

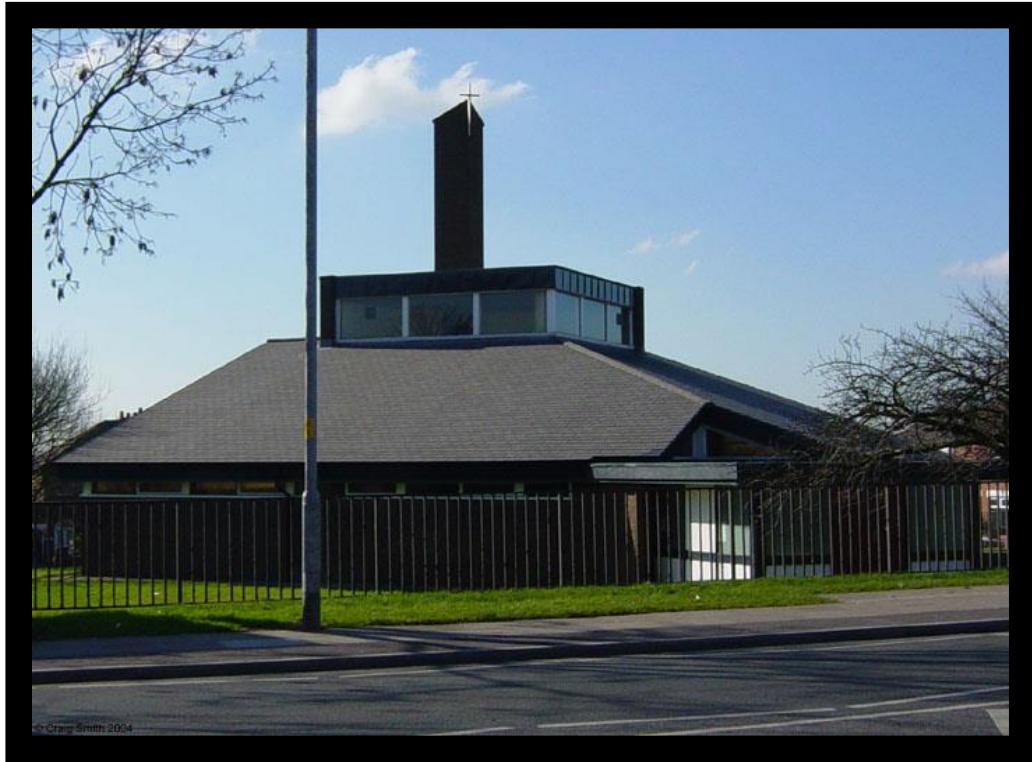


# Welcome to our “We’re in it Together Evening”

These slides are available  
on our webpage under the  
‘letters home’ section



# A place where you *can be* found





# Assessments Exams

- They are not ‘mocks’ – not ‘pretend’
- Doing badly in mocks means catchup for the rest of Y11.
- Treat them like the real thing
- Prepare for them like the real thing.

# KEY DATES:

## Year 7

- Year 7 Exams- 18th to 29<sup>th</sup> April 2022
- Parents Evening-3rd March 2022
- Reports home to parents:  
12th November 2021  
11th February 2022  
24th June 2022

## Year 8

- Year 8 Exams 16th to 27th May 2022
- Y8 Pathways Evening: 18th January 2022
- Parents' Evening: 27<sup>th</sup> January 2022
- Reports home to parents:  
26th November 2021  
18th March 2022  
8th July 2022



# Life Long Learners

- Progress and evidence your own success
- Every piece of work matters



**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**.

YEAR 8 - The Primary **Key Stage 2** score is used to determine the **starting point** and then calculate and **end point**.

Year 7- **CAT tests** used to identify strengths in ability.

Fischer Family Trust will generate targets from the results of the CATs



# 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). Year 7 will be given their pathway once CAT tests are complete.

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.



<b>Blue Pathway</b>								
<b>Purple Pathway</b>								
<b>Orange Pathway</b>								
	<b>Step 5</b>	<b>Step 6</b>	<b>Step 7</b>	<b>Step 8</b>	<b>Step 9</b>	<b>Step 10</b>	<b>Step 11</b>	<b>Step 12</b>
<b>AO1 Remember</b>	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.
<b>AO2 Application</b>	Apply knowledge effectively in a range of contexts.  Sometimes use data to support evidence.	Use theories to make simple explanations of events.  Consistently use and sometimes rearrange equations in calculations.	Interpret data and use it to support evidence.  Rearrange equations in calculations.	Apply knowledge effectively in a range of contexts.  Use theories to make detailed explanations of events.  Interpret data and use it to support evidence.  Rearrange equations in calculations.  Understand standard form.	Apply knowledge effectively in a range of contexts.  Use theories to make detailed explanations of events.  Interpret data and use it to support evidence.  Rearrange equations in calculations.  Understand standard form	Always apply knowledge effectively in a wide range of contexts.  Always use theories to make detailed explanations of events.  Always make effective use of data to support evidence.  Consistently rearrange multi-step calculations  Use standard form	Always apply knowledge effectively in a wide range of contexts.  Always use theories to make detailed explanations of events.  Always make effective use of data to support evidence.  Consistently rearrange equations in complex calculations  Use appropriate sig figs	Consistently apply knowledge effectively in a wide range of contexts.  Use scientific theories to make detailed explanations of events.  Make effective use of data to support evidence.  Consistently rearrange equations in complex unseen calculations
<b>AO3 Analyse</b>	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 qualitative and quantitative data to draw	FOR ALL RPAs

# 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	



# Report



## Year 8 Interim Report 3

Name: Unlimited

Form 8TERESA

% Attendance : 99.7	Authorised Absence : 1	Unauthorised Absence : 0
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### 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

- Students 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 2022

Core Curriculum	Pathways Curriculum	
Religious Education	Art and Design	Health and Social Care BTec Award
English Language and Literature	Business Studies	History
Maths	Design and Technology GCSE	iMedia (Cambridge Nationals Qualification)
Science (option of Separate Science Y9-10)	Drama	Modern Languages
Core PE	Food : Preparation and Nutrition	Music
	Geography	OCR National in Sport
		Performing Arts



# Year 7 and Year 8 Curriculum Model

- Year 7 are taught in forms to Christmas
- For Year 7 and Year 8 the year group is split into two mixed ability halves
  - English sets students in each half
  - Maths sets students in each half, the students are then in the same class for Science
  - All other subjects have 1 J'Band class and 3 mixed ability classes



# 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

			RAG	Follow up RAG
Adding and subtracting fractions including mixed numbers	1b	71a	Yellow	Green
Dividing fractions including mixed numbers	2	74	Green	Green
Ratio in real context	3	106	Green	Green
Problems involving percentage change	4a	109	Yellow	Green
Approximation and estimation with compound units	4b	142	Red	Green
Use compound units	5a	51	Red	Green
Plans and elevations of 3D shapes	5b	114	Red	Green
Surface area of pyramids	6	113	Red	Green
Geometrical problems on coordinate axes	7	48,49,181	Yellow	Green
Combinations of transformations	8	54,106	Green	Green
Ratio in real context	9a	131,154,188	Yellow	Green
Index notation (fraction)	9b		Red	Green
Index notation (power of zero)	9c		Green	Green
Index notation (negative fraction)	10a		Yellow	Green
Drawing a box plot	10b	187	Green	Green
Interpreting a box plot	11	183	Green	Green
Circle theorems	12	193	Red	Green
Mathematical arguments and proofs	13	207ab	Yellow	Green
Calculate exactly with surds	14	199	Red	Green
Solving direct and inverse proportion	15a	158	Green	Green
Equations (difference of two squares)	15b		Green	Green
Band expressions	16	125	Red	Green
Exhaustive set of outcomes	17	210a	Red	Green
Algebraic fractions	18	196b	Red	Green
Reflections of a function	19	208	Red	Green
Translations of perpendicular lines	20	212	Yellow	Green
Inequalities				

Y11 H AP2: CALCULATOR P2	Question Number	Mathswitch clip	RAG	Follow up RAG
Scatter diagram: correlation	1a			
Interpreting Scatter Diagrams	1b	129		
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	Red	
Trigonometry Reasoning	5b		Red	
Probabilities of an exhaustive set of outcomes	6a	125	Green	
Probabilities of an exhaustive set of outcomes	6b		Red	
Solve linear equations	7	135a	Yellow	
Exterior and interior angles	8	123,137	Yellow	
Standard form	9a	83	Red	
Problems involving percentage change	9b		Red	
Lowest common multiple	10	80	Red	
Problems involving reverse percentages	11	108,110	Red	
Gradients and intercepts of linear functions	12a		Red	
Rates of change (explain)	12b	97,159	Red	
Gradients and intercepts of linear functions	12c		Green	
Lengths, areas and volumes in similar figures	13	200	Red	
Product rule for counting	14		Yellow	
Area under graph	15a	216	Red	
Area under graph reasoning	15b		Red	
Substitution to find nth term and other terms in a sequence	16a		Red	
The nth term of a quadratic sequence	16b	162, 213	Red	Green
Sine and cosine rule	17	201,202	Red	
Substitute values into formulae and expressions	18a		Yellow	
Algebraic manipulation	18b	179,180	Green	
Approximate solutions to equations using iteration	18c		Yellow	
Translate situations into algebraic equations	19	168,210b	Red	
Venn diagrams	20	127,185	Yellow	
Congruence criteria for triangles (SSS, SAS, ASA, RHS)	21a		Red	
Properties of 2D shapes	22a	166	Red	



# 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

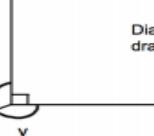
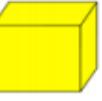
Numeracy 5aday – broadly designed for students aiming for G

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

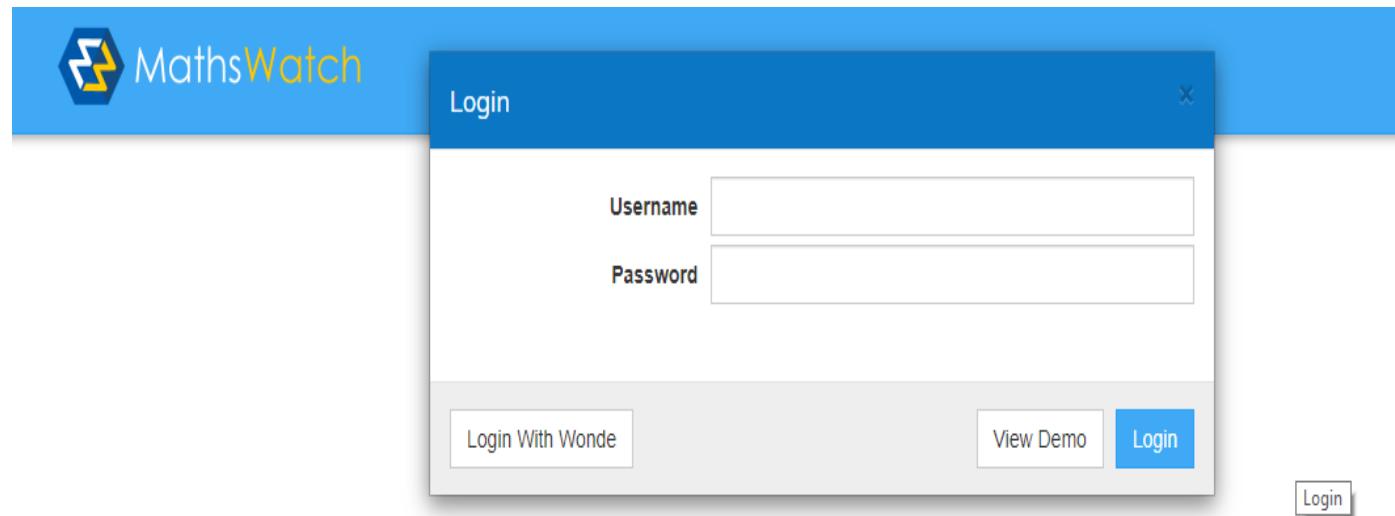
Higher Plus – broadly designed for students aiming for Grades

Name: _____	5-a-day	Numeracy
<b>1st January</b> Write the number 1804 in words.		 Corbettmaths
A carton of milk costs 57p 		
Find the cost of three cartons of milk		
 Diagram not drawn accurately 120° y	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.



# **Mathswatch log in details**

**Website:**

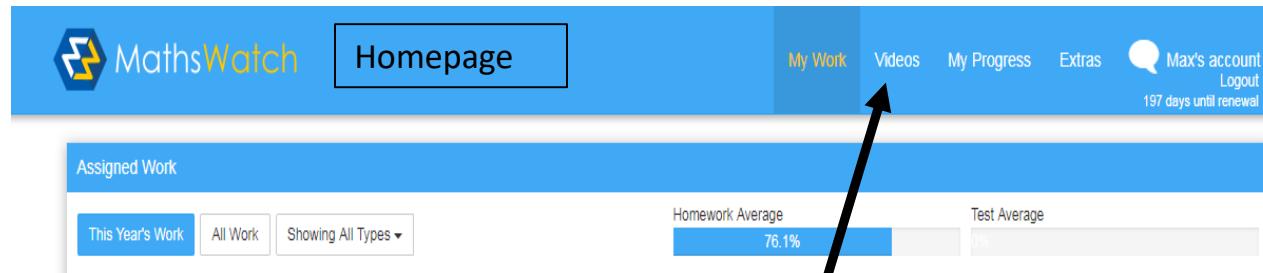
<https://vle.mathswatch.co.uk/vle/>

**Username:** [20surnamefirstinitial@st-josephs.bolton](mailto:20surnamefirstinitial@st-josephs.bolton) (e.g. [20smithj@st-josephs.bolton](mailto:20smithj@st-josephs.bolton) for John Smith [20 would be the year your child started at St Joseph's])

**Password:** pupil1



# Knowing your way around Mathswatch

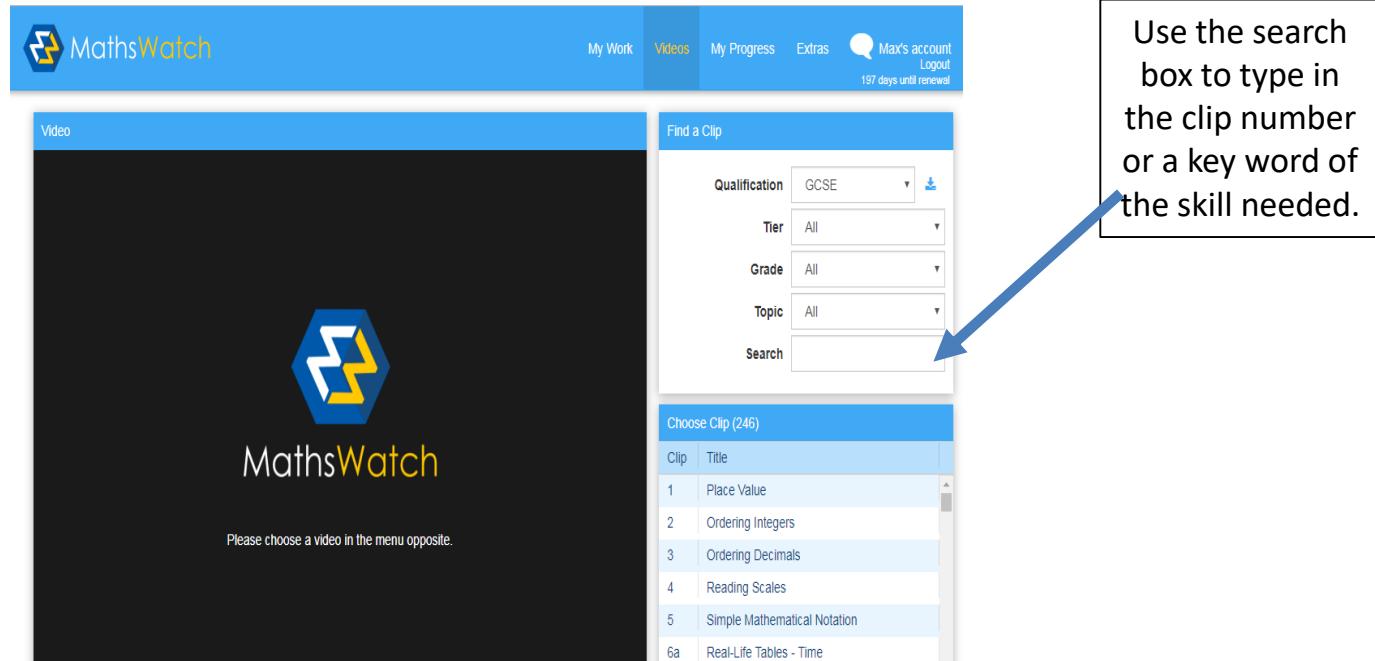


The screenshot shows the MathsWatch website homepage. At the top, there is a blue header bar with the MathsWatch logo, a 'Homepage' button, and several menu options: 'My Work' (which is highlighted in blue), 'Videos', 'My Progress', and 'Extras'. To the right of these is a user account section for 'Max' with a logout link and a note about account renewal. Below the header, the main content area has a light blue background. It features a section titled 'Assigned Work' with buttons for 'This Year's Work' (highlighted in blue), 'All Work', and 'Showing All Types ▾'. To the right of this is a progress bar for 'Homework Average' showing 76.1% completion, and another for 'Test Average' which is mostly greyed out.

Click on  
videos



# Knowing your way around Mathswatch

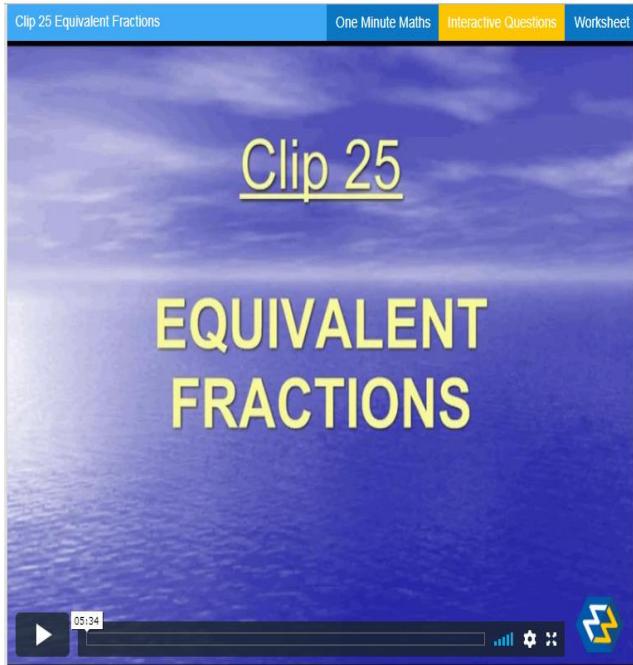


The screenshot shows the Mathswatch website interface. At the top, there is a blue header bar with the Mathswatch logo, navigation links for 'My Work', 'Videos' (which is the active tab), 'My Progress', 'Extras', and a user account section. Below the header, there is a large video player area with a black background and the Mathswatch logo. To the right of the video player is a search panel titled 'Find a Clip'. The search panel includes dropdown menus for 'Qualification' (set to GCSE), 'Tier' (set to All), 'Grade' (set to All), 'Topic' (set to All), and a 'Search' input field. A blue arrow points from a callout box to this 'Search' input field. Below the search panel is a table titled 'Choose Clip (246)' with columns for 'Clip' and 'Title'. The table lists several video titles: Place Value, Ordering Integers, Ordering Decimals, Reading Scales, Simple Mathematical Notation, and 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

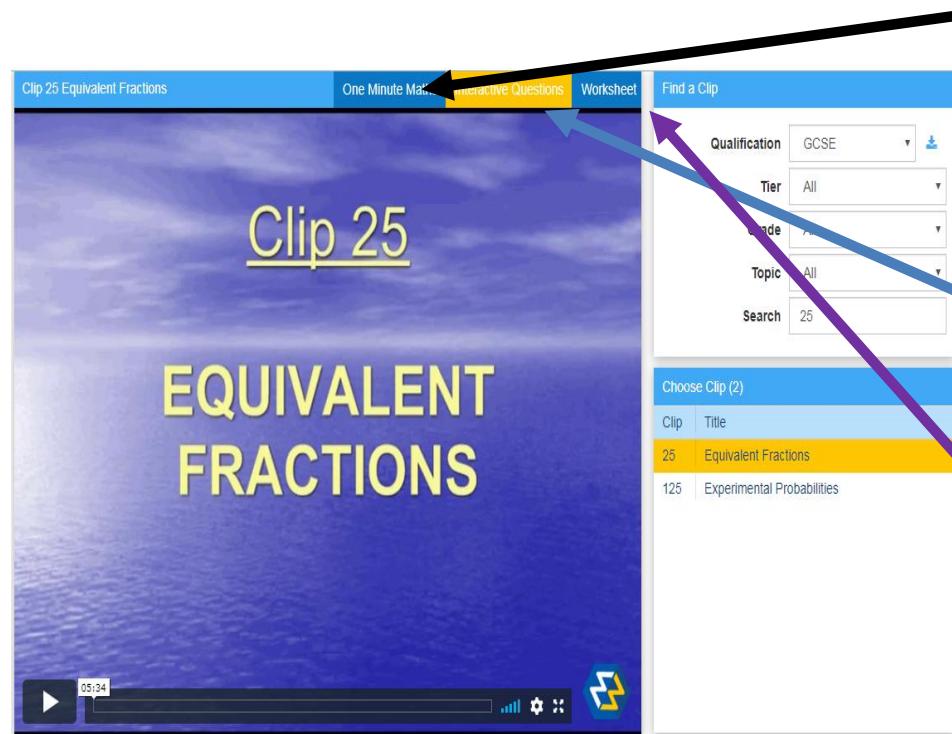


The screenshot shows the Mathswatch website interface. On the left, there is a video player window titled "Clip 25 Equivalent Fractions". The video title "Clip 25" is displayed in yellow text on a blue background. Below it, the topic "EQUIVALENT FRACTIONS" is also displayed in large yellow text. The video player includes a play button, a progress bar showing "05:34", and some control icons. At the top of the page, there are tabs for "Clip 25 Equivalent Fractions", "One Minute Maths", "Interactive Questions", and "Worksheet". To the right of the video player is a search sidebar titled "Find a Clip". It contains dropdown menus for "Qualification" (set to GCSE), "Tier" (set to All), "Grade" (set to All), "Topic" (set to All), and a "Search" input field containing the number "25". Below the search sidebar is a list titled "Choose Clip (2)". This list shows two items: "25 | Equivalent Fractions" and "125 | Experimental Probabilities". The first item, "25 | Equivalent Fractions", is highlighted with a yellow background.

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



# Knowing your way around Mathswatch



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 a MathsWatch interface. At the top, there's a navigation bar with 'My Work', 'Videos', 'my Progress', 'Extras', 'Max's account' (with a 'Logout' button), and a reminder '197 days until renewal'. Below this is a sub-navigation bar for 'Clip 25 Equivalent Fractions - Question 1' with tabs for 'Standard Questions' (selected) and 'Harder Questions'. Under 'Standard Questions', there are two numbered boxes, with the second one highlighted by a purple arrow. Under 'Harder Questions', there are also two numbered boxes, with the second one highlighted by a purple arrow. A 'Return to Videos' button is on the right. The main content area shows a question: 'Which two of these fractions are equivalent to  $\frac{1}{3}$ ?'. Below the question are four options: A.  $\frac{2}{6}$ , B.  $\frac{5}{25}$ , C.  $\frac{4}{16}$ , and D.  $\frac{10}{30}$ . To the right of the question is a progress bar showing '96%' completion, accompanied by a calculator icon with a red 'X' and a trophy icon. Below the progress bar are four buttons labeled A, B, C, and D. A large 'Submit Answer' button is at the bottom right.

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

The screenshot shows the 'My Progress' section of the MathsWatch website. At the top, there are four circular progress indicators:

- Topics Watched: 105
- Questions Answered: 610
- Acquired Skills: 61
- Mastered Skills: 30

Below these indicators is a search bar with the placeholder 'Search Videos' and a magnifying glass icon. To the right of the search bar are dropdown menus for 'Qualification' (set to 'GCSE'), 'Tier' (set to 'All'), 'Grade' (set to 'All'), 'Topic' (set to 'All'), and 'Time Period' (set to 'All').

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 in Y7 and Y8.
- Students will read a range of challenging texts (differentiated according to need). These texts range from ‘classics’ to more modern material. For example, texts students study across KS3 include: The Hobbit, Blood Brothers, Great Expectations, Oliver Twist, 19<sup>th</sup> Century Gothic Fiction, Noughts and Crosses amongst others!
- The curriculum is designed to create resilient learners who can think independently. It also aims to develop a 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 child to read widely (both fiction and non-fiction).
- Encourage them to read for pleasure.
- Discuss what they are reading. Encourage them to explain how and why characters are presented in different ways.
- Encourage them to make predictions about what will happen next in a story and ensure they explain why!
- Discuss and debate articles/news items/current affairs with them. Allow them to grow confidence exploring their own opinions using well reasoned arguments.
- Discuss what they've been reading in class. Ask them to explain how their learning links to skills outside of the classroom.
- Encourage them to conduct further study/research/background reading around the class readers. This will help them to grow a wider appreciation of what they are studying.
- Revise word classes and techniques they've learned in primary and new devices they've learned in Y7/8. Can they easily identify a verb from an adverb? Can they explain the difference between a simile and a metaphor? Can they provide examples?



# USEFUL WEBSITES...

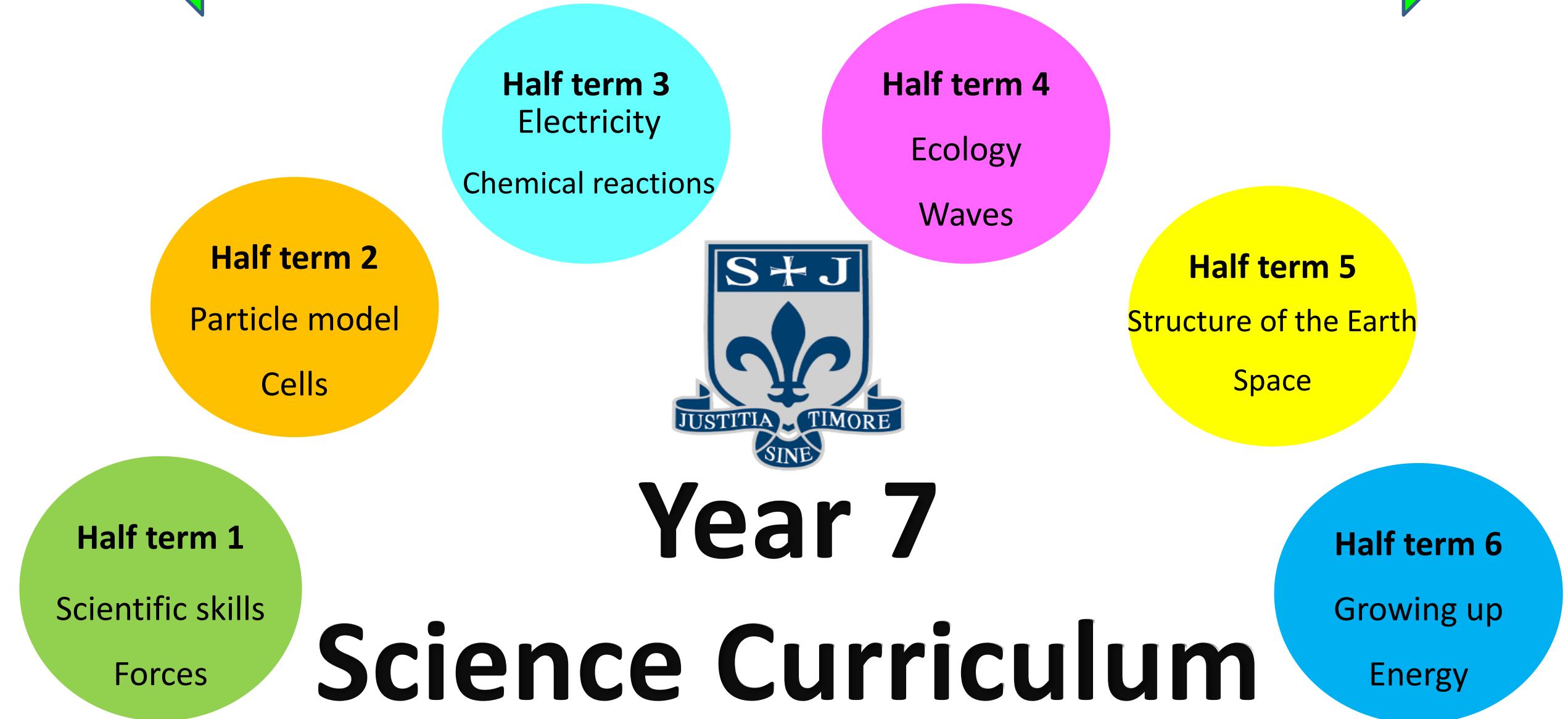
- BBC Bitesize
- Seneca Learning

# OTHER RESOURCES...

KS3 Revision Guides – grammar, spelling, punctuation

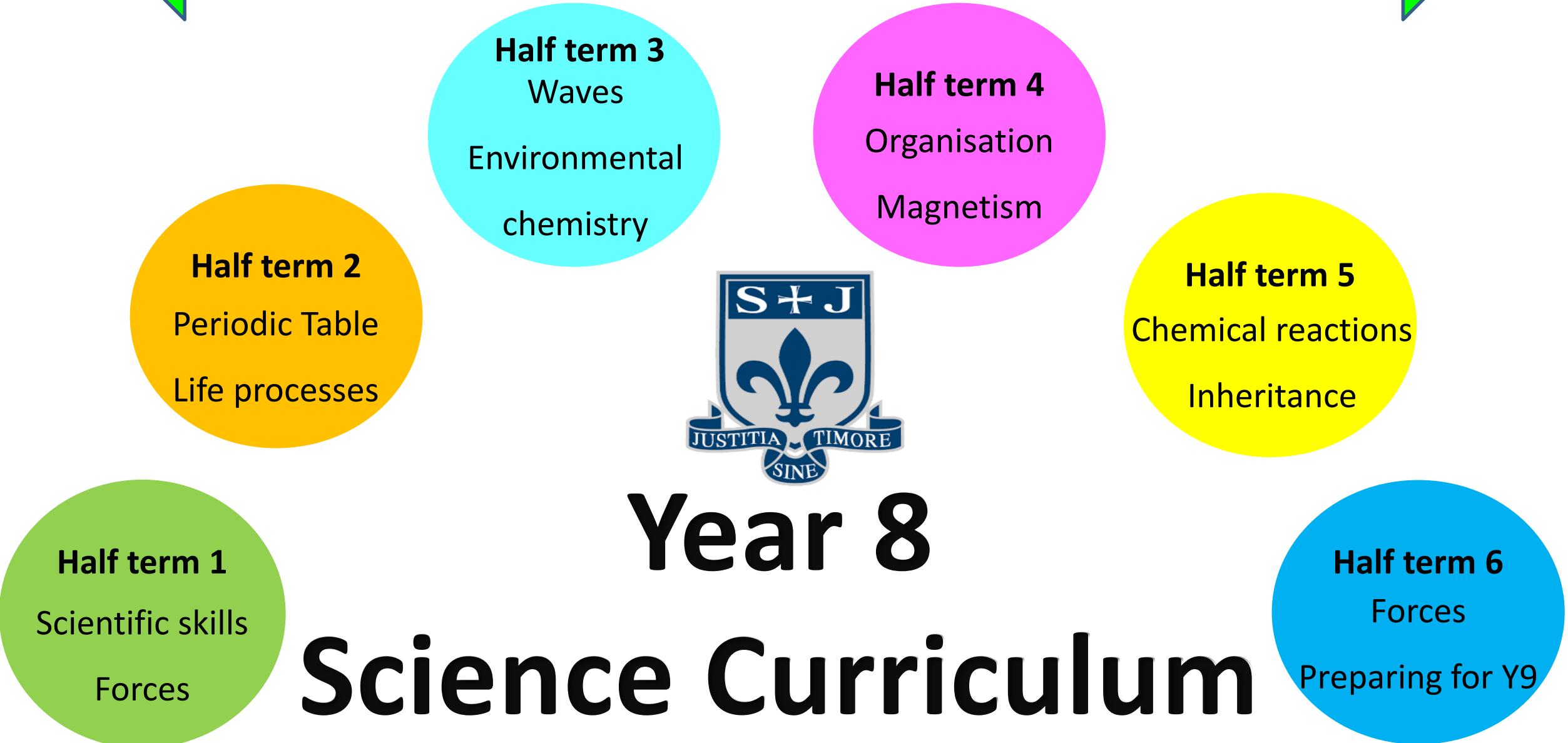


## Development of Experimental Skills





## Development of Experimental Skills



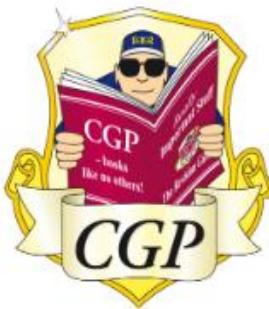
# Supporting your child with their science studies



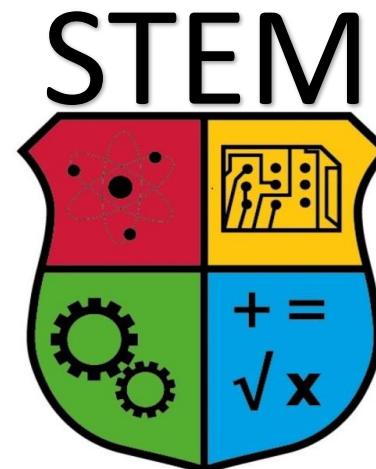
CGP Product code: SHW32B

ISBN: 9781841462394

**Key Stage Three**  
**Science**



**The Workbook**  
Includes Answers



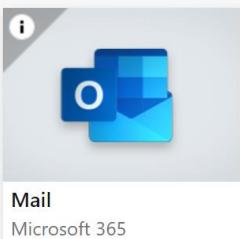
# Parent Tick List- What do I do if they can't do it:

- 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





Search Launch Pads

**St Joseph's RC High School and Sports Co...**Word of The Week  
EnglishMail  
Microsoft 365

Microsoft Teams

OneDrive  
Microsoft 365Every Education  
EveryEdexcel Online  
System LoginEduqas  
Eduqas/WJEC Secure Lo...EduKey  
Provision MappingProdigy Education  
Maths ResourcesKooth  
Mental Health Communitytwinkl  
TwinklCares

Exampro



NSPCC

We are very fortunate to have a whole school 'APP' called RM Unify. It is accessed by logging into [RM Unify.com](https://RMUnify.com)

This application brings all the websites students need under one roof. It means they can access E-praise and Microsoft TEAMS / Outlook and many other Applications free, with just one username and password.

Our plea is that you support your child to learn their email address which is also their username, and to help them to choose a Password that they will remember and not share with anyone else. Please log on to RM Unify with them at home and help them access their school TEAMS and emails.

Emails all follow the same format:

[YearofEntryFirstInitialSurname@st-josephs.bolton.sch.uk](mailto:YearofEntryFirstInitialSurname@st-josephs.bolton.sch.uk)

21jbloggs@st-josephs.bolton.sch.uk

Should your child forget their password they can ask their class teacher or email [RMUnify@st-josephs.bolton.sch.uk](mailto:RMUnify@st-josephs.bolton.sch.uk)

# Seneca Learning

[www.senecalearning.com](http://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

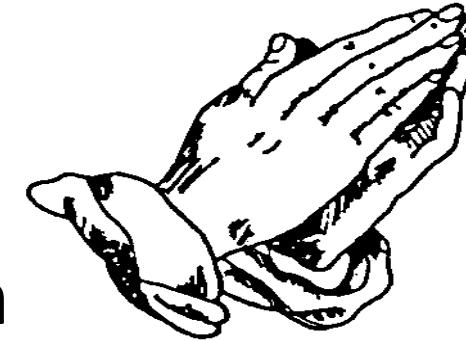


# Memory test

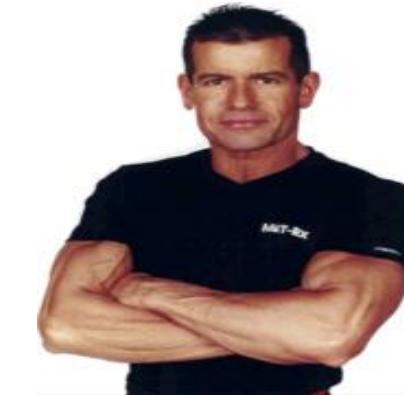


**Literacy: Talk like  
an expert**

# Kinaesthetic key



- Theist – someone who believes in
- Atheist – Someone who believes that God does not exist.
- Agnostic – Someone who is unsure whether God exists or



**MONO = One**

**Monosaccharide**

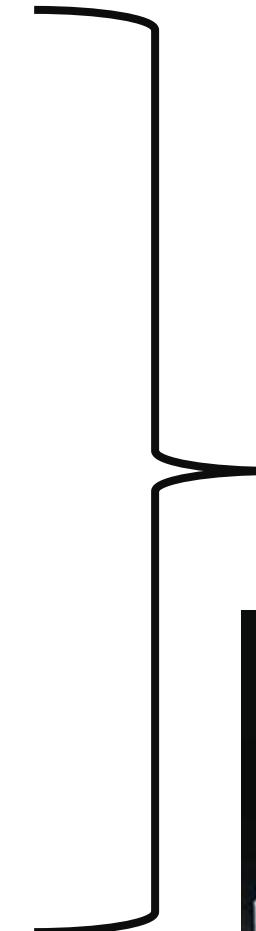
**DI = Two**

**Disaccharide**

**POLY = MORE THAN TWO**

**Polysaccharide**

**Keyword splits**

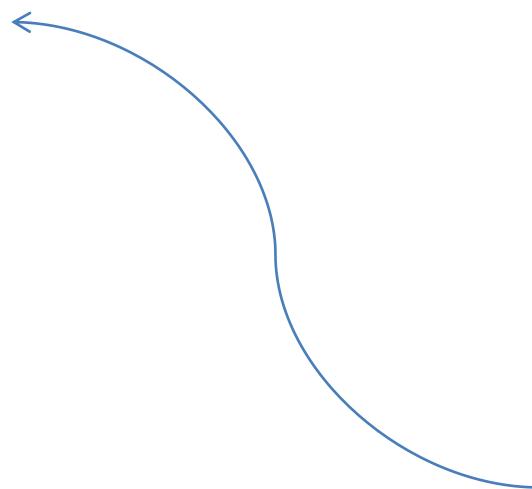


**Saccharide is a fancy word  
for sugar**



# What does the word sound like?

## Aeration



What does it  
sound like?

Aeration – to add air to a  
product



# Language Structure Writer's ideas Themes

Key (colour  
coded)



Poetry Across Time • Relationships

**Brothers**

Verbs

Saddled with you for the afternoon, me and Paul ambled across the threadbare field to the bus stop, talking over Sheffield Wednesday's chances in the Cup while you skipped beside us in your ridiculous tank-top, spouting six-year-old views on Rotherham United.

Relationships with siblings  
Stanza 1 sets the scene

Suddenly you froze, said you hadn't any bus fare. I sighed, said you should go and ask Mum and while you windmilled home I looked at Paul. His smile, like mine, said I was nine and he was ten and we must stroll the town, doing what grown-ups do.

Relationships in siblings  
Disruption (no money)  
Poets see it as an advantage.

As a bus crested the hill we chased Olympic Gold. Looking back I saw you spring towards the gate, your hand holding out what must have been a coin. I ran on, unable to close the distance I'd set in motion.

Separation.

Regret.

Andrew Forster

Contemporary Poetry

Language  
Structure  
Writer's ideas  
Themes for comparison

55



# Mnemonics

# A.F.O.R.E.S.T.

Alliteration

Facts

Opinion

Repetition

Emotive language

Statistics

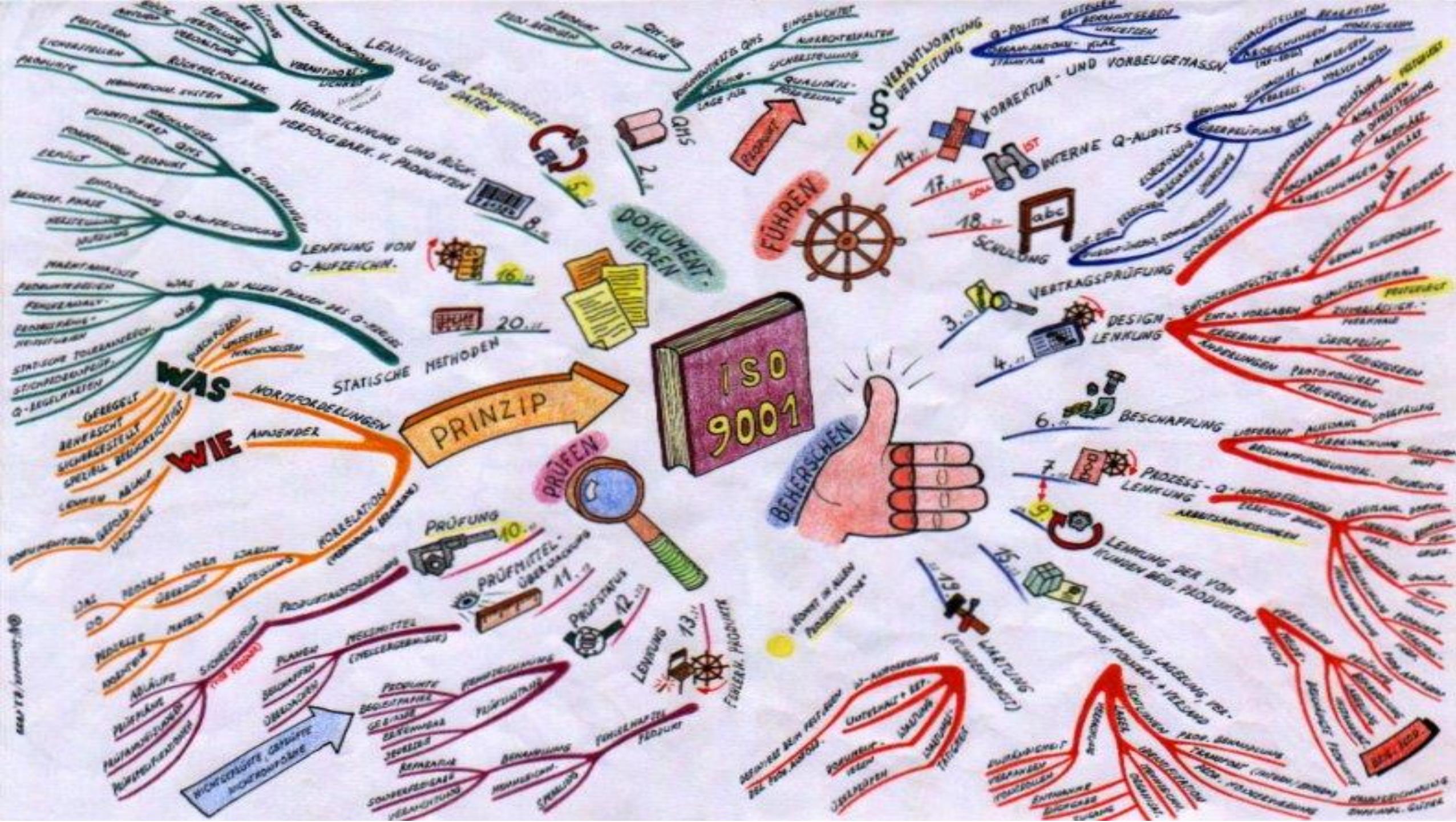
Three (rule of)



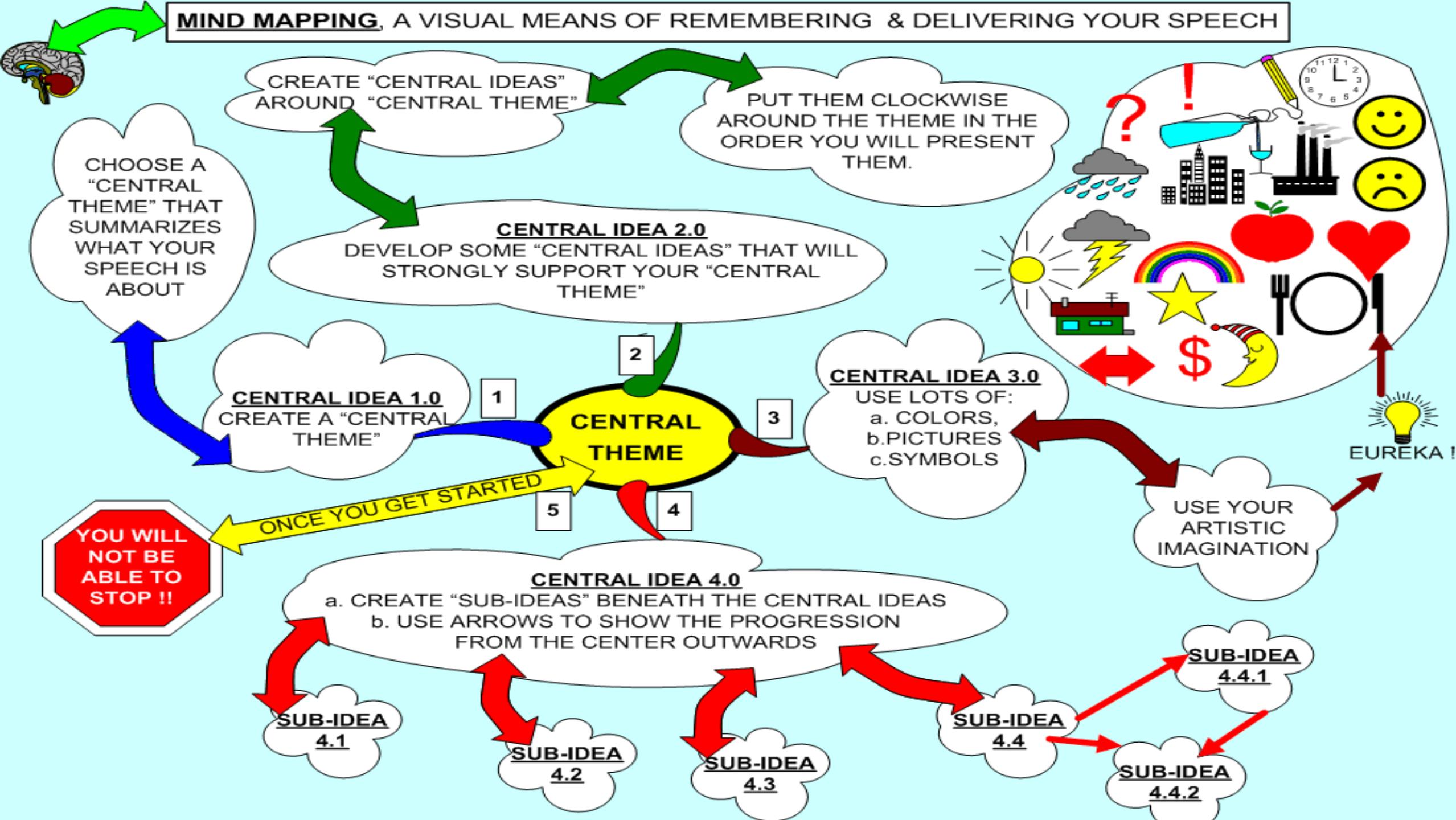
Features of discursive  
writing



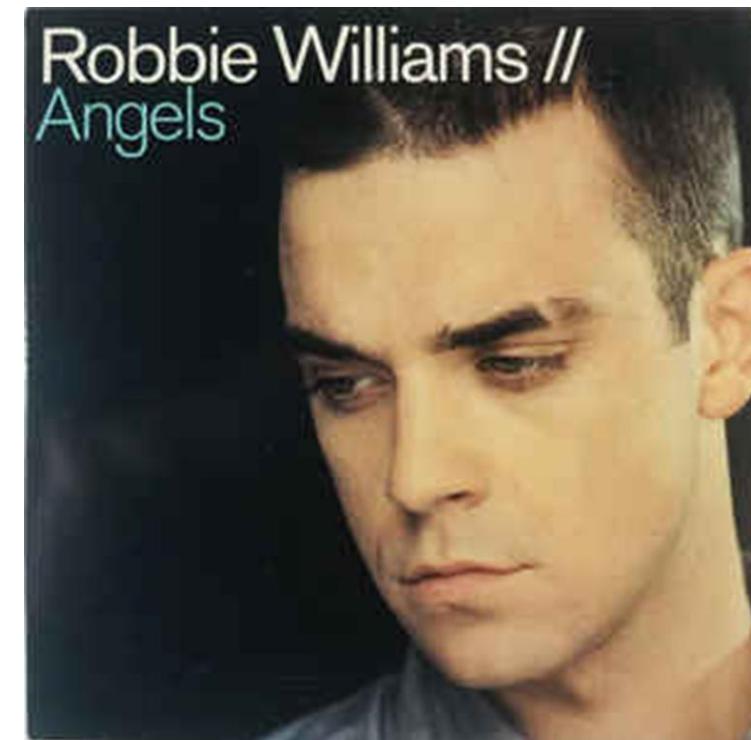
# **Picture it!**



**MIND MAPPING**, A VISUAL MEANS OF REMEMBERING & DELIVERING YOUR SPEECH



# If it worked for Robbie...?





Languages – Talk to  
the wall.



Make your own  
pod casts

# **And what do we expect them to do?**

1-1½ at home on a weekday.

3-4pm Revision sessions in school.

4:30-5:30 pm HW/revision at home.

5:30-6:30pm Meal

6:30-7pm revision

**7pm free time to relax before bed with 30 mins of no electrics before bed!**



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# Head of Year

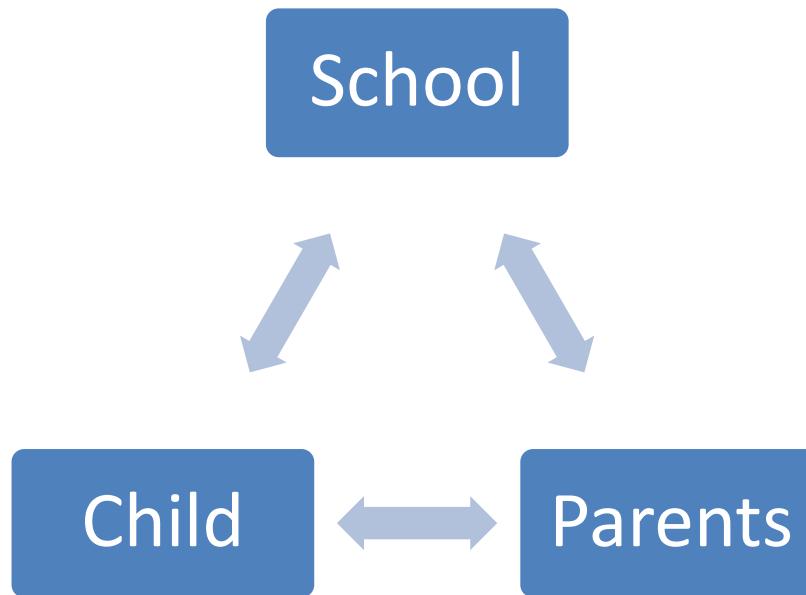
Mrs Weall (year 7)

Mr Sylvester (Year 8)



# What can Parents do to help?

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



# The statistics are clear...

- Your child is **80%** more likely to succeed if you are actively involved in their studies.
- You need to know what they are learning;
- What they struggle with;
- You need to sit with them, test them;
- Don't let them shut you out!



# 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%
- Speak to them about future plans and aspirations. Encourage them to aim high
- Encourage good study habits at home
  - Quiet working spaces
  - Revision timetables- do this together
  - No electronic devices at night



# Lord

In a world of uncertainty let us be confident that we can rely on you.  
At a time when we have lost so much in these COVID times we pray that  
our young people will be the 'found generation'

In the midst of the most exciting but challenging year for our young  
people so far help them to find a new sense of resilience and a drive to  
the best they can be. May their time at St Joseph's be the time that they  
find out who they really are and who they want to be.

Stay with us Lord on our journey.

Amen.

