

Welcome to the Y7 Information Evening

5th October 2023





Attitude to Learning

“We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.”

**Behaviour for
Learning**

**Engagement in
Learning**

**Responsibility
for Learning**

**Feedback
for Learning**

**Independent
Learning**



KS3 – Y7-8	KS4 Y9-Y11	KS5 Y12-13
We BUILD great learning habits	We DEVELOP great learning habits	We MASTER great learning habits
By binding the learning habits and attitudes we are looking for we are setting the correct tone in order for students to LEARN effectively	By further Developing students learning habits and attitudes we are helping them to SUCCEED in their KS4 pathways	We want our students to be successful for school and life and mastering learning habits is the key to this in order for them to THRIVE as lifelong learners

Each key stage has its own A2L criteria as each stage of learning requires you to develop your habits further



KS3 (Y7-8)

LEVEL 4
(top level)

We BUILD
great learning
habits

By building the
right learning
habits you are
gaining the skills
you need in order
for you to **LEARN**
effectively

Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
Being respectful and:	Embracing learning and:	Being responsible and:	Being inquisitive and	Being determined and:
*Always curious and very interested in learning	*Always displays high levels of concentration for full lessons	*Always fully equipped for learning (books, pens, kit etc)	*Always uses feedback to improve pieces of work and future work – often responds to written or verbal feedback and improves/corrects their work without being directly told to do so by the teacher	*Always meets all homework deadlines and manages time very well (i.e. balances school work with extracurricular activities and other commitments)

Y7 & Y8 ATTITUDE TO LEARNING – BUILDING GREAT LEARNING HABITS at HIGH STORRS SCHOOL

A key part of the MLT mission is success for all. We work towards that by building strong learning behaviours and positive habits at each age and stage in our schools

We Learn by:

A2L	Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
To succeed Building Level 4	Being respectful and: *Always curious and very interested in learning *Always sticks with work even when challenging and values mistakes as a way of learning *Always a role model for others – meeting all expectations for excellent conduct both in lessons and outside lessons	Embracing learning and: *Always displays high levels of concentration for full lessons *Is highly skilled at listening and talking in pairs, small groups, as a whole class. *Always makes valuable contributions to discussion – often building on or challenging others' ideas. *Always punctual to lessons	Being responsible and: *Always fully equipped for learning (books, pens, kit etc) *Very High standard of organisation of notes, books and folders and uses notes well to prepare for quizzes and assessments *Work is presented to a very high standard all the time *All learning activities are always completed to a high standard and extension work is often tackled	Being inquisitive and: *Always uses feedback to improve pieces of work and future work – often responds to written or verbal feedback and improves/corrects their work without being directly told to do so by the teacher *Can talk about own strengths and weaknesses as a learner	Being determined and: *Always meets all homework deadlines and manages time very well (i.e. balances school work with extracurricular activities and other commitments) *Always completes independent work to a high standard (e.g. homework and extended project work in lessons) *Has developed effective revision skills and prepares well for tests and assessments *Always pro-actively catches up on work missed (i.e. copies up notes from a friend if they missed the lesson)
To succeed Building Level 3	Being respectful and: *Usually curious and always interested in learning *Sticks with work even when challenging and increasingly values mistakes as a way of learning *Meets all expectations for very good conduct both in lessons and outside lessons	Embracing learning and: *Maintains high levels of concentration for the lesson including extended activities and tasks *Is skilled at listening and talking in pairs, small groups, as a whole class. *Makes regular and valuable contributions to discussion - can build on or challenge others' ideas. *Punctual to lessons	Being responsible and: *Usually fully equipped for learning (books, pens, kit etc) *Usually a high standard of organisation of notes, books and folders and uses notes well to prepare for quizzes and assessments *Work is usually presented to a high standard *Learning activities are usually completed to a high standard and sometimes tackles extension work	Being inquisitive and: *Uses feedback to improve pieces of work and future work *Can talk about own strengths and weaknesses as a learner	Being determined and: *Usually meets all deadlines and manages time very well (e.g. balances school work with extracurricular activities and other commitments) *Completes independent work to a high standard (e.g. homework and extended project work in lessons) *Uses effective revision skills to prepare for tests and assessments *Works with the teacher and peers (e.g. borrowing a friend's book) to catch up on any work missed
To learn Building Level 2	Being respectful and: *Mostly shows curious in their learning (and can be very enthusiastic about some topics) *Mostly sticks with work even when challenging, may require some support from peers or adults *Meets most expectations for very good conduct both in lessons and outside lessons	Embracing learning and: *Developing the ability to concentrate through-out the lesson including extended activities and tasks. May need the odd reminder to re-focus on learning *Developing speaking and listening skills – can respond well when given a focused task in pairs or asked a question in whole class work *Mostly on time to lessons	Being responsible and: *Often comes equipped for learning (books, pens, kit etc) *Is developing organisation skills (e.g. sheets stuck in, folder in correct order) *Work is mostly presented to a good standard *Learning activities are often completed to a high standard but may need some prompts to complete notes or add greater depth and detail	Being inquisitive and: *Is developing use of teacher feedback to improve work (i.e. can correct main mistakes/misconceptions) *Is developing self-reflection skills (i.e. can identify strengths and area to improve on in their work or the choices they made in their work)	Being determined and: *Is developing time management skills – meets most deadlines for homework *Most homework is completed independently and to a good standard *Revision skills are developing (i.e. they can use one or two simple methods) *With support from the teachers catches up on work missed
To learn Building Level 1	Being respectful and: *Beginning to show interest in learning (e.g. enthusiastic about some topics/activities) *Beginning to attempt difficult tasks *Beginning to avoid distractions and focus on own learning	Embracing learning and: *Beginning to show concentration within lessons, may need reminders to re-focus on learning *Beginning to work well with others and respond when given a focused task in pairs or asked a question in whole class work *Mostly on time to lessons	Being responsible and: *Mostly comes equipped for learning (but sometimes forgets book, kit or equipment) *With support work is increasingly organised (e.g. sheets stuck in, folder in correct order) *Presentation of work is mixed but improving (e.g. needs to use ruler) *Sometimes completes learning activities. Effort is mixed – sometimes tries hard	Being inquisitive and: *With support can use feedback to improve or correct work	Being determined and: *Beginning to hand homework in on time *Beginning to complete homework (including re-reading notes to prepare for tests) independently (e.g. without reminders or help) *Beginning to work alone in lessons when teacher provides initial support and scaffold

Below Building Level 1



This diagram shows typical expected progression. However, it is merely a guide. A Y8 student may be working at B1 and a Y7 student at B4... there are always outliers.

KS3 (Y7-8)

A2L grid

4 levels

Building great learning habits



Y7 & Y8 ATTITUDE TO LEARNING – BUILDING GREAT LEARNING HABITS at HIGH STORRS SCHOOL

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YEAR 8 PROGRESS TRACKER 1 November 2021



Name	STUDENT SAMPLE		
Year	Y8	Form	XXXX

Attendance	93.2	Behaviour Incidents	2
Lates to AM Rollcall	3	Lates to Lesson	5

STUDENT's average attitude to learning is 2.85. The average for Y8 is 3.22. KS3 Attitude to Learning The diagram below shows typical expected progression. However, it is merely a guide. A Y8 student may be working at B1 and a Y7 student at B5 ... there are always outliers. 	STUDENT's teachers will be working with them in lesson to develop their Attitude to learning habits which will in turn improve their overall A2L level. You may want to discuss with your child what strategies they are currently working on in lessons and ways you can support this work at home.	Behaviour for Learning	0
	Opposite is a summary of what attitude to learning strands STUDENT is currently focusing on in lessons.	Engagement for Learning	2
		Feedback for Learning	2
		Independence for Learning	8
		Responsibility for Learning	1

Subject	A2L: Building	Current Attitude to Learning Focus	Barriers to Learning	Your subject teacher would like to recognise your:	Teacher
ENGLISH	B2	Engagement for Learning	Quality of Work		Miss G. Allen
MATHEMATICS	B3	Feedback for Learning	No Concerns		Mr B. Lowe
ART	B3	Feedback for Learning	No Concerns		Mrs V. Robinson
ENGLISH	B2	Engagement for Learning	Quality of Work		Miss G. Allen
MATHEMATICS	B3	Feedback for Learning	No Concerns		Mr B. Lowe
ART	B3	Feedback for Learning	No Concerns		Mrs V. Robinson
COMPUTING	B2	Independence for Learning	No Concerns	Curiosity	Mr M. Davies
DANCE	B3	Independence for Learning	No Concerns		Miss E. Palmer
DESIGN TECHNOLOGY	B3	Independence for Learning	No Concerns		Miss B. Bradshaw
FRENCH	B3	Responsibility for Learning	No Concerns	Engagement	Mr J. Mills
GEOGRAPHY	B2	Independence for Learning	Organisation		Mrs J. McManus
HISTORY	B2	Independence for Learning	Independent Wk		Mr M. Hutchinson
PE	B3	Independence for Learning	No Concerns		Mr M. Bennehan
PSHCEE	B4	Engagement for Learning	No Concerns	Contributions	Mr I. O'Connor
RE	B4	Independence for Learning	No Concerns	Curiosity	Mrs J. Collins
SCIENCE	B3	Independence for Learning	No Concerns		Miss J. Armitage

Learning is a Journey



Y7 Information Evening:

HOMEWORK



Why do HW?

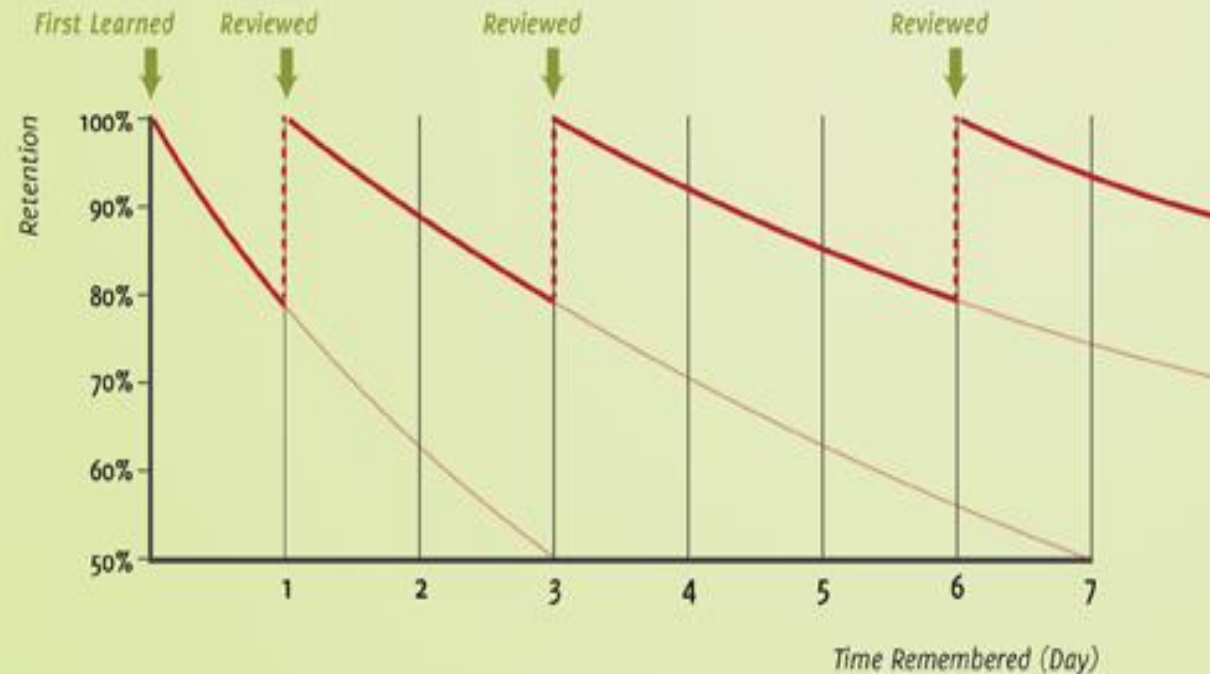
- Students take **responsibility** for own learning.
- Space and time for deep thinking.
- Extends, reinforces and aids longer term **retention**.
- Practise skills -> **mastery** and high achievement.
- More time on content & methods.
- Good work habits:
Organisation, self-discipline & **time management**.
- Regular feedback to students about progress.
- Home and school working together.



Retention / Memory

REVIEWING TO REMEMBER

A typical forgetting curve shows that our newly learned knowledge and made memories are halved in a matter of days or weeks unless the information is reviewed.



After learning something, our memory of it will decline over time unless we review it. The more review it, the stronger we make the memory, the longer we can remember it.

When exposed to the same material repeatedly, it takes less time to pull the information from your long-term memory.

What should students do outside of lessons? Term 1:

- Half an hour's formal HW every week for:
English, Maths and Science
(and Classics when the lessons are on)
- 2 half-hour HWs in each six-week block of Art.
- Occasional informal HW from other subjects.
- Regular independent review of what students have been learning in lessons.
- Attend at least 1 extra-curricular activity



What should students do outside of lessons? The rest of Y7 & Y8:

- Half an hour's formal HW every week for Eng, Maths, Sci, French, Geog, Hist & Classics.
- 2 half-hour HWs in each Art rotation
- Occasional informal HW from other subjects.
- Regular independent review of what students have been learning in all lessons.
- Attend at least 1 extra-curricular activity



How will HW be set?

All HW is set on
Satchel:One /
Show My HW



- Log-in details for the school computer network, school email and Satchel:One accounts were issued to Y7 students in their first Computing lesson this term.
- Students can access Satchel:One on a pc, tablet or smart phone.
- Parents can also access Satchel.

An email was sent a couple of weeks ago explaining how to get on - parent codes are visible on your child's account in 'Account settings'.



Student view

Friday

16

November

Container for Food tech

Don't forget to bring your container for your next food lesson.

homework 7LY3/Dt - Food - Miss C. Mulrennan

Friday

09

November

Yr 7 drawing homework1

You are to create a drawing in your homework book from an object you can put i...

homework 7LYX/Ar - Art - Mr R. Parker

Wednesday

07

November

PEEE Character writing on Lady Geranium Spencer and Marion Thorne

Hello, I would like you to write 2 PEEE paragraphs (one on Lady Geranium & ...

homework 7LYY/En - English - Mr G. Scrupps

Monday

05

November

Food labels

Complete the attached sheet. Use the ppt instructions to help you.

homework 7LYY/Sc - Science - Mrs E. Richards-gourves



WHEN will HW be set?

- Teachers will agree with classes the best day to regularly set and collect the HW
- Any HW not done will be followed up by the subject teacher



FOLLOW-UP

Any problems?

..... Please let us know

Disorganised?

..... We'll help you to improve your
approach and develop
good habits



English at High Storrs



Head of English: Joe Caldwell
jcaldwell@highstorrs-mlt.co.uk



Second in English: Hannah Cohen
hcohen@highstorrs-mlt.co.uk

English KS3 Lead: Will Newton
wnewton@highstorrs-mlt.co.uk



KS3 mission

- To build on the knowledge, skills and **enthusiasm** for English fostered at Key Stage Two.
- To teach a **diverse range of high quality literary texts** in order to engage and challenge students, developing open, curious and enquiring learners.
- To convey and encourage a **love of language**, vocabulary and precision with words.
- To encourage students to **develop empathy** for those in very different situations via the texts studied.
- To give students a sense of the **scope, impact and tradition(s)** of literature.
- To enable students to **make connections** between different texts, and between texts and contexts, and use these to explore ideas.



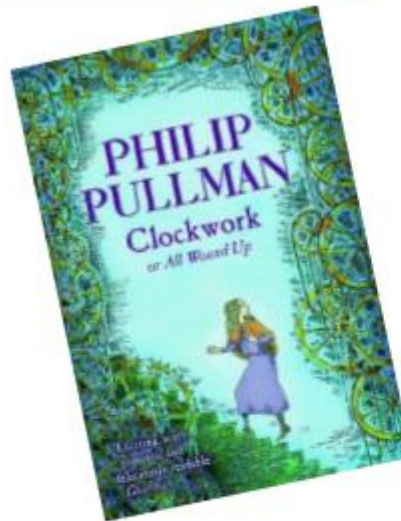
Y7 English

Aims of the year:

- Engagement with literature
- Learning to love English
- Cultural capital
- Reading skills
- Writing skills



The Gothic Genre



Y7 teachers

2 hour teacher

- Experienced teacher delivering the core English reading curriculum
- Current focus: teaching new reading skills
- Annual focus: embed secondary English skills into student practice

1 hour teacher

- Planned by a literacy specialist with experience in both primary and secondary contexts
- Current focus: bridging the gap between primary and secondary writing skills
- Annual focus:
 - Smooth transition to secondary English
 - Writing skills

Books and Assessment

<u>What you can expect</u>	<u>What we expect</u>
<ul style="list-style-type: none">Regular feedback using different methods in the classroom – verbal, whole class, peer and self assessment.At least one piece of written feedback on an extended formative piece of writing per half term.Four summative assessments per year, all completed on lined paper and stored in assessment folders.	<ul style="list-style-type: none">Use all feedback as an opportunity to reflect on and improve your work.Work to be well-presented – using a ruler and crossing work out using one line only, no doodling.Glue sheets in carefully so they don't fall or stick out.Don't waste paper – use every page of your book and line off for a new lesson rather than always starting a fresh page.

How can you support at home?

- Encourage your child to use the **KS3 reading list** and to **access the High Storrs library**. Discuss books that they have read – you could even get them to write you a book review to improve their critical reading and non-fiction writing skills!
- Login to **Satchel One** to support your child's independent learning.
- Use the **Long Term Plan** to stay updated with topics being studied in English. If possible, provide any contextual experiences linked to these topics (e.g. research, theatre trips, day trips etc.).
- For extra learning at home, encourage your child to access **BBC Bitesize KS3 English**. There are various resources for improving writing and reading skills.

HIGH STORRS IS A READING SCHOOL



Emily Baldwin – Literacy Lead

So what are the benefits of 'Reading for Pleasure'?

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment

(Clark 2011; Clark and Douglas 2011)

“reading for pleasure is vital for academic success, mental health and even later economic success”

(The Independent)



Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).

(The Reading Agency

“Reading habitually and seeing reading as a pleasurable, fulfilling and motivating activity matters. Put succinctly, 14-year-olds who read often and independently know 26% more words than those who never read.”

(Alex Quigley 2019)

Ways you can help at home

- | | | | | | | |
|---|---|---|---|---|--|---|
| <p>COUNTDOWN
THERESA HIGHT</p> | <p>LIFE AS WE KNEW IT
SUSAN BETH PFEFFER</p> | <p><i>Maximilian Fly</i>
Angela Johnson</p> | <p>WHERE I END
& YOU BEGIN
LAUREN IZZO</p> | <p>WHEN WE WERE LOST
KEVIN MCCALL</p> | <p>WICKED
MALINDA WISEMAN</p> | <p><i>Sweet</i>
JULIE ANNE PETERS</p> |
| <p><i>The Incredible Journey of Coyote Juniper</i>
KIM YOON</p> | <p>WITH THE FIRE ON HIGH
ELIZABETH ACEVEDO</p> | <p>DDY
NEAL SHUSTERMAN</p> | <p>INSIGNIFICANT EVENTS
JASON AARON</p> | <p>NORTH AMERICAN TEENAGER
BEN HUH</p> | <p>The Night Diary
VEERA P. IYENGAR</p> | <p>747
ANDREW SMITH</p> |
| <p>LILY CARTER
NOT</p> | <p>I AM STILL
AMY SEGAL</p> | <p>RACHEL COHN
RACHEL COHN</p> | <p>CITY ALLEGORIES
SHERRY AUER</p> | <p>SCYTHE
SHERRY AUER</p> | <p>The Night Diary
VEERA P. IYENGAR</p> | <p>747
ANDREW SMITH</p> |

'Reading for Pleasure' at High Storrs



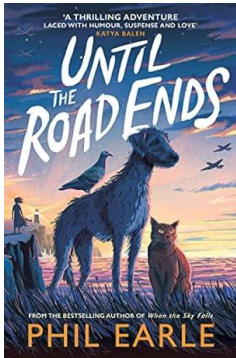
Timetabled library lesson every 2 or 3 weeks through different subjects



Silent Reading once a week during form



Accelerated Reader



Book given at the end of Y6



Phil Earle author visit



Fiction book lists for each subject

Mathematics

Mrs Zoe Hubbard

Key Stage 3 Coordinator of Mathematics

zhubbard@highstorrs-mlt.co.uk



Groupings

- In each half year the 4 classes are split into 5 maths groups
- Group changes are throughout every year to ensure all students are in the right place for them to progress



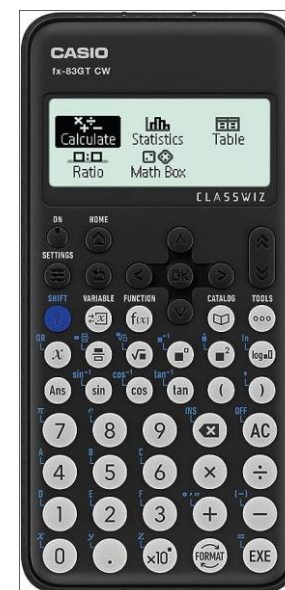
Schemes of Work

- Year 7 and 8 are Key Stage 3 (led by Mrs Hubbard)
- Year 9-11 are Key Stage 4 (led by Mrs Wright)
- White Rose Maths
- Skills are reviewed and built upon each year
- The course is tailored by the teacher to suit each classes needs



Use of Calculators

- Making use of the technology at our fingertips
- Please ensure your child has their own calculator (£9.30 from school)



PARENT PAY CLICK HERE TO GO TO WWW.PARENTPAY.COM CLICK HERE TO GO OUR PARENTPAY SHOP	MYED PARENTAL PORTAL CLICK HERE TO GO TO WWW.MYEDSCHOOLAPP.COM	SHOW MY HOME WORK CLICK HERE TO LOGIN	LEARNING PLATFORM AND EMAIL LOGIN CLICK HERE TO LOGIN
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Ofsted
Good
Provider

High Storrs School, High Storrs Road, Sheffield, S11 7LH
Email: enquiries@highstorrs.sheffield.sch.uk
Telephone: 0114 267 0000



Enrichment, not acceleration



SCIENCE

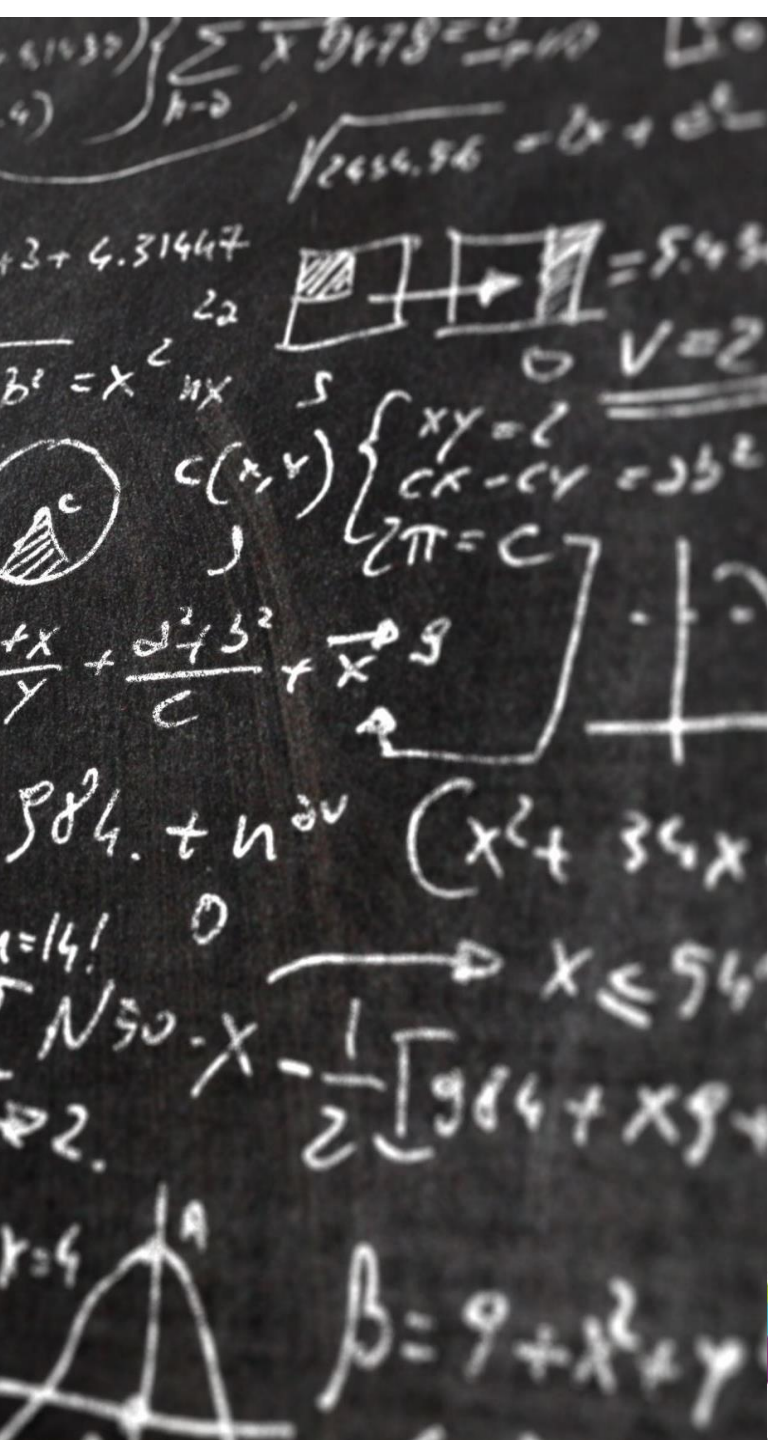
Mrs Shereen Kamil

Head of Science

KS3 Curriculum Lead in Science

skamil@highstorrs-mlt.co.uk





The Science Team

17 Science teachers

- 7 Biologists
- 5 Chemists
- 5 Physicists

Plus 3 dedicated
subject technicians



KS3 mission



Enthuse and engage young learners.



Interesting hands on practical experience of science in specialist labs.



Embed knowledge and skills needed to support progression from KS3 to KS4 and beyond.



Mastery of subject specific terminology, maths skills and problem-solving competence.



Train and coach students to develop their skills to work scientifically.

AQA Activate: Overview of KS3 Curriculum

	Part 1 Taught in year 7 or year 7/8*		Part 2 Taught in year 8 or year 8/9*	
Forces	Speed	Gravity	Contact forces	Pressure
Electromagnets	Voltage and Resistance	Current	Electromagnets	Magnetism
Energy	Energy costs	Energy transfer	Work	Heating and cooling
Waves	Sound	Light	Wave effects	Wave properties
Matter	Particle model			
Reactions	Metals and non-metals			Reaction
Earth	Earth structure			Resources
Organisms	Movement			
Ecosystem	Interdependence	Plant reproduction	Respiration	Photosynthesis
Genes	Variation	Human reproduction	Evolution	Inheritance

Content under 10 big ideas.

- Each idea has 4 topics
 - 2 are covered in Y7
 - 2 are covered in Y8

Taught as a 'Block' per term consisting of a theme from Biology, Chemistry and Physics.

Working Scientifically

At High Storrs, KS3 Science supports the development of scientific thinking through investigation.

Enquire

- Collect data
- Devise questions
- Plan variables
- Test hypotheses



Analyse

- Analyse patterns
- Discuss limitations
- Draw conclusions
- Present data



Solve

- Estimate risks
- Examine consequences
- Review theories
- Interrogate sources



Communicate

- Communicate ideas
- Construct explanations
- Critique claims
- Justify opinions



Setting & Teachers

- Y7 and Y8 – x3 one-hour lessons
- Can have 1 teacher or 2 depending on the timetable.
- Y7 students are in mixed ability classes.
- Y8 students are placed in mixed ability bands. Based on teacher assessment & test scores.

Assessment

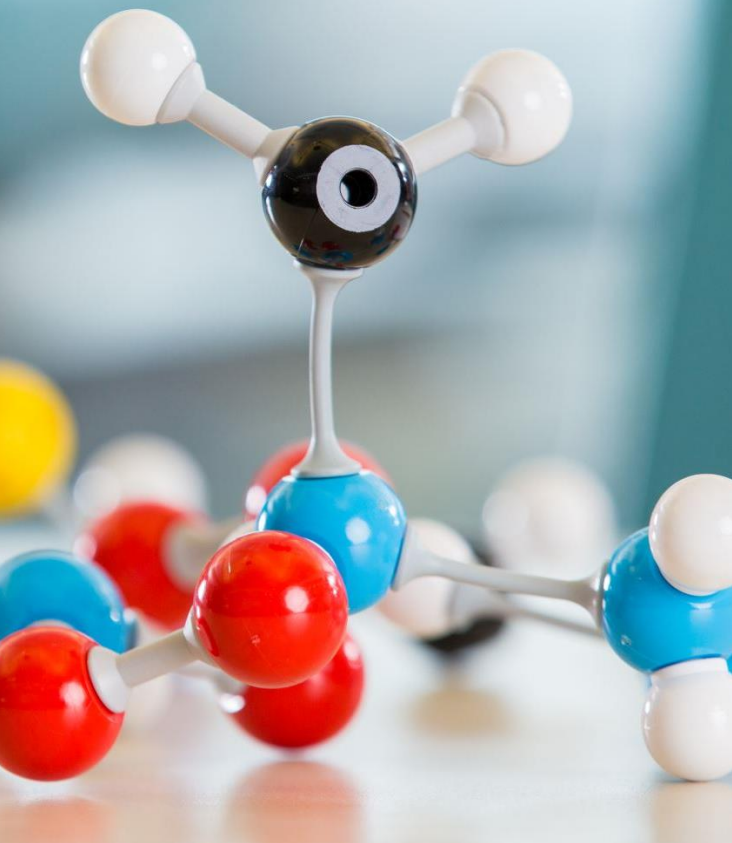
- Y7: short in-class tests. They will cover the latest topics within each Big Idea.
- Y8: three end of term Block Assessments.
- Y7 and Y8 have Skills Assessments in each topic based on in-class practical work.
- Regular retrieval activities and quizzing of knowledge.
- Developing Scientific Vocabulary.

Homework

- Once a week on Satchel
 - Explained to students in lesson time
 - Improve – topic or literacy
 - Approximately 30 minutes
 - Deadlines are important.



Extracurricular Opportunities



Y7-9 – Afterschool STEM Club
(run by Science, Technology & Maths)
Trips / Competitions from previous years:

- Visits to Universities of Sheffield and Hallam
- Big bang fair – Birmingham
- Trips to Rolls Royce and AMRC
- Women in Engineering Events
- Competitions including RSC Chemistry Quizzes
- Get up to Speed – STEM event at Magna Park in Rotherham.

Resources for Homework & Independent Learning



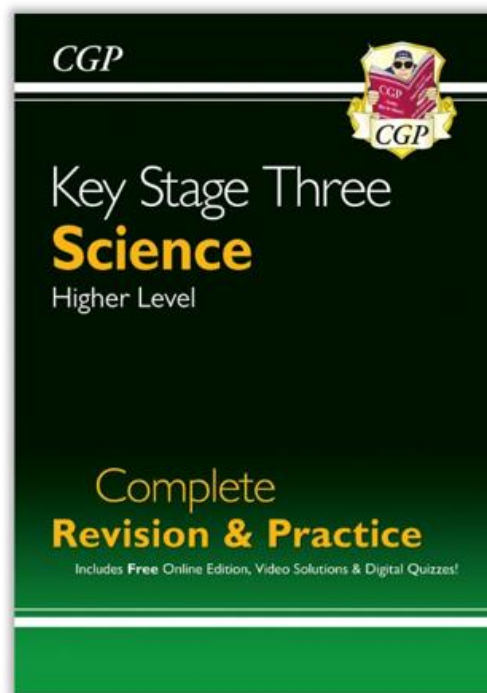
Educake

Students will be given LOG in details via class teachers.
HW quizzes set here



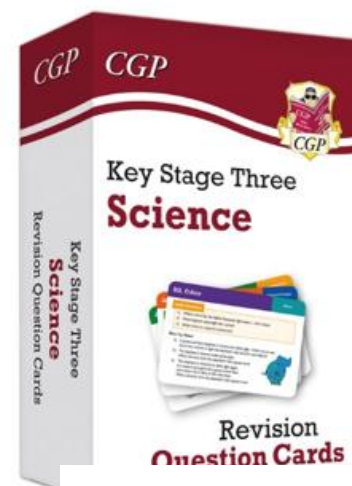
BBC Bitesize (KS3)

Free web access. Useful to enhance learning at home. Useful for revision.



KS3 Science Revision
Question Cards →

← New KS3
Science Complete
Revision &
Practice (includes
Online Edition,
Videos & Quizzes)



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HIGH STORRS SCHOOL

BE INSPIRED

DESIGNED FOR SUCCESS



Scroll to the bottom and click on the purple link



Key 1:
Excellent citizenship.

Our students and staff are cared for, respected and encouraged to experience a sense of belonging. This nurture enables them to become resilient, reflective, creative team players with the confidence to improve society.



Key 2:
High achievement and progress for all students.

This is secured through outstanding teaching, celebration of achievement and developing self-confidence and independence.



Key 3:
Creativity, leadership & accountability.

Staff and Governors understand their leadership role and deliver creative learning consistently well. This is developed through the school's relentless belief in high quality training and systems which promote accountability and leadership opportunities for staff and students.



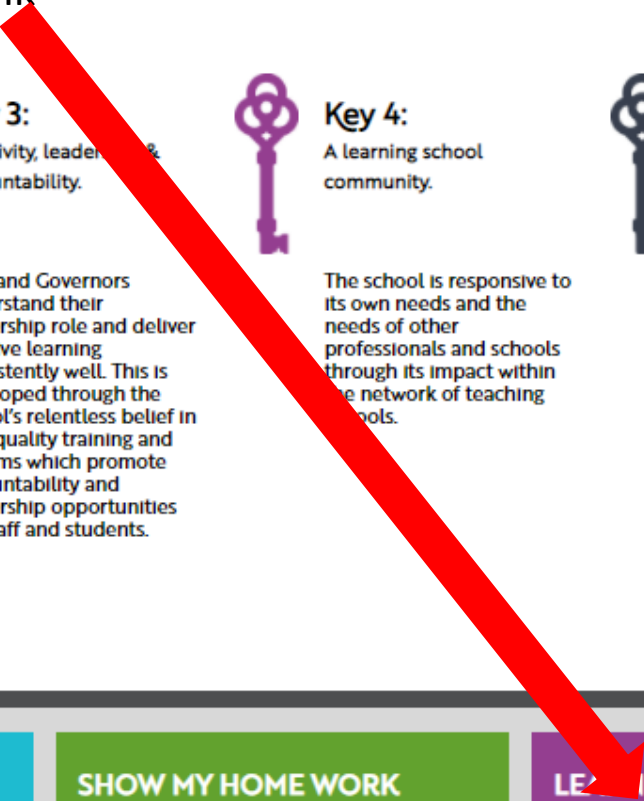
Key 4:
A learning school community.

The school is responsive to its own needs and the needs of other professionals and schools through its impact within the network of teaching schools.



Key 5:
Making a difference through excellence.

Our consistent sense of purpose and ambition are underpinned by a belief that we can make a difference for students through improvement and the pursuit of excellence in partnership with parents.



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High Storrs School, High Storrs Road, Sheffield, S11 7LH
Email: enquiries@highstorrs.sheffield.sch.uk
Telephone: [0114 267 0000](tel:01142670000)

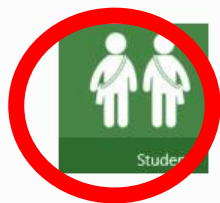




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THANK YOU FOR KEEPING OUR COMMUNITY SAFE.





Office 365

SharePoint



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Mathematics

High Storrs School

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Key Stage 3

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Challenge



Staff area



HIGH STORRS SCHOOL

Designed for Success



KS3 Mathematics

High Storrs School

Students

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		Resources for Maths Mentors	...
		Y7 White Rose materials	...
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		Year 7 revision whilst isolating	...
		Year 7 videos	...
		Guide to Progress in Mathematics	...
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	Maths Watch	...
	Worksheet Works	...
	BBC Bitesize KS3	...
	Quizzes	...
	Corbett Maths - worksheets	...
	https://whiterosemaths.com/homelearning/	...



KEY DATES

Term 1

05/10/2023	Y7 Parents' Information Evening (6:00pm – 7:00pm)
11/10/2023	Y7 Settling In Evening (4:30pm – 6:00pm)
Half Term	23/10/2023 – 27/10/2023
24/11/2023	INSET Day
Christmas Holidays	25/12/2023 – 05/01/2024

Term 2

w/c 15/01/2024	Y7 Tracker 1
24/01/2024	INSET Day
Half Term	12/02/2024 – 16/02/2024
Easter Holidays	29/03/2024 – 12/04/2024

Term 3

23/04/2024	Y7 Parents' Evening (4:30pm – 7:00pm)
Half Term	27/05/2024 – 31/05/2024
w/c 10/06/2024	Y7 Tracker 2
19/07/2024	Term ends – School closes to pupils at midday

