



St Edward's  
School

Unity - Achievement - Faith

# Learning and Teaching Newsletter

## Spring 2020

### Year 8

#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

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## 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 @ImpactWales

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

Get your pupils thinking about how they think and learn by using these metacognition questions. Contact us at [enquiries@impact.wales](mailto: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.

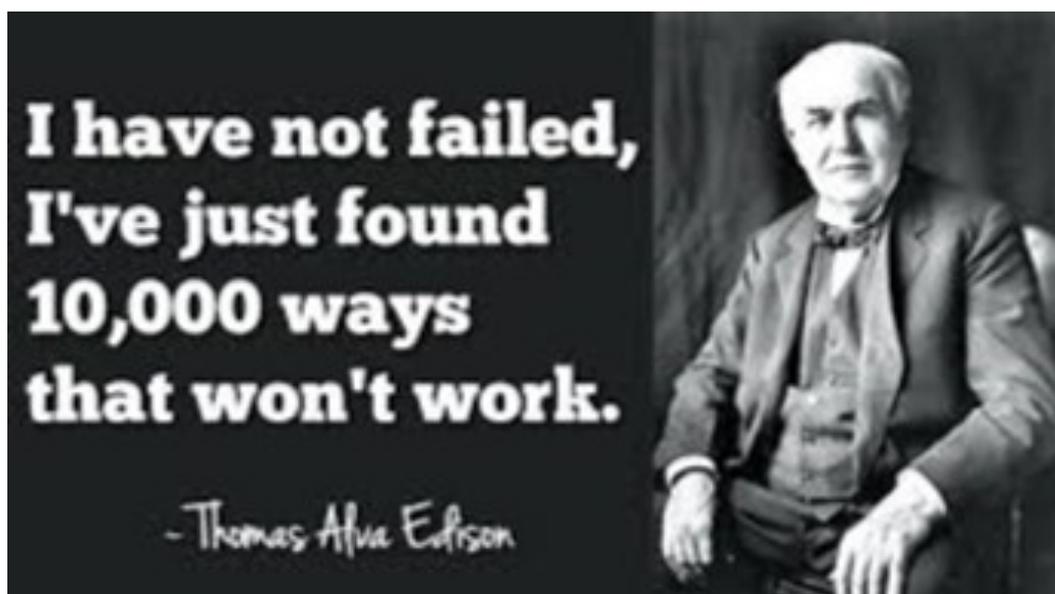
When you are supporting your child at home you might try some of the questions above or perhaps one or two of the following might be helpful to get them to focus on the work itself rather than the emotions of finding it difficult, or of feeling overwhelmed?

- 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

## 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 8 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.

Year 8 will continue on their curriculum pathway, hopefully making steady progress, and it is certainly not too early for them to be thinking about the next steps that they might take, and enquiring about the curriculum here at St Edward's.

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;

Lily Galton	Sofia Sloyan
Illine Shelli	Gabby Escoto
Caitlin Roe	James Nation
Meredith Howard-Higgins	Tyler Lawrence
Amandine Biwole	Alex Given
Maria Ellison	Prudence Etheridge
Jacob Booker	Ashley Brown
Ethan Luker	

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... Art

Students will be continuing this term with the project 'Nature as Inspiration'. They will design a print tile in response to the work of the British Victorian designer William Morris. They will use their earlier drawings from last term to assist them with their designs but may also include new images such as animals from British countryside. They will be considering how their design will form a repeat pattern using symmetry and repeat techniques. The design will be engraved onto a poly print tile and then printed to create the pattern design. This will provide experience of printmaking techniques. Some of the print sheets will then be embellished in colour encouraging the students to consider colour selection carefully. Students will also research the work of William Morris and produce critical work in their Sketch books. They will make informed judgements about the style of this work.

All students in Year 8 have been set a home-learning project on the theme of Nature as inspiration. They will be handing this in by the date given to each class by their teacher. Examples of William Morris fabrics can be seen in local John Lewis stores and students can also see more examples on the V and A museum website and the Sanderson's websites.

In the second Part of the autumn term students will be studying Aboriginal Art. It is important for students to explore the Art from other cultures learning about the techniques used and the purpose behind the Art. Students will be learning about the 'Dreamtime' and studying the art created by the Aboriginal people. They will create paintings in the 'dot style' and refine their colour mixing skills to create the earthy colour palette often used in this style of Art. They will explore the idea of journeys and have the opportunity to create their own piece of work featuring local maps. This will give students the opportunity to respond in a personal way.

Mrs M Biggs and Mrs C Morris, Art Subject Leaders

## 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**, **Amber** or **Green** 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](http://www.bbc.co.uk/bitesize)
- Quizlet
- Seneca learning
- Memrise (MFL)
- Duolingo (MFL)
- Cool Geography
- Hegarty maths



# 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 as 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. 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 8 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, Edge Coordinator and Science Subject Leader

# Assessment Timetable

Subject	Topic Title	Main Assessment Activity	Deadline
Art	Nature as Inspiration	Observational drawing assessment and critical analysis	End of Half Term
	Nature as Inspiration	Peter Randall-Page response	End of Half Term
Drama	Pantomime	Using traditional pantomime stories, students will create their own, incorporating a range of different conventions.	3 <sup>rd</sup> -14 <sup>th</sup> February
Computer Science	Binary	Revision of work done in year 7, calculations involving binary conversions	Ongoing
	Sound	Task involving manipulation of sounds with various tools	
	Encryption	Tasks to encrypt various information in different ways to see if they can be cracked	
English	Crime and Detection	Detective creative writing A reading question on a non-fiction text	Teacher assessment in class, Spring Term
Geography	Brazil	Exam style end of topic questions, sat in class at the end of the unit	Ongoing during February
	Human Geography of Brazil	Exam style series of questions	
History	A Revolution in Tudor Society; The English Civil War	Interpretations of Elizabethan England Essay on causes of the English Civil War	on going
Maths	4 of the following topics dependent on path:  Number properties and calculations, Shapes and measures in 3D, Statistics, Expressions and equations and Area and Volume.	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 8a - Monday 8l - Monday End of topics and end of term
MFL	French: 1. T'es branche(e) – technology and media 2. Paris, je t'adore – a visit to Paris	French and German:  Reading and writing/speaking tests	w/c 10 <sup>th</sup> February  w/c 30 <sup>th</sup> March
	German: 1. Bleib gesund – food and drink, healthy living 2. Ich liebe Ferein – past holidays, the perfect tense	Listening and writing/speaking tests	
Music	Film music/Musicals	Final Composition/Final performance	End of March
	Minimalist composition performance	Final composition and performance	
PE	A variety of sports, dependent on each class  Students will be on different sport 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 does it mean to be a Jew?  Who killed Jesus and why?	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	Energy types and transfer Ecology	Written tests completed in class for all topics listed using past KS3 science questions	3 <sup>rd</sup> – 14 <sup>th</sup> February
	Acids and Alkalis Waves	Written tests completed in class for all topics listed using past KS3 science questions	
Technology	2 x 8 week units in the following areas:  Graphics– Easter Egg packaging  Food– Eating Well  Resistant Materials– Phone Holder  Textiles– Bags	Formative and summative assessments of practical work. Written test in the following areas;  Packaging types and symbols  Healthy eating and nutrition  Analysis of design movements and how to apply to designing  Technical textiles	On going      Unit 3 w/c 22 <sup>nd</sup> February 2020