

Thursday September 24 2026

Key Stage 3 Information Evening incorporating English and Maths

Mr Day – Director of Key Stage 3

Mr Jackson- Deputy Headteacher

English - Mrs Beaton (English KS3 Area Leader)

Maths – Mr Russell (Maths KS3 Area Leader)

Mrs McQuire – 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 explain what students will learn, and what typical lessons look like at Prince Henry's
- 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
 - 10270 positive incidents issued
 - 40 stamps is the average
 - Lots of **Stand Out Students**



MEA

OT

AT

BT

KS3 Assessment and reporting

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.



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.

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).



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	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. <i>Even greater self-motivation, resilience and independence would make you an exceptional learner.</i>
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. <i>Increased enthusiasm and taking responsibility for your own learning would allow you to demonstrate an ambitious attitude to learning.</i>
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. <i>Addressing this concern would raise you to the expected attitude to learning for Prince Henry's.</i>
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. <i>Doing everything that you are asked to do would move you closer to the expectation for Prince Henry's.</i>

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>		

Learning in the classroom at PHGS

- What students learn
- How students learn
- Learning routines
- Feedback



Learning in the classroom at PHGS

- What students learn
- How students learn
- Learning routines
- Feedback



Learning in the classroom at PHGS

- understand and use the concepts and vocabulary of expressions, equations

The national curriculum in England

Key stages 3 and 4 framework document

- work with coordinates in all four quadrants
 - recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane
 - interpret mathematical relationships both algebraically and graphically
 - reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically
 - use linear and quadratic functions to find approximate solutions to contextual problems
 - find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs
 - generate terms of a sequence from either a term-to-term or a position-to-term rule
 - recognise arithmetic sequences and find the n th term
 - recognise geometric sequences and appreciate other sequences that arise.
- ideas, political power, industry and empire: Britain, 1745-1901



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

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.



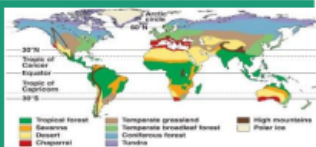
Global National Local

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?

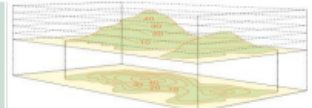
Hot Desert

Year 7 Investigating our local place

How are the physical features shown on an OS map?

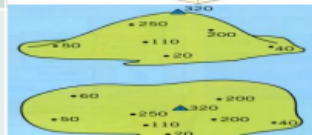
Contours

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

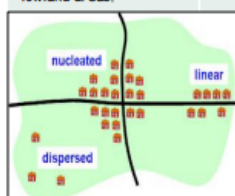
Buildings grouped together. Found in lowland areas.

Dispersed

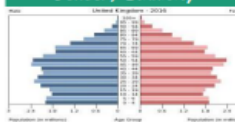
Buildings spread out. Found in upland areas

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



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.

Country Capital City

England	London
Scotland	Edinburgh
Wales	Cardiff
Ireland	Dublin
Northern Ireland	Belfast

Great Britain



The UK



The British Isles



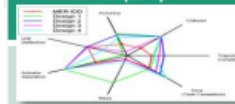
Key Terms

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.



Learning in the classroom at PHGS

- What students learn
- How students learn
- Learning routines
- Feedback



Learning in the classroom at PHGS

- Most lessons are one hour (sometimes a double)
- Taught by subject specialists
- 13 subjects in Year 7



Learning in the classroom at PHGS



Retrieval practice

Modelling new concepts



Questioning for understanding



Planning for all learners to succeed



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Learning in the classroom at PHGS



- iPads support learning in the classroom

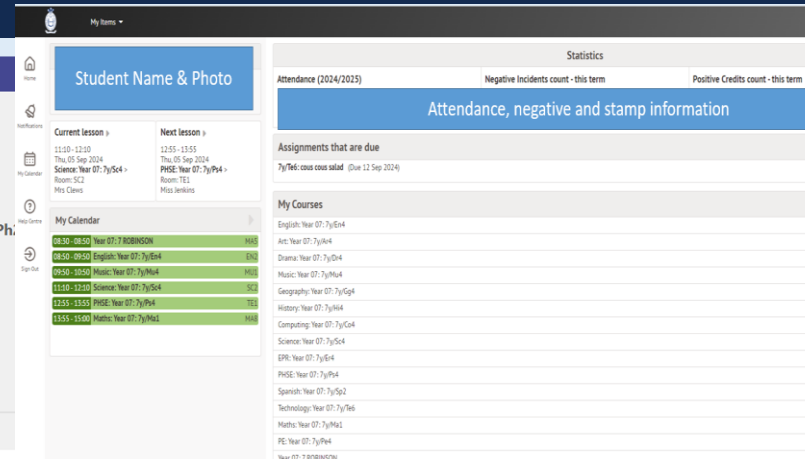
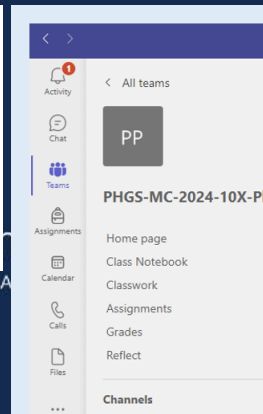
**Accessibility
features**

**Instant
feedback**



**Internet
and AI**

**Online
platforms**

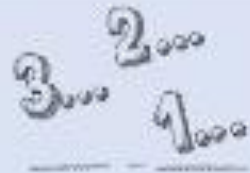


Learning in the classroom at PHGS

- What students learn
- How students learn
- Learning routines
- Feedback



In lessons – Common routines

	Staff will...	Students should...
	 Count down from 3 with full attention expected by 1.	 Work Quietly OR In silence
	 Ask for 'Eyes on...'	Speak using: • Public Polite or • Academic Voice 
	Use PD and follow classroom expectations 	 Keep iPad closed unless invited to use
	Exit Routine	

Learning in the classroom at PHGS

- What students learn
- How students learn
- Learning routines
- Feedback



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>

Home Learning

[Home](#) > [Year 7-11](#) > [Student Directory](#) > **2. Lesson and Home Learning Information**

Term 1 (until Christmas)

English

Maths

Science

French/Spanish

Term 2

As above, adding:

Computing

History

Geography

Music

For **Science**, students will be set a minimum of 2 Home Learning tasks for **each topic**, as well as a revision Home Learning task before an assessment.
(Individual teachers will give details)

All science classes

English: Year 07: 7x/En1	Thursday	Wednesday
English: Year 07: 7x/En2	Friday	Friday
English: Year 07: 7x/En3	Wednesday	Wednesday
English: Year 07: 7x/En4	Thursday	Thursday
English: Year 07: 7x/En5	Wednesday	Wednesday
English: Year 07: 7y/En1	Thursday	Thursday
English: Year 07: 7y/En2	Wednesday	Wednesday
English: Year 07: 7y/En3	Wednesday	Wednesday
English: Year 07: 7y/En4	Tuesday	Thursday



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MEA

OT

AT

BT

English in KS3 at Prince Henry's

8/9

6/7

4/5

2/3



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ENGLISH AT KEY STAGE 3

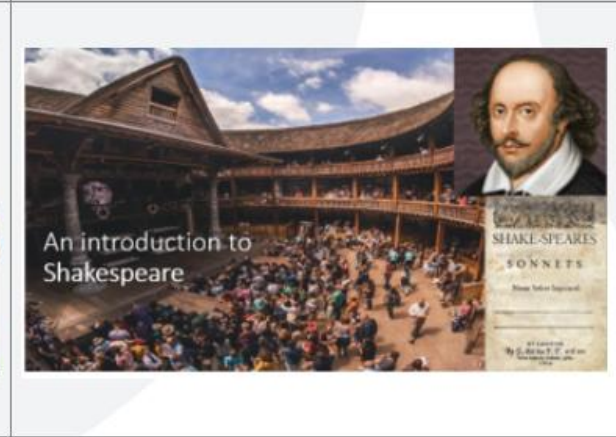
Term 1



Term 2



Term 3

Year
7

ENGLISH AT KEY STAGE 3

Year
8

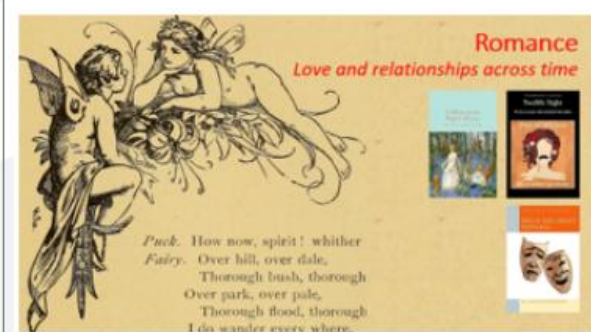
*Imagining impossible futures...
or are they?*



The dark side of the Imagination



Love and relationships across time

Year
9

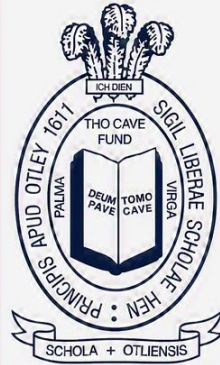
Power and Conflict
*Literature of the powerless
and the powerful*



Postcolonial English
Invaded and invaders, the empire writes back

Why not all stories have happy endings





KS3

PRESENTATION EXPECTATIONS



High standards in presentation reflect pride, **respect** and **ambition**.

	1 Underline all lesson titles and dates using a ruler .
	2 If a page is unfinished, draw a line underneath your work and continue on the same page during the next lesson.
	3 Complete all written work in blue or black pen.
	4 Use green pen for corrections, feedback responses and improvements.
	5 Draw all diagrams, illustrations, graphs and tables in pencil.
	6 Do not doodle or draw unrelated pictures in exercise books.
	7 Ensure all worksheets and handouts are neatly trimmed (if required) and securely glued into books.

REMEMBER:

Well-presented work demonstrates pride, organisation and high standards of learning.

TAKE PRIDE IN YOUR WORK. PRESENT IT TO THE HIGHEST STANDARD AT ALL TIMES.

UNDERSTANDING HOW YOUR CHILD IS ASSESSED

- 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.

S – Strength

T – Target

A – Adjustment

R – Response Task



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

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	

Key Vocab

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

Reading Skills

Retrieve, Interpret, Infer, Consider	
Analyse Methods (Language)	

Writing Skills

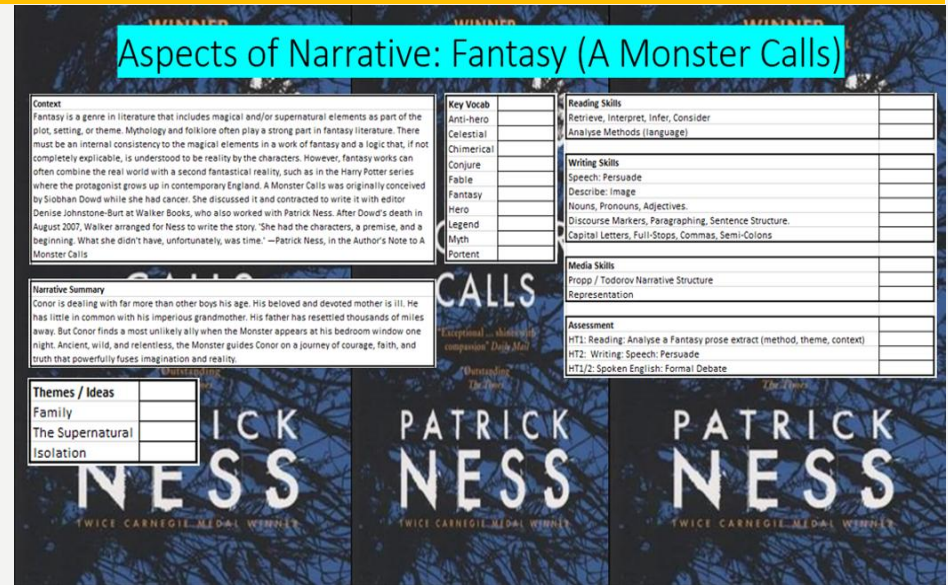
Speech: Persuade	
Describe: Image	
Nouns, Pronouns, Adjectives	
Discourse Markers, Paragraphing, Sentence Structure	
Capital Letters, Full-Stops, Commas, Semi-Colons	

Media Skills

Propp / Todorov Narrative Structure	
Representation	

Assessment

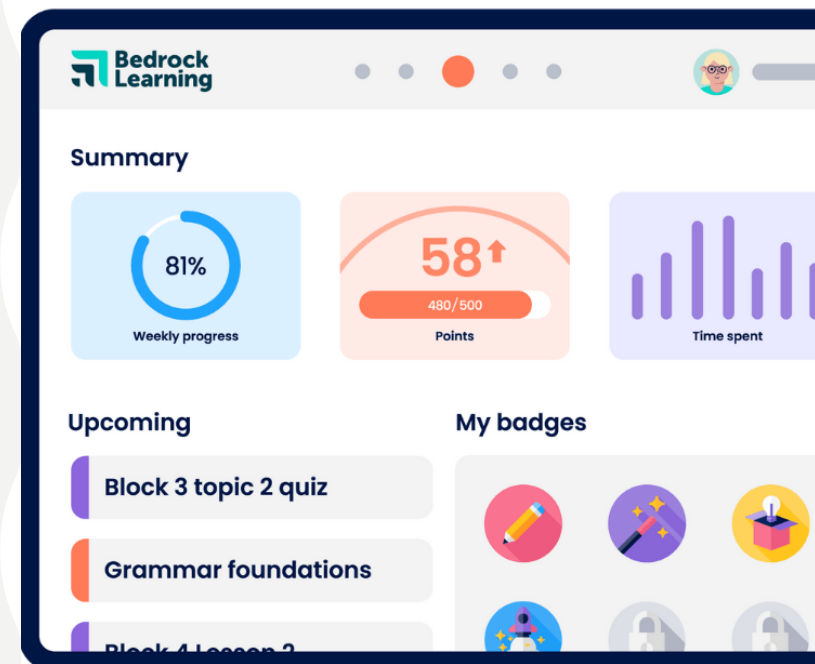
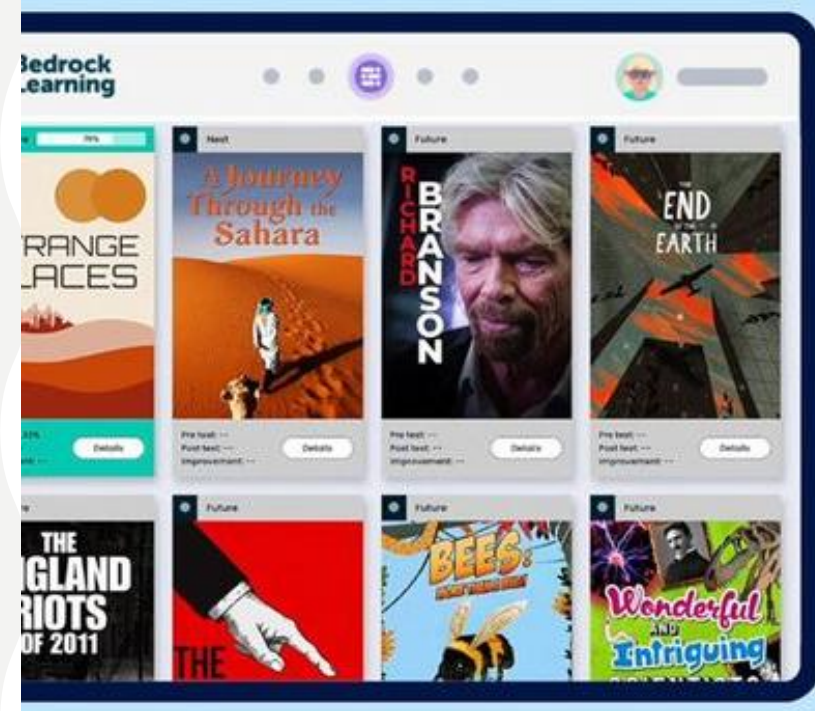
HT1: Reading: Analyse a Fantasy prose extract (method, theme, context)	
HT2: Writing: Speech: Persuade	
HT1/2: Spoken English: Formal Debate	



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.**
- For English home learning, students must complete and pass a minimum of **one Bedrock lesson on either vocabulary (Week A) or grammar (Week B) each week.**
- Each passed and completed lesson is worth **10 points** and should take **approx. 20mins.** English teachers will check that students have achieved 10 or more points on Bedrock each week.

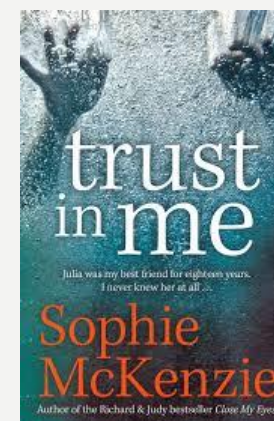
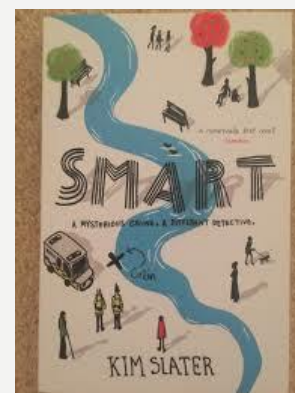
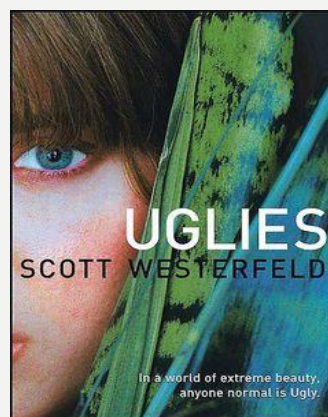
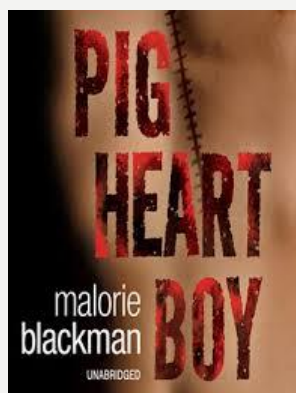
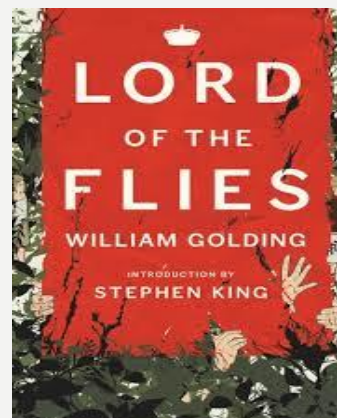
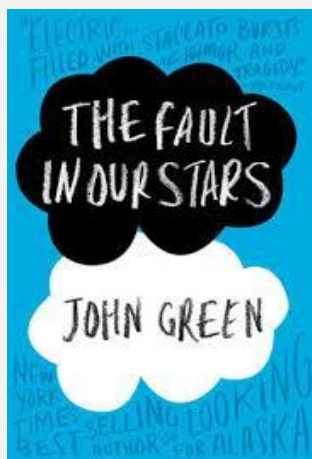


READING LESSONS AT KEY STAGE 3

- 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.



GET YOUR CHILD 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**. 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.



WRITING SKILLS AT KEY STAGE 3

- Your child will 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.
- 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.

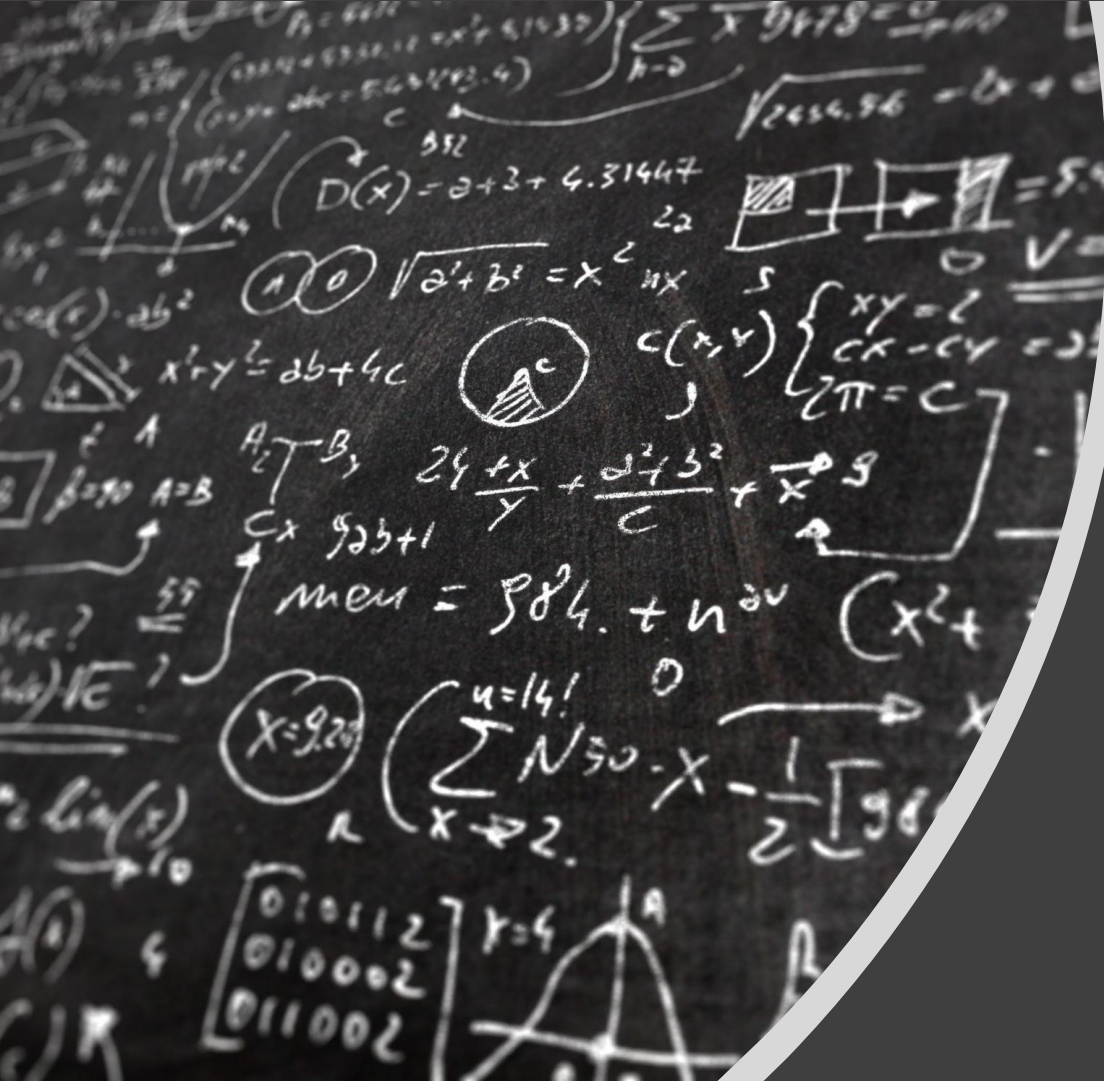


**Thanks
for
listening**

If you have **any further questions**, please see me at the end or email me (**Mrs E Beaton**) on:

bne@princehenrys.co.uk





KS3 Maths Support at PHGS

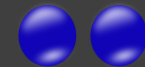
24th September 2026

The logo consists of four overlapping circles in shades of blue and teal, arranged in a cluster.

National Centre
for Excellence in the
Teaching of Mathematics

Mastery of Maths

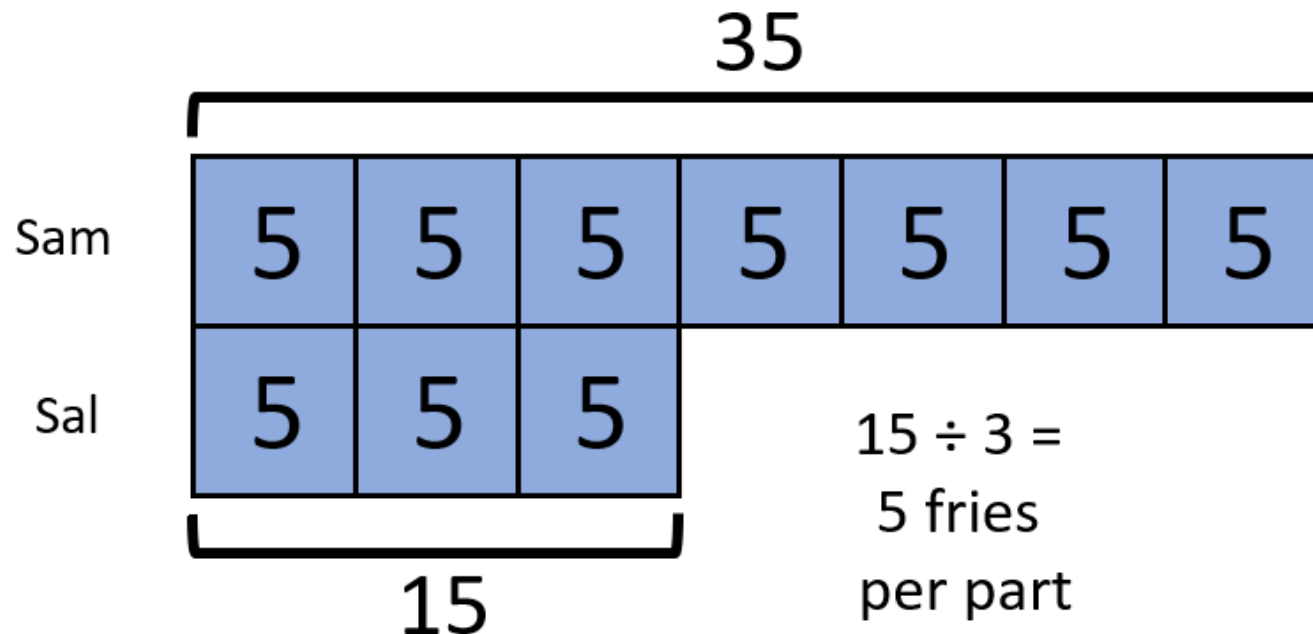
- Fewer topics covered in more depth
- Use of manipulatives, more pictorial representations before going onto abstract applications e.g. algebra
- Deepen conceptual understanding of key mathematical ideas
- Greater emphasis on problem solving and on encouraging mathematical thinking

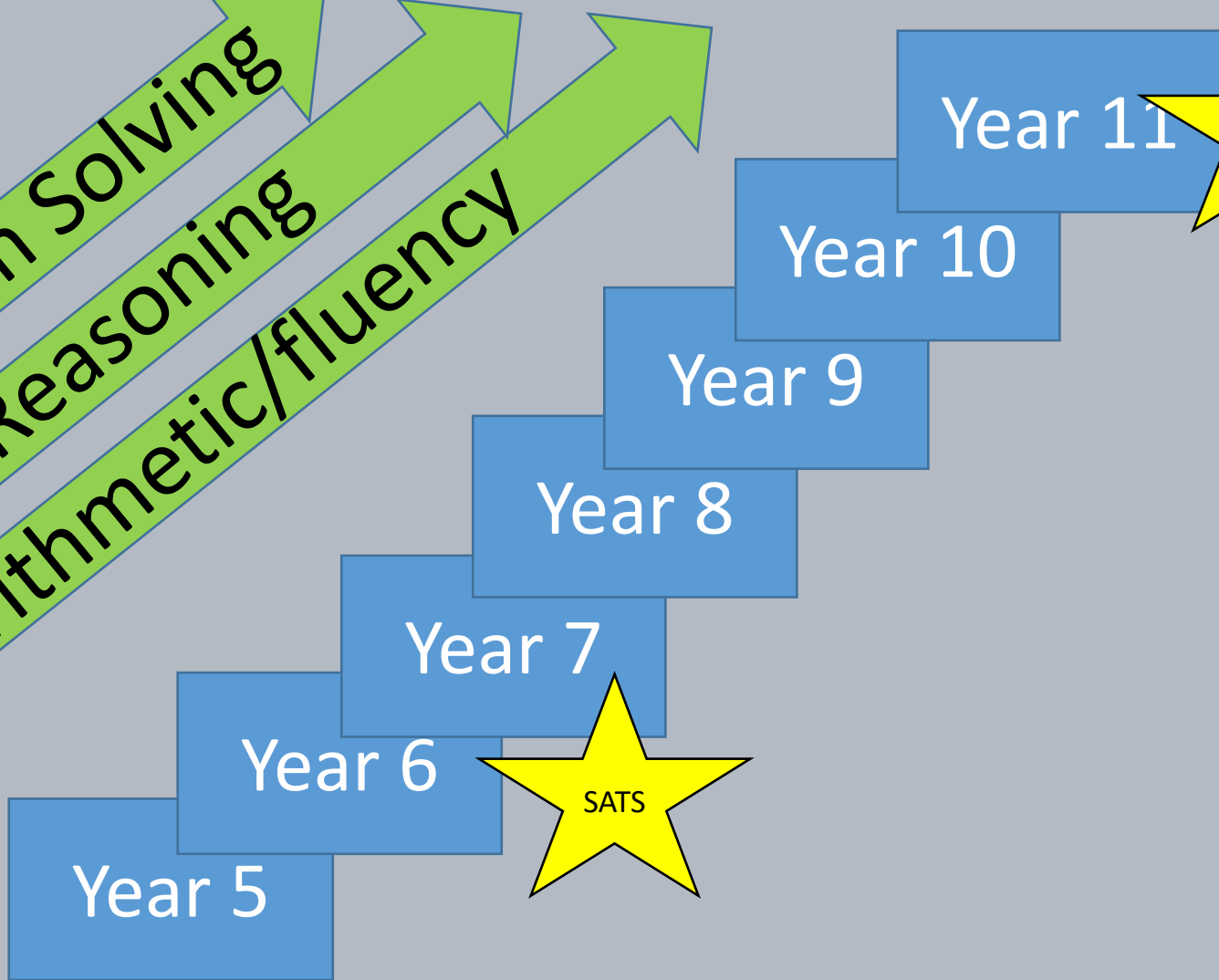
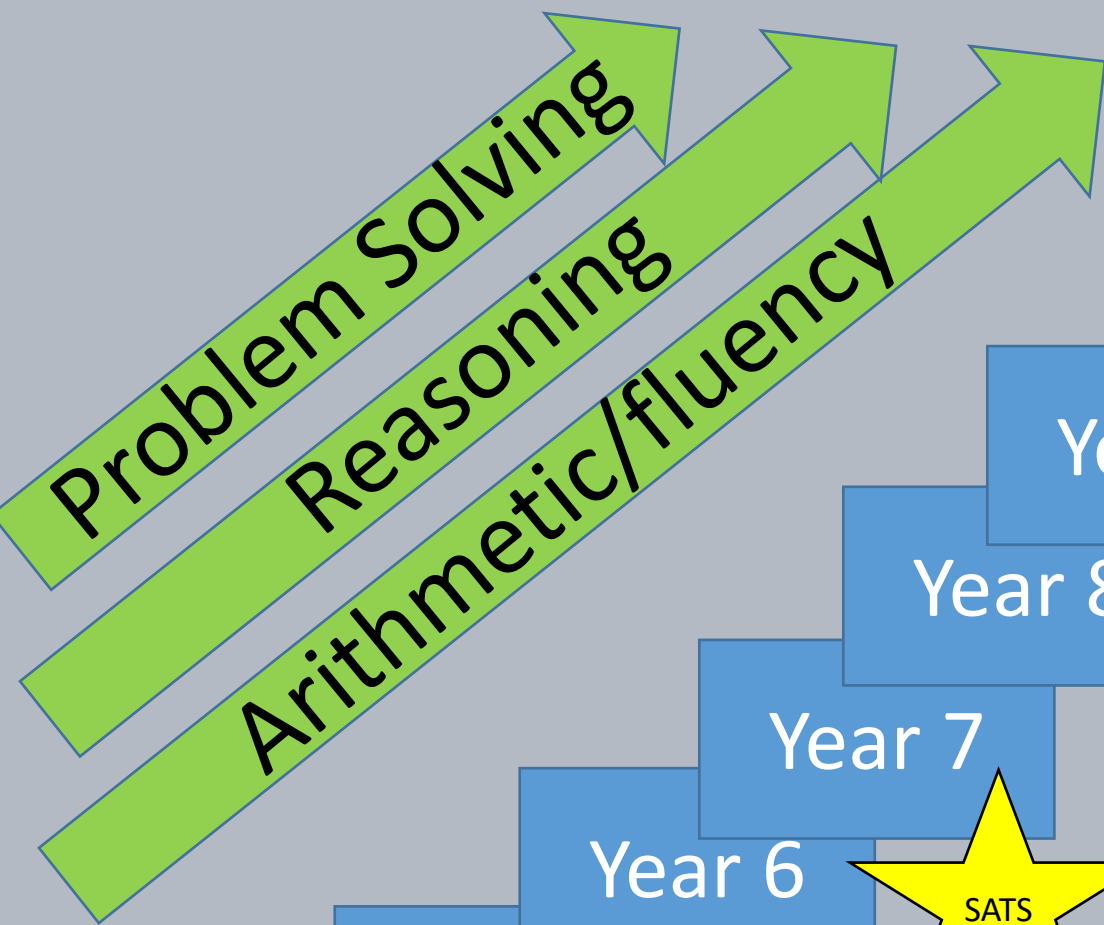


Mastery of Maths

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

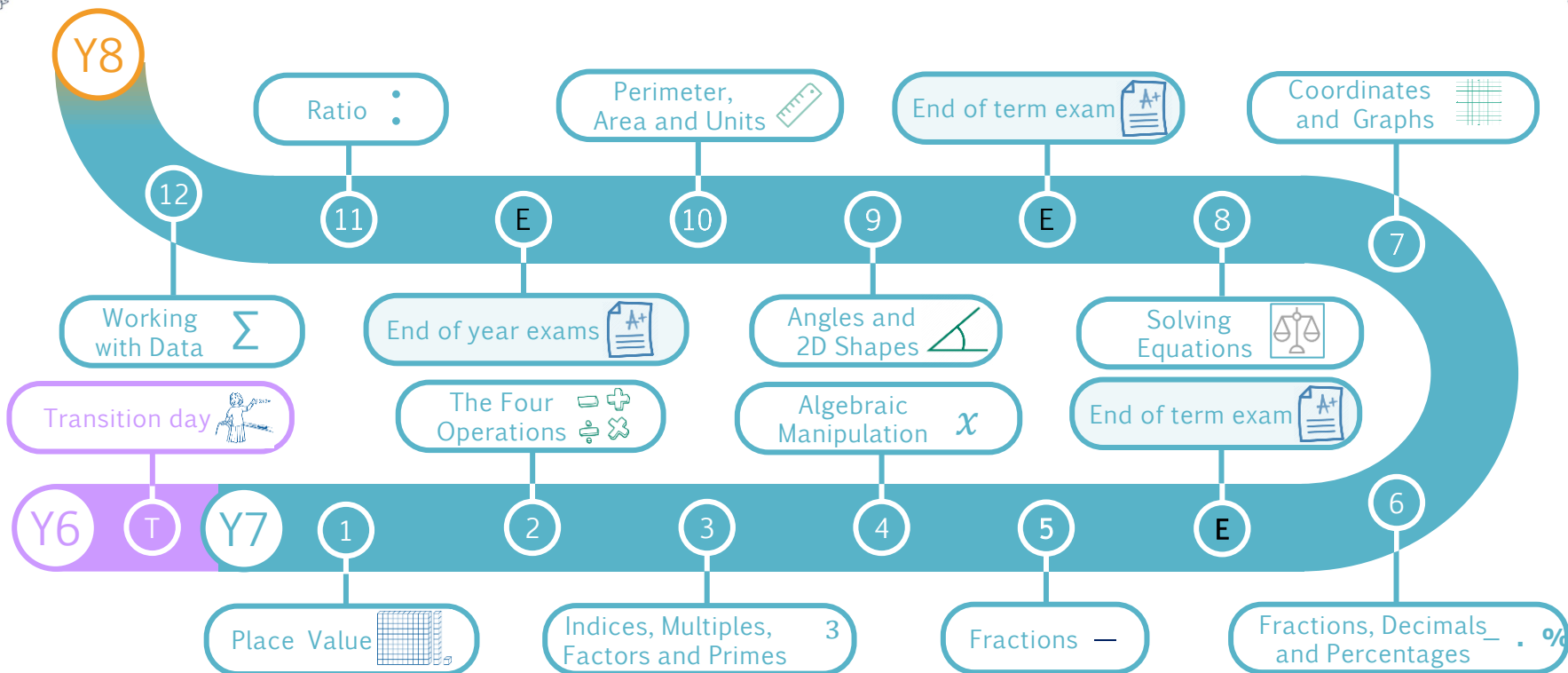
Draw a **Bar Model** to calculate
how much **one part** is worth.







PHGS Maths - Learning Journey – Year 7



Objectives

Autumn Term



Spring Term

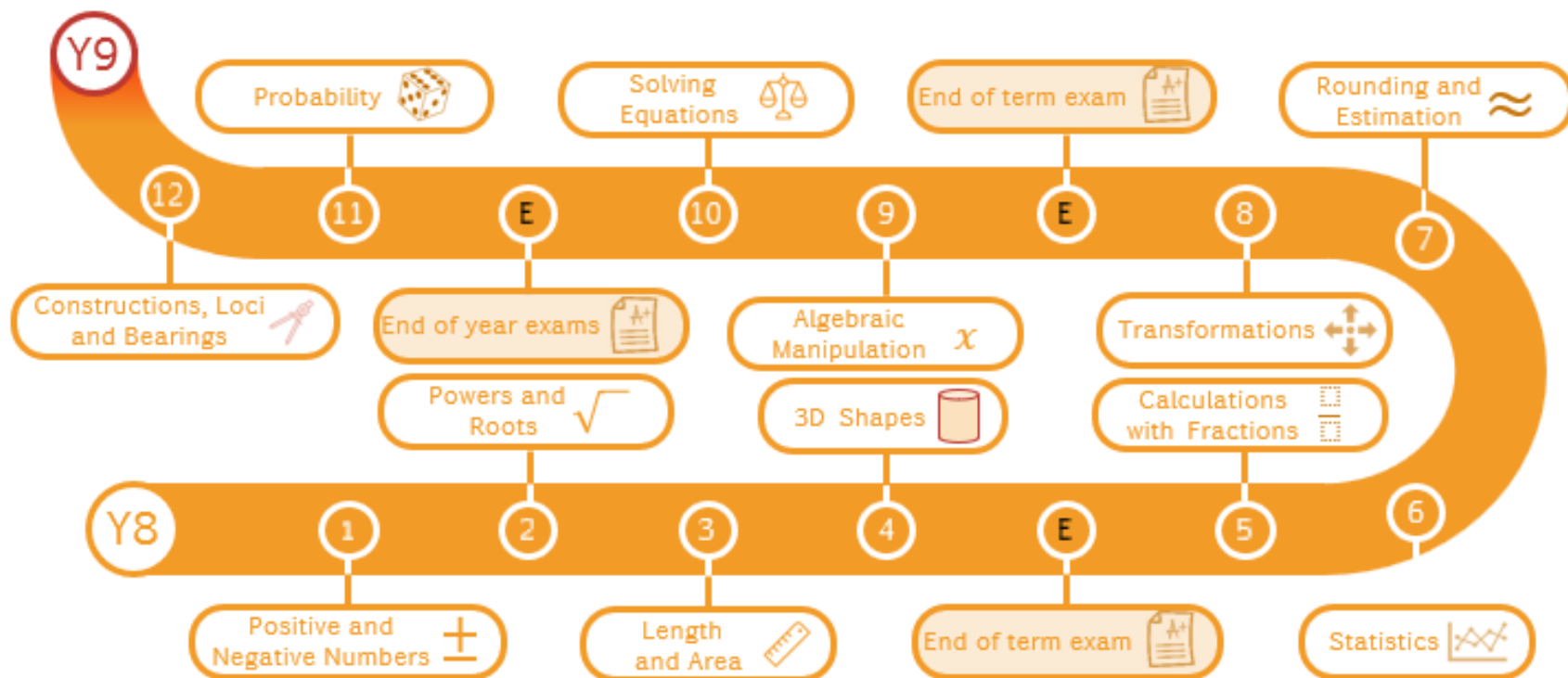


Summer Term





PHGS Maths - Learning Journey – Year 8



Objectives

Autumn Term



Spring Term

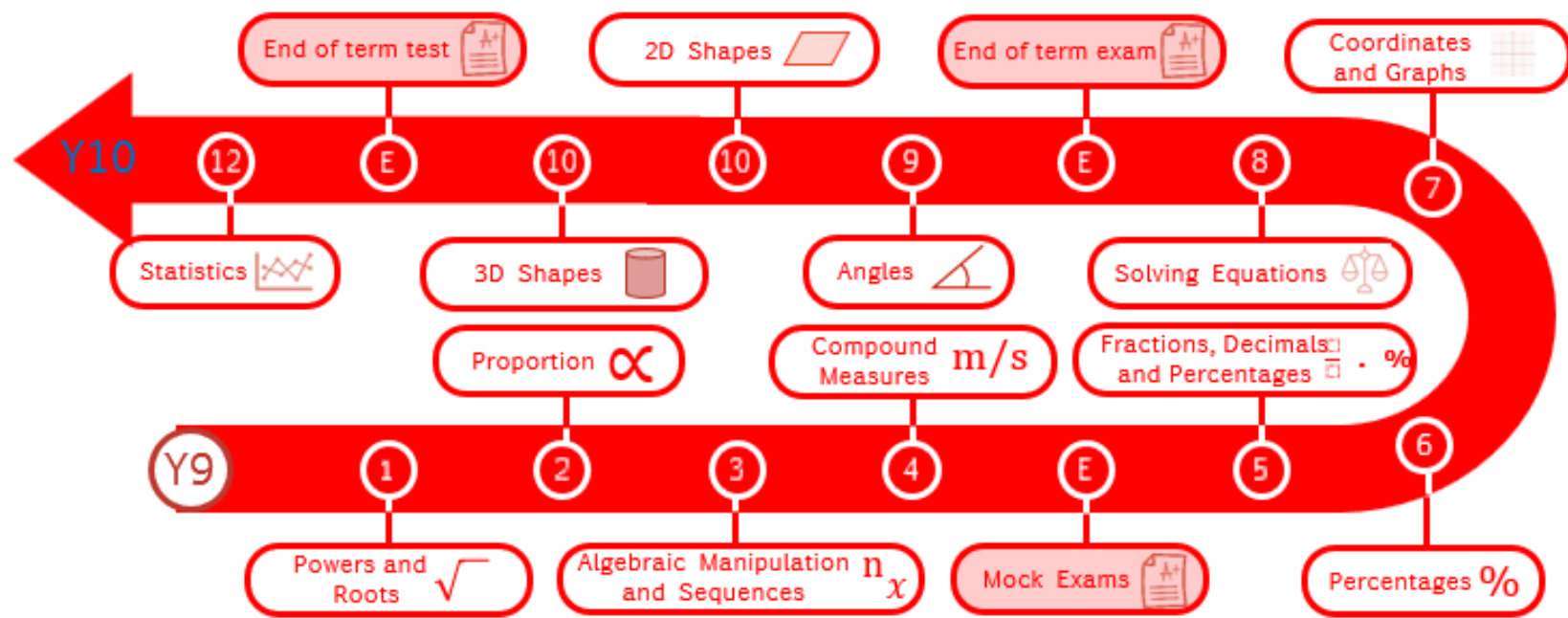


Summer Term





PHGS Maths - Learning Journey – Year 9



Objectives

Autumn Term



Spring Term



Summer Term



Year 7 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.

Personalised Feedback in Maths

- **Verbal** during the lesson
- **Feedback Tasks** and follow-ups
 - Strength →→→ Response Task
 - Target →→→ Adjustment Task
- Assessment **RAG** sheets
 - Adjustment and Response Tasks
- **Sparx** Home Learning



FEEDBACK TASK



Name: _____

Using prime factor trees and Venn diagrams, find the HCF and LCM of these pairs of numbers.

(a) 14 and 35

(b) 40 and 56



TARGET / STRENGTH

Feedback Tasks



TARGET ADJUSTMENT TASK: $+$ $-$ $\times$ $\div$ $\emptyset$ $\sqrt{\quad}$ π

Using prime factor trees and Venn diagrams, find the HCF and LCM of these pairs of numbers.

(a) 28 and 42

(b) 54 and 90



STRENGTH: RESPONSE TASK

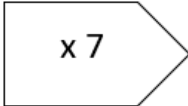


Two numbers have a HCF of 8 and an LCM of 168.
Using the product of primes of these numbers and a suitable Venn diagram, find a possible pair of numbers.



• Assessment – Fluency Checks (end of each first half term)

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  	/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  b) Find the number 430 on the number line and mark it with an arrow	/1 /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

• Future Assessments – Preparing for GCSE

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

(3 marks)

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

Assessment RAG sheets

Mathematics Assessment Feedback

Paper Assessment Name
Name Your Name
Teacher Mr Russell

sparx

Questions	Topic	Score	Sparx Code
1a	Expanding a single bracket	2 / 2	U179
1b	Factorising into a single bracket	0 / 1	U365
2	Types of sequences	2 / 2	
3	Changing the subject with 2 steps	0 / 2	U181
4	Factorising a monic quadratic	0 / 2	U178
5a	Expanding double brackets	2 / 2	U768
5b	Solving a quadratic from factorised form	1 / 1	U228
6a	Continuing a sequence from a pictorial pattern	2 / 2	U978
6b	Working out the nth term from a pictorial sequence	2 / 2	U978
7	Factorising difference of two squares	0 / 2	U963
8a	Substituting into a quadratic nth term	1 / 2	U530
8b	Problem solving with quadratic nth terms	0 / 2	U530
9a	Forming equations from worded problems	0 / 2	U599
9b	Reasoning with solving equations	0 / 1	U325
10	Factorising non-monic quadratics	0 / 2	U858
11	Evaluating negative powers	0 / 2	U851
12	Forming and solving quadratic equations from shapes	1 / 4	U150
13	Finding nth term of a quadratic sequence	1 / 4	U206
14	Problem solving with fractional indices	0 / 3	U772
15a	Substituting into geometric nth term	0 / 1	U958
15b	Advanced manipulating expressions with indices	0 / 1	U534
16	Changing the subject where factorising is required	0 / 4	U191
Total		14 / 46	

Intermediate - HT1 - Objectives List

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 order decimals	M522	
I can order decimals in context e.g. measurement, money	M522	
I can multiply and divide by powers of 10	M113	

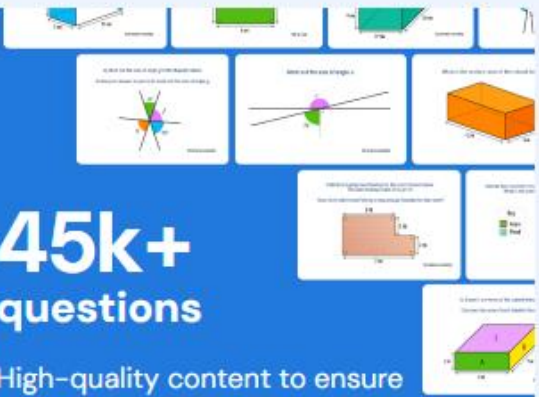
Year 7 Objective List – Intermediate HT1		
Place Value and Calculating:		
Objective	Sparx Task	
Write numbers in figures and in words	Q676	
Order and compare positive integers using inequality notation	M704	
Understand decimal place value	M522	
Order decimals including in context	M522	
Multiply and divide 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	M431	

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	

Sparx Maths

Home Learning



45k+
questions

High-quality content to ensure all students, no matter their background, can thrive.



10k+
support videos

Our vast content library covers a wide range of curricula with video support for all questions.



Unique learning innovations

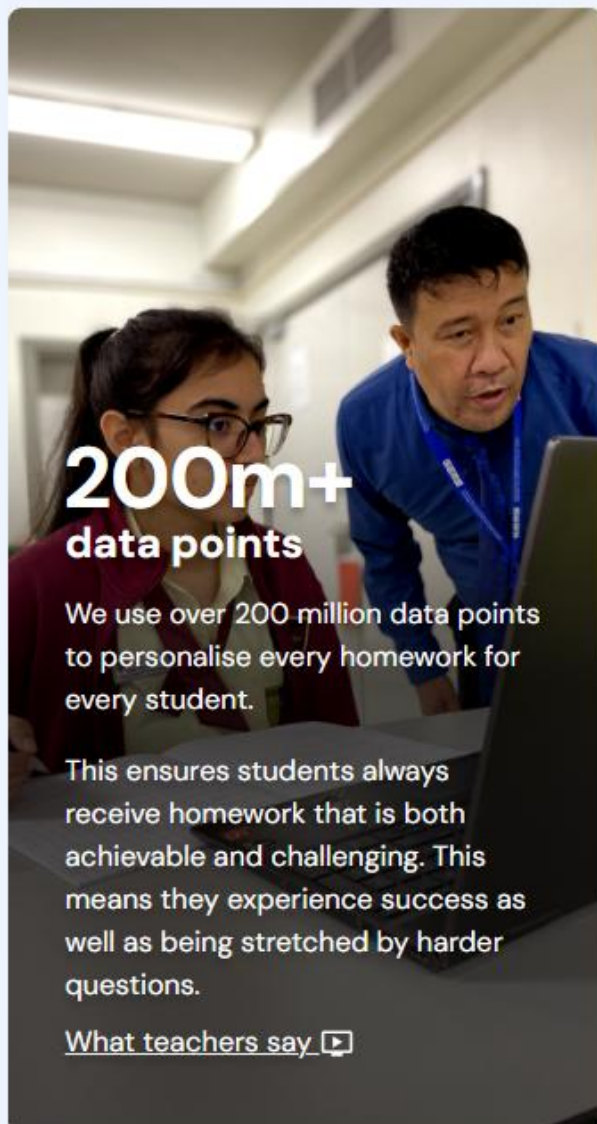
Bookwork

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.

[What teachers say](#) 



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.

[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
- Mentoring services – senior students and external groups
- Targeted counselling services
- Parent Support Workers



MEA

Thank you for coming

OT

AT

BT

Forthcoming events:

Year 7 Parent-Tutor Afternoons

X Mini-School – Weds Oct 14

Y Mini-School – Thurs Oct 15

Online booking and appointments



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