

Year 7

Supporting your Child's Learning

Wednesday 15th September

Aims of the evening

- To have an overview of how you can support your child's education in general
- To understand how we assess the progress of the children at Egglecliffe
- To gain an understanding of the content in core subjects and how you can help (maths, English and Science)
- To have insight into effective learning habits for you children

School/Parent/Carer partnership

- Parents and carers are the biggest influence on a child's education.
- At Eggescliffe we always strive to work with families to ensure that the children can thrive and succeed in all aspects of their education.

Supporting your child with their learning

- Praise and encourage
- Talk to your child about their learning at school
- Encourage your child to enjoy their learning – (no knowledge is wasted knowledge)
- Make their academic subjects feel relevant to them
- Play games (even computer games)
- Help your child improve their depth of processing
- Lead by example
- <https://www.schoolguide.co.uk/blog/10-proven-ways-to-help-your-child-do-well-at-school-simple-steps-every-parent-can-try-at-home>

How we assess learning and progress

Timely written feedback

Identified pieces of work in subject schemes of learning will be deeply marked by teaching staff:

W **What's gone well?**
(Subject specific knowledge, skills, application)

I **Improvements**
(what is needed to make further progress)

N **Next Steps**
(a task focused on the work marked to close gaps in learning)

S **Student Response**
(Completed by the student to demonstrate that the teacher advice has been followed and gaps in learning are being closed)

Reporting progress

- Termly data sent home to all parents/carers
- Each subject reports on:
 - » Attitude to learning
 - » Progress
- Spring term of Year 7 subject parents' evening

Present		100.0%		No. of authorised absences		0		Attitude to learning descriptors	
No. of lates		0		No. of unauthorised absences		0		1 - Excellent learner	
								3 - Learner requiring improvement	
								2 - Good learner	
								4 - Underachieving learner	
Tutor comment:									
Thomas has received a superb report this term and should be very proud of his efforts. He is exceeding expectations in most of his subjects, including English and Maths, which is outstanding. Thomas is clearly a well-motivated and determined student who takes his studies seriously and is reaping the rewards for his hard work. I know that he continues to apply himself to his online learning and that he will start Year 9 having done all he could to continue his remarkable progress.									
Subject	1-Progress	2-Progress	3-Progress	3-ATL	Concerns				
English	MEP	MEP	MEP	1					
Maths	MEP	MEP	MEP	1					
Science	EP	EP	EP	1					
Art	EP	EP	EP	1					
Computer Science	EP	EP	EP	1					
Drama	EP	EP	MEP	1					
Design Technology	EP	EP	EP	1					
French	EP	EP	EP	1					
DT: Food and Textiles	EP	EP	EP	1					

- Final end of year 7 report sent home in June

Tracking Progress at KS3

In relation to a child's starting point (average point score in KS2), students are assessed in each subject as either making:

- More than Expected Progress (MEP)
- Expected Progress (EP)
- Below Expected Progress (BEP)
- Unsatisfactory Progress (UP)

Supporting your child's learning in **Mathematics**

Year 7 Maths topics

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Decimals & negative numbers • Area, volume and surface area • Simplifying algebra & solving equations • Averages • Probability • Fractions • Sequences 	<ul style="list-style-type: none"> • Angles • Representing data • Percentages • Graphs • Constructions 	<ul style="list-style-type: none"> • Ratio • Pythagoras' Theorem • Transformations • HCF & LCM

How is Maths assessed?

- Fortnightly recall grids
- Fortnightly topic reviews and follow-up tasks
- Online tasks (mymaths and mathswatch)
- Termly tests with follow-up tasks and guided intervention

How can I help? Developing Mathematical Resilience

“

“Explain what you have tried so far.”

”

“

“What are the key instructions in the question?”

”

“

“What else have you tried?”

”

“

“Have you looked back through your class work book?”

”

“

Become the “Coach” not the “Tutor”

”

“

“Can you explain why this works?”

”

“

“Can you think of another way to do it?”

”

“

“Can you draw a diagram that will help?”

”

“

“Let’s try this together.”

”

Maths resources

[Mathswatch.co.uk](https://www.mathswatch.co.uk)

Key examples
highlighted in
books

[mymaths.co.uk](https://www.mymaths.co.uk)

Recall
homework
grids

Logins and passwords available
from class teachers

Topic reviews
in exercise books

Supporting your child's learning in **Science**

Primary Science

- Different experience depending on Primary.
- 54% of Primary pupils do not get the recommended hours of Science education.
- Transition test in September.

Topic List

- The Living World
- The Human Body
- Materials
- Forces & Motion
- Light & Sound
- Electricity
- Earth & Space

<https://www.bbc.com/bitesize/subjects/z2pfb9q>

Year 7 Science Topics

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Lab Safety • Science Skills • The Skeletal System • Cells • Particles • States of Matter • Speed • Forces • Density 	<ul style="list-style-type: none"> • Variation • Reproduction • Mixtures • Dissolving • Filtering • Distillation • Current • Voltage • Resistance 	<ul style="list-style-type: none"> • Plants • Pollination • Ecosystem • Acids & Alkalis • Neutralisation • Energy • Generating Electricity • Fuels

Assessment Information

Formative

- WINS assessments variety of activities.

Summative

- Topic tests at the end of every unit.
- Key assessments made from past questions (AQA).

Name: _____ Topic: Term 1 Physics Forces and Motion test

Mark/Grade: _____ Target: EP

Learning Outcomes	W	I
Q1 Resultant forces		
Q2 Investigating ramps		
Q3 Falling objects		
Q4 Resultant forces		
Q5 Distance - Time graphs		
Q6 Skydiver		
Q7 Forces on a cyclist		

Basic Skills
Spellings of scientific words related to this topic: resultant, gravity, friction, air resistance, balanced

Next steps

- Write out any incorrect spellings three times.
- Respond to comments/questions on your test paper
- Try again any question (s) indicated in the **I** column.
- Do research at home about the hammer and the feather experiment on the Moon.
- In your book say what the forces on a cyclist are and what happens to the cyclist's speed when either of the forces is the largest.
- Plan an investigation on whether the surface used effects the force needed to pull an object
-
-

Tracking my Subject Knowledge	Current Grade:	
Topic: Forces and Motion	UP /BEP /EP / MEP	
Crucial Knowledge	Taught/Recalled	Additional Support
Calculate Speed from Distance and Time.		
Draw Distance Time Graph and Interpret.		
Represent Forces as arrows on Diagrams.		
Explain the difference between Mass and Weight.		
Explain what causes friction.		
State Hooke's Law for elastic materials.		

Assessment Dates

Assessment 1 – w/c 27/09/2021

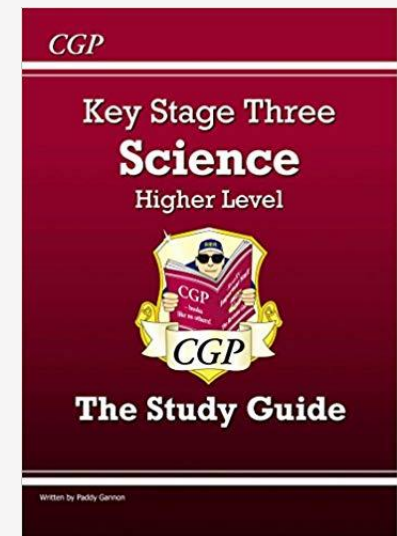
Assessment 2 – w/c 08/11/2022

Assessment 3 – w/c 07/02/2022

Assessment 4 – w/c 23/05/2022

Revision Strategies

- Flash cards
- Online quizzes (Kahoot, educationquizzes.com)
- [BBC Bitesize](#)
- [Exam questions](#)
- [Mind maps](#)
- YouTube videos
- Revision guides
- [Educational games](#)



Science in the News

<https://www.sciencenewsforstudents.org/>

<https://www.pitara.com/>

<https://www.popsci.com/>

<http://www.sciencejournalforkids.org/>

https://www.bbc.co.uk/news/science_and_environment

Extracurricular Ideas: projects

<https://sciencebob.com/>

<https://mommypoppins.com/kids/50-easy-science-experiments-for-kids-fun-educational-activities-using-household-stuff>

<http://www.sciencefun.org/kidszone/experiments/>

<http://redtri.com/classic-science-experiments/slide/1>

<http://scifun.chem.wisc.edu/HomeExpts/HOMEEXPTS.HTML>

<http://www.sciencekids.co.nz/experiments.html>

<https://www.youtube.com/?gl=GB&hl=en-GB>

<https://scienceexplorers.com/getting-kids-interested-stem/>

Extracurricular Ideas: visits

Local

- Head of Steam Darlington Railway Museum
- Butterfly World
- RSPB Saltholme
- National Railway Museum
- EDF Visitor Centre Hartlepool
- Centre for Life
- Discovery Museum

Supporting your child's learning in **English**

English in Y7 – The Big Picture

Autumn Term	Spring Term	Summer Term
<p><u>The World Around Us</u></p> <p>In the Autumn term the students will study <i>The Breadwinner</i>, a novel by Deborah Ellis. Students will start by exploring the social and historical context of this story. The novel covers issues pertaining to children in other cultures. This transition unit will bridge and develop their reading skills from inferences into a more focused study of the text itself. Students will start to analyse how writers use language present characters, situations and to create specific effects on the reader. In addition to studying the text, students will have opportunities to consolidate and develop their writing skills using the text and associated non-fiction texts as stimuli.</p>	<p><u>Victorian Poor</u></p> <p>This unit will explore the genre of Victorian Literature. We will study a range of texts by authors from the Victorian era, including: a selection of Dickens' short stories and Blake poetry. We will develop our reading skills by analysing key features of the Victorian Literature and using these to inspire our own writing.</p>	<p><u>Romeo and Juliet</u></p> <p>We will study the play <i>Romeo and Juliet</i> with our main focus being family and relationships. We will look closely at a range of characters, analysing how Shakespeare uses language to create effects. We will develop an understanding of the social, historical context of the play and create innovative writing pieces inspired by key themes.</p>

5 Key Areas of the English Curriculum

Analyses the **effects of** the writer's choices of **language**

Selects a judicious **range of textual detail**

Makes sophisticated and accurate use of **subject terminology** and explains the **effects** of language

Writes **creatively** and **organises** ideas effectively.

Writes **accurately**, using a **range** of linguistic devices

Y7 Assessment

- Analyses the **effects of** the writer's choices of **language**
- Selects a judicious **range of textual detail**
- Makes sophisticated and accurate use of **subject terminology** and explains the **effects** of language
- Writes **creatively** and **organises** ideas effectively.
- Writes **accurately**, using a **range** of linguistic devices

Mastered	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work
Extended	Grasped the main concepts and skills in a unit of work and can apply to new contexts
Secure	Has a secure understanding of the main concepts and skills when applied to familiar contexts
Approaching	Grasped most of the main concepts and skills in a unit of work, and is approaching 'Secure'
Developing	Grasped some of the main ideas and skills in a unit of work, others require development
Beginning	Beginning to grasp some of the main ideas and skills in a unit of work

Two assessments per half term

Formative

- Students receive teacher's feedback
- WINS layout
- No grade
- Students use teacher feedback to set themselves a target.
- Help and support for every assessment

Summative

- Students use feedback from last assessment to inform their response
- Students receive teacher's feedback
- WINS layout
- Graded
- One summative assessment per term
- Help and support for every assessment

Assessing my Progress – What are my strengths and what are the gaps that I need to address?

READING

Skills	Mastered	Extended	Secure	Approaching	Developing	Beginning
<input type="checkbox"/> I can select some appropriate textual detail (AO1) <ul style="list-style-type: none"> ○ I choose some specific words and phrases from texts ○ I put evidence in quotation marks ○ I select a range of key words/ phrases to support my ideas 		✓				
I can make some use of subject terminology, mainly appropriately (AO2) <ul style="list-style-type: none"> ○ I can classify some words as nouns/ verbs/ adverbs/ adjectives/ pronouns ○ I can identify some descriptive techniques such as similes/ metaphor/ personification ○ I can use some structural terms such as: zoom in/ focal shift/ chronological/ flashback 			✓			
<input type="checkbox"/> I can make some attempts to comment on the effect of language (AO2) <ul style="list-style-type: none"> ○ I can explain what some key words show ○ I use some of language of speculation ○ I can comment on how some key words make the reader feel ○ I can comment on how the writer has placed language in a text 			✓			
<input type="checkbox"/> I can link ideas to wider contexts (AO3) <ul style="list-style-type: none"> ○ I can link some ideas to social/ historical contexts ○ I can identify some themes in the text ○ I can comment on some of the ideas that the writer puts across 				✓		
<input type="checkbox"/> I can explain a range of personal responses that analyse writers' viewpoints (AO4) <ul style="list-style-type: none"> ○ I can give my opinion on a text ○ I can identify some of the writer's messages 			✓			
Overall grade						
Score:	12/20	%	60%	MEP	EP	BEP
W	You have demonstrated an <u>extended</u> understanding of close word analysis in your essay. Well done.					
I	You are <u>approaching</u> the ability to link ideas to wider contexts – try not to tag SHC onto the end of response.					
N	Complete the worksheet below to help you to <u>secure</u> your skills in exploring context					

How will my child be assessed in reading?

“The writer makes Miss Havisham appear haunting and sinister”

To what extent do you agree with this statement?

You will need to:

- Explore the statement (A04)
- Support your interpretations with quotations (A01)
- Evaluate the language used (A04)
- Explore the effect of the language on the reader (A02)

How will my child be assessed in writing?

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

Describe a time in your life when you felt scared, lonely or uncertain about something

OR...

Write a description suggested by this picture



(24 marks for content and organisation
16 marks for technical accuracy)

40 Marks

Supporting Transition into Y7

We will post a weekly homework task on Satchel One that is designed to extend and embed literacy skills.

Supporting Transition into Y7

We also expect weekly reading:

- It is important that students read a range of texts and change books regularly
- The library is well stocked and our librarian is available to give advice
- You could:
 - Listen to your child reading
 - Question your child on what they have read
 - Ask your child to explain something about their book

Supporting Transition into Y7

Reading skills can be challenging for some students.

While these are developing, it is imperative that the high level writing skills that have been built up do not decline.

Example questions you can ask your child about their reading book

How has the first chapter interested you as a reader?

What do you think is going to happen next?

How do you feel about the main character?

How do you think the story will end?

Example questions you can ask your child about their reading book

Have your feelings about the main character changed from beginning to end?

Which new words have you looked up the meaning of?

Where could you find more information about this topic?

Developing effective learning habits

“Unless we remember,
we cannot understand”

Knowledge first

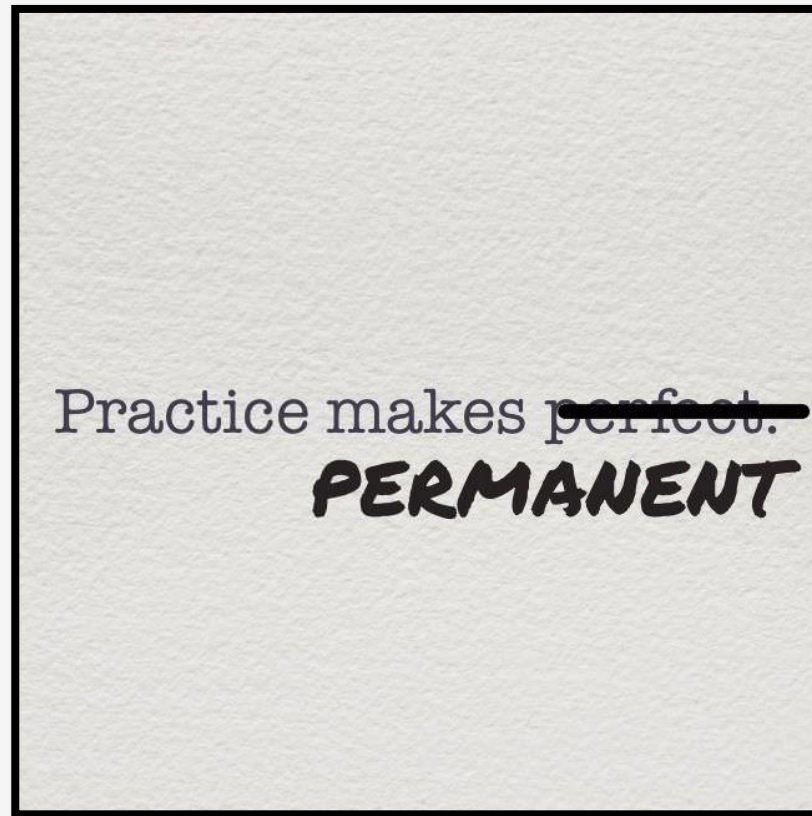
Skills built
upon
knowledge

Then apply to
demonstrate
understanding

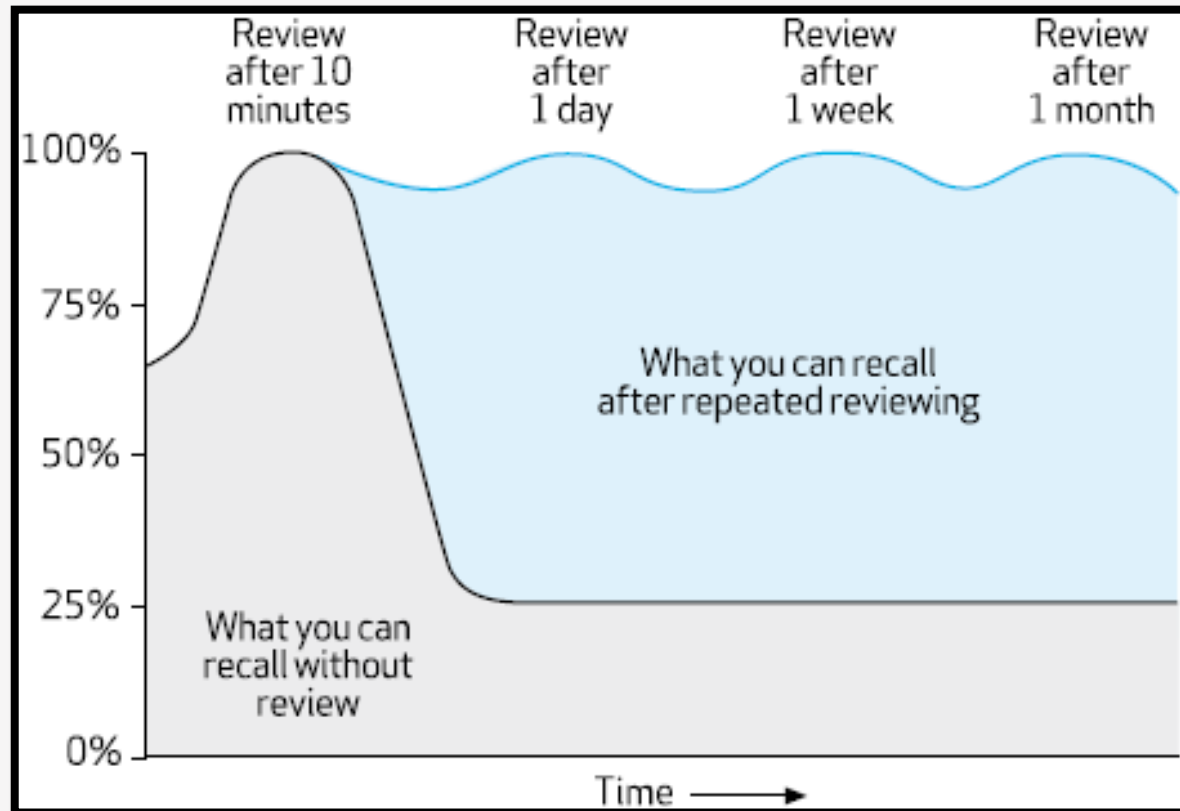
Supporting learning at home

- Essential we develop good habits of learning from Year 7.
- New GCSEs have a huge focus on the importance of knowledge.
- At school we build in strategies in lessons to support students in storing knowledge in long term memory.
- Immeasurable impact when parents/carers support their children with the revisiting of learning and committing knowledge to memory.

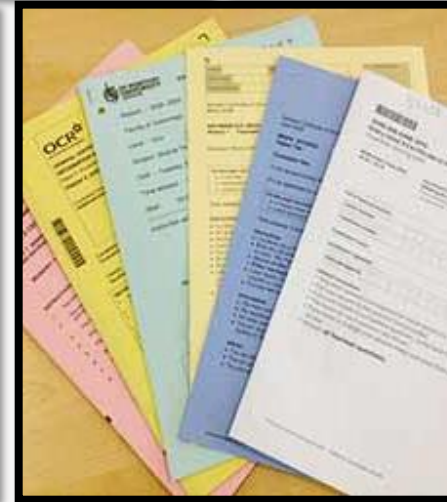
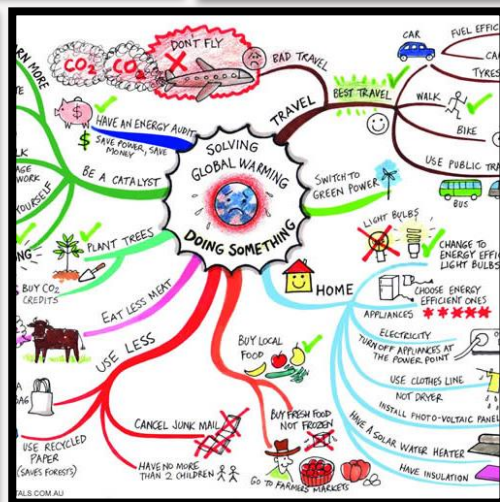
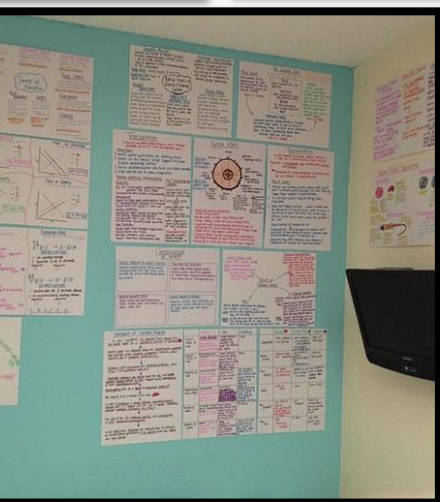
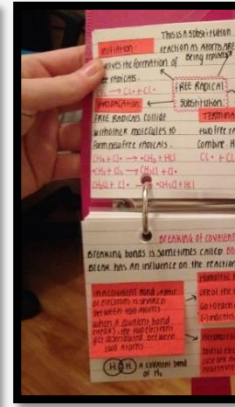
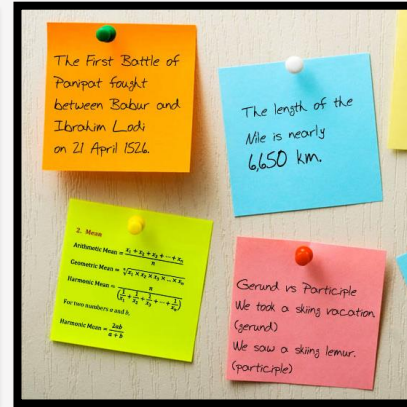
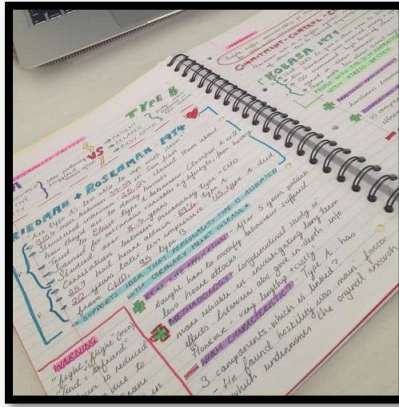
Supporting learning at home



Regular Revisiting of Learning



Find what works for you



Use pages in the school planner-lots of advice of different methods to revise

How to Revise

Preparation is the key to exam success...

- P Plan** - Use a revision timetable - plan your revision around your priorities. Which exam is first? Which subjects/topics do you find the hardest? Be realistic when planning your time.
- R Revise** - Find a revision method which works for you - there are hundreds to choose from. Make sure you revise in a place without distractions such as the TV, social media and your mobile phone.
- E Eat well and exercise** - A good diet is vital, so make sure you eat your 5-a-day. Drink plenty of water to keep your body and brain hydrated and get out in the fresh air.
- P Practice** - Look at past exam papers so you know what to expect. Practice answering the questions in timed conditions; ask your teacher to mark them for you to check you are on the right track.

A Ask for help - Don't ignore what you don't understand. Ask your teacher or a friend for help before it gets too late.

R Rest - Make sure you take a break every 45 minutes.

E Exam - Be prepared! When you go into the exam, read the questions carefully and think before answering. Write down the questions and your answers.

Don't just read your book to revise. Use some of these techniques for

Revision Methods

Concept Mapping

- This technique works well to help you reach the higher levels/marks in an exam by making links.
- Read the information/text in detail.
- Decide on 8 - 10 key words/phrases which summarise the topic.
- Write them randomly across the A3 sheet of paper - you could highlight them so they are more visible.
- Look for a link between two words/phrases; draw a line to represent the link.
- Now on the line write a detailed explanatory point on how these words/phrases are linked.
- Continue to make as many links as possible, explaining in detail on each linking line.
- You could then go back to the text and re-read it to see what further detail you can add to your concept map.



Record your notes

- Most mobile phones now have technology which enables you to record yourself.
- Summarise your notes by recording them onto your phone/ipod.
- Pop your headphones in and listen to your notes as you walk the dog, walk to school, go for a run, etc.



Posters and post it notes

- Get yourself a selection of poster paper, coloured post-it notes and coloured pens.
- Summarise topics on large A3 paper - highlight key words/definitions.
- Use post-it notes to draw attention to specific points, key terms, etc.
- Place the posters/post-it notes around the house - on your bedroom wall, as you come down the stairs, on your fridge door - anywhere where you will notice them and read the key points.



Mind Mapping

Everyone creates their own personal style of mind mapping! Use these ideas as a guide to help you find your own personal style.

1 Paper

Blank paper, Landscape not portrait. Use only one side.

3 Branches

Main branches thicker to show importance. Curved lines - interest the eye. Length of line = length of word.

5 Images

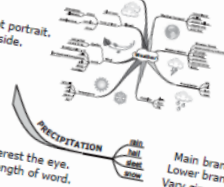
Easy to remember. Attract the eye. The eye takes in images faster than words (and remembers them for longer).

7 Spacing

Leave lots of space so you can add to the mind map.

9 Personal style

This is important. It is your mind map for YOU. Develop your own personal mind map style.



2 Central image

Central image attracts the eye.

4 Words

Only keywords. Lower branch word - upper case. Vary size relative to importance.

6 Colour

Stimulates the right hemisphere of the brain. Use one colour per main branch.

8 Symbols

Use arrows to guide the eye. Use symbols (create your own).



10 Have Fun

When learning is fun you learn faster. When learning is fun you remember it. Make your mind maps fun. Have fun doing them!

Revision Methods

Revision Cards

- Revision cards work really well for subjects which require you to learn a lot of content.
- Have a stack of A6 cards cut up ready.
- Challenge yourself to summarise a lot of text onto one side of a revision card.
- Aim to pick out key words/points, use diagrams, charts, flow diagrams, etc.
- Highlight the key points so they stand out or use different coloured pens.
- Now test yourself - read the revision card and see how much more detail you can add when you are just looking at the key points.
- This is great for revising with someone at home; they can have the revision card and you tell them all that you know...



Flash Cards

Flash cards work really well for subjects which require you to learn key terms, definitions, formulas, etc.

...aning/translation etc. and explaining correct OR word is ... home; they ... ers with ease



Other ways to support

- Pupil planner-dialogue between parent and tutor
- Parent Mail/social media-key notices and events
- Extra-Curricular involvement
- E-Praise-reward system (both student and parents have a log on)
- Show My Homework (both students and parents have a log on)