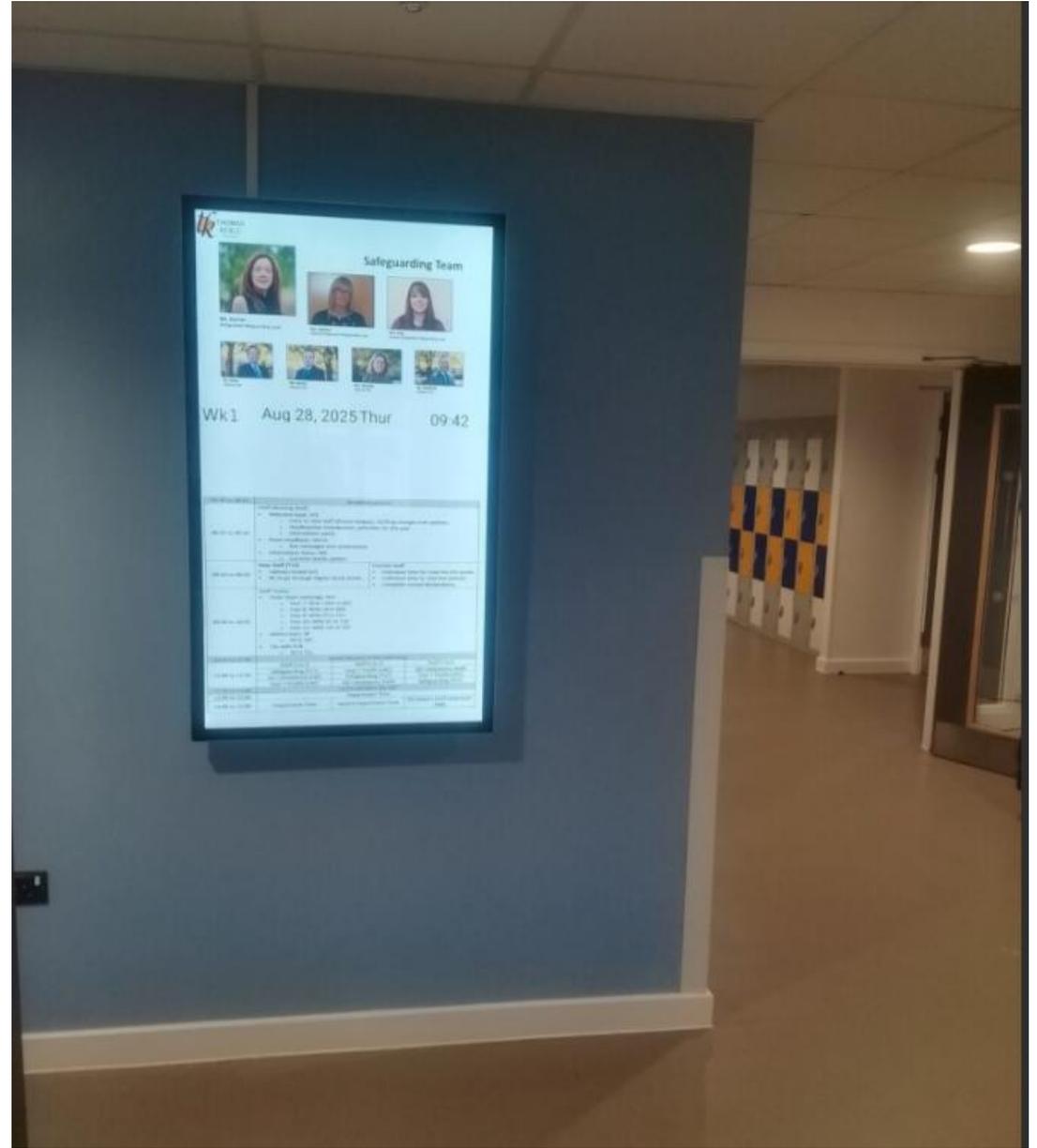




Year 7 Information Evening
16th September 2025

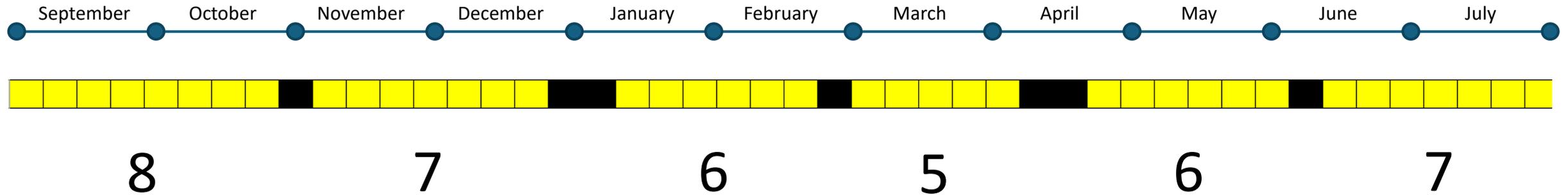




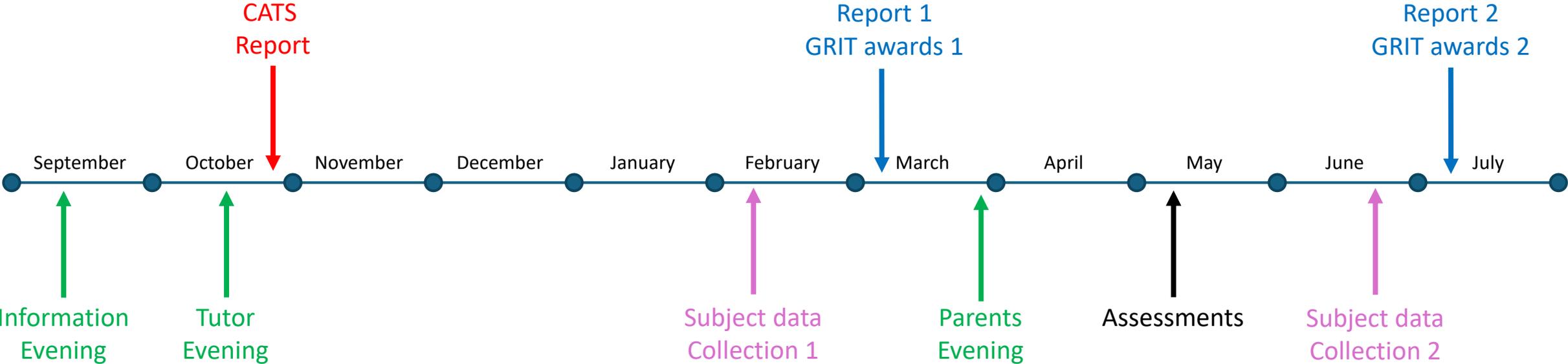




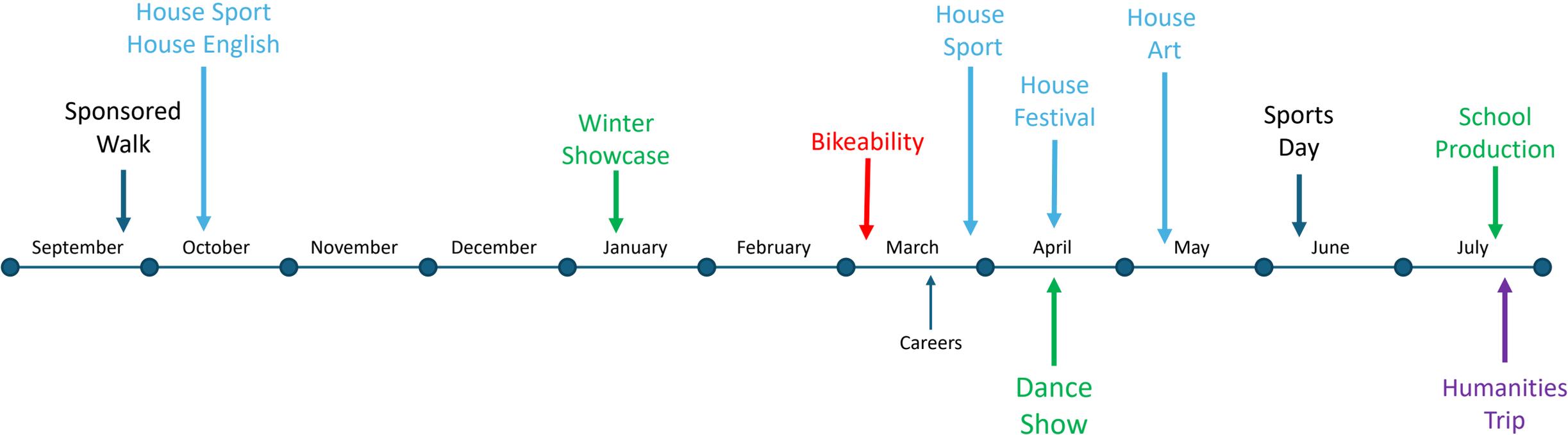
Term lengths across the year



Reports on progress and meetings in school

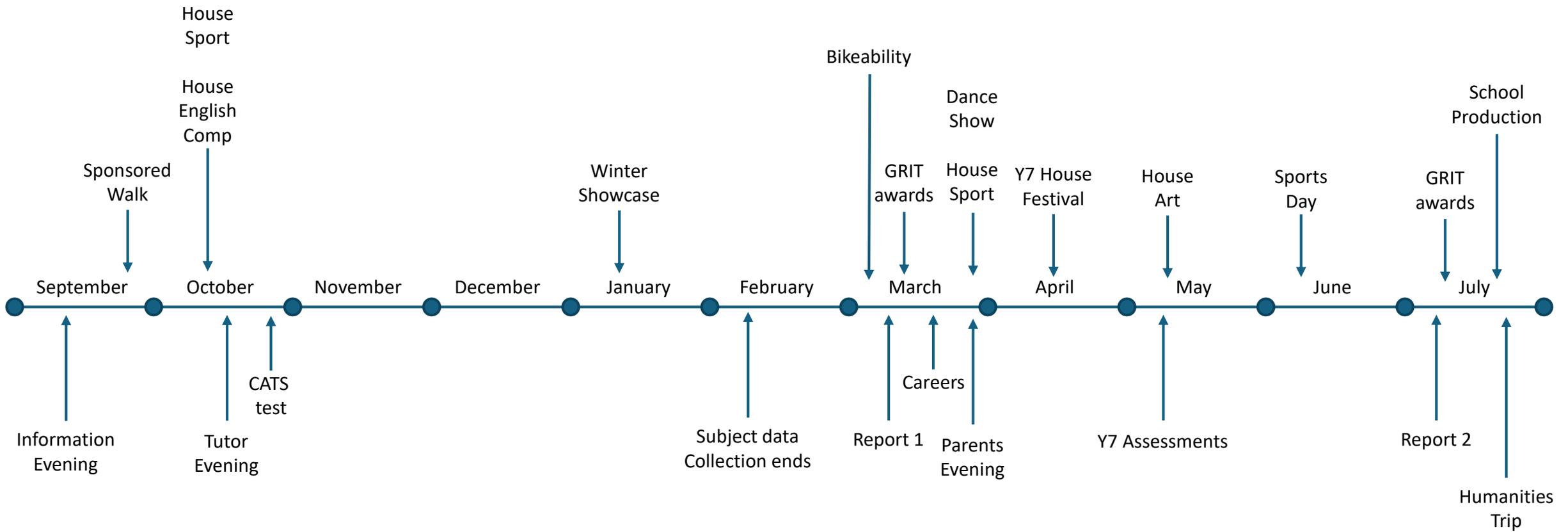


Events and activities



During the day and after school activities

Day	Time	Activity
Monday	Lunchtime	TK voices , Drama club and Animal Club
	After school	Rugby
Tuesday	Lunchtime	Spanish comic book club, Science club , Animal Club and Badminton Club
	After school	Homework support - all year groups, Art club, Maths club and Beginner flute club (invite)
Wednesday	Lunchtime	KS3 Textiles, Intermediate Flute Group (invite), Dance club, Animal Club and Basketball (Weeks 1 only)
	After school	Netball and X-country running
Thursday	Lunchtime	DT club, Netball, Debating club and Animal Club
	After school	
Friday	Lunchtime	Crafting – crochet, journaling, card making etc , Animal Club and Languages Club
	After school	Girls rugby

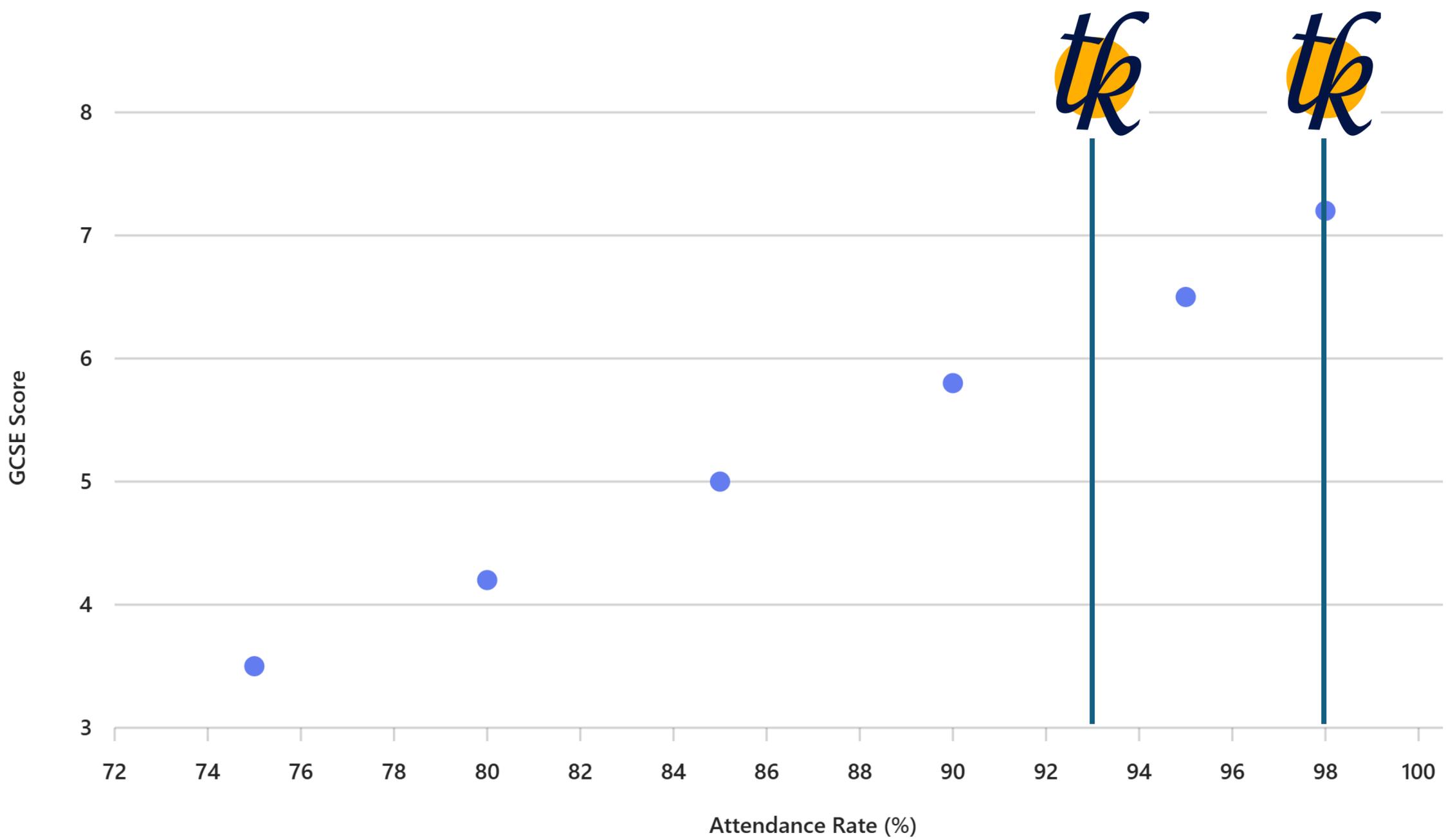




Attendance

New guidance that schools must follow

- **Daily Attendance Data Sharing.**
- **Limited Exceptional Circumstances** for authorised absence.
- **10 sessions** of unauthorised absence within 10 school weeks



7	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Art	Mus	Dra	CS/ICT	DT
	6	7	6	4	3	3	5	2	2	2	2	2	2	4

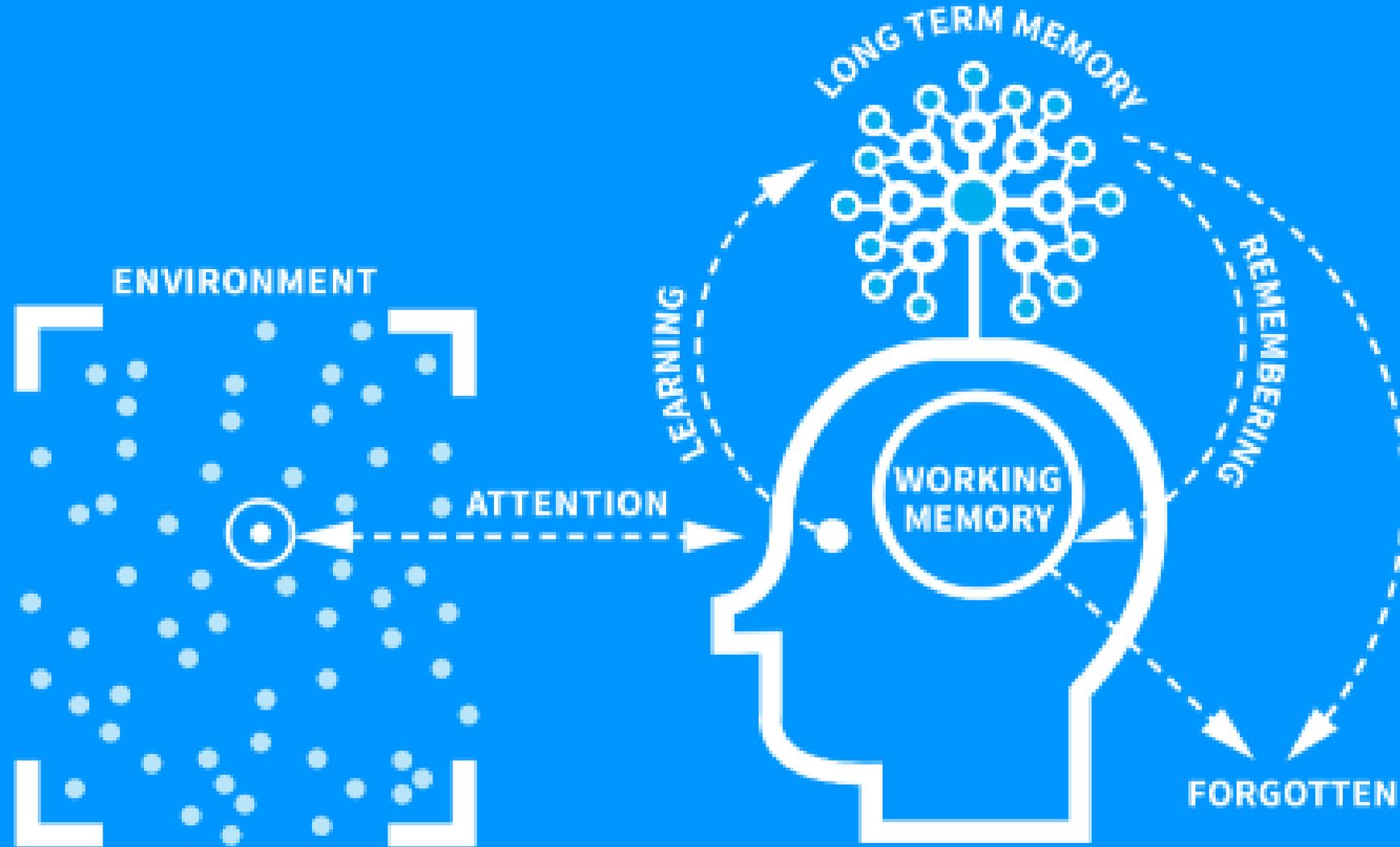
Tutor Groups

Mixed groups: Humanities, Arts and Computing

Mixed groups: MFL and DT

Streamed groups: Maths, Science, PE

THE LEARNING MODEL



Teaching and Learning Approaches

Punctual

Equipped

Learning starts on entry

Calm and orderly



Consistent Challenge for All





COLD CALLING

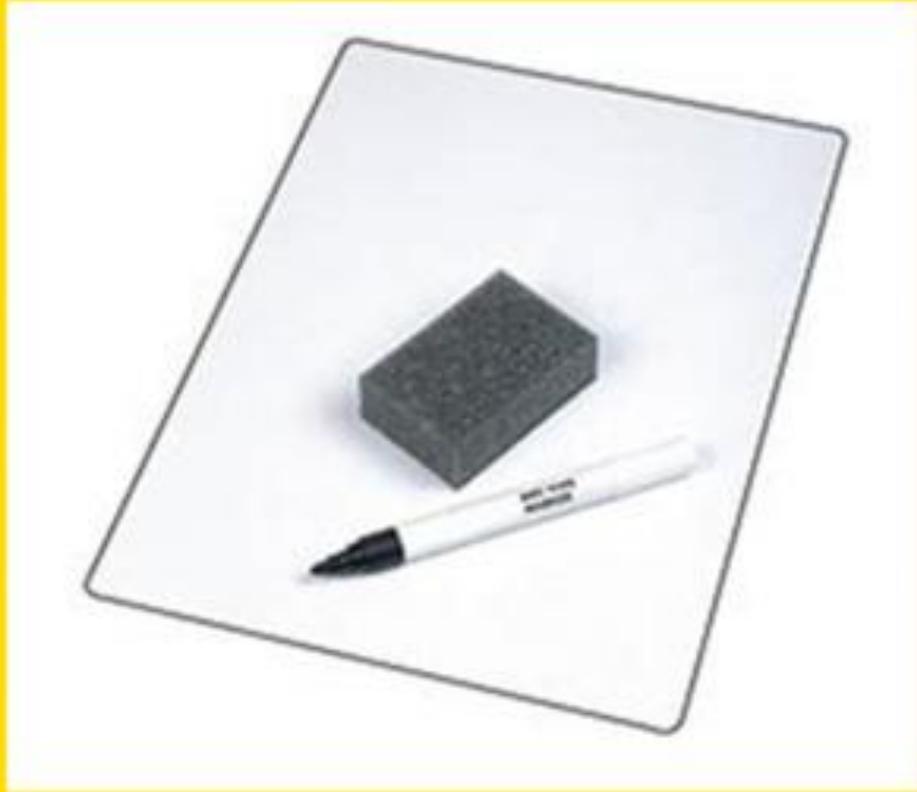
WHY COLD CALLING?

1. Everyone's voice is valid, and we want to hear as many as possible.
2. We want you all to be really thinking as if we don't think about things, they don't move into our long-term memory, and we are unlikely to remember them.

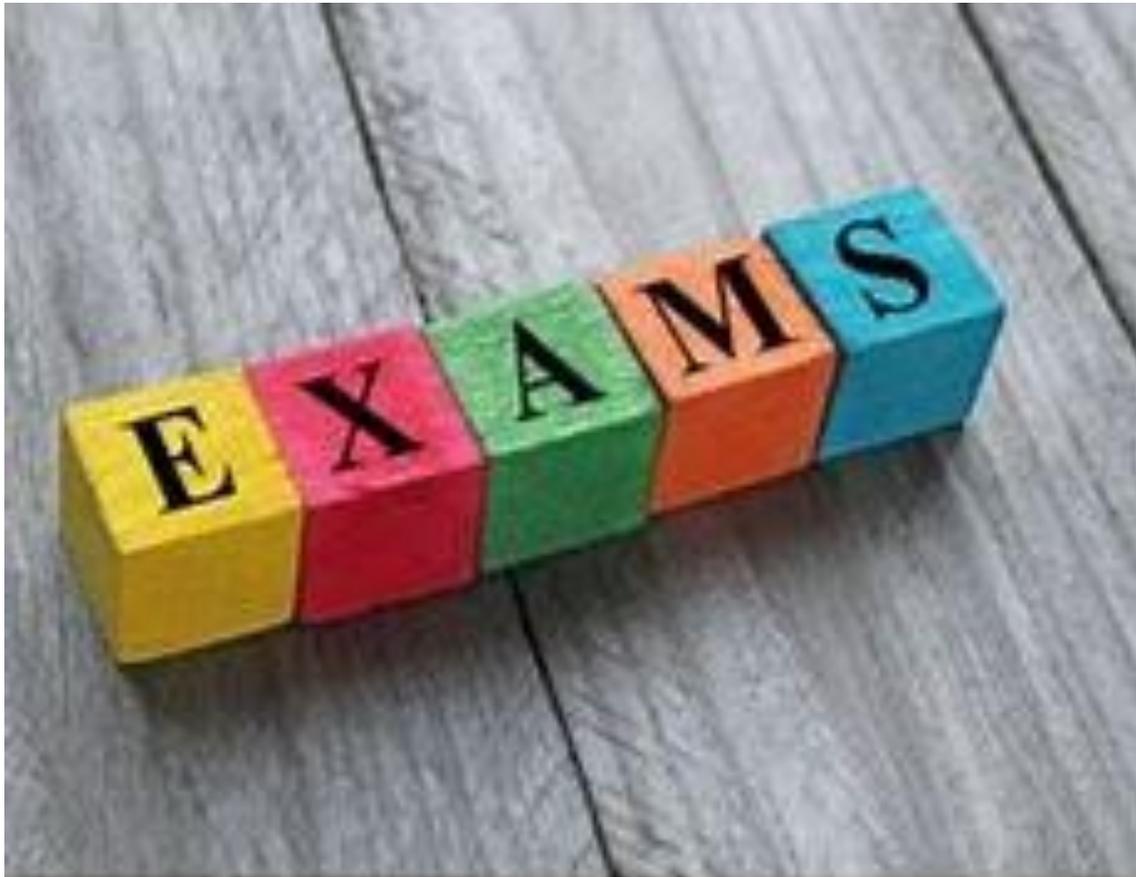


TO HELP YOU, WE WILL:

- . Give you thinking time.
- . Sometimes allow you to consult a neighbour.
- . Value your sensible responses.



Show-Me Boards



Exams:

- Annual exam week w/b 18th May
- Interim subject assessments

English	Mrs E. Park
Maths	Mrs V. Levantesi
Science	Mr O. Hynes
Art	Mr B. Clarke
Computing	Mrs V. Levantesi
CPSE	Miss H. Atkins
Drama	Mrs R. Steckbeck
DT	Mr C. Jackson
French	Ms S. Chambers
Geography	Mr P. Acton
History	Mr R. Kingscote
Music	Miss M. Beggan
PE	Mrs L. Stradling
RE	Miss R. Walker

Assessment Point 1 6 March 2025	
Effort	Homework Concern
1	No
1	No
2	No
2	No
2	No
n/a	n/a
2	n/a
1	No
2	No
2	No
1	No
2	No
1	Excellent
1	No

Mid-year Assessment	
Test Mark /Total	Cohort Average
33/40	22
46/68	26
41/59	35
34/40	26
19/44	22
41/50	25
n/a	n/a
n/a	n/a
76.50/100	61
34/49	22
55/70	30
85/100	65
n/a	n/a
22/35	17

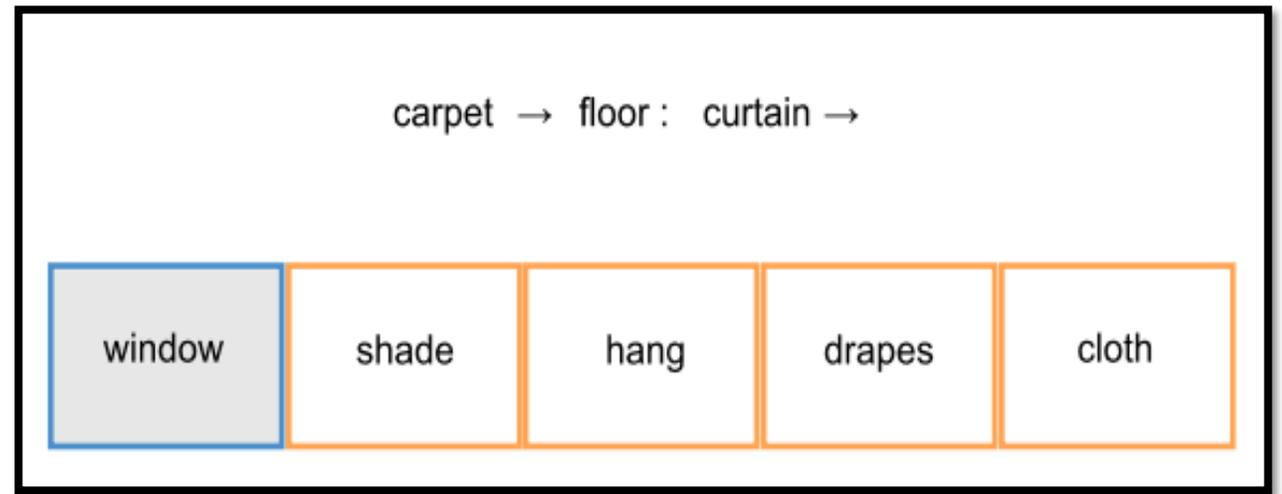
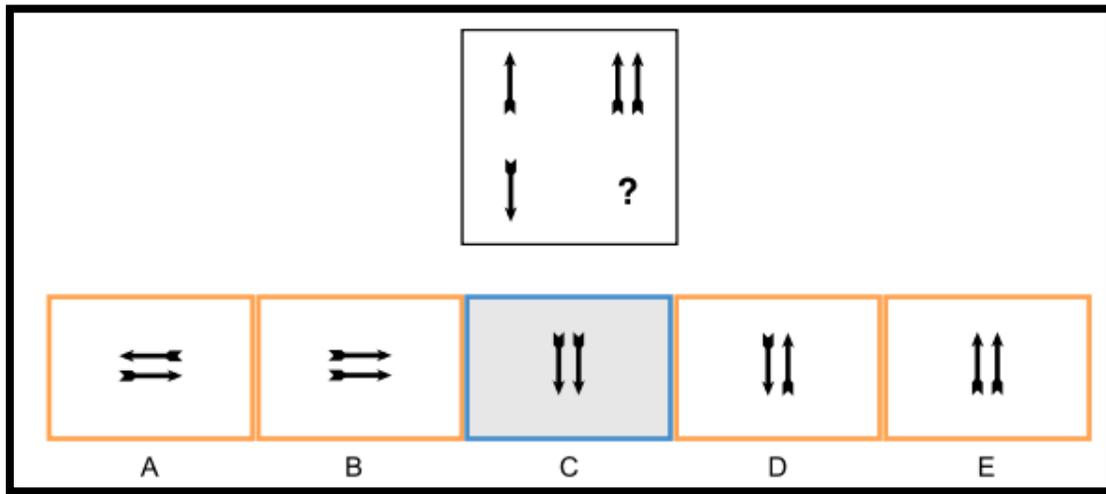
Assessment Point 2 4 July 2025		
Effort	Homework Concern	Progress
1	No	Working at
1	No	Working at
1	Yes	Working at
2	No	Working at
2	No	Working below
1	n/a	Working at
2	n/a	Working at
1	No	Working above
1	No	Working at
1	No	Working at
1	No	Working at
2	No	Working at
1	Excellent	n/a
2	No	Working at

Progress – Each teacher makes an overall progress judgement based on the range of assessments made to date, how the student has been working in lessons, and with reference to their starting point when they arrived at Thomas Keble. If the teacher has stated they are currently working below the level of progress expected they will discuss this with you at the next parents evening.

A teacher may indicate a **Homework Concern** where homework is either not completed to a deadline or it is handed in below the expected standard for the task.

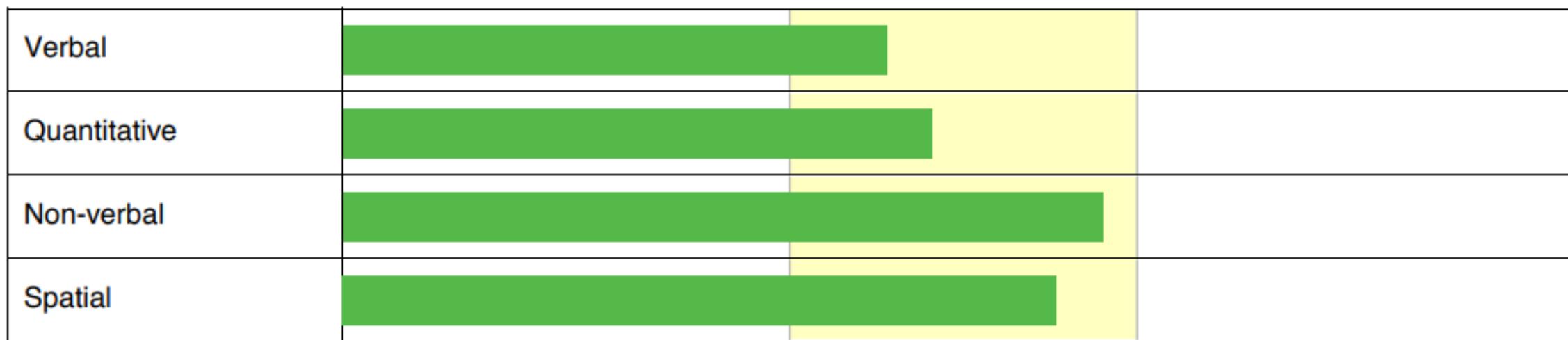
PE – Practical Performance instead of Homework Concern

Effort 1 (Highest)	Effort 2	Effort 3	Effort 4 (Lowest)
<ul style="list-style-type: none"> Actively participates in lessons at all times. Fully engaged. Actively seeks improvement feedback. Shows great resilience and perseveres with challenges. Manages time and work efficiently and is very disciplined. 	<ul style="list-style-type: none"> Shows a good interest in learning and is attentive and focused. Responds well to feedback, completing work to the expected standard. Shows resilience and perseveres with challenges. Willingly does all that is asked. 	<ul style="list-style-type: none"> Generally focused but can be passive. More effort is needed to improve work. Some resilience but may give up on challenging tasks. Does the minimum that is asked of them but not much more. 	<ul style="list-style-type: none"> Little effort to be involved in the lesson and may disrupt the learning of others. Little effort to improve work. Avoids challenge and will give up quickly. Does not take pride in their work. Takes little or no responsibility for their own learning or behavior.



- Rounded profile of ability
- Target support and provide the right level of challenge
- True potential, flagging where hidden factors are affecting performance
- Statistically reliable. (standardised on 25,000 verified on 250,000 annually)

Profile



Indicators for GCSE

Subject	■ Most likely grade achieved	■ 'If challenged' grade achieved	GCSE point scores								
			U/1	2	3	4	5	6	7	8	9
English Language	4.6	5.5					●	●			
English Literature	4.6	5.5					●	●			
Maths	5.2	6.1						●	●		

Parents' Evening: 19th March

Thomas Keble School

Parents' Evening System

Welcome to the Thomas Keble parents' evening booking system.
Appointments can be amended via a link from the email confirmation - please ensure the email address you use matches exactly with that we have for you on our system.

Your Details

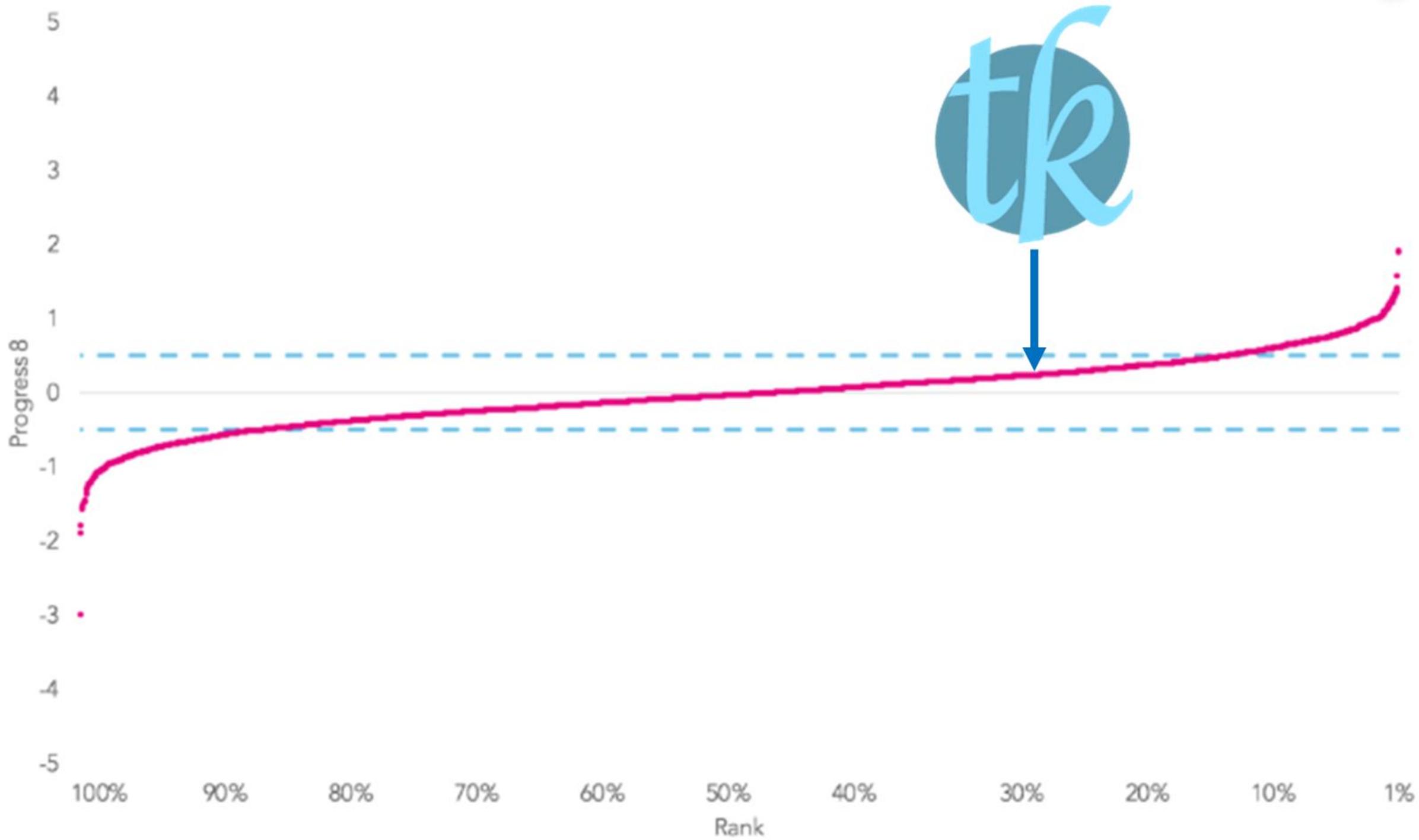
Title	First Name	Surname
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Email	Confirm Email	
<input type="text" value=""/>	<input type="text" value=""/>	

Student's Details

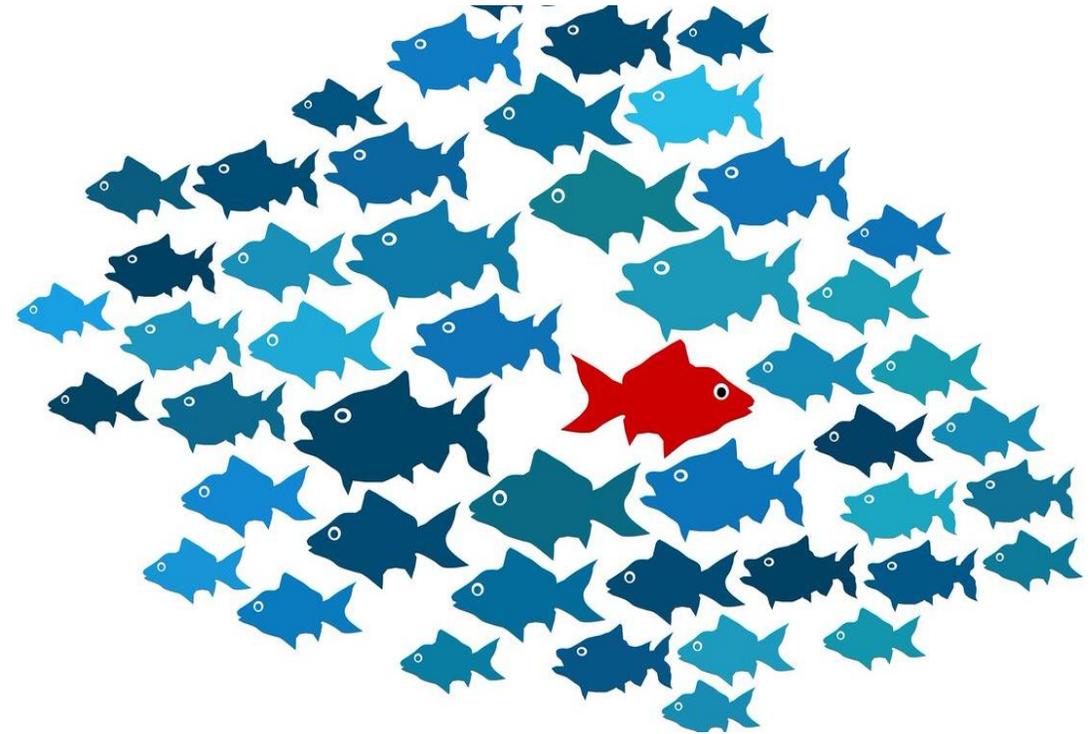
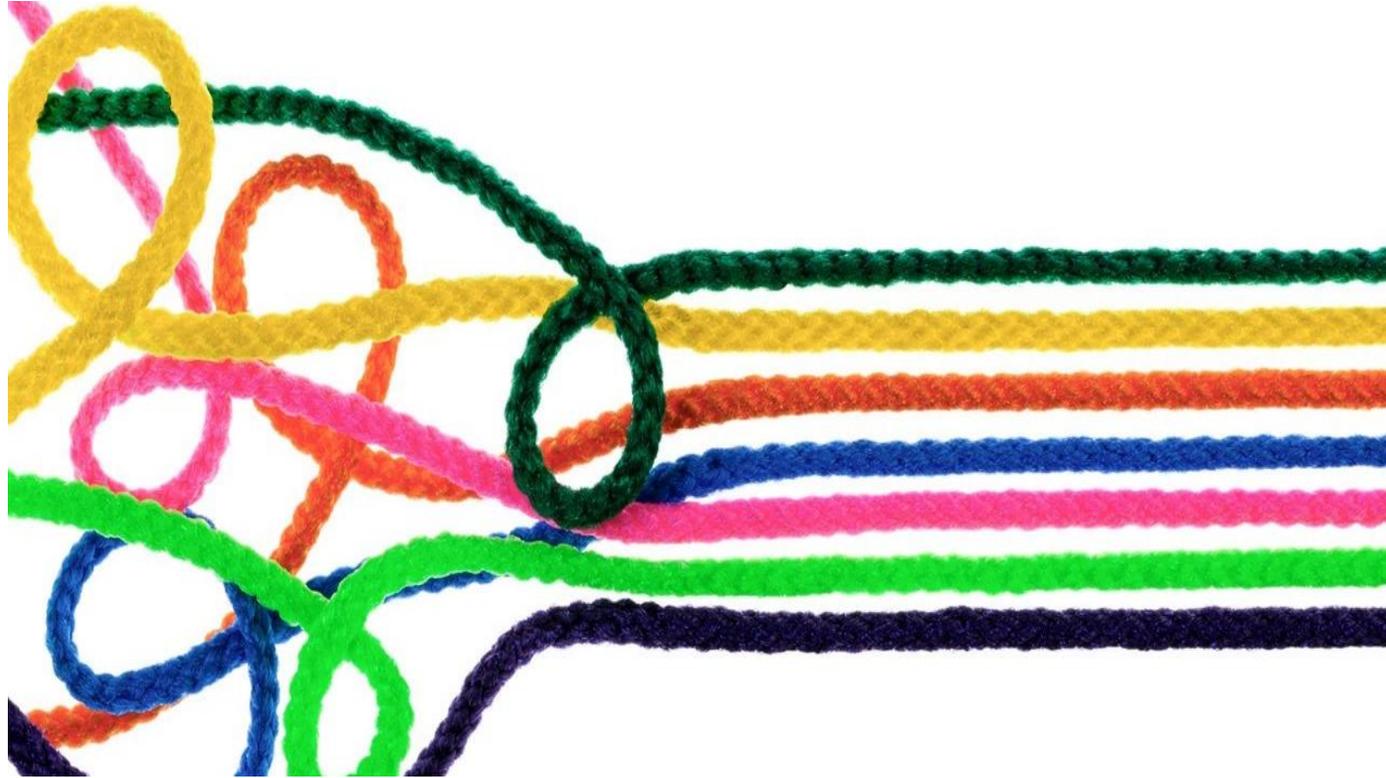
First Name	Surname	Date of Birth
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="1"/> <input type="text" value="January"/> <input type="text" value="2010"/>

Log In

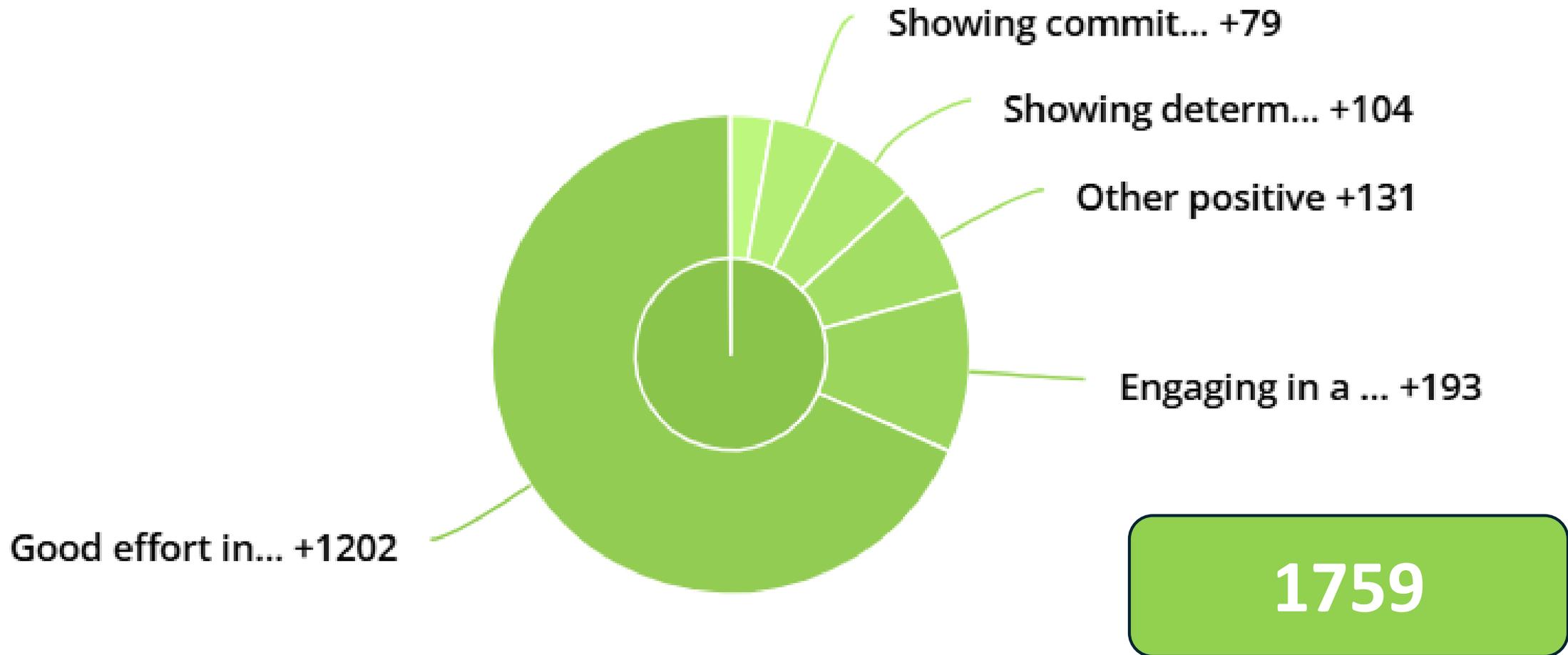




Behaviour and Rewards



Respect 🏆 Excellence 🏆 Ambition 🏆 Compassion 🏆 Honesty 🏆





Carpenter 19691	Jenner 20381	Lee 18475	Mercia 19334	Whittle 20538



A close-up, low-angle shot of a person's legs and feet as they hike up a rocky, grassy hillside. The person is wearing dark brown hiking boots with red accents and white socks. The ground is covered in dry, brown grass and small rocks. The background shows a clear, light blue sky.

Friday 29th September

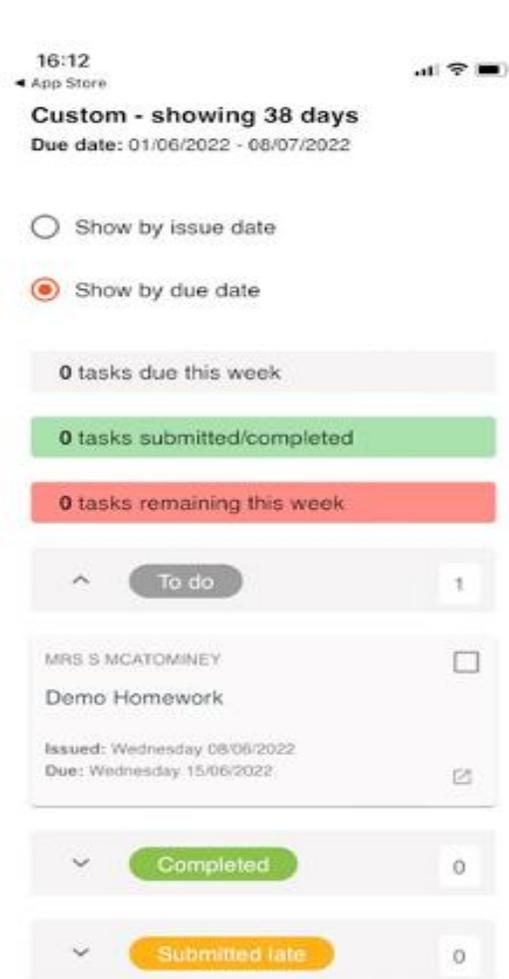
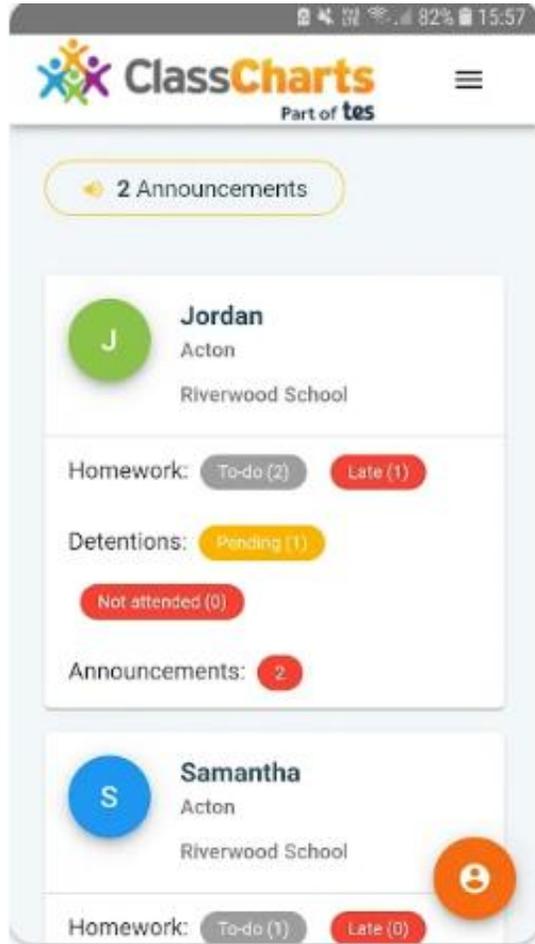
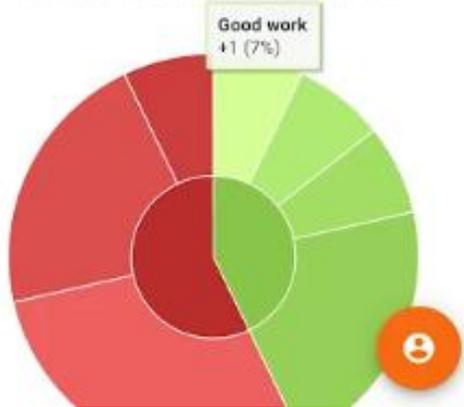
St Peter's Hospice, Bristol
The Disaster Emergency Committee
Thomas Keble PTA



Custom - showing 31 days
Date: 24/08/2020 - 23/09/2020

Behaviour score breakdown

Click on a segment to view more information





Search all collections

Title Filters

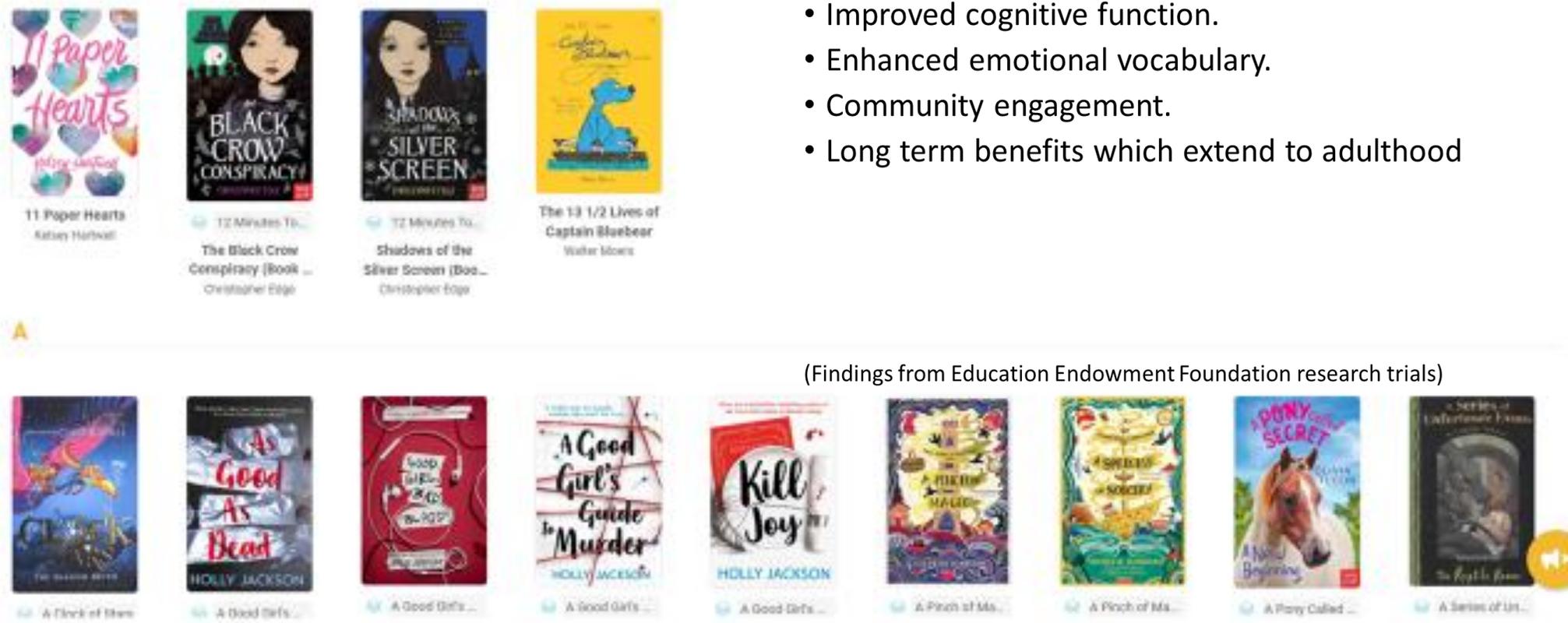
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z # ALL

Collections

- 1. KS3 Fiction 2019
- 2. Older Reader Books 999
- 3. Graphic Novels and Comics 339
- 6. Non-Fiction 309
- 8. Careers 11

Contact

Powered by Libby



- Improved cognitive function.
- Enhanced emotional vocabulary.
- Community engagement.
- Long term benefits which extend to adulthood

(Findings from Education Endowment Foundation research trials)



Graduated Pathway

Thomas Keble School

Our pathway sets out the different levels of support we can offer to pupils
 We want to be transparent about what we can and can't offer
 A Graduated Response allows us to support the most children

1 Early

- Emerging concerns around:**
- Attendance
 - Homework
 - Social difficulties
 - Behaviour
 - Family relationships
 - Undiagnosed learning Needs
 - Anxiety

- Typical actions:**
- Tutor meeting
 - HoY + Tutor agree on actions
 - Raised in weekly briefing
 - Peer support
 - Drop-in service
 - Signposting external services
 - SENDCo links with teachers.



2 Core

- Established concerns around:**
- Attendance < 92%
 - Escalating homework issues
 - Social difficulties
 - Escalating behaviour issues
 - Difficult family relationships
 - Learning Needs are a barrier to learning and attendance.
 - Increased anxiety

- Typical actions:**
- HoY contact or 1:1
 - Referral to YMM or TIC+
 - Small Group work
 - 6 pastoral mentoring sessions
 - Time-limited Exit Card.
 - "Passport" created and shared.
 - Animal Club invitation.
 - Attendance intervention



A My Plan document may be created to summarise concerns, interventions and voice.
 The most appropriate team will create and manage the plan, dependent on the need.



3 Targeted

- Substantial concerns around:**
- Attendance < 82%
 - Not engaging with homework
 - Unresolved social difficulties
 - Emerging risky behaviour
 - Escalating family relationships
 - Learning Needs unmet
 - Anxiety becomes a concern

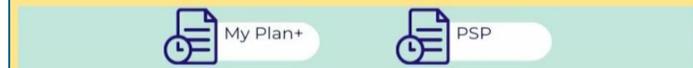
- Typical actions:**
- Safe Guarding Lead contact
 - My Assessment.
 - Formalised attendance intervention
 - My Plan or AIM* created
 - Specialist SEND contact
 - Early Help referral
 - Medical Care Plan
 - *Attendance Intervention Meeting



4 Intensive

- Considerable concerns around:**
- Persistent Non-attendance
 - Disengaged with learning
 - Emerging criminality
 - Behavior is disruptive
 - Complex family relationships
 - Identified Learning Needs
 - Anxiety and escalating avoidance

- Typical actions:**
- Safe Guarding Lead contact
 - TAF meeting
 - My Plan +
 - Community Social Worker
 - Educational Psychologist referral
 - CAMHS referral (CYPS)



5 Specialist

- Significant concerns around:**
- Missing education
 - At risk of Permanent Exclusion
 - Youth Offending/gang involvement
 - Edge of Care
 - Violent behaviour
 - Significant Learning Needs
 - Anxiety with risk of harm

- Typical actions:**
- Referral to CAMHS (CYPS)
 - Risk Assessment
 - MARF submitted
 - Hospital Education
 - Alternative Provision
 - EHCP requested
 - Autism/ADHD referral
 - Screening tools



admin@thomaskeble.gloucs.sch.uk



Parent Bulletin

NULL

Parent Bulletin Friday 5th July

PDF File



Parent Bulletin Thursday 27th June

PDF File



IN THIS SECTION

Absence

Biometrics

Calendar School

Cashless Catering

Class charts

Exam results

Expectations