



Working Together



- Excellence for All
- **Assessing Progress**
- Surviving Year 7



Excellence for All

Our School Culture



Challenging the ethos

“It’ll do!”

“Boys will be boys!”



Teachers at Carre's

- Encourage a passion for learning through excellent teaching.
- Provide work that challenges and inspires students.
- Celebrate excellent effort and achievement.



Hurricanes

Hurricanes are gigantic storms ranging from about 700km, which means lots of destruction to towns and cities. Hurricanes are caused when a hot air pocket travels over a warm ocean (25-30 degrees), which then causes rapid evaporation. A large amount of cumulonimbus clouds are spawned, which are then spun by the Coriolis effect (the earth spinning).

Hurricanes, Cyclones and Typhoons are the same raging storm that have different names depending on what part of the world the storm was in. Hurricanes are in the Caribbean and southern US, Typhoons take place in the West Pacific and Cyclones are in the Indian Ocean, Africa and Australia.

The impact that some hurricanes can have on coastal cities and towns can be very extreme. Strong winds can blow cars off the road and destroy buildings as well as rip trees from the ground. Storm surges, caused by wind, can also wreck houses and destroy a community with its own debris. Most people are killed by the storm surges and flash floods, as they cannot escape the horrific surge.

The Saffir-Simpson scale measures hurricanes. This scale ranges from a category 1 (weakest), to a raging category 5 (strongest). Winds in a category 5 can reach up to a whopping 160mph-the speed of an aircraft taking off.

To prepare for a hurricane you should bring in all outdoor furniture, board up all windows, fasten your roof, create a basic supplies kit and think of an emergency plan for your family. You should also listen to authorities as they will most likely evacuate you and listen out for any weather reports.

On August 29th 2005 Hurricane Katrina (one of the most extreme hurricanes) struck the Gulf of Mexico and Caribbean. Katrina was a raging category 5 with extremely powerful winds up to 175mph. It affected some 90,000 square miles of the USA and killed nearly 2000 residents with a further 34,000 people *(source from wikipedia)*

Tornadoes

A tornado is formed when hot and cold air meets with a large difference of temperature. The hot air rises rapidly and condenses quickly soon forming many cumulonimbus clouds. The wind then blows the mixture of clouds. A tornado is then formed in a spiral shape.

Tornadoes can form anywhere in the world but normally form in regions with flat, dry terrain. The most devastating tornadoes form in Tornado valley, a place in the US that includes Northern Texas, Oklahoma, Kansas and Nebraska.

The impact that tornadoes have on communities is devastating. They can push moving cars off roads, demolish mobile homes, tear roofs off houses, throw trains over and lift a whole house and carry it. However, their path of destruction is fairly narrow of approximately 50m wide.

The Fujita scale measures the strength of a tornado. This scale ranges from an F1 (weakest) to an F5 (strongest). Winds in a F5 can reach up to an amazing speed of 300mph-the speed of the fastest train on earth!

The main rules to survive a tornado is get in, get down and cover up. You should listen out for any TV or radio reports as well as a siren. If you have any internal rooms in your house you should go to them immediately to ensure that any debris doesn't hit you. During a tornado make sure that you are always on the ground floor of your house. Because tornadoes happen so fast there is very little authorities can do to help, but you should always listen to them if they have any advice.

999 one of the most extreme tornadoes struck Oklahoma. A set of 65 tornadoes were found in a 150 mile belt, which responsible for 45 deaths and a further 8000 buildings destroyed. This tornado was an F5 and was the first 'One Billion' tornado.

Extreme weather



Torrential rain/Flooding

Torrential rain is extremely heavy rain that can cause serious flooding and destruction to communities. One of the main causes of flooding is torrential rain. Torrential rain links closely with a monsoon. A monsoon is much like conventional rainfall, however evaporation causing many clouds resulting in heavy rainfall, however monsoons can last for a long period of time.

Heavy rainfall often occurs in low-lying areas close to streams and rivers. It can normally occur anywhere with the correct weather conditions however there are some countries that suffer from it the most. Australia is a very common place for torrential rain and flooding but monsoons usually form over the Indian Ocean meaning that Southern Asia also suffers from monsoons.

When a country is struck by torrential rain or flooding the aftermath can be tragic. Flash floods occur and rivers burst their banks, which causes lots of destruction to a community. Houses and buildings are destroyed leaving people homeless and homeless. Due to the amount of water on the ground, the sewage over flows and the water becomes contaminated meaning that it is not safe to drink. Electricity can also be cut off and people can drown in their own homes.

Torrential rain and flooding is measured by the amount of water left on the ground after it has stopped precipitating. A rain gauge is used to measure it, which uses rain as the unit of measurement. The world record held for the most amount of rain in one day was 1075mm-43 inches.

To prepare for torrential rain you should report existing flood banks, increase the amount of gonging, listen out for any flood warnings, shut all the windows in your house and put sandbags next to any doors. Listen to authorities, as they will most likely take a plan of action for the community.

In January 2011 one of the most extreme precipitation and flooding took place in Brisbane, Australia, which led to 22 deaths and a further 400000 were evacuated. 200000 people were affected by this flood, which costed billions of dollars to repair the damage.

Lightning

Lightning is a strong electrical current that can cause damage and can come in different forms. Lightning is formed when the hot ground heats the air above it, causing it to rise. As the warm air rises it cools down forming many clouds and as the air gets higher the water vapor begins to freeze and turns into ice. In the cloud, lots of small bits of ice crash together, (which is the cause of thunder) and this can produce an electrical current. Eventually, when the whole cloud fills with electrical charge, lightning is formed.

Lightning strikes mostly in places with warm, dry terrain however it can appear anywhere, except in some places it is more extreme. The USA is a very common place for lightning, with, on average, 70 lightning flashes per km2 within a year in New York alone. It is estimated that the Empire State building gets struck on average 25 times a year! Lightning is also very common in Central Africa, Dubai and Northern Australia.

Lightning is not normally threatening or destructive to a community, however in some occasions it can be. Lightning can strike planes, ships and buildings, as it strikes the object that is closest to it. It can cause wild fires and destruction to buildings or houses, which could lead to death. In an unfortunate occasion an electrical current can strike a person, meaning that their heart could stop beating.

The force of the electrical charge is what is used to measure lightning. It is measured using the unit of measurement called volts.

The main advice given to protect yourself from lightning is never hide under a tree as it could be the highest object, instead if you find yourself outside during a thunder storm get as low to the ground as you can, without laying down. If you are indoors you are generally safe, however you should turn off all electrical items until the storm is over. If you are in a car, you don't have to worry, as it is one of the safest places you can be when lightning strikes.

Technically there isn't a most extreme case of lightning, however there have been times in the past where a lot of people have die from lightning. For example, the most deaths from lightning in were in 1943 when 437 people were killed.





Carre's Grammar School

Year 9 First World War History Project



Johns Row, died 21/01/17 aged 21 years
Infantry in London Regiment. Lost at St Albans, France. Scarboro

William Arnold died 03/06/17 aged 19 years
Infantry in Royal Garrison Artillery. Lost at St Omer, France. Scarboro

Johns Rowland died 03/06/17 aged 21 years
Infantry in London Regiment. Lost at St Albans, France. Scarboro

David Baker died 06/12/16 aged 21 years
Royal Garrison Artillery. Lost at St Albans, France. Scarboro

Arthur Carter died 26/07/17 aged 21 years
Infantry in London Regiment. Lost at St Albans, France. Scarboro

John Shaw died 02/08/18 aged 21 years
Infantry in Royal Garrison Artillery. Lost at St Albans, France. Scarboro

Charles Butler died 04/11/17 aged 17 years
Lost at St Albans, France. Scarboro

Captain Cecil Peake, son of Henry and Alice Peake of Westholme, Scarborough. He joined the army in 1912 and was killed in action while commanding "Bande Roumiers 107" March 1915.

Captain Henry Peake, son of Henry and Alice Peake of Westholme, Scarborough. He joined the army in 1912 and was killed in action while commanding "Bande Roumiers 107" March 1915.

Ernest Peake, son of Henry and Alice Peake, Westholme of Scarborough. Injured in the Gallipoli, died 30th August 1915.

John W. Peake died 04/11/17 aged 17 years
Lost at St Albans, France. Scarboro

Henry A. Peake died 20/08/17 aged 21 years
Lost at St Albans, France. Scarboro

William Henry died 1/06/17 aged 21 years
Infantry in London Regiment. Lost at St Albans, France. Scarboro

William J. Johnson died 05/11/17 aged 21 years
Lost at St Albans, France. Scarboro

John Gurney died 01/10/18 aged 21 years
Lost at St Albans, France. Scarboro

William Johnson died 05/11/17 aged 21 years
Lost at St Albans, France. Scarboro

William Johnson died 05/11/17 aged 21 years
Lost at St Albans, France. Scarboro

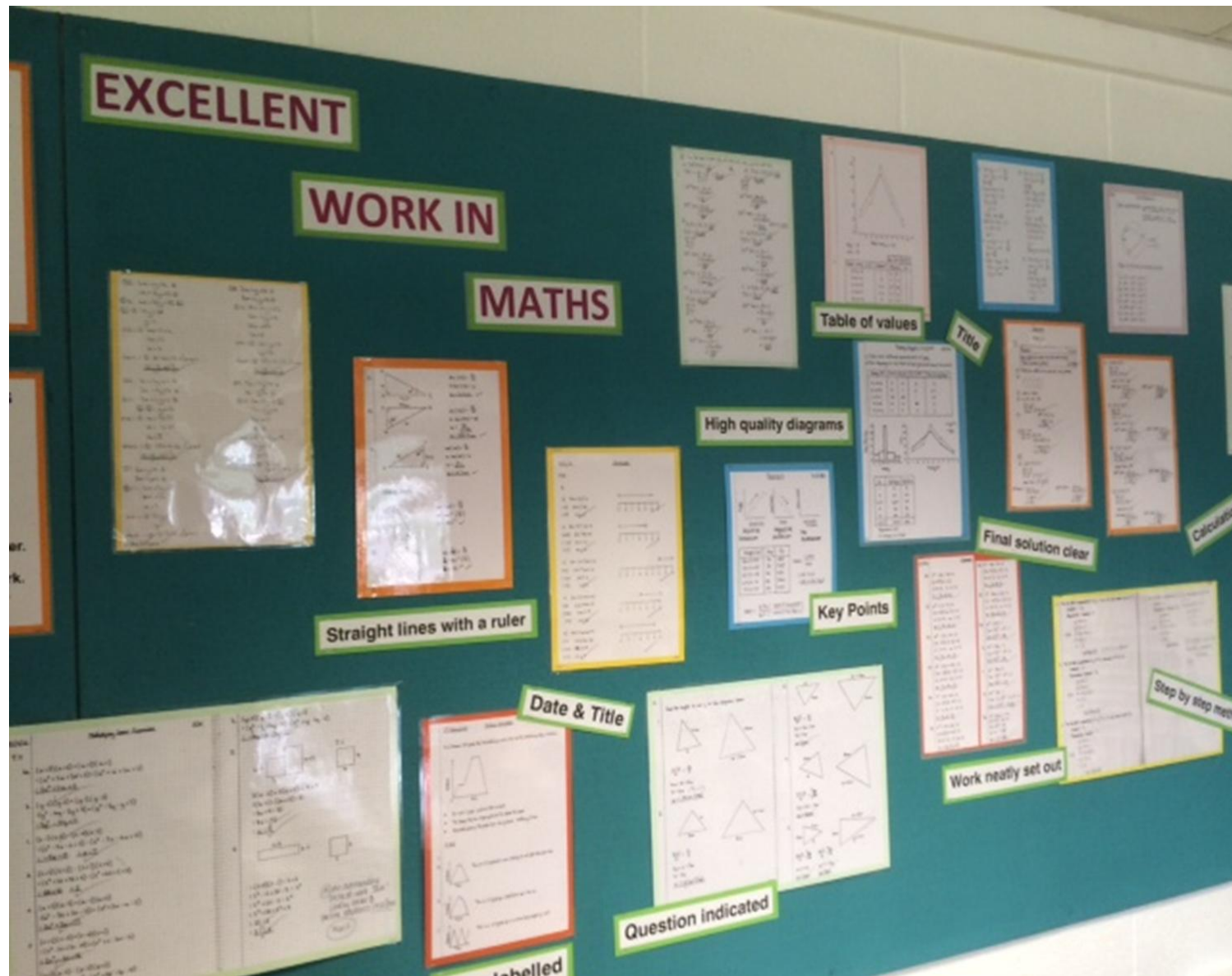
William Johnson died 05/11/17 aged 21 years
Lost at St Albans, France. Scarboro

William Johnson died 05/11/17 aged 21 years
Lost at St Albans, France. Scarboro



William Johnson died 05/11/17 aged 21 years
Lost at St Albans, France. Scarboro

William Johnson died 05/11/17 aged 21 years
Lost at St Albans, France. Scarboro







Students



We want students to do the very best that they can -
excellence for all



Aspiration and Motivation



The Goal



Resilience

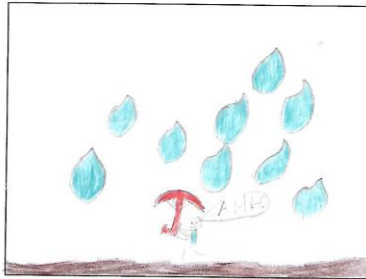


Striving for excellence





Work that isn't up to scratch

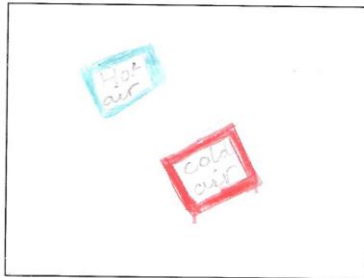


Convictional rainfall is when the cloud takes as much water vapour as it can and it then just come down really heavy like bowling balls

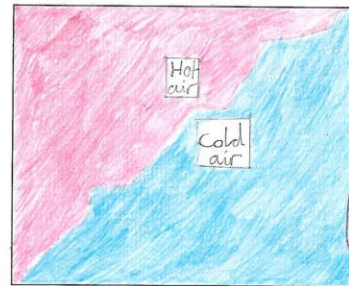
Different rainfall (B) (Conner - this is a really pleasing effort! You have shown a much greater amount of knowledge and understanding. Good!)



Convictional rainfall
Convictional rainfall is when all the clouds take in water vapour. When the cloud is full to the brim with water vapour, it overflows and rains and keeps raining because the cloud is full up of water vapour. Sometimes places are flooded because of all the convictional rainfall. So when somebody says about convictional rainfall you will be able to say oh yes I know about convictional rainfall. What not does it run here here?

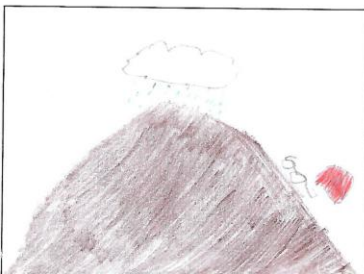


Front rainfall is when the cold air and the warm air and they can't mix so then it rains

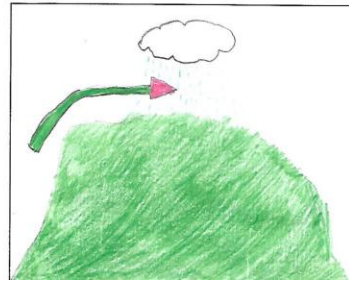


Frontal rainfall
Frontal rainfall is where hot air and cold air meet and they do not mix. The cold air rises to the warm air, but as I said they don't mix. Then when they eventually give up on trying to mix it rains. So if you ever here about frontal rainfall you will be able to say, I know about that

→ air rises and cools.



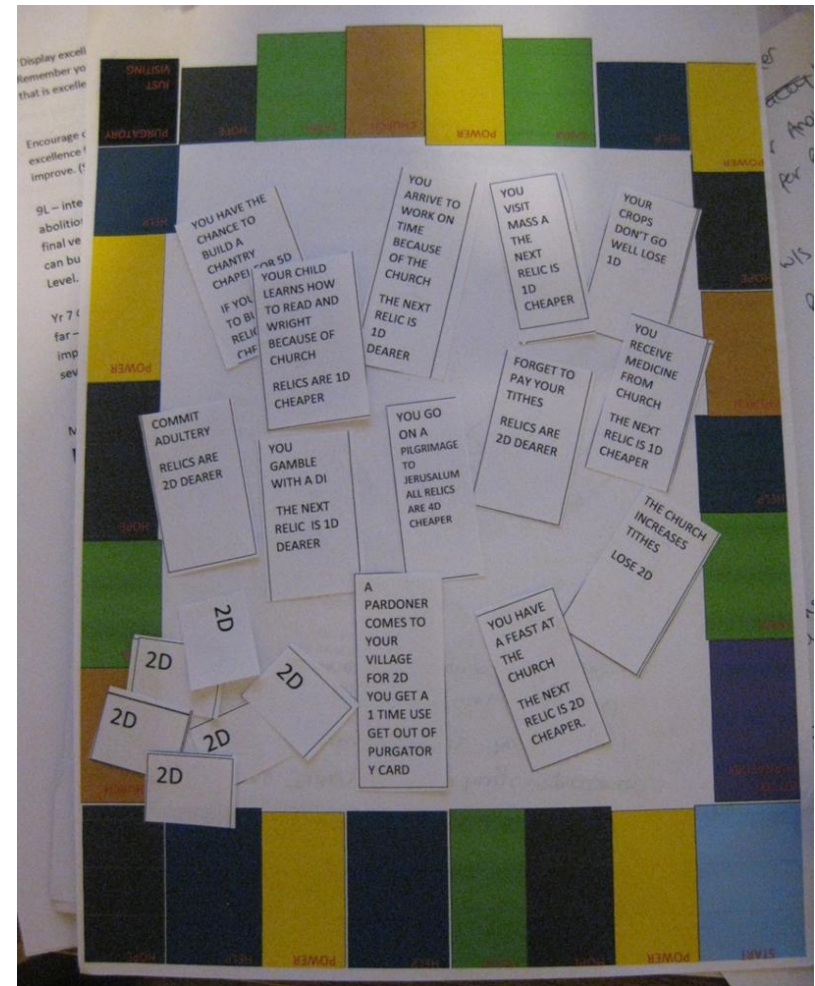
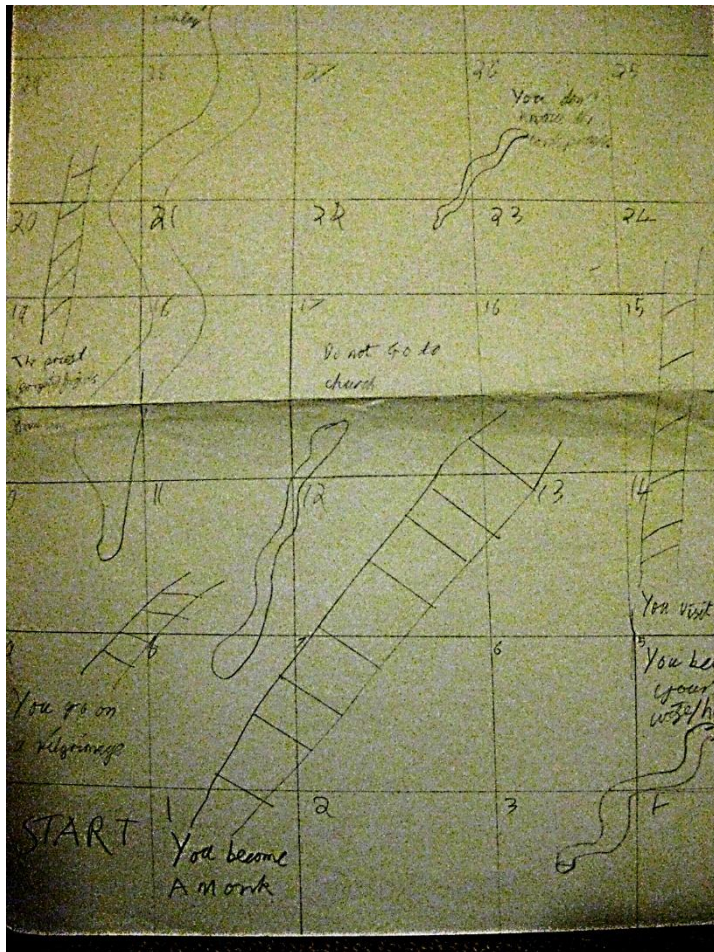
Relief rainfall is when the cold air goes and has to keep rising over the hill so then it rains



Relief rainfall
Relief rainfall is when the cloud takes in water vapour and the cloud has to rise over a hill. So the cloud keeps rising and keeps rising. When it finally gets to the top of the hill it starts to rain. When it starts raining on the hill there is a side which is protected from the rain. It is called the rain shadow. When it has a cold air mass



Are you proud of this piece of work?





Perseverance





What can you do?

- Encourage your son to aim high.
- Look at their work with them and discuss it.
- At the planning stage, encourage them to think how a piece could be improved.
- Challenge them – are they proud to hand in that piece of work?
- Encourage your son to read.



Most importantly

Join us in giving the message

**“It’ll do”
won’t do!**



KS3 Assessment, Monitoring & Reporting

2025-2028



9	8	7	6	5	4	3	2	1	U
<div data-bbox="788 564 1226 878" style="text-align: center;"><p>4 = C and above = and above</p></div> <ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.									



Carre's Grammar School

Year 7 Progress Grades – January 2024

Archie Andrews

7X

Attendance – 88%

Subject	Attainment 2	Effort 2	Concern 2
Art	Proficient	2	
English	Proficient	2	P
French	Exceptional	2	
Geography	Proficient	2	P
German	Proficient	2	
History	Exceptional	1	
IT	Proficient	2	
Maths	Proficient	2	
Music	Core	1	
Ethics & Philosophy	Exceptional	1	
Physical Education	Proficient	2	
Science	Core	3	AHE
Spanish	Proficient	2	
Technology	Proficient	2	



Attainment Descriptors

Exceptional (E)

Proficient (P)

Core (C)

Foundation (F)



Attainment Descriptors

– Potential GCSE Outcomes

- Exceptional Grades 8-9
 - Proficient Grades 6-7
 - Core Grades 4-5
 - Foundation Grades 1-3
-
- Assuming the student continues to make the same level of progress.



Reporting Attainment

For example, a student producing a Proficient standard of work could go on to achieve at least a grade 4 at GCSE assuming they maintain that level of progress

Potential GCSE Grades with continued progress		
Learning Path	Abbrev	GCSE
Exceptional	E	8-9
Proficient	P	6-7
Core	C	4-5
Foundation	F	1-3



Effort Grades

1. Exceptional levels of effort
2. Good levels of effort
3. Can work well, but sometimes not to full potential
4. Inconsistent effort - often lacks enthusiasm and commitment
5. Makes little or no effort



Effort Grades

- Effort grades will help to explain why a student isn't making the progress he could or should be. This may be due to one or more reasons.
- For example:
 - A lack of effort
 - Poor organisation
 - Inattentive in class
 - Failure to do homework etc.



Concern Codes

- H – Homework
- A – Attendance/Punctuality
- E – Equipment/Organisation
- B – Behaviour
- P – Participation and Engagement
- Single codes, or a combination of any of the above codes can be reported to parents.



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History	Exceptional	1	
IT	Proficient	2	
Maths	Proficient	2	
Music	Core	1	
Ethics & Philosophy	Exceptional	1	
Physical Education	Proficient	2	
Science	Core	3	AHE
Spanish	Proficient	2	
Technology	Proficient	2	



Effort Grade Criteria	
1	Exceptional levels of effort
2	Good levels of effort
3	Can work well, but sometimes not to full potential
4	Inconsistent effort - often lacks enthusiasm and commitment
5	Makes little or no effort

Concerns/Areas for Improvement Codes	
H	Homework
A	Attendance/Punctuality
E	Equipment/Organisation
B	Behaviour
P	Participation and Engagement

Potential GCSE Grades with continued progress	
Learning Path	GCSE
Exceptional	8-9
Proficient	6-7
Core	4-5
Foundation	1-3

Further Feedback:

To obtain a richer view of the curriculum in each subject please click on the 'Subjects' link at www.carres.uk.

Each year group has one Parent's' Evening a year. This is an opportunity to meet and discuss with teachers the progress in each subject and to receive more feedback regarding progress.

Should you require any further feedback prior to the next evening, please contact your son's subject teacher via enquires@carres.uk.



Archie Andrews

7X

Attendance – 88%

Subject	Attainment 2	Effort 2	Concern 2
Art	Proficient	2	
English	Proficient	2	P
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Maths	Proficient	2	
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Ethics & Philosophy	Exceptional	1	
Physical Education	Proficient	2	
Science	Core	3	AHE
Spanish	Proficient	2	
Technology	Proficient	2	



Intervention

- Where the evidence suggests there is a problem this should be picked up by class teachers, form tutor, Head of Year etc.
- This may well trigger some form of intervention to get the student back on track
- If you have concerns about a specific subject area, contact the teacher of that subject
- If your concern relates to a number of subjects (or across the board!) contact your son's form tutor in the first instance
- enquiries@carres.uk marked FAO the member of staff



Key Dates – Year 7

Settling-in Meetings (online) Monday 20 October 2025

Parents Consultation Thursday 12 March 2026

Internal Exams w/c Monday 8 June 2026

Progress Grades
Friday 7 November 2025
Friday 23 January 2026
Friday 1 May 2026

Progress grades and exam results will be published via MCAS
(My Child at School).



MyChildAtSchool 
Bromcom Parent Portal
Bromcom Computers Plc
Designed for iPhone
#12 in Education
 4.3 - 22.2K Ratings
Free



Surviving Year 7 and beyond

Mr Newell



Out of the nest...

- Common challenges
- Year 7 themes
- Rewards & sanctions – behaviour
- Contacting school
- Independent learning and homework
- Personal Development
- Information sharing - MCAS
- Available support
- Online issues



Common Challenges

You may have seen some of these already...

- Friendships
- Relationships
- Equipment
- Getting lost!

Themes

- Term 1
Organisation
- Term 2
Improvement
- Term 3
Consistency



The poster is titled 'Year 7 Theme for Term 1 Organisation' and features the school crest on both sides. It lists four key points for students to follow: using a planner, packing a school bag with a planner, pen, and pencil, knowing the week number, attempting homework on the night it is set, and identifying 'normal' days. It includes illustrations of a confused boy and a stressed student at a desk.

Year 7 Theme
for Term 1

Organisation

- * Use your **planner** properly—it's the most important tool to help you!
- * Pack your **school bag** in the evening, including Planner, Pen, Pencil!
- * Is it week **1** or week **2**?!
- * Attempt your **homework** on the night it is set!!
- * Is today a 'normal' day?!

It's vital because...

Being disorganised is *really* stressful!



Rewards & Sanctions

Promoting positive behaviour...

...and what happens when things go wrong!



Carre's Grammar School

Home School Agreement

The school will endeavour to:

- Promote and respect each student as an individual.
- Be open and welcoming, offering opportunities for all concerned to become involved in the life of the school and provide a safe environment.
- Achieve high standards of work and behaviour by building good relationships and developing a sense of responsibility.
- Teach good quality lessons.
- Provide a balanced curriculum that meets the needs of all students.
- Set appropriate work, mark it regularly and give praise and encouragement whenever deserved, check planners and report regularly on student's progress.
- Inform parents/carers of any concerns we may have as early as possible.
- Inform parents/carers of events in which the school is involved.



Signed
Executive Headteacher

The Parent/s or Carer/s

I/We will endeavour to:

- Encourage positive attitudes towards the school to strengthen high standards.
- Ensure that my/our son attends school regularly, on time, in uniform and properly equipped.
- Be familiar with the school's Behaviour policy, recognise its role and support its application where necessary.
- Support the attendance of my/our son at after school detentions if necessary.
- Check and sign student planners weekly helping to encourage my/our son to complete homework.
- Provide suitable conditions for my/our son to do homework.
- Inform the school of reasons for absence on the first day of my/our son's absence.
- Attend Parents' Evenings regularly.
- Support my/our son's participation in extra-curricular activities.

Signed
Parent/s or Carer/s

The Student

I shall endeavour to:

- Respect the school community, its fabric and wider society.
- Take responsibility for my own behaviour and actions and abide by the school Code of Conduct.
- Bring all the books and equipment I need for every lesson.
- Attend school regularly, on time and in uniform.
- Do all my classwork and homework to the best of my ability.
- Hand in all my homework and coursework on time.
- Become involved whenever possible in extra-curricular activities.

Signed Date.....

Student's Name (printed)



Our Fundamentals

We make no apologies for having high standards and expectations!

- Effort
- Kindness
- Punctuality
- Uniform
- Equipment



Contacting School

Call or email the school office:

- enquiries@carres.uk
- 01529 302181



Homework?!
**But I've been at school all
day!!**





Year 7 offering

Mini First Aid – Term
2 date TBC
Stay Safe Day (10th
March)

Positive Health
Workshop (24th April)





Information Sharing:

- MCAS – website or mobile app
- Child's attendance records
- Behaviour reports
- Timetables
- Tracking information
- Quick & easy communication
- Parent user-guide available





SUPPORT

EARLY IDENTIFICATION AND INTERVENTION!

Form Tutor

Head of Year

SENDCO

Student Support Team (trained Mentors)

Wellbeing Ambassadors (Y13)

Mental Health Support Team (NHS)

Early Help and TAC

Attendance support

CAMHS





Online Behaviours



Age of recommended use



13

Age of recommended use



16!



Why the age restrictions?

- <https://www.saferinternet.org.uk/blog/why-do-some-apps-ask-my-age>
- This site has excellent app by app specific info, including parental settings.
<https://www.internetmatters.org/resources/what-age-can-my-child-start-social-networking/>



Whatsapp



What is Whatsapp

WhatsApp is a messaging app owned by Meta that allows users (13+) to send text, voice, and video messages, make calls, and share media, documents, and locations, all using an internet connection

Privacy Settings

Whatsapp has the following privacy settings -

- Last seen online
- Profile photo
- About
- Status
- Read receipts
- Silence unknown callers

You can set these features to Everyone, My contacts, My contacts except... and Nobody

Location Sharing

WhatsApp gives you the ability to share your device's location with other users

This can be turned off in settings

Sharing Personal Information

Ensure you remind your children that they shouldn't share private information including -

- names, phone numbers, links to other social media accounts or their school
- locations
- other people's personal information
- links to join private group chats
- photos of themselves including indecent images

Further information



Reporting and Blocking

You can report problematic content to WhatsApp. You can also block a user to stop all contact

Group chats

WhatsApp has the ability for users to be added or create group chats, if your child is added into a group chat with people they don't know that will give that person the ability to chat with them.

You can't always control if you're added to a group chat; but remind children that they can always leave whenever they want to or block unwanted contact

You can mute the group chat without leaving the group, this stops notifications but still allows you to check in when you want.



LCC Stay Safe Partnership



Lincolnshire's Stay Safe Partnership
Preventative Education in Collaboration



PGL Residential



13-15 May 2026

More information to follow soon!



THANK YOU