

# Induction Event 2024



WOODCHURCH HIGH SCHOOL

A Church of England Academy





THE CHURCH  
OF ENGLAND  
Diocese of Chester

Mr Canham, Headteacher

Welcome



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Mrs Burton, Assistant Headteacher

Christian Ethos

# What makes our school different?

Jesus said:

*“Let your light so shine before others, that they may see your good works and glorify your Father in heaven” Matthew 5:16*



*The school vision drives its strategic direction and positively impacts on the daily lives of students and staff to ensure they thrive.*



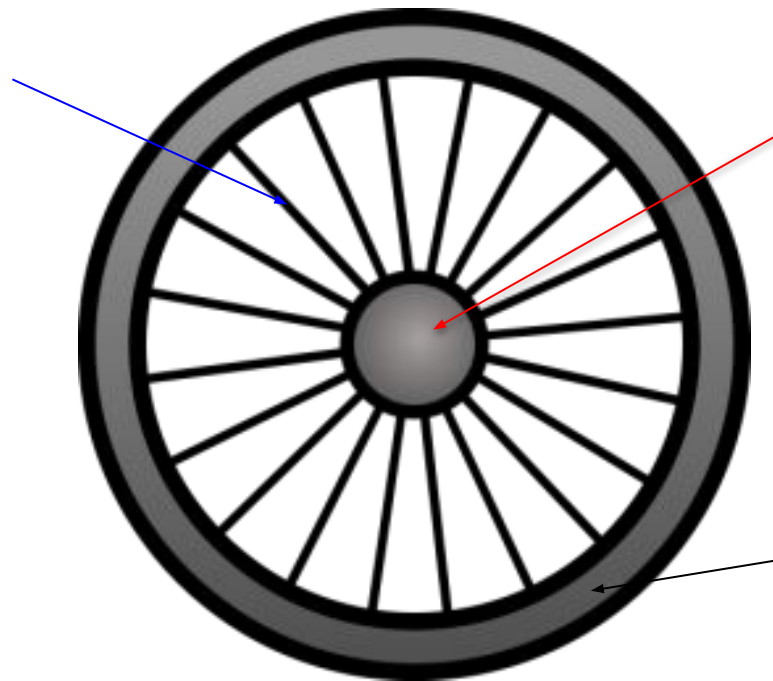
Jesus said: *“Let your light so shine before others, that they may see your good works and glorify your Father in heaven”* Matthew 5:16

**Spokes -**

School Values,  
The Good works

*We can all  
choose to show  
through our  
thoughts, words  
and actions*

- Justice
- Endurance
- Service
- Wisdom
- Forgiveness
- Compassion
- Hope
- Thankfulness
- Integrity
- Humility
- Trust



**Hub -**

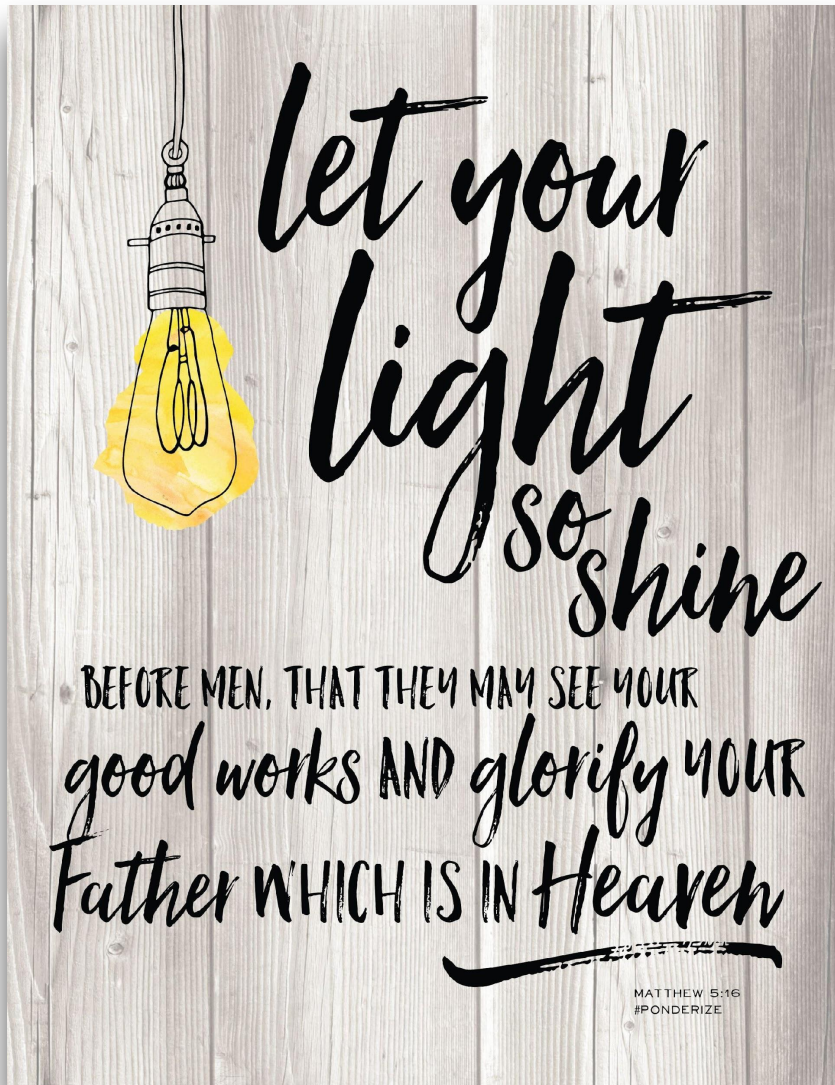
School Vision  
Matthew 5:16

*What holds us together  
as one*

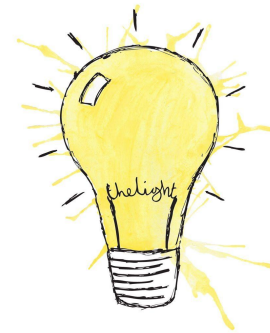
**Tyre -**

School Culture

*How the values  
play out in practice*



How are our vision and values shared in school?



- During Assemblies
- Form time collective worship
- By the example of our community
- Built into our lessons
- Charity work
- Through rewards and leadership programmes

# Our vision and values provide us with a means to:

- Ensure everyone feels included
- Offers strong pastoral support
- Provide opportunities for reflection
- Encourage strong relationships
- Promote justice, truth and compassion for all people
- Celebrate the diversity within the school family

*The well-being of students is at the heart of the school purpose. Staff build strong and nurturing relationships so the pupils can flourish in an inclusive culture.*



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Miss Coombs, Pupil Progress Leader

Vision

- 
- A scenic landscape at sunset. The sun is low on the horizon, casting a warm glow over a valley with rolling hills and mountains in the distance. The sky is filled with soft, wispy clouds. The foreground shows a rocky path or streambed.
- **Make a good first impression**
  - **Respect each other and the school environment**
  - **Work as a team**
  - **Follow the school rules and expectations**
  - **Live out our values**
  - **Be equipped and ready to learn**
  - **Make the most of the opportunities you are given**
  - **Always complete your learning homework tasks**

*‘The more we let our lights shine, the more love and light we see in the world around us’*

“Let your light so shine before others, that they may see your good works, and glorify your Father which is in heaven.”





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# The Attendance Team

## Attendance

# Meet the Team



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**Mr P Smith –**  
Attendance Improvement Lead



**Mrs L Jones –**  
Deputy Attendance Improvement Lead



**Miss L Malam –**  
Attendance Officer

Form tutors / Pupil Progress Leaders / All staff  
Whole school responsibility

# The Importance of Attendance



Regular school attendance, which is defined as attending every day that the school is open, leads to **better outcomes**.

Attending school also improves the **life chances** of a child, by giving them opportunities to **develop socially, morally and spiritually**.

Regular Attendance = secured learning opportunities	100%	Rewards & recognition	SLT/Pastoral/Attendance Lead
Regular Attendance = secured learning opportunities	97 - 99.9%	Rewards & recognition	SLT/Pastoral/Attendance Lead



# Staged Approach to Attendance



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Impact on learning	Percentage	Action	Staff
Regular Attendance = secured learning opportunities	<b>100%</b>	Rewards – TBC through student voice	SLT/Pastoral/Attendance Lead
Regular Attendance = secured learning opportunities	<b>97 - 99.9%</b>	Rewards – TBC through student voice	SLT/Pastoral/Attendance Lead
95% - 9 days absence = 45 lessons missed	<b>95 – 96.9%</b>	Form tutor to intervene, speak to the student and contact home if appropriate. All interventions logged on Bromcom	Form tutor/ Attendance Lead
94% - 11 days absence = 55 lessons missed	<b>93 – 94.9%</b>	Form tutor to liaise with APPL APPL to monitor and make contact with parent. All interventions logged on Bromcom	Form tutor/APPL/Attendance Lead
93% - 13 days absence = 65 lessons missed 92% - 15 days absence = 75 lessons missed 91% - 17 days absence = 85 lessons missed DfE states at this point, 1 grade is dropped	<b>90 – 92.9%</b>	Weekly monitoring Supportive meeting offer to remove barriers APPL/PPL Remind students and parents about the need to stay above 90% to avoid being in persistently absent category. Meet with the pupil. All interventions logged on Bromcom	APPL/PPL/Attendance Lead
90% - 19 days absence = 95 lessons missed 85% - 29 days absence = 145 lessons missed 80% - 38 days absence = 190 lessons missed DfE states at this point, 2 grades are dropped	<b>Below 90%</b>	Individual attendance action plan Weekly monitoring Invited in for panel meeting – PS/EJ & JK May result in a penalty notice request Staff updated in weekly briefing regarding key students Locality Attendance Officer input All interventions logged on Bromcom	PPL / Attendance Lead & Deputy / SLT / LAO

Most improved throughout an academic year will be rewarded for their efforts



# Case study for Woodchurch High

- The table below shows two students from the class of 22/23, who started with the same Key Stage 2 score from their primary school.
- **Student A** has a very poor attendance of **79%**, which is **40** absent days.  
**Student B** has a good attendance of **97%**, which is only **6** absent days.

Student A – 79% ATTENDANCE		Student B – 97% ATTENDANCE	
Subject	Grade	Subject	Grade
English Lan	3	English Lan	6
English Lit	3	English Lit	6
Art	2	Art	7
Geography	3	Geography	7
History	4	History	6
Maths	2	Maths	7
Science	3-2	Science	7-6

# Help and Support



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- For both pupils and parents/carers
- Look to remove barriers
- Put action plans in place to problem solve
- Set realistic goals
- Open communication and regular reviews
- Regular meetings between Attendance and PPL/APPL teams to ensure we are looking at different interventions and strategies

Incentive and reward program now in place

# Current Attendance Rewards



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## 5 FOR 5!

### A CHANCE TO WIN EVERY WEEK

To get yourself into the draw:  
Be in EVERYDAY that week  
Be in ON TIME EVERYDAY that week

Resets every week

Two students per year group will receive 'Front of the Queue'  
Pass for one week (Handed out each Monday)

## FORM COMPETITION

### WHICH FORM WILL WIN?

The form in each year group with the best attendance  
from 3rd June 2024 - 12th July 2024 will win a  
special reward afternoon.

The winning forms will be invited to a reward afternoon with drinks,  
snacks and a film

# Working in Partnership

We want to build positive relationships with our parents/carers to enable us to work in partnership to support our children in reaching their full potential and let their light shine.

Contact us at: [attendance@woodchurchhigh.com](mailto:attendance@woodchurchhigh.com)

or on: 0151 677 5257



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# Mr Smith, Assistant Headteacher

## Uniform and Expectations

# Uniform Purchase

Our school uniform supplier - Design and Stitch Schoolwear - will be in the school sports centre on Tuesday 21 July 2020, between 10am - 3.00pm for all your uniform purchases.

Appropriate social distancing measures will be in place throughout the day.

If you cannot make this date, please remember Design and Stitch's shop is open every day and online purchases can also be made:

Uniform Purchase  
Design & Stitch Schoolwear  
Tarran Way South  
Moreton  
CH46 4TP

Tel: 0151 665 0088

[www.wirralsschooluniforms.co.uk](http://www.wirralsschooluniforms.co.uk)

Parents are reminded some other retailers do not supply the correct school uniform for Woodchurch High School, as specified in our uniform policy.

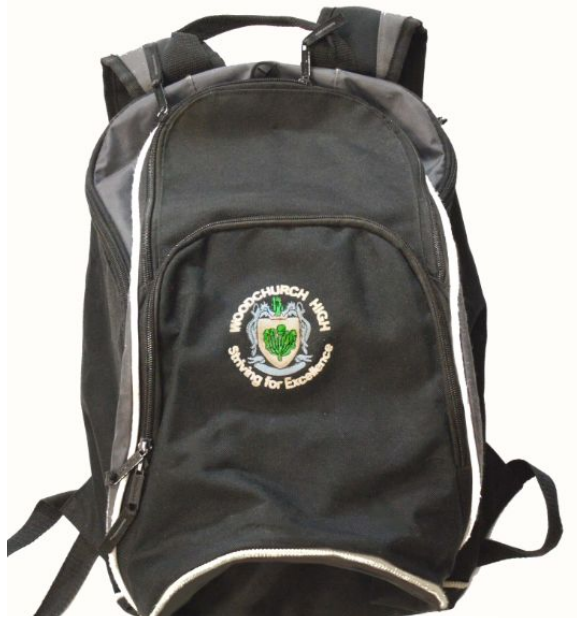
[Summer Learning Packs](#)

# School Uniform











## Boys' PE (indoor)



# Boys' PE (outdoor)





# Girls' PE



# Girls' PE



Acceptable footwear







Unacceptable footwear







Hair and piercings

Mobile telephones/smart watches

Corridor Conduct

Drinks

# Behaviour Curriculum

A vehicle to allow us to teach our pupils the behaviours that we want to see in school and in the local community

**Taught in every area of school every day**



# Our Behaviour Curriculum

To make the most of your gifts and talents

Be Ready	Be Respectful	Be Safe
<ol style="list-style-type: none"><li>1. We arrive at school on time, every time.</li><li>2. We get to lessons on time.</li><li>3. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.</li><li>4. We make sure we have the right equipment for the day.</li><li>5. We take part fully in lessons and show endurance.</li></ol>	<ol style="list-style-type: none"><li>1. We always listen when an adult is talking.</li><li>2. We always listen to pupils in our class giving ideas and feedback.</li><li>3. We are polite and show good manners to everyone.</li><li>4. We respect differences and know we are all equal.</li><li>5. We look after our equipment and share it.</li><li>6. We look after our environment and never drop litter.</li><li>7. We respect the law and the rules of school and society.</li></ol>	<ol style="list-style-type: none"><li>1. We follow instructions -first time, every time.</li><li>2. We do not tolerate bullying of any kind.</li><li>3. We walk sensibly around our school.</li><li>4. We line up sensibly.</li><li>5. We know who to go to for help and support.</li><li>6. We stay safe online and outside school.</li><li>7. We use equipment safely.</li></ol>



*let your light shine before others, that they may see your good deeds and glorify your Father in heaven.* Matthew 5:16





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Ms Griffiths, Deputy Headteacher

Learning Expectations



*Studies have shown that there is a positive link between independent study and achievement.*

*Research shows that early engagement with independent study is predictive of later attainment.*

*Pupils with involved families achieve higher grades, have better attendance and bigger long-term aspirations.*

(DfE)

# Commitment to Learning

	<b>Lesson Engagement</b>	<b>Homework</b>	<b>Independent Home Study (beyond homework)</b>	<b>Progress</b>
<b>1</b>	<b>This pupil is highly committed to achieving well</b>			
	Actively engaged in lessons, adhering to STAR, SHAPE and Successful Learning Criteria	Completed to a high standard	Is undertaken	Pupil is at least on track to achieve target grade
<b>2</b>	<b>This pupil is committed to achieving well</b>			
	Engaged in lessons, adhering to STAR, SHAPE and Successful Learning Criteria	Completed to a fair standard	Is sometimes undertaken	Pupil is on track to achieve target grade
<b>3</b>	<b>This pupil's commitment to achieving well is inconsistent</b>			
	Inconsistent engagement in lessons with an inconsistent response to STAR, SHAPE and Successful Learning Criteria	Homework completion/standard is inconsistent	Inconsistent or not undertaken	Improved commitment required to achieve target grade
<b>4</b>	<b>This pupil is not committed to achieving well</b>			
	Not engaged/is passive in lessons with little/no adherence to STAR, SHAPE and Successful Learning Criteria	Frequently not completed	Not undertaken	Significant improvement required to achieve target grade



- Clear on the destination
- Knowledge of the route
- Control of the journey
- Access to a toolkit



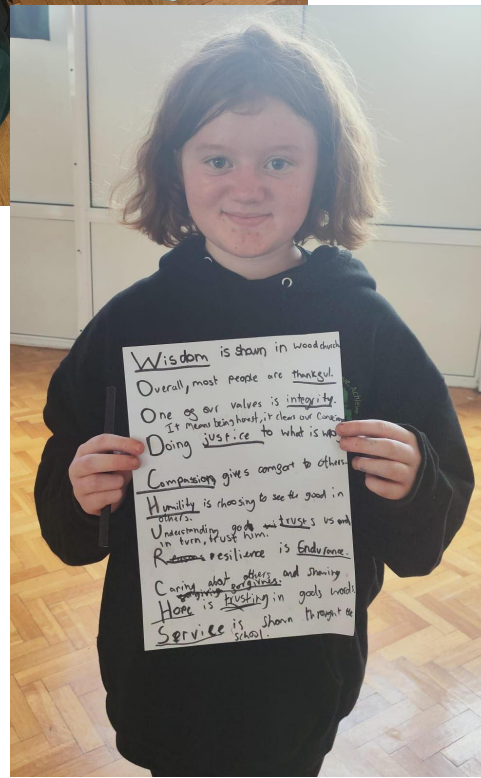
# Our Commitment to Learning Ambassadors



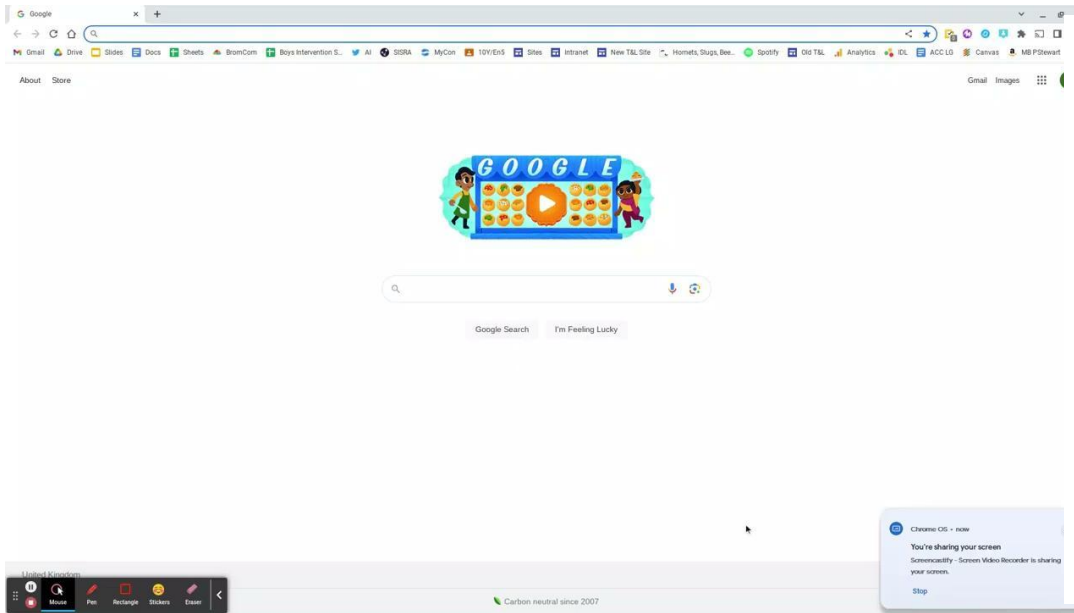






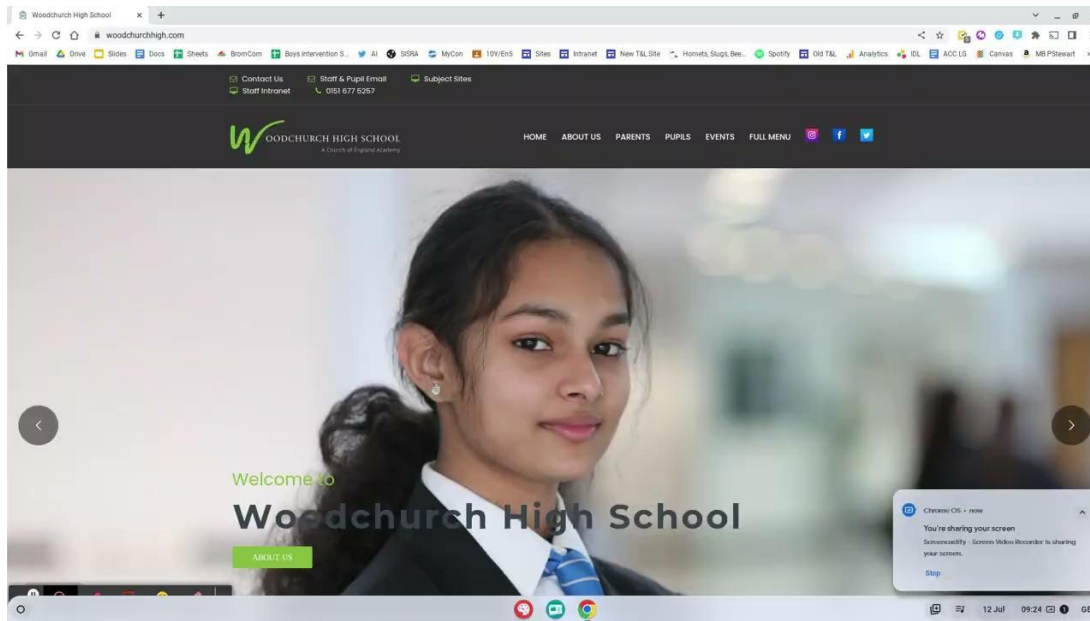


# Learning Homework



- Learning *not* doing
- Emphasis on remembering
- Recorded by pupils in planners
- Set by teachers on [Google Classroom](#)
- Supports pupils to manage learning/deadlines
- Parents can monitor and support

# Subject Sites



- The most important knowledge pupils need to learn and remember as the progress through school.
- Accessible from any device - laptop, tablet or mobile phone.
- Complementing the curriculum, as planned and taught by *our* staff so pupils feel familiar and confident.



# The WHS Big 4

- The biggest influencer in academic success
- WITH *Look, Cover, Write/Say, Check*

**INDEPENDENT LEARNING TECHNIQUES**  
1. Concept Maps

**KEY**

1. Identify the main idea or topic of the text.
2. Identify the supporting ideas or details that relate to the main idea.
3. Organize the supporting ideas into a logical structure that shows their relationship to the main idea.
4. Review and refine the concept map to ensure it is clear, concise, and accurate.

**EXAMPLES**

**A good example for English Literature**

**A good example for Science**

**Exchange rate**

**KEY**

**INDEPENDENT LEARNING TECHNIQUES**  
2. Flashcards

**KEY**

1. Write the question or topic on one side of the card.
2. Write the answer or definition on the other side of the card.
3. Review the cards regularly, especially before a test or exam.
4. Add new cards as you learn new information.

**EXAMPLES**

**A good example for English Literature**

**A good example for Science**

**KEY**

**INDEPENDENT LEARNING TECHNIQUES**  
3. Mnemonics

**KEY**

1. Identify the key information or concepts that you need to remember.
2. Create a mnemonic device that uses the first letters of the key information to form a memorable phrase or sentence.
3. Practice the mnemonic device regularly to reinforce your memory.
4. Review the mnemonic device periodically to ensure you have not forgotten the information.

**EXAMPLES**

**A good example for English Literature**

**A good example for Math**

**Mnemonic Notes**

**KEY**

**INDEPENDENT LEARNING TECHNIQUES**  
4. Condensed notes

**KEY**

1. Identify the main idea or topic of the text.
2. Identify the supporting ideas or details that relate to the main idea.
3. Organize the supporting ideas into a logical structure that shows their relationship to the main idea.
4. Review and refine the condensed notes to ensure they are clear, concise, and accurate.

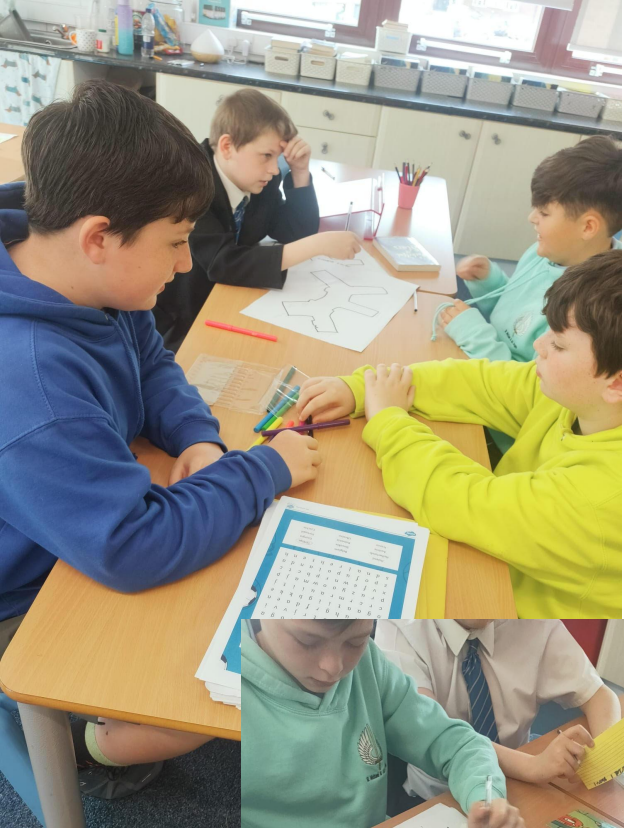
**EXAMPLES**

**A good example for English Literature**

**A good example for Science**

**Condensed Notes**

**KEY**



Wisdom is shown in Woodchurch  
Overall, most people are thankful.  
One of our values is integrity.  
It means being honest, it clears our conscience.  
Doing justice to what is wrong.  
Compassion gives comfort to others.  
Humility is choosing to see the good in others.  
Understanding gods trusts us and in turn, trust him.  
~~Resilience~~ resilience is Endurance.  
Caring <sup>about others</sup> ~~and~~ <sup>and showing</sup> ~~giving~~ <sup>giving</sup> forgiveness.  
Hope is trusting in gods words.  
Service is shown through out the school.





Earth wire  
protecting the wiring and for safety.  
Only carries current if there is a fault.

Static charge  
- Insulating materials can become charged when rubbing plates with another.  
- electrons are transferred from one to another.

direct current  
flows in one direction.

alternating current  
refers to current that continuously changes direction, the voltage and current flow through positive and negative. This will happen at some defined frequency.

The frequency of mains electricity in the UK is 50Hz.

solid  
- regular arrangement - no space  
- vibrate in fixed positions - strong forces

gas  
- irregular arrangement - lots of space  
- range of speeds - random directions - weak forces

isotopes  
an atom may have the same number of protons but different number of neutrons.

Mains electricity



National Grid  
a system of cables and transformers that connect power stations and consumers.

power station  $\xrightarrow{\text{step-up transformer}}$  pylons  $\xrightarrow{\text{step-down transformer}}$  consumers

step-up transformer - increases potential difference, decreases current, reduces heat loss, increases efficiency.

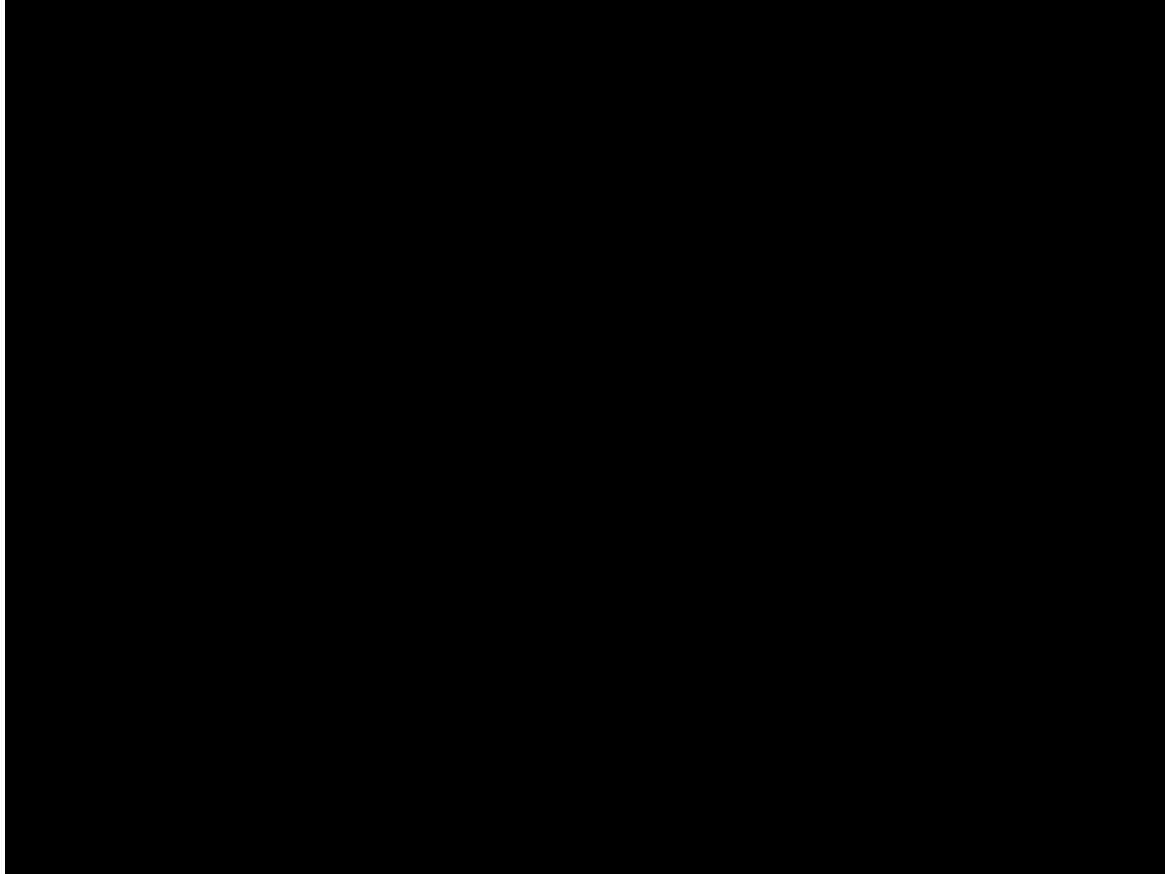
step-down transformer - decreases potential difference, more suitable for consumers.

live wire  
provides alternating potential difference from the mains supply.

neutral wire  
completes the circuit, current flows through the live and neutral wire.

A Year 10 Pupil

# Summer Learning Pack





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Miss Tynan, SENCO

Supporting Pupils with SEND

# Meet the Inclusion Team



Miss F Tynan  
SENCO



Mr G Simpson  
SEND Social Inclusion Officer



Mrs C Goaten  
SEND Teaching and Learning Lead



Mr D Roberts  
SEND Support

Miss D Murphy  
Assistant SEND Teaching and Learning Leader

Mrs S Goddard  
Additional Needs Parent/Carer Liaison Lead

Mrs B Fitzgerald / Mrs J Woods  
Additional Needs Administrative Officer



# Teaching Assistants

35 members of staff across:

Level 1

Level 2

Level 3

SEND PE Enrichment coordinator

The team are attached to faculty areas to utilise their skill set, qualifications and experiences, which enhance the learning experience for the children.





# What your child can expect being part of our Woodchurch community?



- Welcome and Care
- Values and Inclusivity
- Communication
- Working in partnership to secure the best educational and social outcomes for children in our care





# Woodchurch High School believes that...

- Thorough and careful planning ensures a smooth transition from Primary School for all our pupils.
- Pupils with SEND are identified and records detailing specific needs are attached to their transfer documents.
- All pupils 'progress is regularly monitored by a number of strategies designed to ensure all pupils reach their maximum potential.
- The parents of children with SEND are invited in to discuss their child's progress and strategies for the future.
- Should we have any further questions we are quick to action.



# SEND Induction 2024



- Some children have had additional visits to Woodchurch, as well as some of their parents/carers
- Discussions with primary school teachers
- Further discussions with SENCO and senior staff at primary schools
- Pupil Profiles completed outlining barriers to learning and non negotiable support





# Induction Days

- To ensure pupils feel ready and prepared
- To meet key members of staff and become familiar with the school building
- To build friendships with a wide range of pupils from a variety of primary schools
- To plan provision to enable pupils to make a positive start



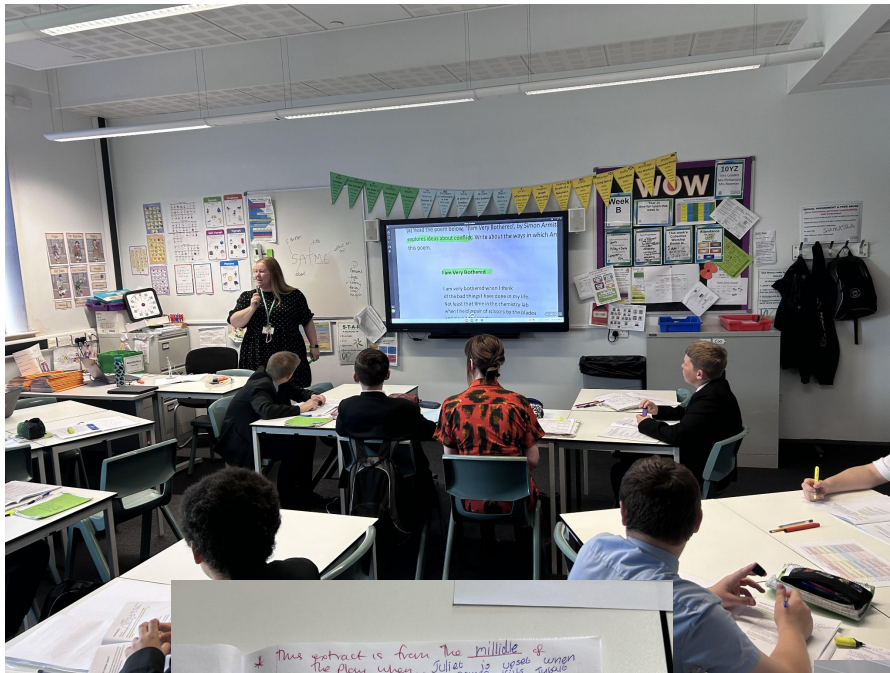


# Our Values in action

- Ensure **everyone** feels included in all aspects of school life
- Offer a strong **pastoral support** for staff and pupils
- Provide opportunities for **reflection**
- Encourage strong personal **relationships**
- Promote our **Christian Values** within the life of the school
- Celebrate the **diversity** of our school family







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\* This extract is from the middle of the play when Juliet says this to Romeo. Juliet believes men cannot be trusted. There are no trust, no faith, no honesty in men.

5/5

look at how Juliet speaks and reveals about her state of mind at this point in the play

(15 marks)

5/5

facts: <sup>trust</sup> <sup>faith</sup> <sup>honesty</sup>

Juliet says "did Romeo shed thy blood?" This shows that she has done and she is in disbelief.

believe: <sup>believe</sup> <sup>believe</sup> <sup>believe</sup>

In the text she says "no faith no honesty in men" this shows that men can't be trusted.

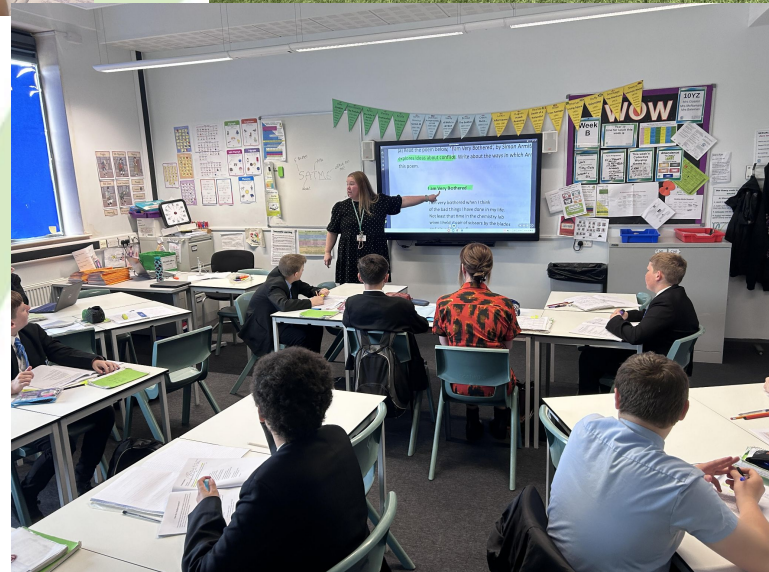
quote x3

quote

quote

quote

Juliet thinks that







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Mr Cartledge, Assistant Headteacher

Curriculum Evenings

- How your child learns
- The importance of the subject in curriculum
- How subjects and teaching methods have changed
- Assessment procedures
- Practical examples and workshops
- How to help your child at home and homework expectations
- Revision techniques
- How to access and use to the Subject Sites

Thursday 12th September 2024 - English,  
Maths, Science and MFL

Thursday 26th September 2024-  
Humanities, ECAD, PE and Performing  
Arts

Tuesday 15th October 2024 - Year 7 Form  
Tutor Evening

