



# Welcome to Stewarton Academy

## P7 Parents' Information Evening

### Wednesday 27 April 2022

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UNITED KINGDOM



**RIGHTS  
RESPECTING  
SCHOOLS**

# VISION INTO REALITY



Our Vision – working together creating opportunities for achievement and success



Our Values - **Determination, Fairness, Responsibility, Respect**



Living Our Values: Unlocking our Leadership Potential



Recovery and Renewal - respond to pressures and challenges of the last 2 years by focusing on what we do well



Learning and Teaching  
Tracking and Monitoring  
Health and Wellbeing

## LONG TERM VISION - LIVING OUR VALUES; UNLOCKING OUR LEADERSHIP POTENTIAL

- Stewarton Academy is a school community with strong values at its core. The pupils, staff, families and community associated with Stewarton Academy have built a strong school based on these values. Our vision is to ensure these values are lived and enacted by all members of the school community.
- This means unlocking the potential of pupils, staff and the community by prioritising personal leadership. Our community members will be encouraged and challenged to show **determination** to take **responsibility** for choices made and for personal growth and learning.



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Living Our Values:  
 Unlocking our Leadership  
 Potential



Learning and Teaching  
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## THE KEY

- Pupils will be challenged and supported to truly take responsibility for this by making personal leadership a key to be used to unlock potential. This will be possible through the rights respecting culture we develop based on **fairness** and mutual **respect**.

# LIVING OUR VALUES: UNLOCKING OUR LEADERSHIP POTENTIAL



## LIVING OUR SCHOOL VALUES

- Respect
- Responsibility
- Determination
- Fairness



Rights Respecting School UNCRC  
promoted Silver Award June 2022

## 1 LEARNING & TEACHING

- Re-visit key strategies – learning and teaching policy
- Pupils leading learning
- Pupils taking responsibility for their own learning
- Digital learning
- Ongoing recovery work with identified pupils

## 2 TRACKING & MONITORING

- Tracking
- Insight data to identify gaps
- BGE data available to identify gaps
- Use of ASN/vulnerable learner data

## 3 HEALTH & WELLBEING

- Promotion of positive school ethos
- Mental wellbeing supports & strategies
- HWB COP – Staff Leadership



# Format of the evening



- **Mr Stuart – Head Teacher**
- **Mrs Ward – Depute Head Teacher**
- **Miss MacBain – PT Pupil Support**
- **Miss Gillespie – PT English & Literacy**
- **Mrs Kerr – PT Maths & Numeracy**
- **Mrs Smith – PC Chair**

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## Stewarton Academy



**'Working together creating opportunities for achievement and success'**

We strive to ensure our pupils feel valued and respected at all times. Young people are encouraged to achieve their full potential whilst taking responsibility for their own learning now and throughout their lives.

Opportunities are available for staff, pupils, parents and the wider community to work together to achieve this aim whilst making a positive contribution to society and building a better future together.





# Transition support



- **Working closely with staff in associated primary schools**
- **Staff inputs with young people**
- **S6 leaders working with classes**
- **STEM Young Leader programme**

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# Young STEM Leader



- **Used as a platform to support the transition process**
- **Opportunity to work with Stewarton Academy staff**
- **Opportunity to learn more about the life of the school**
- **Experience of working with other young people**
- **Accreditation with a recognised national programme**





**‘Working together creating opportunities for achievement and success’**



# Moving forward



- **Transition visit on 25<sup>th</sup> and 26<sup>th</sup> May**
- **2 days spent at Stewarton Academy**
- **Work in new House Group**
- **Meet S6 buddies for next session**
- **Pupil Support staff available**
- **Visit curricular department**



# Practical tips



- Class groupings are an opportunity to meet new friends/peers
- Be familiar with the school
- Positive approach to transition

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## A. Stewarton Academy Uniform

For boys and girls:

- White shirt or blouse (Buttoned to the top)
- Plain black trousers (not jeans, leggings, shorts etc)
- Plain black skirt (of reasonable length)
- School tie
  - Plain black jumper or cardigan (or one with school logo)
  - Black shoes (not trainers)
  - Blazer



S6 Blazer



S1- S5 Blazer



# Pupil Support Teachers

Stewarton Academy



## THE HOUSE SYSTEM

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- Boyd- Mr McCormack
- Cunningham- Ms MacBain
- Montgomery- Mrs Beattie
- Stewart- Mrs Vallance and Mrs Barbour





## Topics covered in PSE are:

- Relationships, sexual health and parenthood
- Substance use
- Social, Emotional and Mental Wellbeing
- Planning for choices and change



# Role of Pupil Support

- To provide personal guidance and support for all pupils to aid their personal development and to help them deal constructively with their concerns and problems
- To foster the development of good relations between teachers and pupils
- To work with the home in all aspects of pupil development and welfare
- To work with all aspects of pupil support within the school in order to promote inclusive education

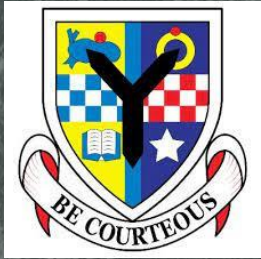
## Role of Pupil Support - curriculum

- To liaise with parents as they support their children through their individual curriculum design process
- To facilitate pupil self-evaluation in response to school reports on attainments, effort and behaviour
- To manage the development and delivery of appropriate materials on individual curriculum design, study skills programmes and future pathways within the PSE programme
- To provide curricular guidance at transition points (such as subject choice at S2/S3, school to Further Education/Higher Education etc.) to help pupils to make appropriate choices and adjust to new courses

# Inclusion Team

- In addition to Guidance Staff there are a range of supports available within the school:
  - Support for Learning – Ms Inglis, Mr Morgan & Mrs Murphy
  - Classroom Assistants
  - Home Link Worker
  - Young Persons' Mentors
  - Educational Psychologist
  - School Counsellor
  - School Nurse
  - Campus Cop
  - The Exchange
  - Children 1<sup>st</sup>
  - Action for Children





# Mathematics & Numeracy

Stewarton Academy

# Settling in

- Pupils are broad-banded based on primary attainment.
- Pupils will recap and further develop key numeracy concepts from P7.
- Course plans are flexible and support pupil progression.
- Pupils will be challenged and supported to achieve their best.

# What to expect in S1

- 4 periods of Maths per week in S1.
- 1 additional Numeracy focused period for half of the year.
- Lots of opportunities to develop Maths and Numeracy skills.
- Use of concrete materials and manipulatives.
- Active learning opportunities - including murder mysteries, relays and treasure hunts.
- Wider skill development through problem solving, use of context & financial education.
- Extra help during lunchtime drop-in sessions & help via Teams.

# BGE Overview

- 4 periods of Maths per week in S2 & S3
- 1 additional Numeracy focused period for half of the year in S2.
- Pupils will experience a broad curriculum – they will develop in Numeracy, Mathematics and Applications of Mathematics.
- Supported in BGE to maximise attainment in Senior phase.

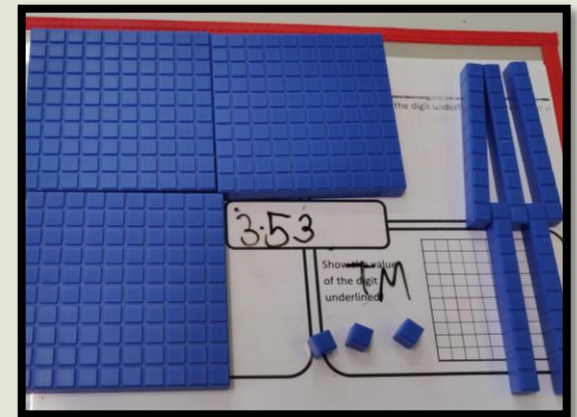
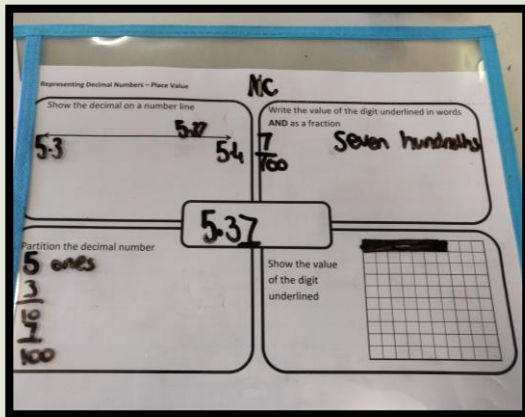


**A few things to look  
forward too within the**

**Mathematics Department**

# Use of Concrete Materials...

Progress from Concrete to Visual to Abstract learning...



...to help visualise and develop your number sense.


# Developing mathematical fluency

## Working with different strategies to deepen understanding

Multiplication Strategy

### Doubling and Halving

Double one factor and halve the other

$$4 \times 125$$
$$= 2 \times 250$$
$$= 1 \times 500$$
$$= \boxed{500}$$


Multiplication Strategy

### Partial Products

Partition one factor using place value and use distributive property to multiply

$$6 \times 325$$
$$6 \times (300 + 20 + 5)$$

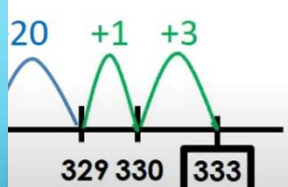
	300	20	5
6	1800	120	30

$$1800 + 120 + 30 = \boxed{1950}$$

Multiplication Strategy

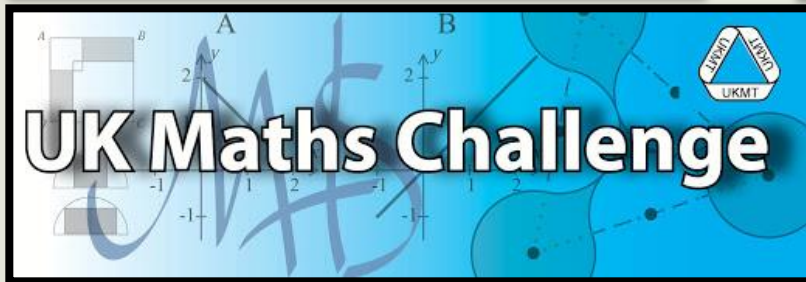
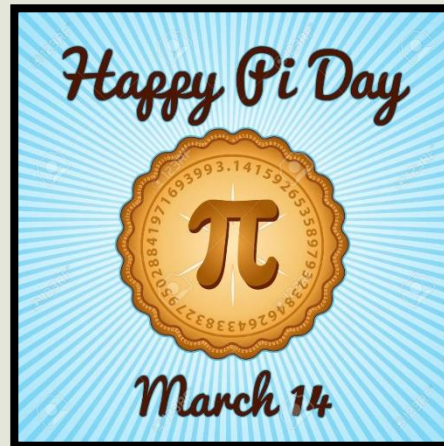
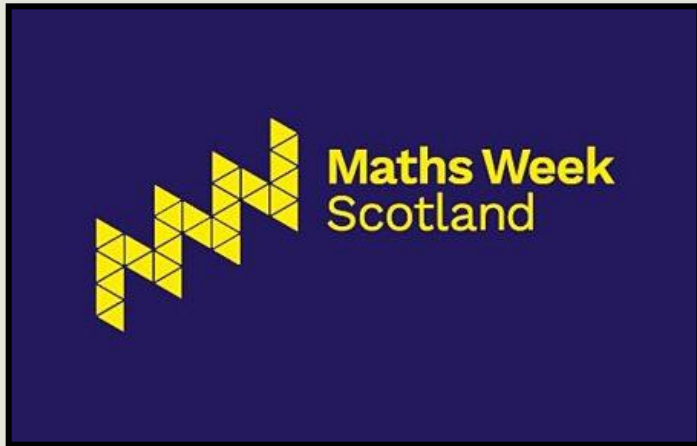
### Jump Strategy

Partition the second number in friendly chunks

$$329 \times 124$$


329 330  $\boxed{333}$

# Activities & Events...



# Learning from home...

We are really looking forward to you joining us in August!

In the meantime, you can build your Maths and Numeracy skills at home using our log-in for a great online resource:

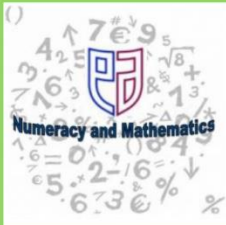
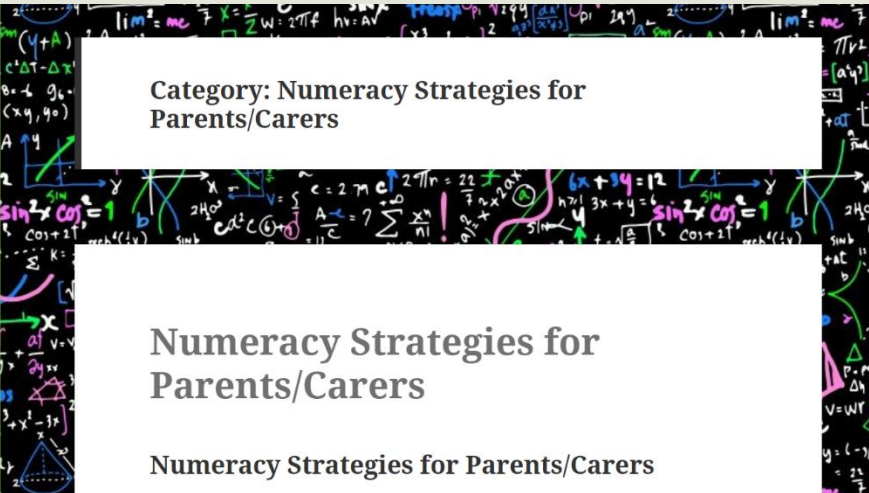


<a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>	
Username:	stewarton
Password:	square206

# Learning from home...

## East Ayrshire Numeracy Blog:

<https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/numeracy-strategies-for-parents-carers/>



**East Ayrshire Numeracy and Mathematics**  
Improving attainment and confidence in numeracy and mathematics for all.

**Category: Numeracy Strategies for Parents/Carers**

**Numeracy Strategies for Parents/Carers**

Numeracy Strategies for Parents/Carers



# Supporting your Child's Reading

Stewarton Academy, 2018

# Accelerated Reader

Reading programme aimed to improve young people's reading ability.

## How does it work?

- Supports independent reading comprehension.
- Enables teachers and pupils to work together to set goals and monitor reading progress.
- Monitors progress towards reading goals and identifies support needs.





# Accelerated Reader

Reading programme aimed at increasing  
people's reading ability.



## STAR Reader Test

- Requires pupils to read a series of short passages of increasing difficulty and then answer a multiple choice questions.
- This allows the programme to calculate your child's reading age and ZPD.
- We can then direct pupils to books within a range that will enable them to practise their reading skills at the most optimal level.
- One per term to track progress.

# Accelerated Reader

Accelerated Reader is a computer program that monitors a child's reading.

## What is ZPD?

- Zone of Proximal Development
- This is the point at which all learners, young and old, learn best by supporting new language with familiar language.
- If a book is too easy or too difficult, your child's reading skills are unlikely to progress.
- The programme determines your child's ZPD to recommend books.
- All school library books included in the Accelerated Reader programme are labelled with a reading level.
- Your child should choose a number within their range.



# Fluency V Comprehension

It is worth noting that reading fluency and reading comprehension are different.

Accelerated Reader's STAR Reader test assesses comprehension.

**Fluency** is word recognition, whereas **comprehension** is the ability to take deeper meaning from a text.

Comprehension is vital from ongoing curricular progress.



# Developing Reading Skills

## The Important of Practice

- Just like with training for a sport, the more often your child reads the better their reading skills will become.
- The brain deals with language recognition first.
- If the brain's processing capacity is taken up with word recognition, less is available to develop deeper understanding.
- Fluency gets better with practice so comprehension skills develop further.
- Important to choose a text within the ZPD range.
- Personal Reading encouraged in *all* Departments as well as in the home.



# Reading at Home

Research shows that fostering a positive reading environment at home is vital for developing readers. How you can help:

- [www.arbookfind.co.uk](http://www.arbookfind.co.uk)
  - Search by ZPD level
  - Search by Interests
  - Search by age appropriate content



**SUPPORTING  
YOUR CHILD'S  
READING**

Stewarton Academy



**Mrs E Smith**  
**Chair of Parent Council**

**<https://blogs.glowscotland.org.uk/ea/STEWARTON>  
ACADEMYBLOG**

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