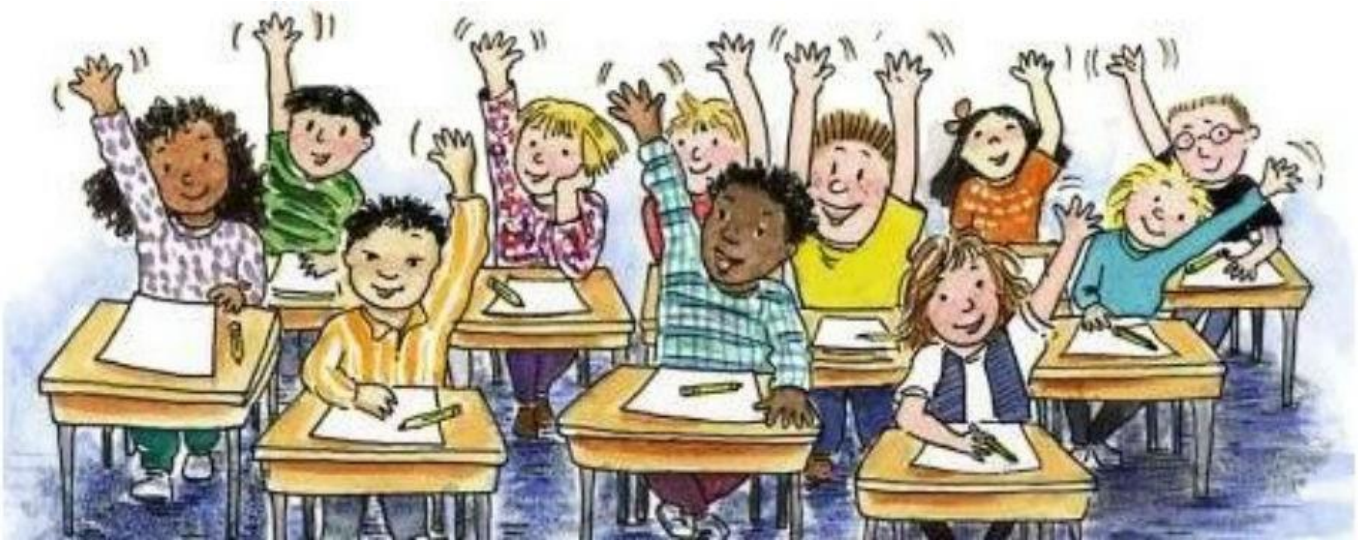
BEHAVIOUR FOR LEARNING!



Introductions

Foundation Team

- Mr Thomas (AHT Foundation)
- Miss Nimmo (Head of Year 7)
- Mrs Bendall (Head of Year 8)

Maths

Head of Foundation: Mr Stubbs

English

Head of Foundation: Miss Senel-Walp

Aim

- Your son/daughter has set themselves challenging target grades in both English and Maths
- Review of Data Collection Point Data
- Effective ways of learning in the context of the **new** GCSE in English and Maths
- Behaviour for Learning
- Opportunity for questions and 1-2-1 conversations at the end
- If you then require further information?

Intervention

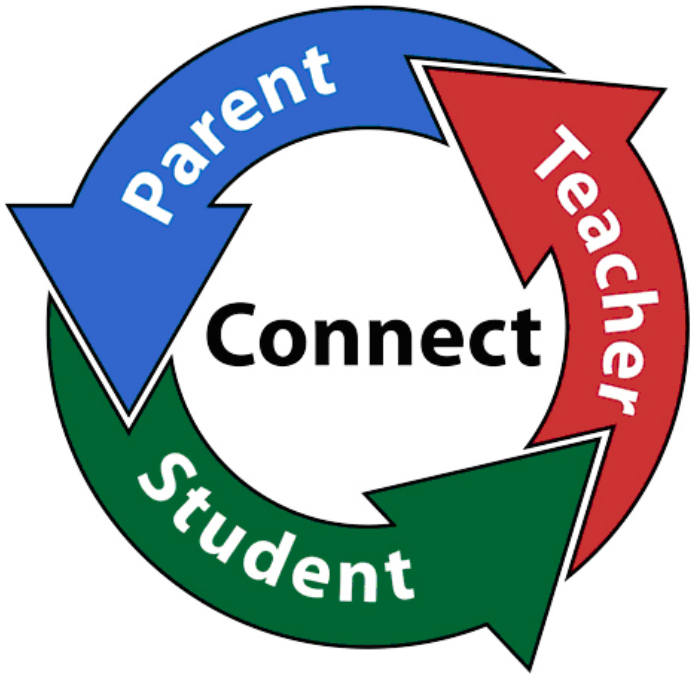
- Aspiration targets and students need help to meet these:
  - Action Plans
  - Report Cards
  - Teacher Appointments
  - Drop In
  - Intervention Classes
  - Work together with parents

New context

- Context of the new GCSE English and Maths
- Large number of exams
- Remembering more information

Everyone is different

- Every student here is different
- We want to discuss how we work together and how we can help



Student

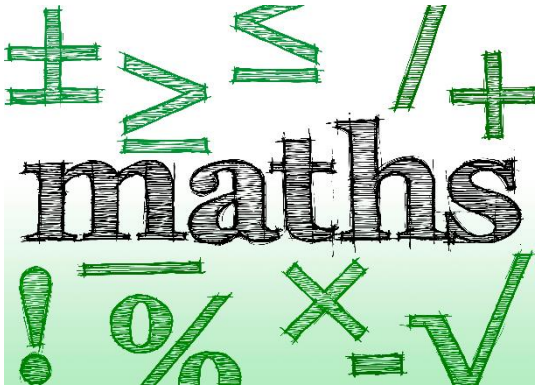
- Turn up to class on time with right equipment
- Focused in the classroom
- Complete all work set and homework set to a good standard
- Independent learners
  - Seek appointment with teacher if they don't understand
  - Attend drop in sessions
  - Seek seating plan move if it will help them concentrate
  - Do they know how to improve their grade?
  - Consolidate their notes and check understanding

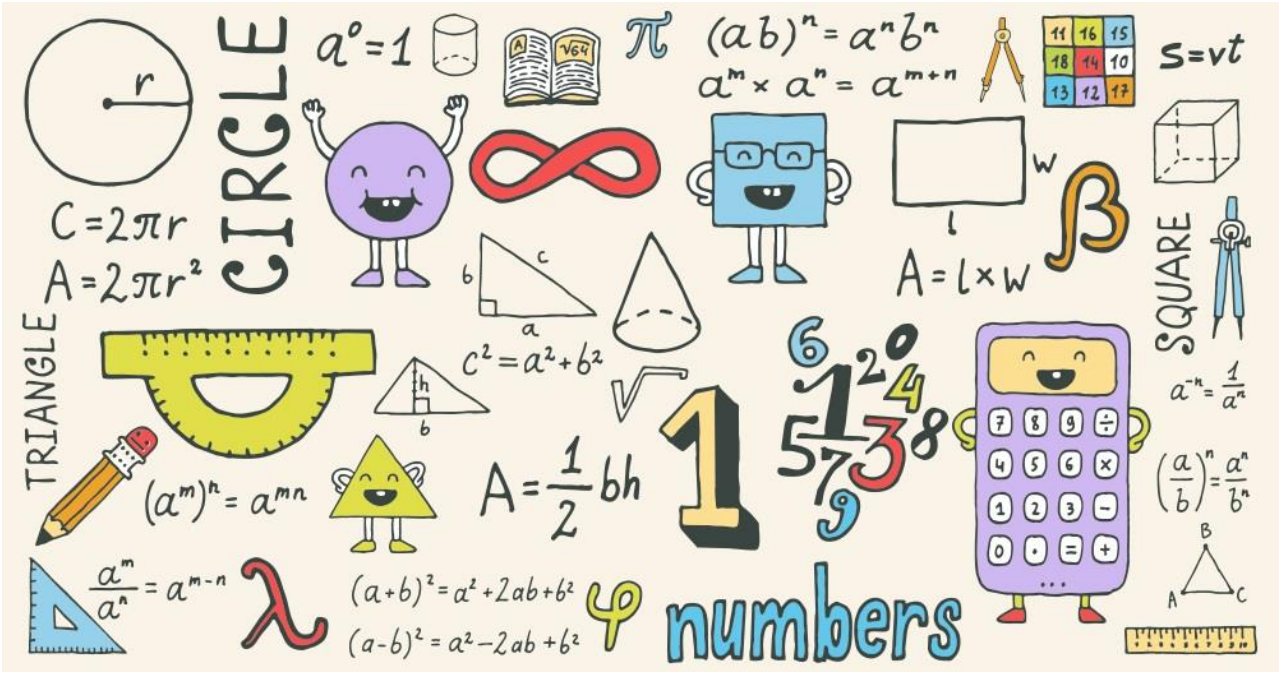
Parent

- Equipment for school
- Check homework diary
- Use homework diary to communicate with school
- Routine for homework
- Quiet place for them to work and concentrate
- Mobile phones removed
- Access to the internet (if not use homework club)
- Check and discuss Data Collection Point information with your child
- Contact child's tutor if any concerns pastorally, subject specific teachers

Teachers

- Provide all subject information the student needs
- Subject teachers are available for appointment to clarify issues
- Most subjects run drop in session each week and additional clubs
- Data Collection Point information
- Tracking and intervention
- Parents evenings
- Speak to you on the phone about any concerns


maths


CIRCLE
C=2πr
A=2πr²
TRIANGLE
SQUARE
A=l×w
numbers

New GCSE Grades

KS2/3	Old GCSE	New GCSE
	A*	9H
	A*	9M
	A*	9L
	A*	8H
	A1	8M
	A1	8L
	A2	7H
	A2	7M
	A3	7L
	B1	6H
	B1	6M
8b	B2	6L
8c	B3	5H
7a	B3	5M
7b	C1	5L
7c	C2	4H
6a	C3	4M
6b	C3	4L
6c	D1	3H
5a	D2	3M
5b	D3	3L
5c	E1, E2	2H
4a	E3	2M
4b	F1	2L
4c	F2	1H
3a	F3, G1	1H
3b	G2	1M
3c	G3	1L

Examples of data

	Ma Attainment 1 Y7 DCP 1	Ma Effort 1 Y7 DCP 1	Ma Attainment 2 Y7 DCP 2	Ma Effort 2 Y7 DCP 2	Ma Attainment 3 Y7 DCP 3	Ma Effort 3 Y7 DCP 3	Ma Attainment 4 Y7 DCP 4	Ma Effort 4 Y7 DCP 4	Ma Attainment 5 Y7 DCP 5	Ma Progress Diff 5 Y7 DCP 5	Benchmark Progress 5 Y7 DCP 5	Ma Effort 5 Y7 DCP 5	Ma Expected Grade 6 Y7 Summer
Student 1	2M	1	2H	1	2H	1	3L	1					3M
Student 2	2L	1	2L	1	2M	1	2M	1					3L
Student 3	2L	2	2M	2	2M	2	2M	1					3M

	Ma Attainment - End Y7 Y7 Summer	Ma Attainment 1 Y8 DCP 1	Ma Effort 1 Y8 DCP 1	Ma Attainment 2 Y8 DCP 2	Ma Effort 2 Y8 DCP 2	Ma Attainment 3 Y8 Full Report	Ma Effort 3 Y8 Full Report	Ma Attainment 4 Y8 DCP 4	Ma Effort 4 Y8 DCP 4	Ma Attainment 5 Y8 DCP 5	Ma Progress Diff 5 Y8 DCP 5	Benchmark Progress 5 Y8 DCP 5	Ma Effort 5 Y8 DCP 5	Ma Expected Grade 6 Y8 DCP 6
Student 1	3L	3M	2	3M	2	3M	2	3M	2					5L
Student 2	3H	3H	1	3H	1	4L	1	4L	1					5M
Student 3	3M	3M	1	3H	1	4L	2	4L	1					4H

What do levels look like?

Grade 1-2

Addition and Subtraction

Multiplication and Division

Rounding

Estimating

Powers and Roots

Factors and Multiples

Fractions of an Amount

Fractions, Decimals and Percentages

Negative Numbers

BIDMAS

Simplifying Algebra

Angles

Area

Perimeter

Area of a Trapezium

Averages

Frequency Polygons

Stem and Leaf

Grade 3

Fractions

Writing and Simplifying Ratio

Ratio

Writing a Ratio as a Fraction or Linear Function

Proportion

Percentages

Percentage Change

Exchange Rates

Best Buy Questions

Substitution

Solving Equations

Solving Equations with an Unknown on Both Sides

Drawing Graphs

Area and Circumference of Circles

Transformations

Area of Compound Shapes

Probability

Two Way Tables

Grade 4

Compound Interest and Depreciation

Indices

HCF and LCM

Functional Maths Questions

Inequalities

Inequalities on Graphs

Forming and Solving Equations

Types of Sequences

Generating Sequences

Sequences (Nth Term)

Expanding and Factorising

Pythagoras

Angle Problems

Angles in Parallel Lines

Angles in Polygons

Surface Area

Volume of Prisms

Cylinders

Loci and Construction

Bearings

Averages from Frequency Tables

Probability

Scatter Graphs

Grade 5

Reverse Percentages

Standard Form

Speed and Density

Changing the Subject of a Formula

Expanding and Factorising Quadratics

Solving Quadratics

Drawing Quadratic Graphs

Drawing Other Graphs: Cubic/Reciprocal

Simultaneous Equations

Solving Simultaneous Equations Graphically

Midpoint of a Line Segment

Gradient of a Line

Equation of a Line

Spheres and Cones

Sector Areas and Arc Lengths

Similar Shapes (Lengths)

SOHCAHTOA

Exact trig values

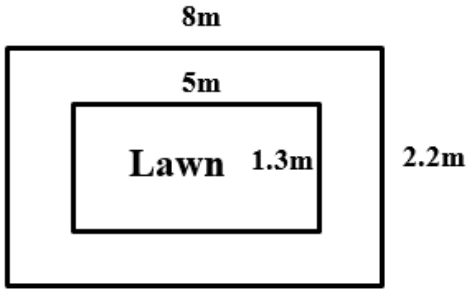
Congruent Triangles

Probability Trees

Venn Diagrams

Typical test/exam question

The diagram shows a rectangular garden with a path around the edge.



Farhan is going to cover the path with rectangular tiles.
Each tile is 25 cm by 10 cm.
He chooses to tile the path in white, red and black colours.

The ratio of the number of white tiles to the number of red tiles to the number of black tiles will be 5 : 3 : 4.

(*a*) Assuming there are no gaps between the tiles, how many tiles of each colour will Farhan need?

white tiles .....

red tiles .....

black tiles .....

(5)

Answers

800 × 220 = 176000
500 × 130 = 65000 B1
176000 – 65000 = 111000cm2
25 × 10 = 250cm2
111000 ÷ 250 = 444 tiles M1
444 ÷ 12 = 37 1 part M1
37 × 5 = 185 white tiles M1
37 × 3 = 111 red tiles
37 × 4 = 148 black tiles

Question 19.

Hannah and Tim both think of a number.

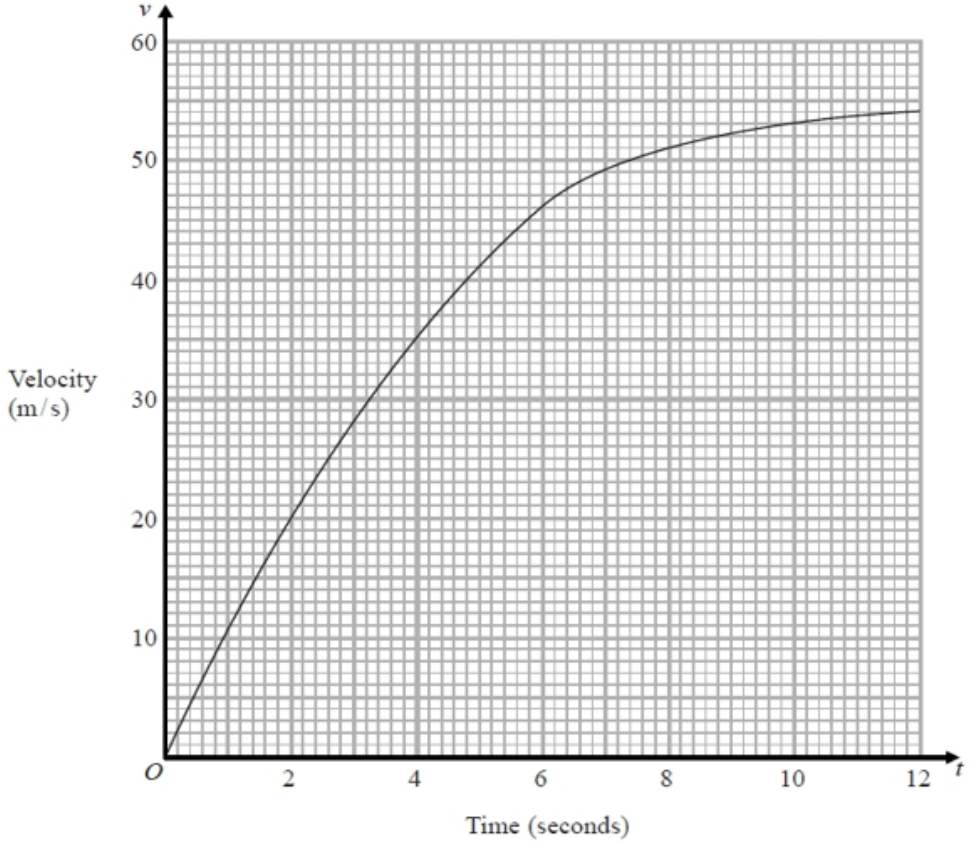
Hannah's number is negative. Tim's number is one more than Hannah's.

They each take the reciprocal of their numbers. The sum of the reciprocals is $\frac{5}{6}$

Use algebra to work out Hannah's original number.

19	Hannah: n Tim: $(n + 1)$ So $\frac{1}{n} + \frac{1}{n+1} = \frac{5}{6}$ $\frac{n+1+n}{n(n+1)} = \frac{5}{6}$ $6(2n + 1) = 5n(n+1)$ $5n^2 - 7n - 6 = 0$ $(5n + 3)(n - 2) = 0$ $n = -\frac{3}{5}$	$n = -\frac{3}{5}$	5	P1 M1 M1 A1	for process to start the problem, e.g. Hannah's number be n and Tim's number $n + 1$. for process to form an equation e.g. $\frac{1}{n} + \frac{1}{n+1} = \frac{5}{6}$ for process to simplify down, e.g. $6(2n + 1) = 5n(n + 1)$ for quadratic that is then factorised $(5n + 3)(n - 2)$ for -3/5 oe

The graph shows information about the velocity, v m/s, of a parachutist t seconds after leaving a plane.



(a) Work out an estimate for the acceleration of the parachutist at $t = 4$

..... m/s^2

(2)

(b) Work out an estimate for the distance fallen by the parachutist in the first 12 seconds after leaving the plane.
Use 3 strips of equal width.

By the trapezium rule, distance is

18	(a)	$26 \div 4 = 6.5$	$6.5 m/s^2$	2	C1 B1	for a tangent drawn at t = 4 for answer in range 6 to 7
	(b)	splitting area under graph into 3 strips $(0.5 \times 4(0 + 54 + 2(35 + 51))$ 452m	452m	3	P1 M1 A1	for splitting the area into 3 strips and a method of finding the area of one shape under the graph, eg, ½ × 4 × 35 (=70). for complete process to find area under the graph, eg "70" + ½ × 4 × (35 + 51) (=172) + ½ × 4 × (51 + 54) (=210) [=452] for 452

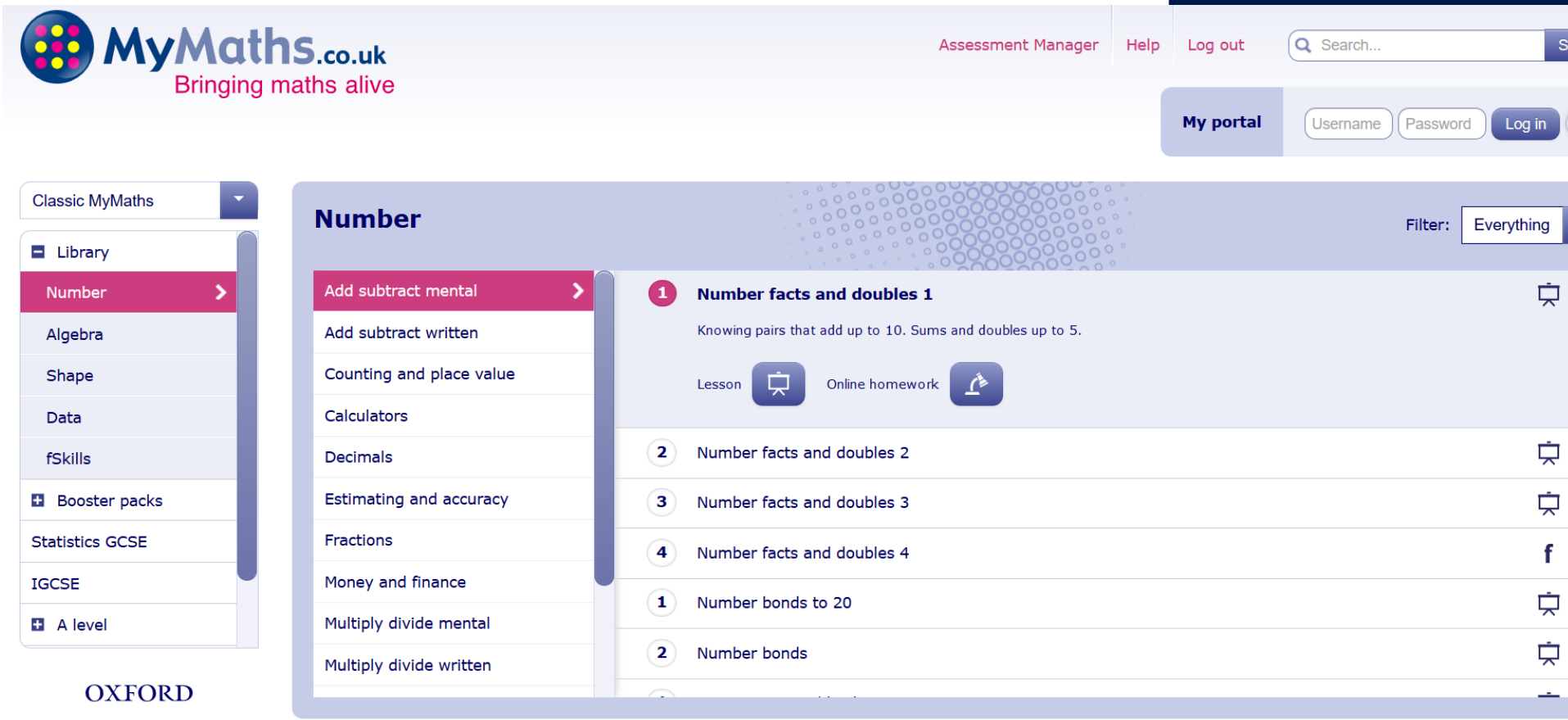
Support provided

- Every Tuesday after school – Maths drop-in - M2 – 1 hour long
  - Homework
  - Class work
  - Revision
  - Learn new topics

Helpful Resources

www.mymaths.co.uk

User name: maidenerlegh
Password: pentagon



Maths Genie – Exam questions by topic

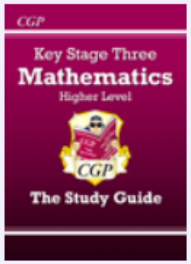
Kesh Takeaway – Video solutions

Corbett Maths – 5 a day

Other useful websites:

Study guides and Workbooks:

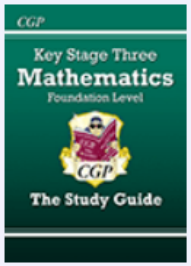
Revision & Study Guides



KS3 Maths Study Guide - Higher (MHR32)

This fantastic Study Guide explains everything students need to know for Key Stage Three Maths — it's all fully up-to-date for the latest ... More

amazonkindle version also available

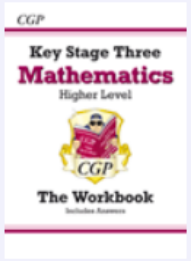


KS3 Maths Study Guide - Foundation (MFR32)

This Study Guide explains everything students need to know for KS3 Maths — and it's fully up-to-date for the new curriculum from September 2014 onwards. ... More

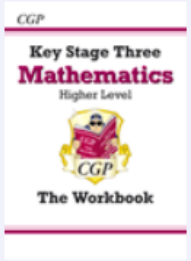
amazonkindle version also available

Workbooks



KS3 Maths Workbook (with answers) - Higher (MHW32B)

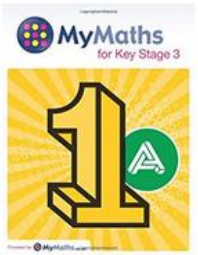
This indispensable Workbook is packed with KS3 Maths practice questions — all fully up-to-date for the new curriculum from September 2014 onwards! (It's ... More

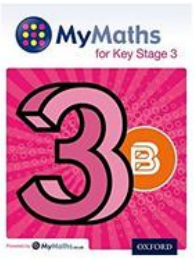


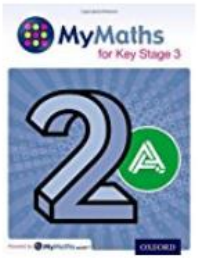
KS3 Maths Workbook - Higher (MHW32)

This Workbook is packed with essential KS3 Maths practice questions — all fully up-to-date for the new curriculum from September 2014 onwards (it's also ... More

Potential textbooks:







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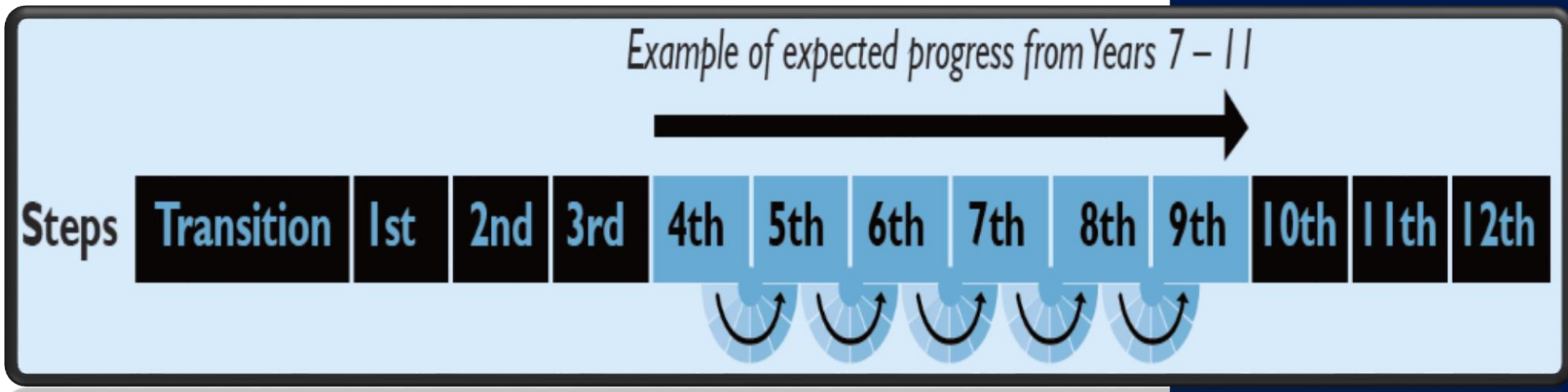
Supporting Students in English

Miss Senel-Walp

Head of Foundation English

Pearson/Edexcel Progression Steps



1st & 2nd step = GCSE grade 1
3rd & 4th step = GCSE grade 2
5th & 6th step = GCSE grade 3
7th step = GCSE grade 4
8th step = GCSE grade 5
9th step = GCSE grade 6
10th step = GCSE grade 7
11th step = GCSE grade 8
12th step = GCSE grade 9

	READING	WRITING
7th step **4**	Widening range of **reading** strategies. Summarises and synthesises a range of **key points/** Consider layers of **inference** . **Critical responses** are supported with some analysis.	Ideas are gathered and **sequenced** logically and coherently before **writing**. Broader repertoire of **sentence structures** are increasingly crafted for effect, V**ocabulary** is deliberate.
9th step **6**	Evaluates comprehension and **reading skills**. A range of perceptive connections between a text's **key points**. Patterns of **inference.** Increasingly analytical **critical responses** explore the implications and intention of the writer.	Ideas are selected and **structured** with some consideration of purpose and intention before **writing** Paragraphs and **sentence structures** are manipulated for effect, Broad **vocabulary** is original.
12th step **9**	Evaluation of **reading skills**. Astute conclusions. Layers of **inference**. Independent **critical responses**, which may explore multiple readings. Confident and perceptive analysis of the writer's **whole text** and **language** choices.	Writing is **designed** to achieve purpose and intention, with significant revisions. Paragraph and **sentence structures** are crafted. Sophisticated **vocabulary.**

English Language

- Component 1 – worth 40%
  1 h 45 mins
  19th Century Fiction and Imaginative Writing

- Component 2 – worth 60%
  2h
  Non-Fiction and Transactional Writing

100% unseen

English Literature

- Component 1 - worth 50%
  1h 45
  Shakespeare and Post 1914 Lit

- Component 2 – worth 50%
  2h 15
  19th Century novel
  Relationships cluster – 15 poems
  Comparing unseen poetry

100% closed book

Unseen 19th Century texts

"I noticed the black vapour hanging like a murky curtain outside the great windows, and I noticed the stifled sound of wheels on the straw or tan that was littered in the street; also, the hum of the people gathered there, which a shrill whistle, or a louder song or hail than the rest, occasionally pierced."

The Trial for Murder – Charles Dickens

"Worn with pain, and weak from the prolonged hardships which I had undergone, I was removed, with a great train of wounded sufferers, to the base hospital at Peshawar. Here I rallied, and had already improved so far as to be able to walk about the wards, and even to bask a little upon the verandah, when I was struck down by enteric fever, that curse of our Indian possessions."

A Study in Scarlet – Arthur Conan Doyle

Supporting students

At school - there is no cap on achievement – no tiered entry at GCSE, and differentiation within lessons.

- Revamped curriculum
  -rolling out more challenging texts in Foundation
  -assessments/tasks are extended pieces of writing
  encompassing comparison skills & evaluation.
- Creative Writing club
- Book club following Carnegie Award

At home – support your son/daughter by ensuring they are reading EVERY day and the key is a range of texts.

- Emphasis on 19th Century texts – both fiction and non-fiction.
- Newspapers
- Modern non-fiction – travel writing, letters, autobiography
- Learning quotations
- Vocabulary
- Writing
- Skills – websites, homework tasks.

Supporting and challenging students

- BBC KS3 Bitesize: http://www.bbc.co.uk/education/subjects/z3kw2hv
- Our suggested reading lists: http://www.maidenerleghschool.co.uk/curriculum-and-learning/english-and-media-studies/english-reading-lists/

Resources which may help you support your child at home