

# Year 9 Expectations Evening

September 2019

Mr T Munro – Senior Leader – Formal Curriculum and Assessment

Ms R Powley – Deputy Headteacher – Quality of Education

“Learning happens when  
students think hard”



Professor Rob Coe

Director of Research and Evaluation at Evidence Based Education

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# Learning

- What we teach and how we assess it
- How we teach for complete learning – recap

# The Whole Curriculum



“Our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work.”

# How much of each subject?

<b>Subject</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>
Art	1	2	2
Design Technology	2	3	3
English	4	4	4
Geography	2	2	2
History	2	2	2
ICT	1	1	
Mathematics	4	4	4
Modern Foreign Languages	3	3	3
Drama	1	1	1
Music	1	1	1
Physical Education	3	3	3
Dance	1		
Religious Studies	1	1	1
Science	4	3	4

# How we talk about subjects

- [Formal Curriculum Pages:](#)
- Intent
  - Big Ideas
- Implementation
  - What we teach
  - When we teach it

## Mathematics

### What is our curriculum intent?

Our intent is to enable all students to become subject experts by developing across our 'Big Ideas':

Number Algebra Ratio & Proportion Geometry & Measure Statistics Probability



### How do we implement our curriculum?

1. Through what we teach, when, as laid out below:


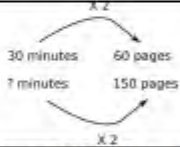
Our curriculum is designed so that each year we build on student's previous learning, continually extending knowledge and deepening understanding of each topic, and developing reasoning and analytical skills. Many of these topics require students to be familiar using mathematical equipment. We therefore expect students to bring to every lesson a pen, pencil, ruler, rubber, protractor, compass and a scientific calculator (we strongly recommend the Casio FX83GT or FX85GT).

#### Year 7

Autumn Term	Spring Term	Summer Term
<a href="#">Unit 1 &amp; 2 Place Value Integers and Decimals</a>	<a href="#">Unit 12 Data Collection and Sampling</a>	<a href="#">Unit 21 Solving Linear Equations</a>
<a href="#">Unit 3 Rounding and Estimation</a>	<a href="#">Unit 13 Charts</a>	<a href="#">Unit 22 Inequalities</a>
<a href="#">Unit 4 8.5 Squares Cubes Roots Bidas and Indices</a>	<a href="#">Unit 14 Averages</a>	<a href="#">Unit 23 Number Machines and Sequences</a>
<a href="#">Unit 6 Factors multiples and primes</a>	<a href="#">Unit 15 Frequency Tables and</a>	<a href="#">Unit 24 Perimeter and Area</a>
<a href="#">Unit 7 Positive and Negative</a>		

# Content

- Novice to expert
- Knowledge Organisers

Topic/Skill	Definition/Tips	Example
1. Ratio	Ratio compares the size of <b>one part to another part</b> . Written using the ':' symbol.	
2. Proportion	Proportion compares the size of <b>one part to the size of the whole</b> . Usually written as a fraction.	In a class with 13 boys and 9 girls, the proportion of boys is $\frac{13}{22}$ and the proportion of girls is $\frac{9}{22}$
3. Simplifying Ratios	<b>Divide</b> all parts of the ratio by a <b>common factor</b> .	$5 : 10 = 1 : 2$ (divide both by 5) $14 : 21 = 2 : 3$ (divide both by 7)
4. Ratios in the form $1 : n$ or $n : 1$	<b>Divide</b> both parts of the ratio by one of the numbers to make <b>one part equal 1</b> .	$5 : 7 = 1 : \frac{7}{5}$ in the form $1 : n$ $5 : 7 = \frac{5}{7} : 1$ in the form $n : 1$
5. Sharing in a Ratio	<b>1. Add</b> the total parts of the ratio. <b>2. Divide</b> the amount to be shared by this value to find the value of one part. <b>3. Multiply</b> this value by each part of the ratio.  Use only if you <b>know the total</b> .	Share £60 in the ratio 3 : 2 : 1.  $3 + 2 + 1 = 6$ $60 \div 6 = 10$ $3 \times 10 = 30, 2 \times 10 = 20, 1 \times 10 = 10$ £30 : £20 : £10
6. Proportional Reasoning	Comparing two things using <b>multiplicative reasoning</b> and applying this to a new situation.  Identify one multiplicative link and use this to find missing quantities.	
7. Unitary Method	Finding the <b>value of a single unit</b> and then finding the necessary value by <b>multiplying</b> the single unit value.	3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes.  $3 \text{ cakes} = 450\text{g}$ So 1 cake = 150g ( $\div$ by 3) So 5 cakes = 750 g ( $\times$ by 5)
8. Ratio already shared	Find what <b>one part</b> of the ratio is worth using the <b>unitary method</b> .	Money was shared in the ratio 3:2:5 between Ann, Bob and Cat. Given that Bob had £16, found out the total amount of money shared.  $\pounds 16 = 2 \text{ parts}$ So $\pounds 8 = 1 \text{ part}$ $3 + 2 + 5 = 10 \text{ parts, so } 8 \times 10 = \pounds 80$
9. Best Buys	Find the <b>unit cost</b> by <b>dividing the price by the quantity</b> . The <b>lowest</b> number is the best value.	8 cakes for $\pounds 1.28 \rightarrow 16\text{p}$ each ( $\div$ by 8) 13 cakes for $\pounds 2.05 \rightarrow 15.8\text{p}$ each ( $\div$ by 13) Pack of 13 cakes is best value.



# Encoding, Storing, Retrieving



More information on the stages of permanent learning can be found in the power point below

## Permanent Learning

Our aim is the transference of knowledge into the long-term memory and the ability to quickly and accurately retrieve this



# Complete Learning

Level of mastery	Description
Fluent	When you have understood it really thoroughly and are able to apply it in new situations and solve problems. At this stage much of your knowledge is so good that you are often not even aware of using it – it becomes automatic and unconscious.
<b><i>Complete</i></b>	<b><i>When you have made sense of the ideas and <b>remembered almost all of the important information</b>. You can apply your learning but you probably still need to think quite carefully about parts of it in order to ensure you are doing it correctly.</i></b>
Substantial	When you have understood the general idea and started to remember the key facts. With careful thought and a bit of help you can apply your knowledge and solve problems.
Establishing	When you are starting to make sense of what it all means and starting to learn the key facts.
Initial	How well you understand something when you have first been shown it.

# Assessment

- Completeness – Formative assessment
  - On-going
  - Quizzes, tests
  - Practice
  - Feedback and response
- Personal Bests – summative assessments
  - Exams
  - Standardised scores (S-Scores)
  - Written reports

### Assessment Results with S-Scores for Peter Student of 9BTM

Subject	Personal Best Baseline	Year 8 GL Assessments	February S-Scores	May GL Assessments	Latest S-Scores	Results %	
English	112	120	102	128	118		
Mathematics	102	119	114	116	114	58	
Science	106		124	135			
Art			117		112		
Drama			103		104	60	
D&T Product Design			117		119	82	
D&T Textiles			110				
Food Preparations & Nutrition					120	90	
French		105		107		115	72
Geography				114		113	71

# KS4 guided choices process – Spring Term

When	What
Mid January	Assemblies and issue of course choices booklet <b>8 or 9 Qualifications?</b>
30th January	Year 9 choices evening
Late Feb	Deadline for initial choices
Mid March	Final choices letter issued – returned by Easter
Summer Term	Course choice confirmation letter

# Key assessment Dates Year 9 2019-20

Date	Assessment Activity
w/c 25 <sup>th</sup> November	English assessments – in class
5th December	Parents' evening
w/c 13 <sup>th</sup> January	Assessment week – in lessons
30th January	KS4 Choices Evening
w/c 3 <sup>rd</sup> February	Science assessments – in lessons
w/c 27 <sup>th</sup> April	GL assessments in English and maths
w/c 18 <sup>th</sup> May	English assessments in class
w/c 1 <sup>st</sup> June	Assessment week – timetabled assessments
29 <sup>th</sup> June	Maths assessment
w/c 13 <sup>th</sup> July	Reports issued

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# How to perform well at GCSE

- Self-discipline:
  - i. Ability to concentrate in lesson (active listening and avoiding distractions)
  - ii. Ability to concentrate whilst doing homework (social media)
  - iii. Time given to **deliberate** practice
  - iv. Time given to reviewing learning
- Active learning skills e.g. Note taking
- Organisational skills e.g. Folder management and ability to plan an effective learning timetable
- Retrieval skills e.g. Testing and quizzing

# What role does homework play?

We will generally set homework that has one of 4 purposes:

1. Encoding and organising knowledge e.g. Creating notes/ Knowledge Organisers/ Organising work
2. Storing knowledge in the long-term memory through practice e.g. Questions, essays, projects
3. Retrieving knowledge from the long-term memory through testing or retrieval activities
4. Wider reading

**There is therefore no such thing as 'no homework'**

# What role does homework NOT play?

1. It is not homework for parents
2. It is not homework for teachers
3. It is not for senior management. If it isn't of value, it isn't set
4. It is not 'for good students' or 'for clever students'
5. It is not to cause family arguments

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# How will we track progress in Year 9

Review of all year 9 students:

- Week of 7<sup>th</sup> October. We will be in touch where we have concerns
- Week of 25<sup>th</sup> November ready for Year 8 Parents Evening on 5<sup>th</sup> December
- Following midyear assessments in January. We will be in touch where we have concerns
- Week of 4<sup>th</sup> May. We will be in touch where we have concerns
- Following end of year assessments in June. We will be in touch where we have concerns regarding summer catch up work

# Tracking and monitoring information for 2018-19 will be shared this week in High Notes

## Knowing our students

### 1. Introduction

At Wilmslow High School we are committed to knowing our students well in terms of each student's:

- Academic potential and performance within our Formal Curriculum
- Wider potential and performance across our Wider Curriculum
- Character
- Wellbeing

This document outlines how we know our students well in terms of their academic potential and performance within our Formal Curriculum.

### 2. How does our assessment calendar work?

For students across Years 7-11 there are key school events that play an important part in our

# What additional support is available in Year 9?

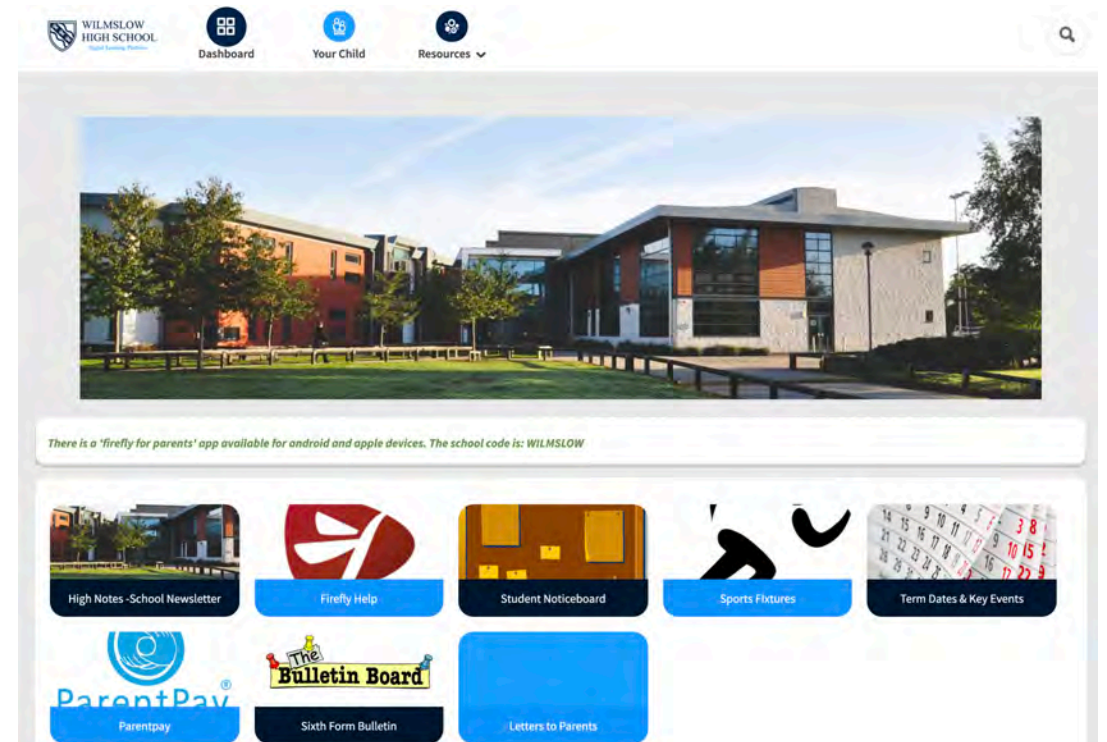
- Breakfast Form for students who are struggling to organise their learning
- Study Base after school as a space for students to do homework



Firefly for Parents

# Support your child by accessing the Firefly Parent Portal

- Homework
- Attendance Overview
- Behaviour and Achievements
- Lesson Materials  
(e.g. teacher PowerPoints)

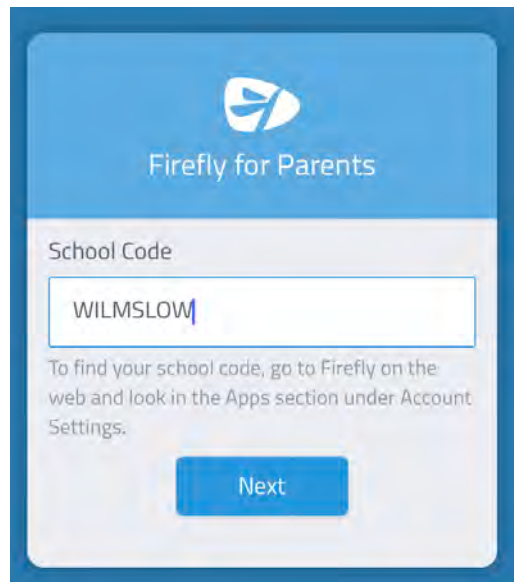




# Access via the FIREFLY link on the school website



or download the 'Firefly for Parents' app



- Activate using the email address that the school holds for you
- School code for the app is: **WILMSLOW**

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