



# RAWLINS

A CHURCH OF ENGLAND ACADEMY

***Act wisely and make the most of every opportunity***

*Colossians 4:5*

## DEVELOPING TRUST

Through our compassionate interactions every day, we support our young people and adults to flourish. Creating opportunities for them to develop trust in other people and in new situations to ***make the most of every opportunity*** (*Colossians 4:5*)

## INSPIRING HOPE

We want to help our community of young people, parents and staff to ***act wisely, recognising our shared humanity***. Working together in partnership, to create an inspiring world, where we can be hopeful for the things to come (*Psalm 8:3-4*)

## BUILDING SUCCESS

Our shared responsibility of Service is demonstrated in the hard work and dedication to endure difficulties and support one another, as we strive to nurture and build success. We ***guide and care for others when they stumble or experience difficulty, providing advice, encouragement and sustenance*** (*1 Kings 3:7*)

## SHAPING THE FUTURE

We are shaped by the powerful knowledge, skills, experiences and beliefs we acquire in life. We ***persevere to encourage all of our community to live life in all its fullness; moulding, shaping and empowering them to become active citizens, serving the common good, whatever the future is*** (*Hebrews 12:1*)



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# Parent & Carer Information Evening

September 2025



# Welcome - Bob White

## Updates

- Examination Results
- Site Refurbishment Work
- New Build Updates



- Communication

- Opportunities to come into school
- Contact emails
- Newsletter - RawRelease
- MCAS/Go4Schools

- Governors Wanted!

- PP/SEND Focus parent meetings



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# Attendance

September 2025



# Attendance is key to *build success*

- Attendance in all schools is paramount to every students' progress

Attendance	Progress
96%+	0.92
92%-95%	0.24
90%-92%	-0.03
80%-90%	-0.33
50%-80%	-0.86
<50%	-2.15

- Our Attendance Target is +96%.



# EVERY DAY COUNTS



School and future success starts with **good attendance!**

DAILY LATENESS  
EQUATES TO...



5 MINUTES LATE  
15 hours of learning lost



10 MINUTES LATE  
30 hours of learning lost



15 MINUTES LATE  
50 hours of learning lost



100%

Your attendance  
is excellent!



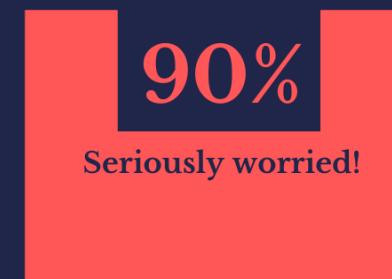
97%

Well done!



95%

We're concerned



90%

Seriously worried!

OUR TARGET FOR  
ALL STUDENTS!

6 DAYS ABSENCE  
30 hours of learning lost

We're on the right path for success,  
keep it up!

10 DAYS ABSENCE  
50 hours of learning lost

A poor attendance gives you less  
chance of success.

19 DAYS ABSENCE  
95 hours of learning lost

Very poor attendance has a serious  
impact on your education, reducing  
your life chances.

# Context of Attendance

- We'd all love 92% in an exam
- But when you look at actual numbers, 92% isn't a *good* level of attendance
- To flip it, it means 8% of in class learning is lost
- Learning with specialist teachers who know the content and know the examination system well

8% absence

Is 75 lessons lost

Is 3 weeks lost

# What does that look like over the year?

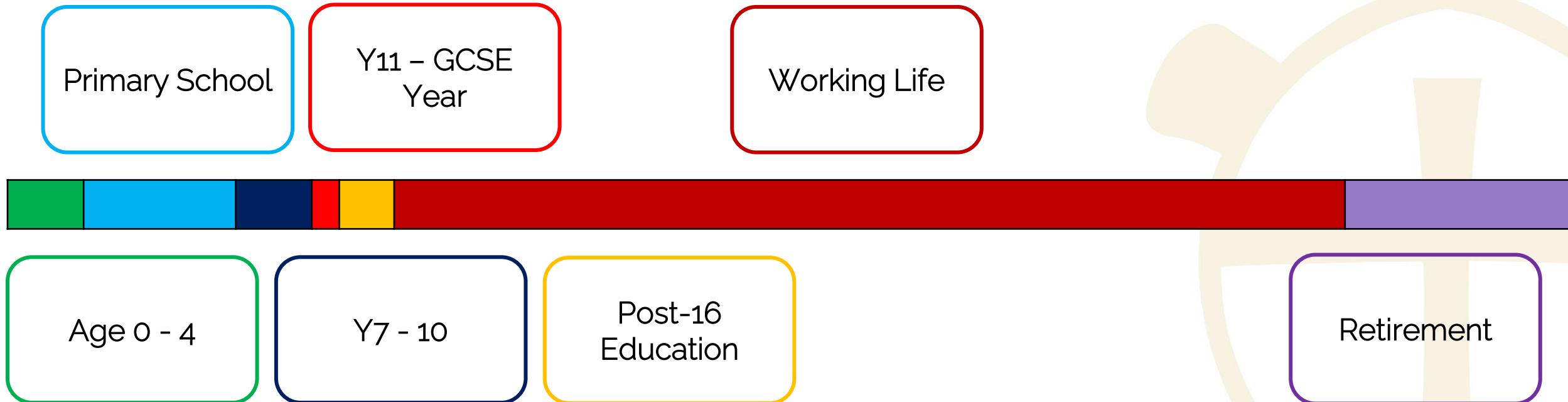
Percentage Attendance	Days Absent	Weeks Absent	Lessons Lost
95%	9 Days	2 Weeks	50 Lessons
90%	<b>Persistent Absence</b>	4 Weeks	<b>100 Lessons</b>
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
50%	<b>Severe Absence</b>	<b>19 Weeks</b>	<b>475 Lessons</b>

# Why is Good Attendance Important?

- Rawlins' students achieved their best ever A-level and GCSE results this year - a continuation of an on-going trend of fantastic grades
- Looking at the data those results show us:
  - Students who had higher attendance achieved grades at or above their expected grades
  - Facilitates strong working relationships between students and teachers/support
  - Builds strong habits to be ready for post-16 education & adulthood
  - Builds & reinforces social development



# Why Is Good Attendance Important?



# Government Guidance

The Dept of Education's new guidance is much tighter than it has been in the past

- [Why is school attendance important and what support is available? - The Education Hub \(blog.gov.uk\)](#)
- [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

Ultimately, attendance is everyone's responsibility

## YOUR ATTENDANCE MATTERS - EVERY DAY

On average, Attenders above **>95%** (less than 2 weeks missed) achieve more than **1 whole Grade better** than those below **<90%** (4 weeks missed)

***Be here! Be on time! Be Rawesome!***



# What is Rawlins Doing?

- In the same way embedding a culture around positive behaviour has had a big impact, we are in the process of doing this with attendance
- We are using the language of 'lost learning'
- Emphasising the importance of attendance to students, and its link to strong outcomes
- Recognising good attendance, and improving attendance
- Care, Guidance & Welfare support remains in place
- Ask your support in encouraging attendance
- Develop a culture where **attendance is everyone's responsibility**





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# Recognition & Rewards

September 2025



# Student Voice

- Students were telling us that they wanted greater clarity and consistency
- And ultimately they asked us to ensure they had the space to learn
- We listened to the students, so created that clarity and consistency

- Embedding a culture where positive behaviour and choices is the norm
- Students at Rawlins consistently meet the school's high standards
- It works – for academic outcomes, but to ensure they are ready for adulthood

# READY TO LEARN



# Recognition & Rewards

- Last year we revamped Recognition & Rewards
- Every half term students receive a reward, provided they haven't made poor choices
- Student voice will shape these themes.
- Positive points (House Points) accrue for the year



# Community & Belonging

- There is more being planned for all of the Rawlins community to celebrate and take part in
- We will be celebrating diversity, charity work, events (Comic Relief), recognising International Women's Day, World Book Day, Pride...
- Additionally: trips and visits focused on personal development & cultural capital



# The House System & Student Leadership

- The House System is our framework for fostering belonging & community at Rawlins
- EVERY student & staff member is in a House



**Paul Hunter**  
Head of Aqua



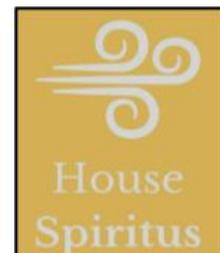
**Emilia Hargraves**  
Head of Ignis



**Rebecca Wickwar**  
Head of Spiritus



**Adam Bradwell**  
Head of Terra



# Developing Belonging - NEW 50 Rawesome Things

- Mr Higson has created and launched '50 Rawesome Things' with Year 7.
- This has been so well received we are looking to expand this to other year groups (with their own 50 Rawesome Things) to complete too.

Developing Trust	Produce music or art about a different culture 	Do a stretching or exercise class 	Produce writing about a different culture 	Create a poster- staying safe online 	Perform music to your family/ class 
	Audition for school show or join a team 	Be kind to a student who is by themselves 	Help organise a classroom 	Light a Bunsen burner 	A poster- being kind at school 
Inspiring Hope	Visit a church service/ attend a religious celebration 	Attend an afterschool club 	Attend a lunchtime club 	Help a family member or friend 	Make a Christmas card in French or Spanish 
	Play an instrument in lesson 	Produce a painting or piece of art 	Create a self-portrait using objects like fruits and vegetables. 	Do a house activity/ competition 	Write a story, poem, or play. 
Building Success	Make a revision timetable 	Make a homework timetable 	Achieve 50 positive points 	Read a book, comic or newspaper 	Make a volcano fact file 
	Draw out your timetable 	Complete homework on Sparx 	Write a short story 	Achieve 100 positive points 	Complete some Duolingo 
Shaping the Future	Create an image of the uniform of a Roman soldier 	Practice timetables on Sparx Maths 	Take part in a sports club or team 	Borrow a book from the library 	Research life in Victorian schools 
	Do school work in the library 	Achieve 200 positive points 	Complete a science practical 	Finish three reading books 	Show your parents Go 4 Schools 
Shaping the Future	Visit- science centre/ museum 	Create a picture to show a balanced meal 	Attend a theatre 	Raise money for charity 	Give a teacher a thankyou card 
	Clean up a space at school 	Do a helpful job for a member of staff 	Watch a film/show at the cinema/theatre 	Walk a mile on the 3G 	Cook or help cook a meal at home 

# Who Is There to Support Young People?

- Every adult in the school is part of the Care, Guidance & Welfare team
- Work has happened since January to bring the core CGW team together
- Into the new Care, Guidance & Welfare Hub
- Your child's Form Tutor is your main point of contact.

Form Tutors

Teaching Staff

Classroom  
Support Staff

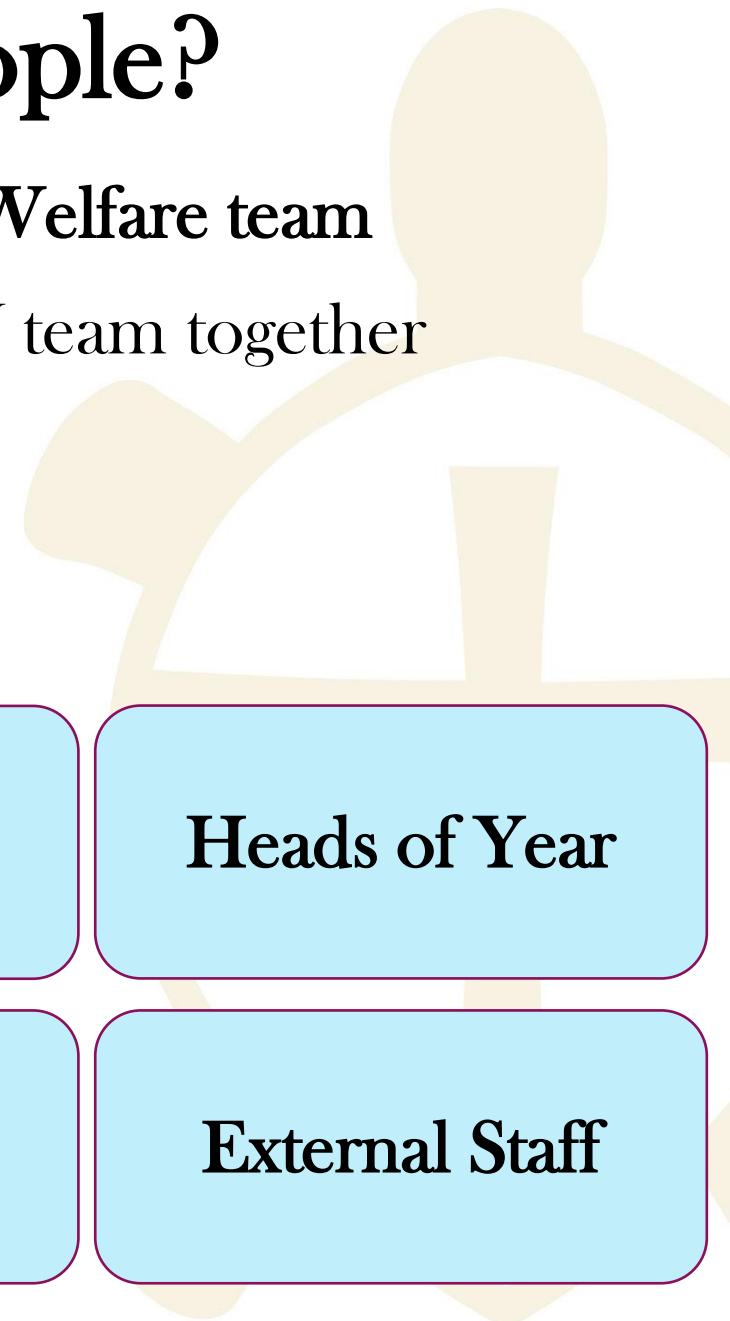
Heads of Year

Pastoral Managers

The Senior Team

Any Staff  
Member

External Staff





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# Curriculum

September 2025





HOME CURRICULUM

# CURRICULUM

The curriculum at Rawlins is shaped by our vision to 'Act wisely and make the most of every opportunity' (Colossians 4:5), and has been designed to offer students a broad and balanced curriculum across all key stages.

In considering our curriculum offer we recognise that our school curriculum must provide opportunities for all our students to

## IN THIS SECTION

[Rawlins Curriculum](#)

[Curriculum Overviews](#)

[KS3 Options](#)

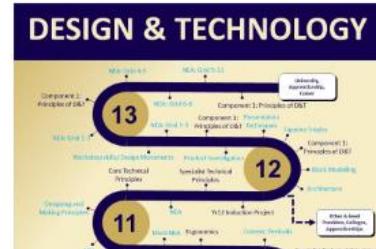
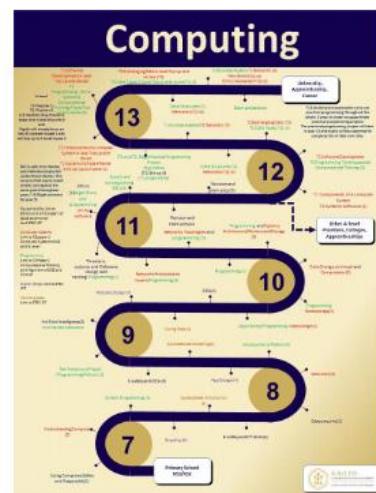
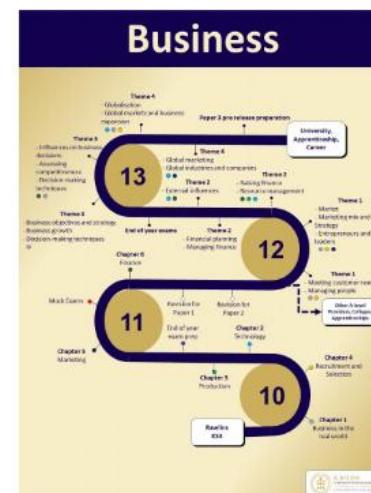
[KS4 Options](#)

# Curriculum Overviews



# Rawlins Subject Curriculum Roadmaps

Click the image to navigate to the Subject Overview.



# Individual Subjects - Curriculum in depth



1 Art Rawlins Curriculum Overview

2 Budget Art ART

3 Budget Art Art Award

4 Art Primary Curriculum Overview

5 Art Year 1 Art

6 Art Year 2 Art

7 Art Year 3 Art

8 Art Year 4 Art

## Art

### Rawlins Curriculum Overview

Dear Parent/Carer,

In the following booklet you will find an overview of what your child will be studying at Rawlins in this subject.

We've included; key details on the sequencing of the powerful knowledge and skills they will learn, how they will be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school to support your child to build success and act wisely and make the most of every opportunity. The information for each section is categorised as follows:

**Topic** This is the name/focus of the sequence of learning covered at this point.

**Knowledge and skills** This explains what powerful knowledge and skills they will be developing during this sequence of learning.

**Vocabulary** This highlights subject specific language pupils will need in order to build success.

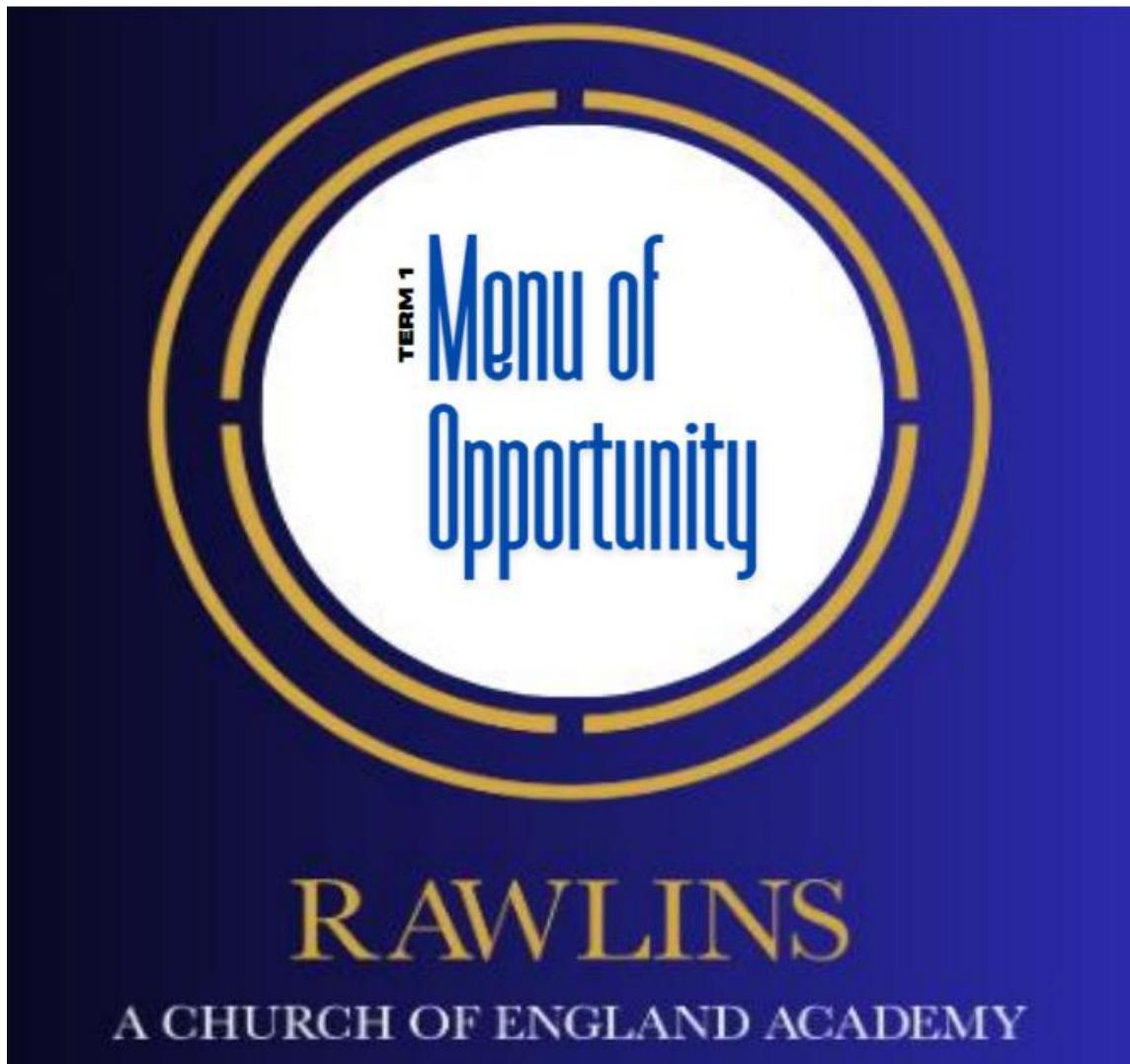
**Homework** This outlines the homework used to support pupils to be able to do more and remember more during this sequence of learning.

**Assessment** This explains how pupils will be assessed on their understanding of this sequence of learning.

**Further challenge** These suggestions show how pupils can further enrich their experience, stretching themselves by exploring this area in greater depth if they wish.

If you have any questions about your child's academic progress, please contact their tutor or subject teacher in the first instance, who will be able to respond and support. They will also be able to direct your query to the relevant subject leader, if required.

# Extra-Curricular Offer - Full Offer sent out next week



Target 100% of students take part in extracurricular activity

Study Club	Art and Soul Club
Maths Club	Oxbridge & Medicine
Pride Club	Cartoon Club
School Productions	Code Club
Sports	Anime
Chess Club	Music Clubs
Debate Club	Calligraphy Club



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# Data, Assessment and Exams

September 2025



# Attitude to Learning

We are all aiming to Build Success year on year.

In school, Attitude to Learning is the best predictor of life-long learning success

## Attitude to Learning Descriptors

Our ATL Descriptors are 'best fit' and should reflect how students positive Behaviour for Learning, organisation, commitment and effort, both in and out of the classroom, are helping to accelerate their progress. They indicate how students are taking increasing responsibility for their own learning, as they build successful learning habits and work towards our overall aims to help them develop from Dependent to Independent Learners, and in turn grow into Interdependent young adults, who can flourish by making wise choices and recognise the shared benefits of working collaboratively to shape their future and become active citizens who serve the common good, together.

Category	Description	Entry
Outstanding	I consistently show all of the characteristics of an 'ambitious learner' in every lesson. I lead the learning in the classroom. I seek challenge and independently extend my learning outside of the classroom. Going above and beyond!	O
Ambitious	I am always fully engaged in all lessons and actively listen at all times. I am always focused in lessons and complete all of my work to an exceptional standard. I am always looking how to improve my work, listening to teacher feedback and applying improvements independently and to a high standard I always have a positive attitude in lessons and am determined to try the most challenging tasks I have a positive influence on the learning of others, engaging in discussion, showing empathy to others and always adhering to the school expectations	A
Engaged	I am engaged in the majority lessons and actively listen consistently I am focused in lessons and complete my work to a good standard most of the time I want to improve my work, and will listen to teacher feedback and make improvements when prompted I usually have a positive attitude in lessons and am determined even when tasks get challenging I am enthusiastic and have a positive influence in the classroom, most of the time. I engage in discussion and can show empathy to others at times. I try to adhere to the school expectations and respond quickly if I am not.	E
Passive	I am sometimes disengaged in lessons but do try to listen. I can focus in lessons but my work isn't always to the best standard. When prompted by the teacher, I want to improve my work, and respond to feedback but this may not be in as much detail as I'm capable of. I sometimes give up when tasks get hard or I get stuck, I can show a lack of effort I am polite and can engage in discussion if prompted. I try to adhere to the school expectations but may sometimes show a poor response by getting a C2.	P
Reluctant	I am regularly disengaged and do not always try to listen I do not focus in lessons, am often off task or produce work of a poor standard. The teacher has to continually prompt me to improve my work. I don't always respond to feedback or I give up. I often give up if I find a task hard or I get stuck I regularly have a negative impact on the learning of others as I don't adhere to the school expectations. I often show a poor response by getting a C2 or more.	R
Unavailable	There was not enough evidence to enter an ATL grade.	U

# All Reports - On Go4Schools - Target 100% of parents read the report, so they can praise and support their child with the fantastic work and effort they put in.



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Year 8 Summer 2

Name Here

Name Here

Rawlins Academy

We are pleased to provide you with your child's final Year 8 report, giving you a snapshot of how your child is continuing to learn at Rawlins. We have recorded your child's attitude to learning, progress data within each subject and provided you with an overview of their attendance and behaviour.

Subject	Target	Attainment	KS3 Progress	Group teacher(s)	Attitude to Learning						
					Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
Art	6	69%	On Track	Mrs H Fern	E	E	E	E	E	E	
Computer Science	6	72%	Above	Miss S Baxter	E	E	E	E	E	E	
D & T	6	62%	On Track	Mr J Hallett, Mrs H Fern, Mrs H Woolverton	A	A	A	A	A	A	
Drama	6	52%	On Track	Mrs R Wickwar	E	E	E	E	E	E	
English	6	63%	On Track	Miss D Chetwynd, Mr D Walker, Mrs S Cook	A	E	E	A	A	A	
Geography	7	81%	Above	Mr P Nakashree	A	A	A	A	A	A	
History	7	73%	On Track	Mr D Brown	E	E	A	A	A	A	
Maths	7	73%	On Track	Mr J Hargreaves, Mr R Casey	E	E	E	A	A	A	
Music	7	62%	On Track	Mr E Ragg	E	A	A	A	A	A	
P.E. Core	5	61%	Above	Mrs G Gardner, Mrs N Bardolia	A	E	E	E	E	E	
PSHCE	6	84%	Above	Mr D Hutton	E	E	E	E	E	E	
Religious Studies	7	n/a	n/a	Dr A Peach, Mr R Skrakowski	E	E	U	U	U	U	
Science	6	70%	On Track	Miss R Tilley, Mrs H Green	E	E	E	E	E	E	
Spanish	6	48%	Below	Miss E Melody, Mrs E Bramley	E	E	E	P	E	E	

**Report Key**

**Target** Your KS3 Target is calculated using the Fischer Family Trust data base of historical outcomes, using your individual starting point from KS2/CAT. Your Target reflects our ambitious approach for every child at Rawlins and is in line with the progress of the TOP 20% of pupils nationally.

**Attainment** Your current ATTAINMENT grade is an automatically generated average of your internal assessments (taking into account weighting of assessments as indicated by the subject leader). The grade is then compared to your TARGET. (A Target of 4 = 40%, 5 = 50% etc.) ON TRACK = +/-10% of your Target; ABOVE/BELOW = +/-11-30% of your Target; WELL ABOVE/WELL BELOW = +/- 31% of your Target.

**Att** At Rawlins we have HIGH EXPECTATIONS OF EVERYONE, EVERYDAY. ---- We have an ambitious growth mindset, and like many Olympic Champions, we know that CONSISTENT HARD WORK beats talent every day. ---- After HIGH ATTENDANCE, Attitude to Learning (Att) has the BIGGEST IMPACT on long term outcomes. ---- Our ATT criteria help pupils and parents to focus on the ways in which they can ambitiously work hard to improve, little-by-little day-by-day, in each subject to MAXIMISE their PROGRESS over time.

There is further information on Attitude to Learning on our website: <https://www.rawlinsacademy.org.uk/attitude-to-learning/145032.html>

**Target Indicators**

Well Below Below On Track Above Well Above

**Att**

O	Outstanding
A	Ambitious
E	Engaged
P	Passive
R	Reluctant
U	Unavailable

**Session Attendance Information**

**Behaviour Information**

Produced using GO 4 Schools - [www.go4schools.com](http://www.go4schools.com) - Hyperspheric Solutions Ltd

Page 2 of 3

Name Here

Rawlins Academy

Session Attendance Information			Behaviour Information	
Percentage attendance:	99.46%	Attendance:	366	Positive points: 906
Authorised absences:	2	Unauthorised absences:	0	Negative points: -6
Possible sessions:	368			

**Behaviour Information**

Positive points: 906

Negative points: -6

Produced using GO 4 Schools - [www.go4schools.com](http://www.go4schools.com) - Hyperspheric Solutions Ltd

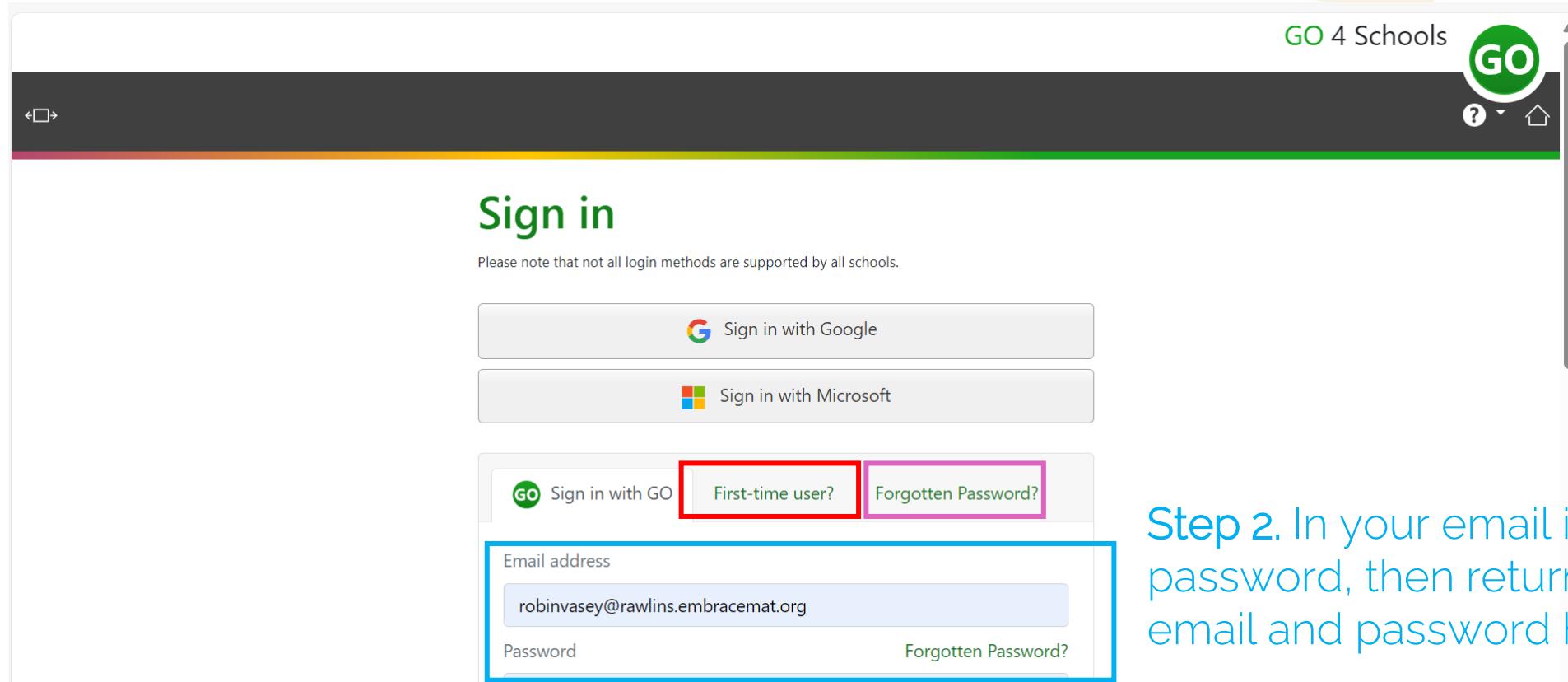
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# In Depth Data is on Go4Schools

- Simply sign in with your email, through any **Internet Browser**. (We are **NOT** using the APP)
- [www.go4schools.com](http://www.go4schools.com)

**Step 1.** If it's your first time (only) don't forget to click - First Time User?

- If you are a returning user, but can't remember password click - Forgotten Password?



**Step 2.** In your email inbox set new password, then return and enter email and password here to login

# Parents Evenings and Information Evenings

## Year 7 Dates for your Diary

03/09/2025 - Year Ahead Parent Information Evening

30/10/2025 - Y7 Tutor Evening (in School)

07/05/2026 - Y7 Parents Evening Online



# Parents Evenings and Information Evenings

## Year 8 Dates for your Diary

03/09/2025 - Year Ahead Parent Information Evening

29/01/2026 - KS3 Options Evening

05/02/2026 - Y8 Parents Evening Online



# Parents Evenings and Information Evenings

## Year 9 Dates for your Diary

04/09/2025 - Year Ahead Parent Information Evening

15/01/2026 - KS4 Options Evening

22/01/2026 - Y9 Parents Evening Online



# Parents Evenings and Information Evenings

## Year 10 Dates for your Diary

04/09/2025 - Year Ahead Parent Information Evening

12/03/2026 - Y10 Parents Evening Online

w/c 01/06/2026 - Year 10 Exams Preparation Evening

Year 10 Mocks - Summer Half-term 2





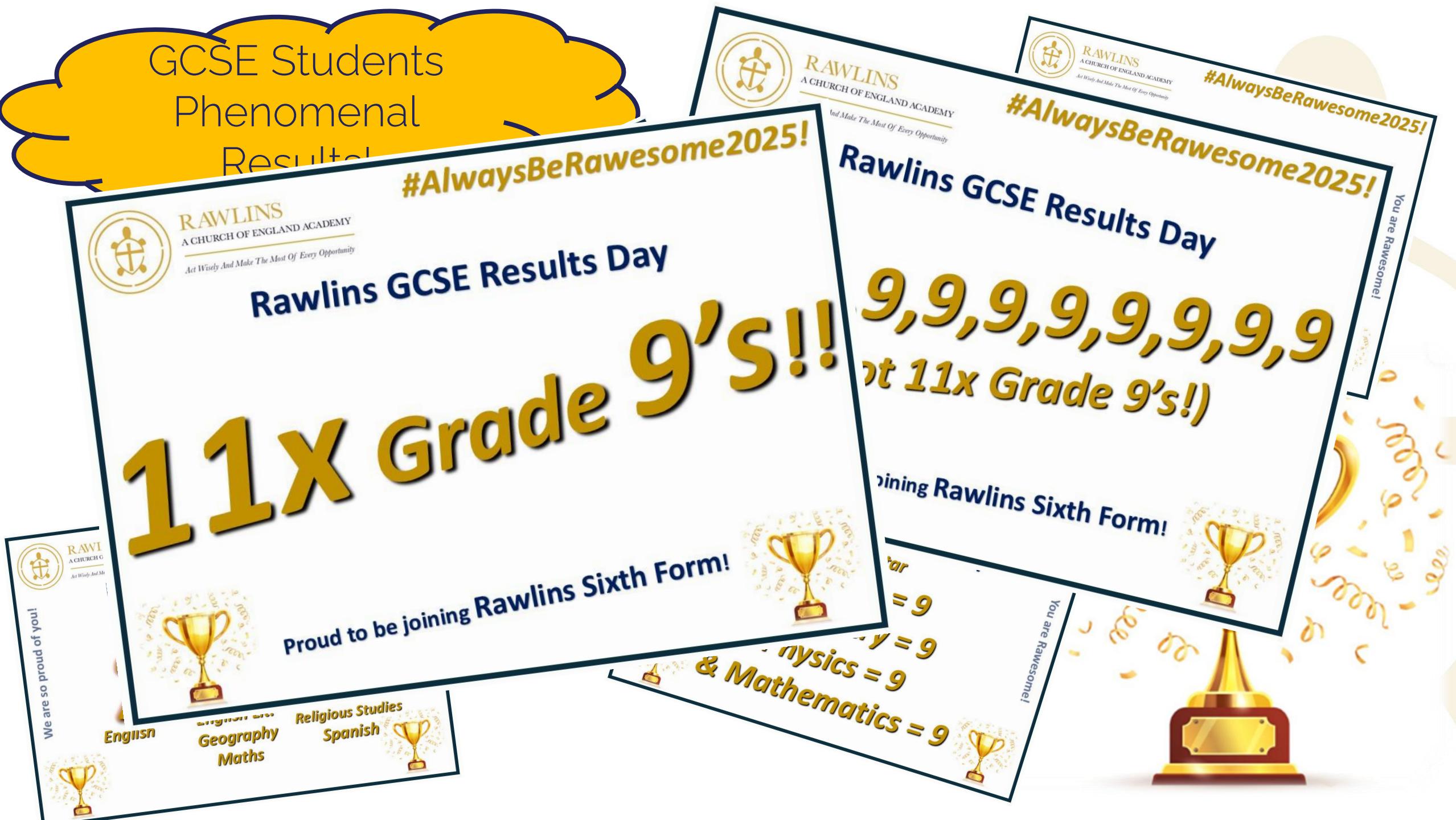
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# Progress and Achievement

September 2025



# GCSE Students Phenomenal Results



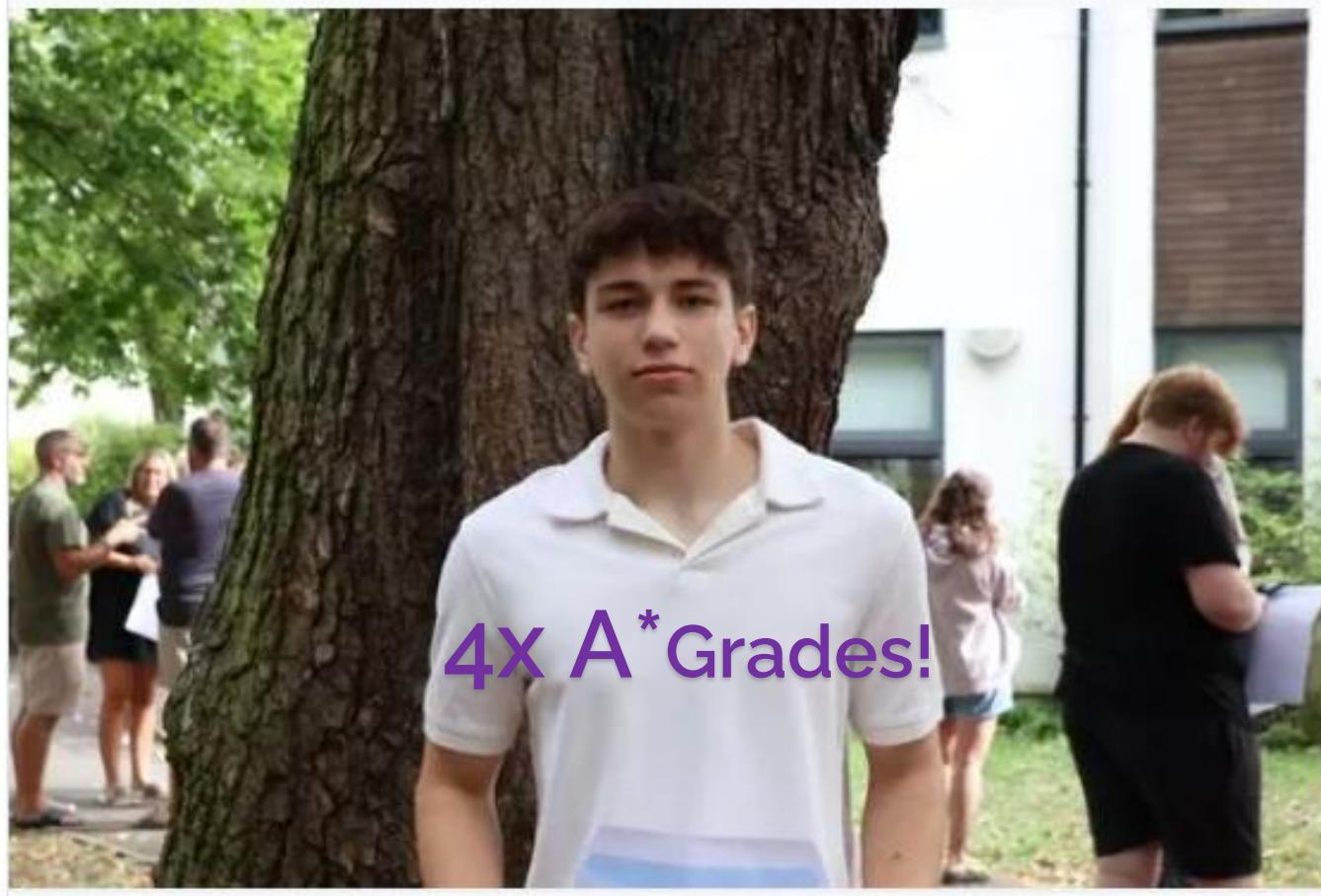


"Anya will be studying Criminology with Psychology. This reflects her deep interest in understanding people and society, her commitment to her studies and thoughts, and her desire to give back to the Rawlins community."



## Rawlins Sixth Form pupil achieves four A\*s after arriving from Ukraine

Anatolii Shandybin, who joined Rawlins Sixth Form in September 2022 from Ukraine, has achieved four A\*s in Computer Science, Maths, Further Maths and Physics. He will go on to study Mathematics and Computer Science at Imperial College London.



The A-level  
at Rawlins!



"Anya, Chemistry, and Maths and will be heading to the University of Cambridge to study Medicine. She applied to four universities to which she applied—an extraordinary choice and unwavering commitment to her goals."



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# Teaching and Learning at Rawlins

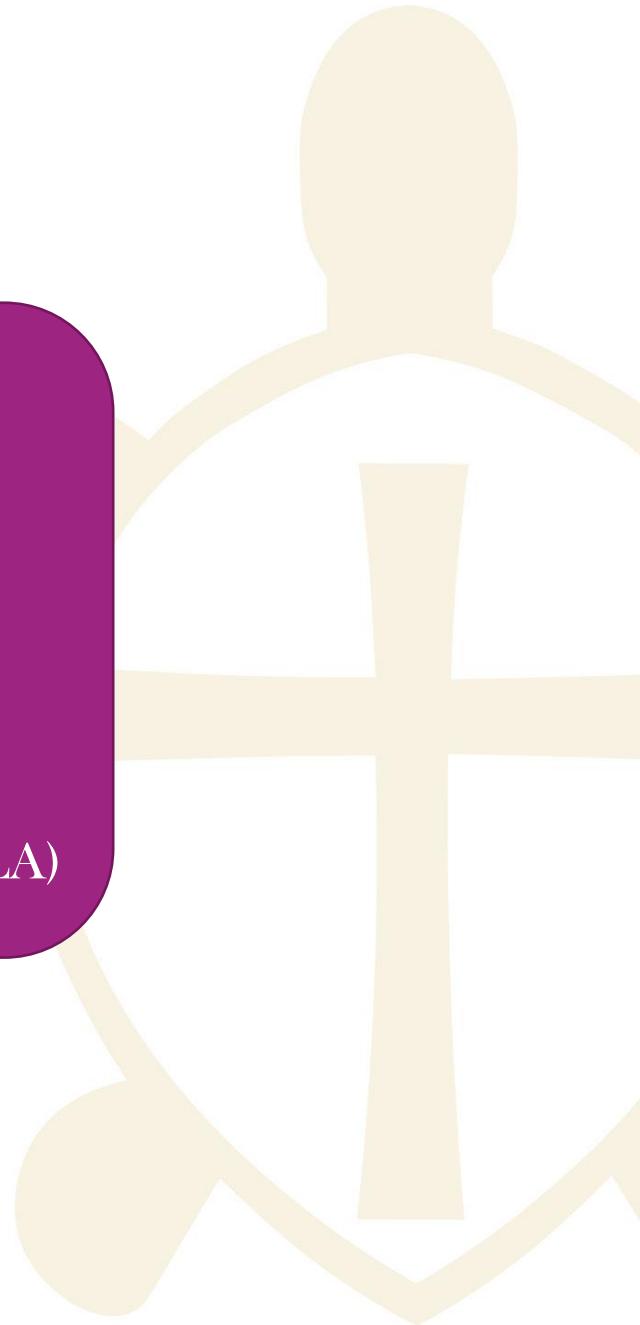
September 2025



# Teaching and Learning at Rawlins

1. Homework and Revision
2. Literacy



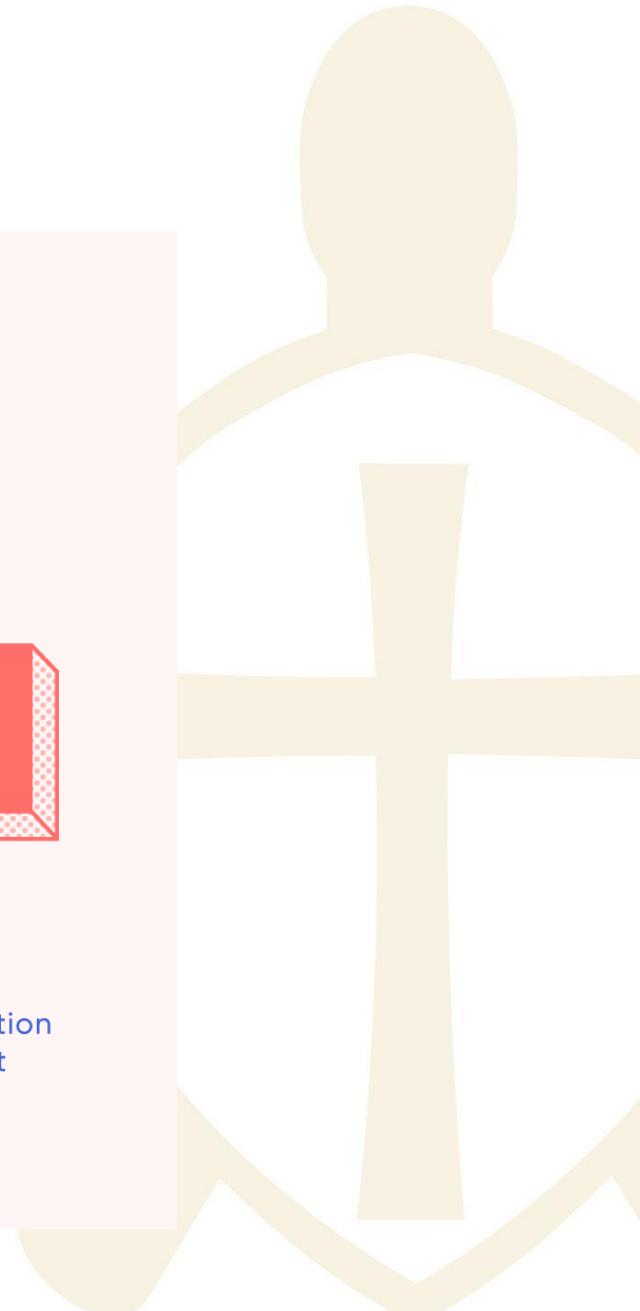
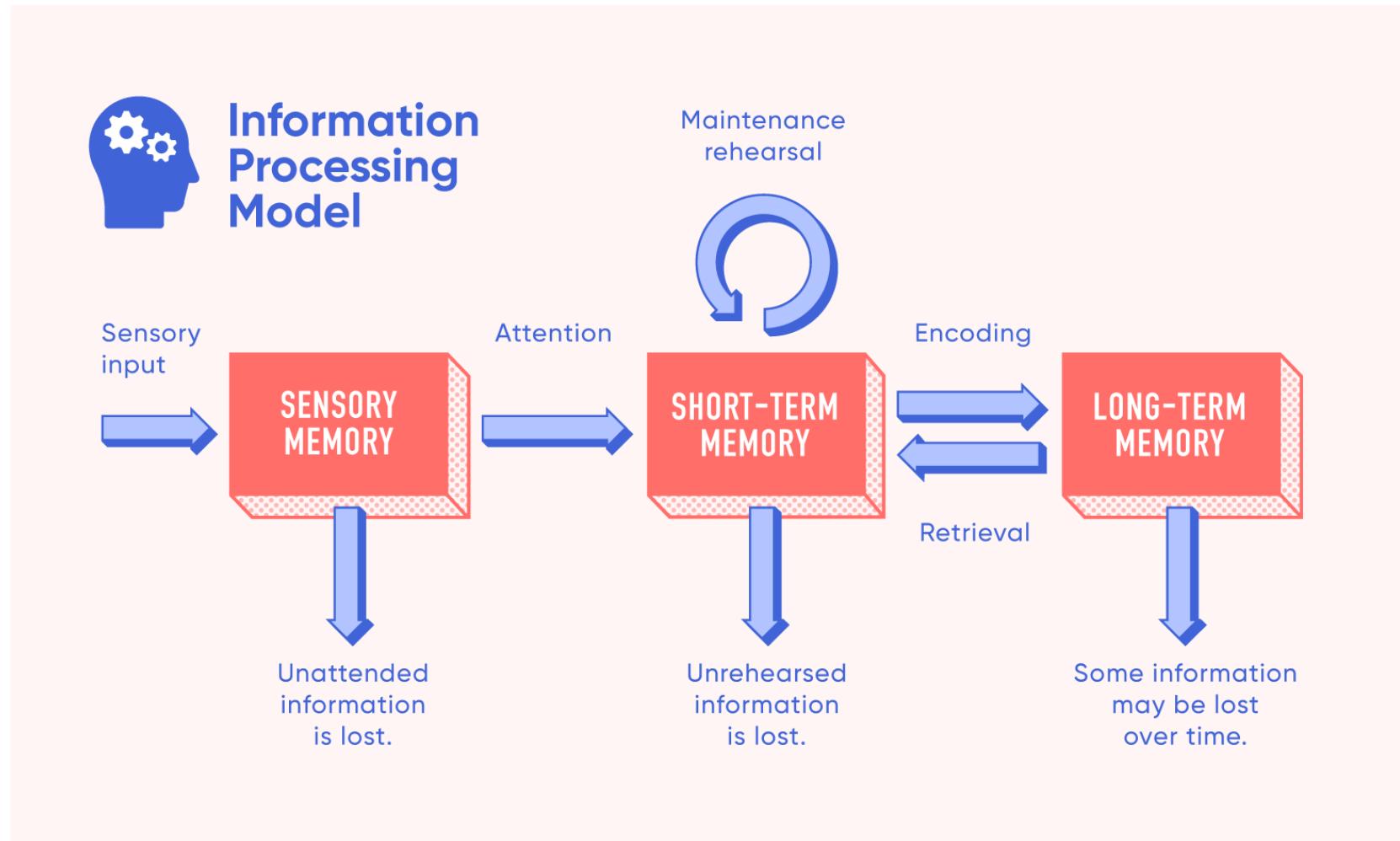


“Using your memory, shapes your  
memory.

Using your memory, changes your  
memory”

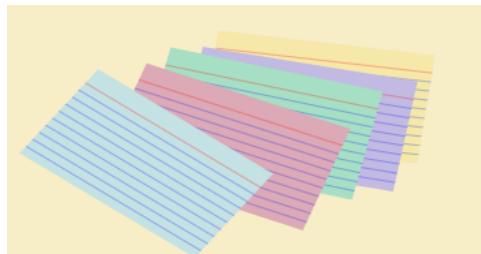
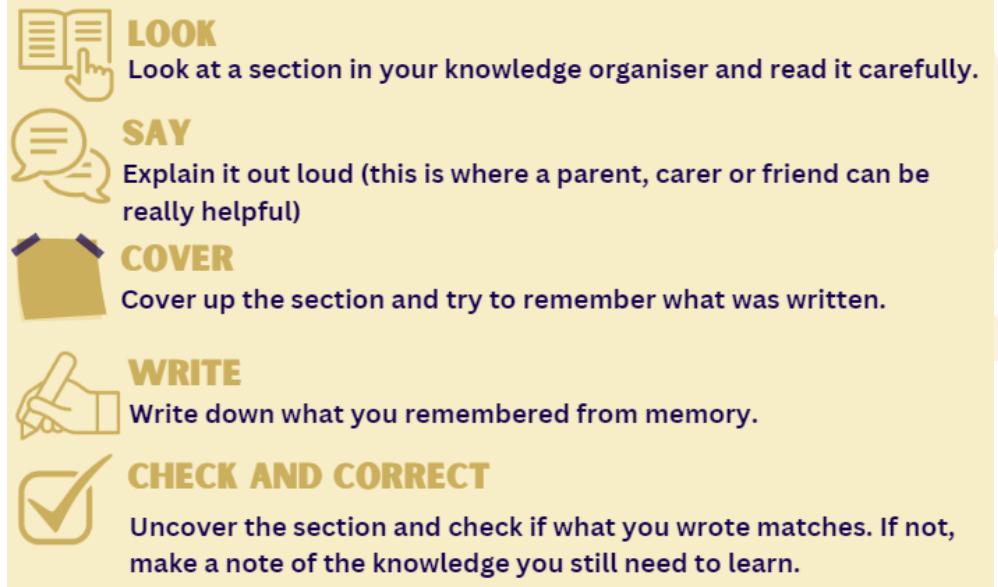
(Professor Robert Bjork, UCLA)

# The Science of Memory



# What is retrieval practice?

- Retrieval practice is a learning strategy where students are prompted to recall information from memory, rather than simply reviewing or re-reading material.
- Research has shown that actively retrieving information strengthens long-term retention and aids deeper understanding.
- It's like strengthening a muscle - the more they practice retrieving information, the easier it becomes to recall that knowledge when needed.



## FLASH CARDS

Create a flash card with a question/term on one side, and the answer/definition on the other.

Practice with the flashcards testing yourself or having a friend/family member test you.

This method helps reinforce memory through active recall and repetition.



## MIND MAPS

Start with a central idea or topic in the middle of the page, then branch out with key concepts or subtopics.

Cover a section at a time and try to copy it onto a blank piece of paper.

This technique helps in understanding how different pieces of information are connected, making it easier to remember and recall.



# YEAR 7 - 8

## HOMEWORK SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Sparx (20mins)	Sparx Science	Sparx English	Sparx Maths	Sparx English	Sparx Maths
Subject Study (20mins)	Art	MfL	Drama	Computer Science	PSHCE
Subject Study (20mins)	History	Design and Technology	Music	RS	Geography
Reading	45-60mins across the week - own choice of book/text.				

### FLASH CARDS

Create a flash card with a question/term on one side, and the answer/definition on the other.

Practise with the flashcards either independently or having a friend/family member join in.

This method helps reinforce memory through active recall and repetition.

### MIND MAPS

Start with a central idea or topic in the middle of the page, then branch out with key concepts or subtopics.

Cover a section at a time and try to copy it onto a blank piece of paper. Check and correct.

This technique helps in understanding how different pieces of information are connected, making it easier to remember and recall.

# Homework at Rawlins Year 7 & 8

A partnership of Building Success by developing:

- **Regular Routines**

A little practice every day, over a long period, will build habits that mean our brains can take it all in. (Not all at once).

- **An Improvement Culture**

Do not think of Homework as a task to get done activity (as children will use AI to do it and learn nothing). Think of it as an opportunity to grow, know and do more. We are aiming for practice, not perfection.



# YEAR 9

## HOMEWORK SCHEDULE

Monday Tuesday Wednesday Thursday Friday

Sparx (30mins)	Sparx Science	Sparx English	Sparx Maths	Sparx English	Sparx Maths
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Subject Study (20mins)	Arts	French/ Spanish	Dance/ Drama	Computer Science	PSHCE
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Subject Study (20mins)	History	Design and Technology	Music	RS	Geography
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Reading	45-60mins across the week - own choice of book/text.				
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### FLASH CARDS

Create a flash card with a question/term on one side, and the answer/definition on the other.

Practise with the flashcards either independently or having a friend/family member join in.

This method helps reinforce memory through active recall and repetition.

### MIND MAPS

Start with a central idea or topic in the middle of the page, then branch out with key concepts or subtopics.

Cover a section at a time and try to copy it onto a blank piece of paper. Check and correct.

This technique helps in understanding how different pieces of information are connected, making it easier to remember and recall.

# Homework at Rawlins Year 9

A partnership of Building Success by developing:

## • Regular Routines

A little practice every day, over a long period, will build habits that mean our brains can take it all in. (Not all at once).

## • An Improvement Culture

Do not think of Homework as a task to get done activity (as children will use AI to do it and learn nothing). Think of it as an opportunity to grow, know and do more. We are aiming for practice, not perfection.



# YEAR 10/11 HOMEWORK SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Sparx (30mins)	Sparx Science	Sparx English	Sparx Maths	Sparx English	Sparx Maths
Subject Study (30mins)	Option A	Option B	GCSE RS	Option C	Option D
Subject Study (30mins)	Option D	Option C	Sparx Science	Option B	Option A
Reading	45-60mins across the week - own choice of book/text.				

## FLASH CARDS

First, create a flash card with a question/term on one side, and the answer/definition on the other.

Then practise with the flashcards either independently or having a friend/family member join in.

This method helps reinforce memory through active recall and repetition.

## EXAM QUESTIONS

Use practice exam questions (either past papers, revision guides or in textbooks).

First, sit down and attempt to answer them with no support.

Next, check your answers using your notes/textbooks/revision guides.

Then use a different colour of pen to improve your answer so it gets full marks.

# Homework at Rawlins Year 10/11

A partnership of Building Success by developing:

- **Regular Routines**

A little practice every day, over a long period, will build habits that mean our brains can take it all in. (Not all at once).

- **An Improvement Culture**

Do not think of Homework as a task to get done activity (as children will use AI to do it and learn nothing). Think of it as an opportunity to grow, know and do more. We are aiming for practice, not perfection.

Note: **Exam Practice Questions** are the best form of revision for Mocks and Exams.

# Example Knowledge Organiser: What Does This Look Like?

- Homework will be set on Go4schools  
(Students simply log in using the 'Sign in with Microsoft' button and use their school sign-in details).
- Students can tick off homework on Go4schools when done.

**YEAR 7 - SIKHISM**

**Key Vocabulary**

- **Waheguru:** The Sikh name for God.
- **Gurdwara:** Sikh place of worship.
- **Guru:** A spiritual teacher.
- **Khalsa:** The community of committed Sikhs.
- **Langar:** Community kitchen offering free meals.
- **Seva:** Selfless service.
- **Naam Japna:** Meditating on God's name.

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**Key Figures in Sikhism**

- **Guru Nanak (1469–1539):** The founder of Sikhism and the first of the ten Sikh Gurus.
- **Ten Gurus:** Spiritual leaders of Sikhism, each contributing to the development of the faith.
- **Guru Gobind Singh:** The tenth Guru who founded the **Khalsa** (Sikh community of the faithful).

---

**Sacred Texts**

- **Guru Granth Sahib:** The eternal Guru and the most important Sikh scripture.
- **Language of Scripture:** Written in **Gurmukhi** script.

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**Key Festivals**

- **Vaisakhi:** Celebrates the founding of the Khalsa in 1699.
- **Gurpurab:** Celebrates the birthdays of Sikh Gurus, especially Guru Nanak.
- **Diwali (in Sikhism):** Celebrates the release of Guru Hargobind from prison.

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**Key Beliefs in Sikhism**

- **One God (Waheguru):** Sikhs believe in one eternal God who is the creator and sustainer of all life.
- **Equality:** Everyone is equal, regardless of gender, caste, or religion.
- **Seva (Selfless Service):** Helping others without expecting anything in return.
- **The Three Pillars of Sikhism:**
  - **Naam Japna:** Meditating on God's name.
  - **Kirat Karni:** Honest living and hard work.
  - **Vand Chhakna:** Sharing with others, especially the less fortunate.

---

**Sikh Ethics and Moral Teachings**

- **Honesty and Integrity:** Sikhs are encouraged to be truthful.
- **Compassion:** Caring for others and showing kindness.
- **Humility:** Avoiding pride and arrogance.
- **Justice:** Standing up against oppression and injustice.

---

**Did You Know?**

- Sikhism is the **fifth-largest religion** in the world.
- The **Golden Temple (Harmandir Sahib)** in Amritsar, India, is the most important Sikh pilgrimage site.
- Sikh men often have the surname **Singh** (meaning lion), and women often have the surname **Kaur** (meaning princess).

**Key Practices in Sikhism**

- **Prayer:** Sikhs pray daily and remember God throughout their day.
- **Worship at the Gurdwara:** The Sikh place of worship is called a **Gurdwara**.
- **Guru Granth Sahib:** The holy scripture of Sikhism, treated with great respect.
- **Langar:** A free community kitchen in every Gurdwara offering meals to all, symbolising equality.
- **Five Ks (5 Ks):** Symbols of Sikh faith worn by practicing Sikhs

The diagram illustrates the 'Five Ks' of Sikhism, centered around a portrait of a bearded Sikh man. The Five Ks are represented by five items arranged in a circle around the portrait: Kesh (uncut hair) in a purple circle at the top, Kanga (a wooden comb) in a green circle at the bottom right, Kirpan (steel sword) in an orange circle at the bottom left, Kaccha (cotton underwear) in a yellow circle at the bottom, and Kara (a steel bracelet) in a blue circle at the top left. A pink circle in the center contains the text 'The five Ks of Sikhism'.

# HOMEWORK: How can you help your child at home?

## Regular Routines

It is very hard for children to self-regulate enough for them to stop playing and take themselves away from their peers' mid-game.

It is therefore better to create a regular routine around homework completion, followed by reward time. (i.e. When you have done your homework, you can go out to play/you can play online with your friends etc.)

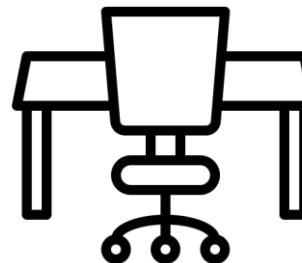
This also means there is an associated reward for the homework that has been done.

## An Improvement Culture

Monitoring your child's homework engagement, to ensure they are aiming to improve their knowledge (not be perfect or just complete tasks using A.I.) is the key to impactful homework.



Encourage your child to regularly review their knowledge organiser.



Help create a quiet study space for effective retrieval practice.



Engage with your child's progress by asking them to explain what they've been learning — explaining to others is a powerful form of retrieval.



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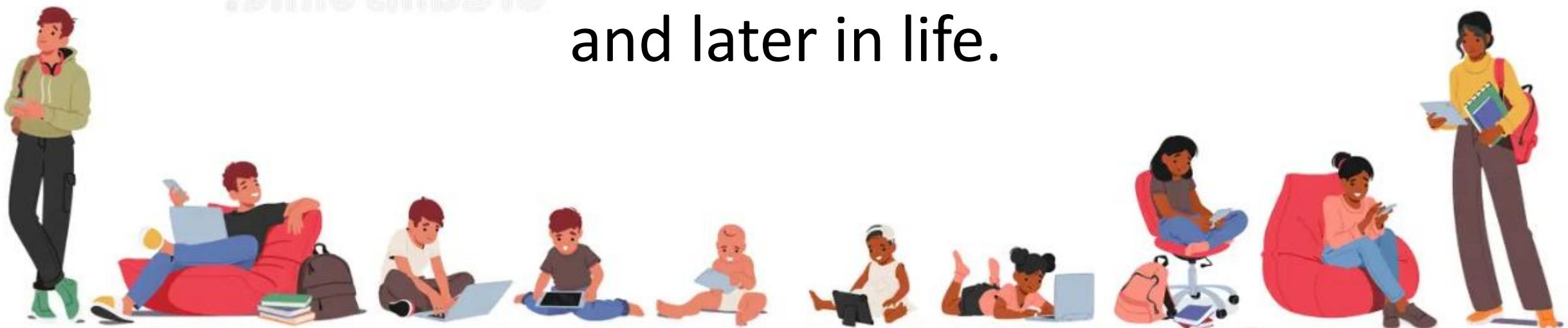
# Literacy and Reading at Rawlins

September 2025



# Literacy and Reading

Research consistently shows that **regular reading** is the **single most important thing** students can do **to ensure their success** at school and later in life.



## Rawlins Reading Challenge

150 books we think our students will enjoy and benefit from reading

- Reward students for reading
- Books for all ages and reading ability
- Encourage reading for pleasure



**Regular Library Lessons** for KS3 and KS4 students that will include:

- Independent reading
- English teachers hear students read
- Group reading and discussion



### Regular Reading Age Testing:



- Supports teachers in making adaptations
- Ensures students access right reading materials

Helps direct additional support for struggling readers, including Sixth Formers **Right To Read Programme**

## Culture of Literacy Development

To maximise every child's potential

Students across the school will practice and develop reading, oracy and writing (including spellings)



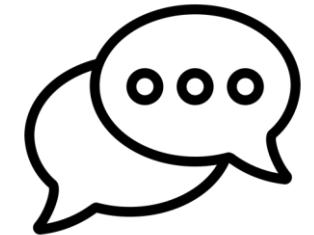
# READING: How can you help your child at home?



Encourage your child to read every day, and regularly review their knowledge organiser to learn their subject keywords.



Review their SPARX Reader/Maths/Science progress and praise them for it.



Help us to encourage students to make every effort in their reading age tests so we have accurate information about their reading needs.

Discuss what your child is reading in tutor time, in lessons, or as their independent reading book with them (e.g. what is happening in the story, how the characters are changing)..



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# Communication and Access to School Information





## MY CHILD AT SCHOOL MCAS

During your child's time at Rawlins we would like to keep you informed on the latest information we have on their development. To do this we need you to access our parental portal "**My Child at School**". You can do this in either of two ways:

Website: [www.mychildatschool.com](http://www.mychildatschool.com)

### IN THIS SECTION

Attendance and Reporting  
Absence

Attitude to Learning

Careers

Curriculum

Exam Results

# MY CHILD AT SCHOOL (MCAS)

Website: [www.mychildatschool.com](http://www.mychildatschool.com)

or

Mobile APP: MyChildAtSchool – Parent App



To access both sites you will need two pieces of information, Rawlins site ID: **14386**, and your username and password.

To obtain your new credentials (username and password) please select a **password reset** on either system, by typing in the email address that you have given Rawlins to contact you on. A link to set your password will be sent to your email address.

Once logged in you will have access to the following details:

- ~~Attendance data~~
- ~~Timetable~~
- ~~Homework~~
- ~~Behaviour record~~
- ~~Reports~~

Now on **Go4Schools**

- Parental Consent Module / Data collection form

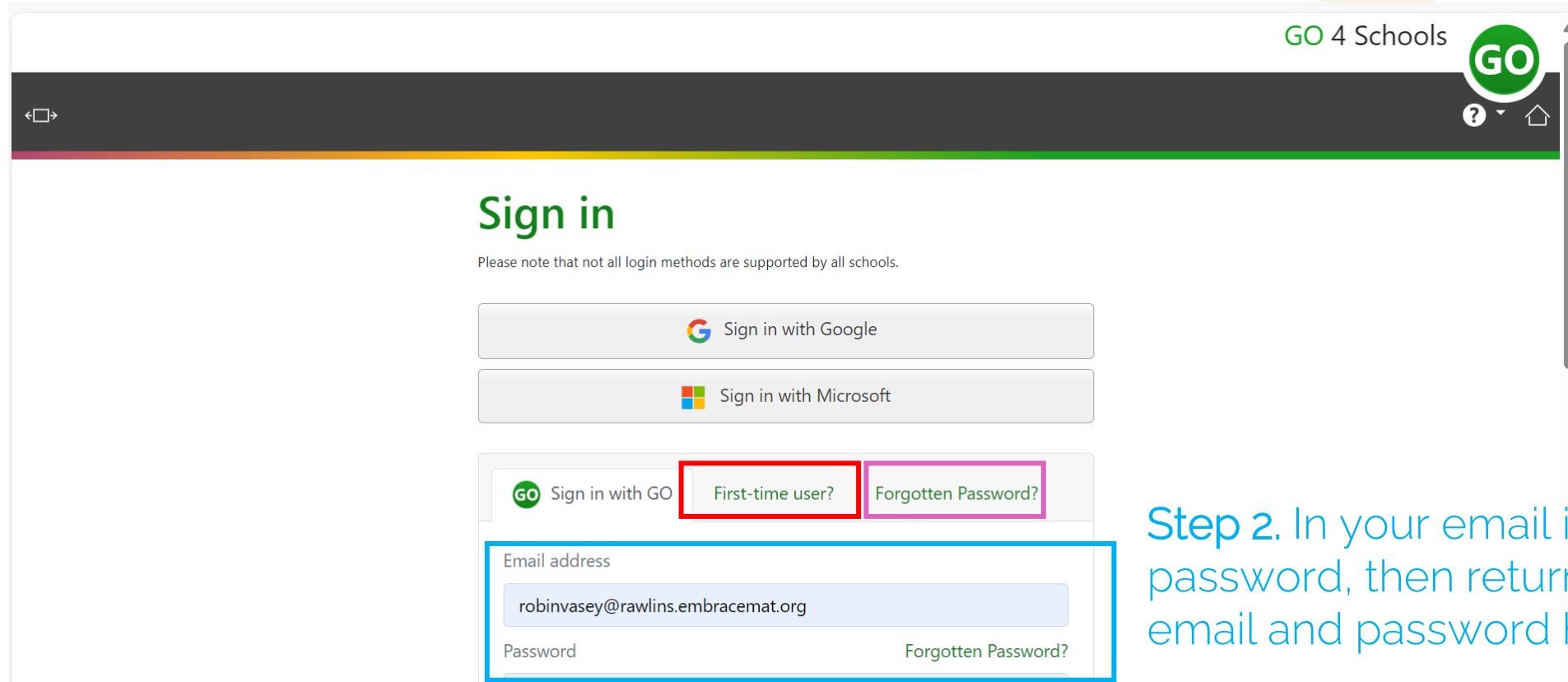
Remember: EACH person who has contact data on the system should login in separately to check details

# In Depth Data is on Go4Schools

- Simply sign in with your email, through any **Internet Browser**. (We are **NOT** using the APP)
- [www.go4schools.com](http://www.go4schools.com)

**Step 1.** If it's your first time (only) don't forget to click - First Time User?

- If you are a returning user, but can't remember password click - Forgotten Password?



The image shows the 'Sign in' page of the GO 4 Schools website. At the top, there is a dark header with the 'GO 4 Schools' logo and a 'GO' button. Below the header, the word 'Sign in' is displayed in a large green font. A note below the title states: 'Please note that not all login methods are supported by all schools.' There are two main login buttons: 'Sign in with Google' (with a Google icon) and 'Sign in with Microsoft' (with a Microsoft icon). At the bottom of the page, there is a form with fields for 'Email address' and 'Password'. Above the 'Email address' field, there are three buttons: 'Sign in with GO' (with a GO icon), 'First-time user?' (highlighted with a red border), and 'Forgotten Password?' (highlighted with a pink border). The 'Email address' field contains the text 'robinvasey@rawlins.embracemat.org'. The 'Password' field is currently empty.

**Step 2.** In your email inbox set new password, then return and enter email and password here to login

# Parents are partners in good school progress

- To make education a success for a young person, partnership and close working between home and school is vital
- The first port of call is your child's form tutor, but a list of key contacts is now available on the school website

The image shows a screenshot of the Rawlins Church of England Academy website. The header features the school's logo (a circular emblem with a figure), the name 'RAWLINS' and 'A CHURCH OF ENGLAND ACADEMY'. The navigation menu includes links for 'Newsletter', 'Lettings', 'Contact', a Twitter icon, and a search icon. Below the menu, there are links for 'HOME', 'ABOUT', 'CURRICULUM', 'PARENTS', 'PUPILS', 'SIXTH FORM', 'STAFF', and 'IT SUPPORT'. The main content area is titled 'KEY STAFF CONTACT LIST' and includes a 'HOME' link. The background of the page features a large, stylized yellow cross and a white silhouette of a person.

IN THIS SECTION

Principals Welcome

HOME ABOUT KEY STAFF CONTACT LIST

## KEY STAFF CONTACT LIST



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THANK YOU!

School-Home Partnership is important to us all. Together we  
*can act wisely and make the most of every opportunity*



**Belong at Rawlins**

***Always Be Rawesome!***

**Question & Answer**

The Senior Team are around the room to help with any questions