club	History	Y7-Y9	3:10pm-4:10pm	H7
KS3 Science Club	Science	Y7-Y9	3:10pm-4:10pm	SC9
Netball Club	PE	Y7-Y8	3:10pm-4:10pm	Top Changing Rooms
Photography GCSE Coursework	Art	Y11	3:10pm-4:10pm (Week 1)	PH1
Sparx Homework Club	Maths	All Years	3:10pm-4:10pm	U4



The Carton Academy Pledges

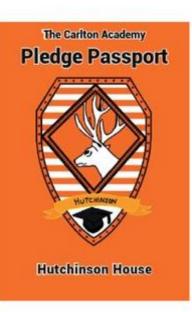












I	To achieve
ı	96% or
ı	better
ı	attendance
ı	each
ı	academic
l	year

Successfully participate in at least six school trips

To represent the academy in sports or performing arts events.

Organise and actively participate in at least three different assemblies

Contribute to the wider community

To support others within the academy

Actively engage DEAR time and additional reading activities

Personal Pledge



The Carlton Academy



Communication and ClassCharts



Communication



- Working to improve communication over this year.
- New website.
- Newsletter
- Social media
- Tutor Review weeks
- Parent evenings
- Class Charts



How it helps you...



Homework

Detentions and behaviour

Rewards

Punctuality and attendance





Rooms for workshops



• Literacy-6th form Centre

Classcharts- IT3

• SEND-U8

Resilience- Theatre



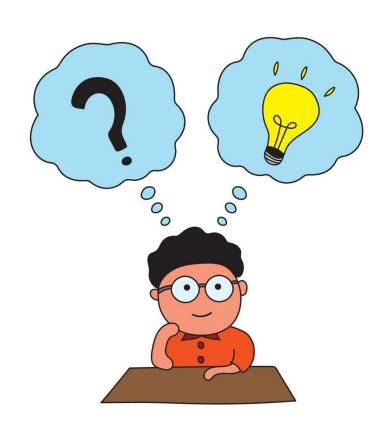


Developing Resilience

Growing up quickly?

Top Tips for supporting your child to develop resilience

- Build supportive relationships: Encourage connections with parents, teachers, caregivers, and other adults.
- Teach problem-solving and coping skills.
- Create a healthy, stable environment.
- Nurture a positive self-view.
- Maintain a daily routine.
- Encourage empathy and listening to others.
- Help children help others.
- Keep things in perspective and maintain a hopeful outlook.



Managing uncertainty and coping with setbacks

- These will happen
- Listen and ask questions
- Avoidance is not the answer
- Praise them for making decisions and taking responsibility
- Ask them what they think they should do differently next time



There's a silver lining in every setback.
Help your child seize it.

Resilient Thinking styles

- Resilient children develop helpful, rather than unhelpful, ways of thinking.
- Examples of unhelpful thinking styles include:
- Catastrophising, black and white thinking, ignoring the positives, fortune-telling, and overgeneralisation.
- Challenge these beliefs by explaining the flaws in their thinking styles and that we all make such thinking mistakes sometimes and helping them see alternative perspectives that may be equally valid.



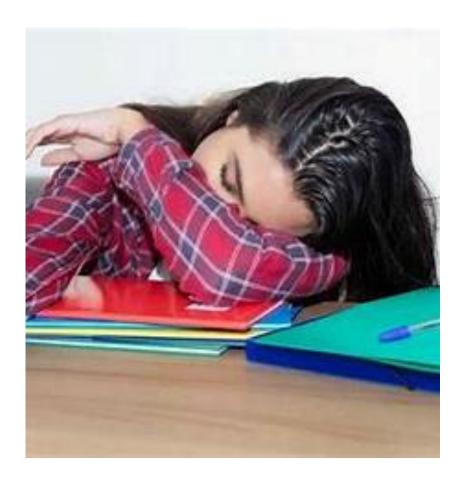
Mental Health

- According to charity The Mental Health
 Foundation, mental health problems affect
 around one in six children and include things
 like depression, anxiety and conduct disorder
 (a type of behavioural problem). The charity
 says eating disorders and self-harm also
 commonly occur in children.
- Important to realise you and they are not alone-But not 'normalise'



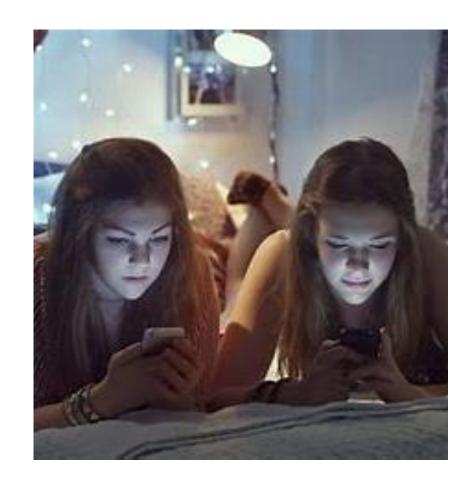
Parenting teenagers in 2024

- Different parenting to previous generations
- Know what they are doing Online
- Have settings, check mobiles
- Have a time off, remove them at night,
- Need to have time away from online influences
- How long are they really online?



Parenting teenagers in 2024

- You may have noticed changes in your child changes of mood, altered sleeping patterns, withdrawal from family life and/or friendship groups. These could be signs that they're experiencing anxiety or <u>other issues</u> around their mental health.
- If you're concerned about your child's mental health, you can speak to school or GP. The GP may refer your child to Child and Adolescent Mental Health Services (CAMHS), which provides specialist care from psychologists, psychiatrists, nurses and social workers. Between 2020-2021 the average wait for mental health services in England was more than two months.



Getting Help

Keep speaking to your GP

• Your GP will be able to regularly listen to your child, discuss your own concerns and suggest local services that may be of help. Don't be afraid of going back to your GP if you feel you need more support and advice.

Speak to school

• Talk to your child's tutor or head of house or encourage your child to seek out and speak to them. They might be able to help your child. We have a school counsellor, safeguarding team, and will be able to signpost you to external agencies.

Try and stay healthy

• Where possible, try and encourage your child (and your whole family) to eat healthily, get some exercise and a good night's sleep. If they're having trouble sleeping, gentle activities like reading, walking or drawing and art may help them to relax.



Getting Help

- **External Agencies**
- Kooth
- **MHST**
- **Young Minds**
- Base 51
- **BU Notts**
- **Healthy Families Team**
- Calm Harm
- The Mix offers support to anyone under 25
- Youth Wellbeing Directory can help families locate local support services
- Tellmi a peer support forum for young people, which is moderated and anonymous
- The BBC Headroom campaign and the BBC Action Line both have links to lots of helpful content and services.

shout 85258

Shout offers confidential 24/7 crisis text support for times when immediate assistance is required Text "SHOUT" to 85258 or visit Shout Crisis Text Line

SAMARITAN

Samaritans 24/7 365 days a year - they are here to listen and provide support Call: 116 123 or email: jo@samaritans.org

Crisis Tools

Crisis Tools helps professionals support young people in crisis short accessible video guides and text resources. Sign up for free resources here

PAPYRUS

Papyrus provide confidential support and advice to young people struggling with thoughts of suicide, and anyone worried about a young person Call: 0800 068 41 41 or Text: 07860 039967 (opening hours 9am to midnight - 365 days a year)

childline

process, the ties browner, has printed

Childling confidential telephone counselling service for any child with a problem

Call: 0800 1111 anytime or online that with a counsellor

Urgent and other support available

Good . ** Thinking

Good Thinking is London's digital wellbeing service and provides a range of resources for young people to help improve mental wellbeing. including free NHS-approved apps

HEMX

The Mix provides free, confidential support for young people under 25 Call: 0808 808 4994 (11am - 11pm every day) or Email



Beat provide support to help young people who may be struggling with an eating problem or an eating disorder Call the Youthline (under 18's) 0808 801 0711 or Studentline 0808 801 0811 (9am - 8pm during the week and 4pm - 8pm on weekends and bank holidays)

keeth

Kooth is a free, safe and anonymous online mental wellbeing community including live chat with the team. discussion boards, magazine with helpful articles and a daily journal a

In an emergency

CAMHs Crisis line 0115 8440560

- If your child is under 19 and needs to talk to someone, they can call <u>Childline</u> on 0800 1111. Or they can text YM to 85258 for free 24/7 support. You can also call the <u>YoungMinds parents helpline</u>.
- · Call a local NHS urgent mental health line
- <u>These helplines</u> in England are free and can offer 24-hour advice and support for your child. You can speak to a mental health professional about your child and get an assessment to help decide on the best course of care.
- Call 111
- If you cannot speak to your local NHS urgent mental health helpline or you're unsure what to do, call 111. This number is for when you urgently need help for your child's mental health, but it isn't an emergency. You may be able to ask for an emergency appointment or speak to a mental health nurse over the phone.
- Call 999
- If your child or someone else's life is at risk, call 999. For example, if they've taken an overdose or seriously injured themselves, or if you don't feel you can keep yourself, your child or someone else safe.
- This is really important. The NHS website states: "A mental health emergency should be taken as seriously as a physical one. You will not be wasting anyone's time."