



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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Year 10 Parent & Carer Information Evening

September 2024



Welcome - Bob White

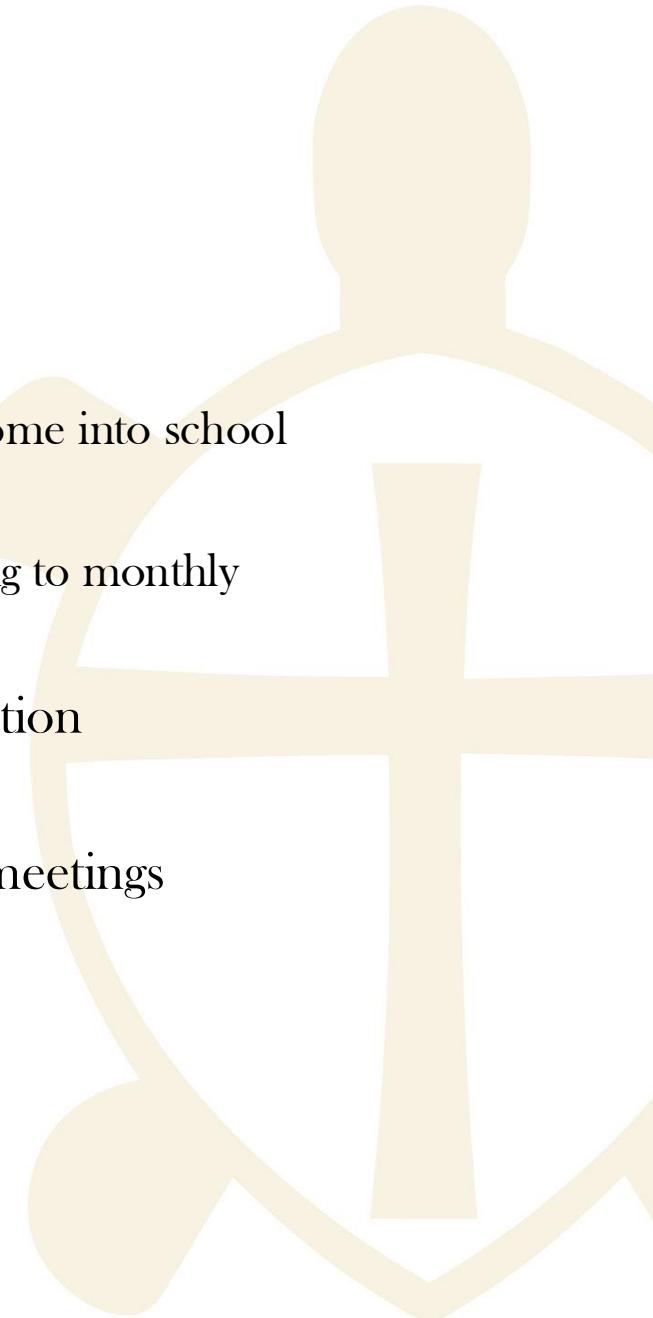
Updates

- Examination Results
- Site Refurbishment Work
- New Build Updates



- Edurio Parent Survey

- Communication
 - Opportunities to come into school
 - Contact emails
 - Newsletter - moving to monthly
 - MCAS App
- Parent Governor Election
- PTA Development
- SEND Focus parent meetings





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Attendance

September 2024



Context of Attendance

- Nationally, since the Covid lockdowns, attendance in all schools has dropped
- Prior to 2020 attendance was approx. 95% in secondary schools
- Last year attendance was approx. 92%

Your Attendance Matters!

Attendance



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

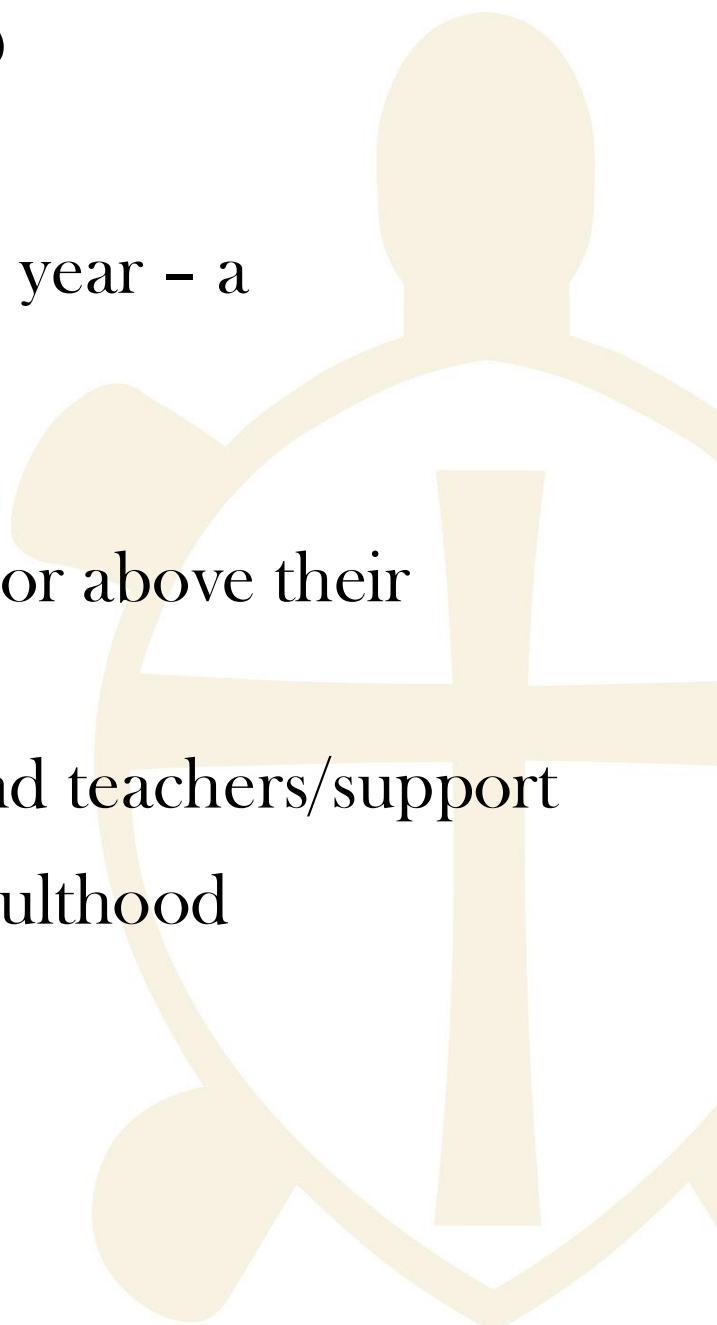
Is 3 weeks lost

What does that look like over the year?

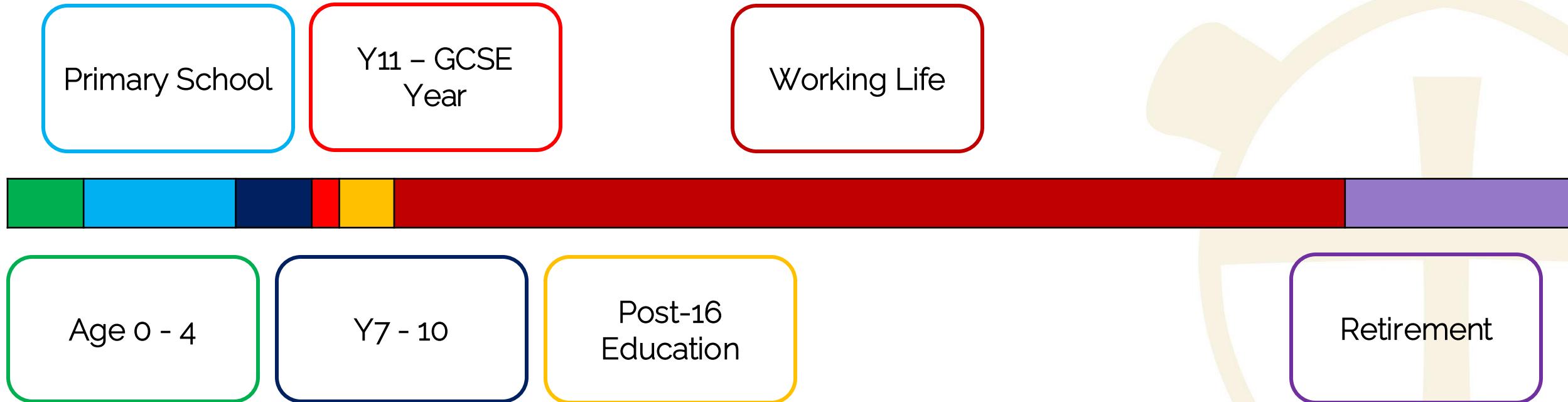
Percentage Attendance	Days Absent	Weeks Absent	Lessons Lost
95%	9 Days	2 Weeks	50 Lessons
90%	Persistent Absence		100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
50%	Severe Absence		475 Lessons

Why is Good Attendance Important?

- Rawlins students achieved their best ever GCSE results this year - a continuation of an on-going trend
- 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

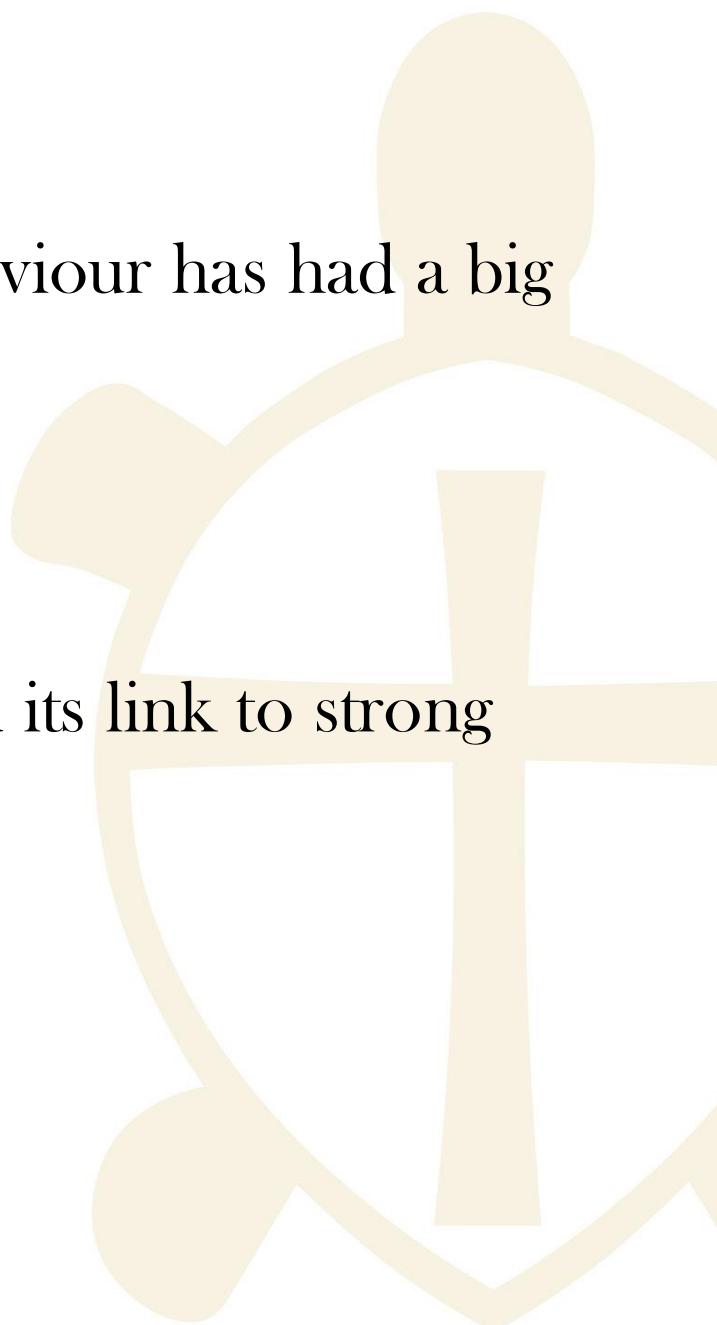
On average, Attenders above **>95%** (less than 2 weeks missed) achieve more than **1 whole Grade better** than those below **<90%** (4 weeks missed)

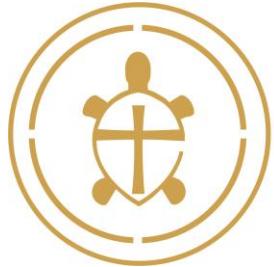
Be here! Be on time! Be Rawesome!



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 duty**





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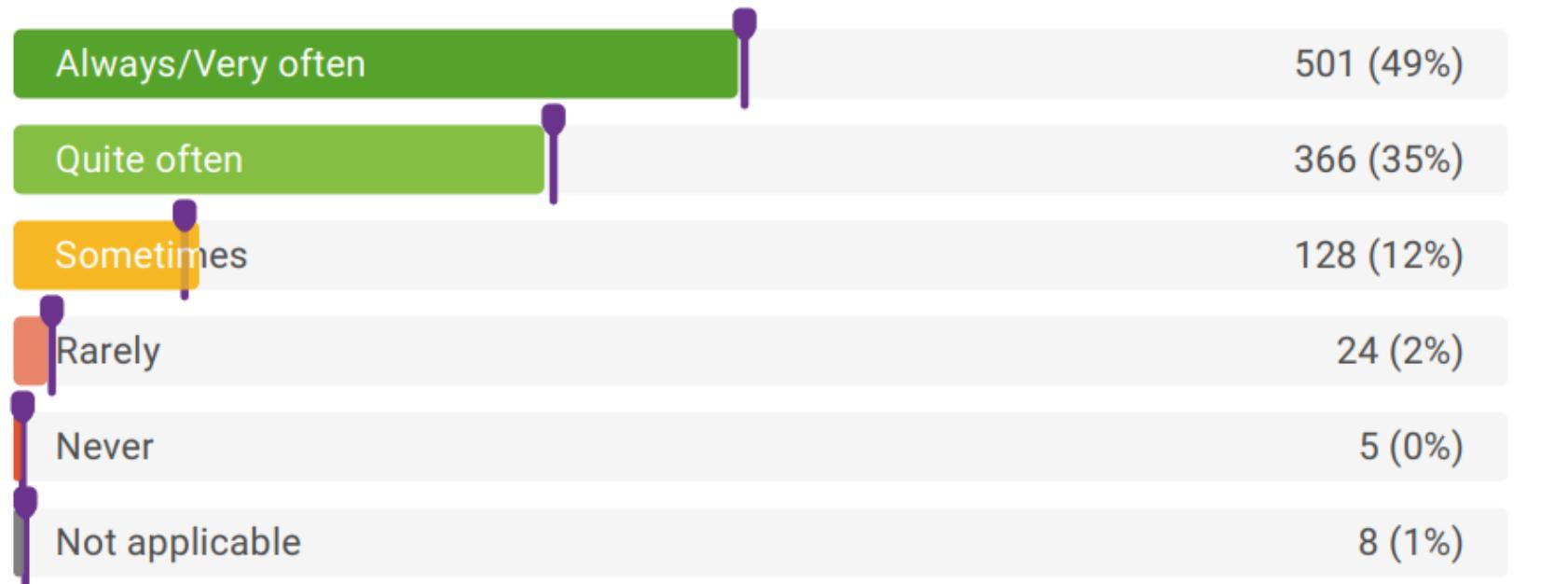
Behaviour & Rewards

September 2024



30) How often do you behave well in lessons?

1032 responses  Embrace Multi Academy Trust - Nov 2023



- Students told us that they behave well, but they actually underestimated how well they were doing...
- Reviewing the data closely we found - 91% of students had no negative points, and closer inspection of the 9% who did; most (7%) were for missed homework, not disruption (Just 2% were for persistent disruptive behaviours).

29) How often is your learning disrupted because of someone's behaviour?

1032 responses  Embrace Multi Academy Trust - Nov 2023



- However, 69% of students also told us their lessons were disrupted sometimes or often.
- This meant that just 2% of the school, were having a very big negative impact with their persistent disruptive behaviours, on the learning for everyone else.

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

The C System - Choice

- This is all about choice

C1

A verbal warning - not logged

C2

Supportive Action - logged

C3

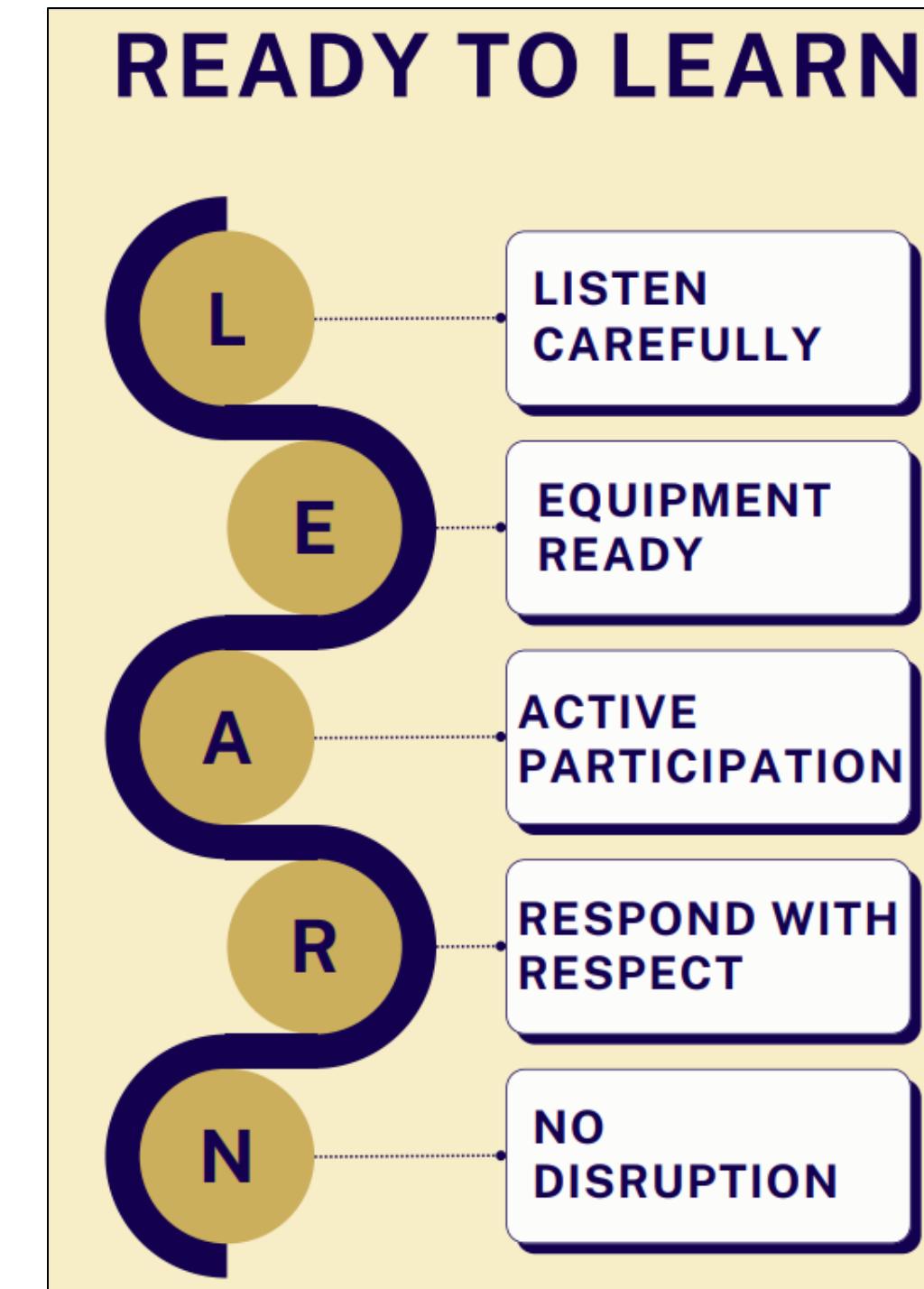
Removal from lesson - logged

- Every consequence comes from a choice
- You can control your own actions, but not someone else's
- Every person in the school knows the simple expectations

This is part of wider learning – helping develop resilience & promote positive choices.

To be ready for their next steps.

- New consistent approach with High Expectations and Ready to Learn posters in every classroom



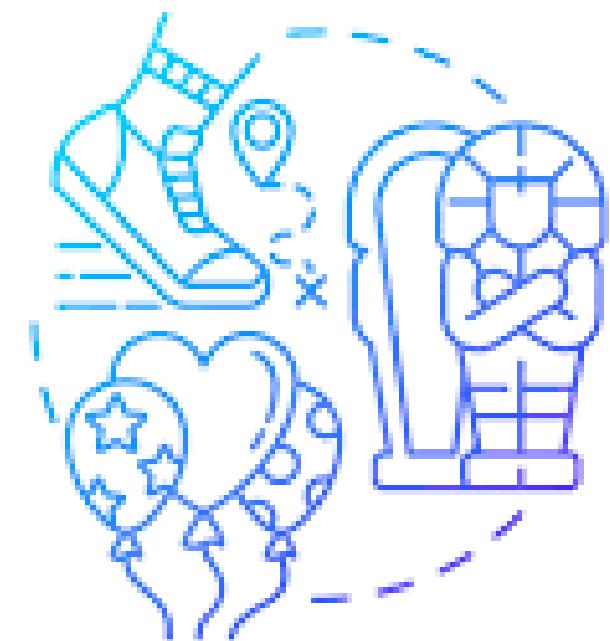
Recognition & Rewards

- We have revamped Recognition & Rewards this year too
- Every six weeks students receive a reward, provided they haven't made poor choices
- After each six week period, negative behaviour points are reset (although records remain)
- Positive points accrue for the year
- Positive points lead to further recognition



Celebrating Our Community

- 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



**CULTURAL
EVENTS & DAY TRIPS**



- 94% of students have told us that behaviour in the school has improved

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**

Form Tutors

Teaching Staff

Classroom
Support Staff

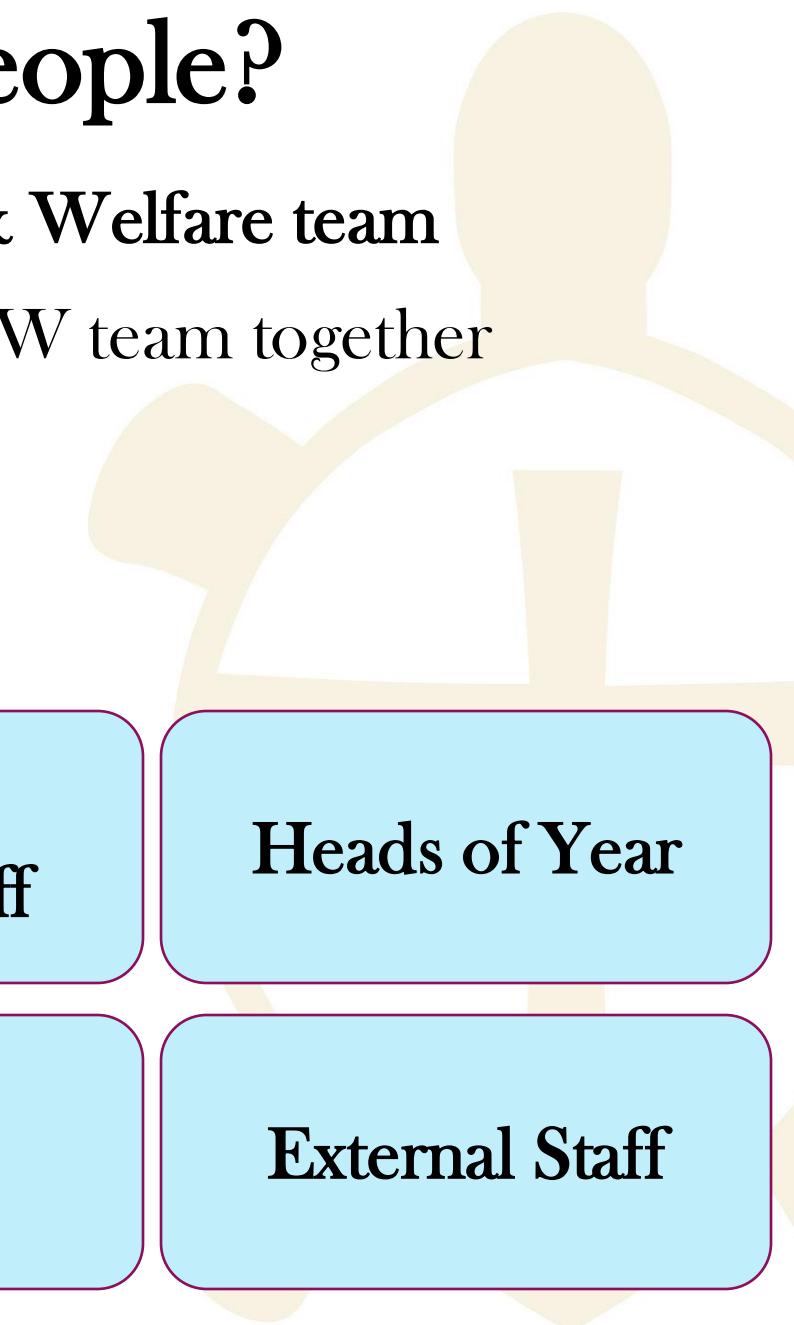
Heads of Year

Pastoral Managers

The Senior Team

Any Staff
Member

External Staff





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Curriculum

September 2024





IN THIS SECTION

[Rawlins Curriculum](#)

[Curriculum Overviews](#)

[KS3 Options](#)

[KS4 Options](#)

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.

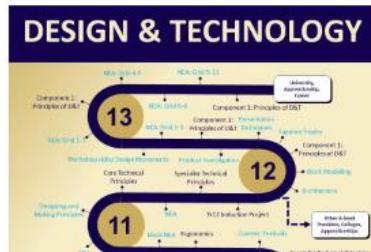
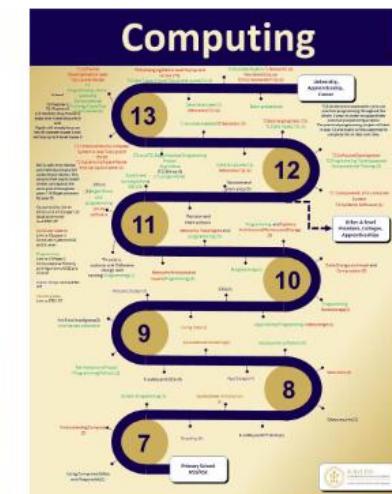
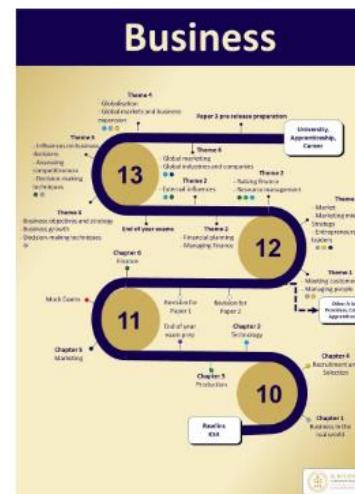
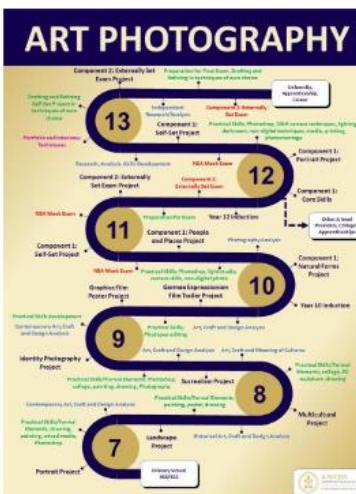
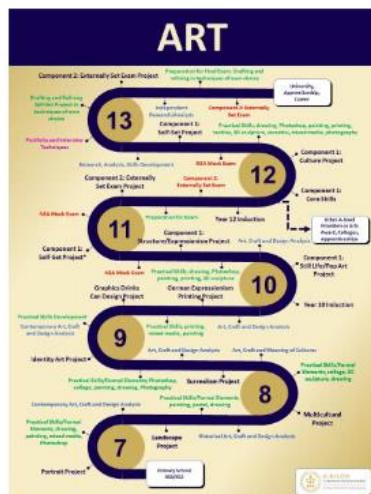
In considering our curriculum offer we recognise that our school curriculum must provide opportunities for all our students to

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 Art Curriculum Overview

3 Art Curriculum Overview

4 Art Curriculum Overview

5 Art Curriculum Overview

6 Art Curriculum Overview

7 Art Curriculum Overview

8 Art Curriculum Overview

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

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.

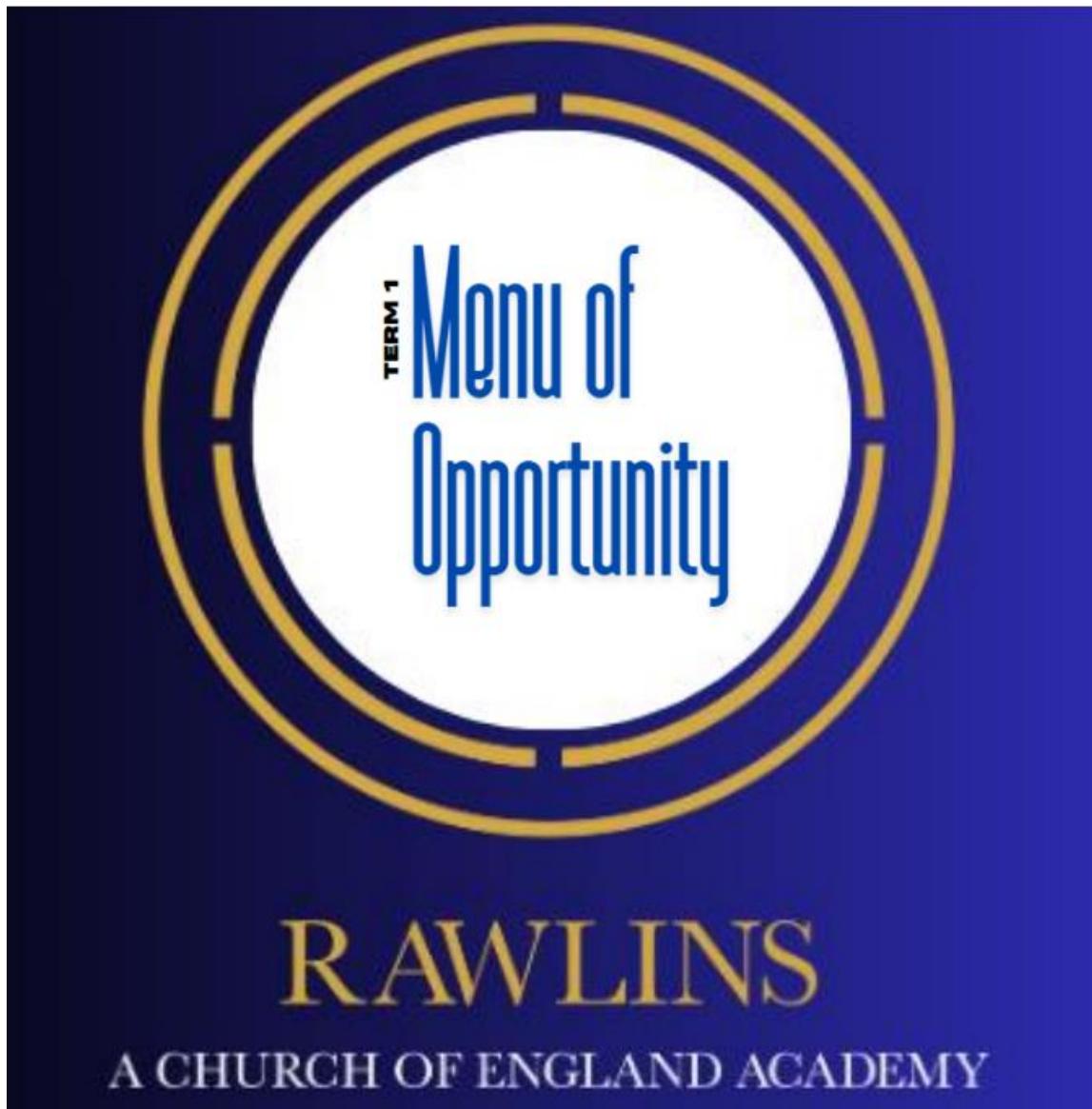
Assessment This explains how pupils will be assessed on their understanding of this sequence of learning.

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.

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Extra-Curricular Offer



Study Club	Badminton
Maths Club	Oxbridge & Medicine
Pride Club	Cartoon Club
School Productions	Crochet Club
Further Sports	Anime
Gardening	Music Clubs
Debate Club	Duolingo



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Data, Assessment and Exams

September 2024



Attitude to Learning

We are all aiming to Build Success year on year.

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.

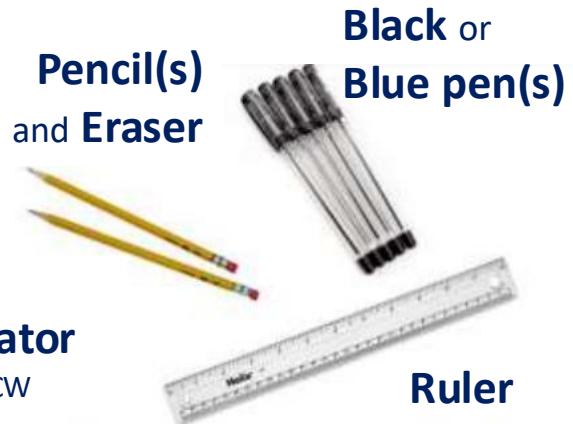
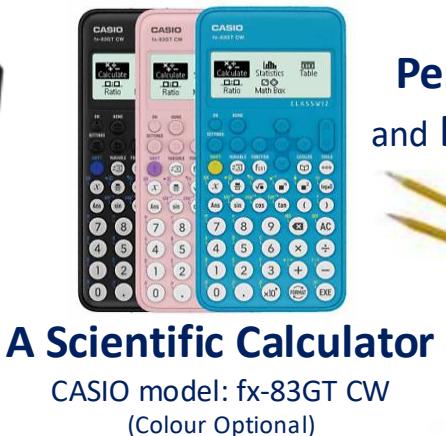
Category	Description	Entry
Outstanding	I consistently show all of the characteristics of an "ambitious learner" in every lesson. I lead the learning in the classroom. I seek challenge and independently extend my learning outside of the classroom. Going above and beyond!	O
Ambitious	I am always fully 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

High expectations
of everyone, every day.

Helping you to be
at your best!

Daily Equipment Check

Compulsory items for your school bag - you MUST bring every day:



Optional items for your school bag:



Exercise
Book(s)
Check your
Timetable



Reading
Book(s)
Return your
Library book



Water Bottle



Highlighters



Maths Set



Pencil Case



Coloured
pencils

Banned (Not allowed in school):

(*Except for D&T/Cooking ingredients)



Nuts



Energy Drinks



Glass*



Cans*



Aerosols



Tippex

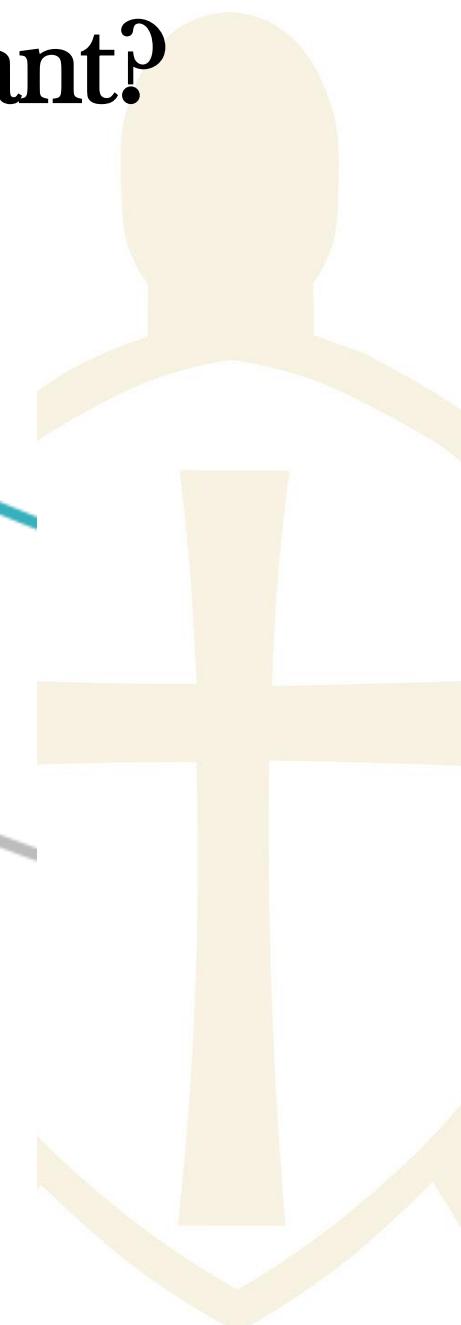
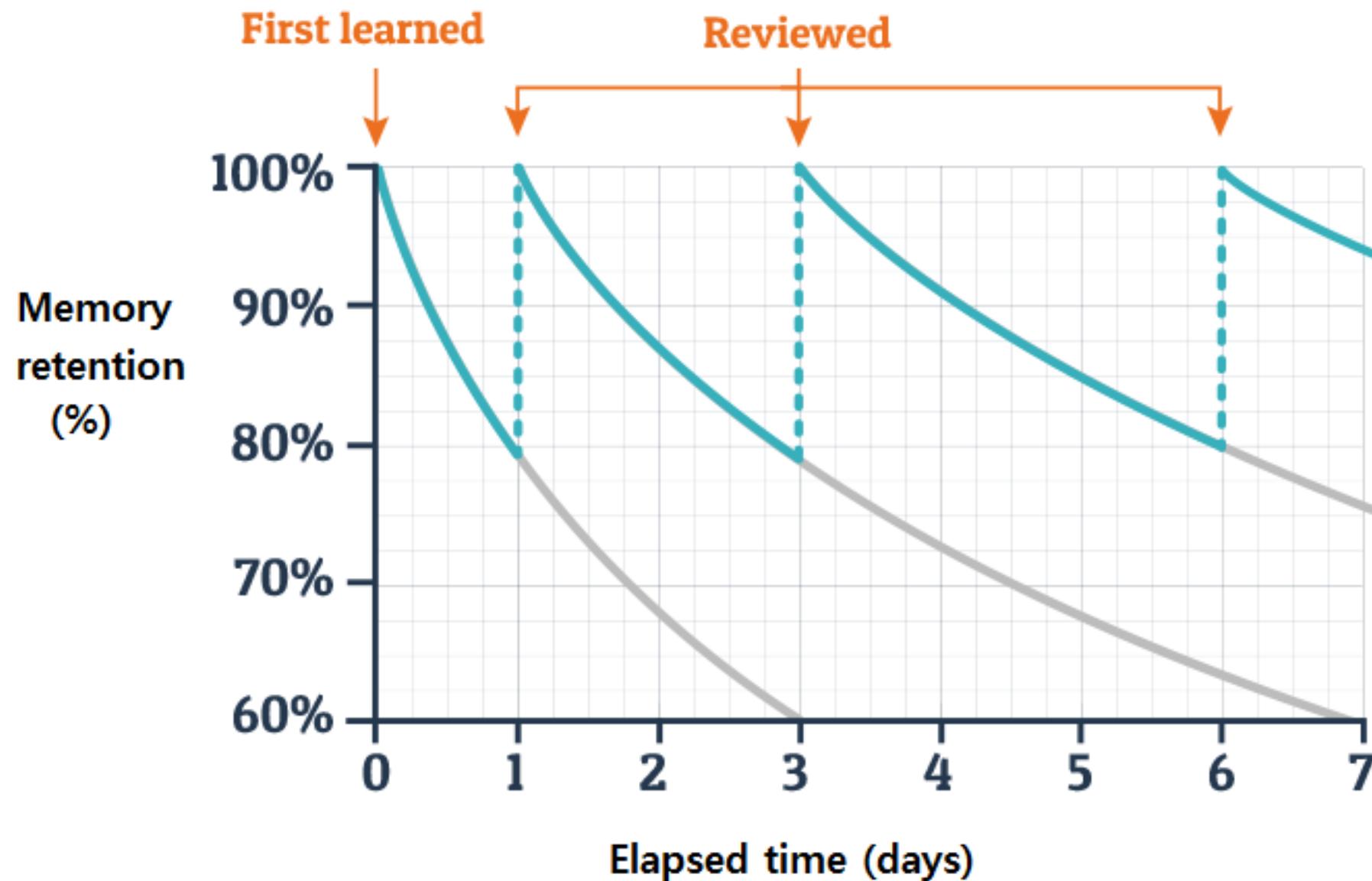


Pointed
Scissors



Use of
Mobile Phones

Why is Good Attitude to Learning Important?



KS3 Reports - On MCAS



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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
Drama	6	52%	On Track	Miss R Wickwar	E	E	E		E	E
English	6	63%	On Track	Miss D Chetwynd, Mr D Walker, Mrs S Cook	A	E	E		A	A
Geography	7	81%	Above	Mr P Nakashree	A	A	A		A	A
History	7	73%	On Track	Mr D Brown	E	E	A		A	A
Maths	7	73%	On Track	Mr J Hargreaves, Mr R Casey	E	E	E		A	A
Music	7	62%	On Track	Mr E Ragg	E	A	A		A	A
P.E Core	5	61%	Above	Mrs G Gardner, Mrs N Bardolia	A	E	E		E	E
PSHCE	6	84%	Above	Mr D Hutton	E	E	E		E	E
Religious Studies	7	n/a	n/a	Dr A Peach, Mr R Skrakowski	E	E	U		U	U
Science	6	70%	On Track	Miss R Tilley, Mrs H Green	E	E	E		E	E
Spanish	6	48%	Below	Miss E Melody, Mrs E Bramley	E	E	E		P	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.

AttL 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 (AttL) 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

AttL

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

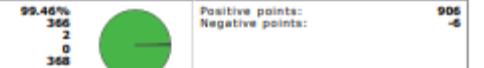
Session Attendance Information

Behaviour Information

Name Here

Rawlins Academy

Session Attendance Information



Behaviour Information

Positive points: 906
 Negative points: -6

KS4/KS5 Reports - MCAS



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Year 10 Summer 2

Name Here

Name Here

Rawlins Academy

We are pleased to provide you with your child's final Year 10 report here at Rawlins. We hope this report provides you with a snapshot of how your child is continuing to learn in Year 10. We have recorded their attitude to learning for each subject and a current 'Working at', Likely outcome grade and mock result (where applicable) alongside an update on their attendance and behaviour.

Subject	Target	Working	Likely	Mock	AtL	Group teacher(s)
Biology	7	9	9	9	Ambitious	Mr A Bradwell
Business Studies	6	8	8	8	Outstanding	Mr V Patel
Chemistry	7	8	8	8	Ambitious	Miss D James
English Language	6	7	8	n/a	Ambitious	Mr P Styles
English Literature	7	7	8	7	Ambitious	Mr P Styles
French	6	7	8	6	Ambitious	Miss A Downing
Geography	7	8	8	7	Outstanding	Mr A Lester
Maths	6	7	8	8	Ambitious	Mr P Greenwood
PE Core	n/a	n/a	n/a	n/a	Ambitious	Miss M Macer, Mr H Patel
Physics	7	7	9	9	Ambitious	Mr J Kellock
PSHCE	n/a	n/a	n/a	n/a	Engaged	Mr D Walker
Religious Studies	7	n/a	6	4	Engaged	Mr M Launchbury, Ms S Nahar

Report Key

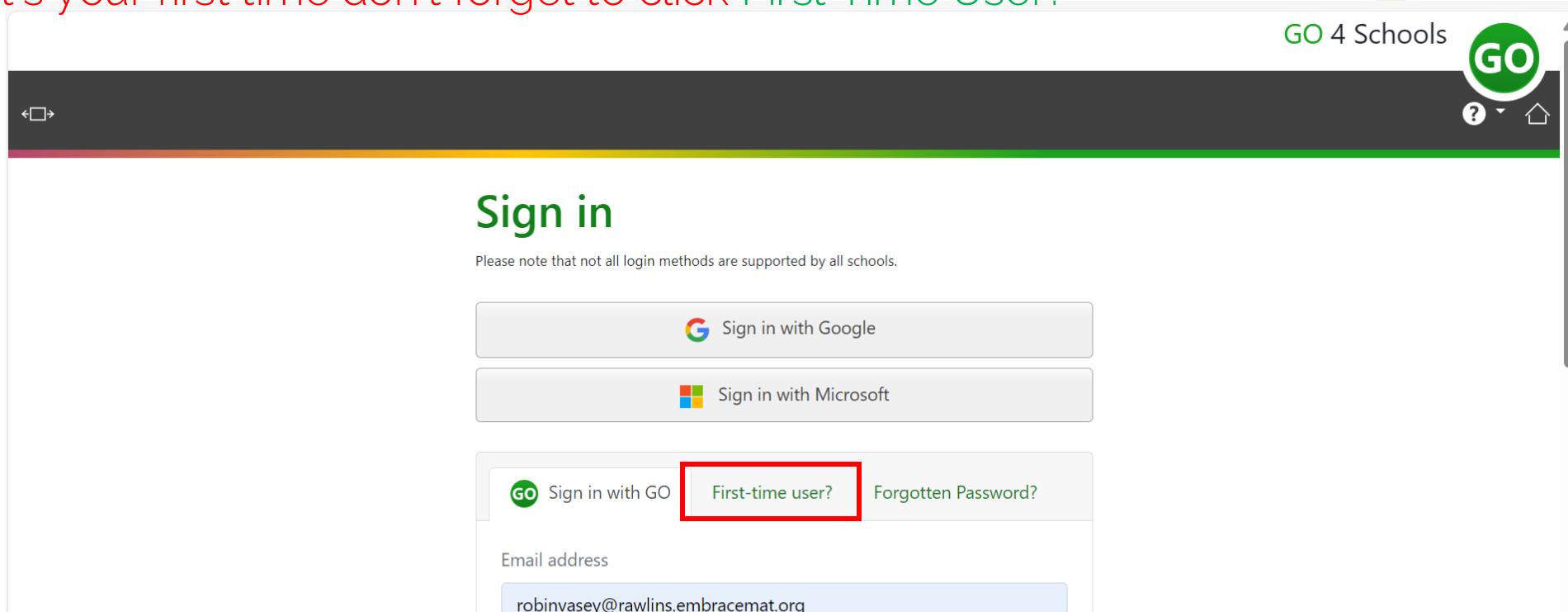
Target	Your KS4 Target is calculated using the Fischer Family Trust data base of historical outcomes, using your individual starting point from KS2/CAT. Your Target reflects our ambitious approach for every child at Rawlins and is in line with the progress of the TOP 20% of pupils nationally.
Working	Your current WORKING AT grade is an automatically generated average of your internal assessments (taking into account weighting of assessments, as indicated by the subject leader).
Likely	The Likely Grade is the Teacher Assessment Projection (TAP), taking into account their subject expertise and knowledge of the pupil, expected progress and time until examination, to produce the most likely grade.
Mock	The Mock Grade is the grade awarded on the mock papers sat during the recent mock assessment period.
AtL	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 (AtL) has the BIGGEST IMPACT on long term outcomes. ---- Our AtL criteria help pupils and parents to focus on the ways in which they can ambitiously work hard and improve, little-by-little day-by-day, in each subject to MAXIMISE their PROGRESS over time.

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Session Attendance Information	Behaviour Information
<p>Percentage attendance: 94.71%</p> <p>Attendance: 358</p> <p>Authorised absences: 20</p> <p>Unauthorised absences: 0</p> <p>Possible sessions: 378</p>	<p>Positive points: 472</p> <p>Negative points: 0</p> 

In Depth Data - is still on Go4Schools

- Simply sign in with your email, through any Internet Browser.
- www.go4schools.com
 - If it's your first time don't forget to click First Time User?



Parents Evenings and Information Evenings

Year 10

12/09/24 - Year Ahead

10/04/25 - Y10 Parents Evening Online

Year 10 Mocks - Summer Half-term 2





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Progress and Achievement

September 2024



Exam Results 2023 = Our Best Results Ever!



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HOME ABOUT CURRICULUM PARENTS PUPILS SIXTH FORM STAFF IT SUPPORT

GL Assessment

GO4Schools

My Child At School MCAS

Online Safety Statement

On-line payments

Parents' Evening

Parents' Forum

RawRelease

Restaurant Menus

Revision

Safeguarding Information

Specialist Provisions

Special educational needs & disabilities

Transport

Uniform

future.

Rawlins GCSE 2023	Rawlins Year 11	Local Authority Avg.	National Avg.
Progress 8	-0.13 (In line with National Average)	-0.09	-0.03
Attainment 8	46.6	45.7	46.2
Grade 5+ EM	45%	45%	45%
Grade 4+ EM	68%	67%	65%
Staying in Education, Employment or Training (2021)	94%	94%	94%

We are very proud of our pupils, their outcomes and the in school and careers support they get at Rawlins:

A-level 2023 – More than 80% go on to University



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HOME ABOUT CURRICULUM PARENTS PUPILS SIXTH FORM STAFF IT SUPPORT

Rawlins A-level 2023	Rawlins Year 13	National Avg.
L3VA	N/A for 2023	N/A for 2023
Attainment APS	37.0	35.3
Attainment Avg. Grade	B-	C+
A*-A	26%	24%
A*-B	59%	50%
A*-C	83%	74%
A*-E	99%	97%

We are very proud of our students, their outcomes and the in school and careers support they get in Sixth Form:

- 97.3% of Students completed their course with us, Significantly Above the National Average of 93.6%.
- 17x Students achieved all A*-A grades. (Two students secured straight A*'s, one with 4x A*'s and one with 3x A*'s)

Exams 2024 – Provisional Figures

RAWLINS
BEST EVER
YEAR!!



Provisional 2024 - Year11 Results

Rawlins Overall Results

	Rawlins 2024
Number of Students	246
Avg Attainment 8	4.66
Progress 8	+0.02
English Progress 8	-0.20
Maths Progress 8	+0.05
EBacc Progress 8	+0.16
Open Progress 8	+0.04

<i>Rawlins 2023 (Reference)</i>	<i>Improvement from 2023</i>
250	-4
4.61	+0.05
-0.14	+0.16
-0.36	+0.16
-0.01	+0.06
+0.06	+0.10
-0.20	+0.24

<i>Rawlins 2019 (Reference)</i>	<i>Improvement from 2019</i>
230	+16
4.32	+0.34
-0.35	+0.37
-0.31	+0.11
-0.36	+0.41
-0.63	+0.79
-0.11	+0.15



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A CHURCH OF ENGLAND ACADEMY

Teaching and Learning at Rawlins - Homework

September 2024

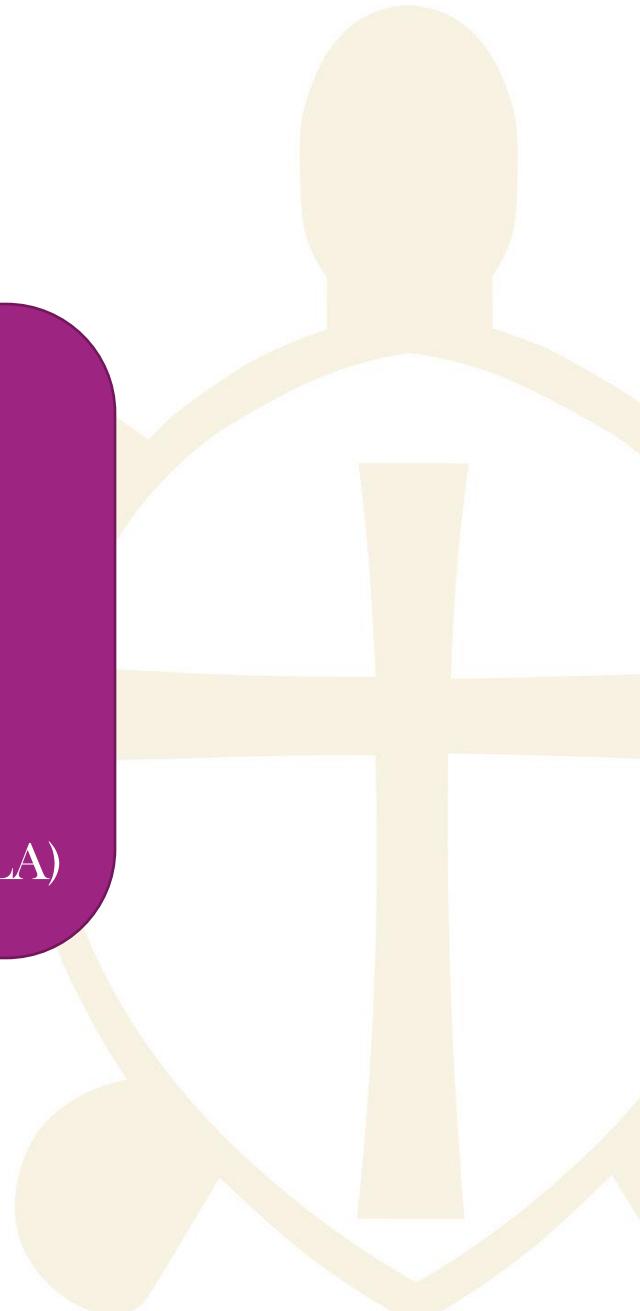


Homework and Revision

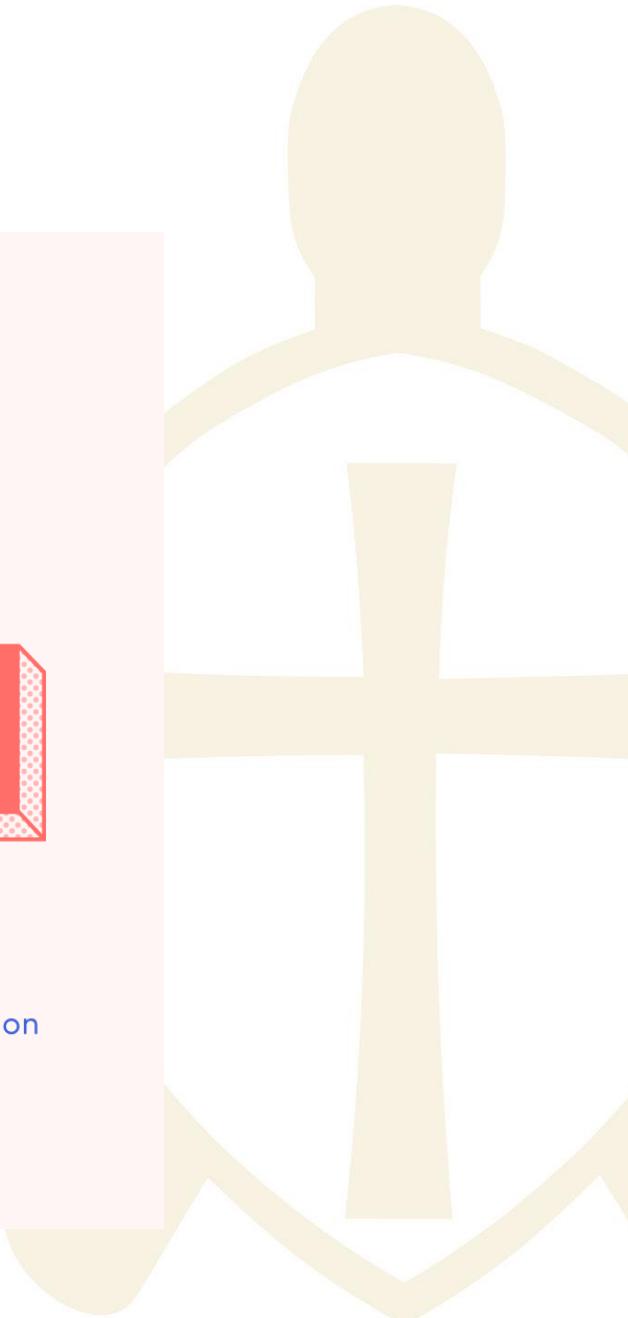
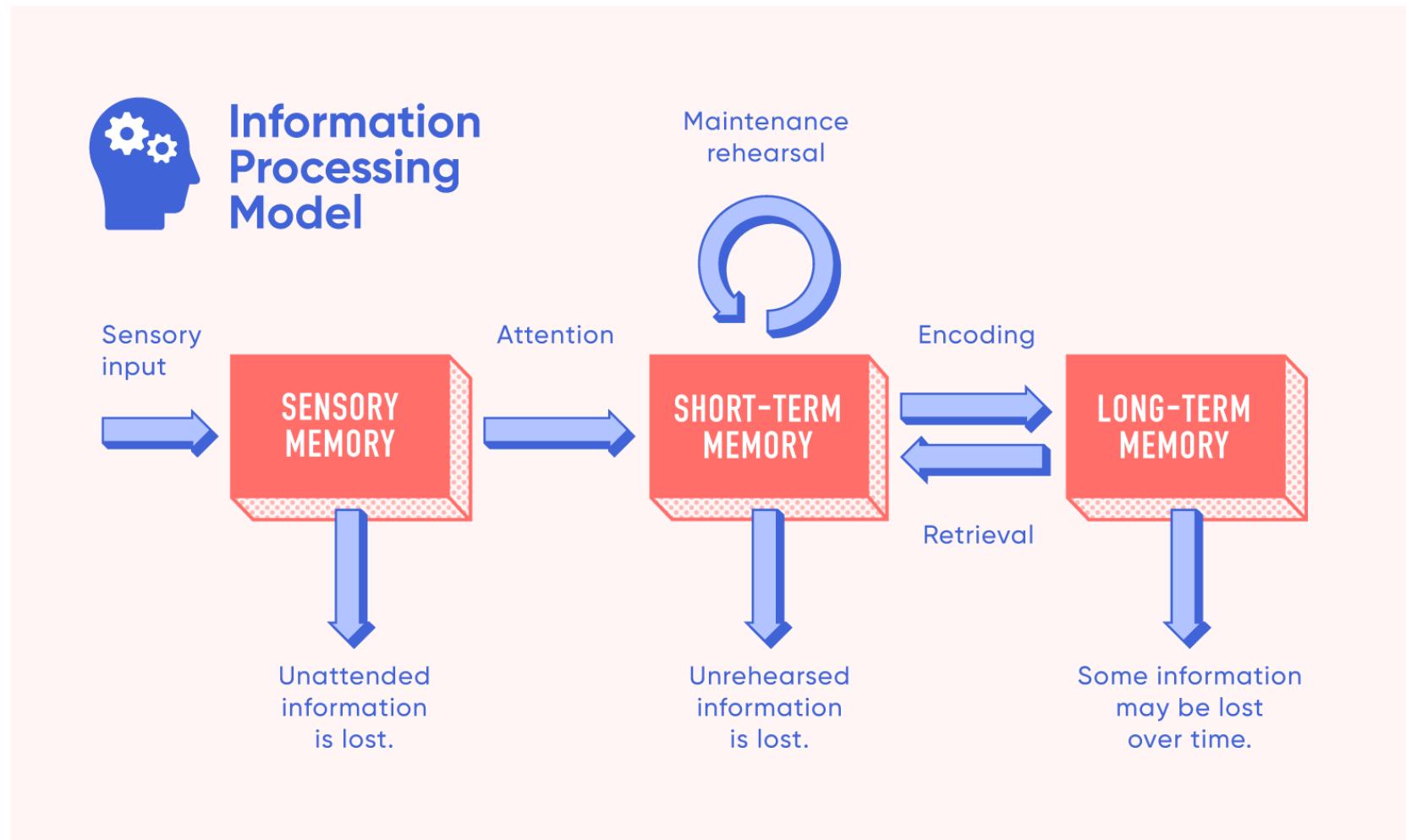
“Using your memory, shapes your memory.

Using your memory, changes your memory”

(Professor Robert Bjork, UCLA)

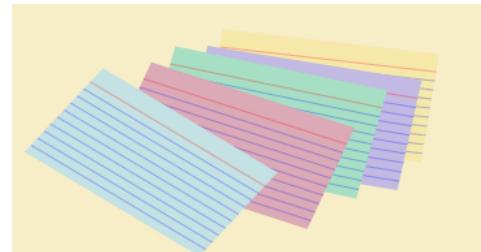
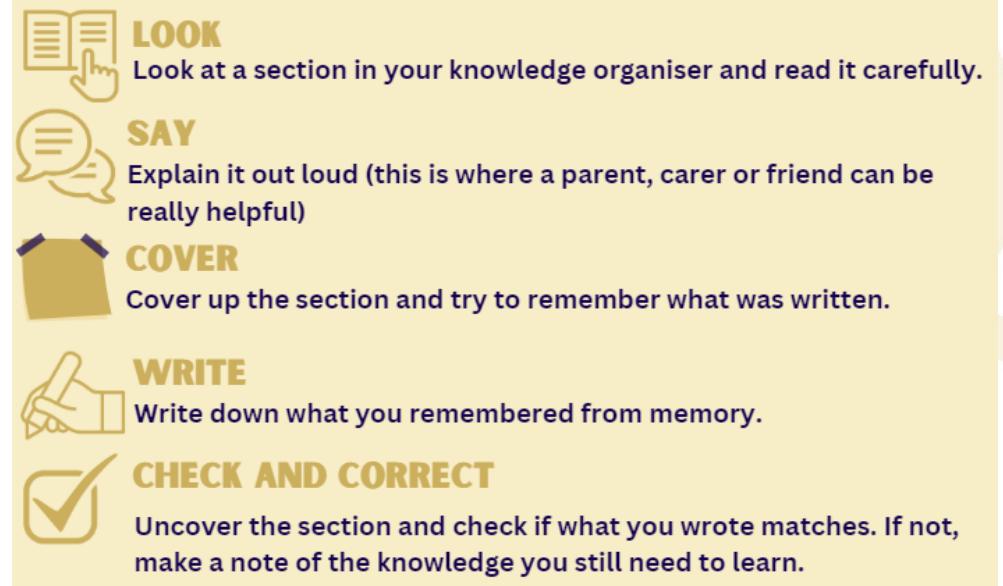


The Science of Memory



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.

What Does This Look Like?

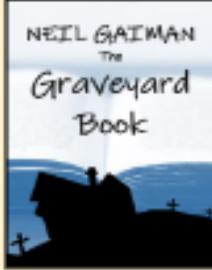
BOOK KNOWLEDGE ORGANISER – THE GRAVEYARD BOOK BY NEIL GAIMAN

Important Information

Plot
After the Man Jack kills his family, an 18-month-old child Bod escapes his cot and makes his way up the hill to a graveyard. Here he is adopted by Mr and Mrs Owens, who are ghosts. Many adventures ensue until he comes face-to-face with his past.

Themes
Death Vs Life, Community, Youth Vs Old Age, Loneliness, Courage Vs Fear, Family, Loss, Compassion and Forgiveness, hate, freedom and friendship.

Setting
Most of the book is set directly inside a graveyard in Old Town, sometime in the present day. By day, it is a normal cemetery; by night, it is shrouded in mist, bathed in mystery and home to a community of ghosts, many of whom speak as if it were the 1800s or 1600s due to the year in which they died.



Theme: Family

After Bod's family is murdered, a ghost couple, the Owenses, adopt him to protect him from the killer, Jack. The graveyard's ghostly residents help raise and teach Bod, showing that parenting is a community effort. As Bod grows, he learns to face the world on his own, ready for adulthood.

Characters

Nobody Owens	Protagonist - Bod escapes the Man Jack who murders his parents and ends up in a graveyard being raised by ghosts.
The Indigo Man	An image projected by the Sleer to scare off treasureseekers.
Silas	Bod's guardian and idol who is neither dead nor alive.
Miss Lupescu	Substitute teacher for Bod while Silas is away.
Liza Hempstock	A helpful witch buried in un consecrated ground.
Scarlett Perkins	A young girl who can see Bod in the graveyard.
Noona Perkins	Scarlett's mother who falls for a local historian.
Cates Pompeii	The oldest member of the graveyard's community.
Nehemiah Trot	The graveyard post.
Abanazer Bolger	A local pawnbroker whose shop Bod visits.
The Man Jack	An ogre - kills Bod's family with a knife and is after Bod next.
The Sleer	An enormous three-headed snake.
Mr & Mrs Owens	Bod's graveyard parents who have been married for 250 years.
The Lady in the Green	A mysterious figure on a white horse.
The Ghouls	They take the names of the first person they eat: The Duke of Westminster, Honourable Archibald Fitzwigg, The Bishop of Bath and Wells and several others are mentioned in the book.

Theme: Identity

The Graveyard Book is a coming-of-age story about Bod, a boy raised by ghosts after his family is murdered. As Bod grows, he learns about himself and his community, developing empathy and responsibility through friendships. Ultimately, he realises that his identity is shaped by those who raised and supported him.

Theme: Death

This story portrays death as a safe and predictable state. Ghosts, no longer troubled by life's dangers, find peace in their existence. However, Bod's ghostly guardians emphasize the value of life, urging him not to give in to death despite its security, suggesting that while death offers comfort, the dangers and unpredictability of life make it precious and worth living. Readers are reminded to cherish life, as death is inevitable but shouldn't be rushed.

Theme: Good & Evil

The novel challenges traditional ideas of good and evil by portraying typically villainous figures, like ghosts, while humans are the primary villains. This suggests that appearances can be deceptive, and we should judge others based on their actions, not their looks. Bod, learns that goodness about your appearance or reputation but is reflected in how people treat others; individuals are defined by their choices, and even those who have made bad decisions can choose to change and do good.

Key Vocabulary

barrow	an ancient burial mound
carion	the decaying flesh of dead animals
expostulate	express strong disapproval or disagreement
gorse	a yellow-flowered shrub of the pea family
guttural	produced in the throat, harsh sounding voice
mausoleum	impressive building housing a tomb or group of tombs
obelisk	a tapering stone pillar set up as a monument or landmark
hendril	a climbing plant which stretches out and entwines
undulation	the action of moving smoothly up and down
belfry	the part of a bell tower in which bells are housed
enterprise	a project or undertaking, especially a complex one
inquisitive	showing an interest or curiosity in learning things
macabre	connected with a fear of death
obstinate	stubbornly refusing to change one's opinion
contemplation	thinking or daydreaming about something unexpected
palpable	an intense feeling or atmosphere
transpire	come to be known; be revealed

Symbols

Liza's headstone: Liza's headstone symbolises friendship and respect. Bod creates it to show he values and cares for her, despite others neglecting her in life.

Freedom of the Graveyard: symbolises Bod's connection to his ghostly chosen family. As he matures and loses this power, it represents his transition into adulthood.

The Macabray: symbolises the unpredictability of death and encourages living life fully before it comes.

Context: Gothic literature often features small, enclosed spaces, like coffins and crypts, and include protagonists like Bod who are somehow trapped - physically, mentally, or both (Edgar Allan Poe is the master of this in stories like 'The Black Cat' and 'The Tell-Tale Heart'.) Many myths, legends and fairy tales are combined within the book.

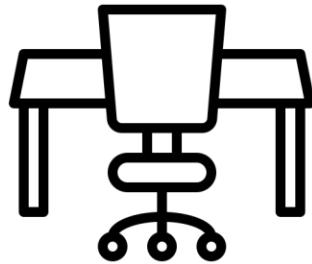
Important Quotations

'He looks like nobody but himself,' said Mrs. Owens, firmly. 'He looks like nobody.' Mrs. Owens rejects many suggestions to name Bod after someone else and asserts his right to be only himself. His name suits him as someone who grows up straddling both the world of the dead and that of the living.

Scarlett said to Bod, 'You're brave. You are the bravest person I know, and you're my friend.' Scarlett's farewell in Chapter 2 foreshadows their future reconnection as teens, she is his first living friend and her praise of him demonstrates their shared values of courage. Her emphasis on their friendship also shows that she has the characteristic of loyalty.

'I want to see life. I want to hold it in my hands. I want to leave a footprint on the sand of a desert island.' After defeating his enemies, Bod makes a choice to enter the outside world and take his place among the living. Bod has been missing out on all aspects of human life. Now he must leave the graveyard, completing his growth from child to young man.

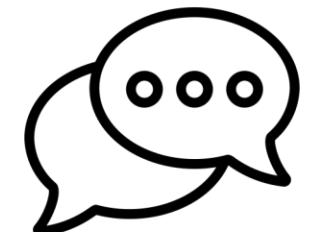
HOMEWORK: How can you help your child at home?



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.





RAWLINS
A CHURCH OF ENGLAND ACADEMY

Literacy and Reading at Rawlins

September 2024



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.





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

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

ALL TEACHERS ARE TEACHERS OF LITERACY

Building Success: PEDAGOGY

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



Rawlins Reads

Time every week when all of our school community enjoy reading together.

- In tutor times 3x a week
- Tutors read to students
- Selection of books to engage and challenge



span

Reading at Home

Our approach to Homework ensures:

- regular reading
- learning of key vocabulary using subject knowledge organisers
- We close the reading gap.

Students with limited vocabulary were **four times less likely** to achieve a grade 4 or



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**

Parent/carer workshops:

- Supporting you with reading at home
- Using Accelerated Reader and/or Sparx
- How to help with keyword or reading for understanding

**SIGNIFICANTLY
STRUGGLING READERS
ACCESS LITERACY-DRIVEN
SEND PROVISION**

Developing Trust

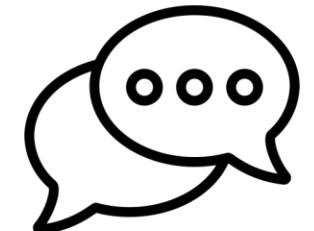
READING: How can you help your child at home?



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



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).



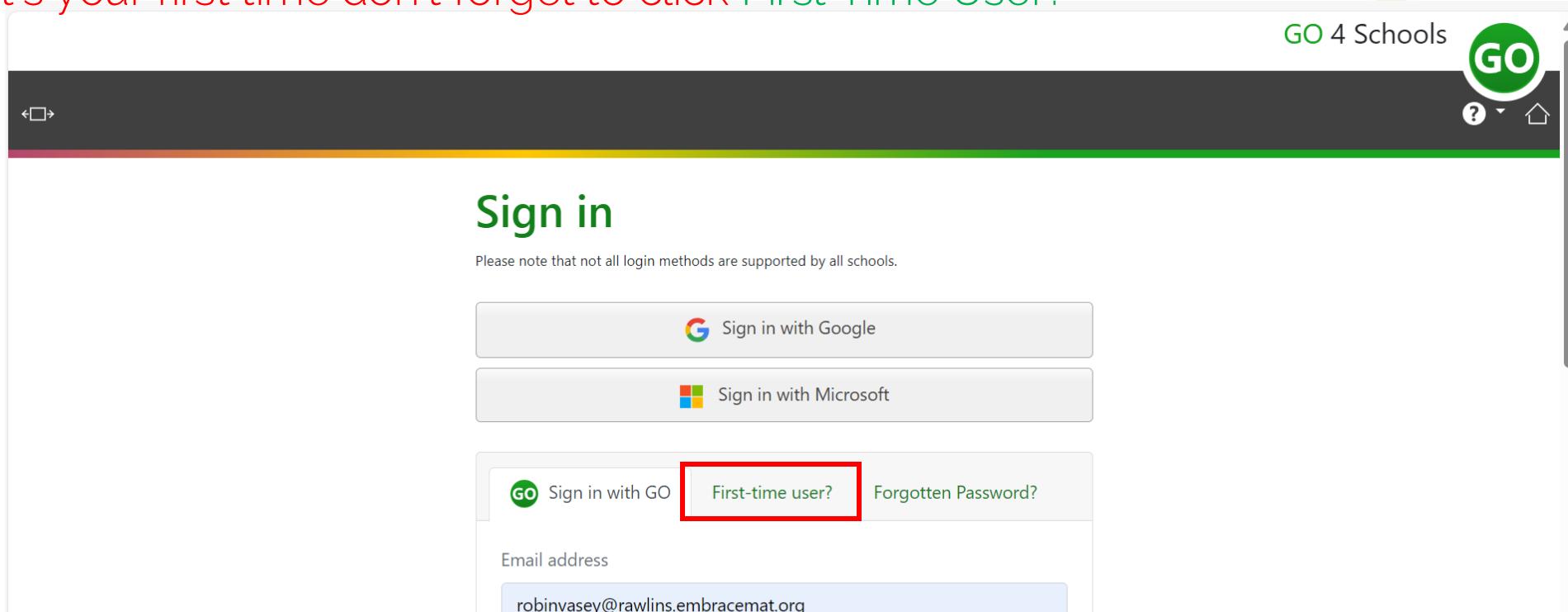
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Communication and Access to School Information



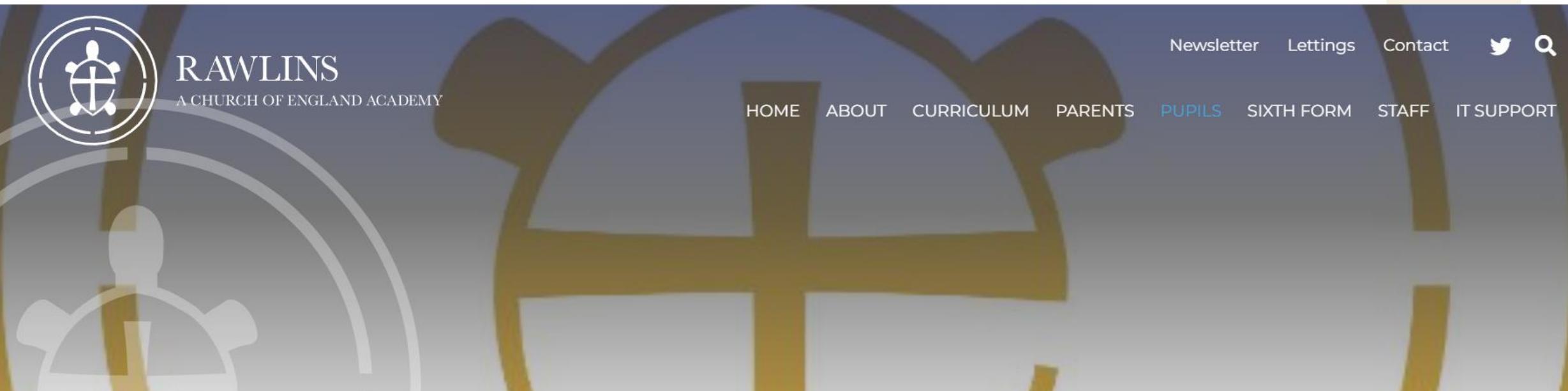
In Depth Data - is still on Go4Schools

- Simply sign in with your email, through any Internet Browser.
- www.go4schools.com
 - If it's your first time don't forget to click First Time User?



2024 - Launch of Bromcom





RAWLINS

A CHURCH OF ENGLAND ACADEMY

HOME

ABOUT

CURRICULUM

PARENTS

PUPILS

SIXTH FORM

STAFF

IT SUPPORT



IN THIS SECTION

Accelerated Reader

BBC Bitesize

Bookworm Base

Bromcom VLE portal

HOME PUPILS **BROMCOM VLE PORTAL**

BROMCOM VLE PORTAL

BROMCOM VLE PORTAL

At Rawlins we use Bromcom as our main management information system. You can access this data as a student by using either of the following locations.

Student VLE App/Portal

Installing the BROMCOM Student App

1. Download the Bromcom student app from your app store:



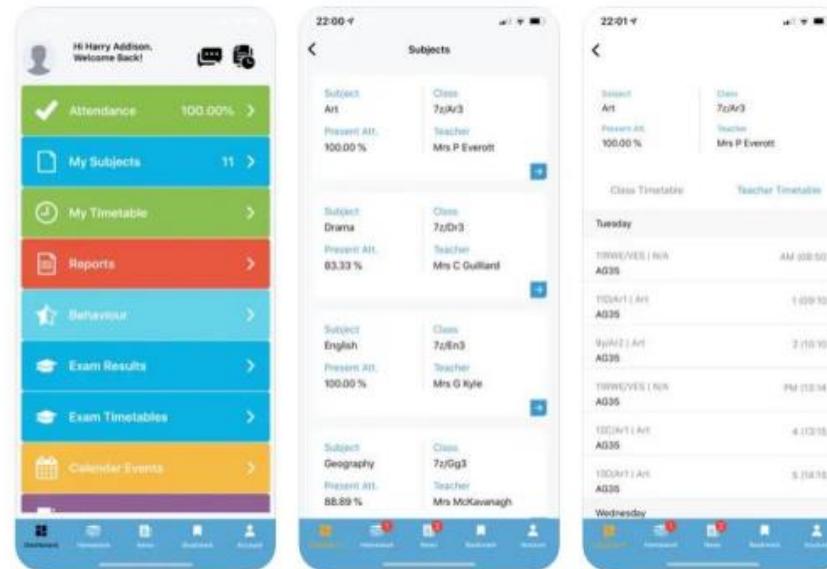
2. When you open the app you will see this screen – select the green Magic Link button:



3. You will be asked for the school ID: **14386** and your email – enter both.

4. You will then be sent a magic link to your school email which you need to click within 24 hours else repeat steps 2-4.

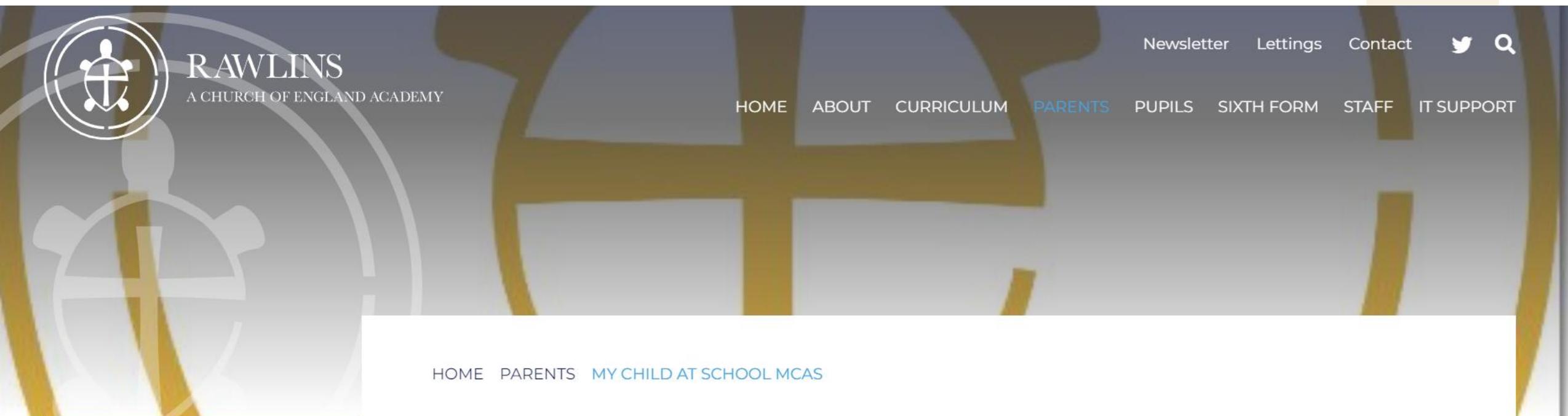
When logged in you will be able to access all key information including your timetable and attendance:



Using Bromcom through a web browser

If you choose to use Bromcom through a web browser then search Bromcom Student Portal and click 'Login with Microsoft Account' and enter your school email.

[Student Portal - Login \(bromcomvle.com\)](http://bromcomvle.com)



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Newsletter Lettings Contact  

HOME ABOUT CURRICULUM **PARENTS** PUPILS SIXTH FORM STAFF IT SUPPORT

HOME PARENTS **MY CHILD AT SCHOOL MCAS**

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

IN THIS SECTION

- Attendance and Reporting
- Absence
- Attitude to Learning
- Careers
- Curriculum
- Exam Results

MY CHILD AT SCHOOL (MCAS)

Website: 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
- Parental Consent Module / Data collection form

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

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, a search icon, and 'HOME', 'ABOUT', 'CURRICULUM', 'PARENTS', 'PUPILS', 'SIXTH FORM', 'STAFF', and 'IT SUPPORT'. Below the header, a large yellow cross graphic is visible. The main content area is titled 'KEY STAFF CONTACT LIST' and includes links for 'HOME', 'ABOUT', and 'KEY STAFF CONTACT LIST'. A dark blue sidebar on the left contains the text 'IN THIS SECTION' and 'Principals Welcome'.

Thank you for coming...

- Our aim is for **100% of Parents** to be signed up to MCAS.
- We want our all our students to get the support from school and home, for you to share in and celebrate their success, and to get all the information you need about school quickly.
- The system tells us if you have an active account, and I therefore make no apologies for emailing you 100 times over the next two weeks (if that's what it takes) until you have signed in to MCAS (see the website [here](#)), however, as soon as you have signed in to your account this will stop.

Help us to get to 100% quickly - [sign in today](#)

Each student's contacts must sign in with their own email address separately, so they can update any details, medical records. You cannot see another contact's details for GDPR reasons.

My Child at School
(MCAS)

