

Thursday September 26 2024

Key Stage 3

Information Evening

incorporating English and Maths

Mr Day – Director of Key Stage 3

English - Mrs Crampton (English KS3 Area Leader)

Maths – Mr Russell (Maths KS3 Area Leader)

Miss Parker – Year 7 Year Manager



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Key Stage 3 Information Event incorporating English and Maths

Purpose of the event

- To outline how Prince Henry's will assess our students and support them in making excellent progress across subjects
- To share ideas and resources from English and Maths to enable parent/carers to support their children in these subjects
- To remind parents of the pastoral support available

Our vision for all students



Prince Henry's will become internationally recognised as an exceptional school with a culture of respect, where we can all flourish and achieve

Year 7 so far...

- Students have made an excellent start
- Feedback from staff has been that they are engaged and working very well
- Students are conducting themselves well at break and lunchtime too and following the new expectations
 - 8000 positive stamps issued





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MEA

OT

AT

BT

KS3 Curriculum and Assessment

8/9

6/7

4/5

2/3



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Prince Henry's KS3 Curriculum and Assessment Model

We use a model that seeks to:

- Support our wider school aims of producing well rounded, independent young people with the skills to succeed.
- Develop the key knowledge, skills and understanding required for success in KS4.
- Develop a growth mind-set.
- Be simple and easy for all to understand.

We want all students to flourish and achieve in all aspects of school life not just the academic side that we are focusing on tonight.

We want all students to feel that their skills and knowledge can be developed through dedication and hard work.



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Assessment – ensuring student challenge...

Taking the GCSE grades 9 to 1 as the basis of our assessment system

In year 7 students will receive a **MINIMUM ESTIMATED ATTAINMENT (MEA)** grade on their *second* Progress Report.

This shows the **MINIMUM** we **ESTIMATE** that child to **ATTAIN** by the time they leave Prince Henry's.

This is generated using:

KS2 SATs

KS2 & KS3 Teacher assessments

Reviewed and if necessary personalised by subject staff.



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Assessment – Minimum Estimated Attainment

Key Stage 3 students MEAs will be in one of 4 groups:

Key Stage 3 - MEA
Broad groups

8-9
6-7
4-5
1,2,3

Key Stage 4 – MEAs are
Specific grades

9
8
7
6
5
4
3
2
1

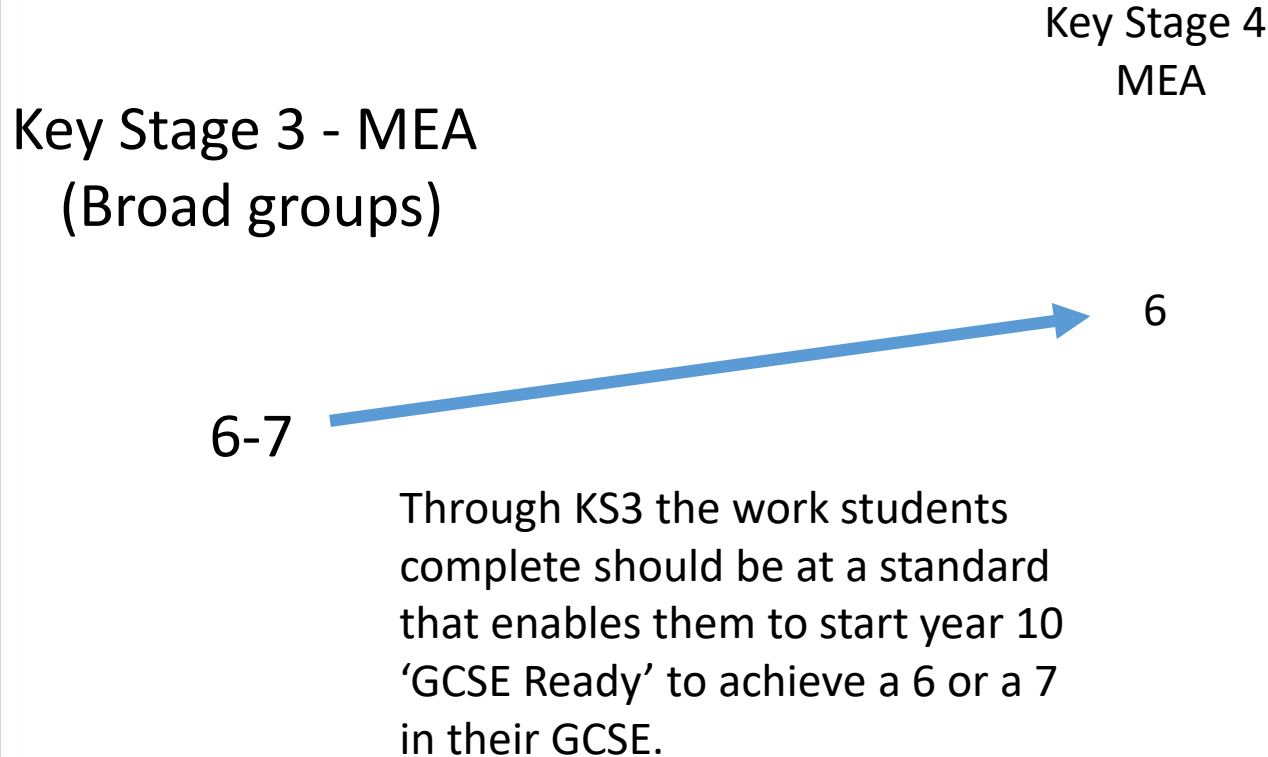


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Assessment – Minimum Estimated Attainment

Five year flight path.



How might this appear in lessons and student's work?

The climate for learning in all classrooms will be positive

Students will receive appropriate rewards and sanctions at all times

Students will have a clear idea of the WHAT and WHY of the topics they are studying

Students will have an understanding how their lesson objectives link into their overall learning journey – see POS on SharePoint and the school's website.....



Accessing Programmes of Study:

HOME > OUR SCHOOL > CURRICULUM

Curriculum

Subject Information

All the information you need regarding the Curriculum at Prince Henry's can be found below. If you have any questions regarding this information, please send an email for the attention of the relevant contact to info@princehenrys.co.uk.



Art



Business & Economics



Design & Technology



EPR



English



Geography



Health & Social Care



History & Politics

Design & Technology

KS3 Curriculum

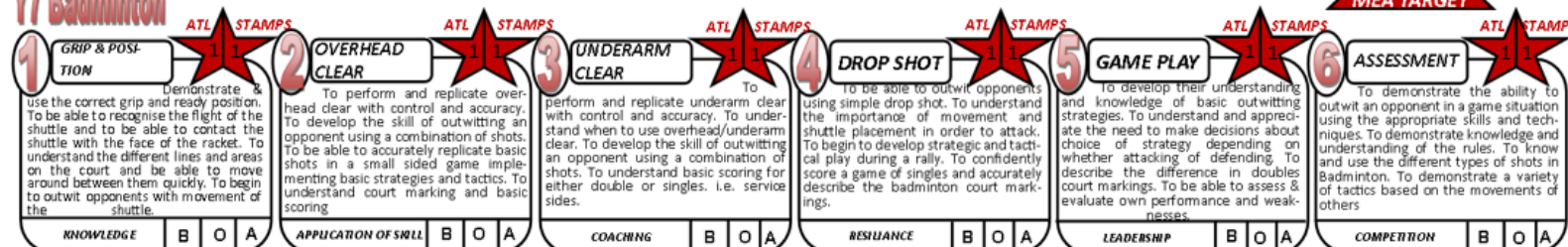
The KS3 curriculum is specifically designed to embed the skills which are needed for later life and to enable students to progress to GCSE. We deliver a range of projects which enthuse and inspire students, with a strong focus on practical skills. Each project has unique challenges and is designed to build confidence and resilience through experience. During each subsequent year, students revisit material areas and engage in more detailed projects, building on existing skills and knowledge to create a variety of individual outcomes. Students are taught in mixed-ability classes in all year groups. Students have the opportunity to experience all areas of Technology during KS3 on a carousel basis.

	Food	Textiles	Design & Technology
Year 7	Healthy Eating - The Eatwell Guide How to make healthy dishes for myself	Project focusing on Memphis art movement Machine skills Fibres and fabrics	Maze game (focus on polymers and plastics)
Year 8	Healthy eating focusing on energy balance and healthy hydration How to make multicultural foods	Sustainability project Upcycling materials and responsible design	Project on sustainability and recycling, making a passive amplifier
Year 9	Healthy eating for others Make a range of street food snacks Design a snack for a music festival KS3 Overview	Textiles Manufacturing Gender Neutral Products KS3 Overview	Manufacturing project, producing a multifunctional holder KS3 Overview



Learning Journey

Y7 Badminton



TARGET FOR Y8:

WWW:

EBI:

TOPIC	YEAR 7 Badminton – Developing Basic Skills
WHY	✓ To adopt the 'ready position' to be in the correct position to play a variety of shots

WHAT	• Introduce the correct grip and 'ready position' and understand the different court lines
------	--

SC	MEA 3	MEA 4/5	MEA 6/7	MEA 8/9
RESILIENCE	I have the confidence to give it a go and can meet basic fitness requirements of session	I am confident enough to maintain correct grip under pressure and can move quickly at times in the session	I am determined to succeed and work harder in challenging situations. I help others succeed and have fast footwork and good stamina	I have excellent agility, stamina and fast feet . I help motivate others and thrive on tough challenges
APPLICATION OF SKILL	I can hold the racket with the correct grip and at times show correct stance	I know what the 'split' position is and I can move around the court using the correct positioning	I understand what my racket leg is and alter my movements accordingly	I know how to adjust my grip and always maintain a strong ready position throughout rallies

PROGRESS AGAINST TARGETS		
GOOD 1 stamp	VERY GOOD 2 stamps	EXCEPTIONAL 3 stamps
Achieved all bar one of targets	Achieved all of the success criteria from targeted ones.	Achieved 1 or more of the success criteria from the higher target.

ATTITUDE TO LEARNING		
MINIMUM 1 stamp	BETTER 2 stamps	OUTSTANDING 3 stamps
You are as learner who does what you are asked to do but you rarely extend yourself and are too easily satisfied with your progress.	You are keen to succeed and are sufficiently engaged with learning to stand out from many of the students.	You are very ambitious and your outstanding engagement enables you to stand out from the majority.
Your level of engagement rarely enables you to stand out from others.	You are enthusiastic and responsible .	You are self-motivated, committed and independent .

Geography

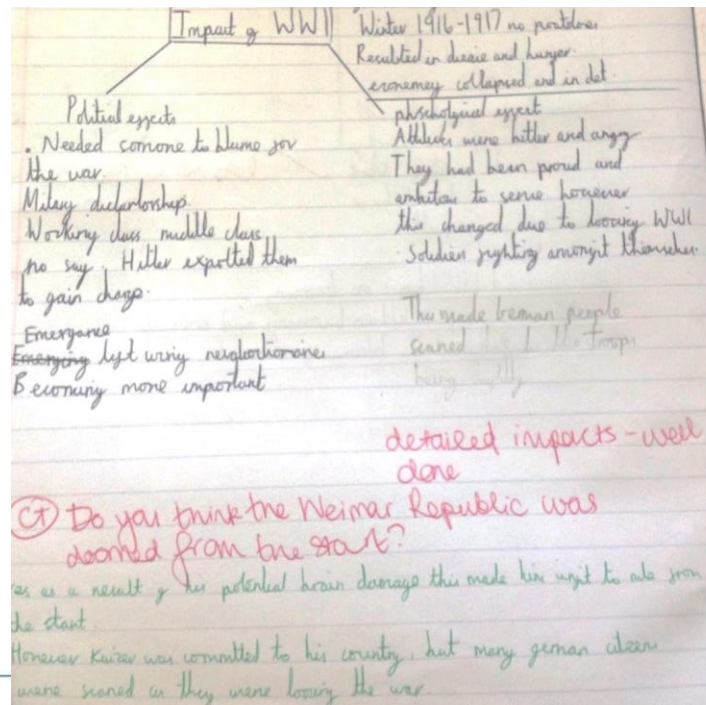
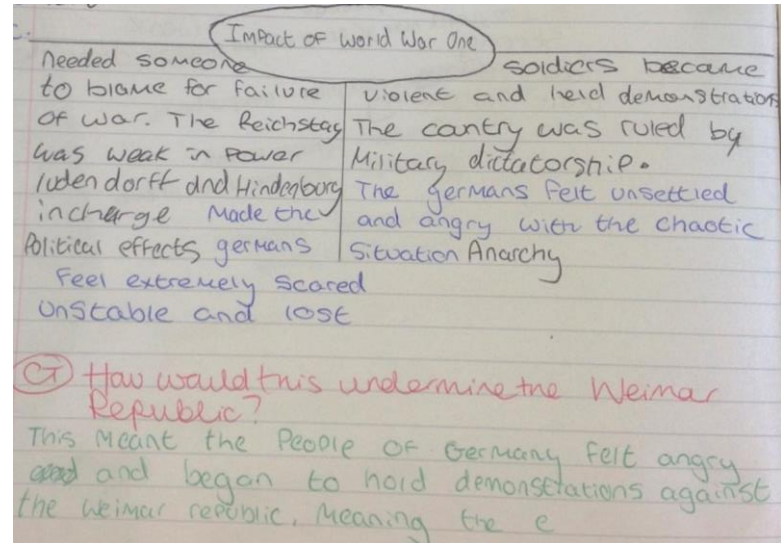
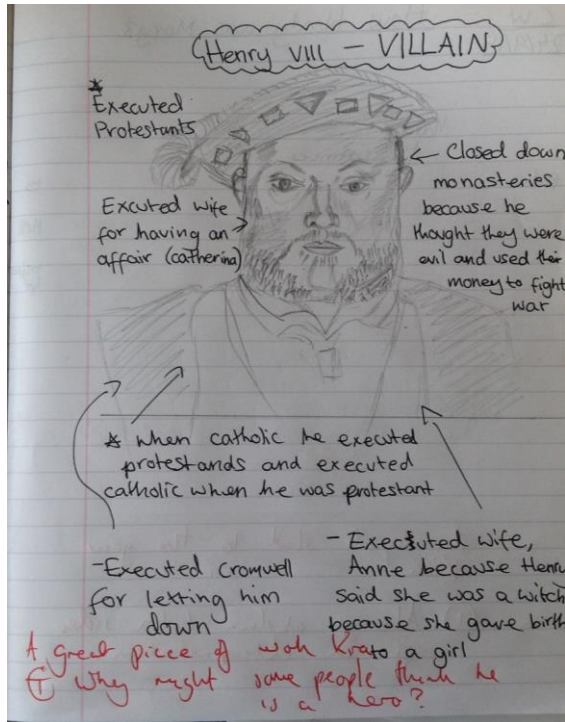
Answer the following question:

Explain why there are more factories in the East of China compared with the West of China.

Use your work from the last few lessons and your new learning from today to help you. You can also use your iPad to help you. Read the following guidance:

MEA 1-3	A basic answer that shows an understanding of the question above.
MEA 4/5	As above, but some named Chinese regions are mentioned. Some common products that are made in China are also mentioned.
MEA 6/7	A more developed answer – in paragraphs - with all of the above. The following themes are also addressed: the importance of flat land, the importance of shipping and trade, population density.
MEA 8/9	A highly developed answer – in paragraphs - with all of the above. The student writes in linked sentences that show a detailed understanding of the connection between where most Chinese people live and work and the physical (or natural) geography of China. Relevant statistics (or figures) are also used.

Students will receive regular feedback on their work - History



Tracking progress...

Students' progress towards their MEA will be reported home 3 times per year:

Progress 1 ATL only in Nov,

Progress 2 in March and

Progress 3 – a Parent Teacher evening in July.

Staff will report whether a student is 'above track, on track, below track or substantially below track' to achieve their MEA.

Feedback received and acted upon will be more important than specific grades.

MEA



Course	MEA
Art: KS3 Art	6/7
Computing: KS3 Computing	6/7
Drama: KS3 Drama	6/7
English: KS3 English	6/7
Religious Education: KS3 EPR	8/9
Geography: KS3 Geography	6/7
History: KS3 History	8/9
Mathematics: KS3 Maths	8/9
Music: KS3 Music	6/7
P.E.: KS3 PE	8/9
Science: KS3 Science	8/9
Spanish: KS3 Spanish	8/9
Technology: KS3 Technology	6/7

Attitude to Learning
2
2
1
1
2

Minimum Estimated

Attainment: Represents the minimum level that we would expect your child to reach by the end of Year 11.

These are personalised in December and reviewed at the end of each year to ensure that they are realistic and challenging.

On Track (from March Pr2) indicates whether or not your child is on track to achieve their target by the end of Y11.

A = Above track, O = On track, B = Below track, S = Substantially below track

Attitude is a judgement about whether or not your child shows the right attitude to their learning in order to achieve their MEA (1-5 scale).



Information to help you understand your child's progress report

This is a second copy of your child's first progress report now containing MEA grades. The progress report has been carefully designed to give you a clear picture of potential and progress towards that potential. Please read it together, celebrate successes and talk about areas for improvement. Students are asked to set themselves an improvement target on page 208 in their planner and we would encourage you to discuss this with your child.

Year 7 Progress Report 1 includes Attitude to Learning data only.

Attitude to Learning works on a five-point scale:

- 1 – Represents an **Exceptional** Attitude to Learning
- 2 – Represents an **Ambitious** Attitude to Learning
- 3 – Represents an **Expected** Attitude to Learning
- 4 – Represents a **Concerning** Attitude to Learning
- 5 – Represents an **Inadequate** Attitude to Learning

More detailed information about each of the scale ratings can be found in the link [here](#).

This progress report will be followed up by both subject teachers and personal tutors. Students identified as under-achieving are closely monitored and supported. Where appropriate, we employ a variety of intervention strategies ranging from setting individual action targets to small group intervention teaching to mentoring support to help students get back on track.

Progress reports are sent home at three points throughout the year – see Key Dates Calendar that went home in September for details. Progress reports can also be viewed in the 'Reports' area of Arbor. Further information about assessment at Prince Henry's can be viewed on the website under *Parents and Carers then Assessment*. Link [here](#).

If you have any further queries about this progress report you are advised to contact your child's personal tutor in the first instance.



Attitude to Learning judgement

Attitude to Learning – All Years

You demonstrate an Attitude to Learning that is...		When arriving at that judgement your teacher considers the statements below to be a good representation of how you are performing in their subject both in school and at home.
1	Exceptional	<p>You are a self-motivated, committed, independent learner with a consistent drive to be the very best you can be.</p> <p>You show exceptional engagement with learning at all times.</p>
2	Ambitious	<p>You are keen to succeed and are an enthusiastic, responsible learner.</p> <p>You are engaged with learning and always give your best.</p> <p><i>Even greater self-motivation, resilience and independence would make you an exceptional learner.</i></p>
3	Expected	<p>You are a learner who does what you are asked to do and completes work.</p> <p>You are attentive in class and your levels of engagement with learning are usually at a level that will see you succeed.</p> <p><i>Increased enthusiasm and taking responsibility for your own learning would allow you to demonstrate an ambitious attitude to learning.</i></p>
4	Concerning	<p>You need to be more ambitious in order to achieve your potential.</p> <p>You are too easily satisfied with your progress.</p> <p>Your level of commitment to learning is inconsistent with specific concerns in at least one of these areas: concentration, engagement, behaviour in class or completion of home learning.</p> <p><i>Addressing this concern would raise you to the expected attitude to learning for Prince Henry's.</i></p>
5	Inadequate	<p>You need to be far more ambitious in order to achieve your potential.</p> <p>There are serious concerns about your approach to this subject in a number of areas such as concentration, engagement, behaviour in class or completion of home learning. These concerns need addressing urgently.</p> <p><i>Doing everything that you are asked to do would move you closer to the expectation for Prince Henry's.</i></p>

MEA

OT

AT

BT

English in KS3 at Prince Henry's

8/9

6/7

4/5

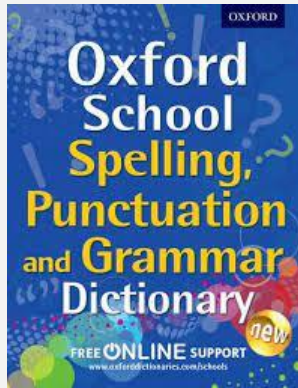
2/3



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SUPPORTING YOUR CHILD WITH ENGLISH – KS3



WHAT IS THE PURPOSE OF THIS SESSION?

- **WHAT:** To provide up to date information on curriculum changes and useful ideas to help you to support your child with English at home.
- **WHY:** So that school and parents can work closely together to develop English skills and get your feedback on the types of support that parents really need and want.

UNDERSTANDING HOW YOUR CHILD IS ASSESSED.

- Every student in Key Stage 3 will have a Student Learning and Progress Record sheet which will be kept in a folder in school.
- Every half term there will be an assessment window where students will do a reading or writing task. These will be alternated.
- Feedback will include a judgement as to whether a student is below, on, or above track to achieve their MEA.
- Students will be expected to record the feedback they are given and reflect on the skills they need to be working on next.

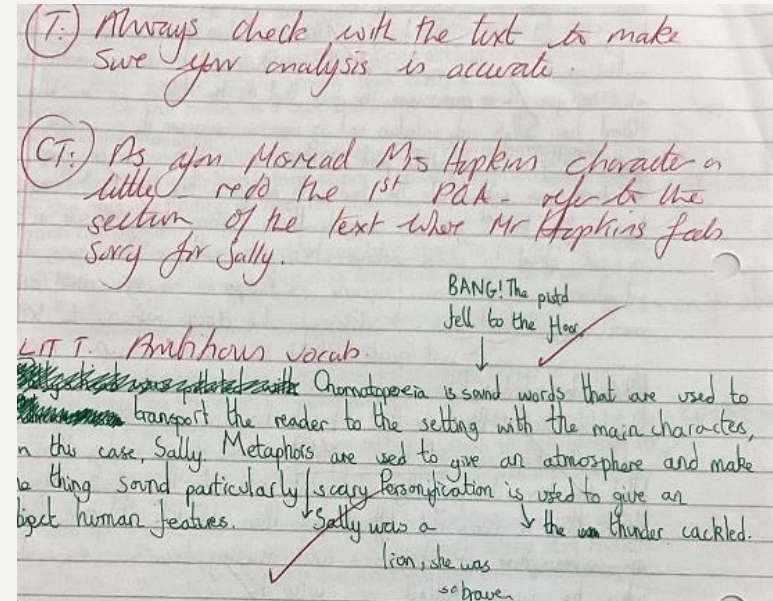
PHGS ENGLISH DEPARTMENT
KS3
STUDENT LEARNING AND PROGRESS RECORD

NAME: _____ FORM: _____
ENGLISH TEACHER(S): _____
MY MEA Target (Minimum expected attainment): _____

	Assessments and key focus	Targets and reflection	Progress
Autumn 1 Date: _____	Reading assessment:		AT/OT/BT
Autumn 1 or 2	Spoken language assessment		
Autumn 2 Date: _____	Writing assessment:		
Spring 1 Date: _____	Reading assessment:		
Spring 1 or 2 Date: _____	Spoken Language assessment		

ASSESSMENT CONTINUED

- In English we use marking matrixes. Some of these will be available for you to have a look at as you leave the hall.
- These cover the key reading and writing skills that are backward planned from the GCSE criteria.
- Your child will be given a challenge task (C.T) which will allow them to improve and develop key skills.
- English books will be reviewed at least once every half term. Please look in the front of your child's book to see the policy.



PHGS English:

What is a student work review?

- At PHGS, classwork is reviewed at least once per Half Term. Your books or folders will be taken in by your teacher, and the next lesson, the whole class will work on what the teacher has found. This will always include checking how your literacy is developing. You will write down and respond to this feedback in green pen during the review lesson.
- All feedback on classwork is done verbally, and there will be no written comments in your books or folders from English teachers. It is your response to the feedback which will develop your skills and knowledge.
- This is separate to your formal assessments which take place each Half Term, where you will receive a marked response, including a Target and Challenge Task which you will respond to in green pen, and which will be kept in your assessment folder. Lesson time is dedicated to this.

ENGLISH AT KEY STAGE 3

- The PHGS English curriculum is broad and balanced. It explores genres of English Literature and use of the English language from ancient times to modern.
- Students begin by studying **Aspects of Narrative**, where compelling **Fantasy** and **Mystery** stories are used as a basis to understand character and narrative theory. Every student will have their own student knowledge organiser which will outline their learning journey for the term and the key reading and writing and spoken language skills which will be covered.
- The first year of English at PHGS ends with an **introduction to Shakespeare** and focuses on the skills needed to explore a writer's methods. These are new skills for year seven students.
- In the second year students study narratives of **Dystopia**, the **Gothic Genre**, and a **Shakespearean Romance** in detail.
- In the third and final year of Key Stage 3 students study **Power and Conflict Literature**, **Postcolonial English**, and a **Shakespearean Tragedy**.
- All KS3 students will use Bedrock, an excellent online tool to develop vocabulary, once a week in form time and for one fortnightly English Home learning.

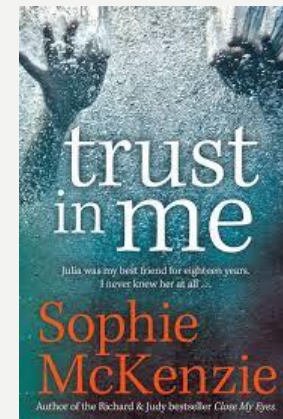
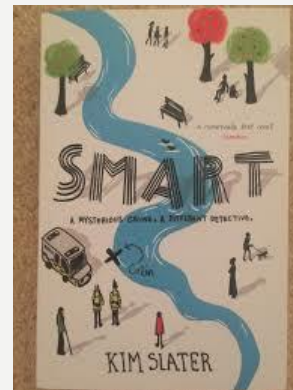
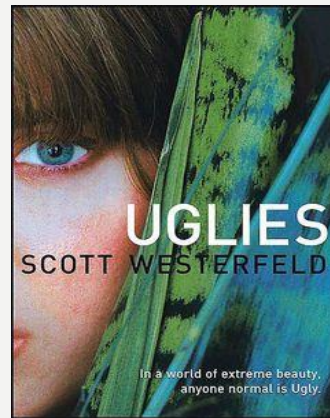
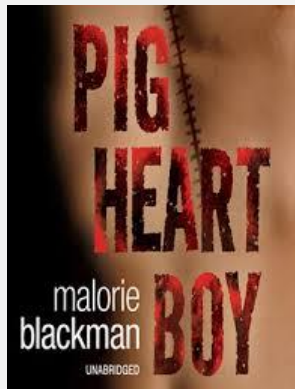
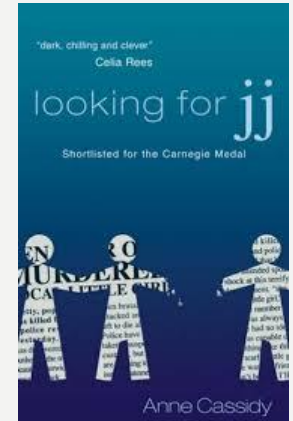
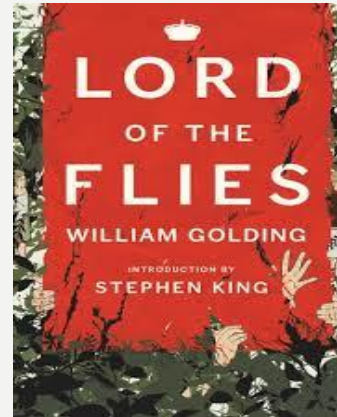
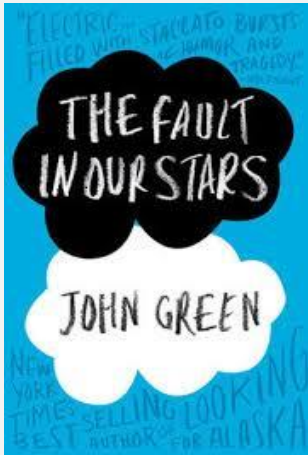
STUDENT KNOWLEDGE ORGANISERS

- Every student receives a copy of the student knowledge organiser for the unit they will be studying.
- **For Year 7** – Fantasy Literature, Mystery Fiction and the Introduction to Shakespeare.
- For Year 8 – Dystopian Literature, Gothic Fiction and a Shakespearean Comedy / Romance.
- You will find these stuck into their books, with a list of the key vocabulary to be learnt that term.

Aspects of Narrative: Fantasy (A Monster Calls)

<p>Context</p> <p>Fantasy is a genre in literature that includes magical and/or supernatural elements as part of the plot, setting, or theme. Mythology and folklore often play a strong part in fantasy literature. There must be an internal consistency to the magical elements in a work of fantasy and a logic that, if not completely explicable, is understood to be reality by the characters. However, fantasy works can often combine the real world with a second fantastical reality, such as in the Harry Potter series where the protagonist grows up in contemporary England. A Monster Calls was originally conceived by Siobhan Dowd while she had cancer. She discussed it and contracted to write it with editor Denise Johnstone-Burt at Walker Books, who also worked with Patrick Ness. After Dowd's death in August 2007, Walker arranged for Ness to write the story. 'She had the characters, a premise, and a beginning. What she didn't have, unfortunately, was time.' —Patrick Ness, in the Author's Note to A Monster Calls</p>	<p>Key Vocab</p> <p>Anti-hero Celestial Chimerical Conjure Fable Fantasy Hero Legend Myth Porent</p>	<p>Reading Skills</p> <p>Retrieve, Interpret, Infer, Consider Analyse Methods (language)</p>
<p>Narrative Summary</p> <p>Conor is dealing with far more than other boys his age. His beloved and devoted mother is ill. He has little in common with his imperious grandmother. His father has resettled thousands of miles away. But Conor finds a most unlikely ally when the Monster appears at his bedroom window one night. Ancient, wild, and relentless, the Monster guides Conor on a journey of courage, faith, and truth that powerfully fuses imagination and reality.</p>	<p>Themes / Ideas</p> <p>Family The Supernatural Isolation</p>	<p>Writing Skills</p> <p>Speech: Persuade Describe: Image Nouns, Pronouns, Adjectives Discourse Markers, Paragraphing, Sentence Structure Capital Letters, Fullstops, Commas, Semi-Colons</p>
		<p>Media Skills</p> <p>Propp / Todorov Narrative Structure Representation</p>
		<p>Assessment</p> <p>H1: Reading: Analyse a Fantasy prose extract (method, theme, context) H2: Writing: Speech: Persuade H1/2: Spoken English: Formal Debate</p>

GET YOUR CHILD READING!



READING LESSONS AT KEY STAGE 3

- Reading lessons are a very important part of the English curriculum.
- Your child will have a fortnightly reading lesson where the first part of the lesson will be focussed on key reading skills such as: retrieval, inference, analysis and evaluation. They will also be offered a wider range of academic reading including 19th century texts – both fiction and non-fiction.
- The second part of these lessons gives students the opportunity to develop their independent reading.



READING FICTION AND NON FICTION

- Raising the profile of reading at home is a good way to ensure reading skills are developing in readiness for GCSEs. Let your offspring see you read!
- Some parents find it a huge challenge to get their child to read independently especially with all the modern technological distractions. Your child's English teacher will be able to provide your child with some really useful reading lists. There will be some to pick up on your way out.
- Reading short articles or sampling chapters of fiction and non-fiction texts will improve reading stamina and fluency. Getting them to read little and often will help a lot.
- Using Bedrock – online digital platform which will be set for a fortnightly home learning.

BOOKS FOR KS3 CHILDREN AND TEENS AGED 11-14 – THE SCHOOL READING LIST WEBSITE

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/>



WRITING SKILLS AT KEY STAGE 3

- As you have heard, your child will be reading a wide range of reading material and forms. These will be used as a springboard to write for different purposes and audiences, employing forms such as letter writing, opinion articles, short stories, poetry, and scripts.
- Explicit teaching of spelling, punctuation and grammar is embedded into all of our schemes of work. The national curriculum for Key Stage 3 puts a lot of emphasis on students being able to proof read their own work.
- Often students are so keen to get Home Learning out of the way that they don't spend the essential five minutes proofreading.
- At home it is often very useful for parents to read over work and simply underline in pencil any errors that the child can sort out themselves.
- Primary schools focus on cursive handwriting, however at secondary school the emphasis is on legibility. Many students find they prefer to print or do a combination of both. The focus now is on content and confidence in producing engaging and effective texts.



**Thanks
for
listening**

MEA

OT

AT

BT

Maths in KS3 at Prince Henry's

8/9

6/7

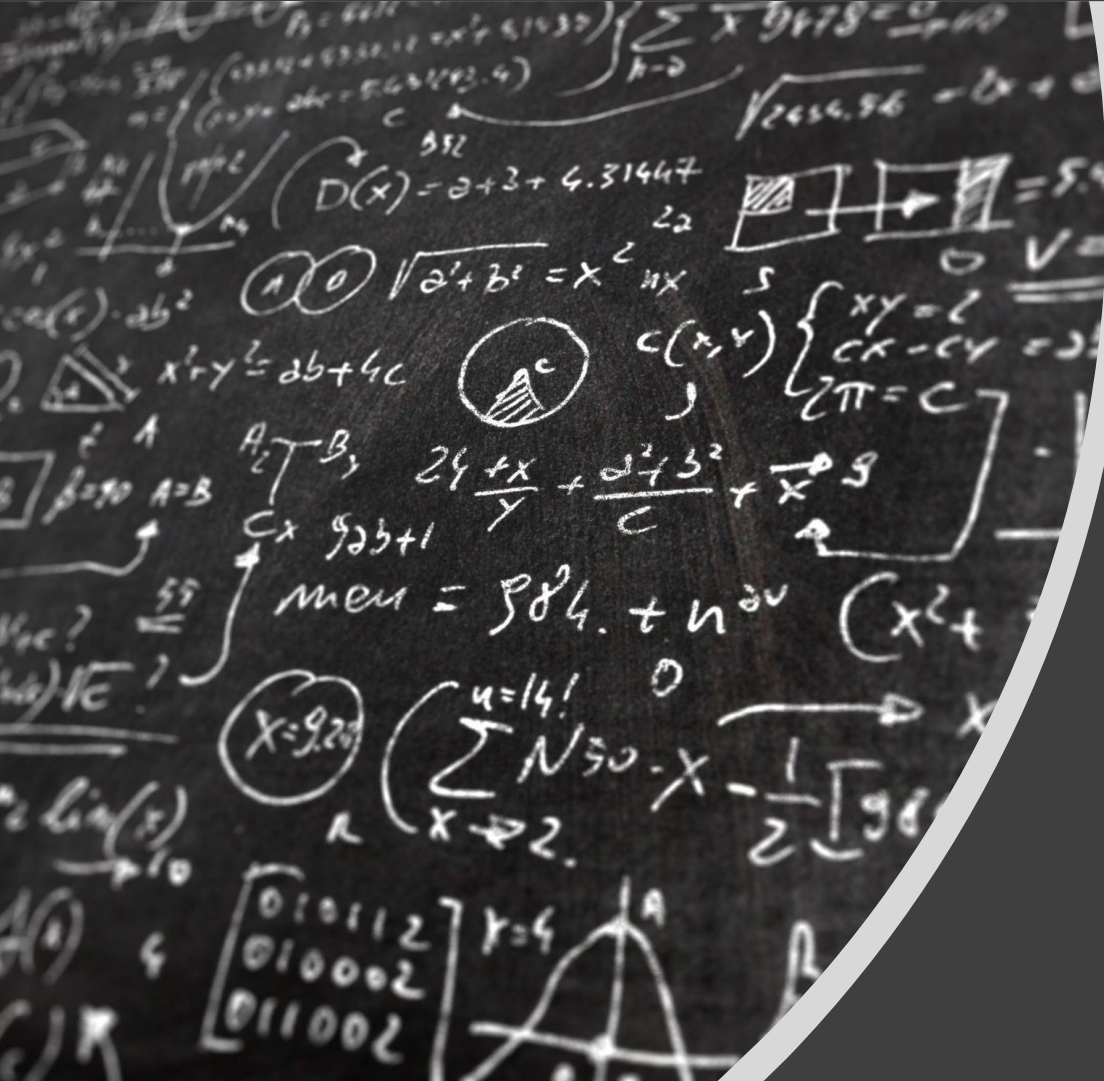
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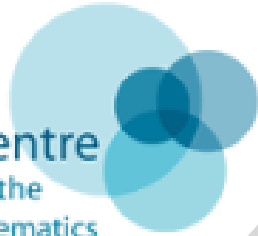




KS3 Maths Support at PHGS

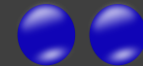
26th September 2024

National Centre
for Excellence in the
Teaching of Mathematics



Mastery of Maths

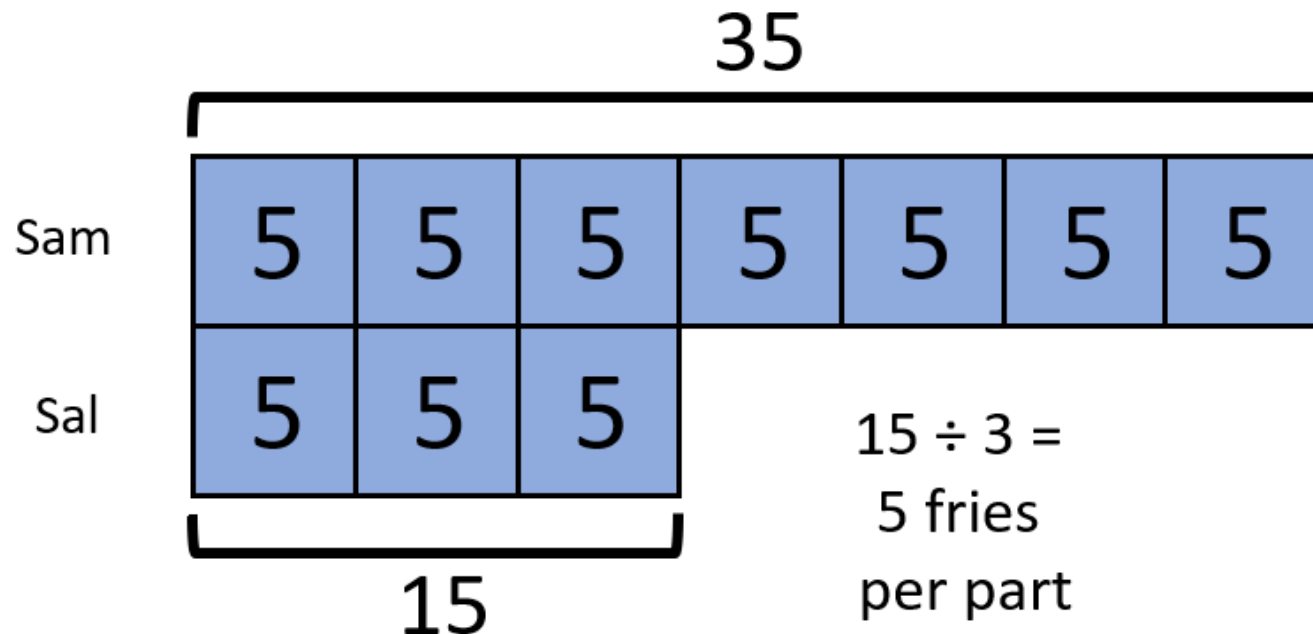
- Fewer topics covered in more depth
- Use of manipulatives, more pictorial representations before going onto abstract applications e.g. algebra
- Deepen conceptual understanding of key mathematical ideas
- Greater emphasis on problem solving and on encouraging mathematical thinking

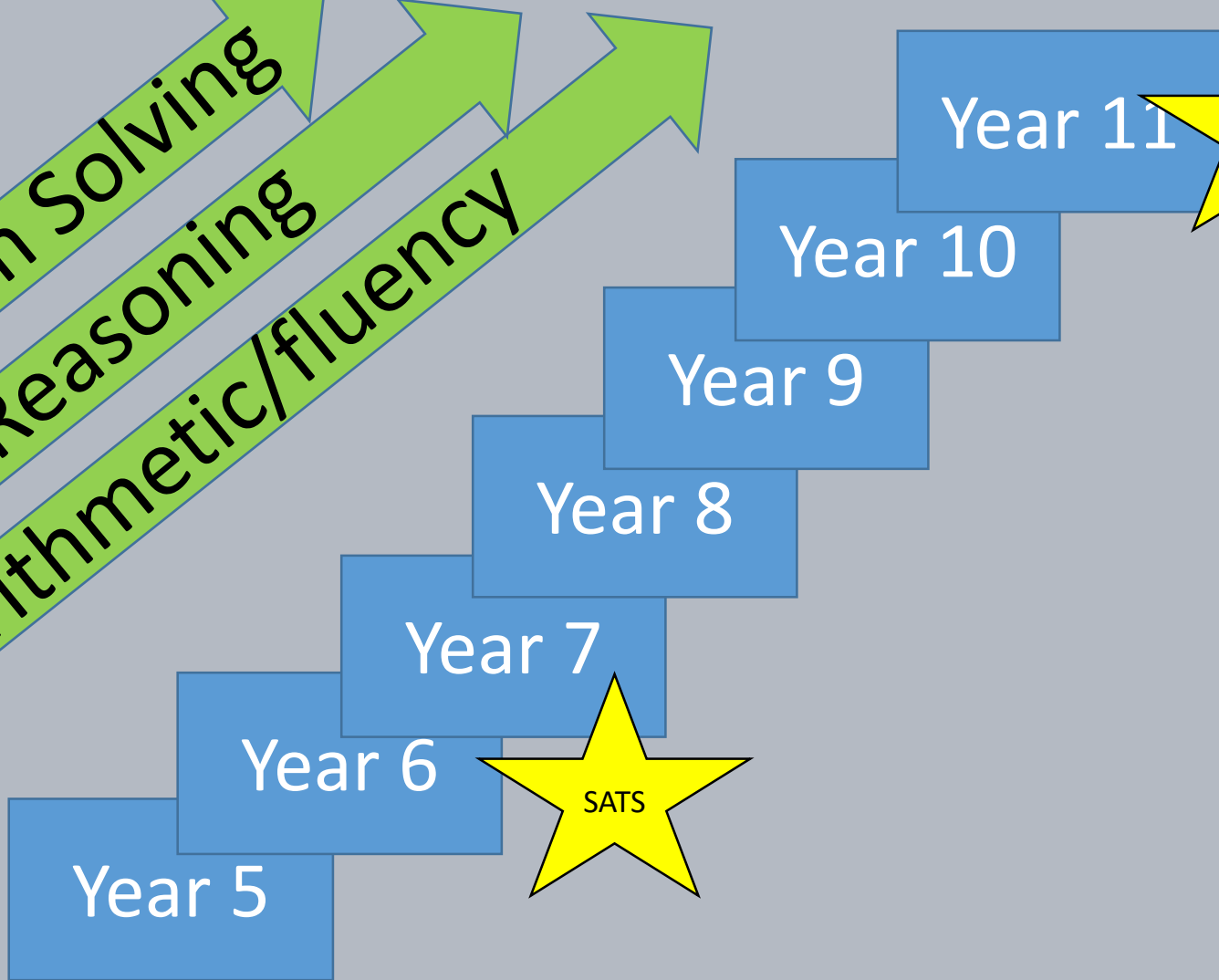
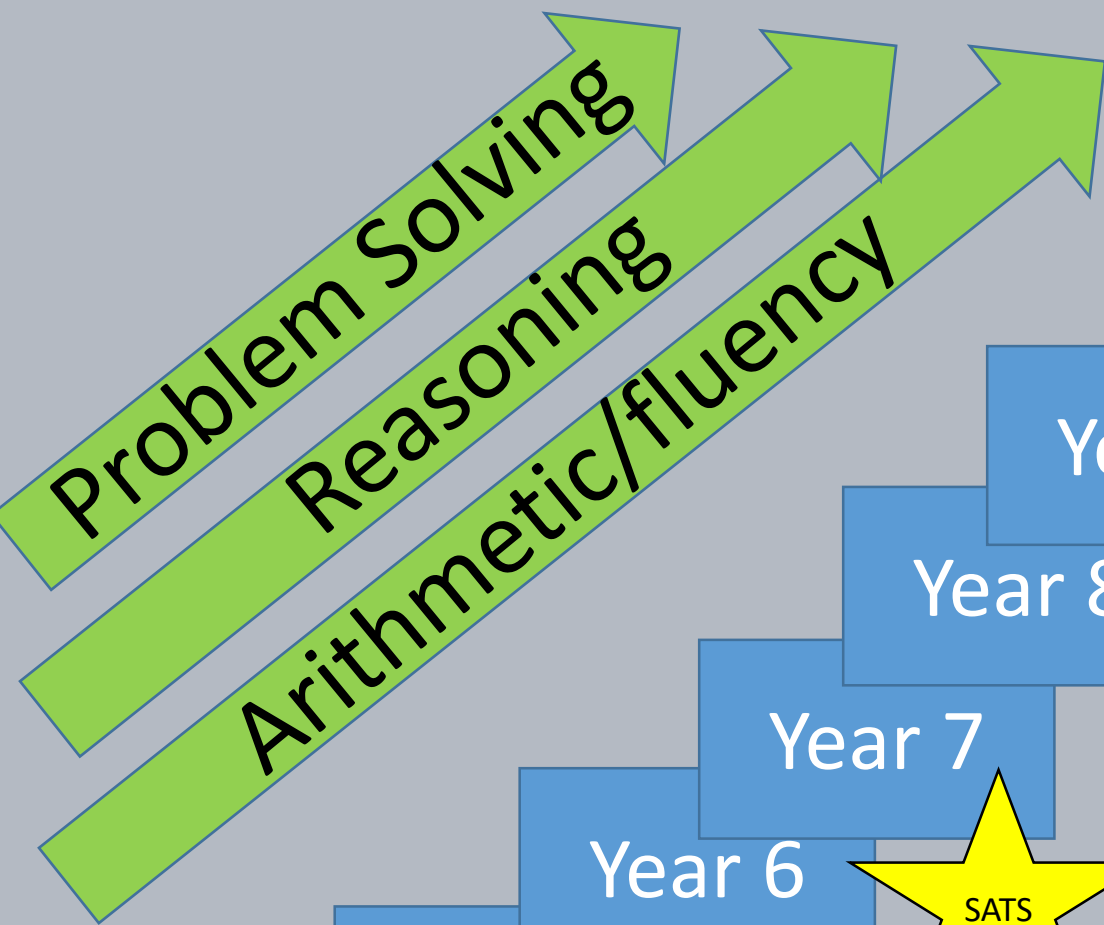


Mastery of Maths

Sam and Sal shared **some fries** in the ratio **7 : 3**
Sal got **15 fries**. How many did Sam get?

Draw a **Bar Model** to calculate
how much **one part** is worth.





Setting...

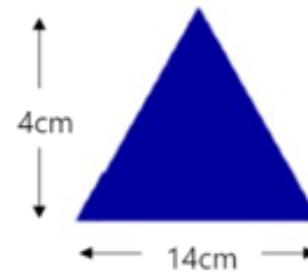
- Students were initially placed into sets based on SATs data.
- A SPARX baseline assessment has now been given to students to ensure sure that students have been placed correctly as we know that some students may have struggled in their SATS due to the 'test' nature of them.
- Setting is currently being reviewed following this assessment and will continue to be reviewed following each termly assessment.

- Recall starters – consolidate topics that were taught at KS2:

Calculate:

$$\frac{2}{7} + \frac{1}{4}$$

Calculate the area.



A 3 litre bucket has a leak, It loses 330ml of water. How many ml remain?

Calculate the mean:

7, 16, 2, 9

Teachers are constantly checking for understanding throughout lessons.


White Boards

Low Stakes Quizzes

Questioning targeting
misconceptions

Exit Tickets


Follow-up with
DIRT, Target and Challenge tasks

**EXIT TICKET** **Name:** _____ **E05**

Use $>$, $<$ or $=$ to complete.

£3.46 ☐ £3.40

£12.28 ☐ 12 pounds and 82p

Nine pounds and seventy pence ☐ 

3 Match the amounts that are equal.
Fill in the missing digits.

460p	£__ and __p	£4.62
420p	£4 and 62p	£4.06
__p	£4 and 6p	£4.20
462p	£4 and 20p	£__
426p	£4 and 26p	£4.60

What is the value of the digit 2 in these amounts?


a) 524p	c) £54.02	e) £42.54
b) £24 and 50p	d) 5,240p	f) 2,544p

- Assessment – **Ongoing** Low Stakes Quizzing and Fluency Checks.
- Check understanding and provide practice ‘problem solving’ and ‘reasoning’ questions.



YEAR 7 – FLUENCY CHECK – ALGEBRA 1		Name:								
1	<p>Jenny is m years old. Tom is 5 years younger than Jenny. Samantha is twice as old as Jenny.</p> <p>a) Write an expression for Tom's age</p> <p>.....</p> <p>b) Write an expression for Samantha's age</p> <p>.....</p>	/2								
2	<p>Draw lines to match up the correct pairs</p> <table><tr><td>Identity</td><td>$2b = 8$</td></tr><tr><td>Equation</td><td>$2 + b \equiv b + 2$</td></tr><tr><td>Formula</td><td>$2b = c$</td></tr><tr><td>Expression</td><td>$2b + c$</td></tr></table>	Identity	$2b = 8$	Equation	$2 + b \equiv b + 2$	Formula	$2b = c$	Expression	$2b + c$	/2
Identity	$2b = 8$									
Equation	$2 + b \equiv b + 2$									
Formula	$2b = c$									
Expression	$2b + c$									
3	<p>Calculate:</p> <p>a) $7 + 4 \times 8$</p> <p>.....</p> <p>b) $(2 - 5) \times 6$</p> <p>.....</p>	/2								


$k = 3$ $m = 7$ Work out the value of		/2	
4	a) $k + 11$ b) $8m$		
5	What equation is represented by the function machine?	/1	
	<table> <tr> <td>w</td><td><div>$\times 7$</div></td><td>42</td></tr> </table>		w
w	<div>$\times 7$</div>	42	
6	In a shop, t-shirts cost £12 and jumpers cost £25. Winston buys p t-shirts and q jumpers. Write a formula for the total cost of Winston's shopping.	/2	
	Total cost =		

- Assessment – Summative Assessments (end of term tests)


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Prince Henry's Grammar School Mathematics
 Year 7 – Autumn Term - 2023-24 Non-Calculator
 NAME: _____

Q		Marks
Section A – 20 marks		
1	Work out $439 + 256$ <div style="text-align: right;">.....</div>	/2
2	 a) The number marked by the arrow is	/1
	 b) Find the number 430 on the number line and mark it with an arrow	/1
3	Write down all the factors of 42	/2


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4	Simplify fully a) $b + c + b + b + b + c$ /1 b) $4x + 5 + 2x - 7$ /2	
5	a) Calculate 27×38 <div style="text-align: right;">.....</div> b) Calculate $1674 \div 3$ <div style="text-align: right;">.....</div>	/2
6	Round 3481 to the nearest hundred <div style="text-align: right;">.....</div>	/1

- Emails sent to parents/carers in advance with revision lists

1 Show each step to work out

$$3^3 \times (35 - 5^2)$$

.....

(3 marks)

2 Work out

a $13 - 3^2$

Skills questions

.....

b $13 + (-3)^2$

.....

(3 marks)

3 Write $(7^5)^3$ as a single power.

.....

(1 mark)

4 Find the value of each expression when $p = 3$ and $q = 7$

a $2p^2$

.....

b $(4p)^2$

.....

c $(p^2 - q)^3$

.....

5 Factorise each expression completely.

a $21x + 14$

.....

b $9x^6 - 6x^5$

.....

Problem solving question

6 A turnstile moves at a maximum rate of $18p/\text{min}$, where p represents the number of people that can pass through, one at a time.

Work out how many people can pass through in 2 minutes and 20 seconds.

.....

(3 marks)

Reasoning question

7 Which is bigger – the reciprocal of 10 or 10^0 ? Show your working.

Year 9

GCSE
A03

GCSE
A02


Mathematics Assessment Feedback

Paper Year 8 - EoY Test - Foundation - 2022-23

Name

Teacher Teachers Name

Questions	Question Title	Score			SPARX Number
1	Estimating and measuring Capacity	1	/	1	M454
2a	Solving equations with one step	1	/	1	M707
2b	Solving equations with one step	1	/	1	M707
3	Describing Probability	1	/	2	M655
4a	Coordinates	0	/	3	M618, M797
4b	Finding the area of triangles	0	/	2	M610
5	Solving equations with one step - Reasoning	1	/	1	M707
6	0	0	/	0	0
7a	Term-to-term rules for numerical sequences	1	/	3	M381
7b	Term-to-term rules for numerical sequences	1	/	1	M381
8a	Reading Scales	2	/	2	0
8b	Converting units of mass	1	/	1	M530
9	Reading Scales	1	/	1	0
10a	Order of operations	2	/	2	M521
10b	Rounding decimals	0	/	1	M431
11	Reflections	1	/	2	M290
12a	Translations	1	/	1	M139
12b	Rotations	0	/	2	M910
13	Translations	1	/	1	M139
14a	Reflections	0	/	1	M290
14b	Enlargements	0	/	1	M178
15a	Solving equations with one step	1	/	1	M707
15b	Solving equations with one step	1	/	1	M707
16	Solving equations with two steps	2	/	2	M509
17a	Term-to-term rules for numerical sequences	0	/	2	M381
17b	Term-to-term rules for numerical sequences - Problem Solving	0	/	2	M381
18	Expand and simplify multiple single brackets	2	/	2	M792
Total		22	/	40	



What can you do
at home to help
your child make
progress?

HOMEPAGE

Maths

Maths

Your Maths Learning Journey...

Here is the place to find out what you will be studying during your time at Prince Henry's.

Your Learning Journey

Year 7

Year 8

Year 9

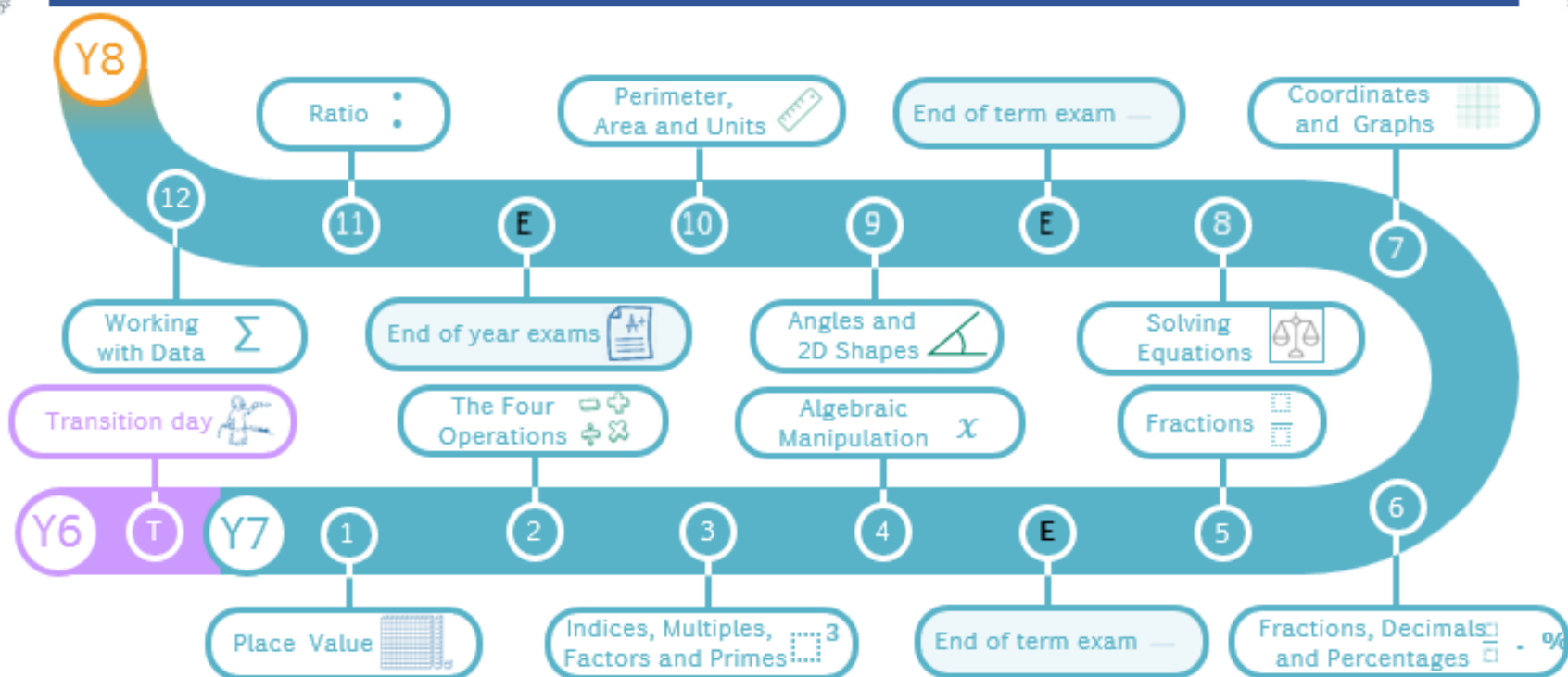
Year 10

Year 11

Year 12/13



PHGS Maths - Learning Journey – Year 7



Objectives

Autumn Term



Spring Term



Summer Term



Year 7



Russell, L

Welcome to Year 7 Maths.

Here is the place to find the scheme of learning for your maths journey.

Autumn Term

Spring Term

Summer Term

Year 7 - Autumn Term



Russell, L

Foundation - HT1 - Objectives List

Year 7 Objective List – Foundation HT1		
Place Value and Calculating:		
Objective	Sparx Task	
I understand the value of each digit in a positive integer	Q676	
I can write numbers in figures and words	Q676	
I can order and compare positive integers using inequality notation	M704	
I understand decimal place value	M522	
I can multiply and divide by powers of 10	M113	

Intermediate - HT1 - Objectives List

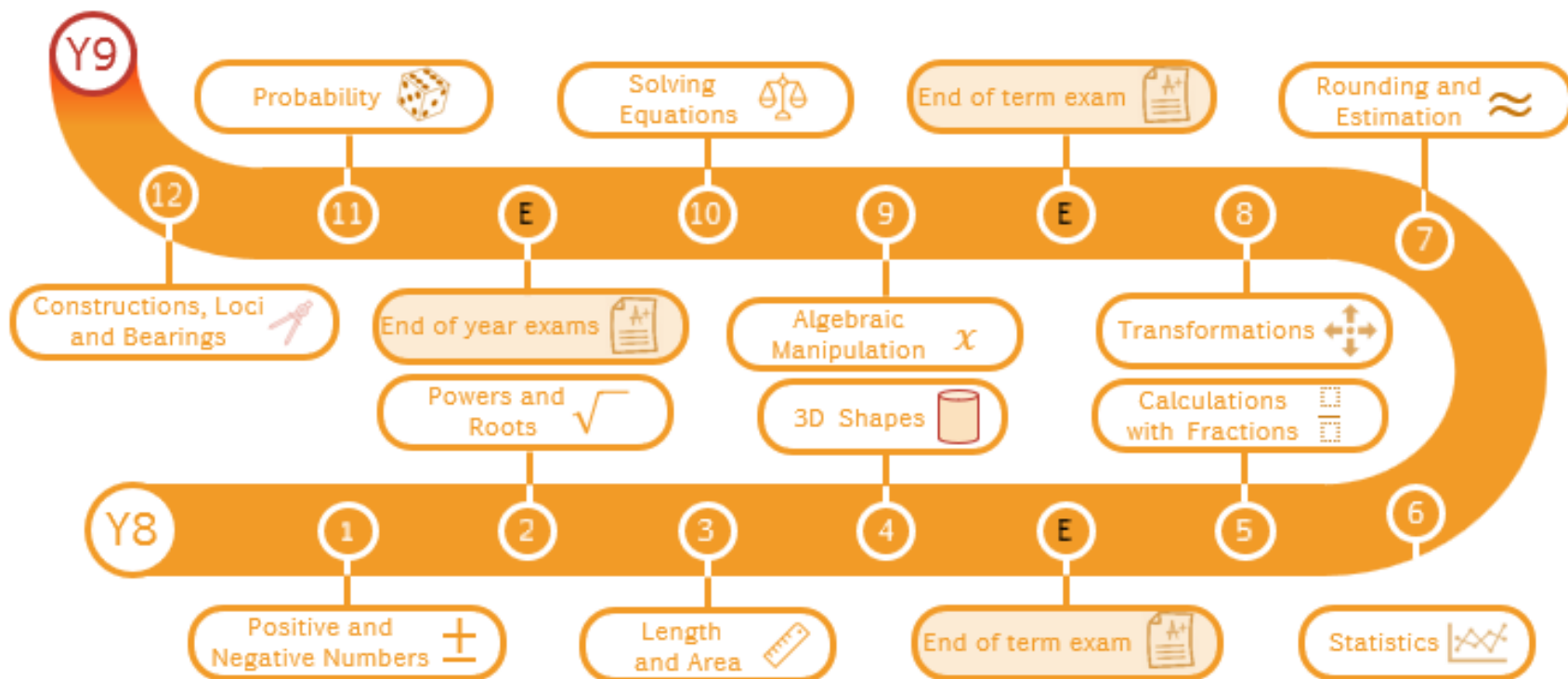
Year 7 Objective List – Intermediate HT1		
Place Value and Calculating:		
Objective	Sparx Task	
Write numbers in figures and in words	Q676	
Order and compare positive integers using inequality notation	M704	
Understand decimal place value	M522	
Order decimals including in context	M522	
Multiply and divide by powers of 10	M113	
Round to the nearest 10, 100 and 1000	M111	
Round to the nearest whole number	M111	
Round to a given number of decimal places	M111	

Higher - HT1 - Objectives List

Year 7 Objective List – Higher HT1		
Place Value and Calculating:		
Objective	Sparx Task	
Understand decimal place value	M522	
Order decimals	M522	
Multiply and divide by powers of 10	M113	
Round to the nearest whole number	M111	
Round to a given number of decimal places	M431	
Round to a given number of significant figures	M994	
Use rounding to significant figures to estimate in simple problems	M878	
Begin to understand the concept of bounds when	M730	



PHGS Maths - Learning Journey – Year 8



Objectives

Autumn Term



Spring Term

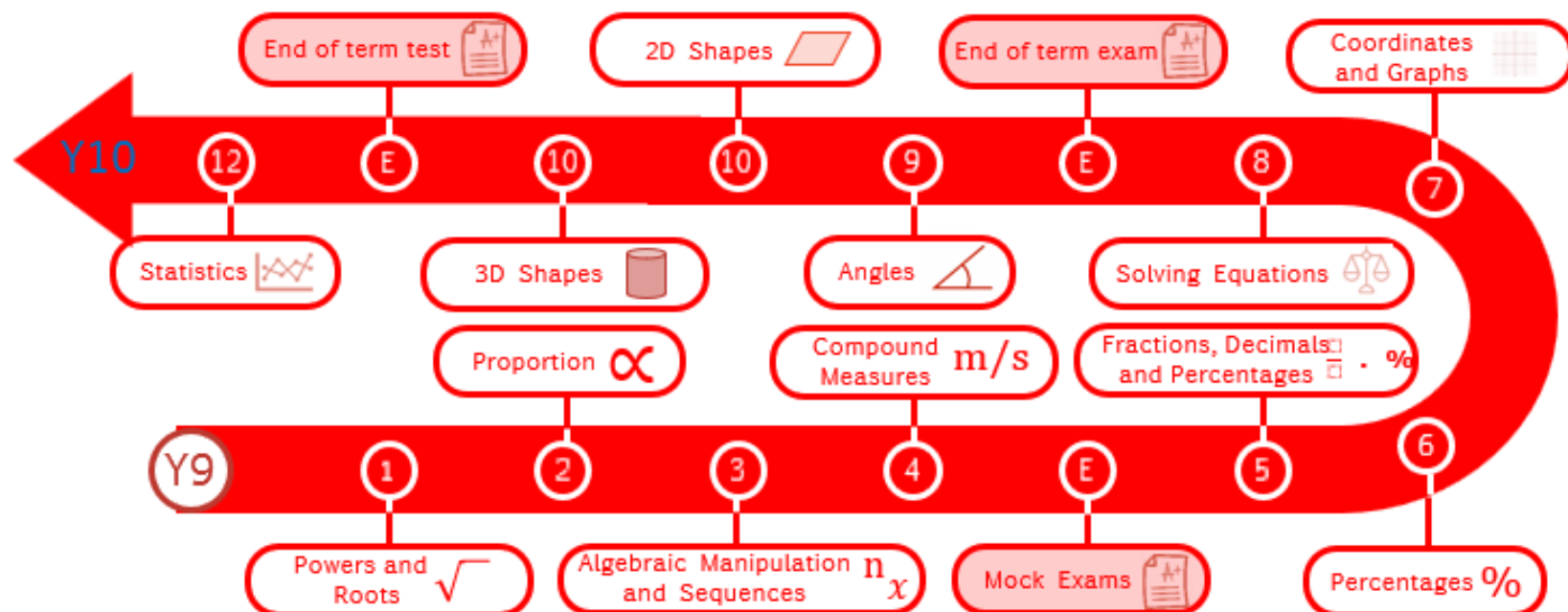


Summer Term





PHGS Maths - Learning Journey – Year 9



Objectives

Autumn Term



Spring Term



Summer Term



The Maths Shop is in the Maths Office

The maths shop is in the Maths office, between Ma3 and Ma2 on the Maths corridor

Price List from 1st September 2022



Black pen (Bic)
Black pen
Green pen(Bic)
Green pen

20p
10p
20p
10p

Pack of colouring pen
A4 wallet/A5 zip w
Pair of compass
Protractor

What can you do
at home to help
your child make
progress?

- **What can you do at home to help your child make progress?**

- HL – Check Arbor. Encourage! Correct environment, time & place where they can concentrate. Try and do early!
- Create a positive learning culture - Try not to tell your child they are wrong when they are working on problems. Their way might not be the same as yours! There is always some logic to what they are doing.
- **Build and maintain skills**
- Let them help you take measurements when doing any DIY. It really helps them to understand conversion in the class room if they have experience of measuring in metric and imperial.
- Let them weigh ingredients for recipes.
- Let them adapt recipes for smaller or larger portions.
- Let your son/daughter add up the cost of your shopping while you are out.
- Regular practice is the key to success.
- They may have been very good at maths in Primary School and know their tables off by heart, however if they do not practice regularly they will soon forget what they have learnt.

Home Learning – SPARX Maths

Sparx Maths

Our Impact

<https://sparxmaths.com/impact>



Our product

We focus on learning



45,000
questions
10,000
support videos

We care deeply about creating high-quality content to ensure all students, no matter their background, can thrive. Our vast content library covers UK and international curricula and consists of **45,000+ questions and 10,000+ support videos**.

[Preview a topic](#)



200m+
data points

We use over **200 million data points** to personalise every homework for every student.

This ensures students always receive homework that is both **achievable** and **challenging**. This means they experience success as well as being stretched by harder questions.

[See what teachers say](#)



Unique learning innovations:

Bookwork

To promote high-quality written work, Sparx maths delivers bookwork checks to **100%** of students as they complete their homework.

Clarity of student expectations

Students have a clear unambiguous target to answer **100%** of their homework correctly each week.

[See what teachers say](#)

Example of good bookwork

Homework

Task 1

$$D40 \quad 12 + 13 = \underline{\underline{25}} \quad \checkmark$$

$$E50 \quad 4 \times 3 + 2 \times 5 =$$

$$12 + 10 = \underline{\underline{22}} \quad \checkmark$$

$$F60 \quad \begin{array}{l} 12 : 18 \\ \div 6 \quad \quad \div 6 \\ \hline 2 : 3 \end{array} \quad \checkmark$$

$$H70 \quad \frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{\underline{7}}} \quad \times$$

$$J90 \quad \frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8} \\ = \frac{3}{8} \quad \checkmark$$

Thursday 1st June 2017

$$E41 \quad P(\text{yellow}) = \frac{3}{\underline{\underline{6}}} \quad \times$$

$$F51 \quad P(\text{black}) = \frac{4}{8} \\ = \frac{1}{\underline{\underline{2}}} \quad \checkmark$$

Task 2

G61 All the marbles are green
The probability of
choosing a purple marble
is impossible \checkmark

$$H71 \quad P(\text{odd}) = \frac{3}{\underline{\underline{5}}} \quad \checkmark$$

Any further questions:
info@princehenrys.co.uk

Mr Fishburn (Faculty Leader)

Mr Russell (Area Leader for KS3)

MEA

OT

AT

BT



Pastoral support at Prince Henry's

8/9
6/7
4/5
2/3



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



Pastoral Organisation

- **Tutor groups**
- Support networks and how to access them
- Tutor time
- Opportunities



**Director of
Key Stage**



**Year
Manager**



Form Tutor



Wider Support at Prince Henry's

- Enhanced Pastoral team
- Student 1st point of contact = form tutor
- Parent/Carer 1st point of contact = Year Manager
- In school support – Pastoral Support workers
- Targeted counselling services
- TAMHS
- CAMHS



MEA

Thank you for coming

OT

AT

BT

Forthcoming events:

Year 7 Parent-Tutor Afternoons
French Mini-School – Weds Oct 25
Spanish Mini-School – Thurs Oct 26
Online booking and appointments

8/9

6/7

4/5

2/3



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