

Year 7 Settling in Evening

- Welcome
- Progress and Assessment
- Subject Specific
 - Ebacc
 - Maths
 - English
- Revision and Homework
- Pastoral Care and Well being
- Calendar and Events



Our shared values:

Hard work – *What we do*

We achieve greatness by working hard

Integrity – *What we have*

We do the right thing because it is who we are

Excellence – *What we achieve*

We will be better today than we were yesterday



Progress and Assessment



The Power of YET

E - Exceeding

M - Meeting

N - Not YET meeting

“I don’t get it”
“I can’t do this”
“This doesn't work”



“I don’t get it yet”
“I can’t do this yet”
“This doesn't work yet”

5



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

How do I know how well my child is doing?

- Three times a year pupils sit a significant assessment which checks aspects of learning up to that point
- KS3 reports are sent home three times year:

| Subject | Attitude July | Cycle 3 Test % | School Average % | School Highest % |
|--|-----------------|----------------|------------------|------------------|
| English Miss Thompson | SAPPHIRE | 58% | 47% | 81% |
| French Mrs STEPONITIS | GREEN | 70% | 62% | 99% |
| Geography Ms MONTANHEIRO | GREEN | 64% | 53% | 100% |
| History Mr Oram | GREEN | 45% | 53% | 100% |
| Mathematics Mrs Hardy | GREEN | 60% | 50% | 98% |
| Religious Studies Mr Barrett | GREEN | 64% | 48% | 96% |
| Science Mr Moffat | GREEN | 47% | 45% | 90% |

- Look at their books



Assessment Points

First KS3 Assessment Week is Monday 7th to Friday 11th December

- It is likely that all subject assessments will take place in the classroom
- Pupils will be told in which period they will take their exam in the weeks prior to the assessment week
- Pupils need to spend time preparing for these assessments by revising the areas they have covered particularly those they have NOT YET secured

GCSE Exams

2016-2017

- Total number of exams – 13
- Total exam length– 19 hours
- Exams represent 49% of total GCSE assessment

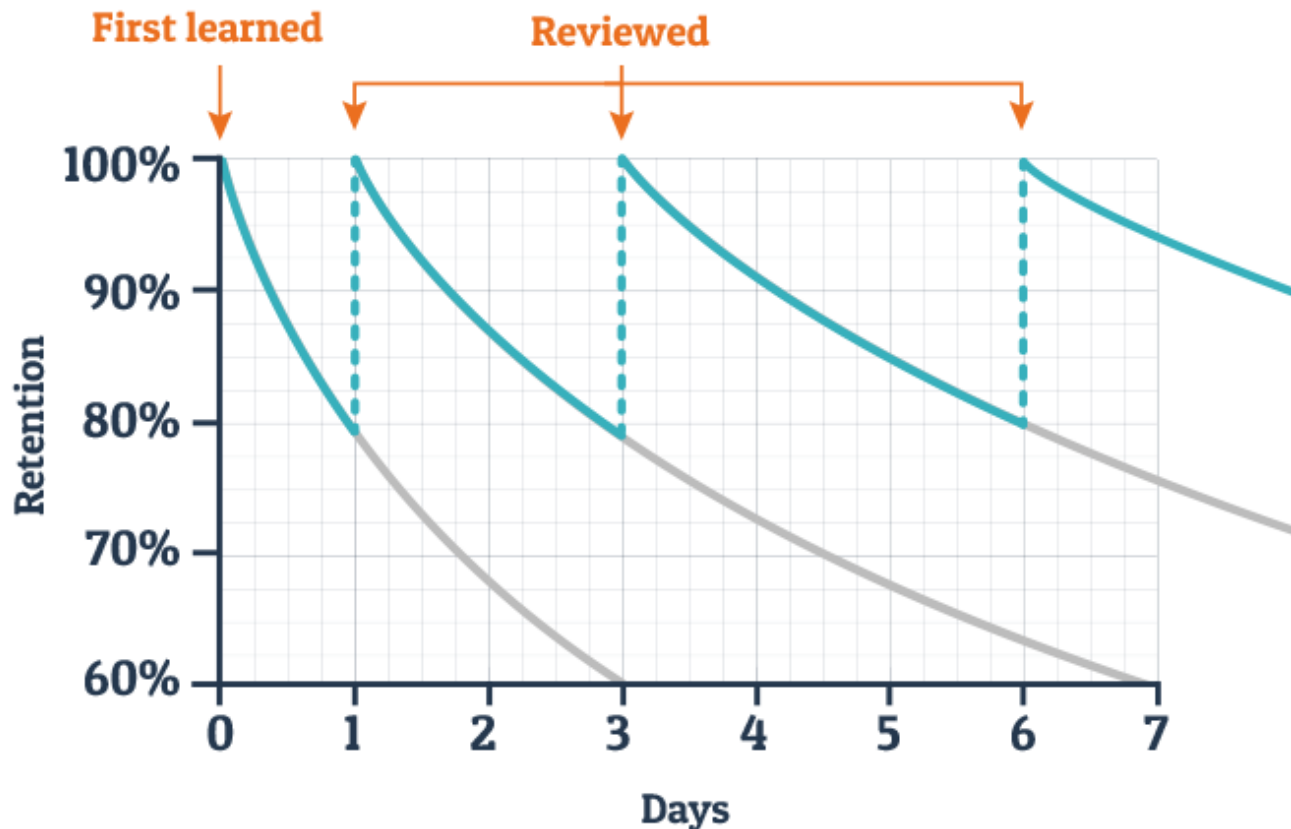
2018 onwards

- Total number of exams – 22
- Total exam length – 33 hours
- Exams represent almost all of total GCSE assessment



Why frequent low stakes testing helps

Typical Forgetting Curve for Newly Learned Information



Year 7 Ebacc

Miss Roberts – Curriculum Leader EBacc



What is EBacc?

- Students learn a variety of subjects:
 - History
 - Geography
 - Religion and Worldviews.
- Having one teacher for all these subjects helps with transition



Meet the team...

- In different times we would be meeting and greeting you in the EBacc classroom and having informal discussions about how they have settled in. If you have any questions then please contact us



Mr.
Jeffery



Mrs
Yardley



Miss
Roberts



Mrs Steponitis



Mrs
Phillips



Mr Bowden



What we study in EBacc

- Topics we will be covering next term:
 - The Norman Conquest and Medieval England
 - Rivers, Erosion, World Maps
 - Buddhism
- Students will have the opportunity to take their books home before half term
- For anyone isolating these can be taken after half term. This an opportunity for you to see the work. Some students may have already had their last lesson with their teachers so check if they have their books with them.

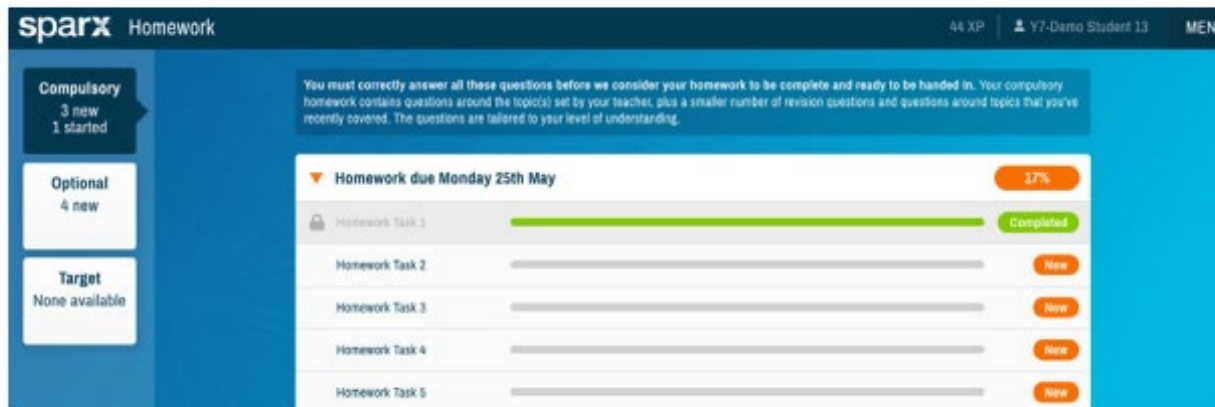


Year 7 Maths

Ms Kerr - Key Stage 3 Curriculum Leader Maths

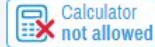


- Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set.
- Homework contains 3 elements: Compulsory, Optional and Target.
- All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.
- Each task bar will show as green when fully complete. For the homework to be classed as complete, all task bars for that homework need to be fully green. The percentage of homework complete will show on the menu page:



Task being completed

Bookwork code: C20



Bookwork code that needs to be written down next to workings out

Work out $7 - 1$

Video tutorial of the skill

< Back to task

Watch video

Answer >



- Here's an example of good bookwork; as you can see all workings and wrong answers have been recorded:

| <u>Task 1</u> | | | |
|---------------|--|---------------|---|
| D40 | $12 + 13 = \underline{25}$ ✓ | E41 | $P(\text{yellow}) = \frac{3}{6}$ ✗ |
| E50 | $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓ | F51 | $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓ |
| F60 | $\left. \begin{array}{l} 12 : 18 \\ \div 6 \end{array} \right\} \div 6$ $\underline{2 : 3}$ ✓ | <u>Task 2</u> | |
| H70 | $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗ | G61 | All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓ |
| J90 | $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ | | |

- If a student fails a bookwork check in Sparx, they will need to re-do the question, even if they originally gave the correct answer. This is to encourage them to record their workings.



Example: Sparx Book Presentation

Saturday the 29th of September 2018
homework due: Tuesday 2nd

key words!
 - highest common factor
 - HCF
 - prime factorisation
 - factor tree
 - venn diagram

Notes with key words

Example Question 1
 1) What is the HCF of 20 and 30?
 HCF = 20
 a multiple of the HCF is the lowest number.

2) Write 20 and 40 as a product of primes?
 To get the HCF you do $2 \times 2 \times 5!$

find the HCF of 30 and 50 = 10

venn diagram method

find the HCF of 96 and 120 = 24

150 = $2 \times 3 \times 5^2$, 315 = $3^2 \times 5 \times 7$
 What is the HCF of 150 and 315? 15

Highest Common Factor (prime factorisation)

1) find the HCF of 200 and 240 = 40 ✓
 $200 = 2^3 \times 5^2$, $240 = 2^4 \times 5 \times 3$
 $2^3 \times 5 = 40$
 $8 \times 5 = 40$

2) find the HCF of 98 and 182 = 14 ✓
 $98 = 7^2 \times 2$, $182 = 2 \times 7 \times 13$
 $2 \times 7 = 14$

3) find the HCF of 220 and 88 = 44 ✓
 $220 = 2^2 \times 5 \times 11$, $88 = 2^3 \times 11$
 $2^2 \times 11 = 44$

4) find the HCF of 210 and 308 = 14 ✓
 $210 = 2 \times 5 \times 3 \times 7$, $308 = 2^2 \times 7 \times 11$
 $2 \times 7 = 14$

5) find the HCF of 85 and 153 = 17 ✓
 $85 = 5 \times 17$, $153 = 3^2 \times 17$

Question and answers

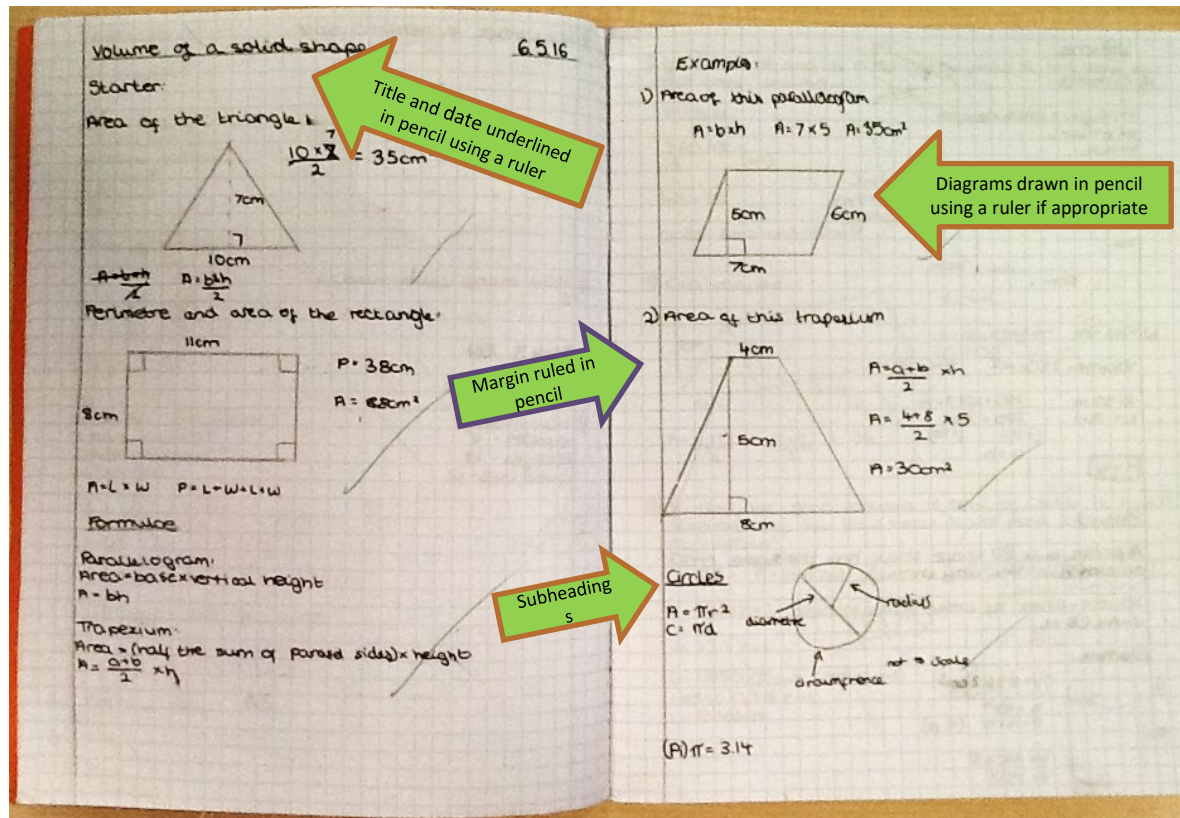
Marked with red pen

well done!

Amazing!!



Example: Book Presentation



Topics

AUTUMN TERM

| | | |
|----|---|------|
| 1a | Place value and Number sense | 7.01 |
| | Addition and Subtraction | 7.02 |
| | Perimeter | 7.03 |
| | Rounding & Estimation (in real life situations) | 7.04 |
| 1b | Multiplication and Division | 7.05 |
| | Factors and Multiples | 7.06 |
| | Area of rectangles and triangles and parallelograms | 7.07 |

SUMMER TERM

| | | |
|-------|-------------------------|------|
| 3a/3b | Angles | 7.16 |
| | Polygons | 7.17 |
| | Symmetry and reflection | 7.18 |
| | Coordinates | 7.19 |

SPRING TERM

| | | |
|----|------------------------------|------|
| 2a | Fractions as part of a whole | 7.08 |
| | Fractions as a value | 7.09 |
| | | 7.10 |
| | Fractions as an operation | 7.11 |
| 2b | Order of operations | 7.12 |
| | Basic rules of algebra | 7.13 |
| | Expand and factorise | 7.14 |
| | Substitution | 7.15 |

| | | |
|----|--------------------------------|------|
| 3b | Mean | 7.20 |
| | Two way tables & Venn diagrams | 7.21 |



Year 7 Settling In Evening English

| Year 7 – scheme of work overview |
|--|
| Autumn Term Teaching: A Christmas Carol Key skills: Comprehension Using quotes to support opinions SPaG accuracy |
| Spring Term Teaching: Conflict scheme (war poetry, non-fiction, Anne Frank) Key skills: Analysis of poetic devices Focus on language and structure |
| Summer Term: Teaching: Romeo and Juliet/new modern text Key skills: Comprehension Creative writing (organisation and structure) |

**KS3 Coordinator:
Hannah Albuery**



Year 7 Curriculum – Autumn Term

A Christmas Carol – Charles Dickens

- In depth novella study
- Creative Writing
- Victorian Poetry
- Context study of Victorian England



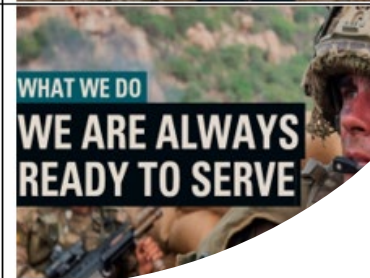
Spring Term 1

War and Conflict: Non-fiction

Texts studied:

- Statement against war – Siegfried Sassoon
- Goodbye to All That – Robert Graves
- ‘I’m opposed to dumb wars’ – Barrack Obama speech
- ‘You will be free...’ – Tony Blair speech
- Happy to see a heater: at Al Jaleel camp Syria blog *by Amy Christian*
- ‘Should we not play our full part?’ – Hilary Benn speech
- ‘The British Army is your army’ – British Army website

WAR AND CONFLICT



Spring Term 2

War and Conflict: Poetry

Poems studied:

- Sick Leave – Siegfried Sassoon
- Casualty – Mental Ward – Vernon Scannell
- The Man He Killed – Thomas Hardy
- Anthem for Doomed Youth – Wilfred Owen
- In Times of Peace – John Agard
- The Soldier – Rupert Brooke
- The Song of the Dying Gunner AA1 – Charles Causley
- A Dead Boche – Robert Graves
- It could have been – Clare Shaw

WAR AND CONFLICT



Summer Term

Romeo and Juliet

- Introduction to Shakespeare's world, language and play
- Poetry
- Creative writing
- Non-fiction writing



Feedback: Books and DIRT

Friday 16th October 2020
How has Dickens presented Marley's Ghost in Stave One?

I think that in life Marley was very selfish, mean and money-focused. The quote, "In my life my spirit never roved beyond the narrow limits of our money-changing hole" proves that Marley never cared about anything other than money as it says that he never roved beyond that money-changing hole. In the quote, I think that Marley was feeling a bit trapped and confined because it says 'narrow limits'. This proves that he felt this way because it says 'limits' means that there is a stop point. Also, narrow means tight and small so this also gives the impression of a small, ~~dark~~ space which might be, lonely, isolated and maybe even detached from humanity. I think that Marley visited Scrooge to warn him of what might happen if he continues to be rude and mean and as Scrooge ~~is a great~~ A great start, remember to include your personal response

| Year 7 whole class feedback: How has Dickens presented Marley's Ghost in Stave One? | |
|---|--|
| WWW: What Went Well | EBC: Even Better If |
| You have used 'what, how, why' effectively: Harry, Zac, Isabelle, Nawfa, Aidan H | You need to zoom in on single words and include your analysis of these words in your writing: Harry, Hannah, Renee, Aidan D, Lily A, Samuel, Aoyin, Jay |
| You have used a range of adjectives to describe Marley's Ghost, demonstrating your understanding of this character: Lewin, Hannah, Riley, Aidan D, Mia, Ruby Barton | Remember to include the 'why' section, you need to show your opinion. Why did Dickens decide to create this character in this way? Zac, Lewin, Charlotte, George, Lily, Ruby Baker, Isabelle, Tia |
| You clearly understand the purpose of Marley's ghost and the reason he has visited Scrooge: Isabella, Lily W, Marty, Finley, George, Dominic, Harvey, Oliver, Renee, Ruby Baker, Jacob, Samuel, Grace, Emelia, Aoyin, Jay | You must include a quotation to back up your idea: Isabella, Lily W, Marty, Oliver, Finley, Dominic, Harvey, Jacob, Mia, Nawfa, Aidan H, Ruby Barton, Grace, Emelia |
| You have demonstrated a sophisticated understanding of Marley's character and why Dickens created him in this way: Charlotte, Lily A | |
| Model Response: | |
| Dickens has purposefully presented Marley's Ghost as <u>remorseful</u> and <u>tormented</u> soul who is <u>condemned</u> to spend eternity making up for the <u>poor</u> choices he made in life. The chain full of items related to money such as "cash-boxes, keys, padlocks" that Marley's Ghost is tied in represents how <u>reedy</u> , <u>greedy</u> and <u>cold</u> he used to be. The fact that he made the chain "link by link" himself creates the idea that he now recognises his faults and <u>feels sorry</u> for how he spent his life. As a reader this encourages me to consider the importance of caring for one another, instead of focusing on material objects and creating my own metaphorical chain. I imagine that during the Victorian era Dickens was attempting to warn the <u>wealthy</u> members of society to take care of those who are less fortunate. | |

Monday 19th October 2020
Feedback Lesson

I think that Marley lived a small, selfish, money-focused life. I think this because he and is regretting his actions and is disgusted with himself. I think this because in the quote: "In my life my spirit never roved beyond the narrow limits of our money-changing hole" the tone is negative and you can almost here the self-disgust in his voice. Dickens has presented Scrooge's dead best friend travelling the price for his terrible choices not only to warn Scrooge of the tragedies that await him and to try to stop him being so evil, cowtious and morose, but to attempt to open the eyes of the wealthy Victorians and persuade them to care for poorer souls than them. Dickens shows this by creating a character that, in life, never cared for others only money and showing how remorseful and full of regret now he sees how bad ^{truly selfish} his life was.

Challenge:
You could explain why Marley has visited Scrooge and why Dickens chose Marley.



Vocabulary

This year we are focusing on teaching vocabulary explicitly. Students will be provided with a bank of key words for each term and encouraged to use these words in their written pieces.

Injustice:

(noun)
1. lack of fairness or justice. .
2. an unjust act or occurrence

Eymology (Word origin)

late 14c., from Old French injustice "unfairness, injustice" (14c.), from Latin iniustitia "unfairness, injustice," from iniustus "unjust, wrongful, unreasonable, improper, oppressive," from in- "not" (see in- (1)) + iustus "just" (see just (adj)).

TRANSFORM IT

Transform the noun 'injustice' into an image to help you remember it.

DEBATE IT

Can you think of examples of social injustice today?

USE IT

Can you use the following in three different sentences?

Injustice, justice, unjust

- 1.
- 2.
- 3.

Quotations that link to noun 'injustice':

LINK IT: What Synonyms can you think of that link to the noun 'injustice' ?

Homework – Commonlit weekly reading homework


ASSIGN TEXT DOWNLOAD PDF TAKE A TOUR **READ ALOUD** TRANSLATE

AUTUMNTIME

by Anthony Lentini • 1971 **7th Grade** Lexile: 1050 FONT SIZE **A** **A** **A** **A**

This story is set in a future where technology and artificial, or fake, objects have replaced many aspects of the life that we take for granted today. As you read, make note of the details that support how the narrator reacts to a real tree.

I saw my first tree today. Dad finally broke down and took us to East Boston Urban Center after Mom had been harping **1** on it for the past two weeks. I think he was glad we went after all, because he was smiling quietly all during the trip



ACTIVITIES

Annotation Tool Guiding Questions Assessment Questions Discussion

Question 1 of 2

Why does the tree become a tourist attraction?

A It belonged to a wealthy, influential family.

B There are very few real trees remaining.

Assessment

- Cycle 1 exams will take place 7th – 11th December
- English exam will be based on study of a Christmas Carol
- Extract based question, 18 marks
- Will focus on personal response to text and analysis of language



Tips to help

- Read to them regularly
- Get them to read aloud to you
- Ensure they are reading age appropriate and challenging as well as enjoyable books (you can find a list on firefly)
- Ask them questions about what we are learning and reading in class
- Help them with their CommonLit homework
- Where possible encourage writing – diaries, stories, journals, shopping lists, anything!



Revision and Homework

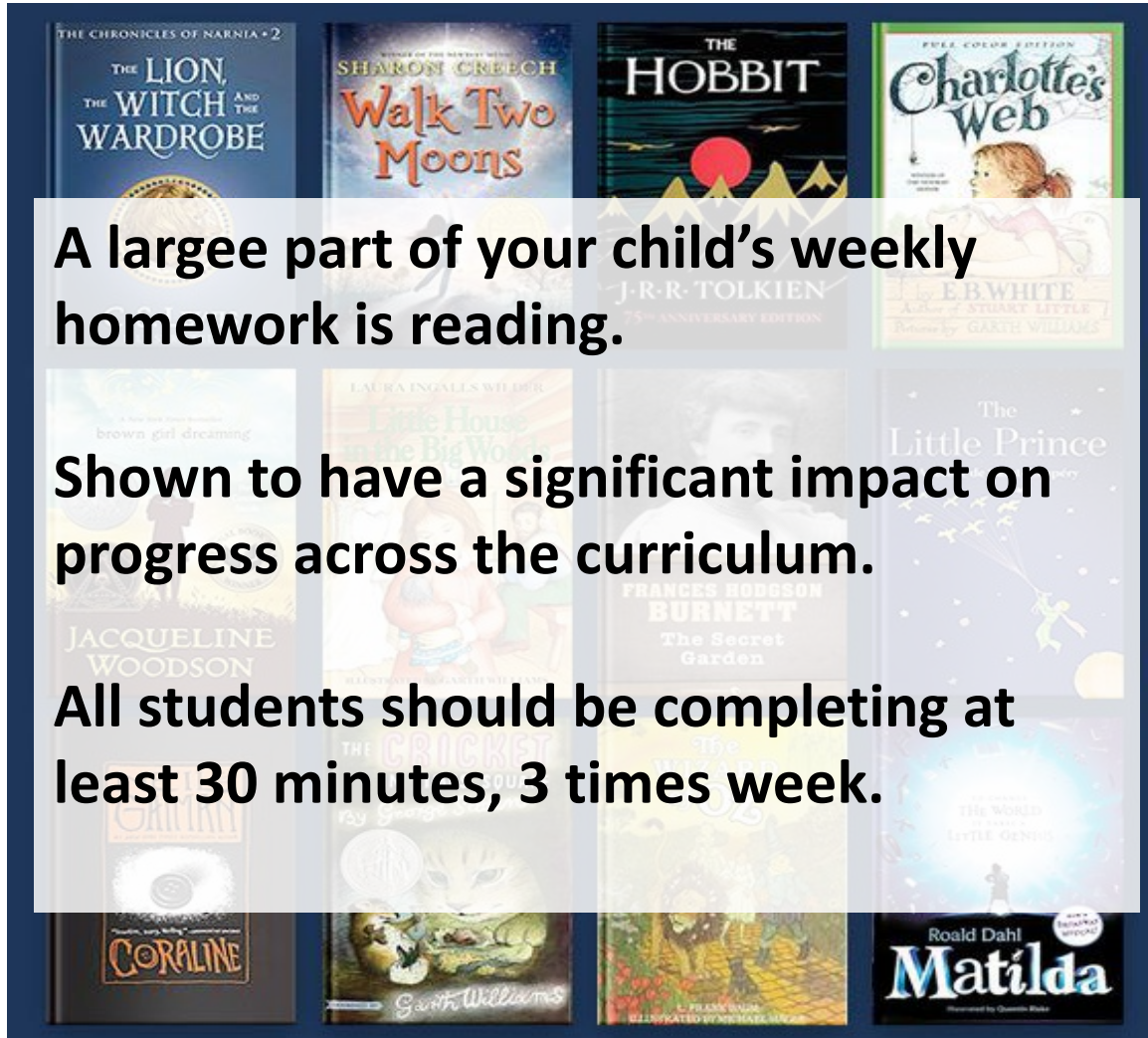


Year 7 Homework

- Developing regular homework habits
- Parents can access Firefly to see what homework has been set
- Around 4 weeks prior to the KS3 exams we stop setting homework and start revision tasks

| Subject | Approx Time |
|------------------|------------------------|
| English | 60 mins |
| Maths | 60 mins |
| Science | 45 mins |
| MFL | 30 mins |
| EBacc | 45mins |
| Personal Reading | At least 1.5hrs a week |

Reading Homework



A large part of your child's weekly homework is reading.

Shown to have a significant impact on progress across the curriculum.

All students should be completing at least 30 minutes, 3 times week.



3 x a week

Support by;

Reading with your child.
Asking questions about the text, characters, plot.
Discussing new vocabulary and meanings.



Pastoral Support & Wellbeing



The Pastoral Team

Doyle

Head of School:
Dr Merchant

Pastoral Managers:
Mrs Cater
Mr Smith
Mr Smith

Kipling

Head of School:
Mrs Eaton

Pastoral Managers:
Mrs Symons
Mrs Vickers
Mrs Churchill

Wells

Head of School:
Ms Ballinger

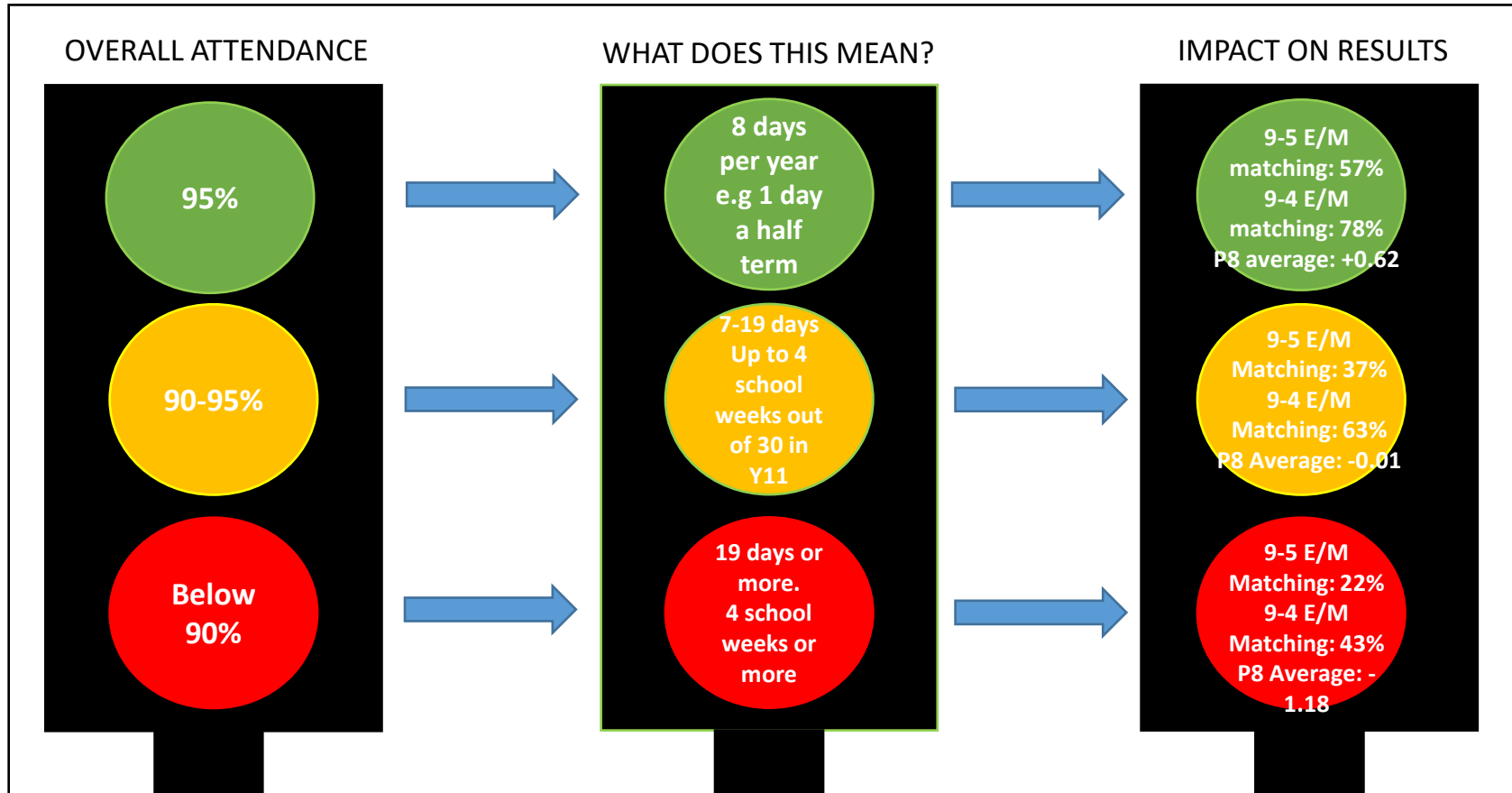
Pastoral Managers:
Mrs Molli
Mrs Lee
Mr Gander

Mentors

Mr Jeffery (D1), Miss Roberts (D2), Mr Wrigley/Mrs Toe (D3), Miss Allen (D4)
Ms R Morris (K1), Miss Thompson/Mr O'Neil (K2), Dr Guyatt (K3)
Mr Guillen (W1), Miss Yardley/Mr Powell (W2), Mr Burrows(W3)



What impact will my attendance have on my GCSE results?



N.B A zero score for progress 8 indicates the group have made expected progress from their KS2 starting point.

Year 7 Mentor Programme after half term

- 1 Careers or PSHCE session
- 1 reading sessions. Books for year 7:
 - Alice in Wonderland
 - Feather Boy
 - Johnny and the Dead
 - Madame Doubtfire
 - Maggot Moon
 - Nation
 - Peter Pan
 - Private Peaceful
 - The Colour of Magic
 - The Diary of a Young Girl,
 - The Graveyard Book
 - The Hobbit
 - The Jungle Book
 - The Secret Garden
 - The Wolves of Willoughby
 - Tom's Midnight garden
- 1 class debate session
- 1 whole school assembly per week
- 1 Mentor Messages session



Calendar and Events for Year 7

Year 7 Cycle 1 exams: 7th to 11th December

Parents evening: TBC (April)



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Friends of Shoreham Academy

Who can join the academy FOSA group?

This is equivalent of a schools PTA, and includes

- Parents/carers
- Academy staff

AND

- Occasionally supported by students with their parents/carers



What is the role of FOSA?

There are 3 key aims:

- To positively promote Shoreham Academy through partnership with the local community. E.g. Provide hampers at Christmas to the local community
- To help raise funds for the benefit of students at the academy. E.g. developing many events that has provided additional money to support various activities – such as a sensory garden for staff and students.
- To act as a liaison between other parents/carers and teachers on general school matters. E.g. FOSA facebook helps parents with FAQs and provides ideas and feedback to school about such things as reports/uniform/behaviour

It is a bit different at the moment as we are working virtually. Should you wish to join you would be most welcome. Email fosa@shoreham-academy.org. Please support our forthcoming virtual events.

