



QUI VEUT PEUT

**Opportunity,
diversity and
success for
all.**



MAIDEN ERLEGH
SCHOOL

Welcome



Programme for this evening:

Item	Lead
Supporting your child	Mr Crockford
Reporting	Mr Gibson
Supporting your child: English and maths	Mr Brown & Mrs Strong



Some quick reminders

- Concerns and who is best to address them
- Parent Pay- parentpay@maidenerleghschool.co.uk



How to find information



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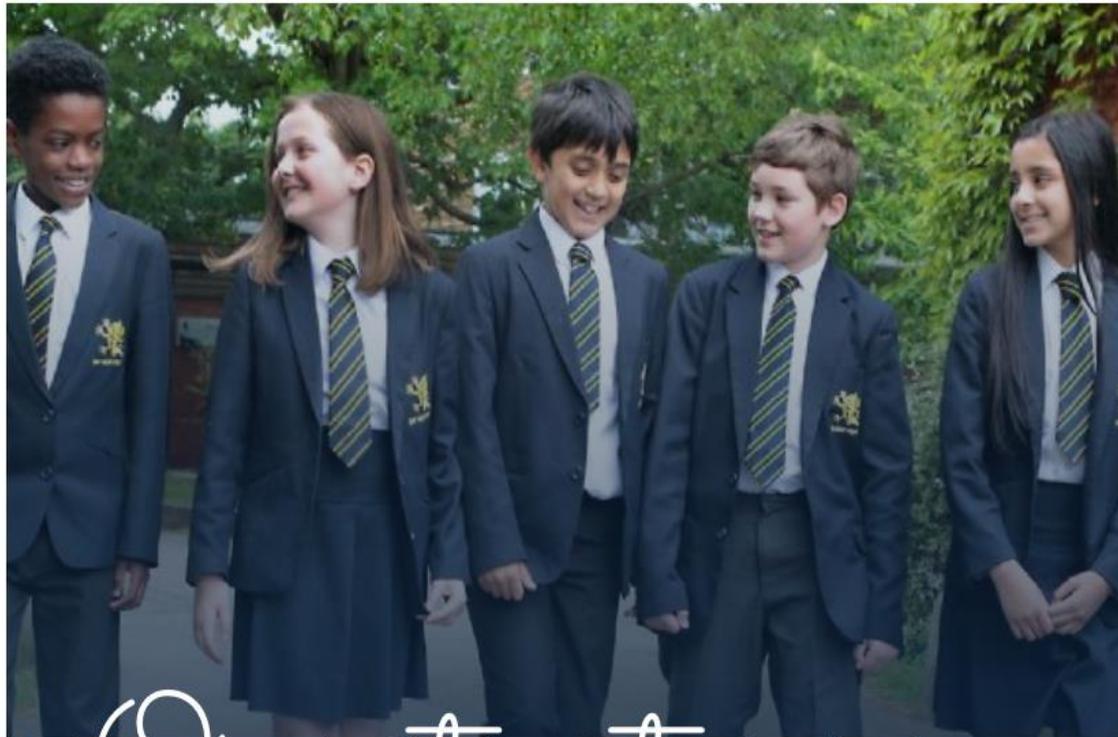
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SELECT LANGUAGE ▾



UPCOMING EVENTS

20
SEP

THURSDAY 20 SEPTEMBER 2018

Year 7 Parents indu...

All Day

[ALL EVENTS](#)

LATEST NEWS





CURRICULUM

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IN THIS SECTION

[CURRICULUM STATEMENT](#)

CURRICULUM



- Making and maintaining positive relationships
- Staying safe and healthy (including Sex and Relationships Education, Radicalisation and cyber-safety)
- Respect of self and others
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values eg: rights and responsibilities, democracy and the rule of law

For further information about what students will be studying and the options that are available to them please download our [Curriculum Statement](#).

Please find further information about each subject in our Curriculum Booklets for 2018 19 below;

- [Foundation](#)
- [KS4](#)
- [KS5](#)

For guidance on the Foundation to KS4 Options process please download our [KS4 Options Booklet](#).

The [PSMSC](#) page gives more detail of our Pastoral Programme and PHSE curriculum including our [Sex and Relationships Policy](#).

For further information on how we deliver our curriculum please download our [Learning, Teaching and Assessment Framework](#).

[MATHEMATICS](#)[SCIENCE](#)[HUMANITIES](#)[MODERN LANGUAGES](#)[PHYSICAL EDUCATION](#)[TECHNOLOGY AND ICT](#)[BUSINESS EDUCATION](#)[PERFORMING ARTS](#)[VISUAL ARTS](#)[COMPUTING](#)



MAIDEN ERLEGH
SCHOOL



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL

Maiden Erlegh School
CURRICULUM BOOKLET
Foundation

Academic Year 2020-2021

A.Morgan –DHT

Sept 2020

Review due: Sept 2021



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Subjects

- [ART](#)
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Parent App

- All should have received instructions on how to use the parent app last week
- The parent app – easy access to important school information
- You can access the system from a smartphone, tablet or PC – anytime, anywhere.
- Parent App- If there are any problems please e-mail parentapp@maidenerleghschool.co.uk



What you will find in the SIMS Parent app:

- Important information such as attendance, behaviour and achievements
- School term, inset dates and contact details available at the click of a button
- Access your child's school report
- Receive notifications to remind you about important information such as key dates for your diary
- Access to update your contact details, so we always have the most up-to-date information in case of emergency
- If you have more than one child at school, you'll have access to information for all your children, from the same app.

The information that you receive through the app will help you to stay up-to-date with your child's school life as well as support your child's development and progress.



Safeguarding Team

- At Maiden Erlegh School we take safeguarding and child protection issues very seriously.
- We believe that all those who come into contact with children and families in their everyday work, have a specific role in relation to child protection and to safeguard and promote the welfare of children.



Who can I tell?



Mrs Bhadye (DSL)



Mrs Bendall



Mrs Beckett



Miss Grindey



Miss Nimmo



Mrs McIntyre



#TeamMaidenErlegh

At Maiden Erlegh we want to be clear about our expectations of **everyone** in the school community. This includes parents, students and staff.

- Everyone will be respectful to each other
- Everyone will report abuse or bullying of another person
- The school will be proactive in preventing bullying and students will learn what bullying is and what to do to report it
- The school will run an Anti-Bullying Week every year
- Teachers are trained on the signs of bullying and will listen to any student who feels they are being bullied



#TeamMaidenErlegh

- Ready
- Respectful
- Safe

Is it bullying?

WHEN SOMEONE SAYS OR DOES SOMETHING
UNINTENTIONALLY HURTFUL AND THEY DO IT ONCE, THAT'S

RUDE.

WHEN SOMEONE SAYS OR DOES SOMETHING
INTENTIONALLY HURTFUL AND THEY DO IT ONCE, THAT'S

MEAN.

WHEN SOMEONE SAYS OR DOES SOMETHING
INTENTIONALLY HURTFUL AND THEY KEEP DOING IT,
EVEN WHEN YOU TELL THEM TO STOP OR SHOW THEM
THAT YOU'RE UPSET, THAT'S

BULLYING.



Target Bullying Programme

We take all allegations very seriously, we will investigate and act on it, when it involves any member of the school community.

1. Tell your teacher or parent/carer
2. Tell a friend or a member of the senior team and ask them to help you
3. Email school:
target@maidenerleghschool.co.uk

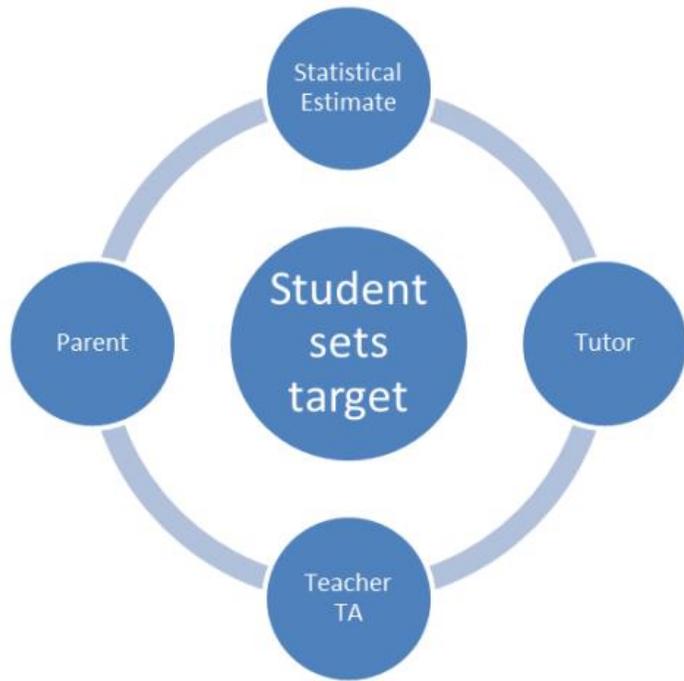




Target Setting & Reporting



Pupil Details			KS2			KS4												
Name	DoB	Gender	Reading	Maths	Science	Subject	% chance of achieving KS4 Grade									Grades		
						GCSE	1	2	3	4	5	6	7	8	9	Median Grade	Student Suggested target	Agreed target
		Female	5C	4B	4	Art and Design	0	2	4	12	18	25	16	13	10	6		
						Design and Technology	0	3	7	11	18	26	18	12	5	6		
						English Language	0	0	3	15	26	33	15	7	1	-6		
						English Literature	0	1	4	11	21	32	19	10	2	6		
						French	0	3	12	17	21	20	14	8	5	5+		
						Geography	0	3	8	13	18	23	19	11	5	-6		
						German	0	2	11	17	23	22	14	8	3	5+		
						History	1	4	9	12	17	21	19	12	5	6		
						ICT	1	2	5	10	16	24	21	14	7	6		
						Mathematics	0	1	3	18	27	28	15	6	2	-6		
						Music	0	3	8	12	18	25	21	10	3	6		
						PE	0	3	12	13	18	23	18	10	3	-6		
						Religious Studies	0	2	4	6	13	21	22	19	13	7		
						Science	0	2	9	23	28	25	9	4	0	5		



- End of Year 11 (GCSE) targets
- Led by the student
- Based on equivalent KS2 and national data
- Aspirational
- **Can change as you go through the school**

Subject	Student target
Art	7L
Drama	5H
English Lang	7L
English Lit	7L

KS4												
Subject	% chance of achieving KS4 Grade									Grades		
	1	2	3	4	5	6	7	8	9	Median Grade	Student Suggested target	Agreed target
GCSE												
Art and Design	0	2	4	12	18	25	16	13	10	6		
Design and	0	0	7	14	19	25	19	13	5	6		



Maiden Erlegh School

Year 7 Tracking Report for Academic Year 2016-2017

Name: Preferred Name:

Tutor Group: 7M2



Subject	Current Attainment						KS4 Grades		Current Behaviours for Learning		Teacher
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Student Target	Benchmark	Positive Behaviours	Behaviours which need improvement	
English <i>Flight path</i>	2M <i>2M</i>	2M <i>2H</i>	2M <i>2H</i>	2H <i>3L</i>	3L <i>3M</i>	3M <i>3M</i>	9H	9H	AS CH CO	PA RR IN	Miss C. Mallon
Mathematics <i>Flight path</i>	2M <i>2M</i>	2M <i>2H</i>	2H <i>2H</i>	3L <i>3L</i>	3M <i>3M</i>	3M <i>3H</i>	9H	9H	AS SE HO	CH	Mrs S. Collins
Science <i>Flight path</i>	2M <i>2M</i>	3L <i>2M</i>	3L <i>2H</i>	3M <i>2H</i>	3M <i>3L</i>	3M <i>3M</i>	9H	9H	CH CO WR	RR	Mrs M. Bhattacharjee
Art <i>Flight path</i>	1L <i>1L</i>	1M <i>1L</i>	1M <i>1M</i>	1H <i>1H</i>	1H <i>2L</i>	2L <i>2M</i>	9H	9H	CH SE DL		Miss J. Smith
Computer Science <i>Flight path</i>	1H <i>2M</i>	1H <i>2H</i>	2M <i>2H</i>	2M <i>3L</i>	2H <i>3M</i>	3L <i>3M</i>	9L	9H	CO	RR	Mr T. Hayward
Drama <i>Flight path</i>	B8 <i>B5</i>	1L <i>B5</i>	1L <i>B9</i>	1H <i>1L</i>	1H <i>1M</i>	1H <i>1H</i>	9L	9L	CH		Mrs E. Brown
French <i>Flight path</i>	1H <i>1H</i>	1H <i>1H</i>	2L <i>2L</i>	2M <i>2M</i>	2H <i>2M</i>	2H <i>2H</i>	9H	9H	IN FC CH		Mrs E. Tihngang
Geography <i>Flight path</i>	1H <i>2M</i>	2L <i>2H</i>	2L <i>2H</i>	2M <i>3L</i>	2H <i>3M</i>	2H <i>3M</i>	9H	9H	CH CO		Miss I. Bourne
History <i>Flight path</i>	2L <i>2M</i>	2M <i>2H</i>	2H <i>2H</i>	2H <i>3L</i>	3L <i>3M</i>	3M <i>3M</i>	9H	9H	FC PA WR		Mr T. Stewart
Music <i>Flight path</i>	B8 <i>B5</i>	B8 <i>B5</i>	1L <i>B9</i>	1L <i>1L</i>	1M <i>1M</i>	2L <i>1H</i>	9M	9H	FC		Mrs A. Burbage
Physical Education <i>Flight path</i>	1L <i>1L</i>	1L <i>1L</i>	1H <i>1M</i>	2L <i>1H</i>	2L <i>2L</i>	2M <i>2M</i>	9H	9H	CH FC PA		Miss K. Chapman

Subject	Autumn	Autumn	Spring 1	Spring 2	Summer	Summer	Student Target	Benchmark	Positive Behaviours	Behaviours which need Improvement	
Religious Education <i>Flight path</i>	1H 2L	2M 2M	2M 2M	2M 2H	2H 2H	3L 3L	8H	8H	CH FC	IN	Mr A. Greener
Technology	2L	2M					7M	7H	EQ	HO	Mrs C. Froud
Technology Food			2L	2M							
Technology Textiles <i>Technology Flight path</i>					2L 2M	2M 2H					

Current Behaviours for Learning.

Teaching staff have been asked to identify any instances of positive behaviour. These are behaviours that set your child apart as being well motivated and prepared for learning.

Teaching staff have also been asked to identify behaviours which need improvement. Behaviours indicated here, if adopted, would have a positive impact on your child's learning.

It would not be unusual for this column to be empty. This would mean that your child is doing what is expected of them.

Key to attainment colour coding

Well above average
Above average
At average
Below average

Students at Maiden Erlegh School should aim to be above average in all subjects.

CODE	Behaviour for learning
AS	Accepting support
CH	Rising to challenges
CO	Calm and orderly
DL	Meeting deadlines
EQ	Being equipped for learning
FC	Focus in class
HO	Homework quality
IN	Independent learning
LI	Listening
PA	Participation
PR	Presentation of written work
PU	Punctuality to class
RE	Showing respect for others and their opinions
RF	Response to feedback
RR	Reading and research around the subject
SE	Settling to work quickly
WR	Writing (appropriate quantity and quality)



Google Classroom

- Google Classroom is used for homework setting.
- All students have class codes and can access this via most devices.
- Messages for students are often shared on here too.
- Key tool for learning.
- Key method of communication in the event of a lockdown.
- Parent logins – next week or so!



Gauging their learning



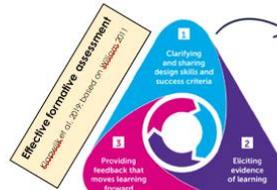
Main aim:

To establish precisely and accurately what our pupils and students have learnt during this period of disruption so that this can inform the next steps in our teaching and learning delivery

Our assessment is **formative** when we use the evidence we have on what pupils/students have learnt to **adapt** and define the **next steps** to our teaching.

REMEMBER

REMEMBER



1. Driving in the dark with no lights is unlikely to end well. We need to be absolutely sure that a) learners have been journeying the same road as us b) they have their lights on! As face-to-face contact continues to resume, identifying exactly what 'success' through remote learning looks like, and where each young person is in relation to this, is a vital first step...



1 Activating learners as resources for one another

2 Activating learners as owners of their learning

Establishing and sharing learning aims and objectives can be a useful yardstick against which progress can be measured. There is little value in learners simply copying learning objectives down, however. Avoid objectives which use 'all, most, some' - let's aim for 'all achieving all'!

TIP!

2

Eliciting evidence of learning

Completion of remote tasks is no guarantee that learning has taken place. How will you know whether knowledge is embedded in long-term memory? It's important to avoid assumptions about what has been learnt; hard evidence is key!

REMEMBER

Quizzing:

It's important to avoid a scenario where learners can be wrongly-right. The risk of multiple-choice answer responses can be to mis-inform teachers about what pupils/students truly know and have learnt. A mixture of closed and more open-ended responses is most valuable...but not as valuable as what action is taken as a follow-up. Frequent quizzing is also considered to be valuable for memory-retention and to 'interrupt the process of forgetting' (Brown et al. 2014)

TIP!



Questioning:

Questioning is most skillful when it accurately judges learning, rather than 'knowledge' stored in short-term memory. Interleaving through questioning can often be more thought-provoking and probing. Questions that precisely target the likely points during remote learning that pupils/students might have mis-understood, can quickly establish whether this is the case. We must avoid assuming that 'gaps' in knowledge & understanding have emerged during remote learning time; they might not have done at all, especially if remote learning tasks have fulfilled their purpose!



TIP!

Applying:

A key indicator of learning is whether pupils/students can apply what they have learnt to a new scenario. Could your learners:

- use a summary sheet to pull together & connect what has been covered?
- devise/complete a flow-diagram to demonstrate how material connects?
- use a contemporary news item in relating theory to empirical evidence?
- explain the interleaving of home-learning work?
- complete (or partially complete) an exam/SAT-style question in class?

act as assessor - devising an assessment that their peer will complete?

TIP!

1

Providing feedback that moves learning forward

Effective feedback informs teachers and empowers learners. Feedback is only helpful for learners if it is warmly received, signposts clearly and facilitates independence in taking the next steps. Its timing must be precise; its mode thoughtful.

REMEMBER

Beware of the dangers associated with RAG-based PLCs. These can often allow teachers to see learners' level of confidence; it doesn't by itself provide an accurate evidence-base of what has been learnt. This is a starting-point for us in how we might adapt teaching, not simply a means of learners being encouraged to take charge of what happens next...



-Comfort-feedback v Strategy-feedback. Feedback which boosts self-esteem and makes a learner feel good has its place and is crucial in helping pupils/students to feel confident during these difficult times. Strategy-feedback can incorporate a positive vibe, but offers learners a solutions-focused means of taking further steps to improve. (Leacock/2020), 24.6.2020

TIP!

Responding to misconceptions and errors accrued during remote learning time

Assess and move...	Misconceptions and errors are addressed on a one-to-one basis; there is no real need to stop the whole class or re-teach material.
Light excavation...	A misconception or error doesn't warrant the re-teaching of material to the whole class, but is significant enough to require the attention of the whole class while it is addressed. Questioning should suffice.
Deep excavation...	Whole-class teaching is adapted in order to address a series of misconceptions or errors. Deeper, probing questions are useful here, as well as modelling followed by deliberate practice...



(Lemov, 2015)



Ready for every eventuality!



Learning during lockdown

B Garner

Context

The planned full re-opening of schools in England and Wales in September 2020 brings with it a number of scenarios that may result in a short-notice, full or partial closure resulting from a national or local spike in confirmed Covid-19 cases. These comprise:

- Whole school closure
- Partial school closure, with one or more whole year groups 'locked-down'
- Individual learners who are unable to attend school following confirmation that they have contracted Covid-19 or who have been requested to self-isolate as a precautionary measure.
- Individual members of teaching staff who are well, but who are unable to attend school because they have been requested to self-isolate as a precautionary measure.

For each of the above, our primary aim is:

For high-quality remote education to align as closely as possible with our in-school provision in allowing learners to continue mastering the curriculum and make good progress

Aims of guidance

To provide a contingency plan that allows teaching staff to instantly adapt their pedagogy during periods of full or partial school closure in a way that does not disrupt learning.

To ensure that there is consistency across the curriculum in the typical experience students receive in teaching and learning during periods of full or partial school closure.

■ Whole-school closure

A whole-school closure will instantly trigger a transition to **remote teaching and learning**. The Department for Education (DfE) expects schools to provide learners with 'equivalent length to the core teaching that they would receive in school, ideally including daily contact with their teachers'. With this in mind, staff and students should seek to follow their daily timetable, completing a mixture of options 1 and 2, below:

Option 1

40 minutes of live Zoom teaching (using the existing teaching and learning framework to structure this time to maximum effect) followed by 20 minutes of independent work

As a minimum, students should be provided with at least one live Zoom lesson with each of their teachers in each of their subject areas, per week. Where students have only one timetabled lesson per week in a particular subject, they must be

We were thrilled to welcome our students back into school last week! For parents of students who are new to us, a particular warm welcome too! As you may be aware, the Government has recently announced a tier-based system which will be adopted in schools should local 'spikes' occur during this Covid-19 pandemic. An outline of each tier can be found in the appendix to this letter. It is important to note that tiers 3 & 4 are the same for secondary schools and sixth form colleges. Closures take effect from tier 2 onwards.

- Tiered intervention 3/4 will result in a full school closure with only the children of critical worker employees and students classed as vulnerable permitted to be on site.
- Tiered intervention 2 will see our school adopt a two week rota, apart from the children of critical worker employees and students classed as vulnerable, who will be permitted on site full time.

The Department for Education (DfE) has rightly asked schools to put contingency plans into place so that there is minimal disruption to teaching and learning in the event of any of the above scenarios. We have been working hard to do exactly this, and I include a detailed outline of our plans, below.

Tiered intervention 3/4: full school closure:

*This will trigger an immediate transition to remote learning. Teaching staff will seek to ensure that students participate in **at least one** remote, live lesson with each of their classes every week. Where students only have one timetabled lesson each week in a particular subject, they will participate in a live lesson at least once per fortnight. Students and staff will continue to follow their school timetable in planning for the delivery of live teaching. This will typically comprise of 40 minutes of teaching followed by 20 minutes of independent work. Staff will use Zoom or Google Meets to deliver live lessons. Where a live lesson is not scheduled, staff will set a voice-over PowerPoint (or similar), containing direct instruction. Students will be set work through their class Google Classroom page where live teaching during a timetabled lesson cannot take place. This will always be accessible on Google Classroom for the start of the timetabled lesson. Please note that students will be expected to register live with their tutor each morning at 8.40am, helping to ensure that each day has purpose and structure. Students classed as vulnerable and/or who are from families of critical worker employees, would be permitted to continue attending school as part of our 'pop-up' provision.*

Tiered intervention 2: a two-week rota-based closure:

This will trigger an immediate transition to a two-week, rota-based provision with particular year groups continuing to attend school while others learn remotely. Our aim would be for a rotation period to follow a straight Monday-Friday format. Should we therefore be directed to implement a tier 2 intervention mid-week during the first rotation, we would count the beginning of the rotation period from the first Monday thereafter. Year groups have been organised in the following way:

Group A (who will begin remote learning in the first instance): Years 9, 10 & 12.

Group B (who will continue to learn in school in the first instance): Years 7, 8, 11 & 13.

The above groupings reflect our determination to ensure that we can space year groups out across the site, as well as allowing us to meet the needs of year groups preparing for examinations.



Smoothing out those bumps





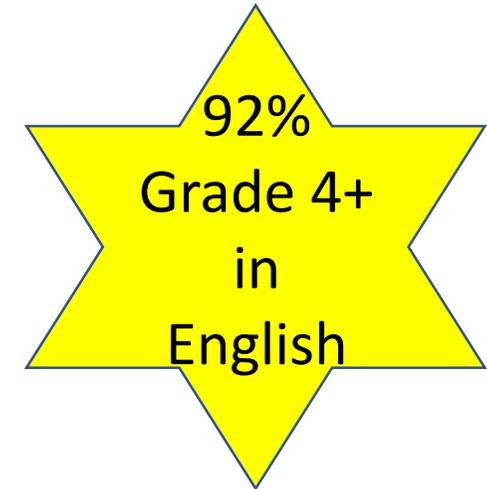
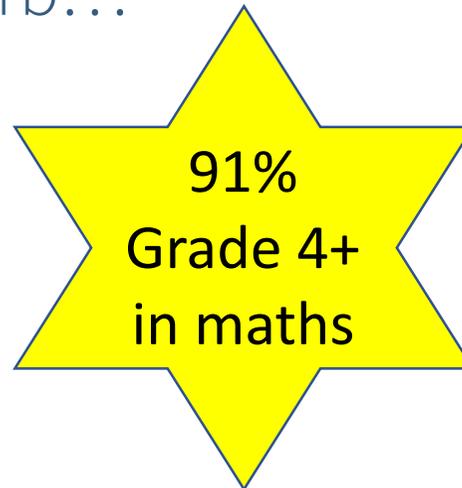
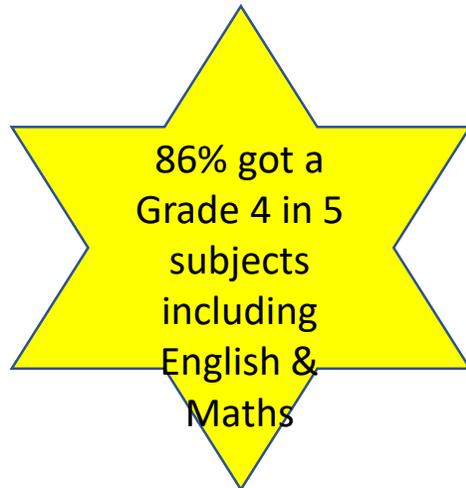


Supporting your child: English and maths

English and maths GCSE results...



- New GCSE courses in 2019
- Our results were superb...

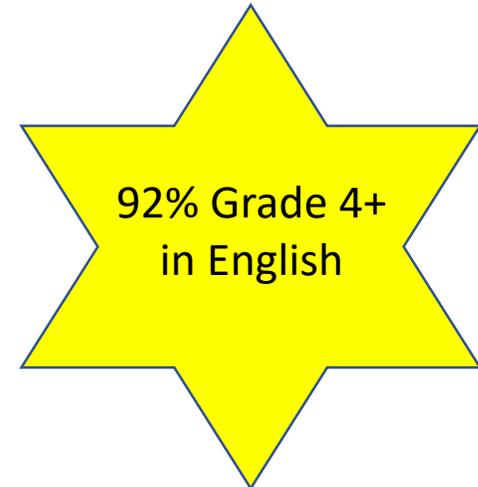
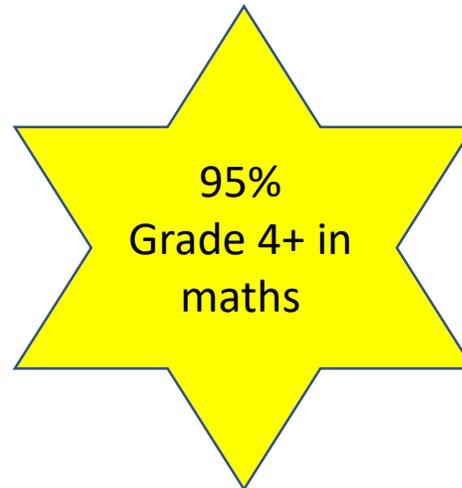
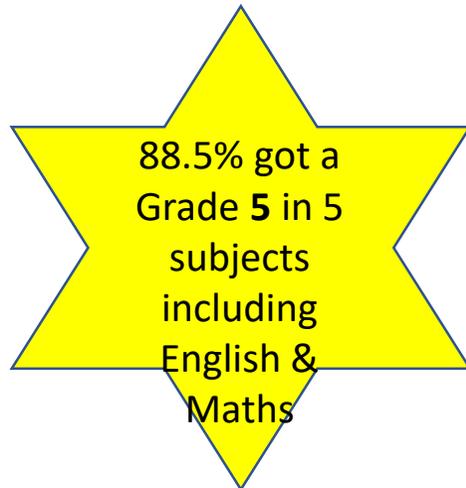


- With the demands in the new style GCSEs it is important to ensure sound English and maths skills

English and maths GCSE results – 2020 results...



- Our results continue to be great...





English: Support in school

- Reinforcing core skills and developing more sophisticated ones.
- Year 7: Character - Year 8: Setting
- We study a wide variety of texts in lessons.
- Homework set via Google Classroom
- Your child will have one formal assessment every half term.
 - This is called a 'Bridge' or 'Apprentice' task.
 - Your child will receive feedback on this so that they know what they need to work on for the main assessment.

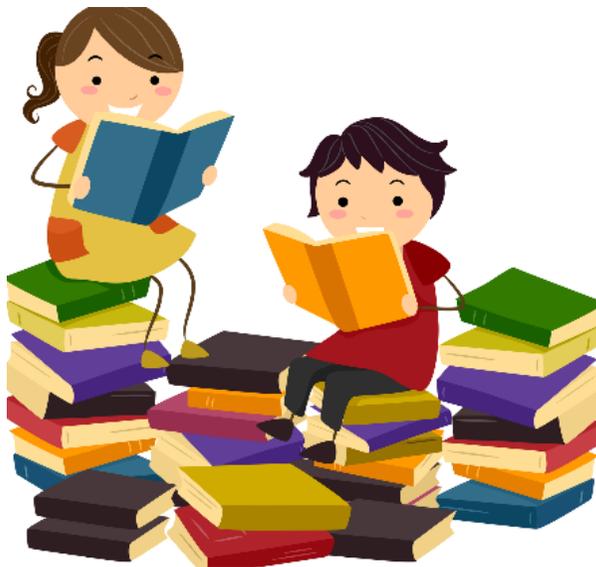


English: Support at home



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- Reading at home
- There are lots of book ideas on the website and these are updated regularly - ask us for ideas of challenging texts



Maiden Erlegh School Website:
→ Curriculum
→ English and Media Studies
→ Reading lists

READING LISTS

Reading Lists are below.

FOUNDATION STAGE BOYS' SUGGESTED READING LIST	PDF FILE
FOUNDATION STAGE SUGGESTED READING LIST	PDF FILE
FOUNDATION STAGE MORE ABLE SUGGESTED READING LIST	PDF FILE
KS4-READING-LIST	PDF FILE
THE DEFINITIVE 'BUT I DON'T LIKE' READING LIST	PDF FILE
THE ENGLISHBIZ SUGGESTED READING LIST	PDF FILE
YOUNG READERS AGE 9-12 SUGGESTED READING LIST NLT	PDF FILE
YOUNG READERS SUGGESTED BOOKLIST AGE 13+	PDF FILE

English: Support at home



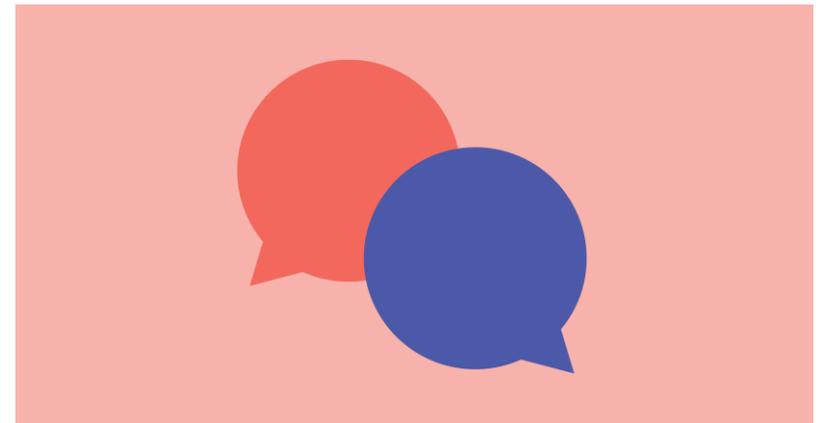
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Have discussions with pupils about:

- What they are studying in English
- What they are reading or watching
- World events
- Activities you have been on or experienced

'A good discussion increases the dimensions of everyone who takes part'

Randolph Bourne



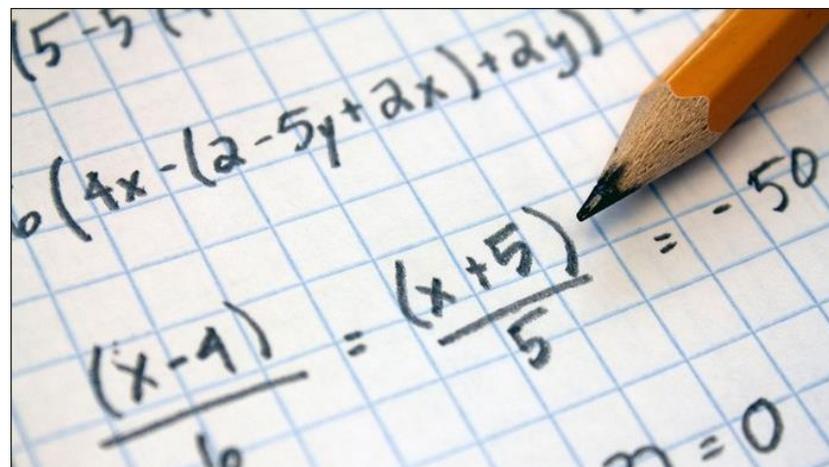
Maths: Support in school

- Remember more and knowing more, classwork and homework, recall and fluency, discussion and problem solving
- Appointments can be made with teachers to support class work and homework
- Googleclassroom support continues online as a method of communicating between students and staff
- *Maths drop-in - every Wednesday after school.*

In room M4 – up to 1 hour long

– currently unavailable

- *Homework*
- *Class work*
- *Revision*
- *Learn new topics*





Maths: Additional Support in school through lockdown

- Scheme of Work has been reworked to allow for catch up/intervention work after assessments
- Topics that cannot easily be covered at home have been rescheduled for in school
- Googleclassroom – all classwork provided through a mixture of live and pre-recorded MaidenErlegh School lessons (mostly zoom), together with online videos and worksheets
- MES alert system to let parents know if work has not been completed
- Online marking of work so students get feedback (immediate with mymaths or Hegarty) and timely feedback via googleclassroom
- Mixed ability and settling in time before year 7 setting. Setting using a combination of baseline assessment, teacher data from primary and teacher data from first couple of weeks at Maiden Erlegh

Maths: Support at home

- Times tables practice
- Talk through problem solving to develop resilience
- Encouragement with numeracy tasks – shopping, banking, choosing new products, DIY tasks, bus timetables, travel planning
- Support use of IT for www.mymaths.co.uk and use of googleclassroom – most homework will be online this year
- Homework – approx. 2 lots of 20 minutes per week



x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Maths: Homework Resources



MAIDEN ERLEGH
SCHOOL

www.mymaths.co.uk

User name: maidenerlegh

Password: pentagon

Year 7 students will be given their own portal log in shortly after 1st October and homework will be set on mymaths every week



Primary

Secondary

Subscribe

Testimonials

News

Log in



Maths: Helpful resources

Other websites

www.corbettmaths.com – video clips, worksheets, 5 a day (GCSE Numeracy)

www.mrbartonmaths.com – worksheets and videos

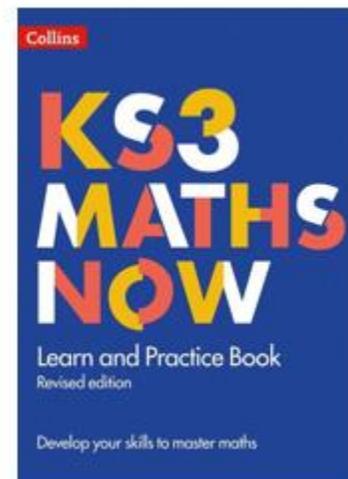
www.keshmaths.com/gcse-maths-takeaway-3 – Video solutions

BBC Bitesize – Key Stage 3

Study guides and workbooks

KS3 CGP guides

Text book used in school: Collins KS3 Now





Thank you.

everyone is different
in their own way. . .

