

THE CRYPT SCHOOL



KS4 Introduction to GCSE Evening

18th September 2017

CONTENT

7.00 - Introduction

7.05– 7.30 p.m.

Exam success, expectations, GCSE course structure,
Predicted grades and support provided

7.30 – 7.45 p.m.

Extra-curricular activities
Employability
Work Experience

7.45 – 7.50 p.m.

Pastoral support

8.00 p.m.

Finish

The Duke of Edinburgh's Award at The Crypt School

A Duke of Edinburgh's Award is so much more than a 'pat on the back' for completing a programme of activities. It is recognition of a young person's successful journey of self-discovery and development, renowned by employers and universities for the qualities young people who achieve D of E Awards develop. Its balanced programme develops the whole person - mind, body and soul, in an environment of social interaction and team working.



Year 10 students at the Crypt who have already completed their Bronze Award can start their Silver Award, which should take six months to complete; they can complete their Bronze Award and move straight on to the Silver Award; they can enrol as a Direct Entrant at Silver Award level, which would take them 12 months to complete; or they can enrol at Bronze Award level, which would take them 6 months to complete.

You achieve an Award by completing a personal programme of activities in four sections. You must show commitment for at least an hour a week over an extended period of time in three of the activities: volunteering, physical and a non-physical skill. The fourth section is an expedition, which is organised and run through the school by an external activity provider.

You will find yourself helping people or the community, getting fitter, developing skills and challenging yourself on expedition. These are just the type of experiences that employers and universities are seeking.

But here is the best bit – you get to choose what you do!

Your programme can be full of activities and projects that interest you. Along the way you will pick up experiences, friends and talents that will stay with you for the rest of your life, alongside developing your personal skills and employability.

See Mrs Peake for more information and an enrolment form or email: apeake@crypt.gloucs.sch.uk

Bronze award

Volunteering – 3 months

Physical – 3 months

Skills – 3 months

You also have to do 3 more months in one of the Volunteering, Physical or Skills sections.

Expedition – 2 days / 1 night plus training beforehand

Silver award

Volunteering – 6 months

Physical and Skills - one section for 6 months and the other section for 3 months

If you didn't do Bronze, you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections, ie for 12 months.

Expedition – 2 days / 3 nights plus training beforehand



PLP CONSEQUENCES



Remember that this system is for **behaviour in the classroom** – the focus should remain **as positive as possible**.

CONSEQUENCES

“How do you **choose** to behave?”

C1	Verbal warning
C2	2 nd verbal warning / name on board / short time out (calm discussion)
C3	Blue Form. Pupil sent to HOD/HOY (may need escorting by a reliable pupil) for discussion. After school detention will be set usually. Missed detention without good reason will lead to a further detention being set immediately (telephone call home). Misbehaviour in a detention will result in a telephone call to parents and the pupil being sent home immediately: another detention will be set for the next available opportunity.
C4	Referred to HOY / SLT. Appropriate action taken.

RECORDING CONSEQUENCES

C1 & C2	C2 – Pupil name on board. Frequent C2 recorded in teacher planner and inform tutor/HOY.
C3	Blue form to be completed on Progresso. Detention always set by Teacher/HOD/HOY/SLT. Recorded in pupil planner (on detention page). Pupils to countersign planners, as an acknowledgement of detention. Standard letter sent home. Teacher issuing detention must record this in the PLP detention folder in Reception. 48 hours' notice needed to set detention.
C4	Parents contacted (phone call / letter / meeting as appropriate)

- Punctuality – any student with 3+ lates per term at AM or PM reg will be given a PLP detention by HOY
- The pastoral team will monitor pupil behaviour through Progresso and intervene as necessary
- Detentions will run every evening after school from 3.15 p.m. – 4.15 p.m
- Detentions will take place in the Dining Room.
- Students must be completing work in detentions. It is their own responsibility to bring appropriate school work to the detention. If they do not, they will sit in silence for the hour.
- One member of staff will run detentions each evening, supported by a member of SLT.
- If a student misses a detention, another detention will be set for the following evening. Two missed PLP detentions will result in an Internal Exclusion.
- If a student does not bring their planner to school, they will be issued with a 'day sheet' which can be stuck into the planner (available from reception). Tutors to monitor planners : inform HOY if planner is not present 3+ times in a half term. HOY will issue C3.

Homework / coursework

- Failure to complete homework / coursework should automatically result in a Homework detention
- Homework detentions should be written into Student Planners and on Progresso.
- Students should be given 48 hours' notice and it is their responsibility to inform their parents
- Detentions run from 3.15– 4.00 p.m. in Room 24.
- Failure to attend the detention will result in the student being placed in a PLP detention 48 hours later by HOD running the detention. He / She will place a slip in registers to inform students that a new detention has been set.



PLP REWARDS



REWARDS POLICY

All staff are encouraged to reward good effort and good work both in and outside the classroom. Every effort is made to reinforce good behaviour and good work with praise and rewards. Students have the opportunity to collect Bronze, Silver and Gold merits throughout the school and staff will issue merits based on the following criteria:

BRONZE MERIT CRITERIA

Bronze merits likely to be awarded on a daily basis and awarded for:

General effort and attainment.

Producing an 'excellent' level of classwork & homework.



SILVER MERIT CRITERIA

Silver merits likely to be given approximately once or twice a week to a student and awarded for:

Producing a 'consistently excellent' performance both within the classroom and extra-curricular activities
Attainment above and beyond expected level (TMT).

Performances which are above the expected level for the individual.



GOLD MERIT CRITERIA

Gold merits possibly awarded once or twice a term and awarded for:

'Exceptional' performance which has gone above and beyond individual expectation throughout school life.

For commitment and sustained effort towards an activity e.g. school production, sports team,
Charity Work – sustained effort, running events and raising money

Voluntary work – supporting a department with an event or activity such as Open Day/Opening Evening etc.

At the end of each term there will be a PLP raffle in which students have the opportunity to win prizes. Students will be placed into a Bronze, Silver and Gold raffle determined by how many merits they have collected each term.

Merits are linked to the house system, with a monthly merit cup to be awarded to the winning houses in each year, with valuable House points to be gained. The house system is made up of various competitions throughout the year, cumulating in a number of house prizes.



'I'M NOT BLUE'

Students in Years 9 & 10 who receive no blue forms (PLP detentions etc.) or have not created any problems over a sustained period (12 weeks) receive a personalised positive letter home and invite to a final celebration/reward event.

PLP RAFFLE DRAW

There will be prizes of £100 for each Key Stage given out at the end of Term 2, 4 and 6 Celebration Assembly and more prizes will be added to each draw to give students a greater chance to win a prize. The draws reflect the number of bronze, silver and gold merits collected in each year group.

PROGRESSO

Progresso is now working effectively throughout the school to record and track student behaviour and progress. As well as being able to keep track of behaviour and rewards records, parents will be emailed if any merits or detentions are issued.

CONTACTS

Your son's form tutor is the first point of contact for any pastoral and personal support. Likewise if there is a specific concern within one subject area, we strongly recommend you contact the subject teacher directly.

School	01452 530291	
Head of Key Stage 4	Miss Okell	hokell@crypt.gloucs.sch.uk
Head of Year 10	Mr Bawden	abawden@thecryptschool.org.uk
School Enquiries	Mrs S Wales	swales@crypt.gloucs.sch.uk
Exams Officer	Mrs H Wasley	hwasley@crypt.gloucs.sch.uk
Tutors	Mr Carolan	mcarolan@crypt.gloucs.sch.uk
	Mr Sperring	tsperring@crypt.gloucs.sch.uk
	Mrs Brooks	cbrooks@crypt.gloucs.sch.uk
	Mr Lambert	blambert@crypt.gloucs.sch.uk

Extra screen time 'hits GCSE grades'

An extra hour a day of television, internet or computer game time in Year 10 is linked to poorer grades at GCSE, a Cambridge University study suggests.

The researchers recorded the activities of more than 800 14-year-olds and analysed their GCSE results at 16.

Those spending an extra hour a day on screens saw a fall in GCSE results equivalent to two grades overall.

"Reducing screen time could have important benefits," said co-author Dr Esther van Sluijs.

Activity monitored

The researchers analysed the habits of 845 pupils from schools in Cambridgeshire and Suffolk at the age of 14 years and six months.

The pupil's heights and weights were recorded, and they had to wear a physical activity monitor for five days including a weekend.

They were also asked to complete a questionnaire detailing the amount of time they spent on:

- Homework
- reading for pleasure
- physical activity
- watching TV
- playing video games
- non-homework time online

The researchers correlated the data with the pupils' GCSEs, taken the following year.

Pupils who did an extra hour of homework and reading performed better than their peers, while extra physical activity appeared to have no effect on academic performance.

On average, the 14-year-olds said they spent four hours of their leisure time each day watching TV or in front of a computer.

The researchers found an additional hour of screen-time each day was associated with 9.3 fewer GCSE points at 16 - the equivalent of dropping a grade in two subjects.

Two extra hours of screen-time was associated with 18 fewer points - or dropping a grade in four subjects.

The results also suggested extra time spent watching TV had the most detrimental effect on grades.

Pupils who put in an extra hour of homework or spent the time reading, did better in their GCSEs, scoring 23 points more than the average.



But even if pupils spent more time studying, more time spent watching TV or online, still harmed their results, the analysis suggested.

Extra time on moderate to vigorous physical activity had no effect on academic achievement.

'Reliable snapshot'

"We believe that programmes aimed at reducing screen time could have important benefits for teenagers' exam grades, as well as their health," said Dr Van Sluijs, of the Medical Research Council's **Centre for Diet and Activity Research** at Cambridge University.

"It is also encouraging that our results show that greater physical activity does not negatively affect exam results.

"As physical activity has many other benefits, efforts to promote physical activity throughout the day should still be a public health priority."

Lead author Dr Kirsten Corder said the measurements taken on the Year 10 pupils represented "a reliable snapshot of participants' usual behaviour".



She added: "So this is roughly equivalent to two grades lower for one subject, one grade lower in two subjects.

"We followed these students over time so we can be relatively confident of our results and we can cautiously infer that TV viewing may lead to lower GCSE results but we certainly can't be certain."

"Further research is needed to confirm this effect conclusively, but parents who are concerned about their child's GCSE grade might consider limiting his or her screen time."

Dr Corder suggested there could be various reasons for the link, including "substitution of television for other healthier behaviours or behaviours better for academic performance, or perhaps some cognitive mechanisms in the brain".

The study is published in the **International Journal of Behavioural Nutrition and Physical Activity**.