

Year 7

Learning Journey Evening

Ms Gostling – Deputy Headteacher
Mrs Emmanuel – Assistant Headteacher
Ms Bailey – Year 7 YLC; Ms Oladapo – Year 7 DYLC













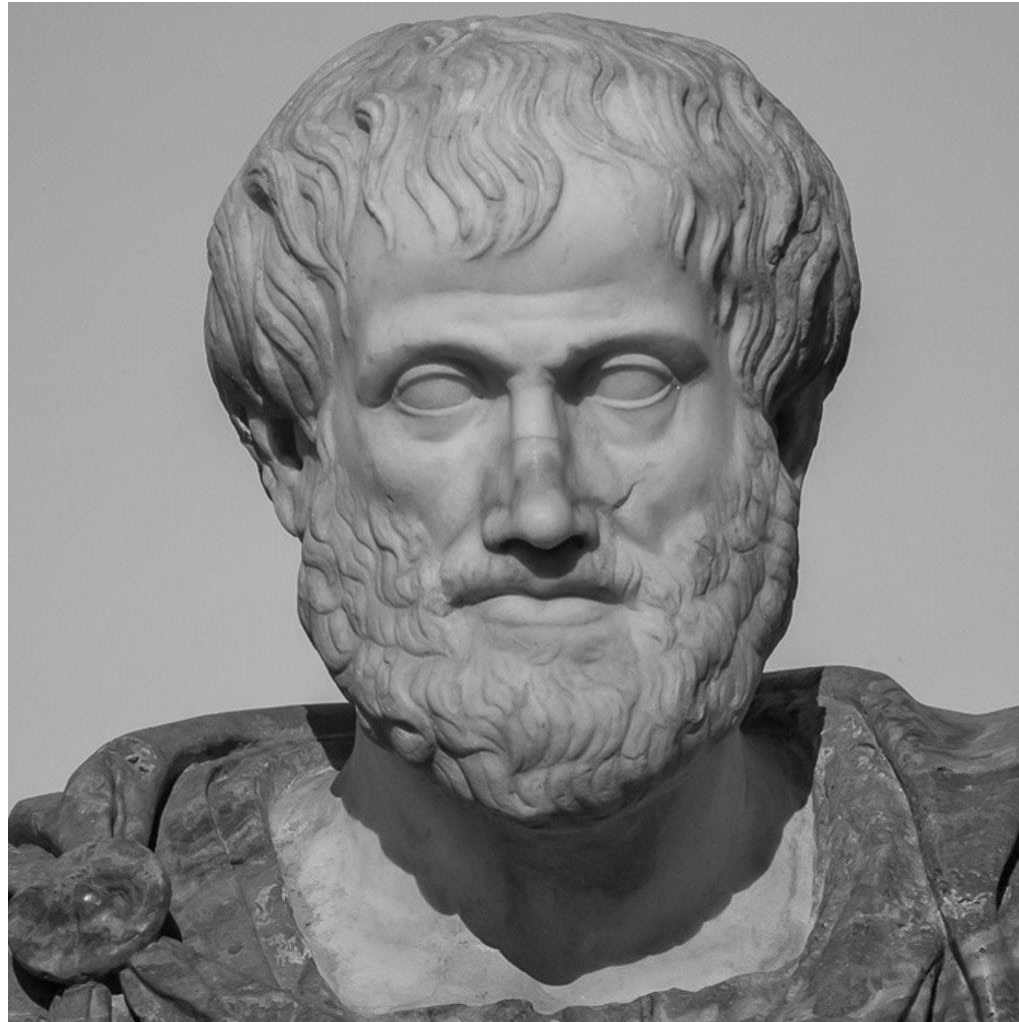


Thinking to the future: GCSEs

The current Year 7 students will sit their GCSEs in 2024.

- The new GCSEs significantly more challenging than old system.
- Removal of most coursework and controlled assessment; greater emphasis on exams.
- Increased focus on 'knowledge retention'.
- Will be graded on a 1-9 scale. No more A*-G grades.

We are what we repeatedly do. Excellence, then,
is not an act, but a *habit*. Aristotle

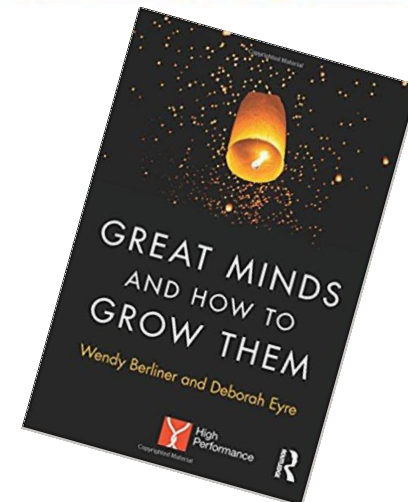




High Performance Learning at Sydenham School



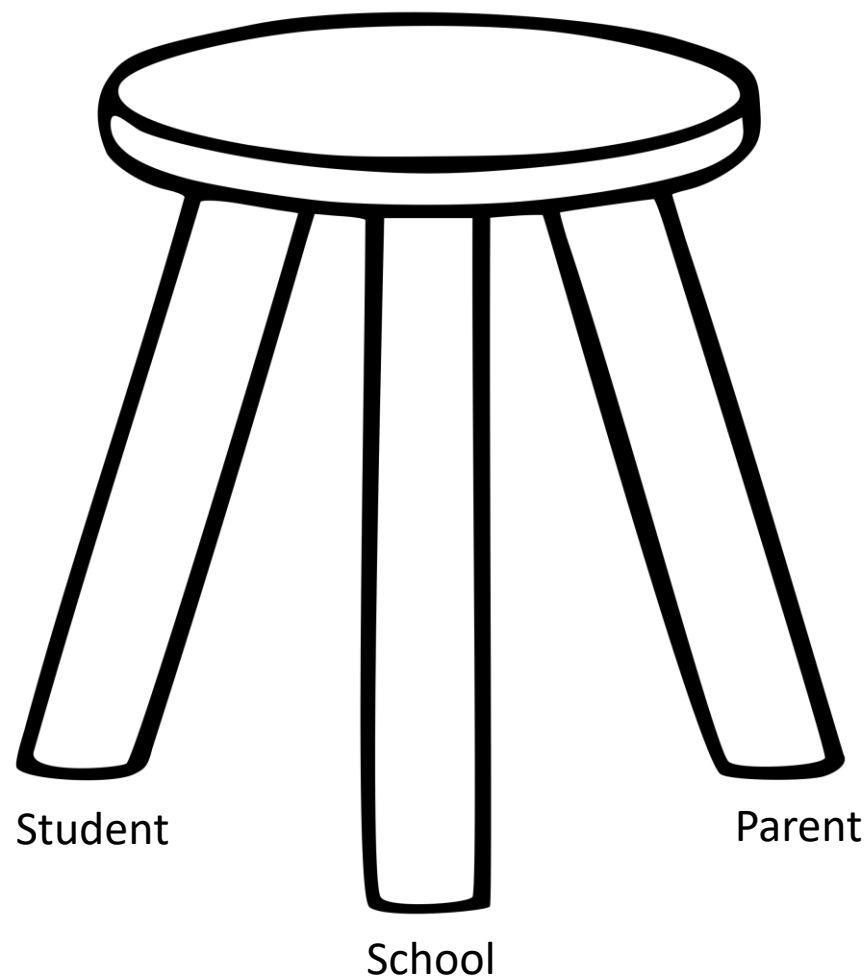
- “Intelligence isn’t fixed – most people can get cleverer.
- High performers are made not born. They work for it.
- Any house can be home to success. It’s not all in the genes.”



‘Great Minds and How to Grow Them’ Wendy Berliner and Deborah Eyre

Learning
Behaviour

Values,
Attitudes
and
Attributes



Learning Skills

Advanced
Cognitive
Performance
Characteristics



High Performance Learning at Sydenham School



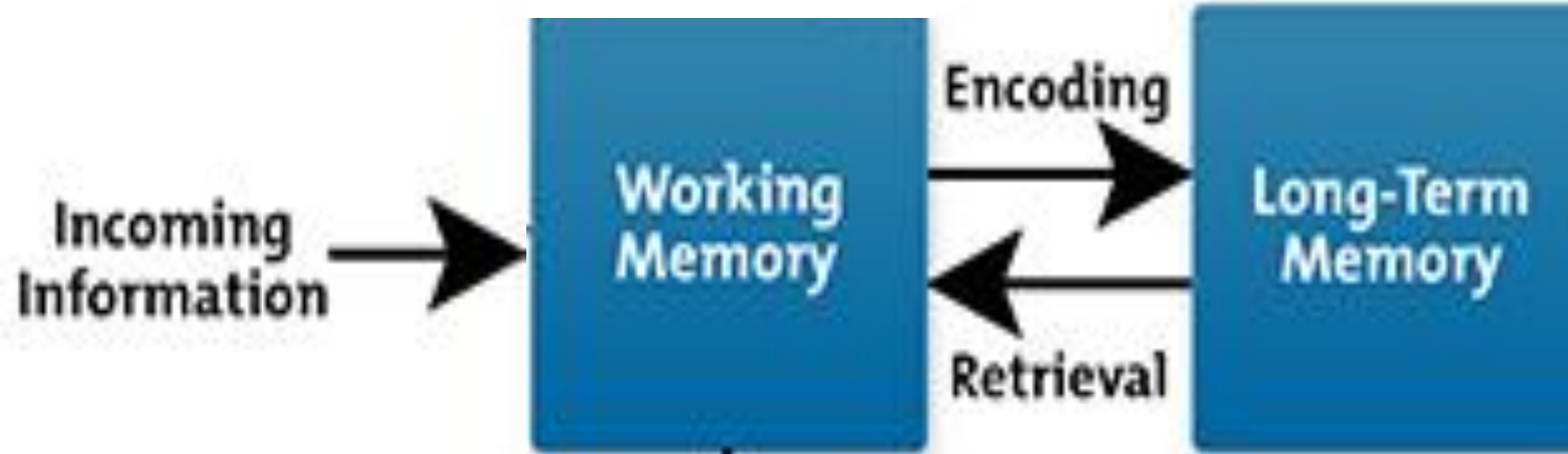
**Deliberate
Practice**



**Retrieval
Practice**



High Performance Learning at Sydenham School



Building knowledge in the long term memory

Retrieval Practice

Retrieval practice means trying to remember material you have learned as opposed to re-reading it. Two of the least effective ways of studying are reading over stuff and highlighting it, which are also two of the most common things students do when revising.



A far more effective technique is to put everything away and test yourself on what you remember from a particular unit or chapter. By regularly making yourself try to retrieve it from memory, you will build a far stronger memory of it in the long term.

Parent Top Tip

Quiz your daughter or son using their flashcards. Give them plenty of time to answer. The more they struggle, the better for memory.

STEP

1

Make a list of all the important information you need to know from a particular unit or chapter.

STEP

2

Close the books and create a quiz using flashcards or app.

STEP

3

Try to retrieve everything you remember.

STEP

4

Go back and check all your answers.

It's important to remember to space out your learning and not only do this once. Repeated exposure to learned material helps you to retain it better.



“The word-rich get richer while the word-poor get poorer” in their reading skills.





Macbeth



Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH

Glamis thou art, and Cawdor, and shalt be
What thou art promised; yet do I fear thy nature,
It is too full o'th'milk of human kindness
To catch the nearest way. Thou wouldst be great,
5 Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou'dst have, great Glamis,
That which cries, 'Thus thou must do' if thou have it;
10 And that which rather thou dost fear to do,
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear
And chastise with the valour of my tongue
All that impedes thee from the golden round,
15 Which fate and metaphysical aid doth seem
To have thee crowned withal.

0

1

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

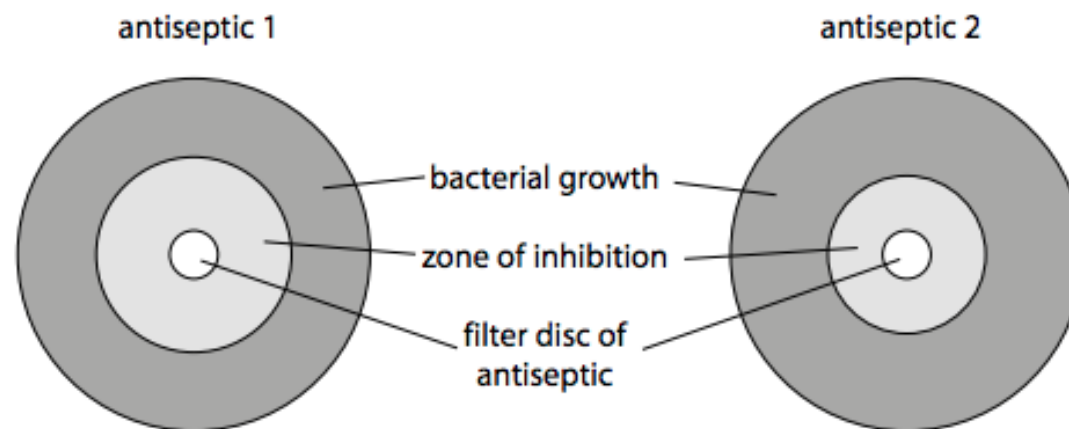
[30 marks]

2 *Streptococcus pyogenes* is a bacterium that causes communicable infections.

(a) Scientists tested the ability of two antiseptics to kill *Streptococcus pyogenes* bacteria.

They spread *Streptococcus pyogenes* bacteria on two agar jelly plates and placed a small disc of filter paper containing antiseptic in the centre of each dish.

Figure 3 shows the results of the test after 24 hours of incubation.



antiseptic 1 zone of inhibition	
radius (mm)	12
area (mm ²)	452

Figure 3

(i) Calculate the area of the zone of inhibition for antiseptic 2.

Give the answer to 3 significant figures.

($\pi = 3.14$)



4 Gregor Mendel investigated the genetics of peas.

He did not know about genes but showed that inherited characteristics can be dominant or recessive.

- (a) Explain how Mendel used homozygous tall and homozygous short pea plants to show that the tall allele is dominant to the short allele.

(2)

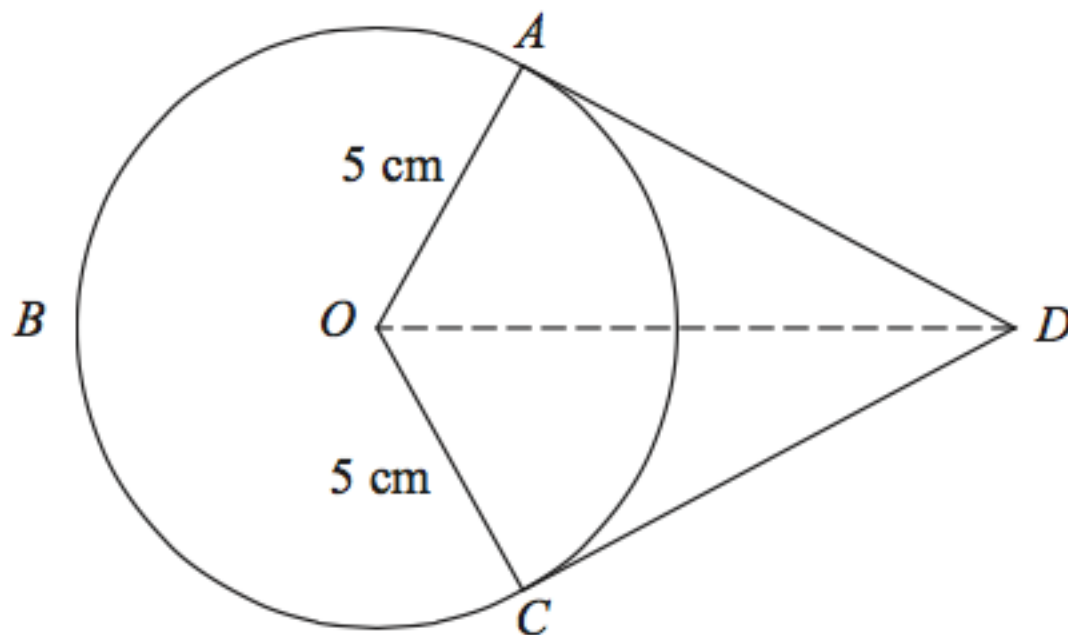
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18



A , B and C are points on a circle of radius 5 cm, centre O .

DA and DC are tangents to the circle.

$DO = 9$ cm

Work out the length of arc ABC .

Give your answer correct to 3 significant figures.

Tiers of Vocabulary instruction

Tier 3

Academic Content Words

biotic, abiotic, ecosystem, environment, terrarium,
germinate, photosynthesis, acute, geometric

Tier 2

High Utility Words

emerge, bicker, flounder, frightened, increase, soak,
pack, tweak, navigate, function, priority, tug

Tier 1

Basic Words

in, out, house, dog, cat, blue, yellow, flower, book
girl, run, house, sad, car, go, animal, street



Etymology

Word	Prefix	Root	Suffix	Definition
Etymology	-	Etym = true meaning or origin	ology = branch of knowledge	The study of the origin of words





Morphology

Word	Prefix	Root	Suffix	Definition
Morphology	-	morph = form, shape	ology = branch of knowledge	The study of the shapes that make up words
amorphous	a = without		ous = full of	Without form
metamorphosis	meta = after or beyond		osis = process or condition or stage	The process of change from one state to another



How do we assess students in Year 7-8?

The judgment made at each Progress Point is based upon students' current acquisition of the knowledge and skills required and is clearly linked to the subject criteria for each of the five steps.

Key Stage 3 Progress Point	
Step	
5	Exceptional performance
4	Working above the expected standard
3	Meeting expected standard
2	Working towards the expected standard
1	Not yet meeting the expected standard


Grades 1-9

What does it mean?

New GCSEs in English language, English literature and maths will be taught in schools in England from September 2015, with students getting their results in August 2017.

The left column shows the traditional GCSE grading system and the right column shows the new GCSE grading system.

A grade 4 and above is equal to a C and above. A similar proportion of students will achieve a grade 7 and above as a grade A and above.



A*	9
A	8
<hr/>	
B	6
C	5
<hr/>	
D	3
E	2
F	1
G	
<hr/>	
U	U

KS3 Assessment – Links to the successful acquisition of knowledge and skills required in KS3 to reach success at GCSE.

Exceptional performance (pinned to grades 8-9 at GCSE)

Above expected standard (pinned to grades 6-7 at GCSE)

Expected standard (pinned to a grade 5 at GCSE)

Working towards the expected standard (pinned to a 3-4 at GCSE)

Not yet meeting the expected standard (pinned to a 1-2 at GCSE)



Homework



Subject	Year 8
Performing Arts	Half termly Up to 90 mins in total
Creative Arts RE PSHE Computing	Fortnightly 30 to 45 mins
English Mathematics Science History Geography Languages	Weekly 30 to 45 mins



Homework

Student Responsibilities

- To write details of homework and deadlines in planner.
- To ensure that the homework task is fully understood.
- To seek to resolve problems before deadlines and, if necessary, see the member of staff concerned for help.
- To ensure that homework is completed to the best of their ability and to follow the study skills and conditions of practice advised by your teacher.
- To submit all homework by the deadline set.
- To ensure that feedback, in any of its forms, is acted upon.



How can you help with homework?

Parents

- Please check your daughter's planner for homework tasks.
- Please make sure that their daughters have well defined times and space when they can do their homework.
- To understand the key learning concepts of retrieval practice and interleaving as explained in the Sydenham School Study Guide (found in students' planners and online).
- Apply the HPL strategies and literacy strategies we've just described.



Questions to ask your child about their work

What are you **most proud of** in your book? *What was it about your approach that made this piece of work so good?*

What are the most **frequent targets/comments** teachers are giving you? *Can you show me where you are beginning to work on these?*

Show me your most recent work/homework. **What feedback would you give yourself if you marked it (honestly)?** *How could it improve? What are the best bits about it?*



Top Tips from the English Faculty – Year 7



1. Use the 'Unit Overview' and 'Revision Checklists' you will receive at the start of each unit to help focus your revision. Ensure you learn the key terminology (words) for each unit.
2. Always carry a reading book with you in your bag.
3. Practise writing 'SEED' paragraphs at home - open a novel and see which language devices you can spot!
4. Use the written and verbal feedback from your teachers and peers to improve your work. Look back on your targets from previous pieces of work to help you improve. This also includes responding to literacy marking.
5. Read a wide range of fiction and non-fiction texts - aim to read for 20 minutes a day outside of lessons.



Top Tips from the English Faculty – Library Lessons

All Year 7 and 8 students spend one lesson per week in the library, following the 'Accelerated Reader' programme. After students finish a book, they then take online quizzes to test their understanding. The more quizzes they take, the more points they earn and the more certificates they are awarded. These certificates are presented in class and in assembly.

During these lessons, students will:

- Fill in their reading logs and vocabulary booklets
- Spend time completing silent reading
- Read individually to their teacher
- Be given the opportunity to take part in and learn about different events, such as 'Book Buzz' and 'Lewisham Book Award.'

To get the most from these lessons, remember to:

1. Ask the librarians or your English teacher if you need help finding a new book.
2. Whilst you are reading, look up words you don't know in the dictionary and make a note of them in your Reading Logs. Try to use them in your writing.
3. Use your weekly Library lessons to take comprehension and vocabulary quizzes using Accelerated Reader - they are a really good way of checking how well you have understood the book.
4. Use the 'Honours Reading List' to challenge yourself and pick something different.



Top tips from the Science Faculty – Year 7

1. Use the school Science website: revise4science.weebly.com to find the tick lists of the information that they need to know, download and use them when revising regularly.
2. Read the information found on BBC Bitesize website, take notes or make flashcards. Regular use of this website can be a big help.
3. Use SAM Learning once a week and practice answering the questions. Build up the amount of minutes spent per week (you can monitor to see how much time they are using)
 - Search for 'SamLearning'
 - Login: Centre Number: SE26SS

Username: Birthdate and initials e.g. 140379ei (Albert Einstein was born on 14th March, 1879)

Password: SAME AS USERNAME

4. Buy a revision guide for KS3 Science (CGP recommended).



Top tips from the Maths Faculty – Year 7

Be positive about Maths.

Don't say things like "I can't do maths" or "I hated maths at school"; your child might start to think like that themselves. Research has shown that telling your daughter that you could not do maths has an IMMEDIATE negative impact on their attainment.

Point out the maths in everyday life

Include your child in activities involving maths such as using money, cooking and travelling. Encourage mental arithmetic and estimation.

Praise your child for effort rather than talent

This shows them that by working hard they can always improve and will reinforce the Growth Mindset ethos we have at Sydenham.

Ask them to show you their homework and explain it to you

It does not matter if you feel like you don't understand, it matters that they know you are keeping tabs and also that they are trying to articulate what they understand.



Not Secondary Ready (NSR)



Students who scored below 100 in either GPS, reading or numeracy in their KS2 SATs will have been identified in Year 7 as 'Not Secondary Ready'

The following booster interventions will be used to ensure that they are secondary ready and able to access the main curriculum:

1. In mathematics, these students will be given targeted support within their lessons, working on mastering the key number skills required to access the mathematics curriculum
2. In English, they will be given additional lessons, in small groups and taught reading comprehension by an English teacher to improve their reading
3. The Accelerated Reader Programme will be used to ensure that students make good progress with their reading which will in turn support them in accessing the main curriculum

All targeted support is carefully monitored to assess impact and review next steps. Some Year 8 students will continue to receive the above support depending upon their Year 7 outcomes.

As Sydenham students...

We are ready to learn

We think of others

We work hard

We are curious and open minded



We are Ready to Learn

*We demonstrate we are **Ready to Learn** by:*

Arriving by 8.50am in our tutor rooms every day.

Arriving on time to every lesson.

Being **fully equipped** for every lesson, including with the correct PE kit.

Following the **'5 to Start' and '5 to Finish'** routine.

Ensuring our **mobile phones** or smart watches are switched off and in our bag.

Wearing the full Sydenham **school uniform** every day.

Following instructions immediately from any member of staff.



Ready to Learn

We think of others

*We show we are **Concerned for Society** and are able to be **Collaborative** by:*



Concern for
Society

Never disturbing the learning of others.

Always **telling a member of staff** immediately if we think someone is at risk, including ourselves.

Reducing or recycling waste, and **never leaving litter**.

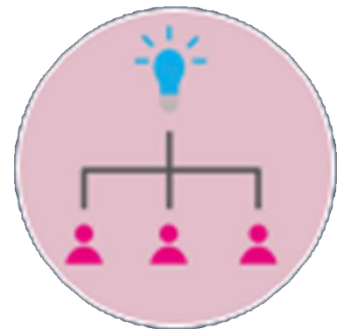
Being **calm and respectful** when moving around the school.

Being a **considerate member of the community** both in and out of school.

Showing **respect for the school environment and the belongings of others**.

Only **eating in designated areas** of the school.

Being **kind** to others at all times.



Collaborative

We think of others

*We show we are **Concerned for Society** and are able to be **Collaborative** by:*

Holding the door open for others.

Sitting down and being thoughtful of others in the school Dining Hall.

Greeting each other and members of staff and the public **with a smile**.

Always stopping and acknowledging when a member of staff is talking to us.

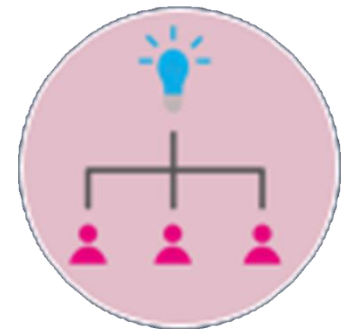
Never using social media in a way that is harmful or hurtful to ourselves or others.

Reporting social media misuse to an adult immediately.

Keeping the pavement clear when waiting for the bus.



Concern for
Society



Collaborative

We are curious and open minded

*We develop our **Confidence** and the **Confidence** of others. We show that we are **Open Minded**, and able to **Take Risks** by:*

Speaking out against bullying and **never bullying others**, even as a bystander.

Recognising that **mistakes are opportunities to improve**.

Listening to the ideas and opinions of others **respectfully**.

Being **respectful of everyone** and **never discriminating against others**.

*We develop our ability to be **Enquiring, Creative and Enterprising** by:*

Participating in whole school events, clubs and school leadership opportunities

Asking questions, reading and researching.

Actively **participating in tutor time** activities.



Risk-Taking



Confident



Open Minded









Confident



Concern for
Society



Concern for
Society



Collaborative



Collaborative



Resilience



Risk-Taking





Open Minded



Safeguarding Mental Health at Sydenham

- Encourage a calm and organised environment at home for studying
- Encourage a regular routine- avoid studying late at night and support with a healthy diet
- Support your child with the 5 Ways to Wellbeing so they have a balanced life- even in exam time!
- Discuss with your child the benefit of no phones in bedrooms whilst sleeping, and limiting their use before bedtime
- Be vigilant for any changes and communicate concerns with your child's tutor or Ms Bailey so they can put support in place





WORKING IN PARTNERSHIP WITH YOU

Who to contact if you have questions:

- **General questions/concerns** → Your child's tutor
- **Subject specific questions/concerns** → Your child's subject teacher or the Curriculum Leader
- **SEND questions** → Ms Robinson



The Year Ahead



Final week of Autumn Term: Year 7 Progress Point 1
Data sent home.

March 11th – Year 7 Parents' Evening

End of Summer Term – Year 7 Progress Point 2 Data
and Full Written Reports sent home.

Other Key Dates

17th October – Black History Month PTA
Speakers Event

8th November – SYDFEST

4th December - Winter Concert

5th March – International Womens' Day PTA
Speakers Event

18th March - Spring Concert

