

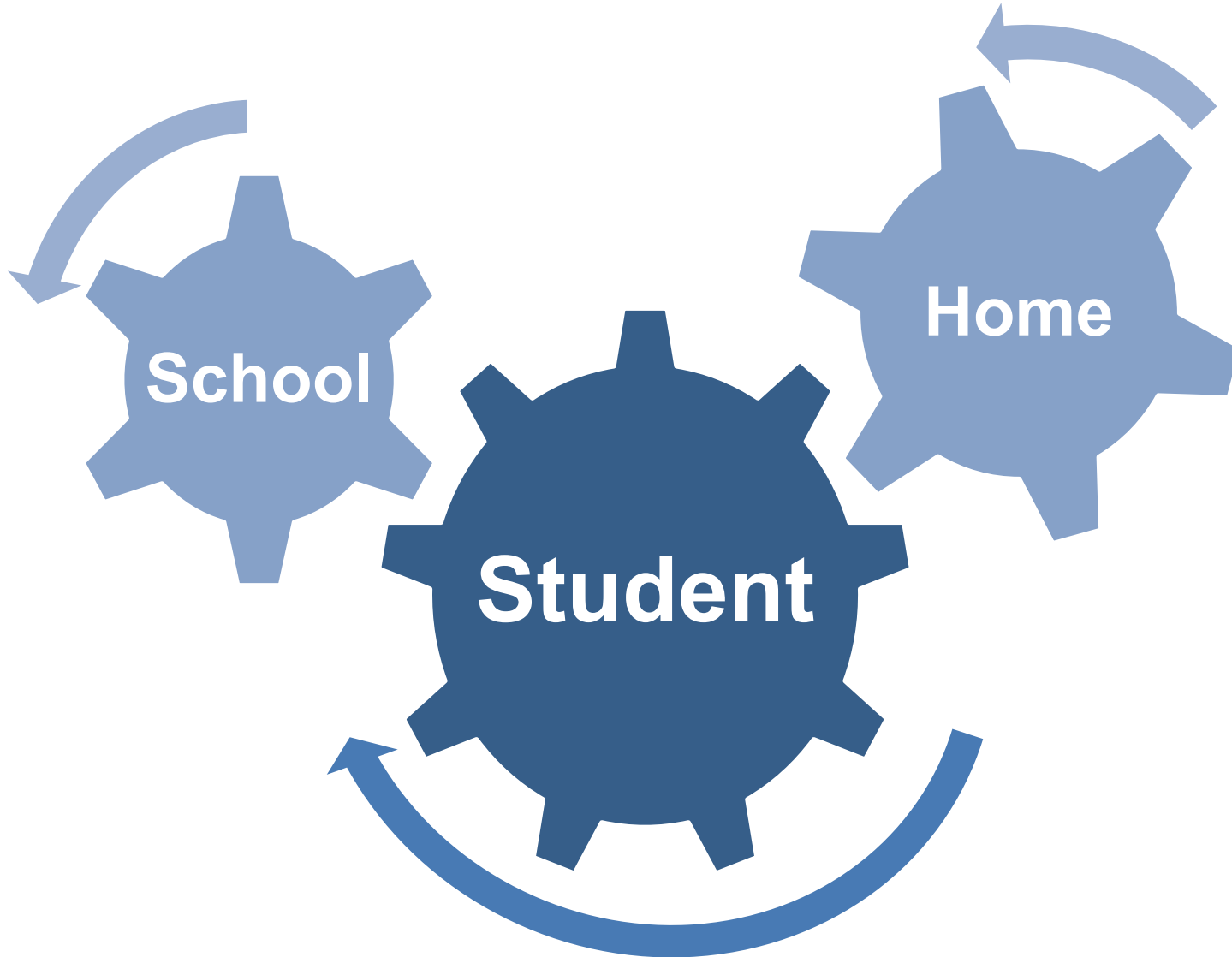


When a student arrives at Langtree School, they will be welcomed by a community which prioritises learning, celebrates achievement and nurtures the individual.

Staff and students are challenged to be the very best they can be; everyone at Langtree School is expected to embrace the core values of Courtesy, Respect and Integrity. We strive to build excellent links with all members of our community.

We believe that creative thinking and wider collaboration will deliver the best opportunities for learning.

When a student leaves Langtree School they are prepared and empowered to face the challenges and opportunities of learning, working and living that lie ahead of them.





Our Evening Schedule:

- Welcome and Intro (SBa)
- Curriculum Overview (CNo)
- Maths (CNo)
- English (KSh)
- Science (SBa)
- Personal Development (SBa)
- How to Help Your Child (SBa)
- Satchel One (CNo)
- Reporting & Targets (CNo)
- The Curriculum Map (CNo)
- Questions (SBa, CNo)

All slides are
available on our
website.



	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)			Humanities (9)									MFL (5)			Tech (3)		Art (2)	Music (2)	Drama (2)	Comp Sci (2)										
Year 8	English (7)							Maths (7)							Science (7)					PE (4)			Humanities (9)									MFL (5)			Tech (3)		Art (2)	Music (2)	Drama (2)	Comp Sci (2)										
Year 9	English (8)							Maths (7)					Science (7)					PE (4)			Humanities (8)								MFL			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)																		

50 lessons a fortnight (5 hour long lessons a day)



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November:	Student Options Assembly
Jan/Feb:	Student guidance and 1-to-1 appointments
March:	Options Information Evening
Two weeks later:	Options choices deadline
April:	Confirmation of final options

- Students will rank their preferred choices 1 to 5 (or more).
- Every student will get their first choice subject.
- Most students will get their choices.
- A lot more information will follow at the dates above.
- During the whole process, individual appointments with students to discuss their options will be arranged as necessary.

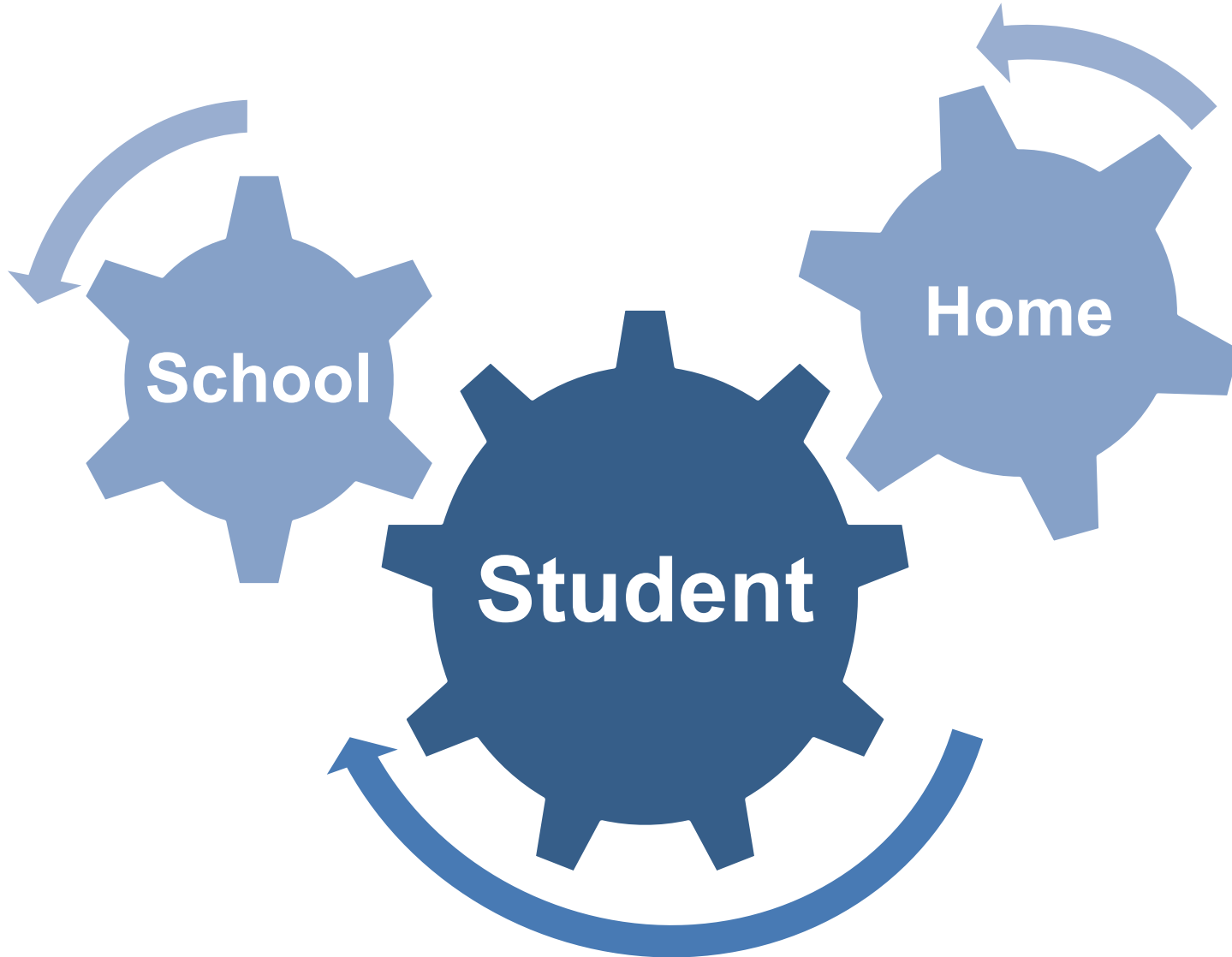
Grading new GCSEs from 2017

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



Our Evening Schedule:

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





AQA

GCSE
MATHEMATICS
(8300)

Specification

For teaching from September 2015 onwards
For exams in May/June 2017 onwards

Version 1.0 12 September 2014

All students will work towards **AQA GCSE Mathematics** in their maths lessons

- 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)

Top sets will also be working towards AQA Certificate Level 2
Further Maths

Between 4 and 6 sets in a year group



Between 4 and 6 sets in a year group after year 7.

Year 7

Higher, Intermediate, Foundation for 3 tutor group side

Higher and Foundation for 2 tutor group side

Years 8 to 11

Between 4 and 6 sets

Student sets change frequently during KS3.

Sets can change during KS4, but do so less frequently as the tier of entry may be decided and it may impact other lessons.



- We cover a variety of topics across **Number, Geometry & Measure, Algebra and Statistics.**
- Assessments on:
Chapters 1 - 5
Chapters 6 - 10
Final terminal assessment
- These are highlighted on the route map and will be flagged on Satchel



- We cover a variety of topics across **Number, Geometry & Measure, Algebra and Statistics.**
- Assessments on:
Chapters 1 - 5
Chapters 6 - 10
Final terminal assessment
- These are highlighted on the route map and will be flagged on Satchel

... a slower pace, and more in depth than year 7.



kerboodle

MyMaths for Key Stage 3

Course

Reports

User Management



Student Book 1A

TEACHER ✓
STUDENT ✓



Student Book 1B

TEACHER ✓
STUDENT ✓




Student Book 1C

TEACHER ✓
STUDENT ✓

- Be aware of the topics we will be covering
- Be aware of when the assessments take place- SMHW
- The order of topics comes from the textbook (available on Kerboodle)



- At the beginning of each unit, students will be given a sheet with a list of learning objectives.
- B- before
- A- after
- Any 'Afters' that are not in the "I can do it." column are areas that could be addressed
- After assessments, students will set targets. Support on these targets would also be beneficial

3 Expressions and formulae  MyMaths
for Key Stage 3

Name: Joe Bloggs

You can use this sheet to help you track your progress.

	I can do it.	I'm almost there.	I need a bit more help.
p44 – 45 Use letters to stand for unknown values.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
p46 – 49 1179 Simplify an expression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
p50 – 51 1158 Use a formula.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
p52 – 55 1158 Write a formula.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

How can you help your child in maths?





- 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
- Maths Clinic available on one lunch time a week



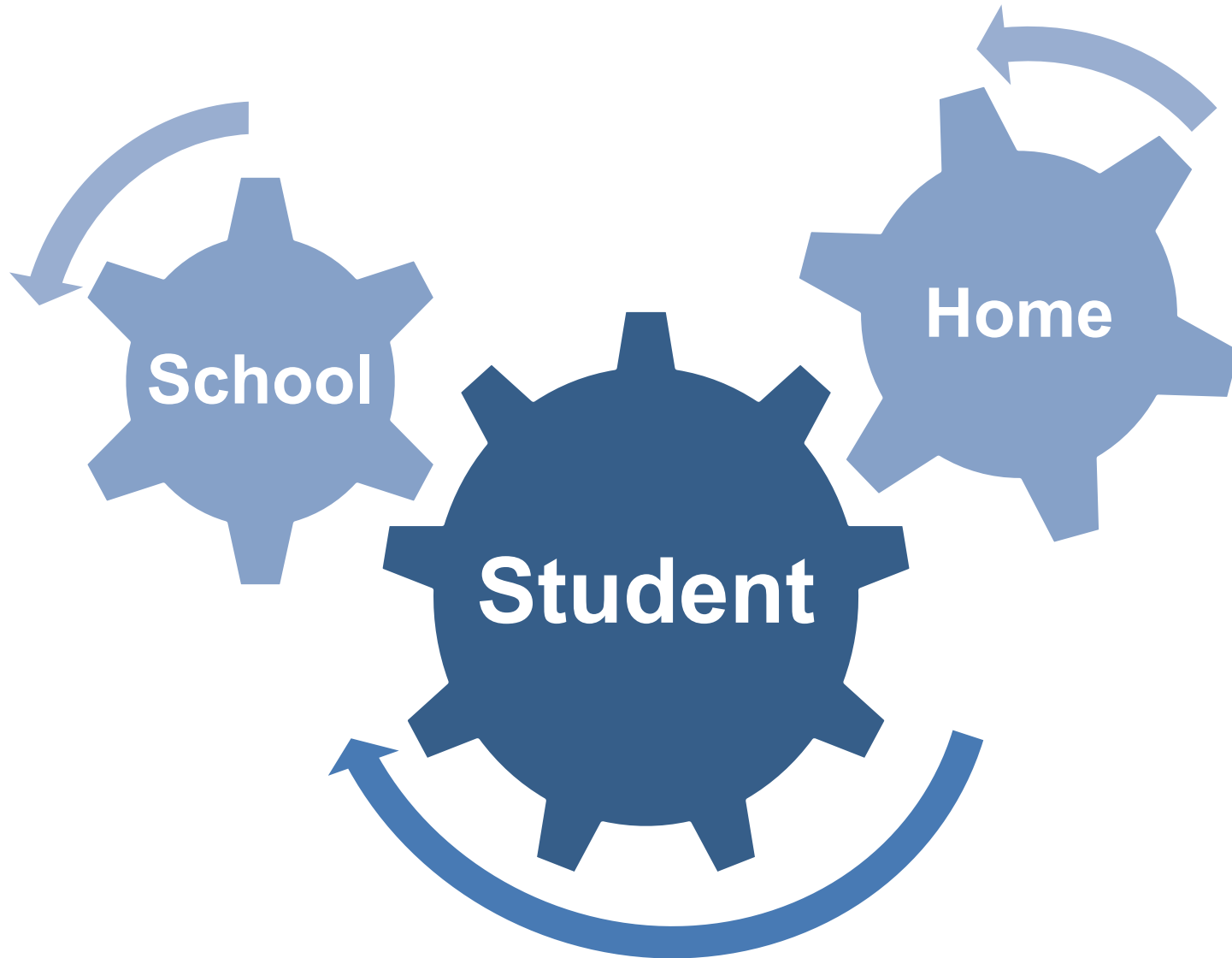
- Please encourage your child to practise and revisit topics - little and often
- Make sure they complete all homework on time
- Encourage them to look at helpful revision websites and revision guides
- Urge your child to talk to their class teacher if they need support
- Maths Clinic available on Monday lunch times

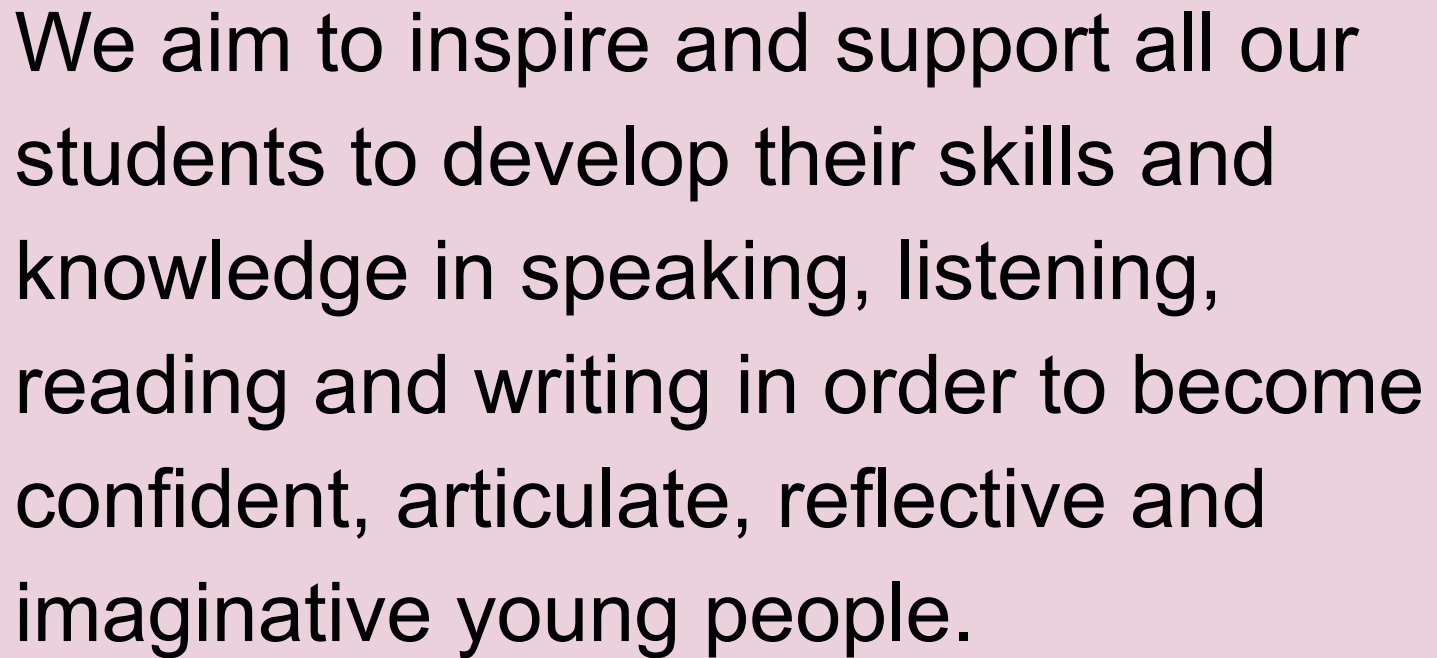


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We aim to inspire and support all our students to develop their skills and knowledge in speaking, listening, reading and writing in order to become confident, articulate, reflective and imaginative young people.



- The English Curriculum is a 5 year course which enables students to develop and build their knowledge and skills in reading, writing and spoken language.

Writing unit:
imaginative or
transactional writing
focus within the unit.

Spoken language unit: offers
different opportunities for
public speaking across KS3

**Whole class
reader (modern
fiction)**



**A Typical
Year**

**Non-fiction
reading and
writing**

Drama:
Shakespeare or a
modern drama

Thematic poetry unit

Year 7 English Curriculum



- The Year 7 Curriculum has been designed around the question **‘What’s My Opinion?’** The focus, in every unit, is for students to develop a personal response to a text, articulate it, and write about it.

**1. Spoken language unit:
Effective Communication**

**1 reading lesson every
two week cycle**

**6. Drama: ‘A
Midsummer Night’s
Dream’**

**2. Whole class
reader.
‘October,
October’**

**5. An introduction to
Poetry**

**3 formal assessments in Year 7
for us to track progress, as well
as regular low stakes
assessments**

Year 7

4 Non-fiction Safari

**3 Writing unit:
Characters in
Literature (how do
writers create
memorable characters)**



We offer additional **Literacy** support for those who need it at KS3.

In Year 7 and 8

- Pupils follow the **Hackney Literacy Programme** (for which we are now a flagship school)
- Students are selected using data from SATs, NGRT reading tests and feedback from primary and English teachers
- Small group teaching focused on reading and writing skills
- Timetabled sessions that take place 5 times a fortnight instead of a second language in Yr 7 (starting in February) or MFL in Yr 8
- The English department is working closely with Mrs Hoff, who will be teaching the Hackney course to Year 7. She is supporting students in library lessons to help with assessment for course. We will contact you if we feel your child needs this additional support



- **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 (a 4 is a pass)
- 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.



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)



AQA GCSE ENGLISH LITERATURE

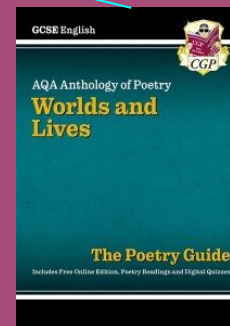
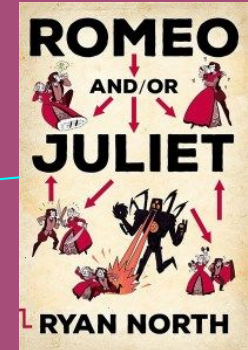
TWO exam papers:

Paper 1 (40%)

‘Shakespeare and the 19th Century Novel’
(1 hour 45 minutes)

Paper 2 (60%)

‘Modern Texts and Poetry’
(2 hours 15 minutes)



What should your **child** be doing?



- Coming to all lessons with the correct books and equipment including green pen, bright pink and orange highlighters plus two other colours
- Participating in lessons, which means taking part in discussions. Being an active member of the class.
- **Completing homework carefully and on time**
- Asking their teacher for help if they are stuck
- Reading regularly, three or four times a week for 15 minutes - fiction or non-fiction.
- Catching up on any missed work



How can you help your child in English?

- 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 proofread 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 Satchel so you can see homework tasks and due dates.**



- Please encourage your son or daughter to read three or four times a week for 15 minutes
- Confident, experienced readers will find every subject easier if they get used to reading
- Read a book every week
- Take a book to school every day
- Take a book home every day
- Listen to the radio
- Read the newspaper

The average reading age of a GCSE paper is 15 years and 7 months so students need to read regularly to improve.

Reluctant
Top Tips to

- Allocate time for reading
- Remove distractions
- Talk to your child about what they are reading, or read with them
- Make sure they have something interesting to read
- Encourage them to read news articles



Theatre Experiences

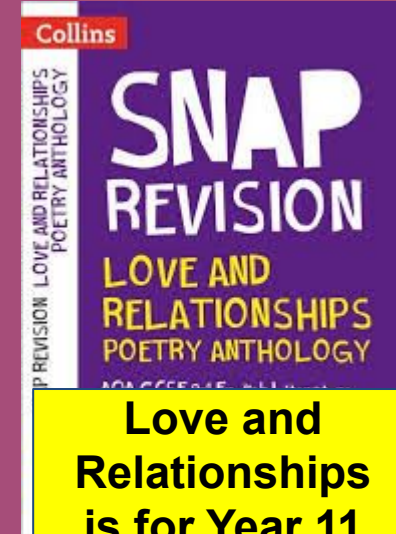
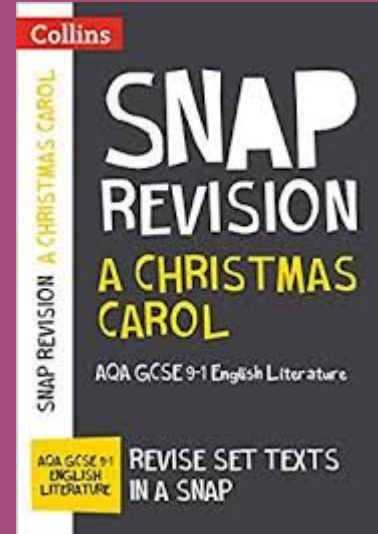
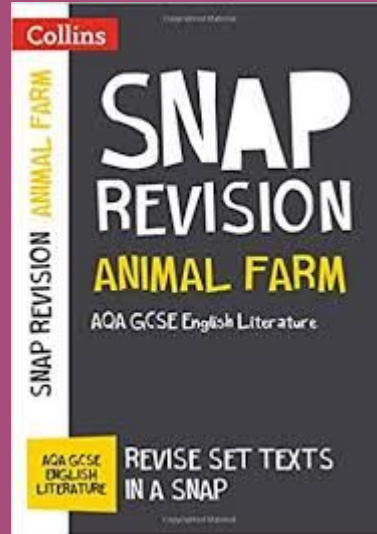
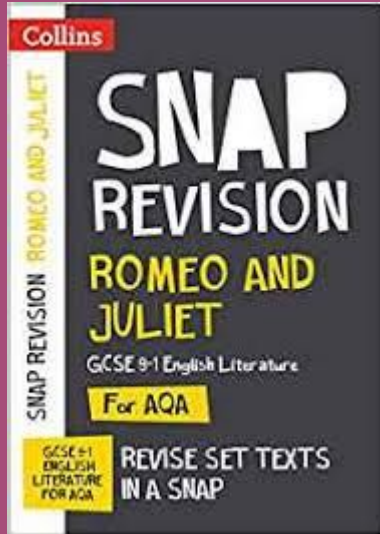
Both the Drama and English departments are committed to providing opportunities for our young people to see live theatre in order to encourage a love of literature and performance. Highlights last year were productions of 'The Lion King', 'Peter Pan Goes Wrong', and 'Noughts and Crosses'. We will always try to see a production of our set texts at GCSE.

There will be a Year 7 theatre visit to see 'Snow Queen' in December at Reading Rep.



Revision Guides

All this information is available on the English department Curriculum Map



Love and Relationships is for Year 11 only

Year 10 - Revision guides can be purchased from any good bookstore online retailer.

Year 11 - Should already have them all but please consider purchasing if not.

How can you help your child in English?





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- In Year 7 all students will have lessons of geography, history and ethics every fortnight.
- 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 one piece of homework per fortnight in geography and history and where appropriate in ethics. Appropriate resources and reasonable deadlines will be provided for these.
- History has produced a document detailing extra reading/watching/visiting etc to help broaden students thinking. This will be shared with students on Satchel.



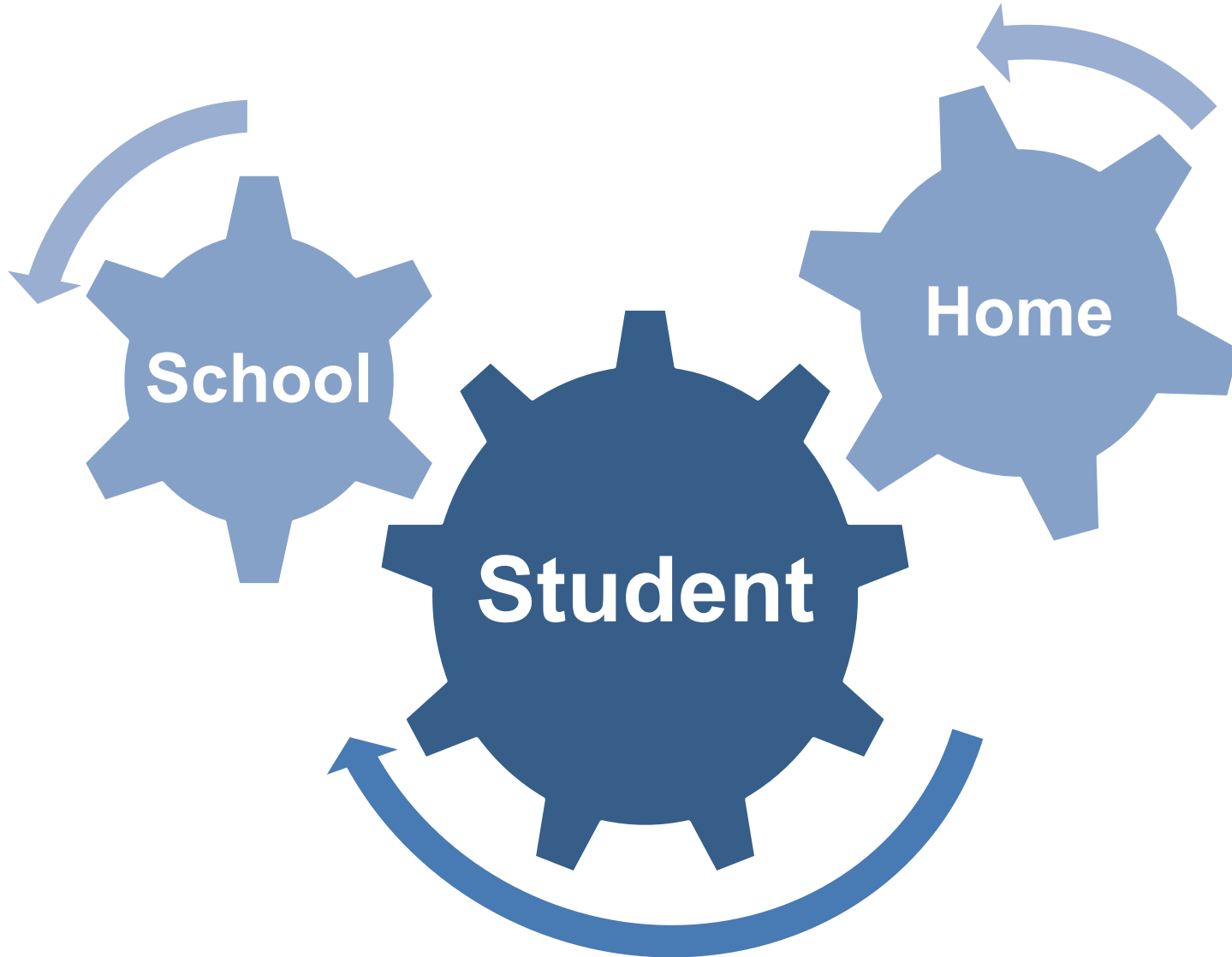
- There will be trips organised including visits to the local church, the possibility of visiting a local mosque, geographical walks and creativity day trips
- Last year Year 8 -Bristol for complimenting our Industrial revolution module and and Year 9 - Bletchley park alongside Maths
- Pupils are expected to come to lessons prepared and equipped
- Pupils are expected to have a go
- We would like students to share their stories and experiences
- GCSE skills are taught discreetly through KS3 but from May Half term in Year 9 students will start to study GCSE content in History and Ethics.



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- 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
- 8 topics in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of a set of topics (2 sets of three topics, one set of two)



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.
- 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.

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 fortnight
- This year's Y8 taught in 2 ability bands
- Students rotate between teachers
- 4 modules in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of each topic
- End of KS3 test, towards the end of Year 8



At Langtree, KS4 students are following 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**.



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.

What you can do to support



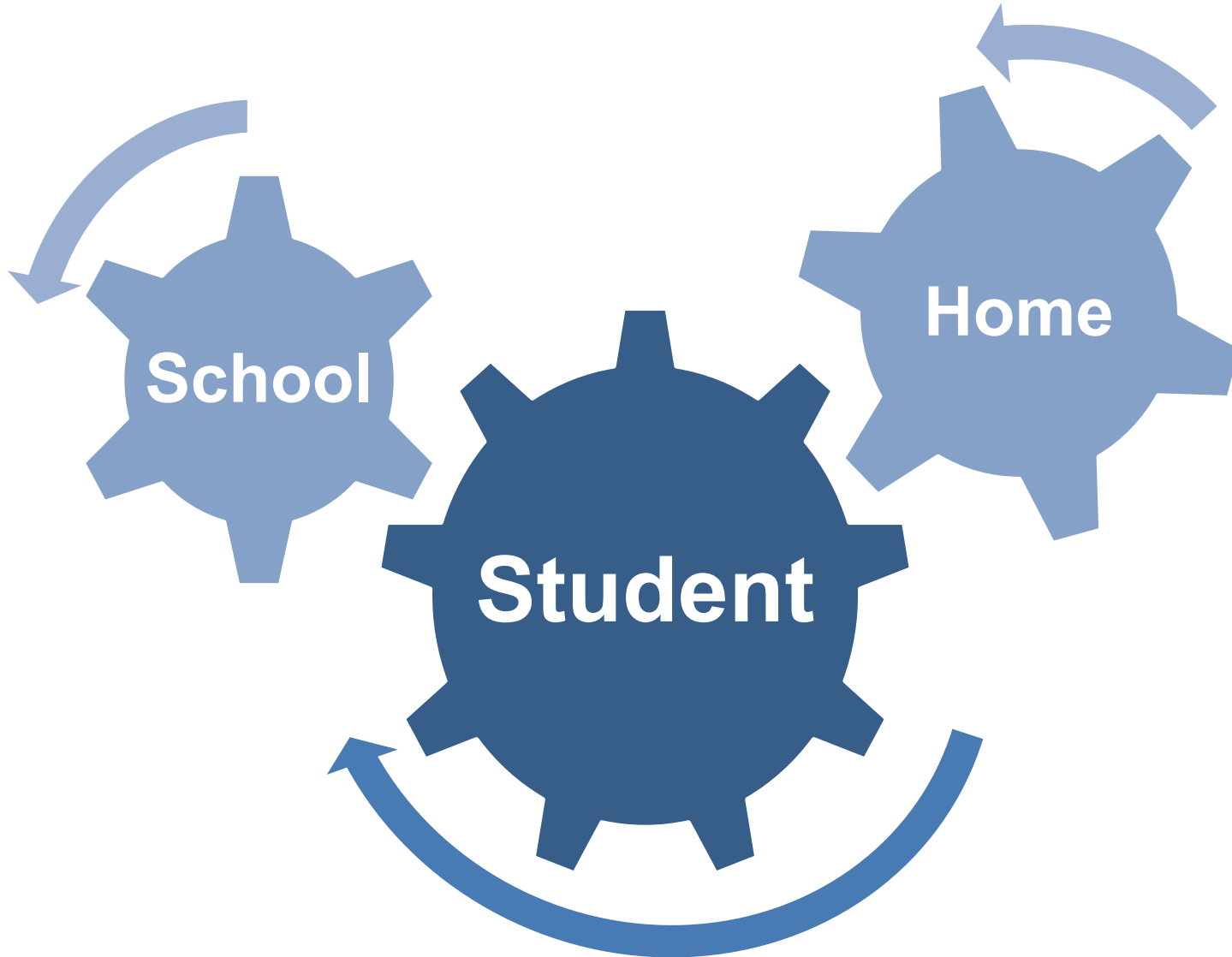
- During the course of every year, students will have topic tests. Please support them to revise for this - testing them on key facts, helping them learn equations and checking they understand everything they have studied in lessons.
- We will write home to recommend revision guides. These help support students and help structure their revision. There will be an opportunity to buy these direct from the school, or from a bookshop.
- Extension task: Discuss scientific stories that appear in the news



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The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

It should teach what is acceptable and unacceptable behaviour in relationships.



Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a **safe environment**.



All teachers are encouraged to use approaches such as

- setting ground rules with the class to help manage sensitive discussion
- distancing techniques - what might **they (a third person)** think, feel, do....
- using 'ask it baskets' to allow pupils to raise issues anonymously

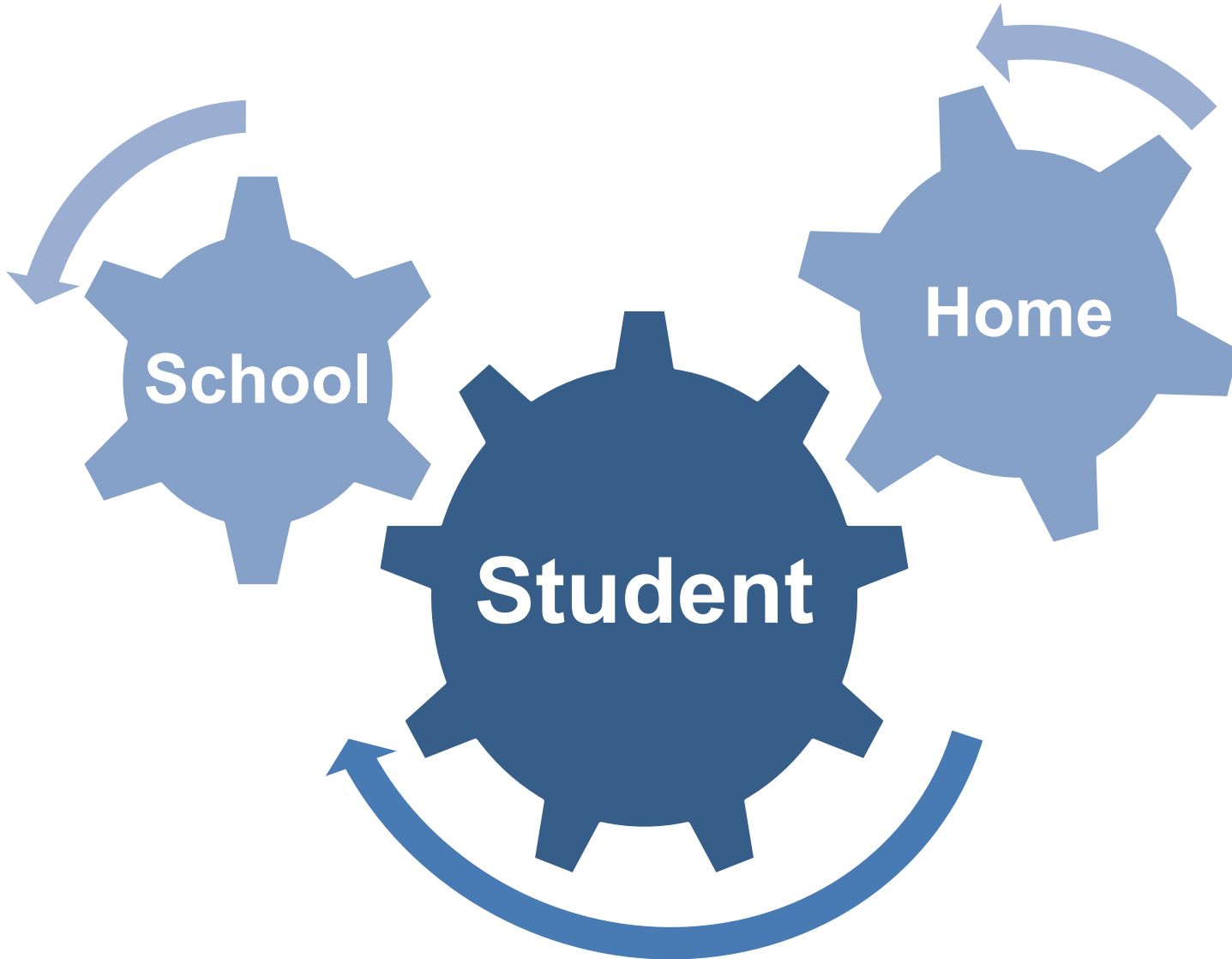
All students will have access to an RSE Google Classroom where supporting materials are posted, allowing them to be accessed at any time during their time at Langtree



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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





● Attendance

- 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.



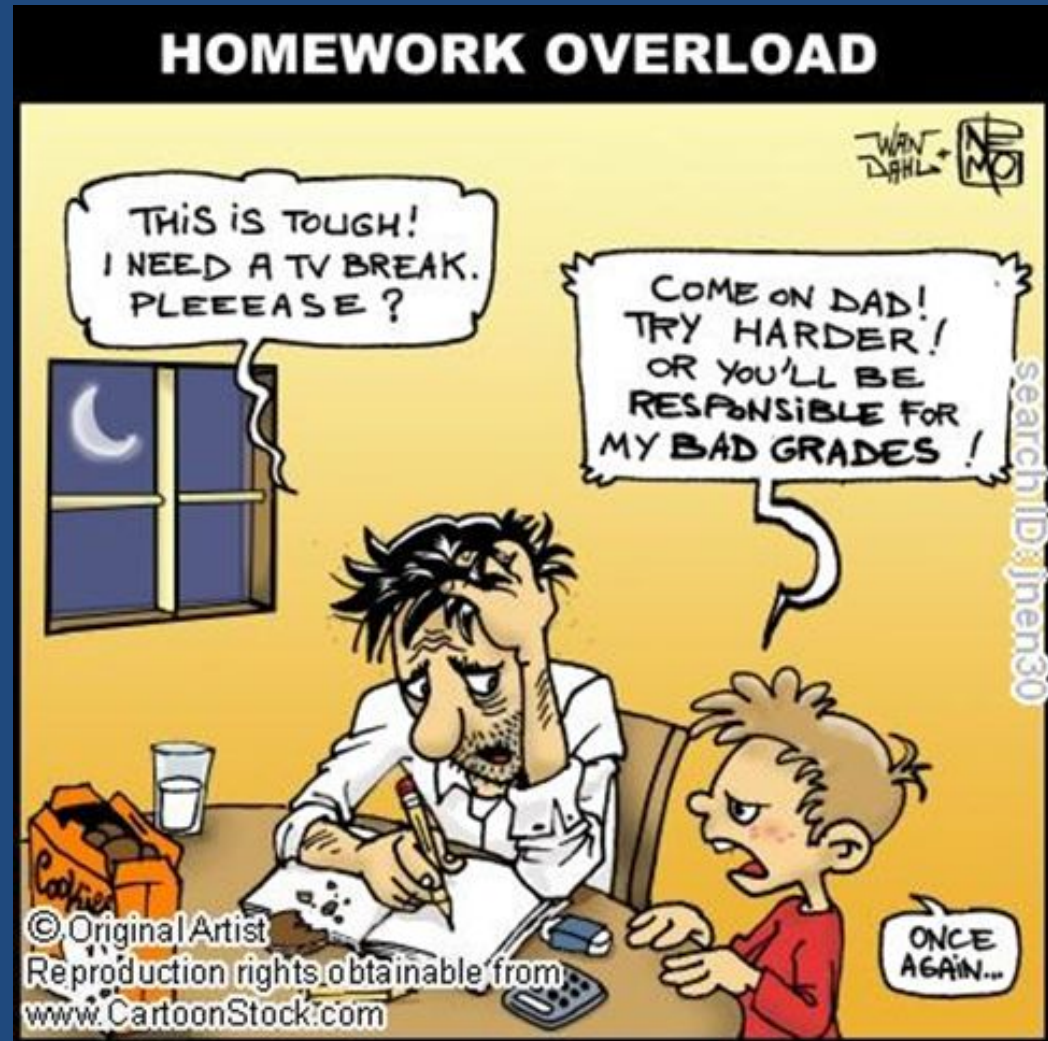


Use Satchel to monitor tasks being set.

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
- Most students will study better without music
- No access to games consoles
- Not too much time on the computer



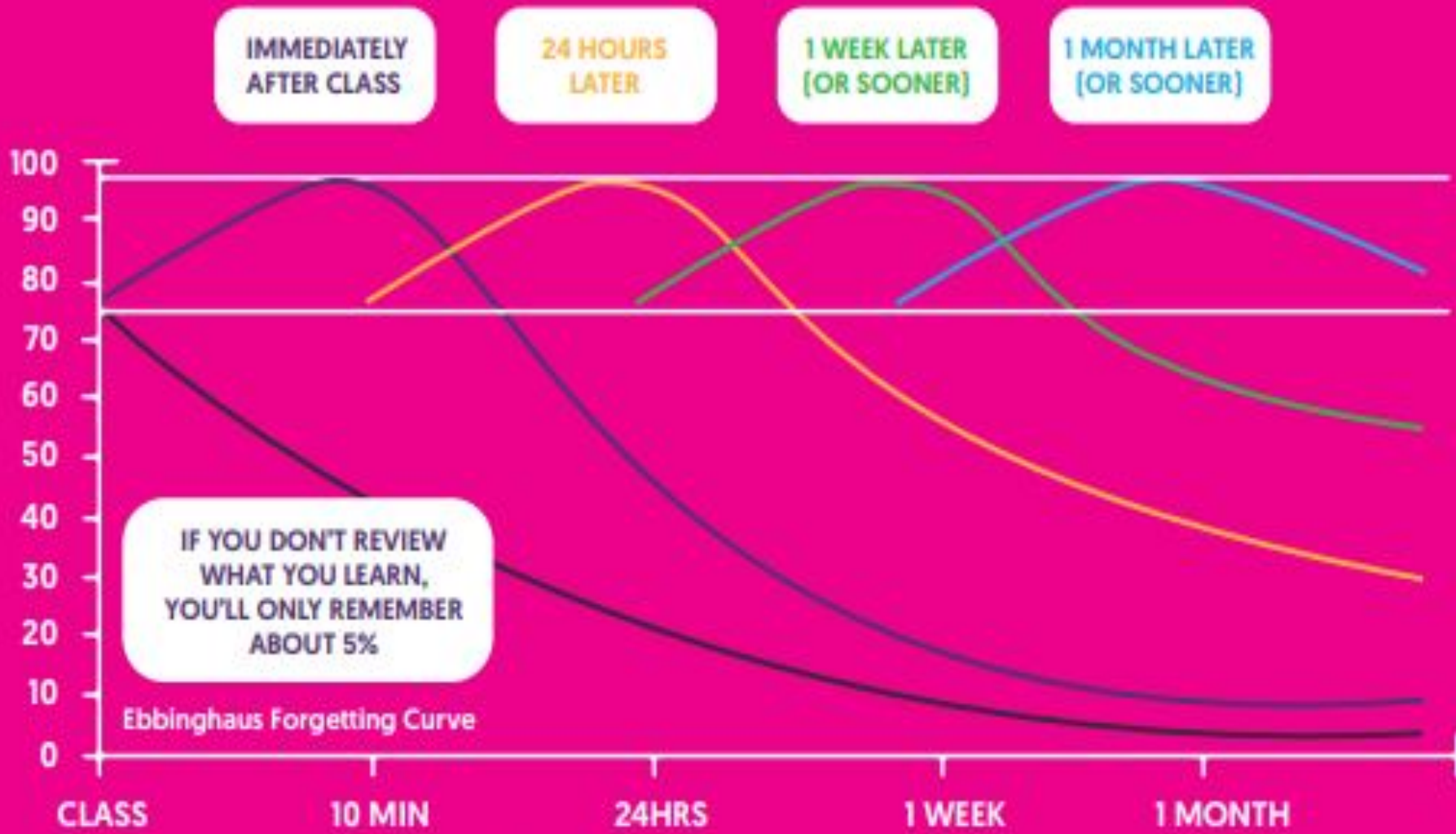


- Take an interest
- Ensure they attend school
- Communicate with teachers
- Support them to be organised, maintain a good work ethic and effective student habits.
- Be there for them if they have worries or are finding the work difficult



- Revision needs organising and balance.

Time	Mon	Tue	Wed	Thur	Fri	Weekend Time	Sat	Sun
08:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	08:00	Football Match	Theatre Club
08:50	Reg	Reg	Reg	Reg	Reg	09:00		
09:00	Maths	English	English	Science	Drama	10:00		
09:50	History	Maths	English	Science	Drama	11:00		
10:40	Break	Break	Break	Break	Break	12:00		Family Roast With Grandma Pat
11:00	Tutor	Tutor	Tutor	Tutor	Tutor	13:00		Lunch
11:20	Drama	German	Science	English	Science	13:50	German	PE
12:10	Science	Science	Science	English	Science	14:00	Homework	
13:00	Lunch	Lunch	Lunch	Lunch	Lunch	15:00	Homework	
13:50	German	PE	Ethics	History	PE	16:00		Revision Various
14:40	German	Ethics	Maths	History	Maths	17:00	Science Revision	Revision Various
15:30	English Revision	Homework	Maths Revision	Homework	History Revision	18:00	Dinner	Dinner
16:00								
17:00	Dinner	Dinner	Dinner	Swimming Club	Dinner	19:00	Revision Various	
18:00		German Revision		Dinner	Socialise With Friends	20:00	Socialise With Friends	
19:00	Revision Various		Football Training			21:00		
20:00						22:00		
21:00	Half Hour Run	Half Hour Run		Half Hour Run				
22:00								





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



- 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 is likely to be very good for ALL the family.
- Apps are available which allow you to
 - Control child's Internet usage
 - Control child's purchase of apps
 - Schedule Internet and app use according to your child's daily routine
 - Establish screen-free bedtime, dinnertime, study time and family time

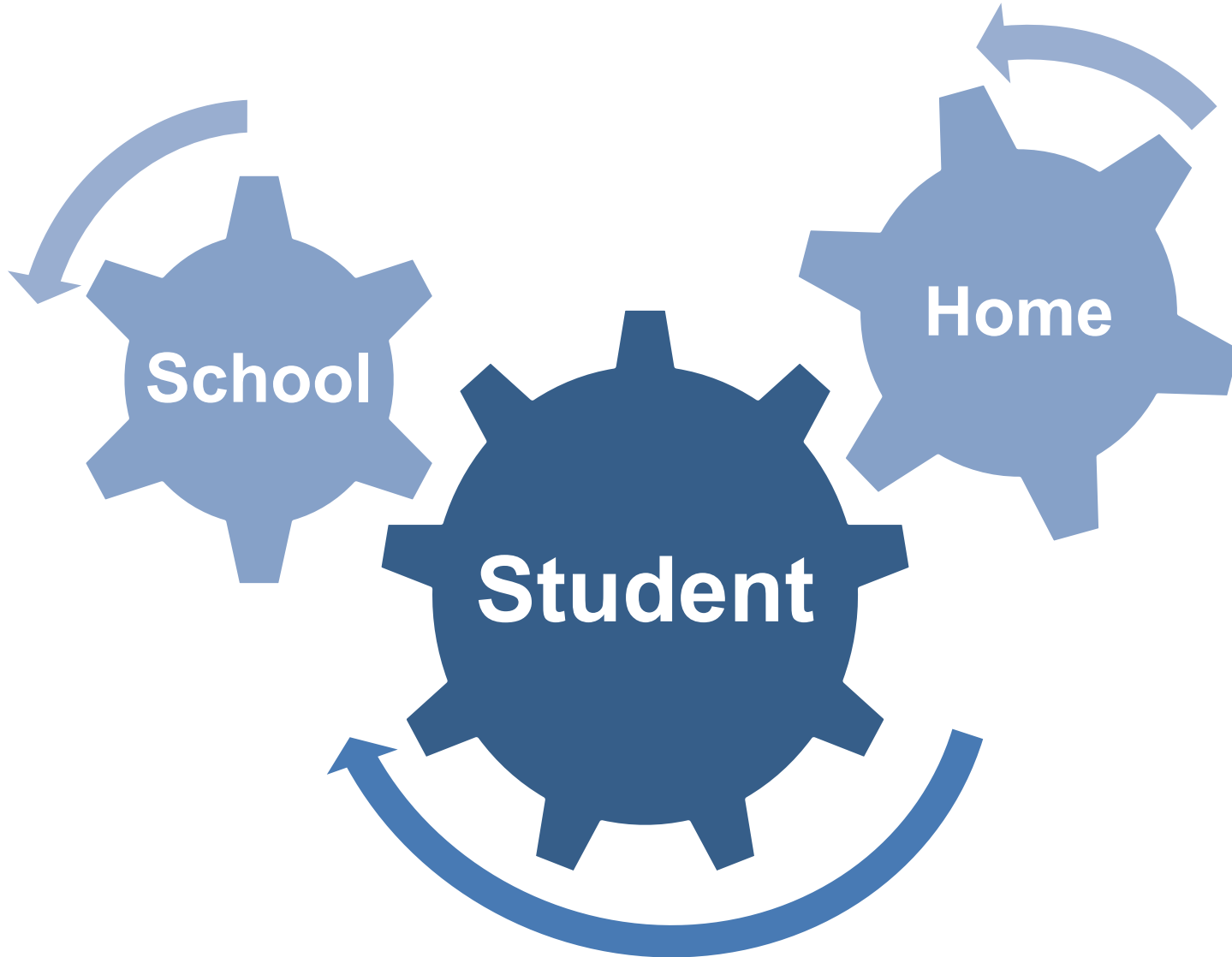


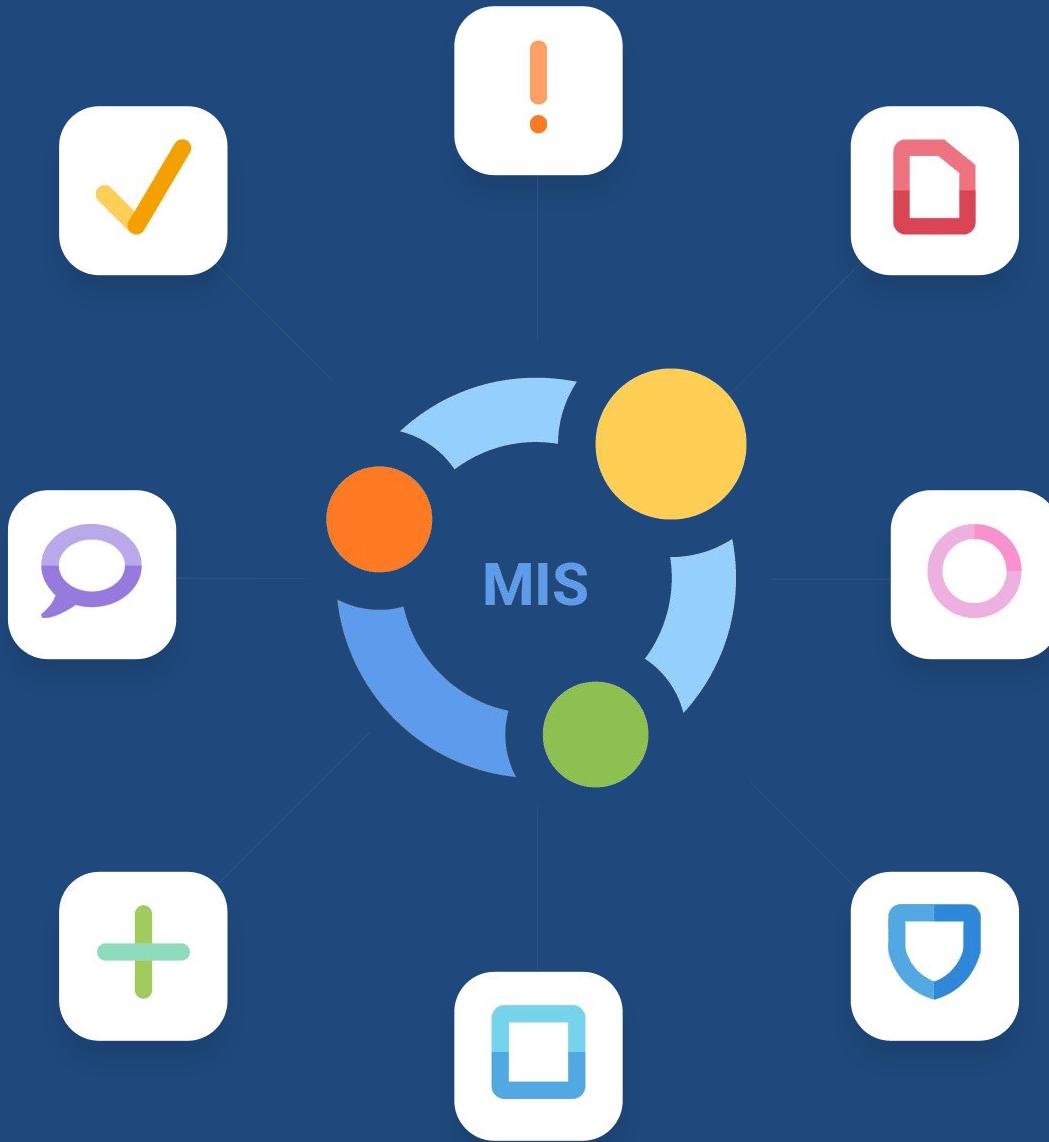


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Student (and staff) Database

Timetable

Behaviour points

Homework setting platform

Parent communications
platform

Document sharing platform

Exam entry platform



Things are still sometimes going wrong on the platform (but they do get fixed!)

New features are appearing every month

We have a direct line to their development team and can forward on suggestions



- Satchel can be used online or downloaded as an app
- You, and your child can set up notifications and use the site to help organise work.
- **The amount you can see when you log in on a computer is far more than what you see when using an app on a mobile device.**



Most year 7s have **not** yet been shown how to login to the school systems.

This will happen **next week**.

They may have to install and setup the app at home if parental restrictions are on their phone (*which is a good thing to have!*)



Students can log in to their Google account, which links to other accounts, via the school website, www.langtreeschool.com

EXAMPLE

Geoff Terryson

Username: gterryson

Password: *students set this at school*

Email: gterryson@langtreeschool.com



Amy Smith (year 11)

asmith@langtreeschool.com

Adam Smith (year 10)

asmith2@langtreeschool.com

Alex Smith (year 8)

asmith3@langtreeschool.com

Archie Smith (year 8)

asmith4@langtreeschool.com

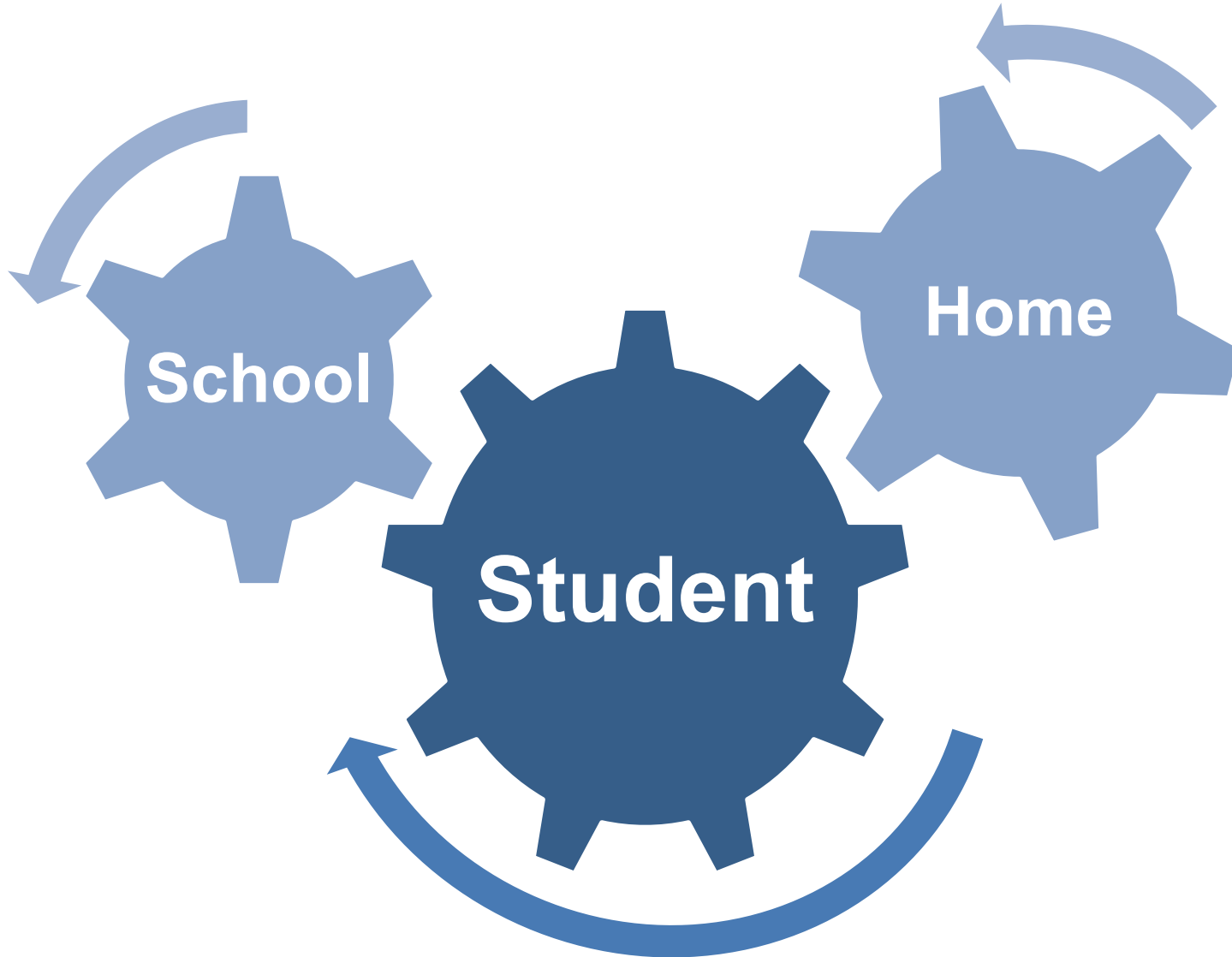
*Examples where
students share a
forename/surname
combination*



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Target - What we think the student **could** achieve, if everything goes well.

Prediction - What we are currently **expecting** the student to achieve.



- All student targets are initially based on FFT5 estimates, moderated against CATs scores.
- These are shared with parents when they become available (with a caveat about their statistical nature).
- Student targets are reviewed in term 6 of year 9 and again after year 10 exams. Amendments are allowed, where justified by evidence.
- KS4 reports contain targets.



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...



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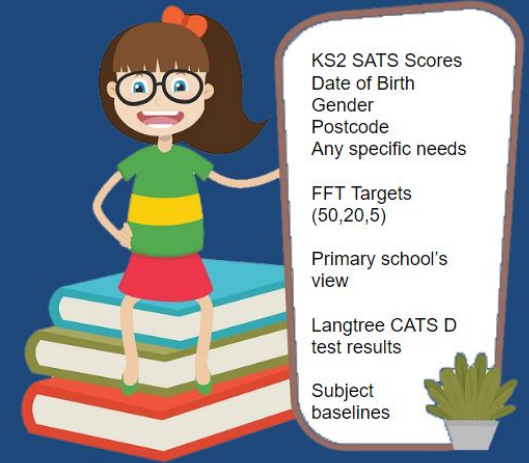
E.g.

**Your Maths
Target
should be a
5**

**Your History
target
should be a
7**



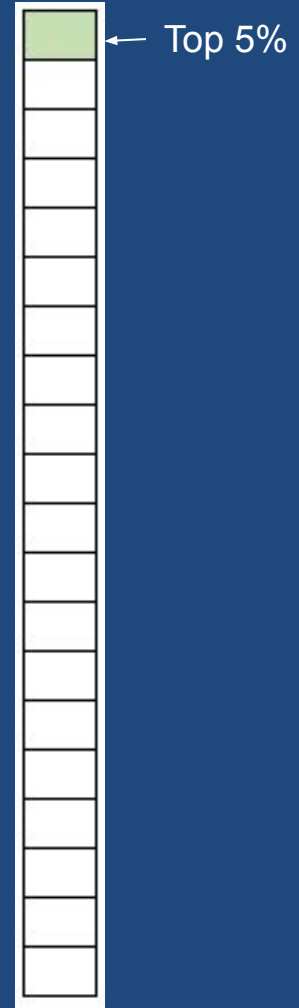
- We use FFT 5 estimates to initially set pupil targets
- We check these broadly fit with our other indicators

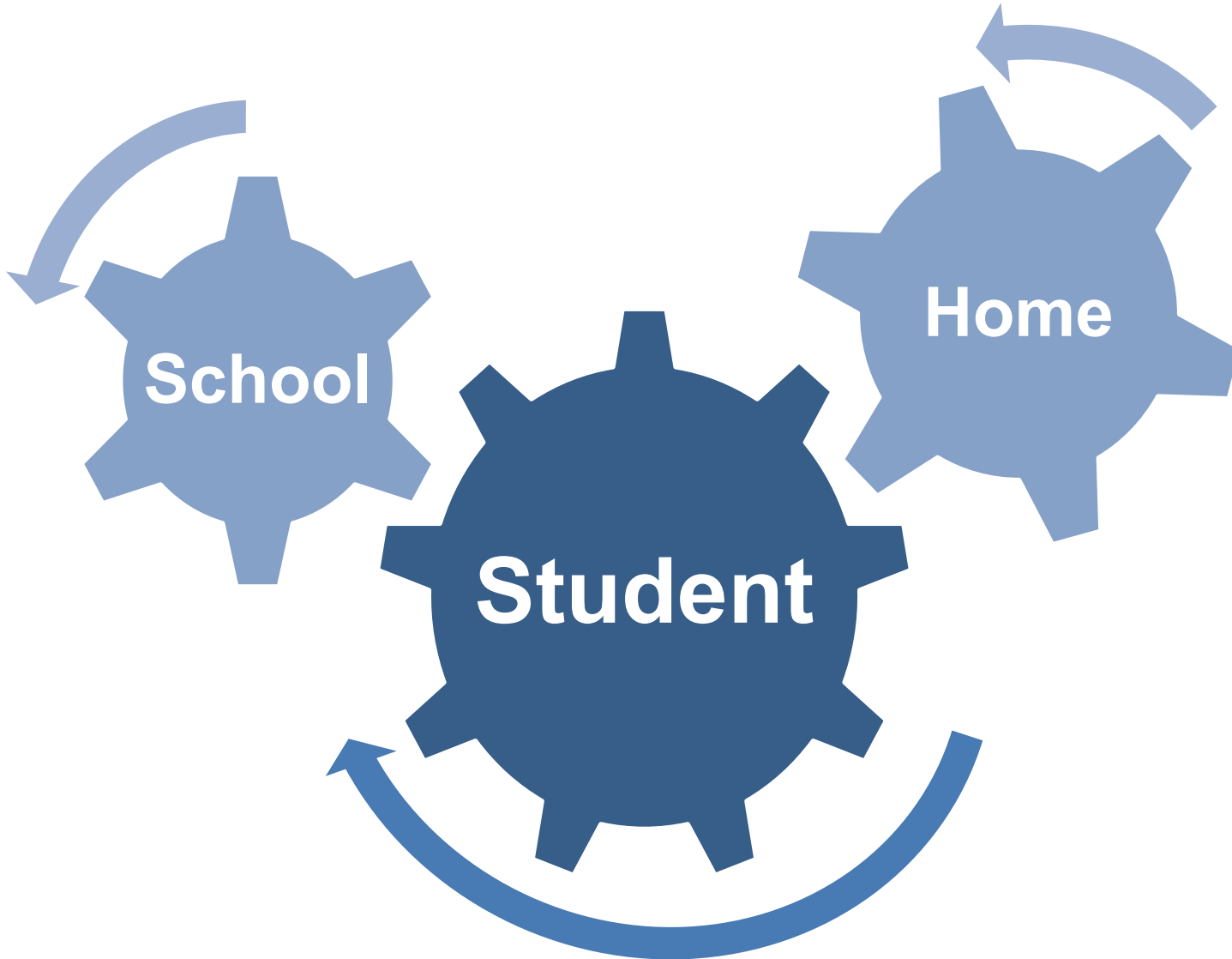


- We tell you (parents) the targets on a letter (Term 2 each year)
- In years 7 to 9, we indicate a target comparison score on reports which is based on this target
- Targets can change throughout key stage 3 and are typically locked at the start of year 10
- We report targets on the reports during years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



- Using FFT 5 to set our targets means that we are aiming that all our students 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!







- 3 reports a year
- Two sections to a report
 - Performance against target
 - Attitude to Learning
- *First year 7 report only reports on Attitude to Learning*

Example Data Report



Subject	7PR1	7PR2	7PR3	8PR1	8PR2	8PR3	Approach to Learning	Homework	Conduct
Biology	O	O	O	O			Good	Good	Inconsistent
Chemistry	O	T	O	T			Inconsistent	Inconsistent	Inconsistent
Design Technology	A	A	A	A			Outstanding	Good	Outstanding
English Language	O	O	O	O			Good	Good	Good
English Literature	O	O	O	O			Good	Good	Good
Ethics	O	O	O	O			Good	Outstanding	Good
French	O	A	O	A			Good	Good	Good
Geography	T	T	T	T			Good	Good	Good
Mathematics	T	B	T	B			Inconsistent	Inconsistent	Good
Music	A	A	A	A			Inconsistent	Concern	Inconsistent
PE Core	T	O	T	O			Outstanding	Good	Good
Physics	B	B	B	B			Inconsistent	Inconsistent	Inconsistent

A - Above Target

O - On Target

W - Working Towards target

B - Below Target

Example Data Report



Name of Student: Jo Example Tutor Group: 11EXa Date: 35th September 3022

Attendance: 95.4 Lates: 3

Subject	Target	Prediction	TARGET COMPARISON					ATTITUDE TO LEARNING			
			10PR1	10PR2	10PR3	11PR1	11PR2	Classwork	Homework	Learning Behaviour	Organisation
Art	5	4	T	O	B	T		2	2	2	2
Computer Science	3	3	O	O	A	O		2	2	2	3
Drama	6	6	O	O	O	O		2	n	1	2
English	5	4	T	O	O	T		1	2	2	2
Ethics	5	5	O	O	T	O		2	3	2	2
French				O							
Geography	5	5	A	O	O	O		2	3	2	2
History	5	4	O	O	O	T		2	2	1	2
Mathematics	4	3	A	O	O	T		1	2	2	1
Music	5	4	O	O	B	T		2	n	2	n
PE			n	n	n	n		1	n	1	1
Science	3	4	A	O	O	A		2	2	2	2
Spanish	5	5	A		O	O		1	1	1	1
Technology	4	3	O	O	T	T		3	3	4	3

Target Comparison		Attitude to Learning	
<i>Based on the student's predicted grade, the student is...</i>		<i>Based on the student's attitude in lessons:</i>	
A Green	Above target	1 Green	outstanding – consistently goes beyond expectations
O Turquoise	On target	2 Turquoise	good – consistently meets expectations
T Blue	working Towards target	3 Blue	inconsistent – occasionally meets expectations
B Red	Below target	4 Red	often/regularly fails to meet expectations
n	not applicable to subject	n	not applicable to subject



We use a 4 point scale.

There is a Target Comparison, and 3 ATL (Attitude to Learning) judgements:

- Approach to Learning
- Homework
- Conduct

ATL	Parent should...
Outstanding	Lots of praise
Good	Praise
Inconsistent	Try to address
Concern	Contact school, try to address as a priority



Prediction	KS3	KS4
1 or more grades above	A	A
on target	O	O
1 grade below	T	T
2 grades below	T	B
3 or more grades below	B	B



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 .



Target Comparison	B	ATL	Outstanding
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It is unusual but possible to have a really good attitude to learning and a bad predicted grade...

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



Target Comparison	A	ATL	Concern
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... and it is unusual but possible to have a bad attitude to learning and a good predicted grade

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





Tutors and Pastoral Leaders are responsible for celebrating the success of students with excellent AtLs and for putting in place intervention plans for any student whose AtL scores are below expectations.

Team Leaders are responsible for coordinating the actions for students whose predicted grade is below their target grade within their subject area.

The Senior Team will review the progress of cohorts, sub-groups, departments and key individuals and monitor the impact of any interventions implemented.



Types of Interventions

- Meeting with students
- Extra work
- Mock exams
- Breakfast clubs
- After school/lunchtime revision sessions
- Micro Revision
- Tutor time sessions





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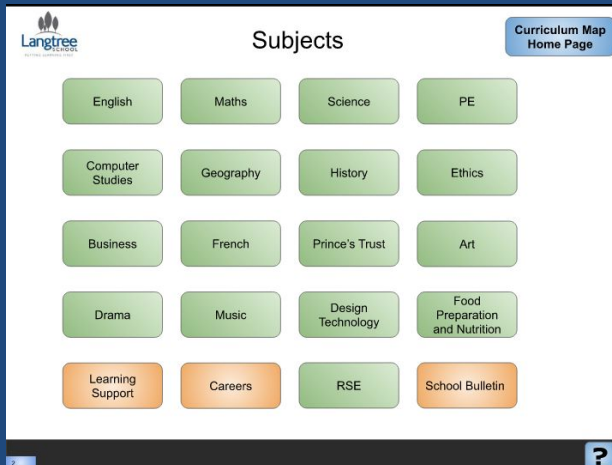




<https://www.langtreeschool.com/curriculum-map/>

This document shows the rough structure of the whole school curriculum.

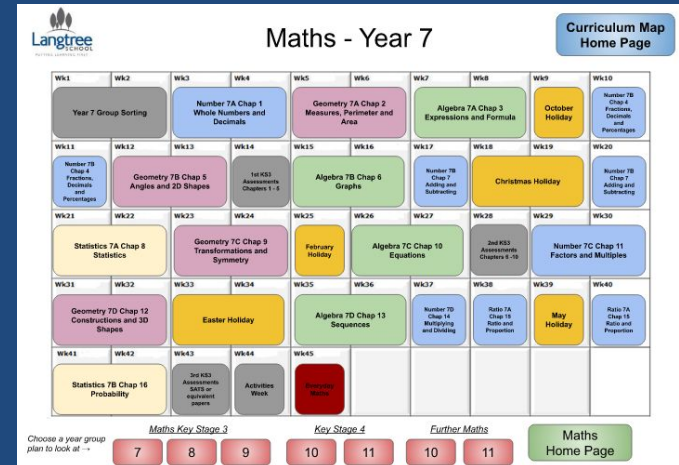
Our curriculum is constantly evolving, so the curriculum map is always a little out of date



Curriculum Map Home Page

Subjects

- 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



Curriculum Map Home Page

Maths - Year 7

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 Chap 4 Fractions, Decimals and Percentages
Number 7B Chap 4 Fractions, Decimals and Percentages	Geometry 7B Chap 5 Angles and 2D Shapes	1st KS2 Assessments Chapters 1-15		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 KS2 Assessments Chapters 1-15		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		Ratio 7A Chap 15 Ratio and Proportion	Ratio 7A Chap 15 Ratio and Proportion
Statistics 7B Chap 16 Probability	3rd KS2 Assessments SATS or equivalent papers	Activities Week							

Choose a year group plan to look at --

Maths Key Stage 3: 7, 8, 9

Key Stage 4: 10, 11

Further Maths: 10, 11

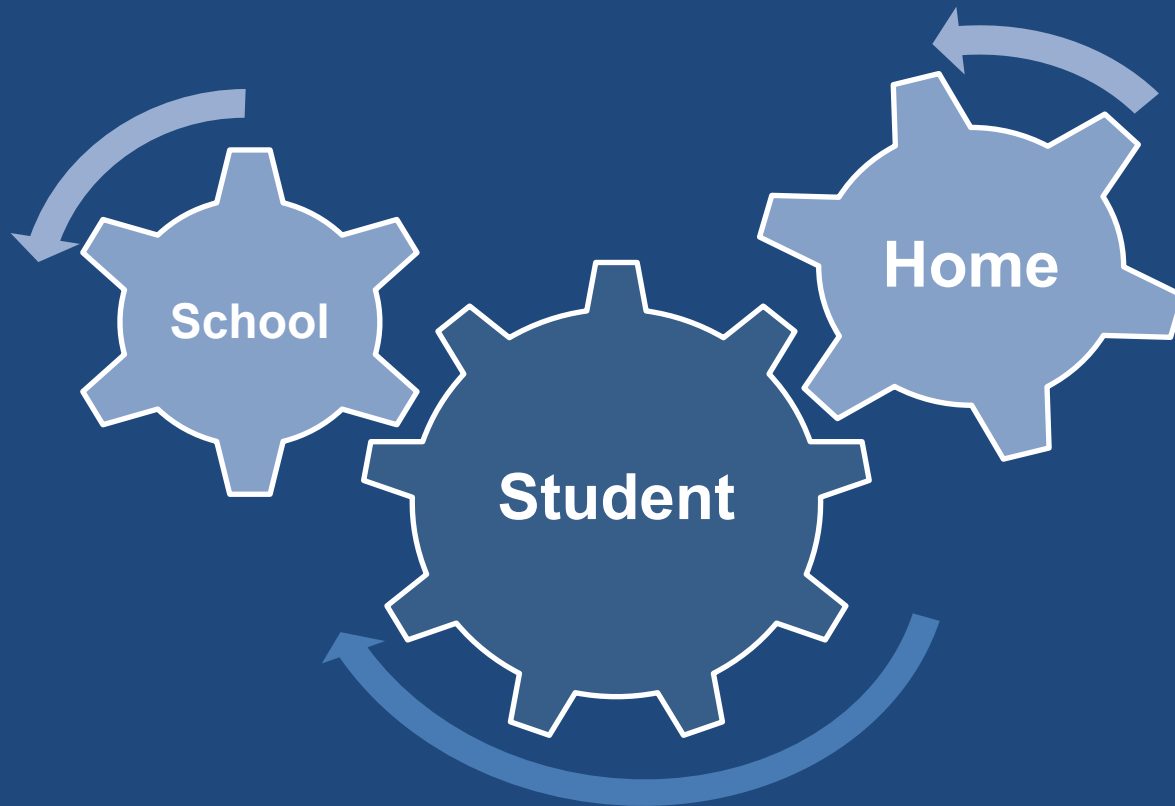
Maths Home Page



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Thank you for coming