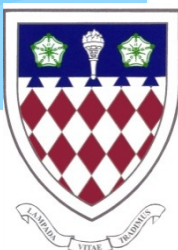


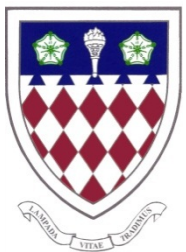
Year 7 Curriculum Evening

Spalding High School

Community

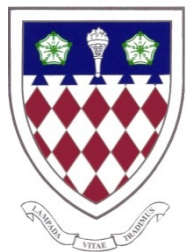


Year 7 Assessment and Monitoring



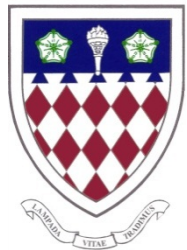
CAT4

The pupils have taken the **Cognitive Abilities Test Fourth Edition (CAT4)** which assesses how well they can think about tasks and solve problems using a range of different questions



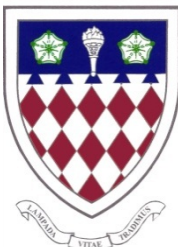
Question types in the CAT4 tests

- * Thinking about shapes and patterns – **non-verbal reasoning**
- * Using words – **verbal reasoning**
- * Using numbers – **quantitative reasoning**
- * Thinking about shape and space and imagining a shape being changed and moving – **spatial ability**



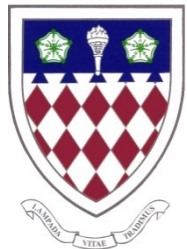
CAT4 TESTS

- * **Why take CAT4 tests in Y7?**
 - * Highlight individual strengths & weaknesses
 - * Inform personalised learning
 - * Fill in gaps in KS2 data



Monitoring Progress

- * Work in pupils' books - teacher marking and pupil response to marking
- * Common assessed tasks
- * End of topic test scores and Year 7 examination scores
- * Is a pupil making expected progress?



Monitoring Overview

September

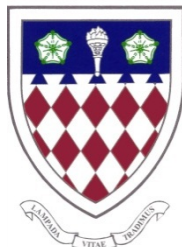
- * Year 7 CATS data available to all teaching staff
- * Teacher assessment of pupils

September

- * Year 7 Tutor consultations with parents

December

- * Monitoring of Y7 effort grades by all subject staff
- * Year 7 progress cards issued to parents
- * Pupil target setting with form tutors



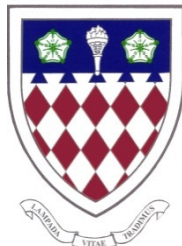
Monitoring Overview

January

- * Discussions with subject teachers about effort and progress

March

- * Year 7 monitoring of effort and progress by subject staff
- * Year 7 progress cards issued to parents
- * Pupil target setting with form tutors



Monitoring Overview

April

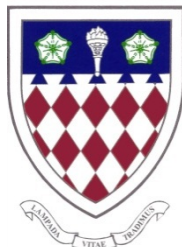
- * Discussions with subject teachers about effort and progress
- * Year 7 Parents' Meeting – Wednesday 22nd April 2020

June

- * Year 7 examinations - Week commencing 1st June 2020

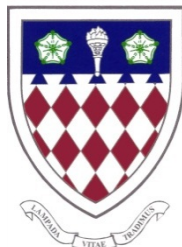
June/July

- * Year 7 full reports written and issued to parents
- * ROPAs completed by pupils and shared with parents
- * Report acknowledgement slips returned by parents



Spalding High School Effort Grade Descriptors

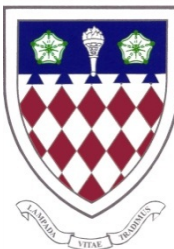
- * Outstanding (O) (Reserved for students whose effort is consistently outstanding)
- * Above Expected (AE)
- * Expected Level of Effort (E)
- * Below Expected (BE)
- * Inadequate (I)



EXPECTED LEVEL OF EFFORT (E)

This student:

- * **Arrives promptly** with all books and equipment.
- * Focuses quickly, can show initiative and gets **actively involved** in learning.
- * Demonstrates **excellent** behaviour and concentration, and usually perseveres.
- * **Seeks advice** about areas of uncertainty and responds positively to feedback.
- * Meets deadlines and generally **produces work to her/his highest standard**, with some evidence of taking responsibility for her/his own learning.
- * **Attitude to learning is:**
- * **Good, with involvement in class or group activities, while often collaborating effectively with others.**



New	Old
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	

New

Old

9

A*

8

A

7

6

B

5

C

4

3

D

2

E

1

F

G

Year 7

Autumn	Spring	Summer		
Effort Grade only	4-6 band →	4-6	4-6+	7-9
	7-9 band →	4-6	7-9	7-9+
	Effort Grade	Effort Grade + Full Report		

Mathematics



Mathematics at SHS

Our aims and ethos

We aim to provide the very best opportunity for your daughter to achieve her full potential

We believe that mathematical rigour brings about its own sense of fun through achievement

Confidence and curiosity go hand in hand with progress

Brain

Pen

Calculator

How this is achieved

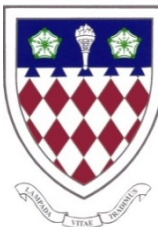
Pace appropriate learning and challenges

Supportive and encouraging environment

Reinforcement and extension of learning with regular and appropriate homework

Opportunities for enrichment through clubs and activities inside and outside of the classroom

Determination



Mathematics at SHS

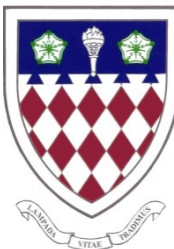
KS3

Year 7 has two Set 1 groups with three mixed sets

Year 8 has a Set 1, a Set 2 and three mixed sets

KS4

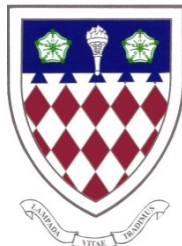
Year 9 to 11 has Set 1, Set 2, Set 3 and three mixed sets



Mathematics at SHS

What can you do to support your daughter in maths?

1. Encourage your daughter to question things around her: How much? How do we know? How can we find out? Which calculation could we use?
2. Make the most of technology available to us today; check out the numeracy apps to boost confidence and speed up calculations.
3. Remind her that being “stuck” is all part of the learning process (so a good thing) and that there is lots of support available.



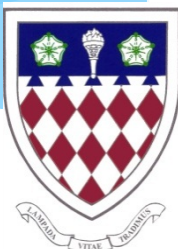
Numeracy Ninja

We will be introducing Numeracy ninjas during form time, to consolidate key numeracy skills. Skills such as addition, times tables, percentages, telling the time etc.

Q	Question
1	$108 \div 4 = \square$
2	$5 \div 1 - 5$
3	$203.63 \div 7$
4	10×0.52
5	$97.3 - 2.08$
6	Simplify $9/18$
7	$3 - (-4)$
8	Is 8 a factor of 24?
9	What is the positive value of $\sqrt{16}$?
10	What is 115% of £290?

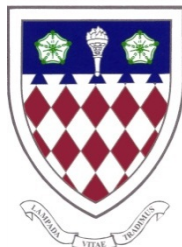


The English Curriculum



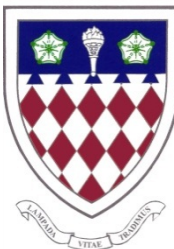
National Literacy Trust

- Literacy is the key to improving the life chances of young people.
- Children who say they have books of their own are 15 times more likely to read above the level expected for their age than their peers who don't own books (28.8% vs 1.9%).
- 10-year-olds who enjoy reading have a reading age 1.3 years higher than their peers who do not enjoy reading, rising to 2.1 years for 12-year-olds and 3.3 years for 14-year-olds.



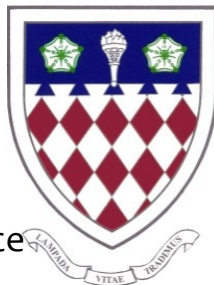
Overview

- Literacy across the curriculum.
- How the English Department supports your child in developing vital skills.
- Practical suggestions as to how you can help at home.



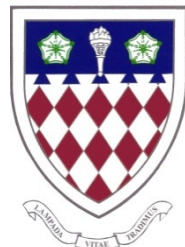
The Year 7 English Curriculum

- Learning phases:
 - ‘The Boy in the Striped Pyjamas’ John Boyne
 - ‘A Christmas Carol’ Charles Dickens
 - Types of Writing
 - Introduction to Shakespeare
 - Women in Literature
 - Speaking and Listening
 - Formal assessments (common tasks) plus class assessments.

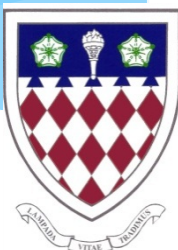


How can parents support learning?

- Proof – reading tasks and discussion of genre, audience and purpose.
- Reading – 3 in 5 children in the UK enjoy reading. E-Readers and good old books!
- Reading a good quality newspaper.
- Encourage your child to share and reflect on feedback given and to share with you their ‘next steps’.
- Lead by example. Talk about your own reading and what you love to read. Developing confidence in speaking and listening.



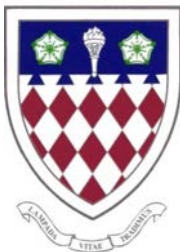
Learning to Learn



Reading at SHS

Accelerated Reader

- Literacy skills have a huge importance in all areas of the curriculum
- The skill of 'effective' Reading
- Being ABLE to DECODE the written text and have an understanding of a varied VOCABULARY
- But ALSO being able to INFER MEANING from the text



Accelerated Reader

- The importance that we place on developing the girls' 'reading' skills is demonstrated by the fact that they have been timetabled a specific reading lesson once a fortnight.
- Within the first few weeks at SHS we assess the girls' reading using the STAR reading test. The results of this assessment will be sent home. This allows us to monitor their reading.



The STAR reading test

- The girls will be given a numerical value which indicates their ZPD range
- Most of the reading books in the library (fiction and non-fiction) have been classified with a ZPD level.
- The girls are encouraged to select a book within their range which should then provide a suitable degree of challenge.



Independent Reading Scheme

- Your daughter will be encouraged to respond to their reading in a variety of ways with the completion of their ‘Independent Reading Booklet’.[Library Reading Lessons]

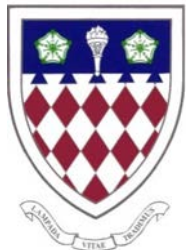
For example:

- Design a poster, write a review, redesign the front cover, write a ‘blurb’ for the back cover.’



AR: Book Quizzes

- Having read the book, we expect them to complete the accompanying online quiz.
- Questions assess their understanding of both vocabulary and themes within the book
- Again, the results of these quizzes provide us with information which helps us provide more individual support for each girl with their reading.



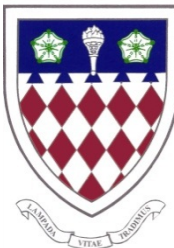
Learning to Learn

4 key areas: The 4R's

Cross curricular = apply to ALL subjects

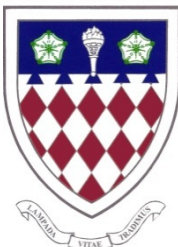
Independent Learning

See p20 and 21 of planner



Resilience

- Persevere and work hard
- To rise to a challenge
- Not be afraid of finding things difficult
- Find enjoyment in solving problems



Resourcefulness

- ❖ Independent research

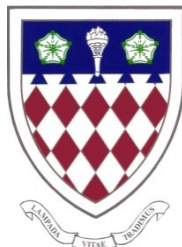
 - to write effective notes from research

- ❖ Being creative

- ❖ Take RISKS with learning

- ❖ Share and learn from mistakes

- ❖ Recognise patterns within work

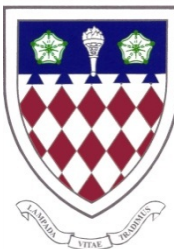


Reciprocity

 Confidence to express ideas

 Listening carefully to others

Learn from others to help you improve



Reflectiveness

- ✓ Planning
- ✓ Drafting ideas
- ✓ Checking progress
- ✓ Review successes and how to make improvements

