



**Altrincham Grammar
School for Girls**

BRIGHT FUTURES EDUCATIONAL TRUST



Y10 Induction Evening, 2023

Proud to be part of:



Miss O'Hara, Mr Flanagan & Dr Thomas

Outline of the Evening

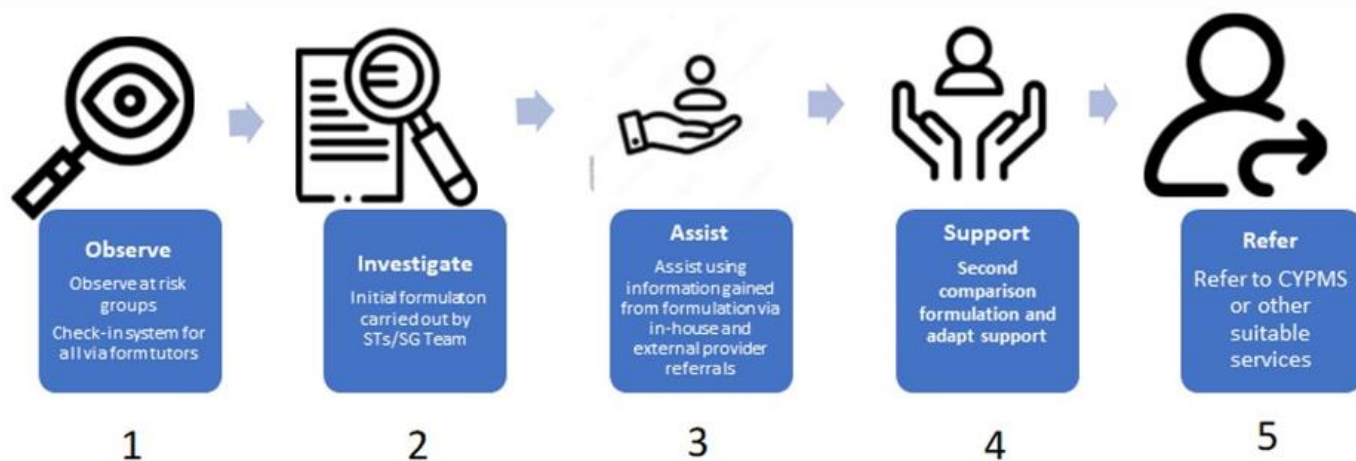
Introduction

- Wellbeing
- Curriculum
- Sixth Form Requirements
- Examinations
- Homework
- Monitoring
- Support
- Attendance & Punctuality
- Out of school
- Concerns





Mental Health and Wellbeing Support



Universal Support

Students will just be reminded of what is on offer to everyone, all of the time.

- Anti-bullying ambassadors
- All on-board ambassadors
- Wellbeing ambassadors
- Wellbeing page on school website
- Wellbeing/sensory space
- Form tutor activities including circle time.
- Assemblies
- Connexions careers advisor
- Extra-curricular clubs/exercise
- Form tutors and teachers
- Leaflets and information
- 'Looking after myself' page in school diary.
- Resources on SharePoint Site

Targeted Support

Names of students will be shared with the form tutor so that discussions can take place during the week of form tutor monitoring. This will be recorded on CPOMs.

The Form Tutor may offer the following support:

- meet with the student on a regular basis and use centralised resources to work on such things as self-regulation, self-esteem, mindfulness etc.
- Signpost to online resources
- Offer a time-out card
- Refer to ST for further investigation

Intensive Support

Where a student scores highly this will trigger the 'Investigate' stage of the 5-step plan.

The Senior Tutor/Lead Senior Tutor/Vice Principal will conduct a **case formulation** in order to provide an appropriate package of support which may include **referral(s) to services.**

The case formulation explores the narrative of the student's life, life events, their strengths and limitations.



In-House Provision	External Provision
Pastoral support including active listening, reflective conversations, 1-1 work on self-esteem, self-regulation, mindfulness and dialectical behaviour strategies.	CYPMHS – Children and Young Person Mental Health Services
School counsellor referrals	Early help assessments and referrals (where the issue is impacting upon the whole family)
Ed Psych referrals/SENDCo Referrals	Children's social services referrals
Time-out cards	Signposting to charities such as Anxiety UK, CALM, Mind, No Panic, OCD Action, Rethink Mental Illness, Young Minds, SANE, NSPCC, Samaritans, BEAT
Early finish/late start cards	Rape Crisis referrals
Phased return timetables	ASD/ADHD screening tools and referrals
Use of sensory room	Signposting to private practice
Access to Learning Plans	Young Carers referrals
Tutor check-in	Drugs and Alcohol Worker referrals
Mental Health First Aider support	Local Authority Attendance Team



Parent Webinar – Thursday 19 October 6-8 pm

Dr Callum Gowling: Director - Liquid Psychology



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Psychological needs – Praise

A study of 53 children over a three-year period tracked the use of praise by parents and then compared it to the child's attitude to learning and motivation.

- A third of the children were singled out for 'person praise' where they were praised for being 'clever' or 'academic' or 'brilliant'.
- A third of the children were singled out for 'process praise' where they were praised for how they did things. For example: "you must have tried really hard with that" or "I like the way you have done that".
- And the final third either received very little praise or a mixture of person and process praise.

The study found that students who were praised for process rather than person were much more likely to have a positive attitude to learning, embrace challenge, value hard work and be more adept problem solvers.



Psychological needs – Praise

Research has found that parental praise can have a huge impact on the mental wellbeing and academic success of students, but only if it is done correctly.

Common mistakes with praise:

It is used excessively- Praise is best thought of like penicillin. It should not be administered haphazardly, and excessive doses can make children immune to it. For example, one study found that too much praise often comes across as patronising, and **results in children performing only the most basic behaviours** asked of them, since they think they will be rewarded for it.

It focuses on natural ability- When children do well in an exam or on a piece of work, evidence suggests that the most common praise they hear is that they are 'a smart boy' or 'such a clever girl'. This type of praise often **leads to children developing a fixed mindset** which is where they believe their gifts and talents alone are what makes them successful, not what they do with them. Evidence suggests that this can lead to excessive stress, shaky self-confidence and disengaging with tasks if they get a knock back or find something hard.

It is used comparatively- Recent research has shown that praising children in comparison to their peers (e.g. "You were so much better than X") can lead to negative outcomes. When children are constantly given lavish praise and are seen by their parents as being more entitled than others, they **often come to believe that they are in fact superior**. This subsequently leads to increased levels of narcissism. Constantly measuring oneself against others is a poor long strategy, as it relies on other people being present to stay motivated. Also, if they then don't perform as well as a peer in a future task, it can have a **negative impact on their self-esteem**.



Psychological needs – Praise

The most important thing a parent can say is **“I’m proud of you”**. This is because it lets the child know that they will always have their parents’ support and will give them the confidence to experiment with new strategies.

Research has shown that simply telling children you are proud of them..

Reduces a fear of failure: Often, a child’s fear is about letting you down. Letting them know you are proud of them gives them the confidence to try new things and experiment.

Increases self-esteem: Children will feel accepted and loved for who they are and not for what they achieve.

Creates a growth mindset: praising effort rather than ability means they view inevitable setbacks (a normal part of learning) more positively.

Makes them happy: It is the sentence every child wants to hear and will give them the confidence to tackle challenges knowing they have your support no matter what.



Communication with the school – Pastoral Team

- Senior Tutor Year 10: Mrs Marler
- Assistant Senior Tutor Year 10: Miss Demeur
- Lead Senior Tutor: Mr Flanagan
- Vice Principal: Ms Bond
- Pastoral Assistant: Miss Welsby
- School number: 0161 912 5912
- School email address: admin@aggs.bright-futures.co.uk



Curriculum

9 GCSEs

Enrichment study programme (wellbeing, PE, citizenship, study skills)

New specifications in all subjects, first introduced in 2016 and 2017

- Assessed on 9-1 scale, grade 9 being the highest point of achievement and will be awarded to the top performing 'A*' students.
- A 'strong pass' GCSE in these subjects is a grade 5

Deadline for subject changes is 3.30pm, Monday 2nd October.
Changes are subject to class size and timetable constraints.



Sixth Form Entry

Our proposal for entry in 2025 is 4 '7' grades and 2 '6' grades with at least a 6 in English language and mathematics.

Students must also achieve grade 7s in the subjects they wish to pursue at A Level.

Further information will be available in the sixth form prospectus when the students start the application process in the Autumn term of year 11.



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Year 10 Internal Examinations

Year 10 Exams run from **22nd April – 3rd May 2024 (subject to public examination dates)**

Students will be provided with a timetable nearer the time.

Public Examinations

Students sit all GCSE examinations during May and June of Y11.



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Study at GCSE

Study skills

- Important to get into good habits and build on foundation from earlier years.
- Explore revision strategies that pupils can build on over time

Organisation / deadlines

Homework diaries

- Homework timetable.
- A maximum of **two** hours per night.



Monitoring

Information from teachers about progress

Year 10 first report – November 2023.

Examination results

- Internal examinations in Year 10; mock examinations in Year 11.

Problems may include organisation, lack of understanding in a subject, underachieving in a subject, behaviour issues.

Support through the mentoring programme



Mentoring

One to one mentoring

Organisation: homework, meeting deadlines, having the right equipment, lateness etc.

Academic: not making progress in several subjects

Set SMART targets with the mentor



Attendance

Essential to maintain good attendance;

- Below 95% attendance will trigger a letter home;
- Below 90% Persistent Absentee (DfE Guidelines)

Punctuality;

- 8.40am start
- Students should be on site are expected to be punctual to lessons throughout the day
- Year 10 attendance and punctuality data is used for sixth form references



Unplanned Absence procedures

- Contact the absence line 0161 912 5912, leave a message including child's name and form and reason for absence.
- If your child is unwell during the school day, they should inform their teacher and go to reception. You will be contacted to collect your child from reception.
- Only named contacts on our system will be able to collect your child from school and parents/carers do have to come into reception to sign your child out of school.



Special Leave of Absence

Special leave forms are to be used for 2 reasons

1. Special leave is used for weddings, funerals, religious events, emergency time off, and appointments.
2. 2. Extra-curricular activity during the school day is used for sporting events, other exams, educational events, music events etc

PLEASE GIVE 48 HOURS NOTICE.

Please do not use the special leave forms for reporting absence on the day of absence. For reporting illness please instead use your Edulink app or phone the school absence line and report illness via leaving a voicemail.



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Uniform policy

The full uniform policy is in the homework diary and is also on the website.

Any confiscated items are kept until the end of the term.

Requests to purchase pre-worn uniform can be sent via email to admin@aggs.bright-futures.co.uk



Out of School

Extra curricular activities (sports / music / dance/ drama/ computing etc)

Social life

Mobile phones

Internet – social media



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Key Dates



Early November
2023; Y10 Autumn
Interim Report



1 March 2024; Y10
Spring Interim
Report



7th March 2024;
Y10 Parents'
Evening



22 April – 3 May,
2024; Year 10
Internal Exams



July 2024; Y10
Examination &
Target Report



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