



Y7 Information Evening

Thursday 9th November 2017

6 pm – 7pm



MARKING AND FEEDBACK AT HIGH STORRS SCHOOL

In 2016/17 the High Storrs Teaching & Learning Group reviewed the school's approach to marking and written feedback in the light of the 'A Marked Improvement'-research from the Education Endowment Foundation. The research suggested that the reams of written feedback (marking) that teachers have been writing in students' books for years may not have had an impact on their learning and progress! The report emphasised that the key to this was ensuring students used the feedback (i.e. were asked to make corrections themselves or improve a section of their work). It also emphasised the importance of verbal feedback and approaches such as 'whole class feedback'. We used the report to plan action research over the course of the year; trialling approaches and noting the impact on student progress. The end result of the action research was our new 'Marking and Written Feedback Principles'. All departments then used the new principles to write a brief summary (for students) about the approach to marking and feedback in their subject area and all staff took part in a Continual Professional Development (CPD) session at the start of the year. Every teacher has pledged to trial one or two new approaches to maximise the impact of their feedback on learning.

So what does all this mean for you as Parents and Carers? It means that you may see less formal teacher marking in books, but it does not mean that teachers will not be assessing work and sharing feedback. You will see an increase in students using feedback to note mistakes, correct and improve their own work. This is also linked with our new 'Attitude to Learning' grades for students that emphasise the importance of using all forms of feedback to take the next steps in learning (even when not formally asked to do so). Students have all had an assembly about this so they know what their teachers are working on and all the efforts we are making to improve their learning. In conclusion, the best person to ask about marking and feedback is probably your child. Do they know what they need to do to improve their work, and are they doing it?



RECOMMENDED READING BOOKS IN YEAR 7

Author	Title
Adams, R	Watership Down
Barrie, JM	Peter Pan
Blackman, M	Pig Heart Boy
Boyce, Cotterill F	Millions
Carroll, L	Alice's Adventures in Wonderland
Colfer, E	Artemis Fowl
Cooper, S	The Dark is Rising
Corder, Z	Lionboy
Dahl, R	Boy/Going Solo
Horowitz, A	Stormbreaker
Ibbotson, E	Star of Kazan
Kerr, J	When Hitler Stole Pink Rabbit
Kinney, J	Diary of a Wimpy Kid
London, J	Call of the Wild
Morpurgo, M	War Horse
Nesbit, E	Railway Children
Palacio, RJ	Wonder
Pullman, P	Northern Lights
Ransome, A	Swallows and Amazons
Riordan, R	Percy Jackson series
Spyri, J	Heidi
Stevenson, RL	Treasure Island
Swindells, R	Stone Cold
Twain, M	Huckleberry Finn
Ure, J	Plague
Zephaniah, B	Refugee Boy



MATHEMATICS IN YEAR 7 AND YEAR 8

Students are sorted into 4 sets on each half year, based on KS2 results. Set changes happen after each assessment (5 in Year 7 and 3 in Year 8). These are based on class work, homework and test results.

In Year 7 we study:

Topic	Including	Test date
1. Number Skills	<ul style="list-style-type: none">* Addition and subtraction – perimeter, collecting like terms* Multiplication – area, simplifying algebraic terms and finding the range* Division – finding the mean* Place value – inc finding the mode and median	25 th October 2017
2. Shape	<ul style="list-style-type: none">* 2d and 3d shapes* Angles* Nets and isometric drawing	20 th December 2017
3. Fractions	<ul style="list-style-type: none">* Types of fractions* Equivalence* Working with fractions	7 th March 2018
4. Number 2	<ul style="list-style-type: none">* Number skills – 4 operations and volume* Order of operations* Negative numbers* Decimals and percentages* Ratio	23 rd May 2018
5. Algebra	<ul style="list-style-type: none">* Notation* Substitution* Inequalities* Sequences* Equations* Coordinates and graphs	11 th July 2018

All schemes of work are available on our MLE. You can also find other useful resources on there:

MLE > students > mathematics > key stage 3

The screenshot shows the 'KS3 Mathematics' page on the MLE. The page header includes the school logo and navigation links for 'High Storrs School', 'Students', 'Staff', 'Pages', and 'Recycle Bin'. The main content area is titled 'Resources' and features a toolbar with 'New', 'Upload', 'Sync', 'Share', and 'More' options. Below the toolbar is a list of resources:

- 1. Schemes of Work
- 2. Revision resources
- 3. Teacher Folders
- 4. Numeracy Support
- Cipher Challenge
- Guide to Progress in Mathematics
- Numeracy Top 10

At the bottom of the list, there is a 'Drag files here to upload' instruction.



What else is on offer?

Support

HLTA - We have a dedicated maths HLTA who works in lessons and runs a maths intervention form. You will receive a letter from us if your child is invited to participate in intervention form.

Mentoring – We have 50 sixth form students who have volunteered to mentor Year 7 and Year 8 students. They meet once a week in form time (15 minutes a week) to give our students 1:1 support. You will have received a letter if your child has been given a mentor.

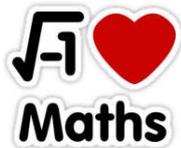
Mathswatch – all students have an account on MathsWatch
vle.mathswatch.co.uk



They can log in from home to access how-to videos, interactive questions and worksheets

Username: schoolusername@highstorrs

Password: Password (Year 7) or highstorrs (all other year groups)



What about those who love maths?

Challenges – each year we enter 70 Year 7 and 70 Year 8 students into the UKMT Maths Challenge. This is a national challenge for the highest achieving mathematicians.

Competitions – each year we take 2 KS3, KS4 and KS5 teams to compete in the Pop Maths Quiz, hosted by Sheffield Hallam University. We compete against other schools in the area.

'Genius Club' – hosted after school by Mr Hart, this is aimed at those that really love maths.

Games Club – Monday lunchtimes in L20. Open to all ages, we have a selection of games to suit all preferences. Not necessarily mathematical, but they promote thinking and social skills.



We love teaching maths and hope your child enjoys learning maths. However, if you have any problems please get in touch:

I.brown@highstorrs.sheffield.sch.uk

Laura Brown, Leader in Learning, Key Stage 3 Mathematics

Hodder Science Progress (dynamic learning) scheme of work is followed.

Assessment

This year's Y7 test dates are:

- w/c 18th December – Block 1 and 2
- w/c 16th April – Block 3 and 4
- w/c 2nd July – End of year test, All topics.

Block	Biology	Chemistry	Physics
1	Cells and tissues	Particles	Energy transfers
2	Animal and plant reproduction	Atoms and elements	Forces and effect
Assessment 1: w/c 18th December – Block 1 and 2			
3	Environment and adaptation	Acids and alkalis	Electricity
4	Variation and classification	Pure and Impure substances	Energy resources
Assessment 2: w/c 16th April – Block 3 and 4			
5	Photosynthesis	Simple chemical reactions	Magnets and Electromagnets
6	Food and digestion	Compounds	Motion
Assessment 3: w/c 2nd July – End of year test, All topics			

How can we help?

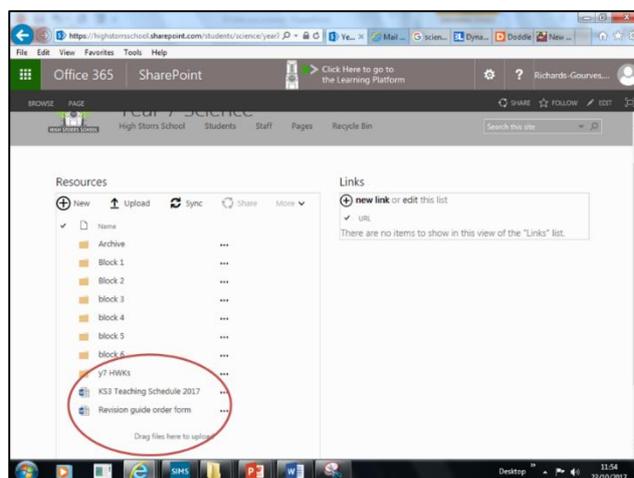
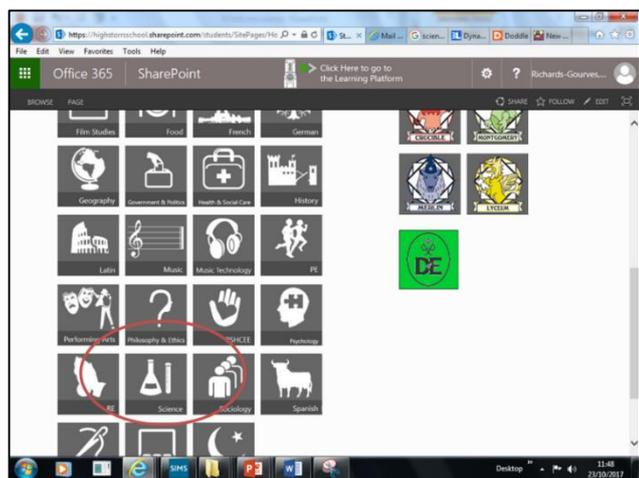
Doodle login: <https://www.doodlelearn.co.uk/app/login>

- **Institution:** select High Storrs School
- **Username:** 1st name followed by 2nd name with capitals and 17. (include any hyphens)
- **Password:** highstorrs (unless students have changed it)

Passwords can be reset by staff, if students forget them!

MLE:

Students > Science > Y7



If you need any further help, please don't hesitate to contact:

L.Richards-Gourves@highstorrs.sheffield.sch.uk



MOBILE PHONES, SOCIAL MEDIA AND ONLINE SAFETY

It is hard to imagine how different childhood is now because of technology and social media. If your child has a phone then do please remind them of the school rules (no phones should be seen except in the 'phone zone' at designated times).

You may also have agreed some rules for home to help them to stay healthy and happy. Bestselling author, Steve Biddulph, advises a family rule where you don't have mobile phones, iPads or computers in bedrooms (until at least the age of 16).

There is also a fabulous new section of the NSPCC website called 'Share Aware' that you can explore with (and without) your child. This is taken from the introduction.

TALK ABOUT THEIR ONLINE WORLD

We talk to children about crossing the road, bullying and speaking to strangers. But what about staying safe in the digital world?

Having regular conversations about what your child is doing online - just like you would their day at school - is the best way to keep them safe.

You'll be able to spot any problems, encourage them to come to you if they're worried and make sure they know what's ok to share online - and what's not.

You can find out more about the social networks, apps and games your child uses with our [Net Aware](#) tool.

The **Net Aware** tool is really useful. It details all the different social media that they will encounter. It also reminds everyone of a number of key rules. **For example Facebook is only for 13+, snapchat is only for 13+, Instagram is only for 13+ this could help you win a number of arguments.** There is also information about agreements, settings and parental controls that are well worth reading, discussing and agreeing. There is discussion of uses of different sites, games and apps, and also analysis of associated risks.

Is content on Instagram suitable for children and young people?

We asked young people and parents to tell us about the content they came across on Instagram. Here are the types of inappropriate content that they reported:



Net Aware analysis from the instagram section.

Sadly, we do need to be aware of associated dangers. Our PSHCEE and ICT/Computing curriculum covers online safety but conversations at home are key as it is outside school that young people use social media. As a school we cannot resolve the disagreements and upset caused by our students' use of social media in the evenings and weekends, particularly when they are using age inappropriate sites etc. without regard for controls or privacy settings.

There are also greater dangers than cyber bullying. The TES recently published the story of Breck Bednar. It is a horrendous story about a young boy who was groomed via an online gaming site. The TES unapologetically shared the story in full to ensure all Parents/Carers and those who work with young people are fully aware of the dangers. The Breck Foundation was set up to help prevent future tragedies (www.breckfoundation.org) and the website provides resources and information for parents, children and schools.