

Welcome to Key Stage 3 Parents' Information Evening

Core Subjects (English, Maths, Science)



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English



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Faculty Team Leader:

Mrs Amy Bowden

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KS3 leader:

Miss Hannah Logan

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Our KS3 Curriculum



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Year 7	Year 8	Year 9
History of English	The Gothic	Poetry from Other Cultures
Modern novel: <i>The Bone Sparrow</i>	Modern novel: <i>City of the Beasts</i>	19 th Century literature: 'The Speckled Band'
Shakespeare: <i>A Midsummer Night's Dream</i>	Shakespeare: <i>The Tempest</i>	Shakespeare: <i>Romeo and Juliet</i>
	Romantic and Victorian poetry	History of Rhetoric – Speaking and listening

Within each unit of work we embed the skills students will need at KS4. Through the different literature texts, we teach analytical reading skills and both creative and transactional writing; each unit focusses on different areas of: spelling, grammar and punctuation. We work throughout Key Stage 3 to ensure students have the skills needed for later on in their academic career. It is imperative they are equipped with research skills; ways to remember and recall chunks of course content effectively and have the ability to make revision aids successfully.

Assessment in English



- Students are assessed formally for every unit of work.
- Their assessments will consist of knowledge retrieval, reading and writing sections.

Before assessments:

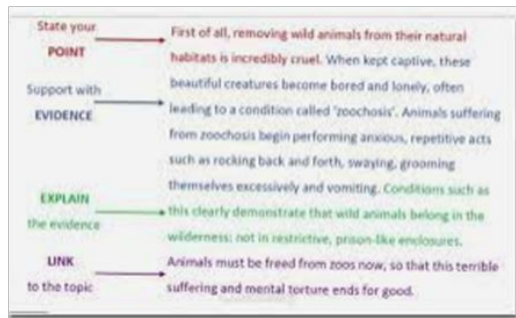
- We use 'do now' activities to retrieve and embed prior learning.
- Multiple choice quizzes to test knowledge and terminology.
- Each class will complete an 'interim' piece of work. This will be assessed using Whole Class Feedback and then inform our practice so that common misconceptions or errors are addressed before the end of the unit.

Feedback in English



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- We use rewind to help students reflect on their learning. They use red pen to respond to feedback and make improvements and correct errors.
- Within lessons we may also use self and/or peer assessment based on specific success criteria.
- We use Whole Class Feedback – marking a selection of books to identify common errors and set targets for improvement. This is a quick and effective way of ensuring feedback is timely.
- We use model answers, visualisers and good examples of student work to scaffold and support students.



Whole Class Feedback:	
Task: Ozymandias – How is power shown in the poem? Date: 12.9.22	
Success Criteria: 1. Comment on language, focus on a feature or word and say a lot about a little. 2. Remember to focus on structure – why was the poem written in sonnet form? 3. How is the context of the poem important? Remember Romantic poets did not like the idea of one person having total control.	Vocabulary: Romantic Narcissistic Sonnet Misconceptions: A sonnet does not have to be about romantic love – it can be about the love of yourself e.g. 'look on my works ye mighty and despair' shows Ozymandias' love for the control he has over the society he has created. SPaG: Ramesses Shelley Pharaoh Egypt
What went well: • Good understanding of the poem's narrative. • Well chosen evidence and clear points made – you are being specific about the type of power we can see. • Some are beginning to link pieces of evidence across the text – looking at similarities.	
Next steps: • Comment on language and ensure that you say why a word has been used – what are the connotations, which image does this create in your head, does your word link to elsewhere in the poem, does this word contrast anywhere in the poem. • Do not spot a feature and then say nothing about it e.g. what does the simile compare and why?	

Y7 Accelerated Reader Programme



- Students have all completed a 'Star Reading Test' which ascertains their reading level and directs them to appropriate reading material in the library and beyond.
- They are encouraged to explore the library and make independent choices according to their individual level. Guidance is given by their class teacher and the Librarian if needed.
- We hope this develops a love of reading and gives students autonomy to make their own choices.
- We repeat the 'Star Reading Test' at intervals in the year to track progress.



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Homework in English



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We set weekly spelling tests of Tier 2 and 3 vocabulary. Students should write the definition in their own words for each spelling.

Tier 2 vocabulary = High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are: obvious, complex, establish and verify.

Students are also set a reading homework:

Year 7 = Reading from their Accelerated Reader book.

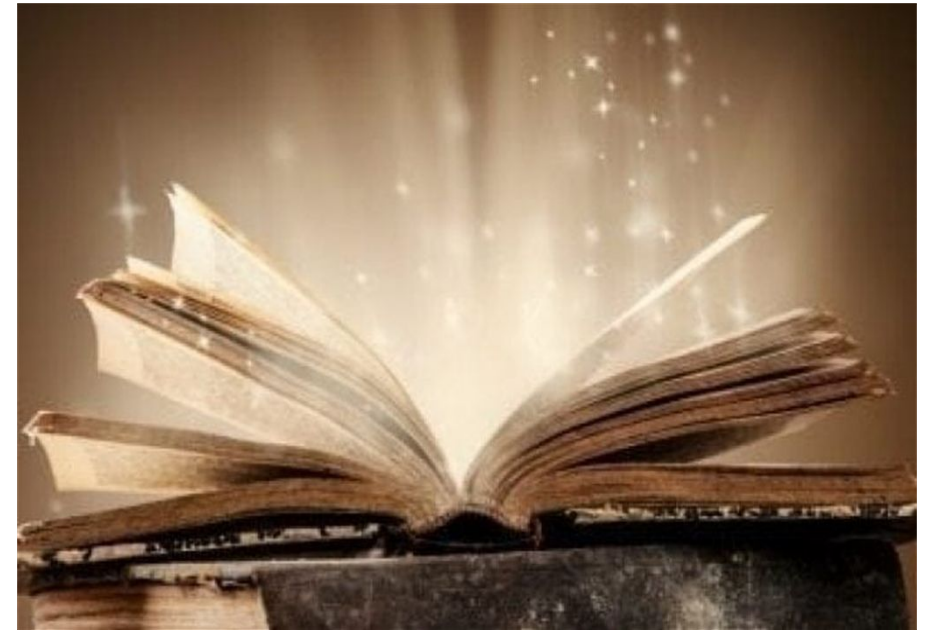
Year 8 & 9 = Reading from CommonLit – students will engage with a wide variety of texts and quiz their understanding.

Reading at home



To help your child you could:

- create a climate for reading
- ensure they read every day
- talk to them about the books they have chosen and why
- paired reading of both fiction and non-fiction texts
- encourage variety - it is important that more able students begin to embrace novels written by authors from the Literary Canon such as: Charles Dickens, Arthur Conan Doyle and Charlotte Bronte
- pick up a reading list from our librarians to help your child make informed choices



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Helping at home



Read with your child – this could be reading the same book, the same newspaper articles, the same blogs. Discuss what you've read.

Ask questions like:

- What has happened? How has the character changed? Why do you think they have chosen this setting? Why do you think ... happened? Discuss when the book was written – does this have an impact on the writing?

Keep an eye on homework that has been set.

- Check basic organisation – keep an eye on deadlines.
- Students should always have a challenging reading book with them.
- Has homework been completed fully? Is their spelling, grammar, punctuation correct?

Maths



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Faculty Team Leader:
Mr C Jackson
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Maths



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Core content

Students studying Maths in Key Stage 3 at Glossopdale School follow a scheme of learning which is split up into three main aspects within each topic: fluency, reasoning and problem solving. It is a spiral curriculum which means that you revisit the main strands each year and develop your skills further. This enables any gaps in knowledge to be filled in.

Do Now Tasks

The curriculum taught provides plenty of exposure to reasoning and problem solving while also reviewing basic skills through key skill starters which students access weekly as one of their maths starters. There are also retrieval starters within the scheme to review and embed topics taught throughout the year.

Students who need extra support follow a slightly altered scheme of learning, differentiated to suit their needs

Maths - The Curriculum



Number

- Fractions
- Percentage
- Ratio
- Indices
- Surds
- Decimals

Algebra

- Equations
- Identities
- Sequences
- Graphs
- Formula
- Quadratics
- Inequalities

Geometry and Measure

- Area
- Volume
- Trigonometry
- Pythagoras
- Circles
- Transformation

Statistics and Probability

- Collecting data
- Displaying data
- Probability of events occurring
- Averages
- Measure of spread

Ratio and Proportion

- Use ratio
- Understand proportion
- Understand proportional change
- Rates of change

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Maths - Assessment



- Students are regularly assessed in class:
- During a topic there will be a mini review. This allows both the teacher and student to see if there are any misconceptions, or gaps in understanding.
- The mini review is split into the three key sections of
 1. Fluency
 2. Reasoning
 3. Problem solving
- The completion of the fluency will show students have an understanding of key concepts which means they are meeting the expected standard of our curriculum.
- At the end of a topic there will be an open book assessment. Again this allows teachers and students to see if there are any misconceptions.
- There is then time for any misconceptions to be addressed.

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Maths - Mini Review



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Year 7 Fractions REVIEW Part 1			R	A	G
Objective					
I can simplify fractions					
I can identify and use equivalent fractions.					
I can add and subtract fractions, including mixed numbers					
I can convert between mixed numbers and improper fractions.					
<u>Simplify fractions: Fluency</u>	<u>Simplify fractions: Reasoning</u>	<u>Simplify fractions: Problem Solving</u>			
Write these fractions in their lowest terms: $\frac{8}{12}$ $\frac{21}{27}$	Give a value for a which will mean the fraction $\frac{a}{11}$ can be simplified. Give a value for a which will mean the fraction $\frac{a}{11}$ can not be simplified.	The denominator of a fraction is a prime number. What numerator could you pick to ensure that the fraction can be simplified?			
<u>Equivalent fractions: Fluency</u>	<u>Equivalent fractions: Reasoning</u>	<u>Equivalent fractions: Problem Solving</u>			
Pair up the equivalent fraction: $\frac{4}{20}$ $\frac{9}{21}$ $\frac{44}{66}$ $\frac{6}{30}$ $\frac{15}{35}$ $\frac{18}{27}$	Write these fractions in order, starting with the smallest. $\frac{6}{10}$ $\frac{1}{10}$ $\frac{4}{10}$ <input type="text"/> <input type="text"/> <input type="text"/> smallest	Which of the fractions in the sequence cannot be simplified? Explain why they cannot be simplified. $\frac{1}{14}, \frac{2}{14}, \frac{3}{14}, \dots, \frac{13}{14}$			
<u>Add and subtract: Fluency</u>	<u>Add and subtract: Reasoning</u>	<u>Add and subtract: Problem Solving</u>			
Work out $2/8 + 1/4$ Work out $3/5 - 1/3$ Work out $5/7 - 1/4$ Work out $3/5 - 1/3$ Work out $22/3 - 2$	Show how you would <u>estimate</u> the following calculation $3\frac{9}{10} - 2\frac{1}{8} + 1\frac{4}{5}$	In the circle, $\frac{1}{4}$ and $\frac{1}{6}$ are shaded. What fraction of the whole circle is not shaded?			

Maths - Open Book Assessment



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**My Progress in Mathematics
Year 7 ASSESSMENT
Unit 1a Number - No calculator allowed**

Name: _____ Class: _____

Question Number	Skill	My Score	Max Score	R	A	G
1K	Calculations with integers		3			
2K	Ordering directed numbers and decimals		2			
3K	Calculations with directed numbers		3			
4K	Calculations with decimals		3			
5K	Multiplying larger integers		3			
6K	Multiplying and divide decimals by powers of 10		3			
7K	Rounding integers and decimals		3			
8	Place value problem solving		2			
9	Temperature		2			
10	Money problem		3			
	total		27			

Student Reflection

Teacher Comments

Q7.

Write 2549 correct to the nearest 10

..... (1)

Write the number 2538 correct to the nearest hundred.

..... (1)

Write 4.58 correct to 1 decimal place.

..... (1)

(Total for Question is 3 marks)

Q8.

Here are four cards.
There is a number on each card.

7

8

4

9

(a) Write down the largest 4-digit number that can be made using each card only once.

..... (1)

(b) Write down the smallest 4-digit even number that can be made using each card only once.



Maths - Homework



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All teachers set tasks for their classes using Hegarty Maths.

<https://hegartymaths.com/>

This is an online system that uses artificial intelligence to aid and support student learning.

Students have the ability to do tasks independently as well as tasks set by staff.

Maths - Homework



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Hi there Katie,

Here is how you have been working on HegartyMaths this year!
Remember to always work hard and never give up.



0.0 hrs



0.0 hrs



0.0 hrs



0.0 hrs



0



0

Skill performance summary



100% 70-99% 0-69% Not done

Maths - Homework



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Lesson	Score					Assessment completed
230 - Solving quadratic equations 1 (by factorising)	90% 1	0.09x	14mins	1	0/1	11:36 Thu 18th Jun 20
223 - Factorise quadratic expressions 1	100% 1	0.00x	11mins	0	0/0	11:21 Thu 18th Jun 20

Science



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Faculty Team Leader: Mrs Spacey

Deputy Faculty Leader: Miss. Smith (Mrs. Penson)

Assistant Faculty Leader: Mr. Bertenshaw

Science - Biology Curriculum



Year 7

Organisms

- Cells

Genes

- Variation
- Reproduction

Ecosystems

- Interdependence

Year 8

Organisms

- Breathing and Respiration
- Digestion

Genes

- Inheritance
- Evolution

Ecosystems

- Photosynthesis

Year 9

Paper 1

- Cells
- Organisation
- Infection and response

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Science - Chemistry Curriculum



Year 7

Matter

- Elements, compounds and mixtures
- Separating mixtures
- Particles
- The periodic table

Reactions

- Chemical and physical change

Year 8

Earth

- Climate

Reactions

- Acids and Alkalis
- Reactions
- Metals and non-metals

Year 9

Paper 1

- C1 Atomic structure
- C3 Quantitative chemistry

Paper 2

- C9 Atmosphere
- C10 Resources

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Science - Physics Curriculum



Year 7

Forces

- Introduction to forces
- Effects of forces

Electricity

- Series circuits

Electromagnets

- Magnetism

Energy

- Energy transfers
- Work and energy

Waves

- Sound

Year 8

Forces

- Gravity and Pressure
- Speed

Electricity

- Parallel circuits

Electromagnets

- Electromagnets

Energy

- Fuels and energy
- Energy conservation

Waves

- Light

Year 9

Paper 1

- P2 Electricity
- P3 Particle Model

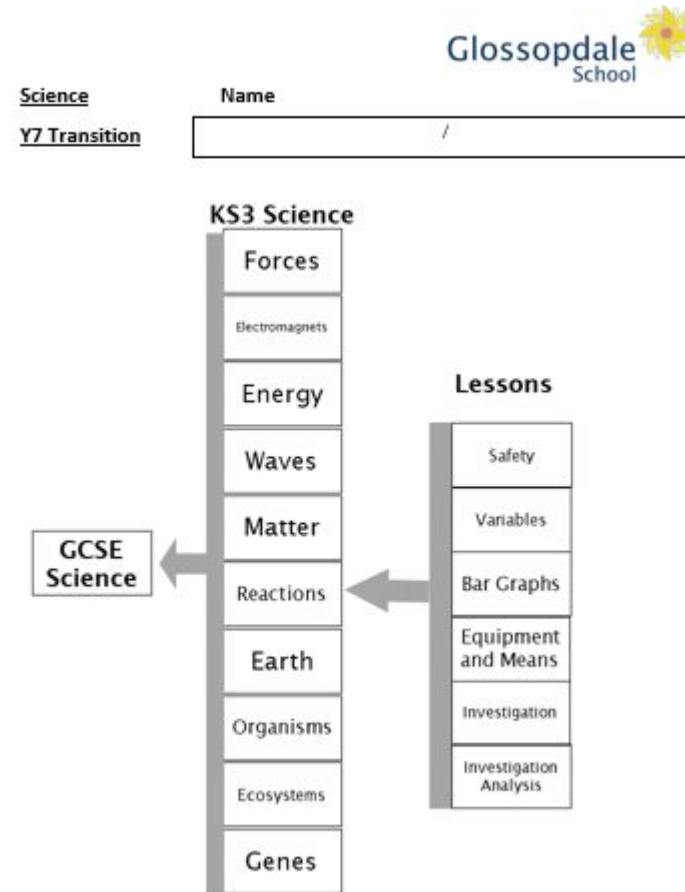
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Science - Booklets



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- Promote consistency
- Improve literacy
- Excellent revision resource



Science - Homework



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Week 1 = Retrieval Quiz revision on earlier topics

Week 2 = Educake or Exam questions on a current topic

<p><u>Year 7 retrieval - cells</u></p> <p><u>Multiple choice</u></p> <ol style="list-style-type: none">1. What is the purpose of the fine focusing knob on a microscope? A. To magnify the image B. To see the image more zoomed in C. To see the image more clearly D. To make the image brighter2. Name the part of the microscope which you look down A. Eyepiece B. Fine focus knob C. Coarse focus knob D. Stage3. The heart is an example of which of the following? A. Cell B. Tissue C. Organ D. Organ system4. What is the function of cytoplasm found in cells? A. Protects the cell B. Contains DNA C. Where chemical reactions take place D. A tail like structure which helps the cell to move5. What is the function of the nucleus found in cells? A. Protects the cell B. Contains DNA C. Where chemical reactions take place D. A tail like structure which helps the cell to move	<p><u>Short answer questions:</u></p> <ol style="list-style-type: none">1. What is an adaptation of a sperm cell?2. What does unicellular mean?3. What does multicellular mean?4. Name one organelle found in both plant and animal cells?5. Name an organelle found in plant cells but not animal cells? <p><u>Longer answer questions:</u></p> <p>Draw and label a plant cell. Give the function of each part.</p>
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Science - Assessment



Year 7

Assessment 1

week 17 (16th January 2023)

Assessment 2

week 29 (8th May 2023)

Year 8

Assessment 1

week 7 (17th October 2022)

Assessment 2

week 19 (6th February 2023)

Assessment 3

week 30 (1st May 2023)

Year 9

Assessment 1

week 8 (31st October 2022)

Assessment 2

week 16 (9th January 2023)

Assessment 3

week 28 (24th May 2023)

In summary:



We hope you feel better-informed about what happens for your child at Glossopdale School and how you can be involved from a parental point-of-view.

For any specific questions, please ask our faculty leaders this evening or - by e-mail:

English: hlogan@glossopdale.school

Maths: cjackson@glossopdale.school

Science: abertenshaw@glossopdale.school

Should you have any additional questions or need further information, please ask, or - if it's something personal to you or your child, then contact:

info@glossopdale.school