



Year 7 Curriculum Information Evening

Martin Hewitt

Deputy Headteacher (Academic)

Curriculum



Subject	Hours per Fortnight
Science	7
English	6
Mathematics	6
Spanish	6
Physical Education	4
History	3
Geography	3

Subject	Hours per Fortnight
Computing	3
Design Engineering	3
Music	2
Drama	2
Art	2
EPR (Ethics, Philosophy and Religion)	2
Citizenship	1

Baseline Tests and Assessments



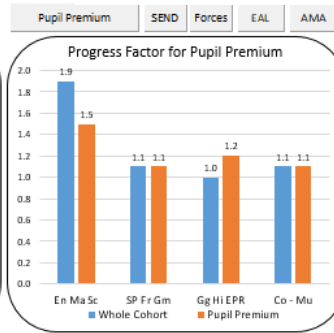
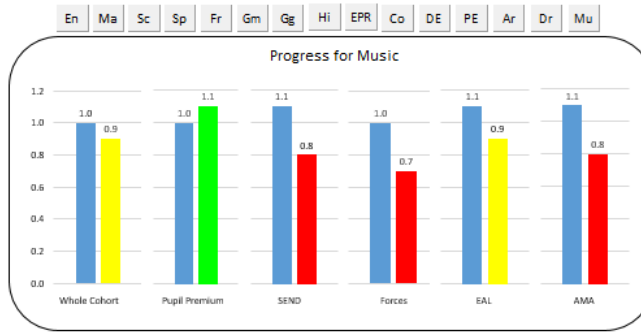
- Baseline Assessments are internal to act as a starting point to assess progress
- Results will not be shared with students or parents
- Student work is assessed in a variety of ways
- Formal teacher-marked tests occur at least once-per-half-term
- Progress ladders are evidence of how your son/daughter is progressing



Baseline Tests and Assessments

Progress Summary from Baseline to End of Year 7 (2018-19)

	Whole Cohort		Pupil Premium		SEND		Forces		EAL		AMA	
	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual
En	0.5	1.6	0.5	1.3	0.5	1.5	0.5	1.3	0.5	1.4	0.6	1.9
Ma	0.4	0.6	0.4	0.5	0.4	0.4	0.4	0.6	0.4	0.6	0.4	0.4
Sc	0.5	0.5	0.5	0.5	0.6	0.5	0.6	0.5	0.6	0.5	0.6	0.5
Sp	1.8	1.9	1.8	1.8	1.8	1.9	1.8	1.8	1.9	2.0	2.1	2.1
Fr	0.0		0.0		0.0		0.0		0.0		0.0	
Gm	0.0		0.0		0.0		0.0		0.0		0.0	
Gg	1.2	1.3	1.2	1.2	1.3	1.4	1.2	1.3	1.3	1.4	1.5	1.3
Hi	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.5	0.7	0.7	0.7	0.6
EPR	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	1.0	0.9
Co	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.0	1.1	1.1	1.3	1.2
DE	1.4	1.8	1.4	1.8	1.4	1.8	1.4	1.9	1.5	2.0	1.7	1.9
PE	0.5	0.5	0.5	0.4	0.6	0.5	0.5	0.4	0.6	0.5	0.7	0.5
Ar	1.1	1.1	1.1	1.1	1.1	1.0	1.1	1.1	1.2	1.1	1.3	1.3
Dr	0.8	1.0	0.8	0.9	0.8	1.0	0.8	1.0	0.9	1.1	0.9	1.0
Mu	1.0	0.9	1.0	1.1	1.1	0.8	1.0	0.7	1.1	0.9	1.1	0.8
No of students	248		19		6		10		15		25	



*NB: Bar values are rounded to 1 decimal place so bars of a slightly different height may have labels of equal value

Progress Factor = Actual Progress / Expected Progress
 PF > 1: Cohort is making more than expected progress
 PF = 1: Cohort is making expected progress
 PF < 1: Cohort is making less than expected progress

■ Actual progress 20% or more above expected
 ■ Actual progress 0-20% above expected
 ■ Actual progress 0-20% below expected
 ■ Actual progress more than 20% below expected

■ % of cohort making expected or more than expected progress

■ % of cohort making less than expected progress

Percentage of Each Cohort Making Expected and More than Expected Progress



Baseline Tests and Assessments



- Student work is assessed in a variety of ways
- Formal teacher-marked tests occur at least once-per-half-term
- Progress ladders are evidence of how your son/daughter is progressing
- Every assessed piece of work is marked and quality, instructive written feedback given
- But not all student work is marked - this is unnecessary

Progress Ladders

- Each subject has a Progress Ladder that students keep and fill in regularly
- Progress ladders define what each skill looks like at different 'levels' of success in students' work
- Students are encouraged to reflect and highlight their progress on each ladder
- Students develop a clear and detailed understanding of what progress they have been making and what they need to do next in order to further improve their skills.

English Progress Ladder



	R1: Read, understand and interpret texts.	R2: Analyse language, form and structure.	R3: Exploration of the relationship between text and context.	R4: Evaluate texts critically.	R5: Compare writers' ideas and perspectives across two or more texts.	KO: Use of critical style to express ideas clearly.
Mastering	I can provide a wide range of perceptive, detailed and sophisticated inferences about character, theme and setting, which directly relates to my textual evidence.	I can offer perceptive, detailed and sophisticated analytical comments regarding a writer's use of language, form and structure throughout my analysis, which is consistently supported by accurate use of subject terminology.	I can accurately identify a wide range of precise historical, social and cultural contextual factors, which are directly relevant to my textual evidence, in order to discuss in detail how these contextual factors shape the presentation of character, theme and/or setting.	I can offer a wide range of perceptive and sophisticated evaluative judgements about a text in order to explore and explain in detail the various ways the writer has been successful in their aims throughout the text as a whole.	I can establish a wide range of perceptive and sophisticated comparisons between two or more texts regarding the ideas and perspectives presented in order to explain in detail how the texts compare and contrast.	I consistently, and confidently, integrate a variety of ambitious and polysyllabic vocabulary choices into my analysis when expressing my ideas.
Securing	I can provide a range of thoughtful, developed and precise inferences about character, theme and/or setting, which directly relates to my textual evidence.	I can offer thoughtful and well-developed analytical comments regarding a writer's use of language, form and structure at times in my analysis, which is largely supported by accurate use of subject terminology.	I can accurately identify a range of historical and social contextual factors, which are directly relevant to my textual evidence, in order to discuss in some detail how these contextual factors shape the presentation of character, theme and/or setting.	I can offer a range of precise and insightful evaluative judgements about a text in order to explain in some detail how the writer has been successful in their aims.	I can establish a range of precise and insightful comparisons between two or more texts regarding the ideas and perspectives presented in order to explain in some detail how the texts compare and contrast.	I largely make accurate use of more ambitious and polysyllabic vocabulary choices when expressing my ideas.
Developing	I can provide relevant and accurate inferences about character, theme and/or setting, which directly relates to my textual evidence.	I can offer some relevant and accurate analytical comments regarding a writer's use of language, form and structure at times in my analysis, which is occasionally supported by accurate use of subject terminology.	I can identify some historical and social contextual factors, which are directly relevant to my textual evidence.	I can offer some thoughtful judgements about a text, which are supported by some relevant textual evidence, in order to start explaining how the writer has been successful in their aims.	I can establish some thoughtful comparisons between two or more texts regarding the ideas and perspectives presented in order to start explaining how the texts compare and contrast.	I strive, at times, to use more ambitious vocabulary choices when expressing my ideas.
Emerging	I can provide simple and generic inferences about character, theme and/or setting, which directly relates to my textual evidence.	I can identify some features regarding a writer's use of language, form and structure and I can begin to comment on the effect these features have on the	I can recall some historical and social contextual information related to the text I am exploring.	I can offer some simple and generic judgements about a text.	I can establish some generic comparisons between two or more texts regarding the ideas and perspectives presented.	I mostly use simple and monosyllabic vocabulary choices when expressing my ideas.

Reporting

- Settling in report before end of this term. An overview from Subject Leader, plus an engagement grade
- If concerns a teacher comment will follow
- Light touch
- Interim reports at end of term 2 and 4 – these focus on progress and engagement
- End of academic year – comprehensive report. Full comment from every teacher following end of year exams



Setting

- Year 7s are taught in mixed ability classes
- Students placed in new classes in Year 8 for Mathematics and English and are setted based upon Year 7 performance
- Setting is done to help students make the best progress possible and to help teachers pitch work at the appropriate level

Setting



- Mathematics results achieved by set:

	3	4	5	6	7	8	9	AVE. Grade
S5	1	2	2	3				4.9
S4	2	8	12	1				4.5
G4		1	3	4	3	1		6.0
S3			9	11	5			5.8
G3			2	9	8	3		6.5
S2				6	11	9	2	7.3
G2			1	7	14	5		6.9
S1					5	8	17	8.4
G1					3	14	14	8.4
TOTAL	3	11	29	41	49	40	33	



Homework

- Homework is used to encourage and foster independent learning
- Students have been given a breakdown of what is being taught in every subject throughout the year, plus extended reading resources so they can get ahead or recap unclear material

Building Better Learners

Ethics, Philosophy, & Religion - Year 7 - Topic C - Terms 5 & 6 - Was Life Created? (Philosophy 1)

No	Destination Questions <i>The topic for the lesson</i>	Journey Questions <i>Things to consider along the way</i>	Taking It Further <i>Click on the hyperlinks below to learn more</i>
27	What is "creation"?	What are the signs of an accident? What are the hallmarks of a creation? Does the universe appear created or an accident?	BBC Religion: Rationalism - Principles BBC Religion: Creationism - Principles & Types Crash Course: The Universe - Brief History
28	Is "creation" possible?	What do eternal and infinite mean? Why do some believe in an eternal, infinite God? Why do some believe in eternal, infinite matter?	BBC Bitesize: God - Characteristics BBC Bitesize: Physics - Eternal Energy YouTube: The Big Bang - Father Georges Lemaître
29	What is "truth"?	Where does knowledge come from? What are the limitations of our knowledge? Are certain sources more reliable than others?	BBC Enlighten Up: Knowledge - Belief BBC Bitesize: Knowledge - Sources Of Authority BBC Bitesize: Knowledge - Types Of Truth
30	Can scientific truth be trusted?	What is proof? How do we arrive at scientific knowledge? Is the scientific way of knowing faultless?	BBC Bitesize: Science - Methodology BBC Enlighten Up: Scepticism - The Rising Of The Sun BBC Enlighten Up: Scepticism - The World's Existence
31	Can scriptural truth be trusted?	What is revelation? What are the strengths/weaknesses of revelation? Is revelation a reliable source of knowledge?	BBC Bitesize: Revelation - Types BBC Bitesize: Revelation - Critique Mr McMillan: Belief In God - Reasons
32	Can philosophical truth be trusted?	What is a philosophical argument? What reasons are given to support theism? Why do some people question these reasons?	BBC Bitesize: Proofs - Cosmological BBC Bitesize: Proofs - Teleological BBC Religion: Atheism - Famous Critics Of Religion

HALF TERM HOLIDAY

HALF TERM HOLIDAY

HALF TERM HOLIDAY

33	Can truth be expressed through a story?	What is a myth? Are creation stories mythological? Can we discern any meaning from a creation story?	Big Myth: Creationism - Creation Stories Crash Course: Myth - Characteristics BBC Radio 4: Creation Stories - Hindu Example
34	Is the Genesis creation story believable?	To whom does the Book of Genesis belong? How is creation described in Genesis? Why might we question the description in Genesis?	Crash Course: Creation Stories - Ex Nihilo The Bible: Genesis - The Creation True Tube: Genesis - Creation Song
35	How is Genesis meant to be understood?	What is interpretation? What is literalism? Is it better to read Genesis literally or figuratively?	BBC Teach: Language - Literal & Figurative BBC Bitesize: The Bible - Interpretations RE Quest: Genesis - Interpretation
36	Can there be a creator and the universe end?	What does science say about the end of time? What does religion say about the end of time? Why would God create in order to later destroy?	BBC Earth: Physics - The Universe's End BBC Religion: Christianity - The End Times BBC Religion: Hinduism - Shiva
37	Does the universe need a creator or a designer?	What are evolution and the Big Bang Theory? Why might these theories support theism? Why might these theories oppose theism?	BBC Bitesize: Religion & Science - The Big Bang BBC Bitesize: Religion & Science - Evolution Huffington Post: Religion & Science - Scientists
38	Was life created?	What is a dichotomy? Why might some people choose science over religion? Could the two understandings be synthesised?	BBC Bitesize: Religion & Science - Questions Mr McMillan: Atheism - Reasons Mr McMillan: Theism - Reasons

Homework

- A minimum of 10 minutes per night is to be spent per subject revisiting notes from that day's lessons
- Students should be bringing you a log to sign to say that they have done this
- Teachers check at the start of the next lesson that the previous content was fully understood
- Students are taught how to work independently through: assemblies, citizenship lessons and a programme of tutor-period activities



MILK

- Online Homework planner
- Parents have been issued logins last week
- Parents with older children in the school do not receive a new login
- Parents can check what homework has been set and monitor positive and negative behaviour points

- Home
- Homework 28
- Messages 25
- Students
- My classes
- Timetable
- My school
- Settings

Extreme Landscapes

Date set: 10 October, 2014

Date due: 24 October, 2014

Check out http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/desert_rev1.shtml

The Sahara is the largest desert, covering 9 million km².

There are three factors which form desert areas:

1. The presence of high pressure, creating cloud-free conditions.
2. Cold ocean currents.
3. Mountain ranges to create rain shadows.



windows sample image.jpg



image.png



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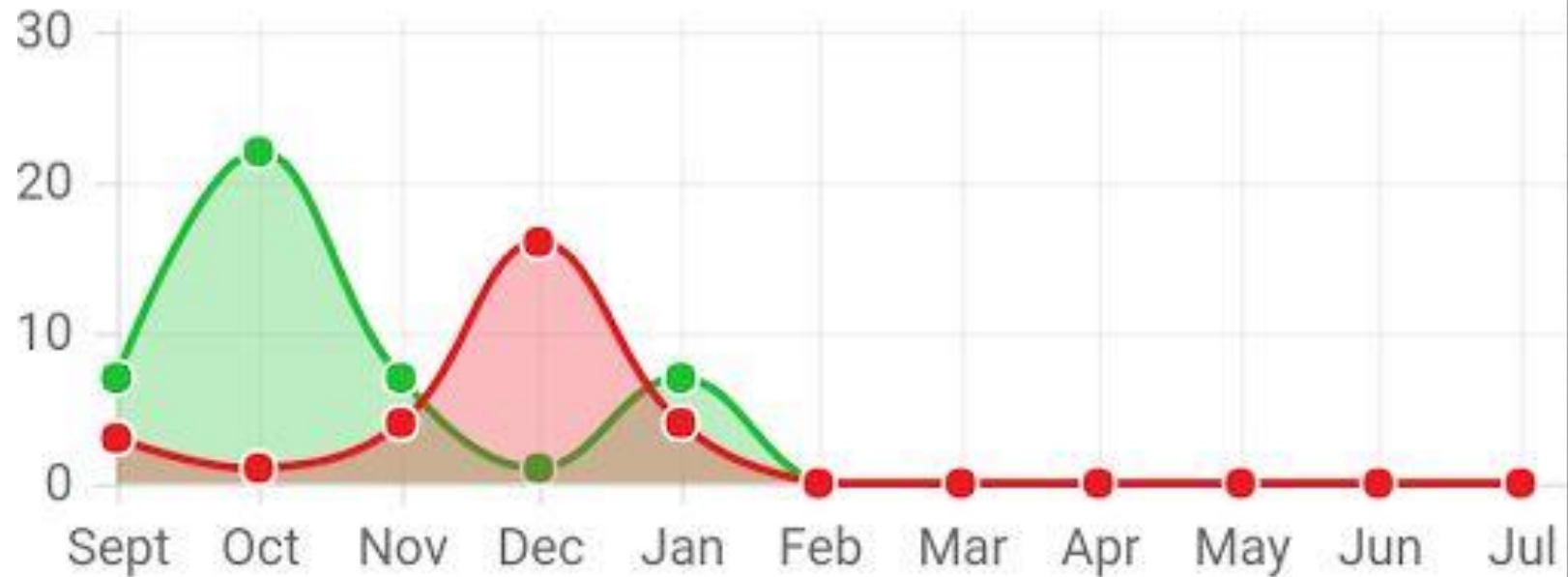
Assigned to 22 students

	Jimmy Abbey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Received
	Matt Borgia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Received late

MILK



Achievements and Behaviour



You have **44** achievement points and **28** behaviour points

Navigation bar with icons and notification counts:

- Messages
- Homework (6)
- School
- Timetable
- Dashboard (3)

Supporting your son/daughter

- Help them to become independent learners
- Encourage them to research and revise independently
- It's good to make mistakes
- Risk-taking is promoted and part of the learning process
- MILK can be used to track behaviour and to check what work students should be doing at home



Administration

- Academic@bourne-grammar.lincs.sch.uk
- Pastoral@bourne-grammar.lincs.sch.uk
- Reception@bourne-grammar.lincs.sch.uk



Year 7 Curriculum Information Evening

Mark Brunker
Deputy Headteacher (Pastoral)

Safeguarding



Mr Brunker

Designated
Safeguarding Lead



Miss Bowtell

Deputy Designated
Safeguarding Lead

Beyond the academic curriculum



- PSHE
- Opportunities
- Recognition
- Attendance