

Welcome to Year 7 and 8 “We’re in it Together Evening”

Project 23 and Project 24...

unlimited



Potential...



Opening prayer.

God of the moon and stars, God of the fragile hearts we are, we come to you.

God of our history, God of the future that will be;

What will you make of me? We come to you.

God of the meek and mild, God of the reckless and the wild;

God of the unreconciled, We come to you.

God of our life and death, God of our secrets unconfessed;

God of our every breath, We come to you.

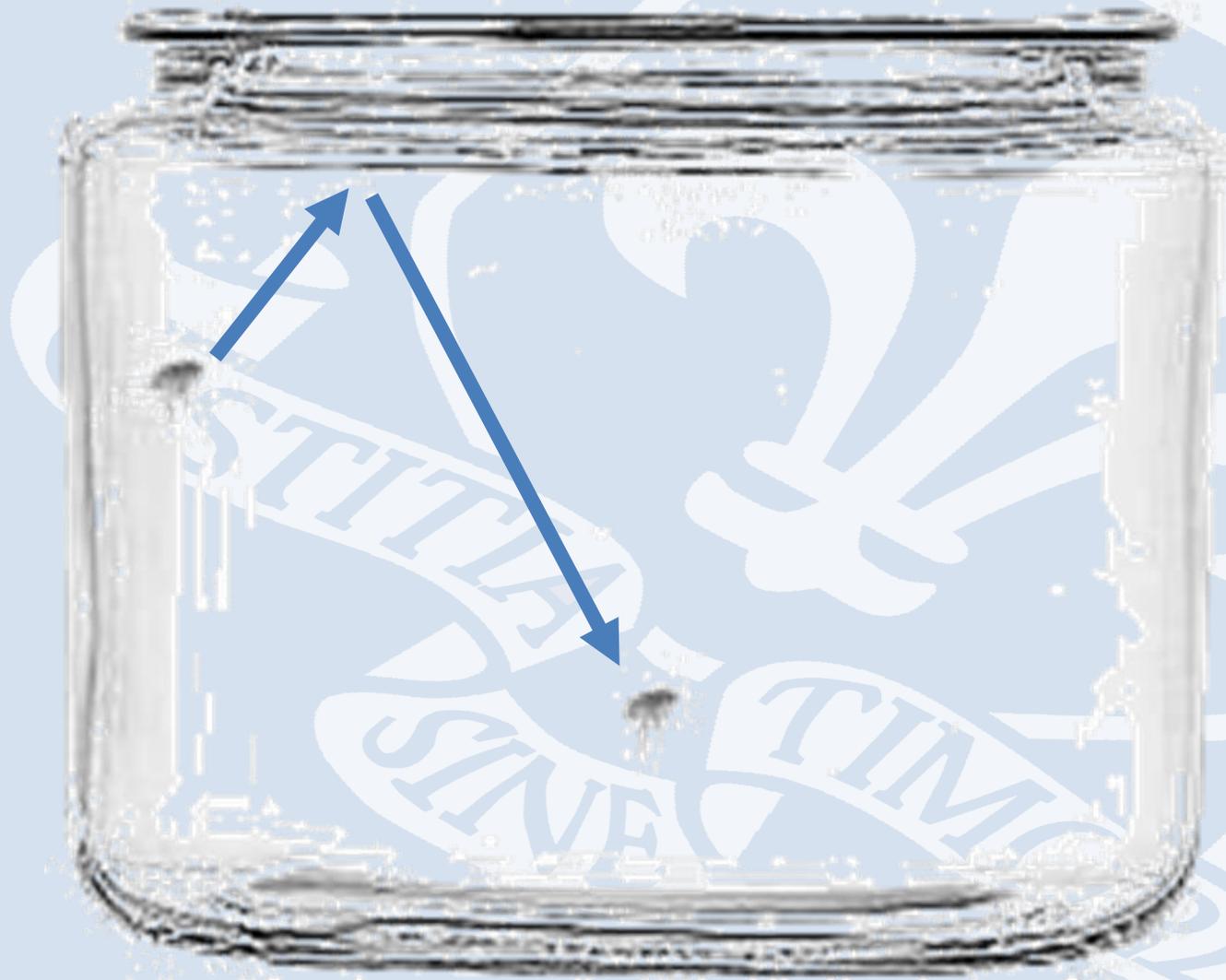
In the midst of the most exciting but challenging year for our young people so far, we ask that you will bless them with all they need to flourish and achieve beyond their wildest imagination.

Stay with us Lord on our journey.

Amen.







Be(e) intentional



Mission

Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination.

Everybody is valued, nurtured and respected.

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all we do.



Leah 8 Grade 9s and 1 grade 8.

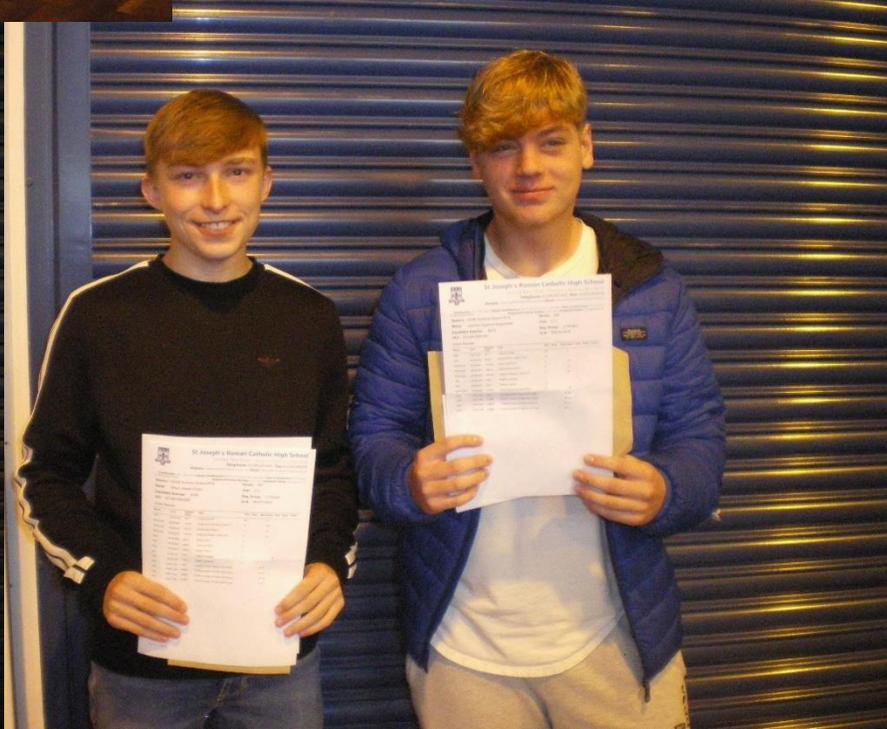
Unimaginable



Unthinkable

***Achieved beyond
her wildest
imagination...***





172664782



Unlimited when we... work together

If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? But in fact God has placed the parts in the body, every one of them, just as he wanted them to be.

1 Corinthians 12:17-25 17



KEY DATES:

Year 7

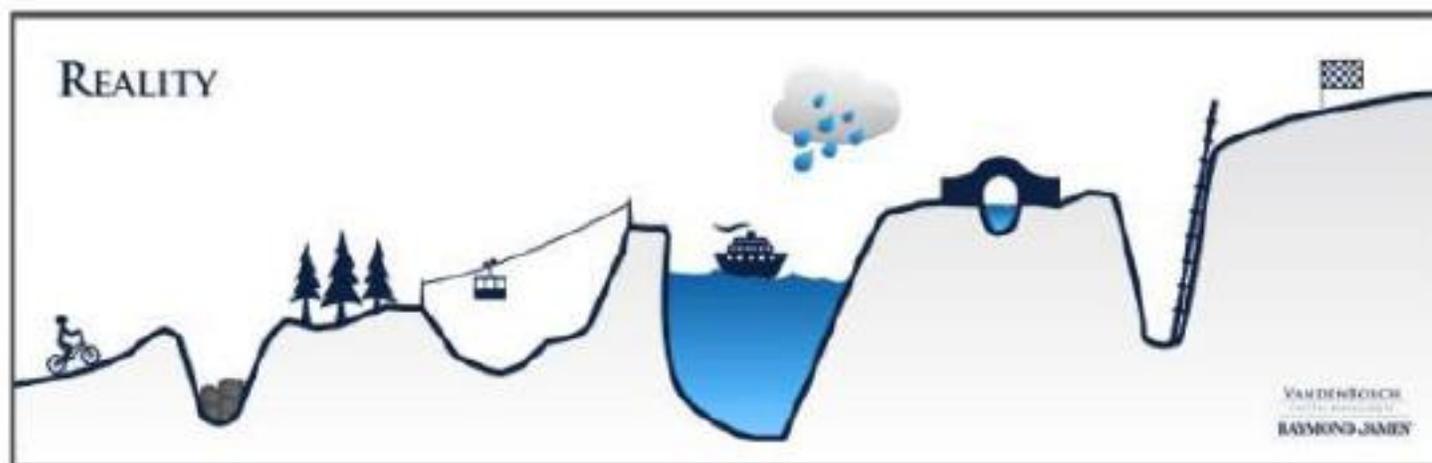
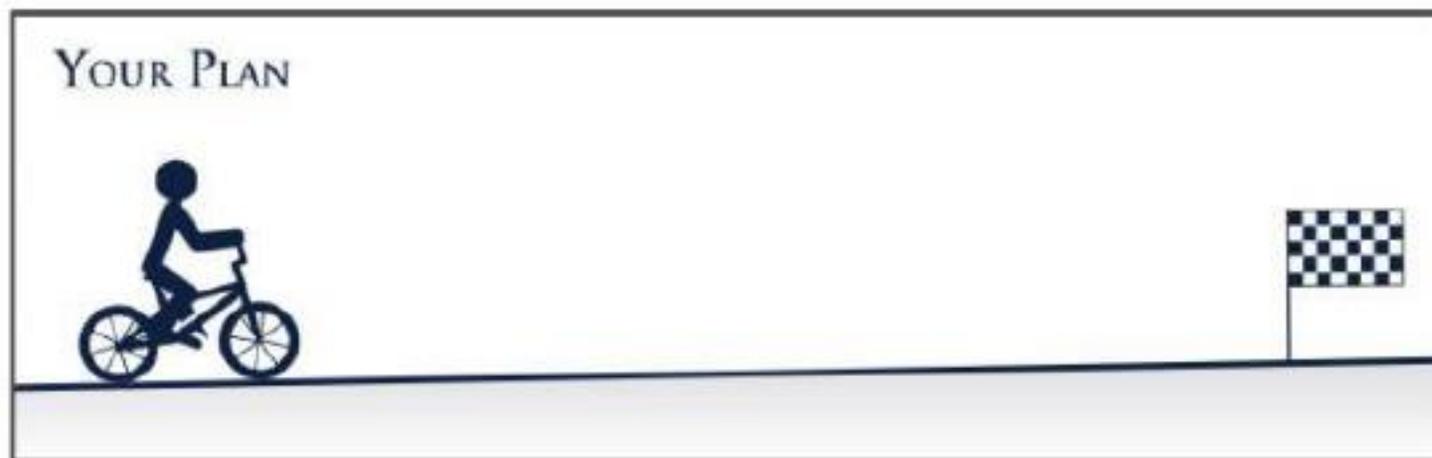
- Year 7 Welcome Mass- 1st October 2019
- Year 7 Exams- 13th to 24th April 2020
- Parents Evening- 5th March 2020
- Reports home to parents:
 - 8th November 2019
 - 14th February 2020
 - 19th June 2020

Year 8

- Year 8 Exams 11th to 22nd May 2020
- Parents Evening- 24th March 2020
- Reports home to parents:
 - 22nd November 2019
 - 13th March 2020
 - 3rd July 2020



Perseverance and Resilience



First
Attempt
In
Learning



Tools to help teachers, students and parents understand how much progress is being made and what needs to be done to improve progress

- Target Setting
- Reports home
- Progression Scales



How do we set targets?

Fischer Family Trust generates estimates in the form of probabilities based on the actual performance of students nationally with similar **starting points**.

The Primary **Key Stage 2** score is used to determine the **starting point** and then calculate and **end point**.



Blue Pathway								
Purple Pathway								
Orange Pathway								
	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
AO1 Remember	Remember a range of basic facts and put them into structured sentences in a topic.	Remember a wide range of basic facts.	Remember key facts about most areas of Science.	Describe key facts about most areas of Science.	Use appropriate terminology in answers (key words, phrases and units)	Use appropriate scientific language when recalling scientific detail	Recall all key areas of Science through accurate scientific explanations.	Recall all key areas of Science Always use appropriate and accurate scientific language and the correct SI units Explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.
	Describe some of the risks and benefits of some scientific discoveries.	Use some key words and phrases for any topic studied.	Use appropriate terminology in answers (key words and phrases)	Use appropriate terminology in answers (key words, phrases and units)	Describe relationships between scientific advances, their ethical implications and the benefits and risks associated with them.	Use appropriate SI units on answers Explain the risks and benefits of scientific advances	Use accurate and appropriate scientific language and units	
AO2 Application	Apply knowledge effectively in a range of contexts.	Use theories to make simple explanations of events.	Interpret data and use it to support evidence.	Apply knowledge effectively in a range of contexts.	Apply knowledge effectively in a range of contexts.	Always apply knowledge effectively in a wide range of contexts.	Apply knowledge effectively in a wide range of contexts.	Consistently apply knowledge effectively in a wide range of contexts.
	Sometimes use data to support evidence.			Use theories to make detailed explanations of events.	Use theories to make detailed explanations of events.	Always use theories to make detailed explanations of events.	Use theories to make detailed explanations of events.	Use scientific theories to make detailed explanations of events.
	Consistently use equations in calculations.	Consistently use and sometimes rearrange equations in calculations.	Rearrange equations in calculations.	Interpret data and use it to support evidence.	Interpret data and use it to support evidence.	Always make effective use of data to support evidence.	Make effective use of data to support evidence.	Make effective use of data to support evidence.
				Rearrange equations in calculations.	Rearrange equations in calculations.	Consistently rearrange multi-step calculations	Consistently rearrange equations in complex calculations	Consistently rearrange equations in complex unseen calculations
			Understand standard form			Use standard form	Use appropriate sig figs	
AO3 Analyse	Evaluate basic information to develop simple arguments and explanations.	Write reasoned explanations of a conclusion based on the experimental data	Evaluate information to develop arguments and explanations.	Evaluate data with reference to potential sources of random and systematic error.	Evaluate the reliability of methods in detail	Evaluate information systematically to develop arguments and explanations.	Suggest detailed improvement to methods where reliability may be a concern Critically analyse	FOR ALL RPAs Critically analyse qualitative and quantitative data to draw
						Draw detailed, evidence-based conclusions.		

Indicative grades for each subject

12 Steps mapped to Indicative Grades

Step	Indicative Grade
12	9
11	8
10	7
9	6
8	5
7	4
6	3
5	
4	2
3	
2	1
1	



How will we monitor and support students?

Your child's teachers have been given a target grade in every subject for the end of Year 11 and we map it back to expected achievement at the end of each year. We do not share these targets with the students in Year 7 and 8.

Your child has been put on a pathway which maps out which skills they should be able to achieve to achieve that minimum target (blue, orange and purple)

Their work is assessed against their target grade taking into account their classwork, homework and assessments.

They are given opportunities to refine and improve their work in response to teacher feedback.

Additional support in the form of intervention will be provided to help your child achieve their target. Period 6 will become compulsory for some students.



Report



Year 8 Interim Report 3

Name: Unlimited

Form 8TERESA

% Attendance : 99.7

Authorised Absence : 1

Unauthorised Absence : 0

Pathway: Orange

Subject	Progress	Attitude to Learning	Improvement Target
Religious Education	Expected	1	Focus on learning key passages from scripture, this will help you with your A, B and C style questions.
English	Below	1	Consider themes and ideas presented in texts, supporting ideas with textual detail. Use sophisticated vocabulary to improve your writing.
Mathematics	Below	2	Aim to improve focus during lessons.
Science	Expected	1	Continue working with the correct attitude towards work. Be able to interpret data and use it to support evidence in a scientific context.
Art	Below	2	You must try to include all of the require aspects of the task in your final pieces. This will improve your grade.
Design Technology	Expected	1	You worked hard to produce a Textile product this rotation. Aim to improve accuracy on detailed practical tasks. Design work is good and detailed.
Drama	Expected	1	Start to push yourself in lesson focusing on acting skills and evaluation. Use the Drama project to develop group work skills, independent learning and problem solving.
Geography	Expected	1	Look to develop points further in your written work to demonstrate a deeper knowledge.
History	Expected	2	<<Develop your analysis of sources so you can use evidence to examine the causes and consequences of historical events.
ICT	Expected	2	Ask questions when uncertain. Work on managing time effectively to complete all tasks in lesson.
Music	Expected	1	To continue to develop performing skills and your knowledge of music theory.
PE	Expected	1	You must develop your technical detail and your understanding of different Athletic events and how to apply and evaluate these skills.
Spanish	Expected	2	A good effort in your written assessment but you need to conjugate the future tense correctly to make greater progress. Greater focus also needed too.

Key to colours : Purple=Above Expectation; Green=Expected Progress; Red=Below Expectation; Grey=Well Below Expectation



Attitude to Learning Descriptors

1	<p>Arrives promptly to every lesson and settles quickly to Do Now task Arrives fully equipped for learning every lesson Behaviour is exemplary and contributes positively to learning and the learning of others Always shows high levels of effort working with resilience and determination Has a conscientious attitude to learning and is able to work independently and take responsibility for their own learning Completes all tasks to the highest standard and responds well to all forms of feedback</p>
2	<p>Arrives promptly to most lessons and settles to do the Do Now task Arrives equipped for learning to most lessons High standards of behaviour and contributes positively to learning and learning of others Considerable effort is shown working mostly with resilience and determination Independently seeks to reflect and improve work using both written and verbal feedback Clear evidence of improvements to work that demonstrate learning is progressing All homework and independent work is completed to deadlines and are of a good standard</p>
3	<p>Arrives to some lessons late on time and is inconsistent in settling to the Do Now task Arrives to some lessons not equipped for learning Effort shown is at best satisfactory and can be below expectations Work is not always completed on time or to the expected level Little evidence of independent thinking or effective response to feedback May become inattentive and distract others at times There may be gaps in homework or independent work and / or work is submitted late</p>
4	<p>Arrives late to lessons and requires reminders to remain focused and on task Arrives to lessons without being equipped for learning in the lesson Behaviour is inconsistent and limits learning and the learning of others Effort shown is unacceptable, tasks are completed to a low standard or are incomplete Fails to work independently and does not take responsibility for learning Significant numbers of independent tasks and homework tasks are missing</p>

Current Working Grade: the grade at which your child is currently working

End of Year Forecast Grade: the grade that your child's teacher considers to be the likely outcome at the end of the year given the skills, knowledge and aptitude demonstrated to date.

End of Year Target Grade: this is your child's current target grade, based upon the achievement of pupils with similar KS2 results. Targets are reviewed regularly.



Y8-9 Pathways Process

- Pupils will be provided with a recommended Pathway at the beginning of the Pathway Process which will detail the Pathways offer most suited to your child
- 1:1 interviews with a member of SLT can be arranged to discuss personalised Pathway choices
- Formal launch of process January 2020

Core Curriculum	Pathways Curriculum	
Religious Education	Art and Design	Health and Social Care BTEC Award
English Language and Literature	Award of Personal Effectiveness (selected pupils only)	History
Maths	Design and Technology GCSE	ICT (Cambridge Nationals Qualification)
Combined Science (option of Separate Science Y9-10)	Drama	iMedia (Cambridge Nationals Qualification)
Core PE	Food : Preparation and Nutrition	Modern Languages
	Geography	Music
		OCR National in Sport

KS3 Curriculum Model

- Maths is set across the whole year group
- Pupils are in the same groups for PE and Science
- For other subjects the year group is split into two mixed ability halves
 - English sets pupils in each half
 - All other subjects have 1 J'Band class and 3 mixed ability classes

Maths Groups	Maths Group
1a	1b
2a	2b
3a	3b
4a	4b



Maths

—	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Year 7								
Year 8								

5	Develop and apply accurate knowledge when adding and subtracting simple fractions with denominators of any size, using division to convert a fraction to a decimal and knowing all the squares of numbers less than 16 and be able to know the square root given the square number. Solve simple two-step linear equations, generate coordinate pairs of simple linear functions, implement probability diagrams for two successive events and write probabilities in words, fractions, decimals and percentages. Construct frequency tables for continuous data, use straight edge and compasses to construct the midpoint and perpendicular bisector of a line segment and convert one metric unit to another.
4	Develop and apply more detailed knowledge on complex order of operations, using inverse operations and begin to understand fractions by simplifying and ordering fractions, decimals and percentages. Explain by rounding the solution to a calculation. Simplify algebraic expressions by collecting like terms and from here identify expressions from worded sources. Use the vocabulary of probability and understand that probabilities sum to 1. Calculate probabilities based on equally likely outcomes and be able to form simple diagrams that demonstrate this. Group data where appropriate in equal class intervals and interpret simple diagrams and charts including pie charts and two-way tables. Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS). Find a percentage of a quantity using a multiplier and use ratio notation.
3	Identify and explain essential knowledge on how to use the order of operations, round numbers to decimal places, begin to use multiples and factors, draw, label and scale axes, gather real information from and input information to create basic line and bar graphs, recognise and describe sequences, evaluate probability using a mathematical scale, become familiar with the median, mode, mean and range of data, distinguish acute, obtuse, and reflex angles and be able to work out the area of a rectangle or square using the correct formula.
2	Recognise and apply basic knowledge on reading coordinates, identifying parallel lines, labelling lines with correct notation, ordering decimals, measuring lines and angles, recalling basic angle facts, calculating simple perimeters and recognising where a shape will be after a translation or reflection.
1	Add, subtract, multiply and divide positive and negative integers. Identify common solids and name them and the faces, edges and vertices. Record readings with some accuracy. Begin to use scale. Use the words associated with translations.



Before every exam

Your child will be given a revision list with topics they have been completing in class. Each topic will have a Mathswatch clip attached to it so that they can revise thoroughly.

The only way to revise Maths is to practise the questions. Reading over notes will not be enough.



Example of QLA sheet

Topic	Question Number	Mathwatch clip	RAG	Follow up RAG
1b	71a			
2	74			
3	106			
4a	109			
4b				
5a	142			
5b	51			
6	114			
7	113			
8	48,49,181			
9a	54,106			
9b				
9c	131,154,188			
10a				
10b	187			
11				
12	183			
13	193			
14	207ab			
15a	199			
15b	158			
16	125			
17	210a			
18	196b			
19	208			
20	212			

Y11 H AP2: CALCULATOR P2	Question Number	Mathwatch clip	RAG	Follow up RAG
Scatter diagrams: correlation	1a			
Interpreting Scatter Diagrams	1b	128		
Interpreting Scatter Diagrams	1c			
Simplify algebraic expressions (expand and simplify)	2	134a		
Area of triangles and trapezia	3	54,56		
Tree diagrams	4	151		
Trigonometry	5a	168		
Trigonometry Reasoning	5b			
Probabilities of an exhaustive set of outcomes	6a			
Probabilities of an exhaustive set of outcomes	6b	125		
Solve linear equations	7	135a		
Exterior and interior angles	8	123,137		
Standard form	9a			
Problems involving percentage change	9b	83		
Lowest common multiple	10	80		
Problems involving reverse percentages	11	108,110		
Gradients and intercepts of linear functions	12a			
Rates of change (explain)	12b	97,159		
Gradients and intercepts of linear functions	12c			
Lengths, areas and volumes in similar figures	13	200		
Product rule for counting	14			
Area under graph	15a			
Area under graph reasoning	15b	216		
Substitution to find nth term and other terms in a sequence	16a	162, 213		
The nth term of a quadratic sequence	16b			
Sine and cosine rule	17	201,202		
Substitute values into formulae and expressions	18a			
Algebraic manipulation	18b	179,180		
Approximate solutions to equations using iteration	18c			
Translate situations into algebraic equations	19	168,210b		
Venn diagrams	20	127,185		
Congruence criteria for triangles (SSS, SAS, ASA, RHS)	21a			
Properties of 2D shapes	22a	166		



How can you help?

After every exam use the QLA with your child and focus on their areas for development using Mathswatch. This includes a video and interactive questions to help them consolidate their knowledge on that particular skill.



Other ways to help



Corbettmaths

<https://corbettmaths.com/5-a-day/gcse/>

Welcome Videos and Worksheets Primary 5-a-day ▾

5-a-day GCSE 9-1

5-a-day GCSE 9-1

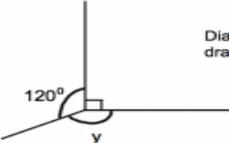
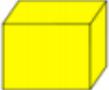
Numeracy 5aday – broadly designed for students aiming for G

Foundation – broadly designed for students aiming for Grades

Foundation Plus – broadly designed for students aiming for G

Higher – broadly designed for students aiming for Grades 6 an

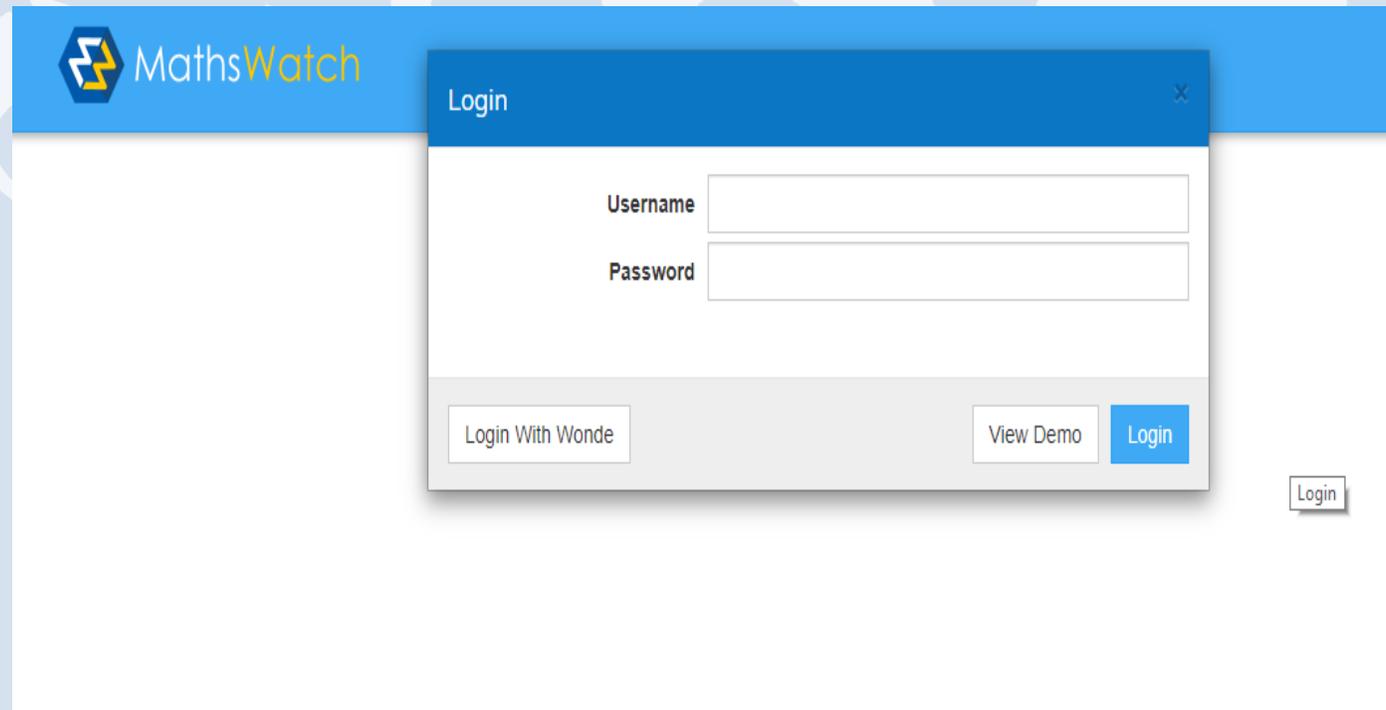
Higher Plus – broadly designed for students aiming for Grades

Name: _____		5-a-day	Numeracy
1st January			
Write the number 1804 in words.			
A carton of milk costs 57p 			
Find the cost of three cartons of milk			
 <p>Diagram not drawn accurately</p>		Find y	
Sketch the net of a cube 			
Calculate 50% of £3		Calculate 10% of £7	



How to use Mathswatch

The following slides are for reference on how to use Mathswatch effectively.



The screenshot shows the Mathswatch login page. At the top left, there is a blue header with the Mathswatch logo. A modal window titled "Login" is centered on the page. Inside the modal, there are two input fields: "Username" and "Password". Below these fields are three buttons: "Login With Wonde", "View Demo", and "Login". To the right of the modal, there is a "Login" button on the main page.



Mathswatch log in details

Website:

<https://vle.mathswatch.co.uk/vle/>

Username: [19surnamefirstinitial@st-josephs.bolton](#) (e.g. 19smithj@st-josephs.bolton for John Smith [19 would be the year your child started at St Joseph's])

Password: pupil1



Knowing your way around Mathswatch

The screenshot shows the Mathswatch homepage. At the top left is the Mathswatch logo. To its right is a navigation bar with the following items: 'Homepage' (highlighted with a black box), 'My Work', 'Videos', 'My Progress', and 'Extras'. On the far right of the navigation bar, there is a user profile section for 'Max's account' with a 'Logout' link and '197 days until renewal'. Below the navigation bar is a section titled 'Assigned Work'. It contains three tabs: 'This Year's Work' (selected), 'All Work', and 'Showing All Types'. To the right of these tabs are two progress bars: 'Homework Average' at 76.1% and 'Test Average' at 75%.

Click on
videos



Knowing your way around Mathswatch

The screenshot shows the Mathswatch website interface. The top navigation bar includes the Mathswatch logo, 'My Work', 'Videos', 'My Progress', 'Extras', and a user account menu for 'Max's account' with options for 'Logout' and '197 days until renewal'. The main content area is split into two sections. On the left is a video player with the Mathswatch logo and the text 'Please choose a video in the menu opposite.' On the right is a 'Find a Clip' search panel. This panel contains several dropdown menus for 'Qualification' (set to GCSE), 'Tier' (set to All), 'Grade' (set to All), and 'Topic' (set to All). Below these is a search input field. A blue arrow points from a text box to this search field. Underneath the search panel is a 'Choose Clip (246)' section with a table listing video clips.

Clip	Title
1	Place Value
2	Ordering Integers
3	Ordering Decimals
4	Reading Scales
5	Simple Mathematical Notation
6a	Real-Life Tables - Time

Use the search box to type in the clip number or a key word of the skill needed.



Knowing your way around Mathswatch

The screenshot shows the Mathswatch interface. On the left is a video player with a blue background and white text that reads "Clip 25" and "EQUIVALENT FRACTIONS". The video player has a play button, a progress bar, and a volume icon. On the right is a sidebar titled "Find a Clip" with several filter options: Qualification (GCSE), Tier (All), Grade (All), Topic (All), and Search (25). Below these filters is a table titled "Choose Clip (2)" with two rows: "25 Equivalent Fractions" and "125 Experimental Probabilities". The first row is highlighted in yellow. A blue arrow points from a text box to the highlighted row.

Clip	Title
25	Equivalent Fractions
125	Experimental Probabilities

Click on the clip you want once searched and the clip will load ready for you to watch.



Knowing your way around Mathswatch

The screenshot displays the Mathswatch interface. On the left, a video player shows a blue background with the text "Clip 25" and "EQUIVALENT FRACTIONS". The video player has a play button and a progress bar at the bottom. On the right, a sidebar titled "Find a Clip" contains search filters: Qualification (GCSE), Tier (All), Grade (7), Topic (All), and Search (25). Below the filters is a table titled "Choose Clip (2)" with two rows: "25 Equivalent Fractions" (highlighted in yellow) and "125 Experimental Probabilities". At the top of the sidebar, there are navigation tabs: "Clip 25 Equivalent Fractions", "One Minute Maths", "Interactive Questions", and "Worksheet".

There are some options across the top of the clip including:

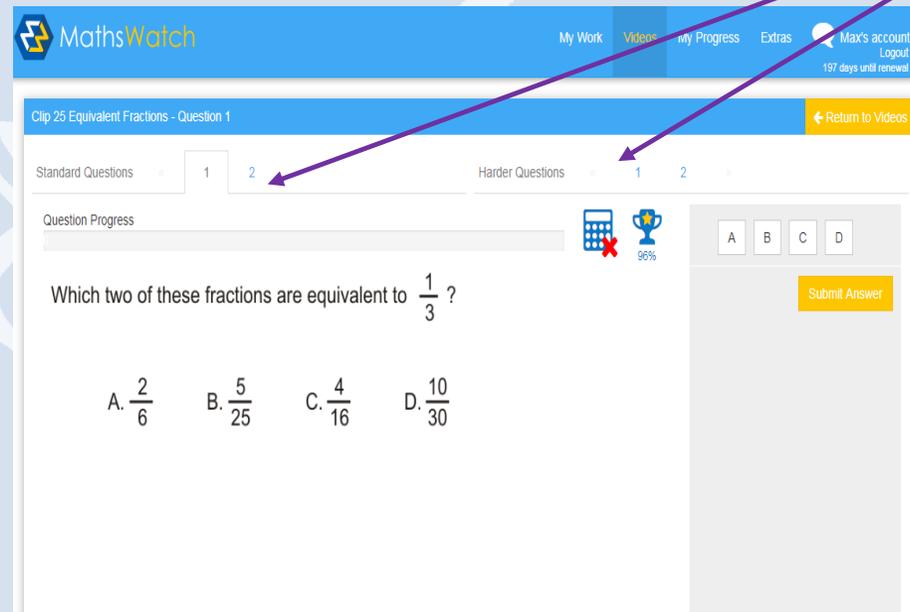
- One minute maths (video clip in one minute for things they only need a quick recap on)

- Interactive questions (should complete at least 3 or 4 questions from this section to practise)

- Worksheet (for extra practice if needed)



Interactive questions



The screenshot shows the MathsWatch website interface. At the top, there is a navigation bar with 'My Work', 'Videos', 'My Progress', and 'Extras'. A user profile for 'Max's account' is visible with a 'Logout' button and '197 days until renewal'. The main content area is titled 'Clip 25 Equivalent Fractions - Question 1' and includes a 'Return to Videos' button. Below this, there are tabs for 'Standard Questions' (with sub-tabs 1 and 2) and 'Harder Questions' (with sub-tabs 1 and 2). A 'Question Progress' bar is shown with a calculator icon and a trophy icon labeled '96%'. The question asks: 'Which two of these fractions are equivalent to $\frac{1}{3}$?' with four options: A. $\frac{2}{6}$, B. $\frac{5}{25}$, C. $\frac{4}{16}$, and D. $\frac{10}{30}$. A 'Submit Answer' button is located to the right of the options. Two purple arrows point from the text on the right to the 'Standard Questions' and 'Harder Questions' tabs.

Questions to complete alongside the videos (without being assigned by your child's teacher)

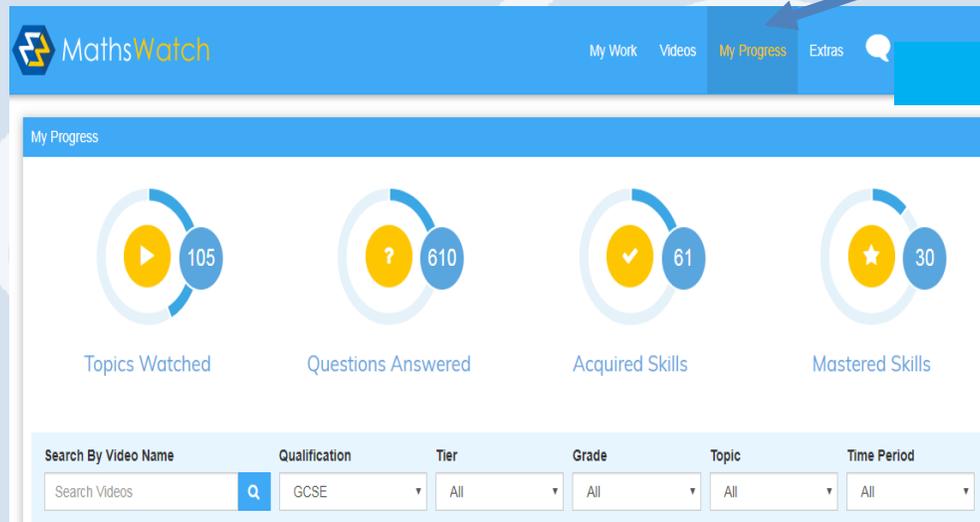
Complete a variety of standard and harder questions

Questions will be marked straight away and they will be able to ask their teacher on anything they are unsure of.

Your child's teacher will be able to see which questions they are completing so that they can help if necessary.



Your progress



There is a progress section that will allow your child to keep track of which videos they have watched and which questions they have completed. It also gives an overview of which skills have been acquired and mastered.



English in Years 7 and 8

- We have completely refreshed the curriculum.
- Students will read a range of challenging texts (differentiated according to need). This includes Frankenstein or Great Expectations.
- The curriculum is designed to create resilient learners who can think independently. It also aims to develop love of literature.
- It is not just a watered down GCSE course. It is wide and varied but all the GCSE skills are being taught across the two years.



Ways you can help

- Encourage your son or daughter to read widely (both fiction and non-fiction).
- Discuss articles/news items/current affairs with them.
- Highlight interesting non-fiction articles.
- Encourage them to read for pleasure.





Development of Experimental Skills

Half term 3
Electricity

Chemical reactions

Half term 4

Ecology

Waves

Half term 2

Particle model

Cells

Half term 5

Structure of the Earth

Space

Half term 1

HSW (skills)

Forces

Half term 6

Growing up

Energy



Year 7

Science Curriculum



Development of Experimental Skills

Half term 3

Waves

Environmental
chemistry

Half term 4

Organisation

Magnetism

Half term 2

Periodic Table

Life processes

Half term 5

Chemical reactions

Inheritance



Year 8

Half term 1

Scientific skills

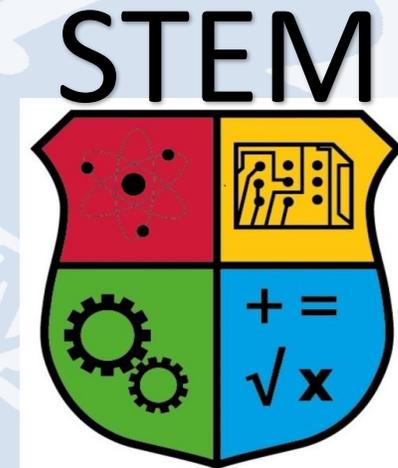
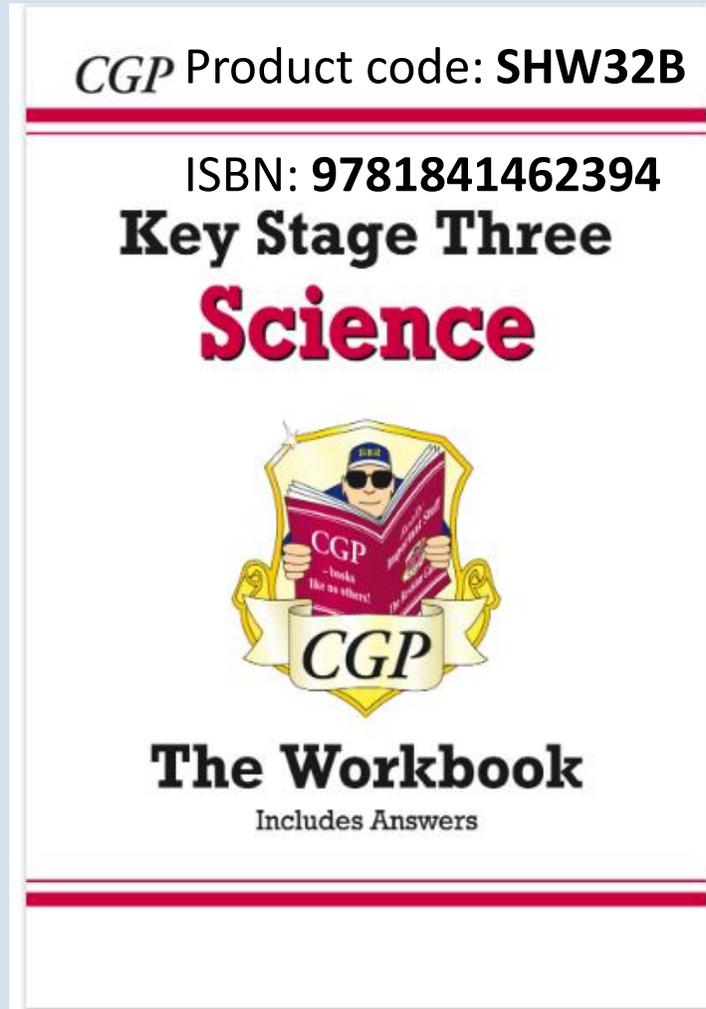
Forces

Half term 6

Preparing for
Science at KS4

Science Curriculum

Supporting your child with their science studies



Parent Tick List- What do I do if they can't do it:

- Look at the information in this PowerPoint
- Ask your son/daughter to log onto E-Praise and look for resources to help them there
- Use any of the following websites to help:
 - Seneca Learning
 - Maths Watch
 - BBC Bitesize



Seneca Learning

www.senecalearning.com

A tool for learning and revision:

- Website packed with revision materials and it's mostly free.
- It covers material for 11 KS3 subjects and 16 GCSE subjects
- Hyper learning link- aimed at grades 7-9



Study/Revision tips

MOST EXAMINATIONS ARE NOW ASSESSED BY AN EXAM AT THE END OF YEAR 11

KS3 provides the foundations for the GCSEs so they need to remember five years worth of learning!

- Have a study/revision timetable and stick to it



	Sunday	Monday	Tuesday	Wednesday
07.00				
07.30				
08.00				
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Revision techniques

- Have a study/ revision timetable and stick to it
- Read and summarise



The Nervous System

Reflex Action

A receptor is stimulated by a stimulus. This causes electrical impulses to pass along a sensory neurone into the spinal cord. The spinal cord or brain coordinates response without conscious thought. Electrical impulses are then transmitted via the motor neurone. The muscles (effectors) contract.



The Nervous System

Reflex Action

A **receptor** is stimulated by a **stimulus**. This causes electrical impulses to pass along a **sensory neurone** into the spinal cord. The **spinal cord or brain** coordinates response without conscious thought. Electrical impulses are then transmitted **via the motor neurone**. The muscles (**effectors**) contract.



Nerve Pathways



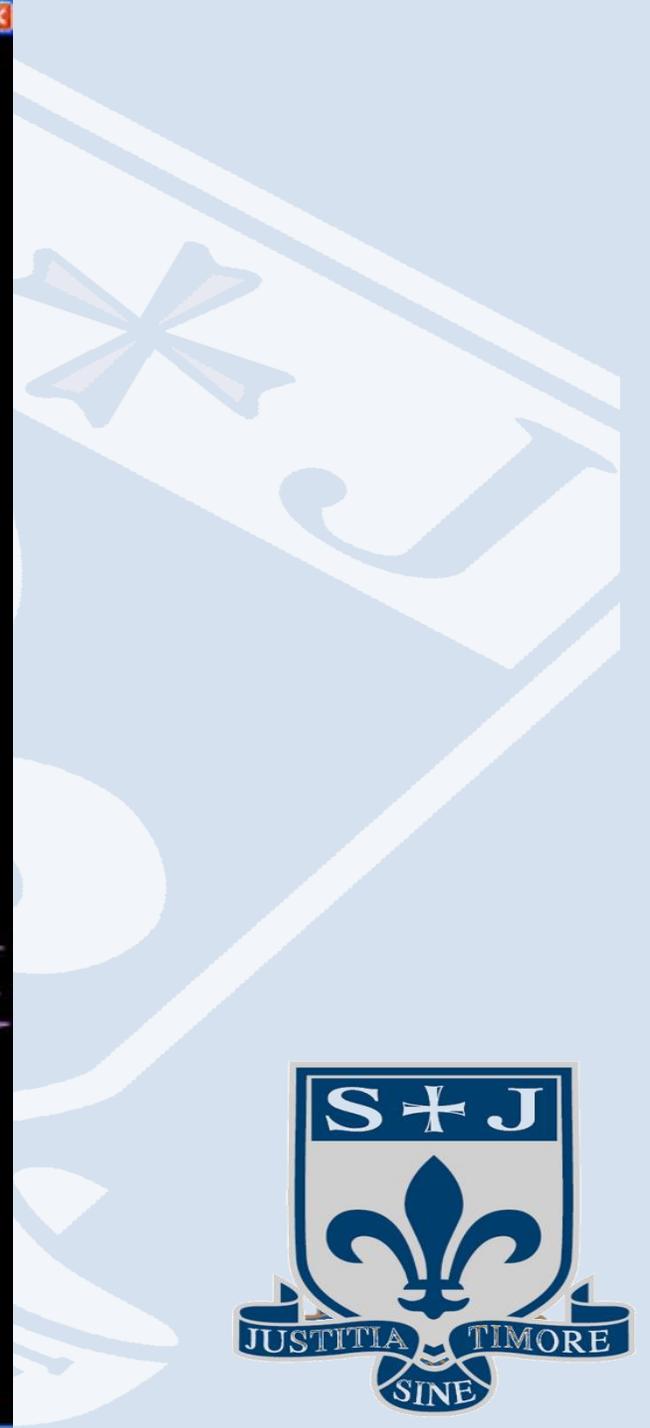
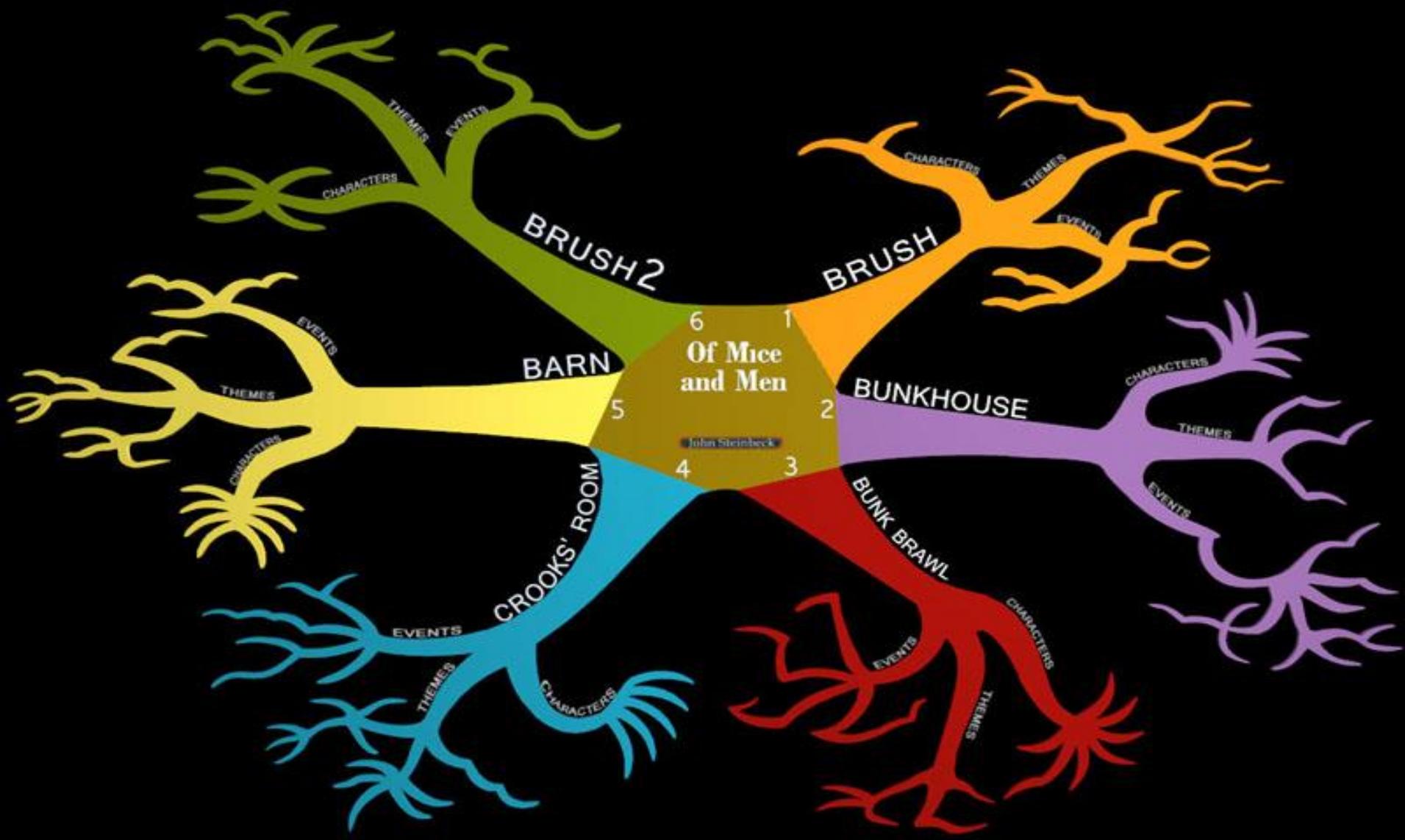
Revision techniques

MOST EXAMINATIONS ARE NOW ASSESSED BY AN EXAM AT THE END OF YEAR 11

KS3 provides the foundations for the GCSEs so they need to remember five years worth of learning!

- Have a study/revision timetable and stick to it
- Read and summarise
- Use a diagram or a mind map





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- Teach someone else
- Crib cards or key words



Maths- things to remember

PRIME NUMBER- can only be divided by itself or 1

AREA OF A TRIANGLE – $\frac{1}{2}$ base X Height

Speed = $\frac{\text{distance}}{\text{time}}$

1 Litre = 1000cm³

1 Metre = 3.3 feet

1Kg = 2.2 pounds



Revision techniques

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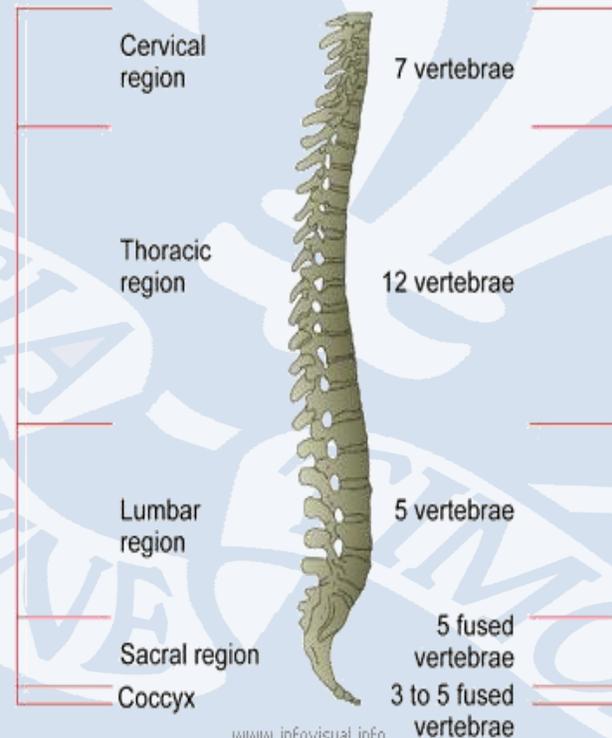
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- Record themselves
- Mnemonics



Vertebrae

- Cervical, Thoracic, Lumbar, Sacrum, Coccyx

VERTEBRAL COLUMN OR RACHIS (profile view)



Vertebrae

- Cute teddies love some cuddles
- 7, 12, 5, 5, 4



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- Mnemonics
- Past Papers
- Practise extended answers and use success criteria (mark scheme) to self-assess
- Ask your teacher for WAGOLLS if you struggle to achieve full marks
- Revisit learning- don't just finish the lesson and think that's it done because you won't remember it all.
- **FIND YOUR OWN REVISION STYLE**
- **TURN OFF SOCIAL MEDIA**
- **NO MUSIC**



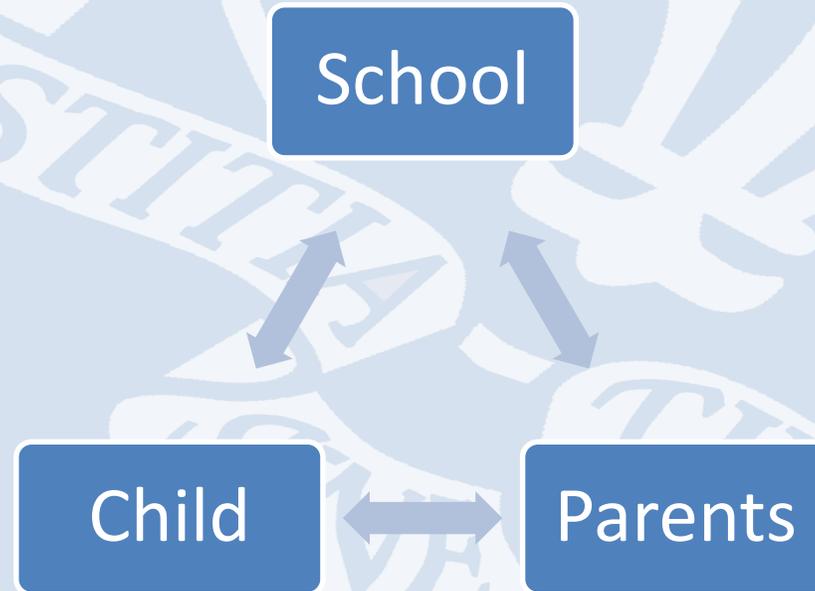
What additional support do the school offer

- KS2- question level analysis
- Maths and English catchup
- SEND department supports any additional needs
- Bucket List
- Monitor progress and put intervention in place if they fall behind
- Question Level Analysis after every formal assessment



What can Parents do to help?

- Success in education is a team effort which involves you, the school and your child working together and so you will play a variety of roles



What can parents do to support?

- Communication- If you have any concerns please contact the school as soon as possible
- Support good attendance and punctuality-Attendance should be at least 96%
- Encourage good study habits at home
 - Quiet working spaces
 - Study timetables- do this together
 - No electronic devices at night



WHAT IS YOUR ROLE?

• Banker



• Go Between

• Study Buddy



• Provider of Tools

• Project Manager



• Attendance Officer



Achieving beyond our wildest imagination!

Sign up via Epraise.

- Be a school receptionist for the day
- Join a school team
- Go to the theatre
- Learn to dance
- Be in a musical
- Grow something
- Be a prefect
- Make a film
- Join a debate club
- Care for an elderly person
- Go on a Spanish exchange
- Go on a retreat
- Go on a student voice ambassador
- Learn to bake
- Join an enterprise club
- Learn to chess
- Join an interview service
- Attend an interview
- Do a community service
- Be a lights technician
- Run 10K
- Create a garden
- Be a sports leader
- Be a sports receptionist for the day
- Walk up a mountain
- Make cookies
- Play netball
- Paint a picture
- Play a wall display
- Create an instrument
- Play an instrument
- Experience the world of work
- Do a road safety course
- Learn first aid
- Do a somersault



For with God, nothing is impossible” Luke 1:37



What to do if my child needs help?

1. Discuss with your child and equip them to report/discuss with the member of staff in school – or at least involve a third party.
2. Contact the class teacher/form tutor.
3. Contact the student support team.
4. Contact the Head of Year (Headteacher of the year group)
5. Senior leaders
 1. Pastoral Mr Singleton AHT, Mrs Yorke Robinson
 2. Standards, Learning and Teaching – Mrs McDonnell AHT, Mrs Morgan DHT
 3. Curriculum – Mrs Horridge AHT
 4. Systems – Ms Wood Business Manager.





Karen is feeling happy with Lisa and Pam



“Mirror, mirror on facebook, tell me the way my life should look”



SELF-ESTEEM

If you often have negative thoughts about yourself, you may be experiencing low self-esteem.

Low self-esteem can lead to unhelpful behaviours such as:

-  Engaging in risky behaviours (e.g. excessive dieting, substance abuse)
-  Withdrawing from friends, family and social situations
-  Avoiding taking on new challenges or risks due to fear of failure or rejection

Tips to build your self-esteem:

-  Re-engage with simple activities that used to make you feel good e.g. help a friend, cook a meal
-  Be aware when your negative thoughts get in the way of more important things.
-  Try not to avoid situations that make you nervous
-  Try to practice more balanced ways of thinking about yourself e.g. instead of thinking "I'm a failure" remind yourself "Everyone makes mistakes I did well and will learn from this for next time"

Self-esteem is about how we see ourselves and judge our overall sense of self-worth.



Positive self-esteem is about valuing yourself and seeing yourself as being "good enough".

When we experience positive self-esteem we can:

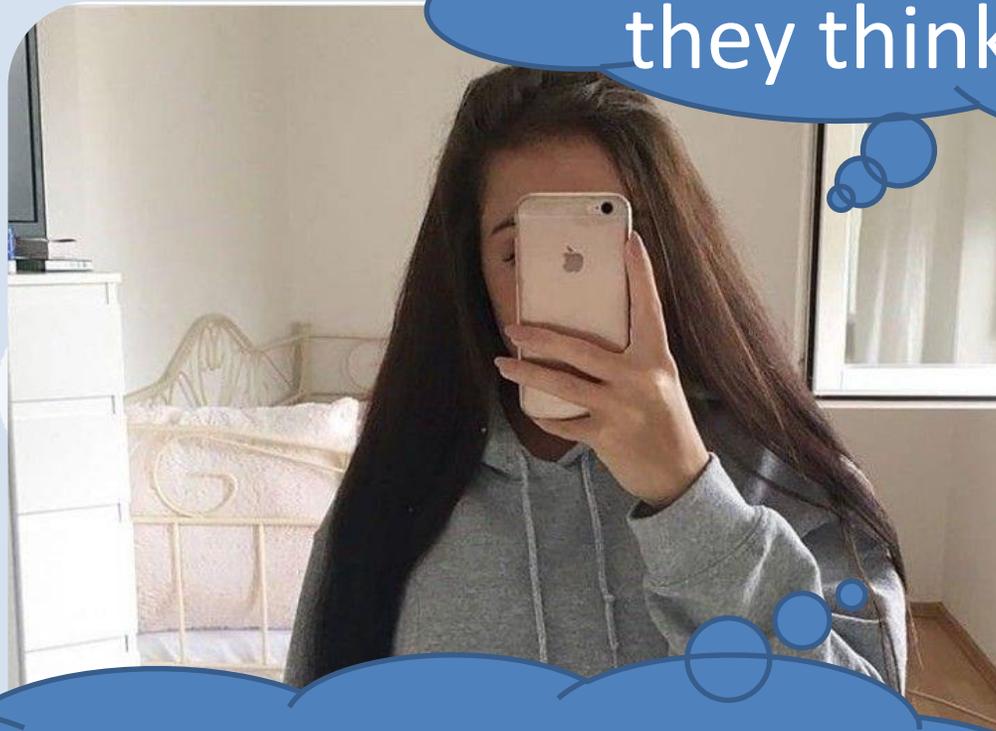
-  Feel confident in taking chances
-  Feel comfortable asking for help
-  Stand up for ourselves
-  Share and create positive relationships
-  Accept both compliments and negative feedback

Low self-esteem is associated with developing anxiety, depression, eating disorders and substance abuse.

If you or someone you know is experiencing problems with self-esteem, contact [headspace](#).



“Mirror, mirror on Instagram, tell me who they think I am”



“Mirror, Mirror on snap chat, tell me, really ...am I fat?”





YOU ARE

unlimited



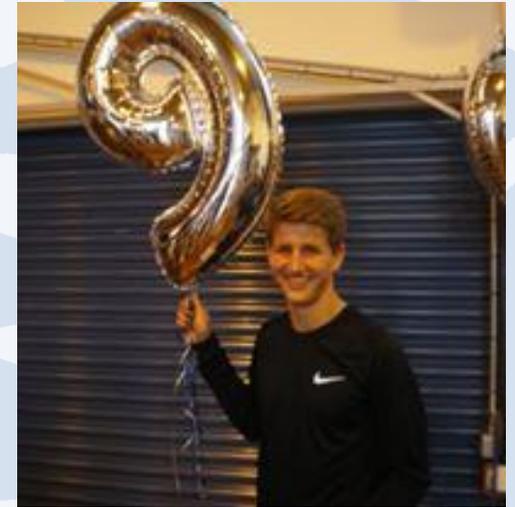
YOU ARE UNLIMITED



- Adam Peaty: 1st person under 57 seconds in 100m breaststroke
- The only person under 58 seconds
- 100M WR:56.88 (semi final world champs 2019)
- Was 168TH in the world (2012), 111TH in (2013), No1 (2014)
- "Do it once, do it twice, do it better!"



PROJECT 23 and PROJECT 24: BE A WINNER!



PROJECT 23 and PROJECT 24.....



WORK
HARD
DREAM
BIG.

DREAM BIG



I CAN
and
I WILL.

HARD WORK



DON'T QUIT

DETERMINATION



RESILIENCE



