



Leigh Academy

# BLACKHEATH

Welcome to our Parents' and Carers' Forum



Time	Programme
<b>4.30</b>  <b>10 mins</b>	<b>Welcome</b> Introductions Purpose of the forum
<b>4.40</b>  <b>15 mins</b>	How to ensure successful transition, including Online Safety
<b>4.55</b>  <b>15 mins</b>	Middle Years Programme (MYP)
<b>5.10</b>  <b>10 mins</b>	<b>Q&amp;A</b>

# LAB Parents' Forum

## Aims:

- To enhance links between home and school, giving parents and carers a better understanding of their child's education.
- To meet in a mutually supportive environment.
- To seek the views of parents and develop stronger partnerships.
- To assist the school leadership by commenting on new initiatives, drawing attention to areas of development and contributing to solutions.

## Protocol:

- Everyone should remain respectful at all times towards each other
- Discussions should be kept general and not specific to individual children/parents/teachers/non-teaching staff or Governors
- Other people's ideas should be valued.

The transition from primary to secondary school is exciting for children and marks a **new phase in their lives.**

Children recognise it as part of growing up and are aware that their lives are about to change in an important way. Like any change, it can also **bring uncertainty.**

Most children will manage the transition to secondary school successfully. However, there may be ups and downs. It's easy for children to slip from feeling happy and confident one minute, to feeling nervous or anxious and back again as they find their feet.

As a parent or carer there is much you can do to help your child through the transition period with **careful and sensitive preparation.**



## Transition at LAB

- Transition SITE
- Primary school visits
- SEN Meet and greet
- Parent Forum
- Headstart Day
- Summer School

"Children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition. This included help with getting to know their way around the school, procedures to help pupils adapt, visits to schools, induction and taster days, and booklets."

*The report was published in 2008 by Department for*

*Children, Schools and Families, now the Department for*

*Education (DfE)*

## **Discussion questions:**

Why is transition difficult for some children and young people?

What does successful transition look like?

What can parents and carers do to support children and young people through transition?

## What does successful transition look like?

How can you tell whether your child is settling in well at secondary school?

Research shows that the signs of a successful transition are as follows:

- developing new friendships and maintaining good self-esteem and confidence;
- showing an increasing interest in school and school work;
- getting used to their new routines and school
- organisation with ease;
- experiencing continuity in learning.

## Helping your child through transition

We have summarised four ways to support your child through their transition.

They are:

1. encouraging them to explore their feelings
2. helping them connect to their school by taking part in clubs
3. building friendships and relationships
4. empowering them by building their confidence and independence.

## Personal Development curriculum

*Module 1 Year 7:*

- Transition and safety , including first aid Managing and expressing emotions
- Managing the challenges of moving to a new school
- Establishing and managing friendships
- Improving study skills



## Exploring

Mark the end of your child's primary school experience - saying proper goodbyes and talking about favourite memories from primary school .

Talk openly, explore any worries and/or possible misunderstandings about starting a new school.

Discuss with your child what they are looking forward to, and whether they are worried about anything. Share your own experiences.

Find out what your child's primary school has been doing to support the transition with year 6's.

## Connecting

~~Engage with the Transition website to watch videos of key members of staff, for example their Head of College and Deputy Head of College.~~

Attend Meet the Tutor event in September to find out who your child's tutor is, as they will be the first point of contact in most cases.

You will also find out who the Student Service Managers (SSMs) are for your child's college.

Help your child plan out their journey to school and practice the journey.

## Building friendships and relationships

- Discuss with your child important elements of meeting new people and starting conversations.
- Encourage them to join extracurricular activities - we offer over 30 clubs at LAB!
- If possible, plan activities over the summer holidays which allow them to meet up with other students.

## Who to contact?

- Your child's tutor in regard to friendship issues.

## Personal Development Curriculum: *Module 3*

- Challenging prejudice, stereotypes and discrimination
- Signs and effects of all types of bullying.
- How to respond and stand up to any bullying.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>AM</b> (8:00 - 8:30 am)	Year 10 Fitness Suite GCSE Spanish Vocabulary Revision	Year 10 Fitness Suite - Mr Tebbutt  Music Practice - Practice Rooms		Year 10 Fitness Suite - Mr Tebbutt  Music Practice - Practice Rooms	Year 10 Fitness Suite - Mr Tebbutt
<b>Lunch 1</b> (12:20 - 1:00 pm)	Lunch Bunch (Year 7 and 10)				
<b>Lunch 2</b> (1:20 - 2:00 pm)	Lunch Bunch - (Year 8 and 9) Girls into Coding & Digital Tech				
<b>PM</b>	Cricket Club (3:05 - 4:30pm) - Chinese Club - Newspaper Club - Board Games Club - Creative Writing Club -	Volleyball Club GCSE Netball Club - Matilda Rehearsals & Tech Crew Club Rock/Pop Band Club - KS3 Art Club Debate Society - Coding Club - STEAM club Spanish Club Year 9 Art Enrichment Year 10 Art Intervention	Homework Club - by invite only  Orchestra Club (2:00 - 3:00pm)	Athletics Club (3:05 - 4:15pm) - Matilda Rehearsals & Tech Crew Club (3:05 - 4:30pm) - D Sewing Club Identity Club Eco/Gardening Club Year 10 Art Intervention -	Sports Club Vocal Group Pride Youth Network  Chess Club

## Empowering your child

- Empower and support them to take steps towards independence however big or small, as well as taking on small responsibilities in the home to build up their confidence and independence in preparation for this new and exciting phase of their life.
- Secondary school is a fresh start and a new chapter. (new setting, new teachers etc!)
- Give your child lots of praise where you can and notice the things that they are doing well.
- Providing stability and security is what you do best, and this gives children the confidence to explore and test their new environment and seek out new experiences. It means that transition can be an exciting and positive experience and that if there are any wobbles on the way, they can come to you for reassurance and help.

Remember, too, that you don't have to have all the answers and that you don't have to do this on your own. Your school is there to help and between you, school staff and your child you have all the skills and resources you need to help your child make a successful transition.



## Physical

- Eat a healthy diet
- Relaxation techniques
- Time away from technology
- Regular exercise

## Social

- Join our range of extra-curricular activities

## Practical

- Organise your day - pack school bag, lay out uniform the night before and check timetables on Bromcom
- Set some goals for each module

## Emotional

- Develop friendships that are supportive
- Be kind to yourself
- Write three good things you did every day
- Talk to a friend about how you are coping



Respect

Integrity

Ambition

Scholarship

Resilience

These are our academy's values.

We expect our students to seek to embody these at all times, in part because we know that good character leads to a virtuous and happy life...

Every school has rules. Ours are simple and few in number...

Turn off your phone and put it away before entering the academy site.

Enter each classroom on time and in silence, and begin reading for at least 5 minutes.

Track the speaker.

Raise your hand if you wish to speak.

Respond to a demerit respectfully.

What is the recommended age for the following apps?





What is the recommended age for the following apps?



13



16



13



13



13



17+

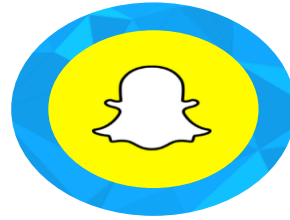


18+

# Keeping LAB safe online : *Respect*

**Snapchat holds information about the following:**

- What you search for
- who you interact with
- Chat history
- friends list
- friend requests sent
- deleted friends
- numbers of stories viewed
- content interests
- subscriptions
- locations



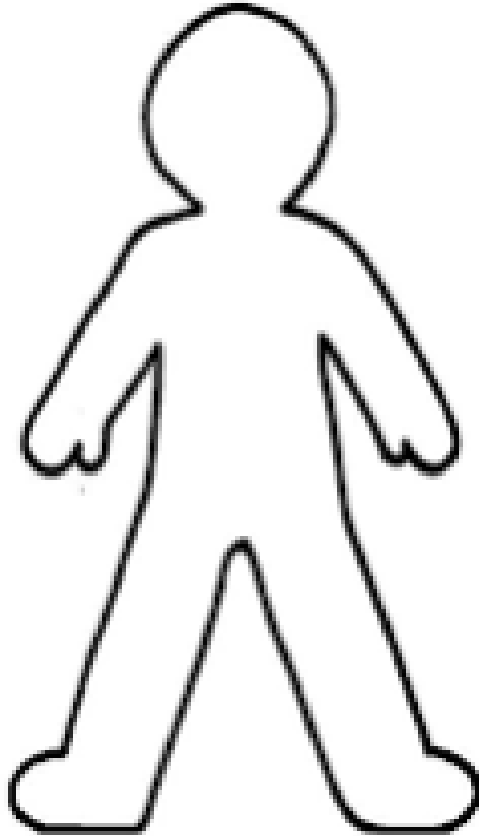
# Keeping LAB safe online : *Respect*

We all have access to: National Online Safety



# International Baccalaureate Middle Years Programme





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**What would you like the final product to be?**

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If you were interviewing for a role, what do you consider important in the candidates?



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# What is the IBMYP?

Here at LAB, we study the Middle Years Programme (MYP), an IB educational framework through which we deliver our curriculum.

The International Baccalaureate (IB) was founded in Geneva, Switzerland in 1968, by those who had come of age during the second world war, and is fairly unique in that it places strong emphasis on the following:

Broad conceptual understanding (study of concepts, rather than

topics)

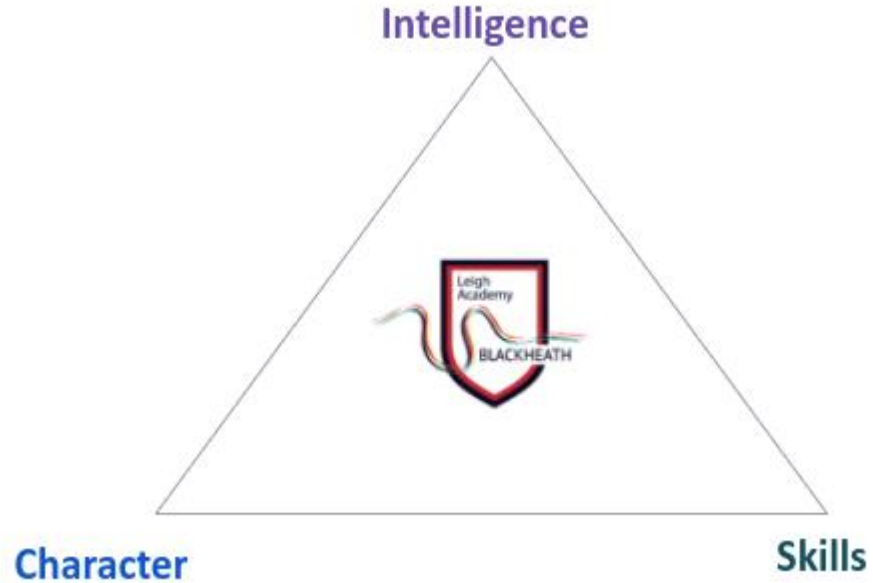
Character

Service to one's community.



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# What does it look like at LAB?







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# IB Learner Profile

The IB learner profile is a set of responsibilities that go beyond academic success and are designed to help learners become good citizens of local, national and global communities...



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# ATLs

Much of our teaching is modelled on the MYP's Approaches to Learning, to help students become...

Effective communicators (i. Communication)

With strong social skills (ii. Collaboration);

**Capable of self-managing (iii. Organisation; iv. Affective; v. Reflective);**

**Researching independently (vi. Information literacy; vii. Media literacy);**

Thinking effectively (viii. Critical thinking; ix. Creative thinking; x. Transfer skills)

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Communication

Collaboration

Self- management

Independent  
learning

Critical thinking

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This is why we ask students to listen actively (by tracking in lesson) and to write and speak using an academic register; why we expect students to wish teachers ‘good morning’ and thank them at the end of their lessons; why we expect students to bring appropriate equipment each day along with homework completed to a high standard; why we provide students with a chromebook and set additional study tasks on Google classroom and Google sites; why we ask students to consider links between and across subjects...

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# Global Contexts

- Every unit of work planned is linked to one of the IB global contexts
- The academy celebrates the range of languages spoken by our staff and students



# The MYP places a strong emphasis on conceptual understanding that spans time, place and culture...

The MYP is not a separate curriculum; we cover all that you would following the National Curriculum...

But the MYP's emphasis on **big ideas** encourages critical thinkers whose studies have relevance beyond a particular time and culture...

In another school, the KS3 framework for History might prompt an end-of-module assessment which asks:

'How did the Norman Conquest change England?'

The MYP focus of study for would be guided by an end-of-term assessment that asks:

'Can war and conquest lead to positive change?'

In another school, the KS3 framework for Biology might prompt an end-of-module assessment which asks:

'What are the differences between plant, animal and bacterial cells?'

The MYP focus of study for would be guided by an end-of-term assessment that asks:

'Can humans outlast bacteria?'



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# Assessment

- Every subject has 4 criterion
- Each has to be assessed at least twice a year
- The sum of the 4 criterion is then used to calculate a final MYP grade

More detail can be found, including what the grades mean, in the parent guide.



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# Community Projects & Service

Year 9 - Through LAB Learner lessons all students will participate in the Community Project.

Year 7 and 8 are encouraged to take part and action in events and initiatives that will improve their community.

