























## Our Evening Schedule:

- Welcome - SBa
- Curriculum Overview - CNo
- The Options Process - CNo
- English - KSh
- Maths - CNo
- Humanities - Video
- Science - SBa
- Reporting & Targets - CNo
- The Curriculum Map - CNo
- How to Help Your Child - SBa
- Questions - SBa



	Curriculum Evening - Curriculum Map.mp4 
	Curriculum Evening - Options.mp4 
	Curriculum Evening - Reports CN.mp4 
	Curriculum Evening - Targets.mp4 
	English Curriculum Evening KS3 and KS4.mp4 
	Humanities Curriculum evening KS3 CD.mp4 
	Humanities Curriculum evening KS4 CD.mp4 
	Maths Curriculum Evening KS3 by MV.mp4 
	Maths Curriculum Evening KS4 by MV.mp4 
	Science Curriculum Evening Y7 MSm 

This presentation was virtual last year.

While there have been some updates, many of last year's videos are still relevant and can be revisited on the [langtreeschool.com](http://langtreeschool.com) website at your convenience.

LEARNING FIRST ▾	GOVERNORS ▾
Langtree School Curriculum Map	
Virtual Curriculum Information Evening	
Remote Learning	
GCSEPod	
Show My Homework	
Year 9 Options	
GCSE Information – Courses	
GCSE Information – Books	
Examinations	
Careers	
Maths (Archive Page)	
English (Archive Page)	



5 x 1 hour lessons a day  
50 lessons over 2 weeks

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 7	English (7)							Maths (7)							Science (7)							PE (4)				Geography, History, Ethics (9)									MFL (5)					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 8	English (7)							Maths (7)							Science (7)							PE (4)				Geography, History, Ethics (9)									MFL (5)					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 9	English (8)							Maths (7)							Science (7)							PE (4)				Geography, History, Ethics (8)									MFL (5)					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 10	English (8)							Maths (7)							Science (8)							PE (4)				Ethics (3)			Option A (5)					Option B (5)					Option C (5)					Option D (5)						
Year 11	English (8)							Maths (7)							Science (8)							PE (4)				Ethics (3)			Option A (5)					Option B (5)					Option C (5)					Option D (5)						



All students are assessed in a variety of ways throughout the year at times that fit with reports to parents and individual subject schemes of work.

The year 11 mock exams will be in January 2022

The year 10 exams will be in Summer 2022

## Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5 <b>STRONG PASS</b>	
4 <b>STANDARD PASS</b>	C
3	D
2	E
1 <b>Level 1 Pass</b>	F
	G
U	U



## Core Subjects

- English – English Language GCSE and English Literature GCSE
- Mathematics – can be entered at higher or foundation tier
- Science – Trilogy Science - **TWO** GCSEs (exams all at the end of year 11)
- Ethics - leads to RE GCSE and covers a great deal of the statutory content required
- Humanities - history and/or geography
- Core PE – non-examined

## Option Subjects

- Up to 4 other subjects that students have chosen to study
- They have five lessons in each of these subjects every fortnight
- English Baccalaureate (EBacc) is recommended but not compulsory



- A lot more information will follow when the student reaches year 9. Last year's option booklet is [on the school website](#). There will be some changes, but it is an indication of what to expect.
- During year 9, individual appointments with students to discuss their options will be arranged as necessary.





- Designed to build up to the challenges of GCSE
- Skills based rather than content based subject therefore skills are repeated and developed throughout KS3

**Class reader** (whole, modern text)

**Skills include:** critical thinking,, voicing and opinions with judicious selection of evidence, exploring context, genre conventions.

Two **non-fiction units**

**Skills include:** writing using rhetorical devices, creating an argument, understanding a viewpoint, reading a range of forms of nonfiction text.

## A Typical Year

**Modern drama or Shakespeare**

**Skills include:** exploring the effects of dramatic devices, performance and voice work,

**Literature unit**

incorporating a range of 19th century texts (Yr 7) and short stories (Yr 8)

**Skills include:** exploring writers' craft, using a critical voice to write about a text (this unit embeds and develops skills from the class reader unit).

**Thematic poetry unit** e.g. celebrating cultures, ballads.

**Skills include:** recognising and exploring the effects of poetic devices. Using poetic devices in own work.

This year, all KS3 classes have one lesson in the library and writing or Let's Think lesson during the two week cycle. Year 7 will just focus on writing.

3 x internal assessments in Year 7, 4 x internal assessments in Years 8 and 9. These will be a combination of reading and writing.



Our experience and research tells us that students make better progress in English in mixed ability groups.

All students have perceptive ideas to contribute about texts, and we support all of our children to make progress and to enjoy learning through a variety of differentiated activities.

Children who need additional support will be identified and allocated to small intervention groups



What do these words have in common?

These are all words that have appeared in recent GCSE exam papers. The only word that was explained in a glossary was melee.

The exam papers, in all subjects, demand that your son or daughter is vocabulary rich.

abyss

semblance

melee

commissioned

declining



- Help them to become vocabulary rich by ensuring

is that they  
no less than

Confident readers, and  
vocabulary rich students will  
find greater success in all their  
subjects.

How  
be re

- L
- S
- E
- th
- Visit sites in [Good reads](#)  
for recommendations.

reader on my  
do?

e book is the right  
. If they don't  
more than 5 words  
too hard.

at the Barrington  
e who write age  
books for reluctant

or dyslexic readers.

- Listen to audio books
- Take their phones and  
computers out of their bedrooms  
(that's a controversial one!)



- Talk to them about what they are doing in the English classroom and the books they are studying
- Encourage students to talk to their class teacher if they need support
- Have they proof read their work with a green pen? Try to encourage your child to read through their work carefully and edit any mistakes *before* they hand it in to their teacher.
- Log in to SMH so you can see homework tasks and due dates.
- Read a newspaper and talk about articles together

# What should your child be doing?



- Coming to all lessons with the correct books and equipment
- Participating in lessons, which means taking part in discussions. Being an active member of the class.
- Completing homework carefully and on time
- Proof reading work carefully and editing with a **green pen**
- Having the correct equipment e.g. a **green pen**, **orange** and **pink** highlighter and mini white board
- Asking their teacher for help if they are stuck
- Catching up on any missed work and
- Reading regularly, four times a week for 15 minutes



- **Theatre Experiences**

Year 7, 8 and 9 - trip to a good piece of theatre to encourage their love of literature and performance

Year 10 & 11

We aim to arrange visits to watch theatre productions of the set texts

- Carnegie Shadowing Book Group and Conference Day for Year 9
- Debate teams entered into the Youth Talks Rotary Club competition.
- Library Action Group



## Quick Reminder





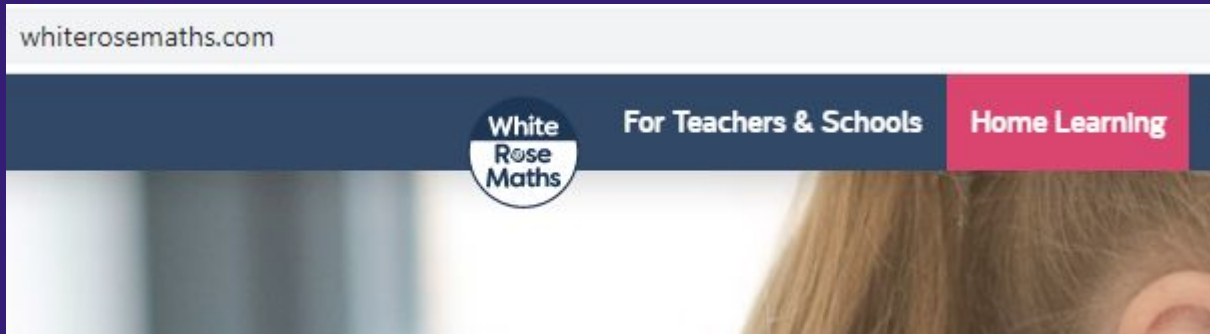


All students will work towards achieving **AQA GCSE Mathematics** by the end of year 11

- Two Tiers of entry
- Higher Tier, grades achievable 9 to 4
- Foundation Tier, grades achievable 5 to 1
- 100% examination. No coursework or controlled assessments



- We cover a variety of topics across Number, Geometry & Measure, Algebra and Probability.
- Assessments on:
  - Algebra & Number
  - Number
  - Geometry, Measure & Probability
- These are highlighted on the route map and will be flagged up on SMHW



<https://whiterosemaths.com/homelearning/>

Students in year 7 are following the year 7 scheme of work from whiterosemaths.com

There are video lessons you can access at home for every topic.



- Students are currently being taught in tutor groups
- Within the next 2 weeks they will be set, based on our initial baseline data and their primary school's assessment of their ability
- Sets are very fluid in year 7 - students may change group often as we get to know them and they get to know the school
- All groups are following the same scheme of work

Identified "Area of a Triangle" as an area for development



Try the White Rose Maths video lesson



Go to Kerboodle and find the relevant chapter. Make notes

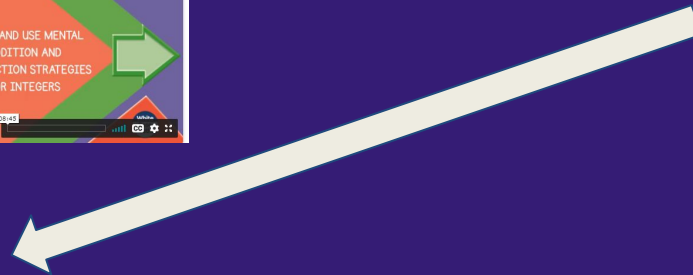


**2g Area of a triangle**

The area of this rectangle is  $12 \text{ cm}^2$ .  
 $\text{Area} = l \times w$   
 $= 3 \text{ cm} \times 4 \text{ cm}$   
 $= 12 \text{ cm}^2$

Divide the rectangle with a diagonal line. The blue area is half of  $12 \text{ cm}^2 = 6 \text{ cm}^2$ .

The area of the triangle is half the area of the rectangle.



Find the MyMaths code at the bottom of the page. Search it on MyMaths website



Try the task



Still stuck? Try the lesson and try again!



Online Homework | Area of a triangle

Your homework has been marked!

Your score		
Question	Mark	Percentage
Q1 - Triangle areas	$\frac{10}{10}$	100%
Q2 - Compound shapes	$\frac{6}{6}$	100%
Overall	$\frac{16}{16}$	100%

Practice Refresh and close

Lesson | Area of a triangle

Three questions

Find the areas of these shapes.

$\text{area} = \frac{\text{base} \times \text{height}}{2}$

$\text{cm}^2$       $\text{cm}^2$       $\text{cm}^2$

Mark



- Please encourage your child to practise basic skills e.g. times tables, division, long multiplication
- Make sure your child completes all homework on time.
- Encourage them to look at helpful revision websites and revision guides.
- Urge your child to talk to their class teacher if they need support





## KS3 HUMANITIES



- All students will have 2 lessons of each humanities subject a week (Except Ethics Y9). Y7 are taught in their tutor groups.
- They will generally study one topic per term/half term and be assessed at the end of each topic.
- There will be 3 key assessments over the course of the year, one in each of the long terms.
- Students will be set homework at least 2-3 pieces per half term. Appropriate deadlines/resources will be provided for these.
- History has reading/watching/visiting etc to help break down



You don't have permission to play 1 media object in this presentation. [View to request access](#)



Slide 52



Q & A



Notes



Pointer



Captions



Tips



EXIT



[Link to Humanities Video on the Langtree Website](#)





- All students take science, with 7 x 1 hour lessons per fortnight
- Taught as a tutor group (mixed ability)
- Teacher(s) fixed for the whole year
- 4 modules in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of each topic



# Year 7 Science Overview Page

[Curriculum Map](#)  
[Home Page](#)

The following topics are taught in Science during Year 7. Your teacher will tell you which order you will study the topics. If you have more than one teacher you may be studying more than one topic at the same time. If you click on the topic you will get more information.

[CELLS AND GREEN PLANTS](#)

[INTRODUCING CHEMISTRY](#)

[ENERGY](#)

[HEALTH AND ELECTRICITY](#)

[Science Home Page](#)



# Introducing Chemistry

Curriculum Map  
Home Page

## KNOW

### Ideas

- Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).
- Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.
- A pure substance consists of only one type of element or compound, and has a fixed melting and boiling point. Mixtures may be separated due to differences in their physical properties.
- The method chosen to separate a mixture depends on which physical properties of the individual substances are different.

### Skill

- Use techniques to separate mixtures.

### Facts

- A substance is a solid below its melting point, a liquid above it, and a gas above its boiling point.
- Air, fruit juice, sea water and milk are mixtures.
- Liquids have different boiling points.

## APPLY

- Explain unfamiliar observations about gas pressure in terms of particles.
- Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.
- Explain changes in states in terms of changes to the energy of particles.
- Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.
- Explain how substances dissolve using the particle model.
- Use the solubility curve of a solute to explain observations about solutions.
- Use evidence from chromatography to identify unknown substances in mixtures.
- Choose the most suitable technique to separate out a mixture of substances.
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- Use the solubility curve of a solute to explain observations about solutions.
- Use evidence from chromatography to identify unknown substances in mixtures.
- Choose the most suitable technique to separate out a mixture of substances.

## EXTEND

- Argue for how to classify substances which behave unusually, as solids, liquids, or gases.
- Evaluate observations that provide evidence for the existence of particles.
- Make predictions about what will happen during unfamiliar physical processes, in terms of particles and their energy.
- Analyse and interpret solubility curves.
- Suggest a combination of methods to separate a complex mixture and justify the choices.
- Evaluate the evidence for identifying an unknown substance using separating techniques.

BACK TO Science  
Year 7

States  
video

Key Words List

Mixtures  
video

Revision Checklist



- All students take science, with 7 x 1 hour lessons per week
- This year's Y8 taught in 2 ability bands
- Students rotate between the teachers
- 4 modules in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of each topic
- End of KS3 test, at the end of Y8

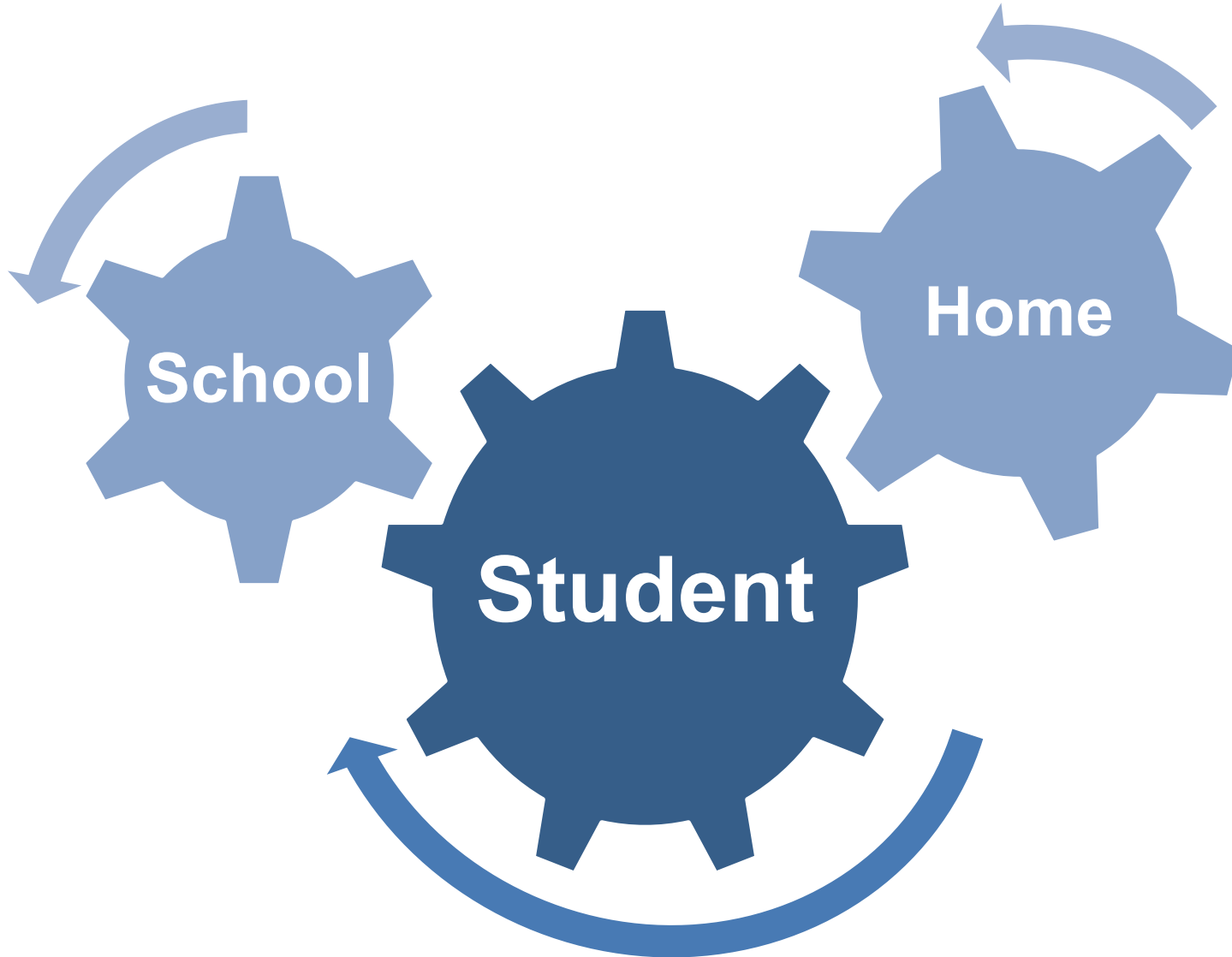


- Each discipline will be divided equally between years 9, 10 and 11.
- There is no coursework (or controlled assessment) so the final qualification is based on examinations only.
- There will be a number of required practical activities for each course which will be assessed as part of the final examinations.

# What you can do to support



- Approximately every 9 weeks students will complete a science end of topic test. Please support them to revise for this - testing them on key facts, helping them learn equations and checking they understand everything they have studied in lessons.
- After the test perhaps go through the paper with them and check they have learnt from any errors they made.
- Extension task: Go through the paper with them again 4 weeks later and find out what they still know!





3 reports a year:

- 2 data reports
- A tutor comment report



# Example Data Report



Name of Student: Joe Bloggs

Tutor Group: 8Ex

Date: 25 February 21

Subject	Progress						Attitude to Learning			
	7PR1	7PR2	7PR3	8PR1	8PR2	8PR3	Classwork	Homework	Behaviour	Organisation
Biology	O	O	O	O			2	2	3	3
Chemistry	O	T	O	T			3	3	3	3
Design Technology	A	A	A	A			1	2	2	1
English Language	O	O	O	O			2	2	2	2
English Literature	O	O	O	O			2	2	2	2
Ethics	O	O	O	O			2	1	2	2
French	O	A	O	A			2	2	2	2
Geography	T	T	T	T			2	2	1	2
Mathematics	T	B	T	B			3	3	2	2
Music	A	A	A	A			3	3	3	3
PE Core	T	O	T	O			1	2	2	2
Physics	B	B	B	B			3	3	3	3

Progress		Attitude to Learning	
A	Above Target	1	Green – Outstanding - consistently goes beyond expectations
O	On Target	2	Turquoise – Good - consistently meets expectations
T	Working Towards Target	3	Blue – Inconsistent - occasionally meets expectations
B	Below Target	4	Red – Often/regularly fails to meet expectations
n	<i>n – not applicable to subject</i>	n	<i>n – not applicable to subject</i>



We use a 4 point scale.

There is a progress score, and 4 ATL (Attitude to Learning) judgements:

- Behaviour for Learning
- Classwork
- Homework
- Organisation

Grade	Progress
A	Above Target
O	On target
T	Working Towards Target
B	Below Target

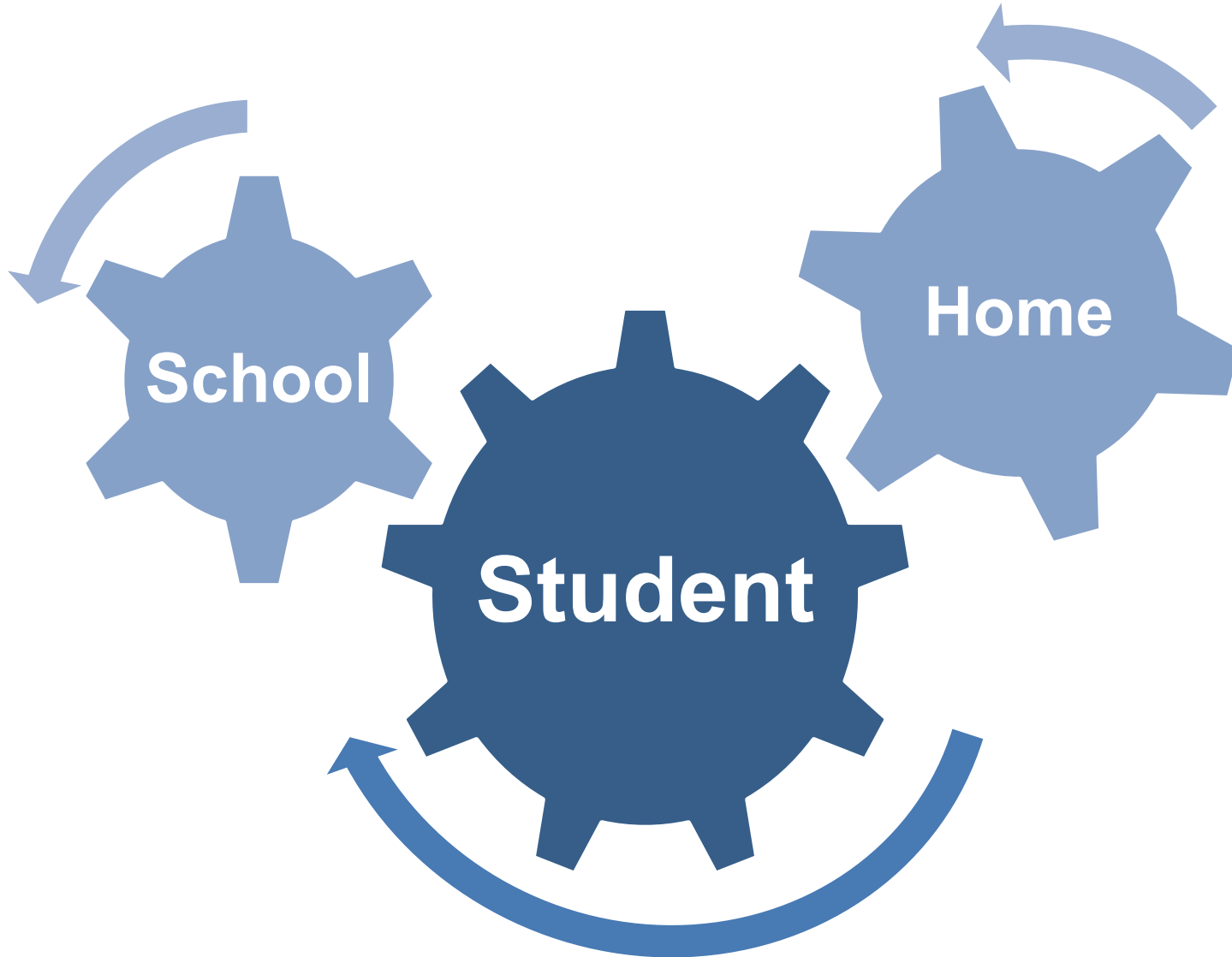
Grade	ATL
1	Going above and beyond
2	Consistently good
3	Inconsistent
4	Cause for concern



Key	Attitude to Learning (ATL)			
	Quality of classwork	Quality of homework	Behaviour for Learning	Organisation
1: Outstanding - always putting learning first	The quality of classwork is <b>always outstanding</b> . Work exceeds our expectations of the student. The student's work demonstrates excellent independent skills and they are able to lead group activities effectively. Work leads to <b>rapid progress and learning</b> .	The quality of homework is <b>always outstanding</b> . Work exceeds our expectations of the student. The student's work supports <b>rapid progress and learning</b> .	The student's behaviour for learning is <b>always outstanding</b> . The student has an <b>excellent mindset</b> to challenge themselves and embrace areas that need improving. The student <b>always asks thoughtful questions</b> and <b>contributes effectively</b> to class discussions in order to improve their learning. The student <b>always acts on feedback</b> .	The student has <b>outstanding organisational skills</b> . The student <b>always</b> has the correct equipment. Books are <b>always organised</b> to enable effective revision. Homework <b>deadlines are always met</b> .
2: Good - often putting learning first	The quality of work completed in class is <b>good</b> . Work <b>meets our expectations</b> of the student. The student demonstrates good independent and group skills. Work leads to <b>progress and learning</b> .	The quality of homework completed is <b>good</b> . Work <b>meets our expectations</b> of the student and <b>supports good progress and learning</b> .	The student's behaviour for learning is <b>good</b> . The student is able to challenge themselves and is <b>aware of the areas that need improving</b> . The student <b>usually asks questions</b> and <b>contributes</b> to discussions in order to improve their learning. The student <b>often acts on feedback</b> .	The student has <b>good organisational skills</b> . They often have the correct equipment. Books are well presented and are <b>useful for revision</b> . Homework <b>deadlines are often met</b> .
3: Inconsistent - sometimes fails to put learning first	The quality of work produced in class is <b>inconsistent</b> . <b>Sometimes the work is slightly below</b> what we would expect of them. There is an inconsistent approach to group tasks and working independently. Work <b>occasionally leads to progress and learning</b> .	The quality of homework is <b>inconsistent</b> . <b>Sometimes the work is slightly below</b> what we would expect of them. Homework <b>does not always support learning</b> .	The student's behaviour for learning is <b>inconsistent</b> . The student <b>occasionally asks questions</b> and <b>sometimes contributes</b> to discussions in order to improve their learning. The student <b>occasionally acts on feedback</b> . Occasionally the student has to be prompted to focus on their task and they usually respond appropriately.	The student has an <b>inconsistent approach</b> to how they organise their equipment. <b>Sometimes</b> equipment is not brought in. The student needs to <b>take care that work in books is always presented clearly</b> to enable useful revision. Homework <b>deadlines are not consistently met</b> .
4: Concern - Rarely putting their learning first	The quality of work is often poor. The work produced is often <b>below our expectations</b> of the student. The student's application to independent and group work is poor. Work <b>rarely leads to progress and learning</b> .	The quality of homework is often poor. The work produced is often <b>below our expectations</b> of the student and <b>does not support learning</b> .	The student's behaviour for learning is <b>often poor</b> . The student avoids areas that need improvement rather than tackles them. The student <b>very rarely asks questions</b> to aid their learning and feedback is rarely acted on. The student is <b>often told to focus on their work</b> . Their behaviour lacks consideration for other students' learning.	The student has <b>poor organisational skills</b> . The student <b>often forgets</b> equipment. Work is not presented in a way that will aid revision. Homework <b>deadlines are rarely met</b> .



- 7PR1 (the very first report) only contains ATL scores.
- This is because the students may not yet have assessment data and targets for their subjects.





## What we know quite quickly...



KS2 SATS Scores  
Date of Birth  
Gender  
Postcode  
Any specific needs

FFT Targets  
(50,20,5)

Primary school's  
view

Langtree CATS D  
test results

Subject  
baselines





What we know quite quickly...



KS2 SATS Scores  
Date of Birth  
Gender  
Postcode  
Any specific needs

FFT Targets  
(50,20,5)

Primary school's  
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E.g.

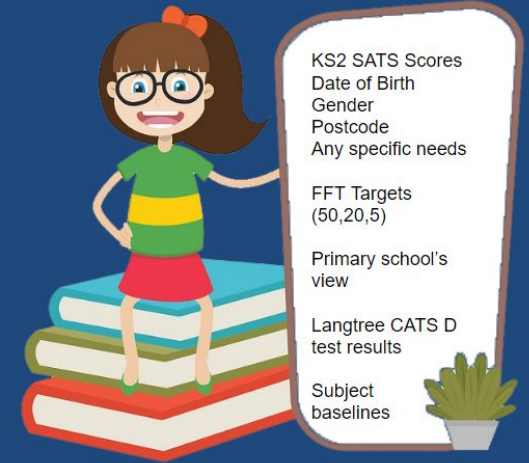
**Your Maths  
target  
should be a  
5**

**Your History  
target  
should be a  
7**

# Target Setting



- We use FFT 5 estimates to initially set pupil targets
- We check these broadly fit with our other indicators



- We tell you (parents) the targets on a letter (Term 2 each year)
- In years 7 to 9, we indicate a “progress” score on reports which is based on this target
- Targets can change throughout key stage 3 and are typically locked at the start of year 10
- We report targets on the reports during years 10 and 11



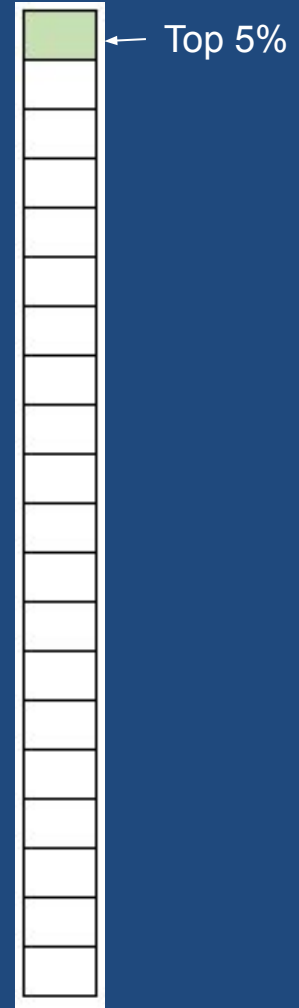


GCSE Prediction Compared to Target	Year 7	Year 8	Year 9	Year 10	Year 11
Above target	A	A	A	A	A
On target	O	O	O	O	O
1 grade below	O	O	O	T	T
2 grades below	O	T	T	B	B
3 grades below	T	B	B	B	B
4 grades below	B	B	B	B	B

*NB: This structure is under review, and may change in KS3 this year. You will receive a letter if there is a change.*



- Using FFT 5 to set our targets means that we are aiming to get results in line with the top 5% of schools in the country
- This means that our targets are aspirational, and a student who is not perfectly meeting their target *may* still be doing ok...
- ... and while indicators tend to be accurate when you look across a big group, they do get things wrong for individuals...
- ...but we still think it's right to aim for the very best results!





Progress	B	ATL	1
----------	---	-----	---

It is unusual but possible to have a really good attitude to learning and a bad progress score...

*E.g. a bad, uncoordinated rounders player who works really hard in training and is very sportsmanlike*



Progress	A	ATL	4
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... and it is unusual but possible to have a bad attitude to learning and a good progress score

*E.g. some professional footballers when they fake injuries, are rude to the referee and don't listen to their coaches' advice*



# Example Data Report



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Tutor Group: 8Ex

Date: 25 February 21

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Ethics	O	O	O	O			2	1	2	2
French	O	A	O	A			2	2	2	2
Geography	T	T	T	T			2	2	1	2
Mathematics	T	B	T	B			3	3	2	2
Music	A	A	A	A			3	3	3	3
PE Core	T	O	T	O			1	2	2	2
Physics	B	B	B	B			3	3	3	3

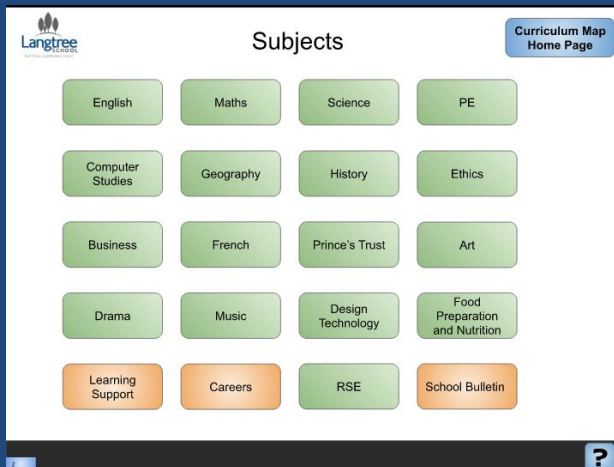
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A logged in student can visit our curriculum map:

<https://www.langtreeschool.com/curriculum-map/>

This work in progress document shows the rough structure of the whole school curriculum.

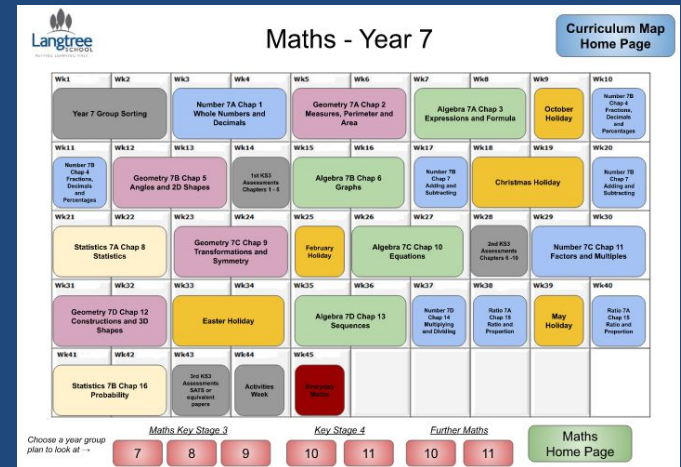


Subjects

Curriculum Map Home Page

English	Maths	Science	PE
Computer Studies	Geography	History	Ethics
Business	French	Prince's Trust	Art
Drama	Music	Design Technology	Food Preparation and Nutrition
Learning Support	Careers	RSE	School Bulletin

?



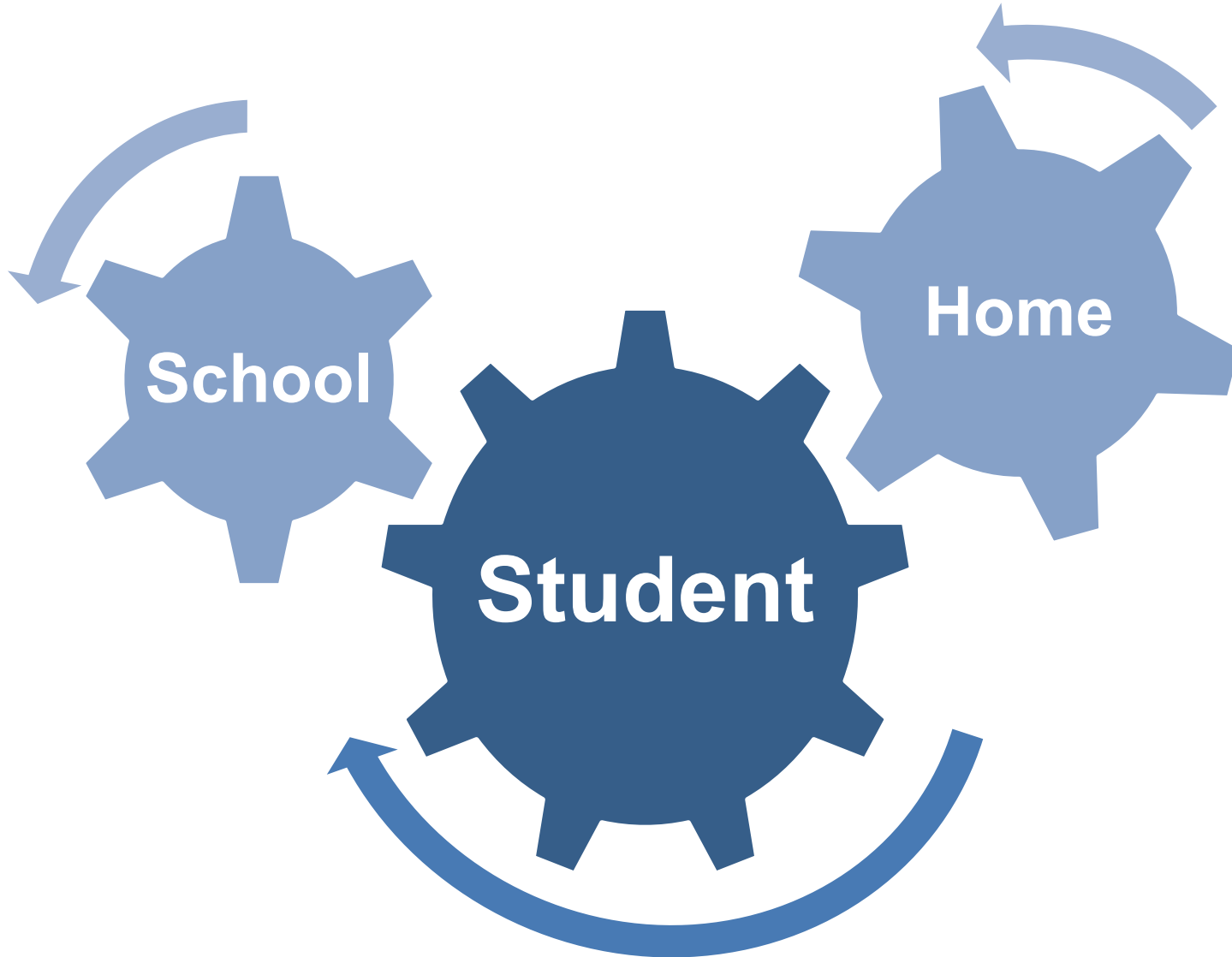
Maths - Year 7

Curriculum Map Home Page

WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10
Year 7 Group Sorting	Number 7A Chap 1 Whole Numbers and Decimals		Geometry 7A Chap 2 Measures, Perimeter and Area		Algebra 7A Chap 3 Expressions and Formula		October Holiday	Number 7B Class 4 Fractions, Decimals and Percentages	
Number 7B Chap 4 Fractions, Decimals and Percentages	Geometry 7B Chap 5 Angles and 2D Shapes		1st KS3 Assessments Chapters 1-4	Algebra 7B Chap 6 Graphs		Number 7B Chap 7 Adding and Subtracting	Christmas Holiday		Number 7B Chap 7 Adding and Subtracting
Statistics 7A Chap 8 Statistics		Geometry 7C Chap 9 Transformations and Symmetry		February Holiday	Algebra 7C Chap 10 Equations		2nd KS3 Assessments Chapters 5-8		Number 7C Chap 11 Factors and Multiples
Geometry 7D Chap 12 Constructions and 3D Shapes		Easter Holiday		Algebra 7D Chap 13 Sequences		Number 7D Chap 14 Multiplying and Dividing	Maths 7A Chap 15 Ratio and Proportion	May Holiday	Maths 7A Chap 15 Ratio and Proportion
Statistics 7B Chap 16 Probability		3rd KS3 Assessments SATS or equivalent work	Activities Week	Pre-Exam Week					

Maths Key Stage 3      Key Stage 4      Further Maths      Maths Home Page

Choose a year group plan to look at: 7 8 9 10 11 10 11





- Research has shown that pupil attainment is highly influenced by parent support
- The greatest improvement in grades comes from parent support at home



# What can I do to help my child?



- Take an interest
- Communicate with teachers
- Keep your child focused on where they want to be at the end of Year 11
- Be there for them if they have worries or are finding the work difficult
- Equipment – Help them get themselves organised the evening before - especially with new 2 week timetable
- Make sure there is somewhere quiet they can study



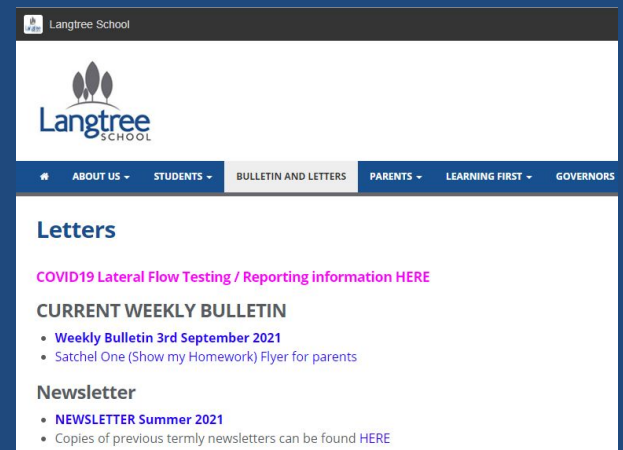


- Tutor
- Subject Teacher
- School Office
- Head of Year
- Safeguarding Leads



parentsevening  
system

Timely  
Consistent message



Langtree School

Langtree  
SCHOOL

# ABOUT US - STUDENTS - BULLETIN AND LETTERS - PARENTS - LEARNING FIRST - GOVERNORS

### Letters

[COVID19 Lateral Flow Testing / Reporting information HERE](#)

#### CURRENT WEEKLY BULLETIN

- [Weekly Bulletin 3rd September 2021](#)
- [Satchel One \(Show my Homework\) Flyer for parents](#)

#### Newsletter

- [NEWSLETTER Summer 2021](#)
- [Copies of previous termly newsletters can be found HERE](#)



If in Year 10 and 11 a student has an attendance of **90%** this will mean that they will have missed the equivalent of a half term of lessons during their GCSEs!

Please check our school calendar before booking anything.





Students often cannot see how things they learn in school will ever be useful in their future life.

Learning is often seen as something they need to do to keep the adults around them happy.

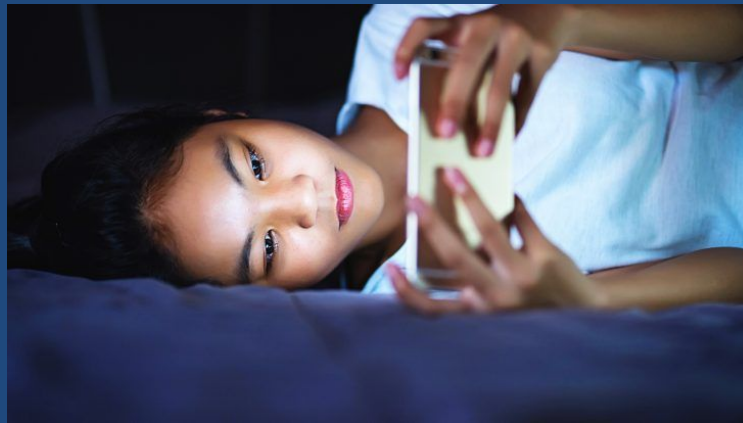




- Exercise
- Healthy Diet
- Regular Sleep Patterns
- Limits to Screen Time
- Keeping Concerns in Perspective
- Relaxation Techniques



- Take control of your child's screen time!
- Excessive screen time can have a significant detrimental impact on sleep and mental health.
- It can be very hard for a child to self regulate, as messages can arrive very late in the night.
- Removing screens (or wifi access) after a certain time (e.g. 8:30pm) is likely to be very good for ALL the family.



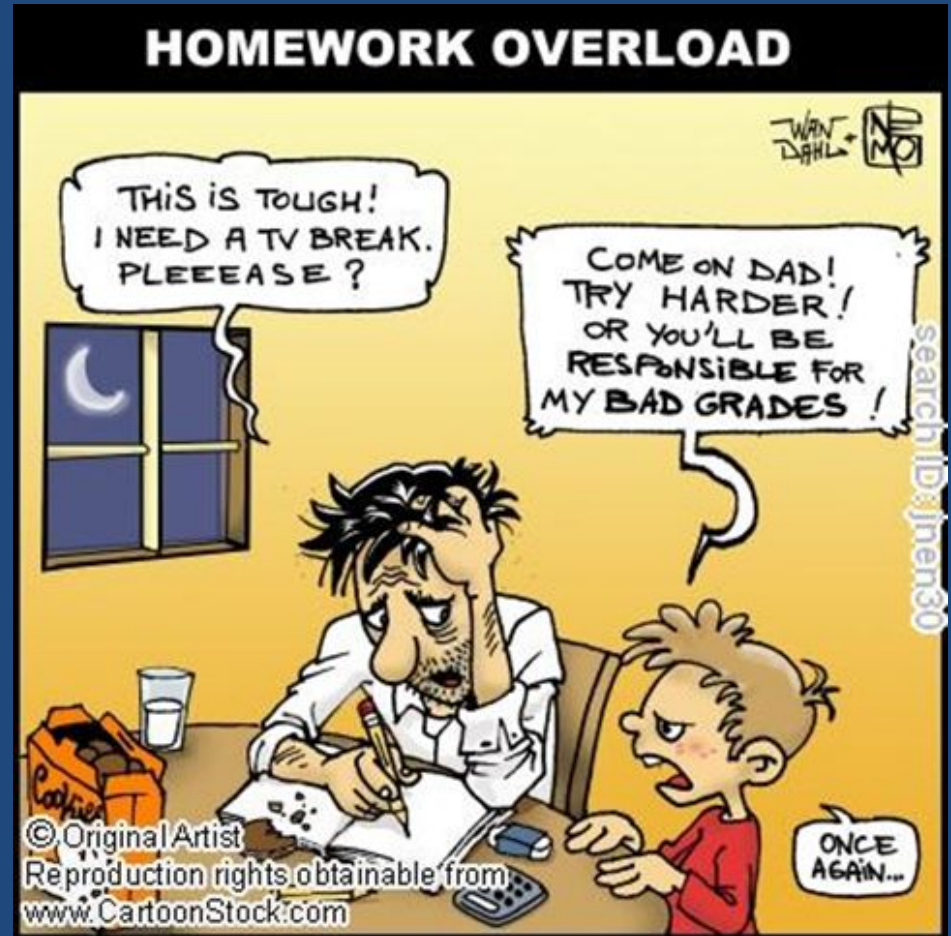


Use Show my Homework to monitor tasks being set.

Test students on key concepts.

Reward students for good study habits.

If there is no set homework then get the students to complete independent study - focussing on weaker areas.



# Where to work when at home?



- Ideally where they can be observed
- Needs to be at a **table or desk**
- Not where they can see a TV or screen
- Most students will study better without music
- No access to games consoles
- Not too much time on the computer





- Satchel can be used online or downloaded as an App
- There is much greater functionality through the website - the App just provides summary info
- You, and your child can set up notifications and use the site to help organise work
- You can also access the site through the School Website





GCSEPod has an extensive video podcast library for all of our GCSEs



Kerboodle provides access to electronic textbooks for many of our subjects

Your son/daughter should speak to their tutor ASAP if they do not know how to access these services

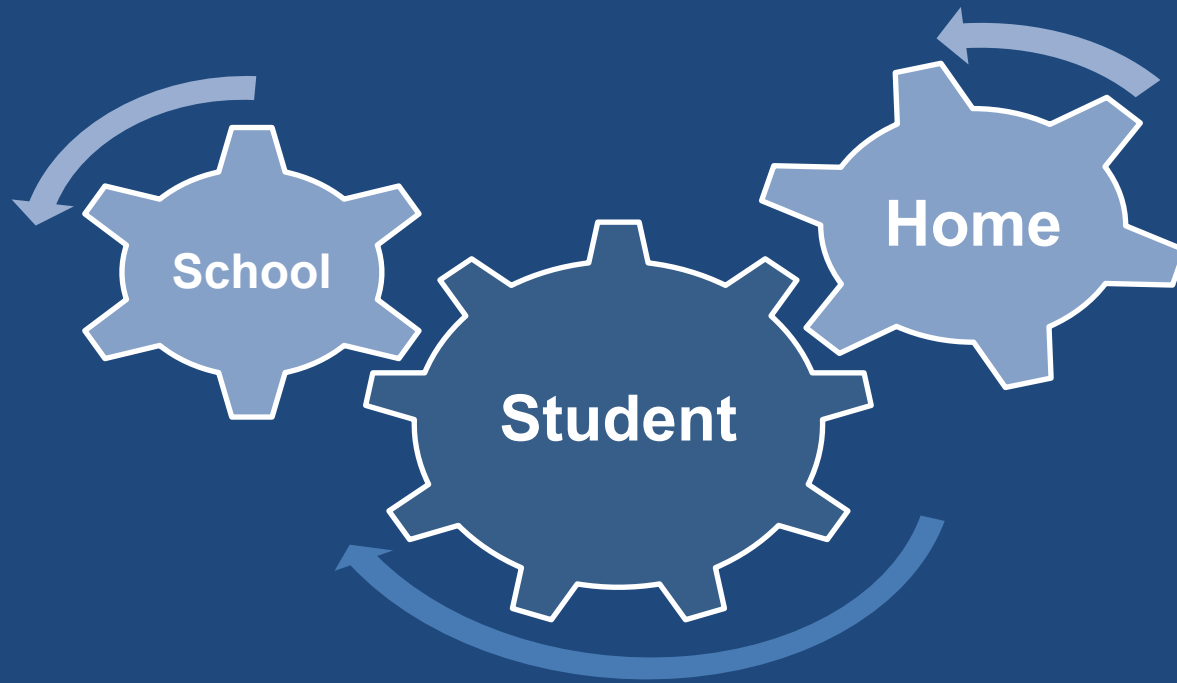


Please keep encouraging your child to read, read with them and make sure they see you reading for pleasure.



# Any questions?





Thank you for coming