



The Marlborough  
Science Academy  
*'shaping futures'*

# Year 7 Learning Evening 2017

**Welcome!**



The Marlborough  
Science Academy  
*'shaping futures'*



The Marlborough  
Science Academy  
*'shaping futures'*

# Wellbeing Resilience

*Miss Pounnas*



The Marlborough  
Science Academy  
*'shaping futures'*

# Home Learning and the Virtual Learning Environment

*Mr Rutherford*



## Home learning provision at Marlborough

### Frequency of tasks:

Students in Years 7 and 8

Teachers of English, Mathematics and MFL are expected to set home learning once a week. Design Technology and PSHCE home learning is to be set whenever appropriate. Wherever possible these are set in line with the home learning schedule to reduce the chances of excessive quantities of tasks for students to complete at the same time.

All other subjects set 3-week home learning projects in line with the projects timetable.



## Projects

- Students currently receive three-week projects on a set schedule.
- Some projects are aimed at all students but some are differentiated and only aimed at certain groups.
- Projects aim to provide elements of choice in task wherever possible, along with opportunities to extend learning.
- For Year 7, these projects will start to run from 2<sup>nd</sup> October.
- Instructions for the home learning projects can be found on the 'home learning' link on the first page of the school VLE (Virtual Learning Environment). This can be accessed from the school website.





### HISTORY: Change and continuity




In this project you will work through a series of activities relating to castles. You will learn about how they changed over time, the features they shared and learn about how they were attacked and defended.

You will test your learning by completing a series of quizzes. Successfully complete all quizzes to earn your 'Castles' badge and a pinkie.



### WEEK ONE:

Core learning:

-  Structure of motte and bailey castles
-  Video: A Day In The Life Of A 10-Year-Old In Norman Times
-  Motte and Bailey - interactive presentation

Please note - the interactive parts in this presentation will only work on a computer or laptop with PowerPoint. If you are using a tablet or smartphone you will still be able to read the information though.

-  Week One Core Learning Test



Full instructions for these three-week projects can be found on the school VLE.

The projects are broken down into a set of tasks which need to be completed in each of the three weeks.

Most weeks include an on-screen assessment which will allow you to see if your child has successfully completed the task. Most will also include an extension task to allow students to really push themselves.



# Weekly Home Learning Summary

- You should receive our home learning summary each Friday by email. This provides you with details on the home learning which has been set throughout the school during the week.
- Please use this to help support your child with successful completion of their home learning.
- If you did not receive the home learning email last Friday please let us know.

## YEAR 7 HOME LEARNING TASKS

### HOME LEARNING PROJECTS:

#### ICT

|             |   |
|-------------|---|
| All classes | ICT Home Learning Project 'Computational Thinking' - Week Three. Full details on the Home Learning page of the VLE (link below). This week you will have to work out what a flow chart represents and answer a number of related questions. |
|-------------|---|

#### Science

|             |   |
|-------------|---|
| All classes | Science Home Learning Project, Week Three. Full details on the VLE (link below). Please follow the Week 3 instructions. |
|-------------|---|

Link to Home Learning projects on VLE: <https://vle.marlborough.herts.sch.uk/course/view.php?id=218>

Student reminder – your username and password to log on to the VLE is the same as your username and password for logging on to any computer at school.

### OTHER HOME LEARNING TASKS:

#### Biology

|        |                  |               |
|--------|------------------|---------------|
| 7n/B11 | Mr Milne's class | Making a Cell |
|--------|------------------|---------------|

#### DT

|                              |   |
|------------------------------|---|
| Mr Szabo's Textiles class    | Produce 4 initial ideas, annotated and coloured. These must include front and back views and be based on 'Under the Sea' theme. |
| Mrs Cuell's Food class       | Equipment crossword   |
| Mr Howard's Graphics class   | Packaging Project: Research   |
| Mr Szabo's Wood class        | Rendered Isometric (3D) drawing of model boat.  |
| Miss Watson's Textiles class | Produce 4 initial ideas, annotated and coloured. These must include front and back views and be based on 'Under the Sea' theme. |
| Mr Szabo's Food Class        | Equipment crossword   |





The Marlborough  
Science Academy  
*'shaping futures'*

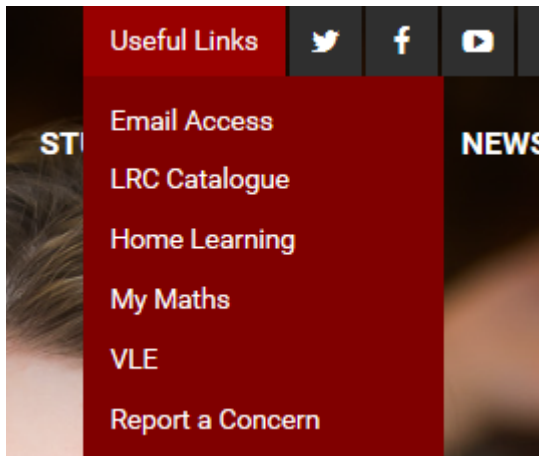


The Marlborough  
Science Academy  
*'shaping futures'*

# E-Safety

*Mr Rutherford*



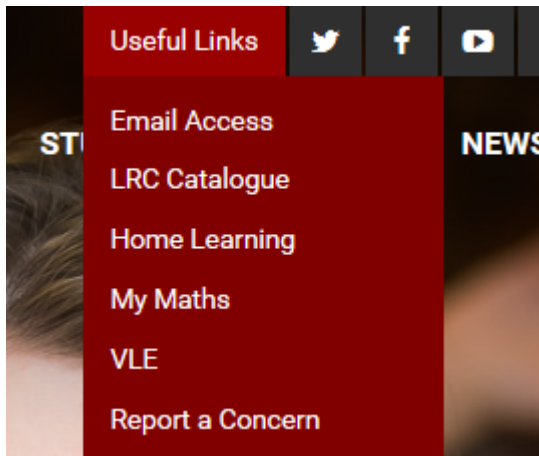


Early intervention where required is an important element of ensuring the well-being of your children. In order for this to happen it is essential that communication lines are as strong and open as possible.

All members of our community are able to report a concern through our website using the 'raccoon' tool.



Raccoon allows reporting of concerns on a wide range of topics including learning, bullying, mental health, physical health, relationships, online safety, etc. The system provides guidance on the chosen topic before allowing the user to provide details of the issue.



Students can raise concerns they have regarding themselves or their peers. Parents and carers are also welcome to use the system to inform us about issues relating to our students.

It is possible to use the system anonymously but this obviously makes it very difficult for the school to follow up on any issues.

The system stresses that it is a means of communicating with us. It is important to understand that this is **not** an emergency service.





The Marlborough  
Science Academy  
*'shaping futures'*



The Marlborough  
Science Academy  
*'shaping futures'*

# Assessment & Reporting

*Mr Stanton*





# Reporting Calendar

- Autumn Term
  - Grade Card
- Spring Term
  - Grade Card
  - Consultation Evening
- Summer Term
  - Tutor Report





Name : A Student

**Prior Attainment**

| Key Stage 2 Scores |     |
|--------------------|-----|
| Reading            | 112 |
| Mathematics        | 94  |

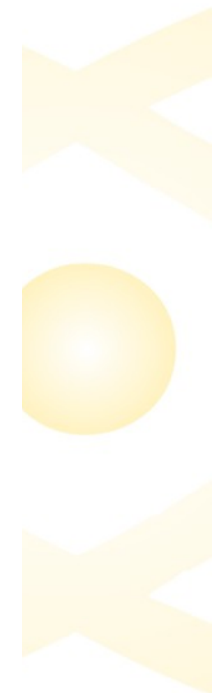
| MidYIS Test Scores |     |        |     |
|--------------------|-----|--------|-----|
| Vocab              | 111 | Maths  | 108 |
| Non-Verbal         | 103 | Skills | 114 |
| MidYIS score       |     | 109    |     |

| Achievement Points |
|--------------------|
| 112                |

| Attendance |
|------------|
| 96.70%     |
| Target 96% |

**Current Attainment**

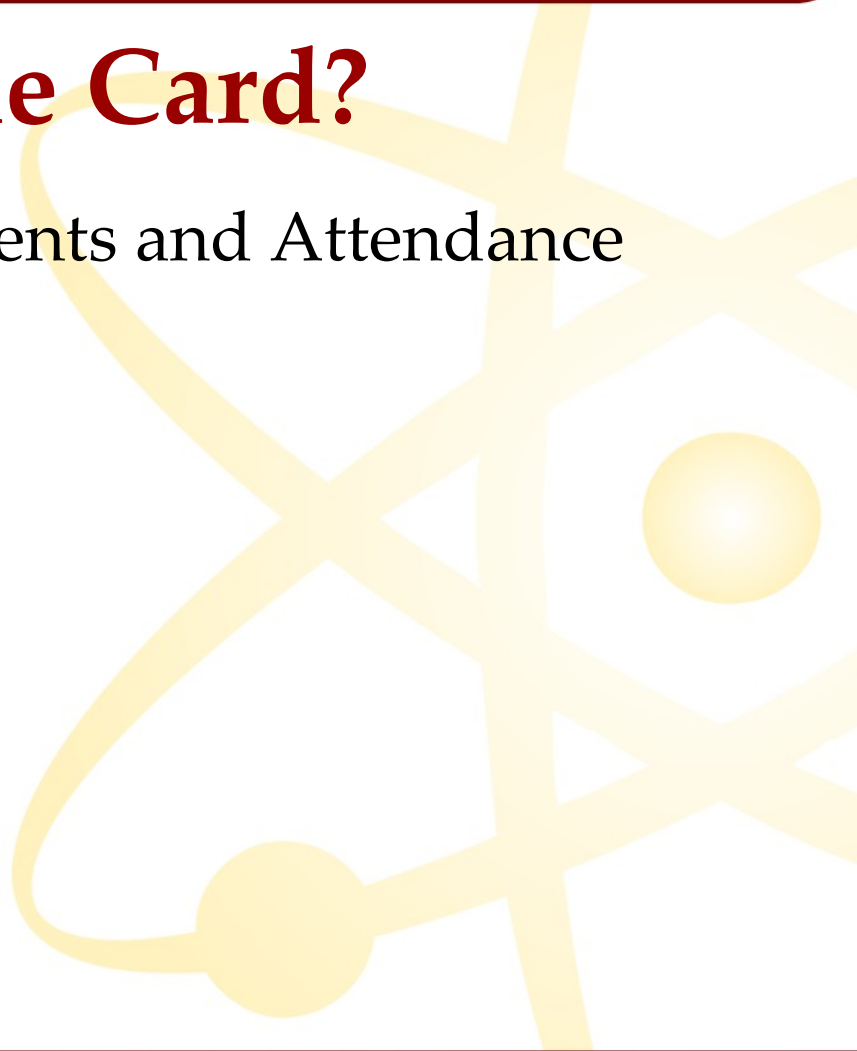
| Subject             | Teacher       | End of Year 7 Target | Attitude to Learning | Home Learning Completion | Organisation         | Current Working Grade | Progress        |
|---------------------|---------------|----------------------|----------------------|--------------------------|----------------------|-----------------------|-----------------|
| English             | Miss Simeone  | 3                    | Outstanding          | Outstanding              | Good                 | 2b                    | On track        |
| Mathematics         | Mrs Greenwood | 3                    | Good                 | Good                     | Good                 | 2a                    | On track        |
| Science             |               | 3                    | Not Acceptable       | Not Acceptable           | Not Acceptable       | 1c                    | Working towards |
| Art                 | Ms Borrill    | 2                    | Good                 | Good                     | Good                 | 3c                    | Exceptional     |
| Design Technology   |               | 2                    | Requires Improvement | Good                     | Good                 | 2c                    | On track        |
| Drama               | Miss Fogarty  | 2                    | Outstanding          | N/A                      | Good                 | Gold a                | Working towards |
| French              | Ms Kinnear    | 2                    | Good                 | Outstanding              | Outstanding          | 1a                    | On track        |
| Geography           | Mr James      | 3                    | Good                 | N/A                      | Good                 | 1c                    | Working towards |
| History             | Miss Garrett  | 3                    | Outstanding          | Good                     | Not Acceptable       | 1a                    | On track        |
| ICT                 | Mrs Edmunds   | 3                    | Good                 | Outstanding              | Good                 | 2b                    | On track        |
| Music               | Miss Haines   | 2                    | Requires Improvement | N/A                      | Requires Improvement | Silver b              | Working towards |
| Philosophy & Ethics | Miss Warr     | 3                    | Outstanding          | N/A                      | Outstanding          | 2b                    | On track        |
| Spanish             | Mrs Morrissey | 2                    | Good                 | Good                     | Good                 | 1b                    | On track        |
| Sport               |               |                      | Requires Improvement | N/A                      | Requires Improvement | T                     |                 |
| PSHCEE              | Miss Pounnas  |                      | Outstanding          | N/A                      | Outstanding          | A                     |                 |





# What's on a Grade Card?

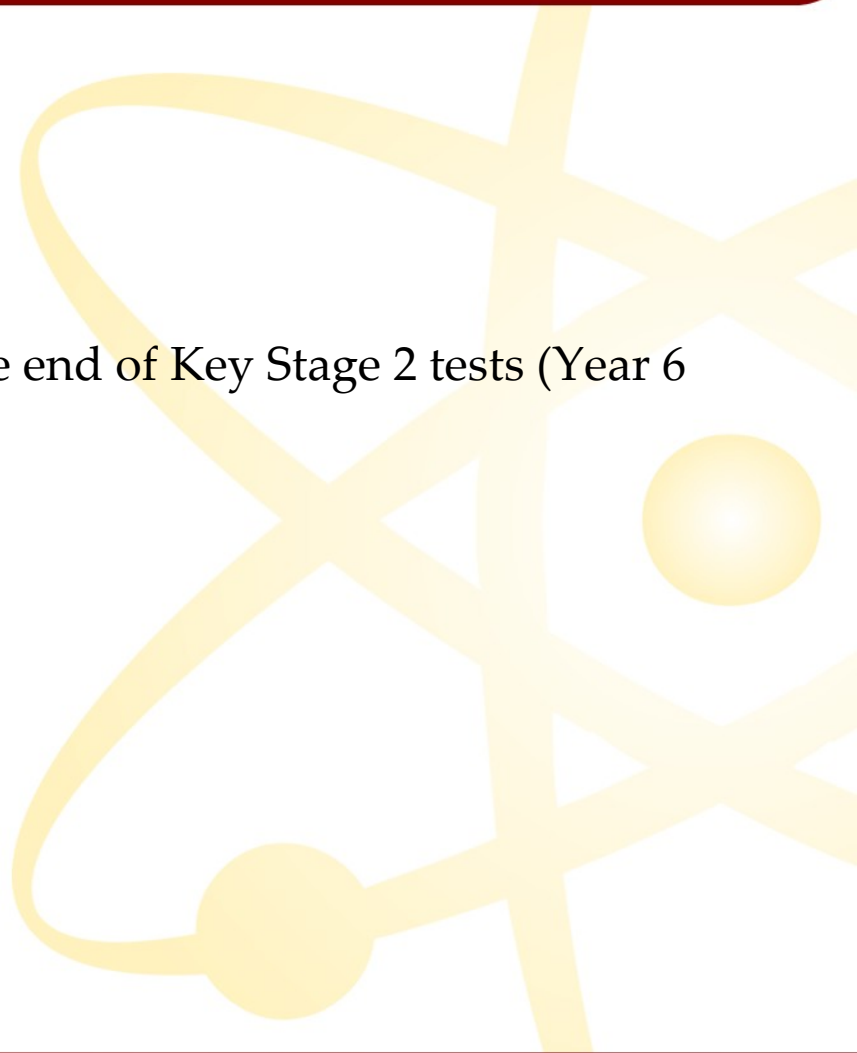
- Prior Attainment, Achievements and Attendance
- Targets
- Learning Information
- Grades
- Progress





# Prior Attainment

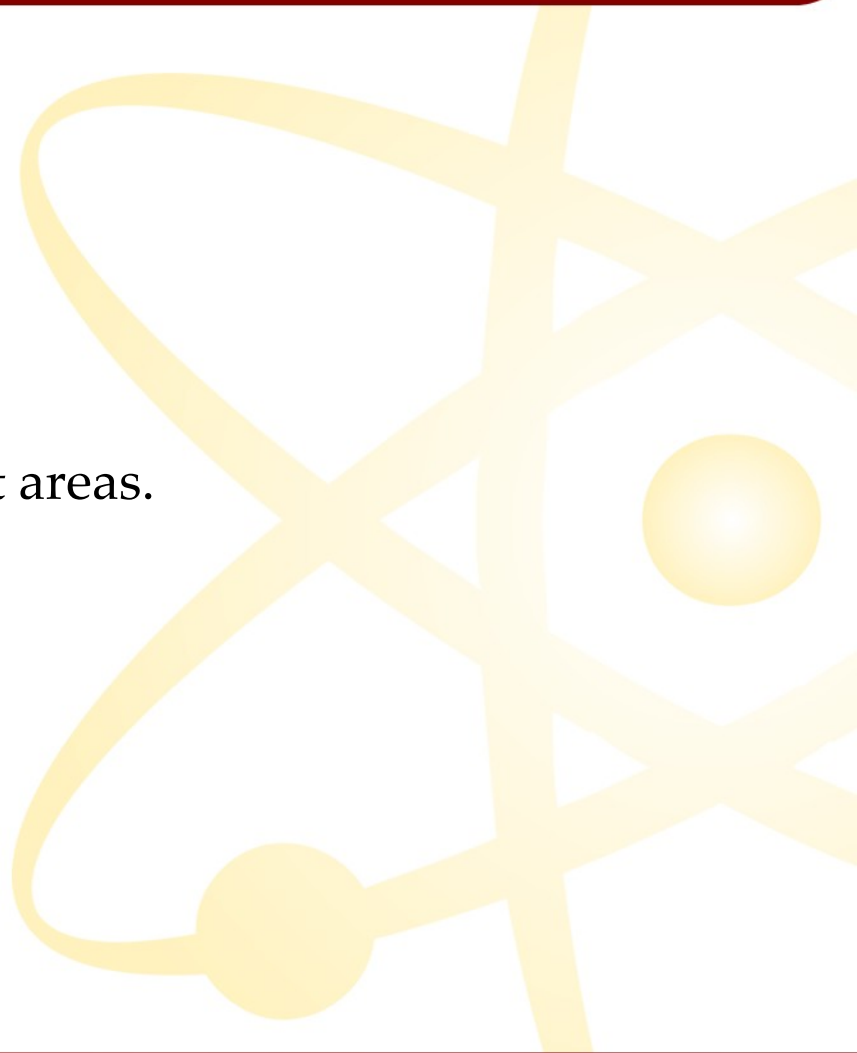
- Key Stage 2 Scores
  - The scores achieved by a student in the end of Key Stage 2 tests (Year 6 SATS).
    - Reading
    - Maths





# MidYIS Tests

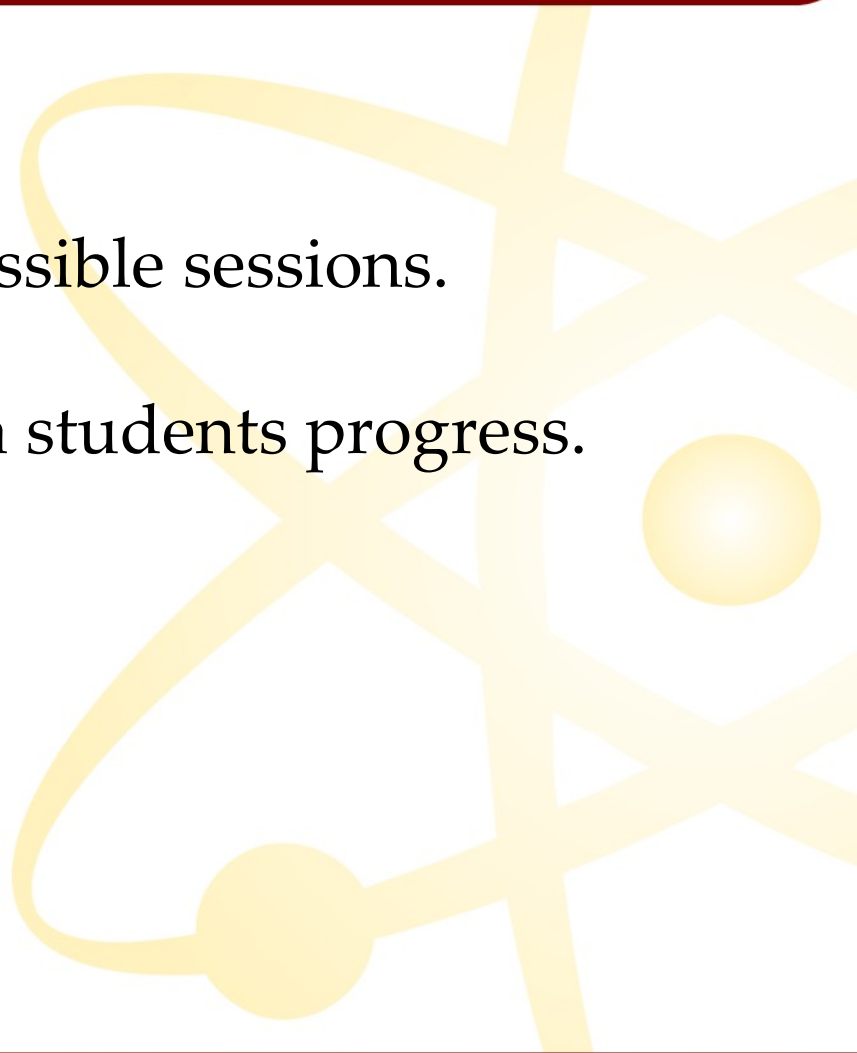
- MidYIS Tests
  - Taken by students in Year 7.
  - Indicate ability to learn in different areas.
  - Score between 50 and 150.
  - Used diagnostically by staff.
  - MidYIS score.





# Attendance

- Shown as a percentage of possible sessions.
- Can have a huge impact on a student's progress.

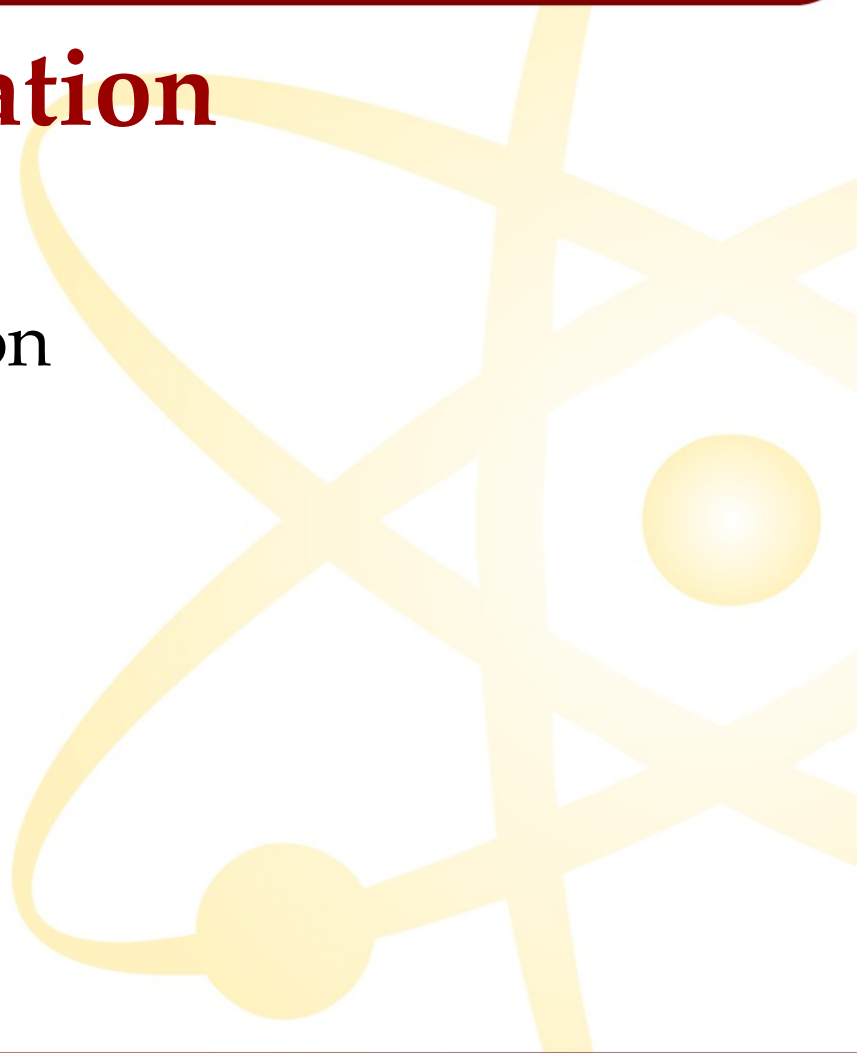






# Learning Information

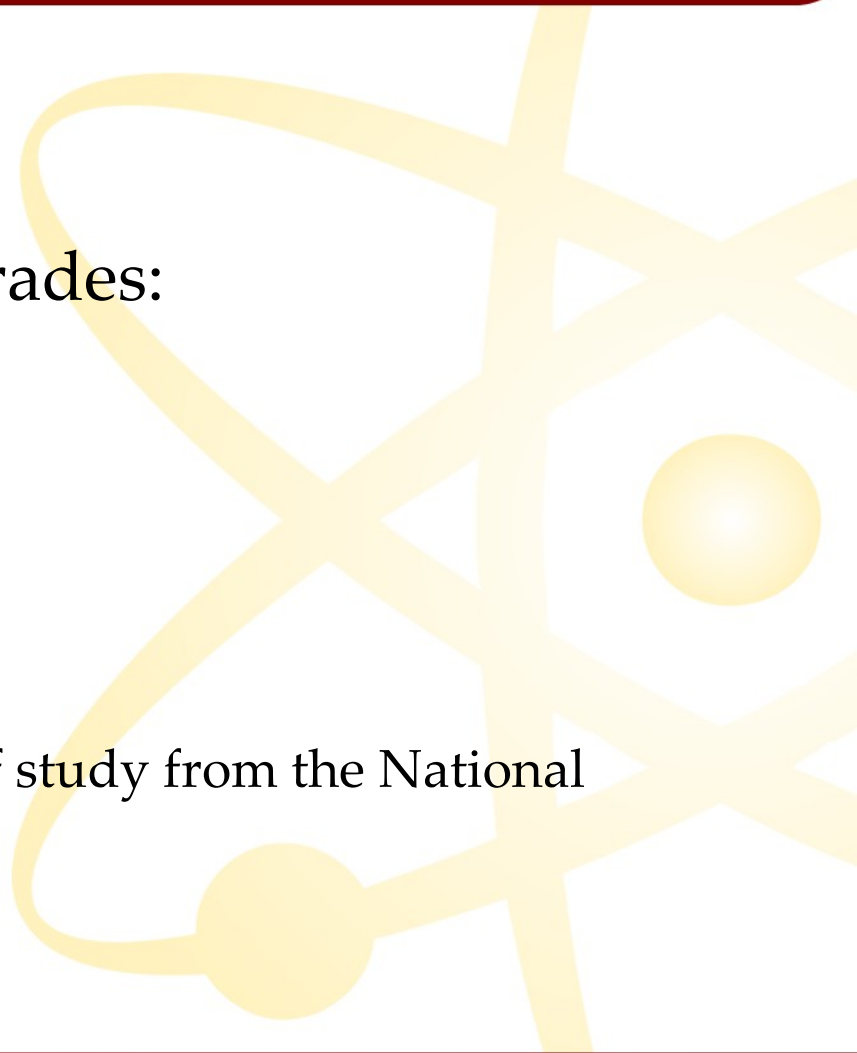
- Attitude to Learning
- Home Learning Completion
- Organisation.
  
- Ranked on a 4 point scale:
  - Excellent
  - Good
  - Requires Improvement
  - Not Acceptable





# Grades

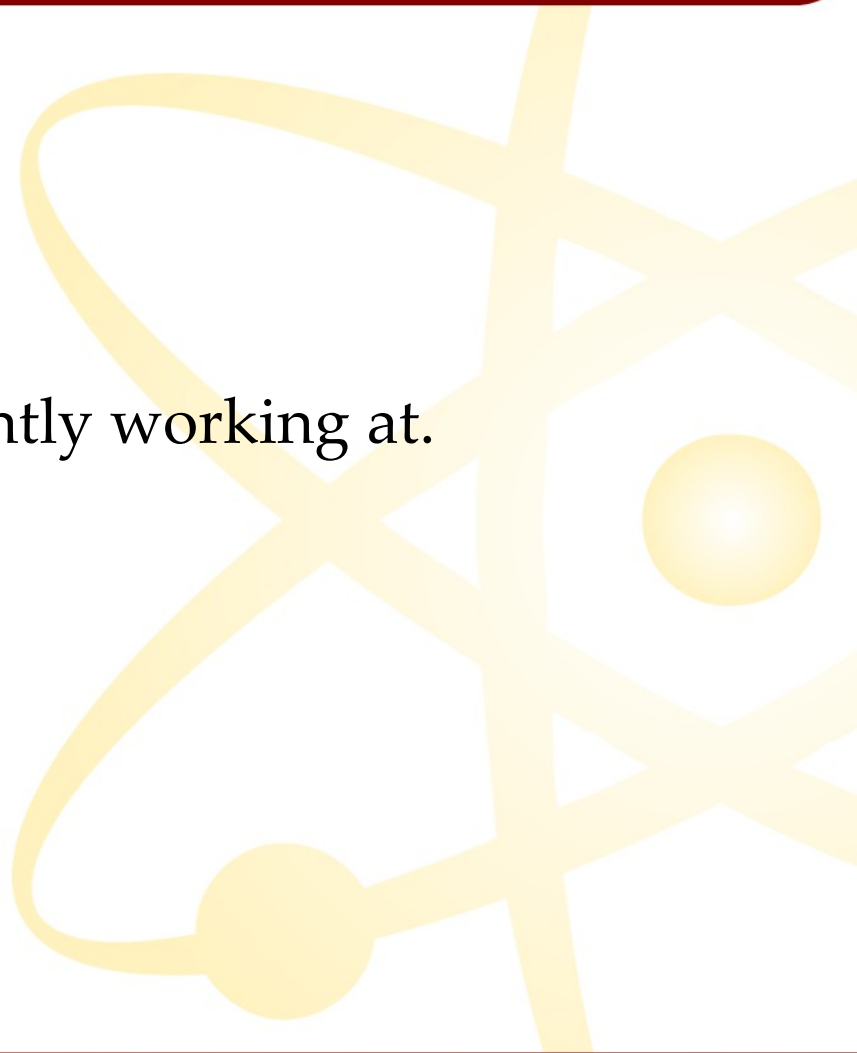
- Marlborough Curriculum Grades:
  - Bronze
  - Silver
  - Gold
  - 1 to 9
- Mapped against the programme of study from the National Curriculum
- Continue to GCSE grades





# Grades

- Current Grade
  - The grade a student is currently working at.





## Fine Grades

# 3

a – a high grade 3,  
almost grade 4

b – a solid grade 3

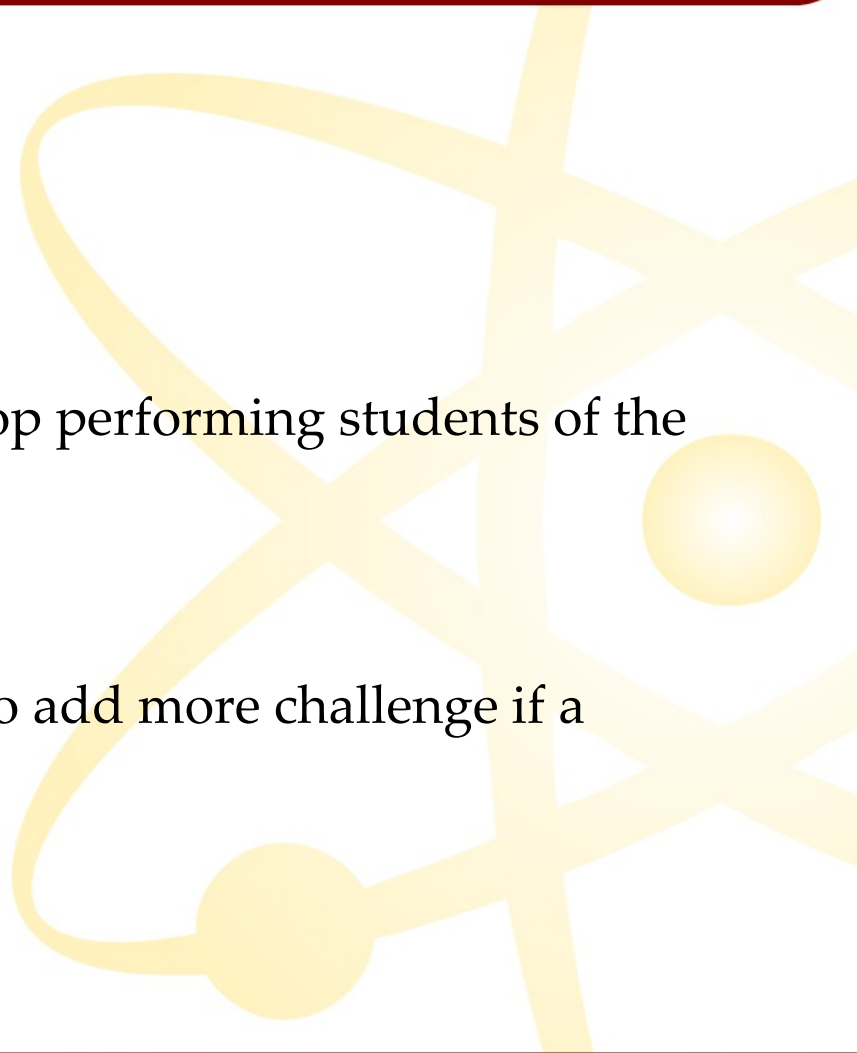
c – a weak grade 3



# Targets

## Aspirational Target

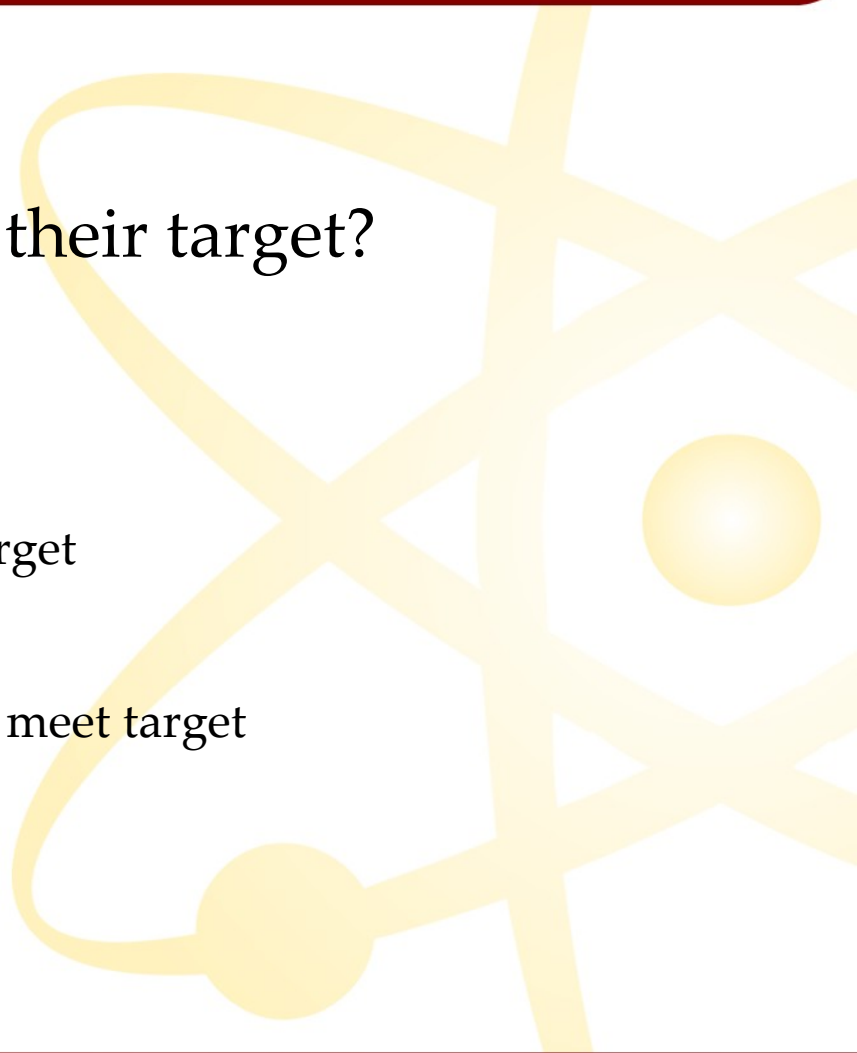
- Making progress in line with the top performing students of the country.
- Reviewed at the end of each year to add more challenge if a student meets targets early





# Progress

- Is a student on track to meet their target?
- What do they mean?
  - **Exceptional** – On line to exceed target
  - **On Track** – On line to meet target
  - **Working Towards** – Not going to meet target

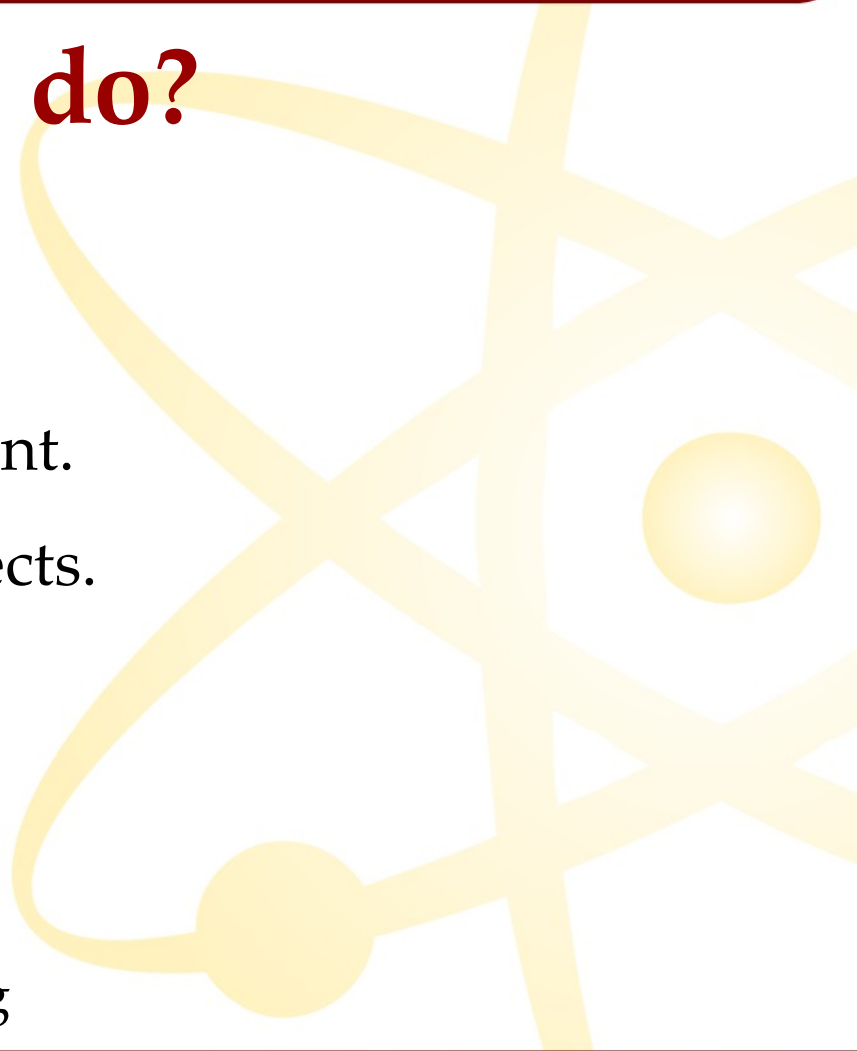






# What can parents do?

- Talk through Grade card.
- Praise the positives.
- Highlight areas for improvement.
- Discuss working towards subjects.
  
- Contact the school if necessary.
  - Subject staff
  - Form Tutor or Director of Learning





The Marlborough  
Science Academy  
*'shaping futures'*



The Marlborough  
Science Academy  
*'shaping futures'*

# Attendance

*Mr Fitzgibbon*



# Raise Your Childs Attendance, -Raise their Chances!

What does “Good attendance” mean?





## 175 NON SCHOOL DAYS A YEAR

175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| <p><b>190</b><br/>SCHOOL DAYS IN EACH YEAR</p> <p>190 days for your child's education</p>   | <p>10 days absence</p> <p><b>180</b><br/>DAYS OF EDUCATION</p> | <p>19 days absence</p> <p><b>171</b><br/>DAYS OF EDUCATION</p>                                    | <p>29 days absence<br/>A term missed</p> <p><b>161</b><br/>DAYS OF EDUCATION</p> <p>PA</p> | <p>38 days absence</p> <p><b>152</b><br/>DAYS OF EDUCATION</p> <p>PA</p> | <p>47 days absence</p> <p><b>143</b><br/>DAYS OF EDUCATION</p> <p>PA</p> |
| <b>100%</b>   | <b>95%</b>   | <b>90%</b>  | <b>85%</b>   | <b>80%</b>   | <b>75%</b>   |
| <p><b>Good</b></p> <p>Best chance of success.<br/>Gets your child off to a flying start</p> |  | <p><b>Causing Concern</b></p> <p>Less chance of success.<br/>Makes it harder to make progress</p> |  | <p><b>Serious Concern</b></p>  |  |



# Percentage Attendance Termly/Yearly

|       |   |                |            |
|-------|---|----------------|------------|
| ⚛ 90% | = | 1 week 2 days  | = 4 weeks  |
| ⚛ 80% | = | 2 weeks 4 days | = 8 weeks  |
| ⚛ 70% | = | 4 weeks 1 day  | = 12 weeks |
| ⚛ 60% | = | 5 weeks 3 days | = 16 weeks |
| ⚛ 50% | = | 7 weeks        | = 20 weeks |
| ⚛ 40% | = | 8 weeks 2 days | = 24 weeks |
| ⚛ 30% | = | 9 weeks 1 day  | = 28 weeks |



# How you can help?

- ✧ Make sure your child goes to school regularly and arrives on time.
- ✧ Refrain from taking holidays during term time.
- ✧ Arrange non-urgent medical and dental appointments outside school hours wherever possible.
- ✧ **PRAISE AND REWARD GOOD ATTENDANCE and ACHIEVEMENTS**

## Punctuality

In each class the teacher takes a register. The register is taken twice a day. If your child is late for school after the registration has closed, your child is marked as late after registration.

Sustained lateness can result in prosecution.

## Absences

If your child is absent please contact the school absence line **01727 731368**





# Other tips to help secure good attendance:

- ✳ Be particularly watchful and supportive in the run up to **tests** and aware of **deadlines**.
- ✳ Check **their Exercise Books and planner** regularly for gaps as well as completed activities.
- ✳ **Help** them **catch up** with missed work, missed day doesn't mean missed work.
- ✳ **Talk** to us, tell us what is happening





# Frequently Asked Questions

## ✧ How do schools work out attendance?

Schools count each day as 2 sessions (AM & PM) Your child has to attend 10 full session (5 days, morning and afternoon) each week to achieve 100% attendance. If your child has a half day absence they would have 90% for that week. One day absence would be 80% attendance.

## ✧ What is unauthorised absence?

Unauthorised absence is used when no reason has been given for the absence or the reason given is not acceptable. Only the Head Teacher can authorise absences.

## ✧ Who can I talk to for help?

It is important to seek help at the earliest stage, firstly talk to your form tutor, Director of Learning, SLT, or our attendance team.

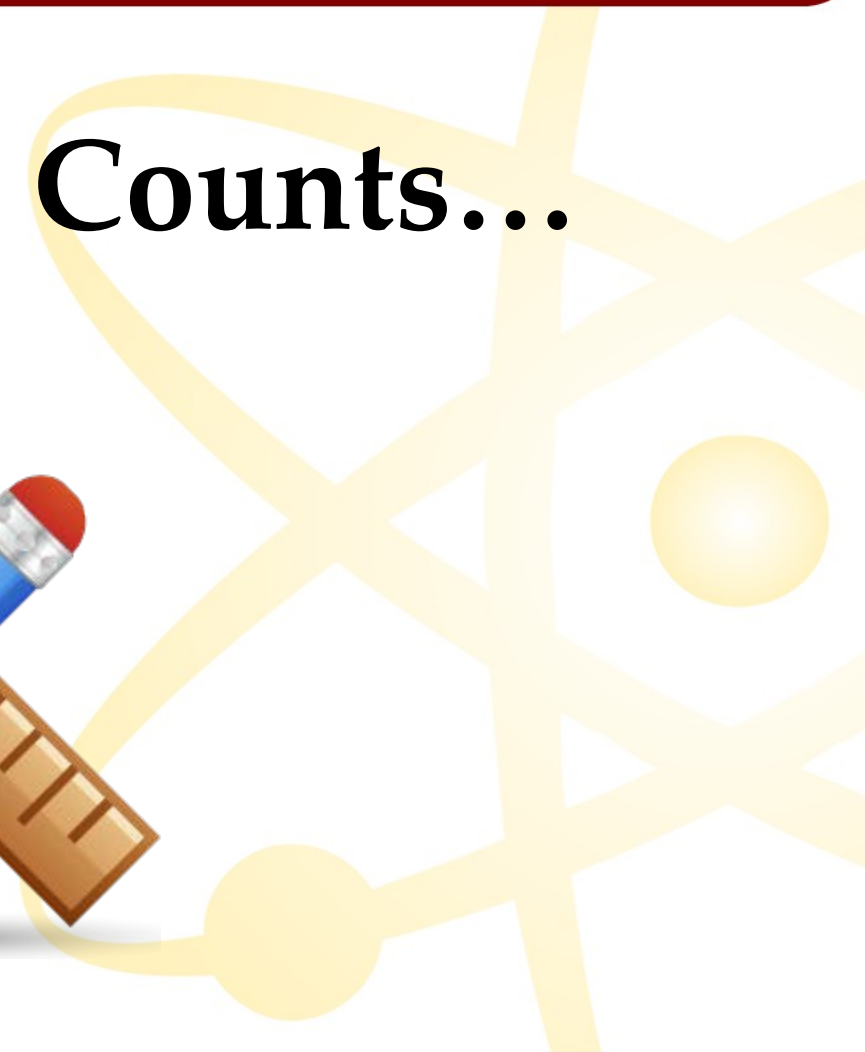
## ✧ Why have I received an attendance letter?

Your child has been identified as being in the Amber or Red Zone. We will check your child's attendance level in 4 weeks' time. If your child's attendance falls below 90% for that period, we may ask you to attend a meeting to discuss how we can help.



The Marlborough  
Science Academy  
*'shaping futures'*

# Every Lesson Counts...





The Marlborough  
Science Academy  
*'shaping futures'*



The Marlborough  
Science Academy  
*'shaping futures'*

# Behaviour Code

*"Catch them being good"*

*Mr Griggs*



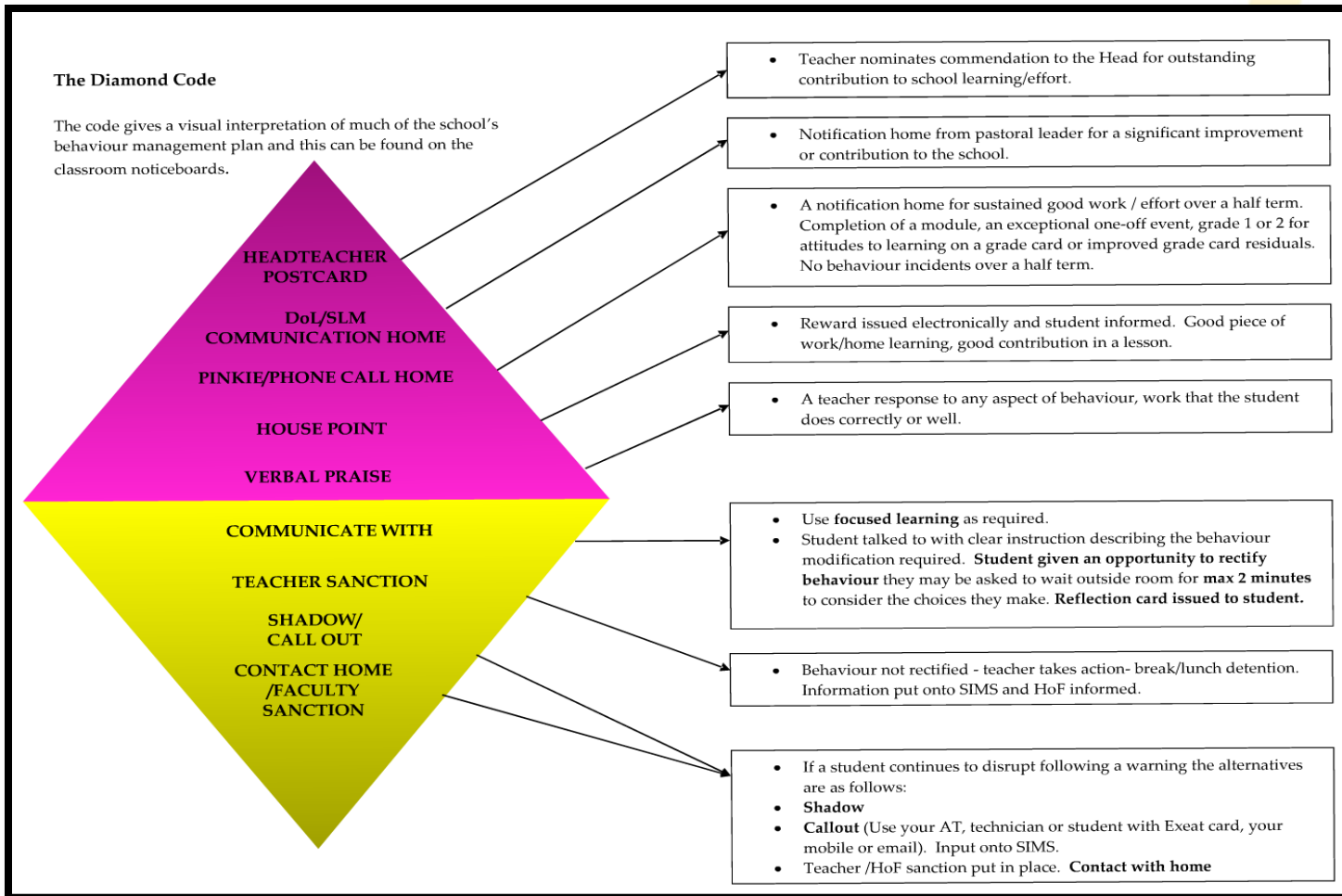
# Fundamental principles of our behaviour policy

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment and discrimination
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures





# The Diamond code







# Pink Diamond

## The Diamond Code

The code gives a visual interpretation of much of the school's behaviour management plan and this can be found on the classroom noticeboards.

HEADTEACHER  
POSTCARD

DoL/SLM  
COMMUNICATION HOME

PINKIE/PHONE CALL HOME

HOUSE POINT

VERBAL PRAISE

- Teacher nominates commendation to the Head for outstanding contribution to school learning/effort.

- Notification home from pastoral leader for a significant improvement or contribution to the school.

- A notification home for sustained good work / effort over a half term. Completion of a module, an exceptional one-off event, grade 1 or 2 for attitudes to learning on a grade card or improved grade card residuals. No behaviour incidents over a half term.

- Reward issued electronically and student informed. Good piece of work/home learning, good contribution in a lesson.

- A teacher response to any aspect of behaviour, work that the student does correctly or well.



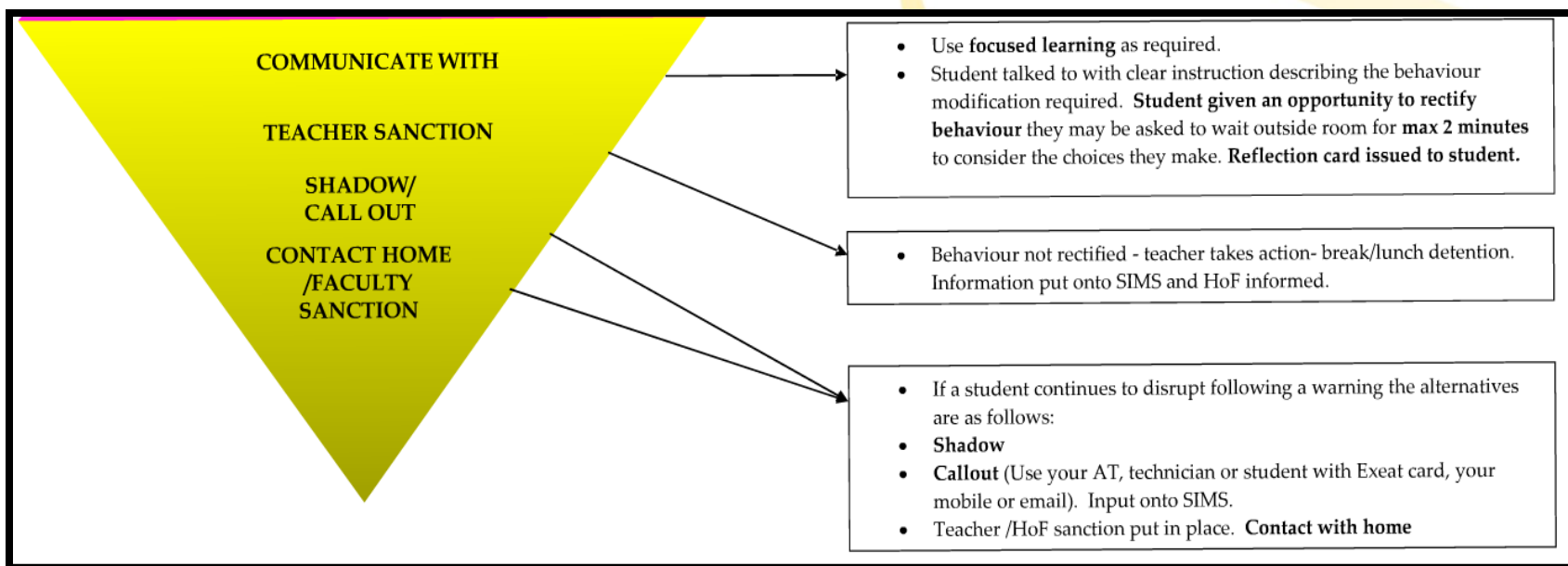
# Positive Behaviour

- Praise and positive feedback
- Prize giving ceremonies
- Community points at post16
- Headteachers postcards
- Pinkies and associated prizes
- House Points
- Letters to parents and carers
- Celebration assemblies
- Positive Governor Panel meetings
- Attendance certificates
- Form prizes
- Individual prizes
- Improvement awards





# The Diamond code





# Reflection card

Behaviour Reflection Card  
Please read the following information:

- A member of staff has asked me to stop what I was doing
- If I say no or argue back, I am being defiant.

- I have been asked to change my behaviour because it is stopping the teacher from teaching and students from learning.

- If I choose not to make the right choices and follow instructions after coming back into the classroom, I will receive a detention.

- If I continue to disrupt learning I will be removed to shadow or the reintegration room and receive further sanctions. Home will be contacted.



- Learning Charter
- Student planners
- Classroom notice boards
- The behaviour diamond
- Home/school agreement
- Newsletter and school comms
- Staff handbook and planner
- New parents handbook
- School prospectus
- School website
- School assemblies
- Non-contact policy
- Plasma Screen and Intranet (staff only)

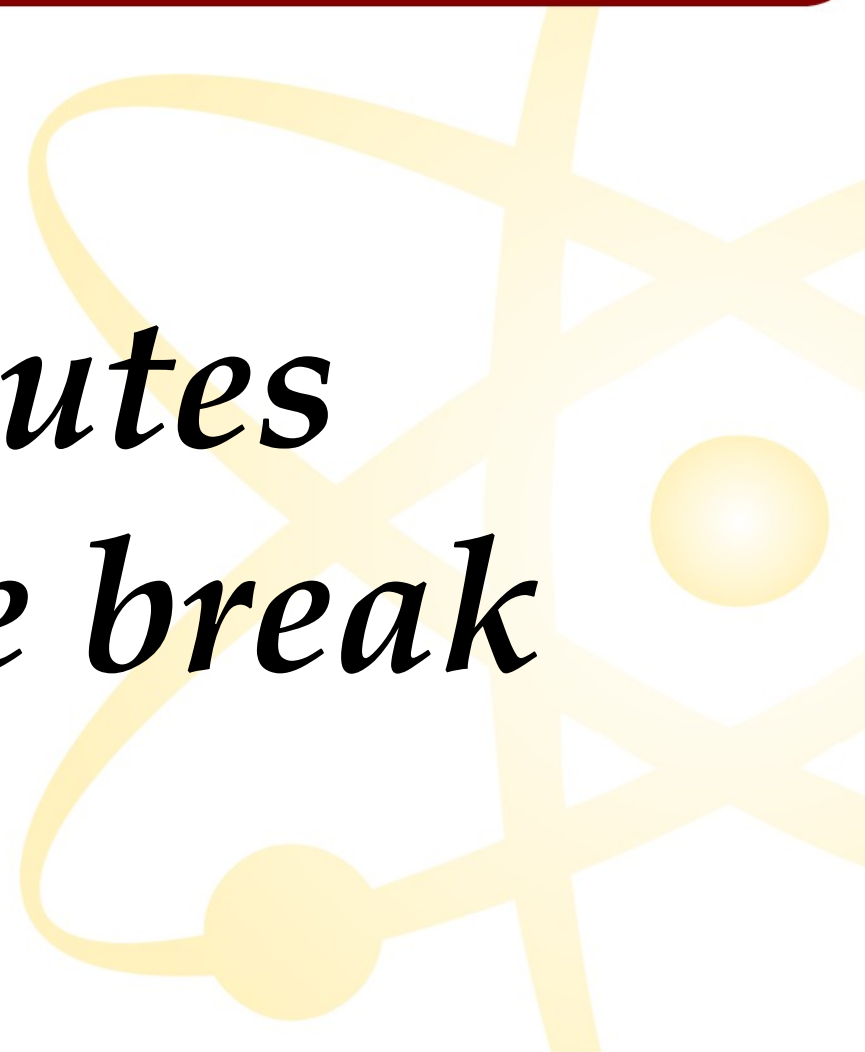




The Marlborough  
Science Academy  
*'shaping futures'*



*20 minutes  
tea/coffee break*







The Marlborough  
Science Academy  
*'shaping futures'*



# How can I help my son or daughter in English?

*Mrs Blount*



# English at Primary School

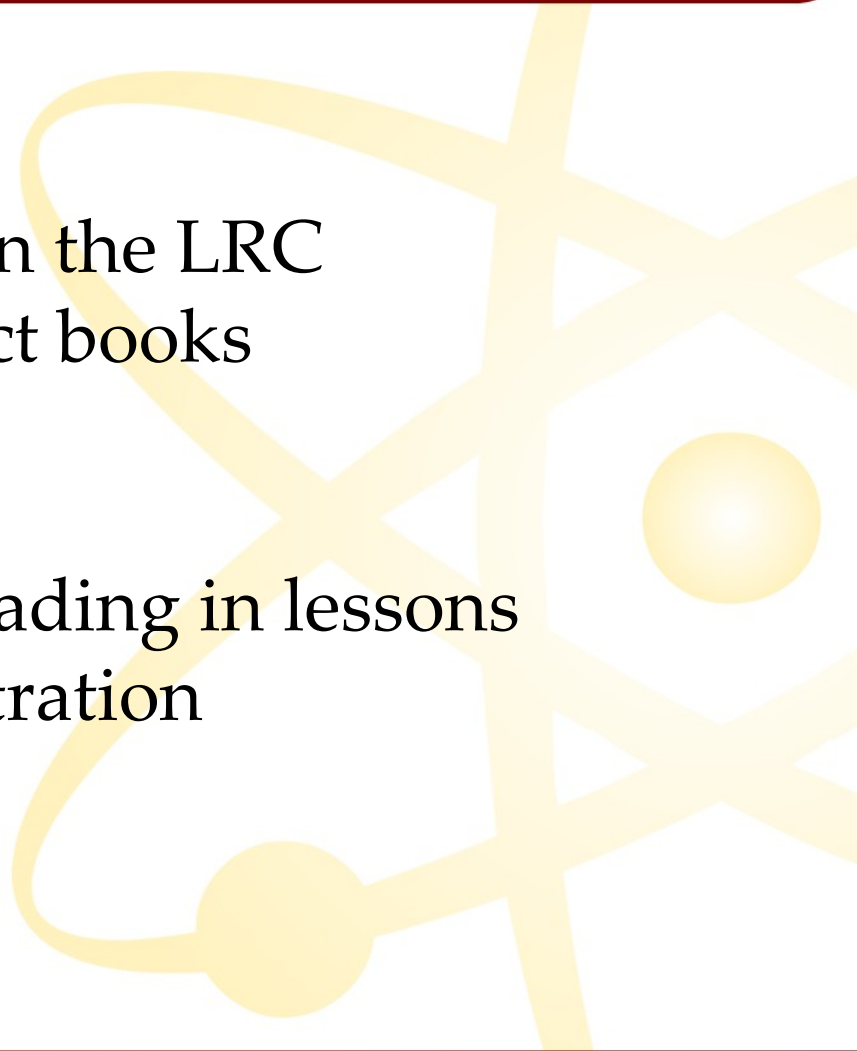
- Having a designated reading day and somebody to read to
- A reading colour, or designated book box
- The big write: if you can say it you can write it
- Guided reading
- Key words and spellings

**So, how does it  
change in  
Year 7?**



# What do we do?

- Designated reading hours in the LRC
- Reading levels used to select books
- Key words on display
- Word of the week
- Shared book and guided reading in lessons
- Literacy focus during registration
- Spelling tests
- Book clubs





# Word of the week can your child...

- Tell you what the word of the week is?
- Do they know the meaning of it?
- Can they use it in a sentence?



# Literacy Focus can your child...

- Find the literacy focus in their planner?
- Explain to you what this means?
- Use it in a paragraph?





# Why read?







# Literacy and reading

- Like peas and carrots; the two go hand in hand.
- Reading improves attainment
- Never too late to start
- All children can become readers

*'Children are  
made readers  
on the laps of  
their parents'*

*— Emilie Buchwald*



# How can you support your child's reading?

- Encourage your child to continue read every day
- Your child's reading preferences my change- talk to them about new books.
- Try to make reading time a routine
- Take the time to talk



## If you have a reluctant reader...

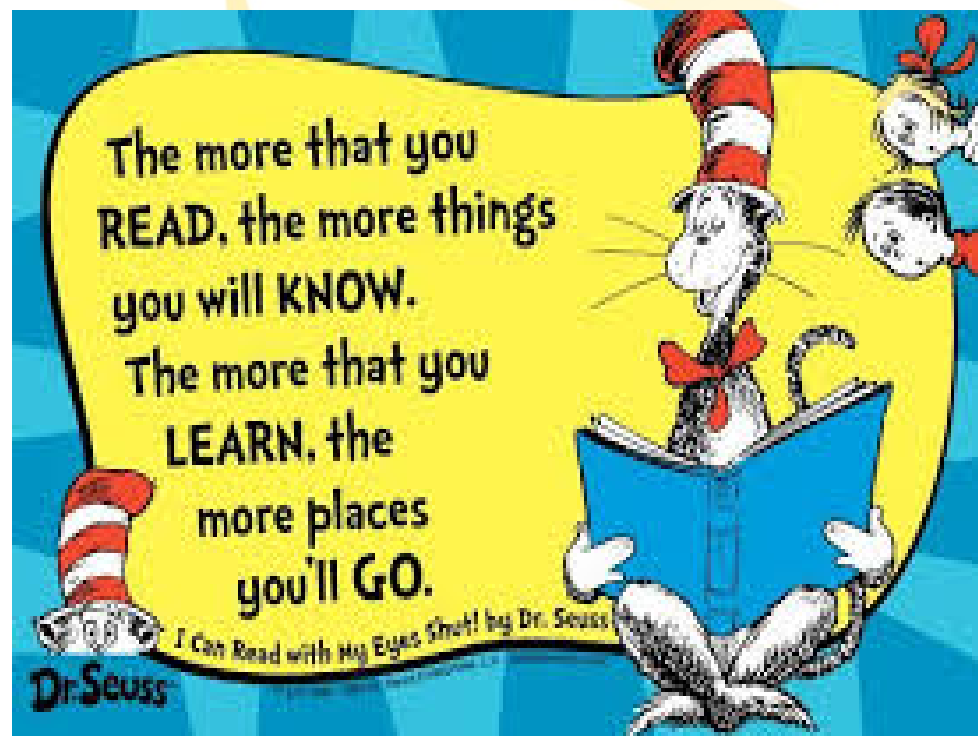
- Re-establish a routine
- Get a reading list from school
- [arbookfind.co.uk](http://arbookfind.co.uk)
- Three chapter rule
- Go together to a book shop
- Have books on view at home
- Shared book and guided reading
- Dads and their lads





# Literacy outside of the classroom

- Newspapers
- I, Metro and Time Out
- Online newspapers
- Match reports
- Magazines
- Blogs
- Tube Maps
- Recipes
- Instructions
- Advertisements and billboards





# Helping at home: literacy

- Checking HL for the small things: capital letters, punctuation, paragraphs, full stops and homophones.
- Banning text talk
- Taking time to talk
- Questioning grammar
- Let your child see you reading and writing

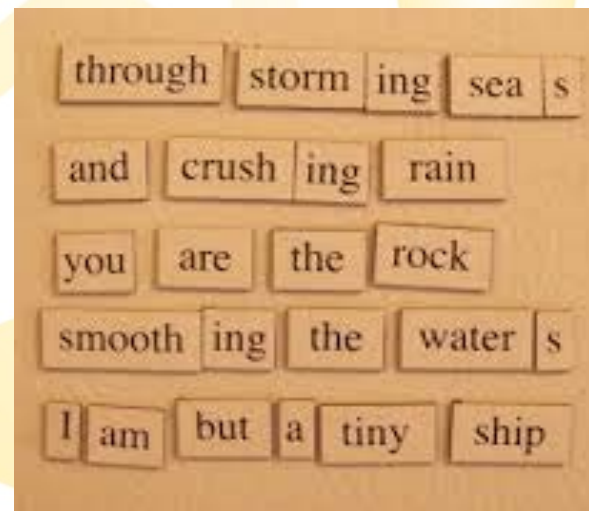






# Let's Improve our Vocabulary

- Ban certain words - nice/said/big/good
- A word a day apps or note pads!
- Insist your child has a thesaurus and dictionary app
- Have a dictionary at home
- Use the synonym function on Word
- Encourage reasons and evaluations





# Challenges and competitions

- Give the meaning rather than the word itself and challenge them to find the word.
- Play word association games using subject specific subject or activity vocabulary.
- Car games: I spy, the number plate game
- Boggle, crosswords... even apps like: 'Words with Friends', 'Spelling Free' or 'Heads up'

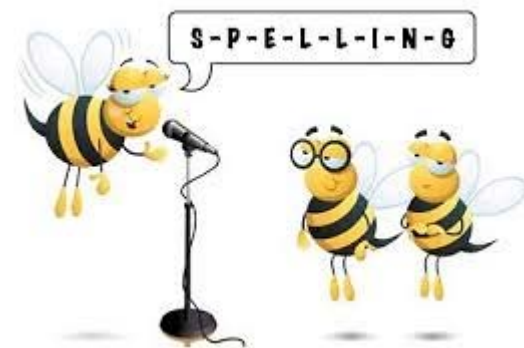






# Spellbinding spelling

- Year 7 House Spelling Competition coming soon...
- Times Spelling Bee
- Home spelling tests
- Use a mnemonic, phrase or rhyme
- It's necessary to have **one** collar and **two** sleeves on a shirt





# Use the Web

- [www.bbc.co.uk/skillswise-English-games](http://www.bbc.co.uk/skillswise-English-games)
- [www.arbookfind.com](http://www.arbookfind.com)
- [www.bbcbitesize](http://www.bbcbitesize)
- [www.education.com](http://www.education.com)





The Marlborough  
Science Academy  
*'shaping futures'*



The Marlborough  
Science Academy  
*'shaping futures'*

# How to support with my child's maths

*Miss Smith*



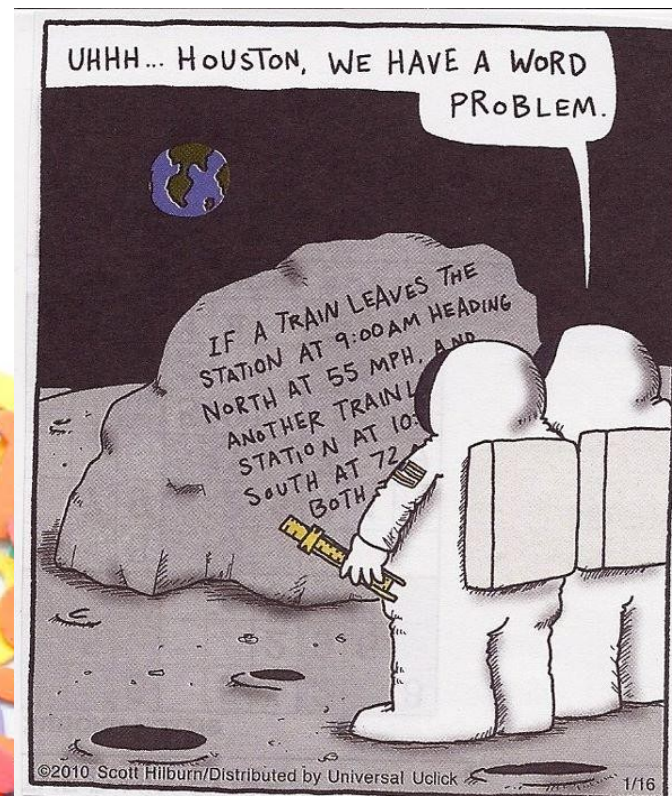
# Where do you use maths in everyday life?







The new maths curriculum has a much stronger weighting towards real life maths







# Times tables

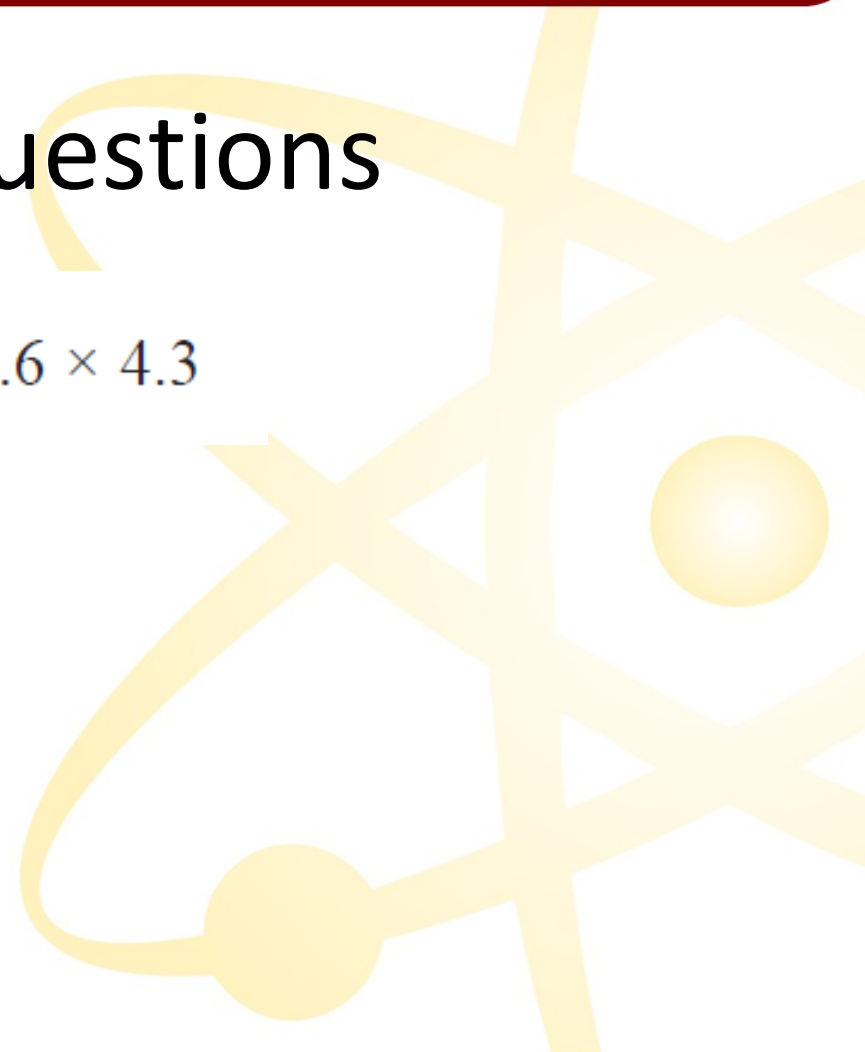
- We cannot understate the importance of times tables!





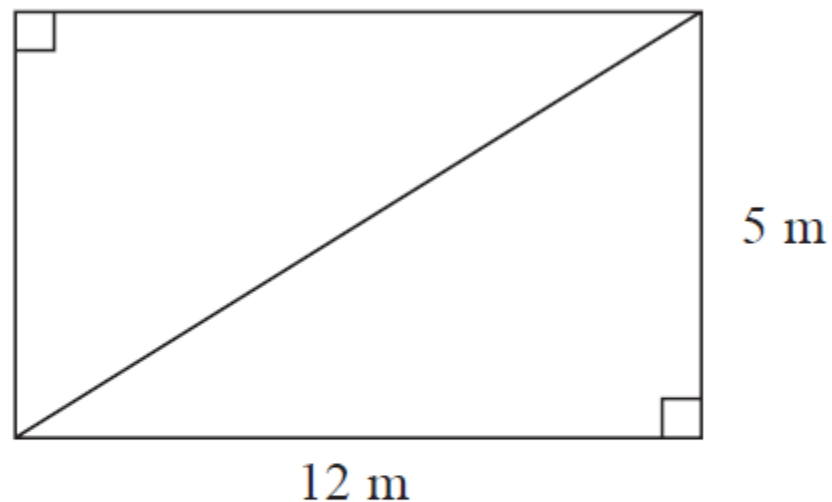
# GCSE style questions

3 Work out  $54.6 \times 4.3$





- 5 This rectangular frame is made from 5 straight pieces of metal.



The weight of the metal is 1.5 kg per metre.

Work out the total weight of the metal in the frame.





- Scientific calculator
- Ruler
- Pens and pencils
- Protractor and compass
- Rubber
- Scissors and glue

## Equipment





“When do you need  
maths in real life?”

“Maths is boring”

***“I was no good  
at maths”***





My Homework >

My Feed

GCSE exams 2017, 20

My Worksheets

My Resources

+ Library

+ Booster packs

Games

Toolkit

OXFORD

## My Homework

Complete these tasks set by your teacher

### 8 Standard form large

Overdue

Writing large numbers in standard form. Using a calculator for standard form. Also known as scientific notation.

Lesson



Online homework



Date set: 21 Oct | Date due: 3 Nov

### 8 Standard form small

Overdue

### 8 Circle theorems

Overdue





**MyMaths.co.uk**  
Bringing maths alive

Help Log out Search... Search

Log out

My Homework  
My Feed  
GCSE exams 2017, 2018  
**Booster packs**  
GCSE booster 5 and 6  
GCSE booster 6 and 7  
GCSE booster 8 and 9

## Booster packs

Are you taking GCSE maths in 2017 or later? If so you've come to the right place.

These booster packs have been written to help progress to a higher level or grade. You will need to find out from your teacher which pack is best for you.

The booster packs have easy-to-navigate lessons to help you revise and online worksheets to test you.

If your teacher has given you your own login and password, then make sure you are logged in to My Portal. MyMaths can then record your scores.

You can view work that has been set and monitor your progress at any time using My Portal.

Choose your booster pack on the left then use the main page to choose a topic.

OXFORD

© Oxford University Press 2016 v1.11.9-72-g80b58b6 - GMT+00:00 Help | Contact | News | Privacy | Legal | Terms & Conditions | Cookie Policy

**Booster packs**



The Marlborough  
Science Academy  
*'shaping futures'*