



Welcome to  
Year 7



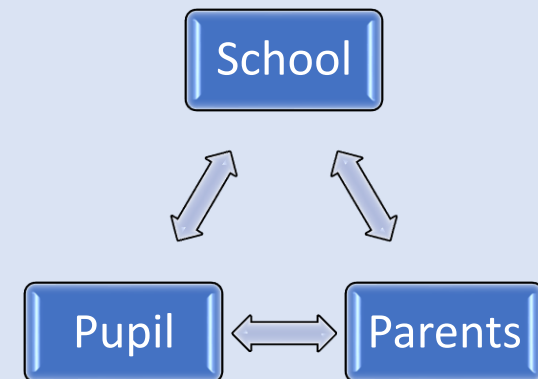
# Aims of the evening:

- Role of Head of Year 7
- Importance of attendance
- The Curriculum – Learner habits and assessment
- Topics taught during PSHE/ Life Skills
- Introduction to Go4Schools/ parental
- Tracking of homework
- Overview of the Science/English / Maths Curriculum
- Safeguarding Guidance

# Role of Head of Year 7/ Deputy Head of Year

## Mr Cooksey /Mrs Garrett

- Behaviour and expectations
- Monitor Year 7 progress
- Support/Motivate pupils through assemblies, careers advice, guest speakers.
- **Monitor progress and attainment grades of all pupils in Year 7.**
- Praise and reward pupils who are getting it right
- Encourage good attendance
- Encourage participation in whole school life

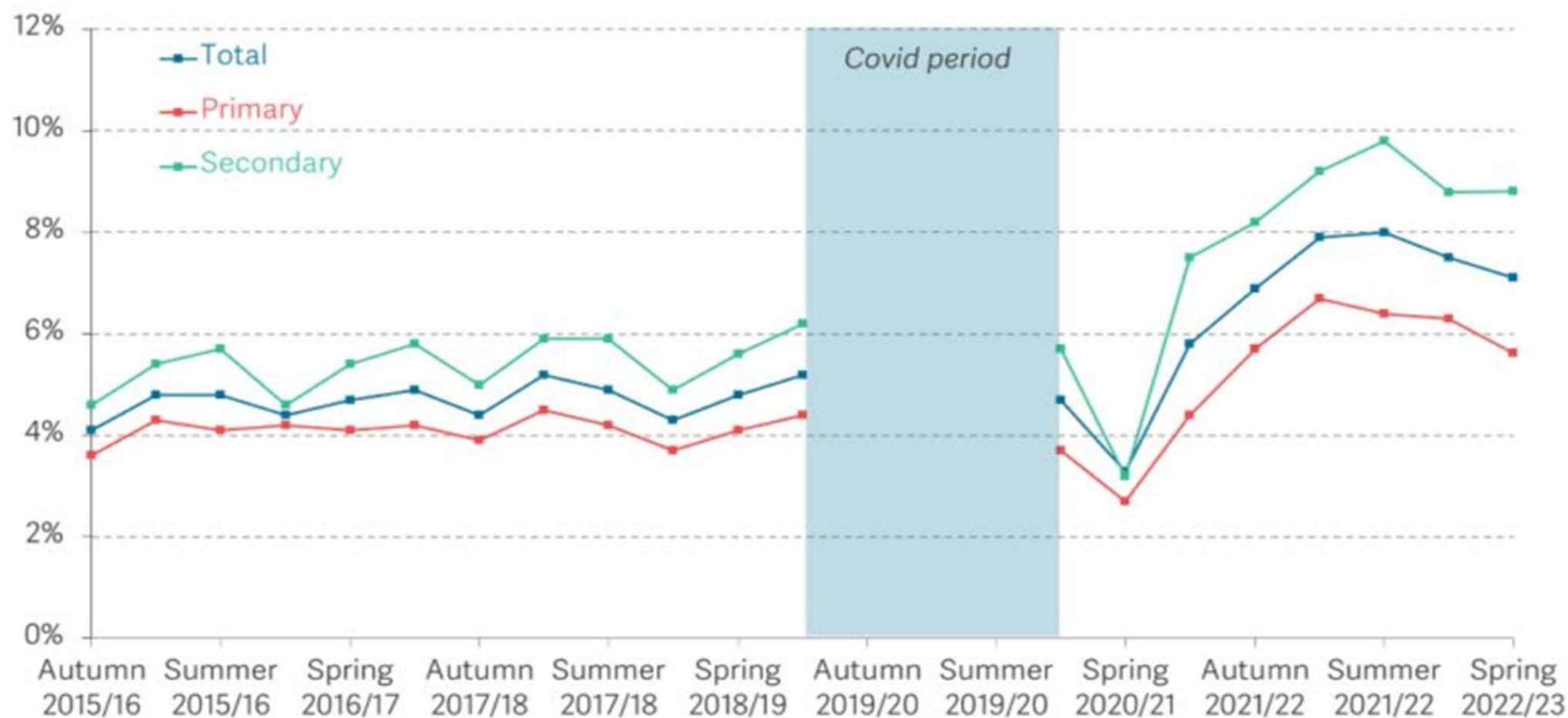


# Key Dates



Date	Event
19/09/23	Year 7 Welcome to Parents
26/10/23 (week beginning)	Year 7 Parent and Tutor Consultation (Invitation)
05/12/23	Year 7 Theatre trip
06/12/23	Year 7 Reports, Progress & Effort Data (Go4Schools)
06/03/24	Year 7 Spring Progress & Effort Data (GO4Schools)
02/05/24	Year 7 Parents Consultation
w/c 24/06/24	Exam Week
09/07/23	Year 7 End of Year Progress and Effort Data (GO4Schools)

## Absence rates in schools, by school type: England, 2015 - 2023



Notes: Absence rate refers to the number of student sessions that are recorded as absent (i.e. a pupil being marked absence at an afternoon registration has missed 1 session). Spring term 2022/23 numbers estimated using weekly absence data.  
Source: RF analysis of Department for Education, Pupil absence in schools in England.

# Building an Attendance Culture

Any absence affects the student:

- Missing key information from subjects
- Missing important deadlines
- Missing friendships and extra - curricular
- Missing PSHE and character development opportunities

Exemplary Attendance / Punctuality has a huge impact on their progress and life skills



# Impact of attendance on GCSE attainment

## All pupils

	Pupils	Average GCSE Grade	Average GCSE Value Added
All Pupils	209	4.9	+0.1

## Attendance groups

Above 95%	95	5.6	● +0.7
90.1 - 95%	62	5.1	+0.1
80.1 - 90%	<u>29</u>	3.9	-0.4
50.1 - 80%	16	2.7	● -1.1
0 - 50%	6	1.5	● -2.5

A row of five wooden figures, one red and four white, on a white surface. The red figure is in the center, and the white figures are on either side. The background is a light blue gradient.

# Building an Attendance Culture

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- Attendance is a shared responsibility
- Commitment to leave no student behind
- Trying to create positive experiences
- Never underestimate the impact family have - positive relationships
- What memories can we give them during the day which will make them come back tomorrow
- One size doesn't fit all - any improvement is worth celebrating
- Working together in partner - if you have concerns tell us



# The Year 7 Curriculum

ENGLISH	MATHS	SCIENCE	ARTS	HUMANITIES	GERMAN	P.E.	COMPUTING	DESIGN TECHNOLOGY	LIFE SKILLS
7 1 READING	7	6	2 ART 2 MUSIC 2 DRAMA	3 GEOGRAPHY 3 HISTORY 3 R.S.	4	4	2	3	1

## 5 Year curriculum

- Shift away from KS3 AND KS4 – spiral curriculum or built upon skills and knowledge
- Core subjects particularly have a 5-year curriculum
- Topics studied in Year 7 could be just as important as year 11

# Year 7 Assessment & Reporting

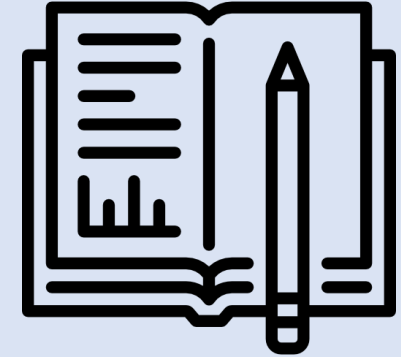
- No target grades in KS3, instead ‘approaching,’ ‘meeting,’ or ‘exceeding’ the curriculum related expectations terms will be used.
- Students will receive an attainment band based on their KS2 SATs scores.

Attainment Band	‘Expected’ GCSE Grade
Orange (average of reading/maths below 95)	2-4 (5)
Pink (between 95-105)	4-6 (7)
Purple (above 105)	6-8 (9)

- Students and parents will be able to see from Go4Schools whether they are approaching, meeting, or exceeding in each subject and within topics of the subject. Information will be shared with pupils and on the website on how to improve their progress where they are approaching or meeting or to further their learning if exceeding.

# Homework:

## Week beginning 25/09



### What homework will we set?

- Homework may **practise or extend** what has been learnt in lesson and strengthen knowledge and learning.
- Or **prepare** students for learning to come in future lessons.
- Subjects will set homework x1 a fortnight that will take **30 minutes** or less to complete

**'Evidence-based research has shown that students who regularly complete homework tend to make greater academic progress than those who don't' – Education Endowment Foundation**

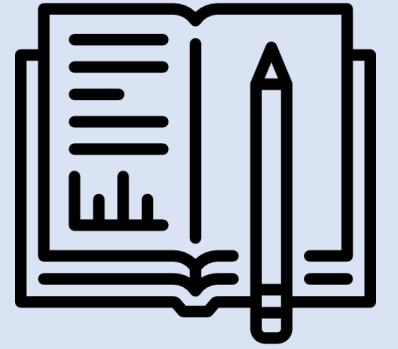
**When students complete homework they will receive a positive point on Go4Schools  
- 'Completion of Homework'**

# Homework Club

Need help or a space to work?

Monday-Friday:  
After school in the PLC

**All students welcome**



# Go4Schools

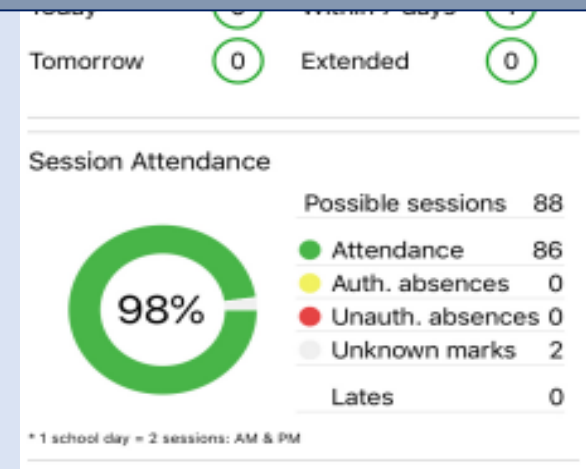
Online access for parents/guardians to information about their children's education

- Timetable
- Homework
- Behaviour records
- Attendance
- Target Grades
- 24/7 access to today's information

All students should now be able to log on to Go4Schools.

Parents have already received information on how to do this via letter. Please get in touch with the school if you have any issues.

4 SCHOOLS




# Overview

### Timetable

The school is closed today

### Attendance

100%



● Present

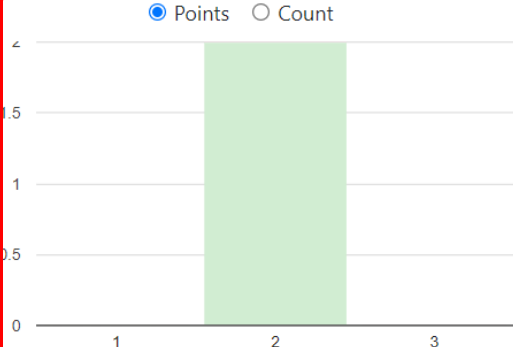
### Homework (3)

Due within the next 7 days or the last 5 days

Due	Subject	Task	Done
13 Sep 2022	BUSINESS STUDIES 10C/Bs2	Cornell Notes - Unit 1 – Enterprise and Entrepreneurship T2 & T3 Guidance time: 40-50 min.	<input checked="" type="checkbox"/>
14 Sep 2022	History 10A/Hi3	1. Medieval Britain Overview Guidance time: 40-50 min.	<input checked="" type="checkbox"/>
14 Sep 2022	English Language 10x/En3	English Yr10: Research Edwardian Era Guidance time: 30-45 min.	<input checked="" type="checkbox"/>

### Behaviour

+2 | 0



● Points ○ Count

Students can tick homework tasks off as complete to monitor their progress.

This is not checked or monitored by class teachers.

Click homework for full details and to see past homework pieces.

Once a homework has been marked as complete by the subject teacher it will disappear from the homepage view.

Behaviour summary

View behaviour events ▼

 Detention summary

# Summary

## Recent behaviour

Today

Mrs Howard

Completion of Homework

Year 7, Science, Sc, 7XKP/Sc

When class teachers take in homework or go through in class, pupils who have completed homework will receive a positive praise point for this.

You can see this on their behaviour page.

It is a student's responsibility to check for and complete homework.

# Personal, Social, Health and Economic (PSHE Education)

- **Learner Habits:** The persistent and determined learner (growth mindset)
- **Puberty:** Physical, Emotional and Social changes that happen to boys and girls during puberty.
- **Risky Behaviours:** Social Media and online activity, particularly the sharing of images
- **Physical Health & Addictions:** How to make healthy lifestyle choices. What is an addiction?
- **Mental Health and Wellbeing:** Feeling safe, self-image, mindfulness
- **Active Citizenship:** What makes an active citizen including taking part in a community event
- **Exam Preparation:** Revision techniques, metacognition and planning revision



# Year 7 LIFE SKILLS

Students will have Life Skills *once a fortnight* on their school timetable



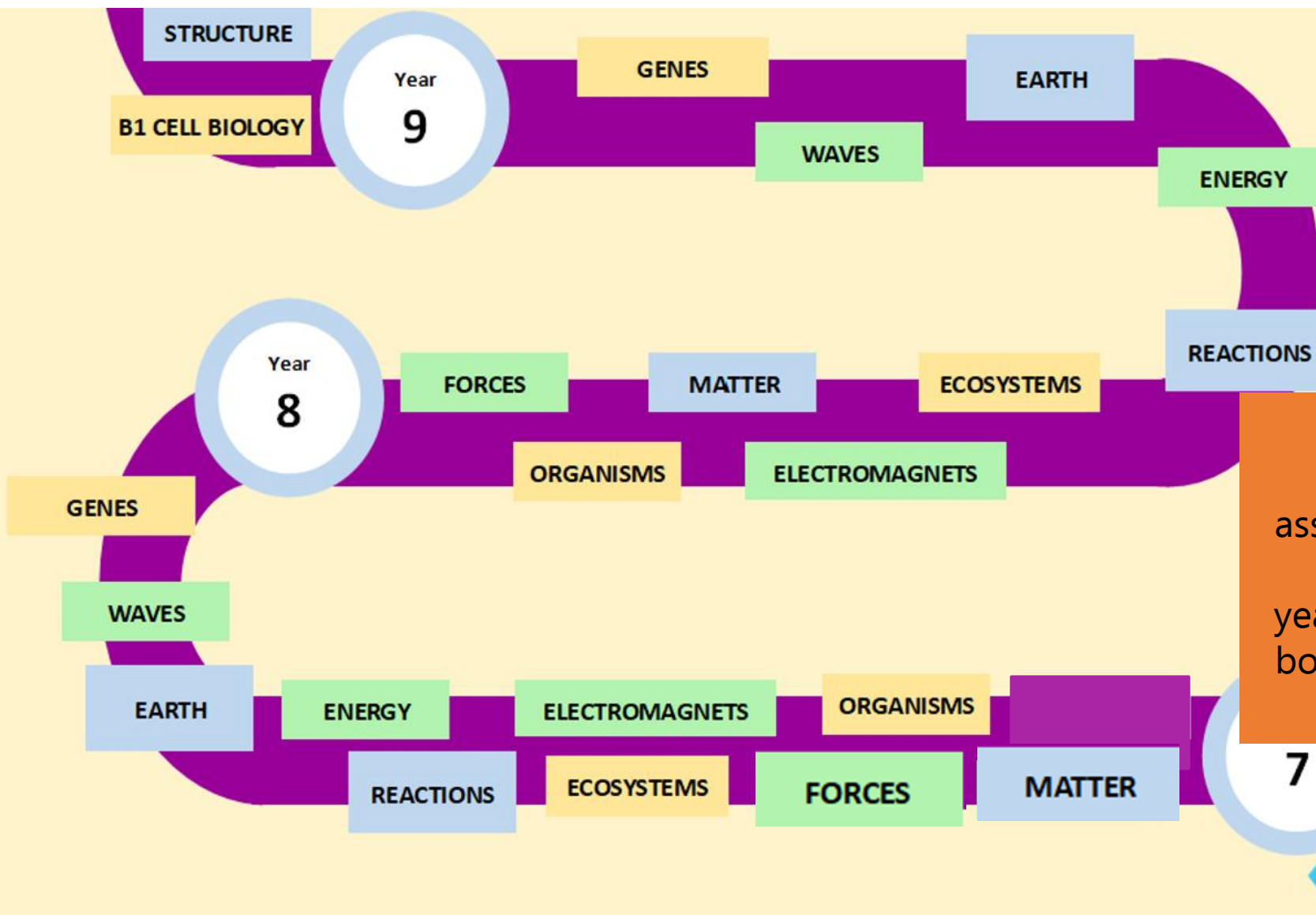
1. **Settling into Dormston:** expectations and target setting
2. **Character Education:** Identity, diversity and friendships
3. **Careers:** Step into the NHS Competition
4. **Finance:** Banking and Budgeting
5. **First Aid:** St John's Ambulance



# Science at Dormston



YEAR 7-8



Year 7 will begin the year studying the Matter topic, assessment will focus on end of unit tests (10 across the year), homework tasks (in topic booklets and online) and a final exam in the summer term

KS3





**Matter**

## Homework Booklet

You must complete **both** tasks when directed by your teacher, use the QR codes to link to videos to support your learning.

This booklet is your **responsibility**. If you lose it you will be required to redo tasks during a science detention

	Literacy	Numeracy
Date Set		
Due Date		
QR Code		

Students are given a topic booklet at the start of each new unit of work.

Inside each booklet there will be:

- Personal Learning Checklist
- Glossary
- A knowledge Organiser
- Two compulsory homework tasks (one Literacy and one Numeracy).
- 10 min quiz

There are **2 QR codes** to support completion of your homework tasks

What you  
will see  
inside year  
7 Science  
books

# Marking and assessment feedback

Scientific Knowledge	Application of Knowledge	Mathematical Skills	Working Scientifically Skills
compare the properties of a substance in its three states.	explain, in terms of particles, why different substances have different properties	use cooling data to identify the melting point of stearic acid.	use observations to decide if a substance is in its solid, liquid, or gas state
use models to investigate the relationship between the properties of a material and the arrangement of its particles	explain properties, such as density, based on the arrangement and mass of particles.	select data and information about boiling points and use them to contribute to conclusions.	use words, and annotated before and after diagrams of particles, to explain observations about melting and freezing.
use words, and annotated before and after diagrams of particles, to explain observations about boiling.	explain the properties of solids, liquids, and gases based on the arrangement and movement of their particles	collect, analyse, and draw a conclusion from data providing evidence for gas pressure.	explain why it is important to control variables to provide evidence for a conclusion in an evaporation investigation.
explain why different substances boil at different temperatures in terms of changes to the energy of particles.	explain melting and freezing in terms of changes to the energy of particles.	use data to draw a conclusion about the mass of solute dissolved in solution	explain why it is important to control variables to provide evidence for a conclusion in a diffusion investigation.

Students are assessed on **4 skill areas** for each of the **10 topics**.

The example opposite shows the criteria for assessment in each of the 4 skill areas for the first unit-Matter.

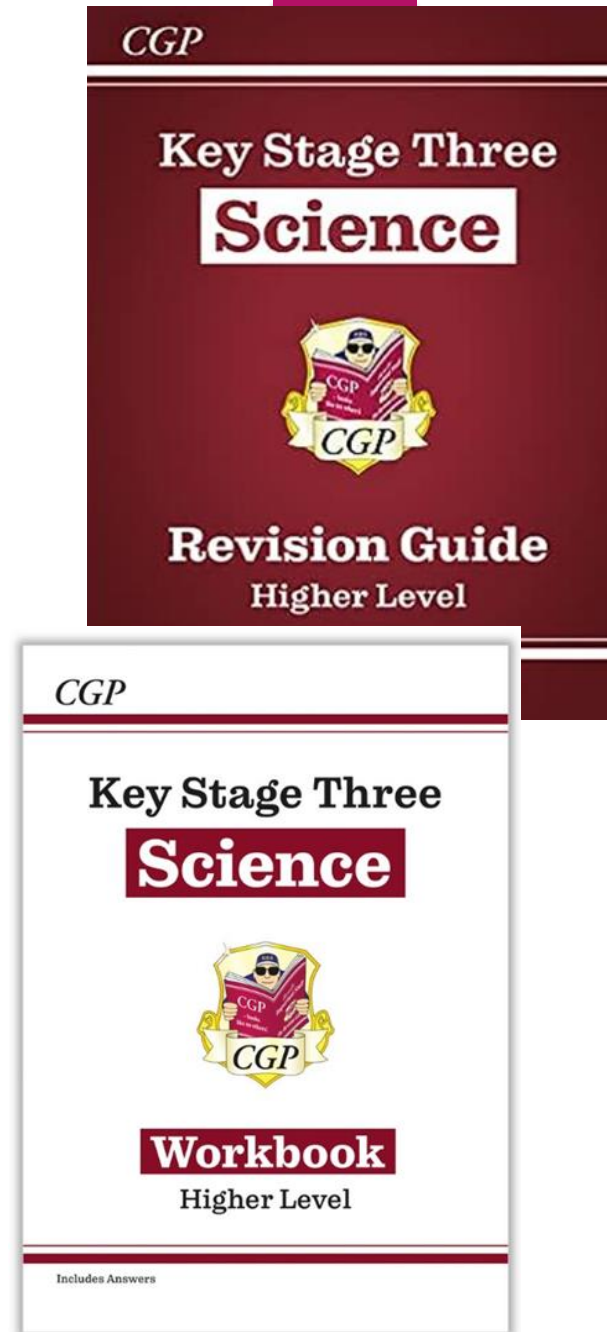
One of the following phrases will then be used to show your child's understanding for that topic ***approaching, meeting and exceeding***.

This will be added to GO4Schools

## Other useful Resources and websites

- **BBC Bitesize** -  
<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
- **Docbrown.info** -  
<https://www.docbrown.info/ks3science.htm>
- **Educationquizzes.com** -  
<https://www.educationquizzes.com/ks3/science/>
- **The science break –youtube channel**  
<https://www.youtube.com/playlist?list=PL51jd6xG52BXZjAsGwcLXitBfPcuGgkDi>
- **Revision monkey – youtube channel** -  
<https://www.youtube.com/watch?v=Ri8S0M2HbfM&list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N>

- Science revision guide and workbook to help with revision.
- You can purchase these through via ParentPay.
- These are to support your independent learning at home (Non-required work).
- Answers are at the back of the KS3 Workbook for you to mark and correct your work.



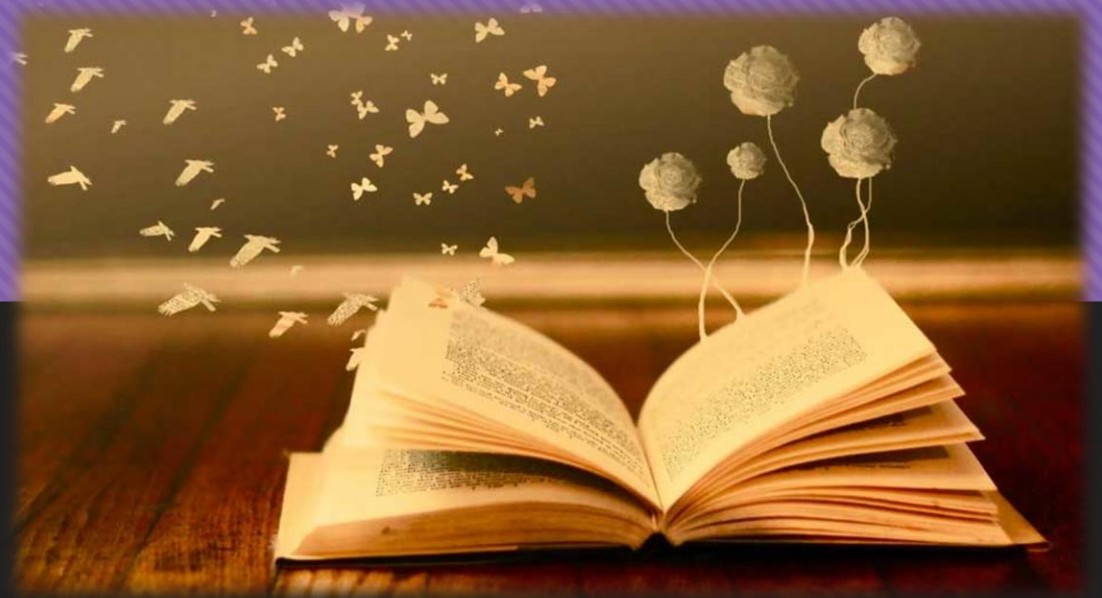
Any questions please contact the following:

[echeckley@dormston.dudley.sch.uk](mailto:echeckley@dormston.dudley.sch.uk) (Key Stage 3 Coordinator)

[eward@dormston.dudley.sch.uk](mailto:eward@dormston.dudley.sch.uk) (Curriculum Leader for Science)

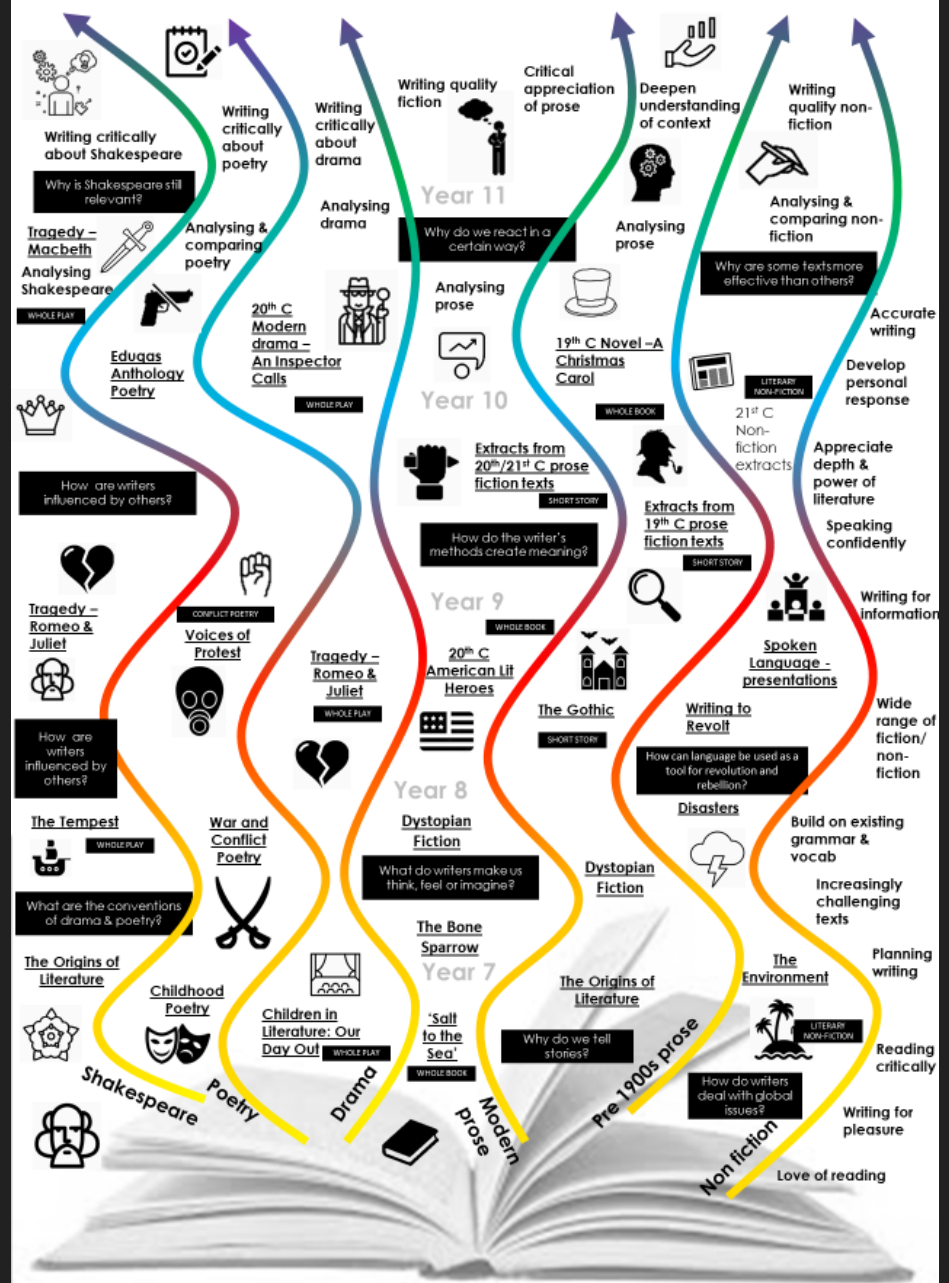
# Welcome to Year 7!

## English



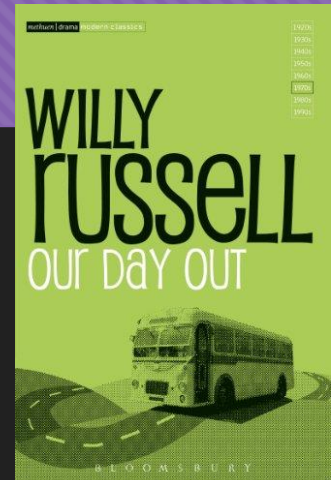
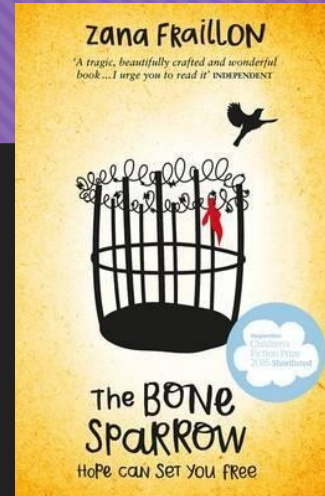
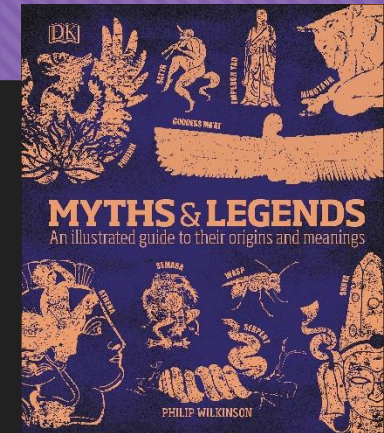


# Read – Think – Discuss – Understand - Write



The English learning journey at Dormston

# Exploring Each Topic:



**Y7 HT1**  
7 weeks

**Y7 HT2**  
7 weeks

**Y7 HT3**  
7 weeks

**Y7 HT4**  
6 weeks

**Y7 HT5**  
5 weeks

**Y7 HT6**  
6 weeks

**10 Weeks**  
The Origins of  
Literature

**4 Weeks**  
Childhood Poetry

**Novel**  
The Bone Sparrow

The Environment

**Post-Exam**  
Our Day Out



# Benefits of reading:

Evidence suggests that children who read for enjoyment every day...

- perform better in reading tests.
- develop a broader vocabulary.
- increased general knowledge.
- a better understanding of other cultures.
- leads to lifelong learning.
- Increased social mobility.

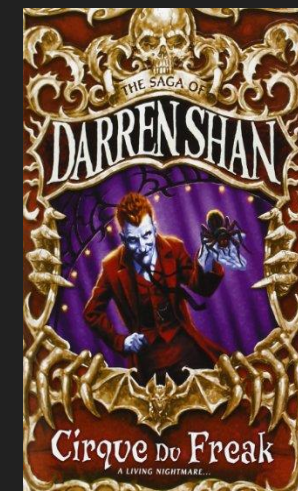
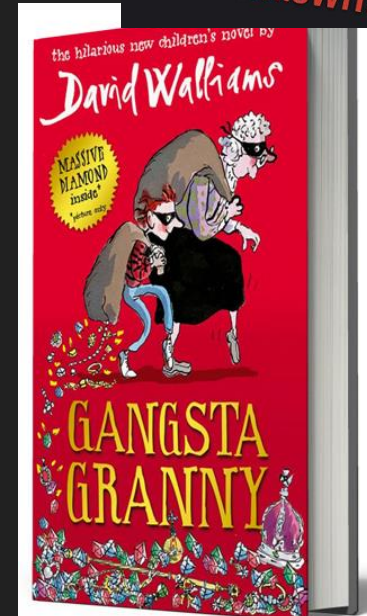
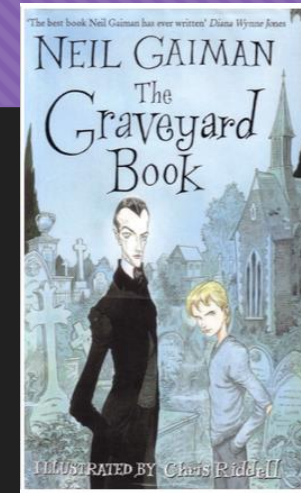
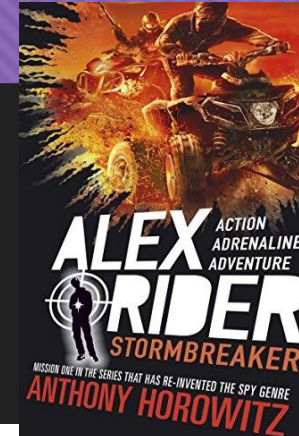
# Class Reading Lesson

- Year 7 pupils take part in a regular timetabled reading lessons.

Encourages:

1. lifelong love of reading through enjoying a variety of different novels by popular authors.
2. Class discussions of characters, plots and themes of a novel.

In years 7-9 each lesson begins with a 10 minutes read to further support



## 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



*10<sup>th</sup> percentile*

← The Young Readers Edition of the *New York Times* Bestseller →

A true story of survival  
against the odds

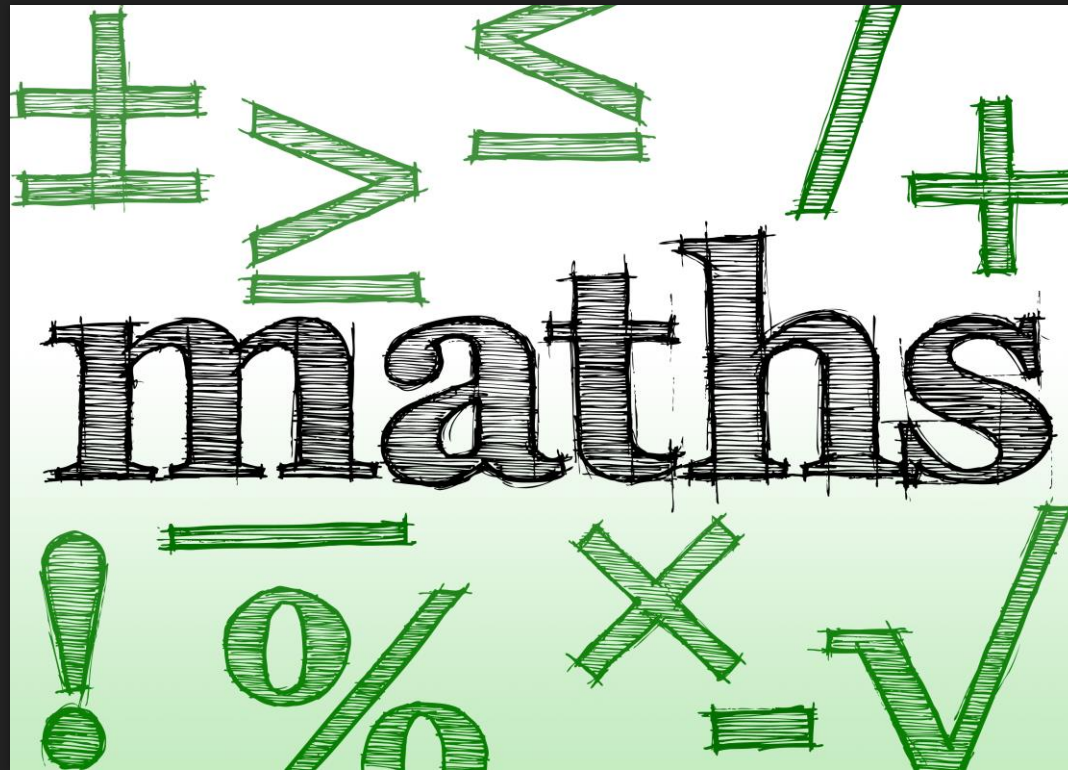
# THE BOY WHO HARNESSED THE WIND

William Kamkwamba  
and Bryan Mealer

**NETFLIX**  
A NETFLIX FILM



# Welcome to Maths



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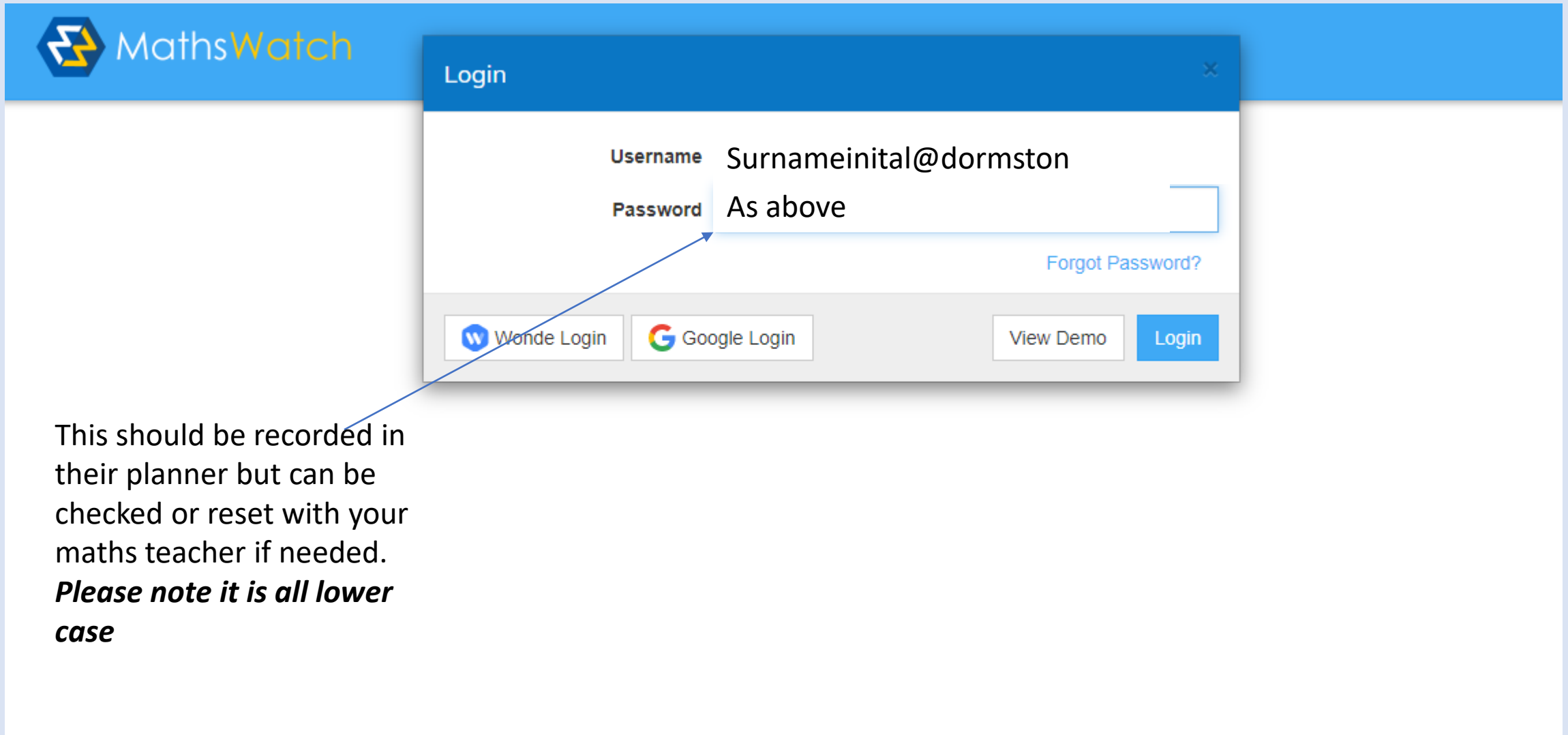
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<b>Algebraic Thinking</b>						<b>Place Value and Proportion</b>					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	<b>Applications of Number</b>						<b>Directed Number</b>			<b>Fractional Thinking</b>		
	Solving problems with addition & subtraction		Solving problems with multiplication and division		Fractions & percentages of amounts		Operations and equations with directed number			Addition and subtraction of fractions		
Summer	<b>Lines and Angles</b>						<b>Reasoning with Number</b>					
	Constructing, measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and probability		Prime numbers and proof	



	Year 7	Year 8	Year 9	Year 10	Year 11	
<b>Algebra: Sequences</b>	<p><b>Autumn block 1</b></p> <ul style="list-style-type: none"> <li>Recognise linear and non-linear sequences</li> </ul> <p><b>Autumn block 2</b></p> <ul style="list-style-type: none"> <li>Generate sequences from an algebraic rule</li> </ul>	<p><b>Spring block 2</b></p> <ul style="list-style-type: none"> <li>Revise and extend Y7 coverage to include more complex rules</li> </ul> <p>Additional Higher content</p> <ul style="list-style-type: none"> <li>Find the rule for the <math>n^{\text{th}}</math> term of a linear sequence</li> </ul>	<p><b>Autumn block 3</b></p> <ul style="list-style-type: none"> <li>Testing conjectures about sequences</li> </ul> <p><b>Summer block 6</b></p> <p>You could use the revision block to extend Y7/8 content including:</p> <ul style="list-style-type: none"> <li>Representing sequences</li> <li>Find the rule for the <math>n^{\text{th}}</math> term of a linear sequence</li> </ul>	<p><b>Summer block 3</b></p> <ul style="list-style-type: none"> <li>Revise and extend KS3 content, including names and types of sequences</li> </ul> <p>Higher tier content</p> <ul style="list-style-type: none"> <li>Find the rule for the <math>n^{\text{th}}</math> term of a quadratic sequence</li> <li>Sequences with surds</li> </ul>	<p><b>Spring block 3</b></p> <ul style="list-style-type: none"> <li>Review KS3 and Y10 coverage</li> </ul>	
	<b>KS3 National Curriculum</b>				<b>KS4 National Curriculum</b>	
		<ul style="list-style-type: none"> <li>generate terms of a sequence from either a term-to-term or a position-to-term rule</li> <li>recognise arithmetic sequences and find the <math>n^{\text{th}}</math> term</li> <li>recognise geometric sequences and appreciate other sequences that arise</li> </ul>			<p>In addition to consolidating subject content from key stage 3, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions (<math>r^n</math> where <math>n</math> is an integer, and <math>r</math> is a positive rational number <b>{or a surd}</b>) <b>{and other sequences}</b></li> <li>deduce expressions to calculate the <math>n^{\text{th}}</math> term of linear <b>{and quadratic}</b> sequences</li> </ul>	

## Accessing MathsWatch and non-required work

### 1. Google search: mathswatch vle



This should be recorded in their planner but can be checked or reset with your maths teacher if needed.  
***Please note it is all lower case***

# Marking and assessment feedback

$4c, -4c, -12c, +20c$   
 $+20c$  ✓  
 22/03/19

## Homework Feedback

Stage 8 7 Proportional Reasoning

Obj Header	Obj R1a	Obj R1a	Obj R1b	Obj R1b	Obj R2	Obj R2	Obj R3a	Obj R3a
TOPIC								
Questions No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Class Average %		83			75	77	81	
Scored								
Markings								

Strengths  
Intro to Ratio

Areas to Improve  
Compound measures  
Intro to Ratio

## Homework Feedback

2. The ratio of red counters to blue counters is 1 : 3



11 more ✓

How many more red counters do you need to add to make the ratio of red to blue 4:17 ✓

5. There are 28 students in a class. 18 of them have of them own at least one pet. What fraction of the class own pets? Give your answer in its simplest form.

200 ml of squash is made by mixing 40ml of cordial with water. What fraction of the drink is water? Give your answer in its simplest form.

- a) A car drives 80km in 2 hours. What is the average speed of the car?  
 b) A car drives 22km/h for 3 hours. How far does the car travel?  
 c) A car drives 100km at a speed of 25 km/h. How long does the journey take?

Definite improvement!  
FAB!

8. a) A car travels 135 miles in 2 hours and 15 minutes. What is the average speed of the car?

$$\frac{135}{2\frac{15}{60}} = \frac{135}{2\frac{1}{4}} = 64.285714 \times$$

- b) A car drives at a speed of 60km/h for 3 hours and 20 minutes. How far does the car drive?

$$\frac{3\frac{20}{60}}{60} = 3\frac{1}{3} = 200\text{km} \checkmark$$

- c) A car drives 100km at an average speed of 40km/h. How long does the journey take?

$$100\text{km} \div 40\text{km/h} = 2.5\text{h} \checkmark$$

$$2.5\text{h} \checkmark$$

# Difference between non-required work and homework set



## Assigned Work

[This Year's Work](#)[All Work](#)

Showing All Types ▾

Homework Average

0%

Test Average

0%

Title	Type	Assigned By	Assigned	Due	Marks	%	Grade
Two way tables and frequency trees 10x4	HW	h work	14/09/2021	14/09/2021 08:00			
NRW 2021 Stage9 5 2 Pattern Sniffing	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 2 2 Construction	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 7 1 Calculating Space	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 1 1 Calculating	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 3 2 Algebraic Prof.Tinkering	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 5 1 Pattern Sniffing	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 2 1 Construction	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 4 3 Proportional Reasoning	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 6 2 Solving equations and Inequalities	HW	h work	13/09/2021	10/12/2021 08:00			
NRW 2021 Stage9 3 2 Algebraic Prof.Tinkering	HW	h work	13/09/2021	10/12/2021 08:00			

Any questions please contact the following:

[rbal@dormston.dudley.sch.uk](mailto:rbal@dormston.dudley.sch.uk) (Key stage 3 coordinator)

[ljacques1@dormston.dudley.sch.uk](mailto:ljacques1@dormston.dudley.sch.uk) (Curriculum leader for mathematics)

# Safeguarding

## Safeguarding Leads



Jayne Elliott



Nick Amos



Lisa Smith

Maintaining a culture of vigilance

**DORMISTON SCHOOL** SAFEGUARDING

**How can I keep myself safe?**  
If there is something or someone worrying me at Dormiston School, who can I tell?  
Teachers // Form Tutor // Head of House // Deputy Head of House // Receptionists // Student Leadership Team // PLC staff // Attendance Officer // School Nurse // Friends // Technicians // Anti-bullying Ambassadors

**ICT safety**  
Keep your passwords safe  
Never give out personal details to someone on the internet  
Do not send videos and photos of yourself or others  
Do not agree to meet up with someone you have met on the internet  
Abusive and harassing messages or being in possession of inappropriate images is against the law  
Don't post anything on the internet that you wouldn't show to your parents/carers  
Don't pass anything on the internet that could be upsetting/harassing to you and others

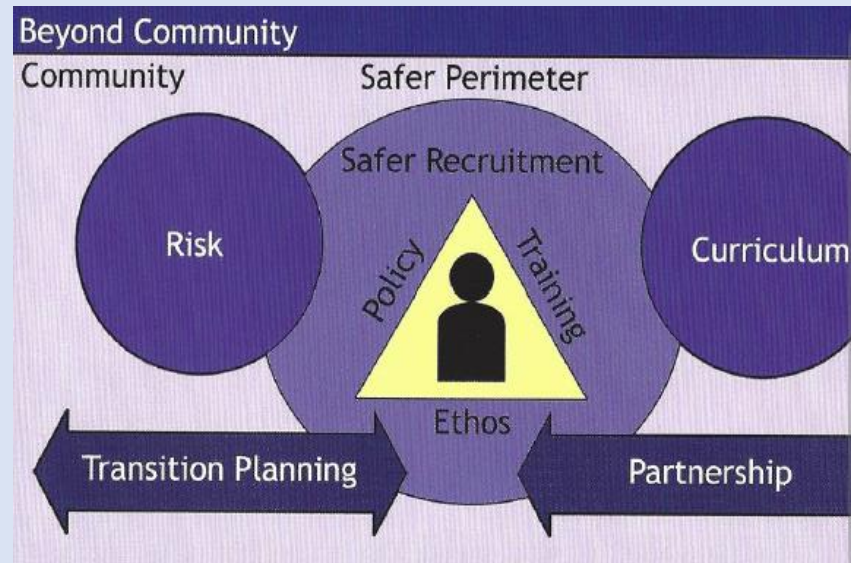
**How can I tell someone?**  
Tell a teacher // Tell a friend // Tell Head of House // Phone school // Email school // Write it in a letter // Talk to your friends // Tell a parent // Tell the Student Leadership Team // Tell the Pastoral Support Officers

**What does racist and homophobic behaviour look like?**  
Not respecting people's different religious beliefs  
Not respecting people's sexuality  
Refusing to work with someone because of who they are  
Writing or saying unpleasant things about someone because of who they are  
Telling jokes about race or sexuality  
Making other people feel like they do not belong or are inferior

**How do I stay safe at school?**  
Follow teachers' instructions  
No stopping or blocking corridors  
No messing about or play fighting  
No pushing or blocking  
No running through school  
No smoking anywhere

**What does bullying look or feel like?**  
Verbal – Bullying through speech  
Indirect – Social Media, Rumours, Gossiping  
Physical – Bullying through Physicality  
Remember, Bullying is a repeated imbalance of power!

**STAY SAFE AND KEEP EVERYONE ELSE SAFE**

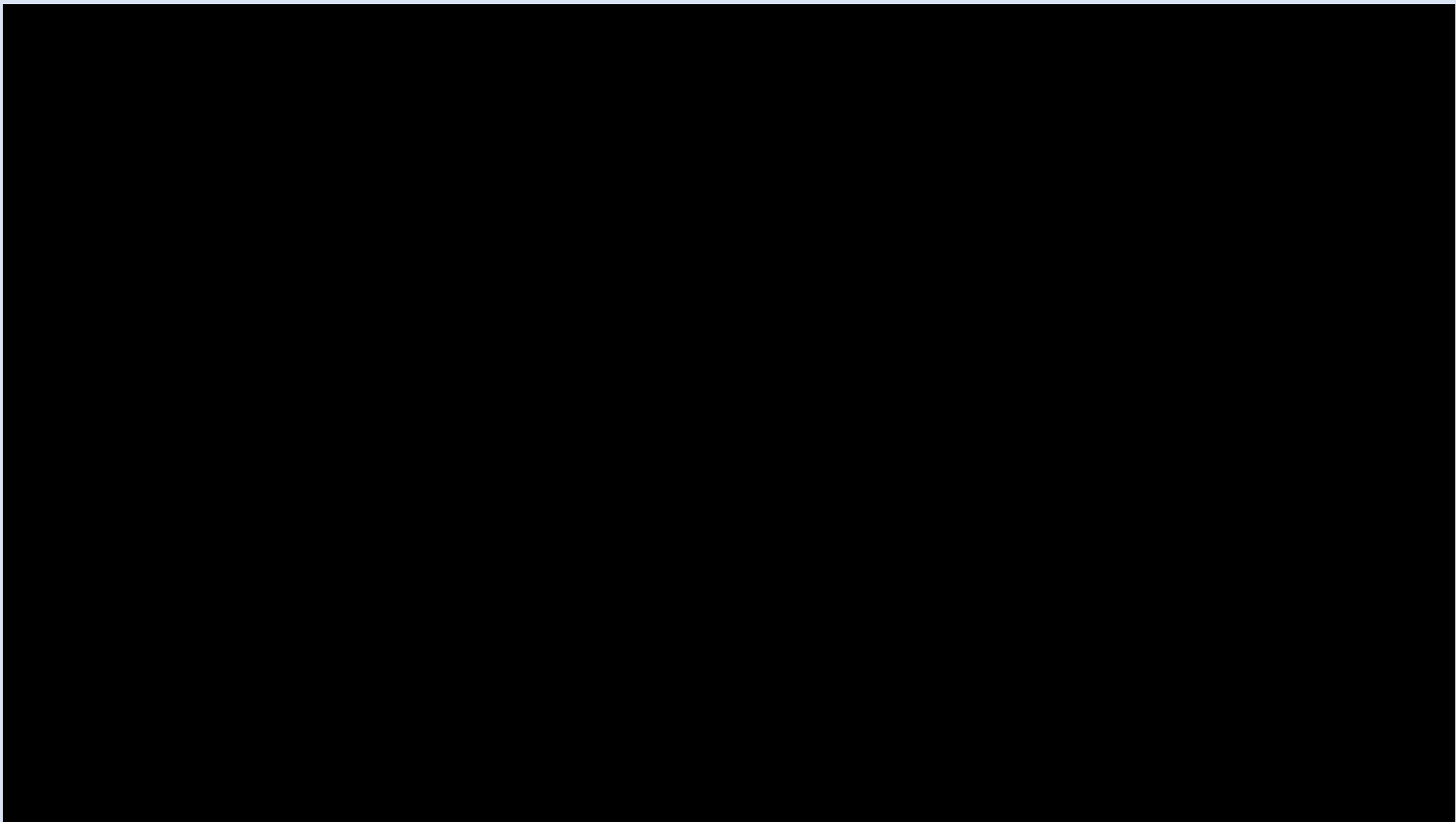


## E Safety

- Pupils sign an acceptable use policy; no mobile phones during the school day
- Site locked and secure between hours of 8.40am-3.10pm – Red and green lanyard system for visitors.
- Safeguarding assemblies on relevant topics – E- safety/CSE/Radicalisation. Who to tell.
- Youth support Officer in school regularly and leads on assemblies.
- Be Heard Box in place
- Smooth Wall Filtering and Monitoring system in place
- Student Leadership Team have taken part in anti-bullying training

## Your Role:

- Support your child and the school in monitoring your child's use of social media
- Notify us if you notice a change in your child's behaviour





Thank you for your support  
If you have any questions, please get in touch

Head of Year: [scooksey@dormston.dudley.sch.uk](mailto:scooksey@dormston.dudley.sch.uk)

Deputy Head of Year: [ngarrett@dormston.dudley.sch.uk](mailto:ngarrett@dormston.dudley.sch.uk)

Form Tutor: **General enquires- touch base**

Subject specific: **Head of Department or Subject Teacher**

SEND: [kbeer@dormston.dudley.sch.uk](mailto:kbeer@dormston.dudley.sch.uk)