



Welcome to Parents' information evening for year 7 and 8 students

- A version of this evening's presentation will be available on the school website
- Parents/Parents' Information Evenings



Perschore High School

**We help each other to
work hard and be kind**



Introduction – Andrew Nockton

From then to now – 6th Form Head team

Supporting your child – Jenna Butler

Teaching and Learning – Danny Hilditch

SEND – Amy Plowman

Behaviour for learning - Adrian Bennett



From then to now....

Perschore High School 6th Form – Head team

Ellis and Millika – Head students



Aimee and Jack – Deputy Head students

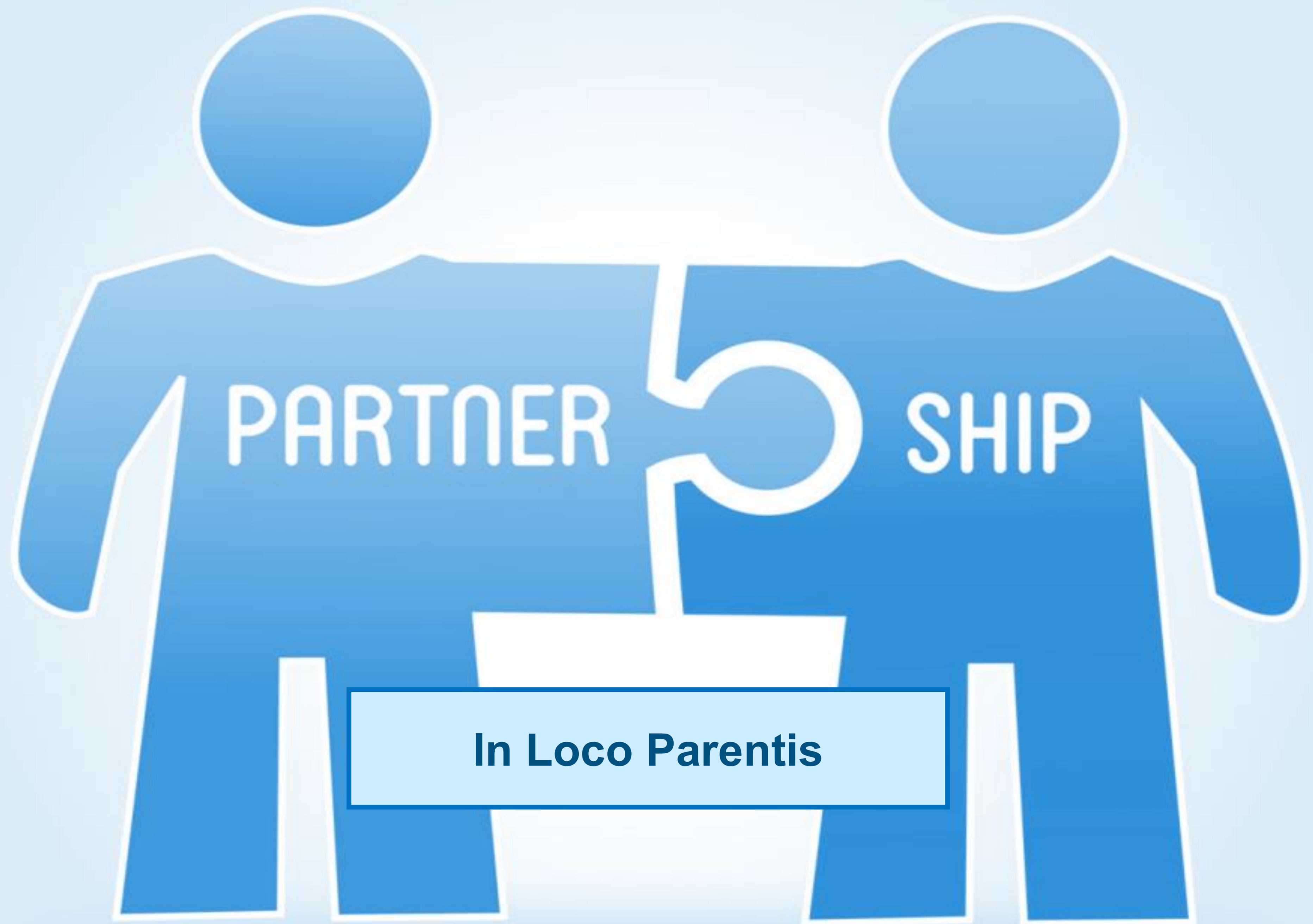




Supporting your child

Jenna Butler





In Loco Parentis

T₁ **u**₁ **t**₁ **o**₁ **r**₁

T₁ **i**₁ **m**₃ **e**₁



House Teams are always ready to help:

Armstrong



Rachel Kilmister
Deputy DSL



Jamie Wilson
Assistant DSL

Kingsley



Edward Turfrey
Deputy DSL



Natalie Lea
Assistant DSL

Magellan



Samuel Carey
Deputy DSL



Tia Botterill
Assistant DSL







Attendance

- Our attendance procedures are to keep all our children safe
- Please phone or email school as early as possible if your child is going to be absent
- If there is a problem, please call us to arrange a meeting as soon as possible – don't let it go on
- School cannot authorise term time holidays

ATTENDANCE MATTERS!

ATTENDANCE DURING ONE SCHOOL YEAR	EQUALS APPROXIMATE DAYS ABSENCE	WHICH IS APPROXIMATELY WEEKS ABSENCE	WHICH IS APPROXIMATELY LESSONS MISSED
95%	9 days	2 weeks	40 lessons
90%	19 days	4 weeks	80 lessons
85%	29 days	6 weeks	120 lessons
80%	38 days	8 weeks	160 lessons
75%	48 days	10 weeks	200 lessons
70%	57 days	11 ½ weeks	230 lessons
65%	67 days	13 ½ weeks	270 lessons

*...being in school, on time, every day,
ready to learn.*



Poor punctuality - less
chance of success

Very poor punctuality -
serious impact on education
and reduced life chances.

Getting to school
after 9.20am is
classified as an
ABSENCE



Be **W**ell

Be **I**nclusive

Be **S**afe

Be **E**ngaged

Be **R**eady





Perschore High School Safeguarding Team:

Fiona Lovecy
Safeguarding Lead

Jenna Butler
Deputy DSL

Andrew Nockton
Deputy DSL

Danny Hilditch
Deputy DSL

Rachel Kilmister
Deputy DSL

Edward Turfrey
Deputy DSL

Samuel Carey
Deputy DSL

Safeguarding and Supporting Families



Wellbeing and Mental Health



Be **W**ell

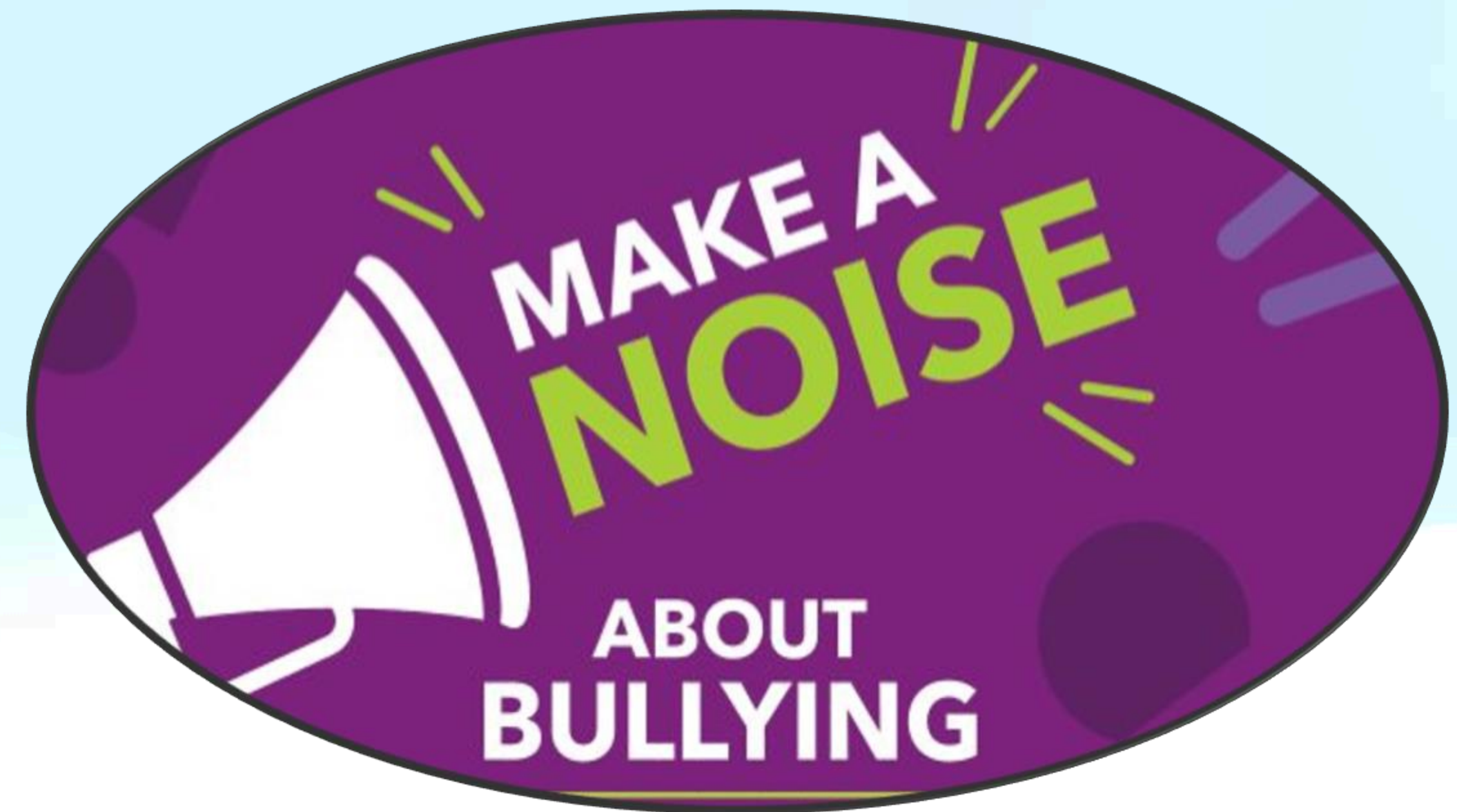


Anti-Bullying



Perschore High School

**We help each other to
work hard and be kind**

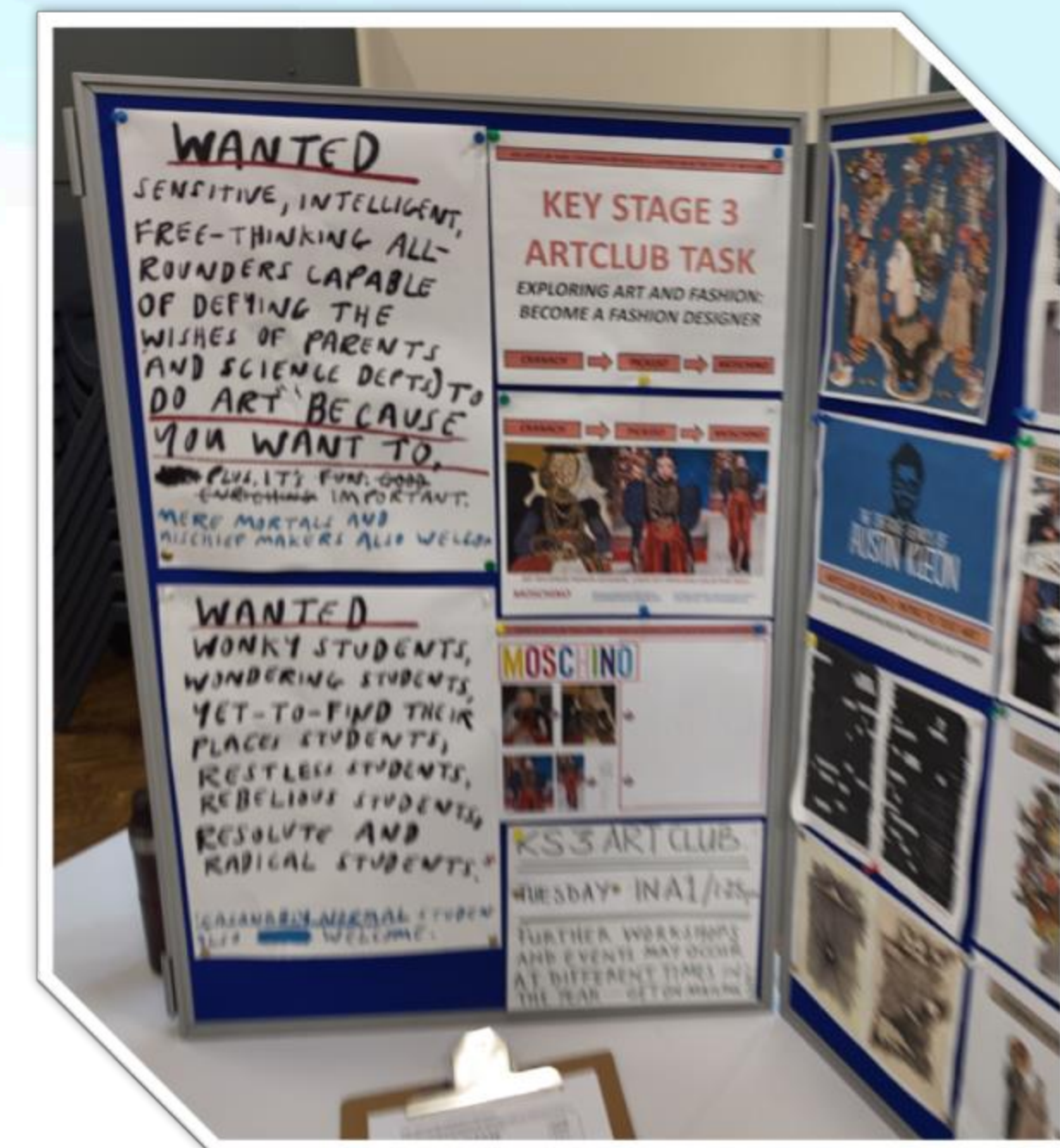


Be **I**nclusive



Be Safe





Be Engaged





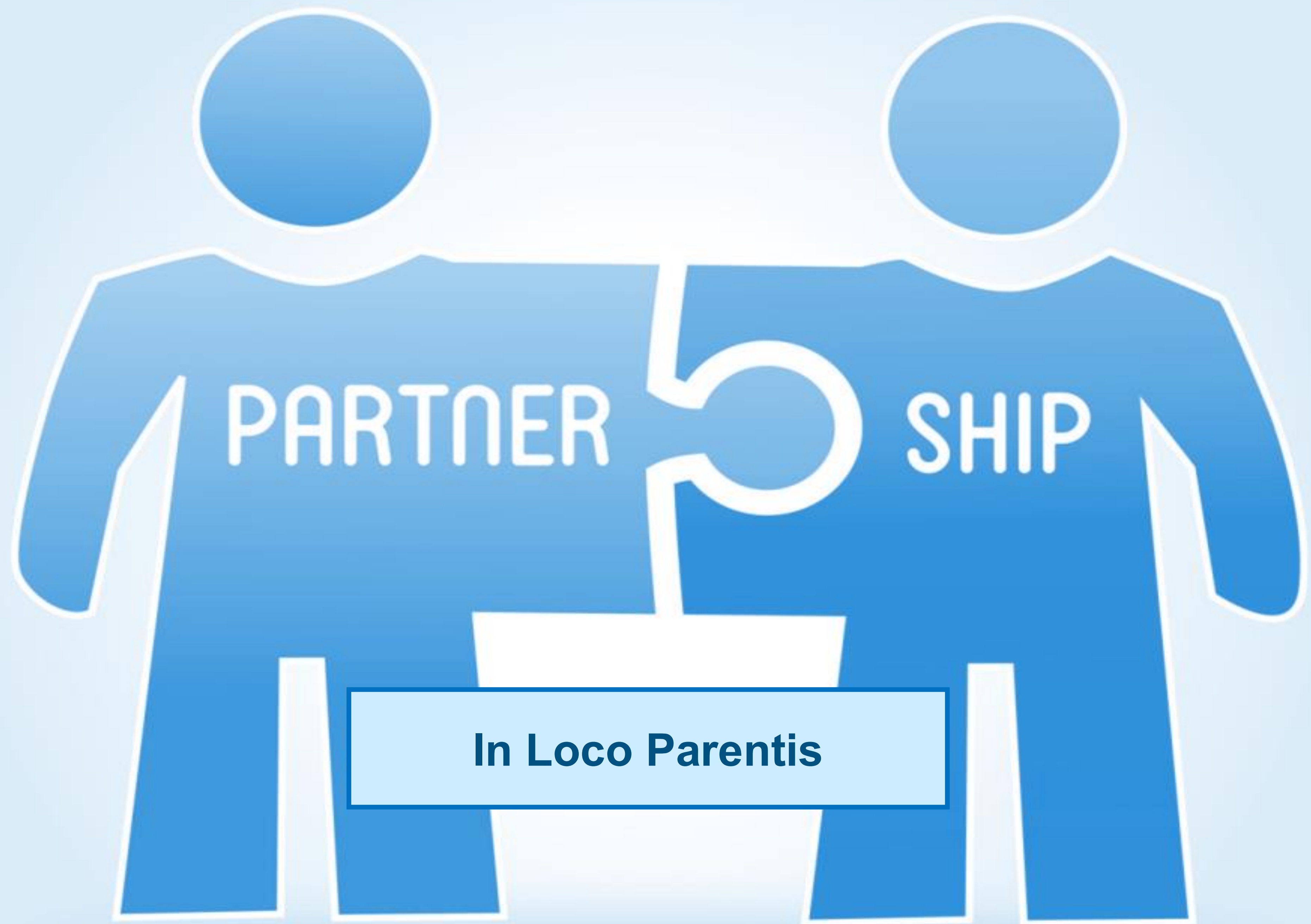
Personal, Social, Health and Economic education



Relationships
& Sex Education
(RSE)

Be **R**eady





In Loco Parentis



Teaching and Learning

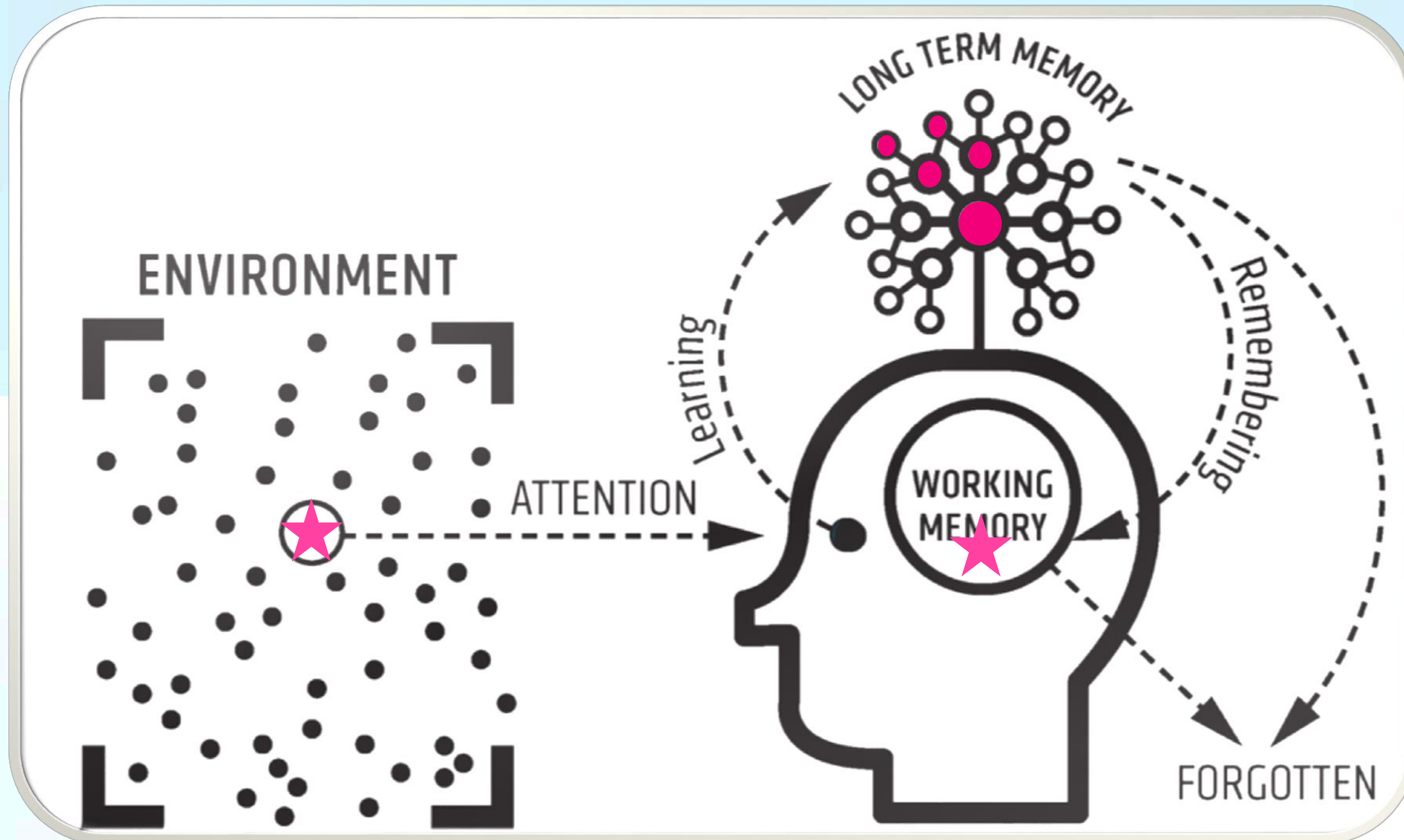
Danny Hilditch

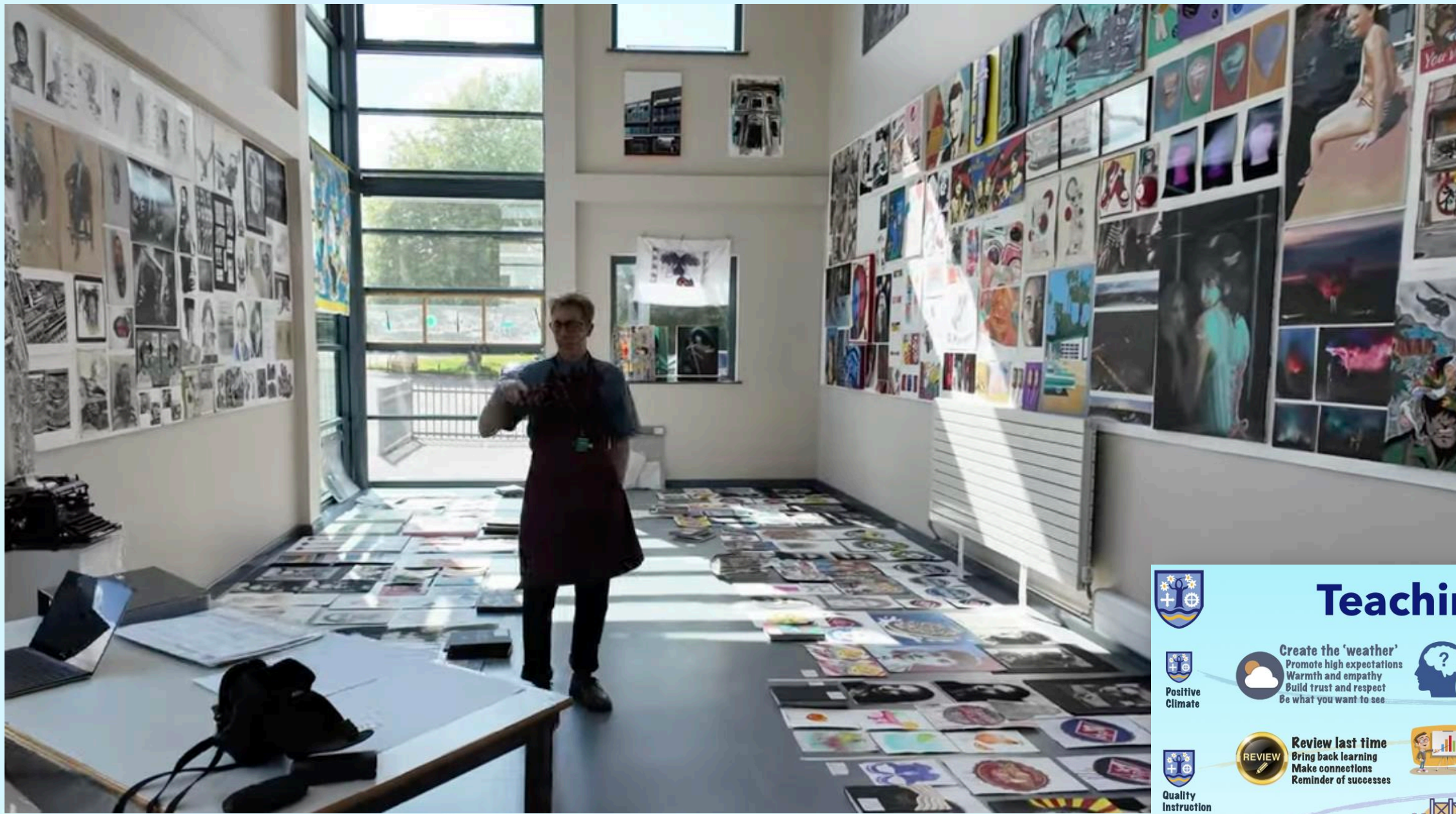




- **The process of learning**
- **Motivation v Self Discipline**
- **Building great learning habits**
- **How parents can help**

The process of learning





Teaching @ Pershore

Teacher Standards

Positive Climate - Create the 'weather' - Promote high expectations - Warmth and empathy - Build trust and respect - Be what you want to see	Know your learners - Needs, Barriers, Context - Ascertain prior learning - Teach accordingly	Manage the room - Calm and consistent - First attention to best conduct - Sustainable routines - Scripted interventions - Restorative Conversations
Quality Instruction Review last time - Bring back learning - Make connections - Reminder of successes Modelling (I do) - Think out loud - Show your steps - Explore misconceptions Literacy, Numeracy and Oracy - Plan for development - Subject Specific	Present the 'new' - Subject Expertise - Multisensory - Link to what is already known - Be aware of cognitive load Scaffolding (we do) - Aim High - Break it down - Build it up - Gradually remove scaffold Questioning - Support-Stretch-Challenge - Provide thinking time - Think-Pair-Share - Pause, Pounce, Bounce	Explain tasks - Step by step - Clarity of Success Criteria - Check understanding Independent Practice (you do) - Provide time, check progress, give pointers. Share barriers, successes and methods Feedback - IACCT - Improve and Correct Time - Discuss Improvements - GREEN pen 'practice'
Secure learning Create Memories 'Lock in learning' - Revisit / Repeat / Reflect - Thinking about meaning	Homework - Link HW to learning - Accessible and purposeful	Test learning - Low stakes - Use findings - Fill gaps

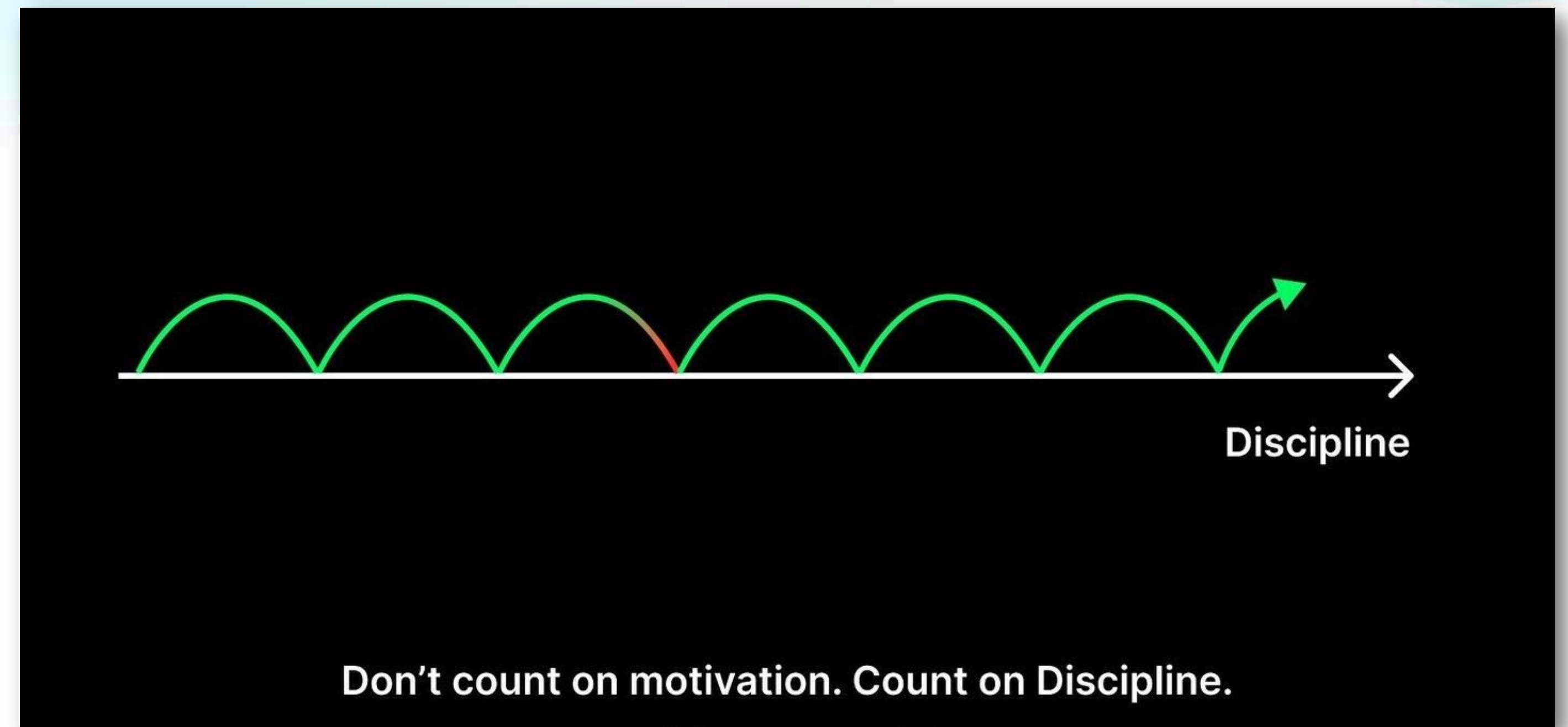
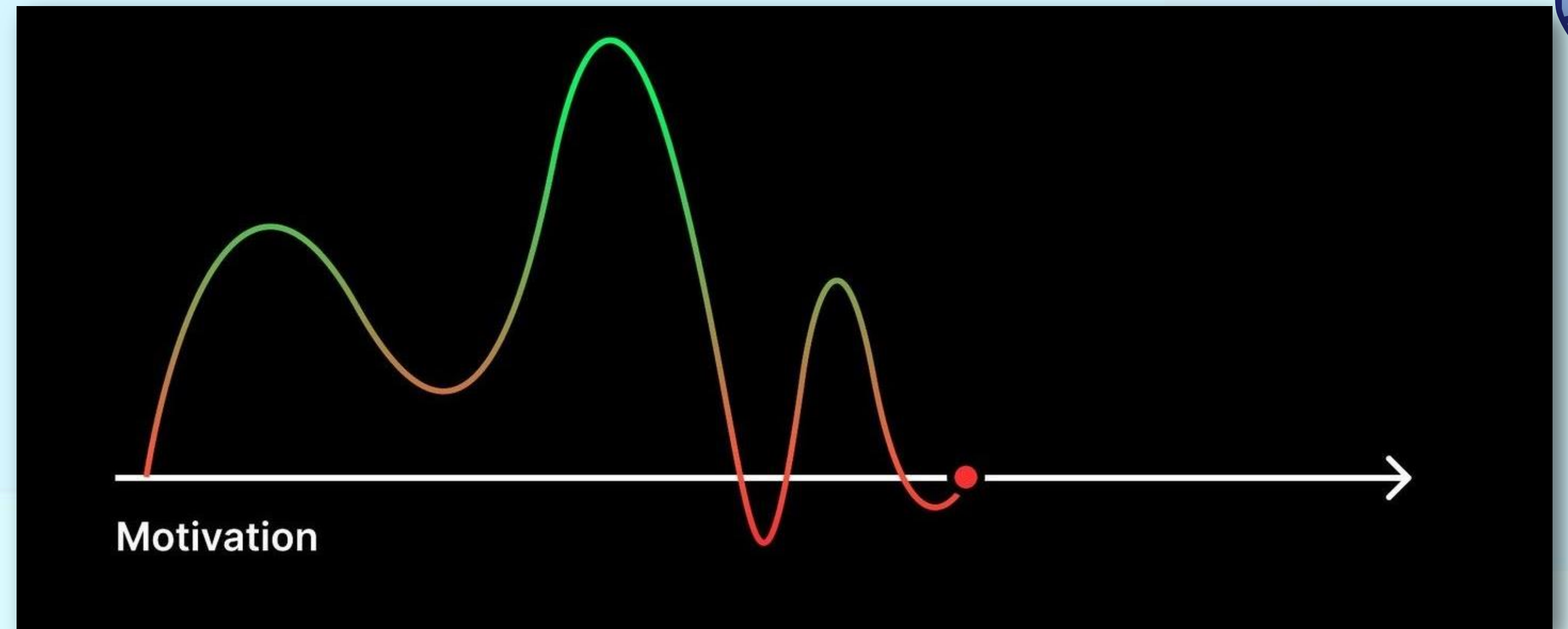
TS 1,2,4,5,7
TS 2,3
TS 2,4,5,6,7
TS 1,2,4

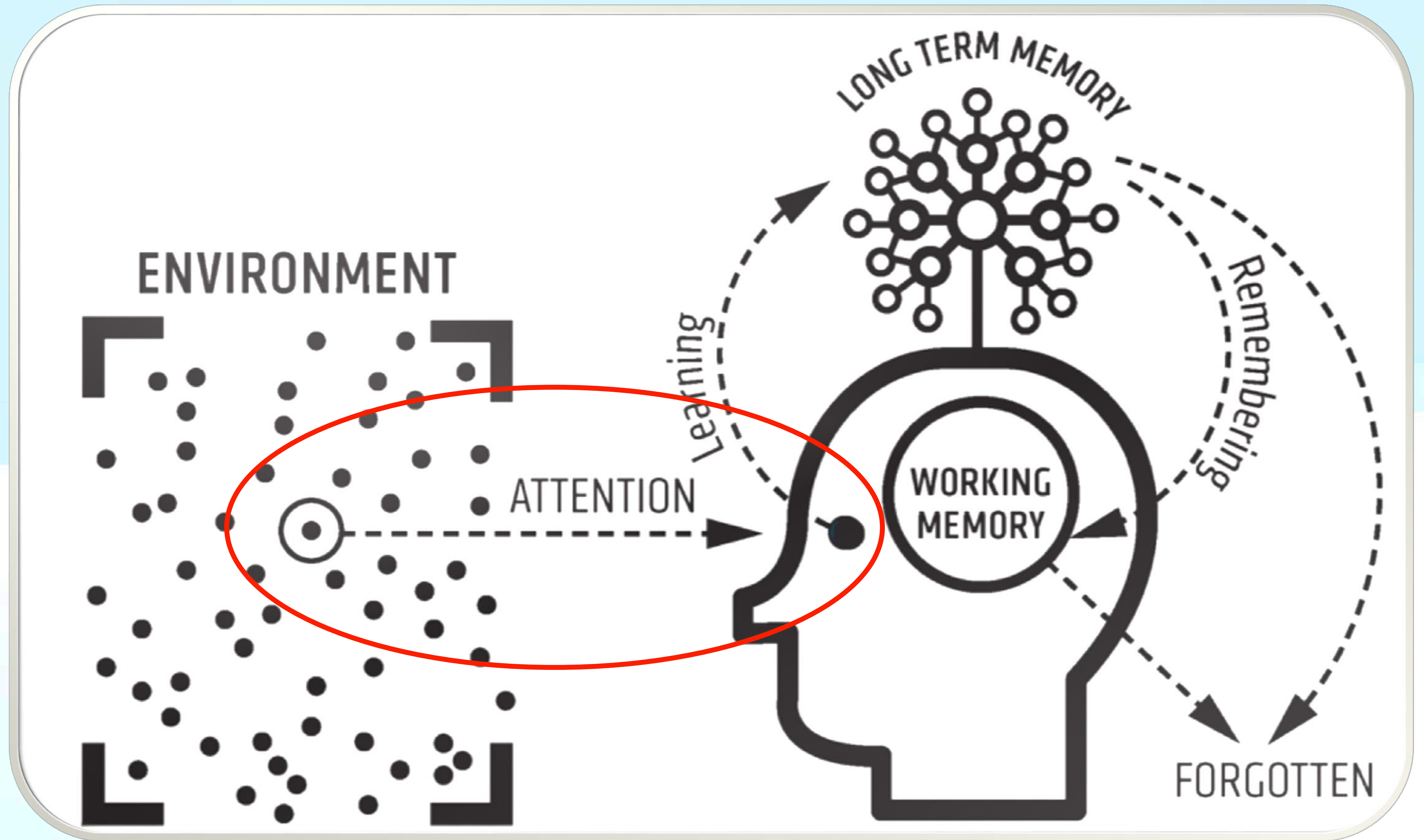




What is the most important learning habit?



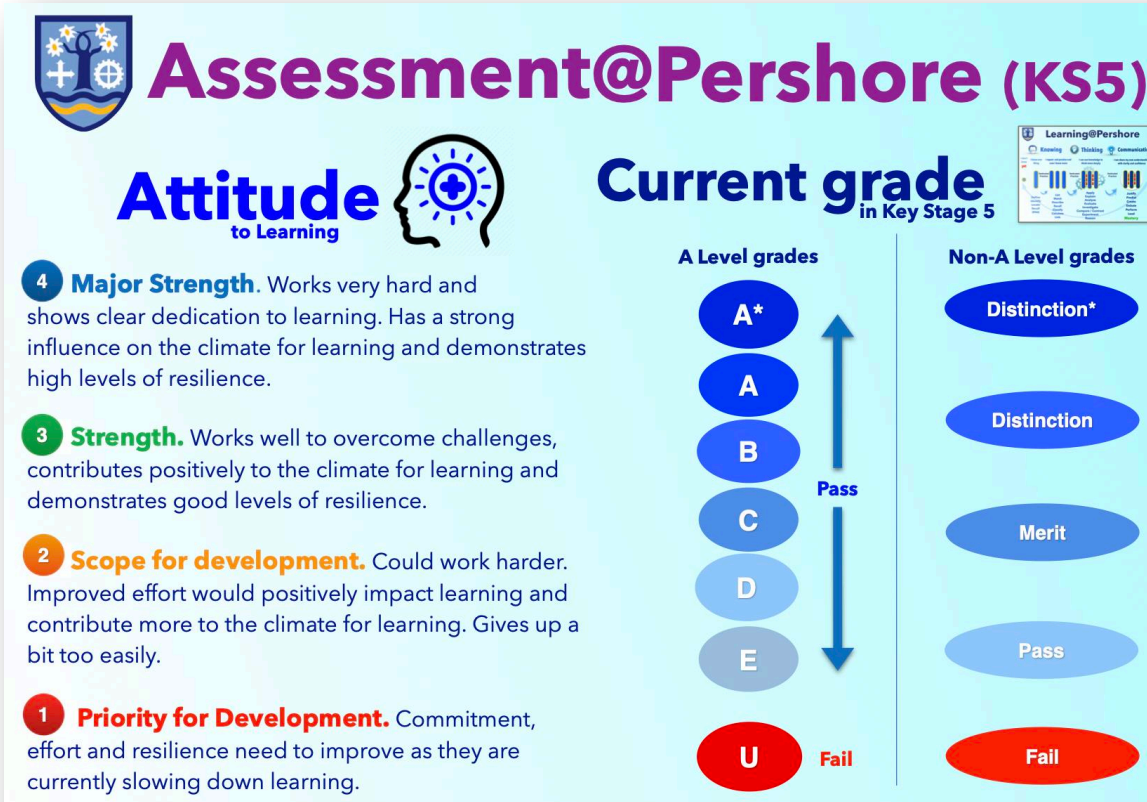
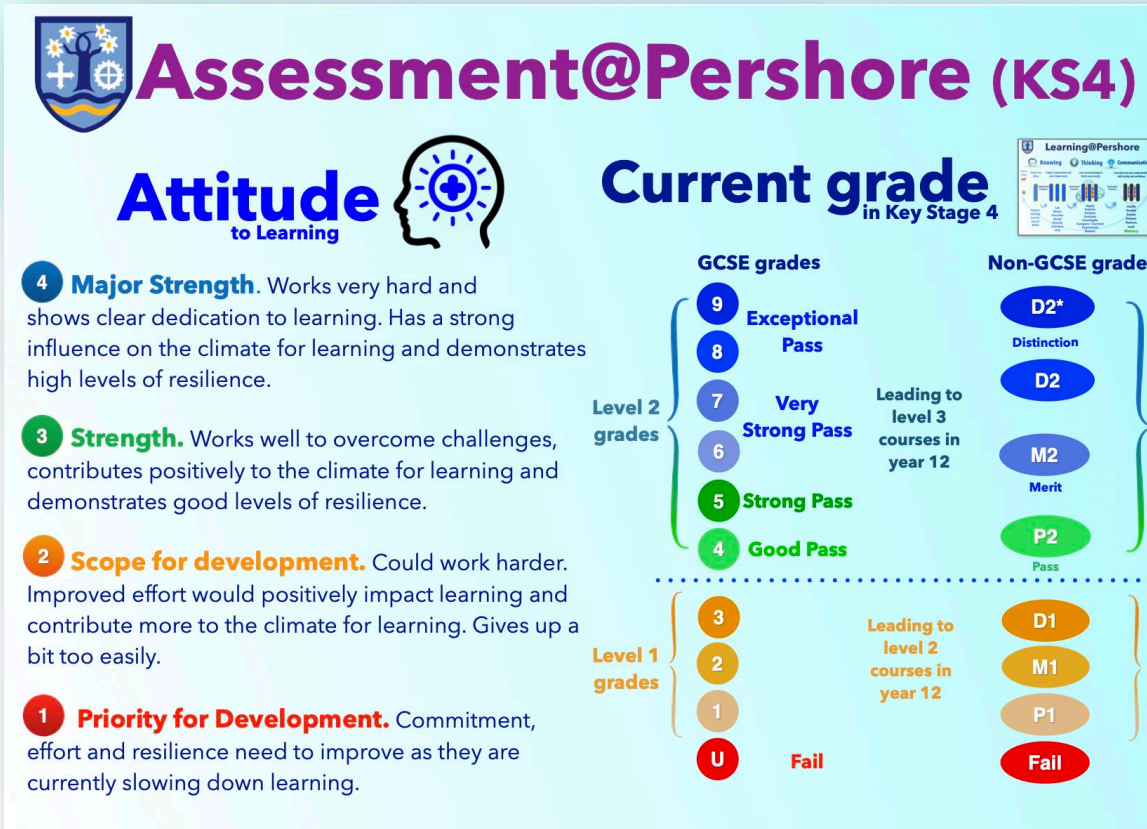
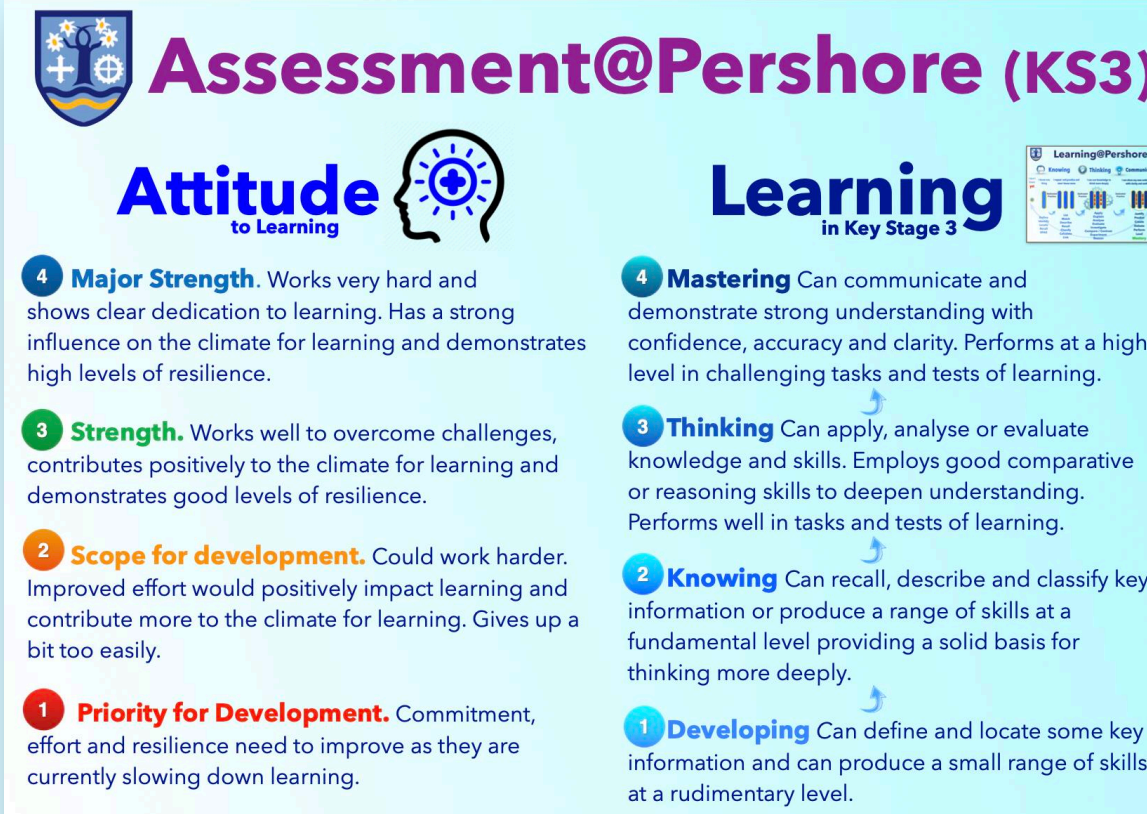
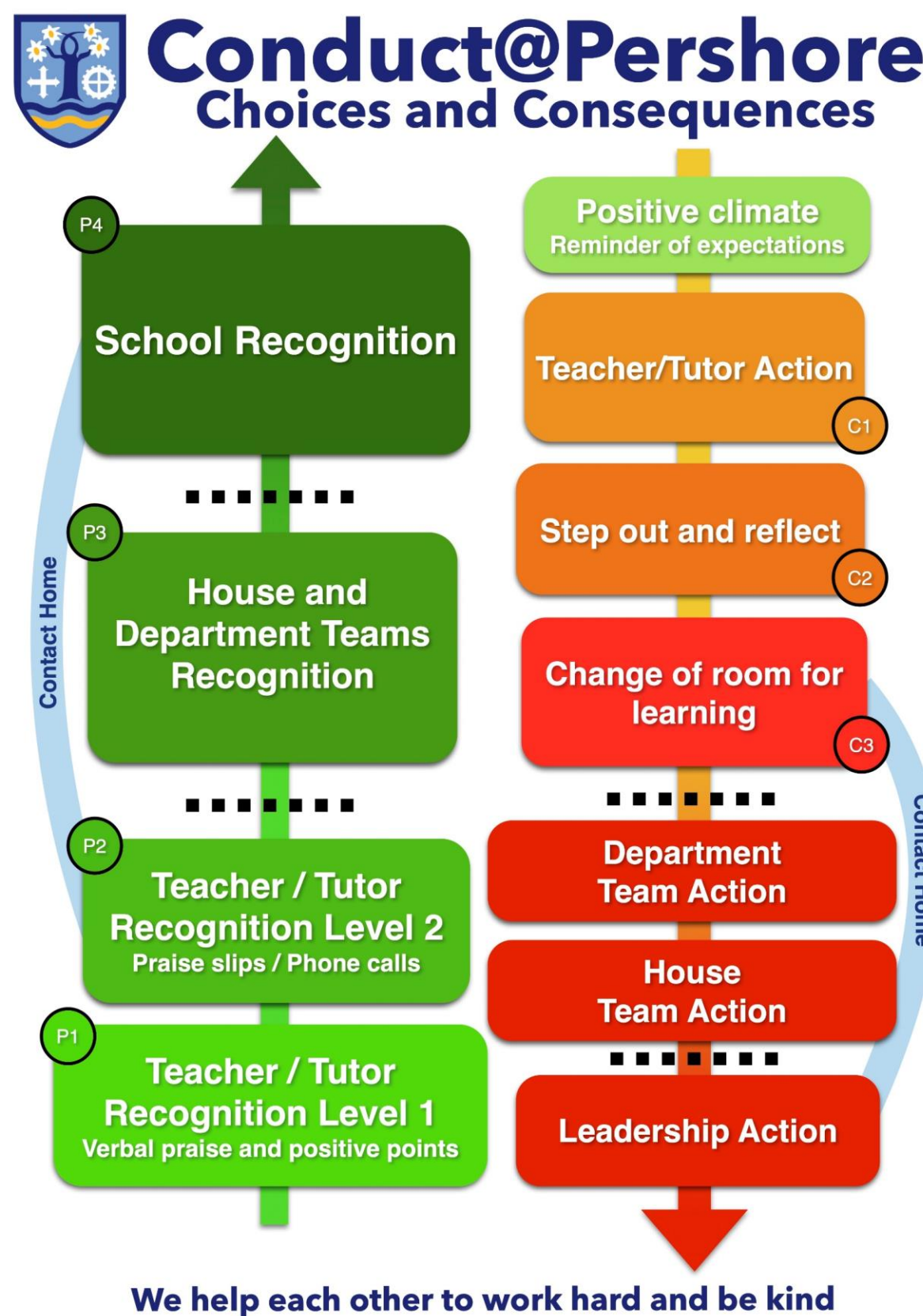
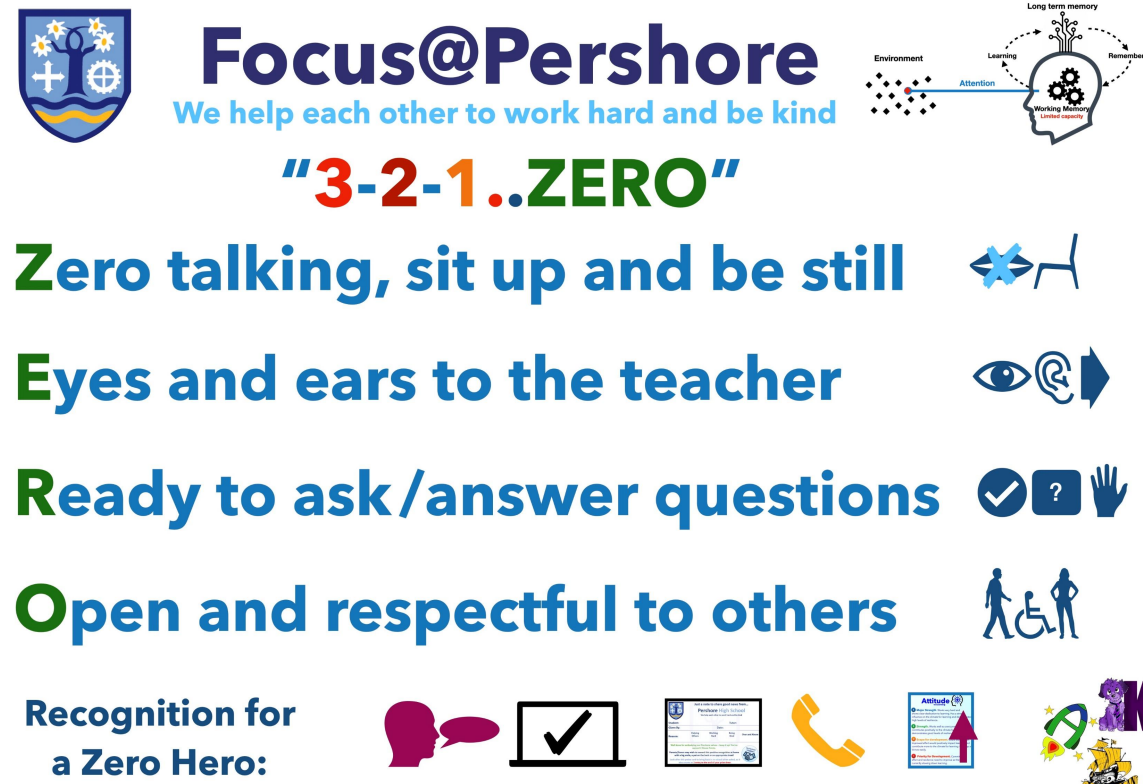
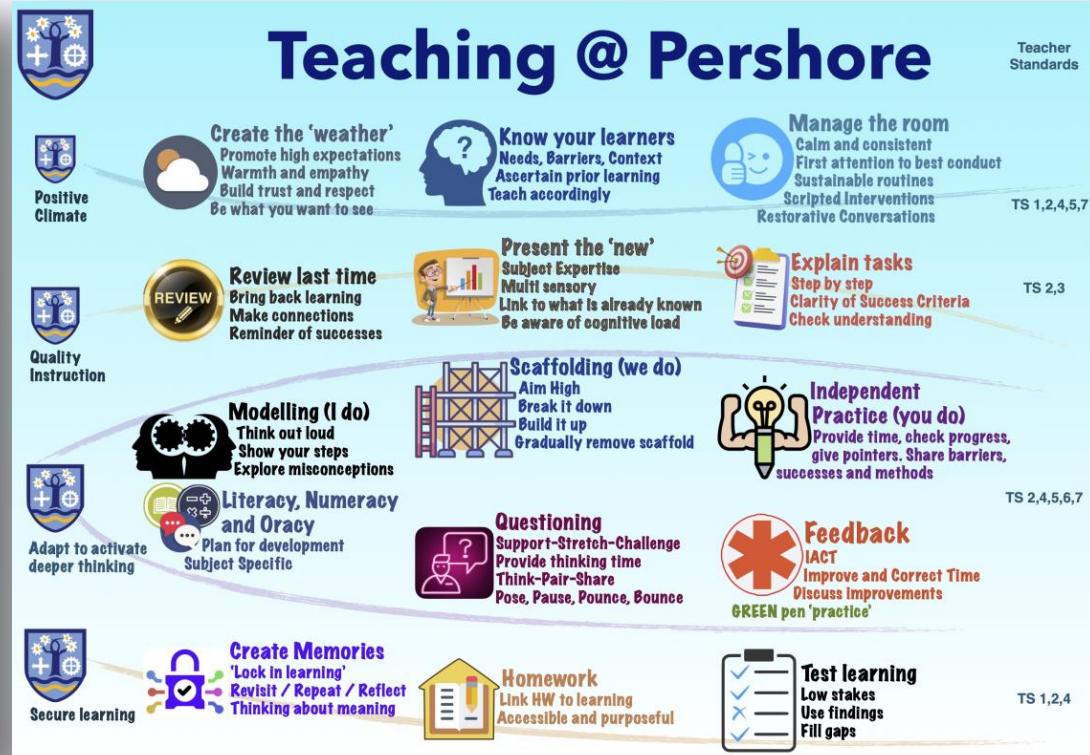
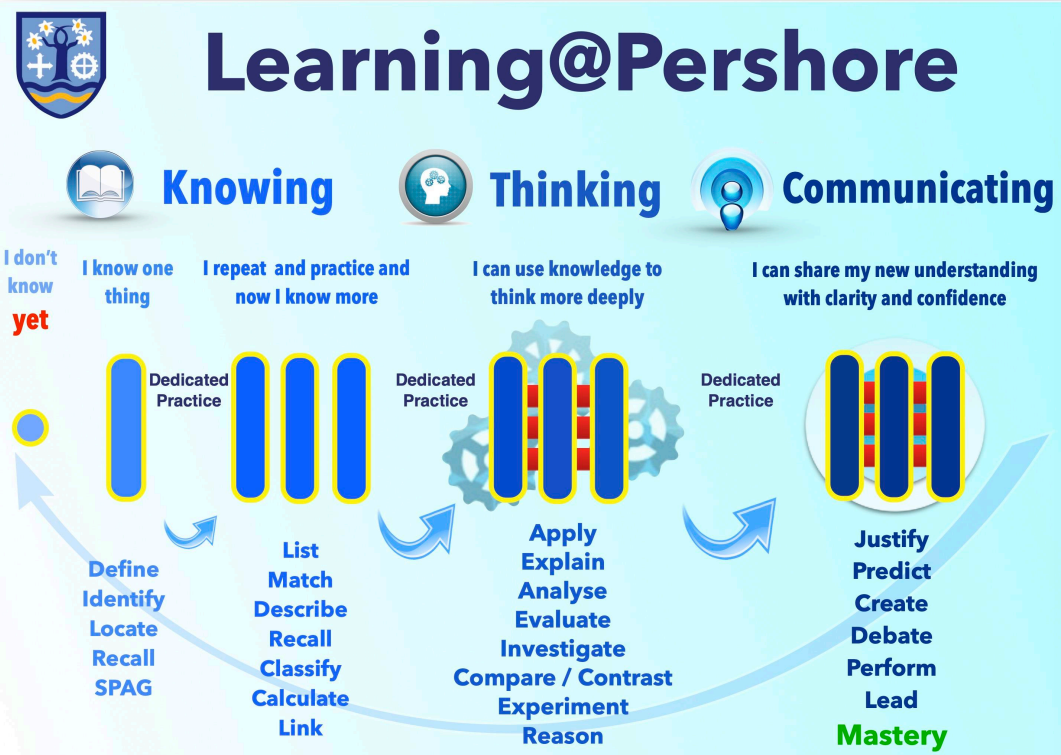






Pershire High School

We help each other to work hard and be kind

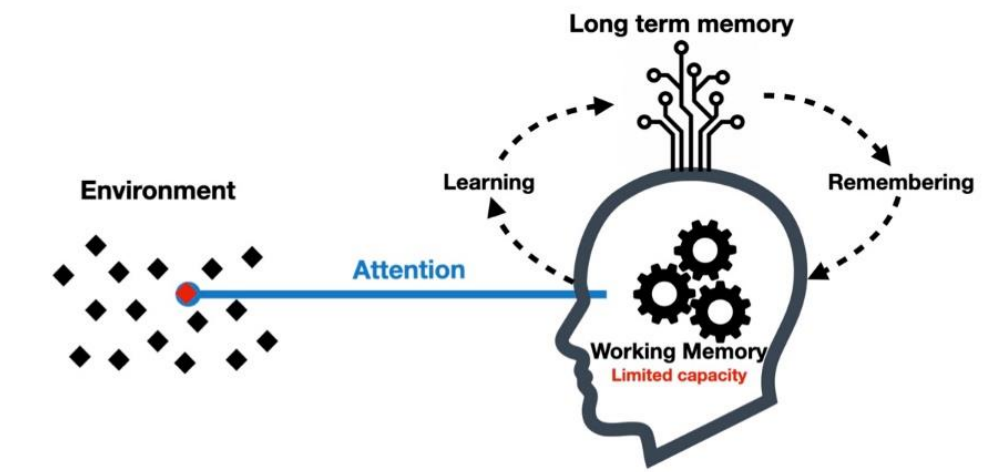


'We help each other to work hard and be kind'



Focus@Pershire

We help each other to work hard and be kind



"3-2-1..ZERO"

Zero talking, sit up and be still



Eyes and ears to the teacher



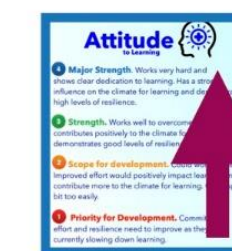
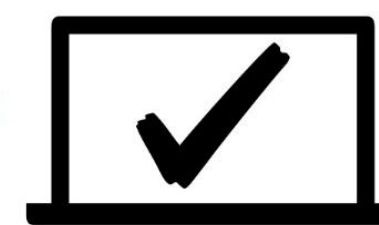
Ready to ask/answer questions



Open and respectful to others



Recognition for
a Zero Hero:





Learning@Pershore



Knowing



Thinking



Communicating

I don't
know
yet

I know one
thing

I repeat and practice and
now I know more

I can use knowledge to
think more deeply

I can share my new understanding
with clarity and confidence

Dedicated
Practice

Dedicated
Practice

Dedicated
Practice

Define
Identify
Locate
Recall
SPAG

List
Match
Describe
Recall
Classify
Calculate
Link

Apply
Explain
Analyse
Evaluate
Investigate
Compare / Contrast
Experiment
Reason

Justify
Predict
Create
Debate
Perform
Lead
Mastery



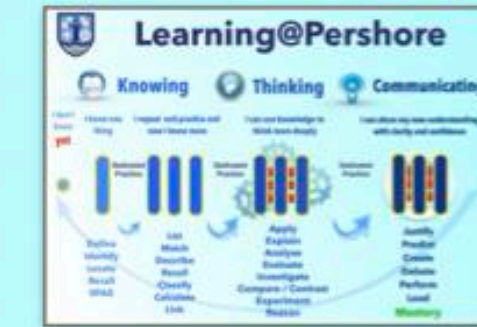
Assessment@Pershore (KS3)

Attitude to Learning



- 4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.
- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.

Learning in Key Stage 3



- 4 Mastering** Can communicate and demonstrate strong understanding with confidence, accuracy and clarity. Performs at a high level in challenging tasks and tests of learning.
- 3 Thinking** Can apply, analyse or evaluate knowledge and skills. Employs good comparative or reasoning skills to deepen understanding. Performs well in tasks and tests of learning.
- 2 Knowing** Can recall, describe and classify key information or produce a range of skills at a fundamental level providing a solid basis for thinking more deeply.
- 1 Developing** Can define and locate some key information and can produce a small range of skills at a rudimentary level.

Direct link – attitude to achievement !

Top 30 students' average Attitude to Learning Score

3.79

Middle 30 students' average

2.93

Bottom 30 students' average

1.94

Attitude
to Learning



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- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.

Assessment



End of term Progress Checks containing:

- Attitude to Learning grade (1-4)
- Learning in KS3 grade (1-4)

Summer term Progress Check also includes a Tutor Report with overview of academic performance.

Year 7

Thursday 6th November 2025
(4.30 – 8.00pm):

Year 7 (Invited) online Parents Evening

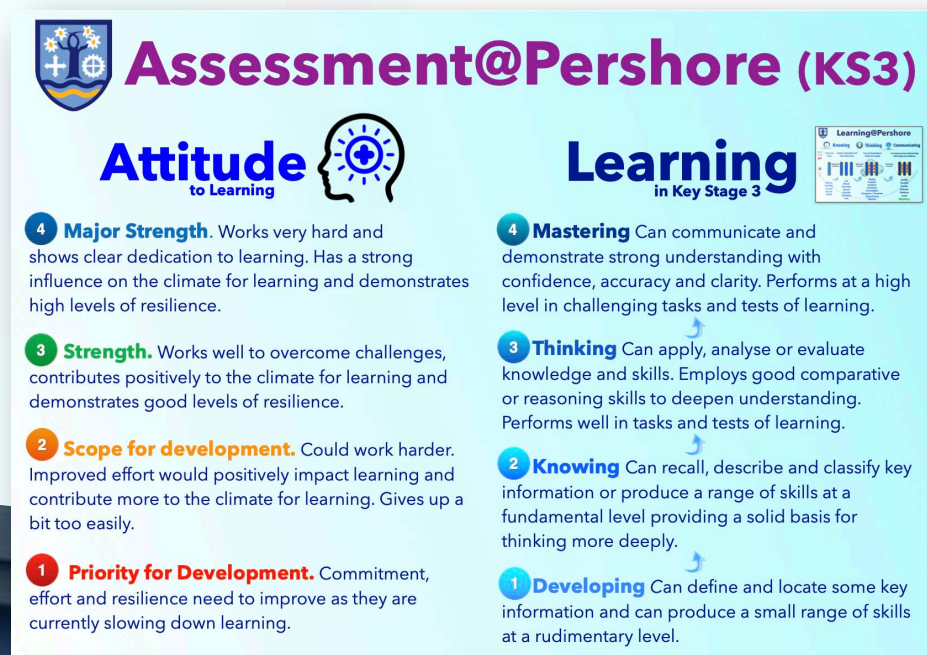
w/b Monday 8th June 2026:
Year 7 Core Examination Week

Year 8

Thursday 23rd October 2025
(4.30 – 8.00pm):

Year 8 (Invited) online Parents Evening

w/b Monday 1nd June 2026:
Year 8 Core Examination Week



New Group Reading Tests - NGRT



A clear reading baseline

Standardised against over 11,700 UK pupils, the national benchmark within NGRT are verified every year based on analysis from almost half a million pupils, so it's guaranteed to be statistically robust.

The Standard Age Score, or SAS, is the most important piece of information derived from any standardised test. The SAS is based on the pupil's raw score, which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of pupils across the UK.

[Find out more](#) >





How would one go about improving attitude grades and, therefore, achievement ?

1. Turn up every day, ready to learn, with the right equipment
2. Arrive on time to lessons and get going quickly
3. Do not distract the teaching or the learning of others
4. Ask when you are not sure
5. Complete tasks at school and home to the best of your ability
6. Focus more on your school work than your phone



How parents can best help

- Uniform and equipment – ‘time creating’ habits
- Reading – lots of it, listen to fluency, check understanding
- Recognition – praise points, praise card = treats
- Routines
 - Attendance, punctuality, HW, self testing on key words
- Check for understanding of key words (HW)



Pershire High School

We help each other to work hard and be kind



Just a note to share good news from...

Pershire High School

We help each other to work hard and be kind

Student:

Tutor:

Given By:

Date:

Reason:

Helping
Others

Working
Hard

Being
Kind

Over and
Above

Well done for embodying our Pershire values – keep it up!
You've earned 2 House Points.

Parents/Carers may wish to reward this positive recognition at home with a big smile, a pat on the back or an appropriate treat!

Look after this praise card to bring back in to school when asked, as it also counts as **1 entry to the end of year prize draw**.





SEND provision

Amy Plowman
Tom Saunders

SEND@Pershore SEND Register...





SEND @ Pershore

SEND Register 2024 - 2025

"Every teacher is a teacher of SEND" as "we help each other to work hard and be kind"



SEND @ Pershore Dashboard Link

[Year 7](#)[Year 8](#)[Year 9](#)[Year 10](#)[Year 11](#)[Year 12](#)[Year 13](#)

The SEND Register at Pershore High School... Common FAQ's

Where do I find the SEND Register? This is our school's SEND Register, here you will find an a simple and accessible easy overview of "need to know" informations for our SEND students. The register is filtered by tabs according to year group, each year group is sorted by surname, forname, tutor, SEND stauts code (M which is monitoring, K which is known need, E which is EHCP/Enhanced support), area of need, whether the student has a pupil passport, a simple needs description and some simple recommended strategies. This is a locked document, which means that it cannot be edited. The link is also on your desktop screen.

Where can I find more information for SEND students? This is the first place you can find information for our SEND students. In addition to this you can go to our 'SEND @ Pershore Dashboard' which has further links to our schools SEND documents, such as Pupil Passports, EHCP's SEND policy, SEND information/department packs, area of needs (infmoration, advice and guidance), best practice and useful documents for SEND students. Included are also guide on how to use some of these resources. There are also links to our weekly SEND briefings, clinics drop-ins, access arrangements.

How do I support a SEND student in my class? The first thing to do is look at the SEND Register and use ePraise indictors to see who your SEND students are. At Pershore High School we use adaptive teachings strategies to support our students, to offer the key principles of responsive teaching in the moment of the learning environment, this is supported by the Teaching @ Pershore framework and teaching one pagers. Within the SEND @ Pershore Dashboard you will find

How can I find/search for a student in my class on the SEND Register? You can use the search bar at the top of each year group tab to search for the surname of a particular student in your class, this will then highlight the student's surname to indicate their details and information on the row. Our MAB students are highlighted by grey across the SEND register columns.

- ✓ All teachers have access.
- ✓ Description and Strategies
- ✓ Simple, easy and need to know.

SEND@Pershore Dashboard...



SEND@Pershore Dashboard

At Pershore High School, 'every teacher is a teacher of SEND' as 'we help each other to work hard and be kind'. Welcome to our SEND@Pershore Dashboard! Here you will find everything you need to support our SEND learners in the classroom. It includes links to our SEND documents, SEND Register, Pupil Passports and EHCP's via year group, our SEND support strategies of support; 5-a-day principles, area of need strategies and some other useful resources.



SEND@Pershore – Key Document and Policies

SEND@Pershore Information Support Pack	SEND@Pershore Who's Who & Key Info	SEND@Pershore Weekly Briefings
SEND@Pershore Zones of Regulation	SEND@Pershore Acronyms and Explanations	SEND@Pershore SEND Needs Cheat Sheets
SEND@Pershore '5-a-day' Principles	SEND@Pershore Area of Need Strategies	SEND & Inclusion 24-24 SharePoint Folder

Our SEND@Pershore Offer – What does good SEND support look like?

Cognition and Learning Difficulties - Specific Learning Difficulties (SPLD) - E.G. Dyslexia, Dyscalculia - Moderate Learning Difficulties (MLD) - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulty (PMLD)	Social, Emotional and/or Mental Needs - Depression - Attention Deficit Hyperactivity Disorder (ADHD) - Eating Disorders - Anxiety Disorders - Mental Health Issues - Social Disorders	Cognition and Learning Difficulties Most likely to be Dyslexia ✓ Twinkl light font/pastel backgrounds. ✓ Resources to support time management. ✓ Teach new vocabulary. ✓ Limit writing/copying down. ✓ Process/take up time in learning. ✓ Scaffold with writing frames.	Social, Emotional and/or Mental Health Likely to be ADHD or anxiety ✓ Process/take up time in learning. ✓ Verbal, visual and written instructions. ✓ Task management – now, next, then. ✓ Calm, inclusive and positive environment. ✓ Awareness of changes, seating plans etc. ✓ Use name's to gain attention and focus.
Communication and Interaction Needs - Speech, Language and Communication Needs (SLCN) - Autistic Spectrum Disorder (ASD)	Sensory and/or Physical Needs - Visual Impairment (VI) - Hearing Impairment (HI) - Multi-Sensory Impairment (MSI) - Physical Disability (PD)	Communication and Interaction Needs Likely to be ASC or SLCN ✓ Structured time and routines. ✓ Awareness of changes, seating plans etc. ✓ Praise in public and reprimand in private. ✓ Timeout if dysregulated. ✓ Visual, verbal and visual instructions. ✓ Foster positive relationships.	Sensory and/or Physical Needs Likely to be Hearing/Visual Impairment ✓ Awareness of accessibility in the classroom ✓ Resources are accessible and clear. ✓ Movement and rest breaks. ✓ Consistent seating plan. ✓ Use of technology, if available. ✓ Correct, voice and visuals in learning.

SEND@Pershore – Year Group SEND Breakdowns

Year 7 SEND			
Year 7 SEND Register	Year 7 Pupil Passports	Year 7 EHCP's	
Year 8 SEND			
Year 8 SEND Register	Year 8 Pupil Passports	Year 8 EHCP's	
Year 9 SEND			
Year 9 SEND Register	Year 9 Pupil Passports	Year 9 EHCP's	Year 9 Access Arrangements
Year 10 SEND			
Year 10 SEND Register	Year 10 Pupil Passports	Year 10 EHCP's	Year 10 Access Arrangements
Year 11 SEND			
Year 11 SEND Register	Year 11 Pupil Passports	Year 11 EHCP's	Year 11 Access Arrangements
Year 12 SEND			
Year 12 SEND Register	Year 12 Pupil Passports	Year 12 EHCP's	Year 12 Access Arrangements
Year 13 SEND			
Year 13 SEND Register	Year 13 Pupil Passports	Year 13 EHCP's	Year 13 Access Arrangements

SEND@Pershore – Best Practice Support Resources

Task Management Board Template	Assessment@Pershore Task Management	Now, Next, Then Resource	PHS Values Praise Cards	RAG Traffic Cards
How to use a pupil passport effectively?	How to use TA support effectively?	Expectations Behaviour Script	Zones of Regulation Lanyard Cards	Clinics and Training Resources

REMEMBER TO DOWNLOAD AND SAVE YOUR OWN COPY FIRST TO ENSURE YOU DO NOT EDIT THE HARDCOPY DOCUMENTS



SEND@Pershore Area of Need Support Strategies			
To monitor and evaluate the support provided to our SEND learners, we follow the 'assess, plan, do, review' SEND model cycle.			
Cognition & Learning	Social, Emotional & Mental	Communication & Interaction	Sensory & Physical
Specific Learning Difficulties (Dyslexia, dyspraxia, dyscalculia)	ADHD, Depression, Anxiety, Eating Disorder, MH Issues	Speech, Language and Communication Needs, ASC	Visual and hearing impairments, multi-sensory, physical disability
1. Twinkl light/pastel background used on all resources. 2. Aids to support time management of activities. 3. Check-in of understanding. 4. Chunking new learning. 5. New vocabulary taught explicitly. 6. Awareness of cognitive overload. 7. Explicit links to prior learning. 8. Limited copying/writing down. 9. Modelling – I do, We do, You do. 10. Reading text aloud, with explanation of key vocabulary. 11. Scaffolding with writing frames, sentence starters, word banks 12. Learning partners 13. Time to process/discuss learning. 14. Visual aids and dual coding.	1. Time to process and discuss learning with learning partners. 2. Time to process verbal and written instructions. 3. A calm and inclusive environment. 4. Clear and concise instructions. 5. Forewarning of changes, including to the seating plan, planned cover lessons and tests. 6. Task management opportunities as a class – now, next, then. 7. Visual aids and dual coding to support written information and instructions. 8. Use students' names to gain attention. 9. Use of unambiguous language. 10. First attention to best conduct, through positive praise.	1. Structured time and routines in all lessons. 2. Awareness and understanding of anxiety and potential triggers. 3. Consistent, calm and fair behaviour management approach 4. Praise is public and specific – 'over and above'. 5. Behaviour is redirected with calm de-escalation. 6. Timeout to reregulate if needed. 7. Check-in of understanding. 8. Calm and inclusive environment. 9. A fresh start to learning each lesson. 10. Teachers 'meet' students with 11. Teachers 'end' students with	1. All classrooms are accessible. 2. Awareness of impact fatigue. 3. Homework that is accessible and designed to support learning. 4. Stationery and sensory toys. 5. Calm learning environment. 6. Appropriate size paper and font, if needed. 7. Twinkl light/pastel background used on all resources. 8. Highlighting of key information. 9. Movement and brain rest breaks. 10. Access to exam arrangements, like extra time etc. 11. Consistent seating plan
All SEND students in our lessons have access to (i) Learning check-ins, a safe space, brain breaks and timeout, fidget toys, noise reducing tools, h coloured resources (if needed), toilet breaks (if needed), use of technology (if able to access), LST			
At PHS students are recognised for positive conduct by: Praise cards, ePraise points, tokenistic Fortnight and many other positive praise opportunities for work			
At Pershore High School we help our SEND learners to help each other to v			

Pershore High School

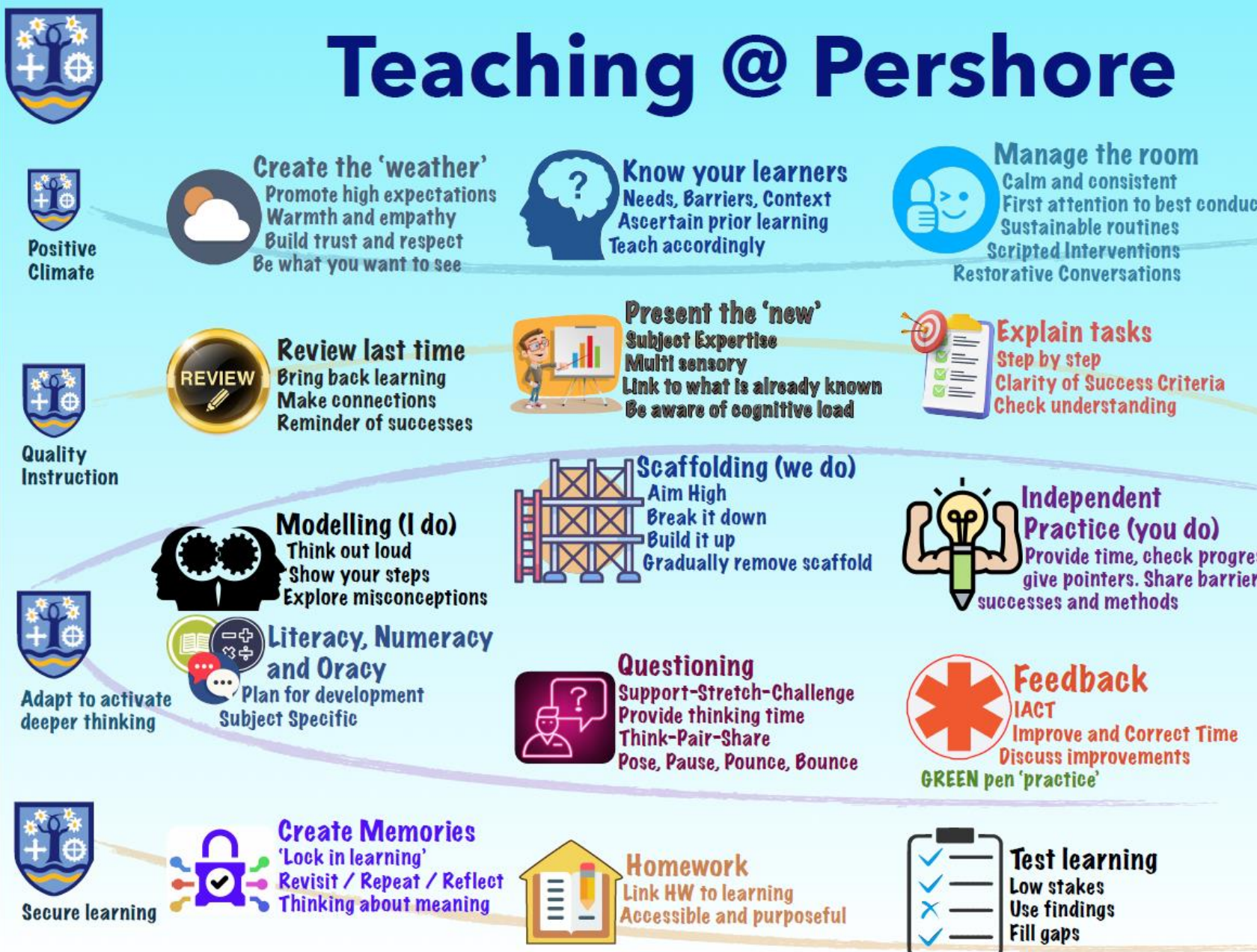
PUPIL PASSPORT

Name: D.O.B:

Year & Tutor:

Issue Date: Review Date:

SEND Need/s: C&L C&I SEMH S/P Diagnosis/Pending: Type	Current Average ATL: Type Reading Age: Type	Current Interventions: Type	Outside Agency Input: Type	Health/Medical Information: Type
I like/I am good at... Type	I dislike/I struggle when... Type	IMAGE OF STUDENT	I learn best/I am motivated when... Type	I find it difficult to learn/I shutdown when... Type
Resources that I need to learn are: Type	Other things I would like you to know: Type		Reasonable Adjustments: Type	Access Arrangements: Type
SMALL STEPS PLAN – Term One (2025 – 2026)				
Target	Strategies			RAG Progress
To	Type			
Type	Type			
Type	Type			
What have I found difficult? Type	Updates/Changes to Targets: Type			Pupil: Parent/Carer: SENDCo:





Who's Who in Inclusion at PHS?



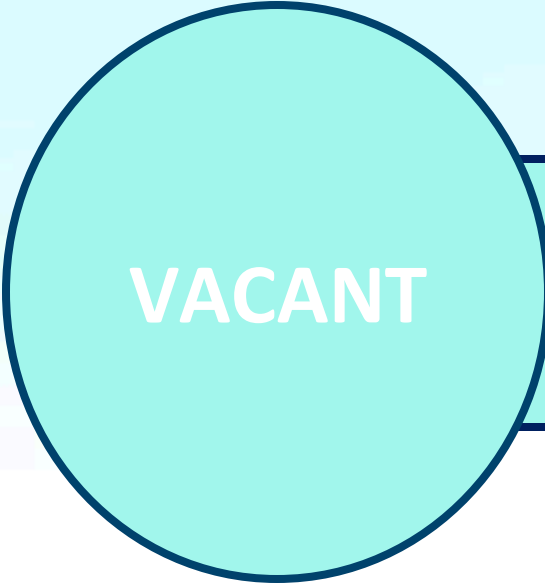
Amy Plowman
SENDCo



Tom Saunders
Deputy SENDCo



Caroline Barret
SEND Administrator



VACANT
Inclusion Manager



Beth Patrick
MAB Manager

SEND@Pershore Emails

Amy (SENDCo) & Tom (Deputy SENDCo)
SENDCo@pershore.worcs.sch.uk

All the S@P Inclusion Team
inclusion@pershore.worcs.sch.uk

The MAB Team
mab@pershore.worcs.sch.uk

Pamela Drakeley	Nicola Kitley	Alice Hope	
Joy Ludlow	Becca Cox	Steve Cullen	Mariya Gospodinova
Alison Clasen	Dean Fisher	Angela Rees	



Behaviour for learning

Adrian Bennett



Behaviour For Learning

Perschore High School is a welcoming, aspirational and purposeful community where young people develop character, courage, confidence and the ambition to succeed.





“... behaviour around the school and in lessons is calm and orderly. Pupils move around the school sensibly, following clear routines and expectations.”

Ofsted 2024

Relationship built through consistency and high expectations

- Uniform
- Equipment
- Conduct
- Effort





Celebration Clubs





What if....

How can we improve it?

How can we help?

Pershore
High
School
Conduct
Card



Name:

Tutor:

Behaviour

Disrespect

Uniform

Out of lesson

When you get three signatures in the same column, your teacher will keep your card and pass it to your Head of House. A sanction will then be issued.

The Pioneer Centre Residential Y7





Boundless Outdoors Y8





What we do here

Andrew Nockton



IT'S ALL ABOUT
RELATIONSHIPS





Friends of Pershore High School
**WE NEED YOUR
HELP!**

**Can you spare a couple of hours
a month to help run the PTA?
If so, please email:**



friends@pershore.worcs.sch.uk

Please support your PTA - Thank you



Thank you for attending