

# Learning in Form One



Parents' Support in  
Homework  
and  
Online Learning



Methodist College Belfast

# A Parent's Guide to Homework in Form One

## Why is homework set?

- ✓ To help pupils develop the skill, confidence and motivation needed to study effectively on their own. This is vital given the importance for pupils in the future of lifelong learning and adaptability.

## What homework is set?

- ✓ Preparation may involve reading for research or to familiarise pupils with material which will be studied in class.
- ✓ Written homeworks consolidate and develop learning.
- ✓ Learning homeworks fix essential knowledge which pupils need to have at their fingertips.
- \* **Written and learning homeworks are an important part of the continuous assessment on which Christmas school report grades are based.**

## How often?

- ✓ Up to 4 homeworks are set each day but this maximum will be infrequent

## How much?

- ✓ An average of 15-20 minutes on each homework in Form One.
- ✓ If your child is regularly taking longer than this, please contact the class tutor.
- ✓ Increasingly some extended homeworks are being set, perhaps over 1-2 weeks and pupils are asked to fill in part of the work in their homework diary entries for that subject each day that they have that subject. Parents can support by monitoring the intermediate stages of the work.

## How should I help?

- ✓ Please check that the homeworks for each night match those indicated in the timetable at the front of the homework diary.
- ✓ Check each night that homeworks have been done to the best of your child's ability.
- ✓ Check both homework diary and homeworks each night for the first few weeks, and then once a week as soon as you feel that your child is coping.
- ✓ Please sign the diary at the end of each week.
- ✓ Help should focus on the process, not the finished result. If parents do the homework, this will hinder the child's progress.
- ✓ It is better to ask your child questions that point him or her towards the right result, rather than supplying the answer immediately.
- ✓ Teachers will sometimes use the diary to write comments for parents.
- ✓ Encourage your child to ask their subject teacher for help when they are stuck.
- ✓ Contact the class tutor if you have concerns



### How important is presentation of written work?

- ✓ The minimum standard is that pupils' work can be easily read by themselves and others.
- ✓ Pupils should aim beyond this - attractive, well-designed layout can help them to communicate more effectively.
- ✓ Each individual pupil should be encouraged to make his or her best effort to achieve these two aims.

### Coursework Projects

Coursework projects aim to introduce pupils to more extended work. Parents can reinforce the guidelines given by staff. When using text sources pupils are learning to select what is relevant. In their writing the aim is to turn the key ideas into their own words as they write.

The advice that is given to pupils is summarised below.

1. **SELECT** and mark the parts of the text that are relevant.  
*(Underline, highlight or make notes in the margin).*
2. **NOTE** the key ideas as bullet points or as spider diagrams.  
*(Turn the most important ideas into headings under which you can group the other ideas).*
3. **EXPRESS** the key ideas in your own words.  
*(This should be done from your notes, and not by copying from the original source).*

Teachers will break the project into stages. It is important that pupils keep to these intermediate deadlines, so that work does not accumulate. Pupils should ask for help when unsure.

### SUMMARY

#### Pupils should: -

- Do about 3 homeworks each night (15-20 min each)
- Work neatly, to be clearly understood
- Ask when unsure

#### Parents should: -

- Check and sign homework diary each week
- Ensure that homework is given regular time
- Monitor longer assignments
- Support by guiding and asking questions, not by doing the work

# Methodist College

## Summary of Continuous Assessment 2020

### Form One



This term, a number of continuous assessments, in each subject you study, will go to make up your Winter Report attainment and grade. This table sets out these assessments and how much they are worth to your grade. **To do well in your studies, follow this advice.**

1. *Make sure you are aware of when and how these assessments are happening.*
2. *Make sure you know how the marks are being awarded – ask your teacher if you are in doubt.*
3. *Work hard on the coursework you are doing and present the work to a high standard.*
4. *Make sure you meet deadlines and follow all advice or success criteria.*
5. *Make sure you learn the material and prepare fully for all class tests or assessments.*

Subject	Description of Assessment	Percentage towards your final grade
<b>Art &amp; Design</b>	Drawing Coursework	40
	Painting Coursework	40
	O'Keeffe Literacy Task	10
	Drawing Skills	10
	<b>Total</b>	<b>100%</b>
<b>English</b>	Reading Non-fiction Comprehension	20
	Personal/Creative Writing	20
	Autobiography Coursework	40
	Literacy Exercise Book	20
	<b>Total</b>	<b>100%</b>
<b>Drama</b>	Practical Performance	50
	Preparation and Process	40
	Written evaluation	10
	<b>Total</b>	<b>100%</b>
<b>French</b>	Project	20
	Reading	40
	Listening test	40
	<b>Total</b>	<b>100%</b>
<b>Geography</b>	Back to Basics 1	10
	Geography Headlines Homework	10
	Ireland Choropleth Map	10
	Treasure Island Map	10
	Back to Basics 2	10
	World Map Test	30
	Atlas Test	20
	<b>Total</b>	<b>100%</b>
<b>History</b>	Factual Skills Test	40
	Source Test on content and usefulness of sources	60
	<b>Total</b>	<b>100%</b>

<b>Food and Nutrition</b>	Spelling Assessment – Spellings of key words	10
	Homework Assessment – Safety poster	20
	Written Assessment – End of Unit test	70
	<b>Total</b>	<b>100%</b>
<b>Latin</b>	Vocabulary Test Average Mark – Stages 1-3	10
	Stage 2 Translation	30
	Comprehension/Translation Momentum Test	60
	<b>Total</b>	<b>100%</b>
<b>Mathematics</b>	Test 1 – Directed numbers and area	25
	Test 2 – Fractions/area/volume	25
	Test 3 –All content to date (up to %)	50
	<b>Total</b>	<b>100%</b>
<b>Music</b>	Spelling Test	20
	School Song Poster	20
	Elements of Music/ Vocal Textures/Choir examination/listening test	60
	<b>Total</b>	<b>100%</b>
<b>Religious Education</b>	Formal Homework on St. Patrick	20
	'Making a Difference' Coursework Project	40
	Class Test	40
	<b>Total</b>	<b>100%</b>
<b>Science</b>	How To Become a Good Scientist Test	40
	Atoms Formal Homework	20
	Atoms Test	40
	<b>Total</b>	<b>100%</b>
<b>Technology</b>	Plastics and Safety Test	50
	Project Work	50
	<b>Total</b>	<b>100%</b>

On your Winter Report you will receive:

- The percentage you achieved in each subject and the average in that subject across Form One
- An attainment grade from A-D – what these grades indicate is set out below

Grade	A	B	C	D
Meaning	Excellent	Very Good	Good	Unsatisfactory

You will also be graded by your teacher on a range of Personal Capabilities and Thinking Skills that reflect the main elements of the CCEA Key Stage 3 Curriculum.

Teachers will use a scale of 1-4 to grade these aspects of your work and effort.	
<b>Effort</b>	<b>Organisation and Self-Management</b>
<b>Behaviour and Attitude in Class</b>	<b>Working With Others</b>
Each subject will choose <b>three</b> additional capabilities or skills that are specific to them and use the same scale – these will be set out on your report.	

Scale	1	2	3	4
Indicating	Very good	Good	Room for Improvement	Unsatisfactory

# Literacy matters

**The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you will go.**  
--Dr. Seuss

Literacy is the ability to read, write and use written language appropriately in a range of contexts for different purposes and to communicate with a variety of audiences. Reading and writing, when integrated with speaking, listening, viewing and critical thinking, constitute valued aspects of literacy in modern life. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development. **Literacy is central to learning.**

It is the key to improving learning and raising standards and, as such, is a whole school responsibility. All teachers have a role to play in developing the literacy skills of our pupils in

## Parents can support by:

- encourage their children to develop effective study skills which consolidate learning and develop independence
- encourage their children to read regularly and independently and to talk about their reading
- monitor the presentation of written work and encourage self-correction, editing and redrafting
- encourage their children to participate in school reading events

## This little book is recommended ...

The screenshot shows the SmartLearning website interface. At the top, there is a navigation bar with links for SUBJECT, AGE RANGE, TEACHERS' CLUB, and NEWS. The SmartLearning logo is on the right. Below the navigation bar, a breadcrumb trail reads: Home > Smart Essentials: The Student Guide to Literacy in Every Subject. The main content area features a book cover for 'SMART ESSENTIALS: THE STUDENT GUIDE TO LITERACY IN EVERY SUBJECT'. The cover is yellow and green with the text 'FROM ONLY £1.99 EACH'. To the right of the book cover, the product title 'SMART ESSENTIALS: THE STUDENT GUIDE TO LITERACY IN EVERY SUBJECT' is displayed. Below the title, it says 'Part of the Smart Essentials Series'. A price tag shows '£3.99' with a note: 'Order 100+ at only £2.75 per copy and 500+ at only £1.99 per copy!'. There is a 'KEY STAGE 3' label. A checkbox for 'UK School Approval Service' is present, with a note 'I'm ordering on approval'. A quantity selector shows 'Qty: 1' and an 'ADD TO BASKET' button. The SmartLearning logo is also at the bottom of the page.



## Essential Vocabulary for Key Stage Three

As part of the Literacy Policy in Methody, each department was asked to identify **critical words/phrases** that pupils must know the meaning of and how to spell. These are for each KS3 year group and will be collated for all pupils to know. Departments in due course can emphasise and assess the understanding of this vocabulary.

Essential Vocabulary in Junior School			
Subject	Form ONE	Form Two	Form Three
<b>Art</b>	Tone Texture Form Proportion Shape Primary Secondary Harmonious Logo Slip Ceramics	Perspective Vanishing Point Horizon line Orthogonals Linear Monoprint Sculpture Armature Chine Collé Stop-motion animation Printmaking	Portrait Caricature Screen-print Tonal separation Registration Stencil Ceramics Distortion Prototype Observational studies
<b>Biology</b>	Nucleus Cytoplasm Chloroplast Vacuole Magnification resolution Testes Uterus Placenta Amniotic	Photosynthesis Chlorophyll Iodine Carbohydrate Protein Lipid Benedicts Biuret Glucose starch	trachea bronchus bronchiole alveolus ciliated diaphragm intercostal receptor stimulus effector
<b>Chemistry</b>	Nucleus Proton Neutron Electron Isotope Solvent Solute Solution Evaporation Condensation Sublimation Filtration Dissolve Chromatography	Endothermic Exothermic Element Compound Mixture Reversible Precipitate Insoluble Solubility Hard water Transpiration Chlorination Desalination Fertiliser	Displacement Oxidation Reduction Malleable Ductile Conductor Alloy Neutralisation Indicator Alkali Acid Galvanised Electrolysis Smelting
<b>Classics</b>	<u><b>Nouns</b></u> Case Singular Plural Nominative Accusative <u><b>Verbs</b></u> Tense Present	<u><b>Nouns</b></u> Dative <u><b>Verbs</b></u> Present Imperfect Perfect Infinitive Irregular	<u><b>Nouns</b></u> Vocative Genitive Ablative <u><b>Verbs</b></u> Pluperfect Future Future Perfect Imperative

	Perfect Imperfect Stem	<b><u>Adjectives</u></b> Agreement Comparative Superlative Pronouns Personal	Participle <b><u>Pronouns</u></b> Relative Demonstrative
<b>Drama</b>	Tableau Commedia dell'arte Audience Performance Status Improvising Experimenting Accent Audience Dancing	Playwright Choral Work Conscience Alley Commitment Genre Comical Co-operation Gesture Communication Facial Expression	Stanislavski Brecht Monologues Duologues Evaluation Rhythm Contribution Script Writing Scenes Success
<b>English</b>	Point Evidence Explanation Empathy Narrative Character Imagery Setting Autobiography Genre	Simile Metaphor Dialogue Style Tone Implicit Explicit Audience Purpose Analysis	Evaluation Personification Assonance Rhythm Rhyme Alliteration Onomatopoeia Irony Stanza Caesura
<b>Geography</b>	Hypothesis Choropleth Land use Questionnaire Methodology Conclusion Ordnance Survey Latitude Longitude Settlement	Continent Dharavi Earthquake Volcano Tsunami Igneous Sedimentary Metamorphic Weathering Erosion	Favela Amazon Amerindian Hydro-electric Logging Development Indicator Poverty Globalisation Trade
<b>History</b>	Significant Anachronisms Reliable Cause Consequence Chronology Interpretations Hypothesis Source Useful	Polygamy Civil Rights Lynch Trade Stampede Describe Explain Colonies Civilisation Plantation	Desertion Structure Political Economic Social Cultural Classification Propaganda Censorship Bayonet
<b>Home Economics</b>	Hygiene Bacteria Cross Contamination Organisation Time Management Practical Food Poisoning Equipment Measuring Weighing	Budgeting Expenditure Labelling Economise Salmonella Listeria Symptoms Bacterial Binary Fission Temperature	Osteoporosis Carbohydrates Protein Anaemia Vegetarian Haem Iron Deficiency Absorption Nausea Menstruation



<b>Mathematics</b>	Perimeter Positive Negative Parallelogram Trapezium Cuboid Numerator Denominator Quadrilateral Equation	Indices Significant figures Probability Correlation Discrete Continuous Circumference Prisms Cylinder Inequalities	Cumulative frequency Quartiles Substitution Simultaneous equations Pythagoras' Theorem Factorising Quadratics Trigonometry Gradient Intercept
<b>Modern Languages</b>	Noun Verb Adjective Adverb Pronoun Infinitive Conjugate Tense 1st person Preposition Gender Plural Masculine Feminine	Noun Verb Adjective Adverb Pronoun Infinitive Conjugate Tense 1st person Preposition Gender Plural Masculine Feminine	Noun Verb Adjective Adverb Pronoun Infinitive Conjugate Tense 1st person Preposition Gender Plural Masculine Feminine
<b>Related Terms for Modern Languages</b>		Neuter Definite article Indefinite article	Clause Perfect Auxiliary verb Past participle Imperfect Future Word Order Inversion
<b>Music</b>	Choir Soprano Alto Tenor Bass Rhythm Unison Ostinato Dynamics Timbre Texture Unison Duration Harmony Accompaniment	Medieval Renaissance Baroque Saxophone Madrigal Bach Jacob Handl G.F.Handel Hallelujah Hildegard of Bingen Columba Aspexit Orchestra Cello Chord	Haydn Mozart Beethoven Concerto Minuet Symphony Pachelbel Paganini Rachmaninov Schubert Lloyd Webber Canon Overture Nationalism Bassoon
<b>Physical Education</b>	Agility Balance Co-ordination Exercise Feedback Flexibility Personal Hygiene Stretching Warm-up Cool down	Agility Flexibility Speed Stamina Strength Skill Spatial Awareness Dehydration Muscular endurance Cardiovascular endurance	Agility Fatigue/Lactic Acid HRPE/Fitness Aerobic Anaerobic Open skill/closed skill Weight training Assessing risk Repetition Heart rate

<b>Physics</b>	Planet Season Phase Solar system Constellation Galaxy Astronomical unit Asteroid Objective lens Extra-terrestrial	Component Ammeter Voltmeter Conductor Insulator Circuit Series Parallel Defibrillator Terminal Luminous Rectilinear	Velocity Acceleration Vacuum Medium Reverberation Lightning Frequency Amplitude Ossicles Ultrasonic Audible Ultrasound
<b>RE</b>	Pentecost Persecution Monastery Reformation Indulgence Salvation Racism Holocaust Covenant Stereotype	Disciple Marginalised Mezuzah Orthodox Pesach Sabbat Self- image Self esteem Poverty Fair Trade	Reincarnation Karma Guru Gurdwara Khalsa Ramadan Shahada Qur'an Enlightenment Vihara
<b>Science</b>	Science Laboratory Bunsen burner Variable Independent Dependent Thermometer Temperature Meniscus Electricity		
<b>Technology</b>	Materials Wood Metal Ferrous Aluminium Thermoplastic Thermosets Acrylic Annotation Dimension	Electricity Voltage Current Resistance Transistor Solder System Resistor Conductor Insulator	Aesthetics Ergonomics Function Anthropometrics Manufacture Analyse Evaluate Innovation Specification Research

## Learning to Learn

Another aspect of our current school development work is to help pupils in Form One improve their ability to become more independent in their learning and become more effective in their retrieval learning for assessment and examination. **A new Google Classroom programme of learning to**

**learn has been created.** This has been designed to get pupils to think about their learning, how they organise their learning, and the best approaches for **retrieval learning** along the way. Subjects across the KS3 curriculum will be looking at ways to reinforce

this support in class



*On this classroom will be a series of short sessions about learning. It is not compulsory and it is not formally assessed but is designed to offer some guidance on being a better learner – so please encourage your child to engage with it!*

### What is retrieval learning?

Put simply, retrieval learning happens when we **test** our understanding by deliberately and frequently forcing the recall of information and skills. By recalling information as often as possible, we strengthen memory and identify the gaps that exist in our learning. The best learning happens when we **revisit** the material and knowledge regularly and when we are **active** in the learning process. This means we are doing something to help memorise the stuff rather than just hoping that by reading it again, it will somehow sink in!

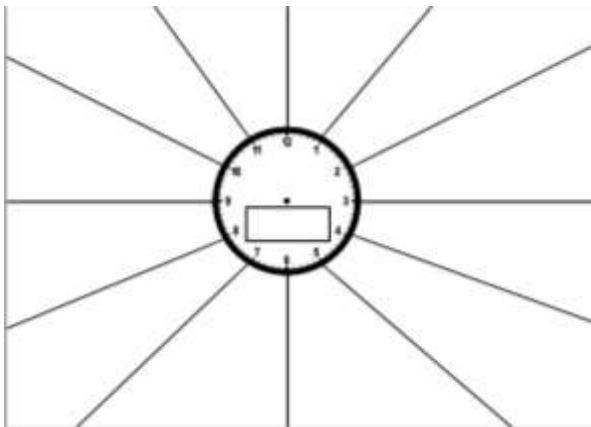
## Retrieval Learning - Four methods to boost learning

### 1. Flash cards



- Short summaries
- Bullet points
- Boil the topic down
- Key words or definitions
- Turn them over to test yourself on the blank space
- Refer back again to improve

### 2. Revision Clocks



- Good for a larger topic
- Break it into chunks
- Use a timer
- Force yourself to stick the time
- Each segment gets 5 or 10 mins
- Make revision notes/diagrams etc
- Build it up over a longer session
- Take a break every few chunks
- Good for the procrastinators!

### 3. Make your own test



- Create short tests to challenge your own knowledge
- Get templates from online
- Test your vocab or
- Find a test buddy
- Good for learning maps/places
- Make them short
- Share with others and talk about your learning
- Do quick quizzes online

### 4. Make a challenge grid



- Create a grid of key questions linked to what you are learning
- Go from hard to easy
- Give points to each type of question
- Colour code the difficulty
- As you answer, your learning is more active

# Learning Vocabulary

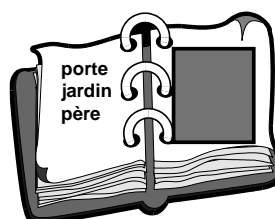
1. Find somewhere **quiet**.  
(no distractions such as radios or little brothers!)



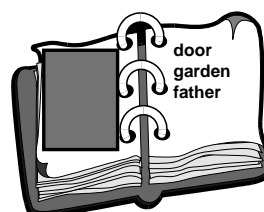
2. Learning new words means doing more than just looking at them:-

- i. **Say** the French words aloud.

- ii. Cover the English and repeat the **meanings** while looking at the French.



- iii. Cover the French and **say** the French words while looking at the English.



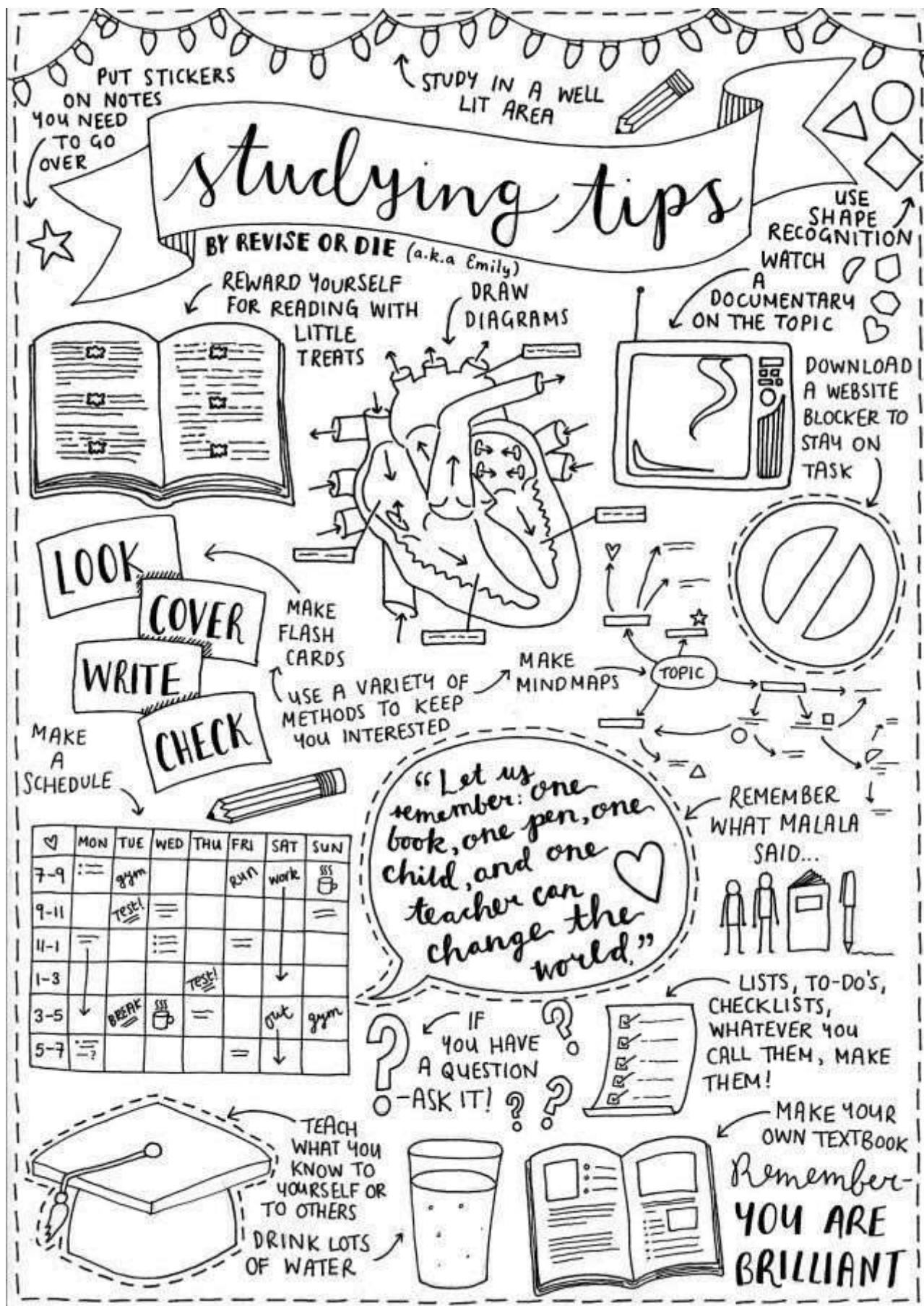
- iv. **Mark** difficult words and repeat.

- v. Cover the French and **write** the French words while looking at the English.

- vi. **Mark** difficult words and repeat.

3. 2x10 minute sessions are better than 1x20.

## 4. REVISION - LITTLE AND OFTEN!




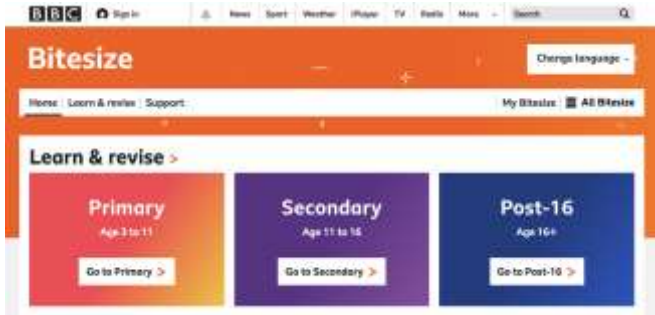

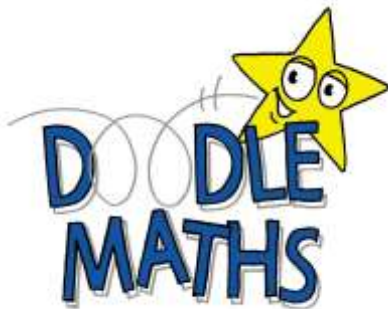






## Online Web-sites and Apps to boost learning

The range of applications available is rapidly evolving and changing. These are some that have emerged in the last few years. They may (or may not!) prove useful to learning.

<h3>Quizlet</h3> 	<h3>DuoLingo and Memrise</h3> 
<h3>GetRevising</h3> 	<h3>BBC Bitesize</h3> 
<h3>BrainPop</h3> 	<h3>DoodleMaths</h3> 

## Accessing MY - SCHOOL outside the C2k Network

To log onto MY-SCHOOL from outside the C2k Network:

1. Type [www.c2kschools.net](http://www.c2kschools.net) into your browser
2. Sign in using your usual [C2k username and password](#) (\*NOTE: Users must change their password before logging into MY-SCHOOL for the first time)

## Accessing Fronter from MY - SCHOOL

To launch the Fronter VLE, click on the [Fronter](#) launch button in the My Panel area shown below.



## The Fronter Today Page

Fronter opens at the [Today Page](#) which aggregates information from the course rooms of which you are a member.

The [Entrance Hall](#) section can be used to access the Rooms created by each subject or group

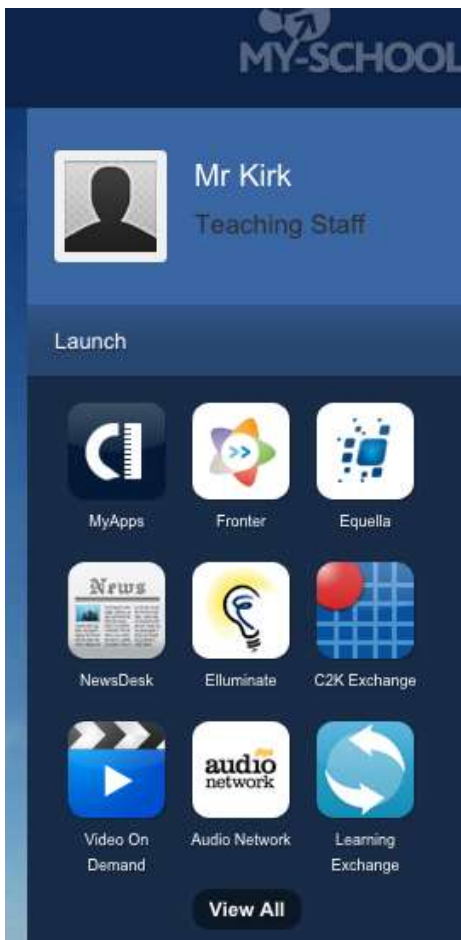




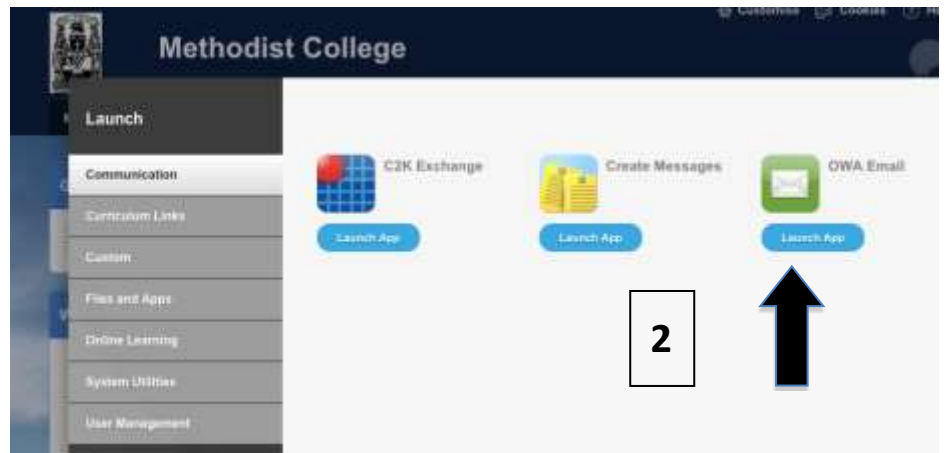
**You now have access to a range of files and applications from home.**

To see your school E-mail account : Click on View All :

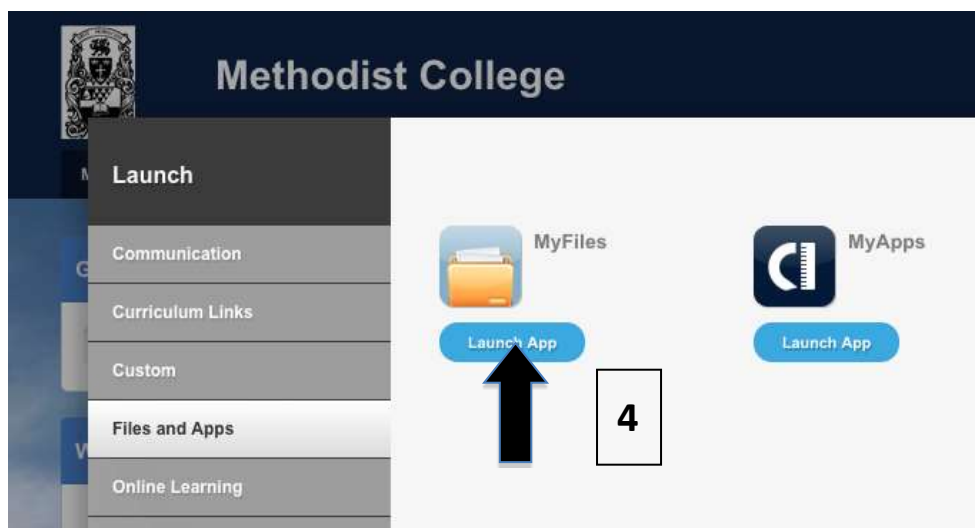
Then go to Communication Tab : Then E-mail icon....



1



**3** You should also be able to access your school files/storage area as follows : Click on Files and Apps : then My Files...



# Methodist College

## Summary of Online Learning

### Key Stage 3 - Forms 1-3



In recent months, Methody has been developing the online support to our pupils to help learning. This is bringing significant benefits in helping our pupils become more independent in their learning and manage the online submission of marked work, which in turn brings reduced risk of Covid transmission and improved feedback for pupils. This table sets out for parents the platforms that various departments are using. All pupils should now ensure that they are pro-active in their use of online learning.

**Pupils must check their C2K email regularly as teachers may also contact by email.**

Subject	Main Source of Online Learning Support	Additional Sources if Relevant
Art and Design	Google classroom	
Biology	Google Classroom	
Chemistry	Google Classroom	
Drama	Google Classroom	
English	Google Classroom	
French/German/ Spanish/Russian	Google Classroom	Kerboodle (Echt)
Food and Nutrition	Showbie	
Geography	Google Classroom	
History	Google Classroom	(some classes Padlet)
ICT	Google Classroom	
Latin	Google Classroom	www.cambridgescp.com
LE	Fronter	
Mathematics	Google Classroom	MyMaths
Music	Google Classroom	
Physics	Google Classroom	
Religious Education	Google Classroom	
Science (Form 1 Only)	Google Classroom	
Technology	Google Classroom	

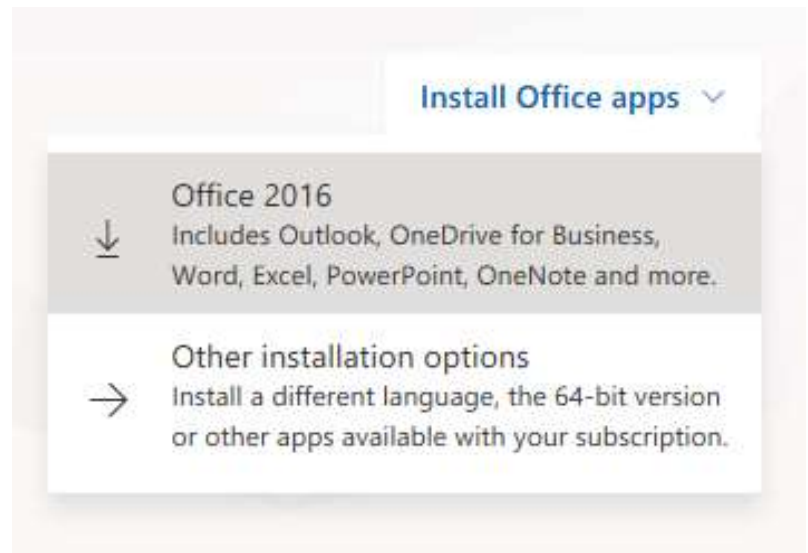
Please Note : It is vital that all pupils do the following to get most benefit from online support -

1. Remember, store and manage their C2K password
2. Use their C2k user-name to create and control their Google Classroom account – it should end **@c2ken.net**
3. Respect the value of these digital platforms with appropriate online behaviours
4. Actively use Google Classroom to find work/instruction and use their initiative to maintain learning

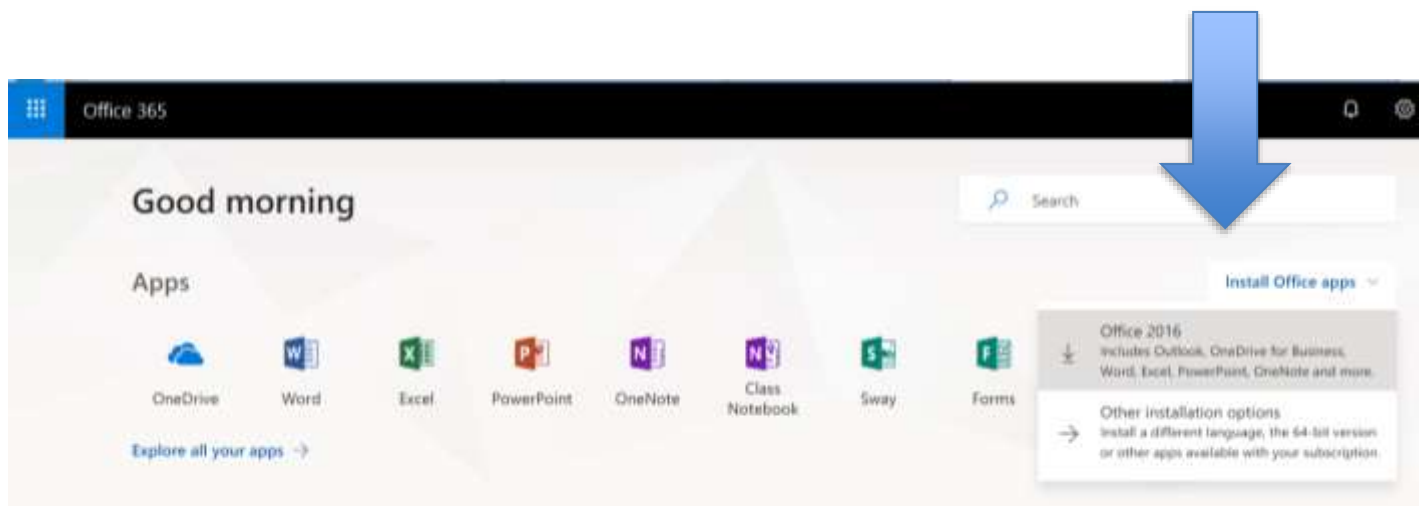
## Good news to finish! Getting a new computer?

Did you know - C2K now give pupils and parents access to free MS software via their C2K account...

Start here : Office 365



Download here - via Pupil Office 365 accounts – details follow



This information is supplied by C2K Exchange

To all staff and students,



In order to help students and teachers to prepare for success this school year, **every student and Teacher is provided with Microsoft Office free of charge.** With Office 365, you will now have access to the latest version of Word, for writing; Excel, for spreadsheets; PowerPoint, for presentations; OneNote, for organization and note taking; and much more.

- Install on up to 5 compatible PCs and Macs, plus 5 tablets (including iPad!)
- Gain valuable skills on the world's most popular productivity software
- Office subscription lasts for as long as the student/teacher remains in school and the programme continues

Follow these simple steps to get Office:

**1. For PC and Mac:**

- a. Visit <http://portal.office.com>
- b. Login with your C2k username and password
  - username must be in the format [username@c2ken.net](mailto:username@c2ken.net)

(please note the @c2ken format – the usual @c2kni.net format will not work)

You will be asked again for your credentials a second time

- c. On the installation page select your language and click Install-Run
  - You will be asked to sign in 1 more time ([username@c2ken.net](mailto:username@c2ken.net) and password)

**2. For iOS and Android:**

- a. Download from your app store
  - iPad: [Word](#), [Excel](#), [PowerPoint](#)
  - [iPhone](#)
  - [Android](#)
- b. Sign in with your school credentials for full editing capability

C2k Implementation & Communications