



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 (*Psalms 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*** (*1Kings 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, what ever the future is (*Hebrews 12:1*)



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Year 11 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

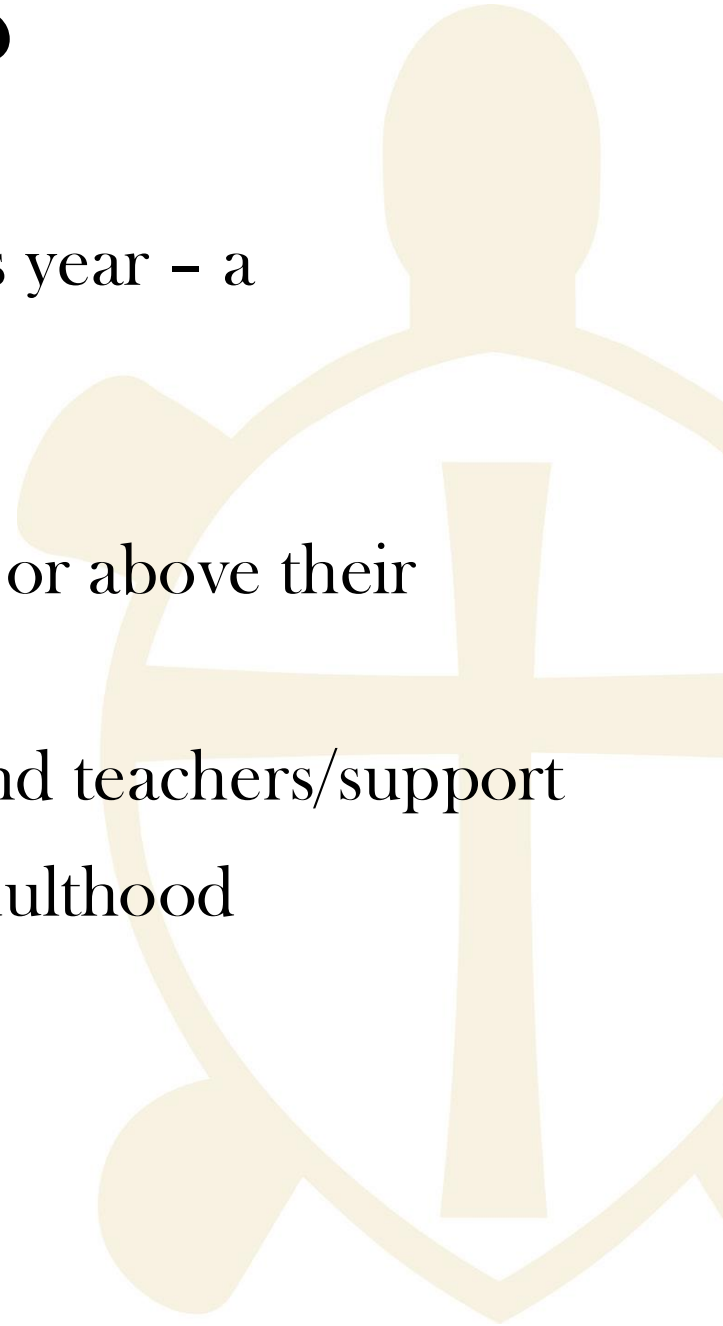
Is 3 weeks lost

What does that look like over the year?

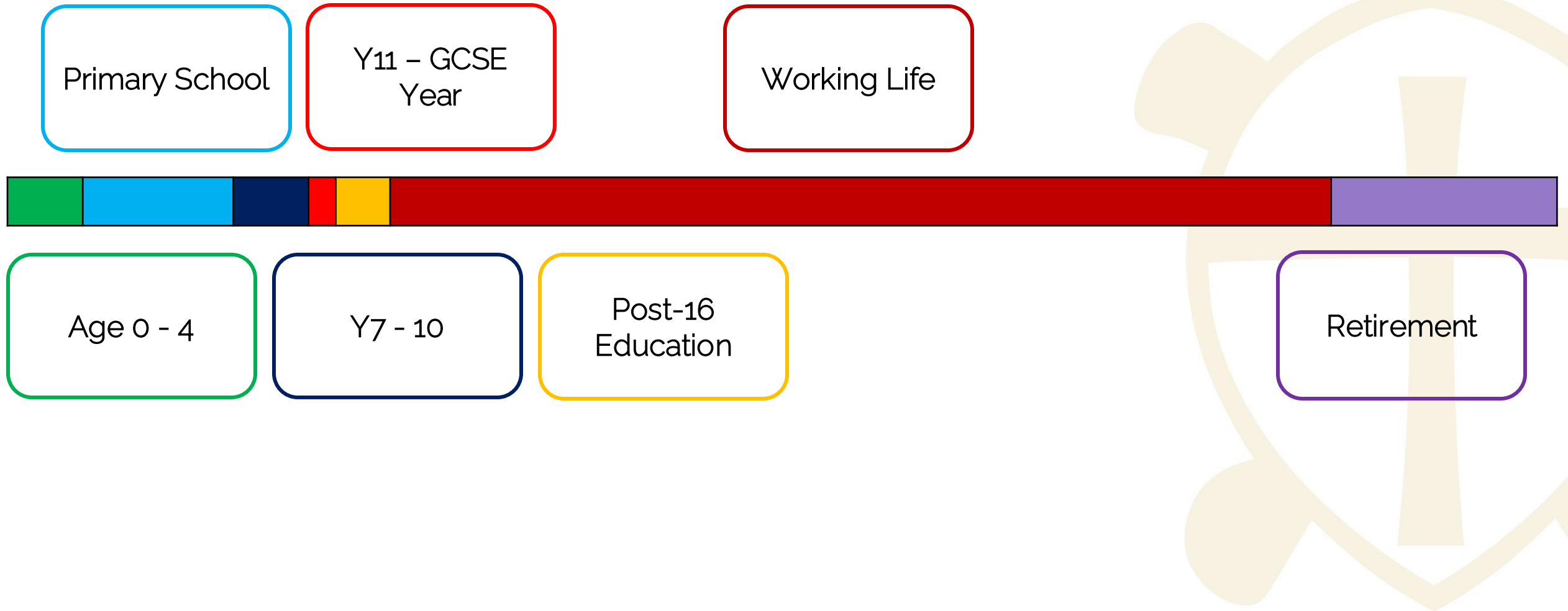
Percentage Attendance	Days Absent	Weeks Absent	Lessons Lost
95%	9 Days	2 Weeks	50 Lessons
90%	Persistent Absence		100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
50%	Severe Absence		475 Lessons

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 \(blog.gov.uk\)](https://blog.gov.uk/why-is-school-attendance-important-and-what-support-is-available/)
- [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/working-together-to-improve-school-attendance)

Ultimately, attendance is everyone's responsibility

YOUR ATTENDANCE MATTERS - EVERY DAY

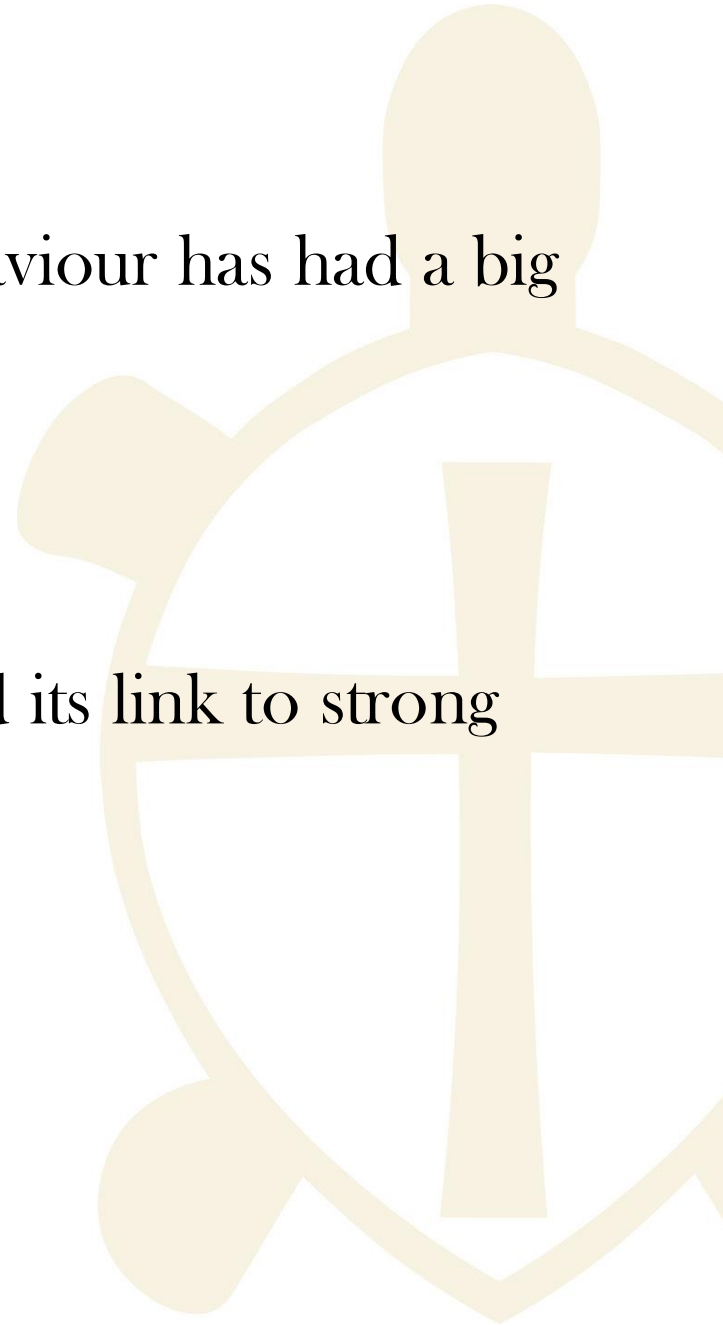
On average, Attenders above >95% (less than 2 weeks missed) achieve more than **1 whole Grade better** than those below <90% (4 weeks missed)

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

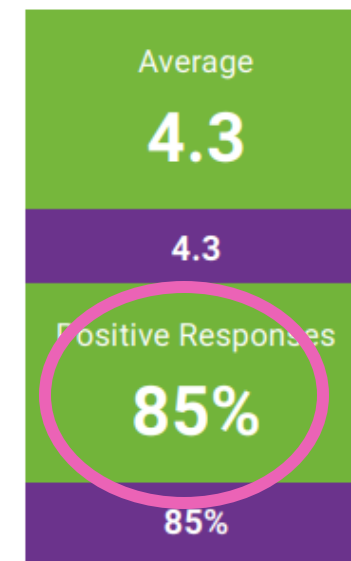
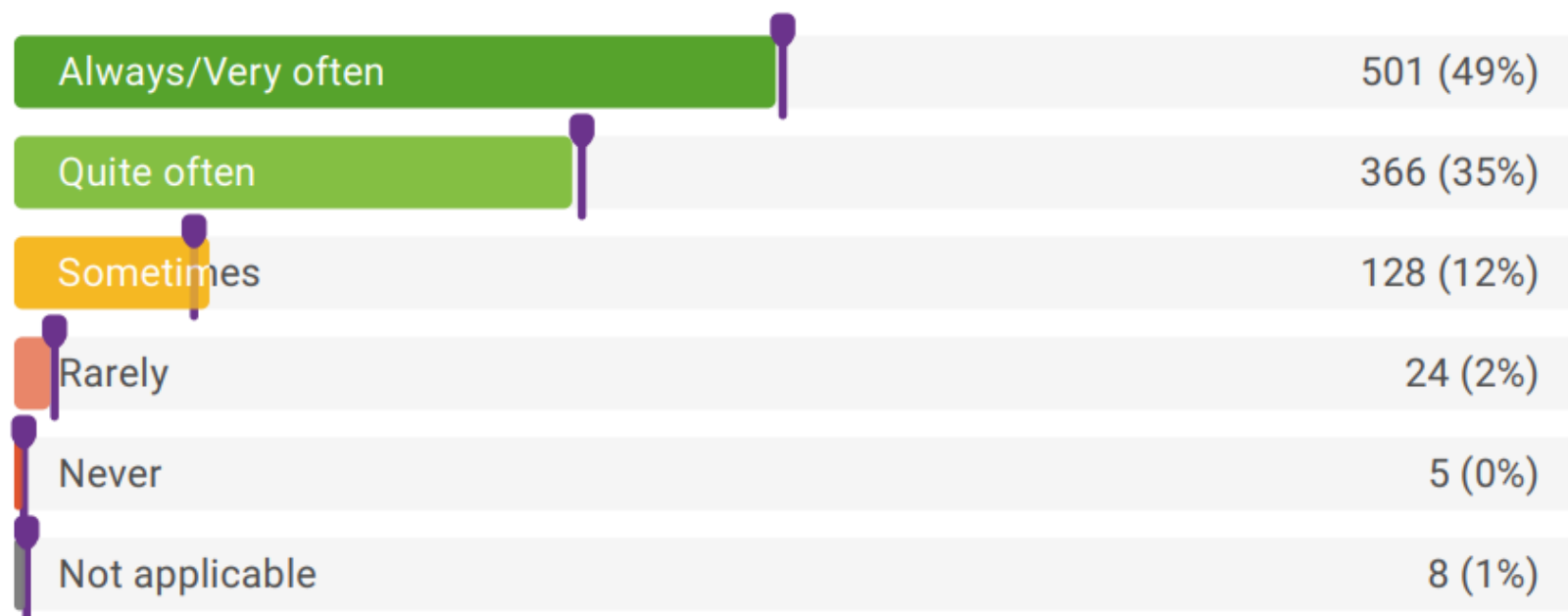
September 2024



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

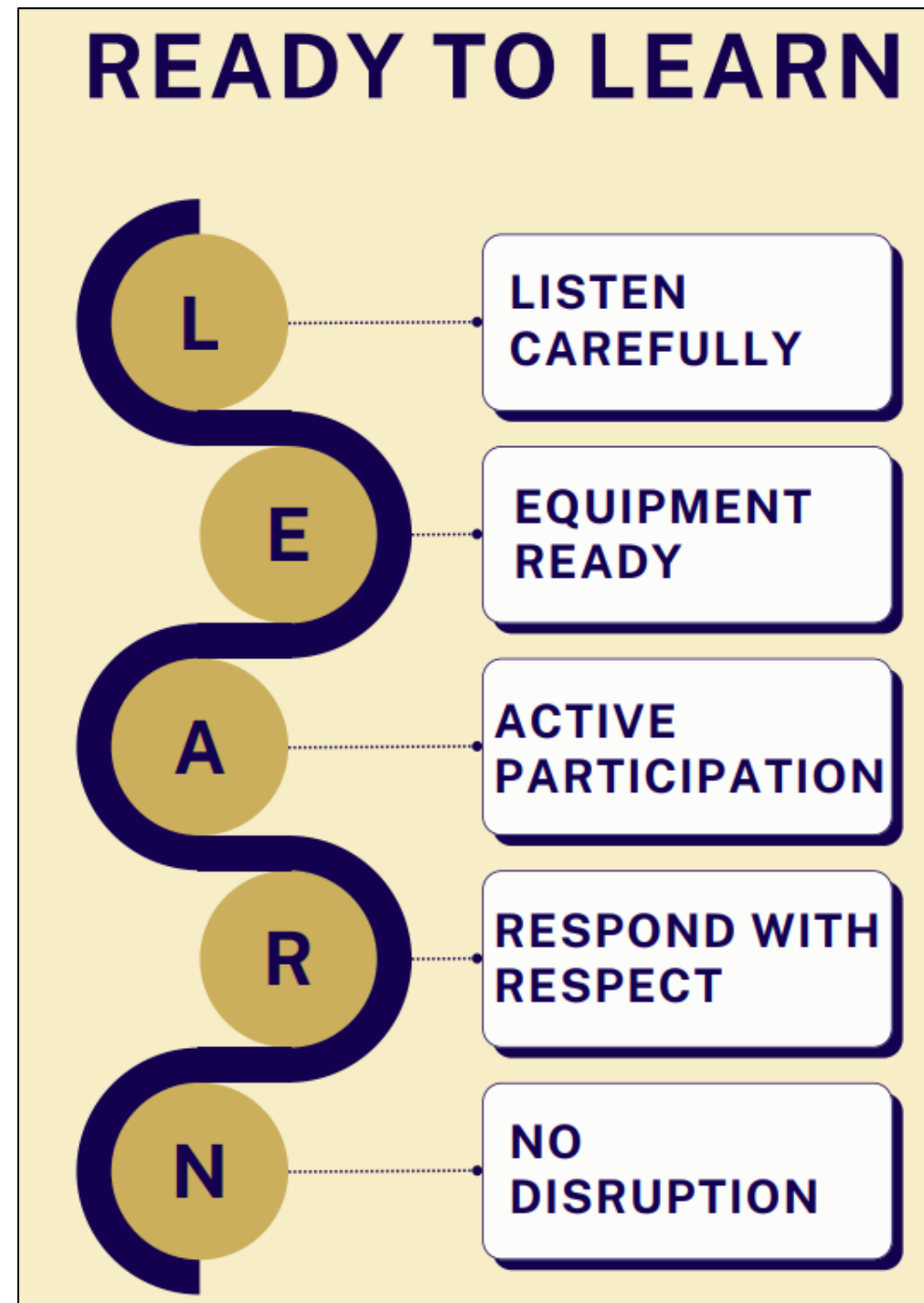
Removal from lesson - logged

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

To be ready for their next steps.

- 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

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



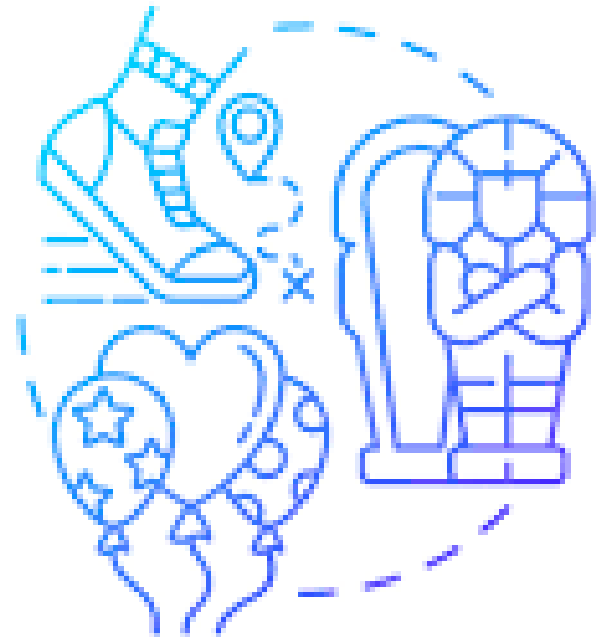
Recognition & Rewards

- 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





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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](#)



1



Individual Subjects – Curriculum in depth

Art Rawlins Curriculum Overview

Dear Parent/Carer,

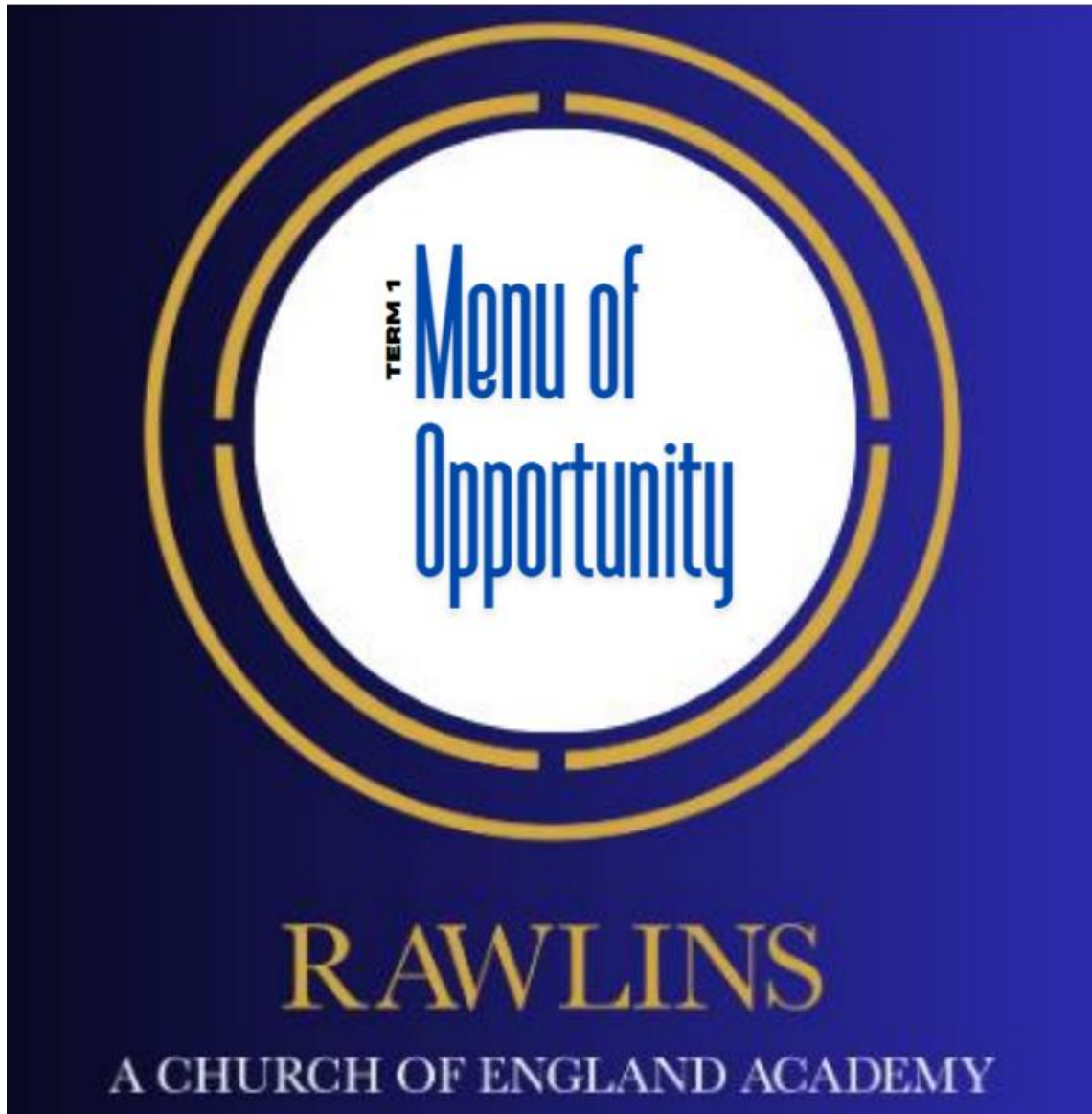
In the following booklet you will find an overview of what your child will be studying at Rawlins in this subject.

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



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.

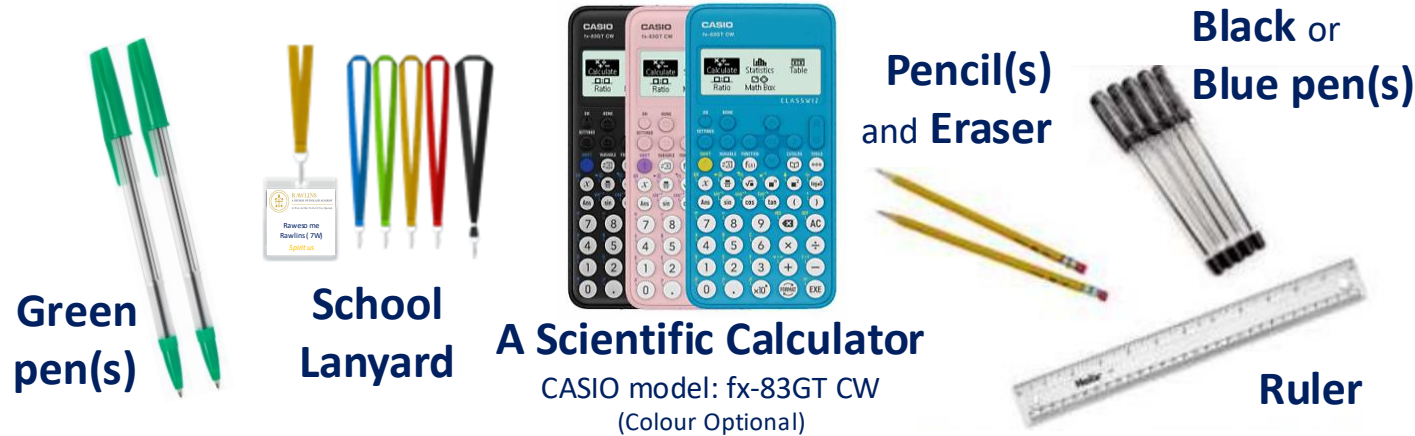


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Act Wisely And Make The Most Of Every Opportunity

Helping you to be
at your best!

Daily Equipment Check

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



PE KIT

MUST bring in on
days you have PE



Optional items for your school bag:

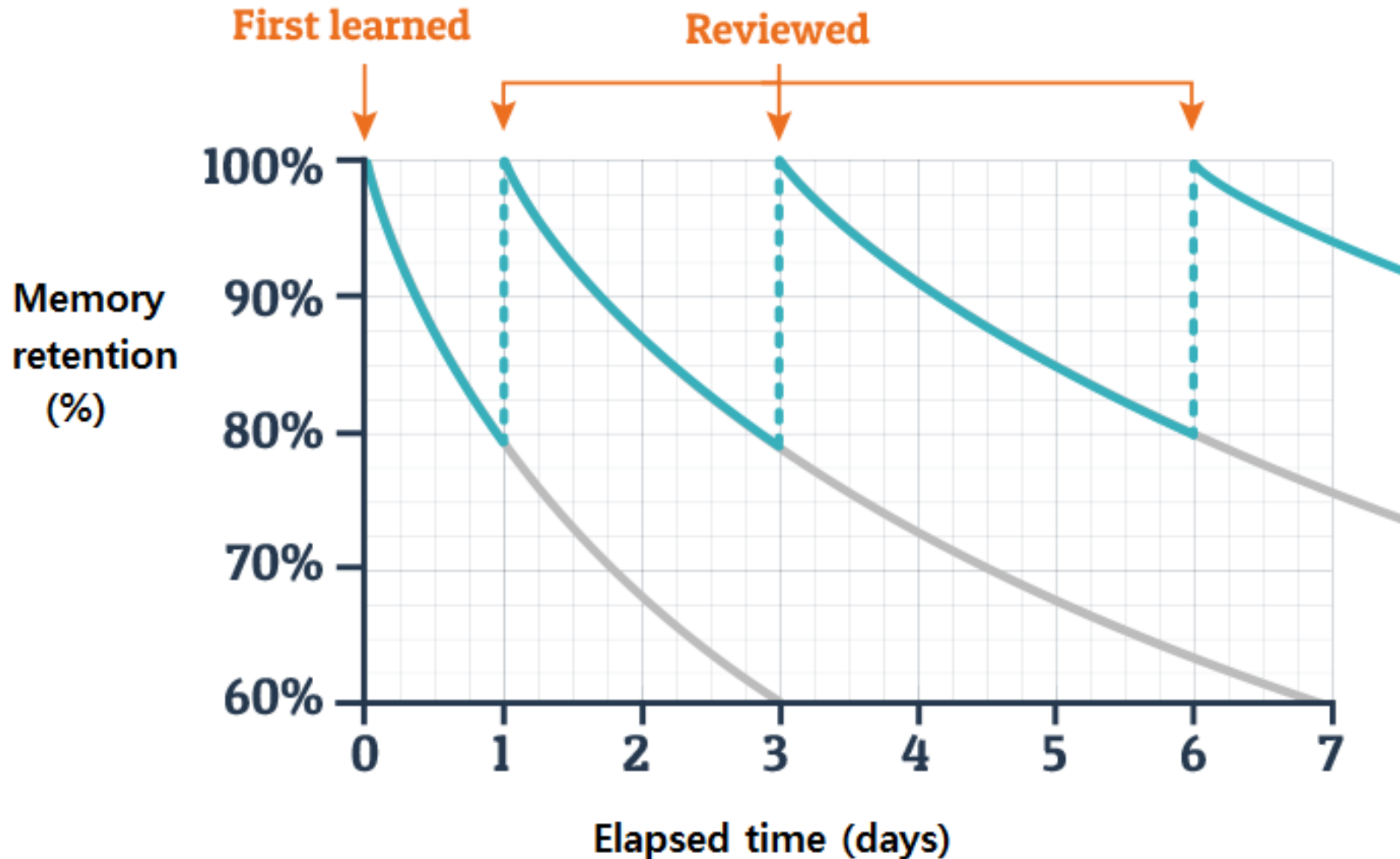


Banned (Not allowed in school):

(*Except for D&T/Cooking ingredients)



Why is Good Attitude to Learning Important?



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 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

Session Attendance Information

Percentage attendance:	94.71%
Attendance:	358
Authorised absences:	20
Unauthorised absences:	0
Possible sessions:	378



Behaviour Information

Positive points:	472
Negative points:	0

Horsforth Charts - Year 11

Helping Your Child to Progress Further

Parental Guidance - Pupil Progress Graphs (Horsforth Graphs)



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At Work And Made To Meet Every Opportunity

Pupil Progress Graph - Example

Pupil Name and Tutor Group

Pupils' data used to create their personal bespoke Horsforth Graph

Horsforth Graph
(See further explanation below)

Priority Actions created by Pupil

Generic guidance to support interpretation of the four quadrants of the Horsforth Graph

How to interpret your child's Horsforth Graph?

A Horsforth Graph is an individual progress graph. It does not compare Attainment, but the unique Progress of the individual child. This means for every child it is centred around their individual progress point (their Minimum Expected Grade (MEG) for each subject.)

This means although every child will have a different attainment target for each subject the graph will be re-centred for each child/subject so that it shows their personal progress.

Left-to-Right

A Horsforth Graph shows the Attitude to Learning going from lowest effort (Reluctant) on the left-hand side to highest effort (Outstanding) on the right-hand side.

Bottom-to-Top

A Horsforth Graph shows the Progress for each child going from 5x Grades below their MEG (Bottom), precisely in line with their MEG (Middle line) to 5x Grades above their MEG (Top).

This means the very centre of the graph shows Progress in line with their MEG and an "Engaged" Attitude to Learning. Subjects above and to the right of this point are positive and pupils are progressing above expected. The Horsforth Graph therefore is a great visual way to uniquely focus each pupils' effort on their own Learning and Progress, and not distract themselves with comparing themselves to others academic attainment.



A Horsforth Graph has four quadrants, with different reasons for each.

Green Zone - Good Progress and Good Att.

These pupils are getting it right! They are currently demonstrating a great attitude to learning and making great progress, they should continue with their approach.

Whilst we want all pupils to continue maximising their learning and make even more progress (they have high expectations of themselves) we are aware that pupils can occasionally apply too much pressure to themselves and burn out. In order to ensure they can continue the progress they are making they should ensure that their Revision Plan sets out a clear balance of highly focused school work, both in school and out of it, but should also include some "me time" activities to ensure a healthy balance on their road to great success.

Amber 1 Zone - Good Progress, but Poor Att.

These pupils are not engaging in their learning adequately. They need to work HARDER.

They are currently passive or reluctant learners and this will be impacting their progress. This may be due to lack of effort, or engagement in class or homework. They may not be revising sufficiently, or successfully organising their learning / equipment / coursework enough to reach their full potential.

They need to try harder to always do their very best and take responsibility to ensure they are involved in maximising their learning potential. This will need to occur both in and out of lesson, and will require a detailed Revision Plan that shows what they will focus on each evening, prioritising their weakest areas.

Amber 2 Zone - Good Att, but Low Progress

These pupils are ambitious or outstanding learners who want to do well, but are not currently progressing in line with their potential. They need to work SMARTER.

It is likely that they are not yet doing the things that will help them maximise their learning the most. Quite often this can be something simple, like spending too much time revising the things they already know, or spending time superficially on learning activities whilst actually distracted from fully understanding what they are doing by social media/friends/TV.

It may be that they haven't spent enough time revising to cover all the material or that they spent time only highlighting notes (an ineffective technique).

But it may also be that they have been trying to learn facts from flash cards (effective for memorisation), but have not

Screen Time

My final guidance applies to all pupils all of the time and relates to screen time. There is an overwhelming amount of evidence that screen time and social media use is not only having a negative impact on the mental health of young people, but also their brain development. Studies show it takes 23mins 15secs for the brain to get "back in the flow" following any screen time distraction e.g. messages/TikTok/Snapchat/WhatsApp etc. Further research showed there was a negative performance in tests and learning, even when the phone was simply visible on the desk beside them, or in their bag, as they were still thinking about their device and messages. Therefore, our best advice to support with revision (and a healthy balanced lifestyle) is to create some regular time (we are aware some revision is done on a device e.g. SPARK) and space, every day, to revise and work away from screens and devices. Alongside ensuring your child is eating/drinking and getting enough exercise and sleep, this is a critically important way you can support and maximise the learning progress of your child.

Top Tip - Try This:

Get your child to set a countdown timer for an agreed time (e.g. 30mins) and leave the device and all others with you - whilst they go and do revision. They can have their device(s) back again (it becomes a reward for them) if they can explain the detail of what they have been revising. In a way that you understand it! (Explaining an idea to someone else is called "elaboration" and is a great technique to reinforce learning and release exam answers. It also works even better, if you pretend that you know nothing!)



yet linked ideas in different topics or applied these in context (can they explain how these apply to real world applications/solve problems).

In most cases, however, it is that they have not yet practiced using this knowledge on past exam paper questions and checked and corrected their answers based on the examiner mark schemes (this is often the most impactful revision technique).

It is likely that on reflection, with a Revision Plan they could adjust their approaches to lesson/revision and make rapid improvement. They could ask their Teacher for further specific guidance for their subject, and they could see if there are any intervention sessions which they could attend to give them some extra time with an expert to fill any gaps in their knowledge/understanding.

Red Zone - Poor Att. and Low Progress

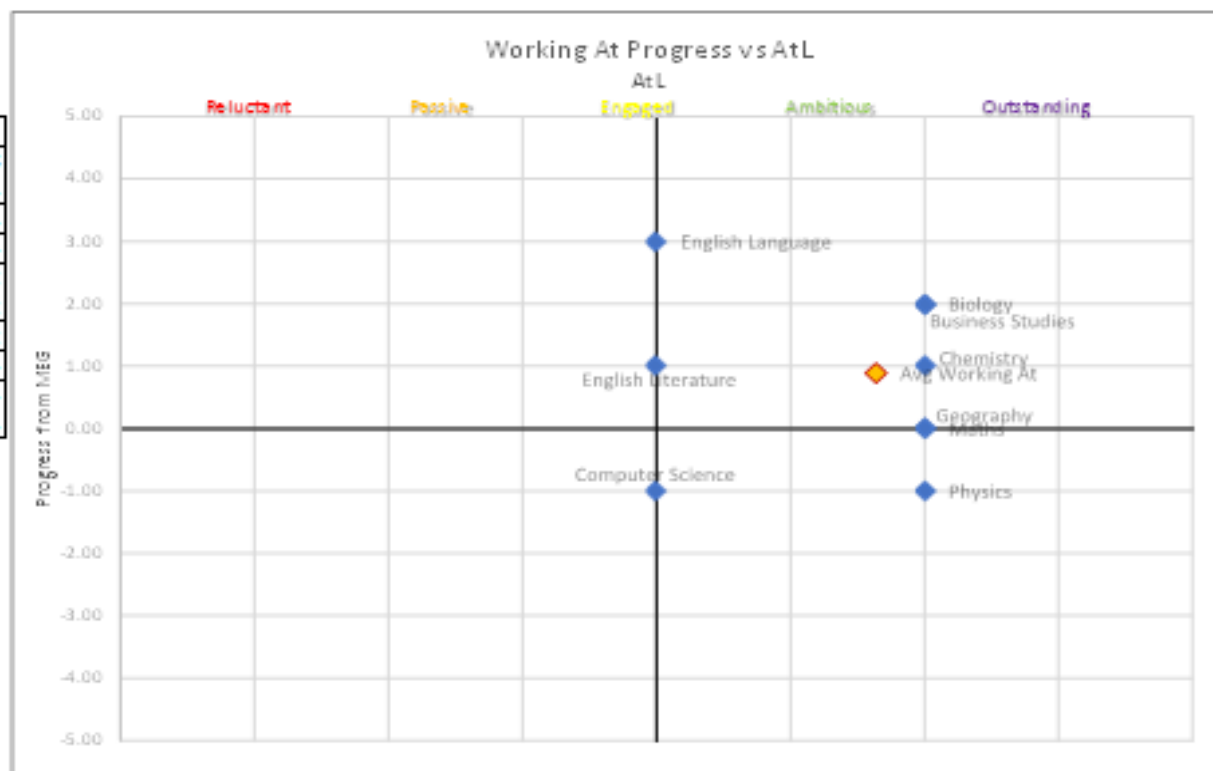
These pupils need to do more to improve their progress. They are the most in danger of underperforming and not reaching their full potential in this subject. They need to have high expectations for their own learning, working HARDER (See Amber 1 Zone) and SMARTER (See Amber 2 Zone) to achieve more.

These pupils need to:

- **Maximise their learning in school time.** Attending, on time, every day & always trying their best.
- **Create a revision plan** that shows what they will do for each subject, prioritising their weakest areas first.
- **Attend interventions.** Ensure they speak to their teacher(s) to identify which interventions they are invited to attend.

Pupil Name:
 Tutor Group:

Subject Name	MEG	Progress	AtL
Avg Working At	6.56	0.89	2.8
Biology	7	2	3
Business Studies	6	2	3
Chemistry	7	1	3
Computer Science	6	-1	2
English Language	6	3	2
English Literature	6	1	2
Geography	7	0	3
Maths	7	0	3
Physics	7	-1	3



Action 1 By

Action 2 By

Action 3 By

Amber1 Zone Some progress, but poor engagement in lesson
 You'll make MORE Progress if you work **HARDER** in lesson

- Listen closely to instructions/key information
- Maximise your learning, always try your hardest
- Create and follow a detailed **Revision Plan**

Red Zone Poor effort and low progress
 You need to **do more to improve** your progress

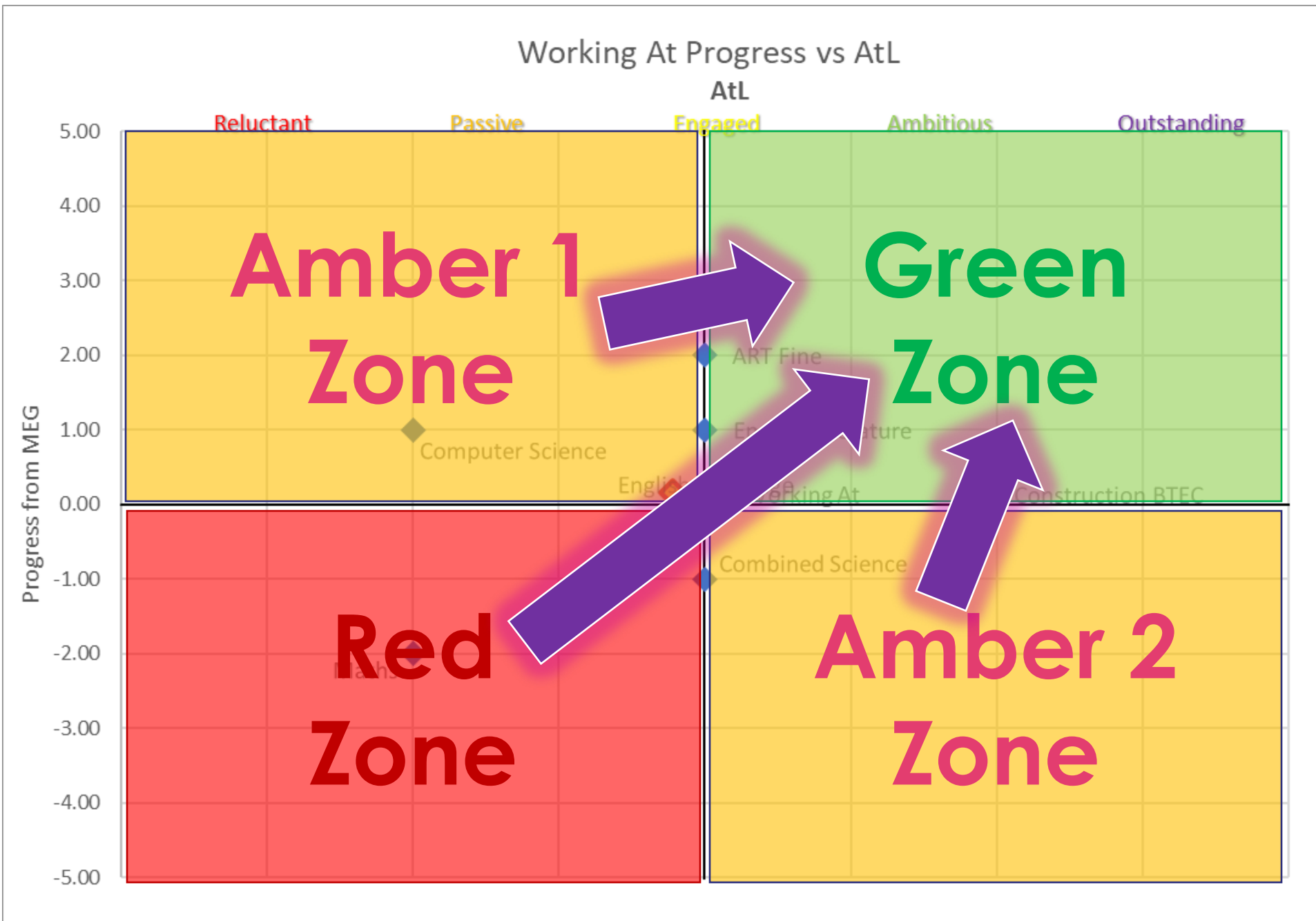
- Listen closely to instructions/key information
- You are part of the solution. Ask for help if you are stuck
- **Attend Intervention** sessions and follow a **Revision Plan**

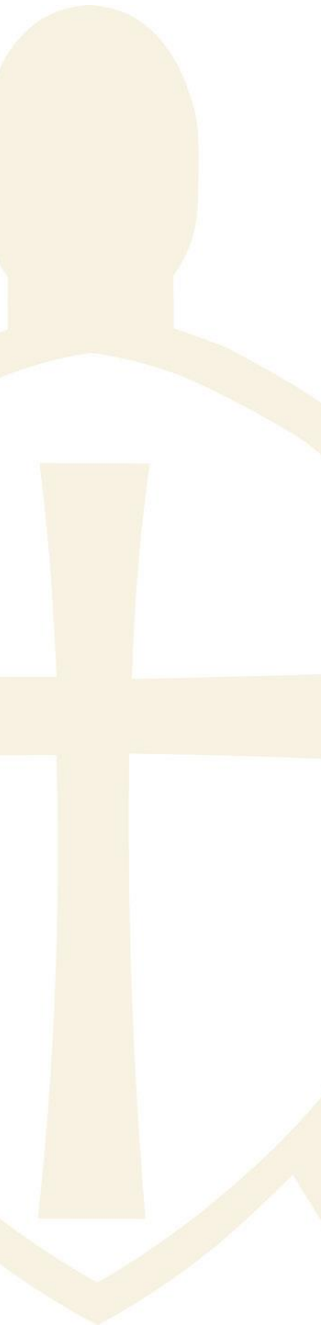
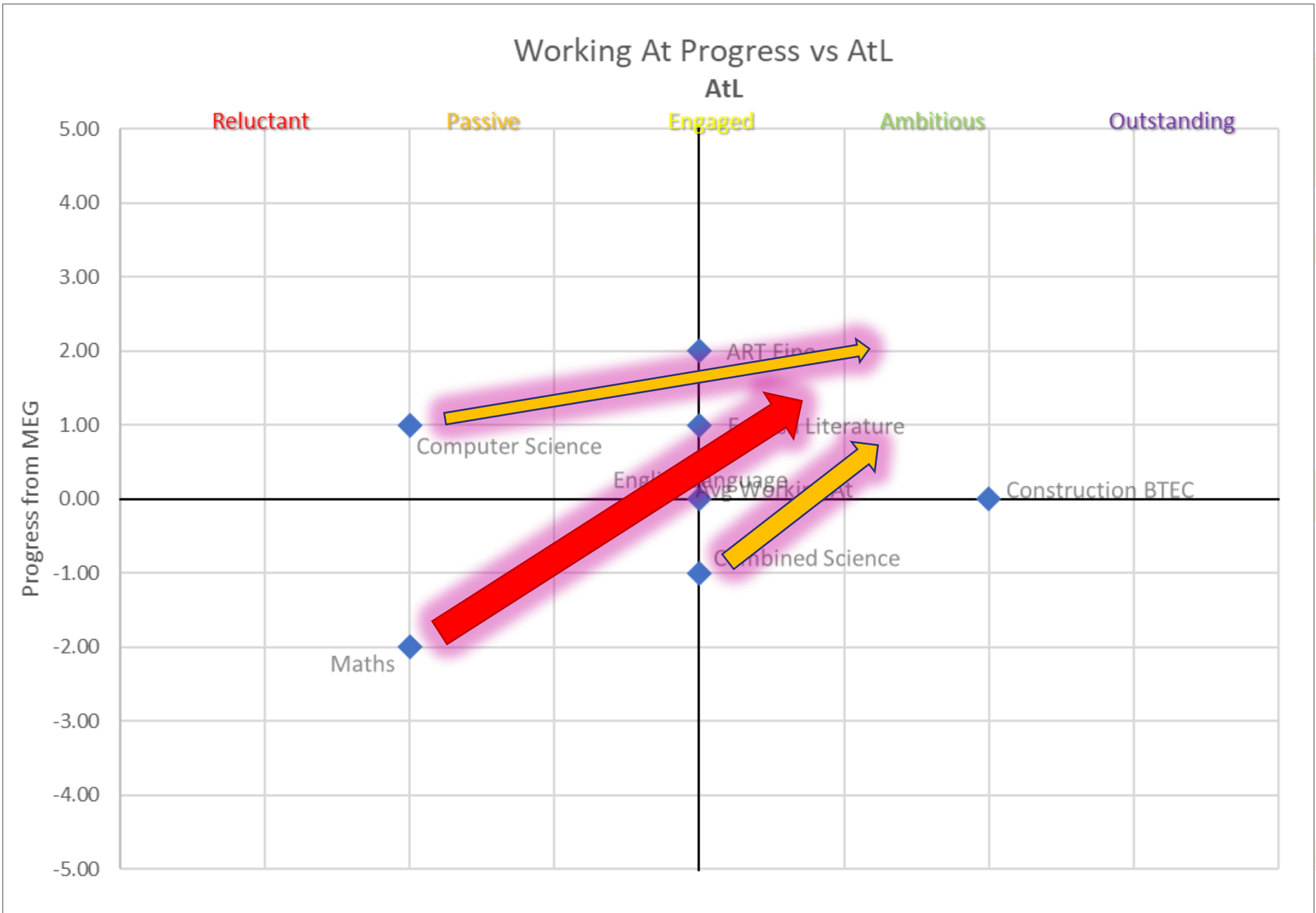
Green Zone Good progress and engagement in lesson
 You are doing a brilliant job. **Keep it up!**

- You are doing RAW-SOME! (5mths until your exams)
- Keep balance in working hard every day
- Carry on working through your **Revision Plan**

Amber2 Zone Good effort, but not making the progress yet
 You'll make MORE Progress if you work **SMARTER**

- Ask your teacher what are the best things to revise?
- Focus on past paper questions in your **Revision Plan**
- See if there are any **interventions** you could join

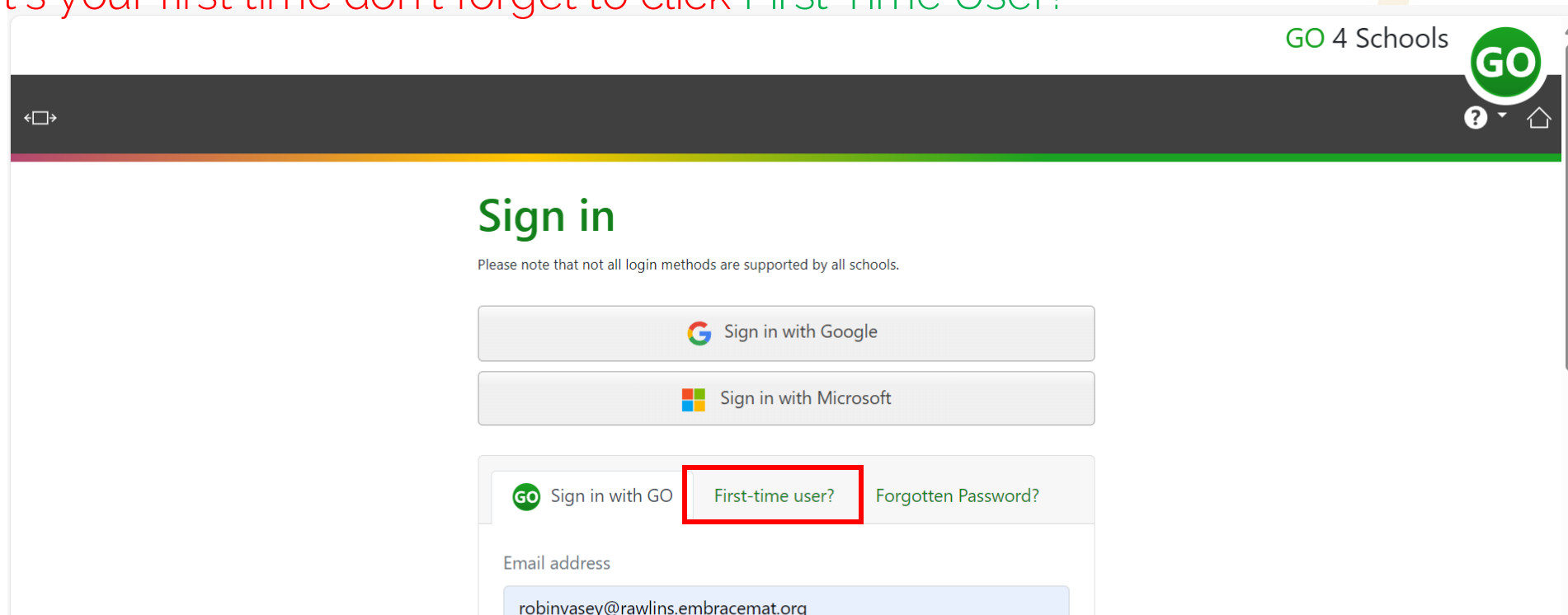




In Depth Data – is still on Go4Schools

- 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?](#)

A screenshot of the Go4Schools website's sign-in page. The page has a dark header with the 'GO 4 Schools' logo and a green 'GO' button. Below the header, the main content area is white. It features a 'Sign in' heading in green, followed by a note: 'Please note that not all login methods are supported by all schools.' There are three login buttons: 'Sign in with Google' (with a Google logo), 'Sign in with Microsoft' (with a Microsoft logo), and 'Sign in with GO' (with a green 'GO' logo). The 'Sign in with GO' button is highlighted with a red rectangle. To the right of this button are links for 'First-time user?' and 'Forgotten Password?'. Below these buttons is an 'Email address' input field with the text 'robinvasev@rawlins.embracemat.org' entered.

GO 4 Schools

Sign in

Please note that not all login methods are supported by all schools.

Sign in with Google

Sign in with Microsoft

GO Sign in with GO First-time user? Forgotten Password?

Email address

robinvasev@rawlins.embracemat.org

Parents Evenings and Information Evenings

Year 11

12/09/24 - Year Ahead

Year 11 Mocks - Window 1 - One Week Each
Side of October Half-term

28/11/24 - Y11 Parents Evening 1 Online

Year 11 Mocks - Window 2 - One Week Each
Side of February Half-term

27/03/25 - Y11 Parents Evening 2 Online

05/05/25 - GCSE Exams Begin

RAWLINS
Sixth Form

Open Morning
Saturday 2 November 2024



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Progress and Achievement

September 2024



Exam Results 2023 = Our Best Results Ever!



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[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

Exams 2024 – Provisional Figures

RAWLINS
BEST EVER
YEAR!!

A faint, light-yellow background logo on the right side of the slide. It depicts a stylized human figure from the waist up, holding a large, spoked wheel or steering wheel. The figure's arms are extended to the spokes of the wheel.

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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Teaching and Learning at Rawlins - Homework

September 2024

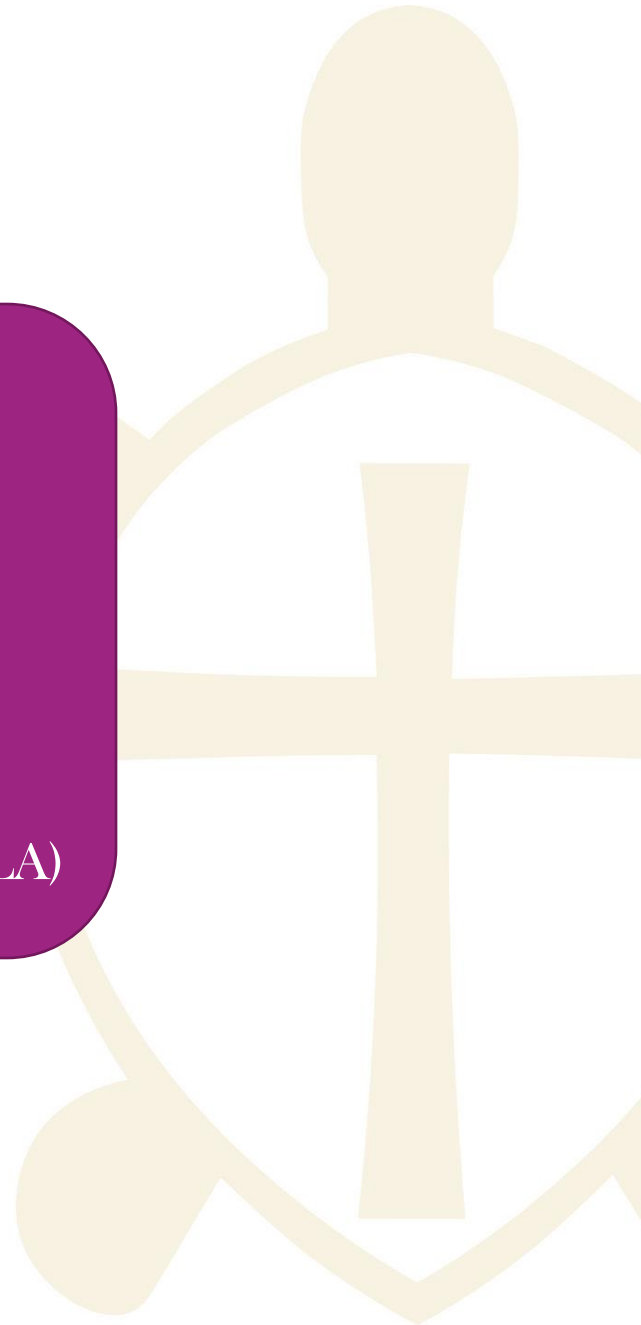


Homework and Revision

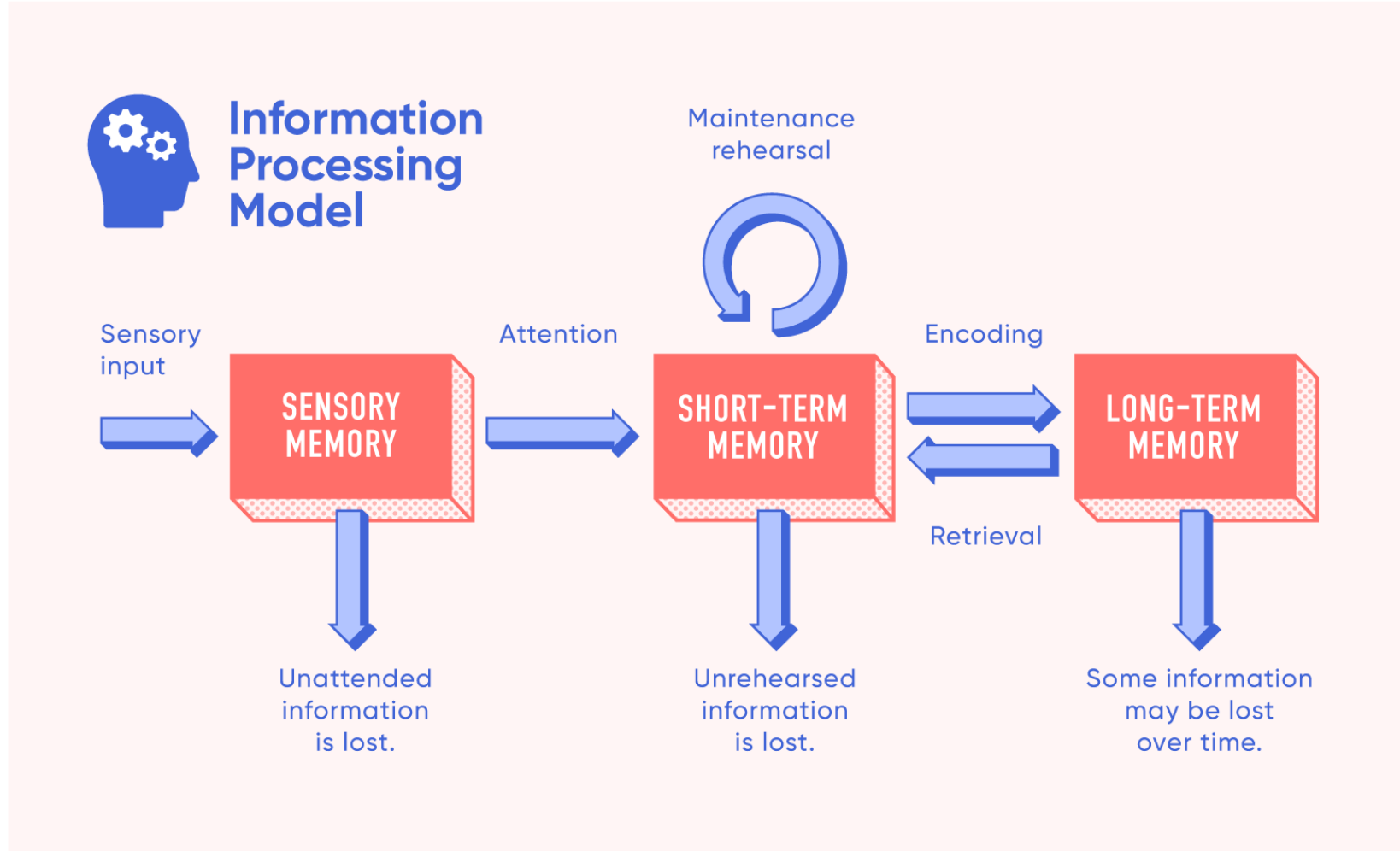
“Using your memory, shapes your
memory.

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.



LOOK

Look at a section in your knowledge organiser and read it carefully.



SAY

Explain it out loud (this is where a parent, carer or friend can be really helpful)



COVER

Cover up the section and try to remember what was written.



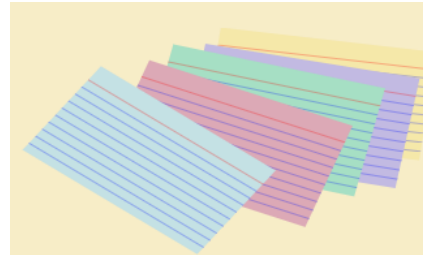
WRITE

Write down what you remembered from memory.



CHECK AND CORRECT

Uncover the section and check if what you wrote matches. If not, make a note of the knowledge you still need to learn.



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-year-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, Truth Vs Old Age, Loneliness, Courage Vs Fear, Family, Loss, Compassion and Forgiveness, Fate, 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 natural paradise; by night, it is cloaked 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.

Key Vocabulary

barrow	an ancient burial mound
carrion	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 noise
mausoleum	impressive building housing a tomb or group of tombs
obelisk	a tapering stone pillar set up as a monument or landmark
hemlock	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	concerned with or a fear of death
obstinate	stubbornly refusing to change one's opinion
consternation	anxiety or dismay of something unexpected
palpable	an intense feeling or atmosphere
transpire	come to be known, be revealed

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 treasure seekers.
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 unconsecrated ground.
Scarlett Perkins	A young girl who can see Bod in the graveyard.
Noona Perkins	Scarlett's mother who talks for a local historian.
Cotus Pompeius	The oldest member of the graveyard's community.
Nehemiah Trot	The graveyard post.
Abanazer Balger	A local pawnbroker whose shop Bod visits.
The Man Jack	Antagonist - 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 on the Grey	A mysterious figure on a white horse.
The Ghosts	They take the names of the first person they are: The Duke of Westminster, Honourable Archibald Fitzhugh, The Bishop of Bath and Wells and several others are mentioned in the book.

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

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 emphasise 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.

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.

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.

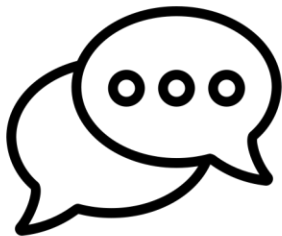
HOMEWORK: How can you help your child at home?



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.





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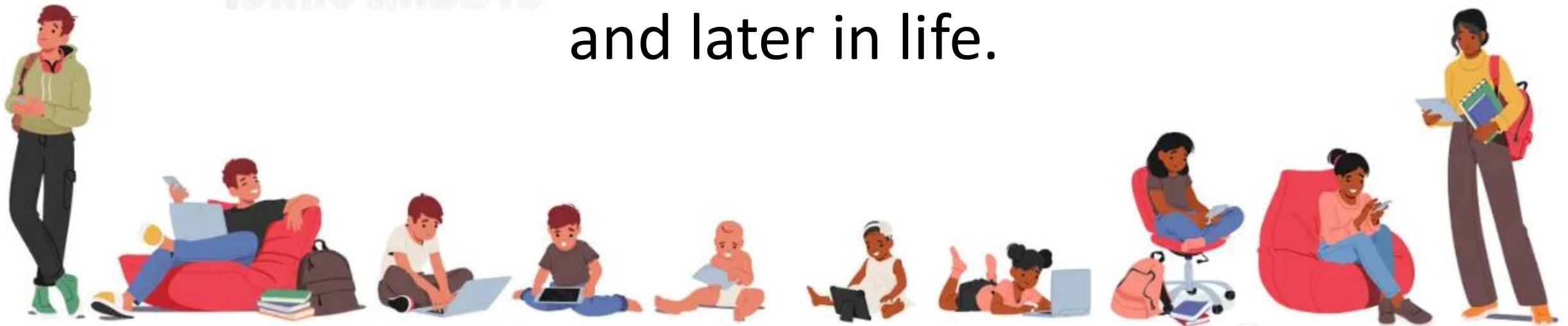
Literacy and Reading at Rawlins

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.



READING IS AT THE
HEART OF OUR
LITERACY CULTURE

Inspiring Hope:
CULTURE

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



RAWLINS
READS!



Library Study Club

Students can access the library:

- At Lunch
- Tues, Wed, Thurs (3:00pm-4:00pm)



sparx



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 above.

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**

ALL TEACHERS
ARE TEACHERS
OF LITERACY

Building Success:
PEDAGOGY



Parent/carers 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:
SUPPORT

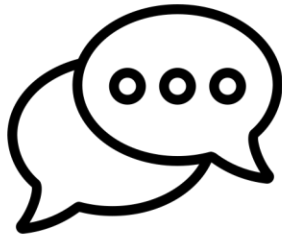
READING: How can you help your child at home?



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

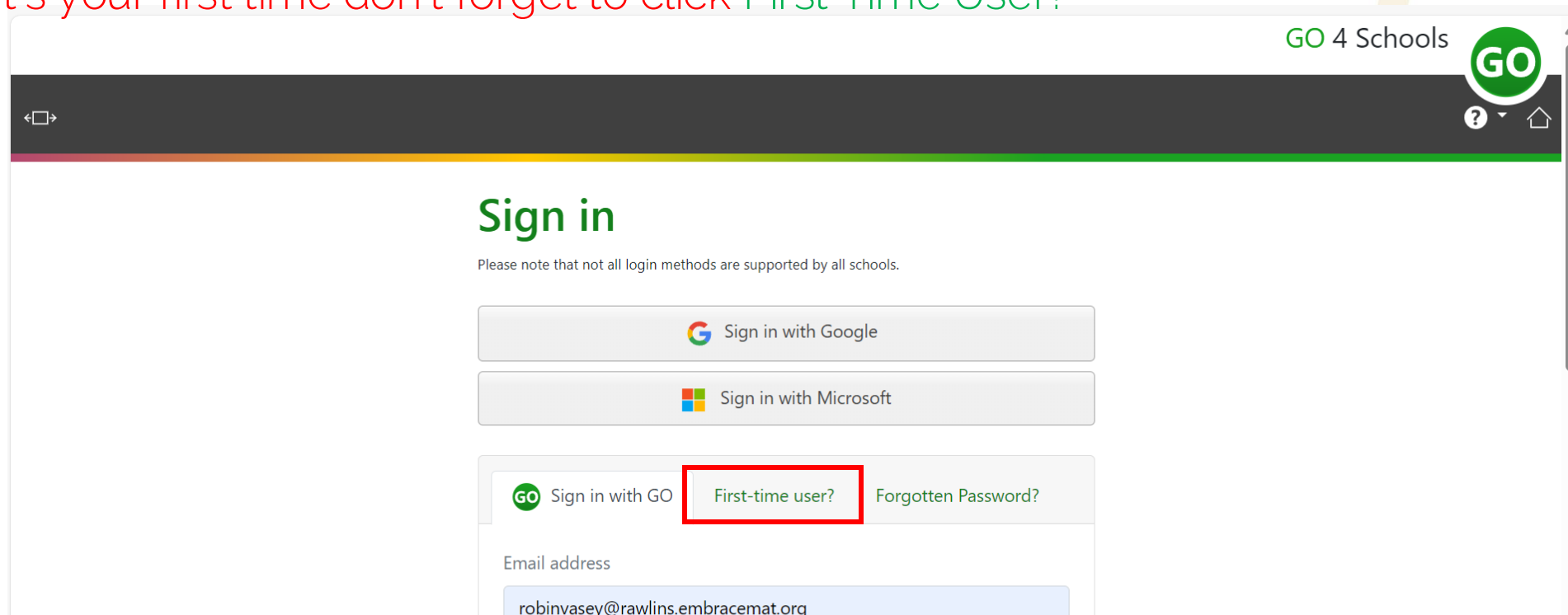
September 2024



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?](#)

A screenshot of the Go4Schools website's sign-in page. The page has a dark header with the 'GO 4 Schools' logo and a 'GO' button. Below the header, the main content area is white. It features a 'Sign in' heading, a note about login methods, and three sign-in buttons: 'Sign in with Google', 'Sign in with Microsoft', and 'Sign in with GO'. The 'Sign in with GO' button is highlighted with a red box, and it contains a link for 'First-time user?'. Below the buttons, there is an 'Email address' input field with the email 'robinvasev@rawlins.embracemat.org' entered.

GO 4 Schools

Sign in

Please note that not all login methods are supported by all schools.

Sign in with Google

Sign in with Microsoft

GO Sign in with GO [First-time user?](#) [Forgotten Password?](#)

Email address

robinvasev@rawlins.embracemat.org

2024 - Launch of Bromcom



Student VLE App/Portal



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[Newsletter](#)

[Lettings](#)

[Contact](#)



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[IT SUPPORT](#)

[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

IN THIS SECTION

[Accelerated Reader](#)

[BBC Bitesize](#)

[Bookworm Base](#)

[Bromcom VLE portal](#)

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 \(bromcomvle.com\)](https://bromcomvle.com)

MY CHILD AT SCHOOL (MCAS)



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IN THIS SECTION

[Attendance and Reporting
Absence](#)

[Attitude to Learning](#)

[Careers](#)

[Curriculum](#)

[Exam Results](#)

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

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:

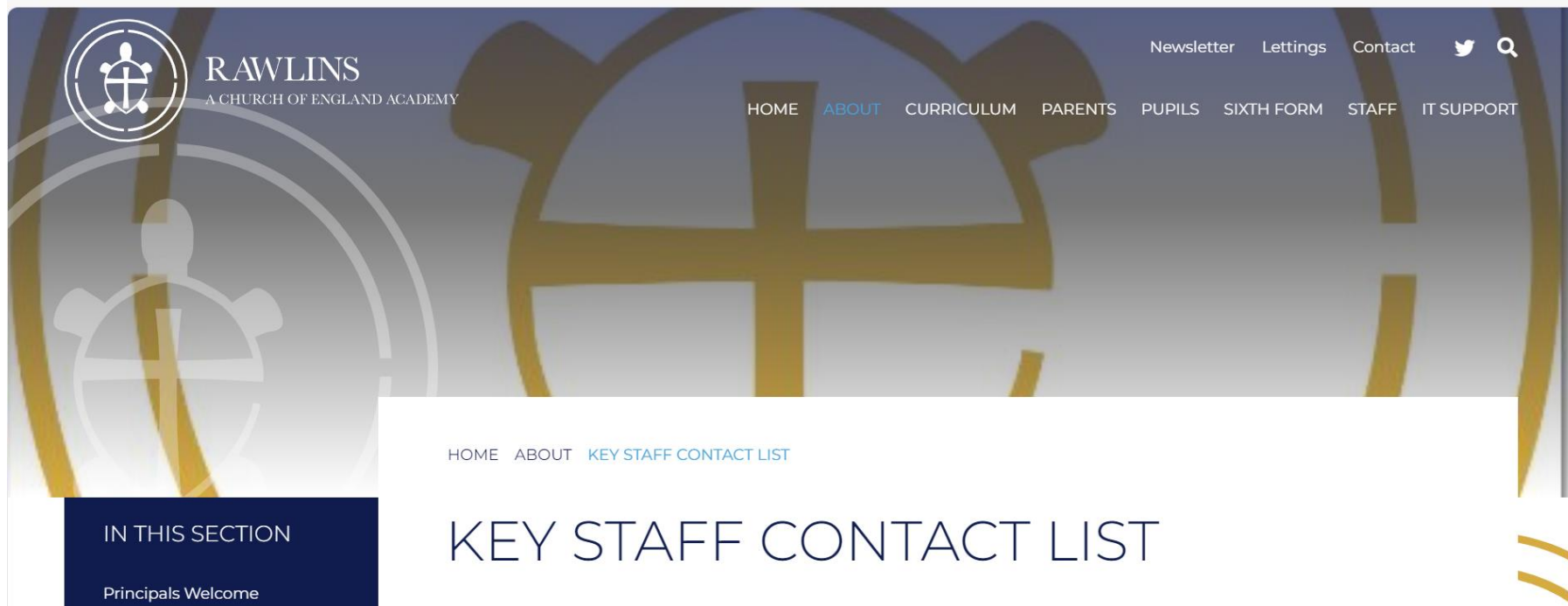
- Attendance data
- Timetable
- Homework
- Behaviour record
- Reports
- Parental Consent Module / Data collection form

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



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

My Child at School
(MCAS)

