

# Year 7 Parent Information Evening

Welcome.....

Please fill up chairs from the front

- Home Learning and Assessment (Mr Parkes—Deputy Headteacher) [s.parkes@brookfield.hants.sch.uk](mailto:s.parkes@brookfield.hants.sch.uk)
- KS3 Science (Mrs Hunter—Learning Leader) [a.hunter@brookfield.hants.sch.uk](mailto:a.hunter@brookfield.hants.sch.uk)



# Assessment at Brookfield

Our aim is to ensure all students make outstanding progress at Brookfield by:

- Setting challenging and aspirational targets for all students
- Ensuring regular monitoring and feedback of progress involving the students
- Regularly reporting to parents whether students are on, above or below target their targets

# Times are changing.....



- No more levels at KS3
- GCSE grades A\*-G replaced by 9-1
- New more rigorous examinations at GCSE
- A/S and A2 replaced by single qualifications
- KS2 SATs have undergone a substantial overhaul

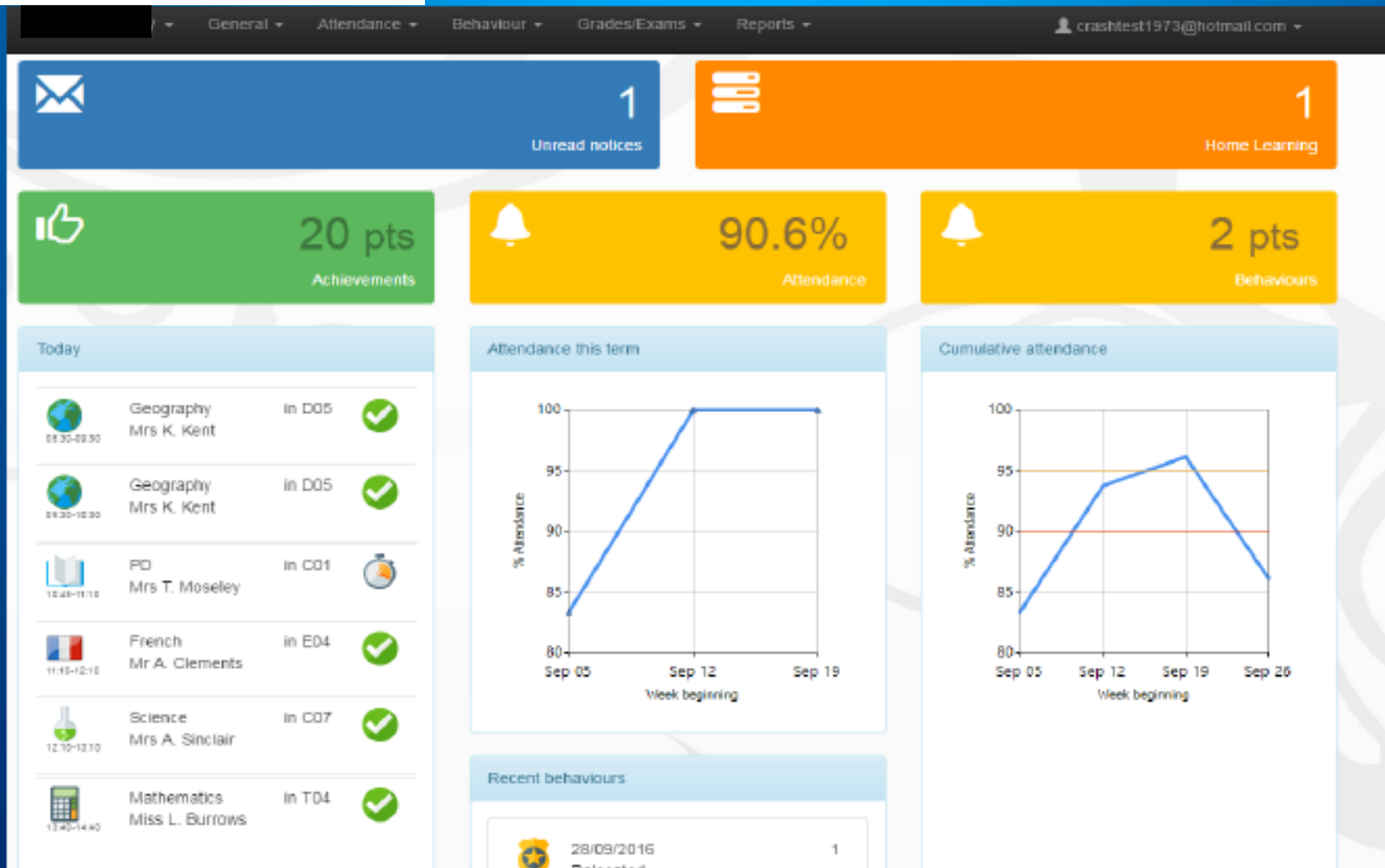
# But our aims stay the same.....

- We have moved to a 9-1 GCSE grading system
- All students will have targets based on KS2 performance which will be in GCSE 9-1
- We use a predictive approach to assessment “On Track For”
- All reports will have on, above or below target and also CAB (attitude) grades

# A rough guide to the new levels

Fine Number	Fine Grade
9h	A*1
9l	A*2
8h	A*3
8l	A1
7h	A2
7l	A3
6h	B1
6l	B2
5h	B3
5l	C1
4h	C2
4l	C3
3h	D2
3l	E1
2h	E3
2l	F2
1h	G1
1l	G3

# INSIGHT – Parent View



- Parents see their child's timetable and whether or not they have been marked in for each class
- They see overall attendance data, achievements (Brookfield+ points) and any behaviours that are logged for their child
- When they click on home learning, they see all current home learning tasks

YEAR 7	WK/BEG ('18/'19)	Science	Performing Arts	Geography	History	Computer Studie	Beliefs & Values	Design Tech or Food Studies
		5-7-Sep						
	10-Sep			L				
				D				
	15-OCT					D	L	
HALF TERM								
AUT 2/2	29-Oct		L	R				
	05-Nov		Drama			R	D	
	12-Nov	L						
	19-Nov						R	
	26-Nov							
	03-Dec							D
	10-Dec					D		
	17-Dec	R						R

The RED areas show when Home Learning for this subject takes place.

The L means launch week as all ELA's are introduced a week before they officially start.

R is the week the marked work will be returned.

D is the deadline week – subject teachers will set the actual day to give it in.

# What are the Home Learning tasks?

- One subject task set per term which runs over several weeks
- Each task consists of **roughly 1 hour per week**. Differentiated through outcome
- Focuses on developing independent study skills
- Art, Languages, Maths & English set short fortnightly homeworks instead
- All Home Learning is sent to the student on INSIGHT



# INSIGHT – Parent View



Very overdue: **3**

Overdue: **1**

Pending: **2**

Future: **1**

	<b>English</b> GREN ABBEY TEST	26/09/2014	>
	<b>Additional Science</b> test	30/09/2014	>
	<b>Reg group</b> Orthaltest	03/10/2014	>
	<b>English</b> TEST ASSIGNMENT	09/10/2014	>
	<b>Reg group</b> test	17/11/2014	>

## Title: Welcome and Initiation Ceremonies

### What is the task?

On "The Island" you will be looking at celebrating the birth of a child, and later in the term on how people are accepted into adulthood/the community. You need to research the initiation/welcome ceremonies of both the Jewish and Christian traditions then an additional faith from either Hinduism, Sikhism or Islam. Respond to the key questions, your answers and understanding will help you in the autumn term assessment.

### Key Words & Definitions:

- Initiation
- Rite of Passage
- Ceremony
- Symbolic

### Study Skills:

- Flip learning (understanding by your teacher yet)
- Reflection

### What we are looking for:

- Clear understanding of key terms: rites of passage, symbolism, ceremony
- Demonstration of core knowledge of these ideas in the context of three different religions – in your own words
- Evaluation of the importance of these ceremonies for believers and the community
- Personal reflection on the importance/relevance of initiation/welcome ceremonies to secular society
- Careful presentation, consistent and appropriate spelling, punctuation and grammar.

### Outstanding Home Learning may include:

- Responses in your own words and thoughts – not copied directly from source material
- Clear explanation and links between the words/action and their symbolic meaning, and the impact on the believer/community
- Personal accounts of your own experiences of any of these rites of passage "BONUS"

### How to Complete the Task:

Using the information document – read through the material, you need to respond to the following questions for Judaism, Christianity and one other religion.

- When does the ceremony happen? to/with who? Why?
- What happens at the ceremony?
  1. What things are done? (rituals)
    1. Why is that important? What does it symbolise/represent?
  2. What things are said? (liturgy)
    1. Why is that important? What does it symbolise/represent?
  3. What things are worn/eaten/given?
    1. Why is that important? What do they symbolise/represent?

Then finally, having researched and responded to these questions – consider overall and answer:

How important do you think these ceremonies are for the i) Individual  
ii) community

iii) How welcome/initiation ceremonies have to be religious?

*You may wish to use the chart provided, or present in whatever format you feel suitable.*

*Please attach and complete the self-assessment form you have been given by your class teacher.*

### Resources:

[Click here to download the file 'Year 7 Beliefs & Values Home Learning Task - printable copy'](#)

[Click here to download the file 'Beliefs & Values Ceremonies Info.'](#)

[Click here to download the file 'Beliefs & Values - Marksheet'](#)

Instructions

The task

Expectations

Support materials

# How is Home Learning marked?

## HOME LEARNING GRADES:

**1 =** An excellent piece of home learning. The work shows that very good progress has been made. All tasks have been completed to your full potential.

**GOLD** (worth 6 plus points)

**2 =** A good piece of home learning. The work shows that good progress has been made. All tasks have been completed.

**SILVER** (worth 4 plus points)

**3 =** Some tasks have been completed and you have shown that some progress has been made. Home Learning requires improvement.

**BRONZE** (worth 1 plus point)

**4 =** Home learning not completed. (0 plus points and parents informed by email)

# What if we don't have internet access at home?

- Priority use of the LRC computers
- LRC is open before and after school and at break and lunch times

## **FURTHER SUPPORT FOR STUDENTS?**

\* Subject teachers, tutors, Yr 8 and 9 students in their PD group

# How can we help our child?

- Routine – developing independence
- Keep an eye on time being spent on tasks (too much or too little)- approx. 1 hr. per night
- Feedback and/or proof reading
- Encourage them to ask for help from their teacher
- If you have concerns, do contact us (first step – class teacher or tutor)
- Our policy is available at <http://www.brookfield.hants.sch.uk>

# Science at Brookfield

# The Early Years

- This is a five year journey
- The aim for students in year 7 and 8 is to
  - embed fundamental concepts.
  - Inspire and enjoy science



Creating

Evaluating

Analysing

Application

Understanding  
(comprehension)

Knowledge  
(recall and remembering)



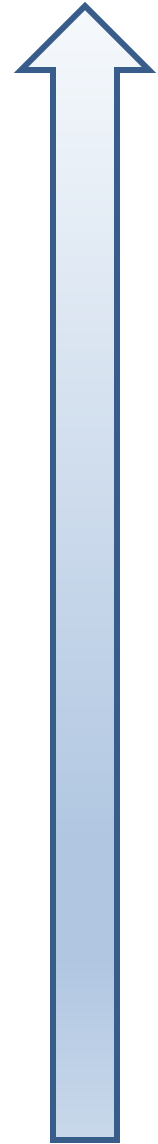
Embedding knowledge

Teach understanding

Teach knowledge







<b>Applying understanding</b>	Support them in their application and ensure they all understand the essentials
<b>Teach understanding</b>	Check and ensure they all understand it
<b>Teaching knowledge</b>	Check and ensure they all know it

# GCSE

- Required Practical's replace the coursework element at GCSE.
- Account for 15% of each paper
- The exam board have set a number of investigations for each course.
- These assess students scientific skills,
  - planning
  - experimenting
  - Analysing data
  - Evaluating and asking further questions.

# Off to Science

- Your teacher will take you through a journey.
- You will
  - Be introduced to a specific scientific concept
  - Work through this with your teacher to embed your understanding.
  - Work independently to apply this understanding and strengthen your learning.
- You will also
  - Use a number of scientific skills including manipulation of equipment and data analysis.

# Off to Science

<b>Room</b>	<b>Staff</b>
<b>C1</b>	TPU CCU
<b>C2</b>	FES CGA
<b>C3</b>	HES JCO
<b>C4</b>	JEF JEL
<b>C5</b>	JPO JSL
<b>C6</b>	KTH RCA
<b>C7</b>	SCL SHU
<b>C8</b>	ALH