

Welcome to the class of 2024!





**A journey
together...**




**SPRINGFIELD[®]
SCHOOL**



SPRINGFIELD[®]
SCHOOL

- 1. The year so far (Mrs Byerley)**
- 2. Important info. (Mr Wilburn)**
- 3. School Gateway/Comms (Mr Waites)**
- 4. Supporting Literacy at home (Miss Bicheno)**
- 5. Supporting Numeracy at home (Miss Hawkins)**
- 6. Questions**



Priorities:

- Safe
- Happy
- Successful



**AYRTON**[®]

**MOORE**[®]

**CONSTANTINE**[®]

**FRANKLIN**[®]

**WOOLF**[®]



National perspective: NSPCC – ‘How safe are our children?’ 2019

<https://learning.nspcc.org.uk/research-resources/how-safe-are-our-children/>



Children's lives online

The internet is central to children's lives ...



5–15 year olds who go online spend an average of 15 hours 18 minutes a week online.



44%
of children aged 5–15 said they owned a smartphone.

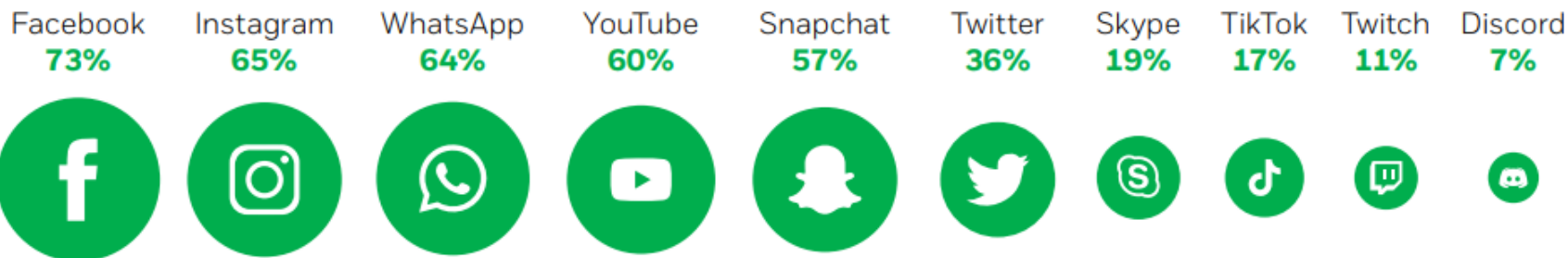
... and social media is an ever-present part of childhood with ...

90%

of 11–16 year olds surveyed saying they have a social media account.



When we asked children with a social media account if they used specific social media platforms, we found ...



Key findings from 2019

Our 2019 report found:

- year on year increases in the numbers and rates of police-recorded online child sexual offences in England and Wales and Northern Ireland
- increases in police-recorded offences of obscene publications or indecent photos in all four UK nations over the last five years
- increases in the number of URLs confirmed by the Internet Watch Foundation (IWF) as containing child sexual abuse imagery since 2015
- less than half of children aged 12 to 15 say they know how to change their settings to control who can view their social media
- the majority of parents, carers and members of the public agree that social networks should have a legal responsibility to keep children safe on their platforms

Key policy calls from 2019

Following the publication of the government's online harms white paper, we are calling on the government to ensure that it delivers a statutory regulator that:

- has the necessary powers and resources to do its job
- subjects platforms to a legally enforceable duty of care
- makes platforms report on how they keep children safe
- carries consequences for platforms that breach safeguarding rules
- makes platforms take proactive steps to prevent exposure to illegal behaviour

Basics:

- Talk
- Check/monitor
- Controls



Digital Parenting

A parent's guide to gaming

Coping with online peer pressure

What is digital resilience?

And why is it so important to your child's future?

PLUS
Advice on cyber crime, bullying, social media, and more



Vodafone
Power to you

Digital Parenting

Digital superheroes

How building resilience will help your child stay safe and be happy online

Parent or over-share: which one are you?

The Duke of Cambridge on his fight against cyberbullying

PLUS
Digital life skills everyone should learn
Age ratings
The state of virtual reality and more



Vodafone
Foundation



Ofsted 2016

'There is a sense of pride in the quality of learning in the school from staff and from pupils'

Good and Improving

Gallery



Latest News and Information



Capital FM Visit Year 10

Year 10 pupils were delighted to receive a surprise visit yesterday from the Capital FM South Coast > [read more](#)

Date posted: 14/09/2016



DofE Presentation

We were delighted to receive an award from The Duke of

Quick Links

[Learning Platform](#)[Prospectus](#)[Safeguarding & E-Safety](#)

Safeguarding & E-Safety

If you have concerns or queries regarding e-safety, bullying or student welfare, please contact the relevant Year Office at the school. (Note that the school's designated member of staff for child protection is Jon Wilburn, Deputy Headteacher.) For further information regarding safeguarding, please explore the links below.

Child Protection

- [Childline](#)
- [Female Genital Mutilation - Help and Advice](#)
- [Forced Marriage Advice](#)
- [NSPCC](#)
- [Portsmouth Safeguarding](#)
- [Children Board](#)

E-Safety

- [CEOP Command](#)
- [CEOP Parent Info](#)
- [CEOP's ThinkUKnow](#)
- [Internet Watch Foundation](#)
- [Kismart](#)
- [Parent's Guide to Facebook](#)
- [Top Tips for Staying Safe Online](#)
- [UK Safer Internet Agenda](#)

The Prevent Agenda - Protecting Children from Radicalisation

- [Educate Against Hate](#)
- [The Prevent Duty](#)



For advice, help or to make a report visit our
safety centre



Our sites



Follow us



Register for Child Rescue Alerts by text or email and help save a missing child in danger



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Tim

Attendance Matters!

Target: 96%+

90% = 1 day per fortnight (20 missed school days)

80% = 1 day per week (40 missed school days)



Schoolgateway

Keeping up with what's going on at school is easier than ever



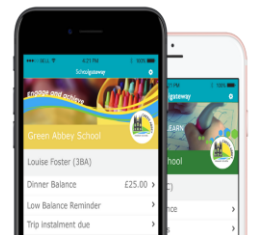
GET THE SCHOOL GATEWAY APP

Stay fully connected to your child's life at school, wherever you are. Download from your app store.

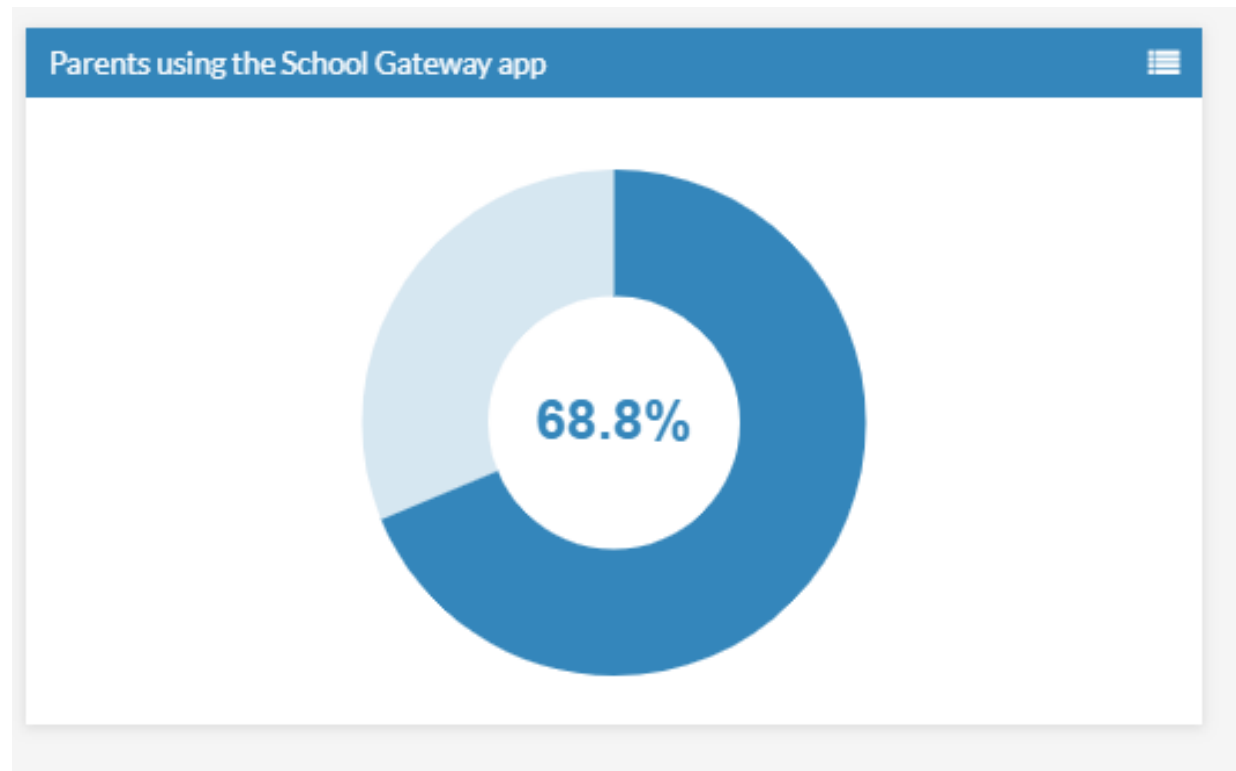


USED BY OVER 3,000 SCHOOLS AND 2,000,000 PARENTS ACROSS THE UK

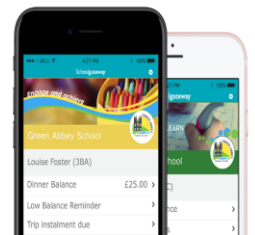
Download the  app for free today



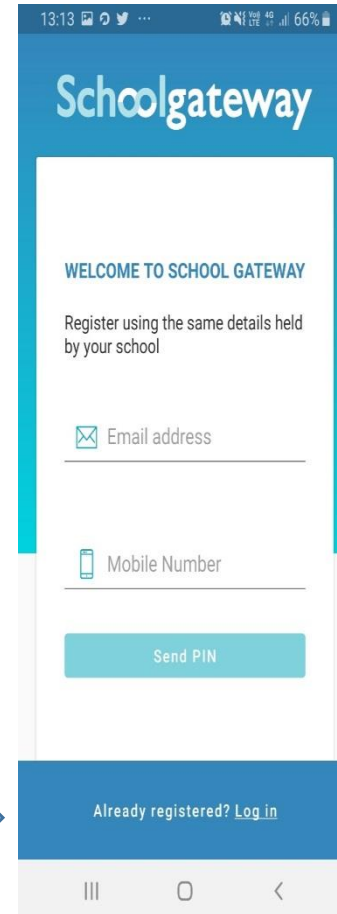
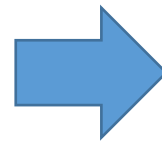
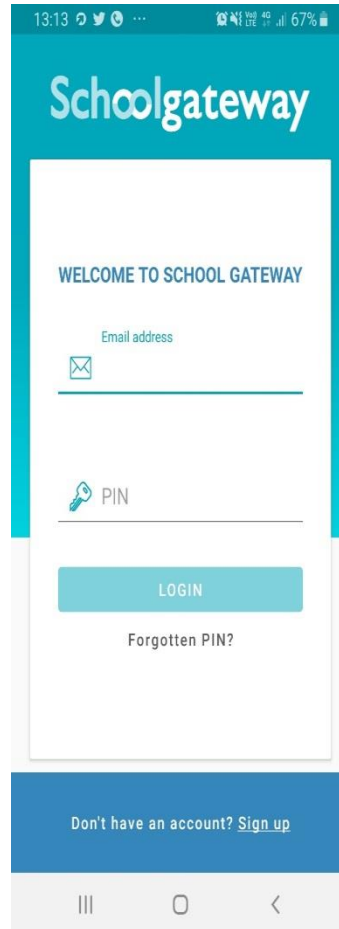
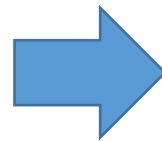
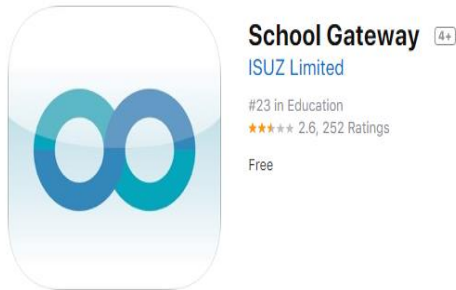
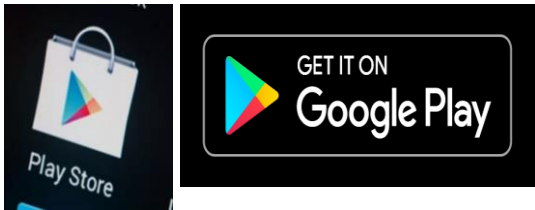
So far, so good... but more to go



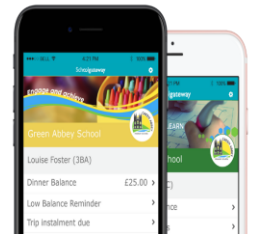
Download the  app for free today



How to setup App



Download the  app for free today

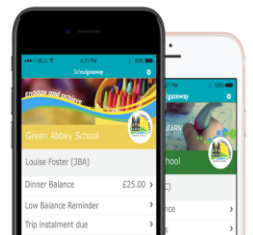


What will I be able to do with the app?

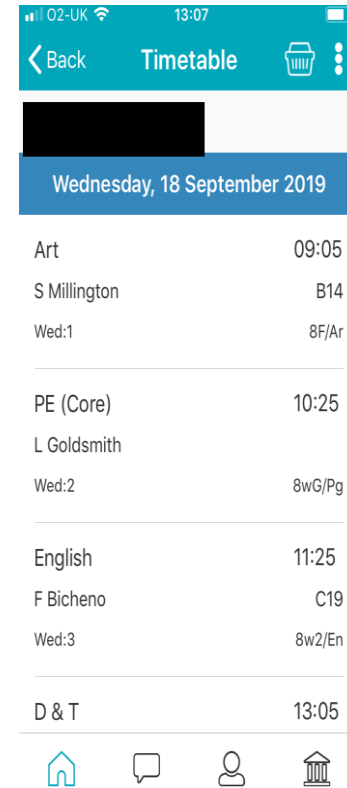
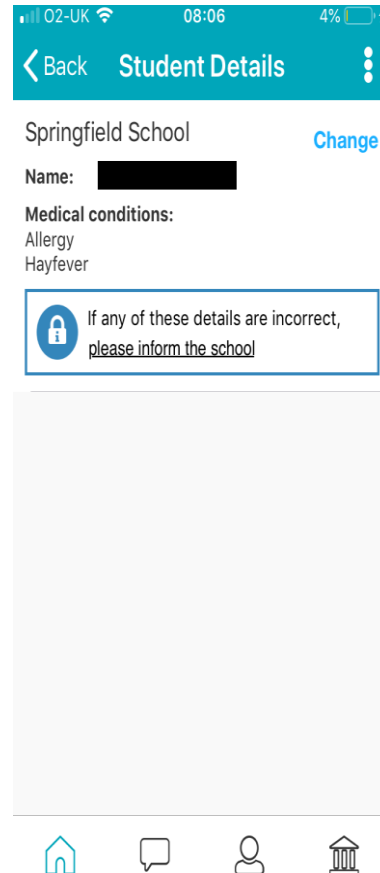
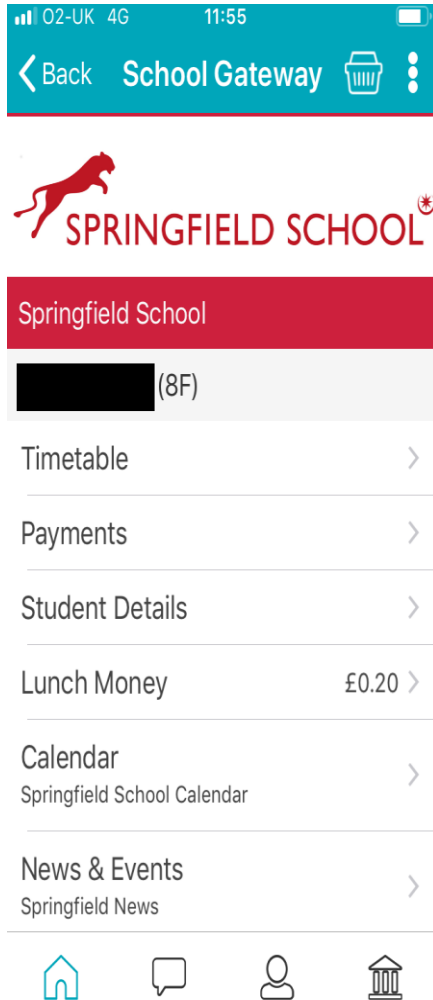


- School Gateway is our school's app and is available on Android, iOS and the web. It'll work on phones tablets, laptops and even smart watches.
- When you log into the app, each of the services we provide will appear in a list for you to choose from.

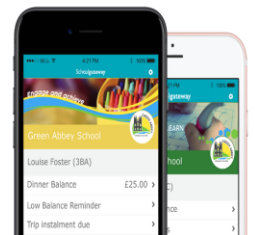
Download the  app for free today



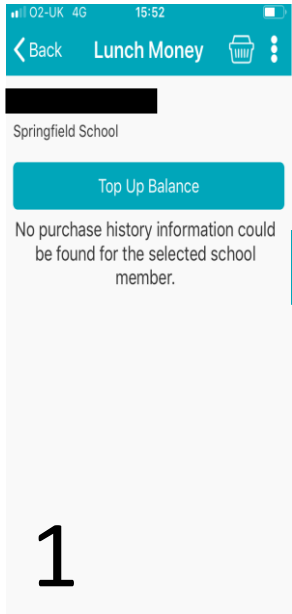
App – Current Information



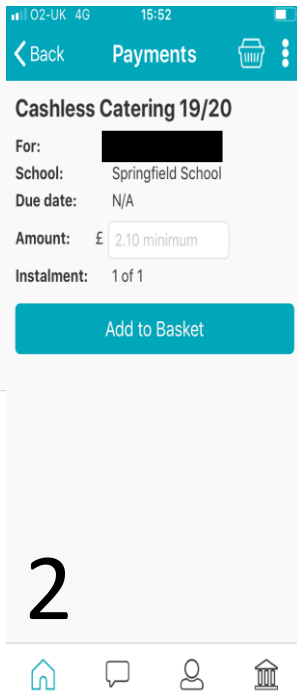
Download the  app for free today



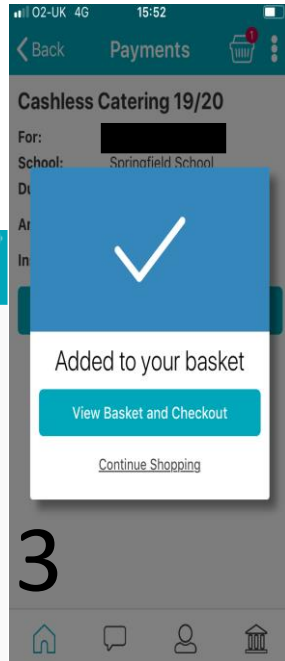
Coming Soon ... 7th October '19 Cashless Catering



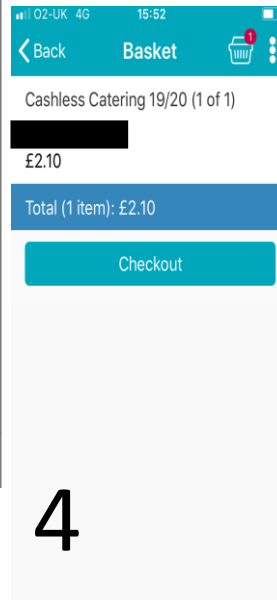
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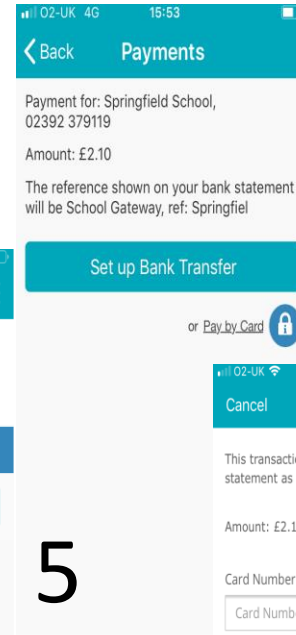
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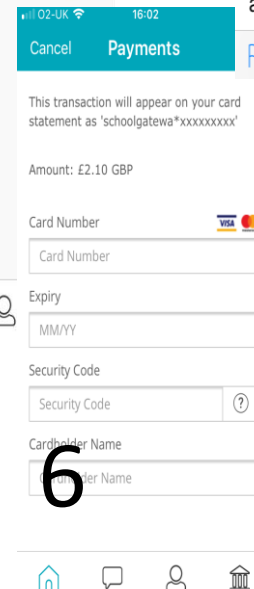
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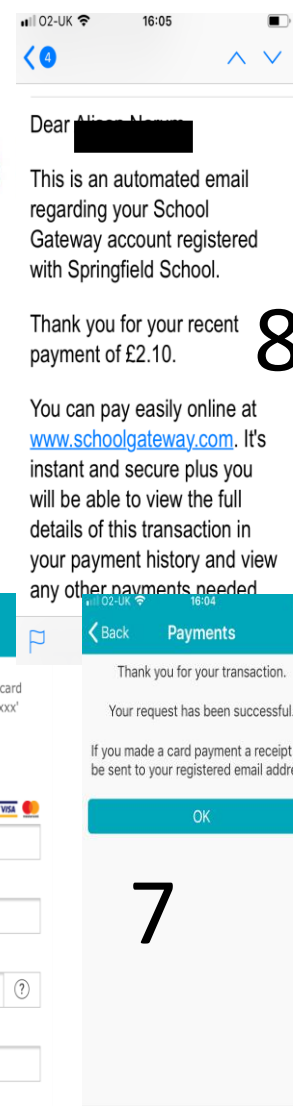
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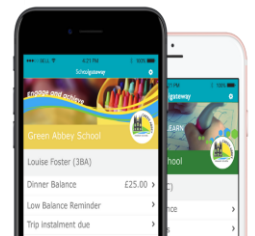


6



7

Download the  app for free today



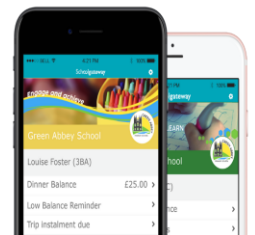
Biometric Data

- Below is an example of a template code for an individual finger:

0X417741414142514141414445415141414151415341414D415A41414141414141
74774541414C714777346C5869656D6C574945494A764A6B42466D6837616C4E7
64D704F517874517A706A4A395A31784935686C4177395366726E777645576357
386C4573314B426F47443166694170675559704C763168423642682A7043

- The template data is useless and cannot be interpreted back into a usable fingerprint image.
- This is more secure than the ANSII and ISO standards that government department's use

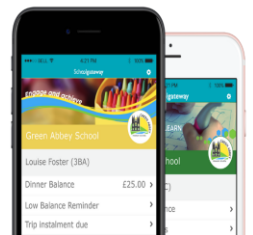
Download the  app for free today



Payments (Coming soon)

- Similar method to Catering – This will appear under payments
- Pay for trips
- Pay for items such as ties etc...
- Pay for music lessons

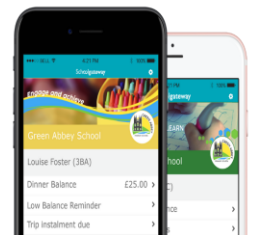
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Future Developments

- Achievements – Get to know when your child gets House Points
- Behaviours – Get alerts and monitor any behaviour reports
- Attendance Monitoring
- Club Booking / Parents' Evenings Bookings
- First Aid and Medication – Get alerts when your child attends the Welfare Office for minor incidents / medication
 - (WE WILL ALWAYS PHONE IN AN EMERGENCY)

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KS3 English at Springfield

What to expect...

Equipment



- Black pen – students must write in pen, not pencil.
- Pencil is used for responding to teacher feedback **ONLY**.
- Ruler for underlining dates and titles.
- Accelerated Reader book or reading book from home if necessary.

What is Accelerated Reader?

- Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning.
- A comprehensive set of reports reveal how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class interventions.

How does it operate at Springfield?

- All Year 7 and 8 students follow our Accelerated Reader programme as part of their English course at Springfield. Pupils should always have their Accelerated Reader book with them as part of their daily equipment; this is because students will be asked to read in both Library Lessons and in 'Tutor Time' each week.
- Students are required to sit a STAR Reader Test at the beginning of every term; this enables the class teacher and student to monitor reading progress.
- When choosing a book, students will be advised by their class teacher during their monthly Library Lesson of their current reading level – in the first instance this will be generated by the STAR Reading Test. Books should be selected with an appropriate level of challenge, which will support them with making steady progress in their reading. Once their book is finished, students complete quizzes based upon what they have read.
- Pupils should be undertaking a minimum of two quizzes per half term. The higher scores that students obtain, the quicker they can access more challenging texts!
- Both individual and class rewards are in place for those children reading the

How can you help?

- Students are encouraged to be reading daily at home. Around about 20-30 minutes per day will allow them to make good progress through their reading book.
- You can support your child by asking them to read aloud to you, or encouraging them to tell you about what they have read that particular day. You may want to ask them about what the writer's intentions are for the book, their views about key characters' development, or the structure of the plot.
- It is also important for students to read non-fiction texts; a way forward with this may be to search for articles related to the themes in your child's recent Accelerated Reader books and to also access broadsheet newspapers regularly.

Active readers will “read for meaning”

infer meanings

ask questions
about the text

breakdown
the text so
that they
understand it

answer
questions
about the
text

Active
Readers

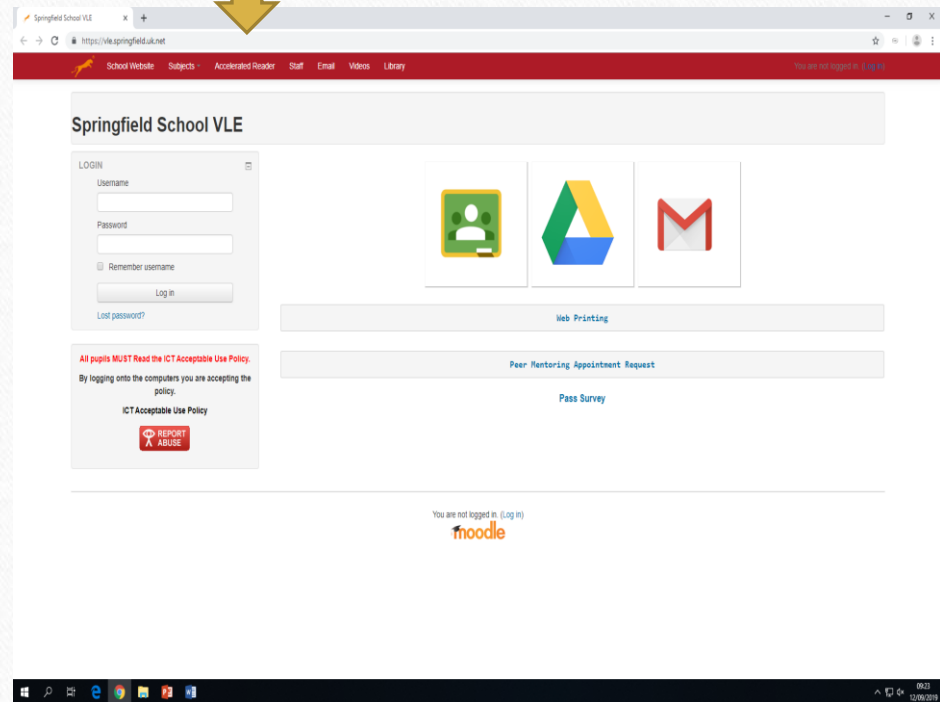
visualise the
characters or
setting

use
background
knowledge or
general
knowledge to
interpret the
text

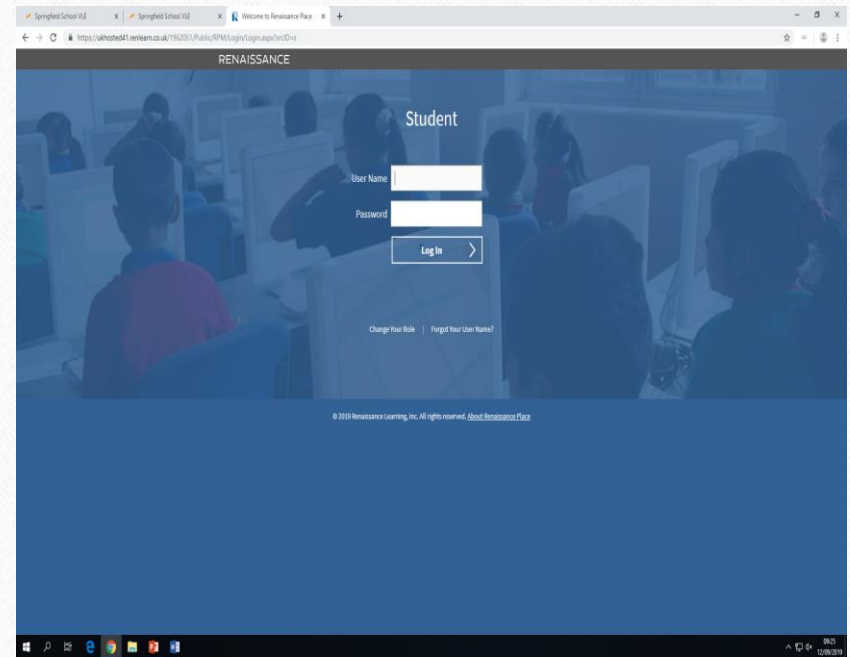
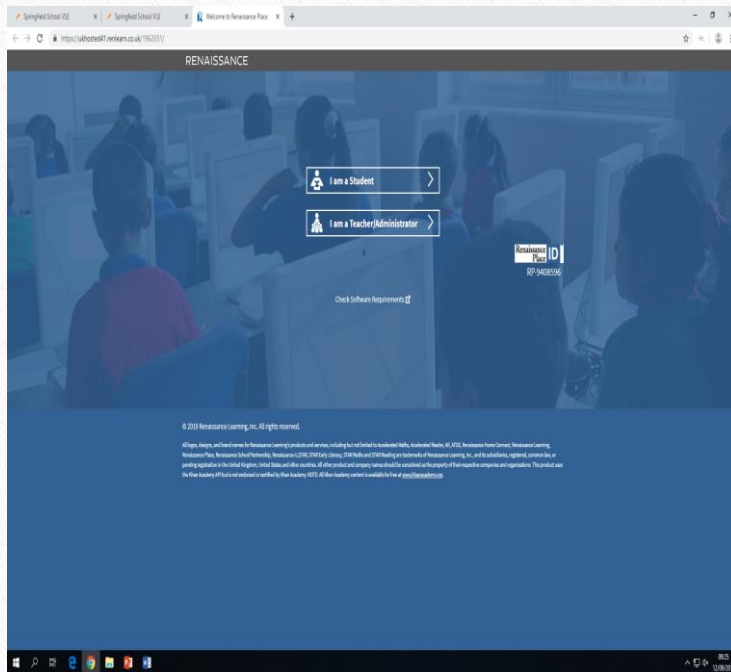
make
predictions

Using Accelerated Reader at home

- Your child has logged on to Accelerated Reader and all have undertaken a STAR Reader test.
- Students can access the Springfield VLE to quiz their AR books from home.
- They will need to use the username and password they have already been given from their English teacher.



Logging on



Rapid reading initiatives

- **Tutor Time** – Students will have the opportunity to quiz their Accelerated Reader books weekly in the Learning Centre. They will also have a designated Tutor Time slot to read their AR text. Additionally, groups will embark on ‘shared reading,’ this will be a Tutor Time session whereby the Tutor will read a novel aloud to the children, whilst they follow with their own copy of the text.
- **Reading lessons** – KS3 classes have four English lessons per week, one of those is a dedicated ‘Reading Lesson.’ One of the Reading Lessons each month will take place in the Library to enable students to read and replace their AR books. The remaining lessons will take the same structure as the shared reading Tutor Time session. It has been proven that reading at pace provides readers with an ‘expert model’ in which to base their own reading, but also the opportunity to develop a personal response.

Curriculum Map – Autumn Term

Year	(Wednesdays) 4 th Sep	9 th Sep	16 th Sep	23 rd Sep	30 th Sep	7 th Oct	14 th Oct	21 st Oct	HALF TERM	4 th Nov	11 th Nov	18 th Nov	25 th Nov	2 nd Dec	9 th Dec	16 th Dec	
7	‘Who I am’ Unit Writing skills: to narrate, use of first and third person, the creation of a protagonist Reading skills: to infer and deduce					CAT: Use the constructed protagonist to create a narrative introducing structural features		Novel Study Exploration of key themes/skills for textual analysis/understanding of author intention and effects of author choices			Novel Study Reading skills: comprehension and critical reading (see KS4 skills list) Choice of the following texts: Boy in the Striped Pyjamas; Refugee Boy; Woman in Black; Stone Cold; Boy; Animal Farm				CAT: Discursive essay: analysis of an idea/theme within a text		Data analysis for CAT
8	Dystopian Futures Reading skills: comprehension/critical reading Writing skills: describe		CAT: Image as stimulus for creative writing. Focus on the conscious crafting of tone and		Dystopian Futures			Novel Study: American Literature Reading skills: comprehension and critical reading			CAT: Opening extract – setting – structure / language		‘Of Mice and Men; ‘The Red Pony’; ‘The Pearl’; ‘The Hunger Games’; To Kill A Mockingbird’ Exploration of key themes/skills for textual analysis/ understanding of author intention and effects of author choices with regards to language and structure Data analysis for CAT				

Curriculum Map Spring Term

Year	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb	HAL F TERM M	24th Feb	2nd Mar	9th Mar	16th Mar	23rd Mar	30th Mar
7	'Room 101' Reading skills: comprehension and critical reading Writing skills: match style to purpose/use features of genre/manipulate voice and viewpoint and satire				CAT: Creating a clear sense of personal voice			Shakespeare's Villains Reading skills: comprehension and critical reading A study of 3 extracts: Lady M; Tybalt and Richard III Writing skills: Comparative essay: Who is the worst villain?				CAT: Who is the worst villain?	
8	Poetry Relating to Identity Reading skills: comprehension, critical thinking and interpretation				CAT: Respond to an unseen poem	Poetry Relating to Identity		Play Script Reading skills: focus on character, stage-craft, structure, language Choice of: Frankenstein; Blood Brothers; The Curious Incident of the Dog in the Night time'				CAT: Extract analysis relating to the central theme	

Curriculum Map Summer Term

Year	20 th April	27 th April	4 th May (BH 8/5)	11 th May	18 th May		1 st June	8 th June	15 th June	22 nd June	29 th June	6 th July	13 th July	20 th July
7	Introduction to Villainous Poetry Reading skills: FLIRT, key poetry terminology, poetry comparison					CAT: Critically respond to a poem	HALF TERM	Preparation for GCSE Language Skills P1		End of Year Test: AQA Year 7	Dragons Den Writing skills: to describe, inform, argue and persuade		CAT Spoken Language Presentation: Argue/persuade	Consolidation of key skills
8	Comparison of non-fiction extracts 20th/21st century: theme of war Reading skills: comprehension and critical analysis Writing skills: match style to purpose/use features of genre/manipulate voice and viewpoint					CAT: Comparison and evaluation of perspective and viewpoint		Preparation for GCSE Language Skills P1 Resources - AQA Year 8 Pack 1 Section A: language analysis, structure and evaluation		End of Year Test: AQA Year 8 Pack 2 Section A	Writing from a Viewpoint Reading skills: researching common content and stylistic features Writing skills: structure and shape, presentational features. Language skill: extended metaphor		CAT: Create an article for the class magazine, Creating a viewpoint	Consolidation of key skills

Lesson expectations

- Excellent punctuality
- Ready to learn
- Equipped
- Active participation
- All instructions followed first time
- Ask for help when required
- Fully responsive to feedback
- High standards of presentation
- **Weekly homework** completed on time
- Accelerated Reader expectation met

We have high expectations

Pupils are expected to present their work neatly and their writing should be legible.

011
Opin pieces Thursday 3rd September

Do footballers pull you from a burning building? Do footballers ~~cut~~ ^{cut} you when your side? I don't think I have ever seen footballer kicking people but they seem to get all ~~lots of~~ ^{lots of} people complain about how the NHS is doing badly but maybe they would have more money if we didn't pay for a player to kick a ball around for 90 mins.

Recently ~~because~~ ^{because} of how much they get paid it is becoming ~~sort of~~ ^{sort of} an easy way out for school kids. This means that we are paying for uneducated people to play and get injured then to retire early. Nurses and firemen are under stress because of long hours and not enough pay but maybe if we ~~had~~ ^{had} more of these going ~~to~~ ^{to} nurses ~~that~~ ^{that} ~~had~~ ^{had} less footballers. Some of these are paid cash grabbers could actually be educated to be a nurse ~~or~~ ^{or} teacher. Though don't worry they do deserve it they work so hard to get that money but they make themselves out still get paid. Oh ~~well~~ ^{well} No it isn't their fault they get paid it's our fault that we both these half-witted players. Maybe if you look deeper you could find a real reason for this... No. They only get paid because of the cash grabbing ~~sp~~ ^{sp} sponsors that fund this ~~is~~ ^{is} scheme.



Thursday 3rd September 2015
Opin pieces

4, 5 and now... none, no more andish wannabes, rejected from the start. Finally the end of their midnight memories and repulsive love filled songs. Teenagers crying, self-harming, at first you would think something horrific had happened but no just a petty backyard spitting up... Thousands of nearbroken directions not knowing where to go now they have lost their 5 bright stars.

How many love songs? Well two many considering only Zayn had a girlfriend. Bad boy Zayn leaving the group once again not caring about the directions left behind. How selfish! Long hair, strong voice, young and perfect role model for boys across the nations... I know your thinking of that one person maybe Justin Bieber, well no it's the one and only Harry Styles. Harry deserved Louis fame from the very beginning. I don't know what Simon Cowell was thinking letting an unimpressive Snoop go through the auditions, clearly he had got confused or atleast that's what we were thinking. Louis ~~don't~~ ^{don't} have what it took and soon got pushed to the back with Niall and Liam, names almost everyone has forgotten.

Now X Factor, is it a see up? Was all the drama fared for entertainment? The building of the group in 2010 and the desired break up in 2015. Some say it was all one massive mess ^{direction}.



Assessment

- KS3 students will receive a 1, 2 or 3 for progress at four points across the academic year, in line with the school data reporting policy.
- A student will not be able to receive a '2' (on track), or '1' (exceeding) for progress if their reading age is not at or above their actual age.
- Students CAT results will also help to inform their teacher's decision of their overall progress.
- Do be aware that students will also receive a '3' for progress if their homework and/or behaviour is not at an adequate standard. This is in line with the whole school reporting system.

KS3 Standardised departmental flightpath

using reading ages
Springfield minimum expected reading age

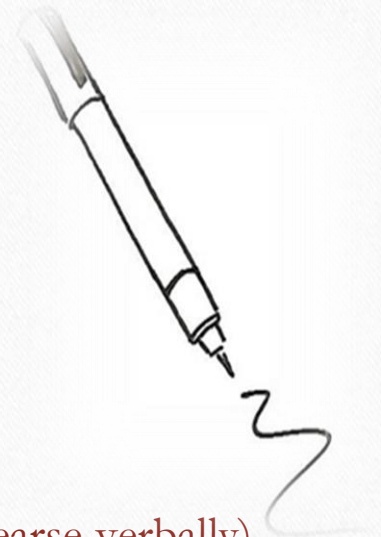
		EG 4	EG 5	EG 6	EG 7	EG 8
Year 8	ARR4	12.00	13.00	14.00	15.00	16.00
	ARR3	11.09	12.09	13.09	14.09	15.09
	ARR2	11.06	12.06	13.06	14.06	15.06
	ARR1	11.03	12.03	13.03	14.03	15.03
Year 7	ARR4	11.00	12.00	13.00	14.00	15.00
	ARR3	10.09	11.09	12.09	13.09	14.09
	ARR2	10.06	11.06	12.06	13.06	14.06
	ARR1	10.03	11.03	12.03	13.03	14.03

Homework

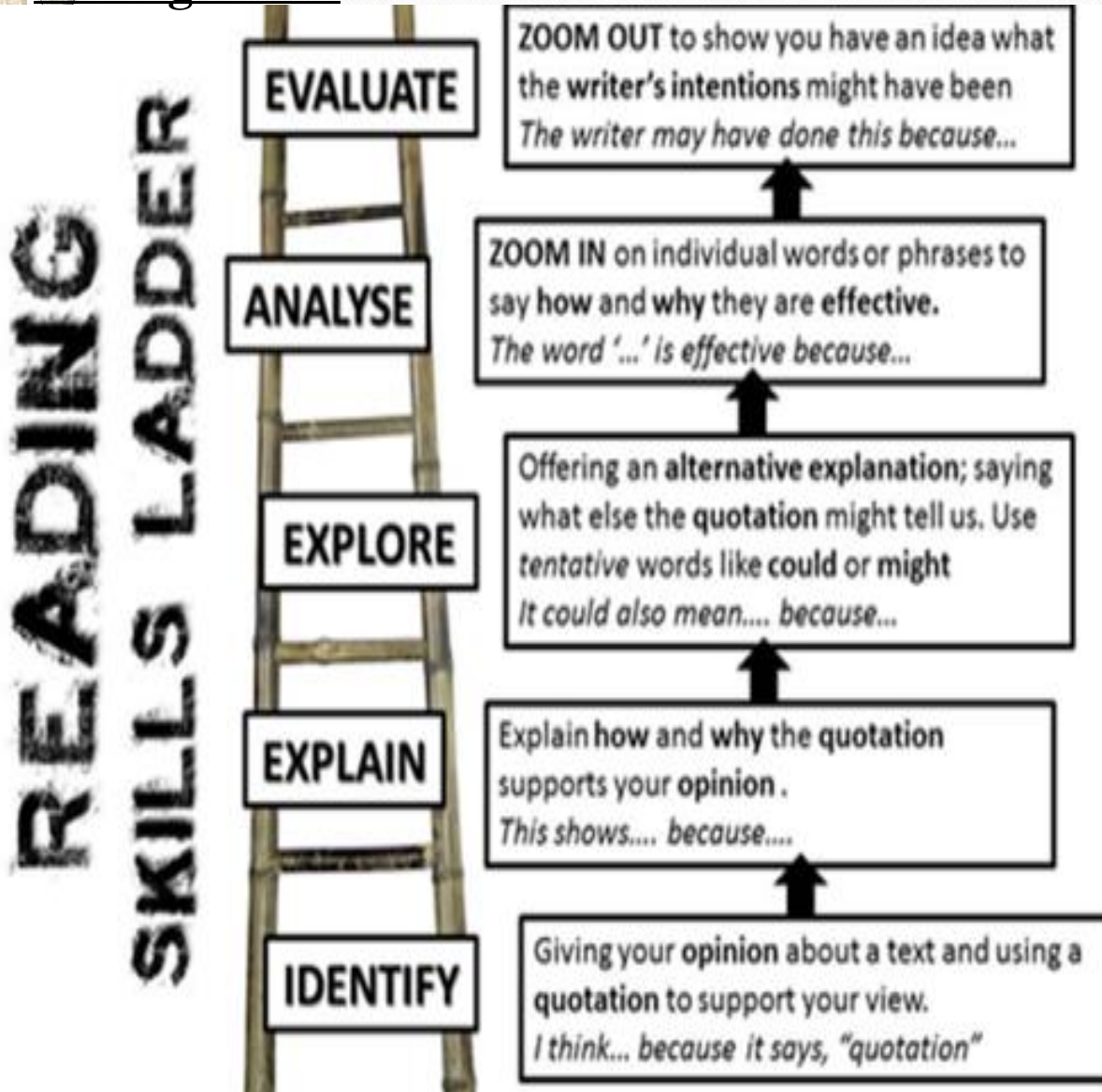
- Year 7 – Monday homework day
 - Year 8 – Tuesday homework day
 - Use of Google Classroom
- Each class teacher will set homework on the year group's allocated day for English.
 - Students will have one week to complete it and it will be due in at the same time the following week.
 - Students will receive guidance from their teacher about their homework task in class and it will also be posted on Google Classroom.

Writing

- ✓ Before your child begins to write, ensure that they understand:
 - who they are writing for (**audience**)
 - why they are writing the piece (**purpose**)
 - what the piece needs to focus on (**about**)
 - what type of text they are being asked to produce (**form**)
- ✓ Ensure that your child plans their response (it may be helpful to rehearse verbally)
- ✓ Encourage your child to read their work back, not as a writer but as a reader
- ✓ Remind them of the need for good presentation



When writing an analytical piece, students should be encouraged to use the reading ladder



The writer may have done this because...

The word/phrase ___ is interesting because...

The use of ___feature___ is interesting because...


However, this could also mean...

An alternative meaning is...
Another meaning is...


This suggests that...
This implies that...

The writer emphasises...
This is shown by...
A quotation to show this is...

How do staff at Springfield promote literacy?



Marking Code



T = To do

R = Respond

C = Capital Letters

S = Spelling

P = Punctuation

G = Grammar

U = Underline

// = Paragraphs

? = Does not make sense

- ✓ All staff mark for literacy errors using a common marking code, ensuring consistency throughout the school.

Interventions and extra curricular activities



- **Literacy Breakfast Club** will run weekly for targeted pupils by initiation only.
- **TGAs** in Year 7 Tutor Groups will support students by reading 1:1 with them using children's Accelerated Reader books.
- **KS3 Creative Writing Club**, C10, with Miss London every Wednesday after school.
- **World Book Day** takes place in March.
- **National Poetry Day** was celebrated last year by entering a poetry competition.
- **DEAR** (Drop Everything and Read) takes place in extended Tutor Time slots throughout the year, for the whole school.

Literacy at Springfield

A collaboration between school and
home.

The importance of literacy

Literacy is at the heart of learning at Springfield School.

Promoting good literacy is considered to be **everyone's responsibility** and we work hard to ensure that pupils are reminded of the key literacy skills in each

subject. Literacy is seen as the key to improving learning, raising standards and developing an approach that is relevant to all curriculum areas and all pupils.



Springfield aims to...

- ✓ develop a culture in which there is a genuine love of reading, where pupils read more fluently and are able to understand, interpret and comment about what they have read
- ✓ raise achievement by developing pupils' literacy skills, with particular attention to the quality, accuracy and structure of their writing
- ✓ develop pupils' language skills, written and spoken, which are the primary means of communication in all teaching and learning

Why do we place such a huge value on literacy?

Around 16 per cent, or 5.2 million adults in England, can be described as "functionally illiterate".

Functionally illiterate adults would not pass an English GCSE and have literacy levels at or below those expected of an 11-year-old.

Functionally illiterate adults can understand short straightforward texts on familiar topics...but reading information from unfamiliar sources or on complex issues.



People with low literacy skills struggle with everyday budgeting and more complicated tasks like comprehending mortgage documents, which means they're often the victims of predatory lenders and financial scams.

The impact of literacy in everyday life


“Literacy is part of everyday social practice – it mediates all aspects of everyday life.

Literacy is always part of something else – we are always doing something with it.”


David Barton

It is clear that if a pupil struggles with literacy the demands of a GCSE curriculum may be beyond their reach.

How do staff at Springfield promote literacy?



Marking Code



T = To do

R = Respond

C = Capital Letters

S = Spelling

P = Punctuation

G = Grammar

U = Underline

// = Paragraphs

? = Does not make sense


- ✓ All staff mark for literacy errors using a common marking code, ensuring consistency throughout the school.
- ✓ The Accelerated Reader programme measures the reading age of all pupils in Years 7 and 8 and the amount of reading they are undertaking. It matches books to students' reading ability.
- ✓ Handwriting workshops are used for targeted pupils.
- ✓ Year 10 Reading Ambassadors are used to support pupils in Year 7.
- ✓ The 'Drop Everything and Read' initiative sees a period of time set aside every half-term for silent reading.

We have high expectations

Pupils are expected to present their work neatly and their writing should be legible.

111
Opinion pieces Thursday 3rd September

Do footballers pull you from a burning building? Do footballers care you when your sick? I don't think I have ever seen footballer looking after pupils but they seem to get all the money. People complain about how the NHS is being badly but maybe they would have more money if we didn't pay for a player to kick a ball around for 90 mins. Recently ~~because~~ because of how much they get paid it is becoming ~~easy~~ of an easy way out for school kids. This means that we are paying for ~~unskilled~~ people to play and get injured then to retire early. Nurses and firemen are under stress because of long hours and not enough pay but maybe if we ~~had more of these young men with nurses~~ had ~~more~~ less footballers. Some of these ~~old~~ cash grabbers could actually be educated to be a nurse or teacher. Though don't worry they do decide it they work so hard to get that money that they ~~will~~ ^{will} still get paid. Oh ~~well~~ No it isn't their fault they get paid it's our fault that we both have half-witted players. Maybe if you look deeper you could find a real reason for this... No. They only get paid because of the cash grabbing sponsors that fund this ~~is~~ scheme.




Thursday 2nd September 2015
Opinion pieces

4, 5 and now... none, no more childish wannabes, rejected from the start. Finally the end of their midnight mantras and repulsive love filled songs. Teenagers crying, self-harming at first you would think something horrific had happened but no just a petty boyband spitting up... Thousands of near-broken directions not knowing where to go now they have lost their 5 night stars.

How many love songs? Well too many considering only Zayn had a girlfriend. Bad boy Zayn leaving the group once again not caring about the directions left behind (how selfish! long hair, strong voice, young and perfect role model for boys across the nation... I know your thinking of that one person maybe Justin Bieber, well no it's the one and only Harry Styles. Harry deserved Louis' fame from the very beginning. I don't know what Simon Cowell was thinking letting an unimpressive Sheep go through the auditions, clearly he had got confused or atleast that's what we were thinking. Louis ^{is} done have what it took and soon got pushed to the back with Niall and Liam names almost everyone has forgotten.

Now X Factor, is it a see up? Was all the drama fared for entertainment? The building of the group in 2010 and the desired tear up in 2015. Some say it was all one massive mess direction.



Literacy: a collaboration between school and home

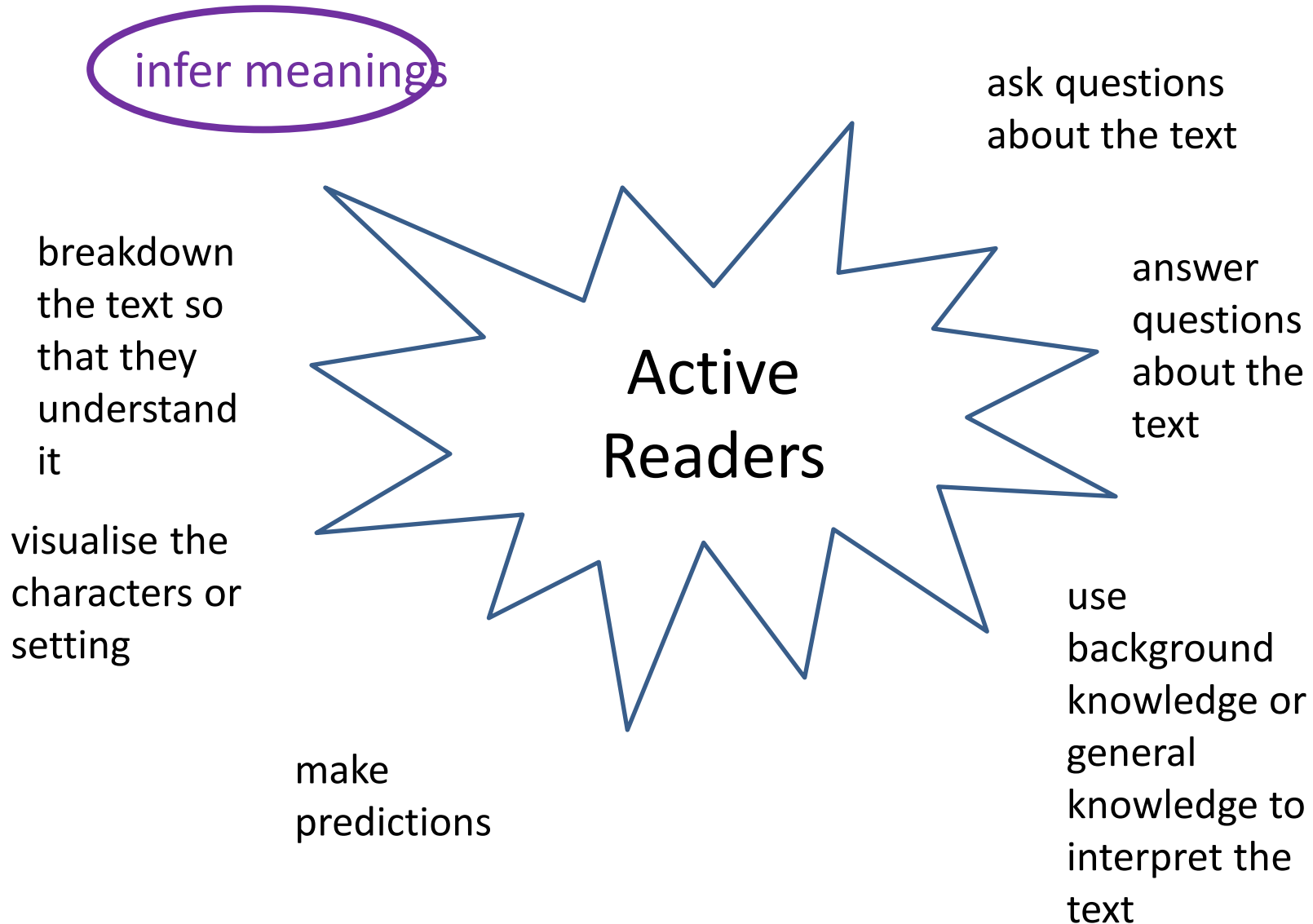
The more a pupil is exposed to literacy skills the better and as such we cannot overstate the importance of pupils working on their literacy at home.

Reading

- ✓ Ask your child about the books they are reading and encourage them to read for pleasure
- ✓ Listen to your child read aloud in the evening
- ✓ Engage your child in discussion about the books they are reading
- ✓ Check the reading log in the study planner
- ✓ Encourage your child to read a range of reading materials



Active readers will “read for meaning”

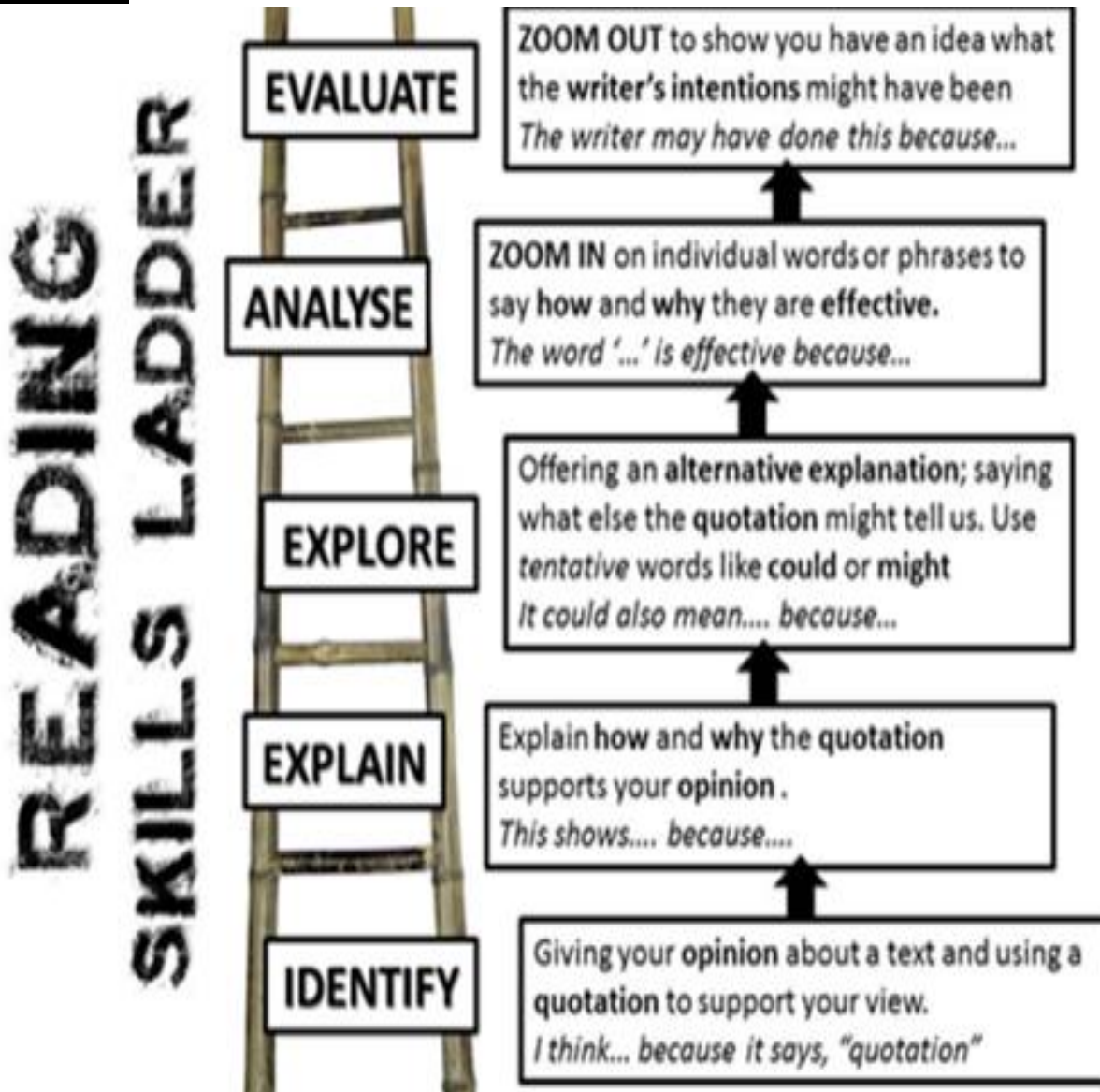


Writing

- ✓ Before your child begins to write, ensure that they understand:
 - who they are writing for (**audience**)
 - why they are writing the piece (**purpose**)
 - what the piece needs to focus on (**about**)
 - what type of text they are being asked to produce (**form**)
- ✓ Ensure that your child plans their response (it may be helpful to rehearse verbally)
- ✓ Encourage your child to read their work back, not as a writer but as a reader
- ✓ Remind them of the need for good presentation



When writing an analytical piece, students should be encouraged to use the reading ladder.



The writer may have done this because...

The word/phrase ___ is interesting because...

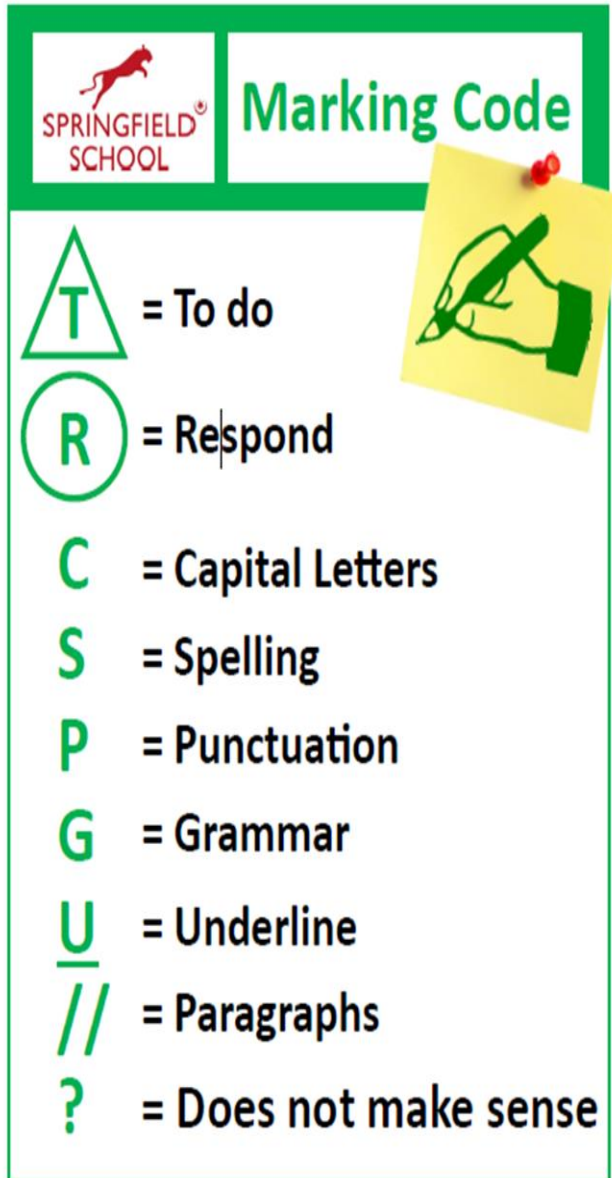
The use of ___feature___ is interesting because...

However, this could also mean...
An alternative meaning is...
Another meaning is...



This suggests that...
This implies that...

The writer emphasises...
This is shown by...
A quotation to show this is...

Encourage your child to proof read their work



The poster features the Springfield School logo (a red horse) and the title 'Marking Code' in green. A yellow sticky note with a green pen icon is pinned to the right side. The marking code is listed as follows:

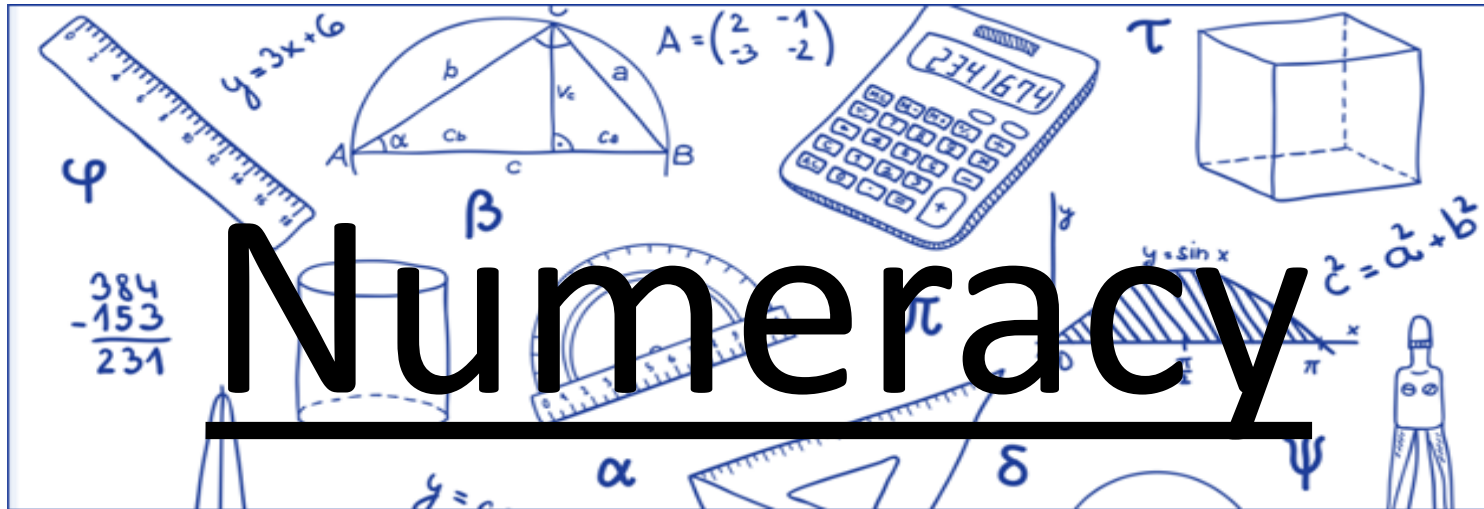
	= To do
	= Respond
C	= Capital Letters
S	= Spelling
P	= Punctuation
G	= Grammar
<u>U</u>	= Underline
//	= Paragraphs
?	= Does not make sense

The pupils can use the school marking code to help them to proof read their written work.

Homework

- ✓ Insist that the quality of work submitted for homework is of the same high standard as classwork.
- ✓ Check that your child has used the internet carefully when researching a topic and that they have not just copied information without reading and comprehending its meaning.
- ✓ Your child should be able to





Numeracy

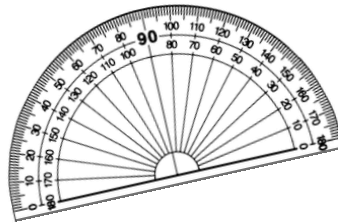
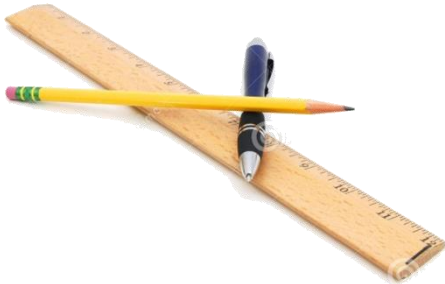
Springfield Mathematics GCSE Results, August 2019

75% of entries grade 4+

21% Grade 7 - 9

How is Maths structured at Springfield?

- 3hrs per week
- Preparing harder GCSE expectations: change in assessment and change in expectation



Autumn

- Written Methods (add and subtract)
- Angle Properties
- Number Properties
- 2D Transformations
- Written methods (multiply and divide)

Spring

- Written Methods (multiply and divide)
- Equations and Inequalities
- Formulae, Pythagoras and Circles
- Sequences, Functions and Algebraic Graphs
- Easter Egg Madness

Summer

- Sequences, Functions and Algebraic Graphs
- Proportional Reasoning
- Fractions, Decimals and Percentages
- Probability

- Children are challenged and stretched through various activities and learning journeys through very high expectations.
- A lot of attention is paid into making our students independent learners and responsible for their own progress.
- Developing a true understanding and feeling of success through continuous assessment.

This is how we do it!

Homework

- At least 1 piece of homework per week
- Mixture of worksheets and independent online tasks
- Revising for and then reviewing assessments
- Additional Homework Support – once a week
- Pupils being proactive is essential!

Additional Maths Support Sessions

- Run on a Wednesday after-school
- Additional help with homework
- Access to online resources
- Revision support for years 7 - 10

Numeracy

- For the first term, pupils will be issued with numeracy homework with the intention of refreshing their understanding on basic numeracy.

- Position numbers on number lines – incl. negatives
- Order numbers: positive (large), negatives, decimals
- Label / find parallel lines
- Label / find perpendicular lines
- Name 2D shapes
- Identify regular from irregular
- Classify angles (acute, obtuse, right, reflex)
- Know compass points, label 90, 180, 270, 360
- Classify triangles
- Distinguish between odds and evens
- Continue sequences, give term to term rules
- Know square numbers
- Know cube numbers
- Find factors, multiples, primes
- Identify correct rotations / reflections, know clockwise & anticlockwise
- Find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of an amount
- Find 50%, 25%, 75% of an amount
- Find area and perimeter of rectangles
- Measure and draw lines to nearest mm
- Plot and read coordinates in 4 quadrants
- Indicate values of scales
- Solve simple equations by inspection (i.e. fill the blank box)
- Write fractions for shaded parts of diagrams
- Know f-d-p equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$
- Convert metric units (simple examples: m \rightarrow cm, kg \rightarrow g, l \rightarrow ml)
- Multiply whole numbers by 10, 100, 1000
- Round to nearest whole, powers of 10
- Read / write time from clocks
- Read / write 12hr and 24hr time
- Record results in tally charts
- Read / interpret pictograms
- Read / interpret simple bar charts

Support Available for Year 7

- Breakfast club – Level 3 intervention by invitation, every Thursday morning
- Additional Maths Support Session

Enrichment

- Problem solving activities
- UKMT
- Level 3 Statistical Methods
- Further Mathematics qualification for the higher end GCSE pupils
- Level 1 and Level 2 Edexcel Awards taught to support struggling GCSE pupils

Assessments

- 3 x within the school year. (Autumn term, Spring term, Summer term)
- Revision lists will be provided prior to the assessment.
- Post assessment analysis to highlight strong and weak topics.
- Review/Revision of topics as homework.

Set Changes

- Dependent on a multitude of factors; assessment scores, effort and focus within lessons, standard of homework and the classroom teachers professional judgement.

Mymaths.co.uk



First login
Username:
springfields_
Password:
triangle

2nd login: To be given individually. This login is
To enable all work to be saved.

- Published a number of new lessons and homeworks specifically designed for the new curriculum.
- Encourages independent learning and support. Small easily manageable tasks with lesson support.
- You can access this and check on completed challenges / progress.
- The majority of year 7 pupils are familiar with the online resource from primary school.

[Hegarty.com](https://www.hegarty.com)



Logins are specific to each pupil.

First Name

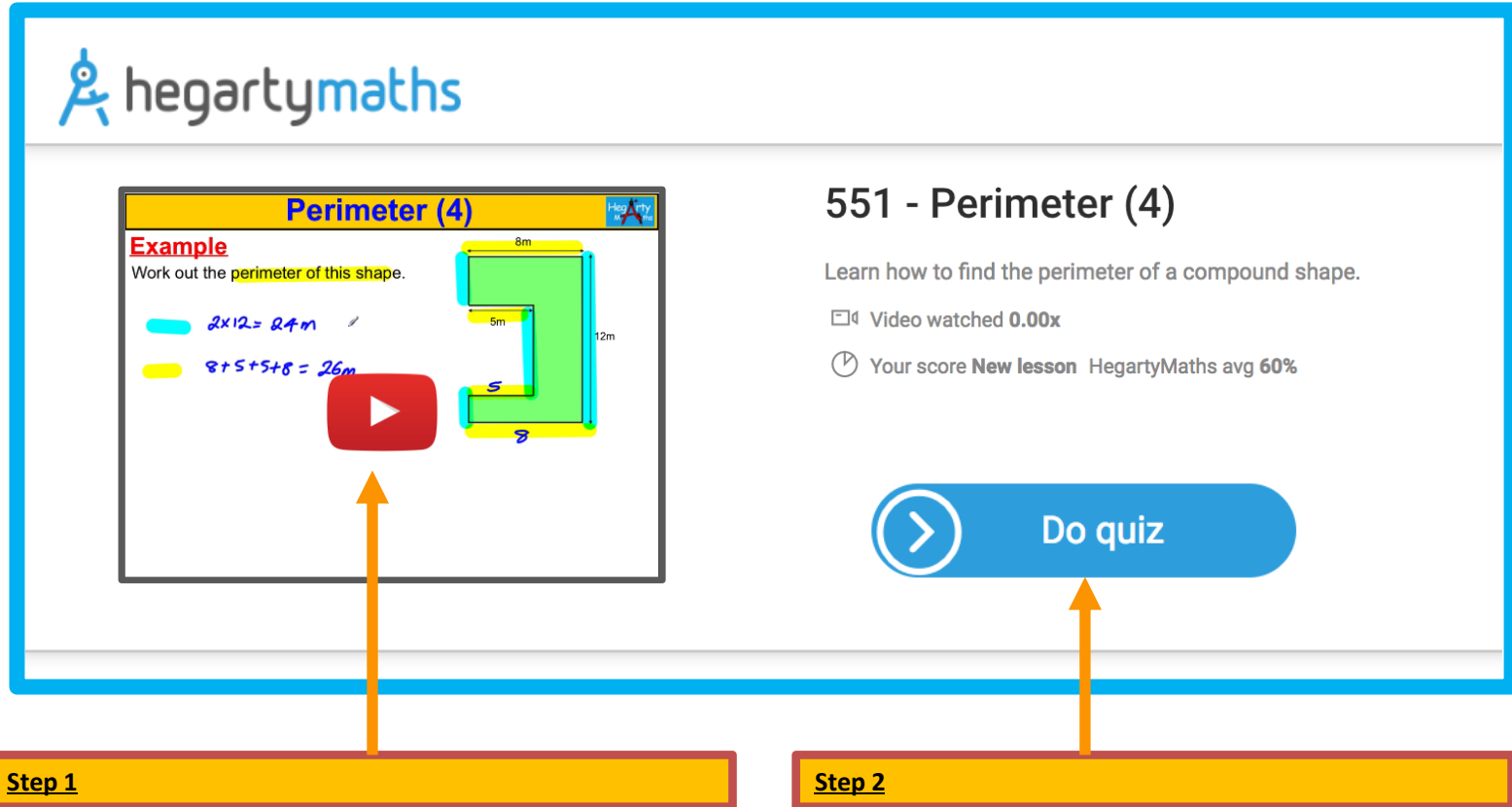
Surname

DOB

Passwords set by pupil and to be written in maths homework books and study planner.

- Created by teachers within the UK. Understanding the curriculum changes and how to explain topics in a clear concise way just like a teacher or a maths tutor.
- All tasks are written tasks (to be completed both online and in their homework books).
- Used to encouraged independent learning and to aid understanding for both parents and pupils.
- You can access this and check on completed challenges / progress

What does a homework on HegartyMaths look like?



hegartymaths

Perimeter (4)

Example
Work out the **perimeter** of this shape.

$2 \times 12 = 24\text{m}$

$8 + 5 + 5 + 8 = 26\text{m}$

8m
5m
12m
5
?

Video watched 0.00x

Your score **New lesson** HegartyMaths avg 60%

Do quiz

Step 1

Step 2

Step 1:

You child needs to watch the video, take notes of all modelled examples.


Perimeter (4)

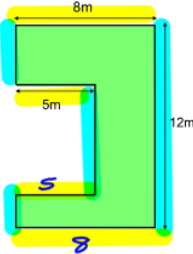
Hegarty Maths

Example
Work out the perimeter of this shape.

$2 \times 12 = 24m$

$8 + 5 + 5 + 8 = 26m$






Your child will turn each video into fantastic notes in their HegartyMaths homework books.

VIDEO NOTES


14th July 2016

Example 1



Perimeter = $7 + 7 + 7 + 7$
= 4×7
= 28 mm

Example 2



$P = 4 + 9 + 4 + 9$
= $18 + 18$
= $2 \times 9 + 2 \times 4$
= $2 \times (9 + 4)$
= 2×13
= $26m$


Key Words

- Length
- Units
- Distance

Don't forget units!


Doesn't matter which method you use, they all work!

Example 3




$P = 6 \times 9$
= $54m$

Example 4



$P = 4 \times 5$
= $20cm$

Example 5



$P = 3 \times 4.1$
= $3 \times (4 + 0.1)$
= $12 + 0.3$
= $12.3mm$

Here is an example of a great homework!

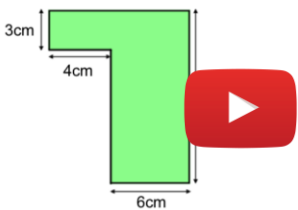
Step 2:

Your child then needs to assess their learning from the video in a quiz.

Geometry & measure > Perimeter > 551 - Perimeter (4) > Quiz

1 of 12

Work out the perimeter of the shaded shape.



The diagram is not drawn to scale.

cm

Do not use a calculator

Watch video

On-screen keypad


OFF

Check

Your child needs to:

- 1) Write down every Q
- 2) Always show all their workings
- 3) Always mark and self-correct their work

1) Perimeter of shaded shape? *No Calculator*



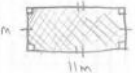
2mm

4 sides all with single dash
↳ Square

$$P = 4 \times 2$$

$$= \underline{8 \text{ mm}} \checkmark$$

2) Perimeter of shaded shape?



6m

11m


Rectangle

$$P = (2 \times 6) + (2 \times 11)$$

$$= 12 + 22$$

$$= \underline{34 \text{ m}} \checkmark$$

3) Perimeter of shaded shape?



5m

6 equal sides
↳ Hexagon

$$P = 6 \times 5$$

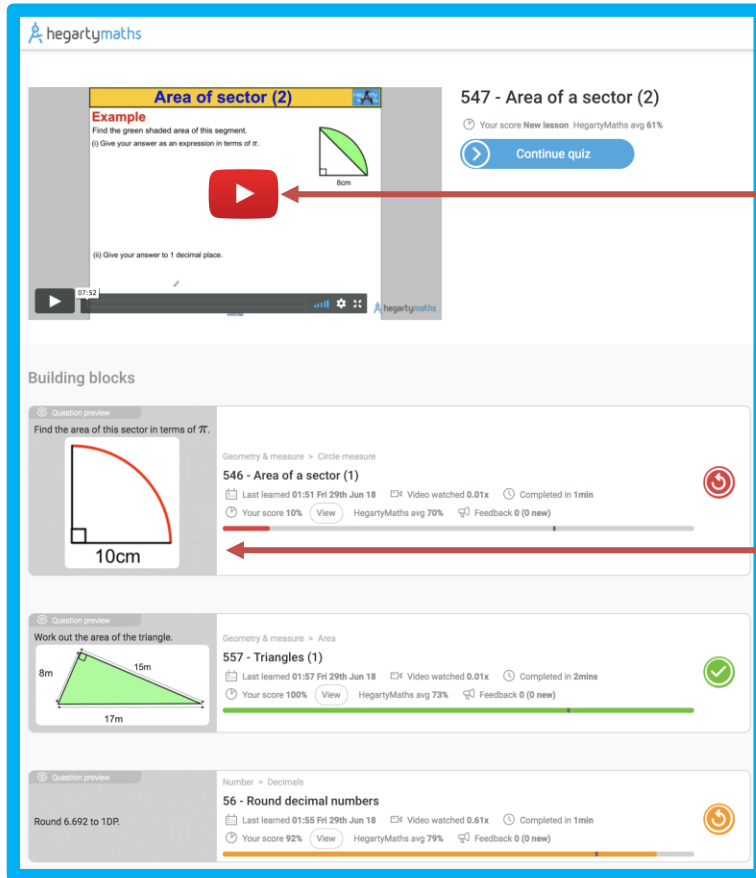
$$= \underline{30 \text{ m}} \checkmark$$

Your child will **always** show their workings and mark all questions they ever do. **If your child can do the question in their head they still need to show their workings as that is part of being a great mathematician.**

Student checklist for great weekly homework

	Action	✓ or ✗
1	I always write the date, title, clip number and H/W for all my tasks.	
2	I always watch the video before attempting the questions.	
3	I always take full notes of all the examples modelled in the video.	
4	I copy every question that I attempt in my book.	
5	I show all my workings for every question in the quiz that I do.	
6	I try to model my work the way I was shown in the video by Mr Hegarty.	
7	I use a pencil and ruler for all diagrams.	
8	I mark my work correct/incorrect as I go.	
9	I write down corrections when HegartyMaths tells me the correct answer.	
10	I write down my score at the end of quiz .	

What to do if your child is stuck on their homework?



The screenshot shows the HegartyMaths interface. At the top, there's a video player for 'Area of sector (2)' with a red play button. Below it is the 'Building blocks' section containing three problem cards:

- 546 - Area of a sector (1)**: A quarter-circle sector with a radius of 10cm. The progress bar is at 10%.
- 557 - Triangles (1)**: A right-angled triangle with a vertical side of 8m, a horizontal side of 17m, and a hypotenuse of 15m. The progress bar is at 100%.
- 56 - Round decimal numbers**: A problem about rounding 6.692 to 1DP. The progress bar is at 92%.

1) Watch the video again

2) Still stuck look at the building blocks below

What to do if your child is stuck on their homework?

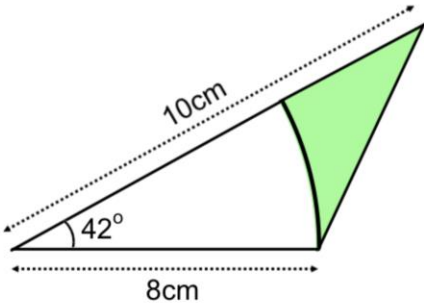
hegartymaths

Geometry & measure > Circle measure > 547 - Area of a sector (2) > Quiz

1 2 3 4 5

5 of 5

Find the area of this green shaded section.
Give your answer rounded to 3 SF.



The diagram is not drawn to scale.

cm²

Watch video

Check

What to do if your child is stuck on their homework?

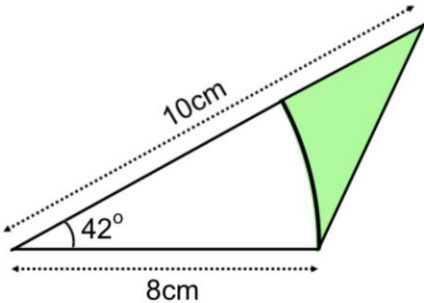
hegartymaths

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Watch video

Check

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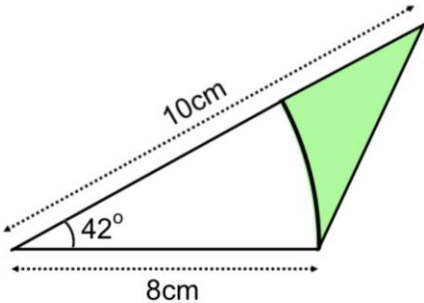
hegartymaths

Geometry & measure > Circle measure > 547 - Area of a sector (2) > Quiz

1 2 3 4 5

5 of 5

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Give your answer rounded to 3 SF.



The diagram is not drawn to scale.


cm²

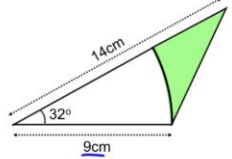
Watch video

Area of a sector (2)

Area of sector (2)

Example
Find the shaded area.
Give your answer to 1 decimal place.

Shaded = 



$$= \frac{1}{2}(9)(14) \sin(32) - \frac{32}{360} \times \pi(9)^2$$

$$= 10.755 \dots$$

$$= 10.8 \text{ cm}^2$$

What to do if your child is stuck on their homework?

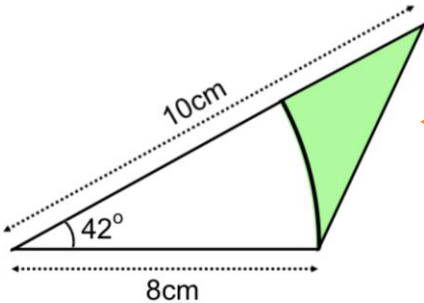
hegartymaths

Geometry & measure > Circle measure > 547 - Area of a sector (2) > Quiz

1 2 3 4 5

5 of 5

Find the area of this green shaded section.
Give your answer rounded to 3 SF.



The diagram is not drawn to scale.

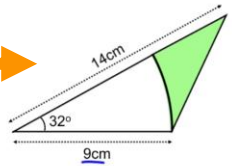
cm²


Watch video

Area of a sector (2)

Area of sector (2)

Example
Find the shaded area.
Give your answer to 1 decimal place.



Shaded = 

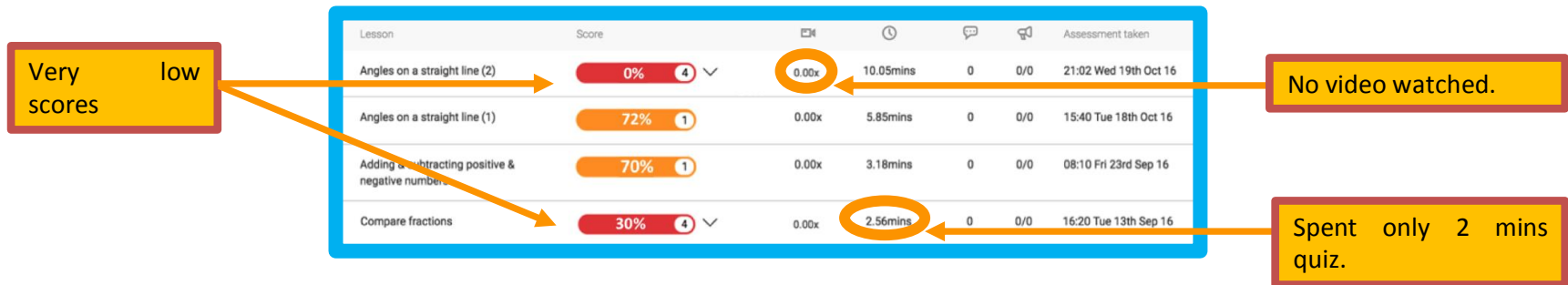
$$= \frac{1}{2}(9)(14) \sin(32) - \frac{32}{360} \times \pi(9)^2$$

$$= 10.755 \dots$$

$$= 10.8 \text{ cm}^2$$

What happens when students decide not to watch the video?

“Mr Hegarty, I can't do these homeworks as they are too hard and too I'm stupid!” (Hakim)



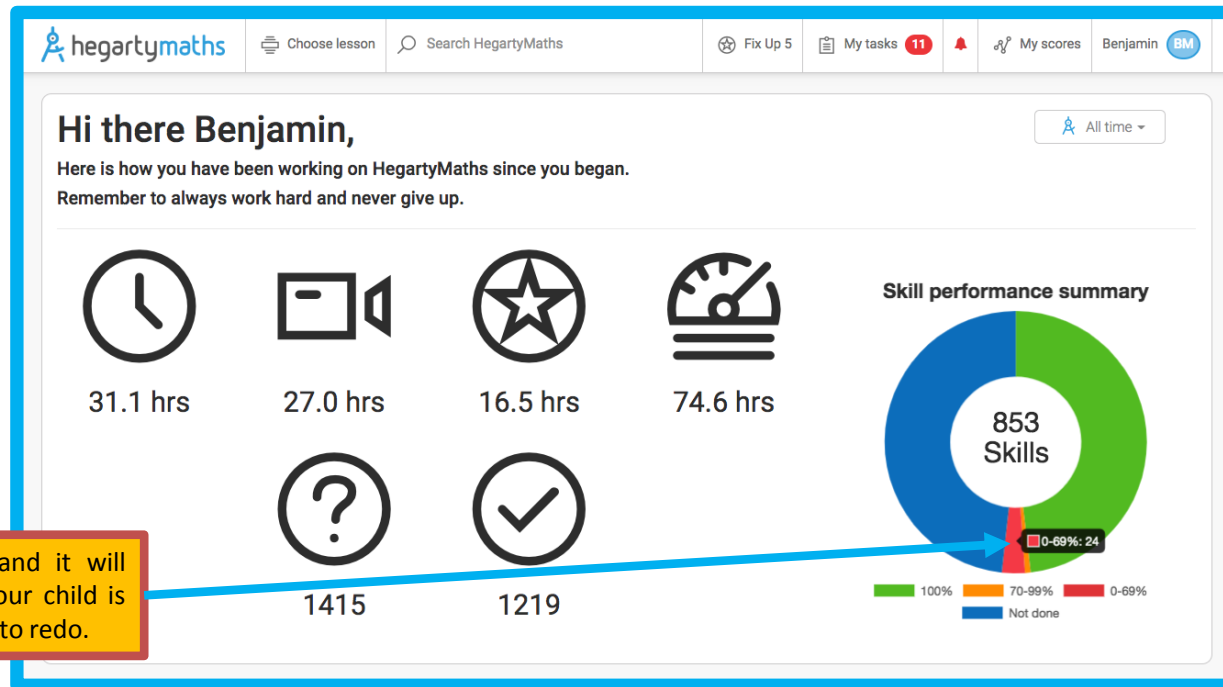
What if your child has completed all homework – what else could they do?

5 things you should do when you want to do extra work

	Action	✓ or ✗
1	I go back to my donut and pick lessons that are red (<70%) to redo them to make them amber (>70%) or green (100%).	
2	I go back to my donut and pick lessons that are amber (>70%) to redo them to make them green (100%).	
3	When working on lessons that are red or amber and I cannot make them 100% , I rewatch the video and look at the building blocks which may help me.	
4	I complete a Fix-Up-5 where HegartyMaths gives me 5 practice questions on parts of maths that I might be weak on.	
5	If my teacher has given me a revision list of clips on HegartyMaths, then pick a topic on that list and complete a homework the normal way myself.	

What if your child has completed all homework – what else could they do?

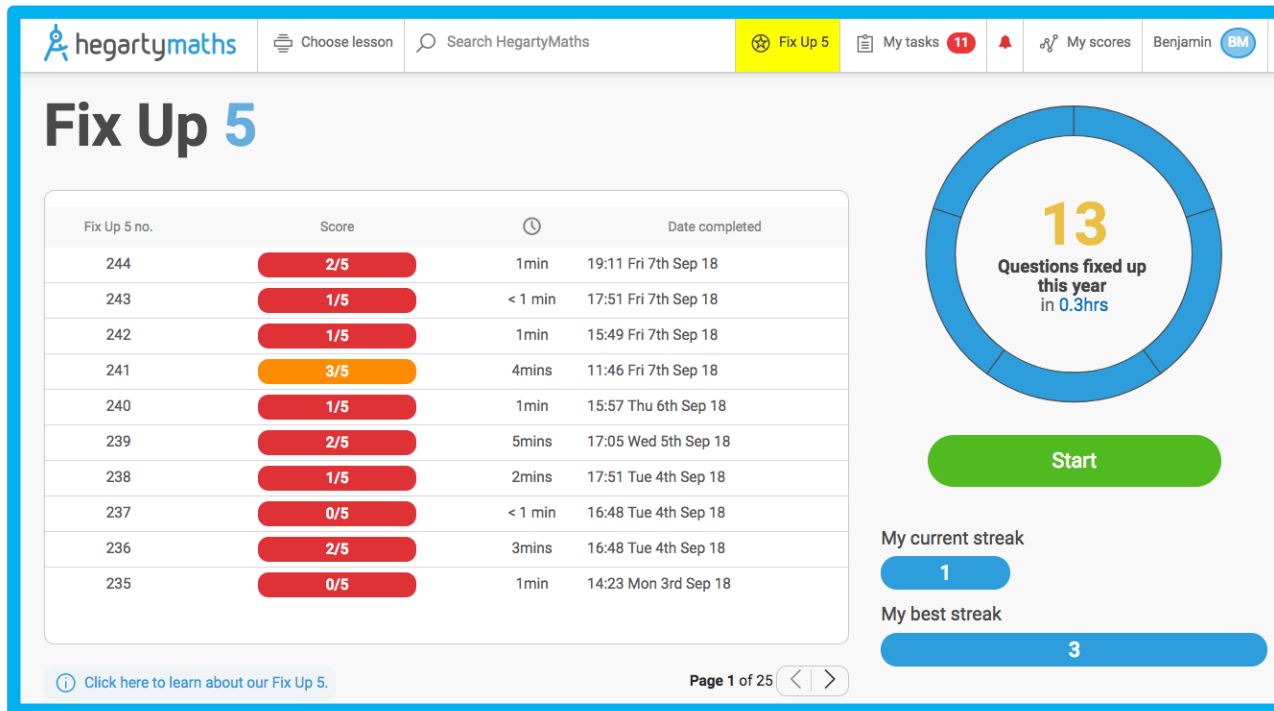
1) Use their donut to improve their weak areas: Your child can click the red section to find the quizzes they need to improve (**quizzes under 70%**) and redo them until they are amber (**quizzes over 70%**) or green (**quizzes at 100%**). Once they have made everything green or amber go back over the amber and try to get them to green.



Click the red section and it will open up any lessons your child is **under 70%** on for them to redo.

What if your child has completed all homework – what else could they do?

2) Fix up 5: HegartyMaths remembers every mistake your child has ever made and generates a quiz with 5 questions from different parts of maths that they are weak on so they can re-do them with the video and **Fix Up!**



hegartymaths Choose lesson Search HegartyMaths Fix Up 5 My tasks 11 My scores Benjamin BM

Fix Up 5

Fix Up 5 no.	Score	⌚	Date completed
244	2/5	1min	19:11 Fri 7th Sep 18
243	1/5	< 1 min	17:51 Fri 7th Sep 18
242	1/5	1min	15:49 Fri 7th Sep 18
241	3/5	4mins	11:46 Fri 7th Sep 18
240	1/5	1min	15:57 Thu 6th Sep 18
239	2/5	5mins	17:05 Wed 5th Sep 18
238	1/5	2mins	17:51 Tue 4th Sep 18
237	0/5	< 1 min	16:48 Tue 4th Sep 18
236	2/5	3mins	16:48 Tue 4th Sep 18
235	0/5	1min	14:23 Mon 3rd Sep 18

13
Questions fixed up
this year
in 0.3hrs

Start

My current streak
1

My best streak
3

[Click here to learn about our Fix Up 5.](#) Page 1 of 25

What if your child has completed all homework – what else could they do?

3) Learn a new section: Your child’s teacher may have given them a revision list of clips so they can now use that to find a clip on HegartyMaths that will be something that will help get ahead.

hegartymaths Foundation Skills List

Number

Topics	Clip Number			
Ordering positive integers	13, 14			
Ordering negative integers	37			
Ordering decimals	45, 46			
Ordering fractions	60			
Addition and subtraction of positive integers	18, 19, 20			
Multiplication and division of positive integers	21, 22, 23, 144, 145			
Addition and subtraction of negative integers	38, 39, 40, 41			
Multiplication and division of negative numbers	42, 43			
Addition and subtraction of decimals	47			
Multiplication and division of decimals	48, 49, 50, 51, 135, 136			
Addition and subtraction of fractions	65, 66			
Multiplication and division of fractions	67, 68, 69, 70, 71, 72			
Place value: multiplying and dividing by 10	15, 16			
Order of operations	24, 44, 120, 150			
Prime numbers, prime factorisation	28, 29, 30			
Factors, multiples, HCF and LCM	27, 31, 32, 33, 34, 35, 36			
Powers and roots	99, 100, 101			
Using standard form	121, 122, 123, 124			
Calculating with standard form	125, 126, 127, 128			
Converting decimals to/from fractions	52, 53, 73, 74, 149			
Converting percentages to/from fractions	75, 76, 82, 149			
Converting percentages to/from decimals	55, 83			
Simplifying fractions	59, 61			
Mixed numbers and improper fractions	63, 64			
Fractions of amounts	62, 77			
Increasing/decreasing by fractions	78, 79			
Fraction problems	80			
Percentages of amounts	84, 85, 86, 87			
Percentage increase/decrease	88, 89, 90			
Percentage change	97			
Reverse percentages	96			
Simple interest	93			
Percentage problems	98			
Rounding	17, 56, 134			
Rounding to significant figures	130			
Estimating answers	129, 131, 132, 133			
Working with money	747, 748, 749, 750, 751			
Money problems	752, 753, 754			
Financial statements	757			
Income and rates of pay	755, 756			
Profit and loss	759, 760, 761, 762			
Best buys	763, 764, 765, 766, 767			

What if your child has completed all homework – what else could they do?

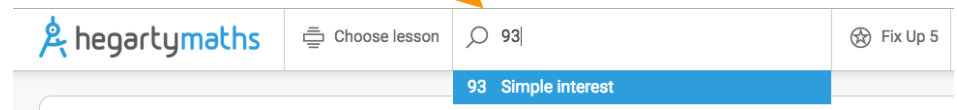
3) Learn a new section: Your child's teacher may have given them a revision list of clips so they can now use that to find a clip on HegartyMaths that will be something that will help get ahead.

hegartymaths Foundation Skills List

Number

Topics	Clip Number			
Ordering positive integers	13, 14			
Ordering negative integers	37			
Ordering decimals	45, 46			
Ordering fractions	60			
Addition and subtraction of positive integers	18, 19, 20			
Multiplication and division of positive integers	21, 22, 23, 144, 145			
Addition and subtraction of negative integers	38, 39, 40, 41			
Multiplication and division of negative numbers	42, 43			
Addition and subtraction of decimals	47			
Multiplication and division of decimals	48, 49, 50, 51, 135, 136			
Addition and subtraction of fractions	65, 66			
Multiplication and division of fractions	67, 68, 69, 70, 71, 72			
Place value: multiplying and dividing by 10	15, 16			
Order of operations	24, 44, 120, 150			
Prime numbers, prime factorisation	28, 29, 30			
Factors, multiples, HCF and LCM	27, 31, 32, 33, 34, 35, 36			
Powers and roots	99, 100, 101			
Using standard form	121, 122, 123, 124			
Calculating with standard form	125, 126, 127, 128			
Converting decimals to/from fractions	52, 53, 73, 74, 149			
Converting percentages to/from fractions	75, 76, 82, 149			
Converting percentages to/from decimals	55, 83			
Simplifying fractions	59, 61			
Mixed numbers and improper fractions	63, 64			
Fractions of amounts	62, 77			
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If your child want to learn Simple interest type clip number 93 into the **Search Bar**, watch the video and do the quiz in the normal way.



What can you do to support progress in... Mathematics?

- Be aware – structure, expectations, curriculum change
- Discuss lessons, encourage use of technical language and explanations of concepts (supporting literacy)
- Homework support – resources available, completion, insisting on showing clear, logical calculation methods
- Encourage use of extension resources
- Ensuring pupils are fully equipped for maths lessons