



Year 7 - Wednesday 8th September @ 7.00





















Yrs 8-11 - Wednesday 15th September @ 7:00



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 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)	



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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)						

Grading new GCSEs from 2017

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



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



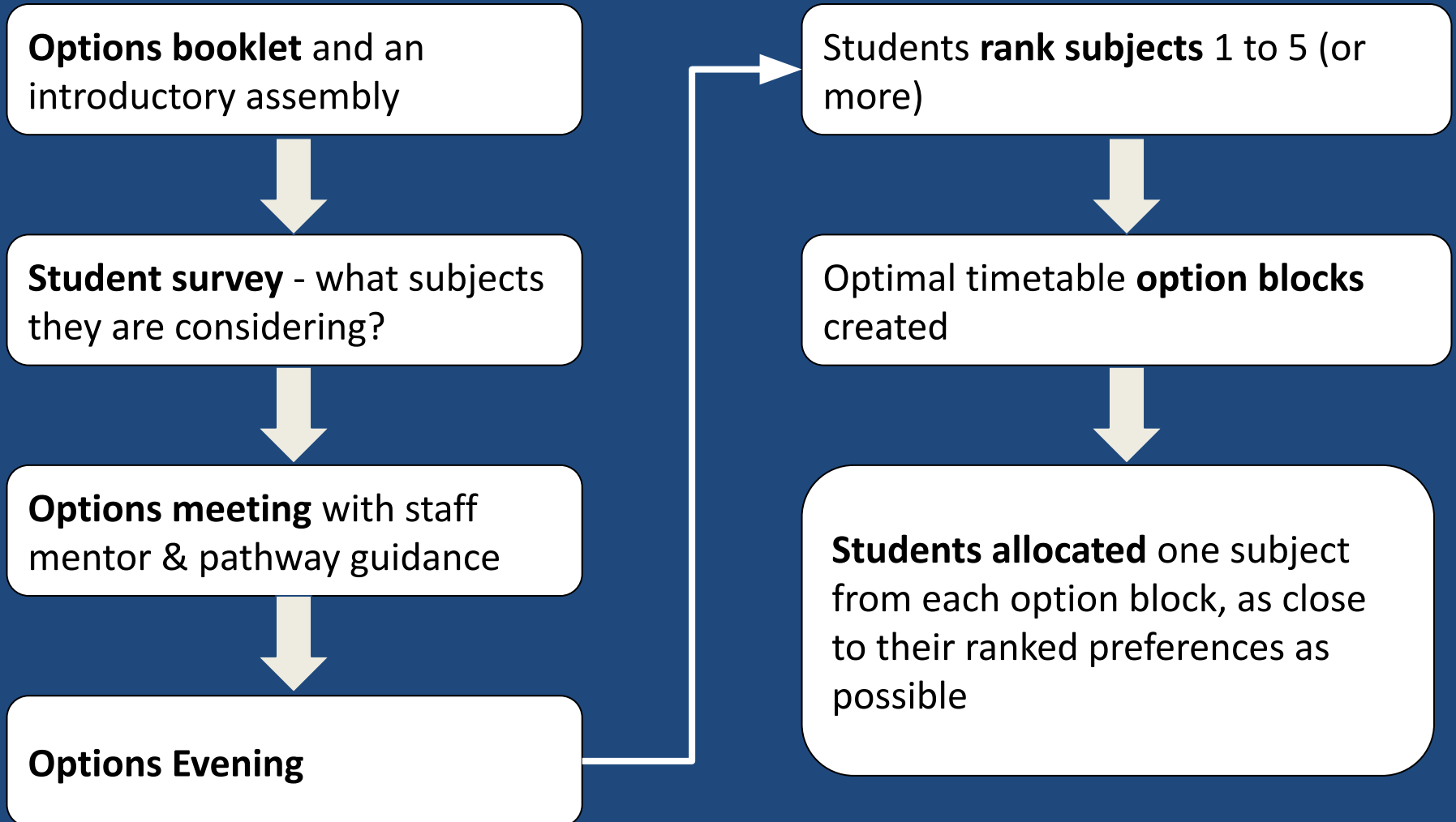
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Term 2:	Student Options Assembly
Term 3:	Options Information Evening (possibly virtual)
Late March 2021:	Options choices deadline
April 2021	Confirmation of final options

- Students in year 9 choose subjects to continue in years 10 and 11
- Students will rank their preferred choices 1 to 5 (or more).
- Every student will get their first choice subject and most, but not all, students will get all of their choices.
- A lot more information will follow later in the year. 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 the whole process, individual appointments with students to discuss their options will be arranged as necessary.





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- 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.



Students will work towards **TWO** GCSE courses in their English lessons:

- **GCSE English Language**
- **GCSE English Literature**



EDEXCEL GCSE ENGLISH LANGUAGE

TWO exam papers:

- Paper 1 (40%)

‘Fiction and Imaginative Writing’

(1 hour 45 minutes)

- Paper 2 (60%)

‘Non Fiction and Transactional Writing’

(2 hours and 5 minutes)

All the texts in the exam are unseen.



AQA GCSE ENGLISH LITERATURE

TWO exam papers:

Paper 1 (40%)

‘Shakespeare and the 19th Century Novel’

(1 hour 45 minutes)

Paper 2 (60%)

‘Modern Texts and Poetry’

(2 hours 15 minutes)

Our texts are:

Shakespeare: ‘Romeo and Juliet’

19th Century novel: ‘A Christmas Carol’

Modern Texts: ‘Animal Farm’

Poetry: Love and Relationships anthology



- **No coursework or controlled assessment**
- The focus is on creating independent readers and writers
- No set books are allowed in the exam room
- No tiers of entry – everyone sits the same exam
- Number grades will be used 1 – 9
- Spoken Language (*old Speaking and Listening*) will still be completed but will not form part of the final mark or grade. This is endorsed on their final certificate.



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. Wastes a lot of time if they aren't ready for learning.
- 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





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[Link to Mr Vitty's KS3 Video](#)

[Link to Mr Vitty's KS4 Video](#)



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



AQA GCSE mathematics

Three exam papers:

- **Paper 1 Non Calculator**

80 marks (1 hour 30 minutes)

- **Paper 2 Calculator**

80 marks (1 hour 30 minutes)

- **Paper 3 Calculator**

80 marks (1 hour 30 minutes)

11M1 and 10M1 will be working towards AQA Certificate
Level 2 Further Maths

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

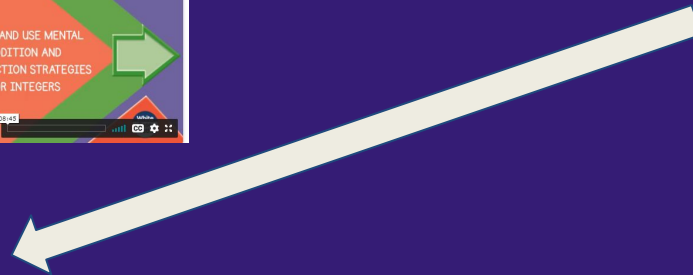


2g Area of a triangle

The area of this rectangle is 12 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.

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

cm² cm² cm²



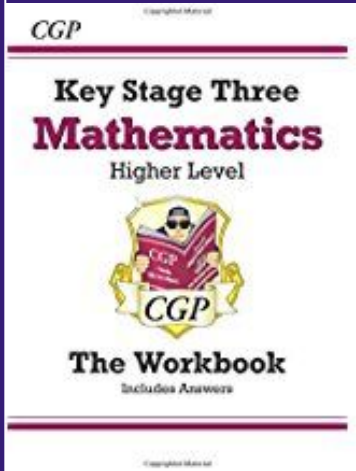
- Please encourage your child to practise basic skills e.g. times tables, division, long multiplication
- Make sure your child completes all homework on time.
- Encourage them to look at helpful revision websites and revision guides.
- Urge your child to talk to their class teacher if they need support



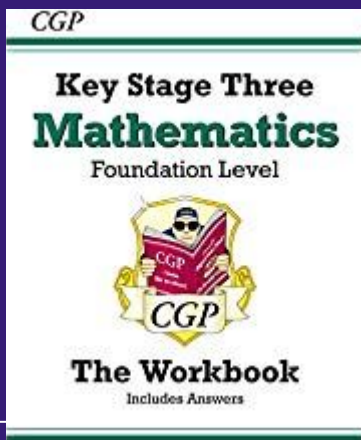


How can you help your child in Maths?

● Revision, Revision, Revision!!!



One Topic At a Time	
Find Out About It	10-15 mins
Teach It	10-15 mins
Practice It	15-20 mins





- Encourage your son/daughter to build an understanding of which topics they are stronger or weaker at.

Total	Percentage	Grade	Number	Surname	Timestamp	mean %	
70	100				Click into Cell below black bar in this column and past from your Google Doc Spreadsheet	28	92
28	40	1			Click into the cell to the right of this to past the question titles from your google doc spreadsheet.	68	60
20	29	2				1) Reflection through $y=2$. Out of 2	46
18	26	3				2a) Expand single brackets. Out of 1	68
18	26	4				2b) Factorise into single brackets. Out of 1	86
26	37	5				2c) Expand and Collect Like Terms. Out of 3	42
18	26	6				3) Interior angles of regular polygons. Out of 2	44
11	16	7				4) Number problem like magic squares. Out of 3	35
34	49	8				5a) Plotting on a Scatter Graph. Out of 2	56
10	14	9				5b) Estimate from line of best fit. Out of 2	71
17	24	10				5c) Interpreting from a scatter diagram. Out of 1	17
16	23	11				6) Area of circles in terms of π . Out 4	12
7	10	12				7) Solve equation unknowns both sides. Out of 3	5
						8) Angles in Parallel lines. Out of 3	6
						9) Mean problem. Out of 3	22
						10) Writing Equations & Solve from Area. Out of 4	6
						11) Relative Frequency Problem. Out of 3	4
						12) Simultaneous Equations. Out of 4	3
						13a) Multiplying Standard Form. Out of 2	3
						13b) Dividing Standard Form. Out of 2	6
						14) Area. Out of 3	2
						15) Finding $y=mx+c$ formula from real life graph. Out of 3	0
						16a) Finding formula - Inverse Proportionality. Out of 3	2
						16b) Using Proportionality formula. Out of 2	40
						17a) Factorise Quadratic $a=2$. Out of 2	34
						17b) Simplifying Algebraic Fractions. Out of 2	
						18) Writing and using Equations. Out of 4	
						19a) Finding y values from Quadratic. Out of 2	
						19b) Plotting Quadratic. Out of 4	



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[Link to KS3 Video](#)

[Link to KS4 Video](#)



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- 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 Year



- 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.



At Langtree, KS4 students are continuing with the **AQA GCSE** courses.

- Those who chose Separate Science as an option will study **AQA Triple (Separate) Sciences**.
- Everyone else will study **AQA Trilogy (Combined) GCSE Science**.

Combined Science
Triple Science

The following topics are taught in Science during Year 9. 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.

B1a
CELL BIOLOGY
DISEASES

B1b
ORGANISATION
BIOENERGETICS

C1a
ATOMIC STRUCTURE
ENVIRONMENTAL CHEMISTRY

P1a
ENERGY
PARTICLE MODEL

[Science Home Page](#)



This consists of the main three science disciplines:

- Biology (33% of grade)
- Chemistry (33% of grade)
- Physics (33% of grade)

Students will be awarded two GCSEs at the end of the course.

Their science grade will be in the form 7-6 or 5-5 to show the two grades awarded.

The following topics are taught in Science during Years 10 and 11. 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.

B2a
HOMEOSTASIS AND RESPONSE
ECOLOGY

B2b
INHERITANCE, VARIATION AND
EVOLUTION

C1b
CHEMICAL CALCULATIONS
CHEMICAL CHANGES

C2a
ATMOSPHERE, USING RESOURCES
ORGANIC CHEMISTRY

C2b
ENERGY CHANGES, CHEMICAL ANALYSIS
RATE AND EXTENT OF CHEMICAL CHANGE

P1b
ATOMS AND RADIATION
ELECTRICITY

P2a
FORCES AND MOTION
MAGNETISM AND ELECTROMAGNETISM

P2b
FORCES
WAVES

[Science Home Page](#)



If students have chosen triple science as an option then they will be following AQA Separate Science courses.

This will lead to three different GCSEs in each of the science disciplines.

The grades in each science subject are totally independent of each other.



This subject consists of a number of topics including:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



This subject consists of a number of topics including:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



This subject consists of a number of topics including:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics (Separate Science only)



- There will be 6 exam papers at the end of year 11. There will be two papers for biology, two for chemistry and two for physics.
- Each of the Combined Science papers will be 1 hour and 15 minutes long, and each of the Separate Science papers will be 1 hour and 45 minutes long.
- Both Separate Sciences and Combined Science are generally considered acceptable for entry on to Science A-level courses.

The following topics are taught in Science during Years 10 and 11. 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.

Biology

[INFECTION AND
RESPONSE;
PHOTOSYNTHESIS](#)[HOMEOSTASIS AND
RESPONSE](#)[INHERITANCE,
VARIATION AND
EVOLUTION](#)[ECOLOGY](#)

Chemistry

[CHEMICAL
CALCULATIONS
CHEMICAL ANALYSIS](#)[REACTIVITY OF METALS
REACTIONS OF ACIDS
ELECTROCHEMICAL CELLS](#)[ATMOSPHERE
USING RESOURCES](#)[ENERGY CHANGES,
RATE AND EXTENT OF
CHEMICAL CHANGE](#)[ORGANIC CHEMISTRY
USING MATERIALS](#)

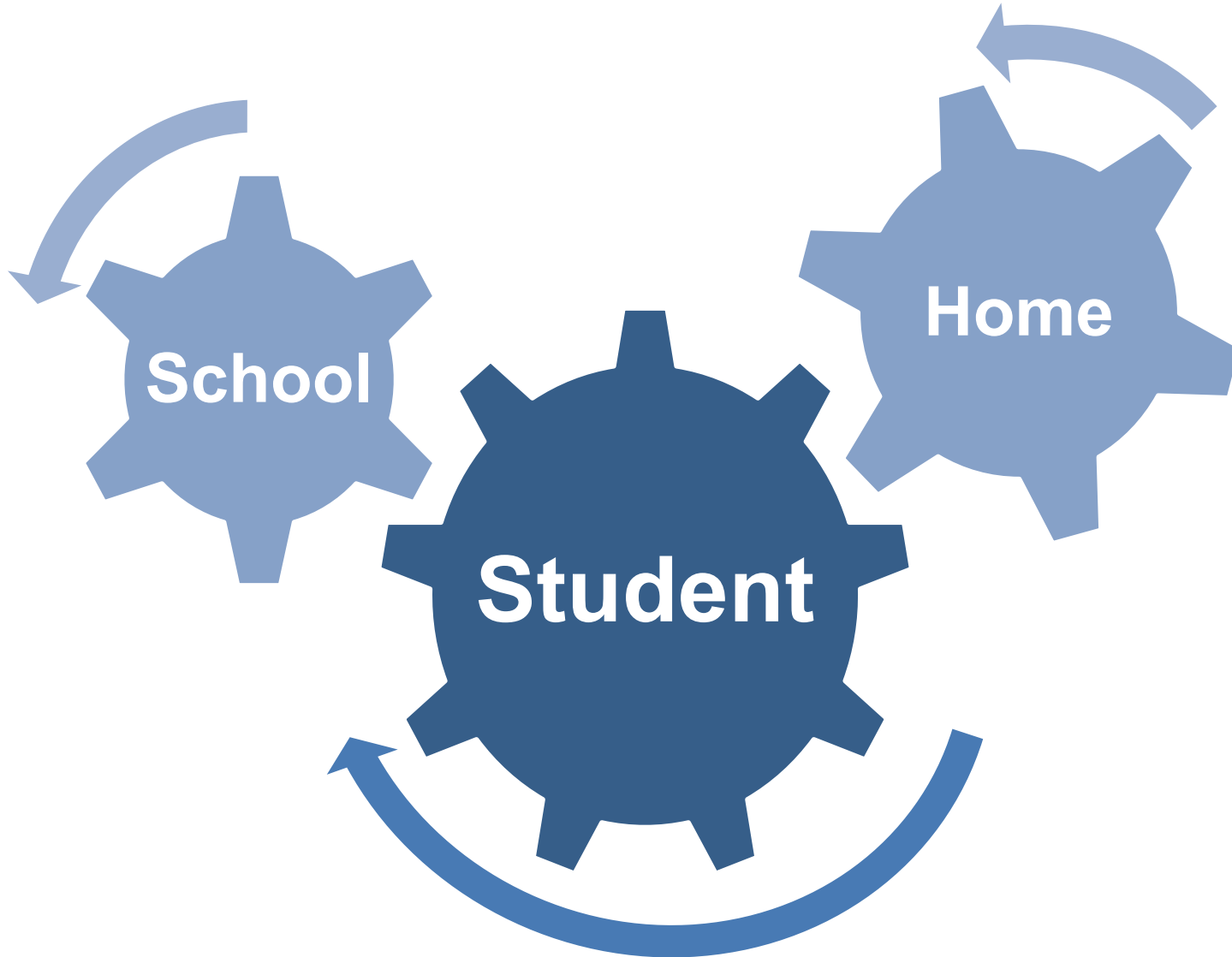
Physics

[ELECTRICITY](#)[ATOMIC STRUCTURE
AND RADIOACTIVITY
SPACE PHYSICS](#)[FORCES AND MOTION](#)[FORCES
MAGNETISM AND
ELECTROMAGNETISM](#)[WAVES](#)[Science Home
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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:

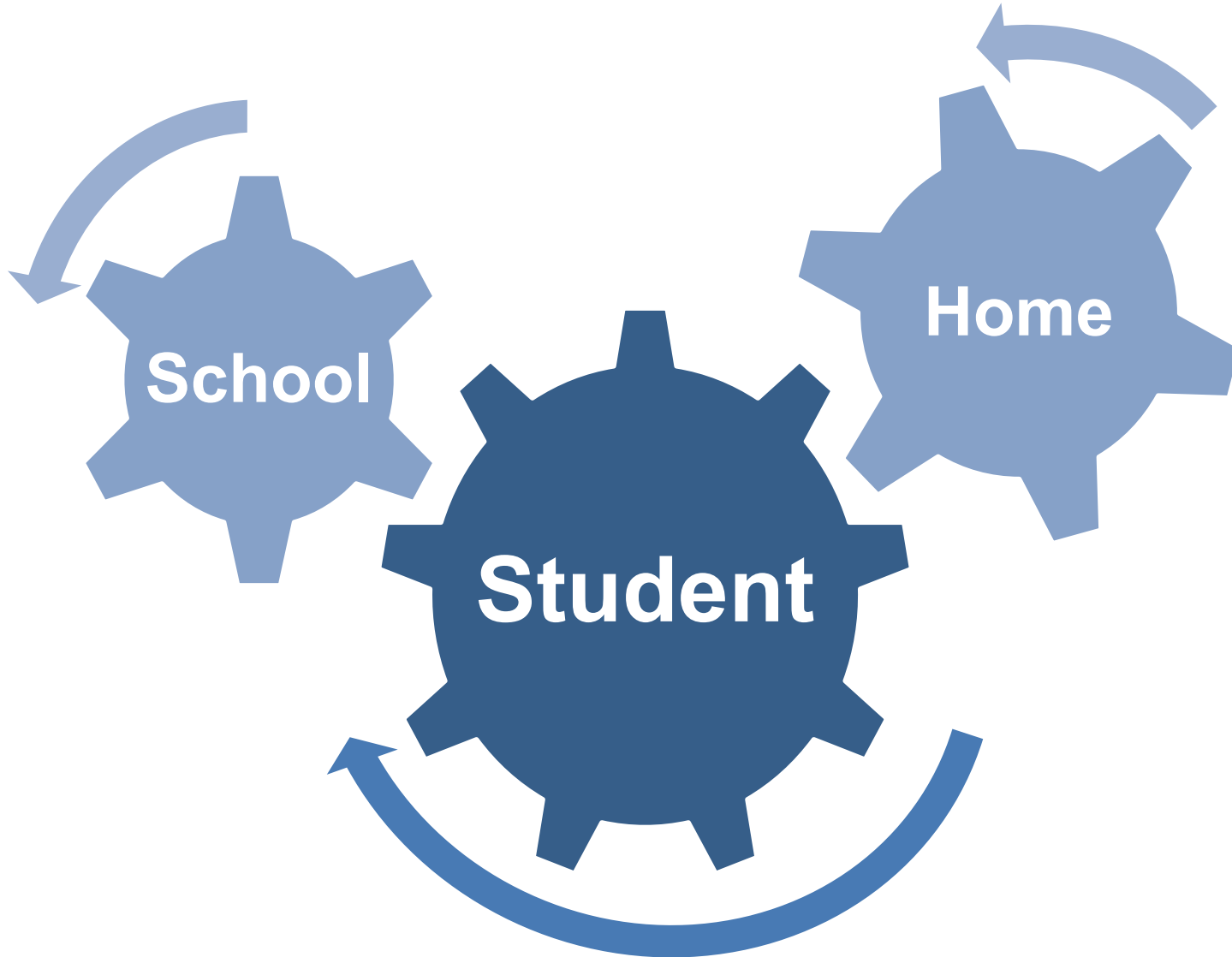
- Behaviour for Learning
- Classwork
- Homework
- Organisation

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





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
view

Langtree CATS D
test results

Subject
baselines



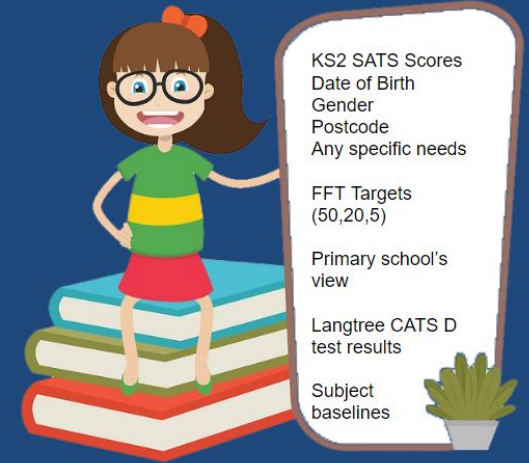
E.g.

**Your Maths
target
should be a
5**

**Your History
target
should be a
7**



- 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

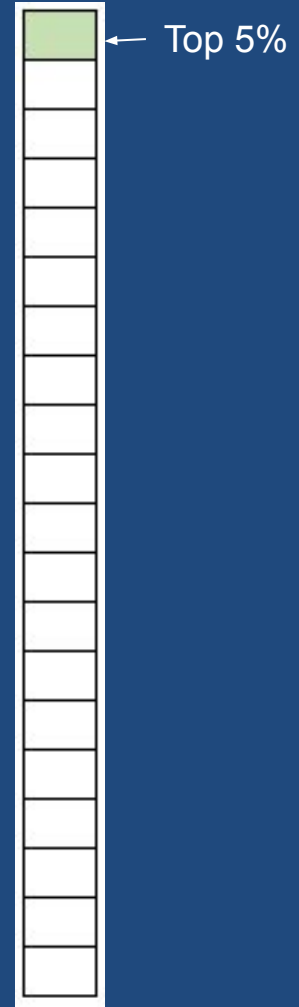


GCSE Prediction Compared to Target	Year 7	Year 8	Year 9	Year 10	Year 11
Above target	A	A	A	A	A
On target	O	O	O	O	O
1 grade below	O	O	O	T	T
2 grades below	O	T	T	B	B
3 grades below	T	B	B	B	B
4 grades below	B	B	B	B	B

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
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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





Our Evening Schedule:

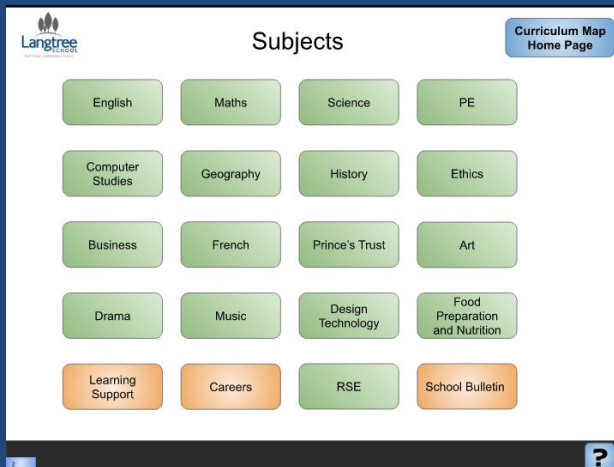
- ~~Curriculum Overview~~
- ~~The Options Process~~
- ~~English~~
- ~~Maths~~
- ~~Humanities~~
- ~~Science~~
- ~~Reporting & Targets~~
- The Curriculum Map
- How to Help Your Child
- Questions



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.

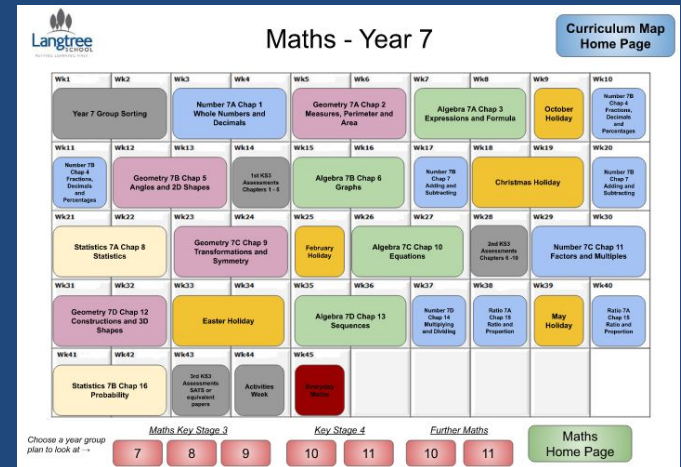


Subjects

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					

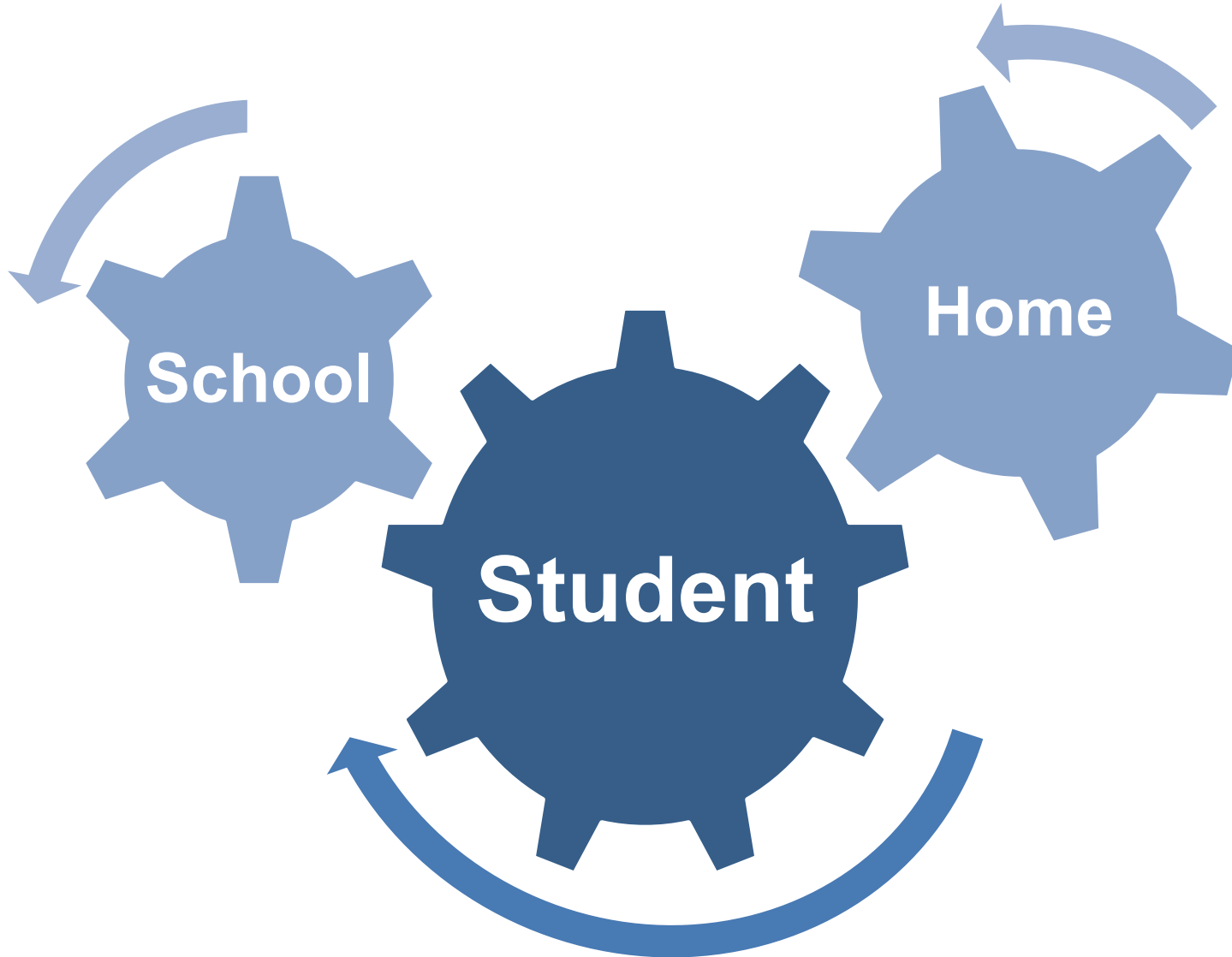
Maths Key Stage 3 Key Stage 4 Further Maths Maths Home Page

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



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





- 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

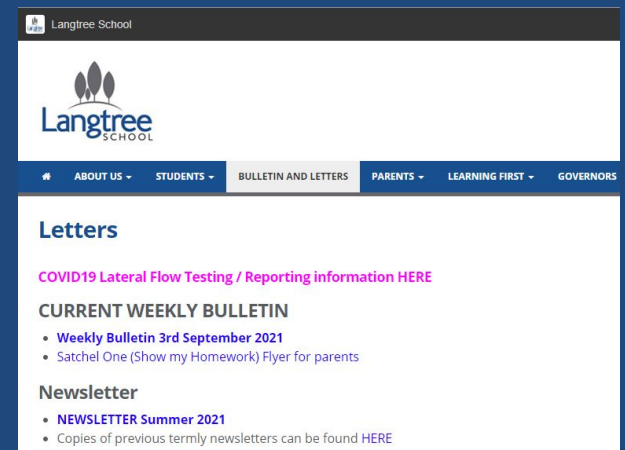


- Tutor
- Subject Teacher
- School Office
- Head of Year
- Safeguarding Leads



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.

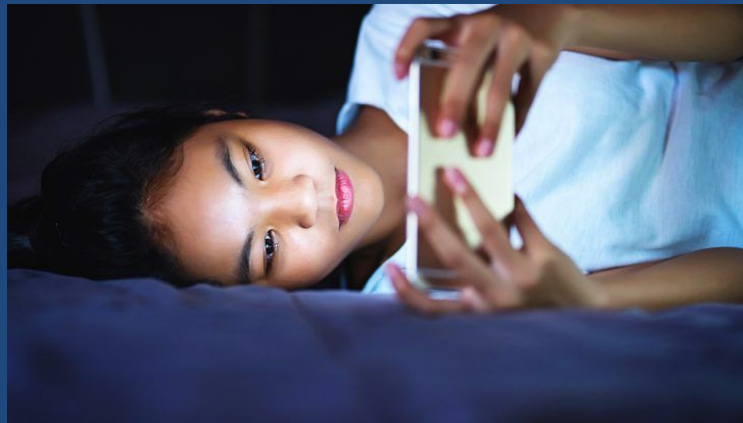




- Exercise
- Healthy Diet
- Regular Sleep Patterns
- Limits to Screen Time
- Keeping Concerns in Perspective
- Relaxation Techniques



- 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.



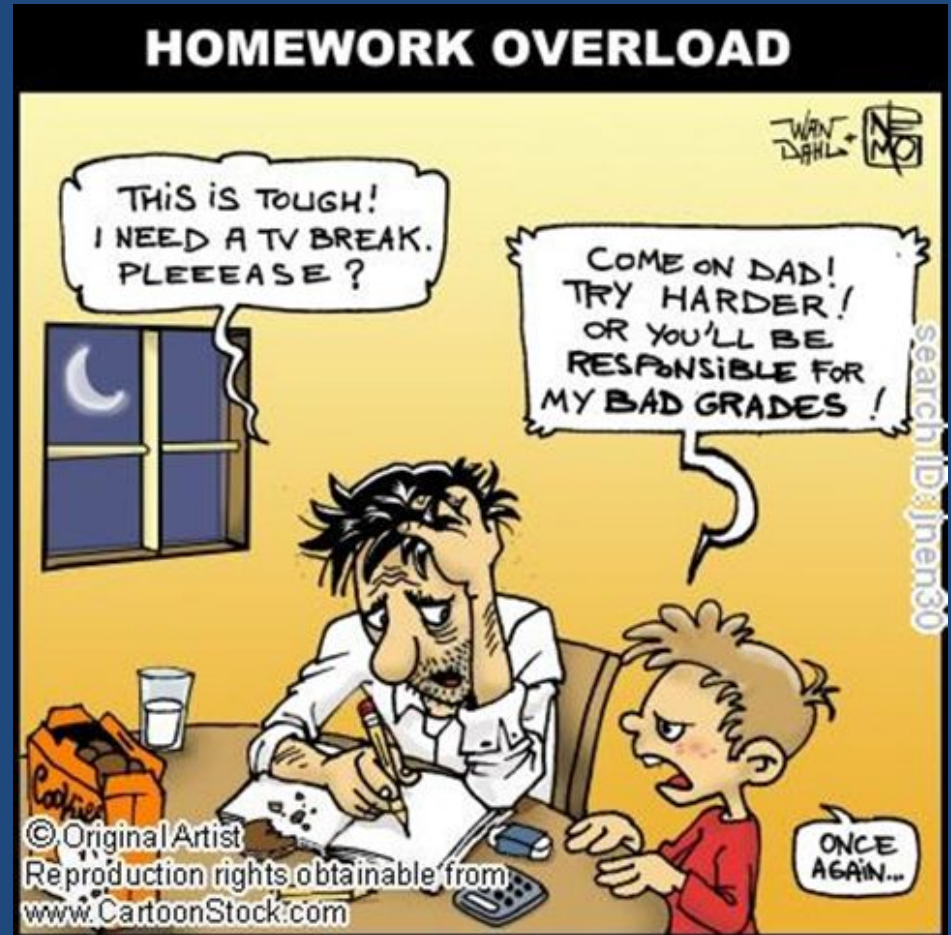


Use Show my Homework to monitor tasks being set.

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



[Link to GCSE Pod Parent Introduction Video](#)



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



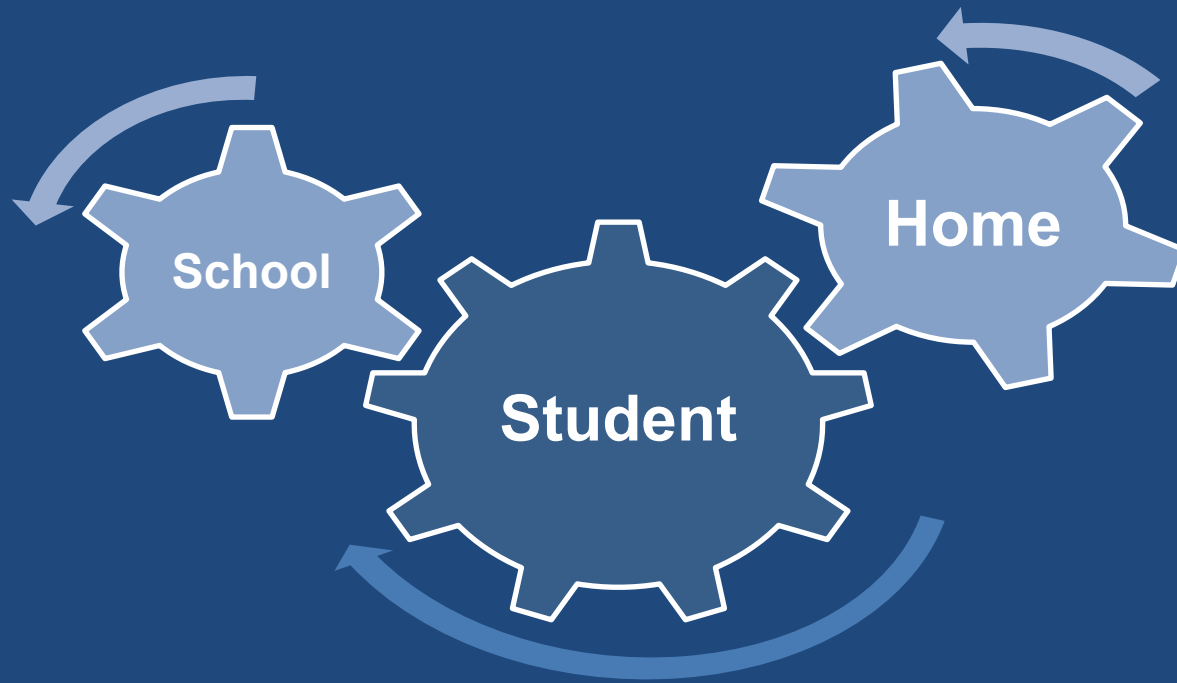


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Any questions?





Thank you for coming