



Redmoor Academy
How We Learn at Redmoor
A Guide for Year 7 Parents and Carers

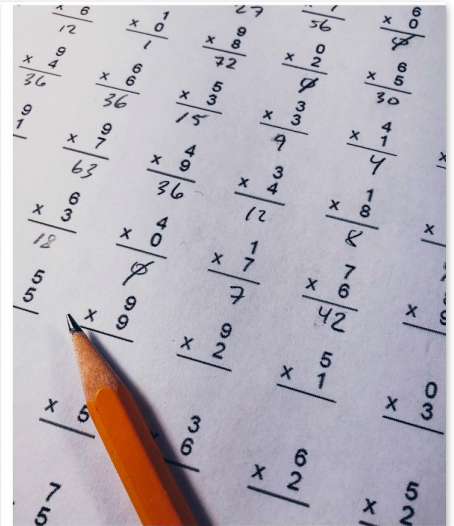


Year 7 Information Evening

During our 'Welcome to Secondary School Information Evening' you will find out more about our curriculum at Redmoor, our approach to teaching and learning and how you can best support your child's academic progress.

Following a main presentation in the hall, there are four workshops on offer that you can attend. The workshops will run four times so you will be able to attend as many of these sessions as you like. The workshops are as follows:

| Workshop | Room |
|---|-------------|
| <i>How do I support my child with homework at secondary school?</i> | S5 and S6 |
| <i>What can I do to get my child to read more?</i> | The Library |
| <i>How do I communicate with staff at Redmoor?</i> | IT2 |
| <i>I know attendance matters. What can I do to support my child and the school?</i> | D4 |

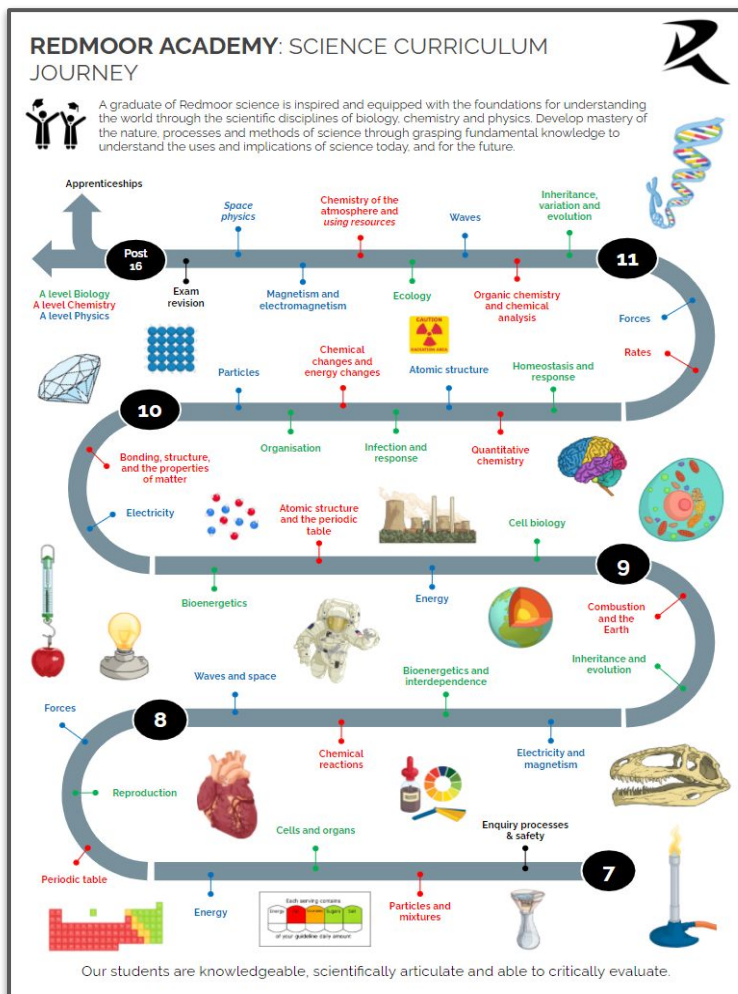


Our Curriculum

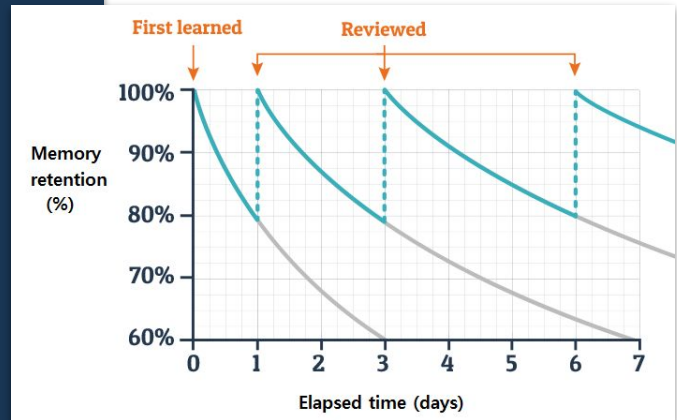
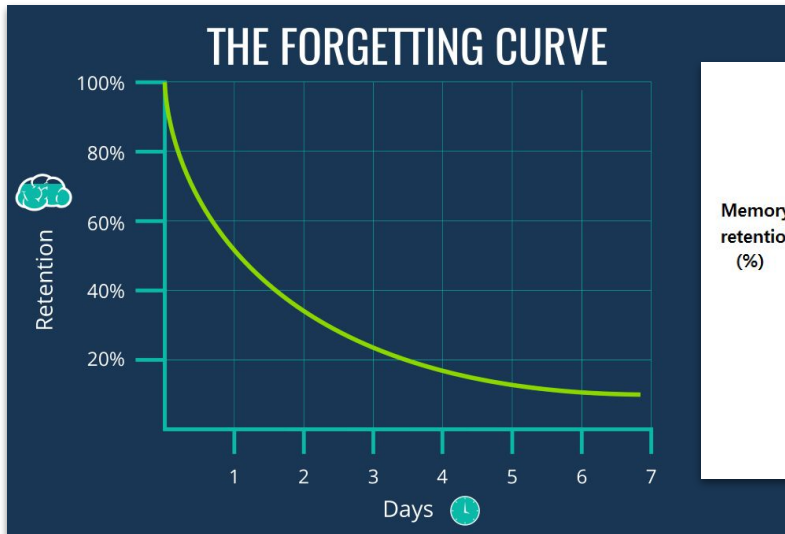
Our curriculum is ambitious and equips all students to be successful. We want Redmoor students to be inspired to be the best version of themselves and to be lifelong learners.

Content in every subject has been carefully considered and sequenced to allow knowledge to build up over time.

The curriculum journey your child will experience in each department will also include enriching experiences, taking place both inside and outside of the classroom. It could be that your child completes an extended project, a creative homework, hears from an outside speaker or even takes part in a subject-focused school trip.



How Our Memories Work



At Redmoor, we look at the most recent research from educationalists, psychologists and cognitive scientists to make sure that the learning of our students is as effective as possible.

Cognitive Load Theory tells us that students can only hold so much in their shorter-term (or working memory) at one time - only about 6 or 7 facts. We need to transfer this knowledge into students' long-term memories so it is remembered over time. The only way we can do that is by practising new material. Our long term memories have so much capacity, but we have to revise in order to transfer knowledge there.

Ebbinghaus, a German Psychologist explained this further. He noted that as soon as we are given information, it begins to fall out of our memories. However, the more we review facts, the more they stick in our long term memory.

We have designed our homework to help this review. With constant practice, our students' long term memories become filled with knowledge that they can draw upon at any time to help them be successful in their academic learning and better understand the world around them.

Top Tip: Think about how easily you can remember song lyrics. This is because we repeat them over and over again, so they stick in your long term memory.



Knowledge Organisers

Knowledge Organisers (KOs) help students to remember the knowledge that they need to understand and remember in order to be successful. KOs organise and break down the key elements of the topics to be covered so that students can learn, revise and then practise these chunks of knowledge. Over time, this knowledge is transferred to their long term memory.

This fundamental knowledge is deepened when students are in the classroom - but these are the fundamental building blocks our students need across all subjects areas.

Your child will be given new knowledge organisers every term in Year 7,8 and 9 and electronic versions can also be found on our school website.

Redmoor English Department: The Ruby in the Smoke

| | |
|---|--|
| CONTEXT: How does the novel help us to understand life in Victorian England? | The period of Queen Victoria's reign, from 1837 to 1901. Britain was a powerful nation. |
| Victorian period | The rights of women were limited at this time. Women lived with hardships and disadvantages. |
| Women | The group of countries ruled over by one monarch. |
| British Empire | A violent uprising against the British ruling in India in 1857. |
| Indian Mutiny | |

| | |
|--|---|
| BIG QUESTION: How are conventional, mystery antagonists and protagonists presented? | |
| Conventional | A usual or accepted way of behaving. |
| Antagonist | A character who strongly opposes, struggles against or competes with the protagonist. |
| Protagonist | The main character of a story, sometimes a hero to the audience. |

| | |
|---|---|
| BIG QUESTION: How is the structure of the novel used for effect? | |
| Structure | The order in which the events in a story occur. It is how you shape your story. |
| Narrative voice | The perspective the story is told from. |
| Opening hook | An opening that is designed to engage the reader. |
| Cliffhanger | A technique where the writer leaves the reader not knowing what will happen next. |
| Flashback | A part of a story that goes back to events in the past. |

| VOCABULARY BOOST | |
|---------------------------|---|
| Word | Definition |
| Antagonise (verb) | To anger someone enough to dislike and oppose you. |
| Bohemian (adj) | A person who is interested in artistic and unusual things and lives free of conventional rules. |
| Conventional (adj) | A usual or accepted way of behaving. |
| Explicit (verb) | To use someone unfairly for your own advantage. |
| Patronage (noun) | A society controlled by men in which they use power to their own advantage. |
| Stereotype (noun) | A set idea that people have about what someone or something is like. |
| Villainous (adj) | Having a cruel or wicked character. |

| | |
|--|---|
| BIG QUESTION: How does Pullman use language to achieve effects? | |
| Apitonym | An acronym is a name that matches the character or occupation of its owner. |
| Animal imagery | A description where the writer gives animal characteristics (features) to a human or non-animal. |
| Dialogue | A conversation between the characters in a story. |
| Metaphor | An imaginative way of describing something by referring to something else which is similar in a particular way. |
| Personification | A description where an idea or object is given human feelings or actions, or is spoken about as if it's human. |
| Simile | A description that uses 'like' or 'as' to make a comparison. |

Knowledge organiser

YEAR 7

"For me, gives a partial view for life. In so far as it is based on fact, it is based on experiment."

ROSALIND FRANKLIN

MIND STAYS SHARP IN THE HERE AND NOW.

How we learn at Redmoor

Spacing and interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different topic.

Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

Mind Maps

Mind mapping is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your mind into a visual picture.

Mind maps help with memorisation of key knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!

Useful links:

- The learning scientists: <https://www.learning-scientists.org/>
- Memrise: <https://www.memrise.com/>
- Quizlet: <https://quizlet.com/en-gb/>
- Seneca: <https://www.senecalearning.com/>

Boiling point The temperature that a substance boils at.

Change of state The process where a substance changes from one state to another.

Condense (condensation) The change of state from a gas to a liquid. It can happen at any temperature below the boiling point.

Density The mass of a material in a certain volume.

Diffusion The process where particles in liquids or gases spread out randomly from a place where there are many particles to a place where there are fewer. When the particles at the surface of a liquid turn into a gas.

Evaporation The force applied on a certain area, on walls of a container. It is caused by collisions of particles with the walls.

Gas pressure The temperature at which a substance melts.

Melting point A very tiny object, such as an atom or molecule, that materials are made from. They are too small to be seen with a microscope.

Particle A way to think about how different substances behave in terms of small, moving particles.

Particle model Smallest part of an element that can exist.

Atom Substance made up of 2 or more elements chemically bonded together.

Compound A substance that cannot be broken down into other substances. They are made up of just 1 type of atom.

Element

Sublimation is a change of state from a solid to a gas. The reverse is called **deposition**.

Diffusion

Explain what happens to the particles when a liquid freezes.

Diffusion is the movement of one type of particle into and through another. Particles move from a high concentration to a low concentration.

The graph shows the temperature of a liquid as it is heated. The temperature for all of the particles to get enough energy to form a gas.

How do you know from the graph what the boiling point is?

THINK HARD. WORK HARD. GO FAR

Homework

For homework, we ask our students to revise and then practise remembering the facts from their knowledge organisers. We know that this helps them retain important information and use higher level vocabulary, and this is backed up by educational research. Your child may also be asked to complete creative homework tasks that allow them to apply their learning in interesting ways. We expect our students to spend the following time on their homework:

Year 7 and 8:

- 20 minutes per subject per week (except for lessons taught once a week which set homework less frequently)

Year 9:

- 30 minutes per subject per week

The Maths department will set homework using the online platform Sparx Maths.

All homework is set on ClassCharts. Teaching staff will include all the details your child will need to complete their homework, along with deadlines and supportive material to help.

You are able to monitor and support your child as you can see what homework they have on the parent section of ClassCharts.

We expect our students to put maximum effort into their independent learning. By doing this, students will be on their way to achieving 'As' for effort with their homework and receiving lots of house points. Remember, lack of effort appropriate to the child's ability will result in students being given sanctions.

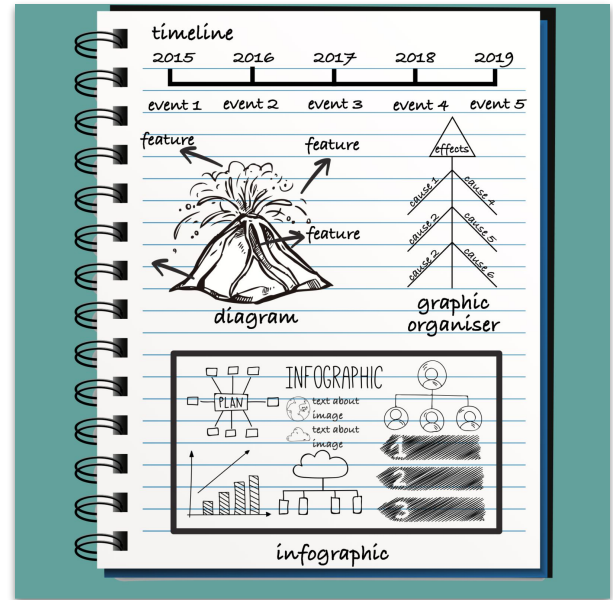


Effective Learning Strategies

Dual coding

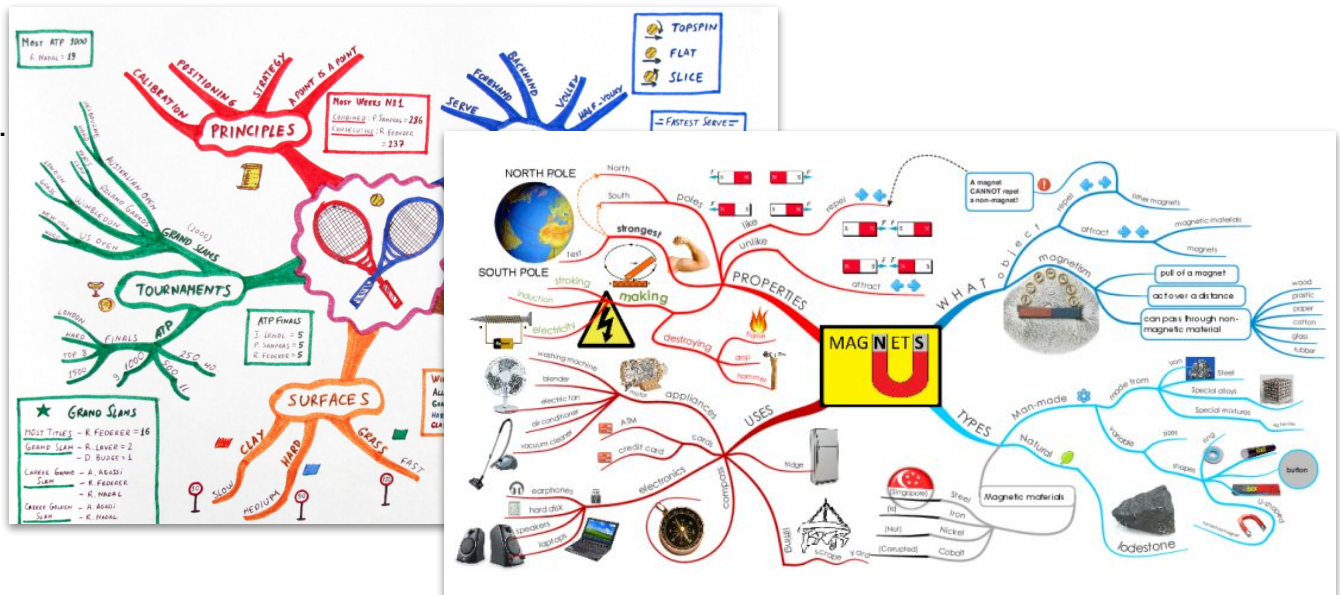
Dual coding is the process of combining words and sentences with visual graphics. Students take the new information they are trying to learn and draw visuals to go with it.

Students can try to come up with different ways to represent the information. For example, using timelines, cartoon strips and diagrams.



Mind Mapping

Mind-maps are a great way of 'transforming' students' notes or information (for example, from the KOs) by turning them into visual revision resources. Each branch of the mind-map helps students to organise the information. For example, a mind-map on the topic of volcanoes might have one branch on 'causes', another on 'key locations', and one on 'notable volcanoes.'



Effective Learning Strategies

Cornell Notes

Using Cornell notes is a way of presenting notes on a given topic. It involves students thinking carefully about what they're making notes on in order to condense the key points, make information visually memorable and to summarise. There are 3 handy sections:

- The main notes
- Key words / concepts
- A summary

Students simply split their page up as shown in the image to the left.

Notes:

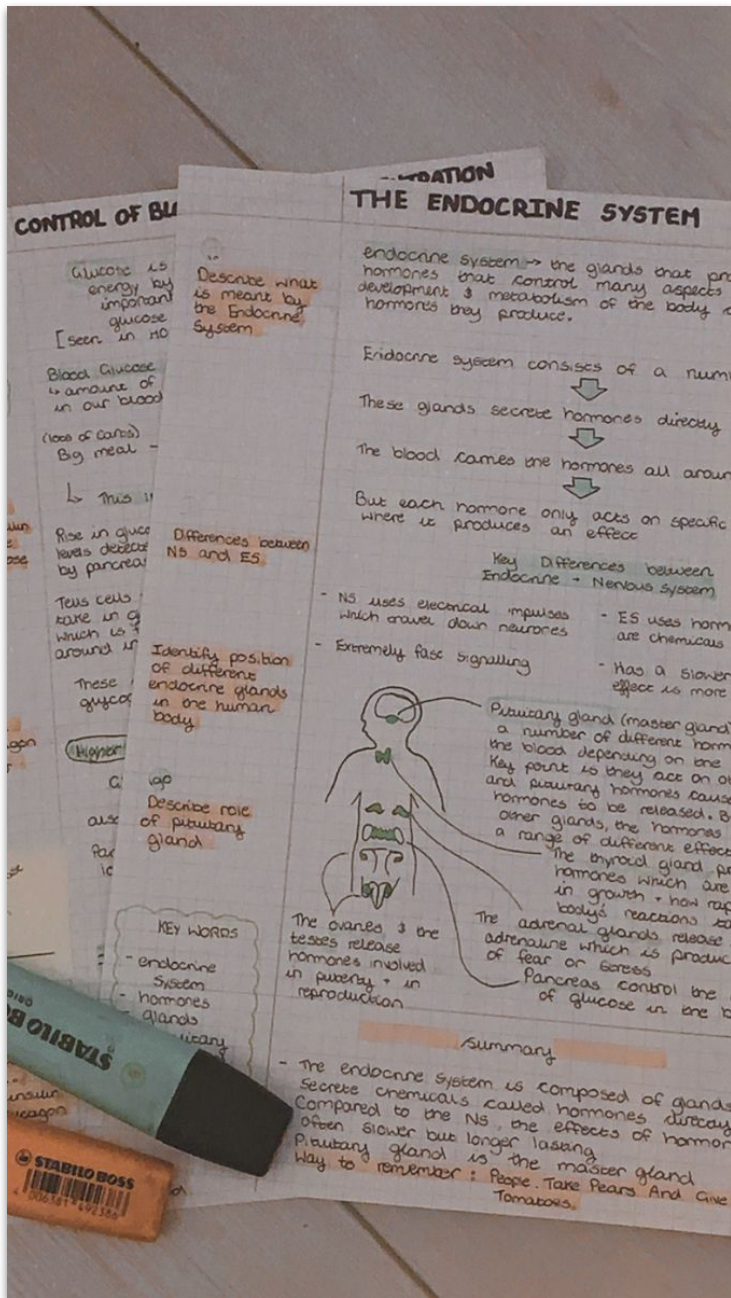
After reading the information or looking at the page/section of the knowledge organiser students are trying to revise, they make general notes into the main section of the page. Students can use sub-headings, add dual coding and use minimal highlighting to make information stand out.

Key words:

This section along the left margin can be used to identify all subject specific keywords.

Summary:

The information should be summarised in the bottom section of the page, with students writing 2-3 sentences to capture an overview of what they've learned.



Effective Learning Strategies

Flashcards

A flashcard contains questions on one side, answers on the other.

Students can colour code their cards for specific topics or subjects.

Once students have created their flashcards they need to think about how to use them effectively. There is a link here to further information about how students can use the Leitner system to test themselves:

[Leitner flashcards](#)



| Homeworking 5- Markable characters. | |
|-------------------------------------|--|
| SHEILA BIRLING ✓ | compassionate, warm, generous + sensitive. Regrets her actions feels guilty. likes Eva, Arthur |
| ERIC BIRLING ✓ | Drinks a lot (too much) becomes quickly regrets actions, immature - frustrated, complacent |
| MR BIRLING (ARTIST) | arrogant, capitalist, prejudiced - with pre attitudes, racist, prejudice , selfish, prejudiced, against equality, self-made man |
| MRS BIRLING (SHEIL) | Prejudiced, believes personal responsibility, cold. Husband's social superior, superficial, remorseless |
| GERALD CROFT ✓ | Engaged to Sheila, politically close to Birling & Evans. pragmatic |
| INSPECTOR GOOLE ✓ | mysterious, pretty much never advocates, social just |
| EDNA EVA SMITH ✓ | victim of social superiority , vulnerable. Powerful, unventured, imposing, rich |

Self-Quizzing

Students can test themselves using their knowledge organiser or flashcards - or any form of revision resource.

They can read, cover, say it aloud and then check their answers. Doing this, in addition to completing the homework, will help them - because all students will be tested on this knowledge in class. They might even try making quiz questions for themselves or their friends!

Students can then self assess any missed information this way, identifying any gaps in their knowledge.

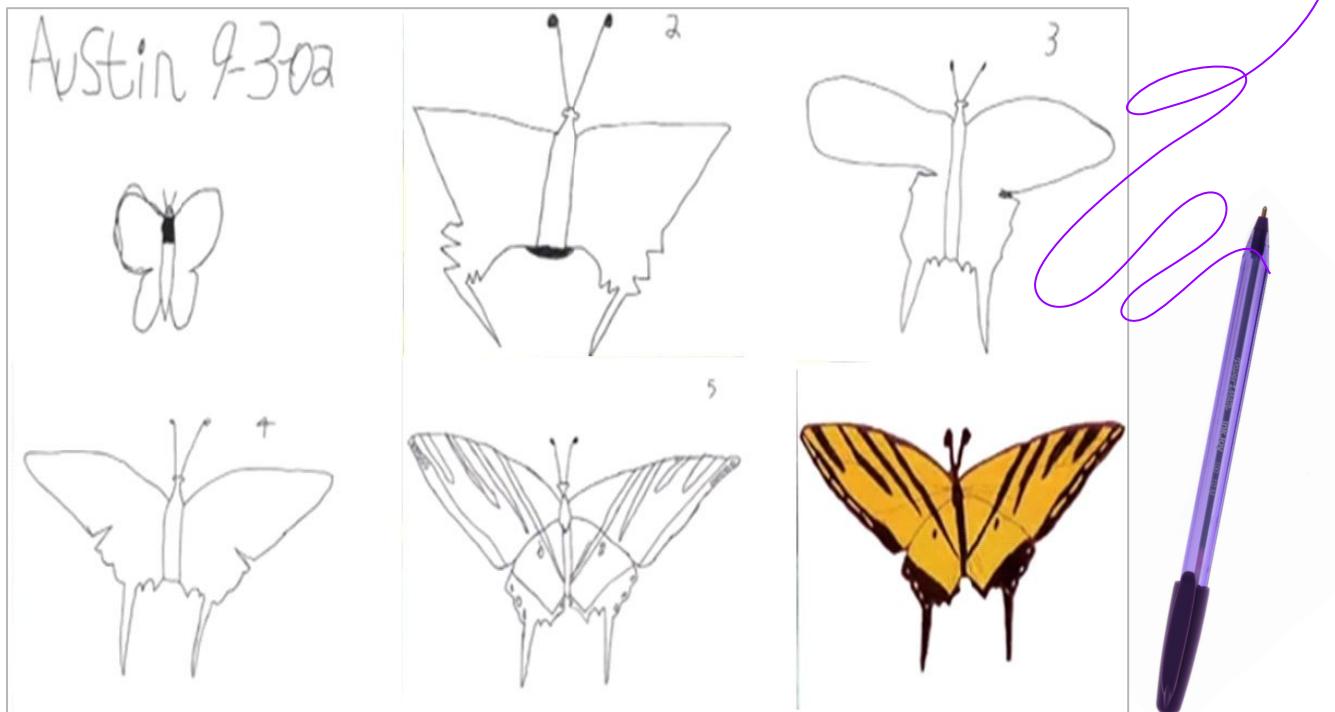
Assessment and Feedback

When you look at your child's book, you may expect to see lots of teacher ticks, 'well done's' and grades.

However, recent research tells us that this is not the most effective. At Redmoor, feedback may take the form of whole class feedback, verbal feedback or individual written feedback in your child's book - so you may not always see lots of comments there. **The most important feedback is that which is acted on by students.**

What you should see evidence of in books is your child responding to their teacher's feedback using purple pen. Sometimes the purple pen work will be in response to the verbal feedback they've been given in class (so it won't always mean the teachers have written in books). But the more your child acts upon their teacher's feedback, or in some cases their classmates' feedback, the more progress they can make. Austin's butterfly is a good example of how targeted feedback can lead to success (search for the video on YouTube for more details).

"If it's not excellent, it's not finished!"



The Redmoor DNA

The Redmoor DNA is comprised of 7 key characteristics that we want our students to exemplify.

We don't expect our Year 7s to be the finished articles already, so over time we help them to develop themselves to become resilient, engaged, dedicated, motivated, organised, optimistic and responsible young people.

Possessing these traits will mean our students grow into well-rounded, knowledgeable and successful young adults who not only thrive at school but in their future lives.

Students are rewarded for demonstrating the DNA in lessons and with their homework, even around the school site. And this Redmoor DNA is referenced in lessons, by tutors, via assemblies, and through all that we do at Redmoor.



Think hard, work
hard, go far

The Redmoor DNA



Literacy at Redmoor

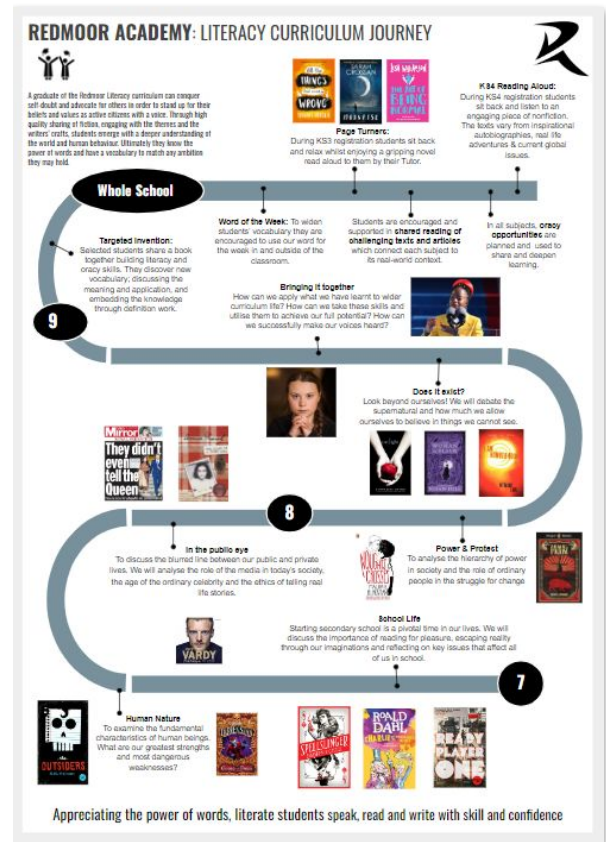
Literacy is vital for students' success. It is essential for our students to be able to read, write and speak well in order to achieve their potential academically and for them to become active members of society once they leave us.

At Redmoor, we promote literacy across the whole school. In each subject we place a high value on developing subject-specific literacy, on broadening students' vocabulary, and on supporting them to read challenging academic texts.

All subjects and key stages plan 'Talking Points' into their topics too, providing many opportunities for students to practise formal, intelligent talk - a vital skill for success in later life. Literacy development continues in KS4 across all subjects as there is a continued focus on vocabulary, questioning, academic reading and structured writing.

In addition, during tutor time we promote literacy through our 'Word of the Fortnight'. This is shared during registration and students are rewarded for using the word throughout the week, as many do - some of them quite creatively!

All students in Year 7 and 8 at Redmoor also have Literacy lessons dedicated to oracy, comprehension and whole class reading. The Reading Skills curriculum provides students with skills that underpin excellent literacy across the wider curriculum. Firstly, we focus on developing students' ability to articulate their ideas and opinions in order to give them the confidence to participate in high quality discussion and debate. These activities then lead to higher quality written work across their subjects.





All tutor groups have a morning registration each week devoted to **Redmoor Reads**. This is a twenty minute activity where the tutor reads aloud from a novel or non-fiction text, supported by whole-class discussion and work on key vocabulary. It develops the joy of simply being read to, whilst promoting bonding as a tutor group over discussion of great fiction and non-fiction texts. By the time they leave us, Redmoor students will have been exposed to a wide range of quality literature.

We see reading as being crucial to both the academic progress and wellbeing of our students and we therefore place a high value on reading for pleasure. Reading good quality fiction has been proven to help young people in many ways, in particular in developing a wide vocabulary, being more successful academically and lowering stress levels.

If students are unsure what to read, they can access recommended reading lists on the school website, browse and reserve books through our Online Library Service, or ask Mrs Grudgings, our school librarian, who is always full of great recommendations! She will soon begin a weekly extra-curricular Book Club which all students are welcome to join. Book Club sessions are designed to inspire the students to develop a love of reading through the sharing of a good book in a relaxed environment with an adult to guide them.

Students are also encouraged to enter our Redmoor Reading Challenges and creative writing competitions and are rewarded for their successes - with many having their work published last year!



Supporting Struggling Readers

Some of our students at Redmoor will be selected to take part in the Lexonik programme: a fast-paced, intensive and fun approach to boosting reading confidence by providing students with the strategies required to read more confidently.

Students will be invited in groups of four to participate in a six week intervention delivered by specially-trained teachers. Lexonik is designed to make students curious about language whilst providing them with the tools necessary to understand the academic language they are exposed to at school and beyond. It supports our struggling readers most of all and is complemented by 1:1 reading programme.



Supporting Students' Progress

If your child is not making enough effort in class and with homework

(some Cs and Ds for 'Attitude to Learning' on school report)

- Talk about the school day: highlights and low points?
- Prioritise attendance and punctuality
- Check their homework diary
- Take an interest (check up on!) their homework. Does the standard look good enough?
- Praise really good effort
- Ensure they get enough sleep
- Limit time on devices - have a family 'cut off' point
- Create a homework timetable together
- Support the school's reporting systems that seek to improve effort and attitude to learning

If your child is trying hard in all their subjects

(Bs and As for 'Attitude to Learning' on school report)

- Celebrate and praise their efforts and achievements
- Help them to see that setbacks or disappointments are part of learning and not the end of the world
- Ensure they get the balance right - study is important but so are exercise, hobbies, socialising and 'downtime'



Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

Think hard, work hard, go far