



Year 7 Guidance Evening

12 November 2019

Purpose of the Evening



- To explain our setting process.
 - To explain how we use the information we have been given about your child.
 - To highlight some key dates when you should receive more information from us.
 - To give you some advice about how you can help your child succeed in Year 7 and beyond.
 - To explain the pastoral care and initiatives that have been introduced.
-

How are the sets arranged in Year 7?



There are two populations in Year 7: A and B.

A	B
1	1
2	2
3	3
4	

Setting



July 2019

- KS2 standardised scores used to initially set all pupils

September 2019

- Cognitive Ability Tests taken (CATs)
- There are four areas – Verbal, Quantitative, Non Verbal and Spatial
- We use the separate scores to help us identify any potential barriers to learning

November 2019

- CAT (Cognitive Ability Tests) results allow us to look more closely at the accuracy of the sets and discuss any anomalies
- November: Data drop 20th November in which all subject areas submit data
- All pupils have completed a full term of work and reports go home

February 2020

- 27th February – Parents Evening
- Using subject assessments and professional judgements, sets are reviewed again and pupils may move groups

June 2020 and beyond

- Setting is reviewed after a full year of work and sets are altered for September 2020
-

How do we ensure your child is making the expected Level of Progress?



- The processes for assessment have changed.
- In 2024 when your child receives their GCSE results the grades will be numbers (grades 1-9)

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

How do we ensure your child is making the expected Level of Progress?



- In line with the new GCSE changes we have adapted our school target-setting system to fit with the new assessment guidelines.
 - We will use Reading and Maths standardised scores (KS2) and CATs data to help us set aspirational targets for your child.
 - Your child will have a GCSE target grade to aspire to from Y7.
 - We will use a flightpath system to effectively monitor and track progress throughout Y7-11.
-

**KS2 SAT
Score**

Maths 2019						
Average	Y 7	Y 8	Y 9	Y 10	Y 11	KS4 Final
120	3+	4+	5+	7+	8+	8
119	3+	4+	5+	7+	8+	8
118	3+	4+	5+	7+	8+	8
117	3+	4+	5+	7+	8+	8
116	3=	4=	5=	7=	8=	8
115	3=	4=	5=	7=	8=	8
114	3=	4=	5=	7=	8=	8
113	3=	4=	5=	7=	8=	8
112	3=	4=	5=	7=	8=	8
111	3=	4=	5=	6+	7+	7
110	2+	3+	4+	5+	7=	7
109	2+	3+	4+	5+	7=	7
108	2+	3+	4=	5+	6+	6
107	2+	3+	4=	5=	6=	6
106	2+	3+	4=	5=	6=	6
105	2=	3=	3+	4+	5+	5
104	2=	3=	3+	4+	5+	5
103	2=	3=	3+	4+	5=	5
102	2=	3=	3+	4+	5=	5
101	2=	3=	3+	4+	5=	5
100	1+	2=	2+	3+	4=	4
99	1+	2=	2+	3+	4=	4
98	1+	2=	2+	3+	4=	4
97	1+	2=	2+	3=	3+	3
96	1+	2=	2+	3=	3+	3
95	1+	2=	2+	3=	3+	3
94	1=	2=	2+	3=	3+	3
93	1=	1=	1+	2=	3=	3
92	1=	1=	1+	2=	3=	3
91	1=	1=	1+	2=	2+	2
90	1=	1=	1+	2=	2+	2
89	1=	1=	1+	2=	2+	2



**Set from FFT 20
(High)**

**Average KS2 SAT
Score**



Maths Flightpath Example

How will I be informed about my child's progress in school?



HOLY CROSS CATHOLIC HIGH SCHOOL

Anne Uther 7S Autumn 2019

Subject	Class	Teacher	Y7 Target	Progress	Learning
English	7B/En2	Miss Calver	1=	On Track	Green
Mathematics	7B/Ma3	Miss King	1+	On Track	Blue
Science	7B/Sc2	Mrs Lucas	1+	On Track	Blue
Religious Education	7B/Re2	Miss Webster	1=	On Track	Green
French	7B/Fr2	Mrs Black	1+	On Track	Green
History	7B/Hi2	Miss Wallace	1=	Below	Yellow
Geography	7B/Gg2	Mrs Parkinson	1=	On Track	Green
Music	7B/Mu2	Mrs Harrison	Music – in Spring Report		
Physical Education	7B/Pe3	Mrs Mitchell	PE – in Spring Report		
Art	Progress will be reported in the end of year report when pupils have covered all five subjects				
Computing					
Drama					
Food & Nutrition					
Product Design					

Other Information	
Attendance	96.1%
Attendance (Average in Year 7)	97.8%
Punctuality (No. of lates to school)	0
A1 Reward points (total to date)	19
A1 Reward points (average for Year 7)	8.1
Behaviour points (total to date)	0
Behaviour points (average for Year 7)	1.4
Form Tutor:	
Anne's high number of reward points indicates how well she has settled in, I would strongly encourage her to join in with some extra curricular activities, there is plenty of choice. Anne is performing well across the curriculum but I would like to see a little extra effort in History to ensure she makes expected progress. Well done for the blue learning grades.	

Learning

Outstanding	Excellent pupil who is committed and consistently produces work above what is expected. No issues with any aspect of learning. May be exceeding targets.
Good	Effort and commitment to studies are consistently in line with expectations. There are some areas of excellence and some areas which may require minor improvement. Pupil generally tries hard and completes homework on time and to a good standard. Likely to be on or above target.
Improvement Required	Several areas need to improve such as; effort, work rate in lessons, homework completion/quality, resilience or independent learning. Pupil may be below target and at risk of underachieving.
Serious Concern	More serious issues with effort and/or work rate. May be falling behind with studies. Negative attitude to learning making progress difficult at times. At risk of underachievement unless action is taken immediately and improvement sustained.

What have Year 7 pupils been studying in English?



English in Y7



- All pupils in Y7 follow the same curriculum in English regardless of their set. The curriculum is designed to build upon the skills they developed in primary school and enthuse pupils.
 - The English curriculum in Year 7 includes four lessons a week which includes one library lesson a fortnight.
 - At the end of each half term, pupils will complete an assessment based upon the unit of work they have studied. Your child has already completed two assessments on their Sky Hawk unit of work.
-

KS3 English Curriculum



YEAR 7	AUTUMN 1 6 WEEKS	AUTUMN 2 7 WEEKS	SPRING 1 6 WEEKS	SPRING 2 6 WEEKS	SUMMER 1 5 WEEKS	SUMMER 2 7 WEEKS
	CATS TESTS SKY HAWK/TRAVEL WRITING	ACCELERATED READER* <i>A Monster Calls</i> <i>Al Capone Does my Shirts</i> <i>Holes</i> <i>Buddy/Boy</i>	MAGAZINE PROJECT	NATURE POETRY <i>Daffodils</i> <i>Nettles</i> <i>Follower</i> <i>Digging</i>	OUR DAY OUT	INTRODUCTION TO SHAKESPEARE (THE TEMPEST)
ASSESSMENTS	INFORMAL LETTER FICTION COMP. QUESTION (IMPRESSIONS)	BOOK REVIEW	ARTICLE	PART A RESPONSE	EXTRACT (CHARACTER)	SPEAKING & LISTENING
SPaG	Capital letters Full stops Comma splice Paragraphs	Apostrophes <i>ie/ei</i> Two words	Colons Semi-colons Hyphens	Vocabulary Spellings	Speech marks Inverted commas	SPaGtacular Competition

*Suggested Novels/Sets:

TOP: *A Monster Calls*

TOP/MIDDLE: *Al Capone Does my Shirts*

MIDDLE: *Holes*

LOWER: *Buddy/Boy*

Accelerated Reader



- Your child will study one of the following novels with their English teacher this half term in order to introduce them to Accelerated Reader.

A Monster Calls

Holes

Al Capone Does My Shirts

Boy

- Accelerated Reader allows us to track your child's reading age and motivate them to read a wider range of texts. It encompasses both fiction and non-fiction texts. Once pupils complete a text they will do a quiz on this and receive a score; pupils who have high engagement or achievement receive rewards and prizes throughout the year.



We strongly encourage all pupils to read for pleasure – whether this be fiction or non-fiction (magazines, blogs and fact books all count!). The library is open every lunchtime to facilitate this.

BookTrust



- This half-term, your child has received their Bookbuzz reading book.
- Get talking!
- Make it fun!
- What next?

booktrust.org.uk/bookbuzz





How to help your child in English

1. Support us to help your child to progress by monitoring their use of Accelerated Reader and Bedrock Vocabulary.
2. Encourage them to read widely and talk to them about what they're reading.
3. Ask them to read with younger siblings.
4. If you can, take them to see live theatre.
5. If SPaG is an issue then help them to proofread their homework and identify errors in a range of exercise books and make corrections.

Bedrock Vocabulary



**The limits of my language
mean the limits of my world.**

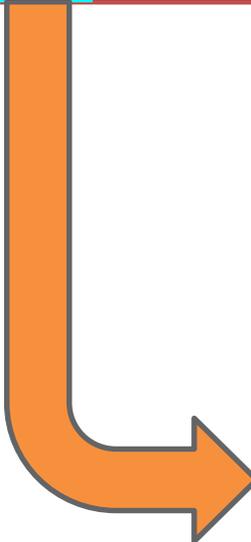
Ludwig Wittgenstein



Oliver had not been within the walls of the _____ a quarter of an hour, and had _____ completed the _____ of a second slice of bread, when Mr. Bumble, who had handed him over to the care of an old woman, returned, and, telling him it was a _____, informed him that the board had said he was to appear before it _____. Not having a very clearly _____ of what a _____ was, Oliver was rather _____ by this _____, and was not quite _____ whether he _____ to laugh or cry.

Tier 2

Tier 3



Oliver had not been within the walls of the **workhouse** a quarter of an hour, and had **scarcely** completed the **demolition** of a second slice of bread, when Mr. Bumble, who had handed him over to the care of an old woman, returned, and, telling him it was a **board night**, informed him that the board had said he was to appear before it **forthwith**. Not having a very clearly **defined notion** of what a **live board** was, Oliver was rather **astounded** by this **intelligence**, and was not quite **certain** whether he **ought** to laugh or cry.

Bedrock Vocabulary



Words used in <u>everyday</u> <u>conversation-</u> Tier 1	Words found in <u>written text-</u> Tier 2	<u>Subject</u> <u>specific-</u>Tier 3	
bad	atrocious	apocalypse	← Religious Studies
hungry	ravenous	famine	← Science
dry	arid	not irrigated	← Geography

Bedrock Vocabulary: Example Blocks, Topics and Words

BLOCK 4 TOPIC 1 The Vikings

advantage
ambition
ancient
bold
border
captured
coast
continent
deed
fatal
fierce
grasped
journey
launch
magnificent
misery
swift
triumph

BLOCK 5 TOPIC 1 The Wild West!

afford
annual
arrest
attempt
baggage
basic
century
desire
develop
epic
folklore
frequent
frontier
limb
ownership
proceed
shabby
teeming

BLOCK 6 TOPIC 1 Journey to the Pole

accomplish
achievement
blizzard
character
companion
dedicate
deprive
document
endanger
frigid
navigate
perish
portable
preserve
sluggish
strategy
uneasy
wilderness

- Exposure to 280 Tier 2 words- including *academic verbs*.
- 225 reading comprehension questions.
- 17,000 words of fiction and non-fiction.

www.bedrocklearning.org

Bedrock Vocabulary



- Pupils will use this software in school once a week. They will also be expected to complete a short session as a weekly piece of homework.



Student D Log out

The screenshot displays the user interface for the Bedrock Vocabulary software. At the top, there are navigation links: "My progress" (underlined), "My vocab notebook", "My badges", "My certificates", and "My settings". A "Continue learning" button is visible on the right. The main content area is titled "Block 4" with a book icon and "10 topics". Below this, there are four topic entries:

1. B4 T1: The Vikings. Pre test score: 61%. Post test score: 78%. % improvement: 28%. Status: Completed.
2. B4 T2: The Circle of Life. Pre test score: 0%. Status: In progress.
3. B4 T3: King Midas and The Golden Touch. Status: In progress.
4. B4 T4: Ali Baba and the Forty Thieves. Status: In progress.

Below the topic list, there is a row of lesson cards for Lesson 7 through Lesson 12, and a "Post Test" card. Lesson 7 is marked "Completed", Lesson 8 is "Completed", Lesson 9 is "Completed", and Lesson 10 has a "continue" button. Lesson 11 and Lesson 12 are currently inactive.

On the right side, there is a "My badges" section showing a badge for "Block 4 Topic 1: The Vikings!" with a "Complete" status and a "View all badges" link. Below this, it shows "60 Points" and "0:01:42 Time spent this week". At the bottom right, there is a "My vocabulary" section with a dropdown menu set to "--All--" and three columns: "Words I knew before", "Words I'm learning", and "Words I learned". The words listed are: bold, process, advantage, capture, and ambition.

How can parents get involved?



1. Sit through one Bedrock lesson with your child. You'll get a clear idea of how long it should take them and the level they should be working at.
 2. If you have not done so already, create your Bedrock parent account. Visit this page if you need help:
www.bedrocklearning.org/createparentaccount
 3. Visit <https://www.bedrocklearning.org/supportmychild>
 4. Check the **Vocab Notebook** and the **recent activity** report to monitor your child's progress. Congratulate them when they complete a topic- this will keep them motivated through the next one!
-

What have Year 7 pupils been studying in Maths?



Maths in Y7



- Pupils are set according to their ability and have 4 lessons each week
- Each class follows a suitable pathway to enable them to achieve their target grade.

Class	Year 7 Stage	Year 8 Stage
7A1	5	6
7A2	4	5
7A3	4	5
7A4	4	5
7B1	3	4
7B2	3	4
7B3	2	3

Stage 3	Stage 4
Measures (2)	Decimals (2)
Adding and subtracting (2)	Measures (1)
Algebraic manipulation (1)	Formulae (1)
Factors multiples and primes (2)	Multiplying and dividing (2)
Averages (1)	Volume (1)
Rounding and limits (1)	Negative numbers (2)
Multiplying and Dividing (2)	Angles (1)
Area (2)	Averages (2)
	Rounding and limits (1)

Maths in Y7



Topic Based Assessments are completed at the end of each unit of work.

Learning Objectives	R	A	G
Add up to 3 digit numbers using a written method which involves carrying			
Subtract up to 3 digit numbers using a written method which involves borrowing			
Use inverse operation			
Know all number bonds up to 100			
Use mental methods for addition of pairs of 1 and 2 digit numbers with a 3 digit number (with either hundreds, tens or units)			
Use mental methods for subtraction of pairs of 1 and 2 digit numbers with a 3 digit number (with either hundreds, tens or units)			
Solve worded problems involving adding and subtracting up to 3 digit numbers			
Solve multistep problems involving addition and subtraction			
Understand the commutative law and associative law for adding			
Use approximation to check answers			

NAME: _____

DATE: _____

Topic Based Assessment

Stage 2 Adding and Subtracting

Equipment needed: pen

1) Show me a pair of 2 digit numbers with a sum of 46

Answer: _____, _____ (2)

2) Calculate $427 + 891$

Answer: _____ (2)

3) Complete the missing number below

$$\underline{\hspace{2cm}} + 621 = 883$$

(2)

4) Use mental methods to calculate the following:

a) $20 + 340 = \underline{\hspace{2cm}}$

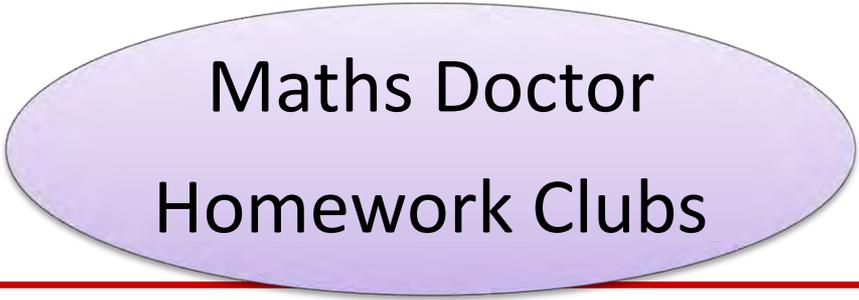
b) $550 - 6 = \underline{\hspace{2cm}}$

(2)

How to help your child in Maths



Pen, pencil, ruler, protractor, pair of compasses and a scientific calculator



Pupil screen will look similar to this



A screenshot of a pupil interface for a math assignment titled 'Stage 5 Measures 1'. The interface includes a blue header with the title and navigation buttons for 'Return to Assigned Work' and 'Show Answers'. Below the header is a progress bar with 12 numbered steps, where step 1 is selected. The main content area shows the title 'Stage 5 Measures 1' and '12 questions, 35 marks'. A section titled 'Helpful Videos' is circled in red. It contains two rows of video clips: 'Clip 6a Real-Life Tables - Time' and 'Clip 112 Metric conversions'. Each row has a yellow button for 'View One Minute Maths Video' and a blue button for 'View Video'. At the bottom, there are buttons for 'Begin Homework' and 'Print Questions'. A red arrow points from the 'Helpful Videos' section to the explanatory text below, and a green arrow points from the 'View Video' button to the same text.

Make use of the video clips which provide examples and explanations

When on a question



NOV MOCK P1 PREP (NO CALC) GRADES 1-3

← Return to Assigned Work Show Answers

Overview 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Question Progress Homework Progress

a) Write down the coordinates of point A.

b) Plot the point $B(3, -2)$ on the grid.

c) Point C has the same x -coordinate as point A and the same y -coordinate as point B. Write down the coordinates of point C.

a)

b)

c)

Submit Answers

Remember to scroll down the page to access the video clips relevant to that question.



When on a question



The Overview can be used to return to the starting page for ALL videos relevant to this piece of homework

NOV MDCX P1 PREP (NO CALC) GRADES 1-3

Overview

Question Progress Homework Progress

71%

a) Write down the coordinates of point A.

b) Plot the point B (3, -2) on the grid.

The screenshot shows a math homework interface. At the top, there is a blue header with the text "NOV MDCX P1 PREP (NO CALC) GRADES 1-3". Below the header is a navigation bar with a red circle around the "Overview" button. The main area is divided into "Question Progress" and "Homework Progress" sections. The "Question Progress" section shows a coordinate plane with a grid. The x-axis and y-axis both range from -4 to 4. A point A is plotted at (-4, 1). The "Homework Progress" section shows a progress indicator of 71% and a trophy icon. Below the coordinate plane, there are two questions: a) Write down the coordinates of point A. b) Plot the point B (3, -2) on the grid.

When on a question



Return to Assigned Work Show Answers

9 10 11 12 13 14 15 16

Homework Progress

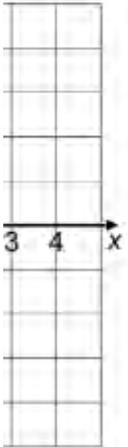


a) Write down the coordinates of point A.

b) Plot the point $B(3, -2)$ on the grid.

c) Point C has the same x -coordinate as point A same y -coordinate as point B.

Write down the coordinates of point C.



Submit Answer



Use this icon to obtain function notation for entering powers, fractions etc.

Choose Symbols

£	\times	\div	π
\geq	\leq	\cap	\cup
$\frac{x}{y}$	x^n	\sqrt{x}	$\sqrt[n]{x}$



When on a question



Return to Assigned Work Show Answers

Homework Progress

a) Write down the coordinates of point A.

b) Plot the point $B(3, -2)$ on the grid.

c) Point C has the same x-coordinate as point A same y-coordinate as point B. Write down the coordinates of point C.

3 4 x

a) b) a)

Submit Answer

Drawing tools –
need to be used
very accurately.

When on a question



MathsWatch

Classes Assignments Users Videos Usage **Extras** Contact

JULIE's account
Logout
346 days until renewal

GCSE
KS3

Extras

- Welcome to MathsWatch (The complete user guide)
- Student/Parent Guide (Updated Sept 18)
- End of Year Procedure
- Upload Template
- Terms and Conditions
- Privacy Policy v2.2

- Edexcel Revision Guidance for Final Paper (2019)
- AQA Revision Guidance for Final Paper (2019)

Tips and advice tutorials:

- How to change your password
- How to type powers
- How to type fractions
- How to type mixed numbers
- How to use the construction tools

Beneficial for
parent/guardian
and pupil to watch
this tutorial before
using these tools.

At the end of this presentation



- Maths staff and chrome books will be available to provide further assistance
- This presentation will be put on the school website



How to help your child in Maths



Speak positively



Praise

Support at home

Involve

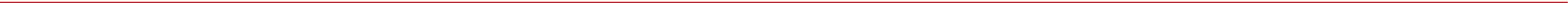


Recognise





The Resilient Student



Fixed mind-set



Leads to a desire to look smart and therefore a tendency to:

AVOID CHALLENGES

GIVE UP EASILY

SEE EFFORT AS FRUITLESS OR WORSE

IGNORE USEFUL FEEDBACK

FEEL THREATENED BY THE SUCCESS OF OTHERS

VS

Growth mind-set



Leads to a desire to learn and therefore a tendency to:

EMBRACE CHALLENGES

PERSIST IN THE FACE OF SET BACKS

SEE EFFORT AS A PATH TO MASTERY

LEARN FROM CRITICISM

FIND LESSONS AND INSPIRATION IN THE SUCCESS OF OTHERS

CHALLENGES

OBSTACLES

EFFORT

CRITICISM

SUCCESS OF OTHERS

Success



The Development of Growth Mindset



**Starts
in the
home**



**Is
reinforced
in school**



**Applied
throughout
life!**

Standards



- Homework
 - Organisation
 - Uniform & haircuts
 - Behaviour
 - Social media
-

Initiatives and events



- Holy Cross Feast Day & Mass
- Extra-curricular activities
- European Day of Languages
- Maths Week
- Literacy Day
- Tutor Representative elections
- Collective Worship
- Sporting Fixtures



Coming up soon



- Tutor group led assemblies
 - Advent Liturgy
 - School Council elections
 - Reports
 - Parents' evening
 - New literacy initiative – Bedrock Vocabulary
 - Sporting events
 - Musical
-



Year 7 Guidance Evening

Thank you for attending
and we trust the evening
has been useful
