



QUI VEUT PEUT

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



Welcome

Mr Thomas



Programme for this evening:

Item	Lead
Supporting your child	Mr Bishop
Reporting	Mr Gibson
Supporting your child: English and maths	Ms Terry & Mrs Strong



Some quick reminders

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



How to find information



HOME

ABOUT US

NEWS AND EVENTS

CURRICULUM

PARENTS

STUDENTS

SIXTH FORM

COMMUNITY

VACANCIES

CONTACT US



SELECT LANGUAGE ▾



UPCOMING EVENTS

20
SEP

THURSDAY 20 SEPTEMBER 2018

Year 7 Parents indu...

🕒 All Day



>
ALL EVENTS

LATEST NEWS





CURRICULUM

[HOME](#) > [CURRICULUM](#)

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
TRUST



MAIDEN ERLEGH
SCHOOL

Maiden Erlegh School
CURRICULUM BOOKLET
Foundation

Academic Year 2018-2019

S. Elliss –DHT: Curriculum

Sept 2018

Review due: Sept 2019



CONTENTS

[Curriculum Intent](#)

[Curriculum Allocation](#)

[Supporting literacy and numeracy across the curriculum](#)

[Supporting Personal, Social, Moral, Spiritual and Cultural \(PSMSC\) education](#)

[Enrichment curriculum](#)

[ICT to support learning](#)

[SEND provision](#)

[More and Exceptionally Able provision](#)

[EAL provision](#)

Subjects

- [ART](#)
- [COMPUTING](#)
- [DESIGN AND TECHNOLOGY: DESIGN](#)
- [DESIGN AND TECHNOLOGY: FOOD](#)
- [DRAMA](#)
- [ENGLISH](#)
- [FRENCH](#)
- [GEOGRAPHY](#)
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- [HISTORY](#)
- [MATHEMATICS](#)
- [MUSIC](#)
- [PHYSICAL EDUCATION](#)
- [PURPLE PATHWAY](#)
- [RELIGION AND PHILOSOPHY](#)
- [SCIENCE](#)
- [SPANISH](#)



Parent App

- The parent app – easy access to important school information
- Replaced the Learning Gateway in 2018.
- You can access the system from a smartphone, tablet or PC – anytime, anywhere.
- Parent App- instructions on how to register and download were sent out via e-mail on 11/9. 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.



Stephanie Bendall
Designated Safeguarding
Lead



Sarah Beckett
Deputy - DSL



Jo Bhadye
Deputy - DSL



Ben Garner
Deputy - DSL



#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?

MAIDEN ERLEGH
SCHOOL

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

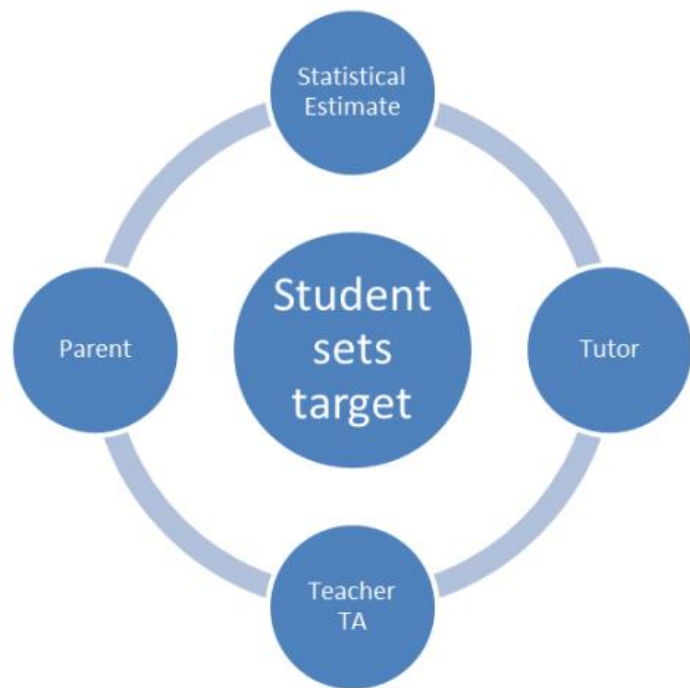




Target Setting & Reporting



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
		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 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	10	25	10	10	5	8		



Maiden Erlegh School

Year 7 Tracking Report for Academic Year 2016-2017



SH

Name: [Redacted]

Preferred Name: [Redacted]

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>B8</i>	1L <i>B8</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>B8</i>	B8 <i>B8</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



Set Up

MONITORS

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	2M	2M	2H	2H	3L	3M	9H	9H	AS CH CO	PA RR IN	Miss C. Mallon
Flight path	2H	2H	2H	3L	3H	3H					
Mathematics	2M	2M	2H	3L	3M	3M	9H	9H	AS SE HO	CH	Mrs S. Collins
Flight path	2H	2H	2H	3L	3H	3H					
Science	2M	3L	3L	3M	3M	3M	9H	9H	CH CO WR	RR	Mrs M. Bhattacharjee
Flight path	2H	2H	2H	2H	3L	3H					
Art	1L	1M	1M	1H	1H	2L	9H	9H	CH SE DL		Miss J. Smith
Flight path	1L	1L	1H	1H	2L	2H					
Computer Science	1H	1H	2M	2M	2H	3L	9L	9H	CO	RR	Mr T. Hayward
Flight path	2H	2H	2H	3L	3H	3H					

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	2M	2M	2M	2H	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	2M	2H	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

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)



Growth Mindset is....



No matter what
your ability is,
effort is what
ignites that ability
and turns it into
accomplishment.

Carol Dweck



What Kind of Mindset Do You Have?



Growth Mindset

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



Fixed Mindset

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.



THE DARK SIDE

Fixed Mindset Intelligence is static

Leads to a desire to look smart
and therefore a tendency to ...

People who hold a Fixed Mindset believe that "we are the way we are", but that does not mean that they have less desire than anyone else for a positive self-image. So of course they want to perform well and appear to be smart.

... avoid challenges

A challenge, by definition, is hard and success is not assured. So rather than risk failing and negatively impacting their self-image, Fixed Mindset individuals will often avoid challenges and stick to what they already know they can do well.

... give up easily when faced with obstacles

This same thinking applies to obstacles. The difference is that challenges are things that they can decide whether to face while obstacles are external forces that get in their way.

... see effort as fruitless or worse

Fixed Mindset individuals ask themselves, "What's the point of working hard and making efforts if afterwards I might still be on square one?" Their worldview tells them that effort is an unpleasant thing that does not really pay dividends, and so the smart thing to do is for them to avoid it as much as possible.

... ignore criticism or useful negative feedback

The Fixed Mindset logically leads people to believe that any criticism of their capabilities is criticism of them as a person. Useful negative feedback is ignored. In the best of cases, and taken as an insult the rest of the time. This usually discourages people who are around a Fixed Mindset individual and, after a while, they stop giving any negative feedback. This further isolates that person from external influences that could generate some change.

... feel threatened by the success of others

Fixed Mindset individuals see the success of others as benchmarks against which they will look bad. When others succeed, they will try to convince themselves, and the people around them, that the success was due to either luck (because almost everything is due to luck in the Fixed Mindset world), or to objectionable actions. They may try to tarnish the success of others by bringing up things completely unrelated. ("Yes, but did you know about her ...").

All this confirms a deterministic view of the world.

As a result, they may plateau early and
achieve less than their full potential.

Fixed mindset individuals do not reach their fullest potential and their beliefs feed on themselves, forming negative feedback loops. They don't change or improve much of the time, if ever, and so for them this confirms that "we are the way we are".

GRAPHIC BY NICOLE PERLES

THE FORCE

Growth Mindset Intelligence can be developed

Leads to a desire to learn
and therefore a tendency to ...

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

... embrace challenges

And how do you improve?
First you embrace challenges because you know you'll come out stronger on the other side.

... persist in the face of setbacks

Similarly, obstacles or external setbacks do not discourage you. Your self-image is not tied to your success or how you will look to others. Failure is an opportunity to learn and so, whatever happens, you will win.

... see effort as the path to mastery

As a Growth Mindset individual, you see effort as necessary to grow and master useful skills and knowledge; you do not view effort as something useless or to be avoided. You are not turned away by fears that you might make an attempt, or even work hard, and that failure is possible.

... learn from criticism

Criticism and negative feedback are sources of information. That doesn't mean that all criticism is worth integrating or that nothing is ever to be taken personally. As a Growth Mindset individual, you know that you can continue change and improve, so negative feedback is not perceived as being directly about you as a person but rather about the current state of your abilities.

... find lessons and inspiration in the success of others

You see the success of others as sources of inspiration, information opportunities to learn. Growth mindset individuals do not view success as a competitive, zero-sum game with others.

As a result, you reach ever-higher
levels of achievement.

All this gives you a greater sense of free will.

As a Growth Mindset individual, you note your improvements and this creates positive feedback loops that encourage you to continue learning and improving.

Most people do not have a 100% Growth Mindset or a 100% Fixed Mindset; most of us have some of both. The good news is that it is possible to change your worldview from Fixed Mindset to Growth Mindset. Carol Dweck's research indicates that both children and adults can be taught to change their mindsets.

GRAPHIC BY NICOLE PERLES





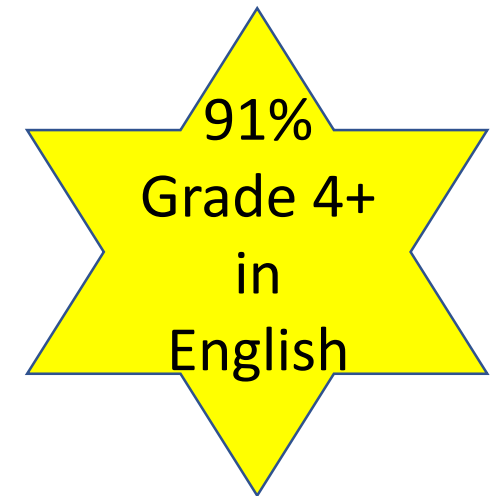
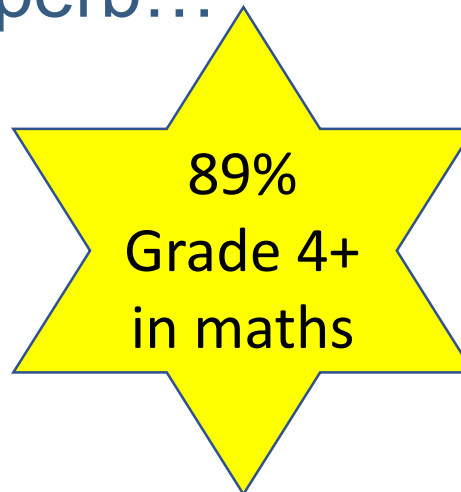
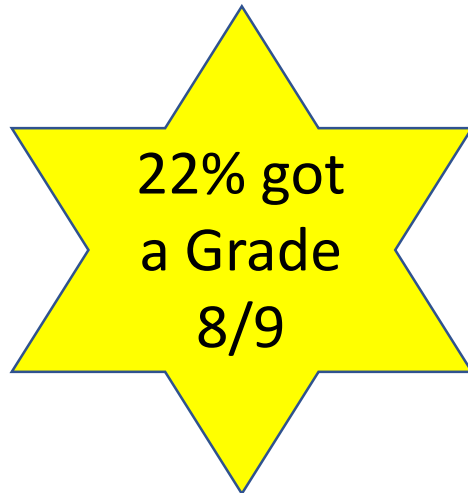
Supporting your child: English and maths

English and maths GCSE results...



MAIDEN ERLEGH
SCHOOL

- 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: Support in school

- Reinforcing core skills and developing more sophisticated ones.
- We study a wide variety of texts in lessons.
- 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

- 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

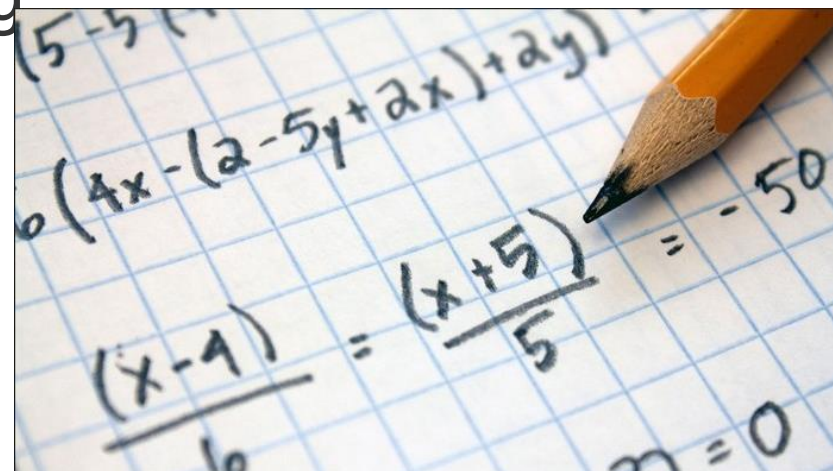


Maths: Support in school

- Remember more and knowing more, classwork and homework
- Appointments can be made with teachers to support class work and homework
- Maths drop-in - every Wednesday after school.

In room M4 – 1 hour long

- Homework
- Class work
- Revision
- Learn new topics



Maths: Support at home

- Times tables
- Encouragement with numeracy tasks – shopping, banking, choosing new products
- Additional study – helpful resources...



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: Helpful Resources



MAIDEN ERLEGH
SCHOOL

www.mymaths.co.uk

User name: maidenerlegh

Password: pentagon

The screenshot shows the MyMaths.co.uk website. At the top, the logo "MyMaths.co.uk" is displayed with the tagline "Bringing maths alive". Navigation links include "Assessment Manager", "Help", and "Log out". A search bar is present with the text "Search...". Below the navigation bar, there is a "My portal" section with fields for "Username", "Password", and a "Log in" button, along with a help icon. On the left side, a sidebar menu is visible with categories like "Library", "Number", "Algebra", "Shape", "Data", "fSkills", "Booster packs", "Statistics GCSE", "IGCSE", and "A level". The main content area is titled "Number" and features a "Filter: Everything" dropdown. A list of resources is shown, including "Add subtract mental", "Add subtract written", "Counting and place value", "Calculators", "Decimals", "Estimating and accuracy", "Fractions", "Money and finance", "Multiply divide mental", and "Multiply divide written". The first resource, "Number facts and doubles 1", is expanded, showing a description: "Knowing pairs that add up to 10. Sums and doubles up to 5." and icons for "Lesson" and "Online homework".

Classic MyMaths

MyMaths.co.uk
Bringing maths alive

Assessment Manager Help Log out

Search...

My portal

Username Password Log in ?

Library

Number

Algebra

Shape

Data

fSkills

Booster packs

Statistics GCSE

IGCSE

A level

OXFORD

Number

Filter: Everything

Add subtract mental

Add subtract written

Counting and place value

Calculators

Decimals

Estimating and accuracy

Fractions

Money and finance

Multiply divide mental

Multiply divide written

1 Number facts and doubles 1

Knowing pairs that add up to 10. Sums and doubles up to 5.

Lesson Online homework

2 Number facts and doubles 2

3 Number facts and doubles 3

4 Number facts and doubles 4

1 Number bonds to 20

2 Number bonds



Maths: Helpful resources

Other websites

www.mrbartonmaths.com – worksheets and videos

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

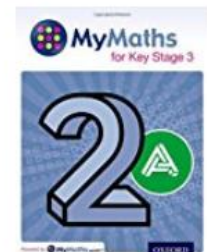
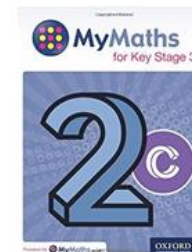
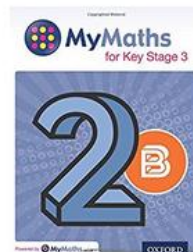
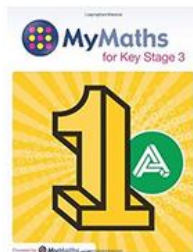
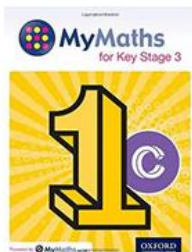
BBC Bitesize – Key Stage 3

www.corbettmaths.com – 5 a day (GCSE
Numeracy)

Study guides and workbooks

CGP guides

Mymaths – Key Stage 3 range





Thank you.

Please can I ask you complete your evaluation forms
and place them in the box at the back on your way
out.

