Wednesday September 27 2023

# Key Stage 3 Information Evening incorporating English and Maths

Miss Bishop – Headteacher
Mr Day – Director of Key Stage 3
Mr Fishburn – Assistant Headteacher
English - Mrs Crampton (English KS3 Area Leader)
Maths – Mr Russell (Maths KS3 Area Leader)
Mrs McQuire – Year 7 Year Manager



# **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 protocols



MEA OT AT BT

KS3
Curriculum
and
Assessment





#### 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.



### <u>Assessment – ensuring student challenge...</u>

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

**CATs** 

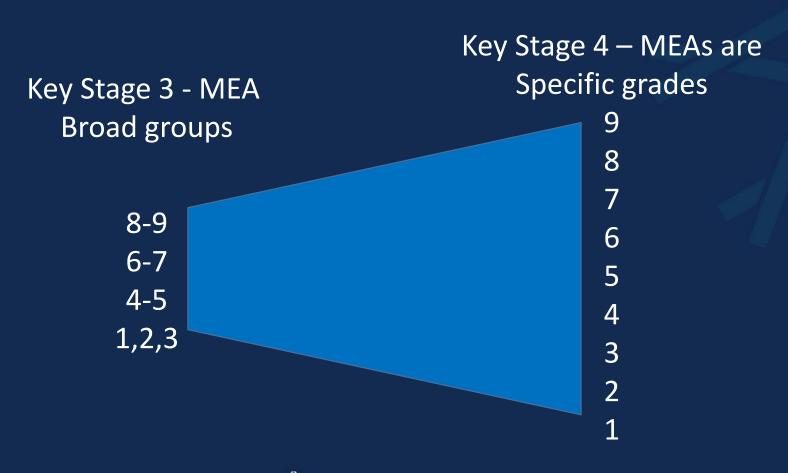
KS2 & KS3 Teacher assessments

Reviewed and if necessary personalised by subject staff.



### **Assessment – Minimum Estimated Attainment**

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





#### **Assessment – Minimum Estimated Attainment**

Five year flight path.

Key Stage 4 MEA

Key Stage 3 - MEA (Broad groups)

6

6-7

Through KS3 the work students complete should be at a standard that enables them to start year 10 'GCSE Ready' to achieve a 6 or a 7 in their GCSE.



# 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** 









**History & Politics** 



Geography



### **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





TION onstrate use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. To understand the different lines and areas

on the court and be able to move around between them quickly. To begin to outwit opponents with movement of 0 A

KNOWLEDGE В

OVERHEAD To perform and replicate ove

head clear with control and accuracy. To develop the skill of outwitting ar opponent using a combination of shots. To be able to accurately replicate basic shots in a small sided game implementing basic strategies and tactics. To understand court marking and basic

В APPLICATION OF SMLL

UNDERARM

perform and replicate underarm clear with control and accuracy. To under-stand when to use overhead/underam clear. To develop the skill of outwitting an opponent using a combination of shots. To understand basic scoring for either double or singles. i.e. service

> 0 COACHING В

using simple drop shot. To understand the importance of movement and shuttle placement in order to attack.
To begin to develop strategic and tactical play during a raily. To confidently score a game of singles and accurately describe the badminton court mark-

> RESILIANCE BOA

GAME PLAY

and knowledge of basic outwitting strategies. To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking of defending To describe the difference in doubles court markings. To be able to assess & evaluate own performance and weak-

BOA

LEADERSHIP

MEA TARGET

outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules. To know and use the different types of shots in Badminton. To demonstrate a variety of tactics based on the movements of

сомреттом

В I o IA.

TARGET FOR Y8:

WWW:

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

TOPIC

WHY

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	
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		
6000 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	BETTER	OUTSTANDING		
1 stamp	2 stamps	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	You are enthusiastic and responsible.	You are self-motivated, committed and independent.		



# Geography

Answer the following question:

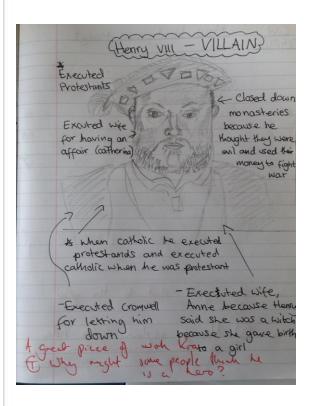
<u>Explain</u> why there are <u>more factories</u> in the <u>East of China</u> compared with the West of China.

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



Impact of world war One
needed someone soldiers became
to blame for failure violent and held demonstration
of war. The Reichstey The country was ruled by
was wack in Power Military dictatorship.
Tiber dort and Hindenburg The Society Cost west tred
incharge Made the and angry with the Chaotic
Political effects germans Situation Anarchy
Feel extremely scared
Unstable and lost
Ataw would this undermine the Weimar Republic?
This Meant the People or Germany felt angry
ACCION TO TOTAL CAPACITA LANGE OF THE PARTY
the Weiman republic, Meaning the e

Impart of WWI	Wister 1916-1917 no postelos
	Resulted in discretional hunger. Leronemey collapsed and in dat.
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Political exects Needed cornone to blume you	Athlews mere hitler and argon
the war. Milay dichorlosship	They had been provid and
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no sue. Heler exported them	Soldier justing amount themselver
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becoming more important	
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he dart.	1 14
the start. Honever Kniser was committed to his a were sconed as they were lovery	ountry, but many german warm
were sioned in they were lovery	the way.



#### **Tracking progress...**

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

Pr 1 ATL only in Nov,

Pr 2 in March and

Pr 3 including form tutor comments in June.

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.





#### Review of progress reports – page 104 in student's planner

	REVIEW  What are you most pleased with?	REVIEW  What is an area you need to improve on?	TARGET  How are you going to improve this by the next Progress Report?	Signed:
Progress Report				Tutor:
One Received on:				Parent/Carer
Progress Report	Did you meet Y/N your PR1 target?			Tutor:
Two Received on:		THE PERSON NAMED IN COLUMN TO THE PE		Parent/Care
Progress Report	Did you meet Y/N your PR2 target?			Tutor:
Three Received on:				Parent/Care



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.: K\$3 PE	8/9
Science: KS3 Science	8/9
Spanish: KS3 Spanish	8/9
Technology: KS3 Technology	6/7

**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 to Learning

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.

1 1 2

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 <u>here</u>.

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 (also page 105 in planner)

#### Attitude to Learning - All Years

Att	u demonstrate an itude to Learning t 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	You are a self-motivated, committed, independent learner with a consistent drive to be the very best you can be.  You show exceptional engagement with learning at all times.	
2	Ambitious	You are keen to succeed and are an enthusiastic, responsible learner.  You are engaged with learning and always give your best.  Even greater self-motivation, resilience and independence would make you an exceptional learner.	
3	Expected	You are a learner who does what you are asked to do and completes work.  You are attentive in class and your levels of engagement with learning are usually at a level that will see you succeed.  Increased enthusiasm and taking responsibility for your own learning would allow you to demonstrate an ambitious attitude to learning.	
4	Concerning	You need to be more ambitious in order to achieve your potential.  You are too easily satisfied with your progress.  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.  Addressing this concern would raise you to the expected attitude to learning for Prince Henry's.	
5	Inadequate	You need to be far more ambitious in order to achieve your potential.  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.  Doing everything that you are asked to do would move you closer to the expectation for Prince Henry's.	



# MEA OT AT BT

# English in KS3 at Prince Henry's

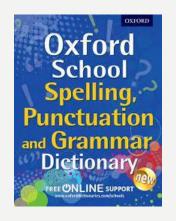




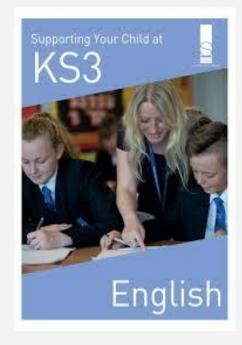
# PARENT CONSULTATION EVENING

**ENGLISH AT KEY STAGE 3** 

# SUPPORTING YOUR CHILD WITH ENGLISH











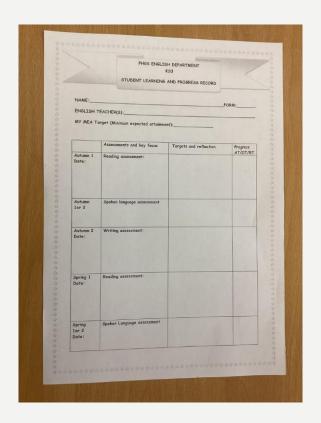
## WHAT IS THE PURPOSE OF THIS SESSION?

• 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.

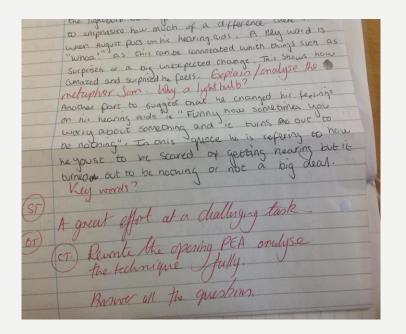
### UNDERSTANDING HOW YOUR CHILD IS ASSESSED.

- 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 in 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.



## **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 filtered down from the GCSE criteria.
- Teachers use these to make a judgement on whether the work produced by your child is below track, on track, or above track for their MEA.
- English books will be marked at least once every 6
  weeks and a minimum of 3 spelling and
  punctuation errors will be identified, to help with
  your child's literacy skills and a literacy target.

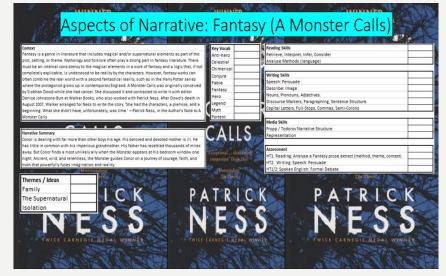


# **ENGLISH AT KEY STAGE 3**

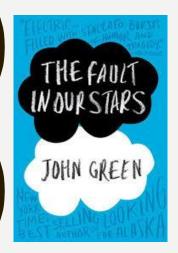
- The PHGS English curriculum is broad and balanced. It explores genres of English Literature and use of the English language from ancient times to modern.
- Students begin by studying **Aspects of Narrative**, where compelling **Fantasy** and **Mystery** stories are used as a basis to understand character 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**.
- Last year we introduced Bedrock learning which is an excellent online tool to help develop vocabulary. All KS3 students will use Bedrock once a week in form time and for one fortnightly English Home learning.

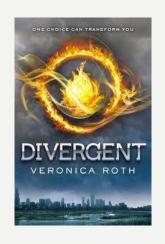
# STUDENT KNOWLEDGE ORGANISERS

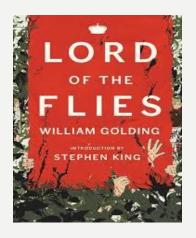
- Every student receives a copy of the student knowledge organiser for the unit they will be studying.
- For Year 7 Fantasy Literature, Mystery
   Fiction and the Introduction to Shakespeare.
- For Year 8 Dystopian Literature, Gothic Fiction and a Shakespearean Comedy / Romance.
- You will find these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

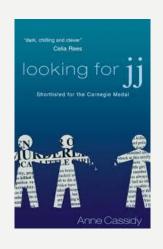


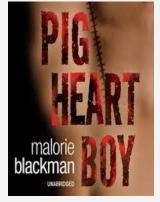
# **GET YOUR CHILD READING!**

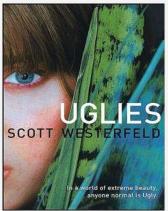


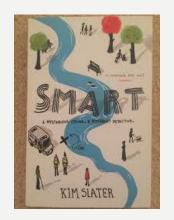














# READING LESSONS AT KEY STAGE 3

- 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 19<sup>th</sup> 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.



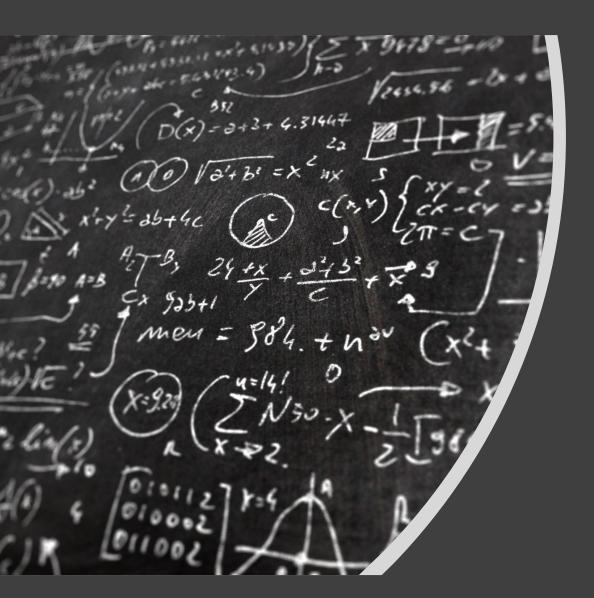
Thanks for listening

# MEA OT AT BT

# Maths in KS3 at Prince Henry's







# KS3 Maths Support at PHGS

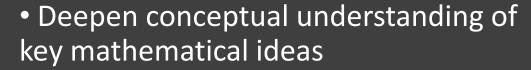
27<sup>th</sup> September 2023





Fewer topics covered in more depth

• Use of manipulatives, more pictorial representations before going onto abstract applications e.g. algebra

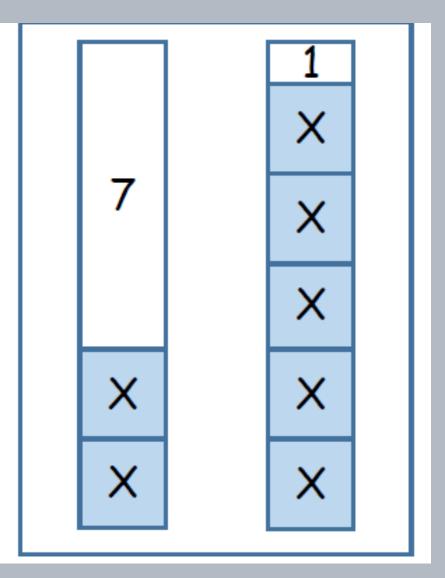


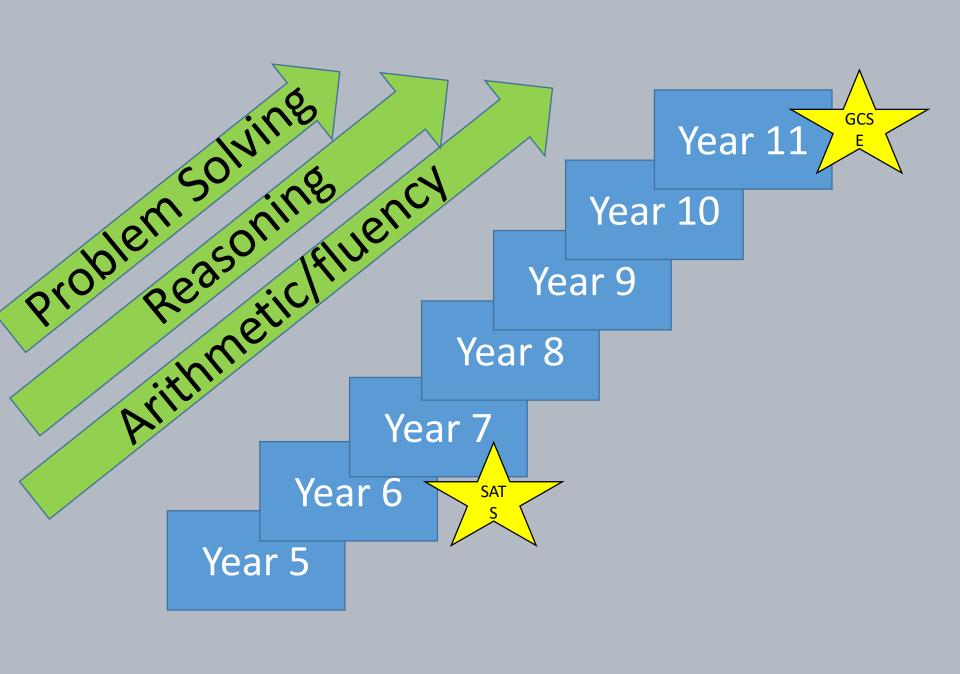
 Greater emphasis on problem solving and on encouraging mathematical thinking



$$2x + 7 = 5x + 1$$

Pete and Steve start with the same amount of money. Pete buys two "things" and has £7 left. Steve buys five "things" and has only £1 left. If the "things" are all identical how much does a "thing" cost?

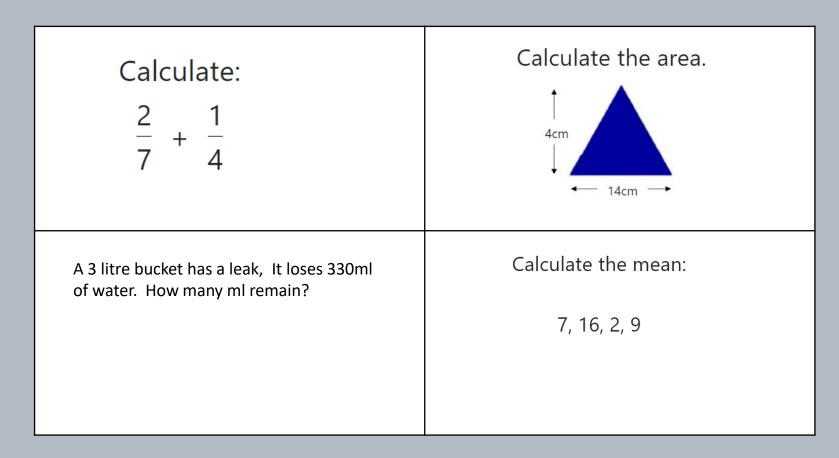




# Setting...

- 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:



Teachers are constantly checking for understanding throughout lessons.

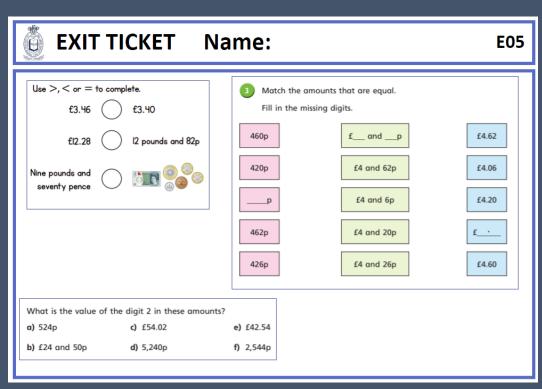
White Boards

Low Stakes Quizzes

Questioning targeting misconceptions

**Exit Tickets** 

Follow-up with DIRT, Target and Challenge tasks



- 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	Jenny is m years old. Tom is 5 years younger than Jenny. Samantha is twice as old as Jenny.  a) Write an expression for Tom's age  b) Write an expression for Samantha's age				
2	Draw lines to match up the correct Identity Equation Formula Expression	pairs $2b = 8$ $2 + b \equiv b + 2$ $2b = c$ $2b + c$	/2		
3	Calculate:  a) 7 + 4 x 8  b) (2 - 5) x 6		/2		

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

Assessment – Summative Assessments (end of term tests)

Ä	Prince Henry's Grammar School	*
	COLLABORATIVE LEARNING TROOT	- A -

#### Prince Henry's Grammar School Mathematics

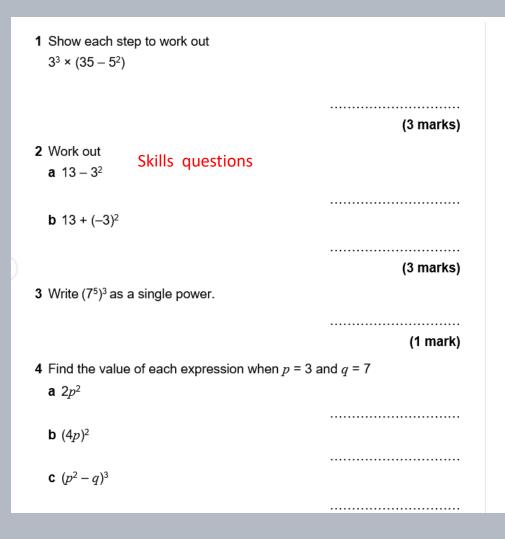
Year 7 – Autumn Term - 2023-24 Non-Calculator

NAME:

ρ		Marks
	Section A – 20 marks	
1	Work out 439 + 256	
		/2
	a) The number marked by the arrow is	/1
2	b) Find the number 430 on the number line and mark it with an arrow	/1
	Write down all the factors of 42	
3		/2

*	Prince Henry's Grammar School	*	
U	Prince Henry's Grammar School	St	

	Simplify fully	
4	a) $b + c + b + b + b + c$	/1
4	b) $4x + 5 + 2x - 7$	
		/2
	a) Calculate 27 x 38	
5	b) Calculate 1674 ÷ 3	/2
		/1
6	Round <b>3481</b> to the nearest hundred	/1



5 Factorise each expression completely.
a 21x + 14

(5 marks)

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

9

(3 marks)

#### Problem solving question

**6** A turnstile moves at a maximum rate of  $18p/\min$ , 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.

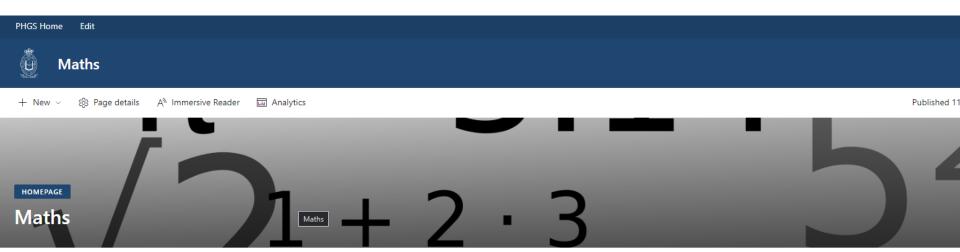
(3 marks)

#### Reasoning question

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

Paper	Year 8 - EoY Test -	oundation - 2022-23				
Name						
Teacher	Teachers Name					
	Questions	Question Title		core		SPARX Number
	1	Esimating 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	1	M707
	0	0	0	1	0	0
	7a	Term-to-term rules for numerical sequences	1	1	3	M381
	7b	Term-to-term rules for numerical sequences	1	1	1	M381
	8a	Reading Scales	2	1	2	0
	8b	Converting units of mass	1	1	1	M530
	9	Reading Scales	1	1	1	0
	10a	Order of operations	2	1	2	M521
	10b	Rounding decimals	0	1	1	M431
	11	Reflections	1	1	2	M290
	12a	Translations	1	1	1	M139
	12b	Rotations	0	1	2	M910
	13	Translations	1	1	1	M139
	14a	Reflections	0	1	1	M290
	14b	Enlargements	0	1	1	M178
	15a	Solving equations with one step	1	1	1	M707
	15b	Solving equations with one step	1	1	1	M707
	16	Solving equations with two steps	2	1	2	M509
	17a	Term-to-term rules for numerical sequences	0	1	2	M381
	17a	Term-to-term rules for numerical sequences - Problem Solving	0	1	2	M381
	178		2	1	2	M792
	10	Expand and simplify multiple single brackets  Total	22	1,	40	IV1/34

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



### Your Maths Learning Journey...

Your Learning Journey

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

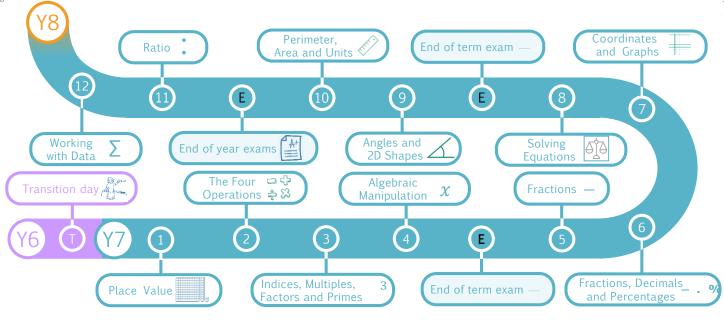
 Year 7
 Year 8
 Year 9

 Year 10
 Year 11
 Year 12/13



### PHGS Maths - Learning Journey - Year 7





## Objectives

Autumn 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** 

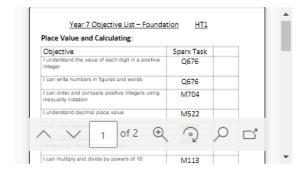
**Spring Term** 

**Summer Term** 

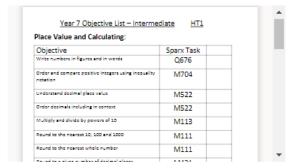
### Year 7 - Autumn Term



Foundation - HT1 - Objectives List



Intermediate - HT1 - Objectives List



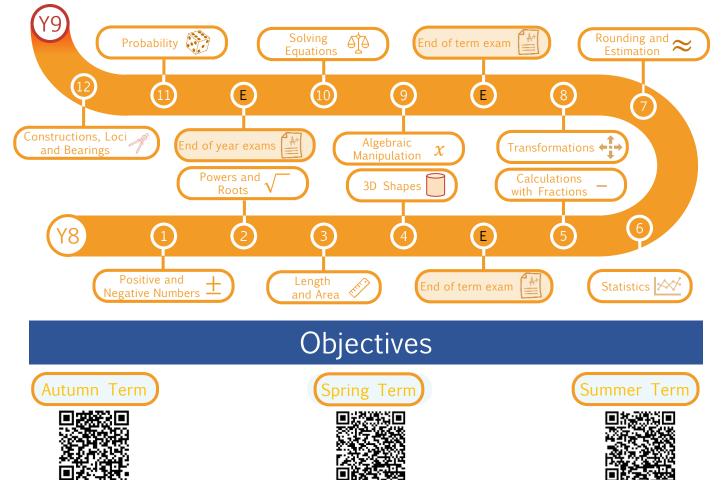
Higher - HT1 - Objectives List

lace 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

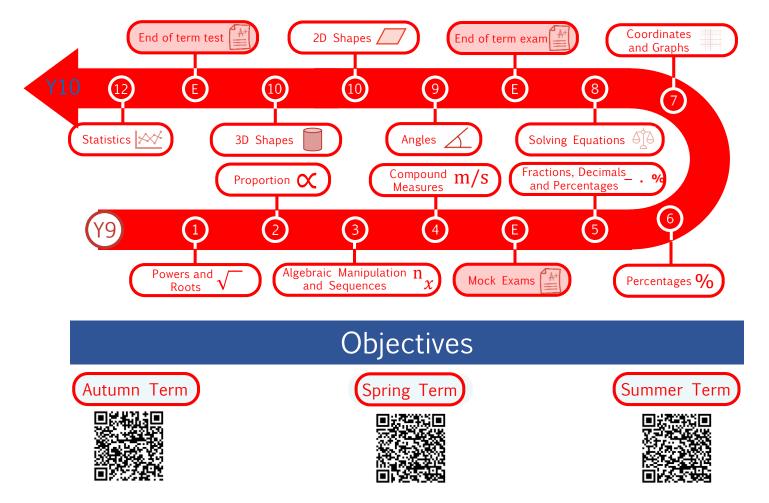


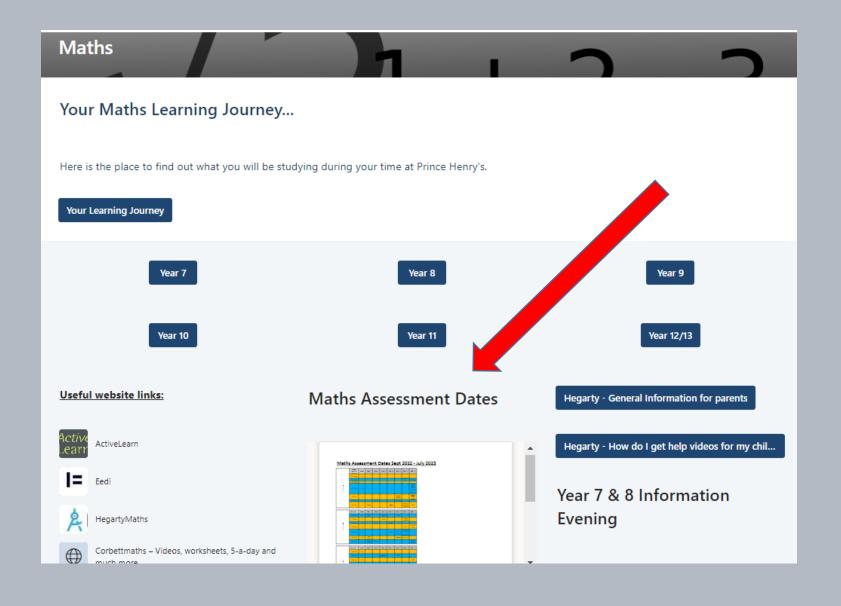




### PHGS Maths - Learning Journey - Year 9









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**



https://sparxmaths.com/impact





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

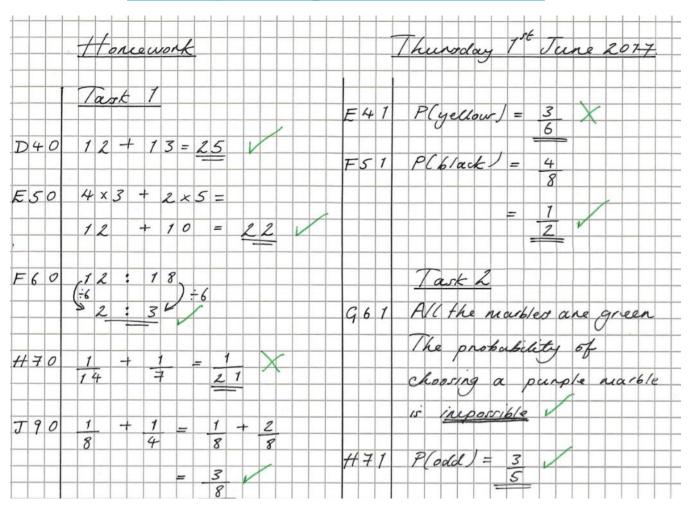
To promote high-quality written work, Sparx maths delivers bookwork checks to 100% of students as they complete their homework.

#### 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**



# Any further questions:

info@princehenrys.co.uk

Mrs Wray (Mastery Lead & Acting Faculty Leader)

Mr Russell (Acting Area Leader for KS3)

MEA





AT

BT

Pastoral support at Prince Henry's



# **Pastoral Organisation**

Tutor groups

Support networks and how to access them

Tutor time

Opportunities



# Wider Support at Prince Henry's

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



# MEA Thank you for coming



AT



### Forthcoming events:

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



