Helping your child to succeed in KS3

Welcome to you all!

Great people help great things happen ♡

Meet the YEAR 7 TEAM

SUPPORT • ENCOURAGE • INSPIRE • BELONG

A brighter Year 7 together ♡

7RB

Miss Bratton
Director of Art and Design

Be Creative Be You

7AC

Mrs Claydon
Assistant Director of English

Read Explore Achieve

7TD

Mrs Taylor
Director of Geography

Mr Delaney
Director of Year 7 and Modern Foreign Languages

Discover Understand Make a Difference

7DS

Mrs Simeons
Teacher of French

Mrs Duerden
Director of Design Technology

Imagine Design Create

7MD

Mrs McNamara
Director of Science

Mrs Davidson
Teacher of English and Maths

Question Explore Succeed

GROWING TOGETHER
KIND
RESILIENT
CONFIDENT
INDEPENDENT
RESPONSIBLE
BRAVE
HOME
PUPIL
SCHOOL
MAKE MISTAKES.
LEARN FROM THEM.
NOTICE THE GOOD.

Key aims of the evening

- The challenges of being a learner
- Helping your child to cope with pressure
- How your child can become more confident
- Succeeding academically
- Success beyond academia

Introductions

Teachers have a pivotal role within the education of young people, but there are other people who are really important to their learning, progress and overall personal development… and that's you!

So, rather than us start with us, let's start with YOU!

In your groups, no public speaking required, introduce yourself to the people on your table and share one challenge you faced while learning in school. It could be something like:

- "I struggled with staying focused in class."
- "I found maths really hard."
- "I was always nervous about exams."

- Learning isn't always easy and that many of the challenges you faced are still very real for

So- what is school all about?

What do you think pupils should expect or encounter in their experience of school?

Fill your paper building with the words, phrases and concepts that you think are included in your time in school.

Make sure to fill the rooms!

Getting through the door!

- KS3 learners often face multiple challenges: navigating complex subjects, balancing homework and social pressures, managing emotions, and dealing with changes in their own identity.

Group scenarios

- **Group 1:** “You have a big test tomorrow but haven’t started studying.”
- **Group 2:** “You’re juggling multiple tasks and struggling to manage your time.”
- **Group 3:** “You have a disagreement with a friend at school and are trying to focus during class.”
- **Group 4:** “You feel overwhelmed by the volume of homework and extracurricular activities.”
  - **WILD CARD** it

Group work!

- Within your group, consider the pupil in the scenario.
  - How do you think the pupil would feel?
  - What were the key challenges?
  - How might it affect their ability to learn or engage?

WWTD?

- What emotions do you think pupils experience when faced with academic pressure, like preparing for a test or meeting deadlines?”
- “How might these emotions impact their ability to focus, perform, or stay motivated?”
- “Can you recall a time when your child seemed disengaged or frustrated with school? What do you think was behind that behaviour?”

Tips and strategies- You got this!

Part of the challenge of being a learner is developing good habits, coping skills, and self-regulation techniques.

Time Management – How can you help your child to manage their time better? (e.g., using a planner, breaking tasks into smaller chunks, setting goals)

Building Confidence – How can you help your child to develop a growth mindset and build self-confidence in their abilities? (e.g., praising effort, setting achievable goals, supporting during setbacks)

Stress Management – How can parents help their children cope with academic pressure and stress? (e.g., mindfulness exercises, encouraging breaks, managing school-life balance)

Motivation & Engagement – How can parents help children stay motivated and engaged with their schoolwork? (e.g., providing a quiet study space, setting rewards, encouraging

We are here to help.

Now reflect again… What Aston Fields Middle School is REALLY about!

“You have a big test tomorrow but haven’t started studying. How do you handle the stress?”

“You’re juggling multiple tasks and struggling to manage your time. What do you do?”

“You’re feeling frustrated with a classmate or a teacher, but you need to stay focused in class. How do you deal with it?”

“You’re feeling overwhelmed with schoolwork, clubs/activities, and family life. How do you manage your emotions and keep going?”

Character Matters!

Character traits like **resilience**, **perseverance**, and **self-control** help pupils get through challenges.

Personal Development/ Teaching Character

Character Education focuses on developing traits like:

- **Resilience:** The ability to bounce back from setbacks.
- **Responsibility:** Taking ownership of one's actions and learning.
- **Integrity:** Doing the right thing even when it's difficult.
- **Empathy:** Understanding and sharing the feelings of others.
- **Self-control:** Managing emotions and impulses, especially during challenging moments.
- Academic challenges are often easier to navigate when pupils have strong character traits that help them persist, stay organised, and manage their emotions. Character education isn't just about academic success—it's about preparing young people to face life's broader challenges (the wider world) with confidence and integrity.

Strategies in supporting Character Development

Building Resilience – How can parents encourage their children to keep going when things get tough? (e.g., emphasising effort over perfection, rewarding perseverance).

Teaching Responsibility – How can parents help their children take ownership of their learning? (e.g., encouraging goal-setting, teaching time management).

Fostering Empathy and Cooperation – How can parents help their children develop empathy for others and work collaboratively? (e.g., engaging in family discussions, encouraging teamwork).

Promoting Self-Control – How can parents help their children manage their emotions and stay focused during stressful times? (e.g., practicing mindfulness, setting boundaries for screen time, encouraging breaks).

Success beyond academia

- “What’s one character trait you believe your child could work on to help with their learning?”
- “How can you help your child develop this trait at home?”
- “What’s one strategy you learned today that you’ll try with your child?”