

Parent and Family Information Evening

Wednesday 18th October
2023



Okehampton College

Community • Opportunity • Respect • Equity

A member of the Dartmoor Multi Academy Trust Family of Schools





Learning Framework – How is this used to support learning in all classrooms

Sally Banfield– Vice Principal

Why we have a framework for learning.

- It provides structure and consistency in all lessons.
- This supports students knowing what to expect and reduces variation which can lead to anxiety.
- It provides a consistency of approach to student learning.
- Students know what they need to be doing in each phase of the lesson.
- It provides a consistency of language used to support learning.
- This reduces cognitive overload for young people.
- It provides more opportunity for direct practice and independent work for young people.
- This allows them to practice applying what they have learnt.



https://okehampton-my.sharepoint.com/personal/sbanfield_dmatschools_org_uk/Documents/Okehampton/Teaching%20and%20Learning/QOE%20Inset/FINAL%20-%20Landscape%20Lesson%20framework_.pdf

https://okehampton-my.sharepoint.com/personal/sbanfield_dmatschools_org_uk/Documents/Okehampton/Teaching%20and%20Learning/QOE%20Inset/Student%20lesson%20framewrok%20pdf.pdf

Okehampton College Framework for Learning



Dartmoor
Multi Academy
Trust
everyone in our Trust



Threshold and Entry

Threshold and entry is the way we arrive to our lessons and enter the classroom in a calm and positive way.

1



Retrieval

Retrieval is recalling key knowledge we have already learned from our memory, to help us remember it.

2



Direct Instruction I Do

Direct instruction is teacher led learning. The teacher will be explaining new knowledge that will build on what we already know.

3



Guided Practice We Do

Guided practice is where teachers show us how to apply our new knowledge and skills. The teacher will model an example or we may work through it together.

4



Deliberate Practice You Do

Deliberate practice is where we will apply our new knowledge and skills. We will work independently to complete similar tasks to those shown in the guided practice.

5



Assessment and Feedback

Assessment and feedback means answering questions and sharing our work to check we understand and to help us improve our learning.

6



Calm and Quiet Exit

Calm and quiet exit means leaving the classroom when guided by your teacher. Leaving calmly and quietly makes the corridors safer for everyone.

7



Framework for Learning

Threshold and Entry

1



What does this mean?

Threshold and entry is the way we arrive to our lessons and enter the classroom in a calm and positive way.

What will I do?

I arrive on time, wearing the correct uniform.
I line up outside the classroom.
My teacher greets me, and I greet them.
I enter the lesson in a positive way, ready to learn.

What language will my teacher will use?

- Threshold and Entry
- 3,2,1 focus

Respectful
Responsible
Kind

Retrieval

2



Retrieval is recalling key knowledge we have already learned from our memory, to help us remember it.

I come silently into the classroom and complete the retrieval task that will be ready for me.

- Retrieval
- 3,2,1 focus
- No opt out
- Say it again, better

Hardworking
Independent

Direct Instruction

3



Direct instruction is teacher led learning. The teacher will be explaining new knowledge that will build on what we already know.

I am listening and may be taking notes, if directed.
I am ready for any questions.

- I do
- 3,2,1, focus
- Cold Calling
- Wait time

Respectful
Responsible
Tolerant



Guided Practice

4



Guided practice is where teachers show us how to apply our new knowledge and skills. The teacher will model how to do something or we may work through an example together.

I am listening and watching the teacher show me how to apply my new knowledge and skills.

I am ready for any questions. I am now working on the new information.

Hardworking
Committed
Tolerant

- We do
- 3,2,1 focus
- No opt out
- Turn and talk
- Cold Calling
- Wait time

Deliberate Practice

5



Deliberate practice is where we will apply our new knowledge and skills. We will work independently to complete similar tasks to those shown in the guided practice.

I am working on my own to apply what I have learned.

I will do this without talking. My teacher will still be able to support me if I need help.

Hardworking
Resilient
Independent
Committed

- You do
- 3, 2, 1 focus
- Cold Calling
- Everybody writes
- First, next, then

Assessment and Feedback

6



Assessment and feedback means answering questions and sharing our work to check we understand and to help us improve our learning.

I will be asked questions to check my understanding.

I may be asked to share my work to check my learning.

Kind
Responsible
Resilient
Hardworking

- 3,2,1 focus
- No opt out
- Say it again, better
- Wait time
- Turn and talk
- First, next, then
- Everybody writes

Calm and Quiet Exit

7



Calm and quiet exit means leaving the classroom when guided by your teacher. Leaving calmly and quietly makes the corridors safer for everyone.

I leave the classroom in a calm and quiet way, when directed.

Responsible
Kind
Tolerant

- 3,2,1 focus



Class charts – How does this platform work for you and your child

Mr Ross Corkell – Assistant Principal
Mrs Karen James – Class Charts administrator

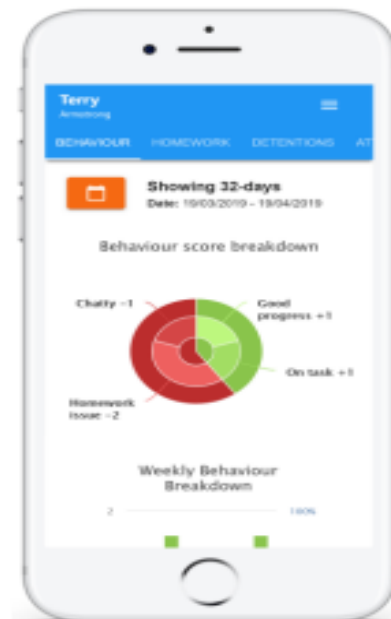
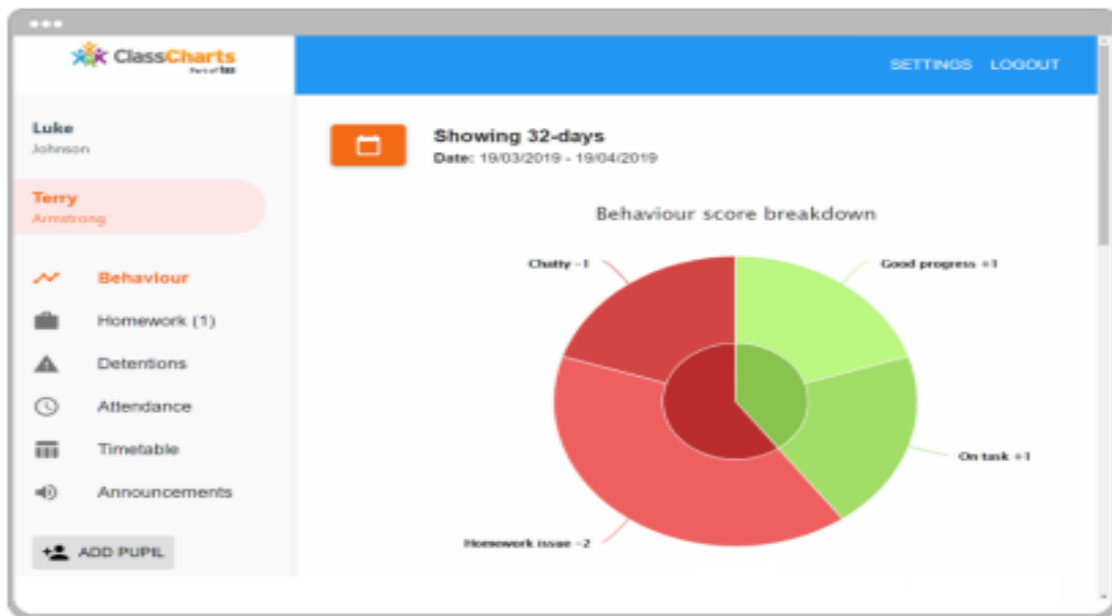


What is Class Charts for parents?

Depending on how your school has set up our system, you will be able to use Class Charts to keep track of your child's [behaviour](#), view [attendance](#) records, access their weekly [timetable](#), view assigned [homework](#) tasks, track scheduled [detentions](#), create [wellbeing](#) submissions and view announcements from their school.

If you have more than one child, you can access Class Charts information about your children from a single, centralised parent account.

Class Charts for parents can be accessed via our [website](#), or through our [iOS](#) and [Android](#) apps.



Signing up to Class Charts

1. Select [Sign up](#) from the main page and fill in the form provided. Enter your [parent code](#) into the [Access code](#) field.

Please note: Your Access Code is *not* the same as your password. The access code is only needed for the initial sign up.

LOG IN SIGN UP

Email address
example@edukey.co.uk

Access code (provided by school)
ABC123

Name
Example parent

Password

Retype password

2. Click on the [Sign up](#) button below the form.

SIGN UP

3. Confirm the pupil's date of birth when prompted. Click on the [Date of Birth](#) field and use the date picker to enter the correct date.

Date of birth confirmation

To confirm you are the parent / guardian, please enter your child's date of birth.

Date of Birth
06/04/2007

OK CANCEL

4. A [confirmation message](#) will appear, indicating that the sign up process is complete. [Verify](#) your email address to continue.

✔ You have successfully signed up.

Once you have signed up to Class Charts, you can log back into your parent account at any time.

1. Select [Log In](#) from the main page and enter your [email address](#) and [password](#) into the fields provided.

LOG IN SIGN UP

Email address *
Your email address

Password *
Your password

2. Click on the [Log in](#) button to begin accessing your Class Charts [parent account](#).

LOG IN

If you would like stay logged in when you close the Class Charts app, tick the checkbox labelled [Remember me](#).

Remember me

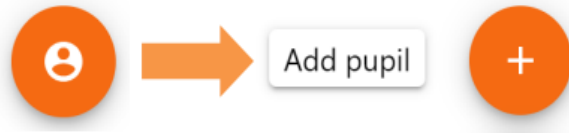
If you have forgotten your password, click on the [Forgot your password](#) link. You will be prompted to confirm your email address so that a password reset email can be sent.

Forgot your password? [Click here to reset.](#)

Adding additional pupils (app)

You are also able to add additional children through the Class Charts [Parent app](#). To add another child to your account via the app, please follow the steps below:

1. Click on the [Pupil](#) icon in the bottom right hand corner of the app and select [Add pupil](#).



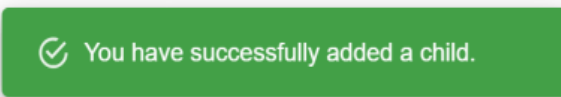
2. Enter the [Parent Access Code](#) that was provided to you by your school.

A screenshot of a mobile app form titled 'Add a child to your account'. The text says 'Please enter the parent code supplied by the school to add a new child.' Below this is a label 'Code' and a text input field containing 'ABC123'. At the bottom right are 'OK' and 'CANCEL' buttons.

3. Enter your child's [date of birth](#) when prompted.

A screenshot of a mobile app form titled 'Date of birth confirmation'. The text says 'To confirm you are the parent / guardian, please enter your child's date of birth.' Below this is a label 'Date of Birth' and a text input field containing '08/03/2006'. At the bottom right are 'OK' and 'CANCEL' buttons.

4. A [confirmation message](#) will appear and the child will be added to the pupil icon popup.



Switching between pupils

If multiple children have been set up on your Class Charts parent account, you are able to switch between them and view child specific data at any time.

To switch between pupils on the desktop view, click on their [name](#) in the left hand side menu.

Their individual pupil dashboard will open on the first entry in the list. You can then switch between tab categories by clicking on the available icons in the list.

You can check to see which pupil is currently selected by looking for the [orange tab](#) highlighting their name in the left hand side menu.

Luke

Johnson

Terry

Armstrong

+ ADD PUPIL

Terry

Armstrong

To switch between children on the mobile app, click on the [Pupil](#) icon in the bottom right hand corner of the app and select the child of your choice.

Their individual pupil dashboard will open, allowing you to swipe between their available tabs.

Add pupil

+

Luke

Johnson

L

Terry

Armstrong

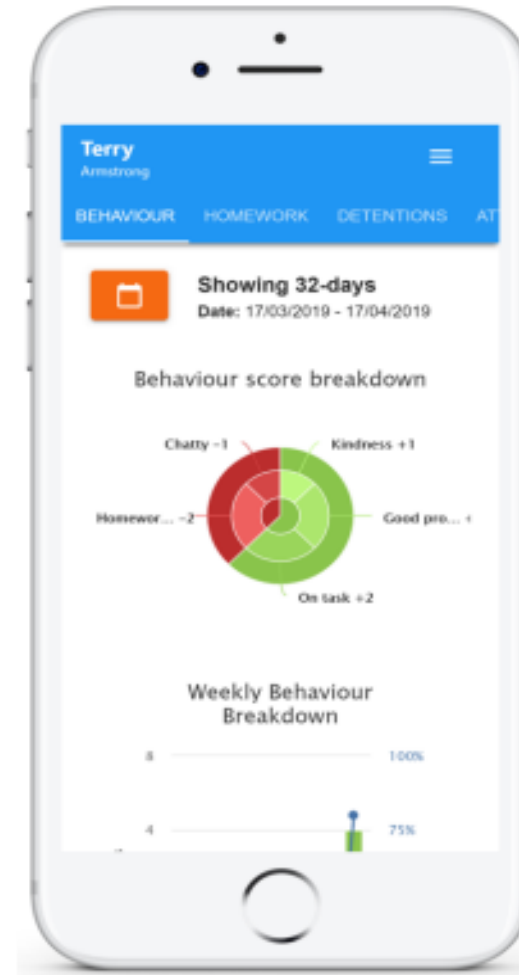
T

Behaviour

If your school has decided to share behaviour information with parents, you will see the [Behaviour](#) tab when viewing pupils from that school.

Selecting this tab will display multiple graphs which represent an overview of your child's [achievement](#) and [behaviour](#) data within a [customisable timeframe](#).

By default, the displayed date range is [31 days](#). To view a different range of behaviour data, click on the [Date](#) button to select from the available presets or create your own custom date range.



Homework

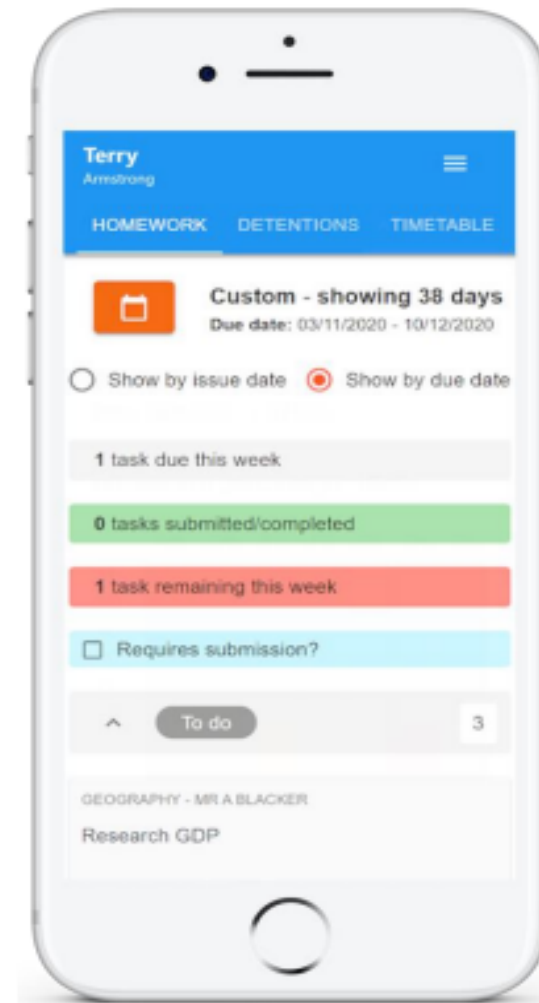
If your school has decided to share homework tasks with parents, you will see the [Homework](#) tab when viewing pupils from that school.

Selecting this tab will display a list of [homework tasks](#) which your child has been assigned to.

To change the date range for displayed homework tasks, click on the [Date](#) button to select from the available presets or create your own custom date range.

To display tasks in the order they were set, click on the [Issue Date](#) button

To display tasks in the order they are expected to be handed in, click on the [Due date](#) button.



Homework status categories

To-Do: These are homework tasks that have not been ticked as completed by your child and have not been marked by their teacher.

Completed: These are homework tasks that have been ticked as completed by your child but have not been marked by their teacher.

Late: These are homework tasks that have been handed in past the deadline.

Not submitted: These are homework tasks that were not handed in on time.

Submitted: These are homework tasks that have been handed in on time.

To do

Completed

Submitted late

Not submitted

Submitted

Keeping track of homework

As your child is assigned homework tasks, you may want track of how they are progressing for the current week.

The [three banners](#) above the homework status categories count the number of homework tasks that are [due this week](#), how many of those tasks your child has [completed](#) and how many tasks they [still need to complete](#).

To only see homework tasks that require an [attachment submission](#), tick the checkbox labelled [Requires submission](#).

1 task due this week

0 tasks submitted/completed

1 task remaining this week

Requires submission?

If you are viewing the [Homework](#) tab via a [desktop](#) or [laptop](#), expanding a homework status category will display a [table overview](#) of each homework task for the selected date range.

To do 3								
	Homework ¹	Teacher ¹	Lesson ¹	Issued ¹	Due ¹	Estimated time ¹	Type ¹	Feedback ¹
<input checked="" type="checkbox"/>	Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
<input checked="" type="checkbox"/>	Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
<input checked="" type="checkbox"/>	Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

Detentions

If your school has decided to share detention information with parents, you will see the [Detentions](#) tab when viewing pupils from that school.

Selecting this tab will display a list of [detentions](#) which have been set for your child

Detentions fall under 4 categories: [Attended](#), [Not attended](#), [Pending](#) and [Upscaled](#).

Attended: Your child has sat this detention.

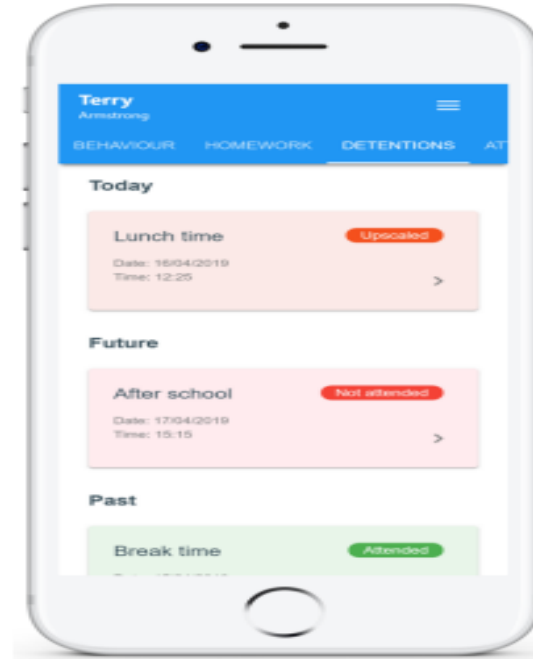
Not attended: Your child did not sit this detention.

Pending: This detention has not been sat yet.

Upscaled: Your child's detention has been escalated into another type of detention.

To view more information about a specific detention, click on the [arrow](#) icon.

This will bring up a popup that describes the detention, including the [location](#) for the detention, the awarding [teacher](#) and [scheduling information](#).



Timetable

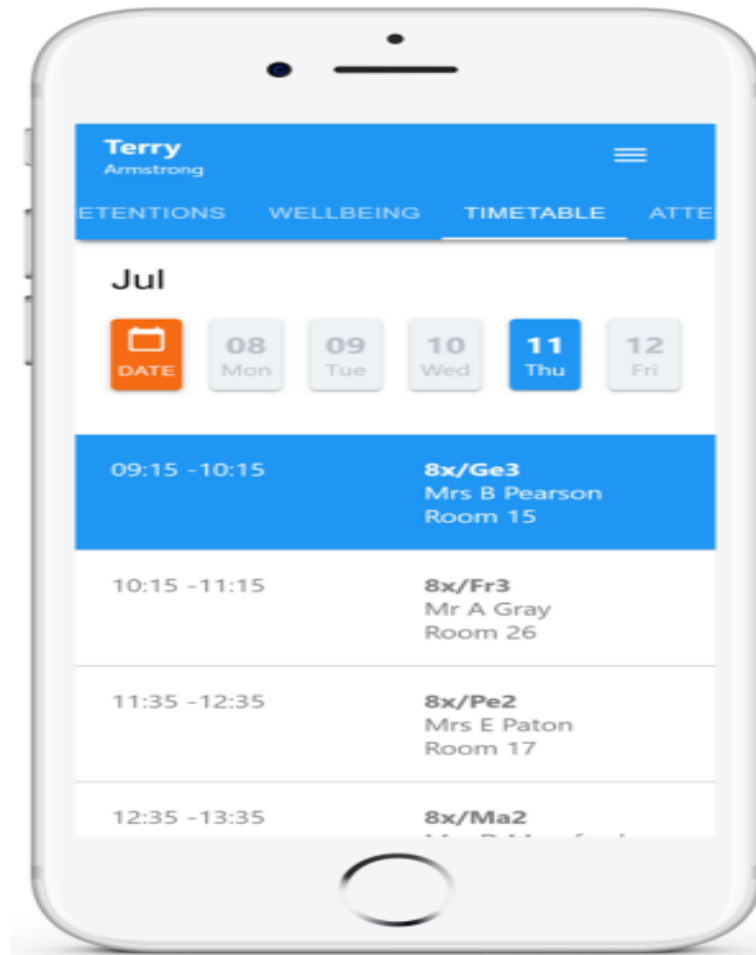
If your school has decided to share timetable data with parents, you will see the [Timetable](#) tab when viewing pupils from that school.

Selecting this tab will present you with your child's [timetable](#) for the current day. This includes the [time](#) of each lesson, the [lesson name](#), the [teacher's name](#) and the [room](#) where the lesson will take place.

Your child's current lesson will be highlighted in [blue](#), as shown on the right.

To view timetable data for another day of the week, click on one of the other [displayed dates](#) along the top of the timetable.

To change the displayed week, click on the [Date](#) button and select a date from the week of your choice.



Announcements

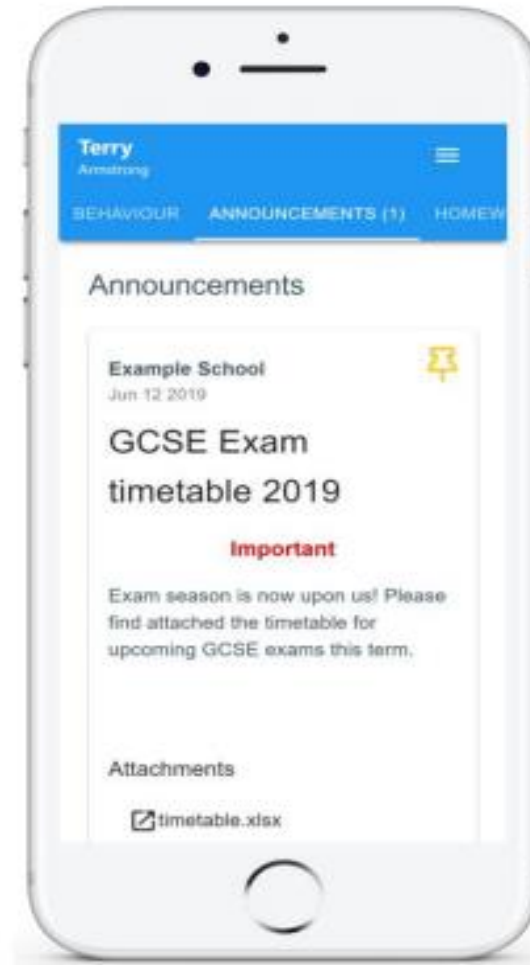
If your school has decided to share announcements with parents, you will see the [Announcements](#) tab when viewing pupils from that school.

Selecting this tab will display a list of [announcements](#) that have been shared with you regarding the selected pupil.

Announcements with a [pin](#) icon will always stay at the top of the announcements list.

If you are viewing announcements from the main parent dashboard, click on the [X](#) icon in the top right hand corner of an announcement to dismiss it.

Dismissed announcements can be viewed again in the pupil's individual [Announcements](#) tab.



Live Demo followed by any questions





Safeguarding – Keeping Your Child Safe Online
Dan White – Assistant Principal

Why it matters: Facts & Stats



Device use

of children aged 12-15s who own a mobile are **allowed to take it bed with them** [↗](#)



Biggest parental concern

Parents with children in this age bracket tend to have the **least awareness of what their child is engaging with online.**



Screen time management

of parents of 12-15s find it harder to **control their child's screen time** [↗](#)

Internet safety checklist for teens

Stay involved

Keep talking and stay interested in what they're doing. Don't be afraid to bring up challenging issues like **inappropriate content**, **sexting**, **pornography** and **cyberbullying**. It could be embarrassing, but you'll both benefit from the subjects being out in the open.

Talk about online reputation

Let them know that anything they upload, email or message could stay around forever online. Remind them they should only do things online that they wouldn't mind you, their teacher or a future employer seeing. Get them to think about creating a **positive digital footprint**.

Keep their information private

Your child can set privacy settings on most social networking sites so that only close friends can search for them, tag them in a photograph or share what they've posted. Talk to them about their personal information, how it can be misused and how they can also take ownership of it.

Show you trust them

If you can afford to, give them a small allowance that they can use for spending online so they can download **apps**, music and films for themselves, from places you agree together.

Guide to managing children's screen time

internet
matters.org

Effect on behaviour

Constant use of a device and features like auto-play on platforms can be habit forming and encourage children to spend longer on screens



Effect on sleep

Blue light from phones can trick the brain into thinking it's still daylight making it difficult to sleep

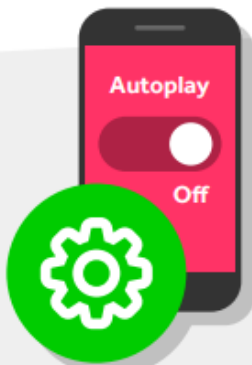


Effect on the brain

Screens can have a drug-like effect on the children's brains which can make them more anxious

It can make children more forgetful as they rely on things like Google, GPS and calendar alerts to look up information

10 tips to get in control with your child's screen time



1. Set a good example with your own device use
2. Have discussions about the risks that they may face based on their online activities
3. Put in place a family agreement and agree an appropriate length of time they can use their device
4. Help them build critical thinking to understand that some features on platforms are design to keep you watching or playing
5. Encourage them to switch off auto-play on platform to remove the temptation to binge on programmes
6. Use tech tools and parental control to manage the time they spend online and the apps they use
7. Get the whole family to unplug and create 'screen free' zones at home
8. Together find apps, site and games that will help children explore their passions and make screen time active
9. For younger children find ways to combine touch screen use with creative and active play
10. Encourage children to self-regulate the time they spend online and the activity they do to ensure they are having a positive impact on their wellbeing

What issues might affect teens?



Inappropriate content



Online grooming advice hub



Cyberbullying advice hub



Online pornography



Online reputation advice hub



YOUNG Mi MINDS
fighting for young people's mental health

NSPCC

What are parent's concerns with social media?

**Socialising safely
online** +

**Fake news and
misinformation** +

**Excessive screen
time** +

**Adult-rated
platforms & apps** +

**Privacy/data
concerns** +

Scams/hacking +

Online spending +

Cyberbullying/Trolling +

**Sending/receiving
nudes** +

*Based on survey results the following were concerns of roughly 4,000 parents and carers of children aged between 0-14+ year-olds.



Location sharing apps



My child is affected by content online



Posting embarrassing images on social media



Online gaming with strangers



My 11 year old wants a social media account



Chatting online to strangers



Online actions hurting others



Cyberbullying

800 followers

36 real friends

Social media followers



Too much time on social media



Posting inappropriate selfies



Sharing too much personal information online

Social media privacy how-to guides

Take a look at our most popular social media guides to get you up to speed on the most popular platforms and help them set the right privacy settings.



TikTok



Instagram



WhatsApp

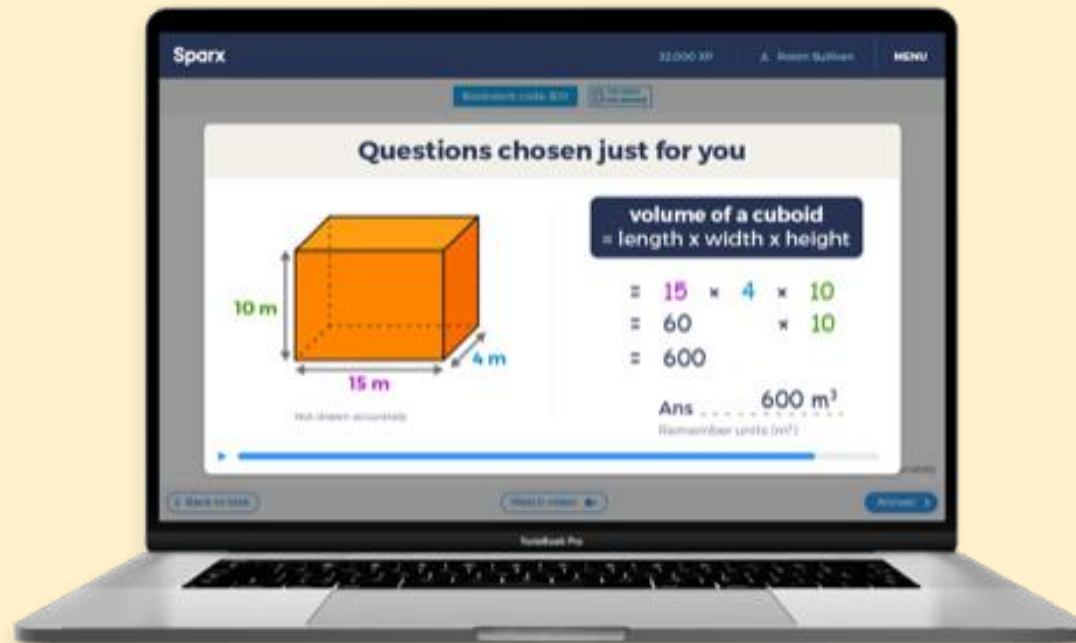
Any questions or any topics you would like us to look at in the future?



Sparx Maths – How does this platform support your child.

Kerry Ackerman

What is Sparx Maths?

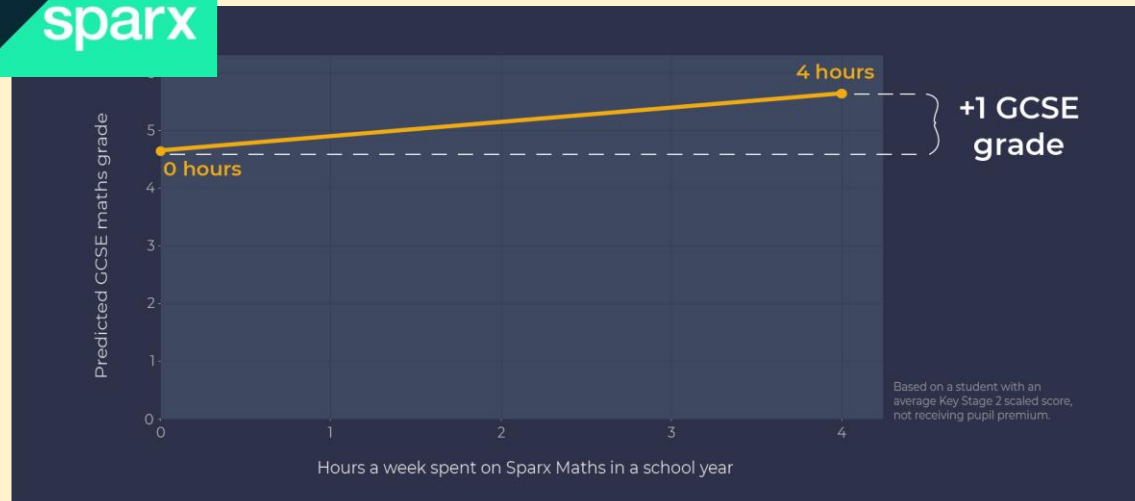


Why Sparx?

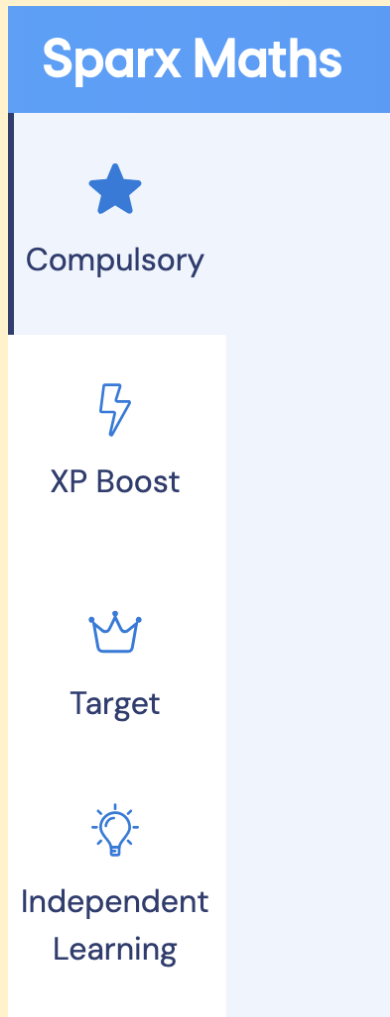
**1 hour
of Sparx Maths
a week
significantly
improves
grades**



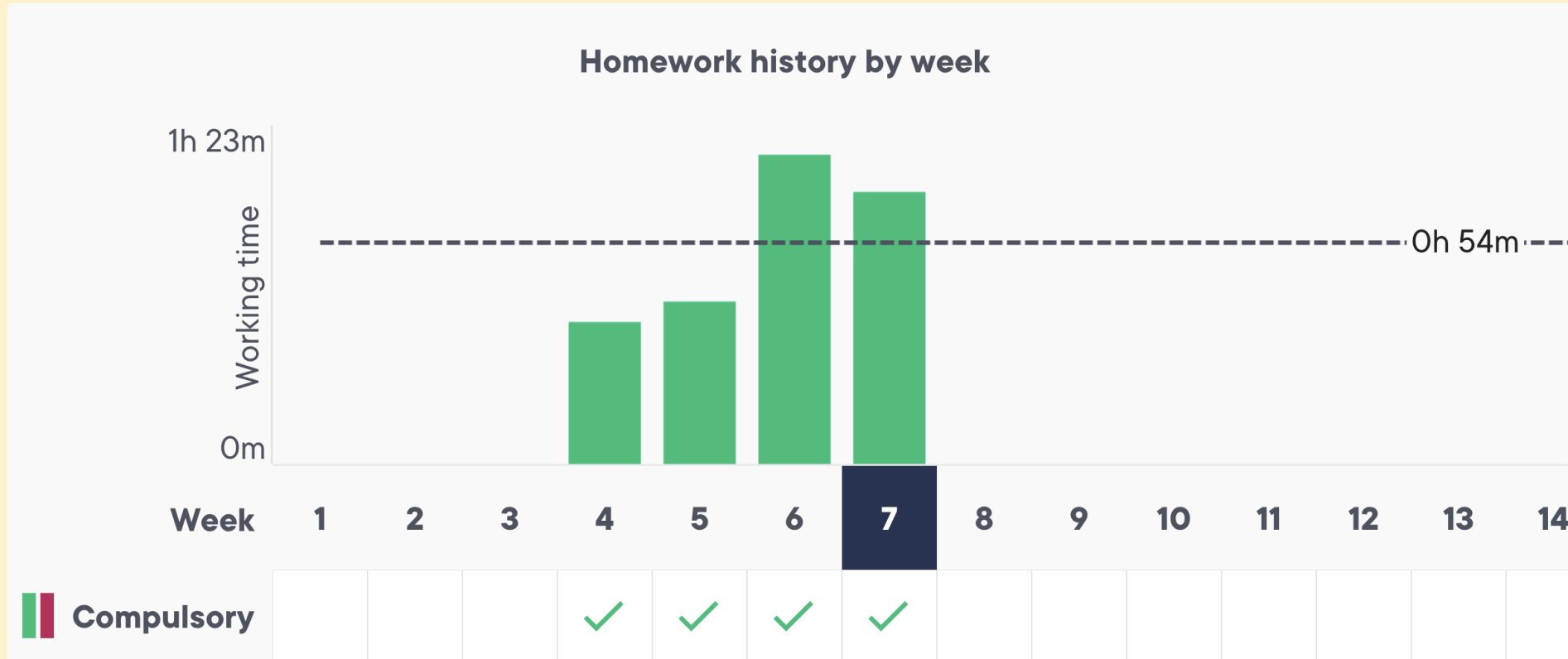
sparx



Different Sections



Length of homework



Bookwork Checks

Task 1

D40 $12 + 13 = 25$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = 22$ ✓

F60 $\begin{pmatrix} 12 & 18 \\ 2 & 3 \end{pmatrix} \div 6$

H70 $\frac{1}{19} + \frac{1}{7} = \frac{24}{133}$ ✗

J80 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$

Task 2

E41 $P(\text{yellow}) = \frac{5}{6}$ ✗

F51 $P(\text{black}) = \frac{9}{8}$
 $= \frac{1}{2}$ ✓

G61 All the marbles are green
The probability of
choosing a purple marble
is impossible ✓

Bookwork check

Which of these six options is the right answer for this question?

Bookwork 2B

8 litres

Rectangle

80 litres

B

F

$\frac{7}{7}$ $\frac{3}{3}$

I didn't write this down Submit >

sparx

When learners have written their workings down, it is so much easier to go back over the problem and unpick where the mistake was made and correct it. It's much more effective than starting the whole question again!

Times Tables

100 Club Check

You need to play 100 Club before you can play the games.

Games

Exercises



Sticker
Collector



Path of
Olympus



Rhythm
Game

100 Club Check

Continue to play games or do exercises to complete your task then come back to do a 100 Club Check again.

Games

Exercises



Sticker
Collector



Path of
Olympus



Rhythm
Game

Seek Help

1A ✓

1B 

1C ✓

1D ✓

1E ✓

Summary



You need help with 1 question in this task.

Complete the rest of your homework and then get help with this question from your teacher before the homework deadline.

Supporting Your Child



Start your homework early



Use the videos, but only when you're stuck



Don't let someone else do your homework

Samuel's Maths Homework

Great! Samuel has finished this week's homework which is due: 6am, Thursday 13 October.

Let Samuel know how great this is!

[View the Parent Portal for more detail](#)

Samuel's previous homework

Great! Samuel has completed the previous homework.

[View the Parent Portal for more detail](#)

How Sparx helps Samuel learn

We know that everyone learns at a different pace, so Sparx sets personalised maths homework for each individual. In order to complete homework, Samuel needs to make sure every question that has been selected has been completed correctly.

Our research has shown that completing 100% of personalised Sparx homework each week will help Samuel make lots of progress in maths.

In School Support

ACTIVITY / CLUB	FOR YEAR GROUP	DAY	TIME	ROOM	STAFF NAME	FURTHER INFO
Art	Years 10 & 11	Monday	Break 2	302	KD	
GCSE Catch Up	Years 10 & 11	Monday	Break 2	302	KD	
Orchestra	All Years	Monday	Break 2	503	TBC	
Home Learning Club	All Years	Monday	After School	614	KS, LRD	Computers available for use
Maths in Art	Year 9	Monday	Break 2	202	MTI	
Big Band	Grade 2/3	Tuesday	After School	503	TBC	
The Great Okehampton Bake off	Year 7	Tuesday	After School	817	ND	Students will need to provide their ingredients, they'll be told each week what we're cooking the following week.
Eco Club	Year 7 & 8	Tuesday	Break 1	410	LEW	
Girls Football	All Years	Tuesday	After School	Astro	NW, KR, CSC	
Boys Rugby	All Years	Tuesday	After School	Top Fields	MAB, SQ, GC	
Friendship / Computer Club	Year 7	Tuesday	Break 1 & 2	814	LJD	
Manga Club	All Years	Tuesday	After School	304	EAT	
Drama Club: Panto/Pantomimium!	Year 7 & 8	Tuesdays	After School	621	MT	
Drama Club: Styles of Drama	Year 9	Tuesdays	After School	617	GN	
Drama Intervention	Year 11	Tuesdays	After School	615	LR	
Maths Practice Paper Club	Year 11	Tuesday	After School	203	KAC	
Maths Practice Paper Club	Year 11	Tuesday	After School	205	SLC	
Home Learning Club	All Years	Tuesday	After School	614	KS, LRD	Computers available for use
Jam Band	All Years	Wednesday	Break 2	504	TBC	
Sign Language	All Years	Wednesday	Break 2	407	CW	
German GCSE Tips	Year 11	Wednesday	Break 2	620	GM	
French GCSE Tips	Year 11	Wednesday	Break 2	619	LRS	
Friendship / Computer Club	Year 7	Wednesday	Break 1 & 2	814	LJD	
Textiles & Art	Years 10 & 11	Wednesday	Break 2	303	DM	
GCSE Catch Up	Years 10 & 11	Wednesday	Break 2	303	DM	
Geography Club	Year 7 & 8	Wednesday	Break 2	425	SRF	Geography!
Poetry by Heart	All Years	Wednesday	Break 1	618	EL, CE	
Pride Alliance	All Years	Thursday	Break 2	406	MG, LKJ, CSC	
Transition Choir	Year 7	Thursday	Break 1	303	TBC	
Transition Choir	Year 7	Thursday	Break 2	504	TBC	
Friendship / Computer Club	Year 7	Thursday	Break 1 & 2	814	LJD	
Art & Photography GCSE Catch Up	Years 10 & 11	Thursday	Break 2	303	WH	
Drama Intervention	Year 11	Thursday	After School	614	LR	
Origami Club	Year 10	Thursday	Break 2	202	MTI	
Fitness	All Years	Thursday	After School	Gym	MAB	
Girls Rugby	All Years	Thursday	After School	Bottom Fields	CSC, NW	
History Mystery Club	Year 7, 8, 9	Thursday	After School	423	SLJ	Starting on 27th Sept
Coding Club	Year 10, 11, 12, 13	Thursday	After School	813	RDH	
Science Club Crest Awards	Year 7, 8, 9	Thursday	After School	411	EM	
Boys Indoor Cricket	All Years	Thursday	After School	Parklands Sports Hall	KMH	
Chess Club	All Years & Adults	Thursday	Break 2	413	SL / RKJ	
Folk Group	All Years/Abilities	Friday	Break 1	503	TBC	
Language Leaders	Year 9	Friday	Break 2	404	VAT	
Friendship / Computer Club	Year 7	Friday	Break 1 & 2	814	LJD	
Art & Photography GCSE Catch Up	Years 10 & 11	Friday	Break 2	304	EAT	
Market Watch (Business)	All Years	Friday	Break 1	615	LTU	Market Watch
Quiet Room	All Years	Every Day	Break 1 & 2	630	SEND Faculty	
Film Club	All Years	Every Day	Break 1 & 2	633	SEND Faculty	

LATE BUSES RUN ON TUESDAYS AND THURSDAYS

Homework Club 6L4
 Monday after school
 Tuesday after school
 Your teacher

Passwords

Sparx Maths

Student Login

You're logging in to Sparx at **Okehampton College**.

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Use your Sparx login

Username:

Password:

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Log in

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Reset your Sparx password

Your first name:

Your last name:

Your date of birth:

Submit

What Do Teachers See?

-	Not opened
-	Not opened
-	Not opened
0h 36m	Incomplete
0h 49m	Incomplete
0h 34m	1 day early
0h 40m	3 days early
1h 02m	2 days early

Last login at:

4:49 PM 16/10/2023 (12 hours ago)

Attempt 3 ✕

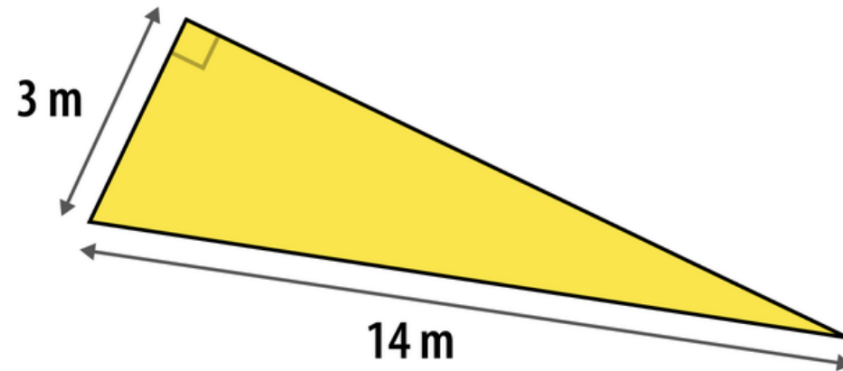
Bookwork code: 3D

🕒 59 seconds 3 days ago

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Calculate the **area** of this right-angled triangle.

Give your answer in m^2 to 1 d.p.



Not drawn accurately

Correct answer: 20.5

Student's answer: 20.6 ✕

Questions?