WELCOME TO THE YEAR 7 CURRICULUM EVENING
Academic productivity

How you use your time efficiently and effectively to make the most progress with your school work?

- Time: how much?
- Tasks: which work best?
What we know about AP?

1) Exists on a continuum from high to low
2) When high, students spend more time on high return tasks
3) When low, students complete a ‘base line bare minimum’
Findings from initial interviews…

1) Top hours: 30 hours
2) Lowest: 4 hours
3) The average: 12.5 hours
4) The average for those on/above target: 15 hours
5) The average for those below: 10 hours

Proactive work: 5 hours more per week
Habits of high AP...

• All describe a routine
• More hours than identified by students
• Work in blocks of time
• Reading plays a part...somewhere
• Don’t use social media in productive time
• Parents attend to a) practicalities and b) ‘smooth the way’.
The challenge…

How can we work together to increase academic productivity?
The productivity bomb…

What did you do today?

How productive were you today?
Reading Age

What is the minimum reading age required to access GCSE?
At age 14, children who enjoy reading have an average reading age of 15.3 years, while those who don’t enjoy reading have an average reading age of just 12 years.

At ages 8 to 11, 82.8% of girls and 72.4% of boys said they enjoyed reading. By ages 14 to 16, this figure has dropped to 53.3% of girls and 35.7% of boys reporting that they enjoy reading.
Matthew effect...

The distinguished sociologist Robert Merton coined the term “Matthew effect” in 1968 to refer to the often-observed tendency in the social world for advantage to beget further advantage and for disadvantage to beget further disadvantage over time, widening the gap between those who have more and those who have less. Merton borrowed the term from a biblical scripture in the Gospel of Matthew that states that to those who have, more will be given. His original research examined the accumulation of prestige among prominent scientists. Merton and his colleagues found that scientists who experience early success in their careers tend to attract further advantages, such as prominent research positions and generous grants, which further contribute to their prestige and thus further amplify their success in a continuing cycle.
Why increase reading age?

To reduce reading as a barrier to learning, academic productivity and examination performance.
SESSIONS & LOCATIONS

Rooming:
English room 1 – A20 (KXT)
English room 2 – A21 (RMG)
Maths room 1 – A18 (MDW)
Maths room 2 – A19 (RLM)
Assessment/reporting room 1 – A02 (AGB)
Assessment/reporting room 2 – A04 (KLM)
IPads – A25 (DAR)

Timetable:
6:30pm – 6:45pm – Welcome from Mr Renton
6:50pm – 7:10pm – Session 1
7:15pm – 7:35pm – Session 2
7:40pm – 8:00pm – Session 3
English

Year 7: Supporting Learning and Literacy
What do we do?

- Accelerated Reader
- 19th Century Literature
- Big Write Lesson
- A+ Spelling App
- Spelling Unit
- Author Visits
- Writing Workshops
- Core Plus
- Classroom Support
- Literacy Support Materials
- Paired-reading

- Common Assessment Tasks –
  - Reading
  - Writing
  - Speaking and Listening

- Shakespeare
- Poetry
- 19th Century literature
- Modern fiction
- Literary non-fiction

- Creative writing
- Poetry writing
- Narrative writing
- Writing to argue and persuade
- Writing dramatic scene
<table>
<thead>
<tr>
<th>Level</th>
<th>Y7 Autumn 2</th>
<th>Writing – Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mastering</td>
<td>You write confidently and fluently to describe the animal. You deliberately choose the structure of your writing, as appropriate. You can use the full range of punctuation accurately. You use an ambitious range of precisely chosen words and sentence structures with accurate spelling. You can write independently.</td>
</tr>
<tr>
<td>8</td>
<td>Advancing</td>
<td>You can write confidently in a distinctive style about the animal. You use a variety of techniques in your writing. You use the full range of punctuation with few errors. You use an ambitious range of words and sentences with accurate spelling. You can write with more independence.</td>
</tr>
<tr>
<td>7</td>
<td>Securing</td>
<td>You can write in detail to engage the reader and give a definite sense of your animal, using metaphors, similes and other description. You can use a range of punctuation and sentences accurately. You can write in linked paragraphs. You use a range of adventurous words and spell almost all correctly. You can write with more independence.</td>
</tr>
<tr>
<td>6</td>
<td>Developing</td>
<td>You can write simple, compound and complex sentences about the animal. You write in detail to engage your audience. You can write in linked paragraphs. You can use a range of punctuation accurately most of the time. You use a range of adventurous words and spell most correctly. You can write with increasing independence.</td>
</tr>
<tr>
<td>5</td>
<td>Foundation</td>
<td>You can write simple and compound sentences about the animal. You write to entertain and engage the reader. You always write in paragraphs. You can use a range of punctuation accurately some of the time. You use some adventurous words, which you spell correctly. You can write with increasing independence.</td>
</tr>
<tr>
<td>4</td>
<td>Foundation</td>
<td>You use some adventurous words to describe the animal. You can use some range of punctuation such as ? and ! marks. You write in complex sentences some of the time. Your writing has a clear structure, sometimes in paragraphs. You can write with a supportive structure.</td>
</tr>
<tr>
<td>3</td>
<td>Foundation</td>
<td>You can spell simple words correctly. You can write in sentences and use question marks. You add description to your writing about your animal. You can write with a supportive structure.</td>
</tr>
<tr>
<td>2</td>
<td>Foundation</td>
<td>You sometimes spell simple words correctly. You can write in simple sentences about the animal. You can write with a supportive structure.</td>
</tr>
<tr>
<td>1</td>
<td>Foundation</td>
<td>You can write simple words to describe the animal. You can sometimes write simple sentences. You can write with a supportive structure.</td>
</tr>
</tbody>
</table>
- CAT stanine
- Teacher-Writing level
- SATs grammar and reading test
Did you know?

• Outside of the classroom, text messages (71.4%) are the most commonly used written form, followed by messages on social networking sites (48.6%) and instant messages (47.1%).

• Children who read for pleasure are likely to do better in Maths than those who rarely read in their free time.

  (Institute of Education Study 2013)
Did you know?

• To comprehend a text, we need to know an estimated 95% of its vocabulary

• After the age of 5, we acquire most new vocabulary through reading
Did you know?

• Your reading age at 10 years old predicts your income at age 42

• Only one in five parents say they have enough time to read with their child. Four out of five parents say that they struggle to do this due to fatigue and busy lifestyles.
Whole School Aim
For all students to have a reading age above their chronological age

Why?
To access **ALL** GCSE exams, students need a reading age of 14 years minimum
What can you do?

- Encourage your child to read – including non-fiction
- Ask them to tell you about the book they’re currently reading - ask questions!
- Expose them to challenging literature (could you read with them?)
- Have a family book club/challenge
- Listen to audio books in the car
- Support literacy in all subjects by encouraging them to take the time to use capital letters, full stops, correct spellings
What can you do?

- Keep a list of mis-spelt words (across all subjects) - use an app or a book to test them
- Listen to radio and current affairs programmes together and/or read newspapers
- Encourage discussion and debate
- Take them to the theatre/cinema to watch performances
- Most crucially, model a positive attitude towards reading (if they see you reading, instead of using your phone and iPad, they’re more likely to do the same)
Aims of mathematics curriculum

“become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.”
Welcome to the Year 7 Mathematics Curriculum Evening
Schedule for Year 7 Parents Maths Presentation

• Welcome
• Assessment at HGS
• Home Learning
• Expectations and Support
• Resilience
• Useful Websites
ASSESSMENT AT HGS
Since September:
• Year 7 have been placed into sets based upon SAT scores –

<table>
<thead>
<tr>
<th>Top set</th>
<th>Students scoring from 111-120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle sets</td>
<td>All students who scored between 100-111 (mixed classes)</td>
</tr>
<tr>
<td>Lowest set</td>
<td>Those students scoring 100 or less</td>
</tr>
</tbody>
</table>

Coming up…
• Unit Assessments (2 per term) and a final end of year exam.
• Continual teacher assessment
• Effort grades (OGCU) will be available to parents every half term, and progress grades every term.
• ‘Flightpaths’ sent home with a target grade for the end of Year 9. These targets are produced externally, based on National data.
Continual Assessments

Teachers assess your children in the following ways:
• Homework
• Formal Assessments
• Classwork
• Responses e.g verbal, written
• Investigations and projects
• Groupwork

As a result of the tests and teacher assessments, set changes may occur at the end of every term. These are not just based upon test scores and only occur after consultation with staff.

All lessons are designed to cater for a range of ability, with challenge and support work available.
Home Learning

• Home learning tasks will be given regularly, recorded on ‘Homework4’ on the ipad.

• Home learning should usually take 20-25 minutes per week. Students will have at least two nights to complete it. However sometimes staff may give out longer tasks with longer deadlines or optional elements that may take longer.

• Books will be collected and marked at least once per fortnight.

• At least once a half term students will receive an S and a T in their books. The ‘S’ being a strength they have shown and the ‘T’ being a target. The target may be a specific question they need to answer which should be done in their green pen.
SHOWBIE

Resources can often be found in the Showbie app
Learning Maths with Expectation and Support
What we expect of the students outside the classroom:

1. To use examples or notes from the lesson to model how to answer a question.
2. To use recommended websites to practice.
3. To ask for help if needed (teachers are always available at lunch or breaktime).
4. To attempt homework ahead of the deadline, which allows time for steps 1 to 3 if needed.

Please support us to do this!
High expectations, Resilience and ‘Stuckness’

**Silent Time**

- School wide policy to spend approximately 10 minutes each lesson having silent time.

- Used to allow students to reflect and develop on their prior learning.

- We will be using this time to help students build the resilience required for success in the new GCSE.
High expectations, Resilience and ‘Stuckness’

**Divisible by its digit sum**
The year 2010 is one in which the sum of the digits is a factor of the year itself.

What is the next year that has the same property?

**Product 100**
The product of four different positive integers is 100.
What is the sum of these four integers?
Useful Websites
• www.funbrain.com
• www.1000problems.org/
• www.cgpbooks.co.uk/pages/interactive_ks3_maths.asp
• www.mathsnet.net
• www.tutpup.com
• www.emaths.co.uk
• www.bbc.co.uk/schools/websites/11_16/site/maths.shtml
• www.transum.org
Q and A
Y7 Assessment & Reporting at HGS
The Purpose and Principles of Assessment

There are 3 main forms of assessment;

1. In-school formative assessment
2. In-school summative assessment
3. Nationally standardised summative Assessment
Upon entry: Cognitive Ability Testing:

# Non-verbal

# Verbal reasoning

# Numerical

# Suffolk Reading Test
Statistical Target Grades:

FFT – Fischer Family Trust - National Database

# KS2 data – standardised score
# Gender
# Age
# Birth month

Matches against students with the same profile in this school & what they went on to get in exams.

Y7 - End of Year target
Each Half term:

CAT: Common Assessment Task

# All classes do the same task – some may be supported

# Common Markscheme & Moderation

# Done in test conditions in class

# Preparation for linear learning
Common Assessment Tasks:

# Each subject area will have descriptors at each grade for each CAT – In progress trackers in Showbie

# These grades may well go up & down depending on skill/knowledge being tested each half term

# Report home will show a progress word – within a band on a scale of 9 to 1 – 9 being the highest.

# The word reported home will be colour coded to show progress against the student’s target grade
<table>
<thead>
<tr>
<th>GRADE</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>MASTERING</td>
</tr>
<tr>
<td>8</td>
<td>ADVANCING</td>
</tr>
<tr>
<td>7</td>
<td>SECURING</td>
</tr>
<tr>
<td>6</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>APPROACHING</td>
</tr>
</tbody>
</table>
### Example of descriptors in English:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>READING-CAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td><strong>MASTERING</strong></td>
</tr>
<tr>
<td></td>
<td>Your developed and detailed paragraphs about the setting evaluate the language, form and structure of texts and their impact on the reader. They include alternative interpretations. You make developed and original links to context.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>ADVANCING</strong></td>
</tr>
<tr>
<td></td>
<td>You can use developed paragraphs which analyse language, form and structure and their impact on the reader. You can compare the setting to other settings you have read, making perceptive comments. You always make developed links to context.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>SECURING</strong></td>
</tr>
<tr>
<td></td>
<td>You can use evaluative paragraphs accurately, with reference to language, form and structure. You discuss the impact of a range of language choices upon the reader. You can make links to context, some of which are developed.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>DEVELOPING</strong></td>
</tr>
<tr>
<td></td>
<td>You can select precise quotations from the text to explain views about your setting clearly. You discuss in detail the effect of a range of language choices upon the reader. You always make links to context.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>APPROACHING</strong></td>
</tr>
<tr>
<td></td>
<td>You can offer examples from the text to explain views clearly. You can explain the effect of a writer’s choices upon the reader. You sometimes make links to when the novel was written (context).</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>SECURING</strong></td>
</tr>
<tr>
<td></td>
<td>You can predict what might happen in the particular setting. You can talk about why writers use particular words. You can choose some evidence to support your understanding.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>DEVELOPING</strong></td>
</tr>
<tr>
<td></td>
<td>You can explain your opinions about the setting. You can read on your own.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>APPROACHING</strong></td>
</tr>
<tr>
<td></td>
<td>You can give reasons about why characters do things and why the setting is described in the way it is.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>APPROACHING</strong></td>
</tr>
<tr>
<td></td>
<td>You enjoy stories and like to talk about characters and adventures and where they are set.</td>
</tr>
<tr>
<td>Grade</td>
<td>Participation</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>O</td>
<td>Actively participates in and contributes to lessons to the benefit of all. Expects to be challenged and shows resilience when faced with problems.</td>
</tr>
<tr>
<td>G</td>
<td>Can usually be relied upon to contribute constructively in class. Is generally actively involved in pair and group work. Is prepared to face challenge and works hard to overcome any difficulties.</td>
</tr>
<tr>
<td>C</td>
<td>Does not always contribute constructively in class, despite being able to do so. Does not get adequately involved in pair or group work. Is not prepared to be challenged and will often give up too quickly.</td>
</tr>
<tr>
<td>U</td>
<td>Regular inappropriate and/or disruptive contributions in class. Often inattentive and in need of teacher intervention. Does not make helpful contributions to pair and group work. Actively avoids being challenged and gives up straight away when facing difficulties.</td>
</tr>
</tbody>
</table>
Up to 2 reasons if a C or U is awarded – This will help the student to understand why they’ve got those grades and what they need to do to improve – with the support of people at home to help them.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>The student’s attitude and effort are consistently outstanding.</td>
</tr>
<tr>
<td>G</td>
<td>The student’s attitude and effort are consistently good.</td>
</tr>
<tr>
<td>Coasting 1</td>
<td>The student does not always work hard and gives up too quickly when work is challenging.</td>
</tr>
<tr>
<td>2</td>
<td>The student’s behaviour does not always meet expected standards.</td>
</tr>
<tr>
<td>3</td>
<td>The student does not always meet deadlines.</td>
</tr>
<tr>
<td>4</td>
<td>The student does not always arrive at lessons with the correct equipment.</td>
</tr>
<tr>
<td>5</td>
<td>The student does not always reflect on and respond to feedback.</td>
</tr>
<tr>
<td>6</td>
<td>The student does not always produce work that meets expectations.</td>
</tr>
<tr>
<td>Unsatisfactory 1</td>
<td>The student does not work hard in lessons and gives up immediately when work is challenging.</td>
</tr>
<tr>
<td>2</td>
<td>The student’s behaviour regularly disrupts the learning of others.</td>
</tr>
<tr>
<td>3</td>
<td>The student regularly fails to meet deadlines.</td>
</tr>
<tr>
<td>4</td>
<td>The student regularly arrives at lessons without the correct equipment.</td>
</tr>
<tr>
<td>5</td>
<td>The student refuses to accept or respond to feedback.</td>
</tr>
<tr>
<td>6</td>
<td>The student regularly produces work that is significantly below expectations.</td>
</tr>
</tbody>
</table>

We expect all students to have at least ‘Good’ for their Attitude to Learning at HGS.
<table>
<thead>
<tr>
<th>Subject</th>
<th>End of Year Statistical Target</th>
<th>Autumn 1 CAT</th>
<th>Autumn 1 A2L</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>Developing</td>
<td>C3</td>
<td>Often off-task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4</td>
<td></td>
<td>Rarely contributes constructively in class despite being capable</td>
</tr>
<tr>
<td>Maths</td>
<td>6</td>
<td>Securing</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>Advancing</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>
An introduction to the iPad
ClassCharts – Tracking your child’s rewards and sanctions

Harrogate Grammar
Stay informed of Student’s behaviour at school

Parents/Guardians of Student’s name
You can now track Student’s behaviour in school at: www.classcharts.com/parent
Please use the following code to access the system:

Access Code

Harrogate Grammar

Student’s name

Good behaviour in school helps you and your classmates learn. You can take a look at your behaviour record by going here: www.classcharts.com/student

Access Code

Take a good look at your behaviour over time. Is your behaviour getting better? What do you need to do to make your behaviour better?
Categories November onwards

Home Learning
Active Participation
Pride in Work
Feedback response
Determination
Clean Slate
Supportive
Resilient
Extra Mile

Link to OGCU descriptors
Log in

- Email address
- I already have an account
- I don't have an account yet
- Access code
- Your name
- Choose password
- Retype chosen password

Log In

Remember me

Forgot your password? Click here to reset.
**Behaviour**

**Behaviour score breakdown**
- Good progress: +1
- Enthusiasm: +1
- Clean Slate: +15
- The extra mile: +12

**Weekly Behaviour Breakdown**

- **0%** to 25%
- **25%** to 50%
- **50%** to 75%
- **75%** to 100%

**Attendance**
Parent Portal

Welcome to Homework4

Harrogate Grammar School
EXCELLENCE FOR ALL

Teacher/student login
Parents login

Office 365 Go
Go

Home Learning Tasks
Attendance
Behaviour data
Timetable
Teacher information
Welcome
HARROGATE GRAMMAR SCHOOL

Student Name

- Homework
- Timetable
- Messages
- Parent Portal
  - Attendance
  - Behaviour
  - Teachers

https://harrogate.homework4.co.uk/dashboard.cfm
Miss Abbott
Create mind map for revision
Bus. St.
Due: Tomorrow

Miss Wood
Revising how to ask questions in French
French
Due: Tomorrow
<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Room</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-09:55</td>
<td>Maths</td>
<td>A42</td>
<td>Mr Wilson</td>
</tr>
<tr>
<td>09:55-10:50</td>
<td>Photograph</td>
<td>D11</td>
<td>Mr Woollard</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>English</td>
<td>A23</td>
<td>Mrs Maguire</td>
</tr>
<tr>
<td>12:00-12:55</td>
<td>Geography</td>
<td>A11</td>
<td>Dr Laidler</td>
</tr>
<tr>
<td>09:00-09:55</td>
<td>Business</td>
<td>H10</td>
<td>Miss Abbott</td>
</tr>
<tr>
<td>09:55-10:50</td>
<td>French</td>
<td>P14</td>
<td>Miss Wood</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Maths</td>
<td>A42</td>
<td>Mr Wilson</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>French</td>
<td>A25</td>
<td>Miss Page</td>
</tr>
<tr>
<td>12:00-12:55</td>
<td>Science</td>
<td>A35</td>
<td>Mr McKenzie</td>
</tr>
<tr>
<td>09:00-09:55</td>
<td>Science</td>
<td>A16</td>
<td>Miss Maguire</td>
</tr>
<tr>
<td>09:55-10:50</td>
<td>Maths</td>
<td>A42</td>
<td>Mr Wilson</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Photograph</td>
<td>D11</td>
<td>Mr Woollard</td>
</tr>
<tr>
<td></td>
<td>MON</td>
<td>TUE</td>
<td>WED</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>2nd - 6th</td>
<td>AM</td>
<td>AM</td>
<td>AM</td>
</tr>
<tr>
<td>9th - 13th</td>
<td>AM</td>
<td>AM</td>
<td>AM</td>
</tr>
<tr>
<td>16th - 20th</td>
<td>AM</td>
<td>AM</td>
<td>AM</td>
</tr>
<tr>
<td>23rd - 27th</td>
<td>AM</td>
<td>AM</td>
<td>AM</td>
</tr>
<tr>
<td>30th - 3rd</td>
<td>AM</td>
<td>PM</td>
<td>AM</td>
</tr>
</tbody>
</table>

**KEY:**
- Present - On Time
- Present - Late
- Authorised Absence
- Unauthorised Absence
- Approved educational activity
- Dual registration
- No Reason provided for absence
- Excluded
## Behaviour

### Positives and Negatives Summary

<table>
<thead>
<tr>
<th></th>
<th>POSITIVES</th>
<th>NEGATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last 30 Days</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>This Term</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>This Year</td>
<td>17</td>
<td>6</td>
</tr>
</tbody>
</table>

### Detailed Positives and Negatives Reports

- **October 2017**
  - **Date:** 5th October 2017
  - **Reward:** 1 point

- **OTHER**
<table>
<thead>
<tr>
<th>TEACHER</th>
<th>EMAIL</th>
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<td>HEAD OF YEAR</td>
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<td>FORM TUTOR</td>
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Showbie – Where work is shared
Tips for managing their usage!!

• Have set timings of when they are used
• Explore wifi settings – manage access
• Use classcharts / Homework4 so they know you can!
• Always charge downstairs
• Start conversations on a positive
• Ensure the case is always on
• Stress the need for taking care of them
• Discussion about social media use
• Apple Family Sharing
• Check for VPNs