



Year 7 Information Evening

Thursday 15 September 2016

Excellent and enjoyable learning for all



This evening provides information about

- Achieving excellent and enjoyable learning
- Assessment, Curriculum and homework
- Key dates for the Year
- Extra-curricular opportunities
- Intervention and support
- Strategies to make excellent progress in Maths and English



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How do we achieve excellent and enjoyable learning for all?



Progress Leaders

Year learning reviews

Learning walks

Faculty reviews

Progress checks

Reports

Parent's evening

Mentoring

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Contribute
Connect
Commit
Create
Concentrate
Co-operate
Care

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Assessment and Reporting

One piece of work assessed approximately every 6 lessons using JMHS marking stickers

- What went well?
- What action is needed to improve?



Progress checks and reports focus on:

Care & Concentration

Contribution

Co-operation

Quality of Homework



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Student Reporting Grading Criteria (revised September 2015)

Criteria/Grading	Very poor (1)	(Poor 2)	Much improvement needed (3)	Improvement needed (4)	Good (5)	Very Good (6)	Excellent (7)	Outstanding (8)
Care / Concentration	Either very limited or no concentration is shown in the majority of lessons. No care is shown in the student's approach to tasks; the resulting quality is always of a poor standard.	The student rarely displays concentration in lessons. However, through inattention and little care in the lessons, the resulting work is usually of a poor standard.	The student occasionally concentrates in lessons and has shown some care over the quality of work. Too frequently, though inattention and poor time management; the resulting outcome is often poor.	The student usually concentrates in lessons but is inconsistent in their approach to tasks resulting in outcomes which are occasionally poor.	The student focuses on the taught content in lessons and engages well all of the time. The student consistently takes care to ensure that work produced reflects their ability and will enable them to progress further.	The student consistently engages very well with the taught content and perseveres when problems are encountered. The student shows great care with all tasks and routinely reviews work in order to improve outcomes.	A very high level of determination, pride, enthusiasm, resilience or attention to detail is consistently demonstrated in a student's approach to work. The student independently manages their time and resources, frequently undertaking extension work.	The student's commitment in every lesson is exceptional in terms of pride, enthusiasm, time management and ability to work independently. Work is meticulously reviewed and improved with extension tasks being completed.
Contribution	The student is nearly always inactive and consistently refuses to play a part in group work, paired work, discussion, peer assessment, performance or demonstration. This frequently leads to necessary sanction.	The student is mostly inactive and avoids playing a part in group work, paired work, discussion, peer assessment, performance or demonstration.	The student is frequently inactive and will only play a very passive role in collaborative learning tasks and is reluctant to offer ideas and opinions.	The student is generally active in lessons if provided with guidance in order to access a task. They are unenthusiastic about playing anything more than a passive role.	The student is always active in confidently contributing helpful and interesting ideas, opinions and answers. They add some value to collaborative learning tasks but not necessarily in a leading or coordinating role.	The student makes significant contributions and is happy to contribute to class discussion, sharing ideas and answers in the full range of collaborative learning tasks. They share in the leadership and coordination of collaborative tasks.	The student is a leading contributor in lessons and is keen to question, share work and review the work of others. The student is enthusiastic about collaborative tasks and is able to help to lead and shape them. The student routinely play a prominent part in discussions and ask thoughtful questions.	The student makes exceptional contributions frequently. They play an active and leading role in shaping lessons and in facilitating the contributions of others. Their supportive and leading role as a spokesperson, demonstrator, decision maker, coach and manager helps to promote collaborative tasks.



What to do if you have any concerns about progress



Partnership is always the key to success!



Subject specific enquiries – Teacher or Faculty Leader



General enquiries – Tutor or mentor

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KS3 Stage	JMHS scale	New OFQUAL scale	OFQUAL GCSE scale	KS3 Approx.
Access	1			1b
	2		G	
	3	1		2b
	4			
	5		F	3b
	6	2		
Foundation	7		E	4b
	8			
	9	3		5b
	10		D	
	11			6b
	12	4		
Intermediate	13		C	
	14			7b
	15	5		
	16			
	17		B	8b
	18	6		
Higher	19			
	20			
	21	7	A	
	22			
	23			
	24	8		
Extension	25		A*	
	26			
	27	9	A**	
	28		Level 3	
	29			
	30			



JMHS Curriculum- Y7



English	4 hours
Maths	4 hours
Humanities	3 hours
Science	3 hours
Technology	3 hours
Arts	3 hours
PE	2 hours
French/German	3 hours
PSHE	50 minutes

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Homework



Suggested Completion Night	Subject
Monday	English and Art
Tuesday	MFL and Performing Arts
Wednesday	Science
Thursday	Maths and DT
Friday	Humanities and ICT

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Homework

Homework Grades – how do I improve?

1	Very poor	Your homework has hardly been attempted or has been copied
2	Poor	Your homework is done but it shows very little care and concentration
3	Much improvement needed	Your homework is done but is rushed, not finished or not handed in on time
4	Some improvement needed	Your homework could be made better with more care or time spent
5	Good	Your homework shows care but there are clear steps for improving
6	Very good	Your homework shows care and the steps for improving are smaller
7	Excellent	You have completed your homework well and you have gone beyond expectations
8	Outstanding	Your homework is exceptional with evidence of personal challenge and initiative



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Y7 Information Guide

- Curriculum
- Homework
- Key Dates
- Extra-Curricular Activities
- PSHE
- Accelerated Reading Programme



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Y7 Key Dates

Date	Event
4 November	Y7 Progress Check
8 December	Y7 Parents Evening
3 February	Y7 Report
27 March	Y7 Mentoring (Exam preparation)
2-12 May	Y7 Exams
9 June	Y7 Progress Check



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Enrichment Opportunities in Year 7

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Learning Support

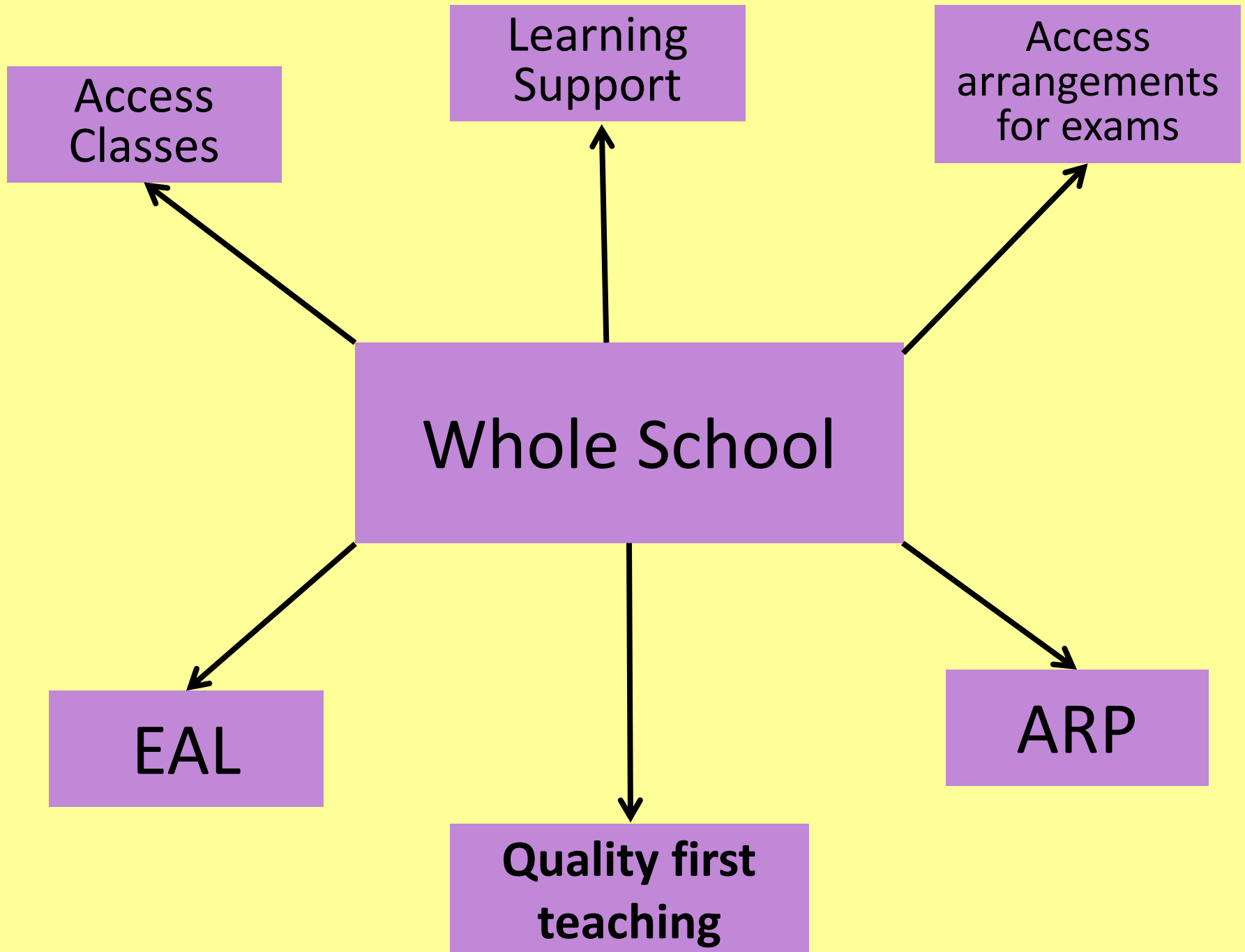
- JMHS has a strong team of Teaching Assistants who support students both in and outside of class.
- Our Teaching Assistants support students with their literacy, numeracy, ICT and practical skill development as well as encouraging students' resilience, independence, confidence and self esteem.

Learning Support Faculty

- Mrs Karen Barker– SENDCo
- Mrs Louise van Vuren – Assistant SENDCo
- Teaching assistants:
 - Mrs Lesley Hinton
 - Mr Ceryl Davies
 - Mrs Linda Davies
 - Mrs Sharon Carney
 - Miss Amanda McLaughlin
 - Mrs Margaret Toon
 - Mr Tony Edwards
 - Mrs Cecelia Holmes
 - Mrs Alison McCarthy
 - Mrs Clare Waghorn
 - Miss Hannah Conroy

Safe Haven

- Room 38 and 39.
- Available before and after school, break times and lunch time.
- Games to play and a place to meet, relax or complete homework.



Small group interventions

```
graph TD; A[Small group interventions] --> B[Spelling Support]; A --> C[Chill and chat]; A --> D[Handwriting support]; A --> E[Numeracy Support]; A --> F[Reading Support]; A --> G[PaSS Group]; A --> H[Fresh Start programme]; A --> I[EAL support];
```

Spelling
Support

Chill and
chat

Handwriting
support

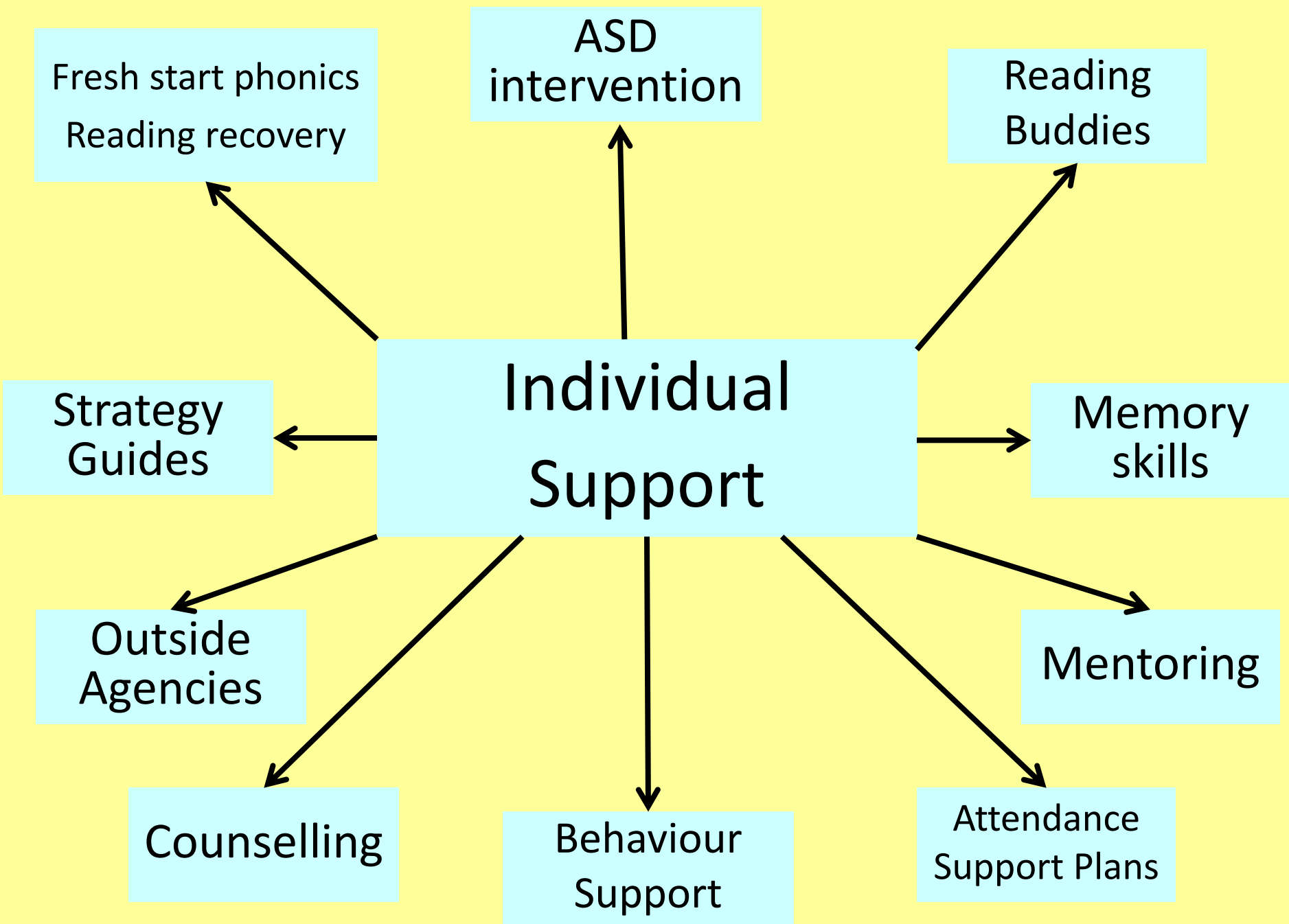
EAL
support

Numeracy
Support

Reading
Support

PaSS
Group

Fresh Start
programme



English at John Masefield High School



How do we set
in Year 7?

How do we assess?



What will my child study
during this academic
year?

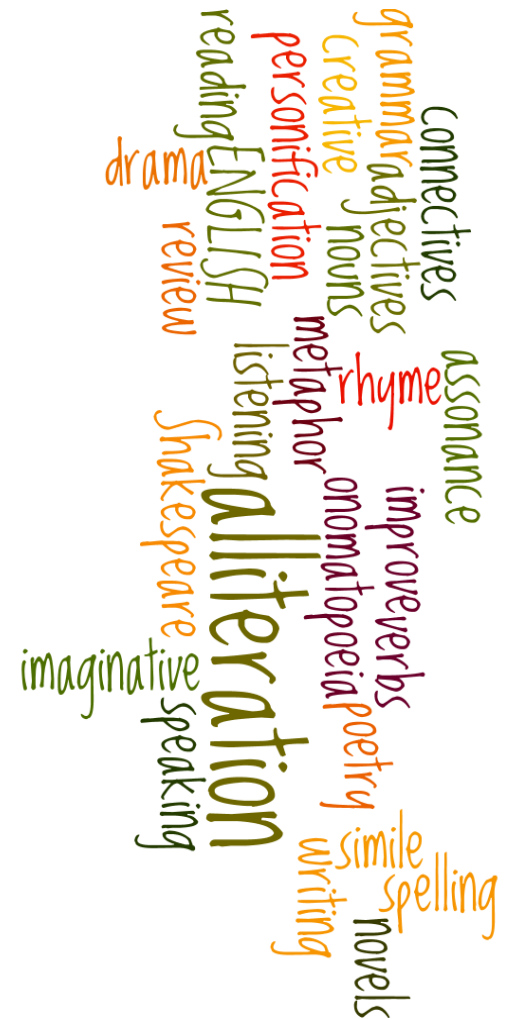
Creative Writing
Persuasive Writing
Modern novel and short
stories
Non-fiction texts
Poetry
Shakespeare



Some essentials:

Purple books for classwork
Green books for homework
White homework booklets

We would also encourage
the use of a dictionary &
thesaurus



Week 1

Task 1 – Sentences & Spellings

In your green homework book write a separate sentence for each of the words on this from either group 1 or group 2 Week 1 words on page 96 of your planners.
For example: I can't come to football practice this week.

Make sure every sentence starts with a capital letter and ends with a full stop.

You will need to learn how to spell every word on this week's list for a test on Wednesday.

Task 2 – Full stops and question marks

Rewrite sentences a) to e) adding full stops or question marks to punctuate them correctly:

- a) Tyrone asked if the cake was tasty
- b) Are you going to Shelley's party
- c) Julian wished he was better at chess
- d) Would you like ketchup or brown sauce
- e) Adam wanted to know if the bread was mouldy

Extension

Rewrite the passage below so that capital letters and sentence endings are correct. Look out for missing full stops and capital letters and incorrect use of capital letters and punctuation marks:

My name is Beatrix. There aren't many famous people called Beatrix, but the Netherlands used to be ruled by queen Beatrix. Her reign lasted for over thirty years, until she abdicated in april 2013.

Beatrix is also the name of a famous writer that i love called Beatrix Potter. she was an english author who wrote about animals and the Countryside her most famous character is named peter rabbit – he's a rabbit that gets into lots of Trouble.

However, my favourite story about rabbits is called 'Watership Down'. People often question if a Book all about rabbits would be enjoyable? Increasingly, everyone I know thinks it's amazing. Unfortunately, it's not by Beatrix potter.

ops or question marks to punctuate them

y

ess

sauce

d was mouldy

al letters and sentence endings are correct. Look
ers and incorrect use of capital letters and

my famous people called Beatrix, but the
Beatrix. Her reign lasted for over thirty years,

writer that i love called Beatrix Potter. she was
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ld be enjoyable? Increasingly, everyone I know
ot by Beatrix potter.

reign' and 'abdicated'.

'trouble', 'famous' and 'amazing'.

ing yourself

Cross Curricular literacy

connectives
grammar
adjectives
creative
nouns
personification
reading
ENGLISH
drama
review
listening
metaphor
rhyme
assonance
improve
verbs
onomatopoeia
poetry
simile
spelling
novels
writing
Shakespeare
imaginative
speaking
alliteration

Literacy skills



- ▶ Skim and scan
- ▶ Question
- ▶ Infer
- ▶ Summarise
- ▶ Comprehend
- ▶ Connect
- ▶ Correct
- ▶ Identify Purpose
- ▶ Visualise
- ▶ Vocabulary

- ▶ Paragraph
- ▶ Punctuate
- ▶ Connect
- ▶ Vary sentence structure
- ▶ Change tense
- ▶ Active & passive voice
- ▶ Use Synonyms
- ▶ Correct use of homophones
- ▶ Vary style for purpose

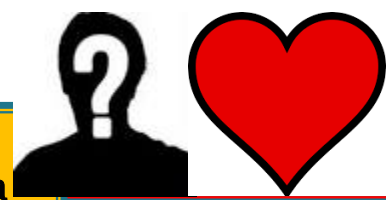
Word of The Week



**xenophil
e**

Someone who appreciates
foreign cultures and people

xenophile



Work your way through the challenges in teams of 3-4

1

2

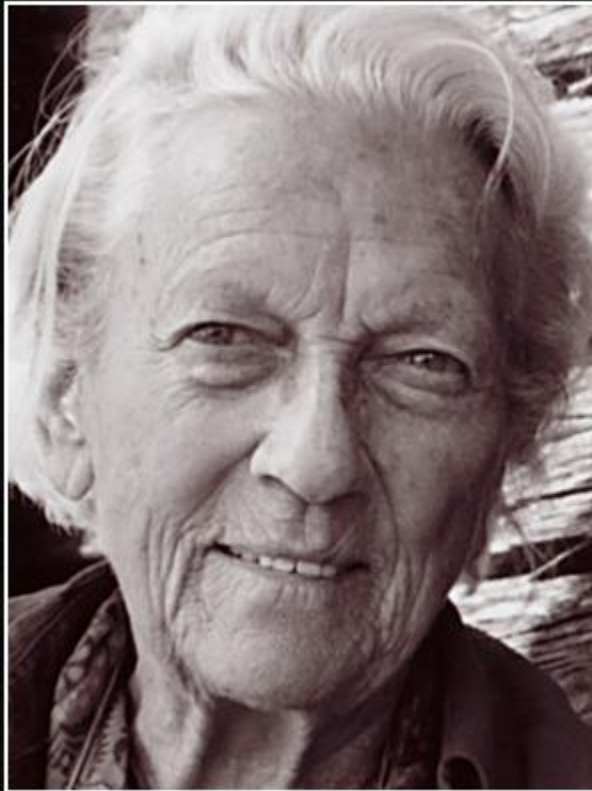
3

4

Afrophile – one who loves Africa
Autophile – lover of cars
Bibliophile – book lover
Caninophile – dog lover
Chocophile – chocolate lover
Europhile – lover of Europe
Heliophile – sun lover
Hydrophile – water lover
Ornithophile – bird lover
Technophile – lover of technology

Xeno –
Greek prefix
for
stranger.
Phil – Greek
suffix for
'lover of'

1. Look in the red box in the right hand corner, draw a picture to symbolise xenophile on your post it and stick it to the front wall.
2. Write the 11 BLUE words in the orange box down onto scraps of paper. On another 11 scraps write either ACT, DRAW or MIME. Shuffle both sets and place face down. Take it in turns to pick a card from each pile and act, draw or mime that word for the others. How quickly can they guess?
Time yourselves – house points for the fastest team.
3. Create a bingo grid of 10 squares. Select 10 blue words from the orange box to write in the squares. Appoint a member of your group to be the bingo caller. They can only use the definition of the word rather than the word itself. House points for first line and full house.
4. Read the xenophile text of the week. On the back, write to the author about your ideas about the word xenophile.



You do not travel if you are afraid of
the unknown, you travel for the
unknown, that reveals you with
yourself.

— *Ella Maillart* —

AZ QUOTES

Concerns & How can I support my child at home?

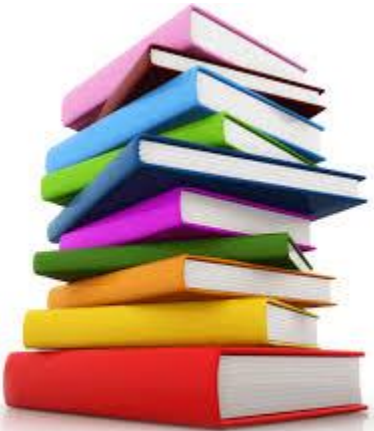
- ▶ Mrs Davies' group
- ▶ Small group intervention
- ▶ Read regularly – at least 20 minutes a day
- ▶ Select books that offer enjoyment and challenge

connectives
grammar
adjectives
creative
nouns
personification
reading
ENGLISH
drama
review
listening
Shakespeare
imaginative
speaking
improve
verbs
onomatopoeia
rhyme
metaphor
poetry
novels
writing
spelling
simile
poets
poem
writing
novels
writing
spelling
simile

ARP

Accelerated Reading Programme

Homeconnect
Check quizzes
Choose books



connectives
grammar
creative
personification
reading
drama
review
listening
Shakespeare
imaginative
speaking
alliteration
rhyme
metaphor
onomatopoeia
poetry
writing
simile
spelling
novels
improve verbs
assonance

	0 - 1.9
	2 - 2.9
	3 - 3.9
	4 - 4.9
	5 - 5.9
	6 - 6+

ZPD Range

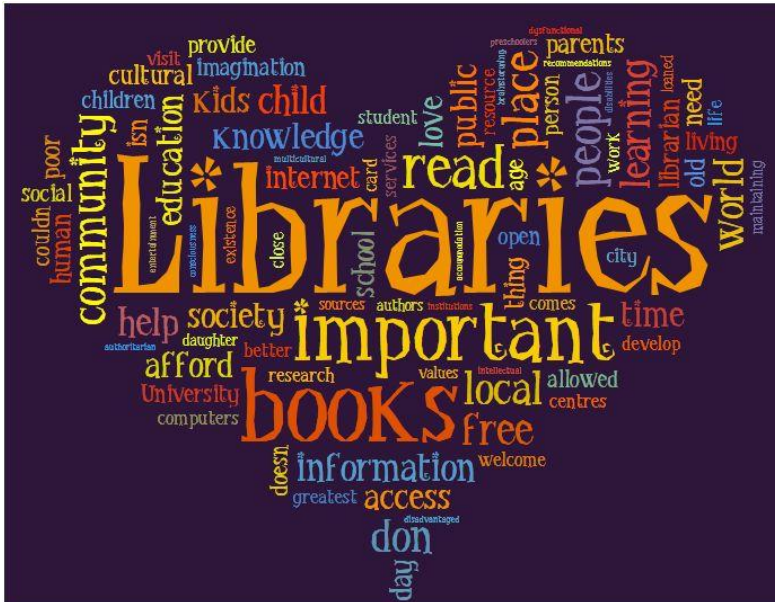
connectives
grammar
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creative
nouns
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ENGLISH
drama
review
rhyme
assonance
metaphor
onomatopoeia
poetry
improve
verbs
aliteration
listening
Shakespeare
imaginative
speaking
simile
spelling
writing
novels



Library = Love



**Continuing to build
the library as the heart
of developing a love of
language around
school**



Library Events

Readings

Competitions

Book clubs

**Themed
weeks**

Further Opportunities in English

**Author
visits**

**Poetry
Workshops**

**BBC School
report**

English at John Masefield High School



Mr Williams – Assistant Head

Mrs Davies – Head of Faculty

Mr Elliott – Assistant Head of Faculty i.c. KS3

Miss Baker – Assistant Head of Faculty i.c. of
Literacy across the Curriculum

Helping your child succeed with maths

Mr David Bullock

How to help your child with Maths...

- * The units we study in Year 7
- * How we teach maths at school
- * Talking maths at home
- * Helping with homework
- * Assessment
- * Books and equipment
- * Opportunities in Maths
- * Keeping in contact

Year 7 Maths course

- * Units of study
 - * Number
 - * Algebra
 - * Shape, space & measure
 - * Data handling & probability
- * 7 ability based groups
- * Spiral
- * 2 year Key Stage 3 course

How we teach maths at school

- * Variety of teaching and learning methods
 - * Practise exercises
 - * Practical activities and group work
 - * Regular consolidation and reflection on learning
 - * Online learning resources
 - * Functional maths
 - * Games
 - * Regular homework to help retain knowledge
 - * Using ICT

Helping with homework

- * Please do!
 - * Organisation
 - * Go back to teacher if needed with questions
 - * Encourage independent learning
-
- * Username: masefield
 - * Password: jm1617
 - * Individual level passwords for recording homework scores which the students will have been told to write in their planner



MyMaths.co.uk

<http://www.mymaths.co.uk>

Resources

[Library](#)[Booster Packs](#)[Statistics GCSE](#)[A Level](#)[Games](#)[Toolkit](#)

My Portal

[Login](#)[Password](#)[View](#)

Admin

[Help](#)[Contact](#)[News](#)[Documents](#)[Integrate](#)[AssessmentManager](#)

The MyMaths library contains lessons and
Online Homework tasks for topics from

adding simple numbers

and

recognising shapes

to

Plotting Vectors

and

Trigonometry

Choose a topic at the top of the screen and then
filter by Level or GCSE exam tier at the bottom.

Or Search for a topic using the search box on the left.

1

Like Fractions

These have the same denominator (bottom number).
How can we add up the following sum?

$$\frac{1}{5} + \frac{2}{5} =$$

2

3

4

5

6

7

8

1

2

3

4

5

6

7

8



Next

CALC

OVERLAY

INDEX

Next

Booster Packs

 **Three Boosters**

 **Four Boosters**

 **Six Boosters**

 **Ds to Cs**

 **Cs 2 Bs**

 **A 2 A Star**

Search

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Booster Packs

Statistics GCSE

A Level

Games

Toolkit

My Portal



Login

Password

View

Admin

Help



















Contact

News

Documents

Integrate

AssessmentManager

-  Whole Numbers >
-  Negative Numbers >
-  Mental Methods >
-  Fractions >
-  Decimals >
-  Rounding >
-  Fractions, Percentages >
-  Ratio, Proportion >
-  Measures >
-  Number Patterns >
-  Formulae, Equations >
-  Area Perimeter >
-  Angles >
-  Coordinates >
-  2D and 3D Shapes >
-  Symmetry >
-  Probability >
-  Analysing Data >

The Four Booster pack is for students working at Level 3 who wish to get themselves up to Level 4.

Assessment

To identify what stage each student is at with their learning
and to identify how they can improve

- * Weekly homework (particular topic)
- * End of unit homework tasks (every 2 weeks)
- * End of term tests (includes a variety of number, algebra, shape and data topics)
- * Review setting
- * Pupils track their own understanding

Books and Equipment

- * Orange books - Classwork
- * Blue books – Homework
- * Green books – Learning Journals
- * Calculators not required in Year 7

Other Maths Events

- * Junior maths challenge
- * Year 7 House maths team competition
- * Gifted and talented workshops running throughout the year

Keeping in contact

- * Messages in planner, maths homework book
- * Phone or email us
- * david.bullock@jmhs.hereford.sch.uk