We are in it together! Welcome.

Reset, rebuild, restore and renew- #Found for a purpose

Isaiah 61:4

The lessons from the peace process are clear; whatever life throws at us, our individual responses will be all the stronger for working together and sharing the load.

— Queen Elizabeth JJ —

RIP Queen Elizabeth 1926-2022


99

No age group has a monopoly of wisdom, and indeed I think the young can sometimes be wiser than us.

- Queen Elizabeth II

- Addiction to approval.
- Sleep patterns.
- Anxiety that never goes away.

~~“I was a teenager once…I know what it is like….”~~

How UK is sleepwalking into public health disaster with vaping epidemic: Teenagers hooked on e-cigs reveal how they've been left needing INHALERS after being lured by shops peddling 'smokeable Fanta'

By Connor Boyd Deputy Health Editor For Mailonline

UPDATED: 18:34 on 7 September 2022

Share

- Doctors fear there could be [illegible] coming in next decade as [illegible] hooked on devices
- Vapes have [illegible] engine

Outcomes 2022


2022


2022

KEY DATES:

Year 8

- Year 8 Exams 27th Feb – 10th March 2023
- Y8 Pathways Evening: 18th January 2022
- Progress Evening: 25th January 2023
- Reports home to parents:
  - 14th November 2022 (interim)
  - 27th March 2023 (full report)
  - 26th June 2023 (interim)

Year 9

- Year Exams 15th – 26th May 2023
- Progress Evening: 9th March 2023
- Reports home to parents:
  - 12th Dec 2022 (interim)
  - 6th March 2023 (interim)
  - 3rd July 2023 (full report)

Life Long Learners

- Progress and evidence your own success
- Every piece of work matters
- Students need perseverance, determination and resilience

Perseverance

JUSTITIA TIMORE SINE

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
- 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.

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

For Year 8 and 9 - CAT tests were used to identify strengths in ability. Fischer Family Trust generated targets from the results of the CATs

How will we monitor and support students?

Target Grades

Pathways

Assessment

Refine and improve

Intervention

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.	Consistently use and sometimes rearrange equations in calculations.	Rearrange equations in calculations.	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.			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
						Draw detailed, evidence-based conclusions.		Critically analyse qualitative and quantitative data to draw

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 2023

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

Maths

Minimum Expected Step Pupil Progress

Please refer to individual skills grids throughout your book for your own skills analysis

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

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Year 9									

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.

Recall

Your child takes part in recalling skills each week in a bid to transfer these to their long term memory.

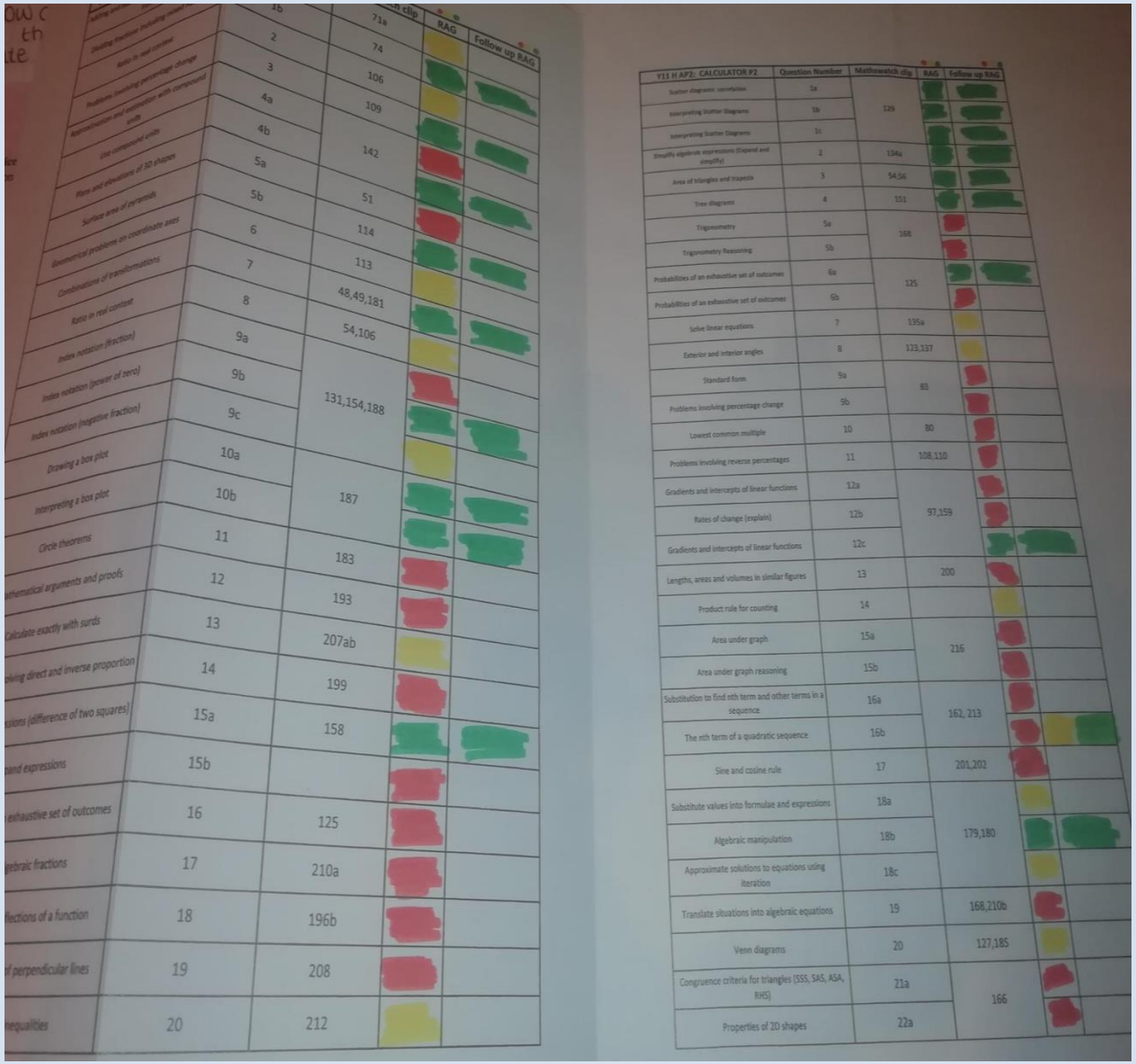
These are usually in place twice per week in lessons and allows teachers to pick up on any gaps to help them improve. These are topics that have been previously visited and also skills from any home learning time.

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



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

Welcome | Videos and Worksheets | Primary | 5-a-day | More | Revision Cards

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

5-a-day GCSE 9-1

5-a-day GCSE 9-1

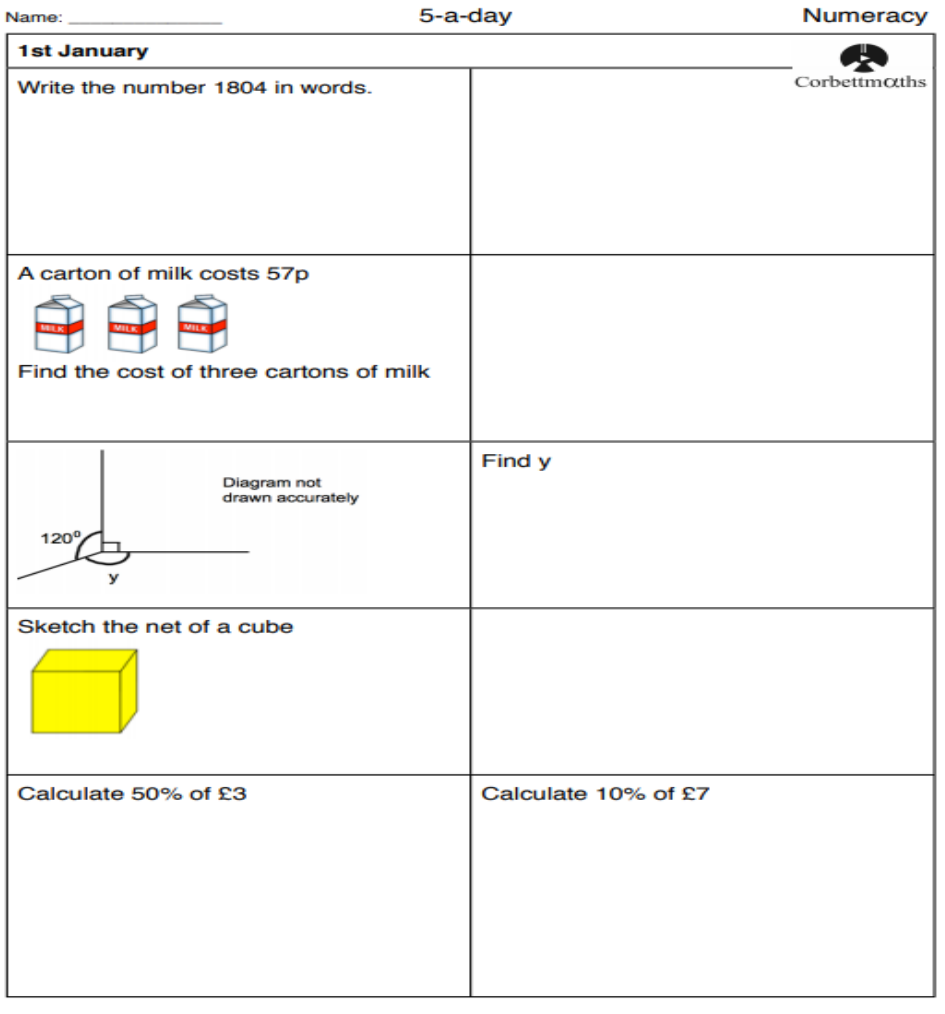
Numeracy 5aday – broadly designed for students aiming for Grades 1, 2 and 3.

Foundation – broadly designed for students aiming for Grades 3 and 4.

Foundation Plus – broadly designed for students aiming for Grades 4, 5 and 6.

Higher – broadly designed for students aiming for Grades 6 and 7.

Higher Plus – broadly designed for students aiming for Grades 8 and 9.



Name: _____ 5-a-day Numeracy

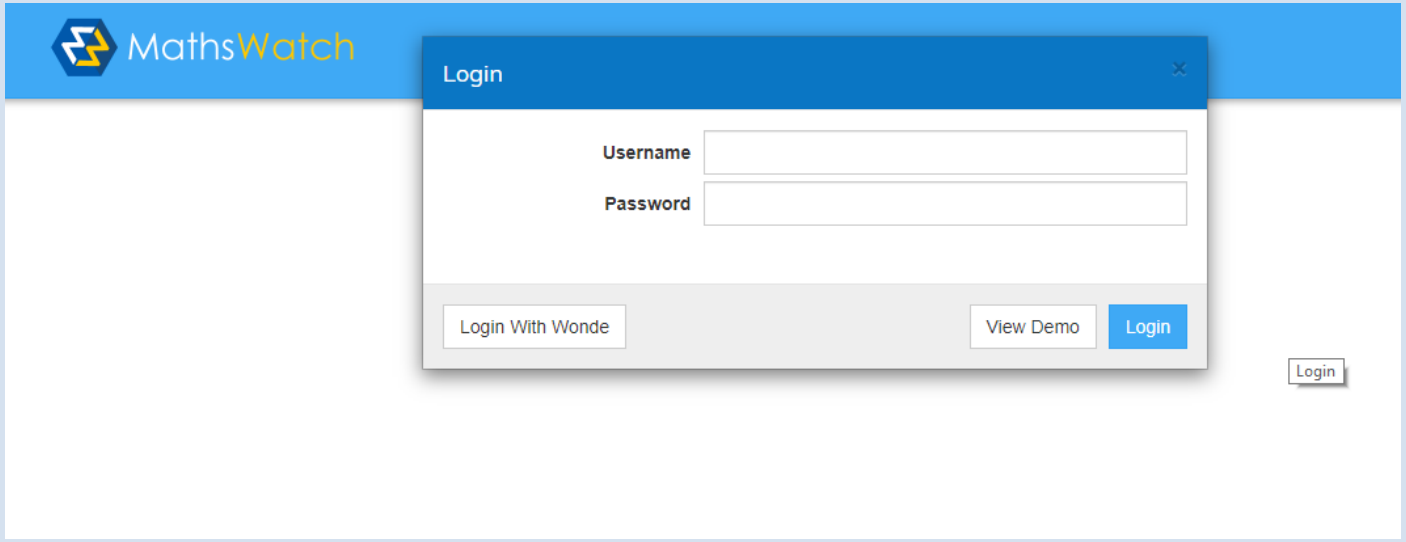
1st January

Corbettmaths

Write the number 1804 in words.	
A carton of milk costs 57p Find the cost of three cartons of milk	
	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:

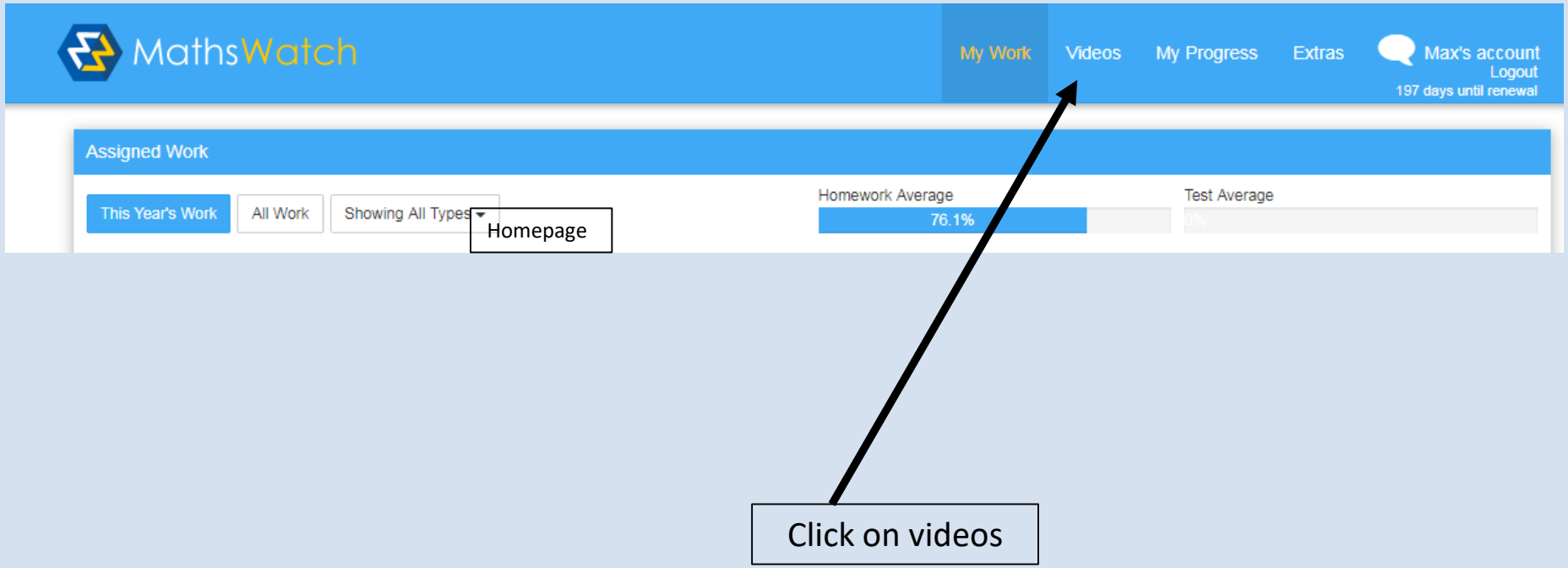
https://vle.mathswatch.co.uk/vle/

Username: 20surnamefirstinitial@st-josephs.bolton (e.g. 20smithj@st-josephs.bolton for John Smith)

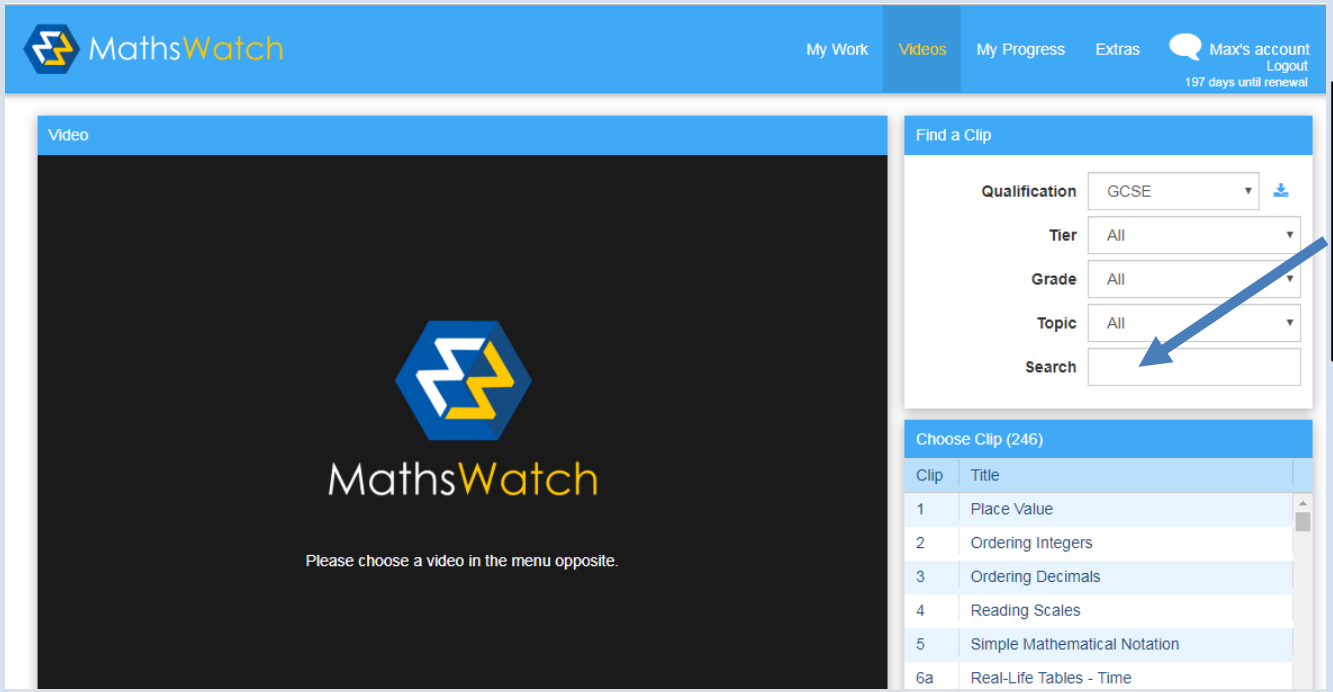
The number at the beginning of the username is the year they started at St Joseph's

Password: pupil1

Knowing your way around Mathswatch



Knowing your way around Mathswatch

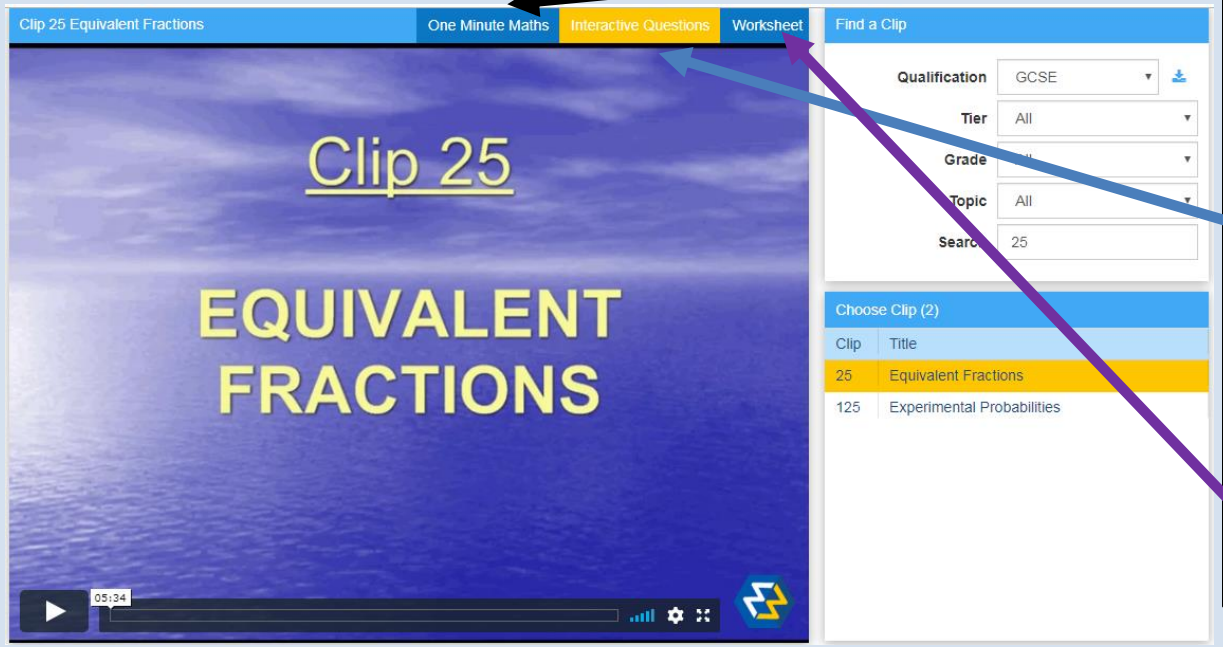


Use the search box to type in the clip number or a key word of the skill needed.

Knowing your way around Mathswatch

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

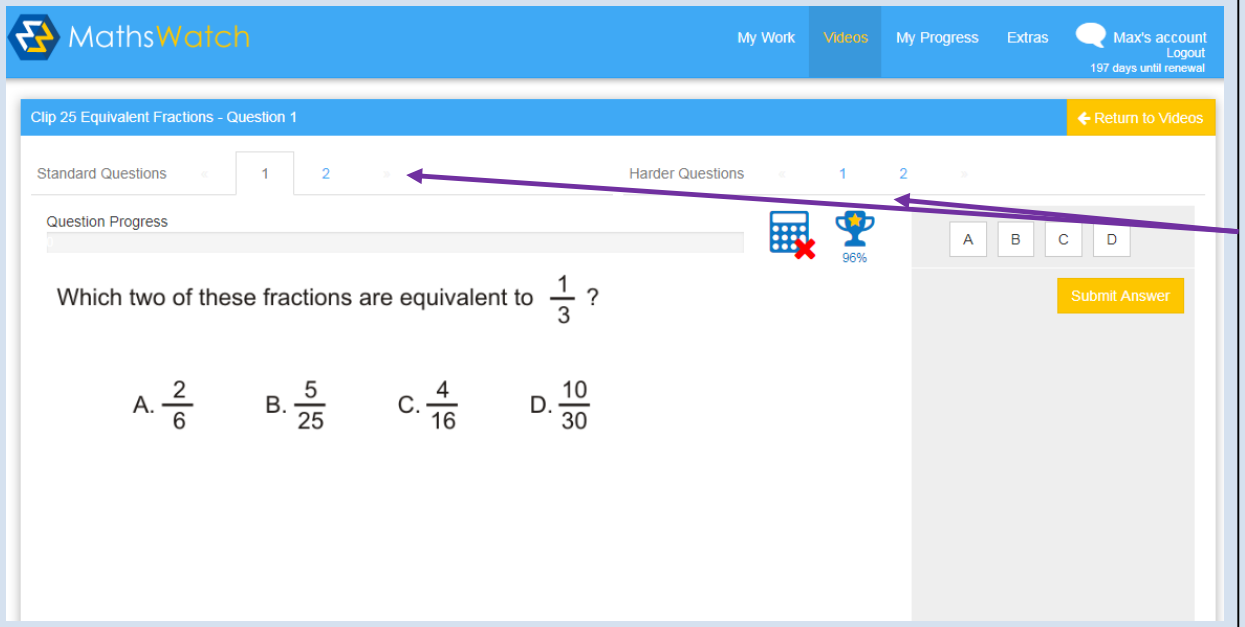
Knowing your way around Mathswatch



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



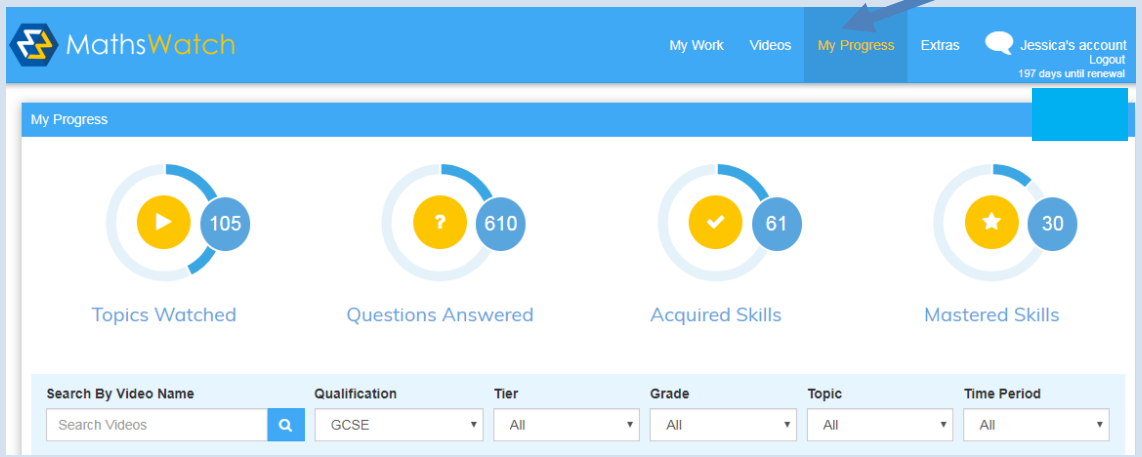
Questions to complete alongside the videos (without being assigned by your child's teacher)

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.

Maths isn't fully understood unless questions are completed. The interactive questions section is very important.

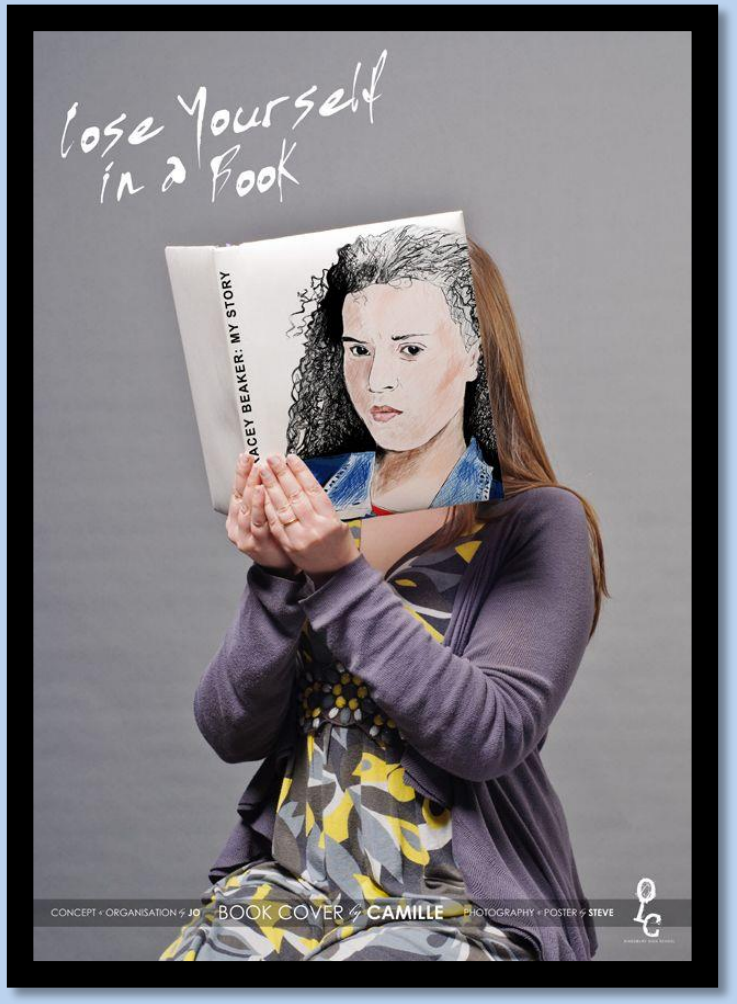
ENGLISH IN YEARS 8 AND 9

- 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 Y8 and Y9 include: *Lord of the Flies, Blood Brothers, Noughts and Crosses, An Inspector Calls, Shakespeare*, Fantasy Fiction amongst others!

- The curriculum is designed to create ***resilient*** learners who can think ***independently***. It also aims to develop of love of literature.

- It is not 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).

- 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!

S + J
JUSTITIA TIMORE SINE

Ways to help….

- 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.

- PREP: 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.

USEFUL WEBSITES…

- BBC Bitesize
- Seneca Learning

OTHER RESOURCES…

Revision Guides – grammar, spelling, punctuation.

No harm in getting GCSE Revision Guides all ready for Year 10

Why is it illegal for a man living in Yorkshire be buried in Lancashire?

Development of Experimental Skills

Half term 1
Scientific skills
Circuits

Half term 2
Reactions
Bioenergetics

Half term 3
Light
Environmental chemistry

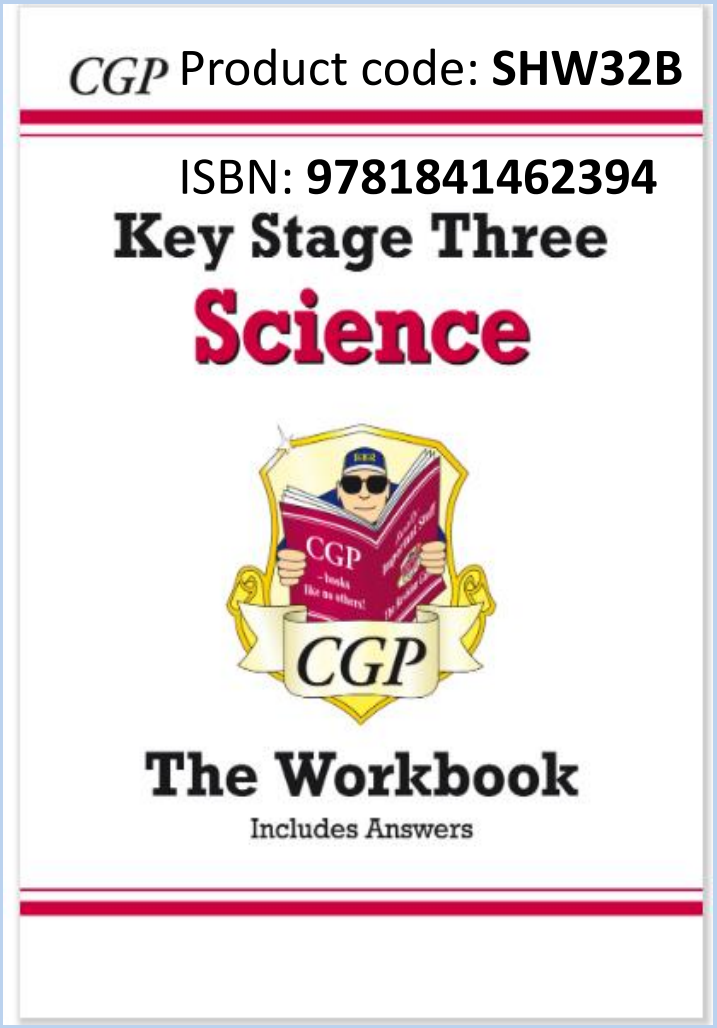
Half term 4
Body systems
Magnetism

Half term 5
Periodic table
Work

Half term 6
Variation
Skills

Year 8 Science Curriculum

Supporting your child with their science studies



OAK NATIONAL ACADEMY

SENECA
Learn better, faster, free.

SCIENCE HOUSE

science 360 FOR iPad

epraise.co.uk

STEM

BBC Bitesize

SCIENCE
Where is your child up to?

Year 9 students are currently:

- Consolidating their ability to apply Working Scientifically skills
- Filling gaps in knowledge from Year 7/8 on key content such as chemical reactions and energy

<u>Looking forwards there are 2 pathways for GCSE:</u>

- AQA Combined Science (trilogy) – 2 GCSEs – 2 GCSEs (**<u>most</u>** students) – all papers are 70 marks (1h 15m)
- Separate Sciences – 3 GCSEs – AQA Biology, Chemistry and Physics – all papers are 100 marks (1h 45m).

A small number of students will first study towards an Entry Level Certificate in Science prior to being assessed against GCSE criteria

REACHING YOUR TARGET IN SCIENCE

So much to remember! YEAR 9 content

	Biology	Chemistry	Physics
Paper 1	• Cell biology • Organisation • Infection & response • Bioenergetics	• Atomic structure & periodic table • Structure, bonding & properties • Quantitative chemistry • Chemical changes • Energy changes	• Particle model of matter • Energy • Electricity • Atomic structure
Paper 2	• Homeostasis & response • Inheritance, variation & evolution • Ecology	• Rate of reaction • Organic chemistry • Chemical analysis • Atmosphere • Earth's resources	• Forces • Waves • Electromagnetism • (+ Space – GCSE physics only)

REACHING YOUR TARGET IN SCIENCE

How can I help my child?

- Check Epraise for details of homework
- Encourage revisiting what has been studied before
- Quick quizzes to support recall
- Support scientific literacy - encourage wider reading & watch relevant documentaries

- Exercise books
- AQA revision guide
- Seneca learning
- BBC bitesize
- Summary sheets – from school
- Youtube – Primrose Kitten, MyGCSEScience

- Parents / carers / siblings make up simple questions using the summary
- LOTS of workbooks available online to support this if parent not confident or want independent
- Seneca learning / CGP app

Re-read notes on a sub-topic → Cover → Make summary notes → Check summary & read it again → **When ready: quick fire questions** → Extended response / exam-style questions

FOR EACH UNIT
- Mind map
- Set of cue cards
- Knowledge organisers – lots of different styles available in school

Unit by unit THEN full papers
- From school
- AQA website
- Epraise

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

Independent Study 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!

Understand what type of learner you are and tailor your revision/study to your favoured style

Visual learners prefer to:

- Draw pictures and diagrams
- Colour code their work
- Use different coloured paper, pens etc
- Use their own system of symbols etc
- Create images and scenes in their minds

Auditory learners prefer to:

- Say their work aloud
- Give presentations to an imaginary audience
- Record notes on a tape recorder
- Use silly noises to remember things
- Hear the information in their mind
- Play instrumental music

Kinaesthetic learners prefer to:

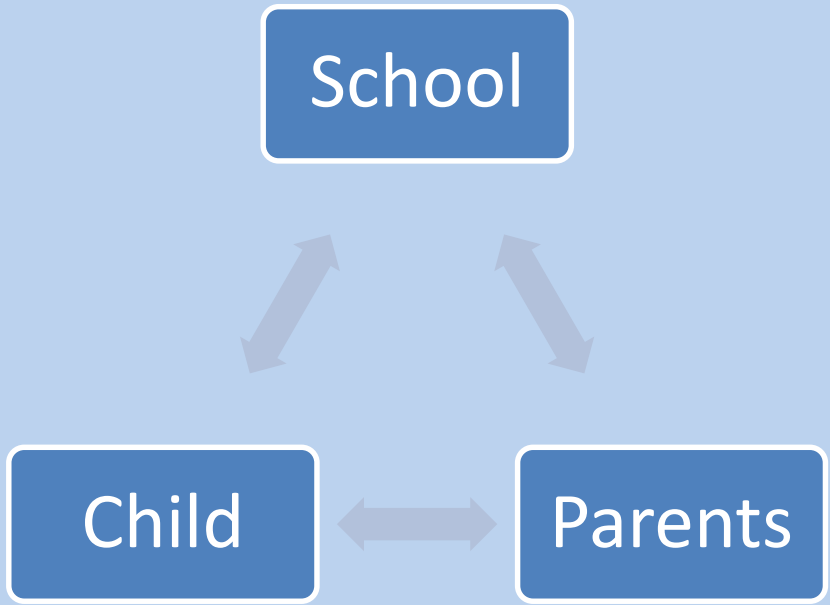
- Do actions when learning key facts
- Walk about when learning
- Find it harder to sit at a desk
- Add emotions and textures to exaggerate information
- Try to experience what they are learning

Heads of Year

- Year 8 Head of Year- Mr Cartwright
- Year 9 Head of Year – Mr Sylvester

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

Achieving beyond our wildest imagination!

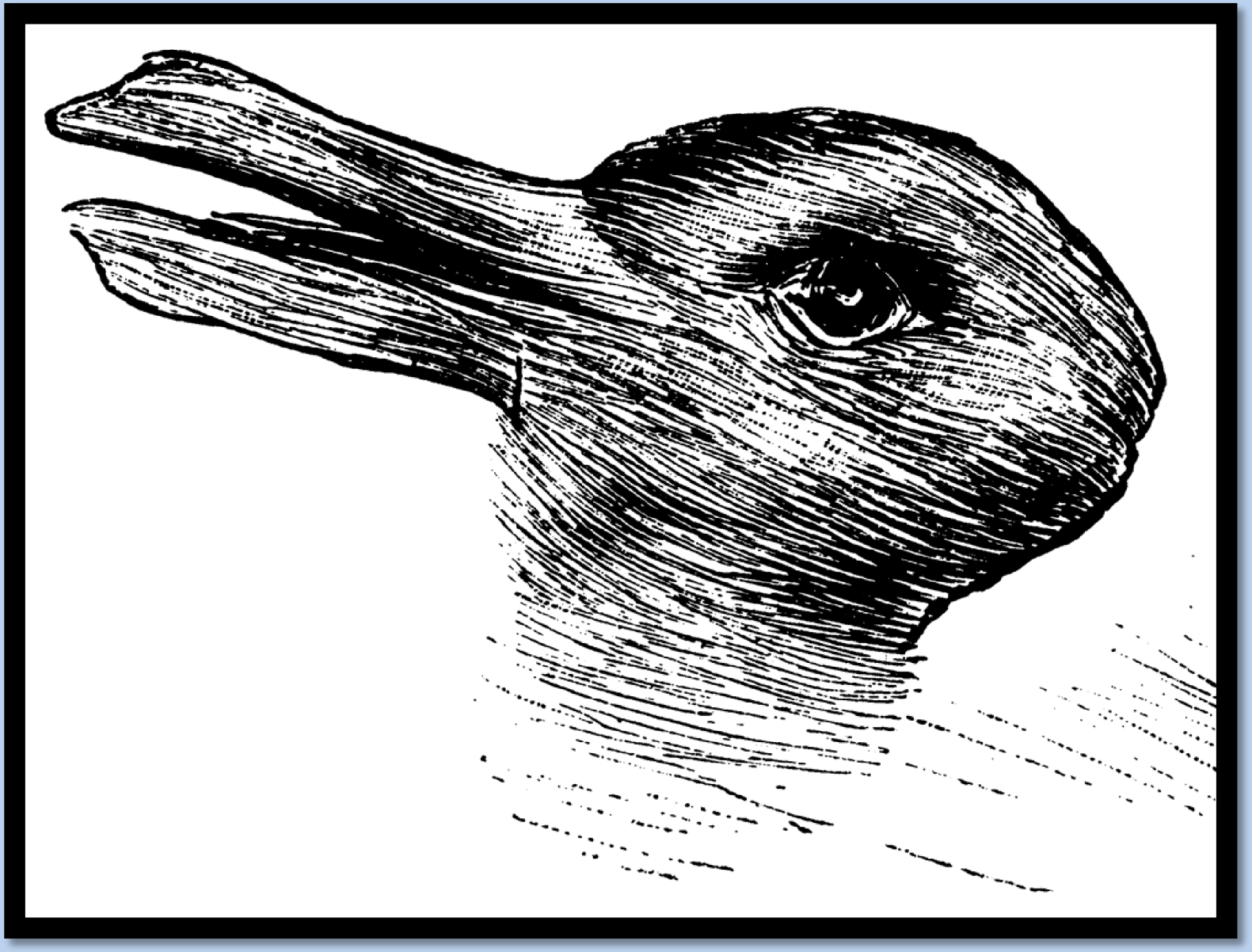
Sign up via Epraise.

Be on a stage
Camp in a field
Play for 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 retreat
Go on a Spanish exchange
Learn to bake
Go on a student voice ambassador
Play chess
Join an enterprise club
Attend an interview
Do a community service
Be a lights technician
Run 10K
Create a garden
Be a sports leader
Be a school receptionist for the day
Join a cakes and classics club
Walk up a mountain
Make cookies
Play netball
Paint a picture
Create a wall display
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



Say what you see?

Lord

As we journey together and equip our young people to take their place in the world, we pray that you will walk with us and guide us. May their time at St Joseph's be the time that they find out who they really are and who they want to be. Help us to grow change makers in the world.

Stay with us Lord on our journey.

Amen.

Thanks for all your support as we work together.

S ✝ J

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