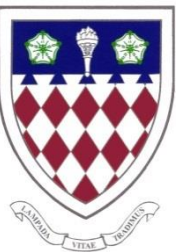


# YEAR 7 CURRICULUM EVENING



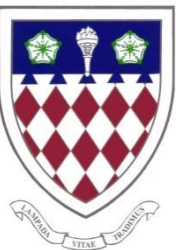
# Attendance

## 2023-24



# DfE ATTENDANCE CATEGORIES

- **95% and above Expected**
- **91-94% At Risk of Persistent Absence**
- **80-90% Persistent Absence**
- **51-79% At Risk of Severe Absence**
- **Less than 50% Severe Absence**



# SHS 2022-23

	Severe	At risk of severe	PA	At risk of PA	Expected
	0-50%	51-79%	80-90%	91-94%	95-100%
Students	8	27	170	243	521
SHS %	0.8%	2.8%	17.5%	25.1%	53.8%
All Secondary schools	2.7%	8.0%	21.8%	17.9%	49.5%
Difference	-1.9%	-5.2%	-4.3%	7.2%	4.3%

*“Odd days”*

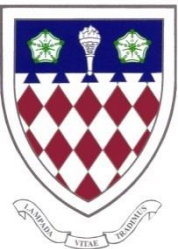
*Short periods of illness*

*Unspecified reasons*



# DOES ATTENDANCE MATTER?

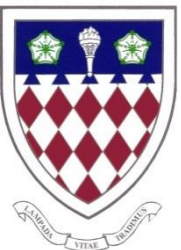
- **91-94%**      **At Risk of Persistent Absence**  
*10 school days (2 weeks) lost per year would equate to approximately 94% attendance.*
- **80-90%**      **Persistent Absence**  
*19 school days (4 weeks) lost per year would equate to approximately 90% attendance.*  
*29 school days (6 weeks) lost per year would equate to approximately 85% attendance.*  
*38 school days (8 weeks) lost per year would equate to approximately 80% attendance.*



# ATTENDANCE DOES MATTER

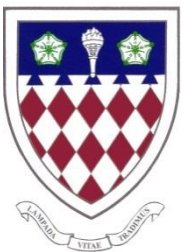
90% attendance =

- ½ day missed every week
- 4 whole weeks missed in a year
- 104 lessons missed
- Over 5 years = ½ a school year missed



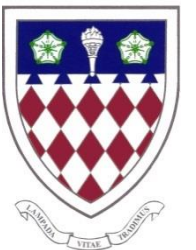
# WHAT IMPACT COULD THIS HAVE?

- Research: for every 10% non-attendance over a school year a grade at GCSE could be lost
- The greater the attendance the greater the achievement and understanding
- There could be an impact on friendships and social engagement - whilst absent, friendship groups move on
- Worry/anxiety about missing out or catching up



# RESPONSIBILITIES

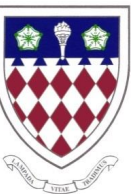
- Legal responsibilities of parents/carers and School
- Policy on the School website / Information in planner
- Liaison with parents / carers
- Attendance Officer (Mrs Lyford)
- Pastoral Team - Form Tutor / Head of Year / Mentors
- Attendance Stage 1 and 2 letters
- Attendance Support Plans and Pastoral Support Plans





# ATTENDANCE REWARD SCHEME

- Excellent attendance rewarded each year with certificates at Achievement Assemblies and a reward scheme is in place
- Students with above 97% attendance at the end of each long term (Christmas, Spring, Summer) will be entered into the attendance raffle draw
- If attendance is 100% for the school year, students will be entered into a prize draw at the end of the Summer term, the prize being a more substantial reward.



# WHEN YOUR CHILD IS ABSENT...

- Be vigilant – make sure your child is only absent when they really are too unwell to attend
- Are there patterns to non-attendance?
- Phone the School on the first day of absence
- Explain the exact nature of the absence
- If the absence extends to 3 days or more, phone and keep the School updated
- Complete the Absence Slip upon return and give an exact reason for the absence. “ill” and “sick” will not be accepted as enough of an explanation.
- Do not contact School and ask for work during an illness related absence.
  - If your child is too unwell to attend, they are too unwell to do work at home and will need to catch up upon their return.

# HOW PARENTS / CARERS CAN HELP

- Be Vigilant
- Talk to School
- Pastoral support
- SIMS Parent App
- Support good attendance





# YEAR 7 CURRICULUM EVENING



# Year 7 English Curriculum 2023-2024

*Mrs Joanne Lord, Head of English.*

*Mrs Tanwen Fisk, KS3 English Coordinator and Head of Drama*



# Overview

- \* Sophisticated grasp of literacy
  - \* Competent readers
  - \* Curiosity about English Language and English Literature through Literary and Non-fiction texts
- 
- *How the English Department supports your child to develop vital language, reading and writing skills.*
  - *Practical suggestions to assist students at home*



# English Curriculum Intent

- \* To promote and develop **skills** through the mediums of prose, poetry and non-fiction texts.
- \* To promote and model a **passion for Language and Literature** at every opportunity.
- \* To challenge students through uncompromising engagement with **the literary tradition**.
- \* To ensure that students are **curious, resilient and resourceful learners** who apply their skills in English to their wider school learning, post-16 options and adult life around them.



# Year 7 English – Terms 1&2

## Childhood, Memories and Identity

- Develop writing, language and reading skills by studying a range of text types:
- Poetry about childhood, memories and other cultures, (male and female perspectives)
- Non-fiction (autobiographical extracts): ‘I am Malala’,
- Extracts from modern prose



# Year 7 English – Terms 3&4

## Dystopian Worlds

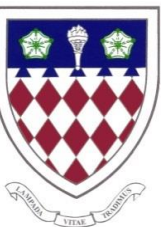
- Exploring the Dystopian and Sci-Fi genres
- Author study: short stories by Ray Bradbury
- Descriptive and narrative writing skills
- Consciously crafting in this genre



# Year 7 English – Terms 5&6

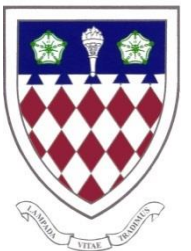
## Shakespeare's The Tempest

- Context of the play and skills in literary analysis
- The work of the Bard, using play extracts
- Assessment of writing and reading skills



# Year 7 English Curriculum

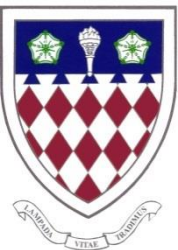
- \* Students read across a range of genres.
- \* Non-fiction, poetry and prose from historical writers, female writers, writers from Asian, Black and minority ethnic backgrounds.
- \* **Termly Star Reading Tests**
- \* **Accelerated Reader programme, reading challenges and reading quizzes** are an expectation throughout KS3.



# How parents and carers can help

- Talking with your child about their studies in English.
- Developing your child's confidence in speaking and listening
- Prompting discussions about genre, audience and purpose.
- Promoting reading habits (Online articles, E-Readers and good old books!)
- Leading by example. Talking about your own reading and what you enjoy reading.
- Encouraging your child to reflect on feedback, by sharing their 'next-steps' with you.

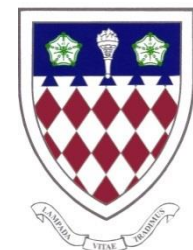
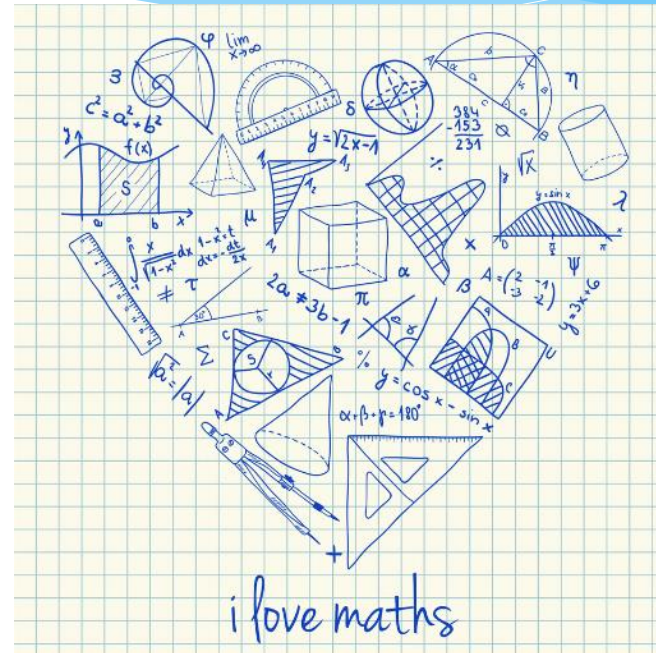
'Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it'.  
[Literacy Trust research report, 2019.](#)





# Welcome to Mathematics at SHS

- \* Achievement
- \* Support
- \* Challenge



# Mathematics at SHS

## Our aims and ethos

- \* Potential
- \* Mathematical rigour
- \* Confidence and curiosity
- \* Brain - Pen - Calculator

## How this is achieved

- \* Pace
- \* Support
- \* Cyclic learning
- \* Enrichment



[What we do](#) [Challenges](#) [Enrichment](#) [Shop](#) [Get involved](#) [Volunteer](#) [News](#)

# Junior Mathematical Challenge

**Promoting a love of problem solving**

2	1	4	5	7	8	6
32	12	44	35	54	27	48
52	25	44	35	54	27	48
52	32	44	35	54	27	48
52	43	44	35	54	27	48
52	54	44	35	54	27	48
52	65	44	35	54	27	48
52	76	44	35	54	27	48
52	87	44	35	54	27	48
52	98	44	35	54	27	48

KS3 Extra Maths



**Maths Circles**



# Mathematics at SHS

## Year 7

**Assessment 1 : 2<sup>nd</sup> November 2023**     +     **CAT results**

7S  
7P



Set 1  
Mixed set

7C  
7J  
7N



Set 1  
Mixed set  
Mixed set

Year 7 has two Set 1 groups with three mixed sets

# Numeracy Ninja

Form time activity to consolidate key numeracy skills  
(e.g. addition, times tables, %, telling the time etc. )  
Results can be found on the school website.

Q	Question
1	$108 \div 4 = \square$
2	$5 \div 1 - 5$
3	$203.63 \div 7$
4	$10 \times 0.52$
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?



# Y7 Homework

**Pearson** Year 7 Term 1 Famous Mathematicians

## Pythagoras

**Pythagoras of Samos** was a famous Greek mathematician and philosopher (c. 570 – c. 495 BC). He is known best for the proof of the important Pythagorean theorem, which is about right angle triangles. He started a group of mathematicians, called the Pythagoreans, who worshiped numbers and lived like monks. He had an influence on Plato.

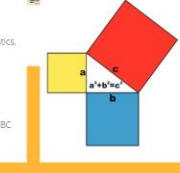
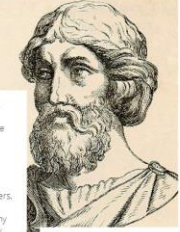
He had a great impact on mathematics, theory of music and astronomy. His theories are still used in mathematics today. He was one of the greatest thinkers of his time.

Pythagoras was born in Samos, a little island off the western coast of Asia Minor. There is not much information about his life. It is said that he had a good childhood. Growing up with two or three brothers, he was well educated. He did not agree with the government and their schooling, so he moved to Crotona and set up his own cult (little society) of followers under his rule. His followers did not have any personal possessions, and they were all vegetarians. Pythagoras taught them all, and they had to obey strict rules.

**Questions:**

1. Where was Pythagoras born?
2. Approximately how old was Pythagoras when he died?
3. Did he have any siblings?
4. What is Pythagoras' Theorem?
5. Which letter stands for the longest side in the right angled triangle?
6. Which two letters stand for the shorter sides in the triangle?
7. Pythagoras had a great impact on mathematics, and which other two areas?
8. Pythagoras moved to Crotona and set up a cult. What does cult mean?
9. His followers lived like monks and were vegetarians. What does this mean?
10. Pythagoras was born in 570 BC. What does BC mean?

@jennyhillparker



- \* One piece of homework per week- every Tuesday week 1, Tuesday week 2 (7P,7S)/ Thursday week 2 (7C, 7J, 7N).
- \* We work on a two week rota.
  - \* One week written homework
  - \* Other week online homework
- \* Help available at Maths Clinic every Wednesday in Room 21.



# Parental Support

## How to support your child in maths?

1. Encourage your child to question things:  
How much? How do we know? How can we find out? Which calculation could we use?
2. Use technology; numeracy apps boost confidence and speed up calculations.
3. Being “stuck” is all part of the learning process



### Math Workout - Math Games



Spalding High School - Welcome x +  
https://www.spaldinghigh.lincs.sch.uk

# Spalding High School


"An outstanding Girls' Grammar School with a Mixed Sixth Form"

Home About Us News Sixth Form Students Curriculum Parents Staff

*"Students in the sixth form achieve well. They say they feel challenged and well supported"*  
Ofsted 2020

Curriculum Policy  
Art and Design  
Business  
Careers Education Information  
Classics  
Computer Science  
Criminology  
Design and Technology  
English  
Humanities  
Law  
Learning Resource Centre  
Maths  
Modern Foreign Languages  
Physical Education  
Performing Arts  
Personal Learning  
PSHCE & Citizenship  
Science  
Social Sciences  
School Homework Timetable

We are very pleased to publish Es



The application deadline for Sixth Form Entry 2023 has now passed. If you wish to discuss this further, please contact us directly by phone or email, we will be happy to help. Email: [6thform@spaldinghigh.lincs.sch.uk](mailto:6thform@spaldinghigh.lincs.sch.uk)

**Weekly Bulletin**

Please click [here](#) to read our weekly bulletin

https://www.spaldinghigh.lincs.sch.uk/maths.asp


# Spalding High School

"An outstanding Girls' Grammar School with a Mixed Sixth Form"

Ofsted  
Outstanding  
Provider

Home About Us News Sixth Form Students Curriculum Parents Staff Exams Log in A A A

## Key Stage 3 Maths



Key Stage 4 Maths |  
Key Stage 5 Maths |  
Maths homepage |  
Y7 Learning Objectives |  
Y8 Learning Objectives |

### KS3 Curriculum - Year 7 and 8

During Years 7 and 8 the emphasis in mathematics is upon enjoyment through achievement, development of the core skills in Number, Ratio, Algebra and Geometry. Pupils are encouraged to develop their problem solving skills whilst simultaneously developing their ability to reason their way through a problem applying logic and present their explanation as mathematically as possible.

Pupils in year 7 build upon, refine and extend upon existing skills from primary school and develop their **mathematical curiosity** inside and outside of lessons, alongside their **mathematical presentation** in a way that will help them to develop their mathematical communication skills all the way to A level mathematics and beyond. Year 7 pupils given many opportunities to develop mathematical independence and confidence through **Numeracy Ninjas**.

Pupils in year 8 are encouraged to develop their independence and progress with their mathematical curiosity through further enrichment opportunities inside and outside of the classroom.

The KS3 programme of study is completed by the end of Year 8 in order to start GCSE in Year 9.

All students use the Essential Maths textbooks series in class, linked to their online homework **Digital Library** ([elmwoodeducation.co.uk](http://elmwoodeducation.co.uk))

Links to external websites and internal resources:

Mathematical presentation	<a href="#">Click here</a>
Numeracy Ninja	<a href="#">Click here</a>
Numeracy Ninja – information for Parents.	<a href="#">Click here</a>
Mathematical Curiosity	<a href="#">Click here</a>
Parental Support with Maths	<a href="#">Click here</a>
Essential Maths Books - Digital Library	<a href="#">Click here</a>

# SCIENCE

*Biology   Chemistry   Physics*

Mrs Gregory (Head of Science and Physics)

Dr Wardell (Head of Chemistry)

Mrs Busfield (Head of Biology)



# Our aims



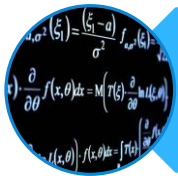
Enjoyment of science & the world around us



Practical work to develop hands-on skills



Develop use of specific terminology



Build mathematical confidence with data

# Year 7 Science

## Terms 1 & 2

Energy (Bio/Phy)

Reproduction (Bio)

Acids & Alkalis  
(Chem)

Test 1

## Terms 3 & 4

Particles (Chem)

Getting Organised  
(Bio)

Forces (Phy)

Test 2

## Terms 5 & 6

Bubbles & Bangs  
(Chem)

Electricity (Phy)

Test 3

Plants (Bio)

# Resources

**Textbooks available in every laboratory**

**Teams**

**SENECA**

**BBC Bitesize/Oak Academy**

**Extra Support: 1pm Monday Lab 1 every week**



# Science beyond the lab....

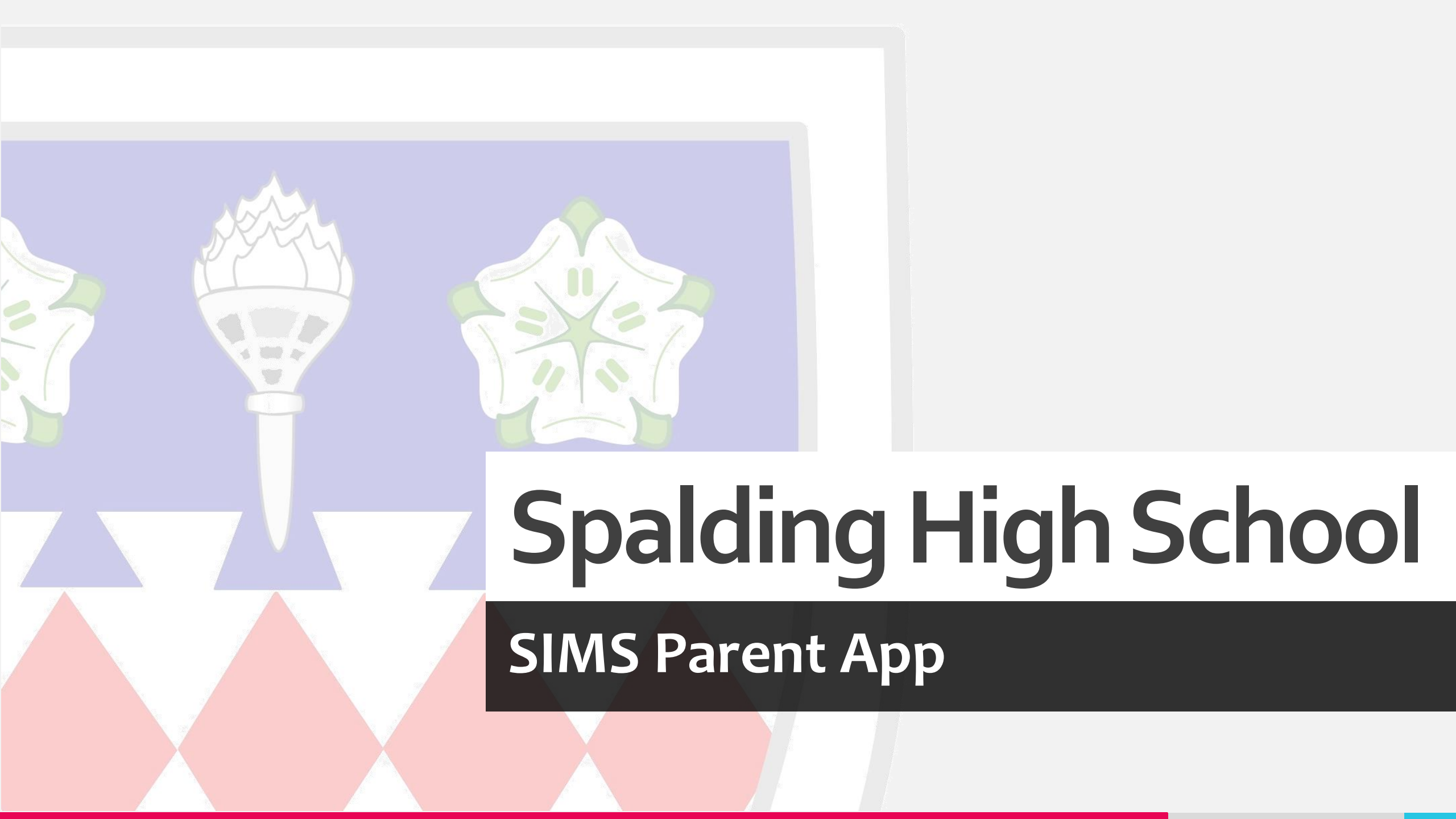
**Share learning at home & apply to our environment**

**Discuss how & why things happen**

**Documentaries on the natural / physical world**

**Science podcasts**

**Science and the world of work**



# Spalding High School

**SIMS Parent App**

The SIMS logo consists of the letters "SIMS" in a bold, black, sans-serif font, enclosed within a white square.

helping  
schools  
inspire

## The new **SIMS Parent APP**

enables you to access real time information:

- School contact details, term and INSET dates
- Student timetable
- Achievement information
- Attendance information



GET IT ON  
**Google Play**



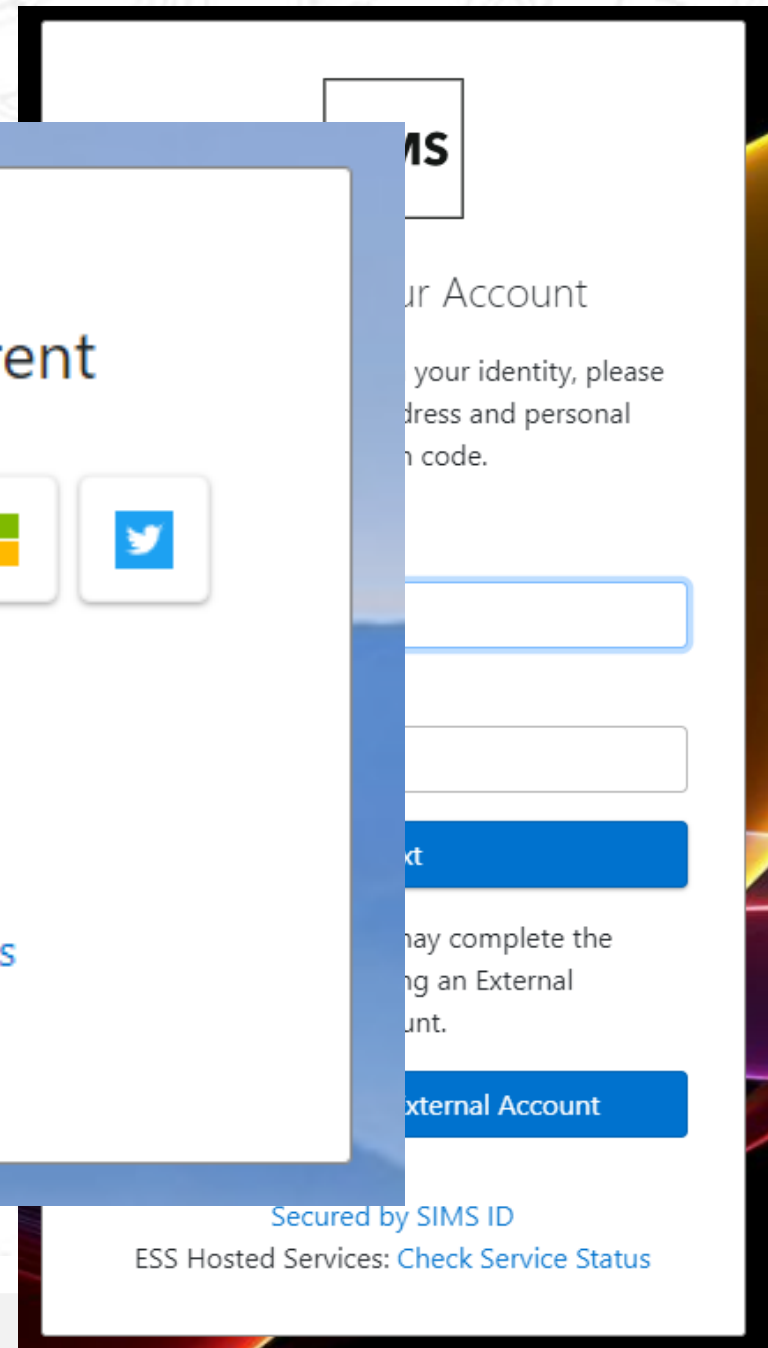
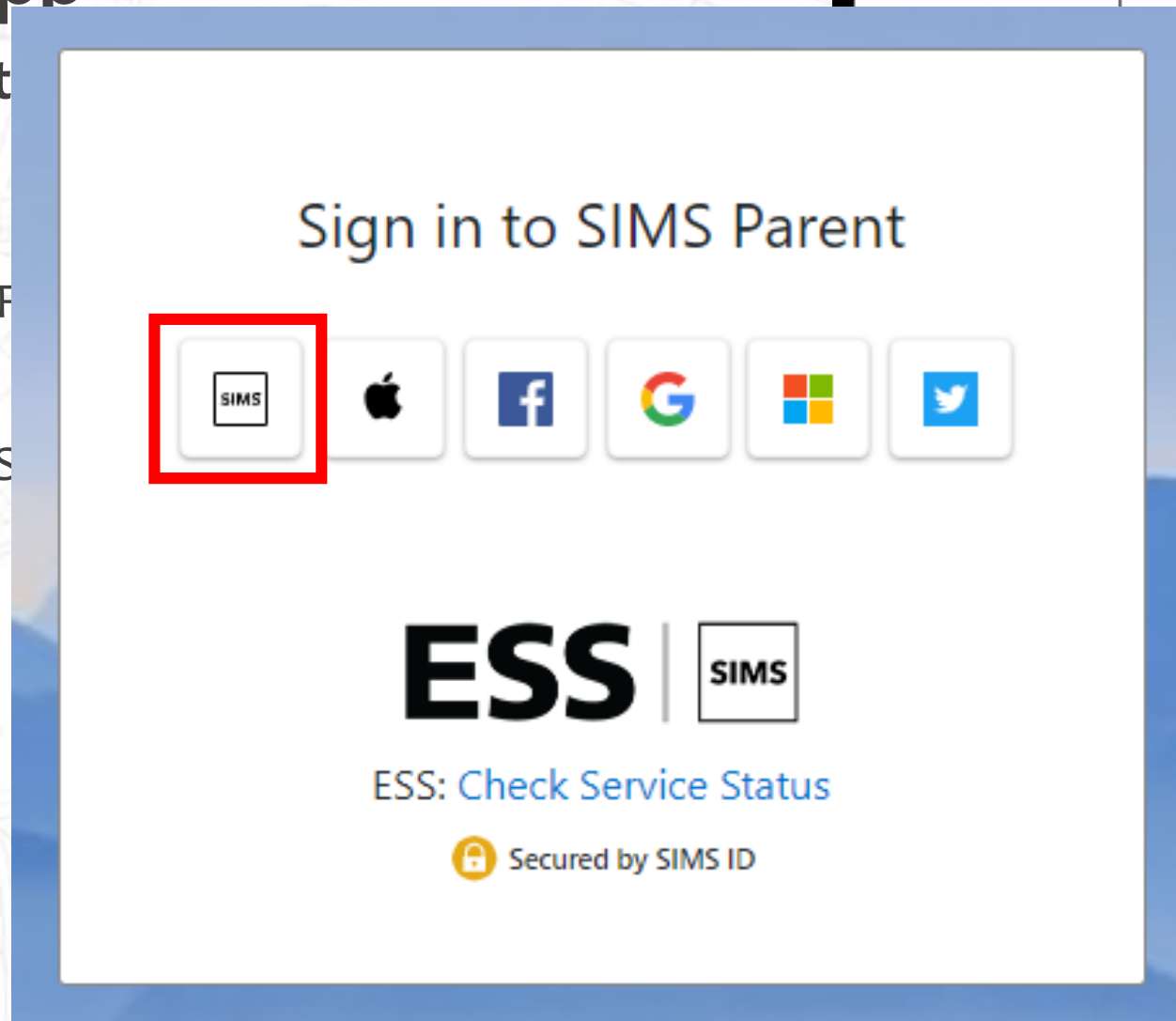
Download on the  
**App Store**

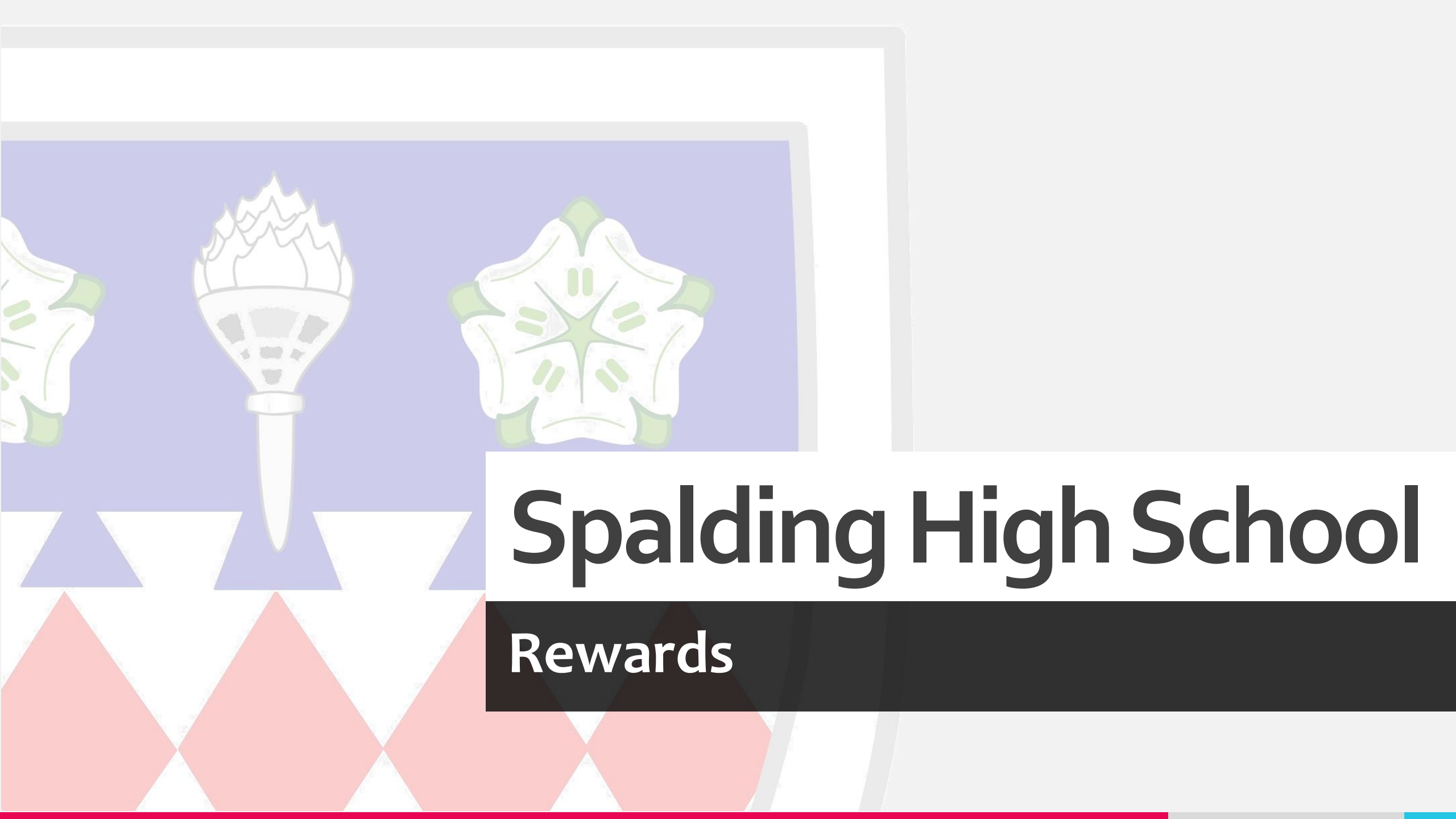
# SIMS Parent App

## Registration and Get

1

- We will send you a registration email containing a unique invitation code.
- You will need this code to set up your SIMS Parent account.





# Spalding High School

Rewards

# Achievement Assembly Awards

Certificate Name	Awarded for...	Nominated by...	Frequency
<b>Progress</b>	Awarded to the student who, based on their starting point, has made excellent progress.	Subject Teacher	Achievement Assemblies 1,2 and 3
<b>Contribution to learning environment</b>	Awarded for full involvement in class or group activities, whilst having a positive impact on the learning of others.	Subject Teacher	Achievement Assemblies 1,2 and 3
<b>Attainment</b>	Awarded to the student who has reached the highest standard overall.	Subject Teacher	Achievement Assemblies 1,2 and 3
<b>Shining Star</b>	Awarded at the discretion of the subject teacher in recognition of academic achievement, progress, effort, good manners and/ or exemplary behaviour.	Subject Teacher/ Form Tutor for PSHCE	Achievement Assemblies 1,2 and 3

# Achievement Assembly Awards

Certificate Name	Awarded for...	Nominated by...	Frequency
<b>Community Award</b>	Awarded for consistently contributing to the life of the School and helping to promote a positive community ethos.	Any member of staff	Achievement Assemblies 1,2 and 3
<b>Attendance</b>	Awarded in recognition of an attendance of <b>95%</b> or over in <b>Terms 1/2 or Terms 3/4.</b>	School	Achievement Assemblies 2 and 3
<b>Attainment (Year Group)</b>	Awarded to the student who has reached the highest standard overall within their year group for the academic year <b>2022-2023.</b>	Head of Department	<u>Achievement Assembly 3 only</u>
<b>Shining Star (Form)</b>	Awarded at the discretion of the Form Tutor in recognition of contribution to form life, being a good citizen, good manners, exemplary behaviour and/ or effort.	Form Tutor	<u>Achievement Assembly 3 only</u>

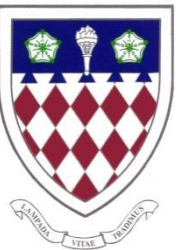


# Excellents

Certificates are awarded to those students in receipt of 'Excellents' according to the following totals:

Certificate	Number of Excellents
Bronze	15
Silver	30
Gold	50
Platinum	75
Diamond	100

# **Year 7 Assessment and Reporting**

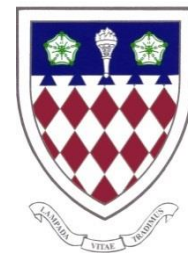


# CAT4

8<sup>th</sup> September

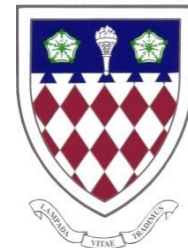
## **Cognitive Abilities Test 4th Edition (CAT4)**

How well pupils can think about tasks and solve problems using a range of different questions



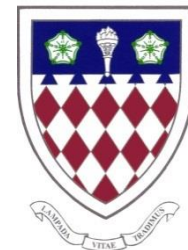
# Question types in the CAT4 tests

- \* Shapes and patterns – **non-verbal reasoning**
- \* Using words – **verbal reasoning**
- \* Using numbers – **quantitative reasoning**
- \* Imagining a shape being changed and moving – **spatial ability**



# CAT4 TESTS

- \* Highlight individual strengths & weaknesses
- \* Inform personalised learning
- \* Fill in gaps in KS2 data



# Year 7

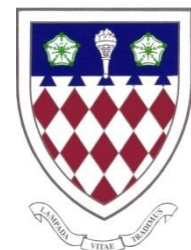
10 <sup>th</sup> Nov	4th March	21 <sup>st</sup> June		
Effort Grade only	4-6 band →	4-6	4-6+	7-9
	7-9 band →	4-6	7-9	7-9+
	Effort Grade	Effort Grade + Full Report		

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



# Spalding High School Effort Grade Descriptors

- \* Outstanding (O)
- \* Above Expected (AE)
- \* Expected Level of Effort (E)
- \* Below Expected - Attitude / Behaviour (BEA)
- \* Below Expected – Organisation (BEO)
- \* Inadequate (I)



# EXPECTED LEVEL OF EFFORT (E)

- \* **Arrives promptly** with all books and equipment.
- \* Focuses quickly, shows initiative and is **actively involved** in learning
- \* **Excellent** behaviour and concentration
- \* **Seeks advice** and responds positively to feedback
- \* Meets deadlines and generally **produces work to their highest standard**
- \* Attitude to learning is good, **involvement** in class or group activities, **collaborating** effectively with others

# Year 7

10 <sup>th</sup> Nov	4 <sup>th</sup> March	21 <sup>st</sup> June		
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		
10 <sup>th</sup> – 12 <sup>th</sup> October Form Tutor Meetings		16 <sup>th</sup> May Parents' Evening		

# YEAR 7 CURRICULUM EVENING

