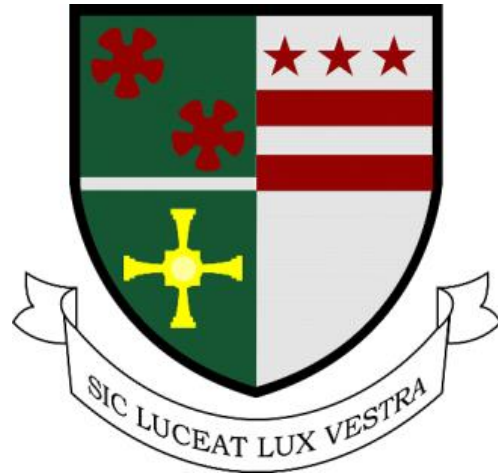


# Y7 Parent Information Evening

## Helping my child to succeed at KS3



*Let your light shine*

# Key Staff

## Curriculum

**Mrs Salmon**

(Senior Assistant  
Headteacher Curriculum)

**Mrs Dunn**

(Assistant Headteacher  
Intervention)

**Mr Clark**

(Assistant Headteacher  
Teaching, Learning &  
Assessment)

## Pastoral

**Mr McHale**

(Senior Assistant  
Headteacher Pastoral)

**Mr Green**

(Assistant Headteacher  
Pastoral)

**Mr Davis**

(Assistant Headteacher  
Catholic Life & Personal  
Development )

## Heads of House

**Miss Salmon**

SENDCo



# Pastoral Team



*Let your light shine*

Mr McHale (SAHT)  
Mr Green (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  
Mrs Hurst – AHOH across Houses

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 K Chingles is our 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 Arbor.
- ✓ The school website is regularly updated.

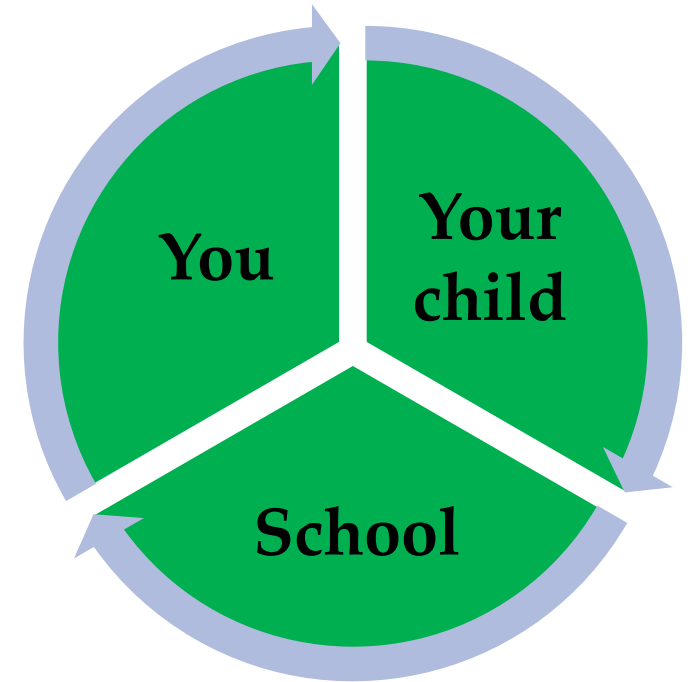
# Supporting our Pastoral Priorities



- ✓ 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

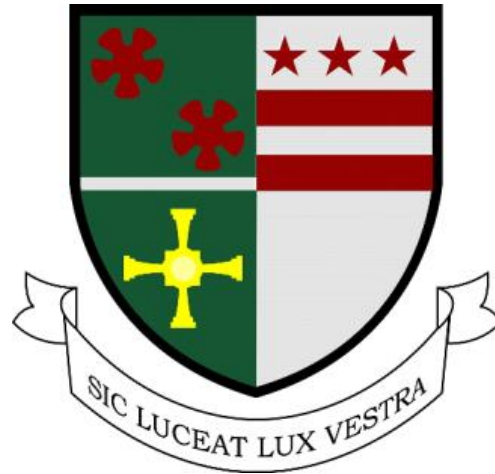
98 - 100%	Excellent	✓
96 -98%	Good	✓
93 -95%	Cause for concern	Stage 1
90 - 93%	Unsatisfactory	Stage 2
Below 90%	Persistent Absence - Unacceptable	Stage 3

# 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

# Gold Standard Behaviour



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# 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

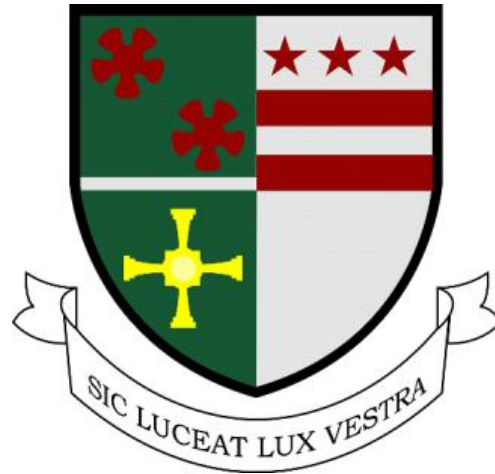
Keep mobile phones in our bag and switched off while in school.

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



St Robert of Newminster Catholic School and Sixth Form College

# Curriculum & Assessment



*Let your light shine*

# Curriculum Structure



- English (3 or 4hrs)
- Maths (4hrs)
- Science (3hrs)
- RE (2 or 3hrs)
- Spanish (2hrs)
- PE (2hrs)
- History (1hr)
- Geography (1hr)
- Art (1hr)
- DT (2hr)
- IT (1hr)
- Music (1hr)
- PSHE / RSE (1hr)

New Two-Week Timetable Sept 2023  
Current week is A  
Alternate time between English/RE

## Assessment of Progress:

- 3 assessment points
- 2 Grade reports/1 Tutor report

## School Website:

Parent → Curriculum Overview

# How we will monitor your child's progress...



✓NGRT

✓Internal assessments





# Curriculum and Assessment Overviews



## Subject: English

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

# Key dates for communication



Date (week beginning)	Description
17th October	Year 7 Assessment Week 1
28th November	Grade Report to parents on Y7 Tutor Evening (30th November)
27th February	Year 7 Assessment Week 2
17th April	Grade Report to parents on Parents' Evening (20th April)
12th June	Year 7 Assessment Week 3
10th July	Tutor Report

# Assessment

Change in assessment at GCSE from grades to numbers.



Current Y7 (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	
3	D
2	
1	
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

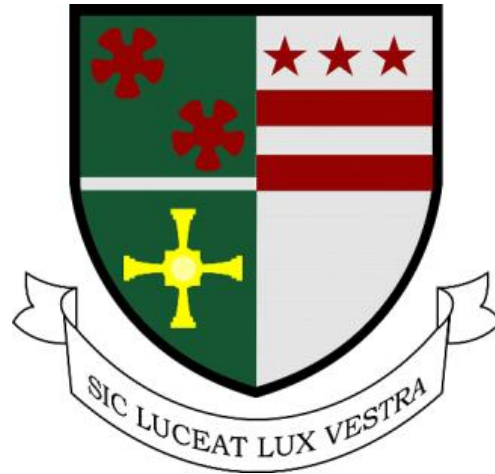
## Outcomes

- ✓ 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	E
1	F
	G
U	U

Comparing old GCSE letter grades to new number grades

# Preparing for Assessments

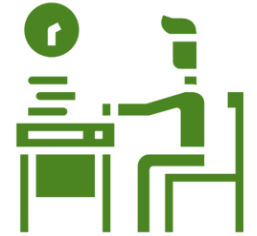


*Let your light shine*

# Developing effective revision habits



Make it  
Obvious



Make it  
Attractive



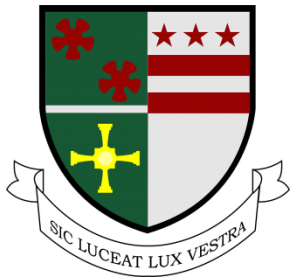
Make it  
Easy



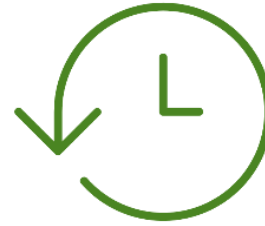
Make it  
Rewarding



# Developing effective revision techniques



1. Spacing and Interleaving



2. Deliberate Practice



4. Retrieval Practice



3. Flash Cards

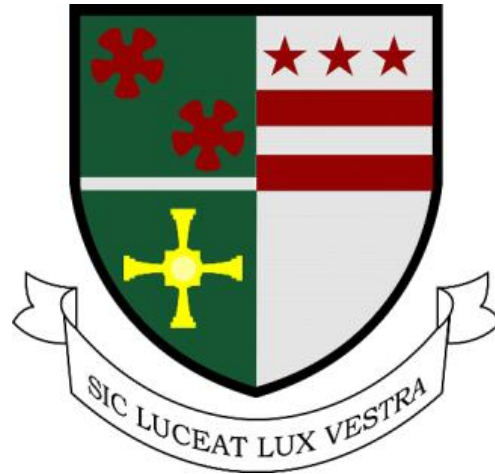


5. Dual Coding





# Class Groupings



*Let your light shine*

# Year 7 Class Groupings



- ✓ KS2 information on progress and transition information from Primary schools used to group students.
- ✓ Progress evaluated throughout the year.
- ✓ In year progress and end of year progress in Y7 exams as well as KS2 results are used to set year 8 groups.
- ✓ Class groupings reviewed regularly in year 8 and reset again going into Y9 based on in year progress and end of year progress in Y8 exams

# Class Group Structure



## **Class groupings**

English, Maths,  
MFL, Geography,  
History, Art, IT,  
Music, RE and  
Science

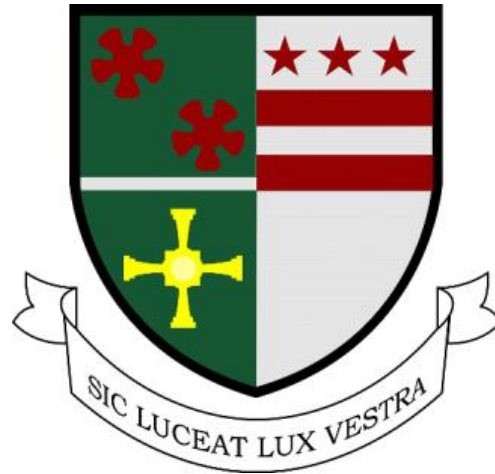
## **Design and Tech groups**

Smaller groups  
taught on  
rotation of  
Food,  
Engineering  
and Product  
Design

## **PE**

PE groups  
slightly  
different to  
class groups

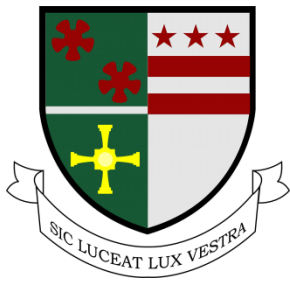
# Literacy



*Let your light shine*

# Importance of literacy...

Young people who leave school without good literacy skills are held back at every stage of life. It is therefore a whole-school priority to ensure that **all pupils at St Robert's learn to read, write and communicate effectively.**



To monitor pupil progress in literacy, termly reading assessments are completed throughout Year 7 and 8 and reported to parents in the form of a **Standardised Age Score.**

A 'SAS' of 100 is average.

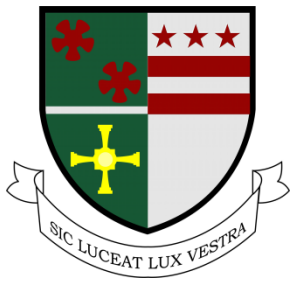
A 'SAS' of <89 suggests reading intervention is needed.

Description	Very Low	Below Average	Average	Above Average	Very High		
Standard Age Score (SAS)	70	80	90	100	110	120	130

# Reading Intervention

Reading interventions include:

- ✓ Read, Write Inc. Fresh Start with Miss Boggitt (Primary Specialist) focuses on decoding sounds (phonics)
- ✓ Super Readable Rollercoasters with Mrs Farnham (HLTA) focuses on reading fluency and comprehension using age-related texts
- ✓ Reading Fluency Practice with Sixth Form Reading Mentors focuses on accuracy and prosody



**Reading for pleasure** has a variety of benefits; research shows that frequent reading improves:

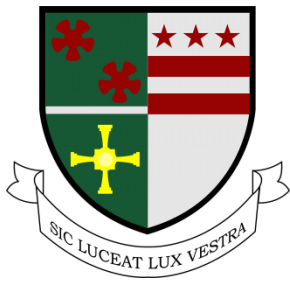
- ✓ Reading attainment
- ✓ Writing ability
- ✓ Text comprehension and grammar
- ✓ Breadth of vocabulary
- ✓ Self-confidence as a reader
- ✓ General knowledge
- ✓ Understanding of other cultures



At St Robert's, we nurture pupils' motivation to read through:

- Tutor Reading Programme
- Termly library visits
- Library lunch passes

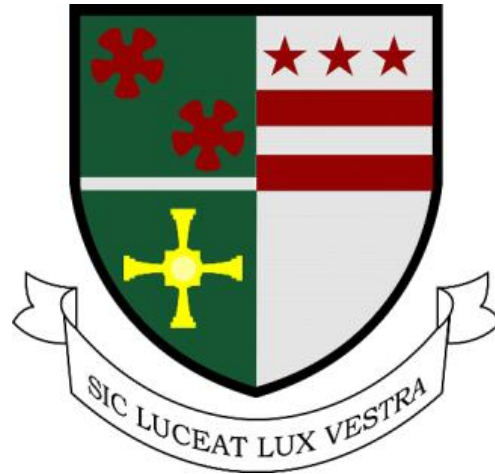
# Year 7 Reading Curriculum



	Autumn	Spring	Summer
<b>7D1</b>	The Graveyard Book	Black Beauty	The Bone Sparrow
<b>7D2</b>	The Ruby in the Smoke	The Bone Sparrow	Tuck Everlasting
<b>7F1</b>	The Bone Sparrow	Treasure Island	The Ruby in the Smoke
<b>7F2</b>	Treasure Island	Chinese Cinderella	The Graveyard Book
<b>7L1</b>	A Monster Calls	Tuck Everlasting	Treasure Island
<b>7L2</b>	Windrush Child	The Graveyard Book	Black Beauty
<b>7L3</b>	Chinese Cinderella	Windrush Child	A Monster Calls
<b>7W1</b>	Tuck Everlasting	A Monster Calls	Windrush Child
<b>7W2</b>	Black Beauty	The Ruby in the Smoke	Chinese Cinderella



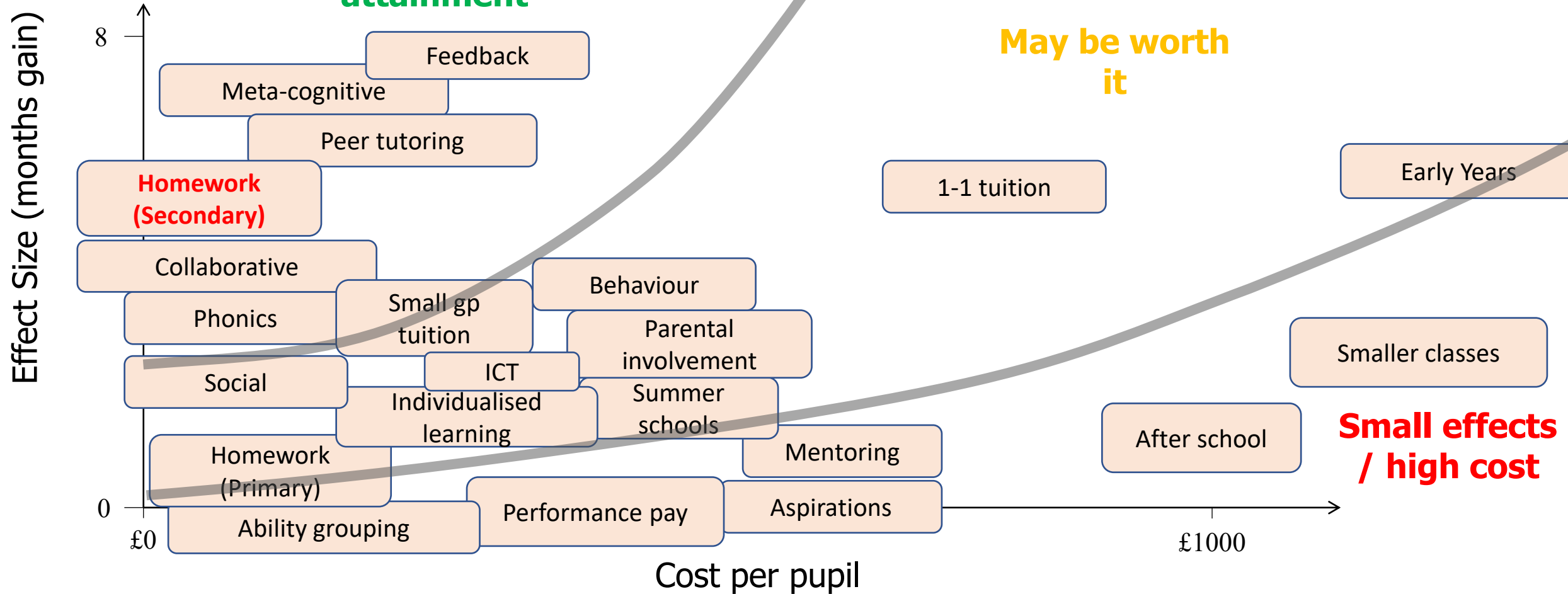
# Homework



*Let your light shine*

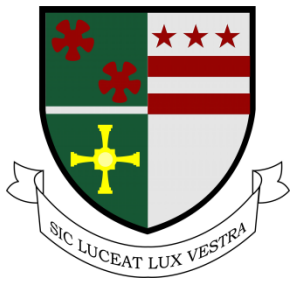
# What does the evidence tell us about homework ?

**Most promising for raising attainment**



# 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.

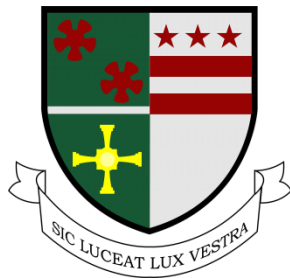


# Our homework expectations...

- ✓ 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



MONDAY 5		land (French), Montag (German), lunes (Spanish), lunedì (Italian)	DUE DATE	DONE
Geography	None set		1	
PE	None set, book in for marking		1	
RE	None set		1	
Maths	Review for cellafix		08/10/19	✓
English	Start book out		08/10/19	✓
TUESDAY 6		mardi (French), Dienstag (German), martes (Spanish), martedì (Italian)	DUE DATE	DONE
PE	None set		1	
Comp Sci	None set, book in for marking		1	
Physics	Two sheets in book on braking and forces		13/10/19	✓
Geography	None set, check if there was meant to be homework		07/10/19	✓
RE	None set, book in		1	
WEDNESDAY 7		mercredi (French), Mittwoch (German), miércoles (Spanish), mercoledì (Italian)	DUE DATE	DONE
Maths	Review		08/10/19	✓
Chemistry	Check in book		14/10/19	✓
RE	Review writing in book		12/10/19	✓
Spanish	None set, start book		08/10/19	✓
English	None set		1	
School Party Arrang on On-site called off				
THURSDAY 8		jeudi (French), Donnerstag (German), jueves (Spanish), giovedì (Italian)	DUE DATE	DONE
Spanish	Review for week test and do paragraph 4		14/10/19	✓
ISA	Key Assessment in book		15/10/19	✓
Tutor	None set		1	
English	None set, start out book		08/10/19	✓
Maths	None set		1	
School Party Home 0-5				
Maths Assignment				
MONDAY 2		land (French), Montag (German), lunes (Spanish), lunedì (Italian)	DUE DATE	DONE
RE	Make revision resources for 'Foundation' 'Constructive Theology - Origins + Meanings' test		9th Oct	
Art	Lunch pass		4th Oct	
Biology	Homeostasis homework (P)		10th Oct	
Physics	Complete questions (C)			
TUESDAY 3		mardi (French), Dienstag (German), martes (Spanish), martedì (Italian)	DUE DATE	DONE
Spanish	90 word question		5th Oct	
English	adding to key quotation cards for Macbeth. (Language analysis). (E)		10th Oct	
Macbeth quotation cards brought in			4th Oct	
WEDNESDAY 4		mercredi (French), Mittwoch (German), miércoles (Spanish), mercoledì (Italian)	DUE DATE	DONE
Geography	development dynamics booklet completed		6th Oct	
THURSDAY 5		jeudi (French), Donnerstag (German), jueves (Spanish), giovedì (Italian)	DUE DATE	DONE
English	add language analysis to flashcards, word pass of each word, 3 quotes per character for development, rag raise.		10th Oct	
Parents evening				

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.**



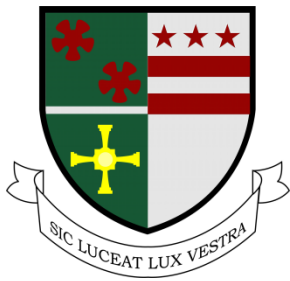
**Take  
regular  
exercise**

# 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







# 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.

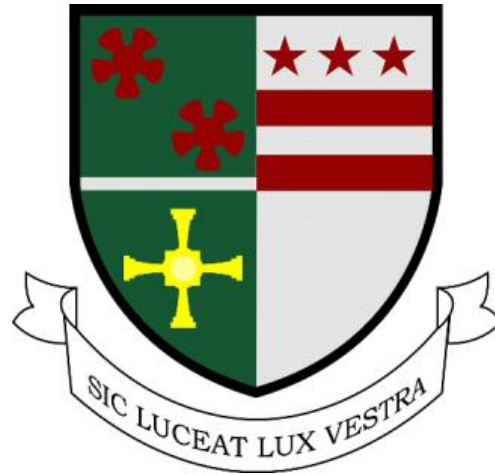


**8** Take pride in your work—your book will be a key revision resource.



St Robert of Newminster Catholic  
School and Sixth Form College

# Thank You



*Let your light shine*