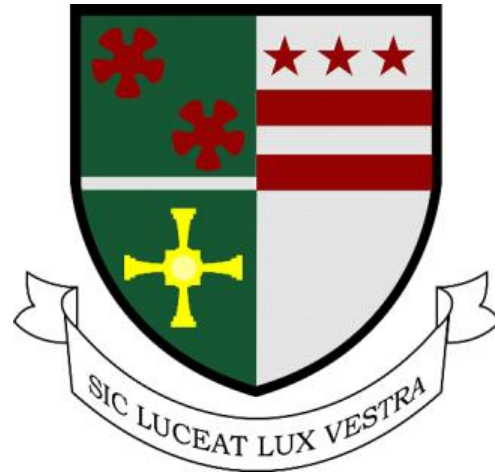


Y8 Parent Information

Helping my child to succeed at KS3



Let your light shine

Key Staff

Curriculum

Mrs M Salmon

(Senior Assistant
Headteacher Curriculum)

Mrs K Dunn

(Assistant Headteacher
Intervention)

Mr S Clark

(Assistant Headteacher
Teaching, Learning &
Assessment)

Miss B Salmon

(SENDCo)

Mrs S Chappell

(Head of 6th Form)

Pastoral

Mr A McHale

(Senior Assistant
Headteacher Pastoral)

Mr J Green

(Assistant Headteacher
Pastoral)

Mr A Davis

(Assistant Headteacher)

Heads of House

Mr Thompson (Whitby)

Mr Hurst (Durham)

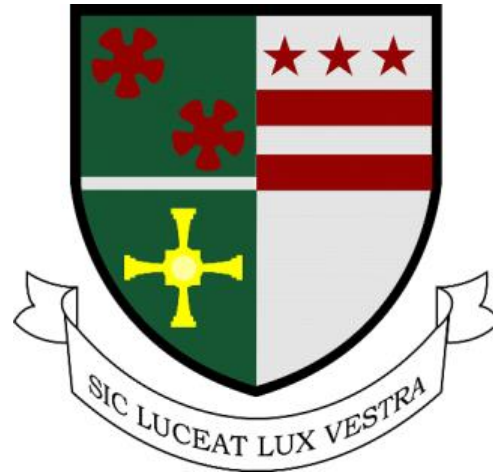
Mrs Mansuetto (Finchale)

Mrs Duncan (Lindisfarne)



Pastoral Team

Key contact: Mr McHale



Let your light shine

Mr McHale (SAHT)

Mr Green (AHT)

Mr Davis (AHT)

Heads of House

Head of St Cuthbert/Durham
Mr Hurst (Mrs Williams)

Head of St Godric/Finchale
Mrs Mansueto (Mr Hall)

Head of St Hilda/Whitby
Mr Thompson (Miss Cairns)

Head of St Aidan/Lindisfarne
Mrs Duncan (Mr Watson)

Year 7 Pastoral Lead – Mrs Gittins

SENDCo – Miss Salmon



Seeking advice and communication

- ✓ Your child's Head of House.
- ✓ Our school counsellor is Mrs Chisolm and appointments are available via a referral from the Pastoral Team.
- ✓ Mrs Chingles is the attendance officer. **Please remember to telephone the school if your child is absent.**
- ✓ Communicate with subject staff / tutors (where applicable) via the student planner.



How we will communicate with you...

- ✓ We may contact you about events and issues by letter.
- ✓ Heads of House and Heads of Department may telephone you to discuss an issue.
- ✓ Staff may communicate through your child's planner.
- ✓ We send text messages to keep you up to date.
- ✓ We send notifications via the MY ED App.
- ✓ The school website is regularly updated.



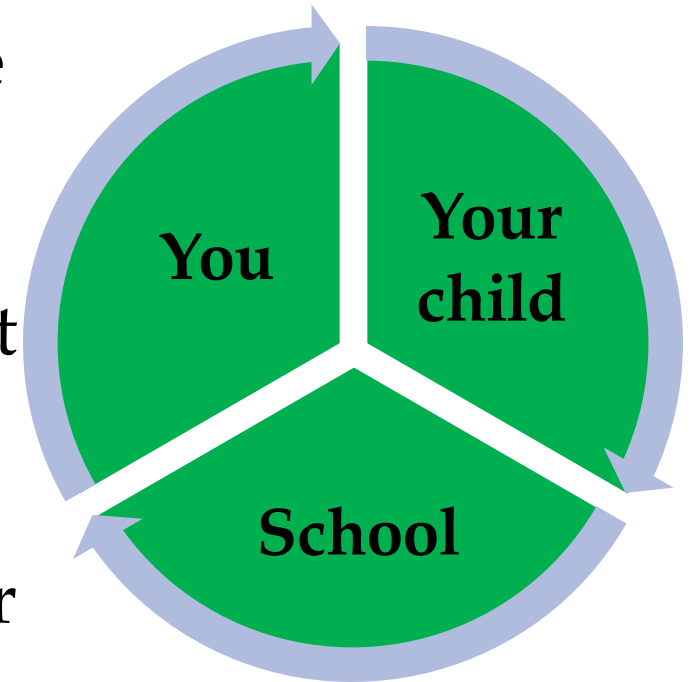
Supporting our Pastoral Priorities



- ✓ Excellent attendance
- ✓ Punctuality – arrive on time for school (8:45am)
- ✓ Correct uniform
- ✓ Respect for staff and the school environment
- ✓ Maximising lesson time
- ✓ Gold standard class and homework

Partnership

- ✓ You are the expert on your own child and always will be their most important teacher.
- ✓ Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with demands of Secondary School.





Acceptable levels of attendance at St. Robert of Newminster School

98 - 100%	Excellent	✓
96 - 98%	Good	✓
93 - 95%	Cause for concern	Stage 1
90 - 93%	Unsatisfactory	Stage 2
Below 90%	Persistent Absence - Unacceptable	Stage 3



GOLD STANDARD BEHAVIOUR

1

Speak with politeness and respect to all staff.

Follow instructions from staff without answering back or argument.
Use Miss or Sir.



2

Treat each other with kindness and respect in our words and actions.

Speak and act towards each other in a kind manner both in person and online.



3 Wear the correct uniform and bring the correct equipment to school every day.

Uniform includes hairstyles, jewellery, beauty products, and footwear.



4

Work hard in class and at home.

Class and homework must be completed on time to the best of our ability. Behave in a way which aids learning.



5

Get there and on time.

Attend school and every lesson and be there on time. Behave with consideration in corridors and on the yard.



6

Respect the school environment.

Do not drop litter, cause damage or graffiti to the school building or property.



7

Celebrate diversity and difference.

We do not use racist, sexist, homophobic or any derogatory language.



8

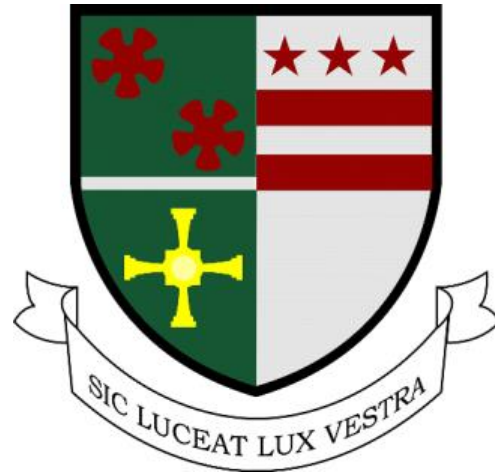
Keep mobile phones in our bag and switched off while in school.

Mobile phones should be switched off and kept out of sight while in school.



St Robert of Newminster Catholic School and Sixth Form College

Ready to Learn



Let your light shine

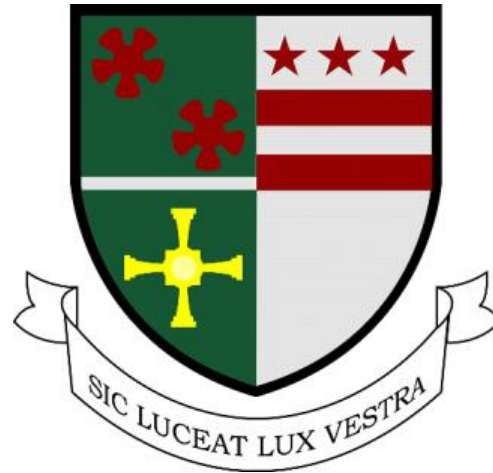
What can I do to ensure my child is ready to learn?



- ✓ Check your child's planner weekly and sign it.
- ✓ Ensure your child is equipped for each and every lesson.
- ✓ Check your child is completing homework, encourage good presentation of work in books.
- ✓ Ensure your child attends school every day and that they are always on time.
- ✓ Ensure your child's uniform is correct.
- ✓ Show an interest – ask them to explain what they are enjoying at school

Curriculum & Assessment

Key contact: Mrs Salmon



Let your light shine

Curriculum Structure



- English (4hrs/3 hrs rota)
- Maths (3hrs)
- Science (3hrs)
- RE (3hrs/2hrs rota)
- French (2hrs)
- PE (2hrs)
- History (2hr)
- Geography (2hr)
- Art (1hr)
- DT (1hr)
- IT (1hr)
- Performing Arts (1hr)
- PSHE / RSE (1hr)

Assessment of Progress:

- 2 assessment points
- 1 Grade report (Term 1)
- 1 Tutor report (Term 3)

Curriculum and Assessment Overviews



Subject: English

NOTE: These are not exhaustive lists	Term 1	Term 2	Term 3
Year 7 Key concepts/skills	Key question: How do writers craft their language for different audiences and purposes? Reading focus: <i>Private Peaceful</i> by Michael Morpurgo Writing Focus: Powerful Words: Persuasive writing stimulus	Key question: How do writers of different text types structure their work for most impact? Reading focus: <i>The Jungle Book</i> by Rudyard Kipling Writing Focus: Imaginary Worlds: Creative writing and animal poetry stimulus	Key question: How do writers respond to the social issues of their day? Reading focus: <i>A Midsummer Night's Dream</i> by William Shakespeare Writing Focus: Points of View: Inform writing stimulus
Assessment	Reading and Writing assessments held in class. 1 hour each.	Reading and Writing assessments held in class. 1 hour each.	Reading assessment held in exam hall. Writing assessment held in class. 1 hour each.
Year 8 Key concepts/skills	Key question: How do writers construct and then develop their characters? Reading focus: <i>Oliver Twist</i> by Charles Dickens Writing Focus: Points of View: Informative writing article	Key question: How do writers craft their language and structure their texts to engage the reader? Reading focus: <i>The Tempest</i> by William Shakespeare Writing Focus: Powerful Words: Writing to argue	Key question: How and why do writers adopt different genres in their texts? Reading focus: <i>Uncle Montague's Tales of Terror</i> by Chris Priestley Writing Focus: Imaginary Worlds: Creative writing on the gothic
Assessment	Reading and Writing assessments held in class. 1 hour each.	Reading and Writing assessments held in class. 1 hour each.	Reading assessment held in exam hall. Writing assessment held in class. 1 hour each.
Year 9 Key concepts/skills	Key question: How do writers use different voices and points of view in their texts to aid meaning? Reading focus: <i>Of Mice and Men</i> by John Steinbeck Writing Focus: Powerful Words: Writing to persuade	Key question: How do writers reflect a social zeitgeist? Reading focus: <i>A selection of conflict poetry</i> Writing Focus: Imaginary Worlds: Descriptive writing: focused on creating character and setting	Key question: How do playwrights utilise the dramatic form? Reading focus: <i>Romeo and Juliet</i> by William Shakespeare Writing Focus: Powerful Words: Writing to argue
Assessment	Reading and Writing assessments held in class. 1 hour each.	Reading and Writing assessments held in class. 1 hour each.	Reading assessment held in exam hall. Writing assessment held in class. 1 hour each.

Subject: Religious Education

	Term 1	Term 2	Term 3
Year 7 Key concepts <i>Skills</i> AO1: Knowledge and understanding AO2: Analysis and evaluation	School community Hierarchy of the Church Sacraments Rites of Initiation Using the Bible Miracles of Jesus Was Jesus human? Nativity Jesus in Art	Forgiveness Prodigal Son Reconciliation Forms of punishment Lent	What do Jewish people believe? Abraham and Moses Torah Kosher Jewish Festivals
Assessment	Assessment based on Unit 1: Belonging Assessment held in-class, 45 minutes Teacher assessed	Assessment based on Unit 2: Identity of Jesus Assessment held in-class, 45 minutes Teacher assessed	Interleaved assessment covering the first three Units Completed in exam hall 45 minutes Teacher assessed
Year 8 Key concepts <i>Skills</i> AO1: Knowledge and understanding AO2: Analysis and evaluation	Rite of Confirmation Pentecost and Holy Spirit Gifts of the Holy Spirit Religious orders and vocation Cost of discipleship Jesus' treatment of: Other cultures The elderly and disabled Women	Events of Holy Week Significance of Holy Week Significance of the Eucharist Different Christian attitudes to the Eucharist	What do Muslims believe? Muhammad (PBUH) Five Pillars of Islam Qur'an and Hadith Role of Women Jihad
Assessment	Assessment based on Unit 1: Confirmation Assessment held in-class, 45 minutes Teacher assessed	Assessment based on Unit 2: Jesus and Others, Eucharist Assessment held in-class, 45 minutes Teacher assessed	Interleaved assessment covering the first three Units Completed in exam hall 45 minutes Teacher assessed
Year 9 Key concepts <i>Skills</i> AO1: Knowledge and understanding AO2: Analysis and evaluation	Life as a journey Lourdes Hajj Jerusalem Views on creation Design and causation Sanctity of life Abortion	Body and soul Human trafficking Euthanasia The Commandments The meaning of life Religious views on marriage and family	Problem of evil Christian responses to suffering Joseph and Job Christian response to suffering
Assessment	Assessment based on Unit 1: Pilgrimage Assessment held in-class, 45 minutes Teacher assessed	Assessment based on Unit 2: Creation Assessment held in-class, 45 minutes Teacher assessed	Interleaved assessment covering the first three Units Completed in exam hall 45 minutes Teacher assessed

Internal Assessments

Each assessment will evaluate whether your child is making expected progress within our curriculum.



Subject	Current Attainment	Engagement	Homework
English	Working at expected level	1	1
Maths	Working beyond expected level	1	1
Science	Working at expected level	1	1
Art	Working at expected level	1	1
Music	Working at expected level	1	1
History	Working beyond expected level	1	1
Geography	Working at expected level	1	1
DT	Working at expected level	1	1
RE	Working beyond expected level	1	1
PE	Working at expected level	1	NA
ICT	Working at expected level	1	2
French	Working beyond expected level	1	1

Sample report

Internal Assessments

Attainment: Beyond, Expected, Developing



Grade	Engagement	Homework
1	is a hardworking pupil, who shows a keen interest.	Completes all homework on time. Frequently produces work of exemplary quality.
2	is usually positive, interested and hardworking	Completes all homework on time. Frequently produces homework to a good standard.
3	has generally shown a positive attitude but would benefit from more consistent commitment	Homework completion is inconsistent. There is evidence of work being rushed, lacking development and not reaching the standard of which the pupil is capable.
4	some concerns over attitude, work rate or behaviour	Homework is rarely completed on time or to the standard of which the pupil is capable.

Communication



When	Detail
Term 1 Wb 14th November Wb 5th December	Teachers assess progress Grade report to parents/carers
Term 3 Wb 1st May Wb 5th June	Teachers assess progress Grade report, Tutor report, and parents'/ carers' evening

Assessment

Change in assessment at GCSE from grades to numbers.



Current Y8 (examined in 2027)

All subjects will be assessed using numbers



5 =
Strong Pass

4 =
Standard Pass

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
<hr/>	
3	D
2	E
	F
1	G
U	U

Comparing old GCSE letter grades to new number grades

Let your light shine

Through Christ, in partnership and with service and witness at the core of all we do, our school will be a centre of excellence. We will educate the whole person so that everyone fulfils their academic potential, aspires highly and is optimistically ambitious.



Aspirational Target Grades

- ✓ Based on KS2 end point i.e. end of Y6
- ✓ 'Optimistically ambitious' top 25% nationally
- ✓ Grade potential to aim towards

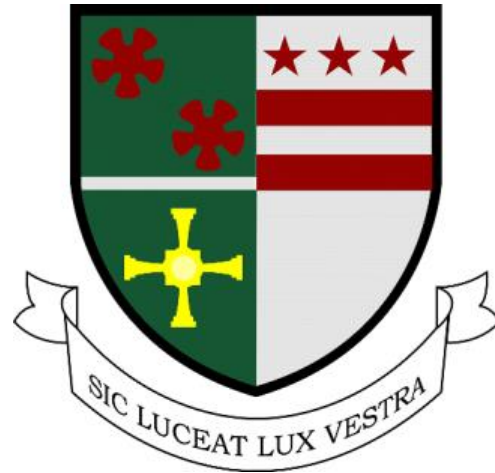
Outcomes

- ✓ 9-1 grades: 5 strong pass; 4 standard pass
- ✓ D*-P

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	
U	U

Comparing old GCSE letter grades to new number grades

Preparing for Assessments



Let your light shine

Developing effective revision habits



Make it
Obvious



Make it
Attractive



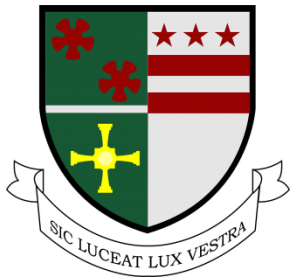
Make it
Easy



Make it
Rewarding



Developing effective revision techniques



1. Spacing and Interleaving



2. Deliberate Practice



4. Retrieval Practice



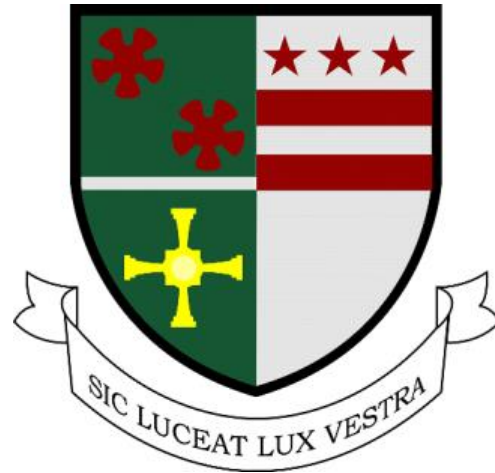
3. Flash Cards



5. Dual Coding



Class Groupings



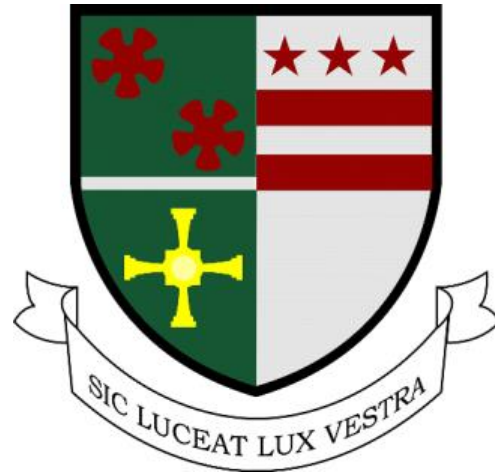
Let your light shine

Year 8 Class Groupings

- ✓ Mixed ability in Year 8, except for Maths
- ✓ End of year progress in Y7 assessments and pastoral information used to group in Y8
- ✓ Progress evaluated throughout the year
- ✓ Class groupings reviewed regularly in year 8 and grouped again going into Y9 based on in year progress, end of year progress in Y8 assessments and pastoral information
- ✓ Opportunity to pick up a 2nd language in Year 9 which could result in further class changes

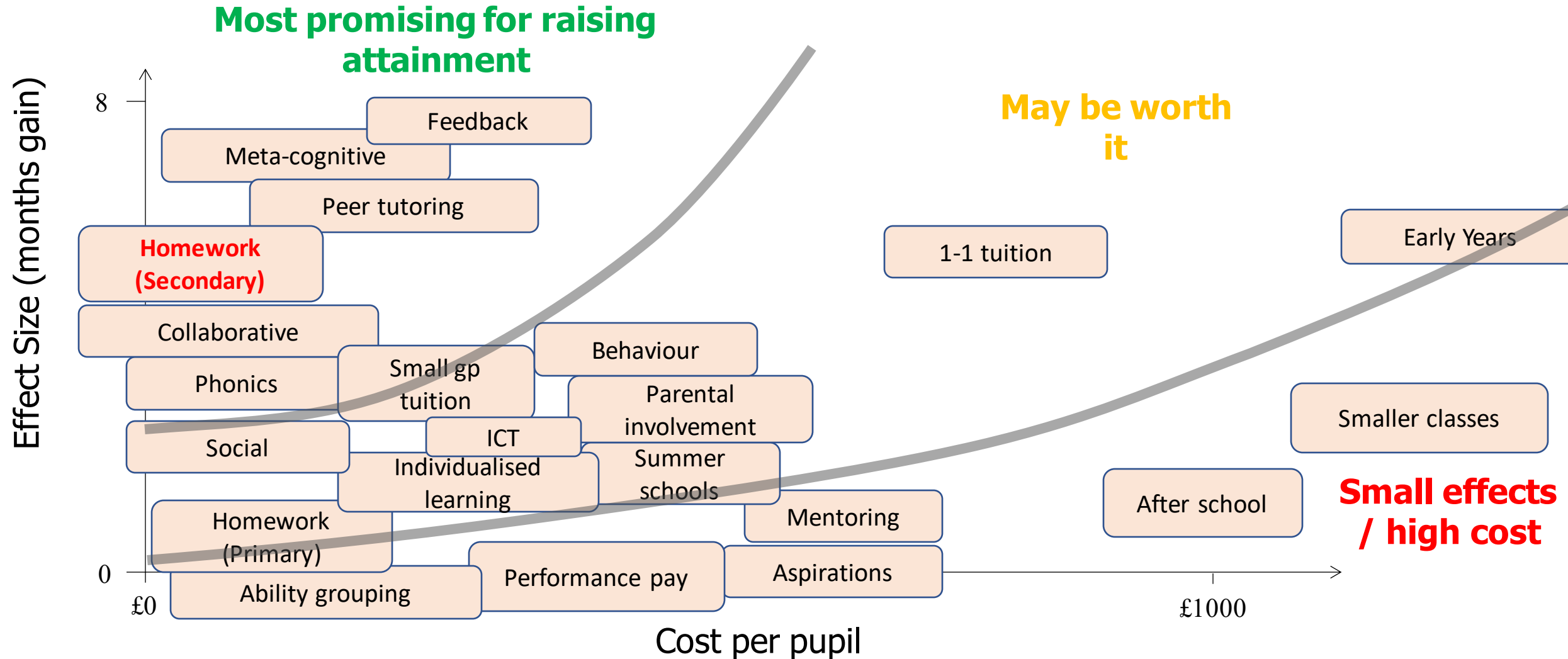


Homework



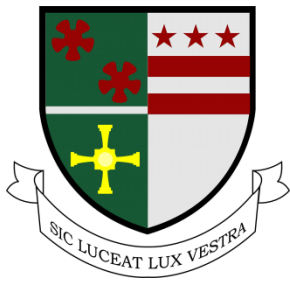
Let your light shine

What does the evidence tell us about homework ?



What does homework look like?

- **Prepare** - tasks required to prepare, successfully, for the next lesson or beyond.
- **Consolidate** - tasks which helps to reinforce the challenging nature of the work done in class.
- **Extend** - tasks designed to challenge pupils to find out more and gather new information to deepen their knowledge, understanding and skills.



How much homework is set?

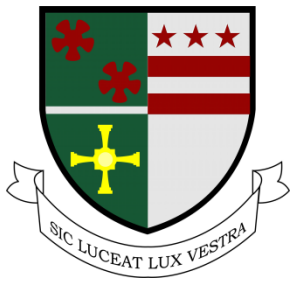
Key Stage 3:

Homework is set **once a week** if the pupil is taught **two** or more lessons a week in that subject.

Homework is **set fortnightly** if the pupil is taught **one** lesson a week in that subject.

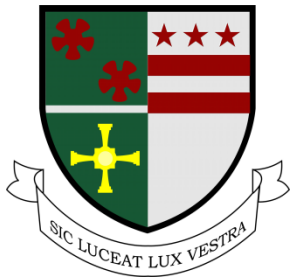
Key Stage 3:

- ✓ Year 7: 30 minutes per subject.
- ✓ Year 8: 30 to 45 minutes per subject.
- ✓ Year 9: 45 minutes per subject.

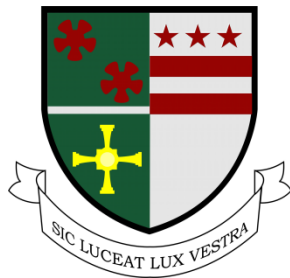


Our homework expectations...

- ✓ Clearly write the homework in their planners.
- ✓ Include when the homework is to be handed in.
- ✓ Pupils must complete their homework on time and to a high standard.
- ✓ Pupils must re-draft homework if it is not to a high standard.



Planner & Organisation



OCTOBER		DATE	DONE
MONDAY 5		lundi (French), Montag (German), lunes (Spanish), lunedì (Italian)	
Geography	None set		/
PE	None set, book in for marking		/
RE	None set		/
Maths	Review for calculator	08/10/15	✓
English	Start book out	08/10/15	✓
TUESDAY 6		mardi (French), Dienstag (German), martes (Spanish), martedì (Italian)	
PE	None set		/
Comp Sci	None set, book in for marking		/
Physics	Two sheets in book on braking and forces	13/10/15	✓
Geography	None set, check if there was meant to be homework	07/10/15	✓
RE	None set, book in		/
WEDNESDAY 7		mercredi (French), Mittwoch (German), miércoles (Spanish), mercoledì (Italian)	
Maths	Review	08/10/15	✓
Chemistry	Check in book	14/10/15	✓
RE	Review writing in book	12/10/15	✓
Spanish	None set, start book	08/10/15	✓
English	None set		/
THURSDAY 8		jeudi (French), Donnerstag (German), jueves (Spanish), giovedì (Italian)	
Spanish	Review for week test and do paragraph 4	14/10/15	✓
ISA	Key Assessment in book	15/10/15	✓
Tutor	None set		/
English	None set, start out book	08/10/15	✓
Maths	None set		/
THURSDAY 5		jeudi (French), Donnerstag (German), jueves (Spanish), giovedì (Italian)	
Parents evening			
English	add language analysis to flashcards, word pass of each word, 3 quotes per character for development, rag rain.	10th Oct	

All subjects to be written in the planner:

- ✓ P-Prepare
- ✓ C-Consolidate
- ✓ E-Extend

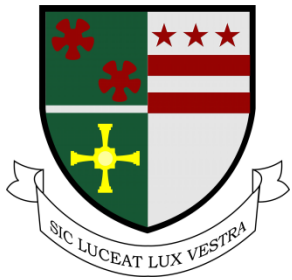
Due date to be included

None set to be written in if no homework is set

Add a 'Tick' when done

Neat and tidy

Create the right conditions to work



**Set up
a study
space**



**Eat
healthy
food**



**Take
regular
breaks**



Sleep well.

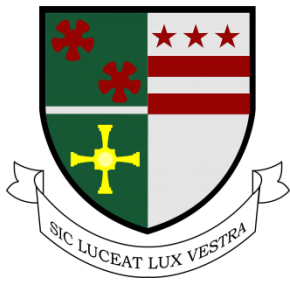


**Take
regular
exercise**

How can parents help?

- ✓ Checking the pupil planner daily
- ✓ Helping organisation by discussing their work and their deadlines
- ✓ Ensure they have a quiet space to work
- ✓ Encourage them to commit specific time to homework/revision
- ✓ Ensure that they are removed from distractions





Students self-nominate to show their work to staff and are awarded with stationery and achievement points

GOLD STANDARD WORK

1 All of your work must be completed using neat and legible handwriting.



2 All responses to feedback must be completed in green, including literacy and numeracy corrections.



3 All dates and titles must be underlined with a ruler.



4 Except for responses to feedback, all work must be completed in blue or black pen.



5 No incomplete work or gaps in books-any missed work must be caught up as soon as possible.



6 Diagrams, tables and graphs must be completed in pencil and using a ruler.



7 All sheets must be stuck in your book neatly.

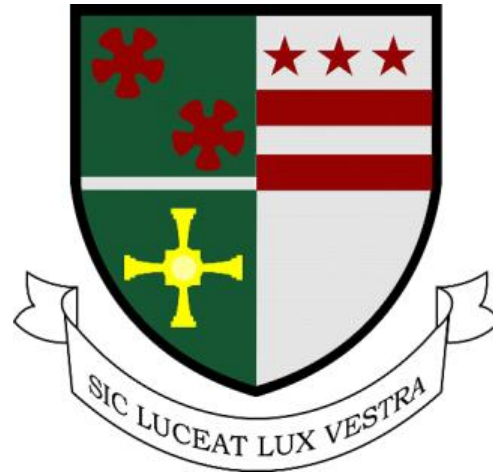


8 Take pride in your work-your book will be a key revision resource.



St Robert of Newminster Catholic
School and Sixth Form College

Thank You



Let your light shine