

Welcome

Parent/Carer Information Event

Head of Year	Ms Berrill (From October half term, Ms Ace & Ms Chrysostomou)
Assistant Headteacher	Mr Cousins
Deputy Headteacher	Ms Phillips
Behaviour Mentor	Mr O'Doherty
8BPL	Ms Lakhani
8BSP	Ms Page
8ORJ	Mr Joseph
8OAD	Ms Biswas & Ms Hill
8RNC	Ms Charalambous
8RGA	Mr Avann
8WLM	Ms Miller
8WHS	Mr Esther & Ms Meyersohn



Highlands School

Year Team for Year 9

Welcome

Parent/Carer Information Event

Head of Year	Ms Exley
Assistant Headteacher	Mr Whelan
Deputy Headteacher	Mr Feldman
Behaviour Mentor	Ms Leahy
9BSB	Ms Bonfanti
9BJT	Ms Trela
9OJM	Mr Martin
9OLR	Mr Restrepo
9RCX	Mr Xenophontos
9RSB	Ms Barnes
9WWM	Mr McGinley & Ms Timbo
9WNH	Ms Hill



Determination



Aspiration



Respect



Equality



Highlands School

Year Team for Year 10

Welcome

Parent/Carer Information Event

Head of Year	Ms Murdoch
Assistant Headteacher	Ms Stothers
Deputy Headteacher	Mr Feldman
Behaviour Mentor	Ms Ticehurst
10BCS	Ms Stanciu
10BJB	Mr Bradford
10OPR	Ms Ramnauth & Ms Adewale
10ONA	Ms Ace (Ms Selim & Ms Ikpeazu)
10RJJ	Ms Jutila & Ms Junker
10RMM	Mr Muhammad
10WAJ	Mr Johnston
10WAB	Ms Brown



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Highlands School

Year Team for Year 11

Welcome

Parent/Carer Information Event

Head of Year	Ms Hutchinson
Assistant Headteacher	Mr Smith
Deputy Headteacher	Mr Tuton
Behaviour Mentor	Mr Annunziato
11BRS	Mr Swanton
11BNC	Ms Constantas
11OCP	Mr Perlumiere & Ms Sahraoui
11ORH	Ms Halstead
11RGJ	Ms Jones
11RDD	Mr Davies
11WJC	Ms Chrysostomou & Ms Farmer
11WTA	Mr Antoniou



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Highlands School

DPR

Dynamic Progress Reporting



Determination



Aspiration



Respect



Equality

I can increase and decrease percentages of an amount by using multipliers; I can link multipliers to compound interest and reverse percentages.

I can use a ruler and compass to solve loci problems.

I can expand, factorise and simplify expressions using the rules of manipulating brackets and indices.

I can interpret real life graphs; this includes speed-time graphs, distance-time graphs and graphs within financial contexts.

I can calculate the probability of independent events using tree diagrams.

I can relate ratios to fractions and to direct/indirect linear functions.

I can calculate the volume and surface area of compound prisms and cylinders.

Key Objectives

10 per subject per year

Determination

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Aspiration

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Respect

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Equality

I can increase and decrease percentages of an amount by using multipliers; I can link multipliers to compound interest and reverse percentages.

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I can interpret real life graphs; this includes speed-time graphs, distance-time graphs and graphs within financial contexts.

I can calculate the probability of independent events using tree diagrams.

I can relate ratios to fractions and to direct/indirect linear functions.

I can calculate the volume and surface area of compound prisms and cylinders.

I can apply rule of BIDMAS with integers, decimals and mixed fractions.

I can apply the properties of angles at a point and angles on a straight line.

I can use the rules of indices to simplify algebraic expressions.

I can plot linear and quadratic graphs.

I can compare averages from a given set of data.

I can relate ratios to fractions and to direct/indirect linear functions.

I can calculate the volume and surface area of compound prisms.

I can apply the four operations to fractions and mixed fractions.

I can find the area of compound shapes by applying the properties of rectangles, triangles and squares.

I can use the rules of indices to simplify algebraic expressions.

I can plot linear and quadratic graphs.

I can find the mean, median, mode and range for a given set of data.

I can solve functional problems involving ratios and proportions.

I can translate, rotate, enlarge and reflect shapes.

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Highlands School

A B C

P A T H W A Y S

Determination



Aspiration



Respect



Equality



Highlands School



Grade #

B



grades 5 -6

A



grades 7 - 9

C



grades 3 - 4

Determination



Aspiration



Respect



Equality



Highlands School

Aid Learning

Track

Monitor

I can increase and decrease percentages of an amount by using multipliers; I can link multipliers to compound interest and reverse percentages.

Determination



Aspiration



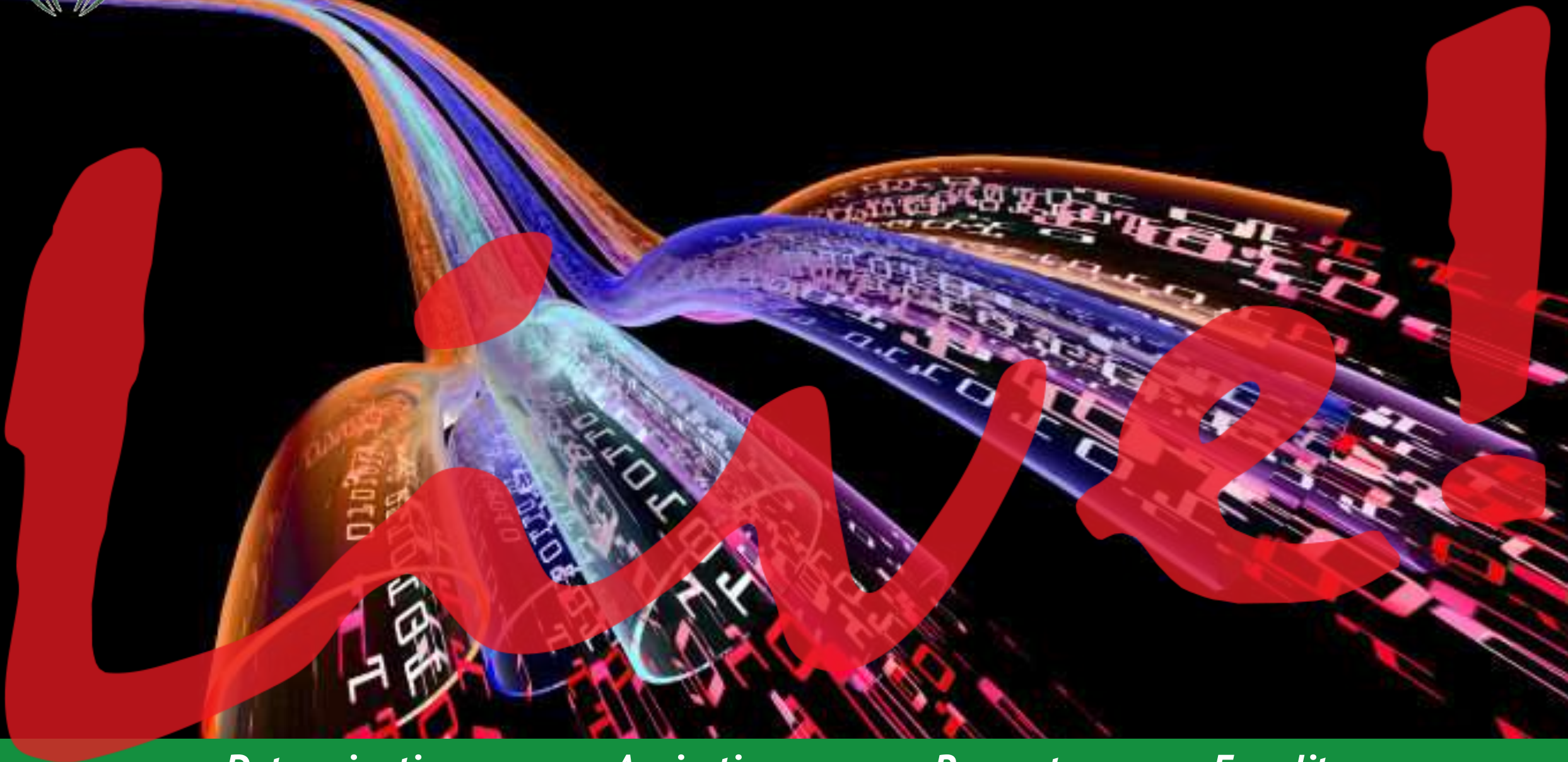
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DPR

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asmith2.2019

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LOG IN

- OR -

LOGIN WITH GOOGLE LOGIN WITH MICROSOFT

DPR - The Future of Education

Posted a year ago

DPR goes well beyond traditional online applications and allows students, teachers and families to monitor student progress against key learning objectives.

[READ THIS BLOG](#)

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Student Dashboard

[Logout](#)

Data Year

Classes

Analytics

View Analytics

Report

Download Report

Btec Media

10B/Bm1

Gcse Citizenship

10A3/Cg

Computing

10A3/Cp

English

10a/En3

English

10AX1/En

Fre

10



Highlands School

Not Yet Taught

Emerging

Developing

Secure

Mastery

Key Objective		Autumn	Spring
	I can calculate exactly with fractional indices and surds.	 06/06/2019	 06/06/2019
	I can solve surface area and volume problems involving prisms, pyramids, cones and spheres.	 06/06/2019	 06/06/2019
	I can algebraically solve simultaneous equations with two variables when given a linear/linear or linear/quadratic pairs.	 06/06/2019	 06/06/2019
	I can use the form $y = mx + c$ to identify parallel and perpendicular lines.	 06/06/2019	 06/06/2019
	I can construct, interpret and compare continuous and grouped data using graphical and numerical methods.	 06/06/2019	 06/06/2019
		 06/06/2019	 06/06/2019

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DPR

Dynamic Progress Reporting

Key Objective		Autumn	Spring
	<ul style="list-style-type: none">Knowing what happens in the classroom<i>Encourages students to take ownership of their learning</i>Clear differentiated journey<i>Instantly see what is and isn't secure...</i>...interventions		

Determination



Aspiration



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	I can calculate and interpret independent and conditional probabilities by using tree diagrams.	N 06/06/2019	E 06/06/2019
Fine Predicted Grade		8a	8a
Target Grade		8	8
Application		G	O
Homework		O	O
Comment Code		1	1



Highlands School

Send individual
messages to students

... written and/or a
voice message

Key Objective	Autumn	Spring
 I can calculate exactly with fractional indices and surds.	 N 06/06/2019	 D 06/06/2019
 I can solve surface area and volume problems involving prisms, pyramids, cones and spheres.	 D 06/06/2019	 S 06/06/2019
 I can algebraically solve simultaneous equations with two variables when given a linear/linear or linear/quadratic pairs.	 S 06/06/2019	 M 06/06/2019
 I can use the form $y = mx + c$ to identify parallel and perpendicular lines.	 N 06/06/2019	 N 06/06/2019
 I can construct, interpret and compare continuous and grouped data using graphical and numerical methods.	 N 06/06/2019	 E 06/06/2019

Determination



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Highlands School


**Parents' Guide will accompany
log-on details**



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 Student Log in

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Year 8 Options - Overview

The options process starts in January and will be finished by February half term

Dates for your Diary

Wednesday 29th January – Year 8 Student Options afternoon

Wednesday 5th February - Options Evening

Wednesday 12th February - Year 8 parents evening

Summary

Students continue with most subjects that they are studying now, but they have also some options. These are:

Choose **one** arts subject as a mini option (and stop the rest of Art/Drama/Music)

Choose two options GCSEs to do in Y9/10 (exam at the end of Y10)

Choose three options GCSEs to take in Year 10/11.

There will be more guidance on the subject areas to come later in the year at the options evening, parents evening and the options half day for students in the new year.

Keeping Students Safe and Well

Safeguarding at Highlands School



Highlands School

Safeguarding Team



Deputy Headteacher- Michele Phillips

DSL (Designated Safeguarding Lead)

phillipsm@highlands.enfield.sch.uk



Assistant Headteacher- Caron Fitzgerald

DDSL (Deputy Designated Safeguarding Lead)

fitzgeraldc@highlands.enfield.sch.uk

David Feldman – Deputy Headteacher

Aygul Husseyin – Director of Sixth Form/Assistant Headteacher

Tony Smith- Assistant Headteacher

Safeguarding Support Team

Looked After Child Support
Officer

Heads of Year

Behaviour Manager & Mentors

Attendance Officer

School Counsellor

Matron

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How to report a concern



Deputy Headteacher- Michele Phillips

DSL (Designated Safeguarding Lead)

phillipsm@highlands.enfield.sch.uk

**Email Ms Fitzgerald and Ms
Phillips
and/ or telephone the school
and ask for one of us (don't
leave an answer message
regarding sensitive matters)**



Assistant Headteacher- Caron Fitzgerald

DDSL (Deputy Designated Safeguarding Lead)

fitzgeraldc@highlands.enfield.sch.uk

For day to day concerns should contact the HoY, for more serious concerns contact the safeguarding team



Safeguarding issues in society for parents to be aware of

- **Online safety:** what is your child viewing online and who they are talking to
- **Youth crime:** being mugged and attacked in the local community
- **Peer on peer abuse:** bullying, pressure to share inappropriate images
- **Child Sexual Exploitation:** adults targeting children for sexual purposes whether in person or online
- **Criminal exploitation:** county lines gangs forcing children to sell drugs outside of cities



What we are doing to keep Highlands' children safe

- Robust behaviour routines and high expectations
- Staff supervision of the school gates before and after school
- Security gates
- All staff are highly vigilant and the safety of children comes first
- All teachers receive yearly high quality safeguarding training
- Experienced safeguarding team
- Each year group has a dedicated Head of Year and Behaviour Mentor
- Staying safe curriculum: PSHE lessons, assemblies, relationships and sex education in Y7-11



Tips for parents

- Talk to your child about the importance of safety and how to stay safe
- Remind your child not to walk on the streets holding and electronic device or valuables
- Tell you child always to walk on busy streets and not quiet side streets
- Ensure your child is on time to school everyday
- Let us know if your child is absent from school
- Remind your child not to hang around the streets after school. Go straight home or to a safe place
- Monitor your child's internet and social media activity. Use parent controls on electronic devices
- Look out for unusual changes in behaviour coupled with excessive online usage



Social Media – NSPCC Advice

Parental controls

Parental controls are software and tools which you can install on phones or tablets, games consoles or laptops – and even your home broadband.

You can also use them to help you block or filter the content your child sees when searching online. And family-friendly public WiFi can help when you're out and about.

Parental controls are also available to help you to:

- plan what time of day your child can go online and how long for
- stop them from downloading apps they're too young for
- manage the content different members of the family can see.

So whatever your child is doing online, there's a way that you can help keep them safe.



Responding to a violent situation

It's important that you people never lose sight of the fact that their personal safety is the most important thing. Belongings can be replaced but the person can't be. So, when responding to a violent situation, please explain to your children to remember the following:

- avoid becoming involved in confrontational situations. If someone else is being hurt, call the police
- if someone approaches you or you can see a situation developing, look for a way to leave
- if you're near any adults, tell them immediately about what is happening
- put distance between yourself and the other person who is behaving in a threatening way
- if you are able to, call 999
- if you're unable to call the police during the incident, then call as soon as you can

Student Exercise Book 2019



Highlands School

Chemistry

Name:

Class:

Teacher:

“Many of life’s failures are people who did not realise how close they were to success when they gave up”

- Thomas Edison

Determination-Aspiration-Respect-Equality



Highlands School

Citizenship

Name:

Class:

Teacher:

“We realize the importance of our voices only when we are silenced.”

- Malala Yousafzai

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Presentation of written work

1. All work should be given a clear title and date.
2. Titles, subtitles and side headings should be neatly underlined using a ruler.
3. All written work should be in black or blue ink only (unless specified by a teacher).
4. A single neat line should be used to cross out mistakes.
5. Pictures, diagrams and tables should be in pencil, titled and labelled in pen.
6. Exercise books should not be defaced, either inside or outside.
7. Exercise books should be clearly labelled with your name, class, subject and teacher.
8. Loose-leaf work should be labelled and fixed neatly and securely into your exercise book.
9. Each piece of work should be ruled off as appropriate and the next piece of work started.
10. You must indicate if a piece of work is homework or classwork using the tick boxes at the top of each page in your exercise book.



Marking Policy

sp	Spelling mistake
p	Punctuation needed
FS	Use full sentences
nsf	Next step feedback
Λ	Missing word or phrase
//	New paragraph needed
©	Capital letter mistake

PUNCTUATION

FULL STOP	.	Used to mark the end of a sentence.
COMMA	,	Used to mark a slight pause in a sentence, to separate clauses in a complex sentence, or to separate items in a list.
QUESTION MARK	?	Used to mark a question.
EXCLAMATION MARK	!	Used at the end of a sentence for dramatic emphasis, or to show surprise or shock.
APOSTROPHE	'	Used to show that a letter has been left out, or to show possession (that one thing belongs to another).
SPEECH MARKS	""	Used to mark direct speech.
COLON	:	Used to introduce a list, a statement, or quote in a sentence.
SEMICOLON	;	Used to separate two sentences that are closely linked.
DASH / HYPHEN	-	Used as an informal way to separate extra information from the main clause.
BRACKETS	()	Used to separate extra information from the main clause.
ELLIPSIS	...	Used to show that words have been left out from a quotation, or to create a pause for effect.

OTHER TIPS

USE TIP TOP

Move on to a new paragraph when you change **TIME**, **PLACE**, **TOPIC**, or **PERSON**.

CHECK THE BASICS

- + Sentences must start with capital letters.
- + Every sentence must end with some form of punctuation.
- + Proper nouns (unique people, places or things) need capital letters.

SENTENCES

Simple Sentence: Also called an independent clause. A simple sentence contains a subject and a verb and expresses a complete thought.

Compound Sentence: A compound sentence contains two simple sentences that are joined by a coordinating connective (and, but, so, or).

Complex Sentence: A complex sentence contains a main clause and a subordinate clause that are joined by a connective. A subordinate clause is a clause that does not make sense on its own.

Apostrophes are **NEVER** used to show plurals!

Apostrophes are used to show that a letter has been left out.

Aren't (Are not)	I'll (I will)	He's (He is)
Can't (Can not)	He'll (He will)	She's (She is)
Didn't (Did not)	She'll (She will)	How's (How is)
Doesn't (Does not)	We're (We are)	We'd (We had)
Hasn't (Has not)	You're (You are)	What's (What is)

Apostrophes are used to show possession.

If a single thing or person owns something, use an apostrophe + 's'.

The girl's homework was challenging; it took her hours to finish.

If more than one thing or person owns something, use an apostrophe after the 's'.

The girls' homework was challenging; it took them hours to finish.

EXCEPTION: If using 'its' (belonging to it), **DO NOT** add an apostrophe.

The dog ate its bone.

CONNECTIVES

To sequence ideas or events:

Firstly / secondly / thirdly / finally / eventually / then / since / meanwhile / afterwards / while

To show cause and effect:

Because / so / therefore / thus / consequently / owing to

To emphasise:

Above all / in particular / especially / significantly / indeed

To further explain an idea:

Although / however / unless / except / yet / if / apart from / as long as

To compare:

Equally / likewise / similarly / as / with / like / in the same way

To contrast:

Whereas / instead of / alternatively / otherwise / unlike / but / on the other hand

To give examples:

For example / such as / for instance

To add information:

And / also / as well as / moreover / too / furthermore

LITERACY MAT

Think about:

Purpose: Why does this piece of writing exist?

Audience: Who is this piece of writing aimed at?

Language: Which words and types of sentences are appropriate?

Layout: What will the piece look like? Is the format appropriate?

STYLE

HOMOPHONES

They're / Their / There	They're is short for they are (They're happy). Their shows possession / belonging (Their dreams are pretty). There shows position (The door is over there).
To / Too / Two	To is a preposition (She's going to the shop). Too means also or excessively (Too much, he told). Two is the number following one (There are two birds outside).
Accept / Except	Accept means to receive (She accepted the gift). Except means to take out or exclude (All except her).
Weather / Whether	Weather refers to the state of the atmosphere (Rainy weather). Whether is used to introduce choice (Whether or not).
Affect / Effect	Affect means to influence (The rain badly affected their wedding). Effect is the change resulting from an action (The goal had a big effect on the match).
By / Bye / Buy	By means close to (The house by the sea). Bye is short for goodbye (Bye bye!). Buy means to purchase (I'd like to buy a car).

Application

	Determination	Aspiration	Respect	Equality
Outstanding	Always shows stamina and sticks to the learning goals, tasks and activities with enthusiasm. Always sees mistakes as learning opportunities. Uses mistakes to learn and progress.	Always invites feedback and criticism from all and acts upon it enthusiastically. Actively seeks and engages with challenging tasks and activities.	Always presents excellent learning behaviour at all times. Always upholds the rules of the school whilst listening to and respecting the views of others.	Always values diverse ideas and perspectives in learning and values contributions from others. Challenges stereotypes and promotes equality.
Good	Mostly perseveres with learning goals, tasks and activities with only occasional promoting and support. Mostly sees mistakes as learning opportunities. Often uses mistakes to learn and progress.	Mostly accepts feedback and criticism and will act upon it. Mostly seeks and engages with challenging tasks and activities.	Mostly presents good learning behaviour at all times. Mostly upholds the rules of the school whilst listening to and respecting the views of others.	Mostly values diverse ideas and perspectives in learning and, in most cases, values contributions from others. Mostly challenges stereotypes.
Inconsistent	Sometimes has to be prompted to persevere with learning goals, tasks and activities. Sometimes learns from mistakes but does not consistently use mistakes to make progress.	Sometimes accepts feedback and criticism and acts upon it. Sometimes seeks and engages with challenging tasks and activities.	Sometimes presents good learning behaviour. Sometimes upholds the rules of the school and listens to and respects the views of others.	Sometimes values diverse ideas and perspectives in learning and sometimes values contributions from others. Sometimes challenges stereotypes.
Cause for concern	Currently, shows little persistence with learning goals, tasks and activities. Rarely learns from mistakes and rarely uses them to make progress.	Rarely respects feedback and criticism. At present, avoids challenging tasks and activities.	Rarely presents good learning behaviour. Rarely upholds the rules of the school or listens to and respects the views of others.	Rarely appears to value contributions from others. Rarely challenges stereotypes.

Homework

	Deadlines	Effort	Presentation	Feedback
Outstanding	Deadlines always met.	Excellent effort put into all work and extension opportunities taken.	Consistently takes great care with presentation of work.	Actively seeks feedback and independently sets about improving work.
Good	Deadlines nearly always met.	Good effort put into work. Extension tasks sometimes attempted.	Mostly takes care with presentation of work.	Receives feedback well and regularly acts upon the feedback.
Inconsistent	Deadlines sometimes missed.	Variable effort, work is sometimes rushed. Rarely attempts extension tasks.	Sometimes takes care with presentation of work.	Sometimes acts on feedback.
Cause for concern	Deadlines regularly missed.	Regularly puts little or no effort into work.	Takes little care with presentation of work.	Does not act on feedback.

Knowledge is Power

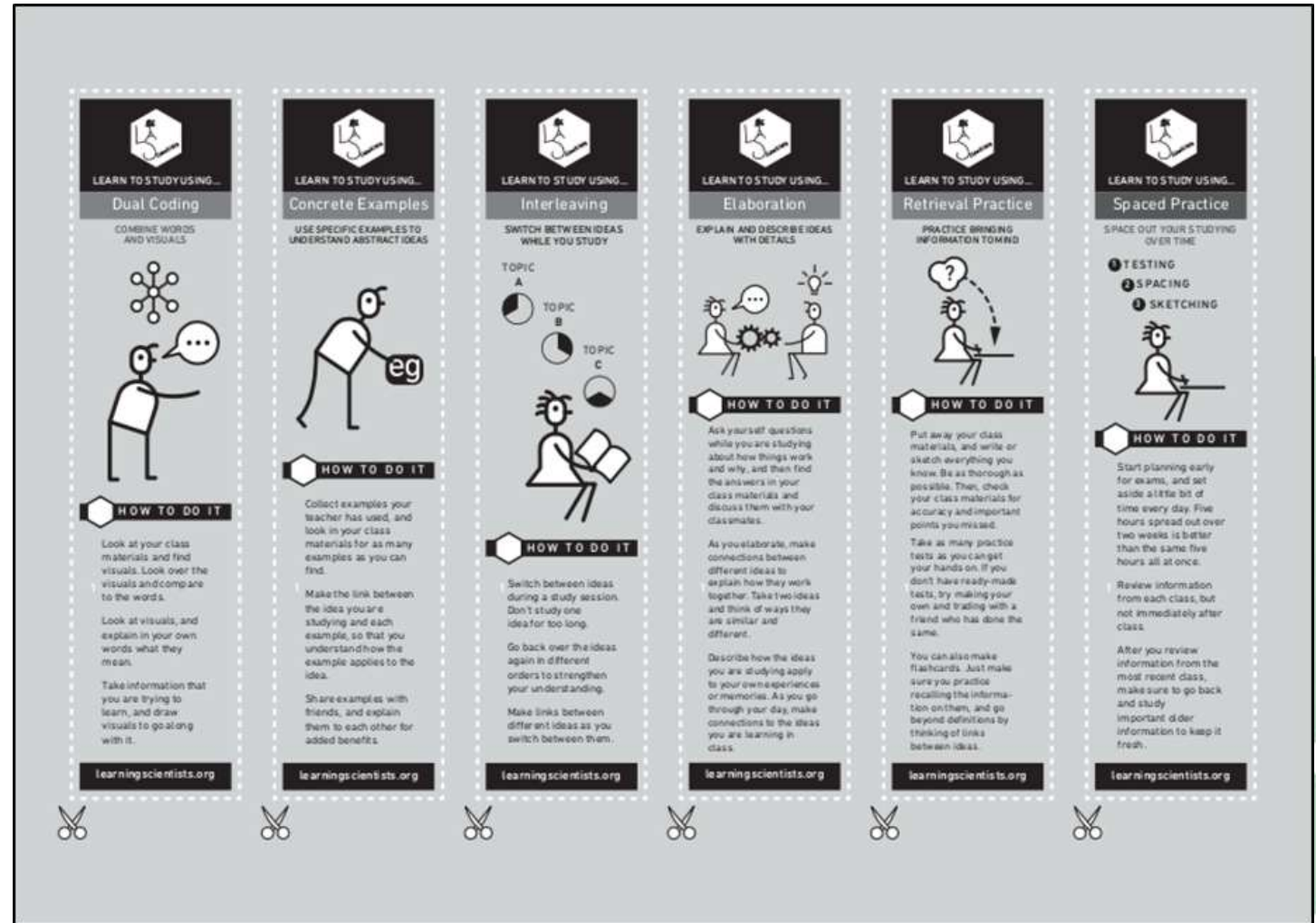


How to Support Studies at Home

Exercise Books – Knowledge is Power page 1

Dual Coding*
Concrete Examples
Interleaving
Elaboration
Retrieval Practice*
Spaced Practice

* studied last year



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Exercise Books – Knowledge is Power page 2

Dual Coding*
Concrete Examples
Interleaving
Elaboration
Retrieval Practice*
Spaced Practice

* studied last year

LEARN TO STUDY USING... Spaced Practice SPACE OUT YOUR STUDYING OVER TIME	LEARN TO STUDY USING... Retrieval Practice PRACTICE BRINGING INFORMATION TO MIND	LEARN TO STUDY USING... Elaboration EXPLAIN AND DESCRIBE IDEAS WITH DETAILS	LEARN TO STUDY USING... Interleaving SWITCH BETWEEN IDEAS WHILE YOU STUDY	LEARN TO STUDY USING... Concrete Examples USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS	LEARN TO STUDY USING... Dual Coding COMBINE WORDS AND VISUALS
 1 TESTING 2 SPACING 3 SKETCHING					
TRY IT NOW Think of a topic you read about a few chapters back. What were the main ideas?	TRY IT NOW Close your book, and write down as much as you can from memory.	TRY IT NOW Close the book and think about how what you just read connects to something you already know.	TRY IT NOW OK, you've read enough about this topic. Why don't you try to answer some questions about a different topic for a bit?	TRY IT NOW Look around you: Can you find an example related to the idea you were just reading about?	TRY IT NOW Now that you have read a bit, close the book and draw a visual that incorporates the main ideas.
learning-scientists.org	learning-scientists.org	learning-scientists.org	learning-scientists.org	learning-scientists.org	learning-scientists.org

Some Examples of Activities



- Look at your class materials and find visuals. Look over the visuals and compare to the words.
- Look at the visuals and explain in your own words what they mean.
- Draw visuals to go along with information.

Some Examples of Activities



All activities are designed to be simple to do, but really increase challenge and knowledge!

- Look at your class materials and find visuals. Look over the visuals and compare to the words.
- Look at the visuals and explain in your own words what they mean.
- Draw visuals to go along with information.

Parent Support at Home



All activities are designed to be simple to do, but really increase challenge and knowledge!

The evidence is clear:

- **Parent interest and engagement in home study is far more significant than direct subject specific support.**
- **These strategies work!**
- **They increase knowledge retention and reduce cognitive load.**



Developing Dare Values, Growth Mindset and Character

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DARE values, mindset and character programme aim

To educate the school community
about growth mindset and to
promote the development of DARE
values and characteristics including
resilience.



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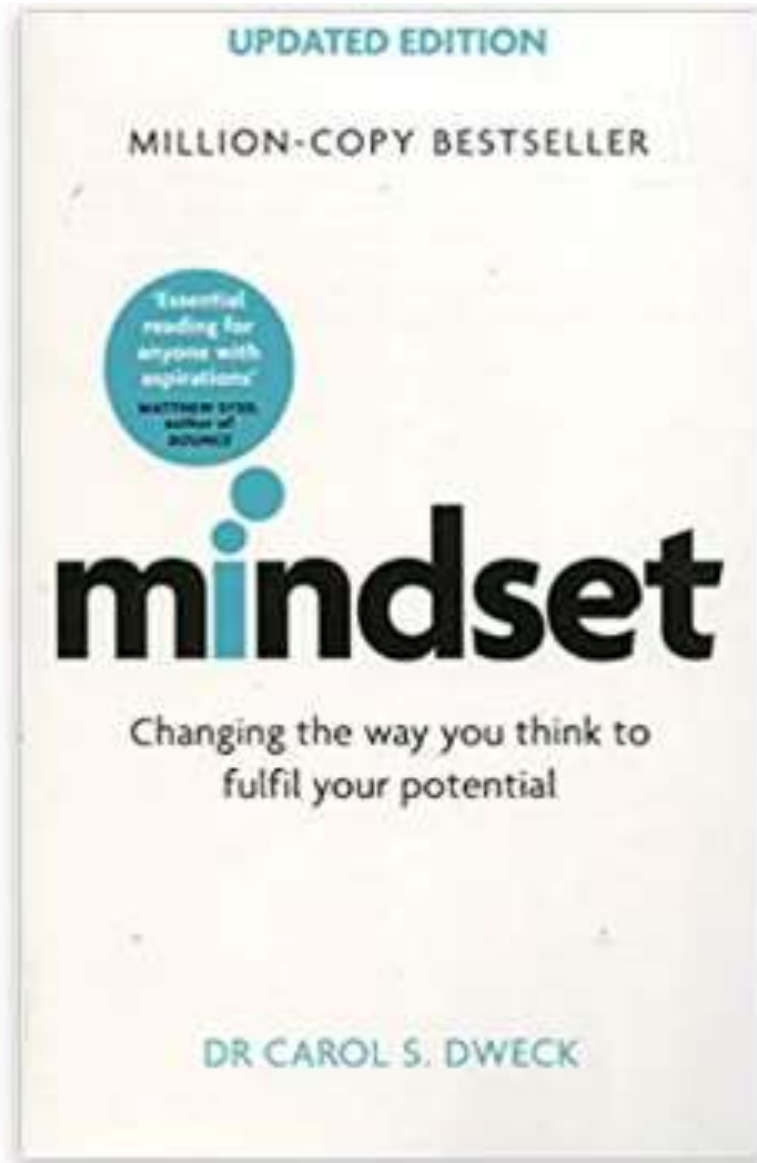
6 week form tutor programme to be
delivered in extended tutor period
on Wednesday mornings starting
11/9/19



What is a growth mindset?

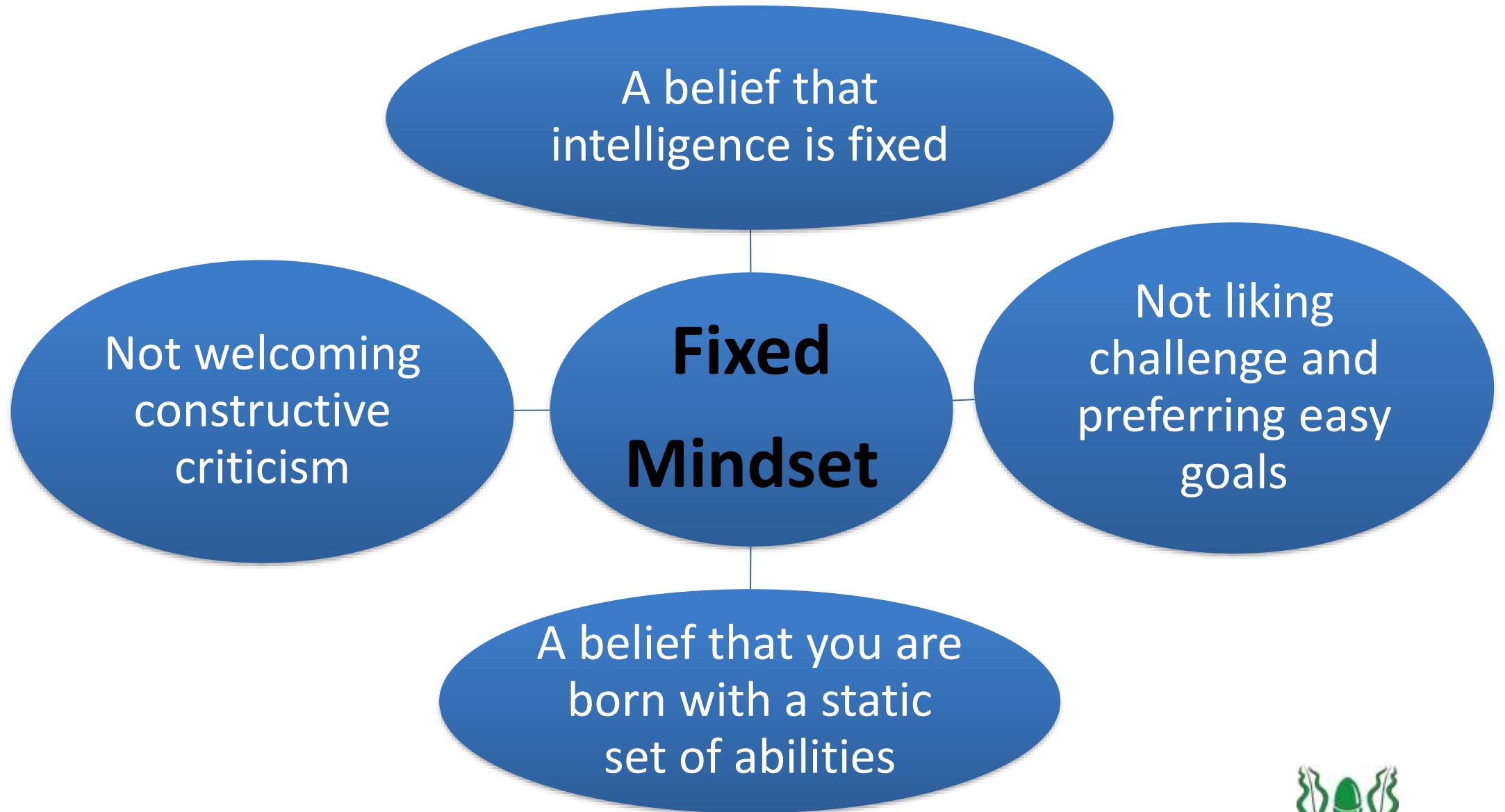


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**What can we do to
encourage students to
develop a growth
mindset and resilience
at home and at
school?**



Helping children develop a growth mindset

- Praise the effort not the outcome
- Encourage deliberate, purposeful practise and targeted effort
- Encourage high challenge tasks to grow those brain cells!
- Discuss errors and mistakes and help children see them as opportunities to learn and improve
- Encourage discussion about mindset
- Teach children to talk back to their 'fixed mindset' with a 'growth mindset' internal voice



Carol Dweck 'Mindset' (2017)

Angela Duckworth 'Grit' (2017)

Matthew Syed 'You are awesome' (2018)

Matthew Syed 'Bounce' (2011)

Walter Mischel 'The Marshmallow Test' (2015)

Hymer and Gershan 'Growth Mindset Pocketbook' (2014)

<http://educationbookcast.libsyn.com/1-mindset-by-carol-dweck>

<https://player.fm/series/education-bookcast/18-bounce-by-matthew-syed>



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Post-16 options

- 1 to 1 careers interview
- Career plans
- CV workshops
- 1 to 1 meeting with a member of SLT to discuss post 16 plan
- Post 16 open evening is **20th November 2019**
- Academic review day **14th November 2019**



Y11 Assessment & Reporting

October Half Term	Update of Predicted Grade Application (OIGC) Homework (OIGC)	Visible on DPR website – reminder will be sent
November	Academic Review Day	
December	Y11 Pre-Public Exams (mocks)	Results in early January Certificate of PPE results
January	Formal update of Key Objectives in the DPR Resit PPE Parent/Teacher Evening	Visible on DPR website – reminder will be sent
February Half Term	Application (OIGC) Homework (OIGC)	Visible on DPR website – reminder will be sent
March	Update of Predicted Grade	Visible on DPR website – reminder will be sent
April	Formal update of Key Objectives in the DPR	
May	Written exams start	

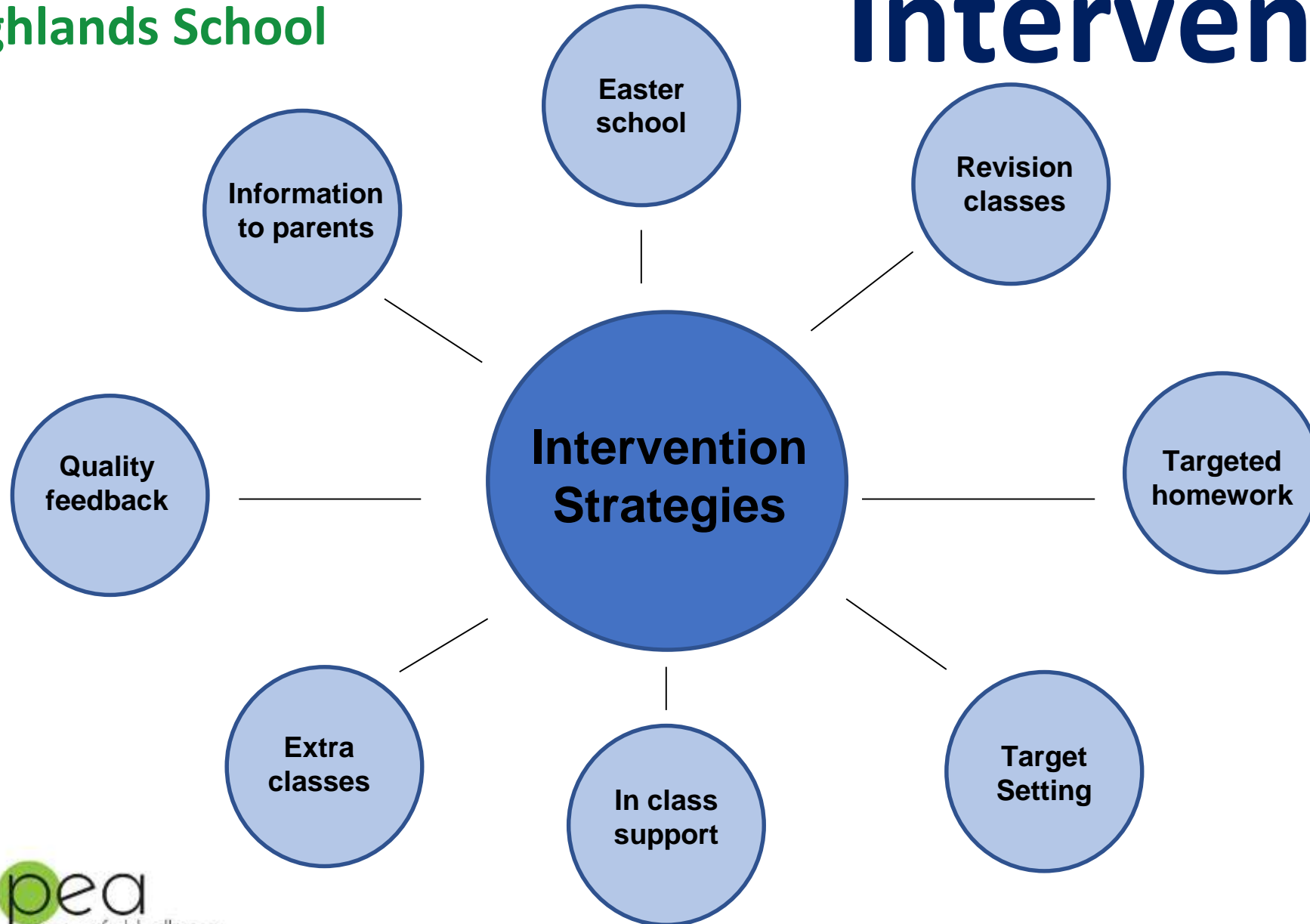


Y11 Interventions

- Intervention sessions will be set up to ensure they make the required progress.
- The early intervention programme will start in **Oct 2019** focussing on English, maths and science.
- Attendance to interventions will be compulsory.
- Academic Review Day – **14th November**.
- Full programme of interventions for other subjects will begin **Jan 2020**.



Interventions





Highlands School

Parent/Carer Information Event

Thank you for attending

#2020DoTheWork



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