



RIVER ACADEMY

Parent Welcome Evening

July 10th 2024



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One Trust, one School



MAIDEN ERLEGH
SCHOOL IN READING

Vocal Group,
Led by Mr Butchers



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The purpose of this evening

- To share with you some of our excitement for September
- To give you a further insight into how our school will operate
- For you to meet some of our key staff
- For you to ask any personal questions you may have



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Key staff!

- Mr Andy Hartley
Headteacher
- Mrs Laura Billingham
Deputy Headteacher
- Mrs Becky Clarke
Assistant Headteacher
- Ms Christina Moore
Head of Year 7
- Ms Sara Stevens
Office Manager, First Aider,
Attendance administrator



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Thank
You!



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Welcome to #TeamRiver





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University of
Reading



University of
BRISTOL

Staffing

- Fully staffed
- Specialist teachers
- Well qualified
- Experienced
- Full time- with three shared members of staff



UNIVERSITY OF
CAMBRIDGE



Durham
University



The
University
Of
Sheffield.



The University of Manchester



UNIVERSITY OF
OXFORD



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Pre-opening inspections





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Building





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What sort of a school will River be?





My vision

- A school in the community and for the community
- High challenge in the classroom based on evidence-based research and case studies of success
- A place where staff want to come and work
- Simple systems for behaviour
- Removing barriers for learning and attendance
- Creating a sense of joy and belonging
- No Disadvantaged gap



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River Academy Values

Community

Empathy

Respect

Excellence

Determination





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Our aim/ Our purpose/ Why we are here

- “Qualifications and choices”
- “So you can learn enough to do some good in the world.”





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Our aim/ Our purpose/ Why we are here

"Every single day is precious.

Don't waste a moment.

In a world full of adversity, we must still dare to dream".





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Systems and goals

"You do not rise to the level of your goals. You fall to the level of your systems. Your goal is your desired outcome. Your system is the collection of daily habits that will get you there." James Clear

We practice and rehearse our ways until they become automatic.

Sweat the small stuff – **always** – uniform, rules, classroom practice, consequences...

SET SYSTEMS NOT GOALS

Goals are what you want to achieve.
They set your direction.

System are the processes you
design to help accomplish your
goals.

They comprise repeated tasks and
habits.



Steven Bartlett
@SteveBartlettSC

If you don't care about tiny details
you'll produce bad work because
good work is the culmination of
hundreds of tiny details.

The most successful people I know all
sweat the small stuff.

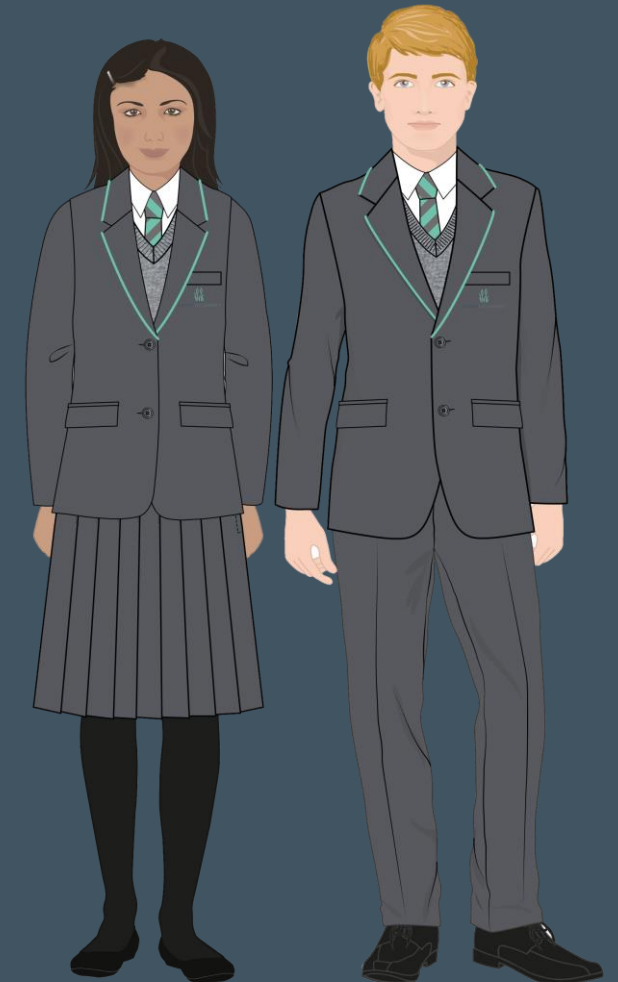
Uniform

Stevenson's website goes live for River Academy tomorrow



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Whilst there will be some branded items, we will be keeping these to a minimum with most items available direct from the high street.



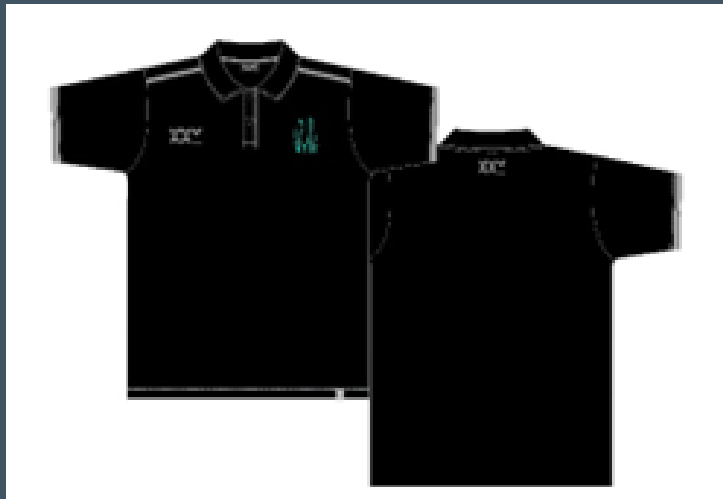
Uniform

Stevenson's website goes live for River Academy tomorrow



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This is an example of what our PE kit will look like.





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Personal Appearance

- Well-groomed hair/facial hair (no extreme styles). Nothing shorter than grade 1 please.
- Shoulder length and longer hair to be tied back during PE, design, art, science and food lessons for health, hygiene and safety reasons
- Natural coloured hair
- One small silver/gold stud or ring in the lower lobe of each ear only
- No other jewellery should be worn to school
- Head scarves may be worn for religious reasons by agreement and should be plain black, grey, or navy
- School uniform should be worn appropriately (e.g. ties done up, shirts tucked in, shoelaces tied etc.)
- No make-up or nail varnish except light foundation
- Smart watches are not permitted in school



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Tools for Learning

- Large see-through pencil case
- Three black or blue pens
- Green pen
- HB pencil
- Rubber
- Pencil sharpener
- 30cm ruler
- Protractor
- Highlighter pen
- Scientific calculator
- Coloured pencil (or pens)
- Glue stick
- Reading book
- Planner



- The calculator we recommend is the [Casio FX-83GTCW](#).



Line Ups

- ✓ At the start of the day
 - ✓ End of break
 - ✓ End of lunch
 - ✓ Courtyard but sports hall/main hall if wet
-
- A calm and crisp start to each lesson so punctuality isn't an issue as a result
 - Key messages
 - Positive and celebratory

Sit like a
STAR 



Sit up tall



Track the
speaker



Ask and answer
questions



Respect those
around you



The River Way

Character and Culture Development

- Manners
- Oracy
- Family dining
- Reading programme



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Movement

Our methods will be confirmed in September when we are in the building, but the principle will be the same:

- Calm and quiet corridors
- Students walking on the left
- Pencil cases out, outdoor coats off, straight to their lessons



What will the River Academy 'experience' be like?



A later start to each school day - 9.10am



Uniform - checked on the gate each morning



Breakfast Club



Pre - school practices and activities possible





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Electives

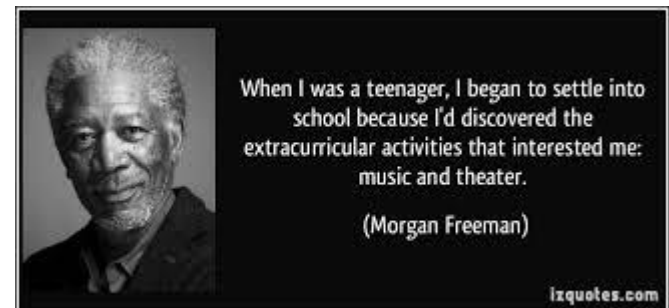
Wednesdays - starting 18.9.24

Everyone involved

Rowing, Readipop, Sport, Art, Drama, Chess, Cookery, Latin - your choice

Termly swaps

The school that plays together will be stronger





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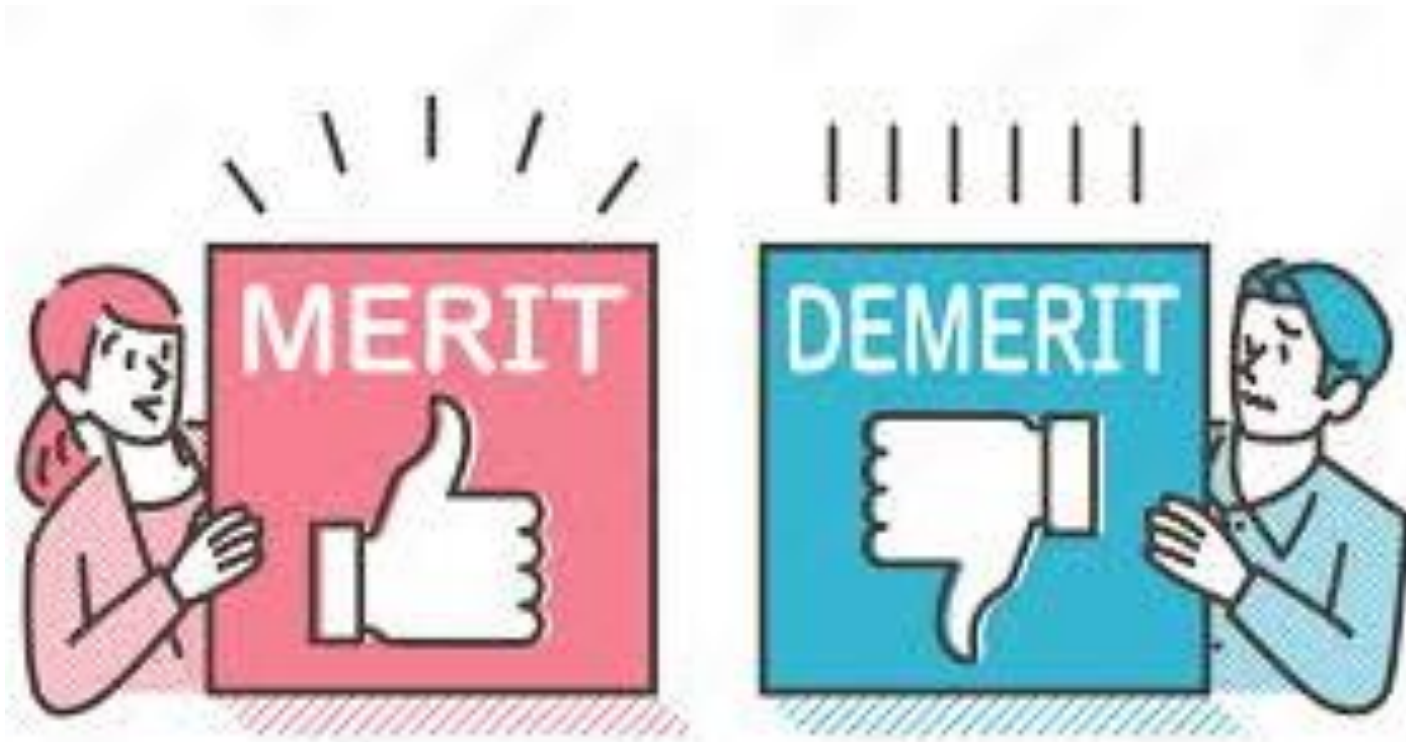


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Merits and Demerits





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Dining

- Everyone sat down for 20 minutes
- Meals or packed lunch- not snacks/grab and go food
- Poems chanted as the students come in
- Topics of conversation
- Showing gratitude



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Celebration Fridays

Lessons on a Friday are 55 minutes

Lunch shortened by 5 minutes

Tutor time is shorter

14.45 and we all head into the hall and finish the week with an 'Achievement Assembly'





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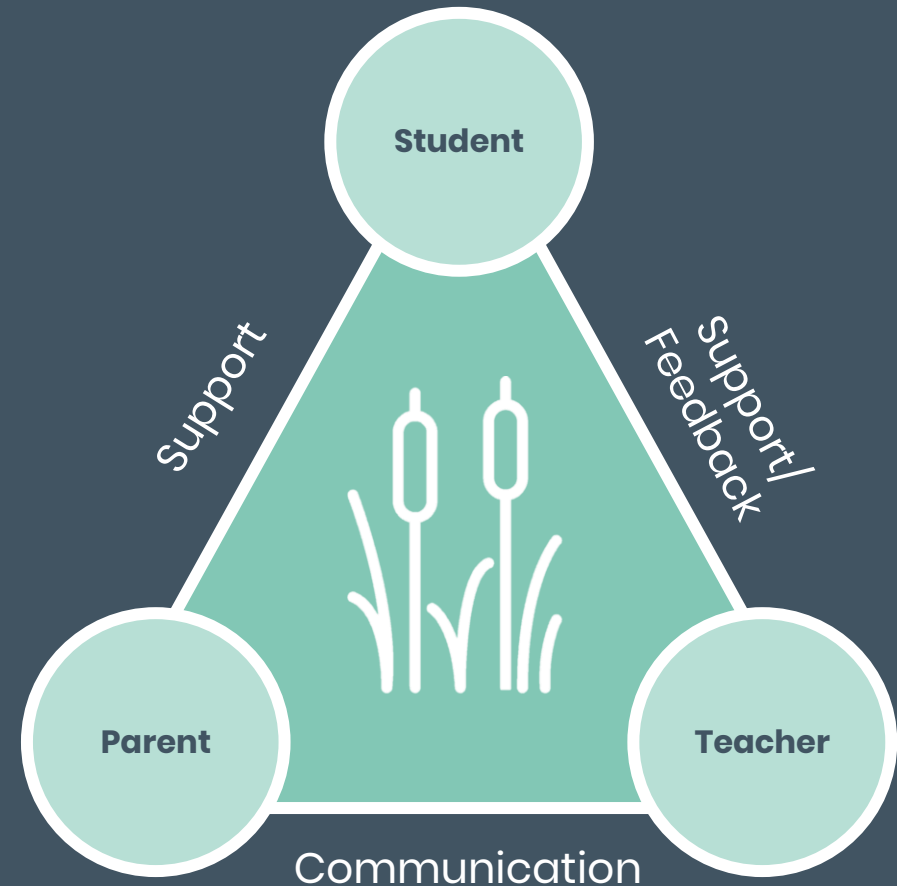
Detentions

- Lunchtime - 15 minutes after we've eaten together- uniform, equipment etc
- After school same day detentions for behaviour issues - usually 40 minutes - you will be informed by text/message on our app



The parents' role

- A trinity – school, parent, student
- 1:1 meeting before you begin 17–19th July– reminder to go out tomorrow
- Check the Homework App
- Ensure uniform is correct
- Clear communication if there are issues
- Be ready to come in to discuss matters face to face





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Christina Moore – Head of Year 7

- Head of Year for over 5 years including 3 years as Head of Year 7
- Head of Key Stage 3
- Teaches PE and Food Tech





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Typical Day in the life of a River Year 7

Time	Activity
9:10- 9:35	Line Up and Tutor time
9:35-10:35	Lesson 1
10:35-10:55	Break
10:55-11:55	Lesson 2
11:55-12:55	Lesson 3
12:55-13:35	Lunch including Family dining
13:35-14:35	Lesson 4
13:35-15:35	Lesson 5

Wednesdays include Electives after Period 5 until 16:30 and students finish at 15:15 on a Friday



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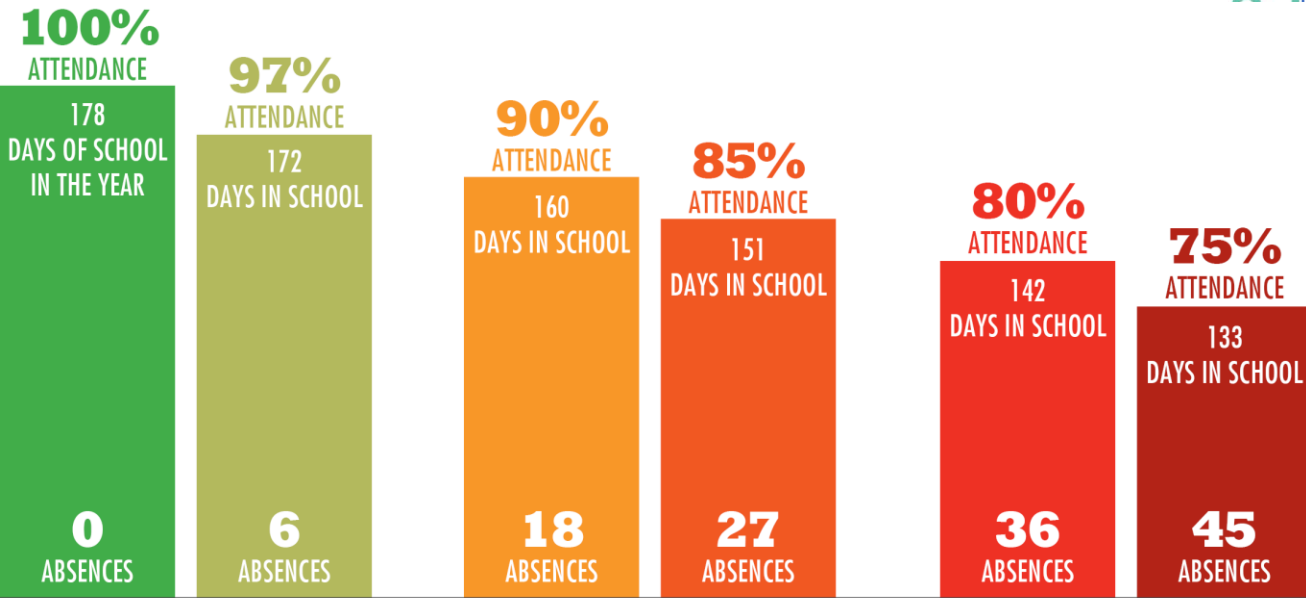
Homework and how you can support

Top Homework Tips:

- Make homework a priority.
- Make a daily homework list.
- Sit somewhere quiet.
- Leave your phone in another room.
- Ask for help when you need it.
- Have a break if you need to.
- Stay positive.
- Give yourself enough time to complete the homework.

If homeworks have been missed, students will attend a 'catch up' session following our Achievement Assembly on Friday.

Attendance



We're impressed!

GOOD ATTENDANCE
Students who are present in the classroom have a great chance for success!

We're concerned...

CHRONICALLY ABSENT
Students who miss 10% of school or more may show reduced grade point averages and scores.

We're worried!

EXTREMELY ABSENT
Students who miss more than 20% of school are less likely to graduate high school.

- School success starts with attendance. Every school day counts
- If your child is absent from school, we ask that you contact us each morning (*details of the absence email contact can be found in the handbook*)
- MET operates a 'first day calling' policy
- Please book routine GP, Dentist, Orthodontist appointments outside school hours
- We regularly report on student attendance. Identifying patterns of absence is a helpful way for us to assess pastoral issues.
- Our aim is for all students to record attendance above 96%

Below 90% attendance = on average ½ day missed every week.....
Equates to 4 weeks over a school year.

In five years of school that's around half a year's absence



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Pastoral Care and Support

Form Tutor- The Form Tutor is your first point of contact.

Head of Year- Serious matters or concerns

Behaviour Support/ Family Liaison Worker- to share a problem

Student Services- If you are feeling unwell

External agencies when appropriate

Reach out if you feel your child needs some extra support in and around school

NB: Whilst we make every effort to respond as quickly as possible, the school has a policy to respond within 3 working days.



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Mobile phones in school

Mobile and E-Safety

- Our school rule is that NO mobile phones should be seen or used whilst in school.
- Phones will be handed in each morning
- Apple/Smart watches are not permitted
- Monitor what your child is using and has access to. Check games and Apps. Check the search history!
- Any phones seen out on school site will be confiscated and parents will need to collect.



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Supporting our pupils with transition

- Transition Day- 9th July 2024
- First four days
 - Tutor time Welcome Workshops
 - Family dining
 - School tour
 - Buddying up
 - Information sessions and expectations
 - Interhouse activities
 - Showcase



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Support over the summer

- Establish a routine
- Get organised
- Familiarise yourself with your school route
- Stay positive- this is a wonderful opportunity!



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Staying in touch

- Tutor information
- 7.1 Mr Clare
- 7.2 Mrs Keevil
- 7.3 Ms Myers
- 7.4 Mrs U'ren
- 7.5 Ms Angell
- 7.6 Dr Dukinfield
- River@maidenerleghttrust.org



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The Curriculum

Laura Billingham, Deputy Headteacher



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The Curriculum Offer

English, Maths, Science

Geography, History, R.E., French

Music, Art, Technology, Computer Science, P.E.

Personal Development, Supported Study, Electives



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A Bookletised Curriculum



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ENGLISH
Spoken Language

NAME:

TEACHER:

Icons



Activating prior knowledge

Remember what you already know about a topic before you start to learn something new, to help build connections in your long-term memory.



Retrieval practice

Quizzing, recall and memory activities to slow down the rate of forgetting!



New knowledge

Learn something new through reading, teacher explanation, diagrams, listening to or watching something.



Processing knowledge

Do something with your new knowledge to help you understand it better.



Guided practice

Work collaboratively with your teacher as you strengthen new skills.



Independent practice

Using your knowledge and understanding to complete a piece of quality work independently.



Reflect and respond

Thinking about what you have learned, what went well and what you could improve next time.

NEW KNOWLEDGE: Challenges and opportunities of performance *Dame Estelle Morris of Yardley, 2020*

Speeches are alive. They may be 'written', but they are there to be heard, not studied on the page. They are a performance, and even the same speaker might give the same speech in 20 different ways depending on different audience, venue, time and reaction. It is this interactive nature of speeches that makes them unique; you will receive immediate feedback from an audience in terms of their body language – or cheering or heckling – in a way that you wouldn't if you wrote something for people to read. A writer for the page is spared the immediacy and rawness of a live audience. In many ways, this presents a challenge – a good speaker must attempt to marry up the speech they had planned with the one that is most needed for that audience and situation. Every speech is a composite of circumstances, meaning that the ability to adapt, change vocabulary, phrasing, timing, emphasis, prosody and body language is vital to conveying the right message at the right time. Another challenge is that you will rarely be addressing an audience of one! Speakers often have to appeal to a range of different people and groups with varying viewpoints and priorities. This calls for nuance and sensitive judgement.

The opportunity of speaking live, of creating something and having the flexibility to adapt, is an exciting one, though. Writers for the page must have something concrete and final. Writing and delivering a speech is something that is far more fluid, and a truly competent speaker can therefore tailor their message exactly to meet the needs of their listeners at that precise moment in time. The potential power of speeches is enormous.

Listening to a speech is an experience akin to going to a concert or theatre performance – the auditory and visual elements are just as important as the words being said. The best speakers consider their volume and dynamics throughout their performance.

Pace – how quickly or slowly you want to speak. Sometimes you might want to vary your pace depending on what you are saying at the time.

Pauses – even the shortest pause can feel like you are stopping for a very long time, but sometimes it is critical to give your listener some time to process what you have just said. Sometimes it is equally important to give yourself a little break!

Tone – nobody wants to listen to a speech given entirely in monotone. Variety of tone and prosody helps to convey meaning. Some people have naturally more exciting, varied tone colour to their voice than others. If you are someone with quite a plain tone of voice, consider ways in which you can vary this to emphasise important words and key ideas.

Body language – gestures, facial expression and other movement can significantly affect the way people understand your message. The best rule is to do what feels natural rather than trying to do something that is not comfortable for you. Body language can help to convince your audience that you believe in what you are saying, but this doesn't need to be dramatic gesticulation and pacing around the stage if this is not your style. It's also important to remember that very exaggerated body language may actually detract from the message you are trying to convey; try to keep things simple and clear.

Summarise the key points Morris makes about the challenges and benefits of making live speeches...



Masters of Recall Quizzes: Art of Rhetoric			
Week One	1.	Week Two	1.
	2.		2.
	3.		3.
	4.		4.
	5.		5.
	6.		6.
	7.		7.
	8.		8.
	9.		9.
	10.		10.
	10		10
Week Three	1.	Week Four	1.
	2.		2.
	3.		3.
	4.		4.
	5.		5.
	6.		6.
	7.		7.
	8.		8.
	9.		9.
	10.		10.
	10		10



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Knowledge Organisers / Homework Booklets

The Knowledge Organiser = The **totality** of the unit.

All homework ties into the Knowledge Organiser.

Alongside this, students are guided through a 'How to Use your Knowledge Organiser' Curriculum.

GCSE Foundation Unit 3: Algebra Skills		Key Concepts- Quadratics	Key Strategies
Key Terms		Expanding Double Brackets: Multiply out each term with each other. Use FOIL. Then simplify. $(2x + 5)(3x - 4)$ $= 6x^2 - 8x - 20$ This is a quadratic expression. Factoring a Quadratic: This is more difficult as we want to find two brackets that expand to make our quadratic. Write out all the factor pairs for the final term. Find the pair that add to give the coefficient of the x term. Use these numbers in the brackets. Check your answer by expanding to see if it gives the correct expression. Be careful to check that signs are correct. Difference of two squares You need to be able to spot quadratics that look like these. Eg $x^2 - 36$. To factorise them square root each term. So you get $(x+6)(x-6)$	Changing the subject This means to rearrange a formula so that a particular term is on its own on one side of the equals sign. You must use inverse operations to and complete the same operation to each side of the equation. Simplifying When given an expression like this below. Look for corresponding terms in the numerator and denominator and divide (cancel) them each. $\frac{6x^2y}{3x} = 2xy$ Generating formulae We can use an algebraic term to represent a value we do not know yet to generate a formula. Eg. Claire rents a car, she pays a £15 deposit for each hour she pays £8. Write a formula for the total cost. n represents the number of hours, C represents the cost $C = 15+ 8n$
Simply	Gather all like terms. (Remember x and x ² are not like terms, just like 3 and 9 are not the same number.)		
Expand	Multiply out each term with in a bracket.		
Factorise	(A form of division) The opposite of expanding, remove any common factors and rewrite the expression in brackets.		
Reciprocal	Replace each term with a number, then calculate. Use BIDMAS when calculating.		
Expression	An algebraic sentence with no equals sign.		
Equation	An algebraic statement with an equals sign.		
Coefficient	This is the number in front of a term. Eg 5x ² , 5 is the coefficient		
Key Concepts- Expanding			Key Rules- Indices
$6(x-3) = 6x-18$	Use your negative rules		$x^a \times x^b = x^{a+b}$
$6(x+5) = 6x+30$	Use index laws when multiplying powers		$x^a \div x^b = x^{a-b}$
$-2(4+3x) = -8-6x$	Take care with signs		$x^a \times x^b = x^{a+b}$
$3(y^2+9) = 3y^2+27$	Simplify your answers after you have expanded.		$x^a \div x^b = x^{a-b}$
			$x^{-1} = \frac{1}{x}$
			$x^0 = 1$
			$x^{\frac{1}{2}} = \sqrt{x}$

History Knowledge Organiser			
Britain: Health and the People 2. The beginnings of change.			
Key individuals	Impact of the Renaissance on Britain	Dealing with disease	Prevention of disease
Through careful observation and dissections Vesalius proved that some of Galen's findings were wrong. This encouraged people to question the knowledge used for 1400 years. His books inspired the work of people in England. Ambrose Pare Paré was a surgeon who changed ideas about surgery and cauterisation. He ran out of caustery oil and used Vigo's oil of roses, egg yolk and turpentine mixture. He found they stuck well and their wounds healed quickly. He also used ligatures and made false limbs. William Harvey Harvey had noticed that milkmaids did not get empoisoned but did get cowpox. From this he developed a vaccination from the milk vacca - cow. He could not explain his findings scientifically so his ideas were not embedded until a £10,000 research grant from parliament in 1802. In 1853 vaccination was compulsory. Edward Jenner Jenner's cowpox vaccination	The Renaissance - a period of history when there was a rebirth of ancient Greek and Roman ideas. 1525 Vesalius published The Fabric of the Human Body 1575 Paré published Works on Surgery 1588 William Clowes published Proved Practice 1603 Harvey published De Motu Cordis 1665 The Great Plague 1685 King Charles II died 1796 Edward Jenner's cowpox vaccination	The Renaissance - a period of history when there was a rebirth of ancient Greek and Roman ideas. 1525 Vesalius published The Fabric of the Human Body 1575 Paré published Works on Surgery 1588 William Clowes published Proved Practice 1603 Harvey published De Motu Cordis 1665 The Great Plague 1685 King Charles II died 1796 Edward Jenner's cowpox vaccination	The Renaissance - a period of history when there was a rebirth of ancient Greek and Roman ideas. 1525 Vesalius published The Fabric of the Human Body 1575 Paré published Works on Surgery 1588 William Clowes published Proved Practice 1603 Harvey published De Motu Cordis 1665 The Great Plague 1685 King Charles II died 1796 Edward Jenner's cowpox vaccination
KEY VOCABULARY/TERMS			
Renaissance, anatomy, blood, illustrations, Barber-Surgeons, bec de corbin, cauterisation, ligature, surgery, amputation, oil of roses, egg yolk, turpentine, circulation, arteries, veins, valves, quack, purgative, emetic, enema, Great Plague, watchmen, searchers, quarantined, epidemic, leeches, poisoned air, apothecary, hospitals, dispensary, specimens.			



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Assessment

1. Day to Day

High level questioning and AfL tasks
Self- and Peer- Assessment

2. Formative

Identified tasks – tied to booklet
Whole class feedback

3. Summative

Core subjects Eng/Maths/Sci Half-termly
Non-Core subjects Termly

Cumulative Assessments Bi-annually



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The River Way

A Framework for Outstanding Teaching and Learning



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The River Way

“Excellence, then, is not an act but a habit”

(Durant, discussing the writing of Aristotle, 1926:87)



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The River Way – Why?

- The very best chances of success for every student, every day.
- This is achieved through consistency and alignment in everything that we do.
- Consistency of routines and standards benefits us all; we work in a school, not in isolation.
- We want to maximise the time available to deliver our curriculum.
- In the classroom, we expect the focus to be on teaching and learning at all times.
- 100% is the minimum acceptable level of compliance in response to any instruction.



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How?

Consistent. Insistent. Persistent.

- ‘This is the way we do it’
- Transparent with parents and students
- We practise and rehearse
- Matriculation - We practise and rehearse
- Behaviour Policy and systems to support



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The River Way: The Conditions for Learning

If the brain finds something too easy, it doesn't learn. Equally, when something is difficult, it requires deliberate practice and repetition to ensure engagement and success.

At River Academy, we don't apologise for creating the conditions for 'healthy struggle' – students need to experience this if they are going to learn.



To do this, we:

- Have designed an ambitious, carefully sequenced curriculum where knowledge builds on knowledge, and students regularly meet challenges to deepen their understanding.
- Structure our lessons to incorporate retrieval practice as part of the opening 'Do Now' task and ensure independent practice is built into all activities.
- Make use of mini-white-boards and other strategies to ask lots of questions and check how well students understand ideas.
- Design homework tasks that encourage repetition and retrieval practice.



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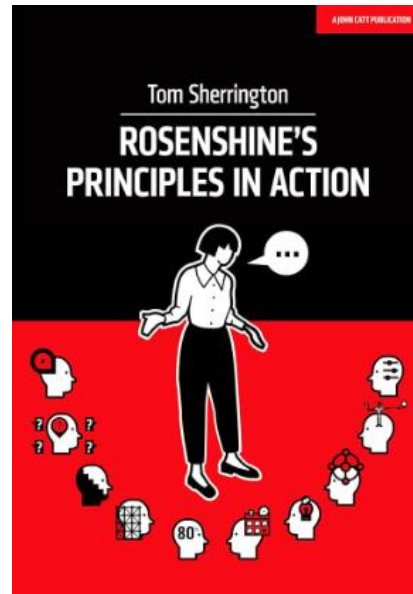
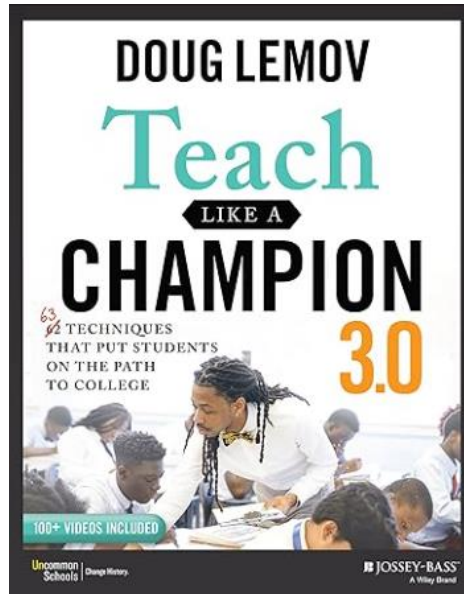


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An Evidence-based / Research-based Approach





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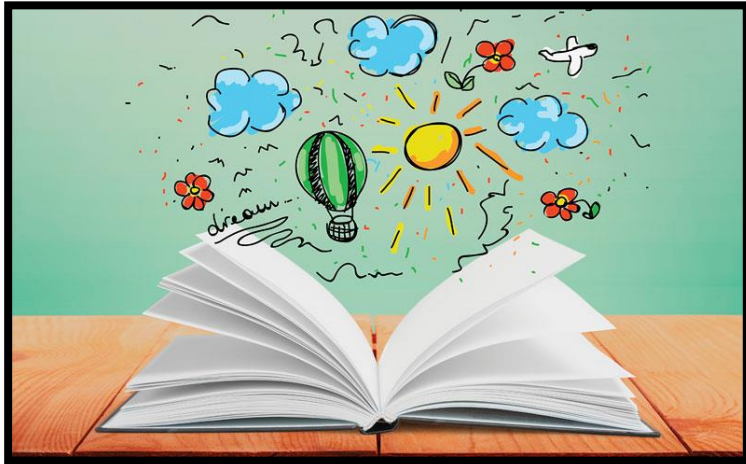


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Reading for Success



Reading is a fundamental part of life at River.

- Reading is explicitly taught and practiced in tutor time and in lessons.
- There will be specific routines when reading in the classroom: students will sit up straight, books will be placed on the desk and students will follow the text with a ruler held by two fingers.
- Phonics support for our weakest readers.
- Enrichment opportunities including The River Canon.



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Metacognition

'Learning to learn' – letting them in on the secret

How Learning Happens



Student Guide

Name: _____

Form: _____

Grace Hudson @MissHudson

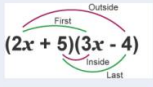
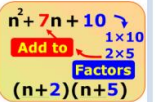
The mechanisms of learning

- Activating prior knowledge**
Remember what you already know about a topic before you start to learn something new, to help build connections in your long-term memory.
- Retrieval practice**
Quizzing, recall and memory activities to slow down the rate of forgetting!
- New knowledge**
Learn something new through reading, teacher explanation, diagrams, listening to or watching something.
- Processing knowledge**
Do something with your new knowledge to help you understand it better.
- Guided practice**
Work collaboratively with your teacher as you strengthen new skills.
- Independent practice**
Using your knowledge and understanding to complete a piece of quality work independently.
- Reflect and respond**
Thinking about what you have learned, what went well and what you could improve next time.

GCSE Foundation Unit 3: Algebra Skills

Key Terms	
Simplify	Gather all like terms. (Remember x and x ² are <u>not</u> like terms, just like 3 and 9 are not the same number.)
Expand	Multiply out each term with in a bracket.
Factorise	(A form of division) The opposite of expanding, remove any common factors and rewrite the expression in brackets.
Reciprocal	Replace each term with a number, then calculate. Use BIDMAS when calculating.
Expression	An algebraic sentence with no equals sign.
Equation	An algebraic statement with an equals sign.
Coefficient	This is the number in front of a term. Eg 5x ² , 5 is the coefficient

Key Concepts- Expanding	
6(x-3) = 6x-18	Use your negative rules
6x(x+5) = 6x ² +30	Use index laws when multiplying powers
-2(4+3x) = -8-6x	Take care with signs
y(y ² +9) -3y = y ³ +6y	Simplify your answers after you have expanded.

Key Concepts- Quadratics	
Expanding Double Brackets:	Multiply out each term with each other. Use FOIL. Then simplify
	F: 6x ² O: -8x I: 15x L: -20 Answer: 6x ² +7x-20 This is a quadratic expression
Factorising a Quadratic:	This is more difficult as we want to find two brackets that expand to make our quadratic.
Write out all the factor pairs for the final term. Find the pair that add to give the coefficient of the x term. Use these numbers in the brackets. Check your answer by expanding to see if it gives the correct expression	
Difference of two squares	You need to be able to spot quadratics that look like these. Eg x ² - 36. To factorise them square root each term. So you get (x+6)(x-6)

Key Strategies	
Changing the subject	This means to rearrange a formula so that a particular term is on its own on one side of the equals sign. You must use inverse operations to and complete the same operation to each side of the equation.
Simplifying	When given an expression like this below. Look for corresponding terms in the numerator and denominator and divide (cancel) them each. $\frac{6x^2y}{3x} = 2xy$
Generating formulae	We can use an algebraic term to represent a value we do not know yet to generate a formula. Eg: Claire rents a car, she pays a £15 deposit for each hour she pays £8. Write a formula for the total cost. h represents the number of hours, C represents the cost C = 15+ 8h

Key Rules- Indices	
x ^a × x ^b	x ^{a+b}
x ^a ÷ x ^b	x ^{a-b}
x ^a b	x ^a b
x ⁻¹	$\frac{1}{x}$
x ⁰	1
$\frac{1}{x^2}$	\sqrt{x}



RIVER ACADEMY

SEND Support

Becky Clarke, Assistant Headteacher and SENCO



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Work Together



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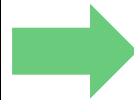


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SEND Support at River Academy

ASSESS – how do we identify issues?

- Information from Primary school
- Data
- Parents
- Student
- Staff



IDENTIFY - What are the needs?

- Cognition & Learning
- Communication & Interaction
- SEMH
- Physical & Sensory



PLAN –

What are our intended outcomes?

- Student-centred focus
- *Passport* or SEN Support *Plan*
- Interventions





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SEND Support at River Academy continued



DO – How do we implement our support?

- Quality First Teaching
- Staff following strategies on SEN Support Plans and Passports
- A range of bespoke interventions



REVIEW – how do we measure impact?

- Feedback from staff
- Student voice
- Meeting with parents
- Data



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Next Steps





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MCAS

Please make sure that you have signed up for MCAS and returned the Admissions' Forms.



my  at **childschool.com** 



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Parent Information Booklet

Please read through, digest and put your September plan together so the first days of term will be successful.





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Headteacher Challenge

- *We would like all students to produce a piece of work that tells us something about themselves. This could be a photo montage, a model, a film, a mind map, a painting or any other medium that would best communicate each child's story.*
- *Tutors and senior staff will use these pieces of work as a way of gaining insights and understanding of their new intake of students.*
- *There will be prizes for the very best pieces of work, both in terms of effort, accomplishment and ingenuity.*



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Evaluation and Evolution



Your voice will matter!



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One Trust, one School



MAIDEN ERLEGH
SCHOOL IN READING

Vocal Group,
Led by Mr Butchers



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Thank you and see you soon!

