



Welcome

In this session:

*Student Leadership -
Natasha W and Josh M*

*Study Skills Curriculum - Dr. Coimbra
Maths - Mr Jackson
English - Ms Logan
Science - Mrs Shaw*

Student Leadership



Across school, you will see students who have worked hard to achieve the different levels of our Leadership Ladder.

They wear their badges with pride and a sense of success in their achievements.

**Natasha
Woodham**

Joshua Maskell

Student Leadership
Team 2023/24



To aspire, endeavour and thrive together

Leadership Ladder for Y7 Students



There is a page in the student planner that details the tasks that students can complete to earn their Leadership Ladder awards.

In Year 7 students can reach the Bronze award



To aspire, endeavour and thrive together

Students must complete 6 tasks and have them signed off by their tutor. They will be asked to provide evidence of how they have met the achievement criteria.

What are the benefits of working towards gaining student leadership?



- Self-improvement and working on your skills is excellent preparation for life as you become older - both in the short term and your adult self
- Positive leaders are people who succeed in life. They have a Growth Mindset and a 'can do' attitude - which is also very important for wellbeing!
- You will develop your THRIVE values and feel good about yourself and proud of your achievements
- Your self confidence will develop and grow



Study Skills Curriculum

Dr. Coimbra
AAHT KS3 Progress and
Attainment



Study Skills

- Our Study Skills Curriculum is delivered through PD sessions in assemblies and morning meetings.
- Y7s will have 8 sessions this year including a Study Skills THRIVE day
 - The use of different study strategies and methods in subject areas to encourage greater student engagement to improve understanding.



Study Skills

The Why

→ How we learn:

- ◆ The science of memory, the forgetting curve, schema, desirable difficulty

→ Criteria of effective study:

- ◆ Time management, environment and delayed gratification
- ◆ How to use reliable corrective feedback to set goals, importance of oracy

The How

→ Effective study strategies:

- ◆ Retrieval: Self-quizzing, flashcards - leitner method
- ◆ The language of note taking - abbreviations
- ◆ Summarisation: Cornell notes, delete, substitute, keep
- ◆ Graphic organisers
- ◆ Elaborative interrogation



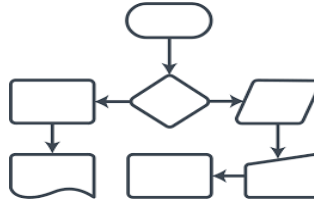
Study Strategies

Flash Cards



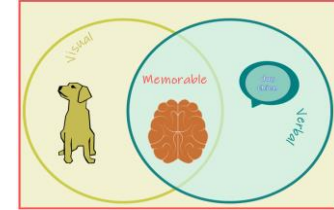
Write questions on one side and answers on the other. Try them for English, Psychology and Maths

Flow Charts



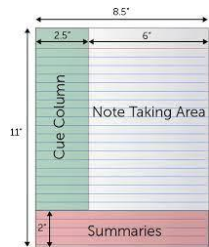
Great for revising a sequence, try them for Science, DT and Catering

Dual Coding



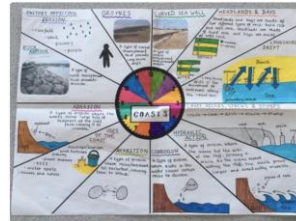
Use images and words to condense your notes. Try it in Science, Psychology and Health

Cornell Notes



Write structured notes with key words and summary points. Try them in English, History and Business

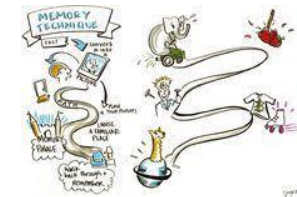
Knowledge organisers



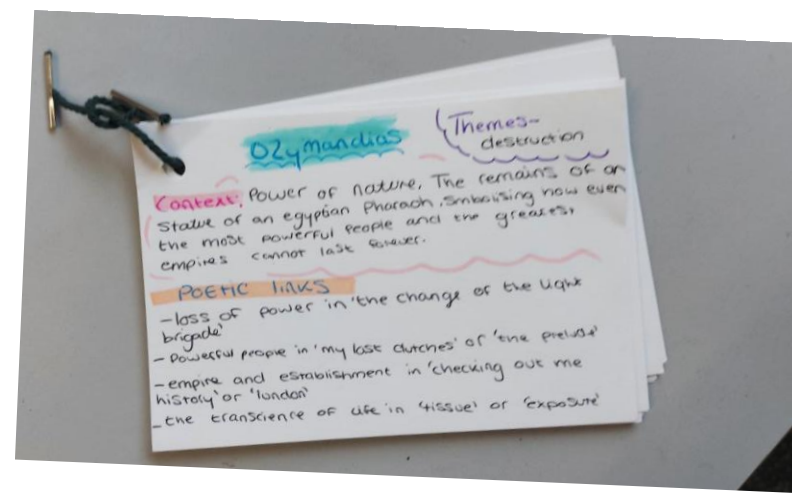
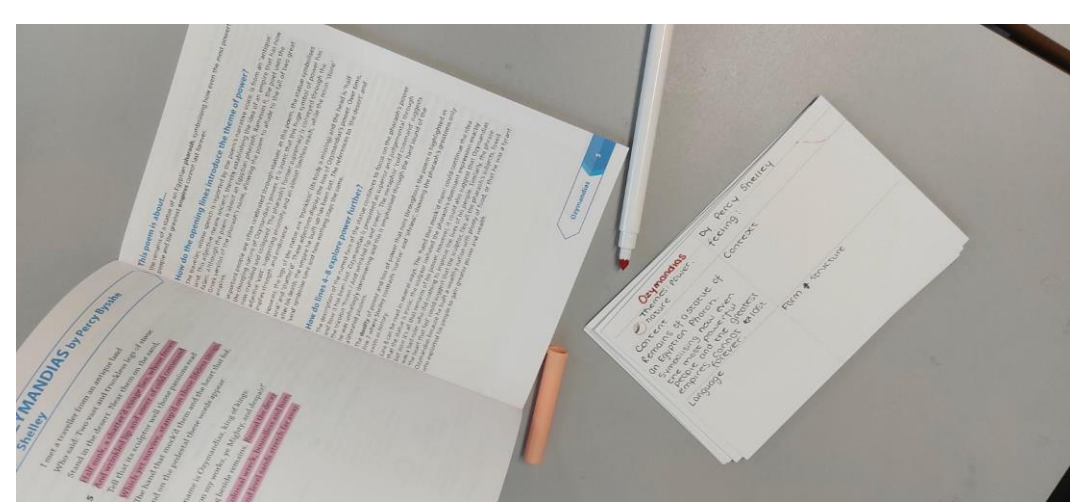
Summarise a topic on one whole page.

Method of Loci

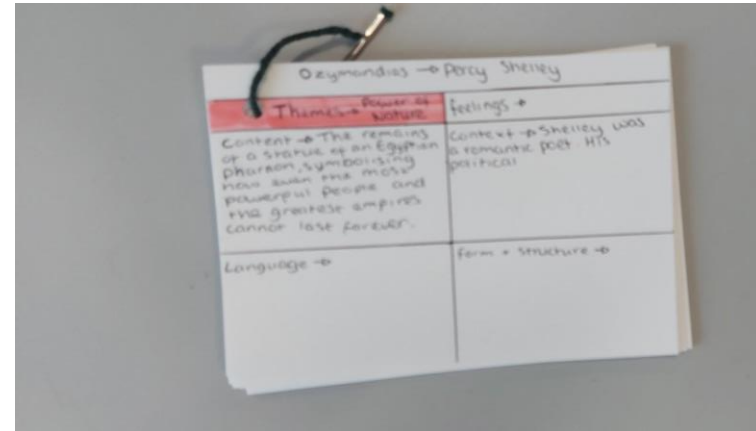
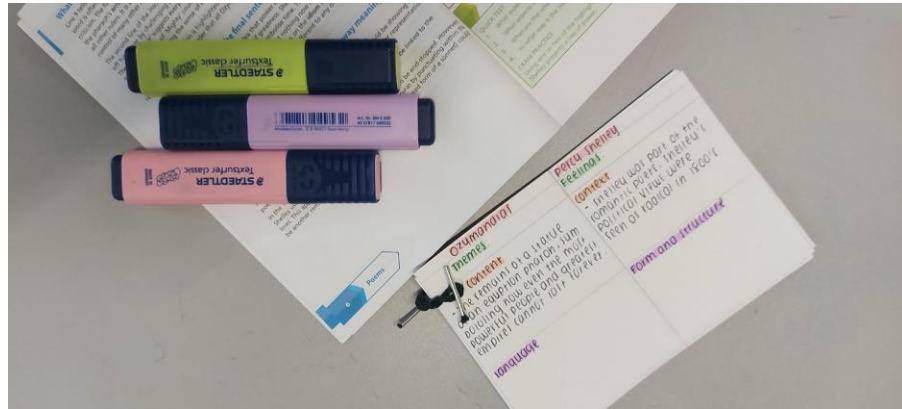
(memory journey)



Use a familiar journey or place to memorise key facts. Try this in Science, Catering, Sport or Geography



Examples of the use of Flashcards





External Assessments

GL and NGRT Assessments

Y7 students have taken GL formative assessments in Science and Maths. These assessments allow us to compare students against national benchmarks and pinpoint learning gaps.

Students will sit further GL assessments, in maths at the end of the year and in science at the end of Y9. This gives us another tool, alongside internal assessments, to track progress.

All KS3 students are taking the NGRT test in English. This is a standardised assessment to measure reading skills against the national average. It can be used to identify where intervention may be needed.



Supporting your child at home



To aspire, endeavour and thrive together.



Reporting Home

Reports:

- Twice a year
- Subject teachers give a grade and a next step comment
- Full details in P.6 of your booklet

Grade.
Measured against a student's learning and understanding of the of the curriculum.
A performed exceptionally, well above average
B At least good, above average
C competent, average
D basic level, below average
E weak, well below average

Comparison
This shows the difference between the progress shown the last report and this one. Up (+), Down (-) or the same (=).

Assessment Score
This is a percentage that show how the child has performed over all assessments.

Next Step Action
This shows students how they can specifically improve in each subject.

Year 9 Reporting Period 2022

Subject	Teacher	Grade	Comparison	Score %	Median Score	Next Step Action	Attitude to Learning
Maths	Ms Smith	B	=	80	57	Ensure you use a range of factors	1
	Mrs Ferdan	B	=	69	64	You need to work on solving inequalities and representing them on a number line	1
Science	Mr Paterson	B	=	54	42	Recall the mechanism of cell division and the pros and cons of therapeutic cloning	1
Art	Mrs Greenwood	B	=	73	62	Understand how to plan a project from initial starting point to final realisation, look for clues in the sequencing of tasks.	2
Beliefs & Values	Mr Bruce	B	-		53	Express your own ideas thoughtfully.	2
	Mr Renshaw	B	=	60	49	Ensure that you can describe how linear and binary searches work.	2
Design	Mr Bowker	A	=	70	55	Add detailed annotations to your design work, focussing on how the product will perform.	2
	Mrs Youst	E	+	4	58	To continue to make progress, use the vocabulary list in order to check your spelling and develop your sentences.	4
English	Mrs Massey	A	+	78	67	Always try to add the relevant detail to your work for Higher Level GCSE answers.	4
	Miss Hunt	C	=	64	58	Explain what nutrients are and how they are used in target markets.	1
History	Mrs Berry	A	+	75	55	Make sure you can explain the significance of events, e.g. types of plate boundaries.	1
	Mrs Smith-Langridge	B	-	67	64	Consider the natural and human factors in the development of the world in terms of how useful it is to study the past.	2
Music	Mr Bousie	A	=	84	58	Attempt to use two hands independently on the piano.	3
Performing Arts	Mr Peate	B	=	75	63	Use more complex choreography when creating partner and group dances in a specific style and setting.	4
PE						Use your skills to lead a successful sports leadership.	1

THRIVE points are the positive points rewarded. **Behaviour points** are the negative points. The total average for the year is shown so you can see how your child compares to the year group. Further details can be found on ClassCharts.

Attendance (%)	Number of Authorised Absences	Number of Unauthorised Absences	Number of Possible Sessions	Number of Lates	THRIVE Points	Behaviour Points	Total Points (Year 9 Average)
86	26	0	220	1	87	8	87 (84)



Staying in touch



Parent newsletter

Celebration newsletter

Class charts

Facebook

Twitter

Instagram

Website

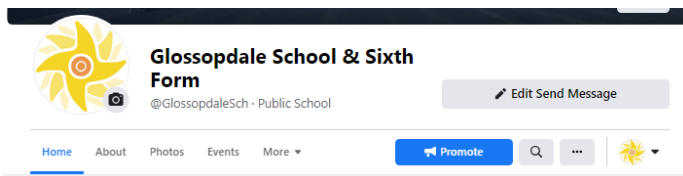
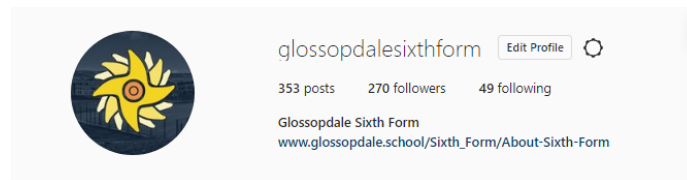
glossopdale.derbyshire.sch.uk



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Parent Newsletter 15.10.21: [Click He](#)

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Y7 PIE Booklet

Year 7

Parent / Carer Information Evening

Tuesday 10th October 2023



Information for parents / carers and students in
Year 7

5.15pm to 5.45pm - Meet the Tutor

All of the talks will take place in the Humanities or English corridor, depending on the tutor group your child or children are in.

Humanities (Ground Floor) - 7C5m, 7HLo, 7BBr, 7M5w, 7EFe

English (First Floor) - 7FWs, 7DEd, 7FBa, 75Ba, 7CRy

5.45pm - 6.30pm - Presentations in the Theatre

English, Maths, Science, Progress and Attainment

Full of useful information from contact information and school routines to study skill strategies and how to log on to Google Classroom.



Maths

Mr Jackson

Faculty Team Leader

Mrs Edge

Faculty Team Leader for KS3



MATHS FACULTY – PIE YEAR 7

Core content

Students studying Maths in Key Stage 3 at Glossopdale School follow a scheme of learning which is split up into three main aspects within each topic: fluency, reasoning and problem solving. It is a spiral curriculum which means that you revisit the main strands each year and develop your skills further

The curriculum taught provides plenty of exposure to reasoning and problem solving while also reviewing basic skills through Do Now tasks which are retrieval starters within the scheme to review and embed topics taught throughout the year.

Students who need extra support follow a slightly altered scheme of learning, differentiated to suit their needs concentrating on number primarily.

The scheme of learning is broken down into threshold concepts. These are the key skills required to enable students to progress to the next stage in their learning.



Long Term Plan

Cycle One

Number:

Four operations
Decimals
Order of operation



Fractions:

Equivalent
Four operations
Types of fraction



Percentage:

Equivalent
amount



Long Term Plan

Cycle Two

Number:
Types of number



Algebra:
Expressions
Equations
Sequences
Coordinates



Geometry:
2D shapes
Area
Perimeter
Polygons



Long Term Plan

Cycle Three

Geometry:

Angles
Volume



Data Handling:

Averages
Types of charts



Ratio & Proportion:

Notation
Simplify
Share
Direct proportion



Probability:

Scale
Calculating
Sample space



Curriculum – Key Skills

Number and Ratio

- **Fractions**
- **Percentage**
- **Ratio**
- Indices
- Surds
- **Decimals**
- **Proportion**
- Standard form
- Rates of change

Algebra

- **Equations**
- Identities
- **Sequences**
- Graphs
- Formula
- Quadratics
- Inequalities

Geometry and Measure

- **Area**
- **Volume**
- Trigonometry
- Pythagoras
- **Circles**
- Transformation

Statistics and Probability

- **Collecting data**
- **Displaying data**
- **Probability of events occurring**
- **Averages**
- Measure of spread



Assessments & Homework

- Students are regularly assessed in class by doing mini-reviews and Open Book Assessments.
- Mini-reviews happen half way through a topic and allow students to show us what they know, but also allow staff to spot any gaps in understanding.
- Open Book Assessments happen at the end of a unit of work where students can use their notes to enable them to apply their knowledge.
- This is then followed by a re-teach set of lessons (if required).

- For homework, students are given a paper copy each week that is based on a topic they are currently studying, or have just studied. The homework is used to check students understanding of key concepts.



Our Support & Your Support

- We will be starting to double staff our classes where students struggle the most. This mean there are two staff members at all times.
- All staff are available after school if a student is struggling, just go and talk to your teacher.
- Please contact us if you have any concerns or worries.
- A little bit of parental support goes a long way.





English

Ms Logan

Faculty Team Leader for KS3

Our Key Stage 3 curriculum

Year 7	Year 8	Year 9
New School, New Start	Modern novel: The Giver	Past vs. Present
Modern novel: The Bone Sparrow	Victorian Poetry	The Adventure of the Speckled Band – Sherlock Holmes
Our World Poetry	Animals	Poetry from Different Cultures
The Gothic	A Midsummer Night's Dream	Transactional Writing
Heroes		Romeo and Juliet
Julius Caesar		The Art of Rhetoric

Within each unit of work we embed the skills students will need at KS4. Through the different literature texts, we teach analytical reading skills and both creative and transactional writing; each unit focuses on different areas of: spelling, grammar and punctuation. We work throughout Key Stage 3 to ensure students have the skills needed for later on in their academic career. It is imperative they are equipped with research skills; ways to remember and recall chunks of course content effectively and have the ability to make revision aids successfully.

Homework in English...

Vocabulary homework - this is set on Google Classroom and quizzes the key terminology for the current unit of work. There are 10 words that we want students to know at the end of each unit of learning. We recap and repeat until vocabulary is embedded in long term memory.

Reading homework – Each student in Year 7 will have an Accelerated Reader book. This is selected using their ZPD which has been calculated using a reading age generated from a Star Reader test; this test is taken 3 times a year to check progress. Usually we ask students to read about 50 pages of their Accelerated Reader book each week.



Year 7: Accelerated Reader Programme



- Students have all completed a ‘Star Reading Test’ which ascertains their reading level and directs them to appropriate reading material in the library and beyond.
- They are encouraged to explore the library and make independent choices according to their individual level. Guidance is given by their class teacher and the librarian if needed.

Accelerated Reader

Students are now fully engaged in the programme which requires them to complete a minimum number of pages per week but, they should be aiming for at least 20 minutes reading per day.

To help your child you could:

- create a climate for reading
- ensure they read every day
- talk to them about the books they have chosen and why
- paired reading of both fiction and non-fiction texts
- encourage variety - it is important that more able students begin to embrace novels written by authors from the Literary Canon such as: Charles Dickens, Arthur Conan Doyle and Charlotte Bronte.



Helping at home...

Read with your child – this could be reading the same book, the same newspaper articles, the same blogs. Discuss what you've read.

Ask questions like:

- What has happened? How has the character changed? Why do you think they have chosen this setting? Why do you think ... happened? Discuss when the book was written – does this have an impact on the writing?

Keep an eye on homework that has been set.

- Check basic organisation – keep an eye on deadlines.
- Students should always have a challenging reading book with them.
- Has homework been completed fully? Is their spelling, grammar, punctuation correct?



Science

Mrs Shaw

Faculty Team Leader for KS3



Science Topics - Year 7

Biology:

Organisms

- Cells

Genes

- Variation
- Reproduction

Ecosystems

- Interdependence

Chemistry:

Matter

- Elements, compounds and mixtures
- Separating mixtures
- Particles
- The periodic table

Reactions

- Chemical and physical change

Physics:

- Energy stores and transfers
- Energy for work
- Introduction to Forces
- Effects of forces
- Magnetism
- Electricity
- Universe
- Magnetism
- Sound



Science key dates

Assessments Year 7

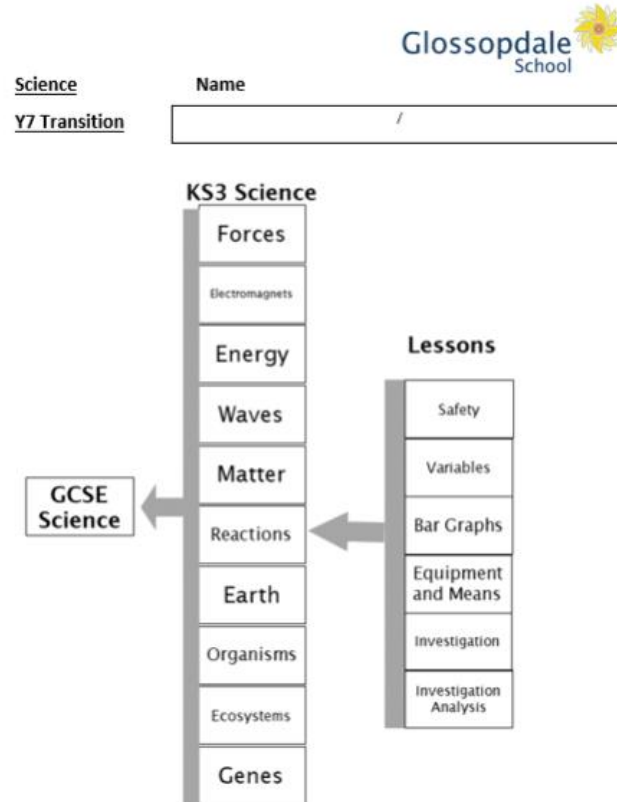
Assessment 1 = week 16 (w/b 15th January 2024)

Assessment 2 = week 33 (w/b 10th June 2024)



Topic Booklets

- Each science topic has a booklet
- Classwork is completed in the booklet
- Each booklet contains a knowledge organiser and key questions for the topic





Topic Booklets

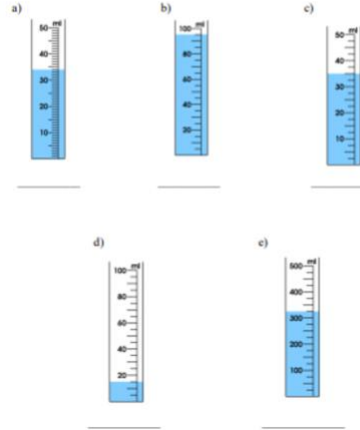
- Each science topic has a booklet
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Lesson 2: Variables

1. Complete tasks 1 and 2 below:

TASK 1 - Reading scales

Read each scale and write the value shown on it on the space provided. Don't forget to add the units.



Line graph checklist

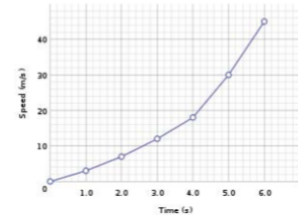
Looking at my graph I see ...	Tick
Uses most of the page	
Drawn with pencil	
Ruler used	
Evenly spaced scales	
Scales on both axes start at zero	
x-axis label – time taken to boil (s)	
y-axis label – number of ice cubes	
Points plotted as little crosses	
Straight or smooth curved line of best fit	

Next time _____ plots a line graph they will make it even better by ...

TASK 2 - Drawing graphs

Use the data in the table underneath to draw a line graph like the one below, on the square paper on the next page.

Example of a line graph





Lesson Structure – Do now

- Every lesson starts with a Do now based on retrieval of a past topic – this is in line with their homework retrieval
- These are from the key questions from each topic



Title

Monday, 09 October 2023

Do Now

1. What is the definition of a contact force?

A force that requires physical contact.

2. What is the definition of a non-contact force?

A force that doesn't require physical contact.

3. What is a resultant force?

The resultant force is the overall force due to the combination of forces.

4. What does it mean if an object is *in equilibrium*?

The forces on it are balanced.

Challenge: What is friction?

A force that acts in the opposite direction of motion.



Lesson Structure – Deliberate Vocabulary

- Within each lesson there will be a DV slide
- This is chosen as the most important piece of vocabulary for that lesson

Deliberate vocabulary

Say it/write it....

Contact

Define it....
Physically touching

Write it... **PUSH** **PULL**

Use it...

WHAT IS FORCE?

CONTACT FORCE

NON-CONTACT FORCE



Science homework

Students will be given homework once a week.

It will be put on google classroom and they should write it in their planners.

This will take the form of

- Key questions on retrieval of previous topics
- Educake (software)



Science homework

Retrieval of previous topics



Knowledge Booklet

Cycle 1

Year 7



Name:

Class:

Contents

Topics	Content	Page number
Homework	Login Details	3
	Results	3
Transition	Knowledge organiser	4
	Key Questions	5
	Retrieval Quiz	6-9
Forces	Knowledge organiser	10
	Key Questions	11
	Retrieval Quiz	12-14
Particle Model	Knowledge organiser	15
	Key Questions	16
	Retrieval Quiz	17-20
Energy	Knowledge organiser	21
	Key Questions	22
	Retrieval Quiz	23-24
Elements, Compounds and Mixtures	Knowledge organiser	24-25
	Key Questions	26
	Retrieval Quiz	27-29
Cells	Knowledge organiser	30
	Key Questions	31
	Retrieval Quiz	32-33
Separating Mixtures	Knowledge organiser	34
	Key Questions	35
	Retrieval Quiz	36-39



Science homework

Retrieval of previous topics

Educake Username	Educake Password

Homework

Topic	Date Due	First attempt %	Second attempt %
Transition	Educake		
	Retrieval		
Forces	Educake		
	Retrieval		
Particle Model	Educake		
	Retrieval		
Energy	Educake		
	Retrieval		
Elements, Compounds and Mixtures	Educake		
	Retrieval		
Cells	Educake		
	Retrieval		
Separating Mixtures	Educake		
	Retrieval		

Transition KO

K33 Science Knowledge Organiser Being a Scientist	
B. Lab Equipment	A. Key Terms:
1. Beaker	1. Accuracy
2. Burette	2. Categorical data
3. Clamp stand and clamp	3. Continuous variable
4. Conical flask	4. Controlled variable
5. Funnel	5. Data
6. Heat mat	6. Dependent variable
7. Measuring cylinder	7. Evaluate
8. Microscope	8. Hypothesis
9. Pipette	9. Independent variable
10. Test tube and rack	10. Order
11. Trough	11. Precision
12. Tripod	12. Prediction
13. Wire gauze	13. Random error
	14. Range
	15. Repeatable
	16. Reproducible
	17. Systematic error
	18. Uncertainty
	19. Validity
	20. Accuracy
	21. Precision
	22. Reliability
	23. Validity
	24. Accuracy
	25. Precision
	26. Reliability
	27. Validity
	28. Accuracy
	29. Precision
	30. Reliability
	31. Validity
	32. Accuracy
	33. Precision
	34. Reliability
	35. Validity
	36. Accuracy
	37. Precision
	38. Reliability
	39. Validity
	40. Accuracy
	41. Precision
	42. Reliability
	43. Validity
	44. Accuracy
	45. Precision
	46. Reliability
	47. Validity
	48. Accuracy
	49. Precision
	50. Reliability
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	85. Precision
	86. Reliability
	87. Validity
	88. Accuracy
	89. Precision
	90. Reliability
	91. Validity
	92. Accuracy
	93. Precision
	94. Reliability
	95. Validity
	96. Accuracy
	97. Precision
	98. Reliability
	99. Validity
	100. Accuracy



Science homework

Retrieval of previous topics

Transition Key questions.

State a lab safety rule	Do not enter a lab unless a teacher is present. No eating or drinking. Wear safety goggles. Keep long hair tied back. Do not run in the lab.
What colour is a safety flame?	Yellow flame
Is the air hole open on a safety flame?	Closed
How do you calculate the mean of a set of numbers?	Add up the numbers and divide by how many numbers there are
What is an independent variable?	The variable that you change
What is a dependent variable?	The variable that you measure
What is a control variable?	The variable that you keep the same
What does apparatus mean?	Equipment

Transition – Retrieval Quiz

Y7 Retrieval Quiz – Introduction to Science

Section 1: Multiple Choice Questions

Choose the correct response to each of these questions:

1) What is the meaning of this hazard symbol?

- A) Flammable
- B) Corrosive
- C) Radioactive
- D) Toxic



2) What is the meaning of this hazard symbol?

- A) Flammable
- B) Corrosive
- C) Radioactive
- D) Toxic



3) Which one of these is NOT a safety rule in the lab?

- A) No eating or drinking.
- B) Keep long hair loose.
- C) Wear safety goggles.
- D) Be quiet and sensible during lab work.

4) An independent variable is the one we

- A) Measure in an investigation
- B) Keep the same in an investigation
- C) Put on the y-axis on the graph of our results
- D) Change in an investigation

5) Which of these should we NOT do when drawing a bar chart?

- A) Bars same size and separated
- B) Labelled X-axis
- C) Evenly spaced scales
- D) Pen used to plot the points



Science homework

Educake (online)
www.educake.co.uk



Help

Contact Us

Glossopdale School

Mrs Shaw

log out

My Educake

A student has asked you to review a question. [Click here to view it.](#)

Here are your 3 most recent quizzes...

Filter

Show other teachers' quizzes

Show more quizzes

Name / Main Topic

Year

Class

Completed

Start Date

End Date

Analysing data (year 7)

7

7a/Sc3 23/24

7 / 26

05-10-2023

12-10-2023

Actions



Literacy Questions

Students will have a literacy question at the end of each topic

This will be based on

- Newly taught work
- Misconceptions
- Key Concepts

This will be marked for literacy as well as Science.