



**Year 7 2022**  
**Meet the Tutor Event**



**Charlotte Johnson – Head of Year 7**

# The Curriculum

The curriculum at Sydenham is underpinned by these three aims:

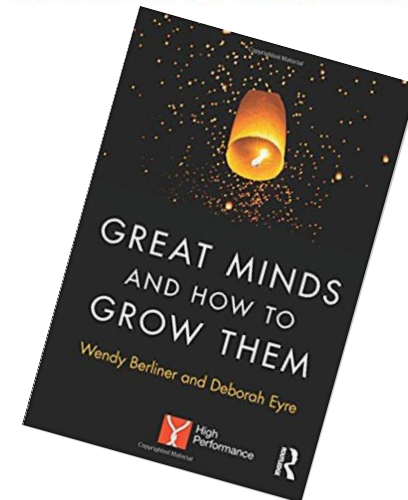
- **Academic achievement** – our students achieve highly through a rigorous and well planned curriculum
- **Global citizenship** – our students develop a sense of their responsibilities and social justice and are confident about improving their world locally and globally
- **Enterprise and confidence** – our students are creative and innovative and are able to use their knowledge and skills with confidence and independence.



# High Performance Learning at Sydenham School

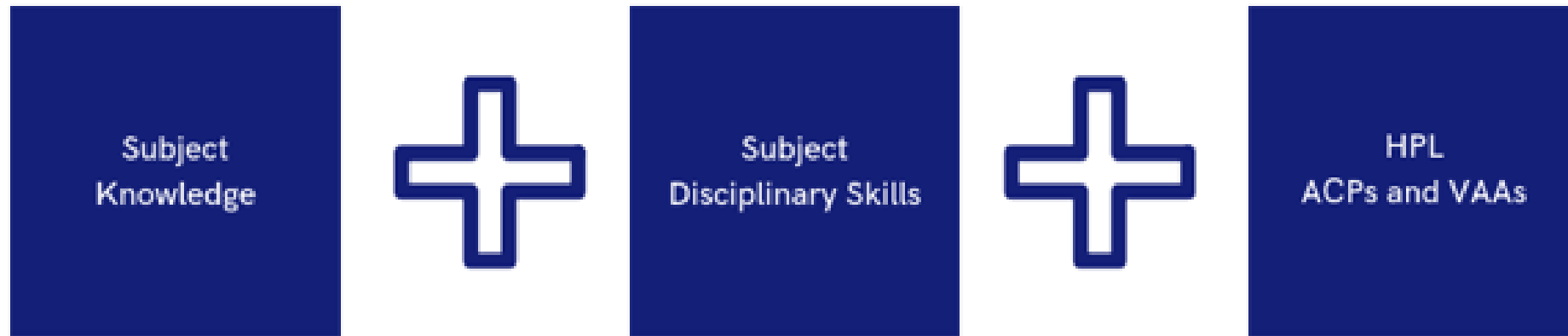


- “Intelligence isn’t fixed – most people can get cleverer.
- High performers are made not born. They work for it.
- Any house can be home to success. It’s not all in the genes.”



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

# The Curriculum – Key Principles

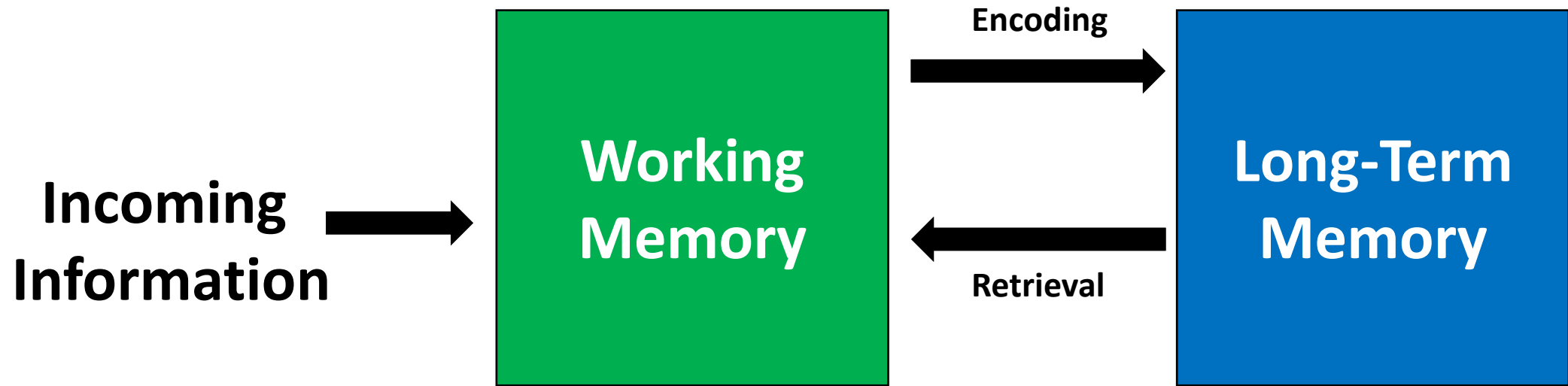


The key principles of our curriculum are that high levels of performance are attainable for our students and that we can systematically teach students how to succeed in school, to be intellectually and socially confident as well as to have a global outlook and a concern for others. To achieve this, our curriculum builds explicit subject knowledge and disciplinary skills and the HPL cognitive competencies - the Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs). Subject teachers have spent a lot of time planning the sequence of the curriculum in each subject – ensuring that topics are taught in the best possible order and that key subject knowledge and skills are regularly revisited to ensure that they stick

# **Building Knowledge**



We think of learning as building knowledge in our long term memory. When we first learn information, we hold it in our working memory, but this can only hold small amounts of information, so, to learn, we need to keep knowledge in our long term memory. Retrieval Practice helps us to do this.



# Building knowledge in the long term memory

Retrieval Practice means trying to remember things you have learned before. This helps students to build knowledge. It takes the attributes of Perseverance and resilience, and feels less comfortable than some of the other ways students often revise. However, it is much more effective, and therefore students will build more knowledge in less time – so win win!



**Perseverance**



**Retrieval  
Practice**



**Resilience**



Two of the least effective ways of studying are reading over information and highlighting it, which are also two of the most common things students do when revising. Reading over material and highlighting it can give a false sense of mastery and make students think they have learned it when, in reality, they will often forget that material a week later.

A far more effective technique is to put everything away and test themselves on what they remember from a particular unit or chapter. By regularly making themselves try to retrieve it from memory, they will build a far stronger memory of it in the long term. We sometimes refer to this as a blank paper exercise.



## 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.

# Forgetting leads to better remembering....

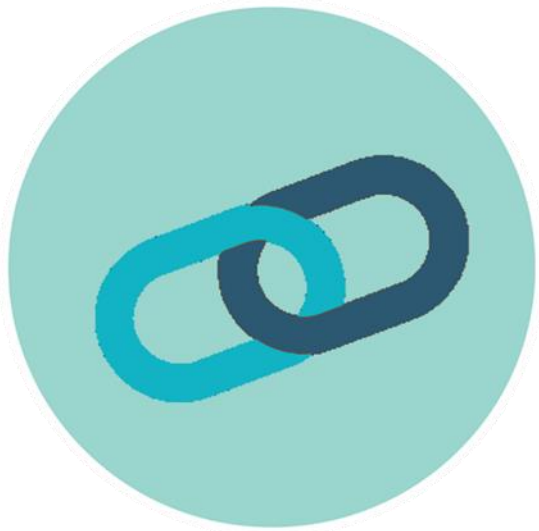
To try to retrieve knowledge you have almost forgotten feels difficult and may result in students not remembering straight away. But they will. The more times they retrieve that information, the more they will store the knowledge in their long term memory. This means that what they learn now in year 7, will be remembered all the way to year 11 and beyond.



**Perseverance**



**Resilience**



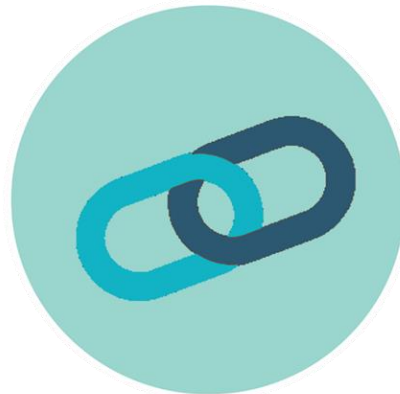
## Linking



Two of the most effective things students can do is to ask questions of what they have learned and then try to find connections between new ideas and concepts. Try to support your child to ask questions while they are studying about how things work and why, and then find the answers in their class materials and discuss them. Ask them to give you a little more information, encouraging them to elaborate, to make connections between different ideas to explain how they work together. What is it similar to, how is it different? Help them to describe how the ideas they are studying apply to their own experiences or memories. As they go through their day, help them to make connections to the ideas they are learning in class.

By elaborating on what they have already learned, they will be able to establish new links and ideas and create a far richer understanding of the topic they are studying and will be far better prepared both for answering exam questions and also for applying their knowledge to new situations. Questioning helps to make links in knowledge, this helps to remember it – putting it in the long term memory. It helps to connect new information with old information.

# “Understanding is remembering in disguise”



**Linking**

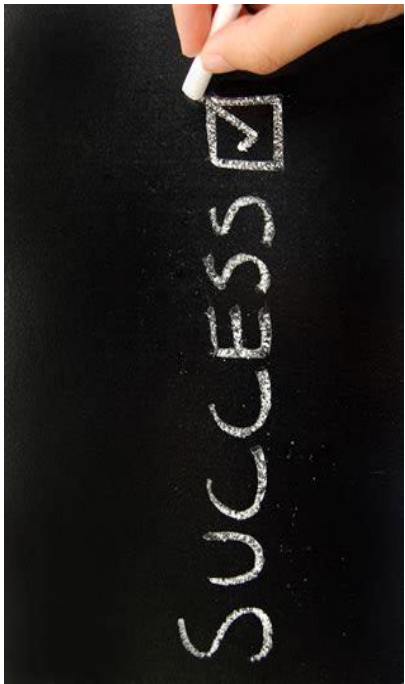


“The word-rich get richer  
while the word-poor get  
poorer” in their reading  
skills.

You may know the quote from Mathew in the bible, the rich shall get richer...

In school we also focus on developing literacy, specifically building vocabulary. After all – the study of science includes building a vast bank of vocabulary. Just as those with a lot of knowledge in their long term memory do better at school – are able to learn more because they have more solid foundations on which to build, so it is with vocabulary. The more words you know, the more words you are then able to understand.

# Helping your child succeed in Maths



- 1. Encourage your child to believe they can progress.**
- 2. Ask them to show you what they have been learning.**
- 3. Homework will be set weekly on Sparx Maths.**



# How does Sparx homework work?

- Sparx **personalises each child's homework**, creating a weekly set of **questions tailored to their level of understanding and learning pace**. The questions are designed to be achievable whilst offering the stretch that learners need to make progress.
- Each week, topics are set by your child's maths teacher and will make up the majority of the homework questions. Questions from previous topics will also be included in the homework so that students can keep practising the skills they have learned.



[www.sparxmaths.com](http://www.sparxmaths.com)

Sparx Maths

For Teachers

For School Leaders

Our Impact

Resources **New!**

Register interest

Log in ▼

Personalised  
intelligent practice  
proven to boost  
student grades

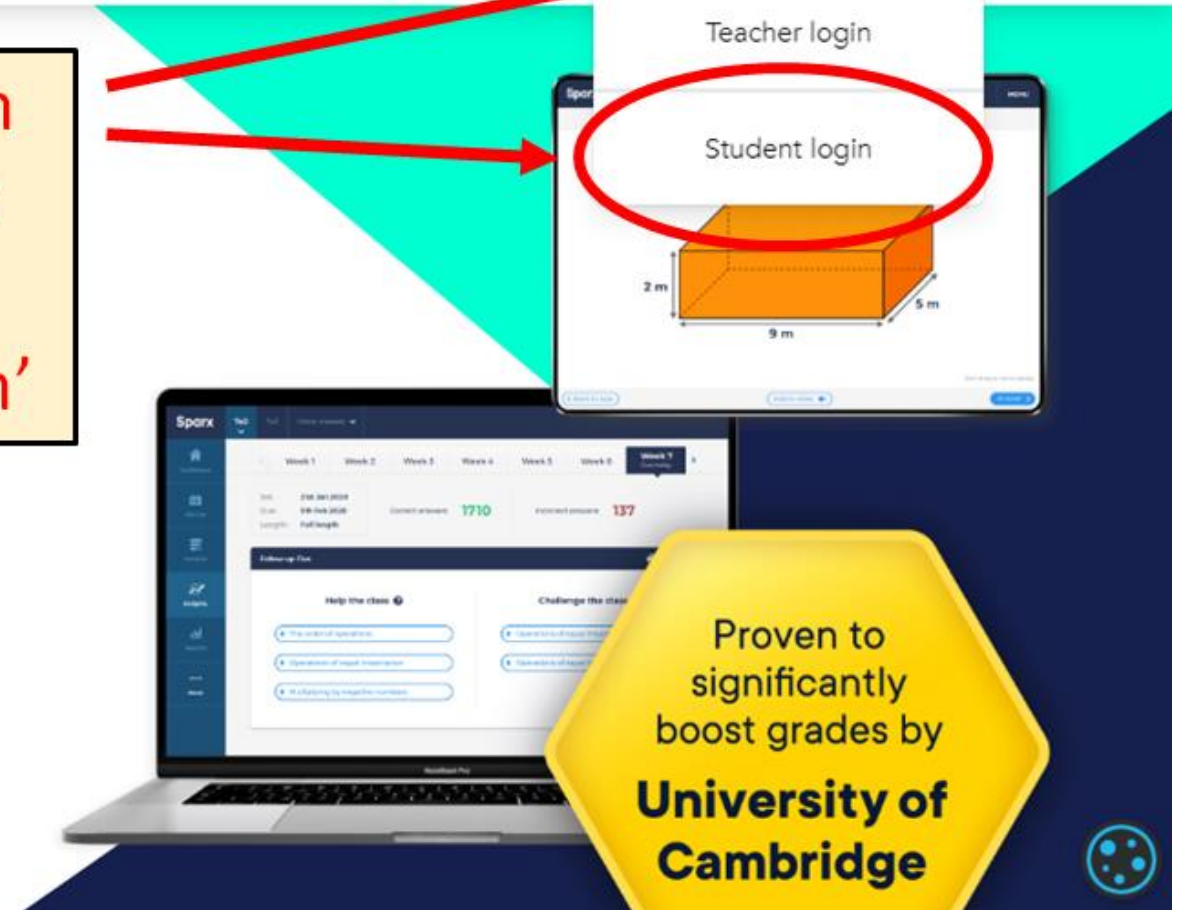
Use the login  
button here  
and select  
'student login'

- ✓ 1 hour of Sparx Maths a week significantly improves student grades
- ✓ Can save up to 200 hours of teacher time per year
- ✓ Covers ages 11-16 for UK and international mathematics curricula
- ✓ Provides powerful, actionable insights for school leaders and teachers
- ✓ The market leaders in maths

Teacher login

Student login

Proven to  
significantly  
boost grades by  
**University of  
Cambridge**



Type 'Sydenham School' here

Select your school

Start typing your school's name ...

Continue

Most students will have already generated their login details and chosen their password during a maths lesson.

If they do forget their password, they can ask their teacher to reset it via this button

You're logging in to Sparx at **Sydenham School**. [Not your school?](#)

Use your Sparx log in

Username:

Password:

[Show](#)

[Forgotten Sparx login details?](#)

Log in

[New Sparx user?](#)

If it is your first time logging in then hit this button and follow the on screen instructions.

**Compulsory**  
None available

**XP Boost**  
None available

**Target**  
None available

**Sparx Practice**

**Independent  
Learning**

This is your personalised Compulsory homework. You need to answer every question correctly to complete it.

**None available**

Compulsory homework tasks will be shown here

Independent Learning is a student area in Sparx, that allows them to practice topics from the extensive content library, at any level whenever they want

# How can I help my child with their homework?

We appreciate that you will of course want to support your child with their home learning but please try not to help them with a question until they've had a go first.

**It is really important that they complete their homework independently.**

They can watch the support video if they need to. This way, Sparx can make sure your child continues to see homework that's at the right level for them.

## 4 top tips on how you can support your child:

- We encourage parents to regularly check in with their child about their homework and how it's going. An EEF study showed that parents simply asking their children about their school day was associated with higher educational outcomes.
- In Sparx Maths each question is accompanied by a help video. Parents can watch the video with their child to support and encourage them with the question.
- We recommend parents support their child in writing down their workings clearly in their book. Then, if the child gets stuck this can be shared with the teacher to help them identify the problem
- We encourage parents to try and set up a quiet work area for their child, if possible. If parents don't have the space, they can consider setting aside routine 'quiet times' during the day, when children can concentrate, even if only for short periods of time.



# Why does my child need to achieve 100% compulsory homework completion?

- Sparx Homework is deliberately designed to **help students really get to grips with and understand the concepts and skills they are learning by ensuring they cover the essential building blocks needed to make progress in maths.**
- Sparx' research has shown that an average of 60 minutes a week of this type of personalised maths home learning leads to clear progress.
- It is therefore advised that students do their homework as early as possible, so they have the time to have a go themselves and seek help from their teacher if needed.
- Homework is not marked as complete until all of the compulsory questions have been answered correctly, so starting early is key to finishing before hand-in time.

Tuesday  
lunchtime

and

Thursday  
afterschool

SL03

$+$   $-$   
 $\times$   $\div$

**KEEP  
CALM  
AND  
COME TO  
MATHS CLINIC**





# Helping your child succeed in Science



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 Seneca Learning website. This is a free website that students can use to learn and test their knowledge.  
Teachers will most likely set some work using this website as well!
4. Buy a revision guide for KS3 Science (CGP recommended).



# Helping your child succeed in English



1. Read for pleasure regularly and ideally for at least 20 to 30 minutes every day.
2. Confident and keen readers should consider reading books from different genres, more challenging books and non-fiction texts, including broadsheet newspaper articles, to explore different and new ideas and further develop their reading skills.
3. Students who are not sure what to read should identify topics or ideas they are interested in so that teachers and librarians can recommend books that they might enjoy.
4. Students should engage fully in library lessons where they have an opportunity to select books, read independently, read to their English teacher and take part in the Accelerated Reader programme.

# Languages @ Sydenham School

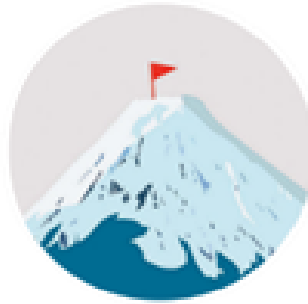


*Creating Global Citizens*

## High Performance Learners



**Deliberate  
Practice**



**Perseverance**



**Resilience**

**Quizlet**

[Home](#)

[Subject areas](#)

[Explanations](#)

[Create](#) ▼

[Log in](#)

[Sign up](#)

- Vocabulary Booklet
- Sets
- Weekly learning

 Continue with Google

 Continue with Facebook

OR EMAIL

DATE OF BIRTH

Day ▾

Month ▾

Year ▾



USERNAME

and Kim\_Kardashian

EMAIL

user@quizlet.com

PASSWORD

\*\*\*\*\*

☐ I accept Quizlet's [Terms of service](#) and [Privacy Policy](#)

Sign up

Already have an account? [Log in](#)

Quizlet will never sell your email address to any third parties. We hate spam just as much as you do.

School  
e-mail

ek 1



past two weeks (01/09/2022-15/09/



Activity

Mastery



LEARN



FLASHCARDS



WRITE



SPELL



TEST



MATCH



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SPELL



TEST



MATCH



**Emma Wijnberg**  
**Deputy Headteacher**

# How do we assess students in Year 7?



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## Year 7 Assessment Weeks



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3rd – 10th January 2023

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12th – 19th June 2023

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Families can support by making sure students are well supported to revise for these assessments well ahead of time. Help your child to develop retrieval practice techniques.





# How do we assess students in Year 7?



We report home about student progress twice per year, in January and June.

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	
Step	Descriptor
5	Exceptional performance
4	Above expected
3	Expected
2	Working towards expected
1	Not yet meeting expected


# 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)

# Baseline Assessments

Wednesday  
21st September

Cognitive  
Abilities  
Tests (CATS)

# What are the CATs?

The Cognitive Abilities Test is a suite of assessments developed to support schools in understanding students' abilities and likely academic potential. Results will be used to inform individual and group teaching, for target setting and monitoring the performance of groups of students.

CATs data will help us to benchmark our own internal assessments, organise class groups and identify where extra support or challenge might be needed.

*CATs* assesses the ability to reason with and manipulate different types of material. There is no need to revise for them.

There are four batteries of tests that assess the main types of mental processing that play a substantial role in human thought.

These are:

- reasoning with words
- reasoning with numbers
- reasoning with shapes and designs
- thinking with and mentally manipulating precise shapes.

The questions are multiple choice and challenge students to find links...

**doubtful    confusing    vague**

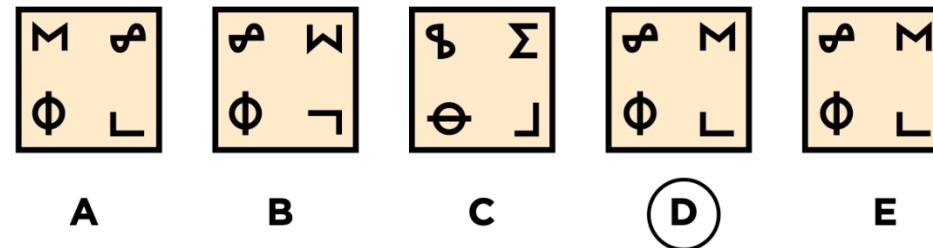
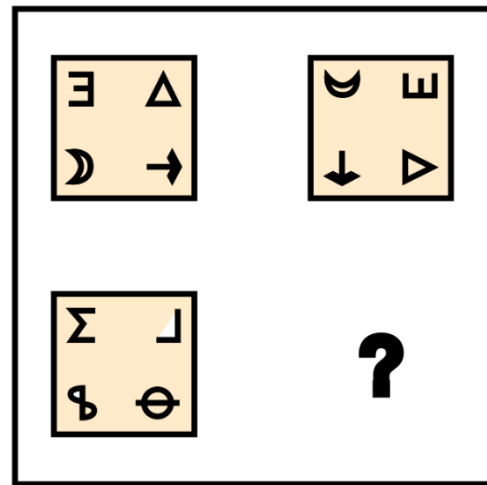
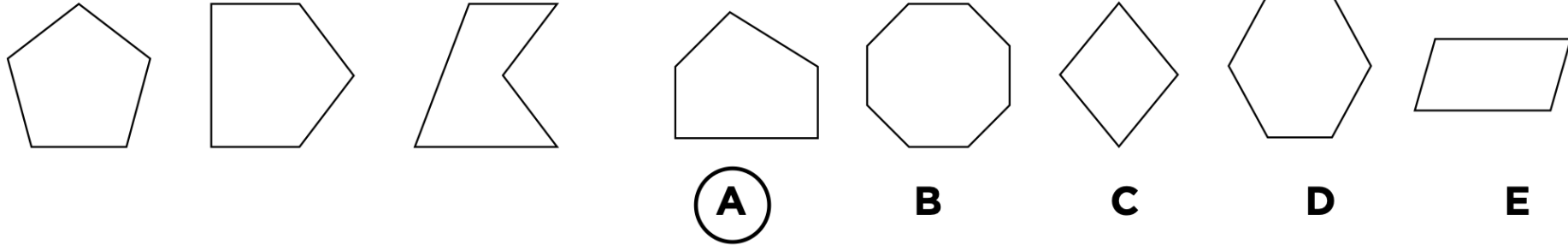
**A false      B hidden      C insecure    **D uncertain**    E fearful**

**blue → colour : socks →**

****A** clothing    B feet      C shoes      D pair      E wear**

**[ 5 → 13 ]    [ 11 → 19 ]    [ 6 → ? ]    A 9    B 12    **C 14**    D 16    E 18**





The questions are multiple choice and challenge students to find links...



# CATS feedback for parents

<b>Name:</b> Peter Adetunde			
<b>School:</b> Test School			
<b>Group:</b> Year 7			
<b>Date of test:</b> 13/09/2019	<b>Level:</b> D	<b>Age:</b> 11:01	<b>Sex:</b> Male

## Profile

Verbal		
Quantitative		
Non-verbal		
Spatial		



# CATS feedback for parents

## Summary

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Peter's profile of scores from *CAT4* suggests he may have a slight preference for a learning that uses visual images – pictures, diagrams, moving images, etc. rather than learning by reading, writing and talking about topics.

- Peter should use online resources, videos and books with plenty of pictures that will help him remember key facts and information.
- Peter may find some of his schoolwork challenging, particularly where a high level of reading and writing is required.
- Peter's stronger spatial skills can be used across the range of subjects and can help support relatively weaker verbal skills in subjects like English and history.
- When you are helping with homework, make sure Peter understands each step of the task before moving on. It is important that Peter learns at a pace that is right for him.
- Tell Peter to ask the teacher to explain anything that is not clear.

# Indicators for GCSE

Subject	<div><div></div> Most likely grade achieved</div>	<div><div></div> 'If challenged' grade achieved</div>	GCSE point scores								
			U/1	2	3	4	5	6	7	8	9
English Language	4.6	5.5					<div></div>	<div></div>			
English Literature	4.6	5.5					<div></div>	<div></div>			
Maths	5.2	6.1					<div></div>	<div></div>			

Subject	Most likely grade achieved		'If challenged' grade achieved		GCSE grade									
					U	G	F	E	D	C	B	A	A*	
Art & Design	B/C	5	B	6						<div></div>				
D&T – Textiles	B/C	5	B	6						<div></div>				
Home Economics	B/C	5	B	6						<div></div>				
Media Studies	B/C	5	B	6						<div></div>				
Religious Education	B/C	5	B	6						<div></div>				
Business Studies	C	4	B	6						<div></div>				
D&T – Food	C	4	B	6						<div></div>				
D&T – Resistant materials	C	4	B	6						<div></div>				
D&T – Systems control	C	4	B	6						<div></div>				
Drama	C	4	B	6						<div></div>				
French	C	4	B	6						<div></div>				



# The Year Ahead



20th September 2022: Year 7 Meet the Tutor Event

January 2023: Year 7 Progress Point 1 (reports sent home).

8th February 2023: Year 7 Parents' Evening

June 2023: Year 7 Progress Point 2 (reports sent home).

# 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 assessment 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 Johnson so they can put support in place
- The Designated Safeguarding and Mental Health Lead at Sydenham School is Sarah Millar and she can be contacted with any queries related to Safeguarding and Mental Health.





# **Charlotte Johnson – Head of Year 7**

## **The Residential Trip**

# Key Information

- The trip will take place from Wednesday 12th October – Friday 14th October.
- We will be departing at 1pm on Wednesday and returning by 3pm on Friday.
- Students will be given an allocated place to drop their luggage off in the morning.
- Students will have normal lessons period 1-4 on Wednesday and should bring their books/ equipment for these lessons in a separate bag.
- Students going on the trip should wear their own clothes to school on the Wednesday.
- Students must also bring a packed lunch on Wednesday – this is to allow us enough time to feed the students prior to getting on the coach.
- There is no food or drink to be consumed on the coaches except water.
- Students will be dismissed directly from the coach on Friday.

# Key Information



## About Grosvenor Hall

A complete indoor and outdoor education facility set in the grounds of a former manor house in Ashford, Kent.

From the moment our visitors enter the gates, they are immersed in the high-adrenaline excitement of the centre as they pass the adventure park and breath-taking lake! As they explore the centre our guests continue to discover everything Grosvenor Hall has to offer including a sports hall that caters for a wide range of indoor activities.



# Key Information

## Facilities at Grosvenor Hall

**Outdoor:** Water sports that include rafting and canoeing, extensive ropes park with a multitude of apparatus including a triple zipwire, 3G swing and double fan descender

**Indoor:** Blu-ray cinema and an impressive sports hall

**Gift shop:** Our on-site shops sell snacks and drinks, as well as postcards, souvenirs, games and mementoes

**Other facilities:** Diner, shop, chill-out areas, party leader lounges, separate kitchen allowing for specific faith groups' catering needs to be met, and a spacious and well-equipped learning zone





# Accommodation

- **Students will share rooms with other students in their tutor groups.**
- **Students will be asked to express a preference as to who they would like to be with and the room size they'd like to be in. We will do our best to accommodate their requests, but it may not always be possible for students to be with everyone they want to be.**
- **Many rooms sleep 2 students – a few rooms sleep 6 students.**
- **Bed linen will be provided – students will need to make up their own beds on arrival.**
- **Students must bring their own towels.**

# Activities

- **Students will be in groups of 15 to complete activities – this will mainly be made up of tutor groups.**
- **Some activities have clothing requirements:**
- **Nightline – wear clothes you do not mind getting muddy or dirty. If there is wet weather the course can get very muddy.**
- **Aeroball, Fencing and Bushcraft - wear solid flat shoes, long sleeved tops and long trousers.**
- **Archery and Roped Activities – wear solid flat shoes and appropriate clothing (weather dependent).**
- **Hairstyles must be able to fit a helmet.**

# Other Important Information

- On arrival this evening, you have been provided with the following paperwork to complete: Medical Form, Non-Emergency Medical Consent Form, Code of Conduct and Remote Supervision Agreement. Please complete these in full and hand them back to me at the end of the evening.
- Students are expected to follow the code of conduct at all times whilst on the trip, remembering that they are representing their school.
- We accept no responsibility for mobiles brought on the trip and would strongly recommend students do not bring them.
- If your child does bring a phone, they will have their phone for the journey there and back. When they arrive at Kingswood, their phones will be placed in the safe and returned on the journey home.
- We will make contact with you if necessary. Please assume no news is good news!
- In the event of an emergency that you need to contact your child, please contact the school switchboard in the first instance.
- If it is out of school hours (before 8am and after 5.30pm), please ring the school mobile. You will be provided with this nearer the time. Please only contact the school mobile in the event of an emergency.

# Other Important Information

- **Students should bring all personal medication they require and hand it in to their tutor.**
- **Inhalers will need to be kept on their person.**
- **Please ensure all medication is clearly labelled with their name and tutor group. Please list medical conditions in full on the form and update us if anything changes prior to the trip.**
- **Money – students will not require any money whilst on the trip. However, there is a gift shop on site selling snacks and drinks, as well as souvenirs. Please do not allow your child to bring large amounts of money (no more than £10) – students will be responsible for their own money.**

# Suggested Kit List

- A towel
- Toiletries – toothbrush, toothpaste, roll-on deodorant, no perfume, soap, hairbrush etc.
- Night clothes
- Socks and underwear
- Four t-shirts (at least one with long sleeves)
- One thick jumper plus one lighter jumper
- Three pairs of trousers/ jeans/ leggings/ tracksuit bottoms
- Clothes for evening activities (Disco)
- Waterproof jacket (and trousers if you have them)
- Sturdy shoes, welly boots if rainy, two pairs of trainers (one old pair)
- Large plastic bag for dirty clothes
- Reusable water bottle
- Woolly hat and gloves if cold
- Please ensure everything has your child's name on it!

# Please do not bring

- Mobile phones (recommended)
- Expensive cameras
- Electronic games
- Jewellery
- Perfume
- Spray deodorant
- Expensive/ favourite clothing or shoes
- More than £10 in money
- Food/ snacks containing nuts of any kind
- Please note Kingswood accept no liability for any lost or damaged property.

# Questions