

Ansford Academy

Learning together to Lead our Lives

KS3 Information Evening
9th October 2024



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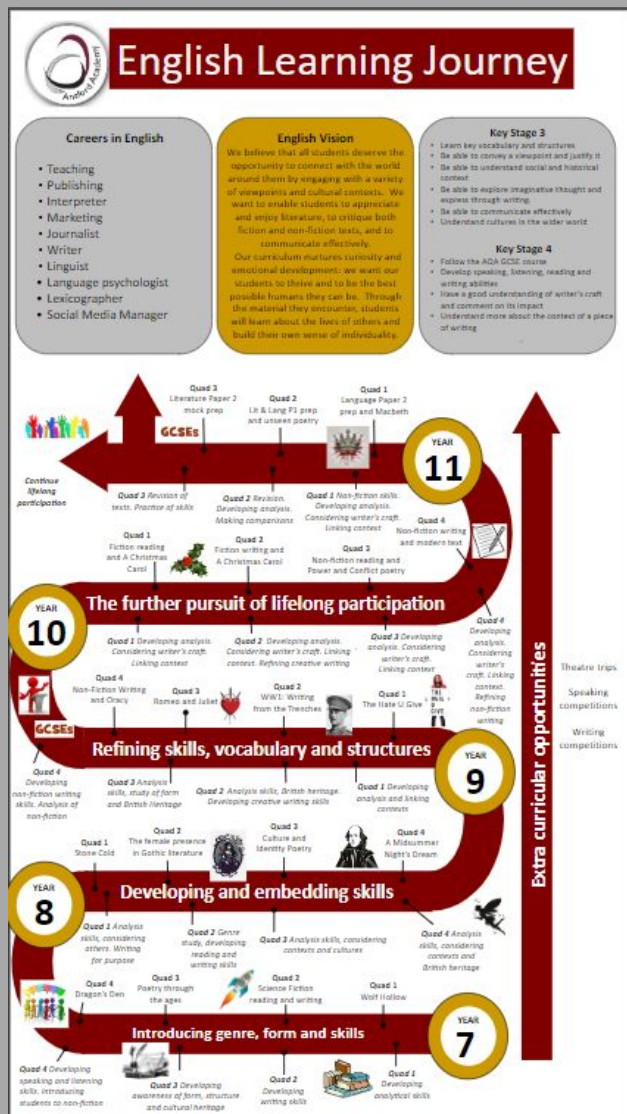
Ansford Academy

Learning together to Lead our Lives

Mr Musson
Deputy Headteacher



Curriculum Learning Journeys



Why are they important?

Overview of students learning during the five years within each subject area

Linking learning

Understand the sequence of learning

Curriculum Topic Overview Sheets

Topic Overview Sheet: Name of Unit			
Big Idea:		Target:	
Question 1 here	Question 2 here	Question 3 here	
What we are learning:	In this topic we will learn about...		
Prior learning:	This topic builds on ...		
Future learning:	I will use the knowledge and skills learnt in this topic to...		
Links to other subjects:	I can also use the knowledge and skills that I will learn in this topic in ...		
Future careers:	I find the Knowledge and skills learn in this topic useful in the following careers:		
Key words	Definition		

A topic overview sheet sets out the necessary knowledge for each unit

The simple and consistent structure means that you can quickly ‘capture’ what students need to know.

Assessment

WTG Flight Paths

Flightpath		KS3 Target and WTG	Working towards GCSE Grade
Developing Age Related Expectations	Some	DS	1
	Most	DM	2
	All	DA	3
Meeting Age Related Expectations	Some	MS	4
	Most	MM	5
	All	MA	6
Exceeding Age Related Expectations	Some	ES	7
	Most	EM	8
	All	EA	9

Assessment

Target Grades

Why have target grades?

Target Grades enable students to:

- have an aspirational but achievable goal to aim for

Target grades enable teachers to:

- plan differentiated work that is appropriate for the needs of individual students
- challenge and support students who are underperforming

Assessment

Why Assess?

Teachers use lots of different ways to assess students learning.

Asking questions, talking to students, using mini whiteboards and end of topic/s assessments are a few examples.

Why is assessment important?

enable students to:	enable teachers to:
<ul style="list-style-type: none">• know the standard of work they are completing• improve the standard of their work	<ul style="list-style-type: none">• assess student progress and use this to inform their lesson planning• provide feedback so students can improve

Assessment Progress and Achievement Trackers

KS3 Progress and Achievement Tracker



Target	Developing			Meeting			Exceeding		
	Some	Most	All	Some	Most	All	Some	Most	All
Assessment 1:									
Date:	Developing			Meeting			Exceeding		
	Some	Most	All	Some	Most	All	Some	Most	All
WWW									
EBI									
Assessment 2:									
Date:	Developing			Meeting			Exceeding		
	Some	Most	All	Some	Most	All	Some	Most	All
WWW									
EBI									
Assessment 3:									
Date:	Developing			Meeting			Exceeding		
	Some	Most	All	Some	Most	All	Some	Most	All
WWW									
EBI									
Assessment 4:									
Date:	Developing			Meeting			Exceeding		
	Some	Most	All	Some	Most	All	Some	Most	All
WWW									
EBI									
Assessment 5: End of Year Exam									
Date:	Developing			Meeting			Exceeding		
	Some	Most	All	Some	Most	All	Some	Most	All
WWW									
EBI									
Assessment 6:									
Date:	Developing			Meeting			Exceeding		
	Some	Most	All	Some	Most	All	Some	Most	All
WWW									
EBI									

Tracking progress over the academic year is really important.

There are either 3 or 6 formal assessments in a year (one per term) for each subject

Core subjects and MFL = 6

Other subjects = 3

Parents can use these to monitor how their child is progressing in each of their subjects

The PAT can be found on the inside cover of your child's exercise book



Reporting to parents

There are three reporting points to parents during the year.

Parents Evening

Interim Report

End of Year Report (includes End of Year Exams)

**Communication between parents and teachers
is essential to ensure student success**

**KS3 students complete a End of Year exam - this will be a formal
process under exam conditions**



Ansford Academy

Learning together to Lead our Lives

Mr Mitchell
Assistant Headteacher - Teaching and Learning



Reading strategy 2024 / 25



Education
Endowment
Foundation



Our students said...

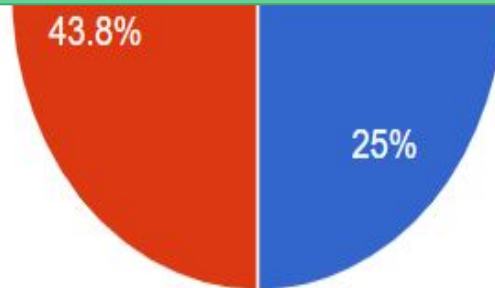
We've...

We were sad to learn that 1 in 4 of our students have never visited a public library.

When was the last time you visited or used a public library? [Not Ansford's library].

356 responses

We had to address this as soon as possible.



I've never been to a public library

0
/ weeks

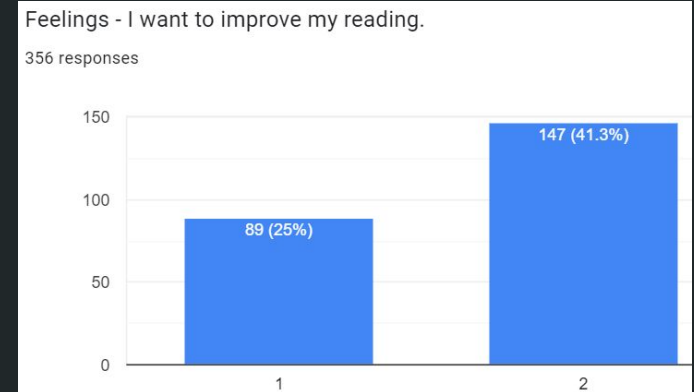
Over 85% said “the school library is not fit for purpose”.

We've completely overhauled and redesigned the space organizing thousands of books and buying brand new furniture, new books, and computers. More to come

Over 70% said “I’d like the library to be open during lunchtimes.”

The English department and Student Council have made this happen. We have an amazing team of librarians who are volunteering their time to make this happen.

67% said
“I want to improve
my reading.”

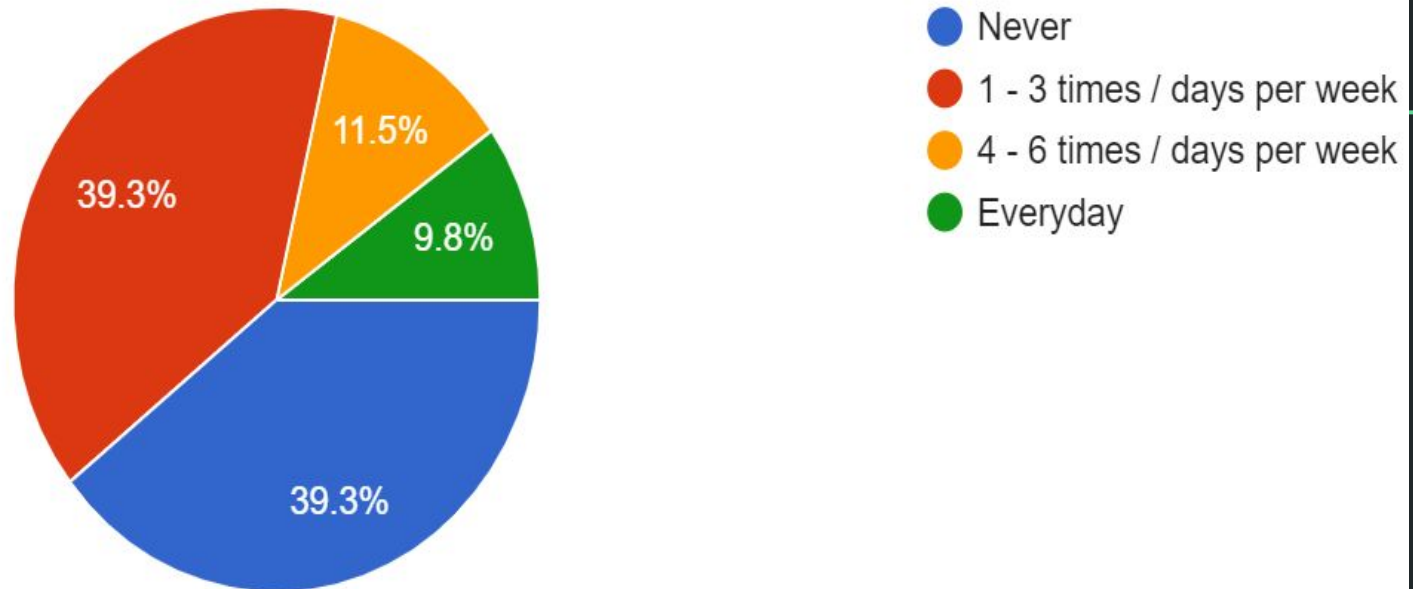


We've created a entirely new reading strategy across the whole school, including lots of staff training, to ensure we can help you all to achieve this.

A vast number of our young people also reported they never read at home.

How often do you read for pleasure at home?

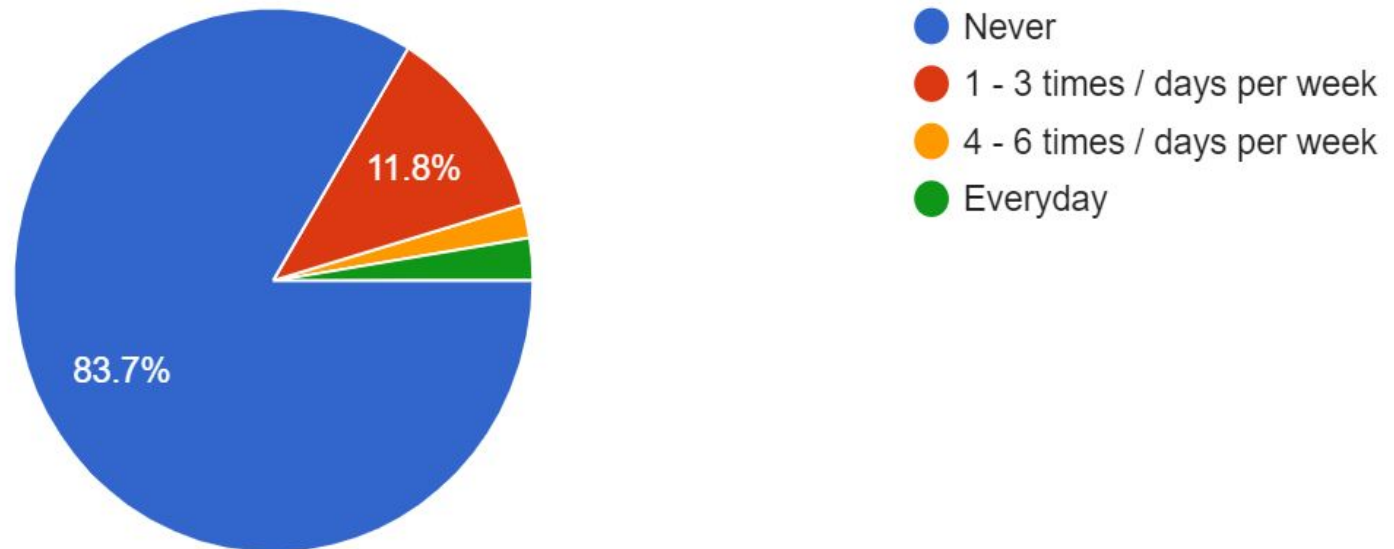
356 responses



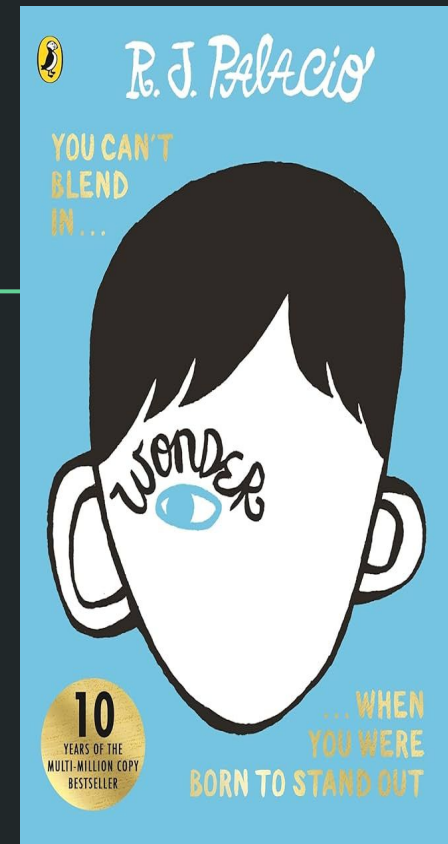
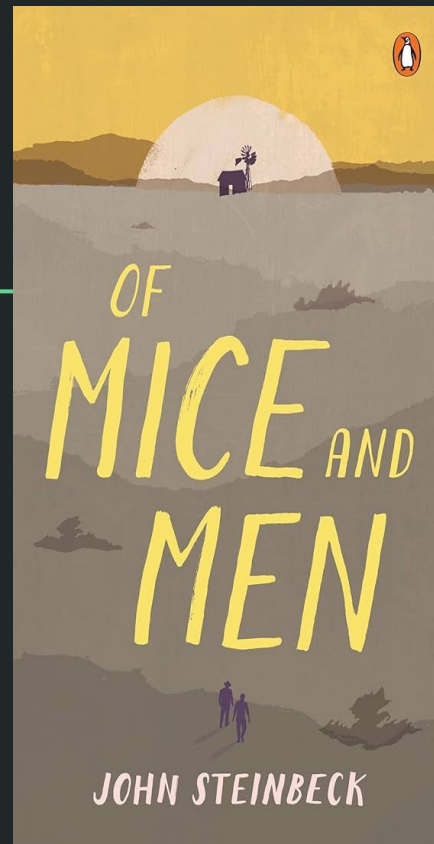
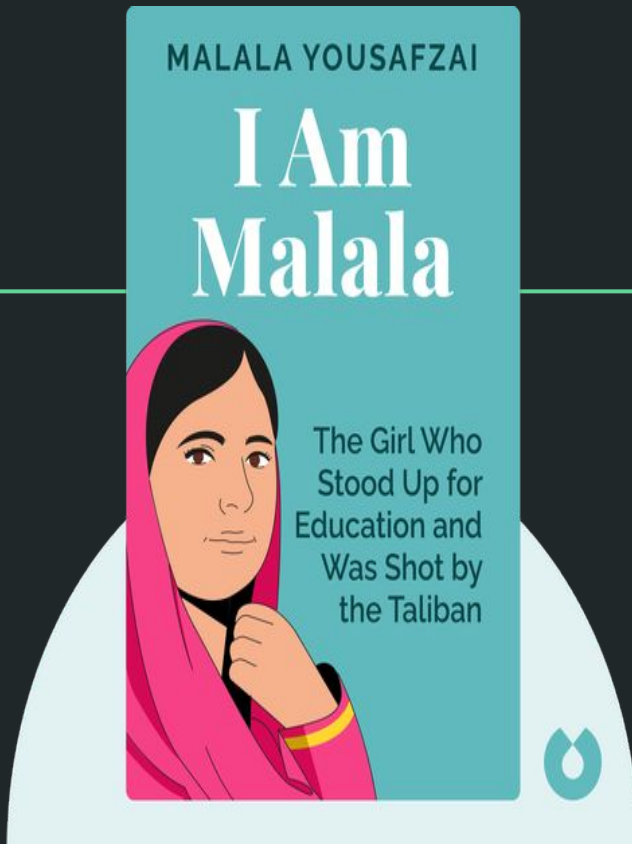
A staggering 84% told us that they are never read to at home.

How often does a parent / adult / older sibling read to you at home?

356 responses



Our new tutorial reading books have been carefully chosen to catapult us around the world and explore important topics that affect us too.



The impact
of **READING**
20 minutes
per day



A **CHILD**
Who
READS



20 MIN



5 MIN



1 MIN

is exposed to
8.000
words per year

Students who read for 20 mins a day
get significantly better outcome sin
ALL GCSEs

The difference 20 minutes a day
makes is ENORMOUS!

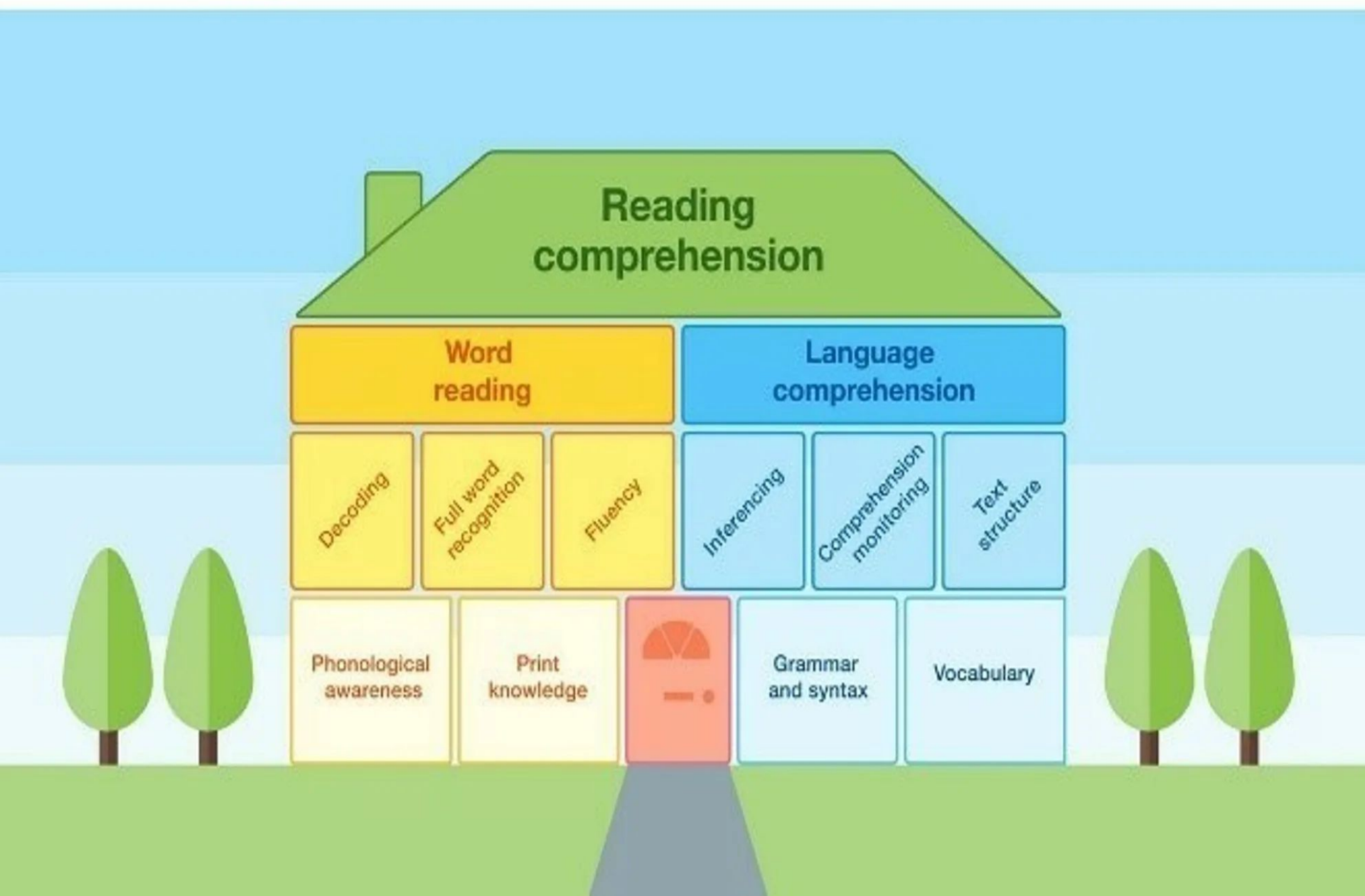
15 years and 7 months

The average reading age of a GCSE exam paper is 15 years and 7 months.

We also want all students to be confident, fluent and secure in their reading to ensure they can excel in your exams.

Every subject demands good reading abilities.

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)





Using NGRT in secondary schools

A fully adaptive, standardised, termly reading assessment.

Developing literacy and reading ability is fundamental to a pupil's ability to access the curriculum in secondary school. The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills against the national average to help you get to the root of any problems precisely and quickly. NGRT provides information about sentence completion and comprehension skills allowing you to identify where difficulties lie. Being a termly assessment allows for regular monitoring of reading progress and measuring the impact of intervention, and a pupil's reading ability can be benchmarked using the Standardised Age Score (SAS).

142	11.83333333	16:09	Tier 1	15:10	17:00+	10	J	Reading at or above expectations. Balanced profile
143	11.91666667	16:09	Tier 1	15:10	17:00+	10	J	Reading at or above expectations. Balanced profile
136	11.33333333	16:09	Tier 1	15:10	17:00+	3	J	Reading at or above expectations. Balanced profile
142	11.83333333	16:09	Tier 1	15:10	17:00+	10	J	Reading at or above expectations. Balanced profile
143	11.91666667	17:00	Tier 1	16:00	17:00+	3	J	Reading at or above expectations. Balanced profile
138	11.5	17:00	Tier 1	16:00	17:00+	3	J	Reading at or above expectations. Balanced profile
133	11.08333333	17:00+	Tier 1	17:00+	17:00+	2	J	Reading at or above expectations. Balanced profile
141	11.75	17:00+	Tier 1	17:00+	17:00+	1	J	Reading at or above expectations. Balanced profile
138	11.5	11:04	Tier 2	10:07	12:01	61	G	Reading within the expected range. Balanced profile
132	11	11:04	Tier 2	10:07	12:01	54	G	Reading within the expected range. Balanced profile
133	11.08333333	11:04	Tier 2	10:07	12:01	54	G	Reading within the expected range. Balanced profile
135	11.25	11:07	Tier 2	10:10	12:04	57	E	Reading at expected level but skill limited by weaker vo
140	11.66666667	11:07	Tier 2	10:10	12:04	58	E	Reading at expected level but skill limited by weaker vo
138	11.5	11:07	Tier 2	10:10	12:04	58	J	Reading at or above expectations. Balanced profile
133	11.08333333	11:10	Tier 2	11:01	12:07	48	F	Reading at or above expected level but skill limited by
137	11.41666667	11:10	Tier 2	11:01	12:07	50	E	Reading at expected level but skill limited by weaker vo
138	11.5	12:01	Tier 2	11:04	12:10	50	J	Reading at or above expectations. Balanced profile
140	11.66666667	12:01	Tier 2	11:04	12:10	50	J	Reading at or above expectations. Balanced profile
142	11.83333333	12:01	Tier 2	11:04	12:10	54	G	Reading within the expected range. Balanced profile
138	11.5	12:04	Tier 2	11:07	13:01	48	I	Reading at or above expected range but skill limited by

	81	86	83	No	WTB=	WTB=	163	13.58333333	12:11	Tier 3
	86	85	82	No	S-	WTB-	159	13.25	11:04	Tier 3
	79	77	86	No	B=	WTB=	158	13.16666667	11:10	Tier 3
	87	91	82	No	B+	WTB+	159	13.25	12:04	Tier 3
	73	70	72	No	B=	WTB-	161	13.41666667	12:07	Tier 3
	95	98	100	No	B=	S=	162	13.5	11:10	Tier 3
	92	95	87	No	B+	WTB=	155	12.91666667	12:07	Tier 3
	74	77	76	No	S-	WTB-	157	13.08333333	10:05	Tier 4
	97	96	95	No	G=	WTB+	155	12.91666667	11:04	Tier 4
	77	85	72	No	S-	WTB-	161	13.41666667	10:00	Tier 4
	73	76	65	No	B+	WTB-	159	13.25	06:11	Tier 4
				No	X	X	163	13.58333333	08:04	Tier 4
	81	89	70	No	S=	WTB=	156	13	09:00	Tier 4
	71	73	69	No	B=	WTB-	162	13.5	07:04	Tier 4
	89	78	94	No	S=	WTB=	157	13.08333333	07:10	Tier 4
	84	97	77	No	B=	WTB=	162	13.5	11:04	Tier 4
	87	73	85	No	B-	WTB-	161	13.41666667	10:05	Tier 4



Aa Aa Aa



'You can make me a nice cup of tea for a start,' Grandma said to George. 'That'll keep you out of mischief for a few minutes.

George couldn't help disliking Grandma. She was a selfish grumpy old woman. She had **pale brown teeth** and a small puckered-up mouth like a dog's bottom.

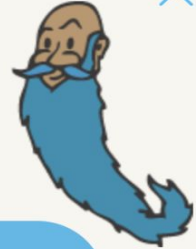
'How much sugar in your tea today Grandma?' George asked her.

'One spoon,' she said. 'And no milk.'

Most grandmothers are lovely kind, helpful old ladies, but not this one. She spent all day and every day sitting in her chair by the window, and she was always complaining, grouching, grumbling, griping about something or other. Never once, even on her best days, had she smiled at George and said, 'Well, how are you this morning, George?' or 'Why don't you and I have a game of snakes and Ladders?' or 'How was school today?'



Key Words



- What image comes to mind when you think of this description?

Key words: **pale brown teeth**

a

Teeth the colour of coffee maybe?

b

Dirty teeth?

c

Rotten teeth?

d

Something else?

Next

Remember

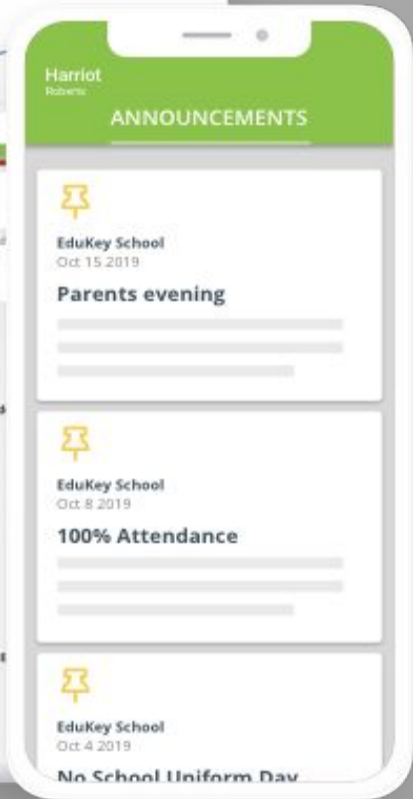
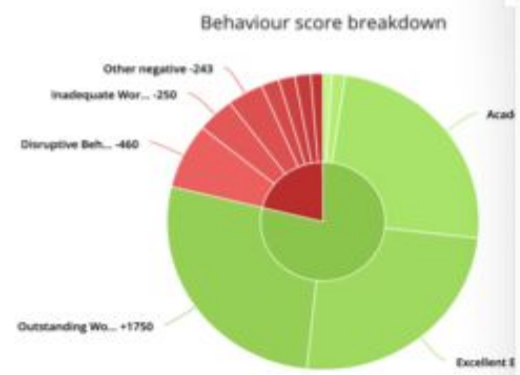
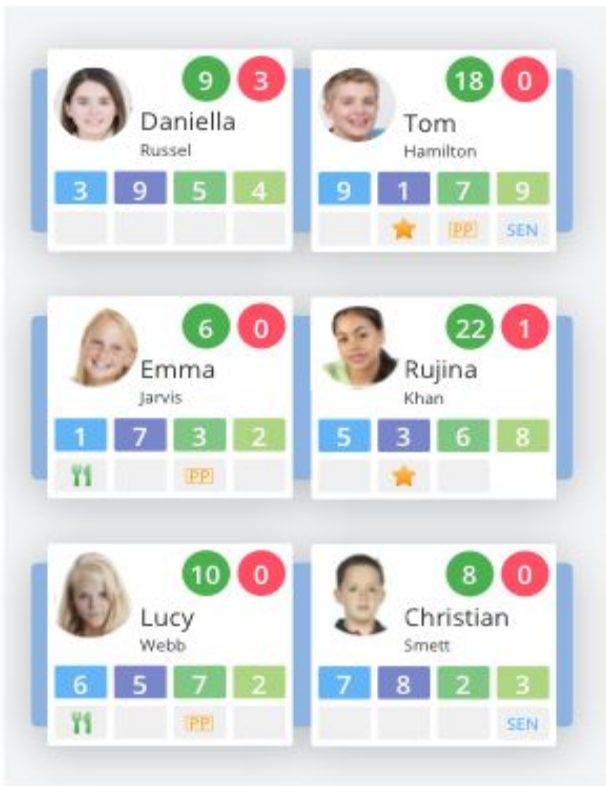
This will not provide the same skills.



20 minutes

Invest in yourself and your future.





Class Charts

Rewards & Praise

Behaviour

Homework

Please ensure you have logged in.



20
POINTS

Pen

The pen is mightier than the sword - but not if you've lost it or it's run out of ink. Reward yourself with a new pen.



20
POINTS

Pencil

You can lead a horse to water, but a pencil must be lead.
One HB pencil.



20
POINTS

Pencil Sharpener

Need to sharpen up? Grab a brand new pencil sharpener.



25
POINTS

15cm Ruler

Take pride in your books by ordering a brand new 15cm ruler.



25
POINTS

Eraser

Made a mistake? Grab a new eraser to help.



25
POINTS

Purple Pen

Always a useful item in lessons.



Sharpener

Protractor

Eraser

Pencils x2



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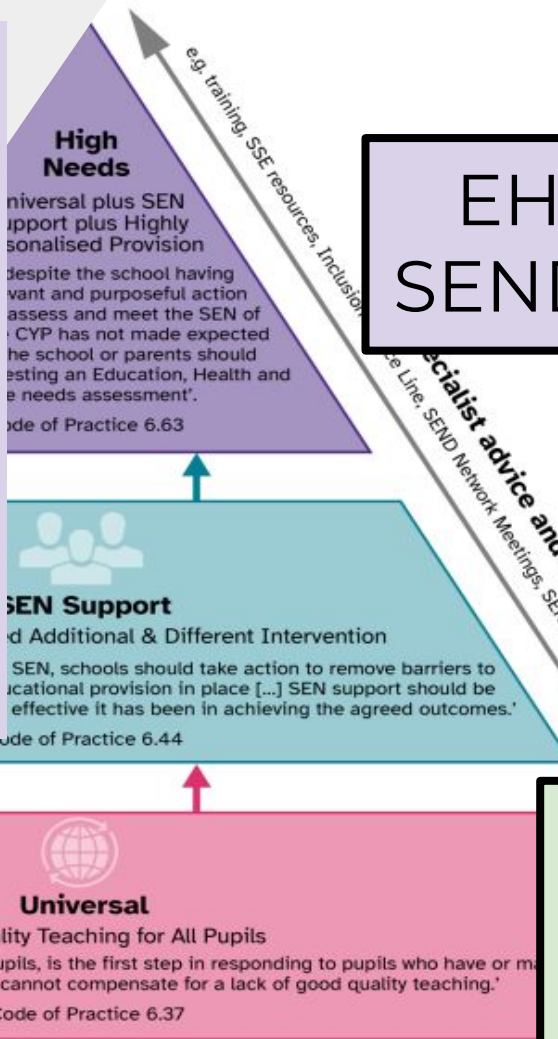
Mrs Wood
SENCO



Meeting the needs of learners with SEND

These layers enable a student to be successful, both in their **learning, behaviour** and skills such as **emotional regulation, resilience** and **social-communication skills**.

It is our goal that the support in place will enable students to make progress and eventually come off of the SEND register.



EHCP provision-
SEND Interventions

ELSA, Referrals
to agencies

Adaptive
teaching/
passports

Meeting the needs of learners with SEND

Behaviour in schools

Advice for headteachers and school staff

Behaviour expectations and pupils with Special Educational Needs and Disability (SEND)

33. A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach can meet the needs of all pupils in the school, including pupils with SEN or a disability so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm, orderly environments which will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support.



Meeting the needs of learners with SEND

Special educational needs and disability code of practice: 0 to 25 years



Department
for Education

Improving outcomes: high aspirations and expectations for children and young people with SEN

- 6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
- achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training

Strategies

Use
rewards/
praise

Make rules
clear &
reinforce
them

Behaviour

ADHD as an explanation
not an excuse

Consistency
Say it and
do it!

Highlight
strengths

<https://www.adhdfoundation.org.uk/>