

The Curriculum in Year 7

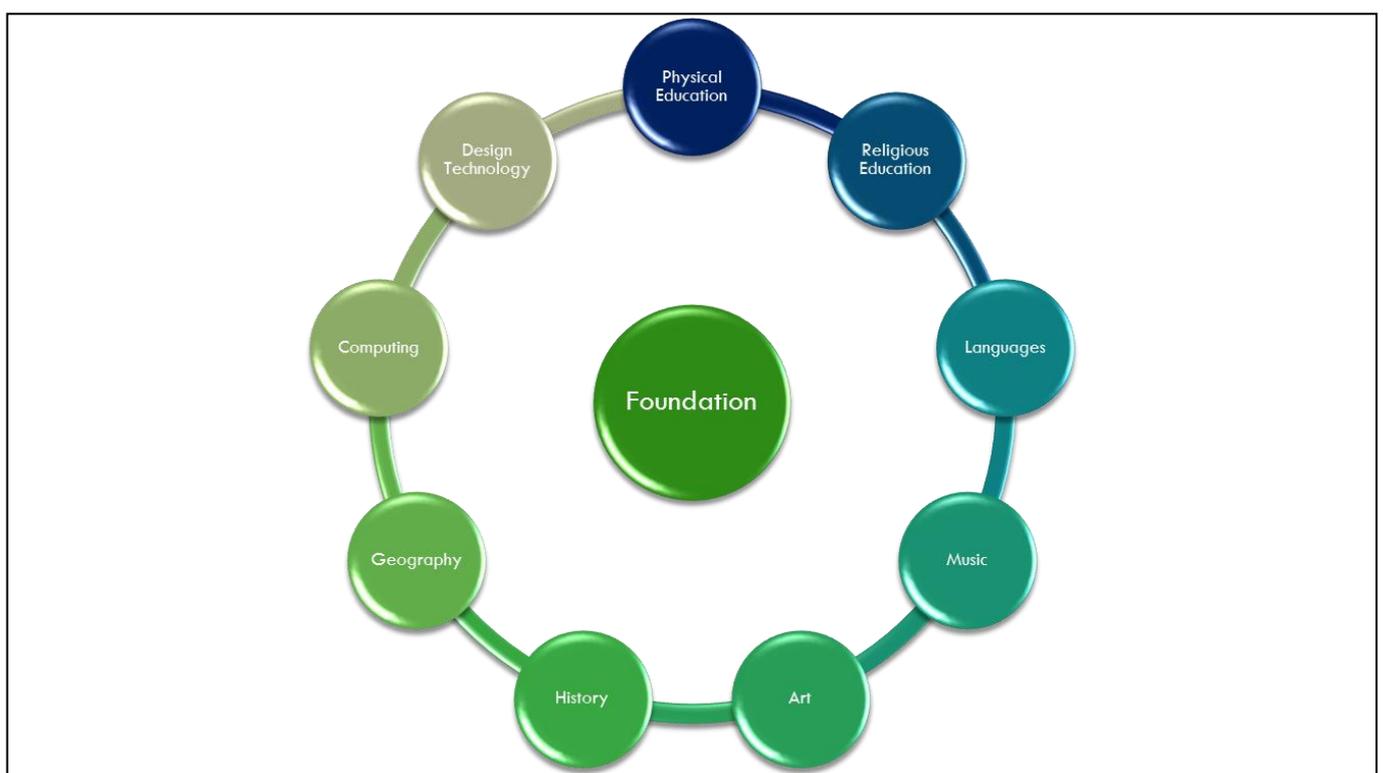
Students are set in each of these subjects according to their prior ability.

Regular testing is used to evaluate progress.

All students have 4 hours of Maths and Science per week. Most students have 5 hours of English per week. A small number of students have 6 hours of English per week to support further literacy development.

In addition to these core subjects students will study the following :-

PE	2 hours per week	Design Technology	2 hours per week
Spanish	1 or 2 hours per week	Music	1 hour per week
RE	1 hour per week	Art	1 hour per week



Computing	1 hour per week	Geography	1 hour per week
History	1 hour per week		

KEY TOPICS FOR YEAR 7

ENGLISH	Each half term, students study a range of literature and complete a variety of written tasks based around a topic.. Topics include an introduction to English, skills for writing, a class novel (Fire Eaters), Romeo & Juliet, 19 th century fiction (Monsters) and some drama (The Terrible Fate of Humpty Dumpty).
MATHS	Topics covered in Year 7 include fractions, decimals, shape, handling data, area, angle, nets/cubes/volumes/ and number patterns.
SCIENCE	Year 7 will study safety in the lab, forces, electromagnets, energy, waves, matter, reactions, earth, organisms, ecosystems and genes.
HISTORY	Year 7 start in 1066 and learn about what it was like to live in Britain in the Middle Ages (see Page 145 of student planner for further details).
GEOGRAPHY	In Year 7 students to a world tour, look at the chocolate industry and study coasts. (see Page 133 of the student planner for further details).
RELIGIOUS EDUCATION	In Year 7 students look at “Beginnings”, Sikhism and “Faith and Courage” (see Page 156 of the student planner for further information).
COMPUTING	In Year 7 students cover e safety, adventure stories, spreadsheets, data representation and computer programming.
SPANISH	In Spanish students all students will cover the following topics:-My life, My Free time, Spanish cinema. Some students will also cover My school and My family and friends.
ART	Term 1: Pencil theory, shading, proportion, tone. Colour theory. Painting using primary and secondary colours. Term 2: Portrait project. Citizen project. Ceramics. Term 3: 3D summer project.
MUSIC	Pupils will perform, compose and evaluation the music of a number of different styles written below. Term 1 – Rhythm/Graphic Score Term 2 – Keyboard/Holst planets Term 3 – Elements/instruments of the orchestra.
DESIGN TECHNOLOGY	Systems & Control – Electronics Resistant Materials – Key organiser Graphics – Pop up card design Food – Food and Nutrition 1
PHYSICAL EDUCATION	Indoor Athletics, Gymnastics, Invasion Games (Football, netball, hockey and rugby), Physical Literacy, Cross Country, Aesthetics (gymnastics and dance), basketball, badminton, striking and fielding games (Rounders, softball and cricket) and athletics.

Assessment across the School

Reason for the changes

Since national curriculum levels are no longer being used in the primary schools and a new GCSE grading structure has been introduced nationally, secondary schools have had to consider their assessment frameworks.

The new GCSE grading

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

The new GCSE grading system ranges from Grade 1 to Grade 9 with 9 being the highest grade which is above the previous A* grade. This highest grade is for “exceptional performance” and is equivalent to current good A level standard.

Currently sixth form colleges are considering a Grade 4 to be the equivalent to a standard C grade. However some sixth form colleges are expecting students to gain Grade 5 (a strong pass) in order to satisfy the A level entry requirements.

The assessments in the new GCSE courses are mainly by exams at the end of Year 11 and the content is considered to be more demanding.

Preparing our students for the demands of the new GCSE specifications

It is important that our students understand that Years 7 – 9 are extremely important in preparing the foundations for the new GCSE courses.

We want each individual to be able to track his/her own progress from Year 7 through to Year 11. We want our teachers to be able to monitor each child’s progress and intervene where progress is below expectation. We want to provide our parents and carers with assessment information which enables them to track their child’s progress through high school.

In order to achieve the above goals we have developed a new grading system which was first introduced in January 2017.

Our New Grading System

On entry to the school we look at the scaled scores which each child achieves at the end of Year 6. This enables us to create personalised targets each child on entry and right through to GCSE.

In Years 7 -9 students are regularly assessed and progress towards targets can be tracked by subject teachers. Each term parents will receive a Grade Card/Report which will identify whether your child is above, on or below target. Students will also have formal examinations in English, Maths and Science to monitor exam performance.

In Years 10 & 11 students are also regularly assessed and progress towards targets is tracked by subject teachers. Parents receive a Grade Card/Report each term which will identify whether your child is on track to meet his/her GCSE target grade. In Year 10 and 11 students will have formal examinations in all subjects to prepare for the final GCSE examinations.

Assessment and Reporting

For Year 7 Grade Cards, Reports and Parents Evening will take place on the following dates.

Meet the Tutor Evening	Wednesday October 18 th 2017 4.30pm – 6pm
Year 7 Report to Parents	Thursday December 14 th 2017
Year 7 Grade Card 1	Thursday March 1 st 2018
Year 7 Parents' Evening	Thursday April 19 th 2018 4.30pm – 7pm
Year 7 Exams	Week beginning June 11 th 2018
Year 7 Grade Card 2	Wednesday July 11 th 2018

Within the Grade Cards and Reports you will find three key pieces of information about your child's performance in each subject.

- Firstly you will be able to see if your child is on track to achieve/exceed his/her target.
- Secondly you will be able to find out about your child's attitude to learning within each subject.
- Finally you will be able to see whether there are any concerns about your child's homework.

'Attitude to Learning' Descriptors

These are descriptions of your approach to your work; the bulleted list gives an idea of the types of attitude and behaviour your teacher says that you might display. It is a best-fit model and you may not display all of the characteristics in the category.

6	<ul style="list-style-type: none"> • Takes full responsibility for his/her learning • Works to the best of his/her ability • Demonstrates an ability to work independently • Has a very positive approach to learning • Is determined to achieve • Homework is always completed on time and is completed to a high standard
5	<ul style="list-style-type: none"> • Demonstrates a keen interest in his/her work • Is developing the skills to enhance his/her own learning • Will always try to complete work to the best of his/her ability • Has a positive approach to learning • Homework is always completed on time and is usually completes to a high standard
4	<ul style="list-style-type: none"> • Will try to complete work to the best of his/her ability • Demonstrates some initiative • Will seek assistance when it is required • Completes all tasks presented to him/her including homework • Has a good approach to learning
3	<ul style="list-style-type: none"> • May show limited commitment to his/her learning which may hinder progress • Is capable of distinguishing what is needed to enhance his/her learning but may choose not to do it • May lack the initiative or motivation to develop his/her learning • Class work and/or homework may be completed to a basic standard and sometimes may not be attempted • May seek assistance when it is required
2	<ul style="list-style-type: none"> • May demonstrate little motivation to learn • May show only minimal commitment to class work and homework • Behaviour and/or attentiveness may be inconsistent • Rarely seeks assistance when it is required
1	<ul style="list-style-type: none"> • His/Her behaviour and negative attitude adversely affect his/her own learning and that of others • He/She is often inattentive and/or disruptive in class • He/She regularly fails to complete class work or homework • Does not seek assistance when it is required

HOMEWORK AT THE ELTON HIGH SCHOOL

We know that you want to give your children the best possible support in their education during their time at Elton. Homework plays a crucial role in this, since it can extend learning in the classroom, help students to prepare for key learning and also support independent study and revision. This makes it particularly important in the light of the changes to GCSE which mean far more assessment is done by examination. In considering homework, we are mindful that students need to develop independent study skills and to balance the demands of school with time for extra-curricular activities and a full family life. On average, we expect students at Key Stage Three to study for about 30-45 minutes each day.

In years 7, 8 and 9, students are expected to complete:

- 4x20 minutes private reading each week, to be recorded in the planner
- 4x20 minutes spelling practice, based on the weekly list in the spelling journal
- Homework tasks set by subject teachers on a fortnightly basis (on average) which should take 20-30 minutes to complete
- A project every half term (see overleaf)

Homework tasks will be emailed to all parents who have provided us with email addresses as well as being recorded in student planners. Homework facilities are available in the LRC Monday to Thursday 3pm-4pm if students wish to complete work in school.

Additionally, we know that many parents and carers want to be able to support their children in going above and beyond the requirements of homework, and we strongly recommend the BBC Bitesize online resources for reinforcement and revision across the curriculum.

As a final note, we know that there may be times in your family life when homework is more of a challenge. We want to support you throughout your child's educational journey and would encourage you to communicate with us whenever necessary. Please use the student planners to keep teachers up to date with any issues around homework by adding a note when you sign these each week. In addition, the Learning Co-ordinator for your child's year group is always available to discuss specific issues.

PROJECT HOMEWORK 2017-18:

All KS3 students will be given a project to work on each half term (though the technology project will be given at a suitable time to match the rotation of that subject and may change).

Individual briefs and hand-in dates will be given out by subject staff, but the timings of projects will be consistent for each year group. For 2017-18 this will be:

	Year 7	Year 8	Year 9
Autumn 1	Music	History	Music
Autumn 2	English	English/Maths	History
Spring 1	History	PE	English/Maths
Spring 2	Science	Science	Science
Summer 1	Art	Geography	Geography
Summer 2 (or on rotation)	Food Technology	Food Technology	

All project work will be marked using Bronze, Silver and Gold criteria, as below:

BRONZE	SILVER	GOLD
<p>You have:</p> <ul style="list-style-type: none"> • Fulfilled the brief completely and done everything you were asked to do. • Shown satisfactory literacy and numeracy skills. • Put in the effort which would normally be expected for homework. • Handed your work in on time. 	<p>You have:</p> <ul style="list-style-type: none"> • Shown some independence and originality. • Included some creative ideas and paid consistent attention to detail. • Shown good literacy and numeracy skills. • Put in a good level of effort. • Handed your work in on time. 	<p>You have:</p> <ul style="list-style-type: none"> • Developed highly refined ideas, produced an original project and worked independently. • Shown exceptional attention to detail and some flair. • Shown excellent literacy and numeracy skills. • Put in excellent effort. • Handed your work in on time.

OUR MARKING AND FEEDBACK POLICY:

What is feedback? Feedback can take different forms: peer, self, teacher marking, or verbal. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

We aim to use feedback in the following ways :

- To help students make progress
- To provide strategies for students to improve
- To facilitate students spending dedicated time to reflect upon their learning and put in effort to make improvements
- To help students to set effective and realistic target setting for student and/or the teacher
- To encourage a dialogue between student and teacher where the student responds thoughtfully to teacher input
- To encourage students to have a sense of pride in their work
- To promote good presentation
- To correct mistakes, with a focus on Literacy and Numeracy skills
- To provide an opportunity to reward good attainment and effort.

Our feedback to students may be provided in a range of ways:

Verbal Feedback: This is the most frequent form of feedback; it has immediacy and relevance as it leads to direct student action. Verbal feedback may well be directed to individuals or groups of students; opportunities for this may or may not be formally planned. A record of verbal feedback interaction should be kept through the use of verbal feedback stamps, which will often be accompanied by comments from the student concerned.

Written feedback: Detailed feedback will clearly identify the strengths and areas for improvement that students will then act upon, with use of the “Success” stamp to highlight an area where a student has done well and a clear and specific Tip/Think/Challenge where work can be improved.

Peer feedback: Written peer feedback should be completed in blue pen and include the name of the student giving the feedback.

Self feedback: This will enable students to identify their personal learning needs.

Literacy and numeracy feedback: For students to take pride in their work, they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere.

Literacy Marking

SP.	Spelling error circled – spelling to be corrected
P.	Punctuation error – to be corrected
Pr.	Presentation issue – care needed
C.	Capital letter error – to be corrected
~	Expression or meaning is unclear – please check
//	New paragraph required

Numeracy Marking

W.	Working out is missing – all answers must be supported by clear working
E.	Error in the calculation – the method is correct but there is a mistake in the working
Pr.	Presentation issue – care needed

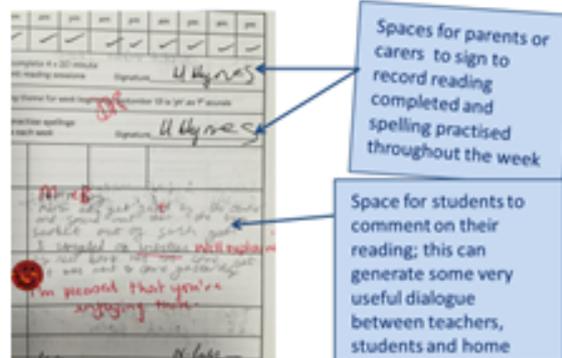
Supporting Literacy

All students in KS3 are expected to complete reading and spelling activities as part of their weekly homework routine.

Students will have a spelling journal that includes weekly spelling lists, together with supporting information and links to games and websites.

Students have a space in their planner to record their reading – at least 80 minutes across the week. Parents and carers are asked to sign the planner to verify that the reading and spelling homework has been completed. Teachers really appreciate parents' comments about the child's reading as this often generates useful dialogue about the child's learning and progress.

Students will benefit from having a dictionary and thesaurus as part of their equipment.



Example of the reading log

SUPPORTING READING:

The National Literacy Trust:

www.wordsforlife.org.uk

Booktrust

www.booktrust.org.uk

The Reading Agency

readingagency.org.uk

Progression Maps in English

services.penair.cornwall.sch.uk:8081/moodle/assoc_progs/progression_map/default.htm

An excellent resource: podcasts giving practical advice on how to support different types of readers – follow the link!

<http://www.oxfordowl.co.uk/Question/index/7>

READING LISTS:

Kids Reads

www.kidsreads.com

The Guardian's Children's Book Site

www.guardian.co.uk/childrens-books-site

Love Reading For Kids (An excellent site, categorised very usefully)

www.lovereadings4kids.co.uk

SPELLING:

Key Stage Three spelling bank from the Framework for English

<http://www.phon.ucl.ac.uk/home/dick/tta/spelling/ks3list.htm>

A site with links to a number of Literacy games

<http://www.woodlandsjunior.kent.sch.uk/interactive/literacy.html#7>

BBC Bitesize

http://www.bbc.co.uk/schools/ks2bitesize/english/spelling_grammar/

BBC Skillswise

<http://www.bbc.co.uk/skillswise/topic-group/spelling>

Supporting Literacy

The **MAGNIFICENT SEVEN**

MATHS REVISION SITES

It has never been easier to access help at home with mathematics thanks to the myriad sites that have sprung up in recent years. To help you navigate through the bewildering array on offer, here are our 'Magnificent Seven' that come with the Maths Department seal of approval (in no particular order).

1. <https://www.vle.mathswatch.co.uk/vle/>

MathsWatch revises 240+ topics covered by video clips. The explanations and examples are just like a teacher would give at the board. Every clip has real exam questions for students to do – and there is also a shorter '1 MINUTE MATHS' video for every topic. Provides a platform for doing homework set by the teacher

2. <https://corbettmaths.com/>

An excellent collection of tutorial videos, practise questions and solutions. The '5 A Day' resources (make sure you select GCSE 9-1) provide a very useful, ready-made revision resource complete with answers for checking.

3. www.justmaths.co.uk/online.

All Elton students have access to this site using the login: **EltonStudent** and password: **Elton**. The 'Super 60' section holds tutorial videos for the sixty most common topics tested at GCSE. There are also worksheets and solutions.

4. <http://www.mathsgenie.co.uk/gcse.html>

Another collection of tutorials categorised by topic and by GCSE number grade with linked exam questions and worked solutions.

5. <http://www.mathedup.co.uk/classes/10n2/gcse-maths-takeaway/>

Scroll down the page for a comprehensive list of topic links categorised by Foundation/Higher tier and – yes – more videos, worksheets and solutions!

6. <https://www.trockstars.com/>

All Y7, 8 and 9 students have been given individual logins and passwords for this site, which promotes times table fluency through creating your own virtual rock star! Very popular with students!

7. <https://www.tes.com/teaching-resources/blog/tes-maths-gcse-revision-resources>

[This is a collection of revision resources assembled by the renowned Mr Barton, a leading figure in the UK Maths teaching community. NB. In order to access the resources, you will need to register and create a student login for the Times Educational Supplement \(TES\) site.](#)

[A key characteristic of the most successful students is that they take ownership of their learning and can use out-of-school resources to learn independently. Please encourage your child to use these valuable sites to make their revision more effective.](#)

Staff Contact Details

Main School Line (7.30am – 5.00pm) – 0161 763 1434: Ask for the relevant member of staff.

Headteacher	Mr J Wilton – wiltonj@eltonhigh.bury.sch.uk
Deputy Headteacher – Curriculum	Mrs C Johnson – johnsonc@eltonhigh.bury.sch.uk
Assistant Headteacher – Student Support	Miss V Helme – helmev@eltonhigh.bury.sch.uk
Student Support Leader -	Mrs C Dickinson – ashtonc@eltonhigh.bury.sch.uk
Year 7 Learning Co-Ordinator	Miss M Pickering - pickeringm@eltonhigh.bury.sch.uk
English	Ms S O'Connor - o'connors@eltonhigh.bury.sch.uk
Maths	Mr D Thompson – thompsond@eltonhigh.bury.sch.uk
Science	Mrs P Greenhalgh – greenhalghp@eltonhigh.bury.sch.uk
Art	Mrs G Penfold – penfoldg@eltonhigh.bury.sch.uk
Design Technology: Food	Miss H Bigg – biggh@eltonhigh.bury.sch.uk
Design Technology: RM	Mr R Murphy – murphyr@eltonhigh.bury.sch.uk
Geography	Miss Z Windsor – windsorz@eltonhigh.bury.sch.uk
History	Miss H Ryder – ryderh@eltonhigh.bury.sch.uk
ICT/Computing	Mr W Arshad – arshadw@eltonhigh.bury.sch.uk
Modern Foreign Languages	Mrs R Bardsley – bardsleyr@eltonhigh.bury.sch.uk
Music	Mrs K Stopford – stopfordk@eltonhigh.bury.sch.uk
Physical Education	Miss M Pickering –pickeringm@eltonhigh.bury.sch.uk
Religious Education	Mrs N Parkinson – parkinsonnf@eltonhigh.bury.sch.uk