

Thursday September 25 2025

Key Stage 3 Information Evening incorporating English and Maths

Mr Day – Director of Key Stage 3

English - Mrs Beaton (English KS3 Area Leader)

Maths – Mr Russell (Maths KS3 Area Leader)

Miss Combe – 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
 - 9695 positive stamps issued
 - 38 stamps is the average





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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.

Key Stage 3 - MEA
(Broad groups)

Key Stage 4
MEA

6-7

6

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



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

PE

TOPIC	Rugby Union – Developing Basic Skills	Block 1 Week 1
WHAT	<i>To build knowledge and understanding of the fundamental principles of Rugby Union</i>	
WHY	<i>To build a knowledge and skill base that allows for participation in small-sided games</i>	

Student success criteria	RUGBY MEA 3/4/5	RUGBY MEA 6/7	RUGBY MEA 8/9
 KNOWLEDGE	I can suggest the objectives of a game of rugby union.	I can explain both the objectives of the game of Rugby Union, along with some of the basic laws that govern the game.	I can display an in depth knowledge of both the laws of the game along with the objectives and how to achieve these.
 APPLICATION OF SKILL	I can apply the objectives of Rugby Union when participating in a small sided game.	I can demonstrate both the objectives of the game when under increased pressure in a small sided game.	I can demonstrate the principles of play and demonstrate some higher level skills such as understanding of space under increased pressure.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps

ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Pass / run / try / score

Crucial Learning – You
must be able to
explain the objective

SMSC – Shake hands
at the end of the game

Geography

Key concepts

All students should understand the different strands of geography and be able to provide examples.

The location of places can be described at various scales: global, national and local. The UK is located in the Northern Hemisphere in Europe. Otley is located in England in the county of West Yorkshire, close to the city of Leeds.

Manali is also located in the Northern Hemisphere in Asia. Manali is located in northern India in the state of Himachal Pradesh.

The world is divided into different biomes depending on latitude and precipitation.

The UK is located in the temperate deciduous forest biome.

Manali is located in the high mountain biome.

Features can be categorized into human and physical. Otley has a range of features include the River Wharfe, the Chevin (Physical) and The Market Square (Human). Manali has the Beas River (Physical) and 64% of the population are male (Human). Annotating photos is a key geographical skill that all students should be able to do.

Otley is located in a U shaped valley with the River Wharfe running through the centre. Manali is located in a V shaped valley called the Kullu Valley.

Physical features can be identified on an OS map using grid references, contour lines and spot heights.

Settlements can be categorized into nucleated, dispersed or linear.

Otley's settlement pattern can be identified as nucleated on an OS map due to the location of the River Wharfe and the Chevin. Manali's is linear.

Otley's population has a reasonably even split of males and females, the majority of which are white British and of working age.

The character of areas can be very varied and portrayed differently by different sources.



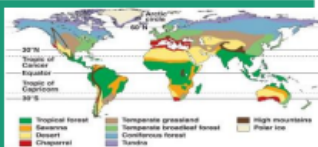
Global National Local

The two main factors affecting the global distribution of biomes are:

LATITUDE
i.e. how near to the equator it is.

PRECIPITATION - how much rain or snow it gets.

World Biomes



Which biome is Otley located in?

Temperate Deciduous Forest

Which country is Otley located in?

England

Which biome is located along the Tropic of Cancer and the Tropic of Capricorn?

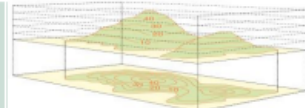
Hot Desert

Year 7 Investigating our local place

How are the physical features shown on an OS map?

Contours

Contour lines show height in metres above sea level. The closer the lines are together the steeper the land. The further away the flatter the land.



Spot Heights

Spot heights are usually shown on maps as a black dot with the height written next to it. Spot heights give the exact height above sea level of the particular location or feature.



Settlement Patterns

Nucleated

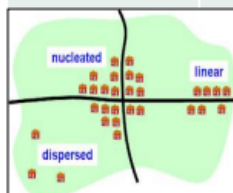
Buildings grouped together. Found in lowland areas.

Dispersed

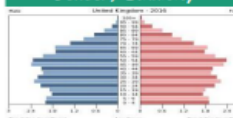
Buildings spread out. Found in upland areas

Linear

Buildings spread out. Found in upland areas



Total population of an area is often presented in a population pyramid. How would you describe the population... Age, Gender, Ethnicity



Country Capital City

England	London
Scotland	Edinburgh
Wales	Cardiff
Ireland	Dublin
Northern Ireland	Belfast

Great Britain The UK The British Isles



PRIMARY DATA

Information collected by the person doing the fieldwork e.g. traffic count.

SECONDARY DATA

Information already collected by somebody else e.g. newspaper articles.

Key Terms

Human geography	is about where and how people live.
Physical geography	is about the natural features of the earth and how they are formed.
Environmental geography	is about how humans affect our surroundings/landscape.
Biome	A biome is a specific environment that's home to living things suited for that place and climate e.g. Tropical Rainforest, Desert
Biosphere	The part of the world where life exists
Ecosystem	An ecosystem is all the plants and animals that live in a particular area together
Annotation	Annotating means to label features in a photograph and to explain information about them.
Relief	The shape of the land in terms of height above sea level.
Grid references	Maps are made up of grids, with numbers or letters along the bottom and up the side
Fieldwork	Fieldwork is the term used to describe collecting raw data. It is carried out in the field - which normally means outside!
Field sketch	Field sketches are drawings you do when collecting your fieldwork instead of a photograph to record what you have seen
Sense of Place	A feeling or perception of a place based on its characteristics
Evaluate	Consider what went well in your fieldwork investigation and what could have been improved.

The stages of a Fieldwork Investigation

1. Identifying what you are going to investigate
2. Choosing appropriate methods of data collection
3. Collecting your data
4. Presenting the data you have collected in appropriate graphs
5. Analysing your data and reaching conclusions

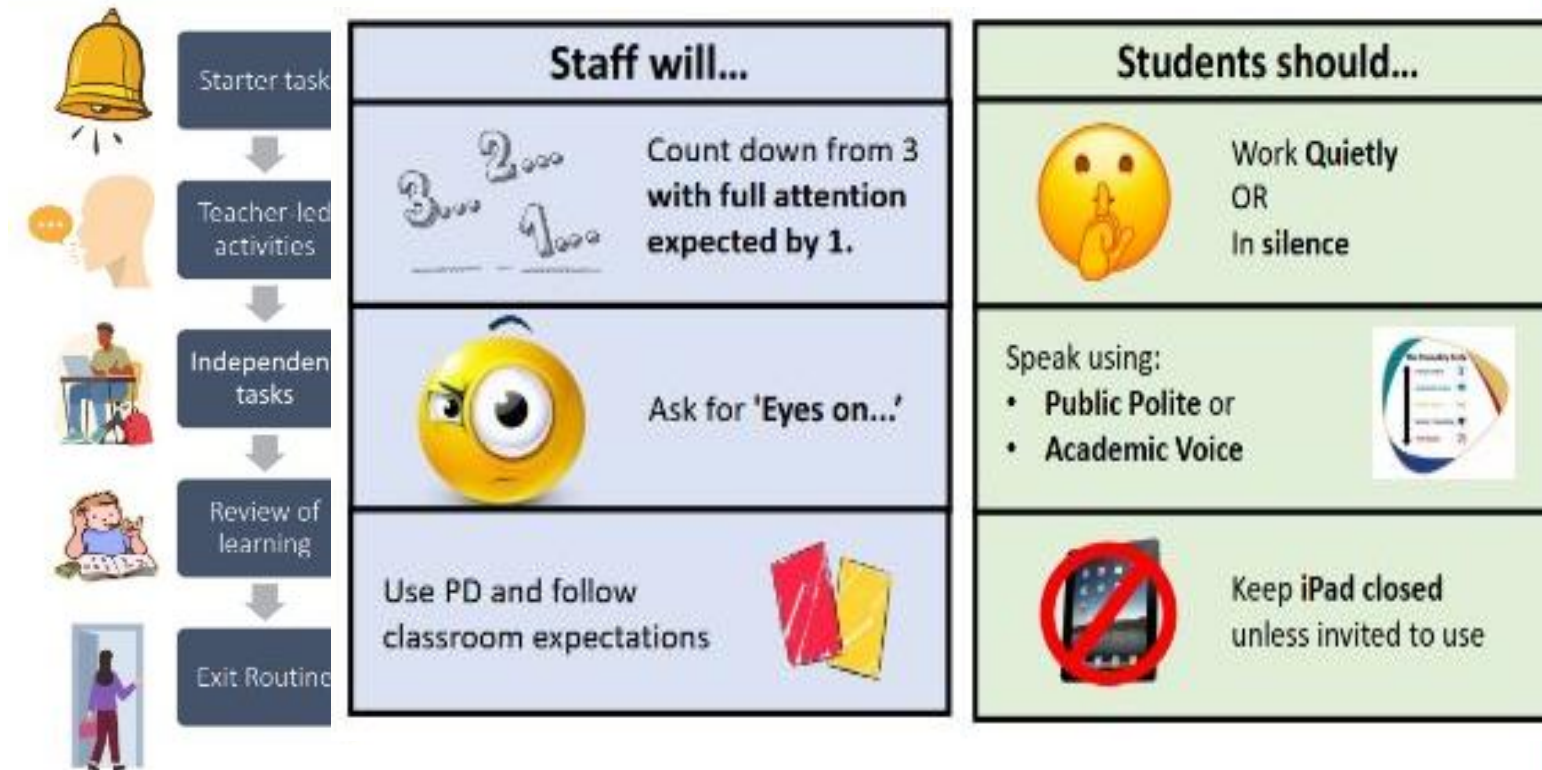
Radar Graph to show environmental quality



Bar chart to show the average noise level at each site.



In lessons – Common routines



In lessons - Feedback

Feedback & Assessment	Low Stakes Quiz Verbal feedback Self-Assessment Peer-Assessment 	Strength Target Adjustment Response 
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- Feedback about your performance in a subject will come in a range of ways, examples are shown above.
- You should get at least one piece of feedback per half term which you are required to respond to. This will be recorded in the form of STAR:

S	Strength	<i>Highlighting something that you have done well</i>
T	Target	<i>Highlighting an area for improvement for future work</i>
A	Adjustment	<i>Showing an adjustment that should be made to this piece of work</i>
R	Response	<i>The improvement you have made to that piece of work (in green pen)</i>

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.



Review of progress reports – on the student's Form One Note page

	REVIEW <i>What are you most pleased with?</i>	REVIEW <i>What is an area you need to improve on?</i>	TARGET <i>How are you going to improve on this by the next progress report?</i>
Progress Review 1 Received on:			
Progress Review 2 Received on:	<i>Did you meet your PR1 target?</i>		

MEA

OT

AT

BT

English in KS3 at Prince Henry's

8/9

6/7

4/5

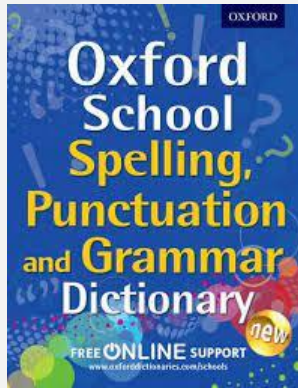
2/3



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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.

EVERY CHILD MATTERS



At Prince Henry's Grammar School
English Faculty 2024-25

Achievements

Groups	Assessments	2025
GCSE	English Language 9-4	83%
	English Language 9-7	19%
	English Literature 9-4	83%
	English Literature 9-7	19%
A Level English Language	A* - E	100%
	A* - C	71%
A Level English Literature	A* - E	100%
	A* - C	93%

Succeed



Achieve

Contribute

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.

PH65 ENGLISH DEPARTMENT
K53
STUDENT LEARNING AND PROGRESS RECORD

NAME: _____ FORM: _____

ENGLISH TEACHER(S): _____

MY MEA Target (Minimum expected attainment): _____

	Assessments and key focus	Targets and reflection	Progress AT/OT/BT
Autumn 1 Date:	Reading assessment:		
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

- English books will be reviewed at least once every half term using **whole class feedback**.



- Assessment feedback** will be given using the PHGS '**STAR**' model.

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.

S – Strengths

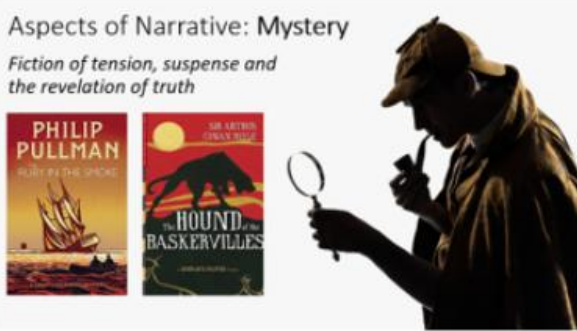
T – Target

A – Adaptation

R – Response Task

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.

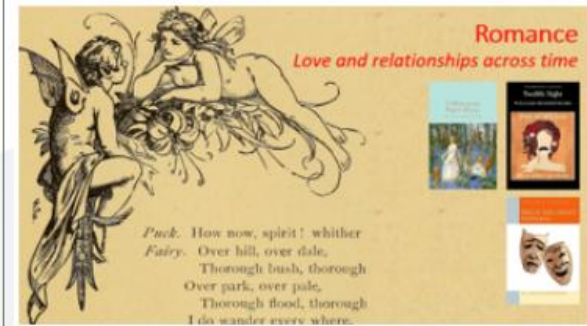
	Term 1	Term 2	Term 3
Year 7	Aspects of Narrative : Fantasy Fiction of the fantastic and the language of the imagination 	Aspects of Narrative: Mystery Fiction of tension, suspense and the revelation of truth 	An introduction to Shakespeare 

- 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, 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.

ENGLISH AT KEY STAGE 3

- In the second year, students study narratives of **Dystopia**, the **Gothic Genre** and a **Shakespearean Romance** in detail.

Year
8



ENGLISH AT KEY STAGE 3

- In the third and final year of Key Stage 3 students study **Power and Conflict Literature, Postcolonial English** and a **Shakespearean Tragedy**.

Year
9



KNOWLEDGE ORGANISER AND KEYWORDS

KS3 ENGLISH

- Every student receives a copy of the **student knowledge organiser** and **keywords sheet** for the unit that they are studying.
- Students should use the knowledge organiser and keywords sheet to support with **lesson tasks**, **home learning tasks** and the **end of topic assessment**.

Aspects of Narrative: Fantasy (A Monster Calls)

Context
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 Johnston-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

Key Vocab
Anti-hero
Celestial
Chimerical
Conjure
Fable
Fantasy
Hero
Legend
Myth
Portent

Reading Skills
Retrieve, Interpret, Infer, Consider
Analyse Methods (language)

Writing Skills
Speech: Persuade
Describe: Image
Nouns, Pronouns, Adjectives
Discourse Markers, Paragraphing, Sentence Structure
Capital Letters, Full-Stops, Commas, Semi-Colons

Media Skills
Propose / Todorov Narrative Structure
Representation

Assessment
HT1: Reading: Analyse a Fantasy prose extract (method, theme, context)
HT2: Writing: Speech: Persuade
HT1/2: Spoken English: Formal Debate

Narrative Summary
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.

Themes / Ideas
Family
The Supernatural
Isolation

PACK
TWICE CARNEGIE MEDAL WINNER

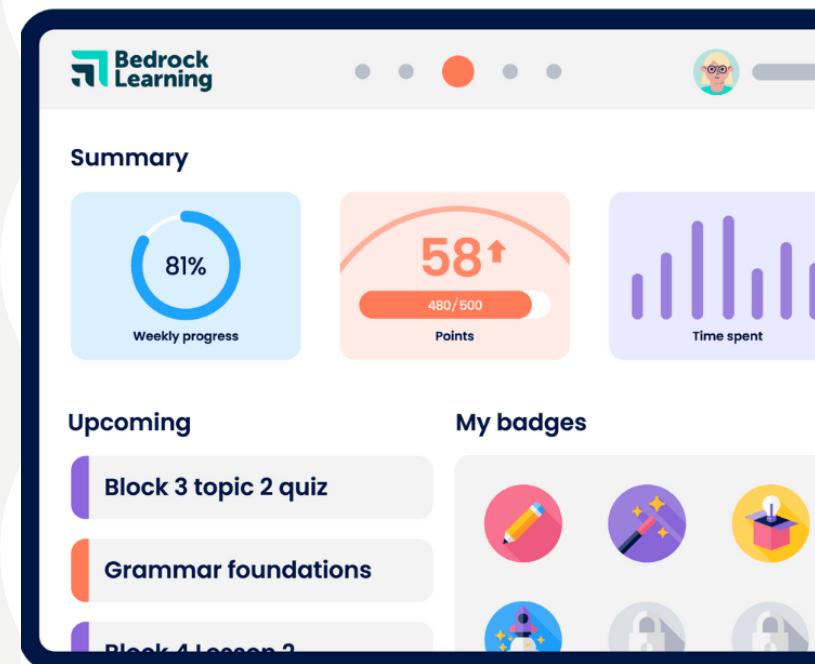
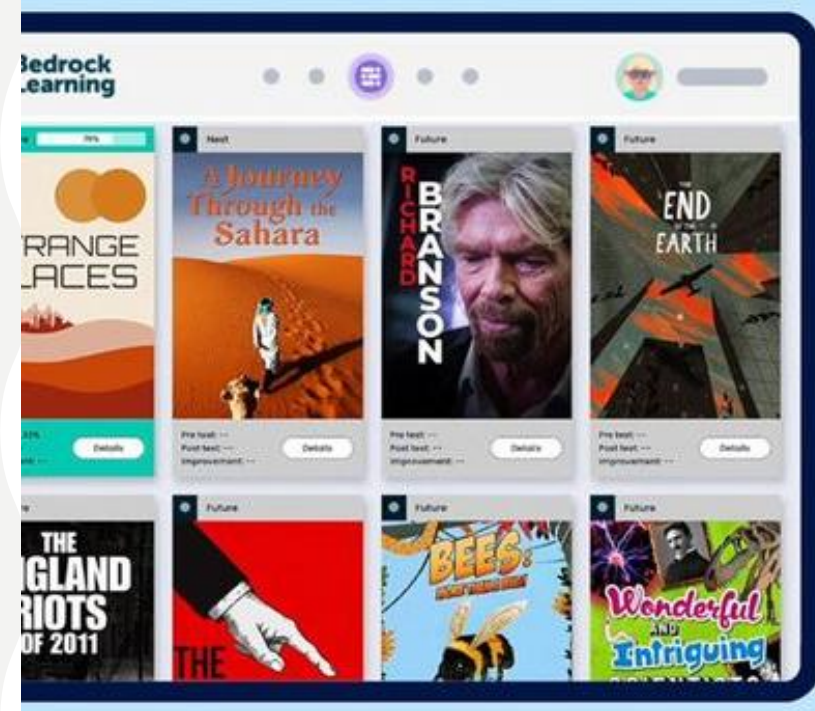
PATRICK NESS
TWICE CARNEGIE MEDAL WINNER

PATRICK NESS
TWICE CARNEGIE MEDAL WINNER

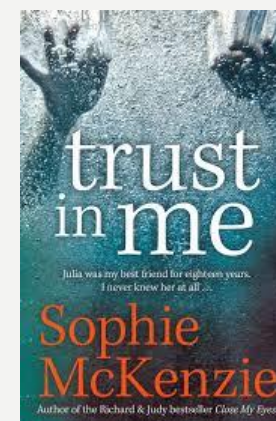
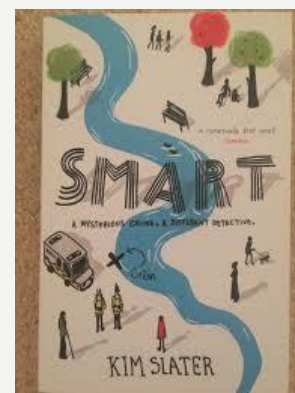
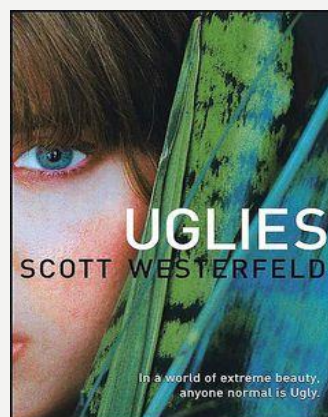
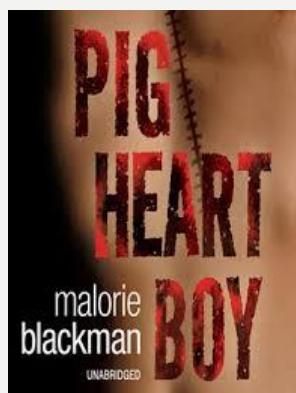
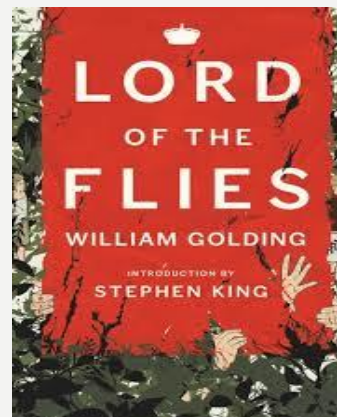
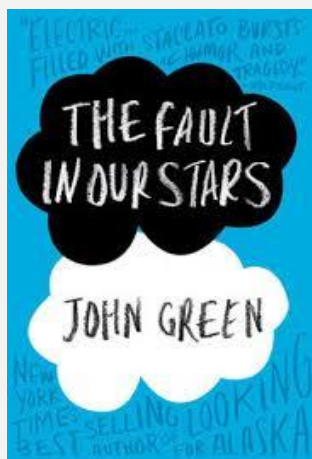
Word	Definition
Anti-hero	
Celestial	
Chimerical	
Conjure	
Fable	
Fantasy	
Hero	
Legend	
Myth	
Portent	

BEDROCK

- Online curriculum with personalized, interactive lessons designed to improve students' literacy skills.
- Students complete a minimum of 20 minutes of Bedrock for English home learning every week B.
- Students can do Bedrock during English reading lessons.
- Year 7 students will do Bedrock during Friday registration.
- English teachers track students' engagement with, and progress on, Bedrock.



GET YOUR CHILD READING!



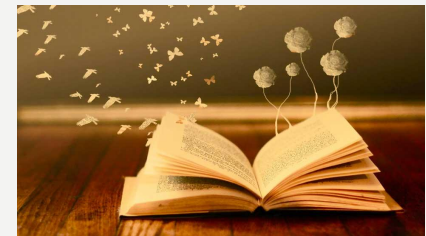
READING LESSONS AT KEY STAGE 3

- Your child will have a **fortnightly reading lesson** where the first part of the lesson will be teacher led and focused on key reading skills such as: retrieval, inference, analysis and evaluation.
- The second part of these lessons gives students the opportunity to develop their **independent reading skills** using a physical book, Bedrock or an article/e-book on their iPad.



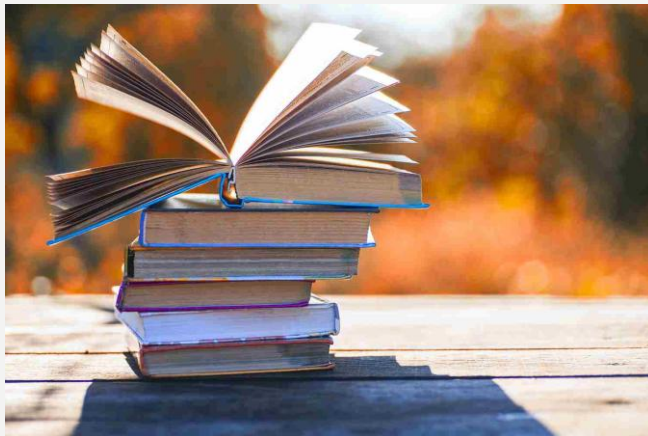
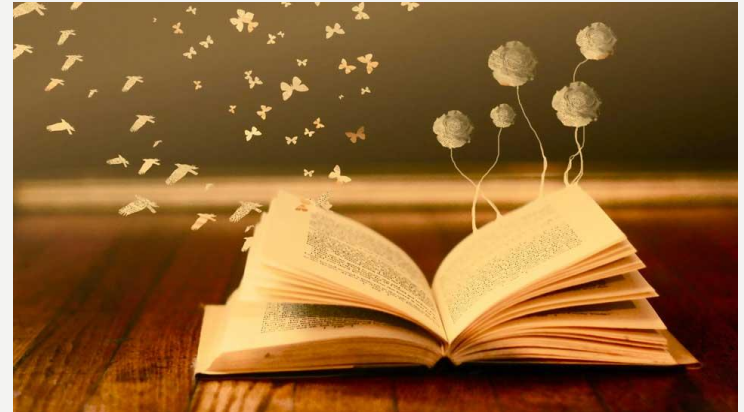
READING FICTION AND NON-FICTION

- 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 and the PHGS library will be able to provide your child with a **reading list**.
- As well as whole novels, 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.
- **Bedrock** will also support your child to develop their reading skills.



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 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 to check for errors.
- **Reading regularly and engaging with Bedrock** will support students to improve their spelling, punctuation and grammar skills outside of English lessons.
- We continue to encourage students to use **cursive handwriting** to improve **speed, legibility** and **writing stamina**.



**Thanks
for
listening**

If you have **any further questions** or would like a **PDF copy of any of the documents** I have mentioned, please email me (**Mrs E Beaton**):

bne@princehenrys.co.uk

MEA

OT

AT

BT

Maths in KS3 at Prince Henry's

8/9

6/7

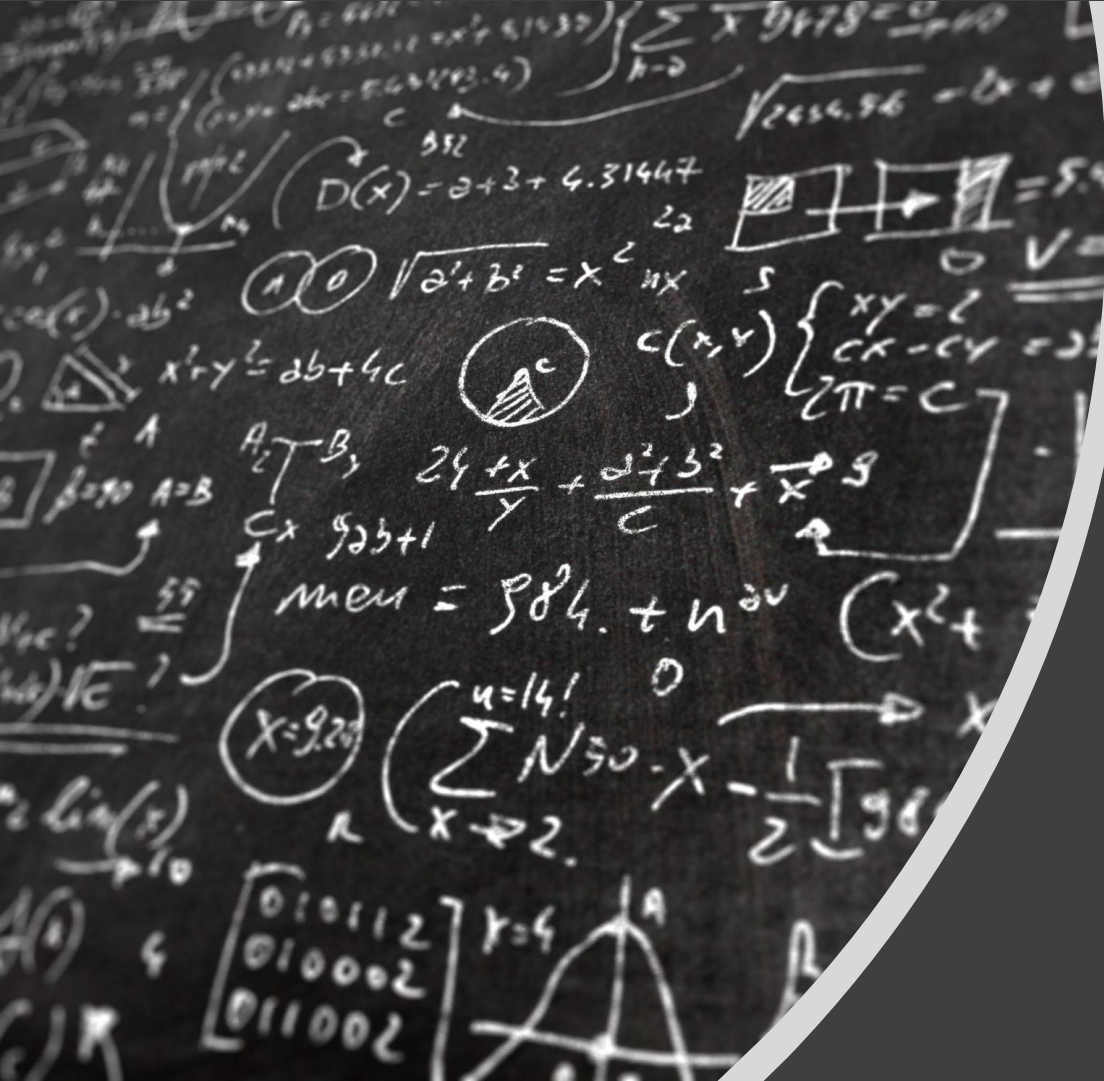
4/5

2/3



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KS3 Maths Support at PHGS

25th September 2025



National Centre
for Excellence in the
Teaching of Mathematics

Mastery of Maths

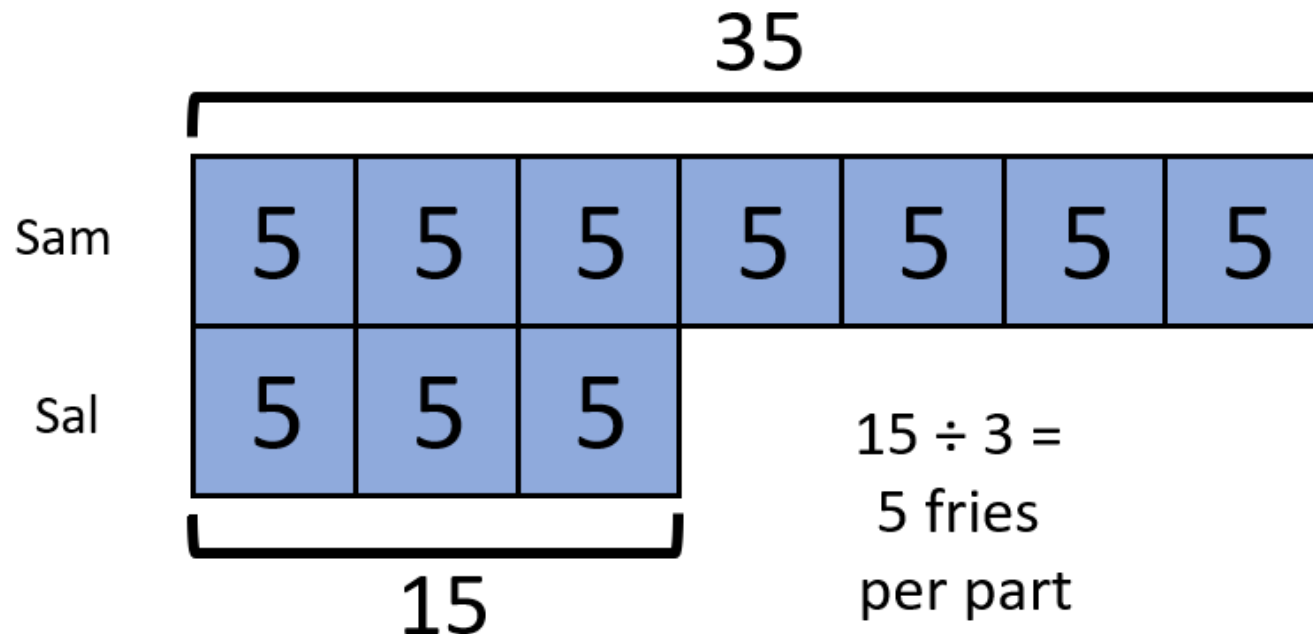
- Fewer topics covered in more depth
- Use of manipulatives, more pictorial representations before going onto abstract applications e.g. algebra
- Deepen conceptual understanding of key mathematical ideas
- Greater emphasis on problem solving and on encouraging mathematical thinking

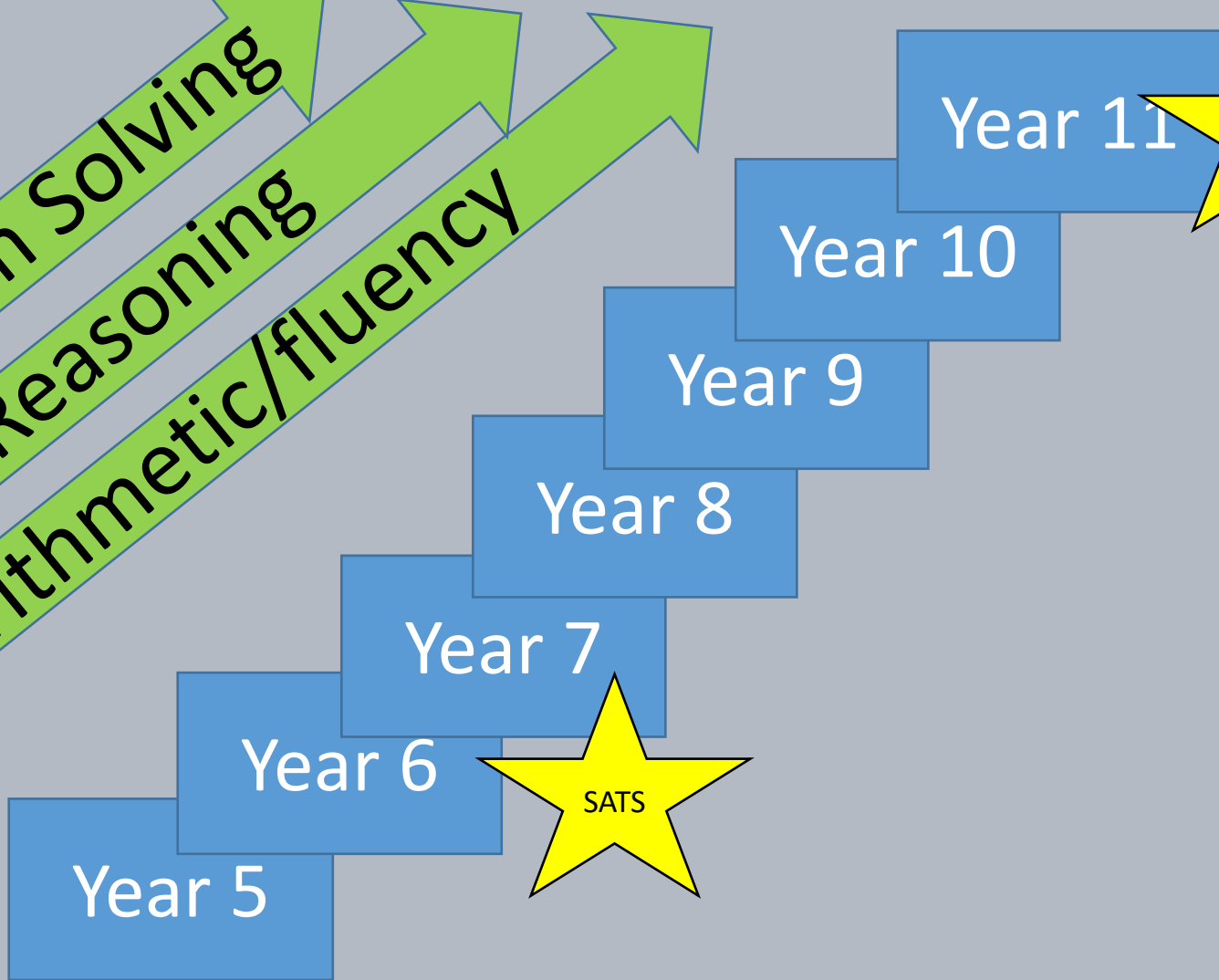
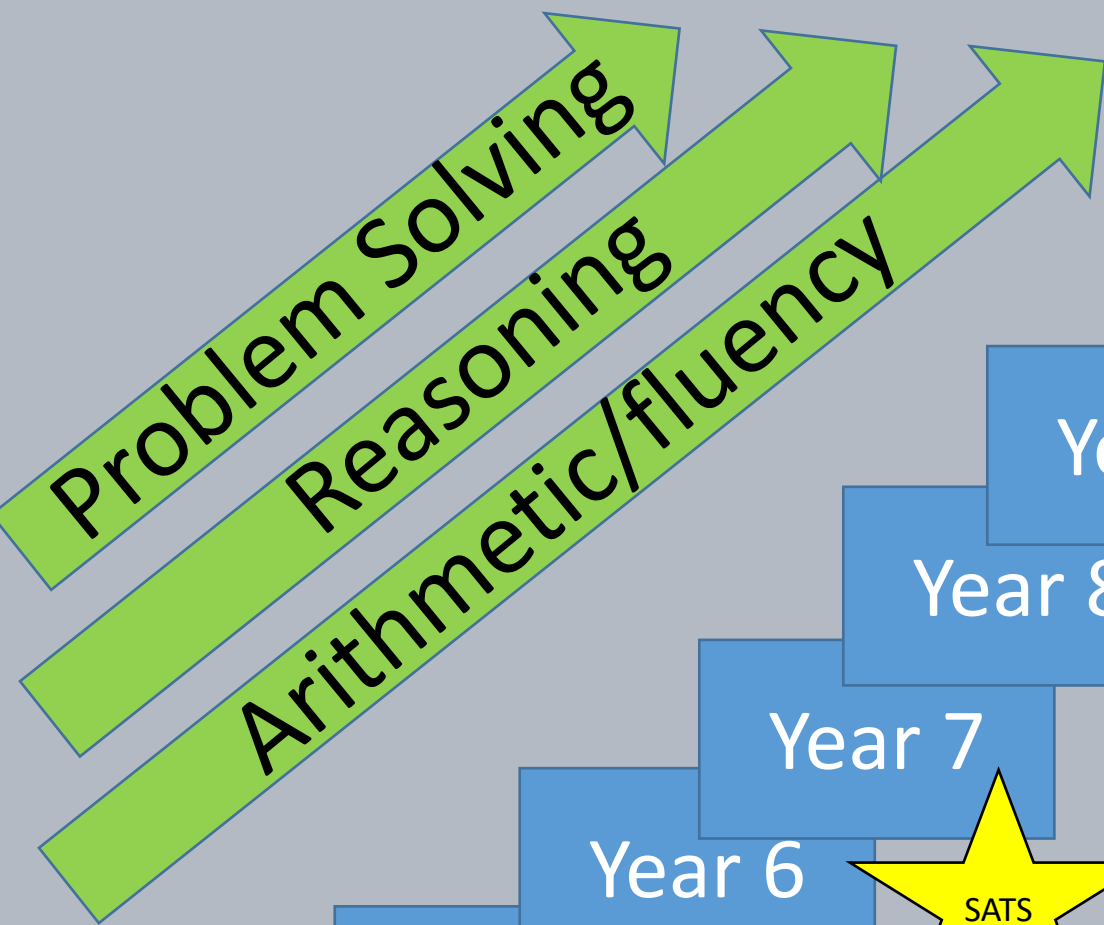


Mastery of Maths

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.

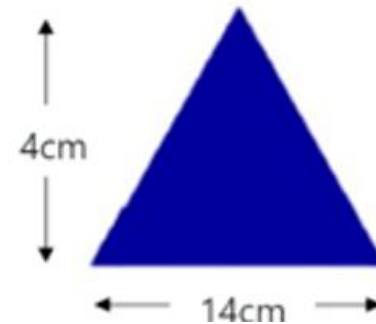
Consolidate topics that were taught at KS2:

Low Stakes Quiz

Calculate:

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

Calculate the area.



A 3 litre bucket has a leak, it loses 3330ml 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 individual
Adjustment or Response 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	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								
2	Draw lines to match up the correct pairs <table border="0"> <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	Calculate: a) $7 + 4 \times 8$ b) $(2 - 5) \times 6$ 	/2								

4	$k = 3$ $m = 7$ Work out the value of a) $k + 11$ b) $8m$ 	/2
5	What equation is represented by the function machine? w $\times 7$ 42 	/1
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. Total cost =	/2

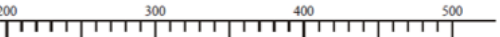
• Assessment – Summative Assessments (end of term tests)


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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 $439 + 256$ 	/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) $b + c + b + b + b + c$ b) $4x + 5 + 2x - 7$ 	/1 /2
5	a) Calculate 27×38 b) Calculate $1674 \div 3$ 	/2 /1
6	Round 3481 to the nearest hundred 	/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

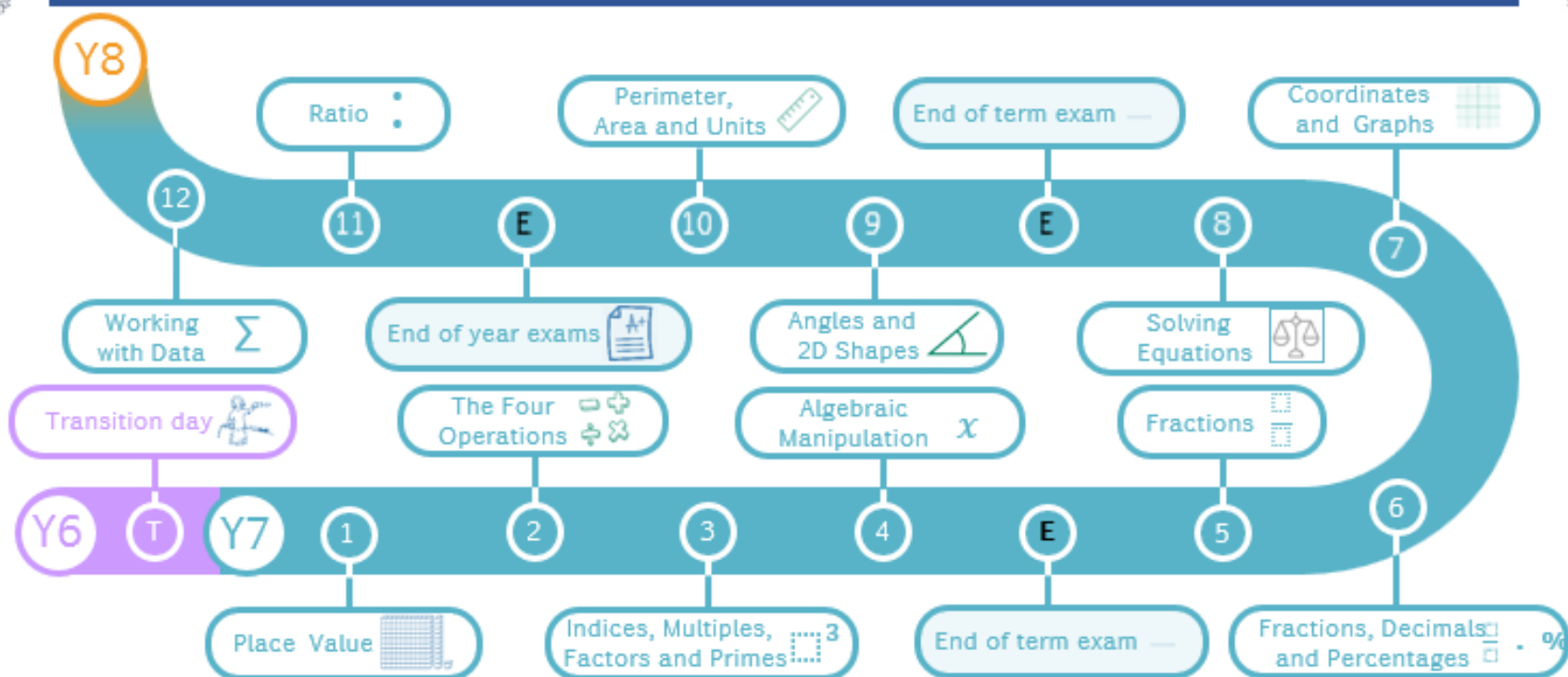
Year 10

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

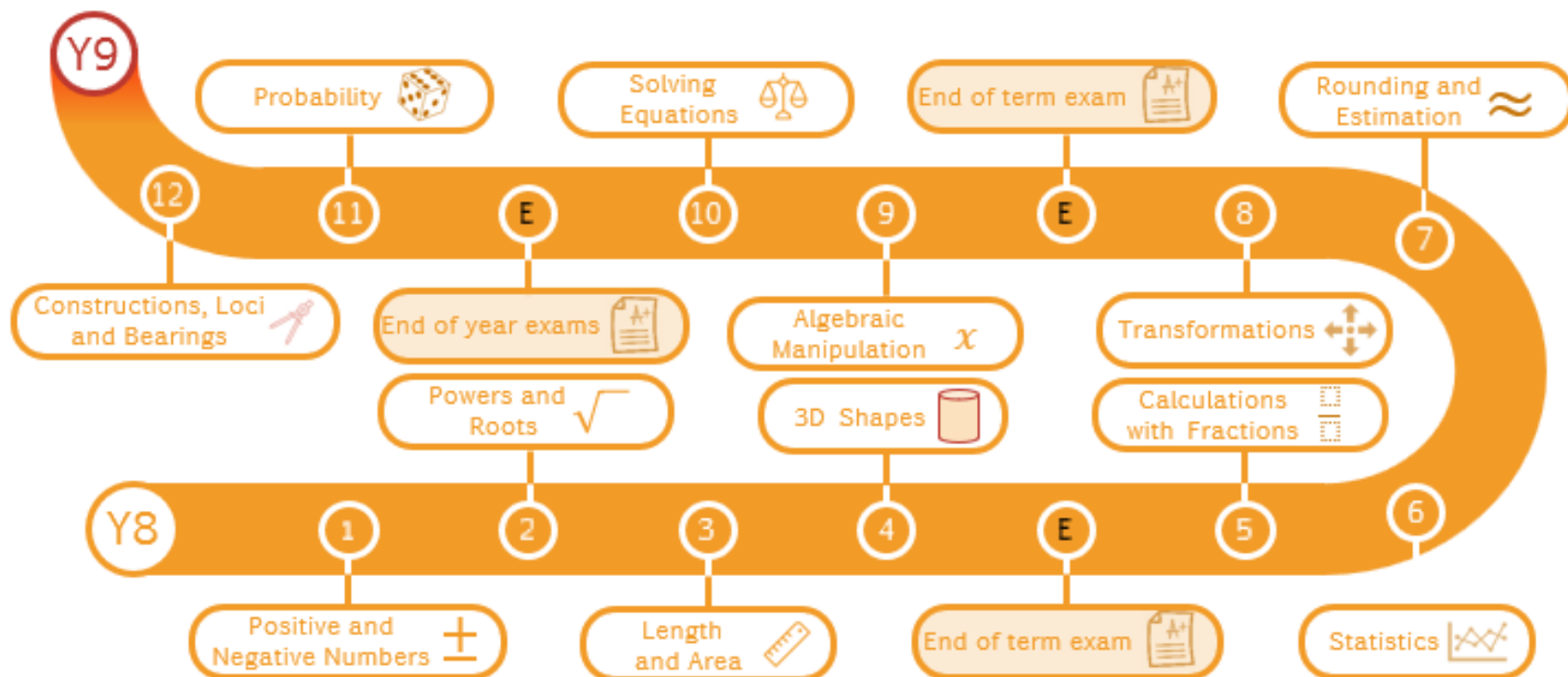
Year 7 Objective List – Intermediate HT1		
Place Value and Calculating:		
Objective	Sparx Task	
Write numbers in figures and in words	Q676	
Order and compare positive integers using inequality notation	M704	
Understand decimal place value	M522	
Order decimals including in context	M522	
Multiply and divide 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

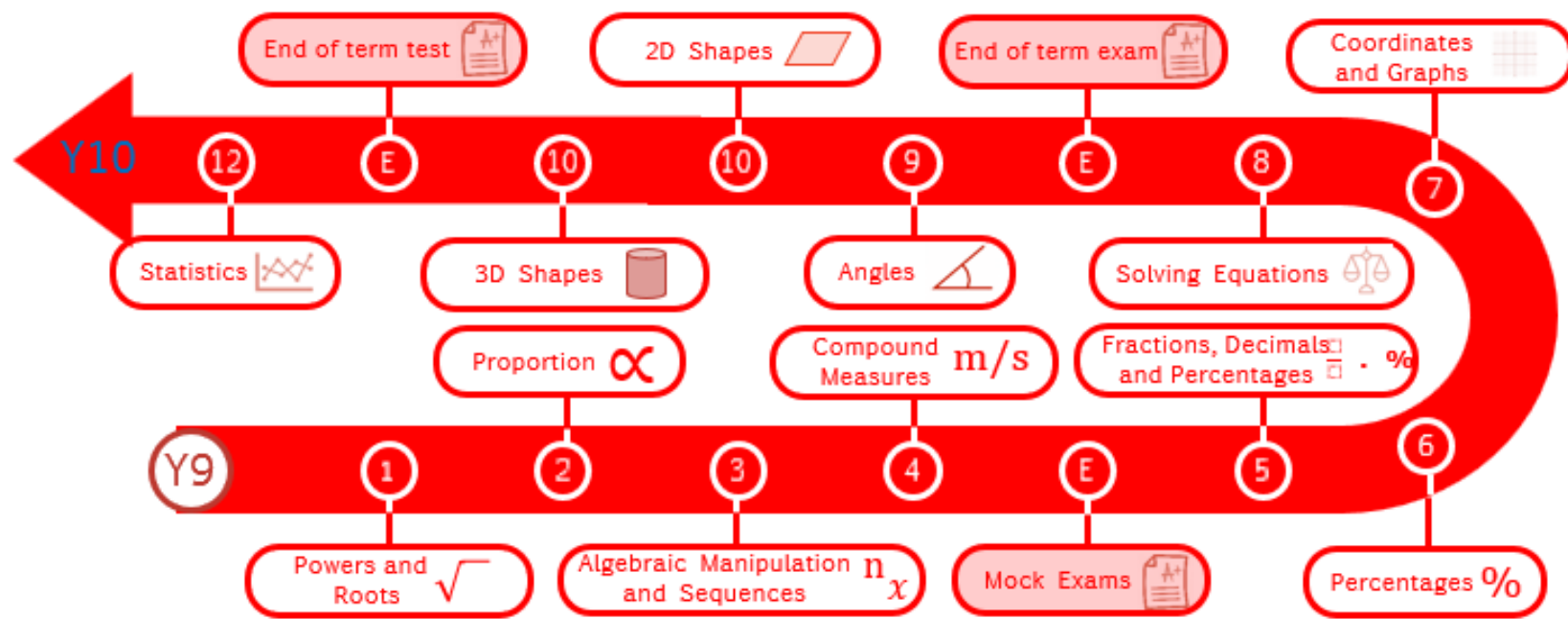


Summer Term





PHGS Maths - Learning Journey – Year 9



Objectives

Autumn Term



Spring Term



Summer Term



Maths Faculty 2025

GCSE Achievements



GCSE	PHGS 2025	National 2025
9 to 7	28%	17%
9 to 5	69%	41%
9 to 4	86%	58%



Maths Faculty 2025

A Level Achievements



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Respect | Flourish | Achieve

Grades	PHGS 2025	National 2025
A*- A	70%	42%
A* - B	75%	62%
A* - C	94%	77%

maths
INSPIRATION

Maths Inspiration Show – every year in March we take 50 to 60 of our KS4 and KS5 students to Leeds Playhouse to watch inspirational lectures about how maths is used in the world around us.



United Kingdom
Mathematics Trust

UKMT Maths Challenges (Leeds University) – every year we enter students from year 7 to 13 in the respective Junior, Intermediate and Senior Challenges.



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



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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

X Mini-School – Weds Oct 15

Y Mini-School – Thurs Oct 16

Online booking and appointments



Prince Henry's Grammar School
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8/9

6/7

4/5

2 3