



# KS3 Information Evening

Know more,  
Do more,  
Be more

- **Welcome** – Mr Tudor
  - **Year 7** – Miss Slater
  - **Year 8** – Miss Tansey
- **Year 9** – Miss Cambourne- Paynter
  - **Assessment** – Mr Talbot
- **Quality of Education** – Mr Hudson
  - **English** – Mrs McGillicuddy
    - **Maths** - Mr James
  - **Reading** – Mrs Newcombe
    - **SEND** – Miss Gwynn
  - **Attendance** – Mr Cooper

Kindness, Integrity and Tenacity

# Annual Review

1. **Outcomes** – vs national and local, progress and attainment, destinations
2. **Attendance** – vs national, regional and local, impact
3. **Behaviour** – vs national, local, culture
4. **Safeguarding/SEND** – strong as possible and rapid improvement
5. **Our additional offer** – wider cultural capital, character

# How and Who?

- Culture
  - Achieved together – students, staff, parents/carers
  - Commitment from us
  - Support and patience from you
  - Tenacity from them
- 
- We never forget that there are 1200 individual young people with us every day



## Year 7

Know more,  
Do more,  
Be more

Progress Coordinator – Miss Slater

Assistant Progress Coordinator – Mrs Hall

The Heath  
Standard

Kindness, Integrity and Tenacity



Know more,  
Do more,  
Be more

**Year 7 so far.....**

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Standard

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## Year 7 Important dates

Know more,  
Do more,  
Be more

Thursday 19th October 2023	Year 7 settling in evening
Thursday 7th December 2023	Christmas jumper day/immunisations
Monday 11th December 2023	School show
Wednesday 20th December 2023	Break up for Christmas
W/B 15th January 2024	Assessment week
TBC (Spring) 2024	Year 7 residential
Thursday 11th July 2024	Year 7 parents evening
Tuesday 16th July 2024	Year 7 Awards evening
Friday 19th July 2024	Break up for summer

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## Year 8

Know more,  
Do more,  
Be more

Progress Coordinator – Miss Tansey

Assistant Progress Coordinator – Mr Swindlehurst

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## Year 8 Important dates

**Know more,  
Do more,  
Be more**

<b>Thursday 5<sup>th</sup> October 2023</b>	<b>Open Evening- 2.20pm school finish</b>
<b>Friday 13<sup>th</sup> October 2023</b>	L4L Day - Chosen Charity Day
<b>Wednesday 15<sup>th</sup> November 2023</b>	L4L Day – Enterprise Day
<b>Thursday 7<sup>th</sup> December 2023</b>	Christmas jumper day
<b>Monday 11<sup>th</sup> December 2023</b>	School show
<b>Wednesday 20<sup>th</sup> December 2023</b>	Break up for Christmas
<b>W/B 8<sup>th</sup> January 2024</b>	Assessment week
<b>Friday 9<sup>th</sup> February 2024</b>	L4L Day – World culture Day

<b>Wednesday 27<sup>th</sup> March 2024</b>	<b>L4L Day – STEM</b>
<b>Thursday 23<sup>rd</sup> May 2024</b>	Year 8 Parents Evening
<b>W/B 3<sup>rd</sup> June 2024</b>	Assessment week
<b>Friday 14<sup>th</sup> June 2024</b>	L4L Day - RSHE
<b>27<sup>th</sup>/28<sup>th</sup> June 2024</b>	Year 8 GL Assessments
<b>Friday 5<sup>th</sup> July 2024</b>	L4L Day - Charity Day
<b>Friday 12<sup>th</sup> July 2024</b>	Sports Day
<b>Monday 15<sup>th</sup> July 2024</b>	Activity Day
<b>Tuesday 16<sup>th</sup> July 2024</b>	Year 8 Awards Evening
<b>Friday 19<sup>th</sup> July 2024</b>	Break up for summer

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## Year 9

Know more,  
Do more,  
Be more

Progress Coordinator – Miss Cambourne-Paynter  
Assistant Progress Coordinator – Mr Swindlehurst

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## Year 9 Important dates

**Know more,  
Do more,  
Be more**

<b>Thursday 5<sup>th</sup> October 2023</b>	<b>Open Evening- 2.20pm school finish</b>
<b>Friday 13<sup>th</sup> October 2023</b>	L4L Day - Literacy
<b>Wednesday 15<sup>th</sup> November 2023</b>	L4L Day – RSHE Day
<b>Thursday 7<sup>th</sup> December 2023</b>	Christmas jumper day
<b>Monday 11<sup>th</sup> December 2023</b>	School show
<b>Wednesday 20<sup>th</sup> December 2023</b>	Break up for Christmas - 12:30 finish
<b>W/B 8<sup>th</sup> January 2024</b>	Assessment week
<b>Friday 9<sup>th</sup> February 2024</b>	L4L Day – Democracy Day
<b>Thursday 29<sup>th</sup> February 2024</b>	Year 9 Parents Evening

<b>Thursday 21<sup>st</sup> March 2024</b>	<b>Year 9 Options Evening</b>
<b>Wednesday 27<sup>th</sup> March 2024</b>	L4L Day – CEIAG
<b>W/B 3<sup>rd</sup> June 2024 (2 weeks)</b>	Assessment weeks
<b>Friday 14<sup>th</sup> June 2024</b>	L4L Day – CSI who killed Mr Byrne?
<b>Wednesday 3<sup>rd</sup> July 2024</b>	Year 9 GL Assessments
<b>Friday 5<sup>th</sup> July 2024</b>	L4L Day – Charity Day
<b>Friday 12<sup>th</sup> July 2024</b>	Sports Day
<b>Monday 15<sup>th</sup> July 2024</b>	Activity Day
<b>Tuesday 16<sup>th</sup> July 2024</b>	Year 8 Awards Evening
<b>Friday 19<sup>th</sup> July 2024</b>	Break up for summer - 12:30 finish

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Be more

# Assessment

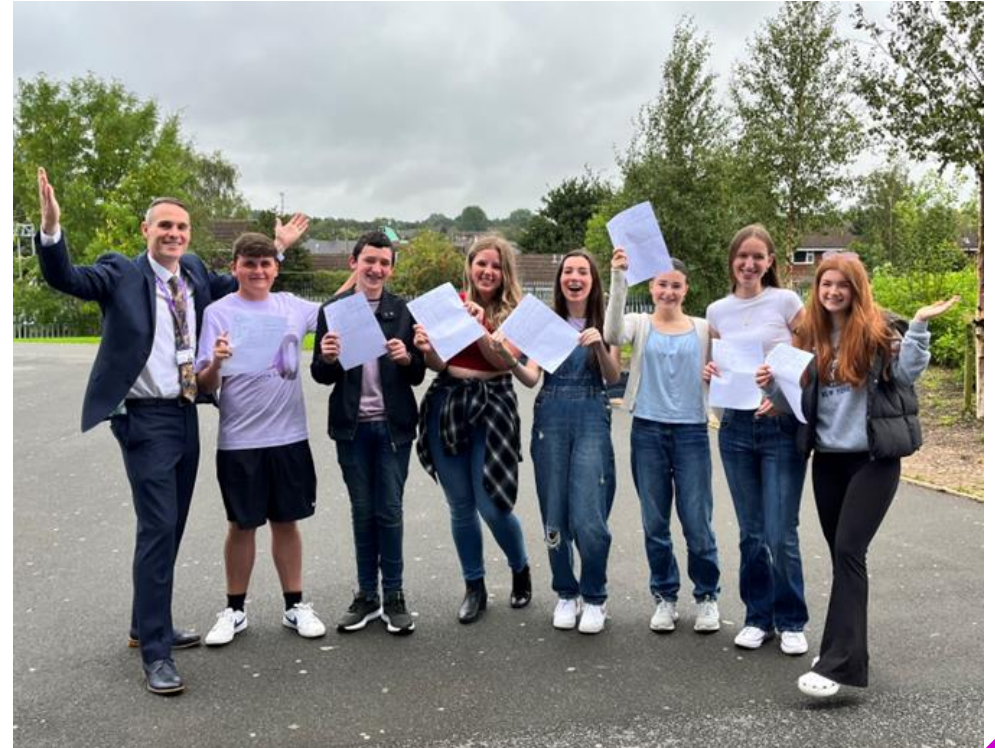
Mr Talbot – Assistant Principal

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# Assessment at The Heath

- Why do we assess?
- How do we assess?
- What will we report to you?



## **We want to build and maintain a culture of assessment that:**

Is focused on supporting our students

Produces valid judgements

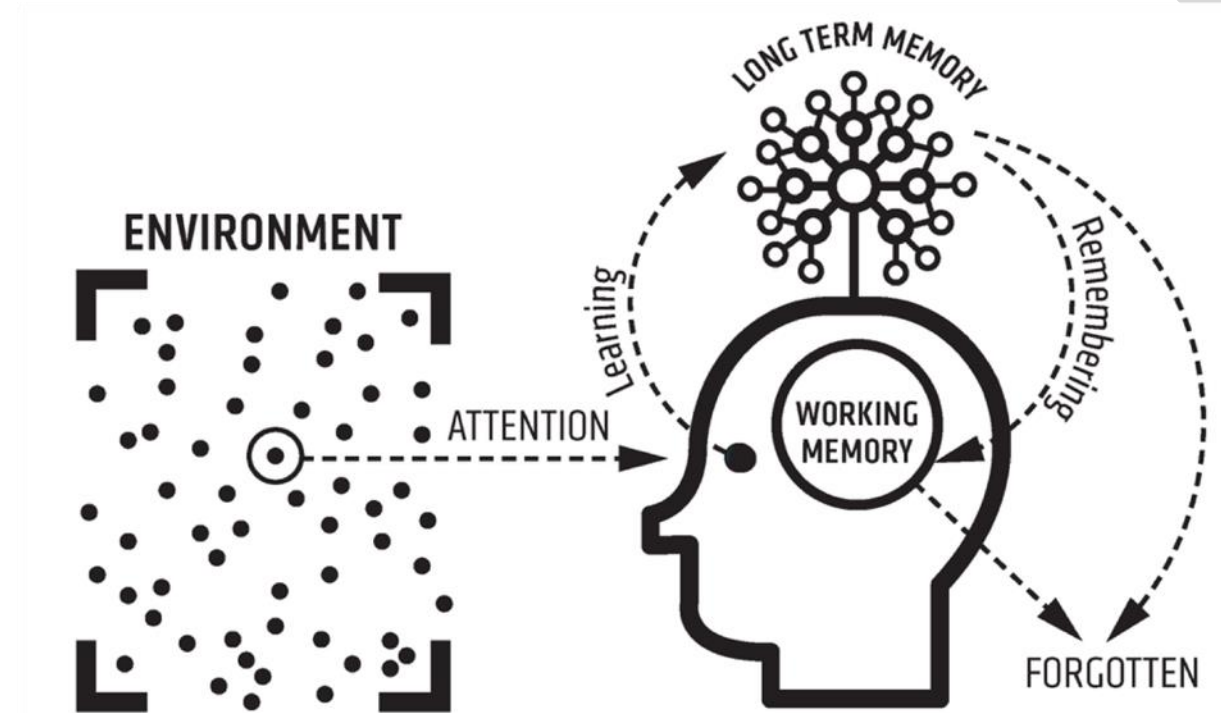
Is **kind** in the manner it is conducted and delivered

Is conducted with **integrity**

Promotes **tenacity**

# Why?

What has been learned?  
Are you making progress?  
Are you being  
appropriately challenged?  
How effective is our  
curriculum?



# How? Key Stage 3

2 summative assessments per year.

Assess learning of our curriculum

Focus on knowledge...

...and application of knowledge



Knowledge is  
Power

# Reporting? Key Stage 3 (Years 7 – 9)

Percentage scores.

What you know...

...and what you don't know





Attitude and  
behaviour  
measures

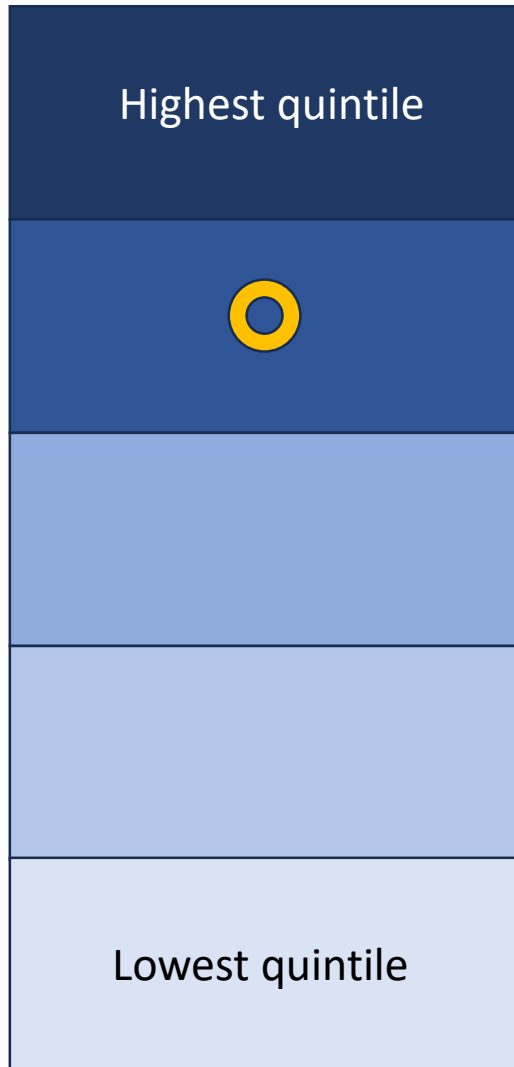


	Percentage Score	The Heath Standard	Homework	Attitude to learning	Knowledge gap	Teacher
English	45%	A	A	A	Punctuation: <a href="https://www.bbc.co.uk/bitesize/topics/zr6bxyc">https://www.bbc.co.uk/bitesize/topics/zr6bxyc</a>	Mrs A. Kirk
Mathematics	60%	B	B	B	Multiplying and dividing fractions: <a href="https://www.youtube.com/watch?v=qeWRewX891g">https://www.youtube.com/watch?v=qeWRewX891g</a>	Mr A. Crane
Science	70%	B	B	B	Particle Model of Matter: <a href="https://www.bbc.co.uk/bitesize/topics/z9r4jxs">https://www.bbc.co.uk/bitesize/topics/z9r4jxs</a>	Mr R. Hanlon
Art	60%	B	B	A		Miss M. Cox
Computing	85%	B	B	B		Mrs L. Hall
Dance	51%	A	A	A		Ms A. Bromilow
Drama	46%	B	C	B		Miss J. Brennan
French	35%	B	B	B		Mrs E. Robinson
Geography	56%	B	B	B		Mr O. Millington
History	80%	B	B	B		Mr R. Young
Music	55%	B	B	B		Mr D. Stewart
PE	44%	B	B	B		Mr H. Fildes
RS	20%	B	B	B	Kindness, Integrity, Tenacity	Mrs K. Wood

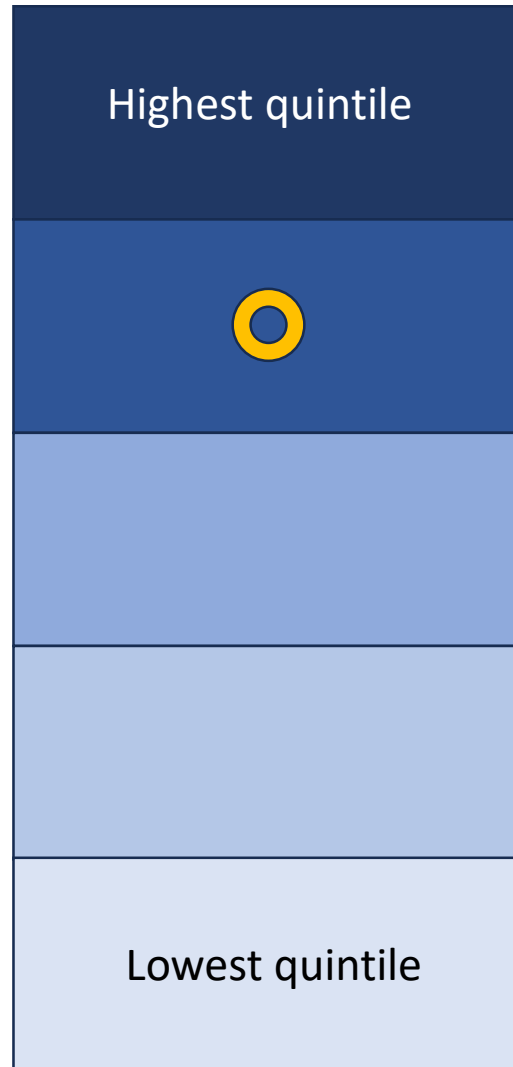
Directly linked  
to missing  
knowledge from  
our curriculum

# Tracking Student Progress

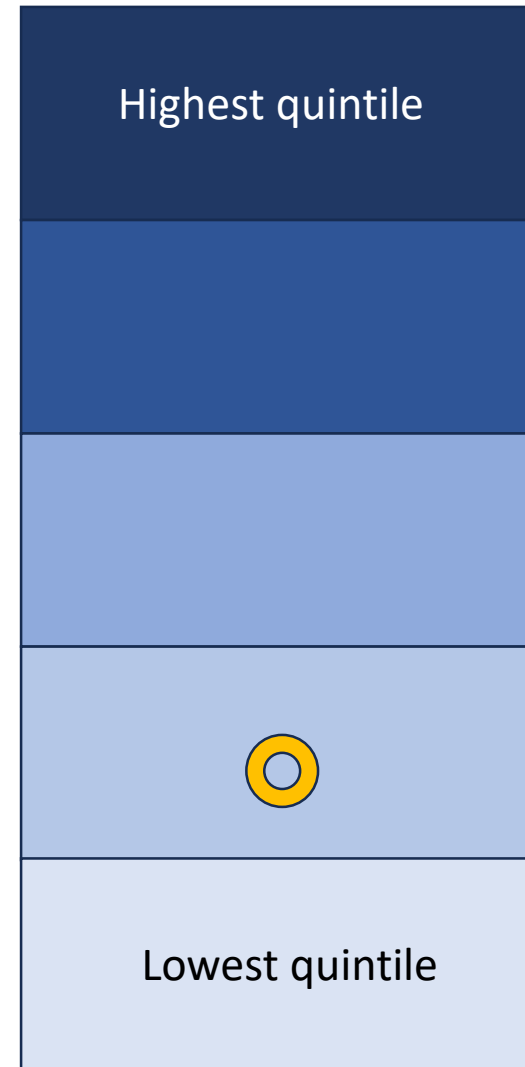
KS2 assessment



First assessment



Second assessment



Kindness, Integrity, Tenacity

# Frequently asked questions

- **Why do we not, as standard, report on how my child's test results compare to others?**

- Your child's knowledge or gaps in knowledge is not affected by reporting on the knowledge of others.

- We want the focus to remain on development; we believe in focusing on what matters: what has your child learnt and what may they need further support with.

- **Are you tracking the progress of my child?**

- Absolutely. We are passionate about effective, reliable assessment that will help us to make valid decisions about how best to support your child.

- We will be tracking your child's performance in relation to the quintile their test results place them in for a specific test. This allows us to track progress across assessments and topics.

- **How will I know if my child is falling behind?**

- If your child performs at a lower quintile than previously or does not make progress to higher quintiles, we will contact you about further intervention and support

- **What can I do after receiving my child's report?**

- We will provide all parents with the following information:

- What your child achieved as a percentage score** – you can use this to identify weaker / stronger areas and thus prioritise revision in weaker areas

- An overview of the curriculum which was assessed in the tests taken** – you will know what your child has been taught and be given links to revision materials

If in doubt, contact the school – we would be happy to assist in helping guide you on revision techniques and specific subject support at home.



Know more,  
Do more,  
Be more

# Mr Hudson

Vice Principal – Quality of Education

[hudsond@heathschool.org.uk](mailto:hudsond@heathschool.org.uk)

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Standard

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## Focus for 2023 – 24

### Effortful Thinking

- increase the depth of thought
- increase the number of students thinking

Know more,  
Do more,  
Be more

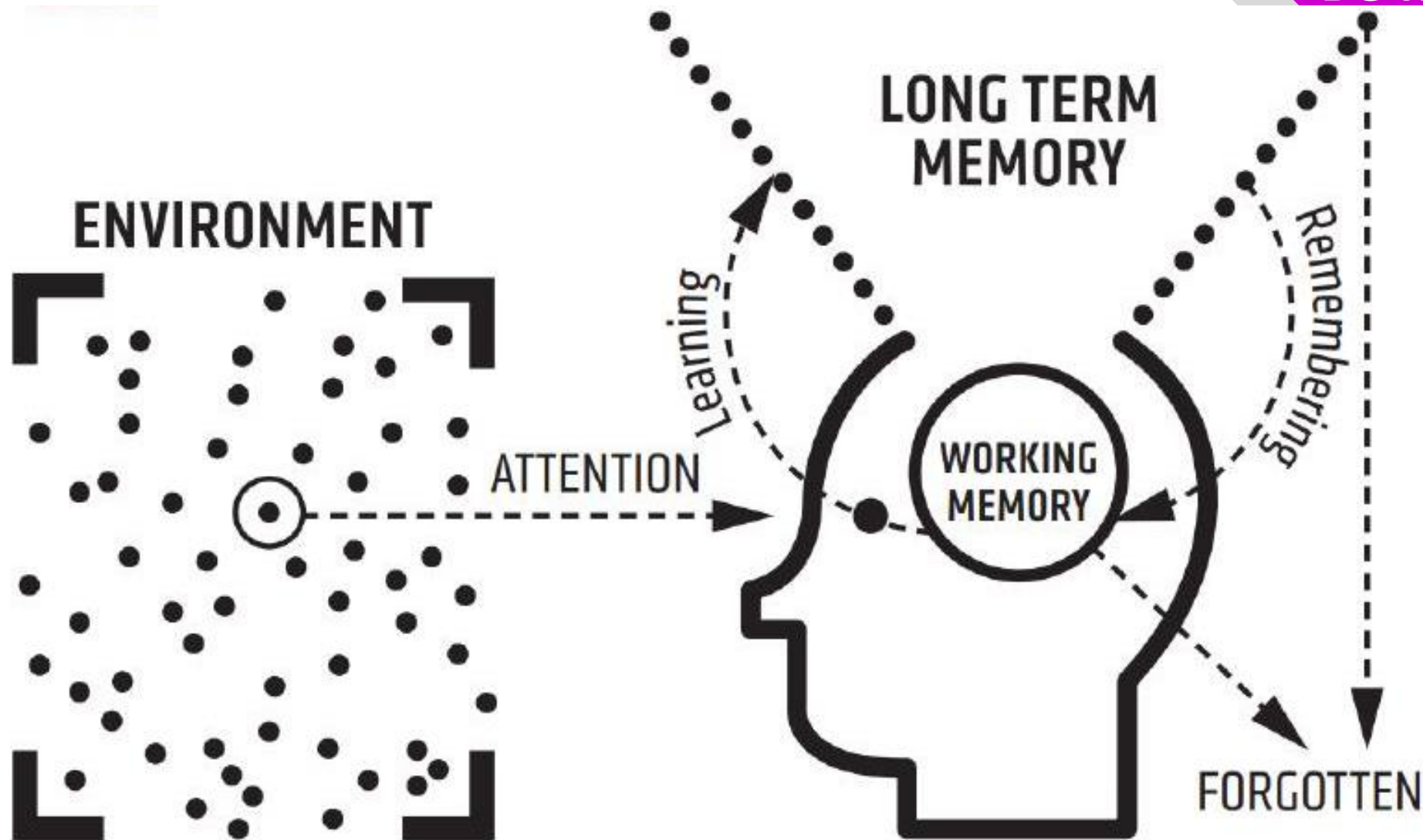


# Effortful Thinking

Why is this our focus?

Something has been learnt if there is a change to the long-term memory

Be more





# Effortful Thinking

## Why is this our focus?

(Thinking / paying attention is the first stage of learning)

Each lesson counts

Expertise of teachers

Know more,  
Do more,  
Be more



# How can parents / carers help?

Promote tenacity

Promote writing and speaking

Do not suggest 'talent' or 'gifted'

Use evidence-based approaches at home

Know more,  
Do more,  
Be more



THE LEARNING SCIENTISTS





Know more,  
Do more,  
Be more

Mr Hudson

Vice Principal – Quality of Education

[hudsond@heathschool.org.uk](mailto:hudsond@heathschool.org.uk)

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# English

Mrs McGillicuddy

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# English in Key Stage 3

## English Contacts

Head of Faculty: Mrs Spenser–  
[spenserc@heathschool.org.uk](mailto:spenserc@heathschool.org.uk)

KS3 Coordinator: Mrs McGillicuddy–  
[mcgillicuddyd@heathschool.org.uk](mailto:mcgillicuddyd@heathschool.org.uk)

## Full texts we will study are:

**Year 7:** Coram Boy and Romeo and Juliet.

**Year 8:** Twelve Minutes to Midnight, Animal Farm, and Frankenstein (the play).

**Year 9:** Boys Don't Cry, Othello, and Turn of the Screw.

## Homework in English

Years 7, 8 and 9 all receive two pieces of homework each week. These are:

- Spellings related to the unit they are studying.
- Sparx Reader homework to be completed online. At least 20 minutes of focussed reading followed by a comprehension quiz to check understanding.

### Sparx Reader

Sparx Reader is the system we use to oversee our students' reading progress. **Every Y7 student will complete an online 'Sparx Reader Test' which enables us to identify their reading ability and comprehension skills.** Sparx will then identify the level of books challenging enough for that student.

Students will be re-tested in Year 8 and 9.

**Students can then choose from four titles** and read one of their choices for their weekly reading homework, or for pleasure!

**Sparx Reader can be accessed on a computer, laptop, tablet or phone** using the following URL:

[Sparxreader.com/login](https://Sparxreader.com/login)



# Maths

Mr James

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# Curriculum - Maths

Blocks studied in Year 7 are the key concepts identified for a smooth key stage transition as we prepare for GCSE.



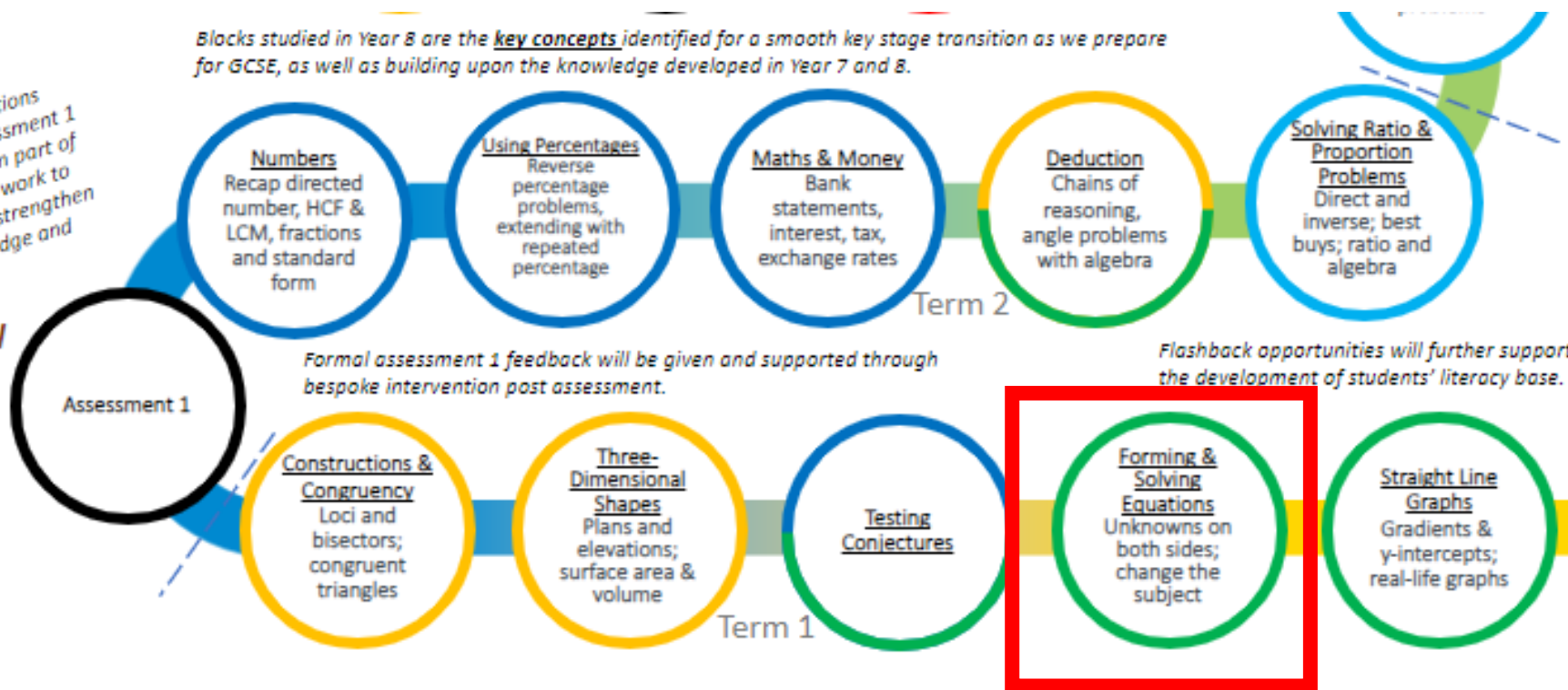


# Mathematics Curriculum Map Y9

Misconceptions from assessment 1 will inform part of retrieval work to further strengthen knowledge and skills

Blocks studied in Year 8 are the key concepts identified for a smooth key stage transition as we prepare for GCSE, as well as building upon the knowledge developed in Year 7 and 8.

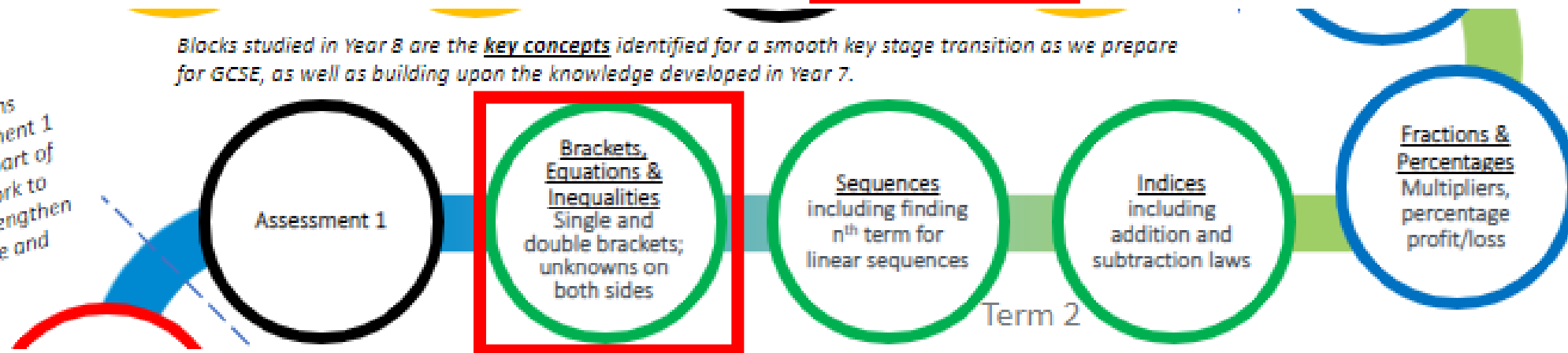
The Heath School



# Mathematics Curriculum Map Y8

Misconceptions from assessment 1 will inform part of retrieval work to further strengthen knowledge and skills

Blocks studied in Year 8 are the key concepts identified for a smooth key stage transition as we prepare for GCSE, as well as building upon the knowledge developed in Year 7.



# Connect



## CONNECT

Sticky Vocabulary	Knowledge	Skill
<p>This should be populated with tier 2 and 3 vocabulary relevant to the lesson.</p>	<p>Questions based on prior knowledge the students should have and relevant to the lesson objective. (A scaffold may be used here <u>eg</u> Multiple choice activity)</p>	<p>Questions based on a skill(s) which will be required for the lesson to follow.</p>



# Focus

L/O: Calculate missing sides and angles using Trigonometry

NOTES

Labelling the sides



MODEL



EXAMPLE

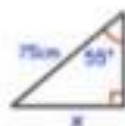


Your turn

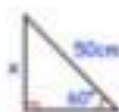


NOTES

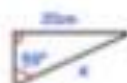
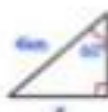
MODEL



EXAMPLE



Your turn



# Practice

## Varied Fluency

Work out the value of  $x$ .



Work out the value of  $x$ .



Work out the value of  $x$ .



Work out the value of  $x$ .



Work out the value of  $x$ .



Work out the value of  $x$ .



Work out the value of  $x$ .



Work out the value of  $x$ .

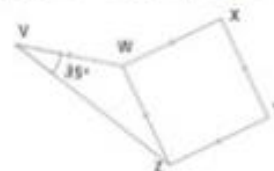


Work out the value of  $x$ .



Two shapes are connected at their edges as in the diagram below.

Calculate the size of the obtuse angle  $VWX$ .



## Problem Solving

**Real / Communication:** For safety, a ladder should make an angle of  $15^\circ$  with the vertical.

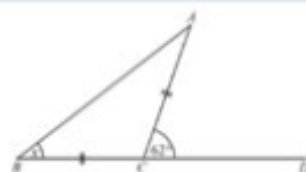
- How many degrees is this with the horizontal?
- Is each of these ladders safe? Explain your answer.



**Curriculum Link (algebra)** – Find the missing angles



## Diagnostic Question – Geometry - Triangle



Triangle  $ABC$  is isosceles, with  $AC = BC$ .

Angle  $ACD = 62^\circ$ .

$BCD$  is a straight line.

Work out the size of angle  $x$ .

Choose the correct answer from the options below.

A	B	C	D
118	62	31	60

Now for each wrong answer explain why you think the answer is wrong. What mistakes have been made?

Wrong answer 1

Reasoning

Wrong answer 2






Reasoning

Wrong answer 3

Reasoning

# Check

**Algebraic Thinking: Sequences**

	1	2	3	4	5																				
<b>* * *</b>	<p>1 Here are the first three terms in a sequence.</p>  <p>Draw the next term in the sequence.</p> <p>How many circles will make up the 5<sup>th</sup> term? (1)</p> <p>_____ (2)</p>																								
<b>**</b>	<p>1</p>  <p>How many gray squares would there be in the 4<sup>th</sup> term of the sequence? _____ (1)</p> <p>How many white squares would there be in the 10<sup>th</sup> term of the sequence? _____ (2)</p> <p>2 Take the sequence that is linear:</p> <p>1, 4, 16, 64, 256</p> <p>81, 63, 43, 23, 3</p>  <p>_____ (1)</p> <p>3 Create two <b>different</b> linear sequences that both start with the number 65.</p> <p>65, _____ (2)</p> <p>65, _____ (2)</p>																								
<b>***</b>	<p>1 Find the next two terms in these geometric sequences.</p> <p>5, 15, 25, _____ (2)</p> <p>1000, 100, 10, _____ (2)</p> <p>2 The pattern repeats every three terms as shown.</p>  <p>What will be the 10<sup>th</sup> term in the pattern? _____ (2)</p> <p>What will be the 31<sup>st</sup> term in the pattern? _____ (2)</p> <p>3 Complete the table to represent the sequence.</p>  <table border="1"> <thead> <tr> <th>Term</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Position</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Symbol</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Would the points of the graph of this sequence lie on a straight line? Explain your answer. (3)</p>					Term	1	2	3	4	Number					Position					Symbol				
Term	1	2	3	4																					
Number																									
Position																									
Symbol																									
<b>****</b>	<p>1 Find the missing terms in these linear sequences.</p> <p>3, _____, 9 (2)</p> <p>_____ 3, _____ 9 (2)</p> <p>2 Find the next two terms in the sequence.</p> <p>3, 6, 10, 15, _____ (2)</p> <p>3 Three numbers make up two linear sequences.</p> <p>1 3 4 5 7 7 10 13</p> <p>What are the two linear sequences?</p> <p>1<sup>st</sup> _____ (2)</p> <p>2<sup>nd</sup> _____ (2)</p>																								

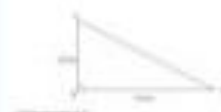


## Quiz Feedback

Target: How can I improve my work?

Find missing SIDES on a RIGHT ANGLE TRIANGLE using Pythagoras' theorem

### Modelled Example:



Find the missing side



Find the missing side

### STEPS

### My Examples



# EQUIPMENT



Calculator

Pen (Red as well as black)

Pencil/ Ruler



Know more,  
Do more,  
Be more


# Reading at The Heath School

Mrs Newcombe – Assistant Principal

The Heath  
Standard

Kindness, Integrity and Tenacity

# Why do we need to increase focus on reading?



**READ ALL ABOUT IT:**  
Why reading is key to GCSE success

GL  
Assessment

“Our study showed that there is a significant correlation between reading ability (as measured by the New Group Reading Test, a termly, standardised reading assessment) and GCSE results across all subjects.

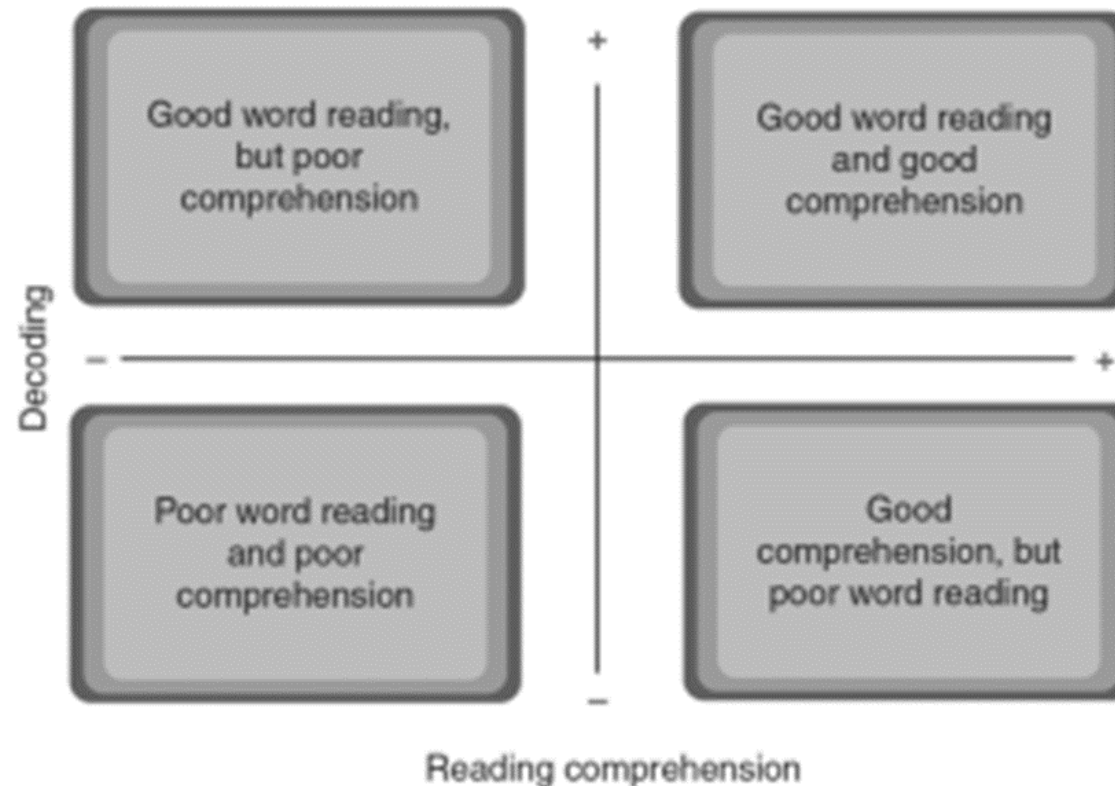
This was not just the case in English, but in maths and science too. Indeed, the correlation between good literacy and good student outcomes at GCSE was higher in maths (0.63) than in some arts subjects like history (0.61) and English literature (0.60).”



# Why do we need to increase focus on reading?

Students who have lower than average standardised scores can often decode, but they are using so much cognition to do this quickly, they then struggle to comprehend. This requires **practice**

Students who have particularly low standardised scores often struggle to decode, and consequently comprehend, what they are reading



# The Heath Reading Spine 23-24

Committed to reading for the minimum of 1 hour per week

Committed to reading a range of diverse and challenging texts

Form Tutors trained in modelling expert reading

Regular feedback from staff and pupils about the form texts

Commitment from all departments to develop and support reading and readers in all curriculum areas

# The Heath Reading Spine 23-24

Year 7	My Sister Lives on the Mantlepiece
Year 8	I Am Malala
Year 9	Noughts and Crosses
Year 10	The Hate U Give
Year 11	The Lovely Bones





Know more,  
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SEND

Miss Gwynn - SENDCO

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# What is SEND?

The SEND Code of Practice says:

*"A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age."*

# How do we decide if a student has SEND?

- Records from primary school
- Baseline assessments (CATS, GL Assessments)
- Teacher concerns
- Parent/carers concerns

# What can you expect as parents/carers?

- Information about any interventions your child receives
- A termly update and review with SENDCo or Assistant Principal for Inclusion
- Staff awareness of your child's SEND

# How do we support students with SEND?

- Ensure they receive a broad and balanced curriculum
- Ensure they have the necessary support to allow them to make progress
- Ensure we are supporting students to become more independent



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# Attendance

Mr Cooper – Vice Principal

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# 90% attendance



Is that good?

What does it  
mean?

- 90% attendance = ½ day missed each week!!
- When you work, would your boss like you to have this much time off?


Mon	Tues	Wed	Thurs	Fri



# Lets look a little closer...

- 1 school year at 90% attendance = 4 whole weeks of lessons missed

38 school weeks

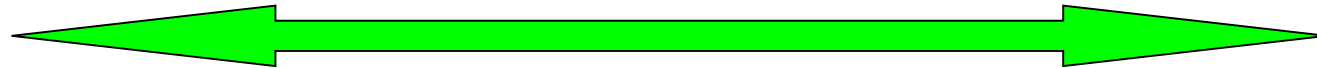
Sept  July

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38

90% attendance over 5 years at secondary school.....

- =  $\frac{1}{2}$  a school year missed!

Sept



July

Year 7		
Year 8		
Year 9	$\frac{1}{2}$ a school year missed	
Year 10		
Year 11		



Know more,  
Do more,  
Be more

- 3x more likely to pass Eng and Maths at L5+ if you attend 95%+ than if you only attend 85-90% of the time.
- 15x more likely than if your attendance is less than 85%!
- Attending 95% of the time rather than 85% - you'll make on average a grade and a half more progress per subject.
- Don't want to have to retake Maths/ English at college? Twice as likely to get L4+ in these subjects if you attend 95% of the time rather than 85%



## Leave of absence

Know more,  
Do more,  
Be more

We do not grant leave of absence in term time or holidays in term time.

Where circumstances are deemed to be exceptional, we will only authorise 2 days of absence.