



HIGH STORRS SCHOOL

Designed for Success

Year 7 Information Evening

October 2022



I am delighted to welcome parents/carers of our Y7 students to our information evening. As mentioned in my welcome letter, it has been a pleasure to spend time in lessons working with our Y7 students and I am very much looking forward to the year ahead.

The talk this evening will cover information about key dates for the year ahead as well as details about how you can support your child during Y7. The materials used for this evening's talk will all be shared with parents/carers to review again in their own time. This booklet contains subject specific information about English, Maths and Science, and some information on accessing revision materials and advice.

Please do not hesitate to contact us if there is anything we can do to support you or your child during this year.

Many thanks for your ongoing support.

Lorena Levy

Assistant Headteacher – Director of KS3 Learning and Progress

2022 – 2023

Term 1

06/10/2022	Y7 Parents' Information Evening (6:00pm – 7:00pm)
12/10/2022	Y7 Settling In Evening (4:30pm – 6:00pm)
24/10/2022 – 28/10/2022	Half Term
25/11/2022	INSET Day
16/12/2022 – 02/01/2023	Christmas Holidays

Term 2

w/c 09/01/2023	Y7 Tracker 1
25/01/2023	INSET Day
13/02/2023 – 17/02/2023	Half Term
23/03/2023	Y7 Parents' Evening (4:30pm – 7:00pm)
03/04/2023 – 14/04/2023	Easter Holidays

Term 3

29/05/2023 – 02/06/2023	Half Term
w/c 12/06/2023	Y7 Tracker 2
21/07/2023	Term ends – School closes to pupils at midday



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
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Above are the 5 key strands of the A2Ls that we develop as we move through School Y7-Y11

Each Key stage has its own A2L grid and set of learning behaviours that we are looking for. Each set of learning behaviours builds on the previous set, in order to further develop students learning behaviours. This is because each key stage of learning has its own demands.

KS3 (Y7-8)	KS4 (Y9-Y11)	KS5 (Y12-13)
We BUILD great learning habit's	We DEVELOP great learning habit's	We MASTER great learning habit's
By binding the right learning habits' you are gaining the skills you need in order to LEARN effectively	By further Developing your learning habits and attitudes you are more likely to SUCCEED in school and beyond	Our ambition for you is to be successful for school and life by mastering learning habits you will THRIVE in your learning at school and beyond

Below is an example of the level 4 (highest level for Y7/Y8) showing the learning behaviours that we build up to in KS3, as you can see why try to use student friendly language to make the A2L grids we use as friendly as possible

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)



English at High Storrs

Y7 LONG TERM PLAN 2022/23

Two Hour Teacher

Autumn 1 (8 weeks)	Spring 1 (6 weeks)	Summer 1 (6 weeks)
Ancient Greek literature • Homer's 'The Iliad'	Elizabethan/Jacobean literature • Study of Shakespearean characters	20th century literature • War poetry
Autumn 2 (7 weeks)	Spring 2 (6 weeks)	Summer 2 (7 weeks)
Middle English literature • 'Sir Gawain and the Green Knight' Reading assessment 1	Victorian literature • Study of the Gothic genre	Modern novella • 'Clockwork' by Phillip Pullman Reading assessment 2

One Hour Teacher

Autumn 1 (8 weeks)	Spring 1 (6 weeks)	Summer 1 (6 weeks)
Library & Accelerated Reader Non-fiction writing • 'Ellis Island'	Creative writing • Adventure stories	Non-fiction writing + S&L • Politics and speeches
Autumn 2 (7 weeks)	Spring 2 (6 weeks)	Summer 2 (7 weeks)
'Non-fiction writing • 'Ellis Island'	Creative writing • Adventure stories Writing assessment 1	Non-fiction writing + S&L • Politics and speeches Writing assessment 2

ASSESSMENT

- All students are provided with regular formative feedback on their class work and homework.
- All students will spend time reflecting on and improving their work as per any formative feedback given.
- All students will undergo a summative assessment four times a year. Once marked, these assessments will provide details of student progress which can be used for intervention where necessary.

HOMEWORK

- All students will be set homework via Satchel One once a week.
- Homework will be explained to students in lesson time and will aim to improve their understanding of the current topic and/or their literacy skills.
- Students are expected to spend approximately 30 minutes on this homework.
- All students are expected to meet to the deadlines issued by their class teacher.

EXTRA-CURRICULAR ACTIVITIES

Book clubs
 Writing competitions
 Creative writing club
 Author visits

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.

Head of English: Joe Caldwell

jcaldwell@highstorrs.sheffield.ac.uk

Second in English: Hannah Cohen

hcohen@highstorrs.sheffield.ac.uk

Taking an Accelerated Reader Quiz

The ultimate steps to achieving amazing Accelerated Reader results.



1 Choose a book within your ZPD



- Check that it is in your ZPD range
- Look at the cover
- Read the blurb
- Look for authors you like
- Read the introduction
- Read the first page



2 Read your book



- Read for 25 minutes everyday
- Record what you're reading in your reading log



3 Search for the quiz



- Go to your Renaissance Place and select Accelerated Reader, type in the book's quiz number and click Search
- You can find the quiz number on the AR label
- Select how you read this book
- Click Start Quiz



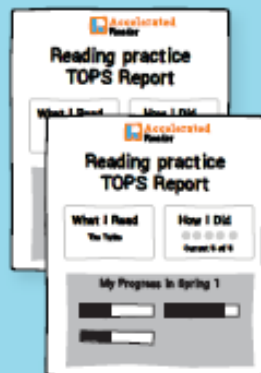
4 Take the quiz



- You will have 3, 5, 10 or 20 questions to answer
- Read the question and all four answers
- Ask a teacher to explain a question you don't understand.
- There are no time limits
- Click on the stars to rate the book
- Check your TOPS result



Look at your TOPS Report



100% score

This book was comfortable for you, perhaps try a book higher up in your ZPD range next time

90% score

This book was perfect for you. Perhaps try one or two book levels higher or longer next time.

80% score

This book was a little difficult for you. Perhaps choose one or two book levels lower next time.

70% score

This book was quite challenging for you. Perhaps try a book at the beginning of your ZPD range next time.

60% or below

This book was too challenging. Perhaps try a book at the beginning of your ZPD or speak to your teacher for help.



Mathematics in Year 7 and 8

Students are grouped into 5 classes on each half year. Each group is named after a famous mathematician. There are 3 assessment points in year 7 and 3 in year 8. Throughout all school years we review groupings and making changes as necessary. Some of information we take into account when considering group changes are:

- Ability to problem solve and think 'outside the box'
- Attitude to Learning
- Consistency of work and pace of learning
- Thinking and questioning skills
- Examination results, classwork and homework
- Ability to work independently
- Ability to thrive in smaller or larger groups

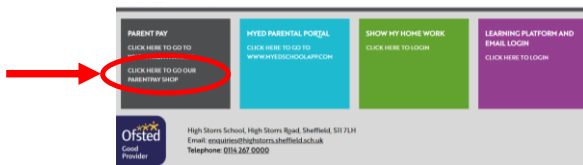
Students will be set weekly maths homework throughout years 7-11. This will be communicated via SatchelOne. In years 7-9 this should represent about 30 minutes worth of work each week. Assessment details including test dates and revision materials will also be communicated via Satchel One.

What equipment is needed?

Students are expected to bring to all their maths lessons the equipment needed to engage fully in learning. This includes:

- Pen
- Pencil
- Calculator
- Ruler
- Compasses
- Protractor
- Mini-whiteboard
- Mini-whiteboard pen

The calculator that we use is the Casio FX83GT-X and can be ordered from the school ParentPay shop for £8.50 (link found at the bottom of the school home page). There is no need for a login to order so you can order one at any time.



What support is on offer?

HLTA - We have a dedicated maths HLTA who works in lessons and runs maths intervention.

DrFrostMaths – all students have an account on DrFrost www.drfrostmaths.com

Students and Parents/Carers can log in from home to access videos and interactive questions.

What about those who love maths?



Challenges – each year we enter the UKMT maths challenge with years 7 – 13. This is an individual national challenge for the highest achieving mathematicians.

Competitions – each year we take 12 students from each of 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.

Cipher Challenge – online Cipher Challenge organised by the University of Southampton. Stay tuned for further details.

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

zhubbard@highstorrs.sheffield.sch.uk

Mrs Zoe Hubbard, Key Stage 3 Coordinator of Mathematics



Science

Our Curriculum

Our curriculum provides students with an understanding of individual concepts through exploration of the big ideas in science, ensuring they can apply their knowledge to unfamiliar contexts.

Big Idea	Year 7		Year 8	
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	Separating mixtures	Periodic table	Elements
Reactions	Metals and non-metals	Acids and alkalis	Chemical energy	Types of reaction
Earth	Earth structure	Universe	Climate	Earth resources
Organisms	Movement	Cells	Breathing	Digestion
Ecosystem	Interdependence	Plant reproduction	Respiration	Photosynthesis
Genes	Variation	Human reproduction	Evolution	Inheritance

Assessment and Setting

- Y7: short in-class tests covering the latest Big Idea. Y8: three end of term Block Assessments.
- Y7 and Y8 have Skills Assessments in each topic based on in-class practical work.
- Y7 students are in mixed ability classes. Y8 students are placed in mixed ability bands.

Resources for Homework & Independent Learning

All login details for these platforms have been provided to your child by their class teacher. If additional support is needed to access these please do contact them or subject leads.



- Homework quizzes. Students can set their own quizzes. www.educake.co.uk



- Access to electronic textbooks and learning resources. www.kerboodle.com

BITESIZE

- Useful to enhance learning at home www.bbc.co.uk

Doddlelearn

- PowerPoint presentations & quizzes www.doddlelearn.co.uk

Extracurricular

- STEM Club - Wednesday Lunch in U28

Contacts

Y7 Leader for Science: Miss Armitage – jarmitage13@highstorrs.sheffield.sch.uk

Subject Leader for Science: Mr Byers – j.byers@highstorrs.sheffield.sch.uk

