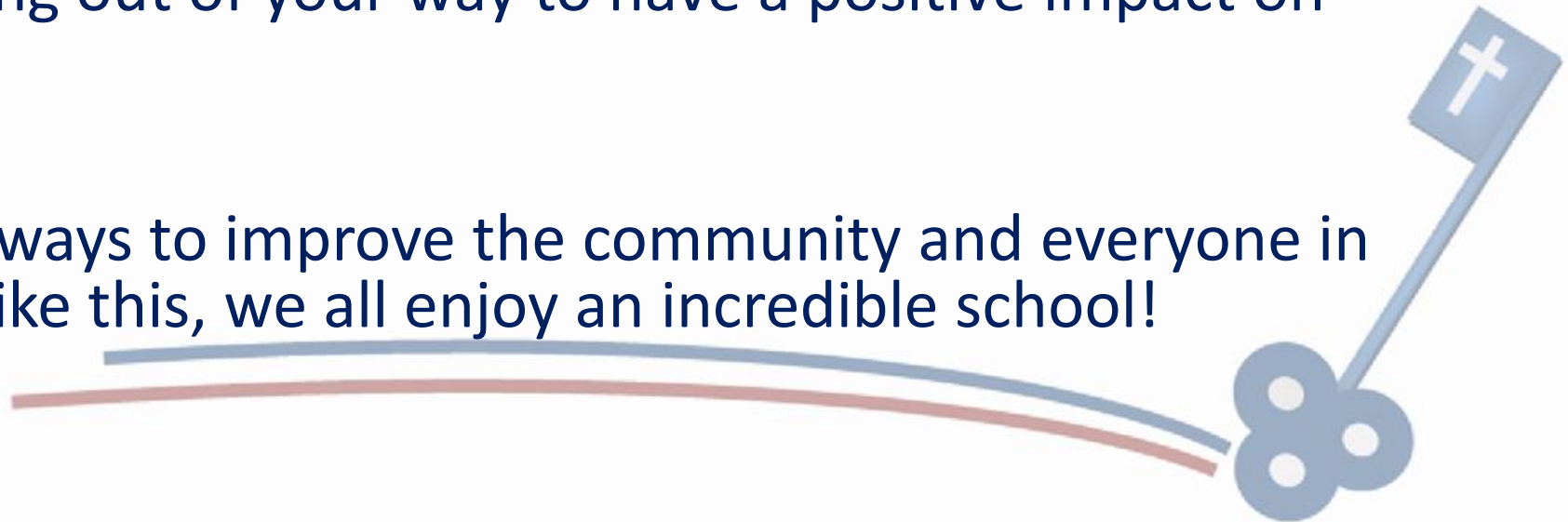


Welcome to Year 7 Partnership Evening 2024



Christ to All

- This is our core motto for St Peter's – but what does it mean!?
- Being Christ to All means treating everyone in our community with love, respect, kindness. Treating others as you want to be treated
- It means actively going out of your way to have a positive impact on someone's day
- It means looking for ways to improve the community and everyone in it – if we all behave like this, we all enjoy an incredible school!



St Peter's Rocks: Faith in Action

- Our school rocks are 5 core values that we aspire to every day
- Each guides us to think about our community and Jesus Christ at the forefront of everything
- If we live the rocks in action, we will create an amazing school and world!



Reflection



Love



Service



Courage



Justice

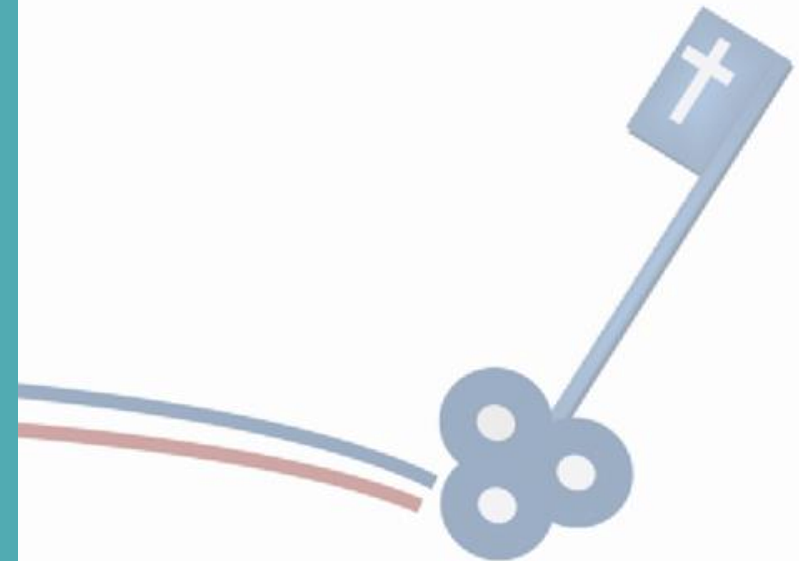


Our aims as a school this year

- That we are able to build a brilliant community atmosphere, within and across year groups
- Every student can learn, disruption-free, everyday
- Everyone gets the chance to experience new things and opportunities
- Everyone works their hardest to help everyone else achieve their potential
- We spend time reflecting on our values and faith

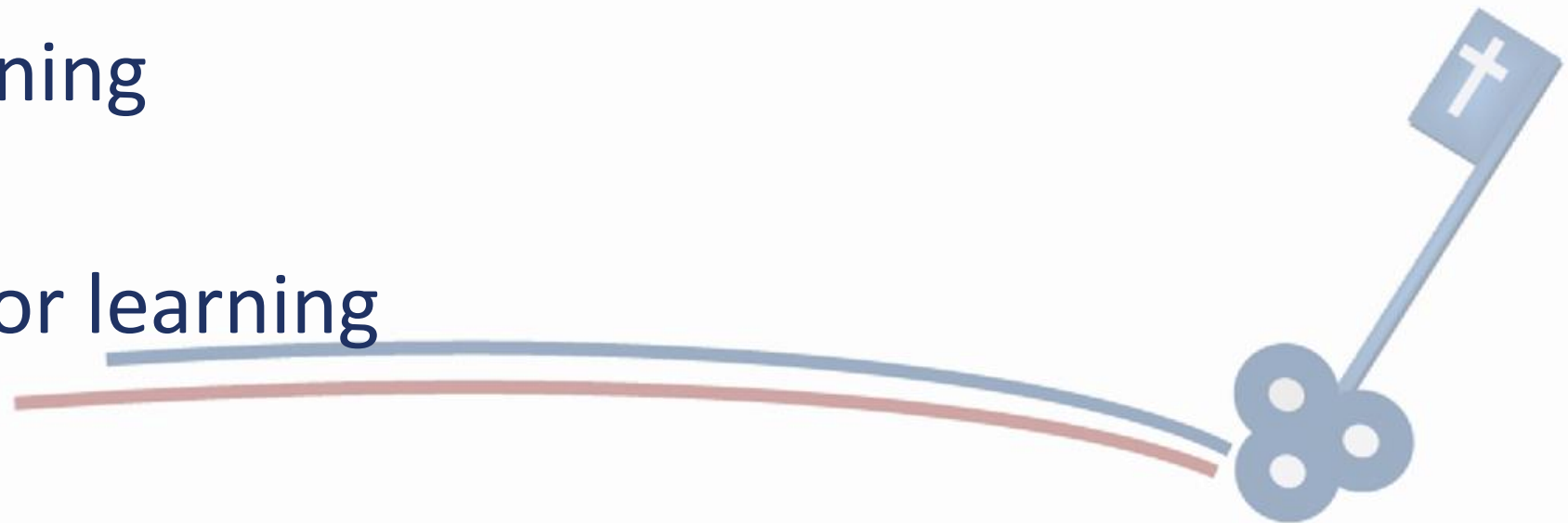


Year 7 motto



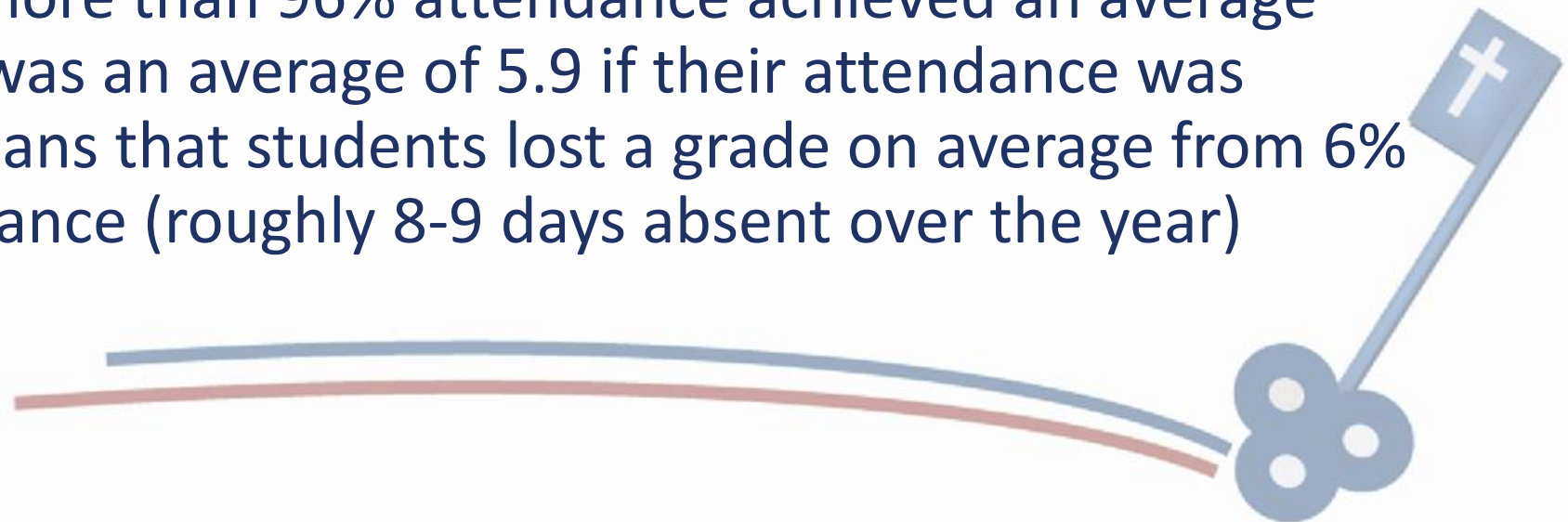
Brilliant basics

- Uniform
- Punctuality and attendance
- Organisation
- Excellent behaviour
- Attitude to learning
- Homework
- Responsibility for learning

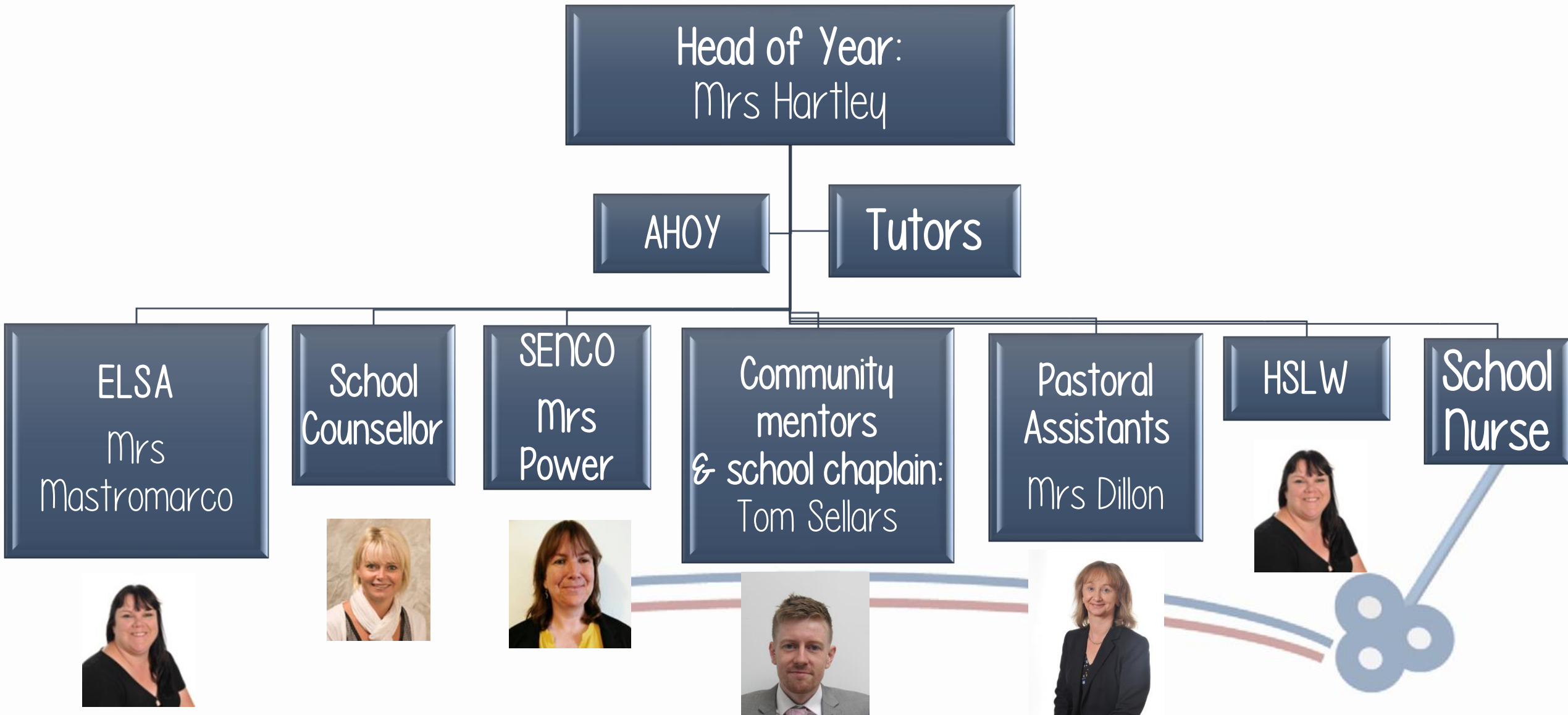


Attendance

- Excellent attendance is key to achievement
- We have analysed data from last year and 2019 and there is a direct correlation between attendance and exam performance.
- Students who had more than 96% attendance achieved an average grade of 6.9 which was an average of 5.9 if their attendance was below 90%. This means that students lost a grade on average from 6% difference in attendance (roughly 8-9 days absent over the year)

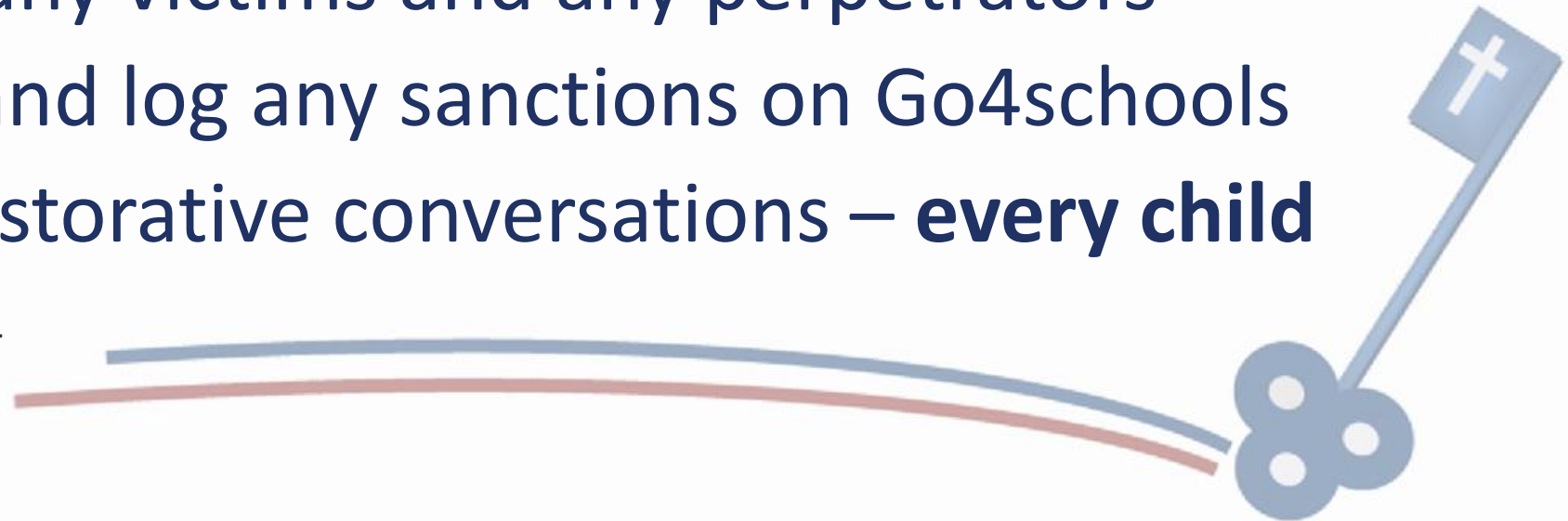


Pastoral support at St Peter's



How we investigate incidents to make St Peter's a safe, fair place

- Gather evidence and listen
- Try to understand context
- Apply behaviour policy (if necessary) in a consistent way
- Offer support to any victims and any perpetrators
- Contact parents and log any sanctions on Go4schools
- Follow up with restorative conversations – **every child gets a clean slate.**



Equality, Diversity and Inclusion at St Peter's

At St Peter's we are committed to all students feeling equally included and loved within our community. We are opposed to all forms of discrimination based on any protected characteristics outlined in the Equality Act of 2010.

We are committed to upholding and teaching these values to all students at St Peter's.

Examples of opportunities available:

- Termly EDI assemblies that are topical and relevant
- Surveys around how included and safe students feel at St Peter's
- Weekly bulletin resources looking at celebrating diversity in the world
- LGBTQ+ safe space
- Identity Team badges worn by staff who can be approached about identity-based issues
- Tutor time activities that celebrate and promote EDI



Online Safety

Our aim is simple: “We must ensure that children are given the same protection online as they are offline”

Peter Wanless NSPCC

Some of the issues we face as parents and educators:

- Students being exposed to inappropriate or illegal content online, ranging from sexual content, to extremism, to localised ads about buying drugs.
- Students being abusive towards others online, or receiving abuse
- Students becoming addicted to their phones / unhealthy habits



Online Safety

A few measures we can put in place:

- The school's no smartphone policy for Year 7 is vital
- Adhere to age ratings for websites / apps – e.g. Whatsapp is 16, most others are 13
- Have boundaries with phone use at home, e.g. time, location
- School and home can and will educate children about the law, risks, and consequences of certain online behaviours
- Keep up a dialogue with them so we help them in partnership
- Model healthy phone / app use ourselves

Please come to our Parents Online Safety Forum on **Wednesday 9th October** at 6.30pm





Mr Ebenezer, Assistant Headteacher, Designated Safeguarding Lead (DSL)



Mr Evans, Deputy Headteacher, Deputy DSL



Mrs Ward, Deputy DSL



Mrs McMillan, Deputy DSL



Mrs Rana-Brown Assistant Headteacher, Head of Sixth Form, Deputy DSL

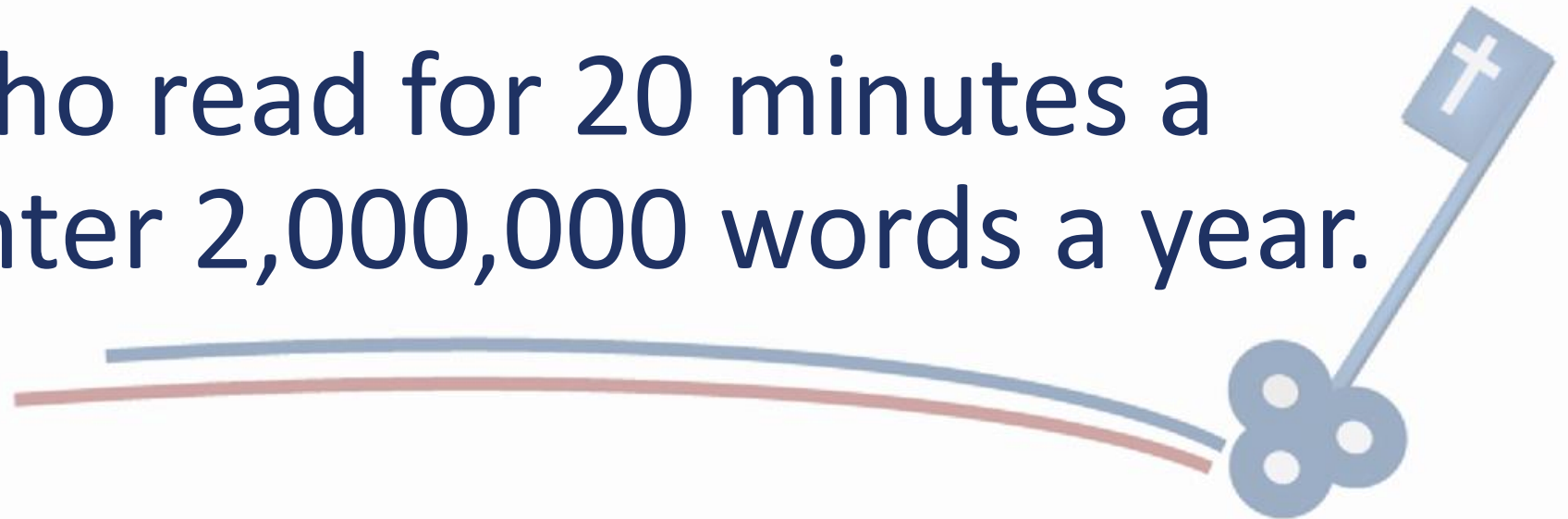
Safeguarding

If you have safeguarding concerns about a child, please contact our safeguarding team.



Importance of Reading

- Children who read for 1 minute a day encounter 8000 words a year.
- Children who read for 20 minutes a day encounter 2,000,000 words a year.



Sparx Reader

- **What is Sparx Reader?**

Sparx Reader helps every student to read regularly, which is vital for building literacy skills. Your children will be completing weekly reading homework using Sparx Reader.

- **How does Sparx Reader work?**

Students can choose from a range of ebooks at their appropriate level and as they read, they'll answer questions to check they're reading carefully.

As they read, they answer questions and **earn Sparx Reader Points (SRP)** for reading carefully.

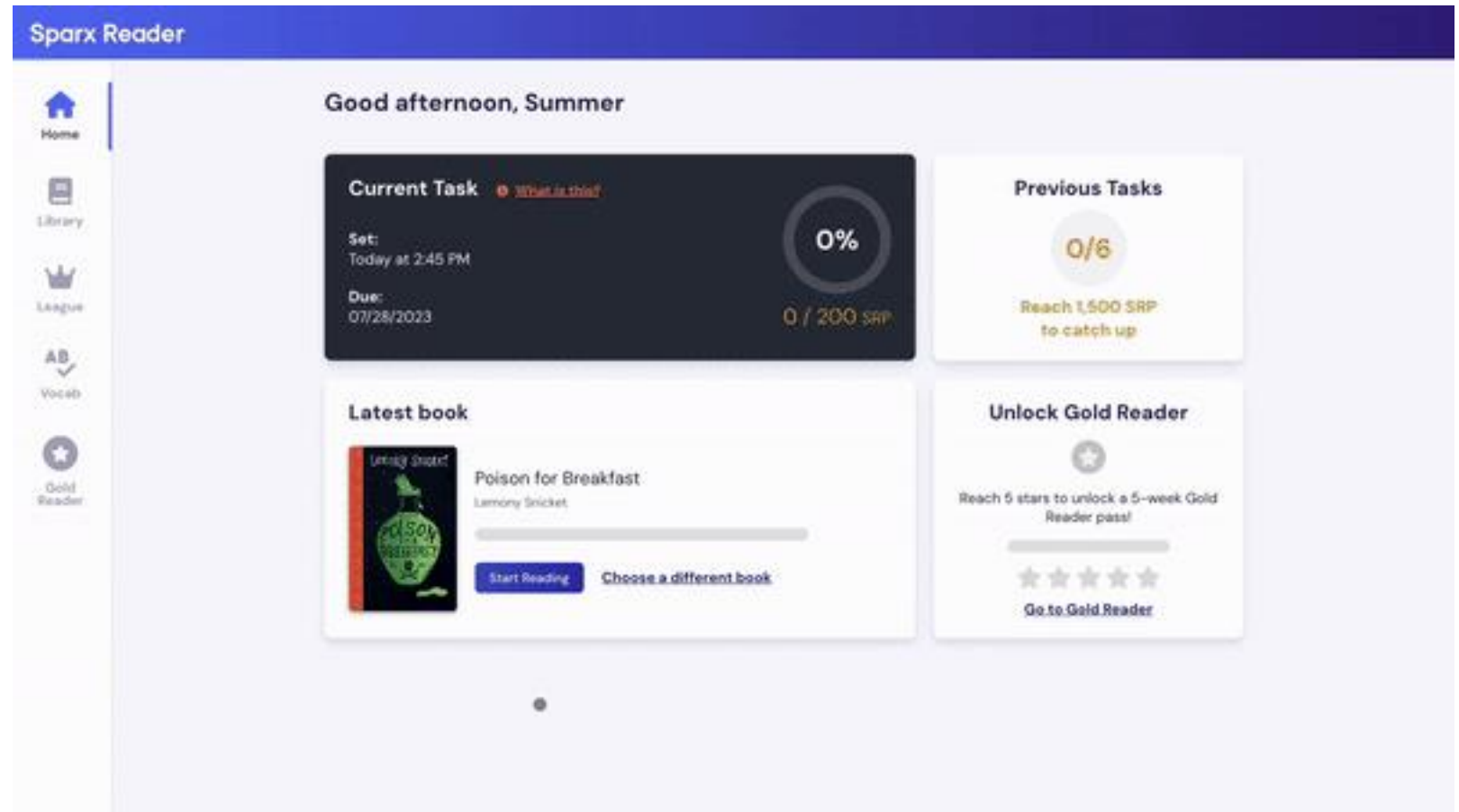
These points will complete their homework task.



Sparx Reader

This video shows an example of what reading on Sparx Reader looks like.

Sparx Reader adapts to each student's reading level so book choices and section lengths will differ.



The screenshot displays the Sparx Reader interface. At the top, a blue header reads "Sparx Reader". Below the header, a navigation sidebar on the left contains icons for Home, Library, League, AB Vocab, and Gold Reader. The main content area is titled "Good afternoon, Summer" and features four panels:

- Current Task:** A dark panel showing the task "What is this?", set for "Today at 2:45 PM" and due on "07/28/2023". A progress indicator shows "0%" completion and "0 / 200 SRP" earned.
- Previous Tasks:** A light panel showing "0/6" completed tasks and a goal to "Reach 1,500 SRP to catch up".
- Latest book:** A panel featuring the book "Poison for Breakfast" by Lemong Snicket. It includes a book cover, the title, author, a progress bar, and buttons for "Start Reading" and "Choose a different book".
- Unlock Gold Reader:** A panel with a star icon, stating "Reach 5 stars to unlock a 5-week Gold Reader pass!". It shows five stars, with the first one filled, and a "Go to Gold Reader" button.

Sparx Reader Rewards

Alongside Sparx Reader Points, Students will be awarded school housepoints by their tutor for completing their homework.

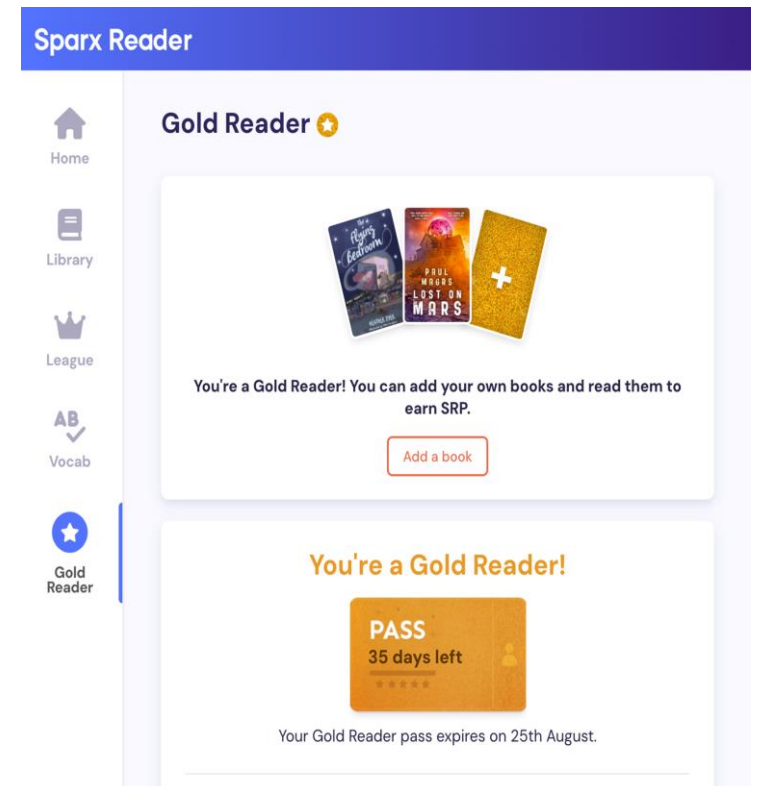
There will be half termly book prizes for the most committed readers.

There is also the opportunity to become a Gold Reader.

What is Gold Reader?

Motivated readers who demonstrate consistent, careful reading can unlock Gold Reader.

This means they can read any paper book from the library or from home by scanning in its barcode.



Sparx Reader FAQs

How do they log in?

Students log in at sparxreader.com. They will need to find their school and log in using their Sparx Maths details.

What devices are supported?

Your child can access Sparx Reader on *any device* that connects to the internet with a web browser.

How can I support my child with their reading?

- Sparx Reader adapts to each student's reading level, so it's important that you don't help by answering questions for them. If you help them, Sparx Reader might think they're a very strong reader and show them books that are too difficult.
- You can help by providing a quiet space for your child to focus on their reading homework each week and encourage them to read carefully.
- If your child doesn't like a book, encourage them to keep trying! If they still don't get on with it, they can give the book a low rating and they'll be able to swap to another book.
- The best way to support your child is to ask them about the book they're reading; what aspects they're enjoying, or what characters and events they've recently read about.

Welcome to the Maths Department

Year 7 Partnership evening

Mr Simon Miller

Maths Staff



Mrs J Gregg
Head of Maths



Mrs K Taylor
Second in Maths

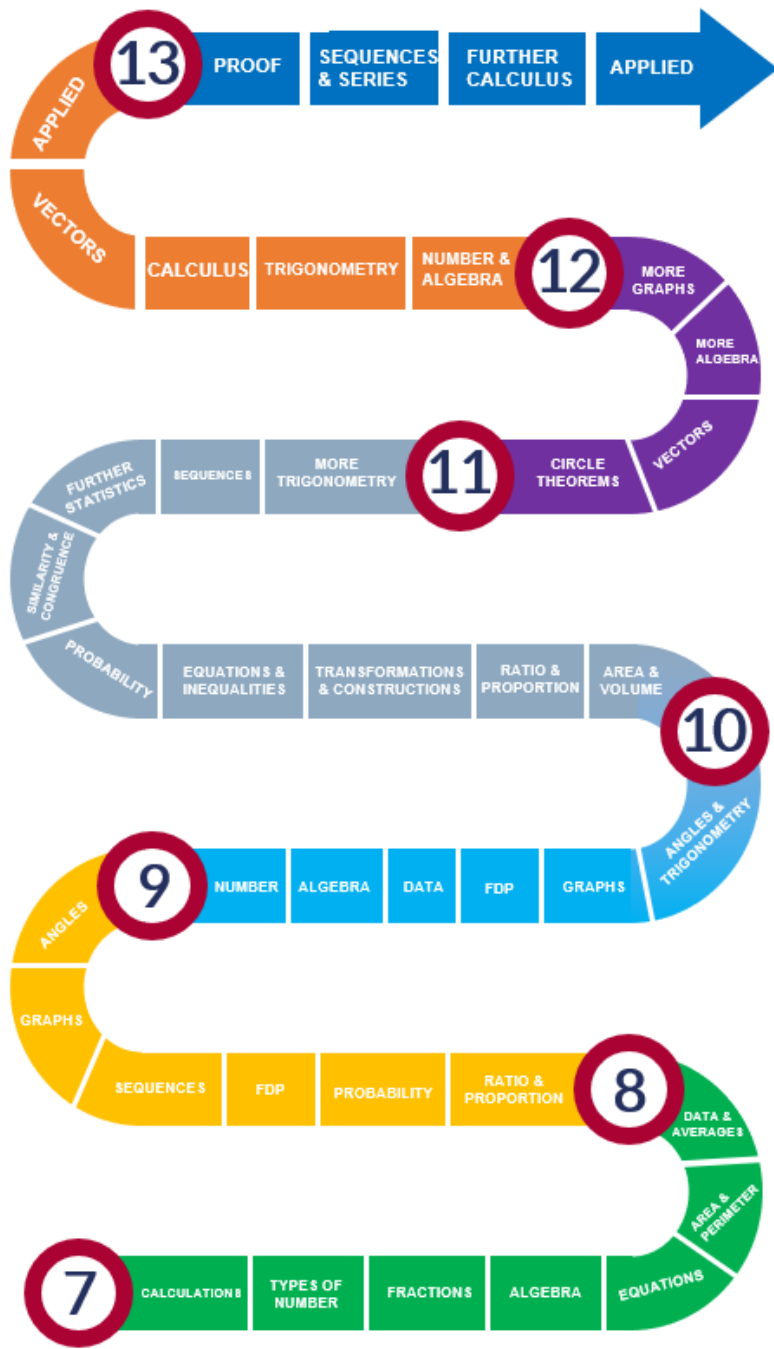


Mr S Miller
Second in Maths

- Mrs M Viljoen
- Mr J Binyon
- Mr J Blackmur
- Mrs D Hartley

- Mrs R McAvoy
- Ms A Foia
- Mrs A Sawa
- Mr Fernandez

Maths Journey at St Peter's



Key Stage 3 Mastery

- We have identified 3 key skills in Maths: fluency, reasoning and problem solving
- Each lesson focuses on these three skills, with specific questions focussed on each area
- The aim is for all students to gain a deeper understanding of each topic
- The mastery curriculum runs in Year 7 and Year 8

Examples of the key skills

Fluency	Reasoning	Problem solving
<p>State the size of the digit 8 in the following:</p> <p>a) 218,000</p> <p>b) 34,581</p> <p>c) 8,000,000</p>	<p>Michael says, 'Using the digits 0 to 9 we can write any number, no matter how large or small.'</p> <p>Do you agree? Explain your reasoning.</p>	<p>5 7 9 3</p> <p>John is given the 4 number cards above, he uses all the cards to make two 2 digit numbers. What could the largest sum of these 2 numbers be?</p>
<p>Write the number 6472 in words.</p>	<p>Lucy thinks that 1.422 is bigger than 1.43 because it has more digits.</p> <p>Is she correct?</p>	
<p>Write fifteen thousand four hundred and sixty two in figures.</p>		

GCSE

- Starts in Year 9
- Continues Mastery theme of building topics on previous learning

2024 Results

43% 7-9

79% 5-9

92% 4-9



A-Level Maths

- We offer Further Maths and A-Level maths courses
- All our students who got places at Oxbridge studied maths

2024 Results

48% A*-A

67% A*-B

54 students

Post-18 destinations

University of Exeter – Mechanical Engineering

University of Surrey – Economics and Finance

University of Cambridge – Natural Sciences

University of Cambridge – Mathematics

University of Kent – Biochemistry

University of Bristol – Medicine

University of Essex – Law

Bournemouth University – Software Engineering

University of Bath – Accounting and Finance

Degree Apprenticeship at BAE

Kingston University – Forensic Science

Beyond the classroom

- UKMT Maths challenge
- Chess Club
- Inter-school Maths competition
- Additional Maths GCSE studied afterschool in Y11. A standalone GCSE that prepares students for A-Level Maths

Assessments

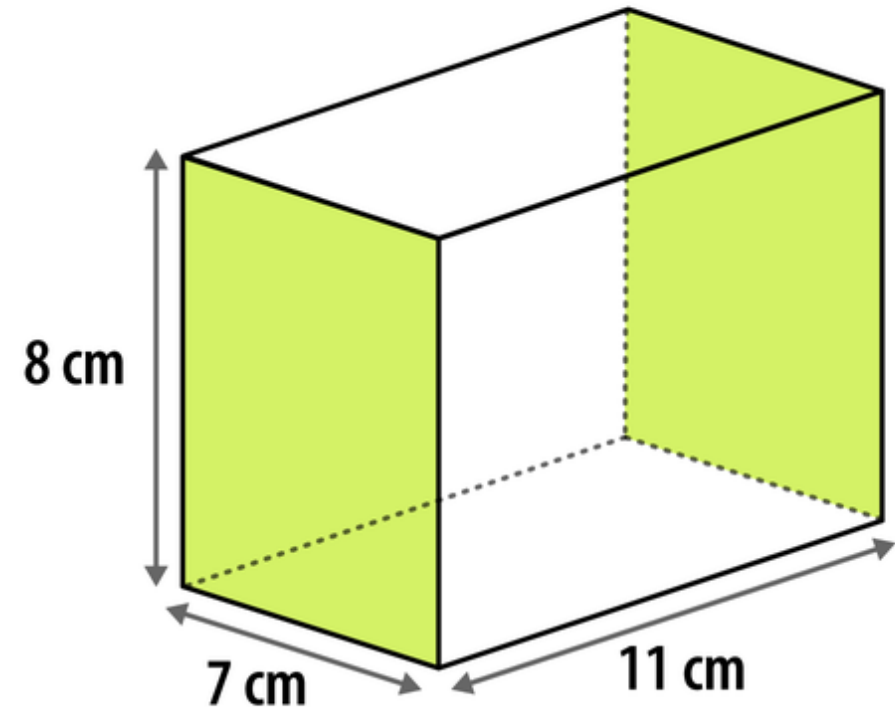
- Students will be assessed at the end of each half term
- Each test is broken down into 3 parts, with questions on fluency, reasoning and problem solving

Sparx Homework

- Students receive 60mins
- Set weekly on a Wednesday
- Has to be 100% complete
- Support
 - Watch online videos
 - Email or speak to your teacher

What is the **total** area of the two shaded faces of the cuboid below?

Give your answer in cm^2 .



Not drawn accurately

Correct answer: 112

Student's answer: 112 ✓

Equipment

- Maths pack containing (pencil, pen, ruler, protractor, compass, rubber) £ 1.50
- Casio FX85GTX Classwiz £ 12
- White board pens 50p



Religious Education at St Peter's



Mrs Morling – Joint Head of RE

Our vision is to create an inclusive community where students can explore spirituality and engage in self-reflection. We aim to enhance students' critical thinking, religious literacy, and achieve academic excellence.

We enable students to foster a profound sense of belonging, ensuring that everyone, regardless of background, finds a welcoming place to grow and thrive.



What is the purpose of RE in Catholic schools?

1. To help Catholic pupils understand the faith that makes them who they are
2. Encourage them to be in dialogue with others who do not share this worldview
3. To provide opportunities to all pupils to answer the deepest questions about their own existence
4. To enable pupils to deepen their religious and theological understanding and be able to communicate this effectively
5. To present an authentic vision of the Church's moral and social teaching so that pupils can make a judgement about the underlying trends in contemporary culture and society

RE in a Catholic school:

- The RE curriculum must include the topics in the Curriculum Directory for Catholic schools which comes from the Bishops' conference.
- RE is a core subject and should make up 10% of the school curriculum.
- RE is inspected by the Church and not OFSTED.





Understand

Aim:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

Students will be asked to demonstrate the following ways of knowing:



Discern

Aim:

In this way of knowing, we are aiming to help pupils to be able to **judge wisely** in response to different interpretations of the meaning, significance and implications of texts, beliefs, rites and ways of life so that they can **arrive** at **justified conclusions** about what is true, what is good and what is beautiful.

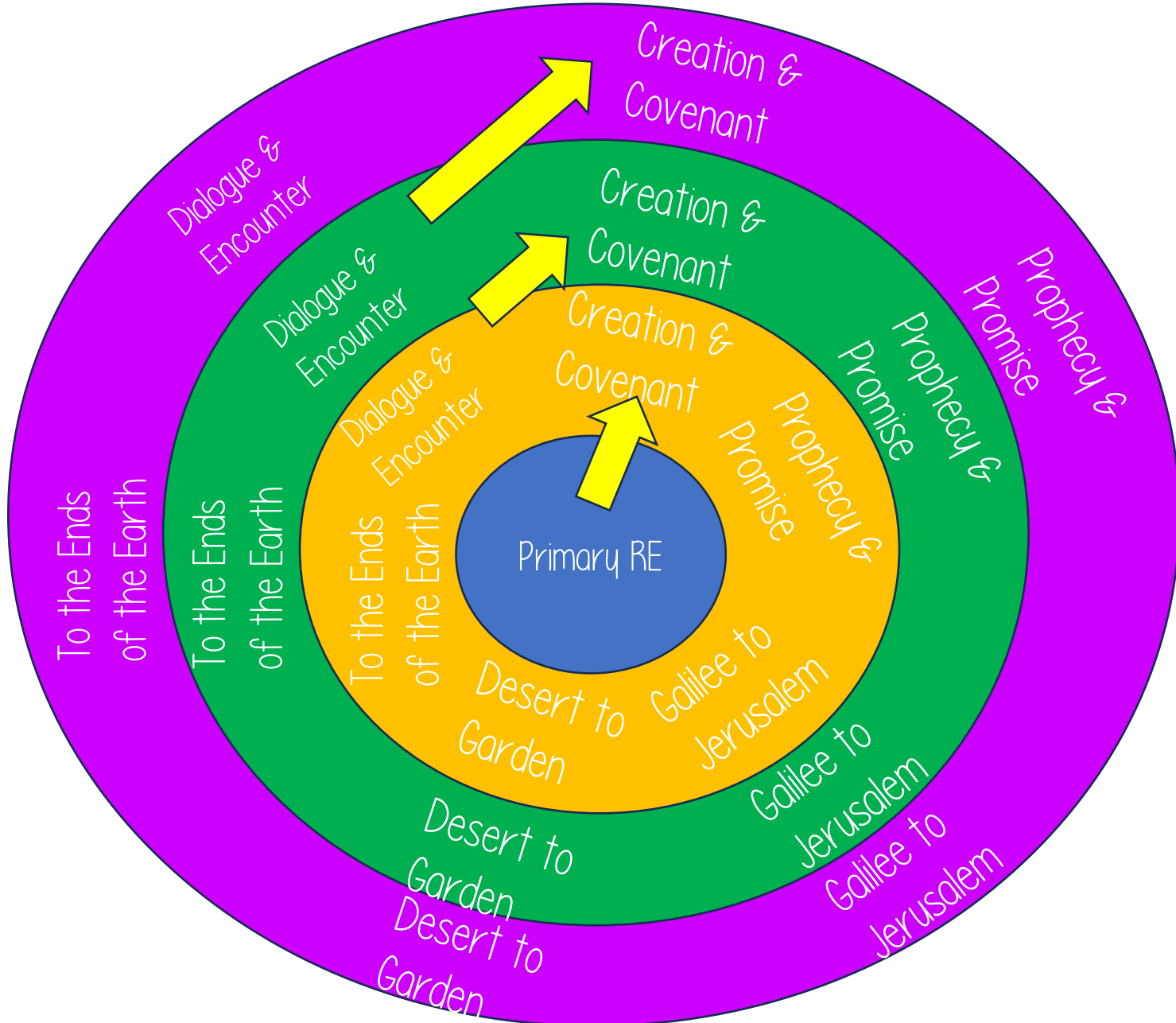


Respond

Aim:

In this way of knowing, we are aiming to help pupils **reflect personally** and with **integrity** on what they have learned and consider the **implications** for action these may have for their **own lives** and **the world** in which they live.

RE in Key Stage 3



RE follows a spiral curriculum in Key Stage 3, which allows students to deepen and extend their knowledge each year and develop a range of useful skills



Skills developed in RE:

- Knowledge
- Religious Evidence
- Evaluation
- Impact

What will we study this year?

1. Creation and Covenant:

We will explore how creation is at the heart of God's relationship with humans, asking questions such as: what caused the universe, and why are we here?

2. Prophecy and Promise:

We will investigate why the Bible, known as scripture, is an authoritative (or trusted) text and how the Bible is a library of books with many different literary forms.

3. Galilee to Jerusalem:

We will consider the key question of who Jesus was. The scriptures of the Old Testament preparing for a Messiah, as well as why Jesus is known by many titles and their meaning.

4. Desert to Garden:

We will examine how, in Exodus, the events of the Passover foreshadow the final meal and sacrifice of Jesus. We will also explore what Catholics and other denominations believe about the Eucharist.

5. To the Ends of the Earth:

Jesus' message needed to be spread to all people, in all places and for all time, starting with the story of Pentecost and the role of the Holy Spirit.

6. Dialogue and Encounter:

This explores the development of the Catholic Church and how it has dialogue within itself to develop Catholic dogma. You will also encounter the faiths of Judaism and Islam in relation to the year's curriculum themes



Homework



- The majority of homework tasks will have a literacy focus in line with the whole school aims.
- Students will be asked to learn the spellings and definitions of key terms, and demonstrate that they can use these terms appropriately.
- Students can also expect one creative homework task per unit of study which may involve a personal response to the topic being studied.
- All homework tasks will be set on Teams and will have a clearly defined deadline.
- If there are any issues that prevent homework completion, please contact your child's teacher in the first instance.

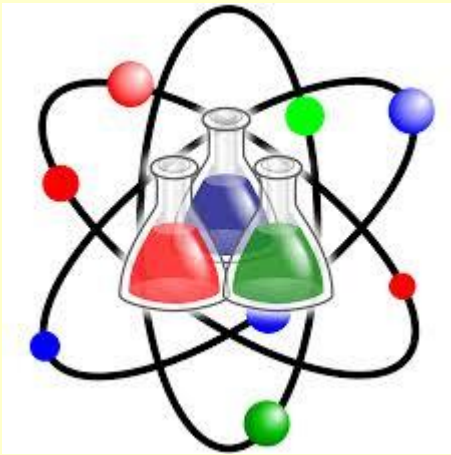
Assessments

- There will be **six assessments** across the year (at the end of each unit), as well as a **Test Week assessment** (usually in the Spring Term).
- **All** assessments will be **written tests**, which you will need to revise for. This includes the end of year test in Test Week.
- **Three** assessments will be **multiple choice questions** designed to test the range and depth of your **knowledge**.
- **Three** assessments will be **longer written answers** to assess your skills in using **religious evidence**, **evaluation** and your understanding of **impact** as well as **knowledge**.
- The **Test Week assessment** will be a **combination of multiple choice and longer written answers**.
- All assessments will be recorded on **Go4Schools**. These results and students' progress can be viewed there.



Science

We want to guide all students to become inquisitive, independent and inspired science students, who have an excellent foundation of knowledge and who use their skills to better understand and improve the world around them.



Why science is important

- Science mindset begins with asking questions
- Analysing and evaluating evidence
- Responding and adjusting to feedback

We want to guide all students to become inquisitive, independent and inspired science students who have an excellent foundation of knowledge and who use their skills to better understand and improve the world around them.

KS3 Science at St. Peter's

- At KS3, students can develop a fundamental understanding of the world.
- Focus on core scientific themes and skills (mastery)
- Develop skills for scientific investigation

Topics Year 7,8 and 9

Biology

- Cell Structure and Function
- Organ Systems
- Photosynthesis and Respiration
- Variation and Evolution

Chemistry

- Particles
- Periodic Table
- Chemical Reactions and Energy

Physics

- Forces
- Energy
- Electricity and Magnetism
- Waves

Stuck on the inside front cover of students books.

Recall of facts and simple skills

Describe/comparing (often relies on recall of facts) and simple processes

Complex description, explanation. Analysing new information

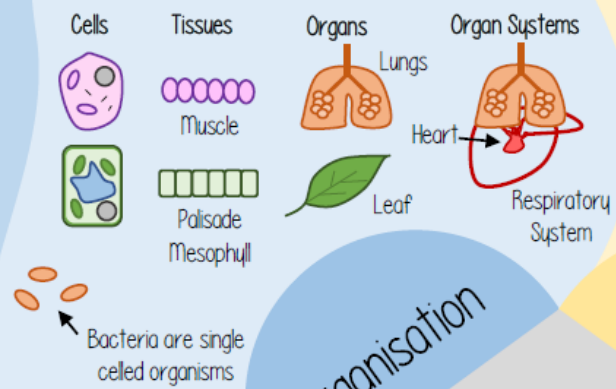
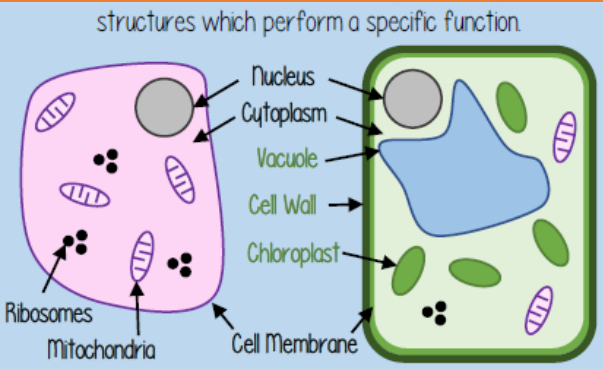
Skills — developed through the year

Year 7 Mastery	Aspiring	Expected	Exceptional
Particles 1. Describe the properties of solids, liquids and gases 2. Recall the properties of solids, liquids and gases 3. Describe the properties of solids, liquids and gases 4. Name the particles in solids, liquids and gases Define the terms solid, liquid and gas Solve problems involving the properties of solids, liquids and gases	1. Describe the properties of solids, liquids and gases 2. Recall the properties of solids, liquids and gases 3. Describe the properties of solids, liquids and gases 4. Name the particles in solids, liquids and gases Define the terms solid, liquid and gas Solve problems involving the properties of solids, liquids and gases	1. Use numerical data to identify the state of a substance 2. Describe 3 physical properties of metals 3. Identify elements and compounds from particle diagrams 4. Identifying the number of atoms within a compound using formula and simple names 5. Identify atoms in simple compounds using the name of the compound	1. Complex description, explanation. Analysing new information 2. Justify the use of a metal based upon their properties 3. Use data to make predictions of physical properties of elements on the Periodic Table 4. Naming compounds based on the atoms present
Periodic Table 1. Identify the chemical symbol for an element using the Periodic Table 2. Identify metals and non-metals from their position on the periodic table 3. Identify the elements in a compound using formula	1. Identify the chemical symbol for an element using the Periodic Table 2. Identify metals and non-metals from their position on the periodic table 3. Identify the elements in a compound using formula	1. Describe 3 physical properties of metals 2. Identify elements and compounds from particle diagrams 3. Identifying the number of atoms within a compound using formula and simple names 4. Identify atoms in simple compounds using the name of the compound	1. Justify the use of a metal based upon their properties 2. Use data to make predictions of physical properties of elements on the Periodic Table 3. Naming compounds based on the atoms present
Chemical Reactions and Energy 1. Distinguish chemical reactions and physical changes 2. Identify reactants and products from a word equation 3. Recall the names of 2 common acids and bases. 4. Define a neutralisation reaction	1. Distinguish chemical reactions and physical changes 2. Identify reactants and products from a word equation 3. Recall the names of 2 common acids and bases. 4. Define a neutralisation reaction	1. Create word equations from information 2. Describe acids and bases using the pH scale 3. Identify acids and bases using indicators 4. Name salts produced in neutralisation reactions	1. Link the pH scale to strong and weak acids and bases 2. Evaluate the use of different indicators 3. Describe neutralisation reactions using word equations
Year 7	Autumn	Spring	Summer
Working Scientifically	<ul style="list-style-type: none"> What is an observation Following a method Completing a results table 	<ul style="list-style-type: none"> Independent, dependent and control variables Creating simple methods from pictures and videos 	
Mathematical skills	<ul style="list-style-type: none"> Calculating a mean Interpreting and constructing bar charts Selecting the correct arrangement for an equation to determine an unknown subject Converting kilo, milli and centi 	<ul style="list-style-type: none"> Plotting a scatter graph Creating a line of best fit 	<ul style="list-style-type: none"> Completing an axes Determining when to plot a line graph or bar chart Change the subject of an equation (+, -, x, /)

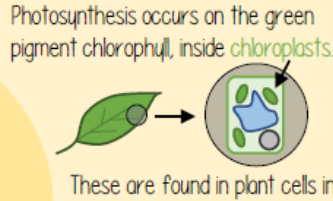
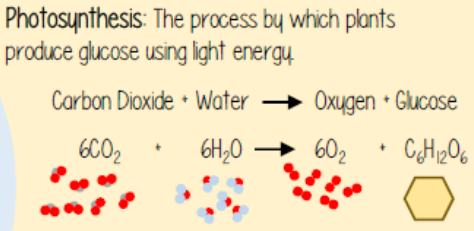
What do the students need to know

Baseline Biology

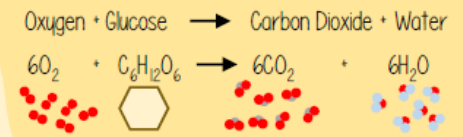
Organisation



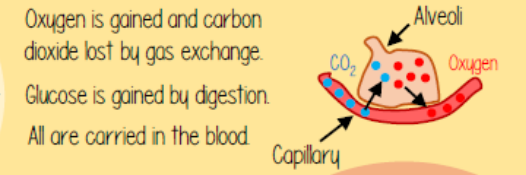
Bioenergetics



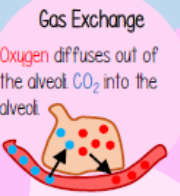
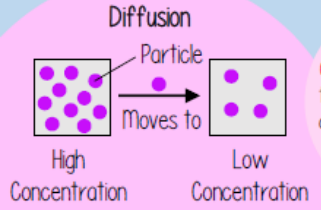
Aerobic Respiration: The process by which energy is released by mitochondria using oxygen.



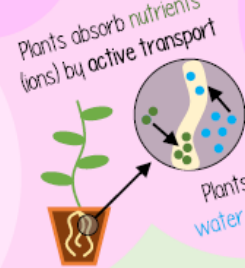
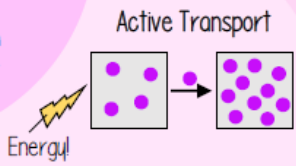
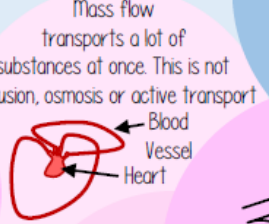
Anaerobic Respiration: The process by which energy is released without oxygen.

$$Glucose \rightarrow Lactic Acid$$


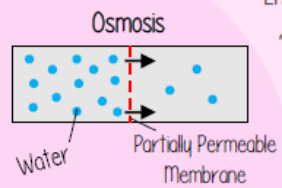
Transport



Glucose is absorbed by diffusion and active transport.



Plants absorb nutrients (ions) by active transport.

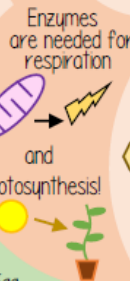
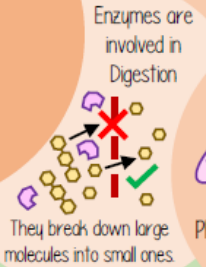


"The movement of a substance from a low concentration to a high concentration using energy"

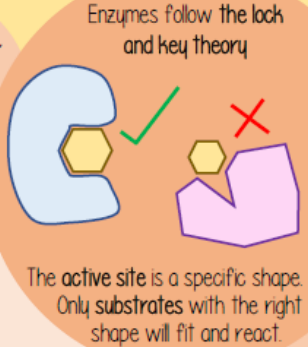
"The net movement of water from a high concentration of water to a low concentration of water through a partially permeable membrane"

Enzymes

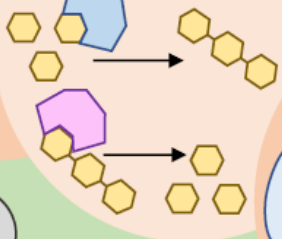
Enzymes are "biological catalysts that speed up a reaction without being used up"



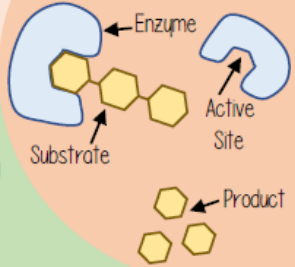
If they get too hot, enzymes denature. If they get too cold, enzymes work slowly.



Some enzymes build molecules, some break them down.

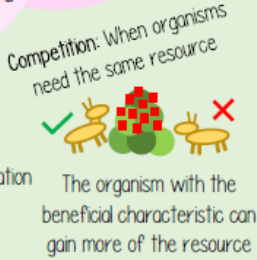
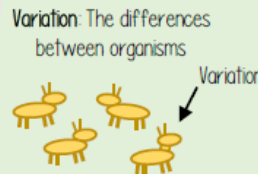
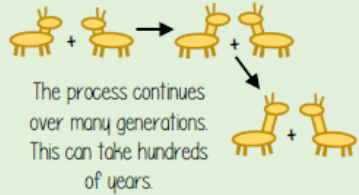


Enzyme reactions all involve the following:

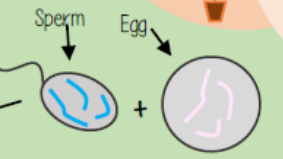
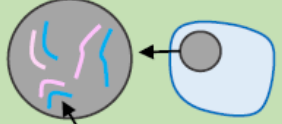


Evolution and Inheritance

Reproduction and Inheritance: Those who survive pass on the beneficial characteristics.



The nucleus contains chromosomes made of DNA.



The sperm and the egg fuse during fertilisation and the parents genes are passed on.

Inheritance: The process by which characteristics are passed from the parent organism to the offspring (children)

Practicalities:

- Assessment: 3 assessments per year (one will be multiple choice, computer based)
 - Questions are graded aspiring, expected and exceptional
 - Students are graded aspiring, expected and exceptional.
- Teachers: Most students will have 3 teachers, focusing on the 3 different subjects
- Setting:
 - Year 7 and 8: science in forms, Year 9 = science in sets, Year 10 = sets finalised for GCSE
 - Primarily based upon the final assessment of the year. Teachers will discuss borderline students and check against progress and attitude through the year
- Homework: Pupils will receive one Biology, one Chemistry and one Physics homework per fortnight. 20-30 minutes. Usually focused on building the fundamental knowledge shown on the previous slide. We are trialling this year Sparx science an online package

How can you support learning?



- Avoid saying 'I don't get science' – everyone can learn science. It is a process.
- Praise their efforts
- Help them (organisation – especially books and homework, encourage active learning = flashcards, questions and answers)
- Direct students to resources – BBC Bitesize, Science KS3 CGP guide
- Ask questions and bring science into the conversation:
 - What did you learn about today in science?

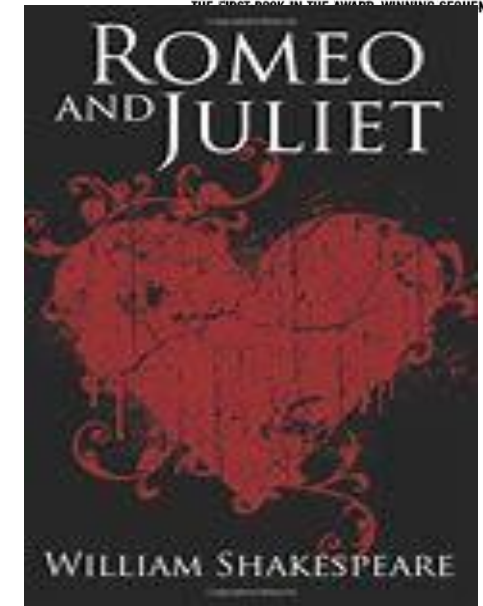
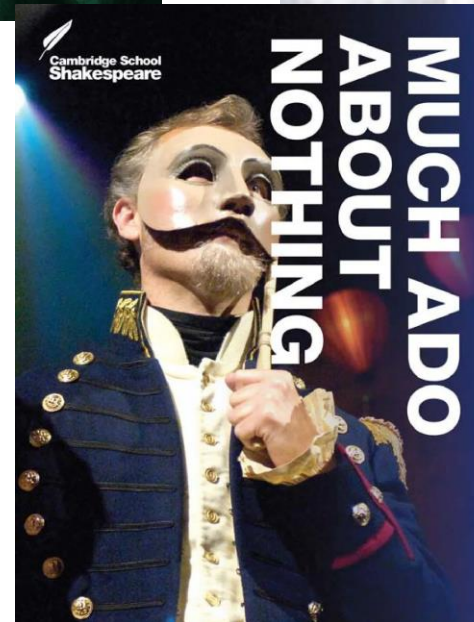
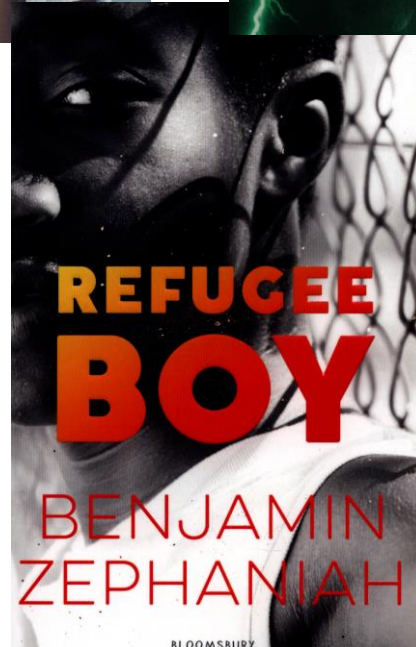
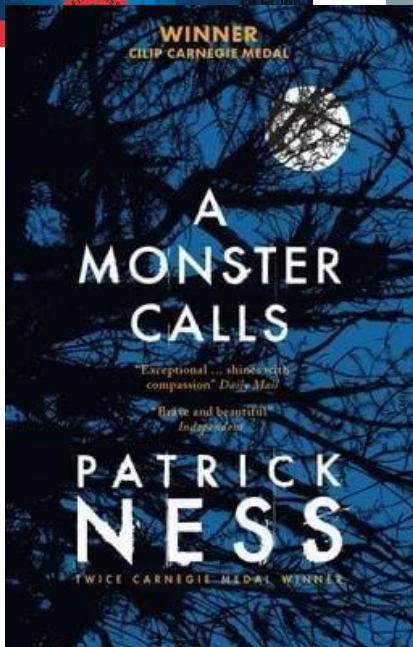
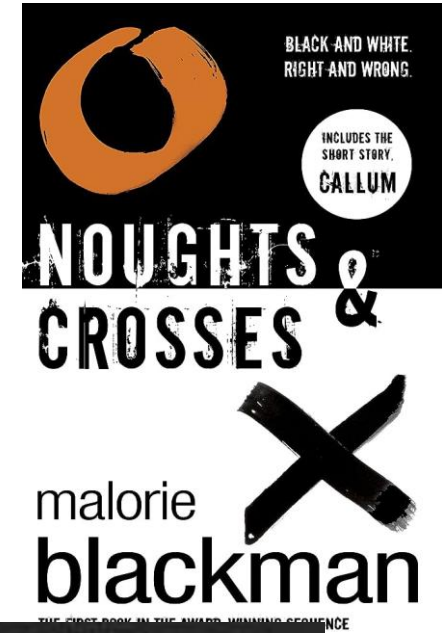
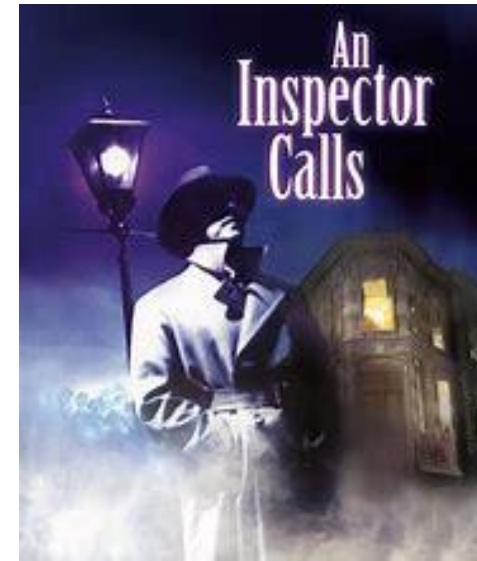
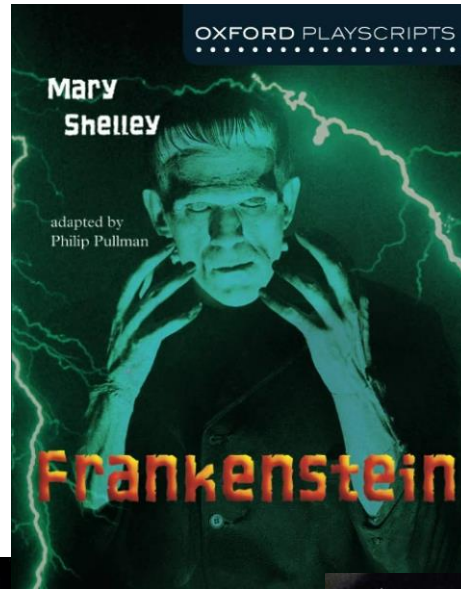
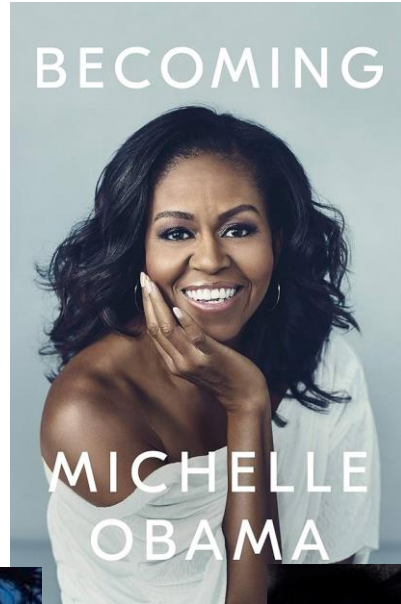
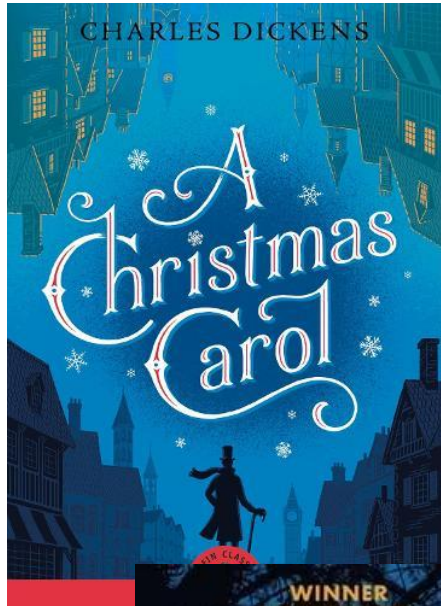


The St Peter's English Department

English at St Peter's

- Resilient, inquisitive, motivated learners
- A diverse curriculum to engage and inspire our students
- Developing empathy and reflection
- Inspiring a love of reading
- Empowering students to infer, evaluate and analyse texts
- Developing and challenging perceptions of society
- Inspiring confidence in communication
- Empowering critical, evaluative writers

KS3 Texts



English Overview KS3

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Fantasy Worlds	Charles Dickens: A Christmas Carol	Gothic Writing Unit	Poetry from Different Cultures and Introduction to Shakespeare Test Week: Reading and Writing paper	Michelle Obama: Becoming extracts	Patrick Ness: A Monster Calls
8	Crime Fiction	Benjamin Zephaniah: Refugee Boy	Travel Writing	World War One Perspectives	Frankenstein: Test Week: Reading and Writing paper	Shakespeare: Much Ado About Nothing
9	Dystopian fiction	Malorie Blackman: Noughts and Crosses	News Writing	Shakespeare: Romeo and Juliet	J.B. Priestley: An Inspector Calls	GCSE Transition Non Fiction Writing Unit Test Week: Reading and Writing paper

How we Assess in English

Reading

A01: Identifying and interpret explicit and implicit evidence from different texts

A03: Examine how time and place can influence how a text is written

A02: Analyse how writers use language and structure to achieve effects

A04: Evaluate texts critically and support this with appropriate textual references

Speaking and Listening

A09: Communicate ideas clearly using spoken standard English

Writing

A05: Write imaginatively with ideas developed appropriate to form and purpose and accurate spelling

A06: Describe using powerful vocabulary varied sentence types and punctuation for effect.

Progression Within English

1. Focus on grammar and vocabulary
2. Developing independent reading and study
3. GCSEs are 100% exam for English Literature and English Language
4. Speaking and Listening – communicating effectively

Speaking and Listening

Speaking and listening is still an important aspect of the English curriculum, as they will receive a certificate for it at GCSE. They will have 3 speaking and listening assessments throughout the year, focused on developing their presentational, listening and questioning skills.

Key Stage 3 Homework Policy



1. 2x 25 minute homework a week
2. SPaG focus to build on skills from primary school
3. Completed in a separate blue book
4. Set on Teams with clear instructions

Assessment in the English Department

Our focus is on students making progress:

1. Assessed at least once a half term
2. Whole class feedback
3. Improvements in our DIRT lesson
4. Assessment objectives
5. Mastery descriptors: Aspiring, Expected, Exceptional
6. Progress trackers
7. Progression in skills

Year 7 Test Week

1. A one hour assessment in the classroom.
2. Students will be assessed on their reading and writing skills.
3. This is a summative assessment in which students will receive written feedback, for the different assessment objectives assessed throughout the units.

Setting in English

- We no longer set in English.
- From Year 8 onwards, students will be placed in mixed ability classes.
- Research demonstrates that sets do not benefit student progress in English.
- No tiered paper at GCSE and students studied the same texts regardless.

Our Top Tips

- Discuss reading with your child.
- Model being a 'good reader'.
- Provide a quiet place to complete study.
- Encourage children to read a variety of fiction and non-fiction texts for 30 minutes a day
- Encourage children to talk about what they are studying; what they are enjoying and finding challenging.