



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

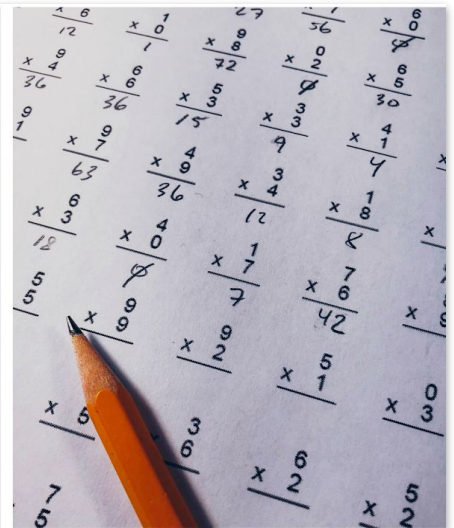


# Year 7 Information Evening

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 three times so you will need to choose which three you wish to attend. 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          |

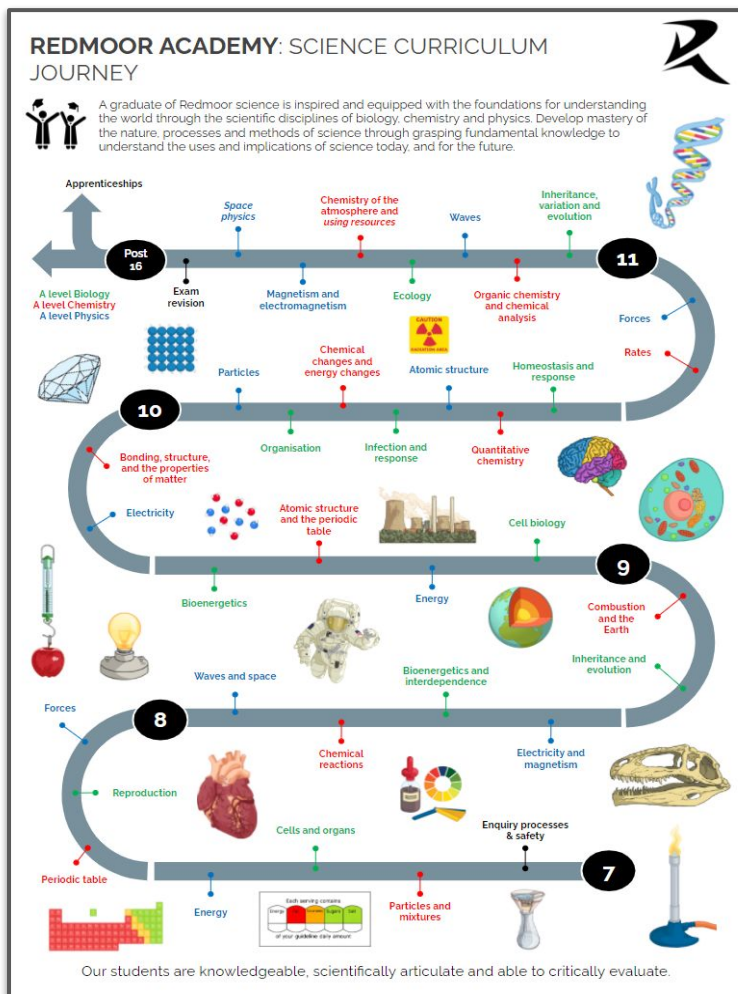


# Our Curriculum

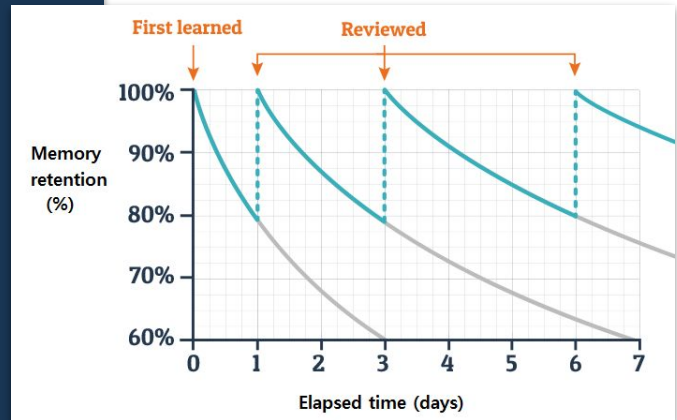
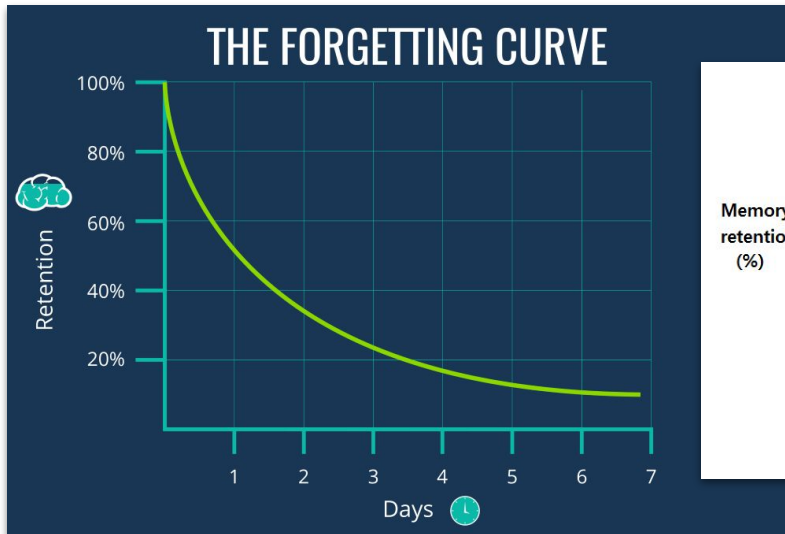
Our curriculum is ambitious and equips all students to be successful. We want Redmoor students to be inspired to be the best version of themselves and to be lifelong learners.

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?                                       | BIG QUESTION: How are conventional, mystery antagonists and protagonists presented?                        |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Victorian period</b><br>The period of Queen Victoria's reign, from 1837 to 1901. Britain was a powerful nation. | <b>Conventional</b><br>A usual or accepted way of behaving.                                                |
| <b>Women</b><br>The rights of women were limited at this time. Women lived with hardships and disadvantages.       | <b>Antagonist</b><br>A character who strongly opposes, struggles against or competes with the protagonist. |
| <b>British Empire</b><br>The group of countries ruled over by one monarch.                                         | <b>Protagonist</b><br>The main character of a story, sometimes a hero to the audience.                     |
| <b>Indian Mutiny</b><br>A violent uprising against the British ruling in India in 1857.                            |                                                                                                            |

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

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

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

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!

Useful links:

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

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!

THINK HARD. WORK HARD. GO FAR

Key word

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: The temperature at which a substance melts.

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

Atom: Smallest part of an element that can exist.

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

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

Sublimation is a change of state from a solid to a gas. The reverse is called re-sublimation.

Diffusion: Explain what happens to the particles when a liquid freezes.

Diffusion: 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?

# 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).
- Maths and Literacy allocate 30 minutes per week

## Year 9:

- 30 minutes per subject per week

The Maths department will set homework using the online platform Sparx Maths and Literacy homework will be on Sparx Reader.

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.

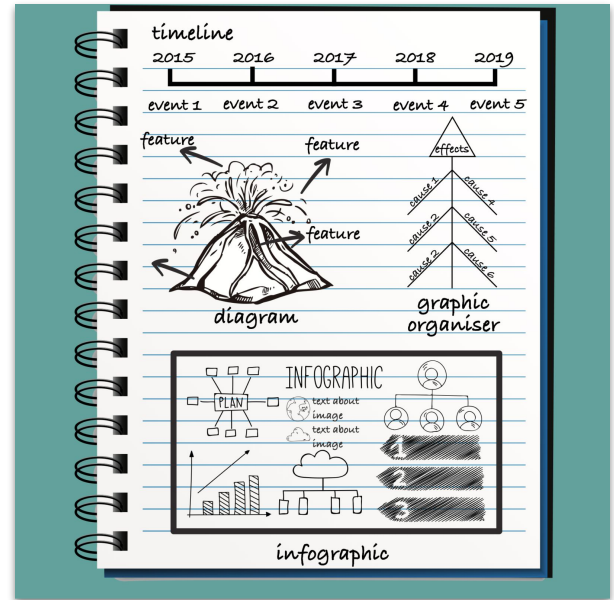


# Effective Learning Strategies

## Dual coding

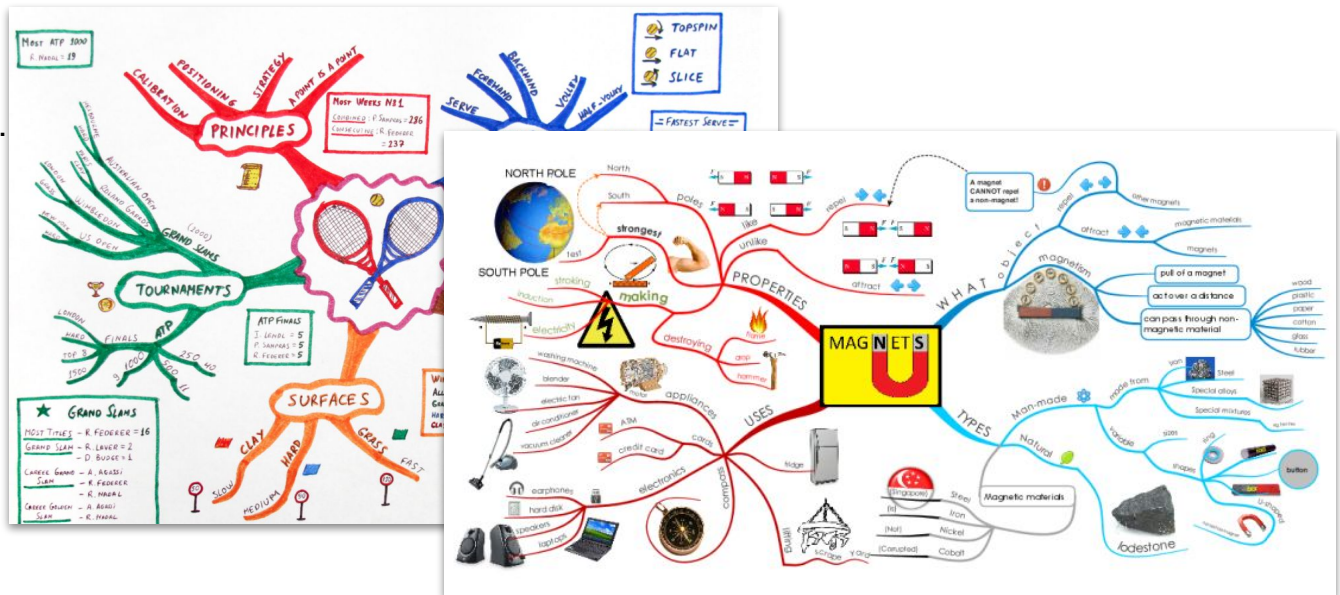
**Dual coding** is the process of combining words and sentences with visual graphics. Students take the new information they are trying to learn and draw visuals to go with it.

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:

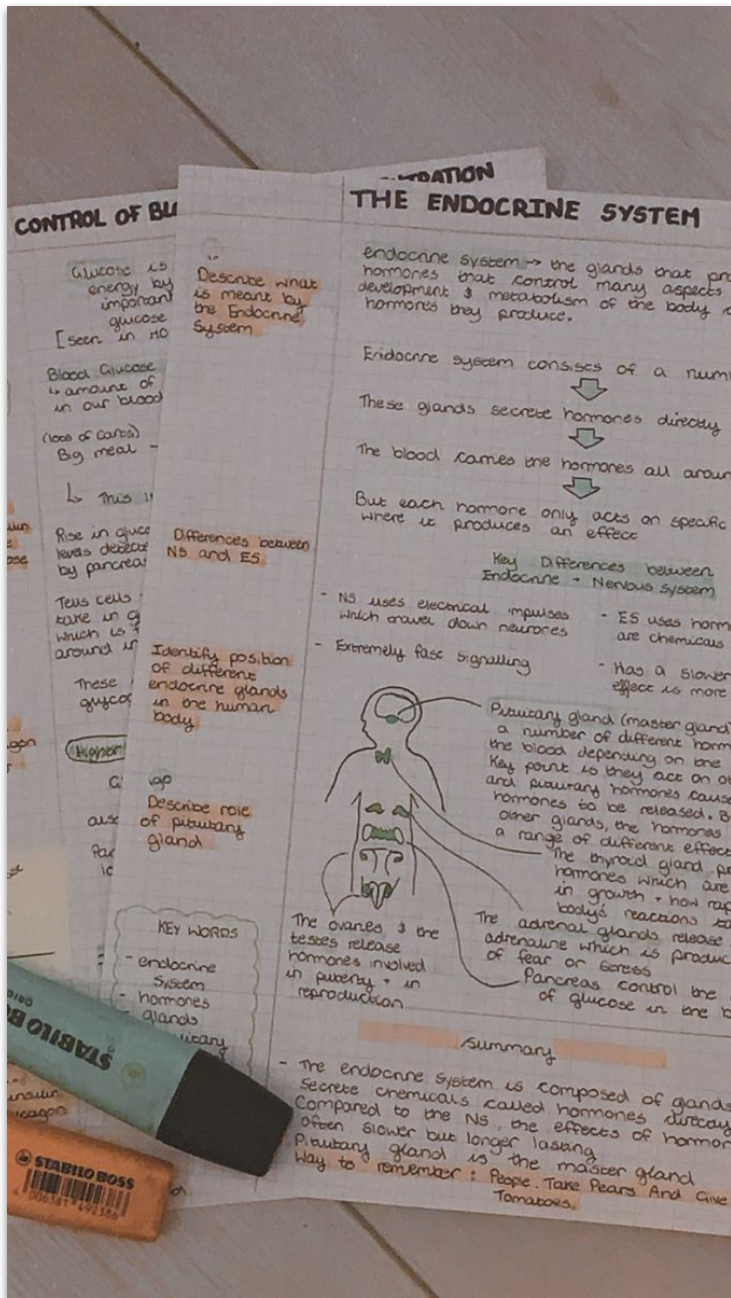
After reading the information or looking at the page/section of the knowledge organiser students are trying to revise, they make general notes into the main section of the page. Students can use sub-headings, add dual coding and use minimal highlighting to make information stand out.

### 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 (ACTIVE)                 | arrogant, capitalist, <del>prejudiced</del> - with <del>pre</del> attitudes, racist, sexist, selfish, prejudiced, against equality, self-made man. Prejudiced, believes personal responsibility, cold. Husband, social superior, superior, domineering |
| MRS BIRLING (SEXIL)                 | Engaged to Mr. Croft, politically close to Birling & Evans. pragmatic                                                                                                                                                                                  |
| GERALD CROFT ✓                      | mysterious, pretty much like a doctor, social post                                                                                                                                                                                                     |
| INSPECTOR GOOLE                     | victim of social injustice, vulnerable. Powerful, unventured, imposing, harsh                                                                                                                                                                          |
| EDNA EVA SMITH ✓                    |                                                                                                                                                                                                                                                        |

## 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.

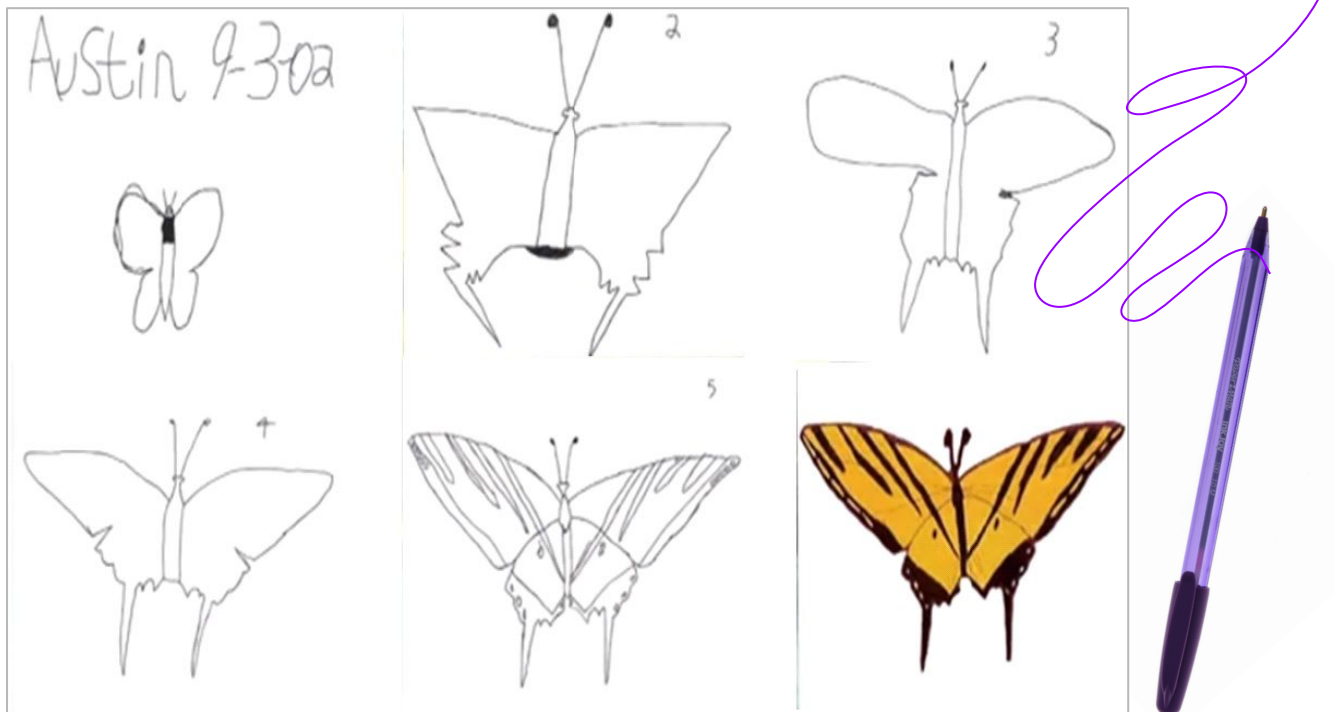
# Assessment and Feedback

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

At Redmoor Academy, our vision is for students to become ambitious, knowledgeable and compassionate young people equipped for success in an ever-changing world. The breadth of experiences at Redmoor, both academic and personal, develop students' aspirations and give them the confidence to pursue them.

Our students:

- thrive academically, leaving us with a strong foundation of knowledge, critical thinking, autonomy and a lifelong love of learning
- achieve excellence in their character
- understand how to show respect for themselves, others and the world around them
- take responsibility for their own actions
- have the resilience to cope with challenges and recover from setbacks, displaying the determination to carry on
- become self-regulated life-long learners
- become role-models in the wider community

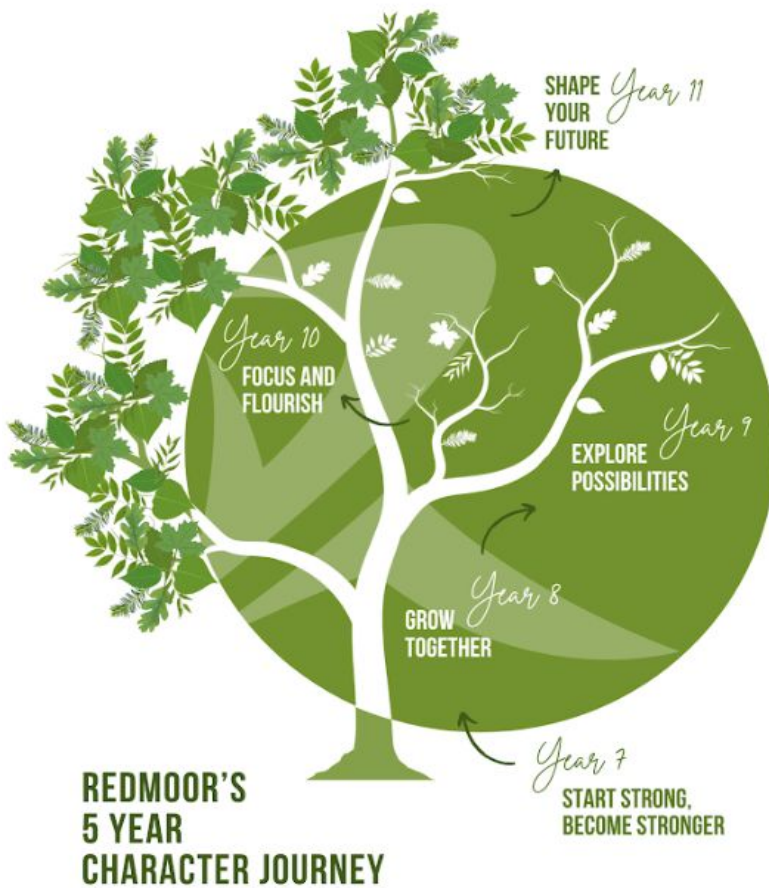


The Redmoor DNA brings together academic and personal success in three key characteristics:

- **Resilience**
- **Respect**
- **Responsibility**

Students are explicitly taught the virtue literacy through PSHCE content and tutor time. They define what the three Rs mean, explore what they look like in practice and understand how these traits develop them as well-rounded individuals who are ready for the future.

# The 5 Year Journey



It is imperative our students develop a sense of belonging and identity at Redmoor, and we want all students to understand how they will grow throughout their 5 years with us.

This is why each year group has a specific motto and a vision statement which guides them through 'The 5 Year Journey'.

The Year 7 motto is introduced during induction and then further explored throughout the year's PSHCE lessons and regular assemblies. This guides their identify from the moment they join us in Year 7 and are 'rooting down' into secondary school life.

*In Year 7 we make a good impression by being kind to those around us, trying our best and joining in with the many activities my school has to offer.*

*In Year 8 we are great role models. We help each other to overcome challenges and form good habits.*

*In Year 9 we become the best version of ourselves by making mature personal and academic choices. We set ambitious goals and face challenges with resilience.*

*In Year 10 we demonstrate our grit and determination by taking charge of our own learning. We turn challenges into opportunities. We become the role models younger students need.*

*In Year 11 we work hard and support each other to fulfill our potential. We make the most of opportunities to thrive, preparing ourselves for the future with confidence and ambition.*

# 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.



## Cross-Curricular

At Redmoor, we promote literacy across the whole school. Across the curriculum, purposeful oracy opportunities (**Talking Points**) are embedded to enable students to articulate ideas, reason effectively, and deepen their understanding through talk. Students are also supported through the shared reading of thought-provoking texts and articles that link academic content to real-world contexts (**Academic Reading**), enriching both understanding and engagement. To support vocabulary development, students are encouraged to learn and apply new words through focused instruction, regular practice, and meaningful use across subjects. Teachers across the curriculum apply the **Literacy Marking Code**, while students are empowered to take ownership of their work by using **Literacy Proofreading Mats** to refine and improve their writing.



## Tutor Time

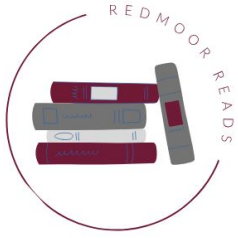
During tutor time, students participate in **Redmoor Reads**, a weekly programme designed to strengthen literacy through shared reading of fiction, non-fiction, and poetry—encouraging comprehension, contextual vocabulary development, background knowledge, and rich discussion of complex themes and ideas. Bi-weekly, Y11 students engage with **Exam Literacy**, focused on developing students' exam literacy by exploring example GCSE questions, unpacking common command words, and strengthening their ability to interpret exam language across subjects—reinforcing reading strategies and supporting academic confidence. Additionally, students are introduced fortnightly to the **Word of the Fortnight**; students are encouraged to actively use the word both in and beyond the classroom.



## Literacy Curriculum

All students in Year 7 and 8 also have Literacy lessons dedicated to vocabulary development, oracy and writing skills. The Literacy curriculum covers topics from '**Settling In, Speaking Up**' to '**Fighting Injustice**'. Literacy provides students with skills that underpin excellent literacy across the wider curriculum. Throughout Year 7 and Year 8 Literacy, students engage with whole class readers to develop a shared understanding of key themes, broaden their cultural perspectives, and foster empathy through collective exploration of rich, diverse texts.





Within our tutor time programme, students partake in weekly **Redmoor Reads**, designed to strengthen literacy through shared reading of fiction, non-fiction, and poetry—encouraging comprehension, contextual vocabulary development, background knowledge, and rich discussion of complex themes and ideas. 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 Ms. 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.

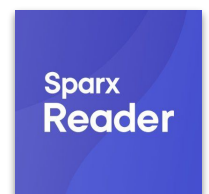
Students are also encouraged to enter our Holiday Reading Bingo and creative writing competitions and are rewarded for their success. We are proud to have many published writers at Redmoor!

## Supporting All Readers

At Redmoor Academy, we are committed to supporting all students to develop healthy reading habits. We provide targeted intervention to support students' literacy development through structured programmes including 1:1 Reading, IDL, Lexonik Leap, and Lexonik Advance—each designed to improve reading fluency, decoding skills, and comprehension through tailored, evidence-based approaches.



All students also have access to Sparx Reader, an online reading platform which caters to each students' specific needs. Year 7 students will complete a Sparx Reader assessment at both the beginning and end of the academic year, with weekly homework assigned to support ongoing reading development.



# 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 a dark grey header bar at the top of the page.

Think hard, work hard, go far