

Year 7

Information evening

Key members of staff

- **Yvette Grogan** – Senior Assistant Headteacher (Pastoral Care/SENCo/Lead DSL)
- **Sean Quinn** – Assistant Headteacher (E-learning Lead)
- **Emily French** – Wellbeing and Progress Lead
- **Natalie Bell** – Pastoral Manager and Deputy DSL
- **Julie Simms** – Assistant Pastoral Manager (Year 7)
- **Jessica Steatham** – Deputy Senco
- **Hannah Sutton** – Learning Support Assistant

Key CONTACTS

Yvette Grogan	<u>grogany@rugbyhighschool.co.uk</u>
Sean Quinn	<u>s.quinn@rugbyhighschool.co.uk</u>
Emily French	<u>e.french@rugbyhighschool.co.uk</u>
Natalie Bell	<u>n.bell@rugbyhighschool.co.uk</u>
Julie Simms	<u>j.simms@rugbyhighschool.co.uk</u>
Jessica Steatham	<u>J.Steatham@RugbyHighSchool.co.uk</u>
Hannah Sutton	<u>H.Sutton@rugbyhighschool.co.uk</u>

Year 7 Form Tutors

7R – Emily Brummit-Brown E.Brummitt-Brown@RugbyHighSchool.co.uk

7H – Loren Bliss l.bliss@rugbyhighschool.co.uk

7S – Mark Sexton m.sexton@rugbyhighschool.co.uk

7F – Kyla Williams k.williams@rugbyhighschool.co.uk

7G – Matt Moseley m.moseley@rugbyhighschool.co.uk

Pastoral Care and Safeguarding

- Rugby High School actively promotes 3 key qualities in all members of the school community; kindness, care and respect
- The welfare and happiness of all the students (and staff) is paramount and the pastoral team work very hard to achieve this
- Students cannot achieve in school and reach their potential without outstanding pastoral support
- The first port of call if you are worried about your child is to contact their form tutor **via email** as they see them every morning

Pastoral Support continued

- For more complex pastoral issues Mrs Simms or Ms Bell can help. They are non teaching staff and tend to be more available than those who teach.
- Miss French is also available for students to talk to but she is a member of the teaching staff
- Students can be given additional support, as required, by the Inclusion Team (BOOST)
- We have a school counsellor for 1 day a week; referrals are made by members of the pastoral team. These are normally 6 weekly sessions. We also have a mentoring scheme called Lifespace.
- RHS also works with other external agencies to ensure that the support for students is effective and personalised.

Contacting the school

Who to contact

- For any concern or to share any information about your child, email the **Form Tutor** in the first instance.
- In an emergency please call reception who will pass on any messages to students or relevant staff. Please do not ring the student directly or encourage students to contact you in the day on their mobile phones
- If you have a safeguarding concern email Mrs Grogan or Ms Bell
- Unfortunately we can only see parents that have booked appointments in advance and we would therefore ask you not to turn up to at reception asking to see a member of staff at any point in the day.
- We can offer face to face appointments or one via Teams.

Who to contact

- To book an appointment to see a member of the pastoral team email the RHS Admin Team rhsadmin@rugbyhighschool.co.uk
- To raise a query about a student's progress email **Miss French** (KS3 WPL)
- For any queries about SEN or a concern about a student with a SEN please email **the Inclusion Team** InclusionTeam@rugbyhighschool.co.uk

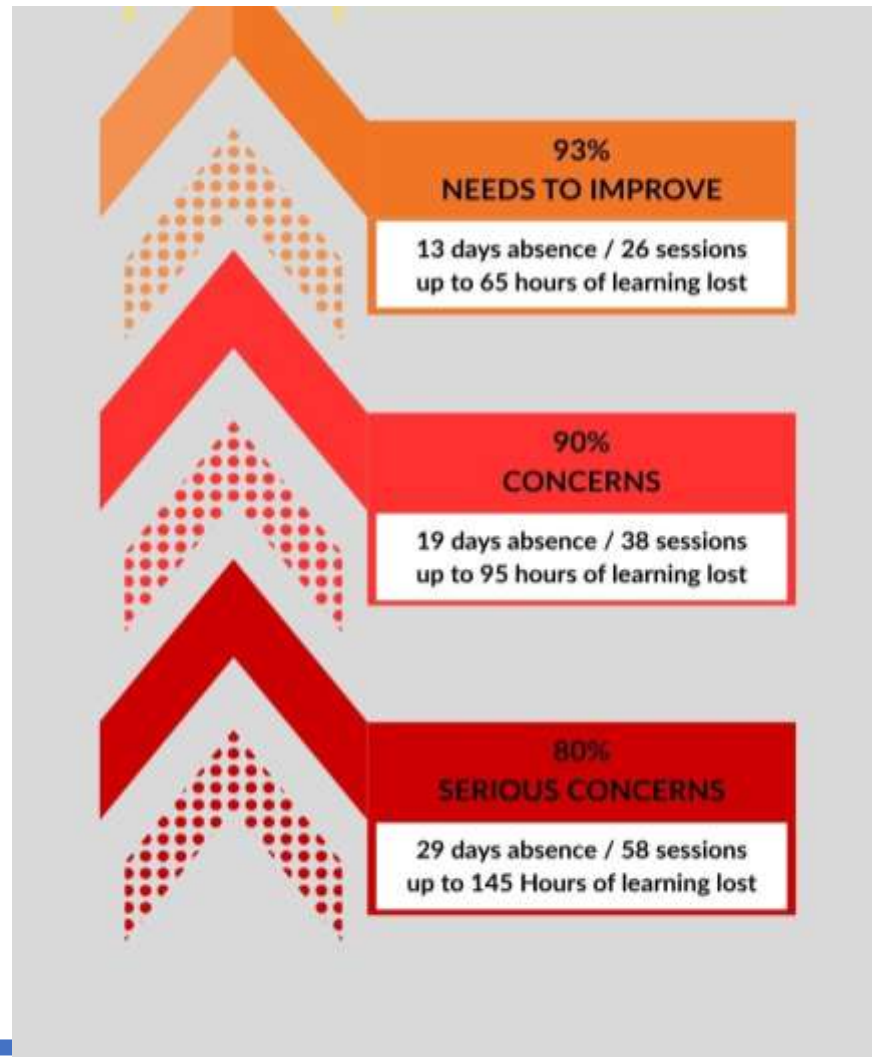
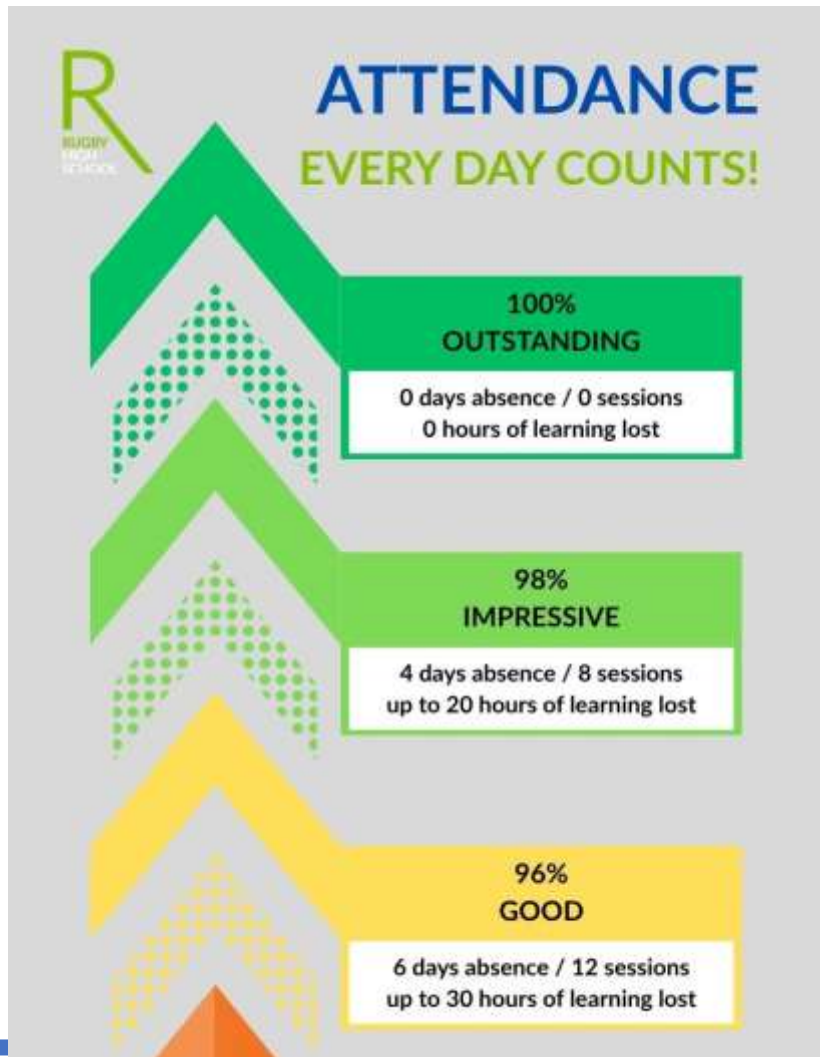
Email Protocol

- We aim to answer any emails within 48 hours in the working week
- Staff will read and respond to emails between 8.30am and 3.45pm Monday to Friday
- Any telephone messages will be responded to within 48 hours
- If we don't contact you, you can assume your child is making good progress and in our opinion feels happy and safe in school

Punctuality and attendance

- We monitor attendance and punctuality weekly
- You will receive a letter once a month
- Unfortunately Mr Grady can only authorise absence in term time for **exceptional circumstances**
- Please reinforce to your child that attendance in school is crucial if they are to achieve their potential
- Sometimes 'illness' can mask anxiety about coming to school which can lead to school avoidance if not addressed quickly. Please contact your child's form tutor if that is the case.

Attendance and Learning Lost



Curriculum progress maps

- These give information about the subject specific curriculum and how we measure progress at RHS
- <https://www.rugbyhighschool.co.uk/progresschecks>
- Search under the tab:
Learning at Rugby High School / Explaining your child's progress check

Curriculum Progress Maps

These booklets are designed to give parents and students an overview of students' progress through the curriculum; focussing on their knowledge and skills. You will find a one-page guide to each subject's curriculum for each term. Use the 'Click to read' buttons to enlarge each one to read or print.

Year 7 Curriculum



Parental Support – How can you help?

- **Organisation at home:**
- Timetable displayed
- Bag packed night before
- Space to work and store books/equipment
- PE kit packed night before
- Homework

Friendships

- Many students know very few of their peers when joining the school
- Friendships develop over time
- Friendships are very important to young people
- Support in home/school without getting too involved
- Resilience/relationships within the curriculum and embedded into school values
- Encourage your daughter to attend at least one RHS club

Mobile Phones

- Mobile phone use in school for all students in years 7-11 is banned.
 - All students must lock their phones in their locker at the start of the school day, and only collect them at the end of the day.
 - They cannot be used for accessing the curriculum in lessons, and nor will they be allowed during social times at break and lunch.
 - Student who have medical need or a registered SEND need that requires access to their phone, individual plans will be put in place to ensure access to phones when needed.
 - Students being found with a phone, will receive a restorative conversation and their phone will be handed into the reception for parents to collect
-
- Students must not contact parents on their mobile phones during the school day
 - Students must not go to sleep with their phones
 - Students should hand their phones in at least 1 hour before they go to bed
 - Students need to be 13 to have social media accounts

Arbor

Homework

Students will be set homework

- 30 minutes for English, Maths and Science
- 20 minutes per subject per week for all other subjects
- It should be no more than a total of 4 hours per week
 - Room 10 on a Tuesday lunchtime can be used for access to IT
 - Homework Club is on Tuesday and Thursday in Room 6

Key dates

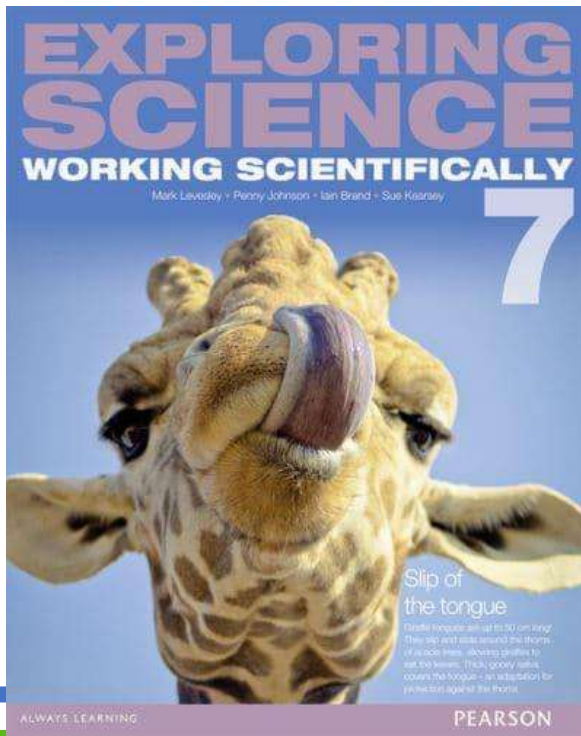
- Baseline GLA assessments – English, Maths and Science – headphones are required for these tomorrow
- Year 7 settling in evening (virtual) – 12th November 2026
- Autumn Progress check – 3rd November 2026
- Parent's evenings – 20th May and 25th May 2026 (virtual)

KS3 Science

Exploring Science

Mr Broadbent

s.broadbent@rugbyhighschool.co.uk



7Ab ORGANS

WHAT DO ORGANS DO?



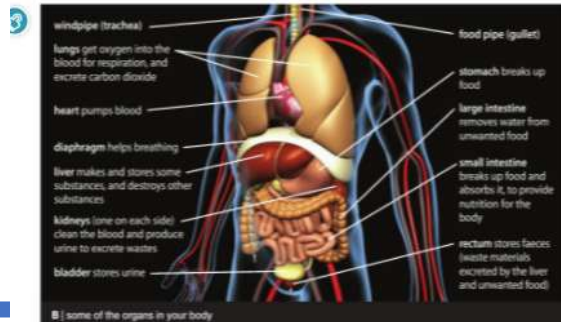
A | a scan of a mummy

In Ancient Egypt, the heart was thought to be the most important part of a person. When people were mummified, the organs in their bodies were removed but the heart was left in place. The stomach, intestines, lungs and liver were thought to be useful on the person's journey in the afterlife and these organs were stored in jars. They did not think the **brain** was important and so it was thrown away.

Human organs

The heart, stomach, intestines, lungs and liver are **organs**. Every organ has an important **function** (job). We now know that the brain is also an organ and has the very important function of controlling the body!

Your body's biggest organ is on the outside. It's your **skin**. Skin is used for protection and sensing things.



B | some of the organs in your body

- 1 Draw a table to show the functions of five different organs in your body.
- 2 Which organ gets bigger as it fills with air?
- 3 List the organs that help to get nutrition into the body.
- 4 List the organs that excrete waste materials.
- 5 List two organs that store solid or liquid wastes.

Plant organs

Photo D shows some of the main organs in plants.



D | the organs found in most plants

Plants make their own food using a process called **photosynthesis**. This process occurs in the leaves when there is light. Photosynthesis needs **carbon dioxide** from the air, and water. Some plants also have **storage organs**, which they use to store some of the food that they make. Potatoes and carrots are storage organs.

- 1 Which organ is the main organ of nutrition in a plant?
- 2 a) What process produces the food stored in plant storage organs?
b) Why won't a potato grow if the potato plant does not get much light?
- 3 Which human organ is most similar to a plant organ? Explain your reasoning.



C | We still preserve bodies today but not by mummification. This body has been preserved by treating it with plastic. He is carrying his own. Preserved bodies are used for scientific research, for displays and to train new doctors.



- 1 Identify and locate important plant and animal organs.
- 2 Describe the functions of important plant and animal organs.
- 3 Describe what happens in photosynthesis.

HOW TO USE THIS BOOK

71a ENERGY AND CHANGES



Each unit starts with a **Unit opener** page. This introduces some of the ideas you will learn about, by getting you to think about a real-life situation related to the content of the unit and what you already know about the topic.

You should be able to answer the question at the top of the page by the time you have finished the page.

Fact boxes contain fascinating facts for you to think about.

The **Key words** for the page are in bold. You can look up the meaning of these words in the **Glossary**, on pages 199–205.

71c FUELS



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Assessment

- Written home work tasks
- Active learn tasks
- 12 end of topic tests
- End of Year exam

If your school uses the online homework service ActiveLearn, you will be able to use this to support your study of the Student Book.

How to use ActiveLearn

The image displays three screenshots of the ActiveLearn interface, each with a callout box explaining a feature.

Top Left Screenshot: Shows a question with multiple choice options. A callout box points to a question mark icon, stating: "You can access hints to help you as you work through an activity by clicking on the ? icons. Hints provide additional information to guide you in your choice of answer."

Top Right Screenshot: Shows the same question after an attempt, with correct answers highlighted in green. A callout box points to a green checkmark icon, stating: "Once you have completed an attempt at the question, the correct answers are shown in green. You can click on the ? icons to reveal feedback about the answer choices you made."

Bottom Screenshot: Shows a question with multiple choice options. A callout box points to a red X icon, stating: "You can access learning aids by clicking on this icon."

Bottom Left Callout: Points to a red X icon, stating: "Further help is given in the form of the activity-level feedback. You are encouraged to read, or revisit, any learning aids or ActiveBook links provided with the activity."

Bottom Right Callout: Points to a red X icon, stating: "Incorrect choices are shown in red. You can click on the ? icon to reveal feedback about why the answer is incorrect. With each attempt at the question, more guidance is given to help you reach the correct answer."

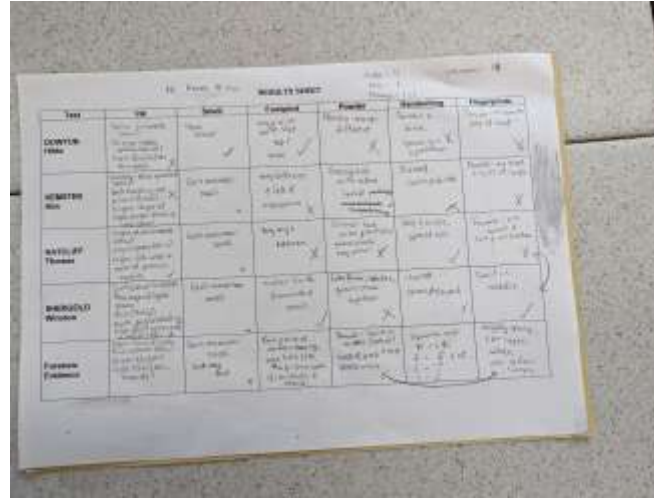
Parental Support

<https://www.rugbyhighschool.co.uk/attachments/download.asp?file=85&type=pdf>

CURRICULUM CONTENT (KS3) Year7 Science		
Autumn Term	Key Assessments	Extension Activities that parents can undertake to support learning.
• 7S Safety • 7A Cells, tissues, organs and systems • 7B Sexual reproduction in animals • 7E Mixtures and separation	• Baseline test during the 1st two weeks of term • Levelled topic tests every 2-3 weeks	• Attend the 'How to support your child in KS3 Science' session at RHS in September • Help revise key scientific terminology with your daughter in preparation for the end of topic tests

Extra Curricular

- Rocket Club
- Forensic Science Day
- Science Week Activity



Item	Use	Details	Comments	Remarks
CORN	For making cornmeal	1 cup	1 cup	1 cup
HONEY	For making honey	1 cup	1 cup	1 cup
WATER	For making water	1 cup	1 cup	1 cup
SUGAR	For making sugar	1 cup	1 cup	1 cup



KS3 English

Key Stage 3 Lead: Elizabeth Sidwell e.sidwell@rugbyhighschool.co.uk

Curriculum Leader: Katy Gregory k.gregory@rugbyhighschool.co.uk

- 4 lessons a week including a 20 min reading session (once a week)
- Taught in forms – not sets
- We are all subject specialists
- All scheme overviews are on the School web-site



Why is English so important?

*“Be
yourself-
everyone
else is
taken...”*

Oscar Wilde



What is the curriculum in Year Seven?



- Poetry of place
- Finding a voice – presentation of women. (Creative and narrative writing)
- Drama: Introduction to Shakespeare (extracts)
- Novel
- Modern Play text
- Spoken Language

Reading skills

The most important thing is to read as much as you can, like I did. It will give you an understanding of what makes good writing and it will enlarge your vocabulary.

J. K. Rowling



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SCHOOL

Studies have found that children who read for pleasure made more progress in maths, as well as vocabulary and spelling, between the ages of 10 and 16 than those who rarely read.

Sullivan, A. and Brown, M.

Where to find that book and to encourage age appropriate reading...

- Reading lists on FROG
- Literacy Page on FROG
- E –Library platform:
<https://rugbyhighschool.eplatform.co/>
- The Reading Room
- Book Boxes
- Book Buzz (free book for every student in Yr 7)
- Ask your English teacher





What is the purpose of assessment?

- To help students progress their English skills
- To develop their own critical approach to work
- To enable them to reflect on the learning process
- Assessment is one of the forms of “conversation” between student and teacher.

Celebration pieces!

Every half term



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Extra – Curricular Activities

- Creative writing club “Firefly”
- Writing magazine “Prsym”
- Year 7 ‘Glow Worms’ book group
- “Kindle” lower school book group
- Writing competitions
- Jessie Wright Evening
- Character fancy dress day
- Reading challenge
- National Poetry Day
- National Writing Day
- Drama clubs: “Uproar!”
- Jane Eggleston English Award

What do we expect from our students?

- Good organisation
 - Full participation
 - **An open mind**
 - **Resilience**
 - Responsibility
 - Independence
 - Enthusiasm
- curiosity



English as an Additional Language

- All language skills are celebrated
- Reading, Listening, Speaking and writing in English – practise is important
- Exposure to new texts
- Dealing with tricky vocabulary
- Cultural experiences
- Talk to us - we are here to help.

Studying Mathematics at Rugby High School

Mr Alonzi

a.Alonzi@rugbyhighschool.co.uk

Structure

- 5 lessons a week in KS3 4 in KS4.
- Nearly all classes have one teacher every year. All lessons are taught by subject specialists.
- Pupils are taught in mixed groups in years 7, 8 and 9. They are currently set in a way that will suit the cohort best from year 10-11.
- The focus of the 5 years is to create good, enthusiastic mathematicians who will do well in their GCSE exams.
- Some pupils currently get the opportunity to do an extra qualification in yr11 called Additional Mathematics.

Dr Frost Maths

- All pupil's will be given a log in.
- Dr Frost Maths has a number of functions.
 - It is used to set homework.
 - It contains videos and quizzes on topics that we cover.
 - In particular we have set up year 7 courses that mirror the topics we cover in lessons in the same order we cover them in school.

Interpreting the Topic Structure

- Linear equations can contain a considerable range of difficulties.

- 1. $3X+2=14$

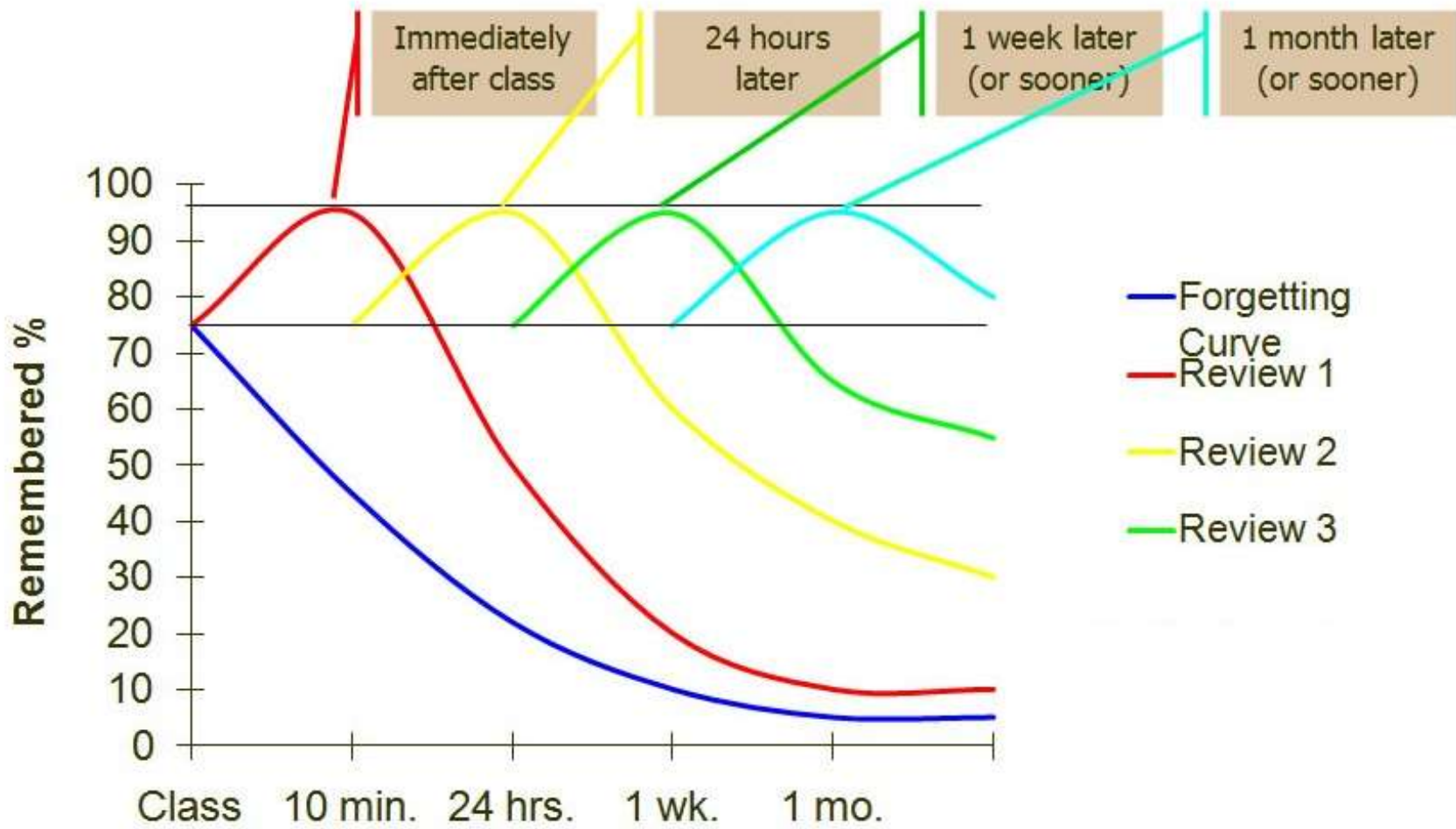
Is different to

- 2. $2(x+1) = 3x-1$

Is different to

- 3. $2(2x - 3)= x - 11$

- The powerpoints and Dr Frost Maths will give you an idea of the level of difficulty required as will an approximate link to how old levels link to RHS levels.



Don't Panic

- Managing expectations and maintaining confidence.
- How you can help.
- The Yr6 peak and trough.