



St Edward's
School

Unity - Achievement - Faith

Learning and Teaching Newsletter

Spring 2020

Year 7

#stedwardspoole

Telephone: 01202 740950 **Email:** enquiries@st-edwards.poole.sch.uk

Website: www.st-edwards.poole.sch.uk

St Edward's School, Dale Valley Road, Poole, Dorset BH15 3HY

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

ihenry@st-edwards.poole.sch.uk

Our Pedagogy

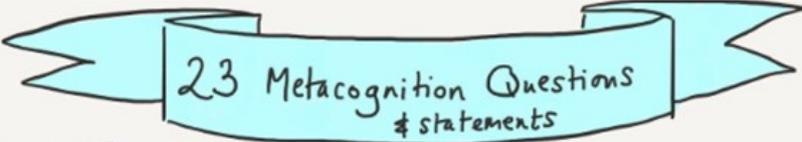
Two of our key learning principles in the school this year (and last) are that of **Guided Independent Learning** and **Metacognition**. Research states that Independent Learning is really about shifting the responsibility for the learning process from the teacher to the student whereby the student will 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).

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.



23 Metacognition Questions & statements

Inspired by Lisa Chesser @Impact Wales

<ol style="list-style-type: none"> 1. What do you think about what was said? 2. How would you agree or disagree with this? 3. Can you describe a similar answer? 4. What can you add to this solution? 5. Convince us yours is the best solution. 	<ol style="list-style-type: none"> 1. How did you determine this to be true? 2. Why didn't you consider an alternative solution? 3. Why does that answer make sense to you? 4. What if I said you're wrong? 5. Is there a way to show exactly what you mean?
<ol style="list-style-type: none"> 1. Why do you think this works? 2. How would you prove your answer is right? 3. What assumptions have you made? 4. What steps did you take to solve this? 5. How might you argue against this solution? 	<ol style="list-style-type: none"> 1. How might you show the differences & similarities? 2. What patterns have you noticed? 3. How many possibilities are there? Why? 4. What would the results of your answer be?
<ol style="list-style-type: none"> 1. When have you met a similar problem? 2. What other problems fit this style? 3. What steps have you taken in the past to solve similar problems? 4. Which examples would match this type of question? 	

Get your pupils thinking about how they think and learn by using these metacognition questions. Contact us at enquiries@impact.wales for bespoke support that has a real impact!

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.

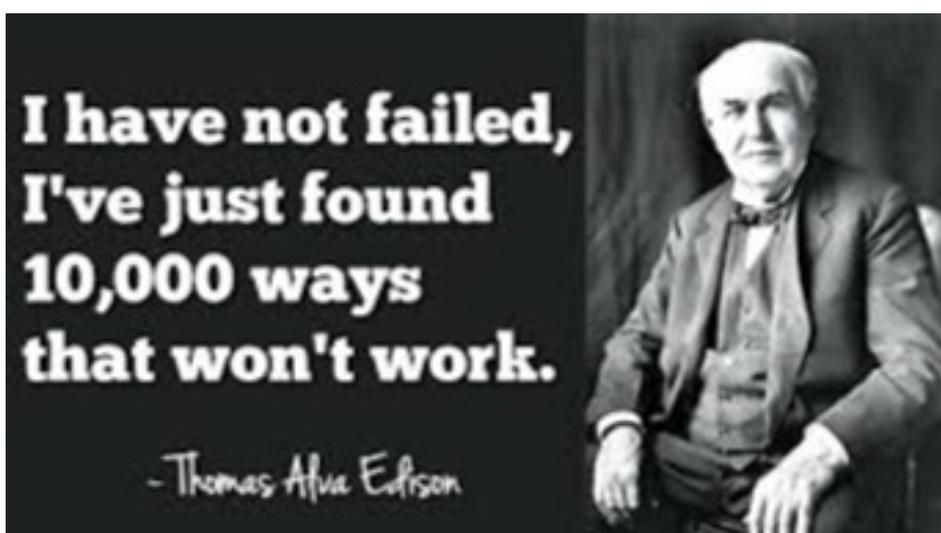
When you are supporting your child at home you might try some of the questions above or perhaps one or two of the following might be helpful to get them to focus on the work itself rather than the emotions of finding it difficult, or of feeling overwhelmed?

- 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

Miss Morgan

Dear all,

Firstly, I hope you all had a joyful Christmas and a very Happy New Year. I would like to take this opportunity to say welcome back. I am really looking forward to all the things that 2020 has to offer for us all.

Year 7 have had a wonderful first term at St. Edward's and it has been a pleasure watching them grow and mature as they have embarked on their new journey with us. Just over 12 school weeks ago, they sat nervously in the hall as they awaited their new classes and now they have successfully settled in and have formed so many positive and constructive relationships with both teachers and one another. In their celebration assemblies, their teachers have voiced how Year 7 students are successfully demonstrating the St. Edward's virtues and are engaged with the learning both inside and outside of the classroom.

Home learning for Year 7 is now fully phased with each subject setting 45 minutes per week for students to complete. All students are given a minimum of one week to complete to ensure that it is able to accommodate home life also. Please know that if you feel your child would benefit there is a homework club available for all students on a Monday afternoon 3.15-4.15 where there are Teaching Assistants available to help support students with any home learning they may need some guidance with.

Reflecting back on the term we have already shared together there have been so many achievements. We have been asking students to take the opportunity to demonstrate our St. Edward's virtues. We have focused on two in particular; Love of Learning and Reflection. Each half term we have come together as a year group to celebrate the students' successes. I would like to highlight in particular the following students whom were nominated by their tutor as they have done a fantastic job of demonstrating the virtues of reflection and love of learning: Chloe Coppola, Charlie Brazier, Jacob Linden, Caitlin Gleeson, Everlynn Hall, Binti Kareadath Benny, Lydia Herbert, Emma Williams, Daniel Stonier, Alexandra Barrow, Jaiden Dodman, and Thomas Froud.

The Director of Learning award for Reflection went to James Watts and the Love of Learning award went to Jay Bromby-Phillips. The Head Teacher award of the term went to Teagan- Molly Jackson. The theme for this half term is teamwork and we look forward to seeing how the students will demonstrate these in the weeks to come!

I would like to take this opportunity to remind you of our expectations. It is important that all students comply with our uniform policy and come to school ready to learn with the correct equipment they need for each day. It is important that we maintain high standards of our Year 7 students, so they are able to demonstrate these.

I look forward to what the next term brings!

Kind Regards,

Miss Collette Morgan

Spotlight on... Religious Education

During the Spring Term Year 7 students will be engaging with the unit, 'Why are we here?' In this unit we will be exploring some of the key aspects of what makes the St Edward's community such a special place. We will learn about the story of St Edward and his links to Corfe Castle. We will also look at the newly revised Mission Statement of the school and the Covenant Prayer, which dates back to when we first became a joint church school. During this term we will also learn more about the Roman Catholic Church and the Church of England. We will explore the similarities and differences between the two traditions and learn more about their key beliefs and practices.

Each class will be visited by Dave Pegg, who works for PACE (the Programme for Applied Christian Education). Many of the students will have met him in the Autumn Term when they visited the GSUS Bus as it was through PACE that we were able to organise that event. Dave will speak to students about his experiences of Christianity and he will also give them the chance to ask him questions about his faith. Students will also be introduced to Will Hince the new Youth Worker for the Roman Catholic parishes in Poole.

As we explore the different Christian traditions and their relationship with one another we will also introduce students to the concept of ecumenism, that is the practice of different Christians working together. Why not begin to explore this important aspect of our school by researching the World Council of Churches or the annual Week of Prayer for Christian Unity?

Mr Willis, RE Subject Leader

Tips to help students to succeed in their home learning

- Keep a designated home learning area at home. Somewhere preferably where you have a flat surface, paper and pens at your fingertips. Make sure all distractions are avoided e.g. turn off electronic devices.
- Allow yourself enough time to complete your home learning. Plan it out and do not leave it to the day before. Constantly clock watching can cause you to rush your work and so making it difficult to produce your best piece.
- Make sure you are clear about the home learning tasks before you leave the lesson – check back with your teacher if not.
- Don't worry if you can't do it at first. Can you do any of it? Then do that first. Can you look at it a different way or come at it from a different angle. Is help/information available on Sharepoint or online, for example BBCbitesize?

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



duolingo



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 and discussion in years 7 and 8, the more likely they are to more readily use them in the demanding written papers of GCSE and beyond. Alongside this key term has been a list of 14 words for each week, again to stretch and develop students' vocabulary. 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. Year 7 are also embarking on a tutor led shared reading programme. More on that next time.

Mr Roth, Literacy and Oracy Coordinator

The Edge



Students in Year 7 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, climate change and are there any truly native species in Britain? 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, The Edge Coordinator and Science Subject Leader

Assessment Timetable

Subject	Topic Title	Main Assessment Activity	Deadline
Art	Core Skills in Art	Baseline Assessment	End of Half Term
	Core Skills	Mark Making and the work of Van Gogh	End of Half Term
Drama	Bullying	Students will produce a devised play, which will demonstrate how Drama can educate an audience and tackle negative behaviour. Students will need to use a range of different dramatic strategies and create a controlled, believable character.	3 rd - 14 th February 2020
Computer Science	Images and Image Manipulation Spreadsheets	A short task on each topic: Using various tools to manipulate images Using a spreadsheet to model colours of smarties!	Ongoing
English	Oh, what a lovely war! Private Peaceful	A reading question on an extract from the novel Private Peaceful by Michael Morpurgo	Teacher assessment in class, Spring Term
Geography	Map skills Global Development	Exam style end of topic questions, sat in class at the end of the unit Exam style series of questions	During February
History	The Struggle for Power between the Medieval Church and the monarchy (the death of Thomas Beckett); The Struggle for Power between the Medieval Barons and the monarchy (the Magna Carta)	Source analysis: Thomas Beckett Historical interpretations of the Magna Carta	Ongoing
Maths	4 of the following topics dependent on path: Analysing and displaying data, Calculating, Expressions functions and formulae, Graphs, Number skills, Decimals and measures, Equations, functions and formulae and Fractions	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 an end of term assessment.	Homework 7a - Wednesday 7l - Tuesday End of topics and end of term
MFL	French: 1. C'est perso! – Likes and dislikes 2. Mes passetemps – sports and hobbies German: 1. Meine Welt und ich – My world 2. Schule ist klasse – life at school	French and German: Reading and writing/speaking tests Listening and writing/speaking tests	w/c 10 th February w/c 30 th March
Music	Elements of Music Elements of Music	Baseline assessment Spooky music composition	End of March
PE	Rugby or Netball 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	w/c 10th February
RE	What do the parables teach us? Why are we here?	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	Science proficiency Cells Matter	Written test completed in class for all topics listed using the past KS3 science questions Written test completed in class for all topics listed using KS3 science questions	3 rd -14 th February
Technology	2 x 8 week units in the following areas: Graphics– Pop-Up Cards Food– Ready Steady Cook Resistant Materials– Mood Light Textiles– Felt Holders	Formative and summative assessments of practical work. Written test in the following areas; Motion and Mechanisms Food skills and safety Understanding of vacuum forming and categorisation of plastics Properties, structure and use of fibres	On going Unit 3 w/c 22 nd February 2020