



Year 7 Helping Parents Help their Sons

15 September 2025



Programme

Introduction and Welcome: **Miss Fairfax, Third Deputy Head**

Good study habits and supporting your son at home: **Mr Tresidder, Year 7 Progress Leader**

- Using the timetable, packing bags and keeping on top of books and materials
- Organising the use of time and keeping on top of homework
- Positive environments for study
- How parents can help their sons every day and especially when things become difficult
- Reporting, subject support and pastoral support

Lifelong Readers: **Mr Derrick, Associate Assistant Head**

Subject Specific Information

- English – **Miss Wood**
- Mathematics – **Mr Tresidder**
- The Sciences – **Mr Tresidder**
- Modern Foreign Languages – **Miss Fairfax**
- Physical Education – **Mr Futchter**

Careers provision: **Mr Atkinson**

Managing technology: **Mr Baggs, Director of Lower School**

Closing Remarks: **Miss Fairfax**



Questions at the end of the evening

Note: this presentation
will be available on the
School website.



Good study habits and supporting your son at home

Positive environments for study

- Quiet and ordered space
- Well lit
- Uninterrupted and free from distractions
- Free from technology
- NOT IN FRONT OF A TV
- Firm chair and desk for written work



Good study habits and supporting your son at home

Using the timetable

- 2 week timetable – keep on top of whether it is an A week or a B week
- Keep copies by the desk and in a place where you can see it
- Keep a copy of homework timetables

Packing bags

- Bags should be labelled in a way that allows the School to identify the owner, but not displaying personal details (eg AB, 7C WHSB)
- Bags should be packed as soon as homework is finished – never leave it until morning
- A double-check of the planner should be made to ensure that there is no outstanding homework due and all homework is properly noted
- The contents of each folder should be quickly checked before they are packed into bags
- All materials should be named



Good study habits and supporting your son at home

Keeping on top of books and materials

- Exercise or textbooks issued should all be named in the appropriate place
- Keep plastic folders for all books and materials for each subject
- Keep all homework in the folder
- Protects work and decreases likelihood of forgetting
- Every day pupils should be equipped with
 - A pencil case containing at least 2 pens, at least 2 pencils, a ruler, a sharpener, a rubber and a green pen
 - They should also have calculators for maths and the sciences, and a geometry set for maths



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

YEAR 7 – each evening's homework on a particular subject should take 25min

Monday	Tuesday	Wednesday	Thursday	Friday
English	Geography	History	English	Computer Science
MFL 1	MFL2	Mathematics	Science	Religious Studies
Mathematics	Science	Technology	Music (A)	MFL2 (A)
			MFL1 (B)	Art (B)

Spanish is MFL1. German is MFL2. French takes the other slot.
(A) means that this homework is only set in A-week.

Homework should be recorded in the planner on the evening it is due to be completed.



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

- Homework should be set in a lesson BEFORE the night homework is detailed on the homework timetable (i.e. that day or the preceding lesson).
- Homework should not be expected back in until AFTER the night on which homework is detailed on the homework timetable.
- The pupils should be reminded when a homework is set which night they are timetabled to complete it.



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

Please note that the table above indicates the evening on which the homework should be done. The work may well be set a few days beforehand, and may not be required to be handed in until a few days afterwards. A task may require several 'slots' of homework to complete, and will not be marked until it is finished.

Where a pupil indicates that they have already completed the work set for a particular slot, please consult the notes in the inside front cover of his exercise book, which will provide suggestions of suitable ongoing tasks and resources which can be used to extend his learning in the subject.

You can reasonably expect to see a three or more pieces of marked work in the exercise book each half term, of which at least one will be marked with information about what is going well and the way to improve. Please note that some subjects which set extended homework e.g. Art and Technology may not mark three pieces of work in a half term. Not all homework 'slots' will be used for tasks which require marking. It may be the case that the completion of notes, revision or other activities will be set as homework, and these will not be marked in detail.



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

- There is no harm in getting 'ahead of the game' and completing it earlier (but never later) especially if there is an evening commitment which may interfere with your son's ability to complete work
- Complete homework early in the evening, preferably as soon as your son gets home, when it is still light and before the pupil becomes overly tired
- Split the homework into two chunks with a reasonable break, such as an evening meal, between (i.e. 2 pieces before dinner and one after)



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

- Try to get work complete with enough time for your son to properly relax afterwards
- Tick off work in the planner as it is completed and place completed work in the appropriate folder
- Before beginning each piece of work, review with your son what he needs to do, and after each piece of work is completed, have him show you what he has done
- If no homework is set, or if it takes less than the time allocated, use that time instead to review that subject area



Good study habits and supporting your son at home

How parents can help their sons every day

- Review homework work with your son before and after for a couple of minutes
- **SIGN PLANNERS WEEKLY** and make sure that homework is being recorded.
- Discuss what has been learned and ask your son to explain it – the process of explanation will help him to remember and consolidate his understanding
- Help your son initially to get into the habit of packing bags, checking timetables, cross checking planners etc.
- Show and encourage good presentation and organisation



Good study habits and supporting your son at home

How parents can help their sons when things become difficult

- Regular dialogue with your son so you can understand what is going on at School
- Encouragement – lots of boys find things difficult for the first time coming to a Grammar School
- Failure is not an end – it's a learning opportunity. Teach your sons to deal with failure and disappointment by trying a different way
- Model how you would answer a question or complete a piece of work and ask your son to try that
- Review notes and marked work with your son
- Help him complete questions from his book, including retrying questions he found difficult
- Avoid his temptation to 'hope it will all go away' – it must be addressed head on as difficulties arise



Who to Contact

Contacting the School by letter, telephone or email
(lspo@whsb.essex.sch.uk).

- Form Tutor
 - Absences (by letter)
 - Report queries
 - Minor concerns
- Lower School Pastoral Tutor
 - Administrative concerns
 - General questions
- Progress Leader
 - Serious concerns
- To report an absence:
 - Call the school on **every day** of the absence.
 - Option 1 – Report an absence
 - Option 1 – Years 7-9
 - We need to know: Full Name, Form and reason for absence (unwell is not sufficient)
 - On return to School a written note must be handed to the Form Tutor.



Good study habits and supporting your son at home

Reporting

3 reports a year

- Initial 18 October 2025
- Full Written 21 March 2026
- Data only 18 July 2026

1 Parents' Evening (online)

- 17 November 2025



WHSB GRADE

EP

7a

7b

7c

6a

6b

6c

5a

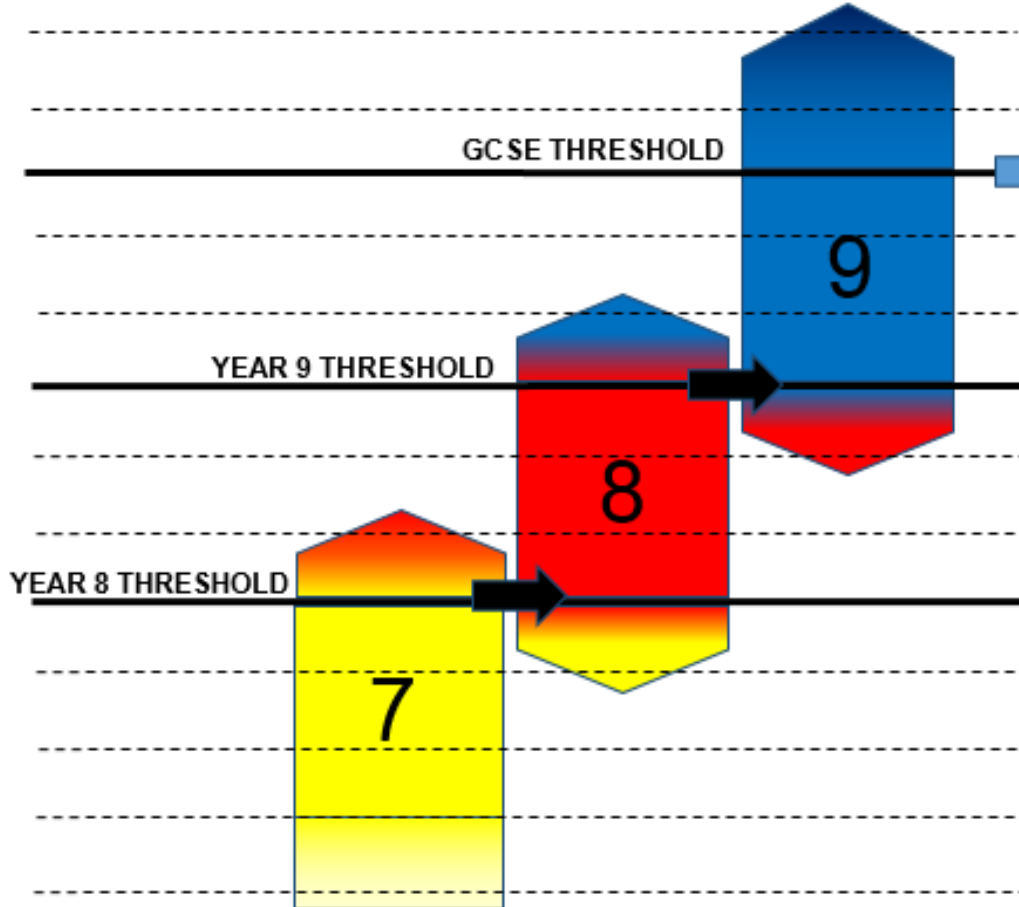
5b

5c

4a

4b

4c



GCSE THRESHOLD

GCSE

YEAR 9 THRESHOLD

YEAR 8 THRESHOLD

7

8

9



What the grades mean...

Grade 5b is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle Year 8 material at this school.

Grade 6b is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle Year 9 material at this selective school.

Grade 7b is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle GCSE material at this selective school.



Conduct Cards

Your son has been issued a Conduct Card, which he must carry with him at all times.

- The Conduct Card gives four opportunities to make minor mistakes without being sanctioned. A signature should be seen as a warning not a sanction.
- Parents should check the conduct card regularly. It will be helpful to see if there are any problems, such as organisation, which can be addressed at home.
- House Points are awarded each half term for unsigned lines.
- If it is lost or destroyed, he must see Mrs Radford or Miss Lambert in the Lower School Pastoral Office. It is the pupil's responsibility to keep the card safe, and must remove it prior to washing.
- A full (or lost/destroyed) conduct card carries the sanction of a Lower School Detention.



Planners

Your son has been issued a planner, which he must carry with him at all times.

- If it is lost he must purchase a replacement from Reception.
- Parents should check the planner regularly. This is useful for monitoring homework and checking that work is being completed.
- There are other pages in the planner:
 - Lunchtime detentions
 - Attendance at extra-curricular activities
 - Requests to leave the classroom
- These pages will help you monitor your son's progress.



Pastoral and Subject Support

Subject Support Cards

Issued by HoD following recommendation by classroom teacher.

Lasts for 4 weeks.

Signed at the end of each lesson by subject teacher and commented upon weekly by parent.

Parent informed by letter when monitoring commences and when it finishes or if it is to continue for a further 4 week cycle.

Operates independently of Pastoral Support/Monitoring.



Pastoral and Subject Support

Interim Monitoring

1 week long snapshot.

Pupil should hand to the teacher at the start of the lesson and collect at the end.

Parents should sign it daily.

DATE _____

WESTCLIFF HIGH SCHOOL FOR BOYS
INTERIM MONITORING

NAME _____ FORM _____

OBJECTIVES: The purpose of this card is to assess a pupil's progress, behaviour and attitude in their lessons. Please give an overall rating of the lesson and provide a comment detailing any areas of behavioural concern, e.g., 'too chatty', 'distracting others', 'lacked focus'.

It is the pupil's responsibility to ensure that this booklet is given to subject teachers at the start of every lesson and also to ensure that it is signed every evening by parents. The card must be returned to your Head of Year after one week.

GRADING: Each lesson should be graded using the following system.
A: Excellent B: Good C: Unsatisfactory D: Poor

MONDAY

Period	Subject	Grading	Comment	Initials
1				
2				
3				
4				
5				
6				
Parent's signature/comment:				

TUESDAY

Period	Subject	Grading	Comment	Initials
1				
2				
3				
4				
5				
6				
Parent's signature/comment:				

Comment _____ Initials _____

Comment _____ Initials _____

Comment _____ Initials _____

6 _____

Parent's signature/comment: _____

Progress leader comment: _____



Pastoral and Subject Support

WESTCLIFF HIGH SCHOOL FOR BOYS

MIDDLE SCHOOL

PASTORAL SUPPORT



NAME: _____ FORM: _____

DATE OF ISSUE: _____

ISSUED BY: _____

SPECIFIC TARGETS FOR IMPROVEMENT:

1	_____
2	_____
3	_____

OBJECTIVES:

This Level 2 Support booklet has been issued following the completion of the Interim Monitoring Card.

The purpose of this Level 2 Pastoral Support booklet is firstly to monitor pupil progress, achievement and attainment in circumstances where concerns have been raised and, secondly, to monitor behaviour, attitudes and conduct (if applicable).

Level 2 Support booklets are only issued by Heads of School/Progress Leaders.

It is the pupil's responsibility to ensure that this booklet is given to subject teachers at the start of every lesson and collected at the end. Pupils must also ensure that this booklet is signed by Form Tutors every day and also to that it is signed every evening by parents.

School sanctions will be issued if this matter is not attended to with the necessary care and attention.

GRADING:

Each individual target is to be graded using the following system:

- A: Target Exceeded
- B: Target Met
- C: Target Not Met

MONDAY

Teachers should grade the three target columns with reference to the targets shown on the front of this booklet. The grading system is explained on the inside front cover. An entry in the comment column is optional.

Period	Subject	Target 1	Target 2	Target 3	Comment (in relation to targets)	Staff Initials
1						
2						
3						
4						
5						
6						

Form Tutor: _____	Head of School/Progress Leader: _____	Parent's Signature/Comment: _____
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Pastoral and Subject Support

Pastoral Support

4 week long in Lower School

Bespoke targets.

Pupil should hand to the teacher at the start of the lesson and collect at the end.

3 Grades ONLY:

Target Not Met

Target Met

Target Exceeded

Parents informed of period of support by letter.

WESTCLIFF HIGH SCHOOL FOR BOYS

MIDDLE SCHOOL

PASTORAL SUPPORT



NAME: _____ FOR _____

DATE OF ISSUE: _____

ISSUED BY: _____

SPECIFIC TARGETS FOR IMPROVEMENT:

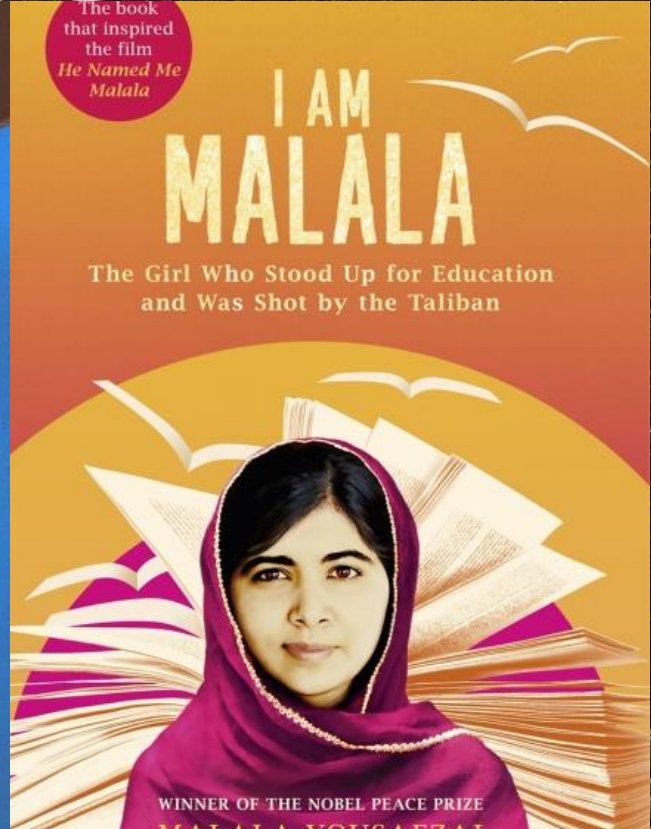
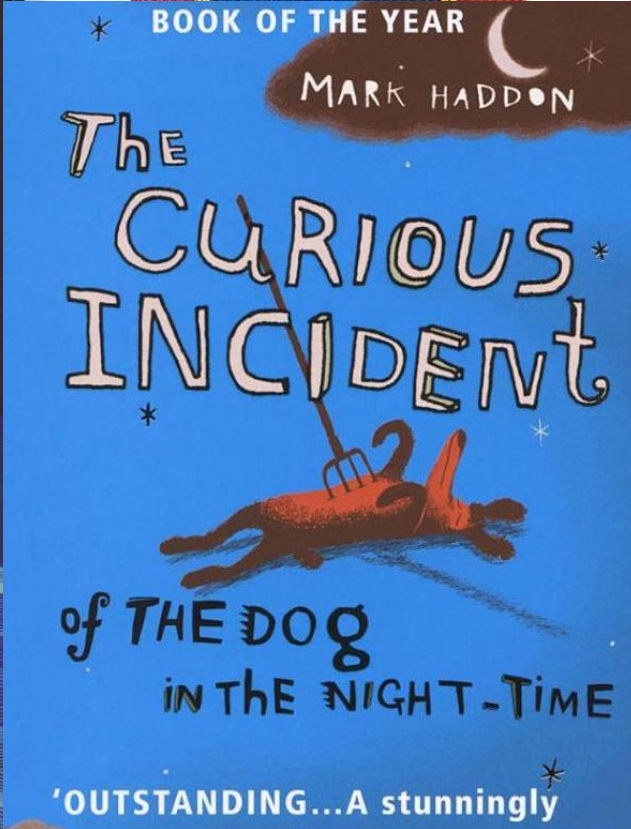
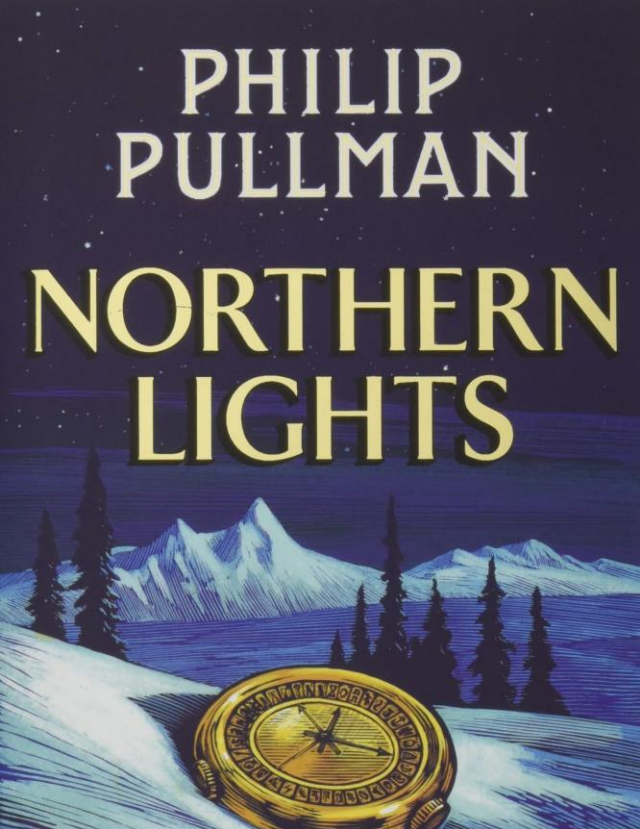
1	
2	
3	

MONDAY

Teachers should grade the three target columns with reference to the targets shown on the front of this booklet. The grading system is explained on the inside front cover. An entry in the comment column is optional.

Period	Subject	Target 1	Target 2	Target 3	Comment (in relation to targets)	Score Achieved
1						
2						
3						
4						
5						
6						

Form Tutor:	Head of School/Progress Leader:	Parent's Signature/Comment:



Lifelong Readers

Mr Derrick



WESTCLIFF HIGH SCHOOL FOR BOYS
English at WHSB
Miss Wood



The Curriculum

Heroes and Villains

HT1: Beowulf

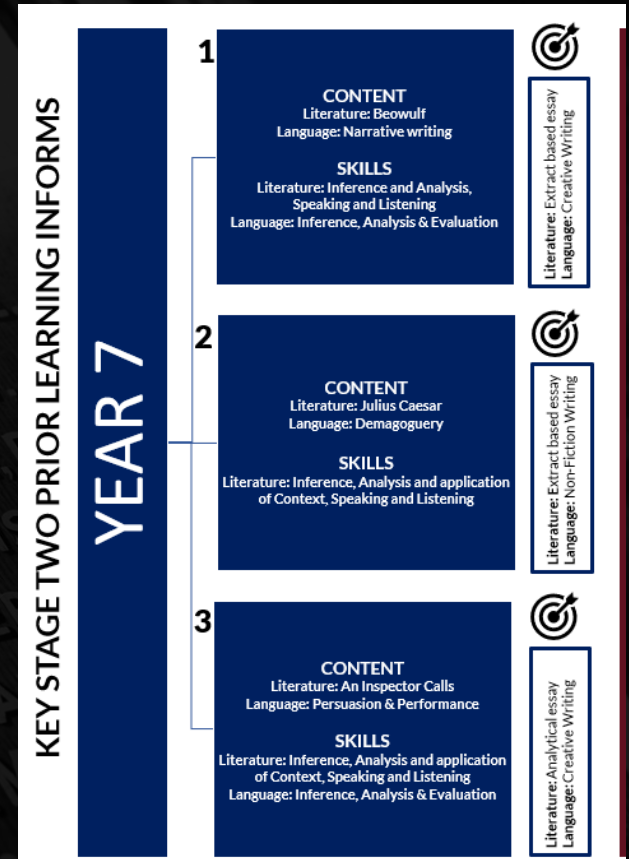
HT2: Narrative Writing

HT3&4: Julius Caesar

HT5&6: An Inspector Calls

This information can be found in the front of Pupils' books

Both English Literature and English Language skills are embedded





Assessment

- ✎ Baseline Assessment – Creative Writing
- ✎ Literature Assessments: *Beowulf*, *Julius Caesar* & *An Inspector Calls* – Extract Style Question
Comprehension -> Analysis & Essay Writing
- ✎ Language Assessments: Narrative Writing & Persuasive Writing
- ✎ Foundational skills – Assessed from Y7-Y11
- ✎ Targets at the front of books – set by teachers and reflected on by Pupils.
- ✎ Marking colours:
 - Teachers – red
 - Peers – purple
 - Self Assessment/Redraft - green



Homework

- 🦁 25 minute homework slots on Mondays and Thursdays – slot is completion of homework, not date set.
- 🦁 3 core homework tasks
- 🦁 Books are a resource – templates, quotes, contextual information



Stretch and Challenge

- 🦁 Extra-curricular activities (expansion in following slide)
- 🦁 Challenging texts and ambitious course
- 🦁 Embedded stretch and challenge within lessons – pupils should seize opportunity to engage with this



Extra-curricular

- 🦁 Creative writing club
- 🦁 Upcoming trips
- 🦁 Poetry slams
- 🦁 Young writers competition
- 🦁 Young poets competition
- 🦁 Echo News Takeover



How can you help your son?

- 🦁 Encourage reading – ask questions, nurture an interest, lead by example
- 🦁 Check planners
- 🦁 Ensure notes in books are being used during homework tasks and homework is completed in appropriate settings
- 🦁 Communicate with your son about their curriculum



WESTCLIFF HIGH SCHOOL FOR BOYS

Mathematics at WHSB

Mr Tresidder



The Curriculum

- ✎ 11 units taught primarily from the Pearson Delta 1 textbook
- ✎ Opportunity for investigative problems and developing problem solving skills throughout the year
- ✎ Pupils have two exercise books; blue contains notes with helpful hints and examples; orange is their main workbook
- ✎ Pupils are taught in Form Groups in Year 7. In Year 8, classes are mixed ability but slightly smaller size. In Year 9, we have accelerated groups (3 groups) and non-accelerated groups (4 groups). All pupils have the same curriculum. As pupils move into GCSEs, we have 4 accelerated groups who take Level 2 Further Mathematics as an additional GCSE equivalent qualification



Assessment

- Synoptic Tests occur 3 times per academic year
 - **September** (Baseline test – pupils do not need to revise or learn any content)
 - **January/February**
 - **June** (End of Year Examinations as part of school-wide internal examinations)
- Directed Revision Questions (DRQs)
 - End of topic tasks completed either as homework or during lessons
 - Pupils are encouraged to use all resources available to them
 - Pupils can identify areas of the units to further improve on
- Mental Maths Maestros
 - 20 quick questions on Key Skills
 - 5 minutes to complete
 - Marked in class and teacher reviews



Homework

- 🦁 Four tasks every fortnight (twice a week)
 - Two weekly Skills Homework on Dr Frost Maths set by Mr Lo; implementing retrieval and revision of topics throughout the year
 - No Dr Frost tasks set until after half term
 - Set each Monday, due the following Monday
 - Two other tasks set by class teacher (either on paper or online)

- 🦁 If your son has tried and struggled, he should find the teacher before the lesson to explain his difficulties.

- 🦁 Maths Help Club on Monday & Thursday lunchtime in M2, with older students able to give advice and guidance (your son is welcome to bring his lunch/leave to get lunch when appropriate)



Stretch and Challenge

- 🦁 Pupils are regularly challenged in lessons, however, a secure foundation of knowledge and skills for other subjects and future years at WHSB is equally as important as having challenging questions.
- 🦁 All pupils will be challenged to become better mathematicians in their lessons. We believe that a successful mathematician will:
 - Be able to think critically about problem solving, especially with multi-stage problems
 - Be able to consider the legitimacy of their solution in context
 - Be able to clearly explain their reasoning verbally and in a written format
 - Be able to present their work and reasoning in a neat and mathematically sound format



Extra-Curricular

- **Countdown Club** is run every Monday lunchtime in M1. Some of our pupils are aiming to appear on the TV show!
- **Gauss Group** (formerly known as Maths Society) is on Tuesday lunchtimes in M1 and is available for pupils to attend to expand on their mathematical knowledge. It is run by Sixth Form students, many of whom are applying to study Mathematics or Mathematics-related degrees at university
- Some of our best mathematicians will take part in the **UKMT Junior Maths Challenge**. We run a qualifier round for Year 7 pupils in the Spring Term; our experienced Maths Prefects run training sessions to prepare and develop problem solving skills



How Parents Can Help

Pupils must have a Casio FX-83GT CW or Casio FX-85GT CW calculator (available from Amazon, stationery shops and large supermarkets)

Allow your sons to solve day-to-day mathematical problems e.g. calculating discounts, reasoning which product is the best value per 100g

Ask questions; if he uses a different method to one you are familiar with to answer questions, ask him to explain it to you; this will help to consolidate his understanding

Encouragement and build confidence; if he is stuck or unsure on how to do a question, ask some of the following: Has he looked back at his notes and examples? Has he tried an alternative method? Has he used all information provided? Does his answer make sense?



WESTCLIFF HIGH SCHOOL FOR BOYS

Science at WHSB

Mr Tresidder



The Curriculum

6 topics taught primarily from the textbook, split into the separate Sciences

Each topic is taught in two halves, with a synoptic test at the end of 3 half topics

Each topic includes in class experiments and at home experiments

September - January	February - April	May - July
Lab safety and recording experiments	Eating and drinking	Breathing
Mixing, dissolving and separating	Elements	Chemical reactions
Cells	Energy transfers	Investigating sound
Introduction to forces and types of forces		





Assessment

- **Synoptic Testing 3 Times per year**
 - Baseline Test in September (no need for revision)
 - Synoptic Tests after completing 3 topics
 - End of Year Tests in June (as part of school wide End of Year Examinations)
- **Lab Reports**
 - Practical experiment completed in lessons
 - Booklet of questions completed as homework
- **Comprehension**
 - Short questions based on a Scientific text
- **Research Tasks**
 - Opportunity to develop and showcase their understanding of key ideas





Homework

- Four homework slots every fortnight (twice a week).
- If there is not a set piece of work, your son should complete his own revision tasks such as answering questions from the textbook.
- If your son has tried and struggled, he should find the teacher before the lesson to explain his difficulties.
- Science Help Club is available, and your son should attend for assistance.





Extra-Curricular

- Opportunity to attend Science Help Club with the possibility of becoming a Mentor
- Step into NHS competition providing an opportunity to research employment within the NHS
- British Science Week activities including a poster on the theme for the year





How can you help?

- **Maintain a good attitude and work ethic**
 - Try to avoid saying 'I hated Science' or 'I was never good at Science'
 - Ask each day what your son has learned and ask him to explain it to you
 - Engage with your son's homework and the home experiments in the lab book
- **Maintain good organisation and presentation**
 - Make sure your son has the correct equipment – exercise book, lab book, textbook, pen, pencil, ruler, calculator
 - Check their exercise book is in good order, consider covering it with plastic if the condition is worsening
- **Help them to achieve**
 - Set up a revision timetable and regularly review previous topics
 - Check how they are doing in assessments, all should be recorded alongside the class average at the back of their exercise books
 - Encourage your son to use the questions from the textbook or to complete online quizzes such as found on BBC Bitesize





WESTCLIFF HIGH SCHOOL FOR BOYS

Modern Foreign Languages at WHSB

Miss Fairfax



The Modern Foreign Languages (MFL) curriculum

- Year 7 pupils all study two languages:
- X band study French and Spanish
- Y band study French and German
- Z band study German and Spanish
- Pupils will be equipped with a Pearson Edexcel text book (Studio, Viva, Stimmt) and will have access to online resources through ActiveLearn and Quizlet
- All pupils will study core grammar through different modules, focusing on the present tense



Assessment

- Year 7 pupils will have a baseline test after approximately four weeks of study; this will cover greetings, numbers, genders and basic core vocabulary
- Pupils should expect to have regular vocabulary tests
- They should also revise verbs for tests on the present tense (regular and irregular verbs)
- At the end of each module, pupils will have a series of tests involving the following: translation into the foreign language; a short essay; a spoken assessment
- In the End of Year Examinations, pupils will be tested on listening and reading skills, as well as translation



Homework

- 🦁 Pupils will have homework according to the homework timetable for each language studied
- 🦁 Some homework tasks will be to complete reading and listening exercises at home, using the text book or ActiveLearn (online)
- 🦁 Other homework tasks will be to learn vocabulary or grammar for tests or End of Module Assessments
- 🦁 Some homework will involve correcting work



Stretch and Challenge

- 🦁 Pupils are taught in mixed ability groups in Year 7, and teachers are experienced in stretching the more able, including native speakers.
- 🦁 Pupils are given opportunities to go beyond the curriculum through exposure to more complex structures and more advanced vocabulary
- 🦁 We have libraries in each department (French, German and Spanish) and pupils can borrow books
- 🦁 Summer term projects give pupils the chance to expand their horizons through cultural and linguistic projects such as researching festivals and regions



Extra-curricular

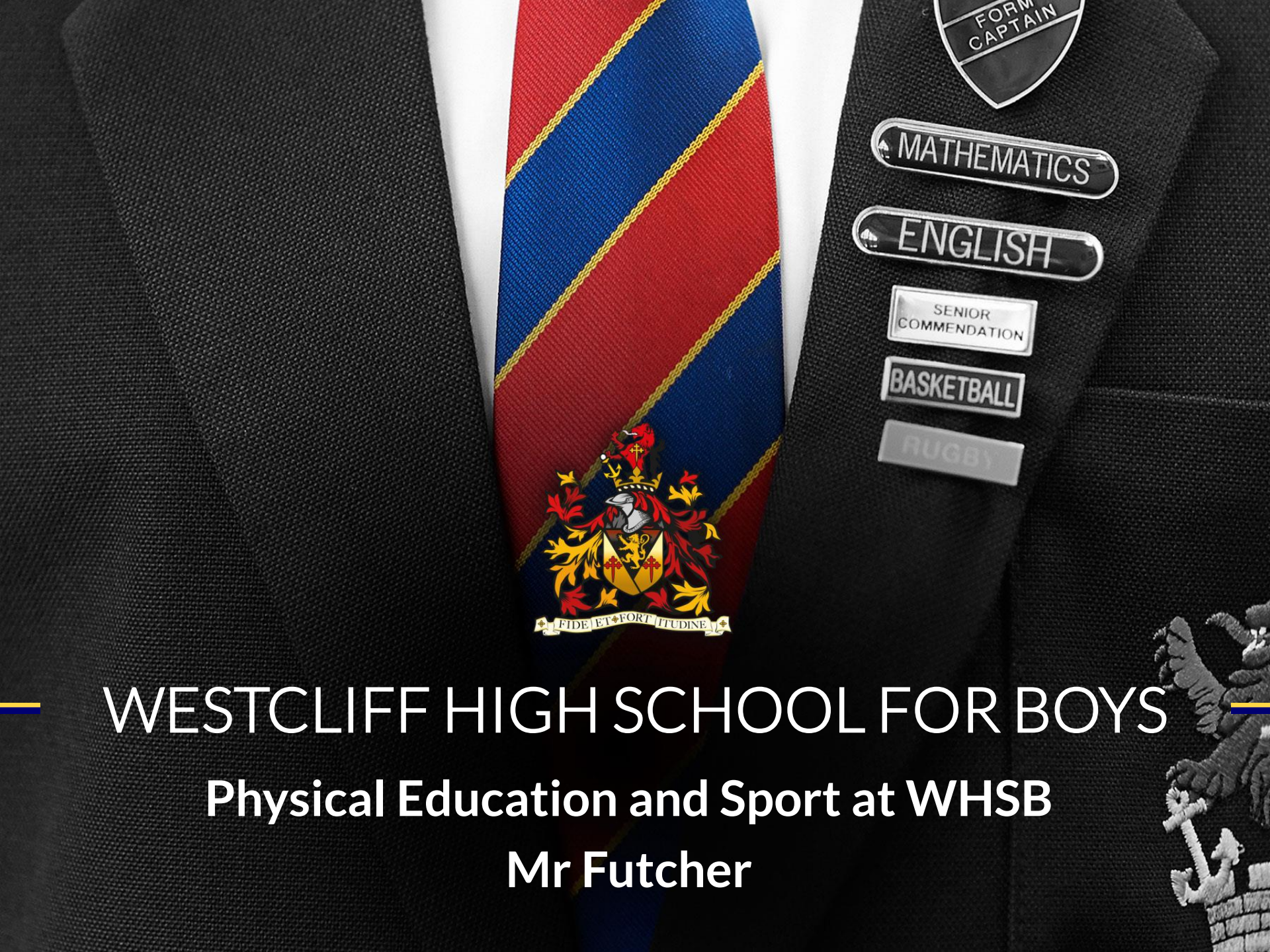
We offer a number of different competitions throughout the year:

- 🏆 The Anthea Bell Prize (translation from French, German, Spanish, Mandarin, Italian and Russian)
- 🏆 Have Your Say (French, German and Spanish dialogues)
- 🏆 The Spelling Bee (French, German and Spanish, held as House competitions)
- 🏆 The Stephen Spender Prize (Translation of a poem or song from any language)
- 🏆 Mother Tongue, Other Tongue (a poetry competition to celebrate heritage languages and languages studied at School)
- 🏆 The MFL Department also organises language events and competitions during The Africa Cup of Nations, World Cup and Olympics



How Parents can Help

- 🦁 Encourage your son to practise aloud at home and to spend enough time going over what he has learned in his MFL lesson that day
- 🦁 Offer to test your son when he has a vocabulary or grammar test
- 🦁 Have a positive attitude to learning languages, and praise your son for his efforts and achievements
- 🦁 Suggest your son seeks help from his teacher(s) if he feels like he is struggling in one or both languages; we have mentoring at lunchtimes for each language, led by our Year 10 Language Leaders, and attending mentoring can be very beneficial for some one-to-one guidance and support.



WESTCLIFF HIGH SCHOOL FOR BOYS

Physical Education and Sport at WHSB

Mr Futcher



Physical Education Information

PE vs Games Kit:

Your son will have two different kits they are required to wear at different times within their PE and Games curriculum. Their teacher will either ask them to bring in their PE or Games kit, which are as follows:

- PE Kit - Singlet (vest), Rugby Shorts, white socks and trainers (non-marking).
- The new optional t-shirt is used as the indoor kit for the Autumn and Winter terms.
- Games Kit – Rugby Shirt, Rugby Shorts, Rugby socks and boots – not astro turf trainers. Gumsheild (rugby), can be purchased from Sports Direct. Shin pads (football)

Your son will likely wear the same kit for a term at a time and will always be updated when the kit required may change.



Extra Curricular Information

➤ Extra Curricular Club timings:

Morning – 7:45 – 8:30

Lunchtime – 12:50 – 13:30 (It may be advisable for your son to have a packed lunch on a day where they are attending a lunchtime club, but if they want to use canteen they may leave a practice early)

After School – 15:40 – 16:45/17:00 (depending on the activity)

- Pupils are expected to arrive at and depart from both training and fixtures in full School Uniform.
- Your son will potentially be selected to represent WHSB in both mid week and Saturday morning fixtures, some of which are highly competitive County and National competitions. Your son will be notified of their selection a minimum of 3 days in advance. Whilst every effort is to give at least three days notice on rare occasions it will be less than this. If a pupil has pulled out and needs to be replaced for instance.
- The PE department will always take your son to fixtures and return them to WHSB afterwards, however if you wish to collect your son from an away venue this can be communicated with the department on the day.
- Where possible we also drop pupils who take the train to School at Chalkwell station in order to reduce the lateness of their arrival home, and as a gesture as they have represented WHSB.



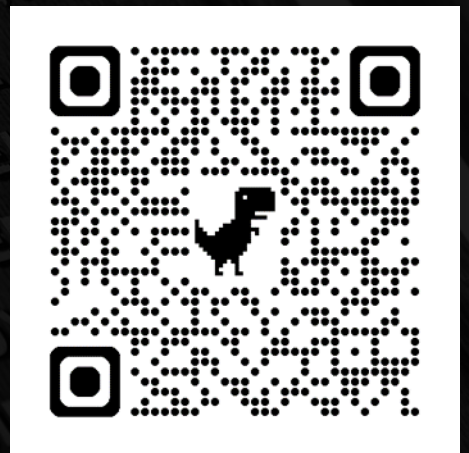
Extra Curricular Information

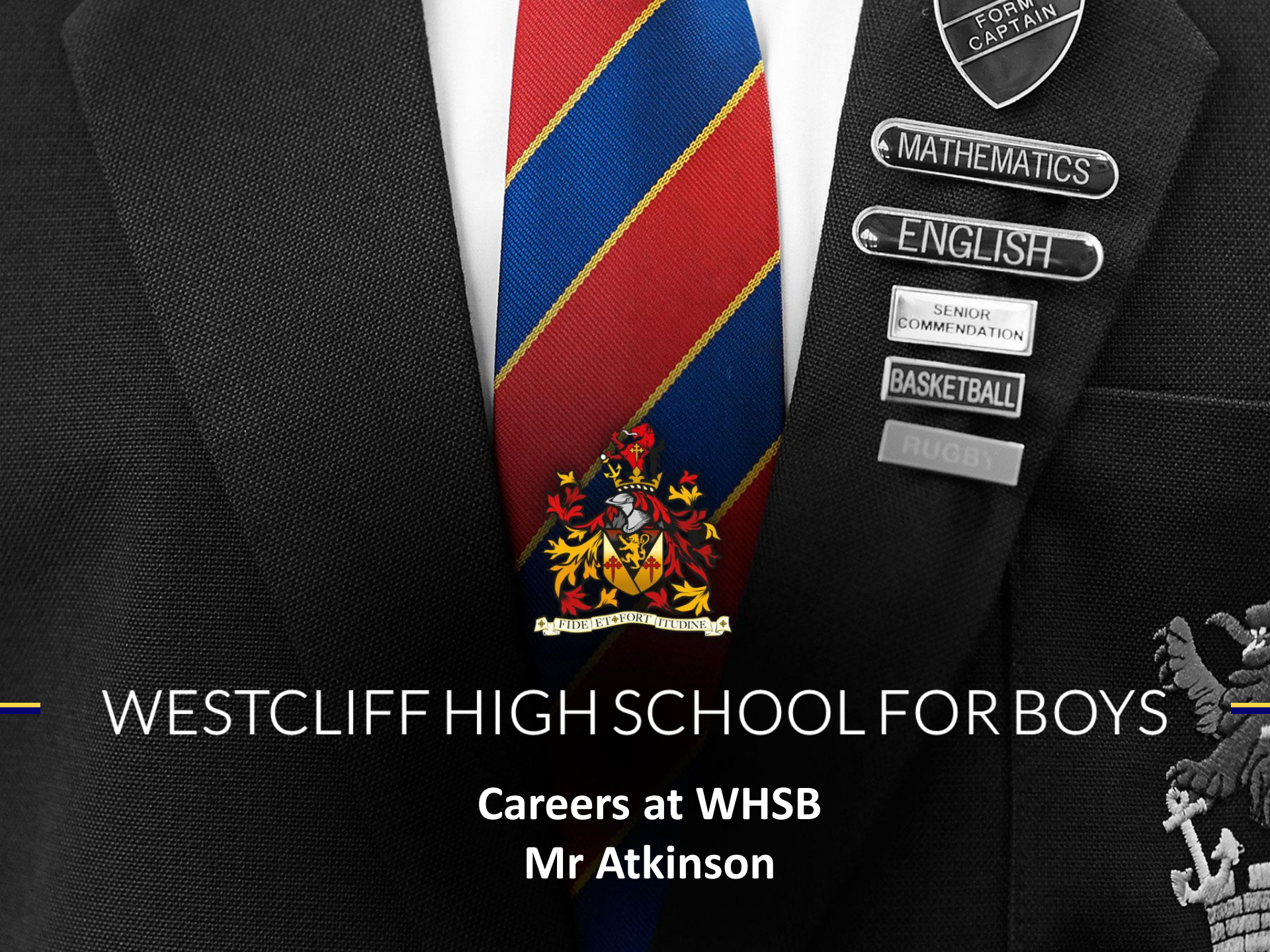
- With the volume of fixtures and training your son will have there is the expectation that they communicate effectively to you in good time so that you can make the necessary arrangements. The Department will not contact you to inform you of fixtures or selection. This is the responsibility of your son! They will be informed with plenty of notice about selection.
- It is unacceptable (excluding emergency situations) for your son to pull out of a fixture on the day or on the morning. Your son will be challenged on this as, he is letting down not only his School but his team mates. We encourage Effective Communication between your son and the Department and your son communicating to you.



Team Up

- This is an external sports fixture calendar which can be found at the bottom of the 'Menu' tab of the School Website.
- Extra Curricular fixtures will appear on Team Up a minimum of a week prior to their date, with Saturday fixtures appearing online much further in advance.
- Within each fixture on Team Up, you will be able to find the time, date and location of each fixture alongside a team sheet, this is an easy way of confirming your son's selection.
- <https://teamup.com/ksuv3k4ss5jvigncxz>





WESTCLIFF HIGH SCHOOL FOR BOYS

Careers at WHSB
Mr Atkinson



Why focus on Careers in Year 7?

- ▶ No harm in having a goal, even if it means dismissing that goal as not feasible later on.
- ▶ Good preparation for Year 9 GCSE Options.
- ▶ Increases knowledge and understanding of a sector.
- ▶ Maximises the chance of finding employment.
- ▶ Knowledge is power!



What do we learn about Careers in Year 7?

- ▶ The Pupils answer the question, Who am I?
- ▶ They Investigate what a career is.
- ▶ They consider how careers are connected to their future self.
- ▶ They are given an introduction to Unifrog.



Unifrog is for Pupils and Parents

- ▶ Every Pupil will be sent an activation email to their School email address.
- ▶ After receiving this email pupils, are to create an account and use the quizzes to build a profile.
- ▶ Unifrog is incorporated into PSHEE Careers lessons.
- ▶ We also encourage Parents to open an account on Unifrog (Careers section of the website - Unifrog Parental Information - Unifrog Parental Letter).
- ▶ Unifrog contains plenty of information regarding the labour market and Universities, as well as Industry Webinars.



Future Skills Questionnaire...

- ▶ Shortly your son will receive an email to his school email address containing a Future Skills Questionnaire.
- ▶ This questionnaire will not take long to complete, and it is unique to them.
- ▶ When they answer the questions, it will provide a starting point to enable WHSB to monitor how their career choices may have changed or developed when they complete further questionnaires as they progress through the School.



Careers help in Y7 at WHSB

- ▶ Dedicated Year 7 Careers Teams Page
- ▶ PSHEE
- ▶ Unifrog
- ▶ Curriculum Lessons
- ▶ Forms Periods / Assemblies
- ▶ Industry experts



How to assist with your son's Careers education

- ▶ Open a Unifrog account so you and your son can discuss Careers at home.
- ▶ Encourage your son to complete the Future Skills Questionnaire
- ▶ Support Careers Events, Careers Evenings, Take your Child to Work Days (Years 8 and 9) and assist with Work Experience placements.
- ▶ WHSB welcomes parental assistance with their Careers provision. Please contact Mr Atkinson for further details.



Using Technology Safely Managing your son's Digital World



8-11s



39% have their own smartphone, **52%** have their own tablet.

95% watch TV on a TV set, for nearly **14h a week**.

55% watch TV on other devices, mostly on a tablet

81% play games, for around **10h a week**.

94% go online, for nearly **13½h a week**.

46% of these mostly use a tablet to go online, **22%** a mobile.

81% use YouTube, of which 23% say funny videos or pranks are their favourite thing to watch, 18% say music videos.

23% have a social media profile.

The **TV set** or **tablet** are the devices they would miss the most.

12-15s



83% have their own smartphone, **55%** have their own tablet.

91% watch TV on a TV set, for nearly **14½h a week**.

68% watch TV on other devices, mostly a tablet or mobile.

77% play games, for around **12h a week**.

99% go online, for nearly **21h a week**.

49% of these mostly use a tablet to go online, **26%** mostly use a mobile.

90% use YouTube, of which 26% say music videos are their favourite thing to watch, 23% say funny videos or pranks.

74% have a social media profile.

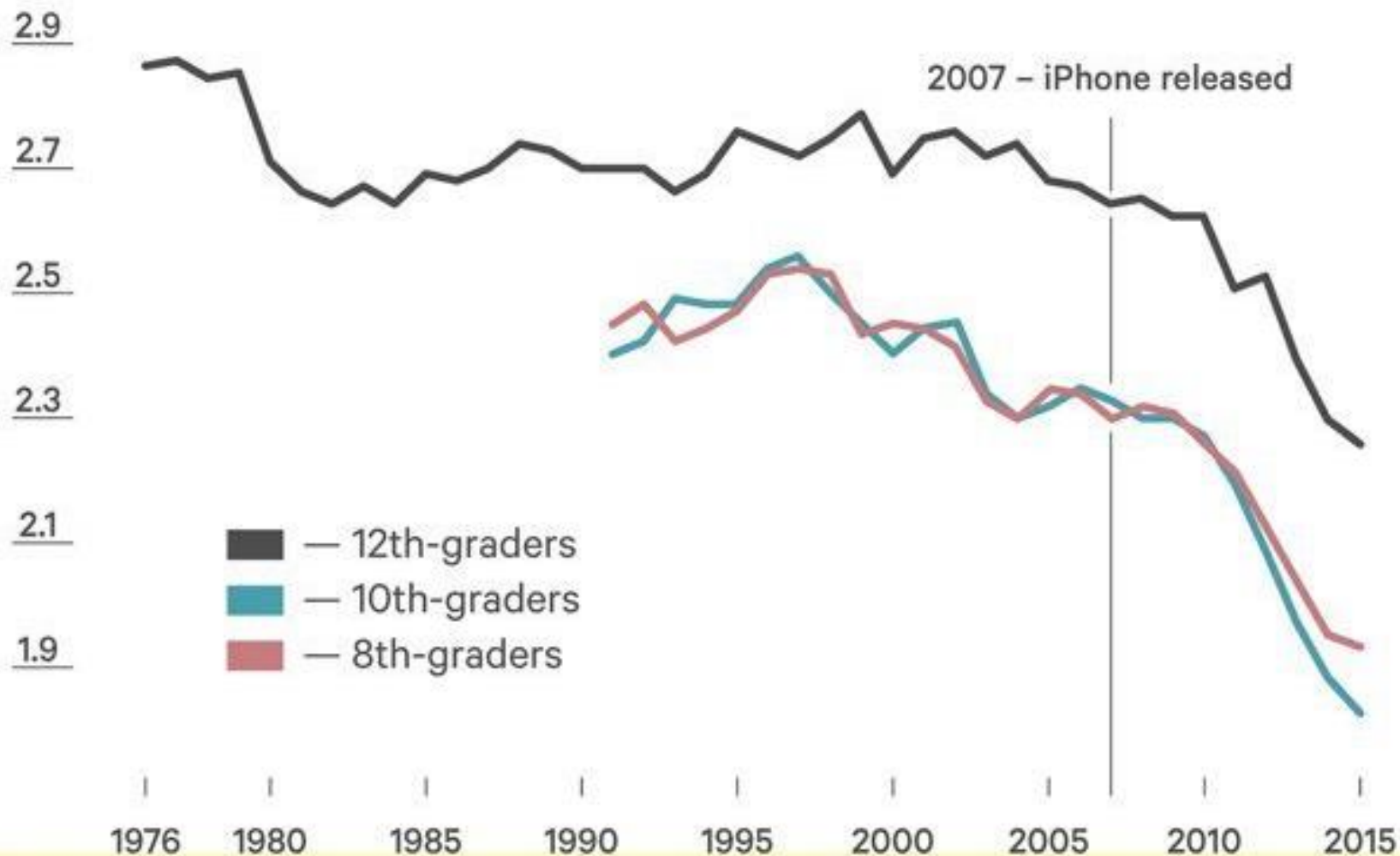
Their **mobile phone** is the device they would miss the most.

https://www.ofcom.org.uk/_data/assets/pdf_file/0020/108182/children-parents-media-use-attitudes-2017.pdf

1

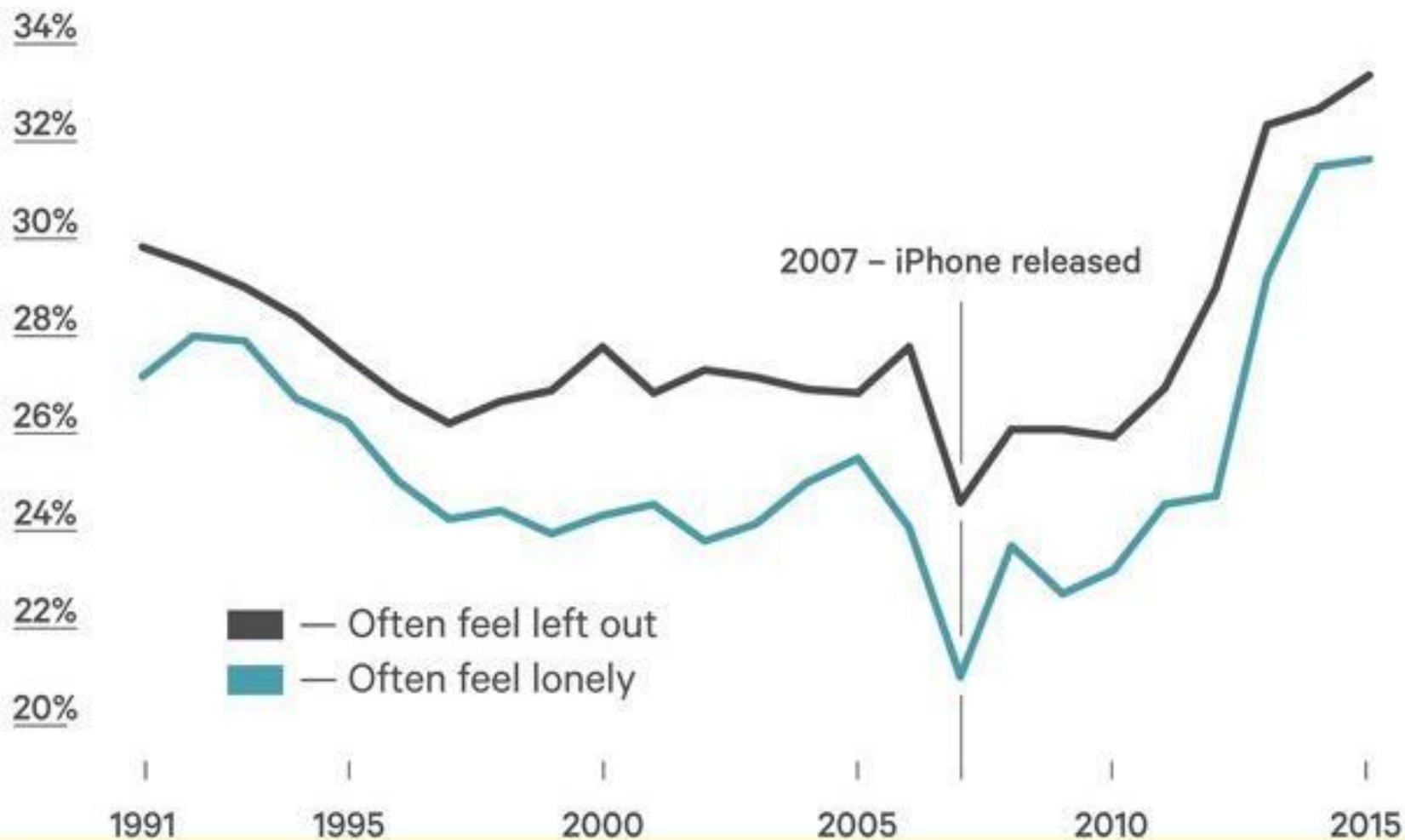
Not Hanging Out With Friends

Times per week teenagers go out without their parents



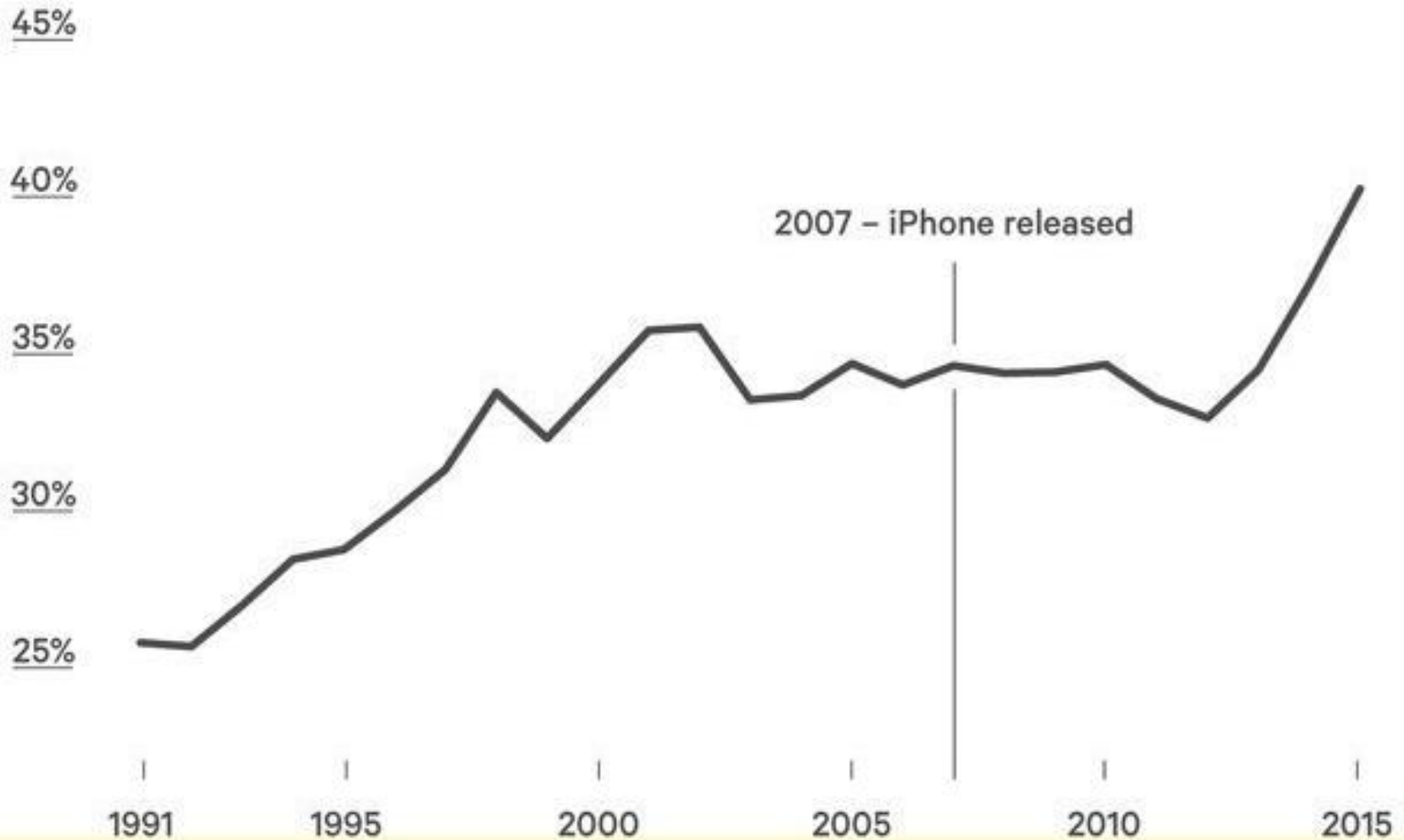
More Likely to Feel Lonely

Percentage of 8th-, 10th-, and 12th-graders who agree or mostly agree with the statement "I often feel left out of things" or "A lot of times I feel lonely"



Less Likely to Get Enough Sleep

Percentage of 8th-, 10th-, and 12th-graders who get less than seven hours of sleep most nights





Mental Health

A survey found that people who use the internet more can also have more mental health problems. The findings were presented at the 29th European College of Neuropsychopharmacology (ECNP) conference in Vienna.

“Individuals with internet addiction ... had significantly higher amounts of depression and anxiety symptoms, problems with planning and time management, greater levels of attentional impulsivity as well as ADHD symptoms”



Mental Health

Internet addiction lacks many of the physical symptoms linked to drug or alcohol addiction, adolescents can still develop a psychological dependence on online activities. When their access to the Internet is cut off for any reason, they can experience a form of withdrawal as well as being unable to function normally without regular online contact. Researchers have also linked compulsive Internet use to a range of mental health concerns including low self-esteem, loneliness, depression, social phobia, and even suicidal thoughts.



Unwanted contact and grooming

Unwanted contact and grooming

Definition of grooming:

A process by which a person prepares a child, significant others and the environment for the abuse of this child

Specific goals include gaining access to the child, gaining the child's compliance and maintaining the child's secrecy to avoid disclosure

(Craven, Brrown and Gilchrist, 2006)



Online grooming techniques

- Bribery and gifts
- Flattery
- Sexualised games
- Threats
- Blackmail
- Desensitisation – pornography, child abuse images, video and web cams may be used



Things to watch out for

Here are some common signs of grooming that you should be aware of. It doesn't mean that your child is being groomed, but signs to look out for if you're worried:

- Excessive use of the computer
- Aggressive behaviour regarding internet usage
- Secretive behaviour
- Change in use of sexual language



Online Gaming

- When asked how many hours a week they spent on MMORPGs, 13% spent 7-10 h, 25% spent 11-20 h, 34% spent 21-40 h, and 11% spent 40+ h playing a week Eighty- two percent played during the hours of 6 to 11 p.m. (https://www.researchgate.net/figure/HOURS-PER-WEEK-SPENT-ON-GAMING-BY-MMORPG-PLAYERS-AND-NON-MMORPG-PLAYERS-IN-PERCENTAGE_tbl1_7802995#:~:text=When%20asked%20how%20many%20hours,%2C%20as%20expected.%20...)
- Highly addictive – many real people from all over the world play the same game, working in syndicates on missions which usually last 3-4 hours at a time.
- It has been linked to truancy, exhaustion and poor academic outcomes. Players often play into the early hours of the morning.



Mobile Technology

Social networking, particularly via mobile phones, offer services which allows people to tell their friends exactly where they are.

Photographs can be used to geolocate individuals unless geotagging is disabled.



The context...

March 2023 Crime Survey for England and Wales

Just over a third (35.0%) of children accepted a friend request online from someone they did not know and 8.5% had shared their location publicly, in the last year.

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/bullyingandonlineexperiencesamongchildreninenglandandwales/yearendingmarch2023>



WhatsApp



Age restriction is 13 (was 16)

People post without thinking

Messages are taken out of context

They can become echo-chambers, often of perceptions that are not true

Messages are sent from numbers that anyone in a group can see. These can be copied and pasted and added to any other group without consent.



WHSB Advice to Parents

Avoid Smart-Phones until at least the Sixth Form

Limit recreational Technology use to no more than one hour per day

Know what your children are doing online

Ask them to teach you to use any applications

Keep the computer in a family room - this means you can keep more control of what they do (i.e. Webcams)



WHSB Advice to Parents

- Help your children to understand that they should never give out personal details to online friends - personal information includes:
 - their messenger id
 - email address
 - mobile number and any pictures of themselves,
- If your child receives spam / junk email & texts, remind them never to believe them, reply to them or use them.
- Use built-in parental controls to know how your son is using their phone.
- Keep an open dialogue with your sons.