St Edward's School

Unity - Achievement - Faith

Learning and Teaching Newsletter

Spring 2020

Year 9

#stedwardspoole

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From Assistant Headteacher Mr Henry

Dear Parents and Carers,

Welcome back to the Spring Term at St Edward's. I do hope that your child has enjoyed their first term here and has now found their feet. It is such a busy term with loads of changes to absorb as well as lots of different experiences and opportunities. Hopefully they will have established good learning routines both in and away from the classroom and will be clear of the expectations required of them in order to build a platform from which they can push on. Having returned after the Christmas break they will probably feel like they have been here forever and that this is now their school (which it is) and which will only help to give them the confidence to succeed. The second formal assessment point is scheduled for the end of February (details of the assessments are found at the end of this newsletter) so this will be a good opportunity to be able to examine the progress made. The next two half terms are quite short and so students need to begin on the front foot and hit the ground running in order to get the most from their learning.

Ian Henry, Assistant Headteacher

Our Pedagogy

Two of our key learning principles in the school this year (and last) are that of **Guided Independent Learning** and **Metacognition**. Research states that Independent Learning is really about shifting the responsibility for the learning process from the teacher to the student whereby the student will have an understanding of their learning, will be motivated to learn and will work in partnership with the teacher to explore what they learn, when they learn, where they can get their resources and how they can access them. (WR Meyer 2010)

Students do not become effective independent learners by themselves and so we have trained and supported our teachers at St Edward's in helping students on how to learn (metacognition) and not just what to learn. This is a change from traditional teaching with much more focus on the process which ensures that students are actively involved in the learning process and so become lifelong learners. Research suggests that independent learning has led to improved test scores and wide-ranging benefits for students. These benefits seem to have a specific impact on particular groups of students, such as boys and girls; more able students, those with special educational needs; and disadvantaged. (Meyer 2010).

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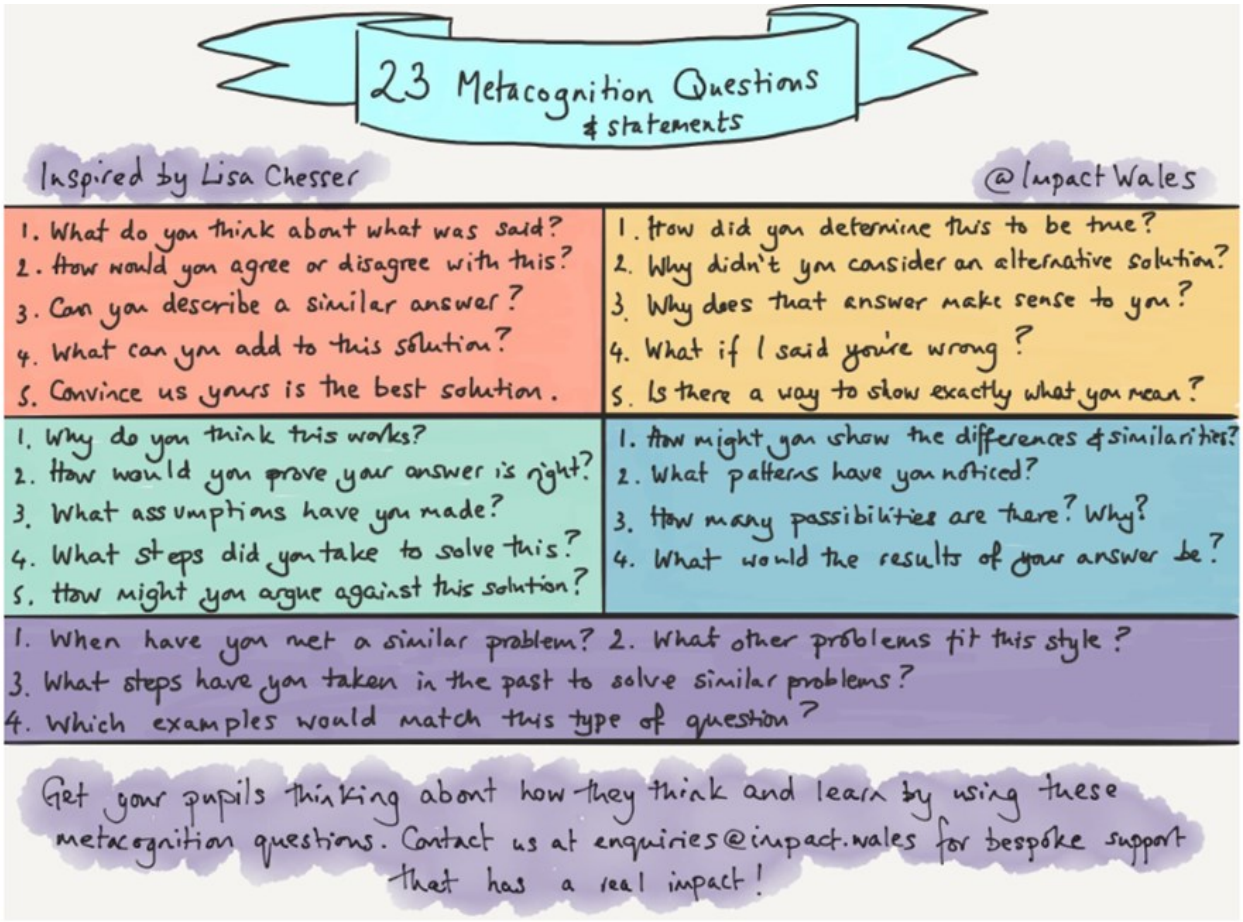
Practically speaking students will find that teachers will set home learning which will help students to maximise their time in the lessons which can then be more dynamic and challenging. For example, learning activities away from the classroom might include:

- Learning of key words, timelines, key events, formulas (for example, maths formula or parts of the periodic timetable)
- Reading or researching information that will be tested in the lesson and applied (for example, reading and annotating/analysing a chapter from a book or preparing a graph to show climate patterns)
- Consolidation of learnt practice (for example, mathematic questions to test understanding of equations, i.e. Hegarty Maths)
- Activities to broaden their understanding/experience (for example, visit to art gallery or historic site, viewing of a theatre production, a sporting event or a documentary)
- Using the Personalised Learning Checklist (often stuck in the exercise book at the beginning of a unit which can then be evaluated using red/amber/green colour). Students can then fill the gaps in their knowledge of identify which skill to develop.

In many cases, these activities are presented to students by way of a booklet to cover the whole unit as well activities and resources placed on the Subject's Sharepoint Page which can be accessed by logging into the student's account on Office 365. Please do ask your child to speak with their subject teacher or their Computer Science teacher if they are unsure of how to do this.



Metacognition is essentially getting students to think about their own learning more explicitly, to help them to be able to plan, monitor and evaluate their learning. Specifically ensuring that they have a range of strategies to be able to complete a given task. Again, the benefits of this are well founded and can especially support those who find learning difficult by giving them a tool kit to choose from. In lessons students should be used to hearing some of the prompts outlined below in order to help them to think about their thinking.

You'll notice that there is not much by way of answering questions or by giving content, it is more to do with posing questions for self-reflection.

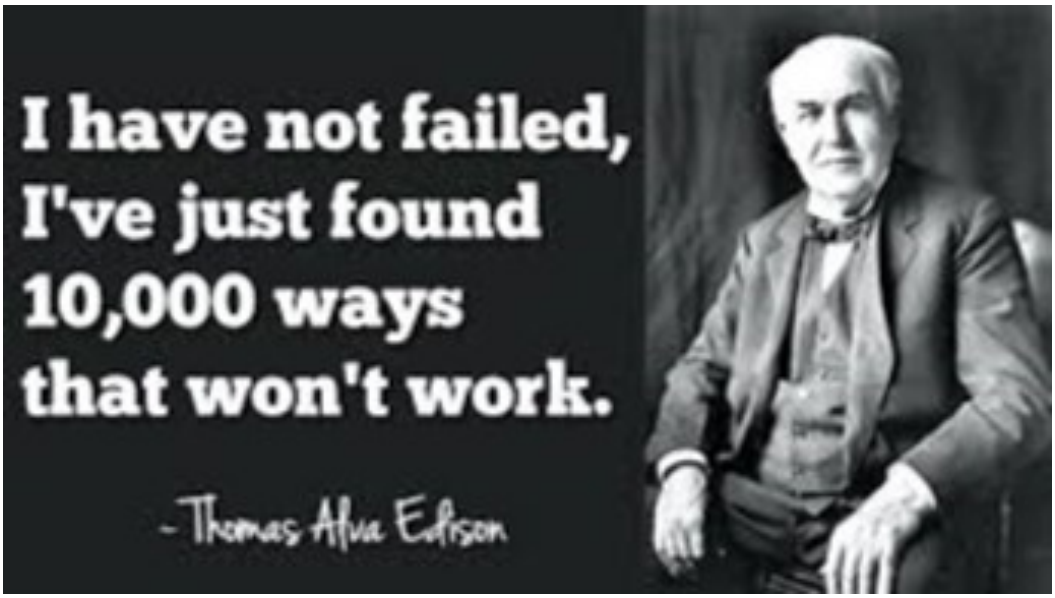
When you are supporting your child at home you might try some of the questions above or perhaps one or two of the following might be helpful to get them to focus on the work itself rather than the emotions of finding it difficult, or of feeling overwhelmed?

- Try to get them to focus on what precisely is making this task difficult: lack of subject knowledge, lack of understanding about the wording of the question? Uncertainty as to how to begin?
- Talking through what the words in the question mean can help your child to 'bank' these command words (explain, describe, compare etc.) and can help them to apply this knowledge independently in other subjects.
- What strategies have they used in the past to help them with similar questions? Can those be applied here?
- Ask them about the process "Can you tell me why you think that?" "How will you know when this piece of work is fully complete?"

For more information on metacognition, the following sites are a good starting point:

https://www.teachertoolkit.co.uk/2018/04/28/metacognition/

https://childmind.org/article/how-metacognition-can-help-kids/



From Director of Learning
Mr Wood

Dear all,

Happy New Year, and welcome back to a new term. I hope you have all had a restful Christmas and are all ready to step up to the new challenges that await them.

Year 9 have made a good start to their studies this academic year, and for the majority this has seen excellent progress being made, alongside a wealth of positive virtues being awarded by staff.

Ahead for year 9 are the decisions of GCSE options, which will begin to shape the next part of the academic pathway, and their formation into young adults. This month we will host both an options information evening, and parents evening for Year 9 to ensure that they have support and guidance when making these important decisions. To support this some students have also had access to the 'world of work' programme, and upcoming STEM events to spark interests in potential career paths.

The autumn's second celebration assembly looked at the virtues of reflection and a love of learning. Students were challenged to think about the start they had made to the new academic year, and think about targets and improvements they could make to continue on a successful journey through education. Students of particular mention for their contribution to the school community, reflection, love of learning, and noticed by their tutors are;

Neha Binoy	Emma Froud
Jasmine Wilson	Abeni John
Isla McGregor	Anna-Rose Bose
James Jahn	Cameron Howes
Joshua Roy	Sophie Peel
Teddy Lee	Fiona Meehan Vizuet
Alex Braham	Filip Pepucha
Ella Anderson	

I would like to take this opportunity to congratulate the students on a good start to the year, and also take this opportunity to remind them of the high expectations that St Edward's has of them. This includes behaviour, attendance, home learning, uniform and punctuality, we have seen improvements in all areas over the last 12 weeks, but there is still more to come!

Finally, I would like to thank all the parents and carers who have been in contact and shown great support of the school, and their children across the last term. I look forward to continuing to work with you moving forwards.

I look forward to the next set of challenges, and for an exciting term ahead!

Mike Wood, Director of Learning Year 8 and 9

Spotlight on… Technology

To be successful in Technology students need to use creativity and imagination to design and make prototypes that solve real and relevant problems, Year 9 Technology enables students to do this whilst considering their own and others' needs, wants and values.

In their Food Preparation & Nutrition unit the students study British and International cuisines. They focus their learning on the main food commodities and study the nutritional needs of people at different life stages. To extend their technical practical skills they learn how to make Flaky pastry and use this knowledge to cook sausage rolls, before planning and making a nutritionally balanced main meal suitable for a teenager.

In graphics an architectural based project is the basis for developing the students understanding of sustainable design. The model they develop uses a variety of skills and techniques to demonstrate how to reduce negative impacts on the environment by reducing the consumption of non-renewable resources, minimising waste, and create healthy, productive environments.

The Steam Punk inspired clock allows students to design and create a product which combines traditional workshop techniques with more modern skills of Computer Aided Design and Computer Aided Manufacture. The design brief is wide to allow students to respond creatively, drawing upon their theory and practice sessions to produce a very individual outcome.

Year 9 sees the introduction of Engineering as a unit where the concept of systems is explored both mechanically and electronically. The students look at circuit design and programming of a microcontroller through the program Circuit Wizard which allows them to explore how to simulate their design before committing it to a physical PCB. The unit also allows students to look at physical systems around them and look at how motion can generated and changed through mechanical mechanisms.

Throughout each unit students are encouraged to apply knowledge from other subject areas, including mathematics, science, art and design, computing and the humanities to work in a way which develops their understanding of the real world of Technology.

Jane Morris
Subject Leader, Technology

Tips for revising for end of unit assessments at Keystage 3

Revision should be active, not passive

- RAG* your understanding of the key topics that will be in your assessment
- Make some flashcards (it breaks information into small chunks)
- Create revision posters and mindmaps
- Teach someone else
- Practise answering questions

For each topic mark it **Red, **A**mber or **G**reen to identify what you are strong at and where you are weakest. This will help you to target your efforts.*

Learning when your child cannot attend school

Teachers often receive requests for work from students and families. These requests are for a wide variety of reasons and while staff will always want to support a student who has missed work, the school must consider teacher workload as an employer.
The school therefore recommends the following:

- Where a student is excluded from school or is working in inclusion, work will be provided by the student's teachers.

- Where students are unwell we would ask them to approach another student to catch up the missed work upon their return and the teacher will pass them any worksheets or other printed materials that they may have missed.

- If a student knows they will be missing for a period of time for medical reasons (such as for an operation) staff will set work where possible and if appropriate. Sufficient prior knowledge should be given to the teacher.

We would not ask staff to set work if parents or carers have chosen not to send their son or daughter in to school, and in any case of unauthorised absence.

Some useful free on line resources include:

- St Edward's School Subject Sharepoint (found on Office 365 using student's log in)
- www.bbc.co.uk/bitesize
- Quizlet
- Seneca learning
- Memrise (MFL)
- Duolingo (MFL)
- Cool Geography
- Hegarty maths

hegartymaths

MEMRISE

SENECA

duolingo

BBC Bitesize

SharePoint

Literacy and Oracy

This term there has been a word of the week for the whole school to use in lessons and beyond. This comes from the conviction that deliberately focussing on important vocabulary helps students across subjects to articulate ideas better in both speaking and writing. The words we have given particular focus to are 'structural' words like "subsequently…meanwhile…despite" The more students use these in their explanation, discussion and writing, the more likely they are to more readily use them in the demanding written papers of GCSE and beyond. Alongside this key term as been a list of 14 words for each week, again to stretch and develop students vocabulary. These are scrolling on the monitors around school all the time. In the New Year we aim to make the modelling of this vocabulary even more explicit and directed. The complete list for the whole year will be available on the school website after Christmas. We encourage you to join in each week. The school is also actively encouraging you to sign in the diaries what the students have read independently. In the New Year teachers will be regularly checking that this has been done. We are convinced that wide, regular, independent reading has a significant impact on students' confidence in tackling the range of texts they will meet here and later in college and university.

Mr Roth, Literacy and Oracy Coordinator

The Edge

Students in Year 9 will have the opportunity to access the Edge Events and Experiences available to them in the spring term. The Events will be advertised on the Edge notice board in the main hall, through notices in registration and social media posts. The teacher talks for general interest will cover a variety of themes including; how to solve a Rubik's cube using an algorithm, what is it like to be a magistrate and are there any truly native species in Britain? There is also the opportunity to complete the language leader award which is being delivered by Mrs Navarra. The Events are free to attend and add to the breadth of knowledge that students can draw upon as they grow their interests in the arts, culture and wider world beyond our school.

Mr Keene, Edge Coordinator and Science Subject Leader

Assessment Timetable

Subject	Topic Title	Main Assessment Activity	Deadline
Art	Identity Identity	Observational drawing assessment and critical analysis Jasper Johns mixed media number series	End of Half Term End of Half Term
Drama	Macbeth	Page to stage: perform scenes from Macbeth. Using Stanislavskian strategies, characters should be believable and sustained.	3rd—14th February
Computer Science	Part of Tech Rotations: **Theory:** Pseudocode Binary and Hexadecimal Searching & Sorting Encryption & Software **Practical:** Variables & Data Types Selection Lists and Randomness Iteration	Exam style questions on theory elements at end of rotation Practical programming assessment at end of rotation	End of rotation
English	Love and Loss: Romeo and Juliet	An essay on a scene from Romeo and Juliet A feature article on a theme linked to Romeo and Juliet	Teacher assessment in class, Spring Term
Geography	Changing Industry Globalisation	Exam style end of topic questions, sat in class at the end of the unit Exam style series of questions	Ongoing during February
History	The extension of the franchise in Britain; The rise of dictatorships in the Twentieth Century	Analysis of change and continuity with the extension of the franchise Cause and consequence with the rise of Hitler	On going
Maths	4 of the following topics dependent on path: Indices and standard form, Expressions and formulae, Dealing with data and Multiplicative reasoning, Fractions, decimals and percentages, Number calculations.	One weekly homework completed online with HegartyMaths. Tutorial video to be watched, notes to be taken and quiz to be completed. Unit test for each topic alongside and end of term assessment.	Homework 9a - Thursday 9l - Thursday End of topics and end of term
MFL	French: 1. Ma vie sociale d'ado – teenage lives 2. Bien dans sap eau German: 1. Vorbiler – role models 2. Musik – music prefer4ences	French and German: Reading and writing/speaking tests Listening and writing/ speaking tests	 w/c 10th February w/c 30th March
Music	Dance music/pop music African drumming composition performance	Final composition/performance Final composition/performance	End of March
PE	A variety of sports, dependent on each class Students will be on different sports dependent on their pathways.	Formative and summative assessments within the specific sports unit. The final assessment will consider performance of skills in isolation, skills within competitive situations and tactics used during the game. Summative assessment will be made at the end of each sport throughout the half term	Throughout the Spring term
RE	How do we make sense of the world? Why is there suffering?	Both of these units of study will be assessed through the use of formal Mid Unit and End of Unit assessments.	Students will be informed approximately one week prior to their assessments.
Science	Respiration Forces and Motion Earth and Atmosphere	Written tests completed in class for all topics listed using past KS3 science questions Written tests completed in class for all topics listed using past KS3 science questions	3rd - 14th February
Technology	2 x 8 week units in the following areas: Graphics– Beach House Food– Food skills Resistant Materials– Clock Textiles– Electronic Dice	Formative and summative assessments of practical work. Written test in the following areas; Drawing techniques High level practical skills Properties and characteristics of timber Mechanical and electrical systems	On going Unit 3 w/c 22nd February 2020