

Memory test?



Dorset
Studio School
LAND & ENVIRONMENT













Welcome to the Curriculum Information Evening 2023

The Curriculum

| SUBJECT | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 |
|----------------------|----------------------|--------|------------|--------------------|--------------------|
| ENGLISH | ENGLISH | | | ENGLISH LANGUAGE | ENGLISH LANGUAGE |
| | | | | ENGLISH LITERATURE | ENGLISH LITERATURE |
| MATHEMATICS | MATHEMATICS | | | MATHEMATICS | MATHEMATICS |
| | | | | | STATISTICS? |
| SCIENCE | SCIENCE | | | SCIENCE TRILOGY | SCIENCE TRILOGY |
| | | | | BIOLOGY | BIOLOGY |
| | | | | CHEMISTRY | CHEMISTRY |
| | | | | PHYSICS | PHYSICS |
| HUMANITIES | HUMANITIES | | | GEOGRAPHY | GEOGRAPHY |
| ART | ART | | ENRICHMENT | | |
| MUSIC / DRAMA | MUSIC / DRAMA | | ENRICHMENT | | |
| PHYSICAL EDUCATION | PHYSICAL EDUCATION | | | | |
| PERSONAL DEVELOPMENT | PERSONAL DEVELOPMENT | | | | |
| ICT | ICT | | | | |
| PHILOSOPHY ETHICS | PHILOSOPHY ETHICS | | | | |
| LAND AND ENVIRONMENT | LAND AND ENVIRONMENT | | | LAND BASED STUDIES | LAND BASED STUDIES |
| | | | | ANIMAL CARE | ANIMAL CARE |
| | | | | ENVIRONMENTAL SCI? | ENVIRONMENTAL SCI? |
| FOREST SCHOOL | FOREST SCHOOL | | | | |
| TRAVEL AND TOURISM | | | | TRAVEL AND TOURISM | TRAVEL AND TOURISM |

SOW A THOUGHT,
REAP AN ACTION;
SOW AN ACTION,
REAP A HABIT;
SOW A HABIT,
REAP A CHARACTER;

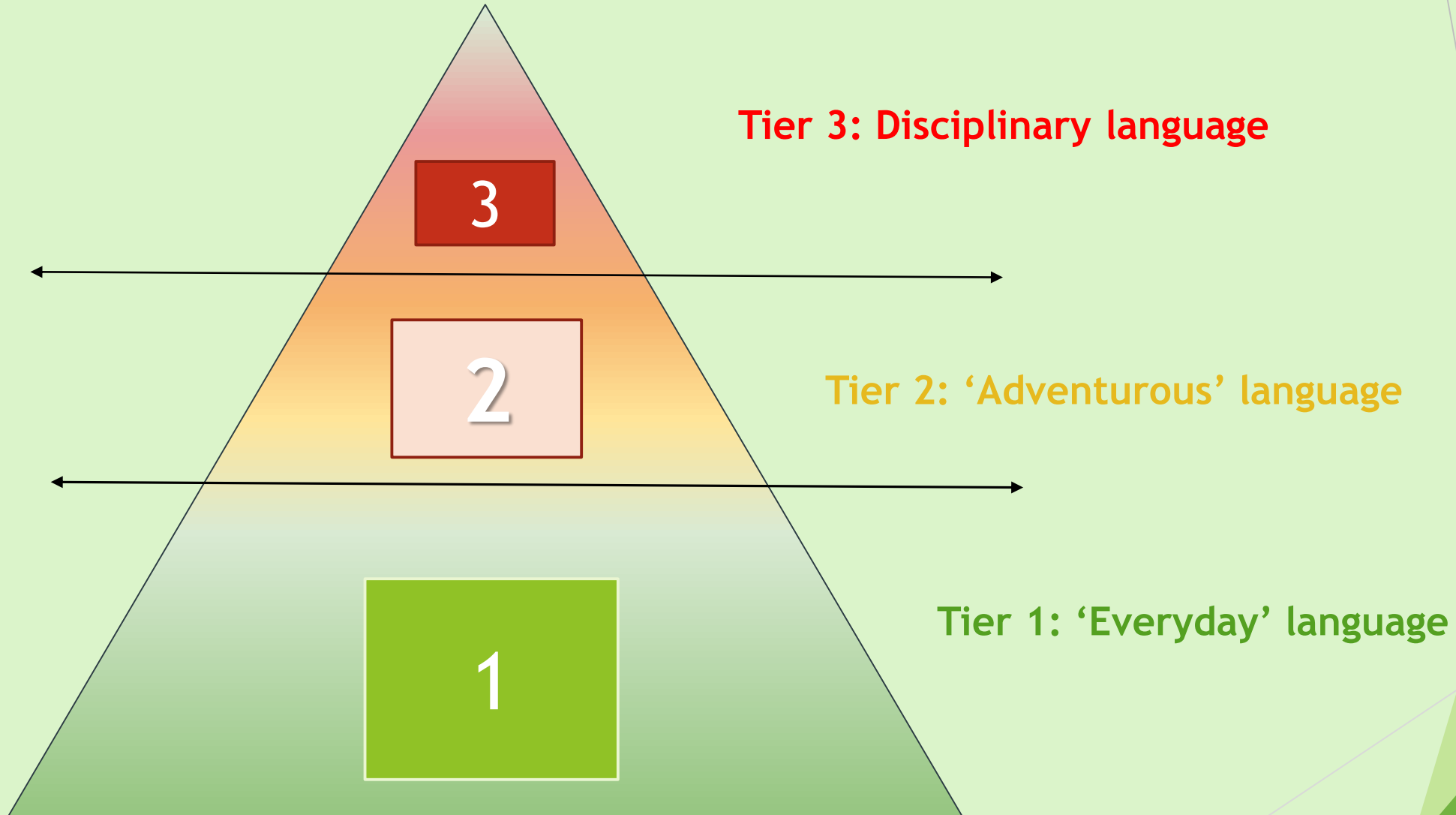
HABIT 1: Consistent application of standards

| The SMILE standards | | Means  | Looks like | Does not look like  |
|---------------------|-----------------|--|--|---|
| S | Sit up straight | Showing you are ready to learn |  Your back is upright and against the back of your chair | You slouch in your chair. You turn around to others  |
| M | Manners | Putting others before yourself |  One voice at-a-time | You talk, call out or interrupt  |
| I | Instructions | Following them without question |  Eyes and ears towards the teacher, ready to respond | You question instructions or fail to act quickly  |
| L | Listen | Listening politely |  Showing you are listening, tracking the speaker | You do not know what to do. You stop others learning  |
| E | Engage | Focussing on your work, giving it your best effort |  Eyes down and quietly getting on with your work | You're not looking at your work. You're stopping others from learning  |

Sometimes it helps to flip the narrative...



Habit 1: Being 'Word Conscious'

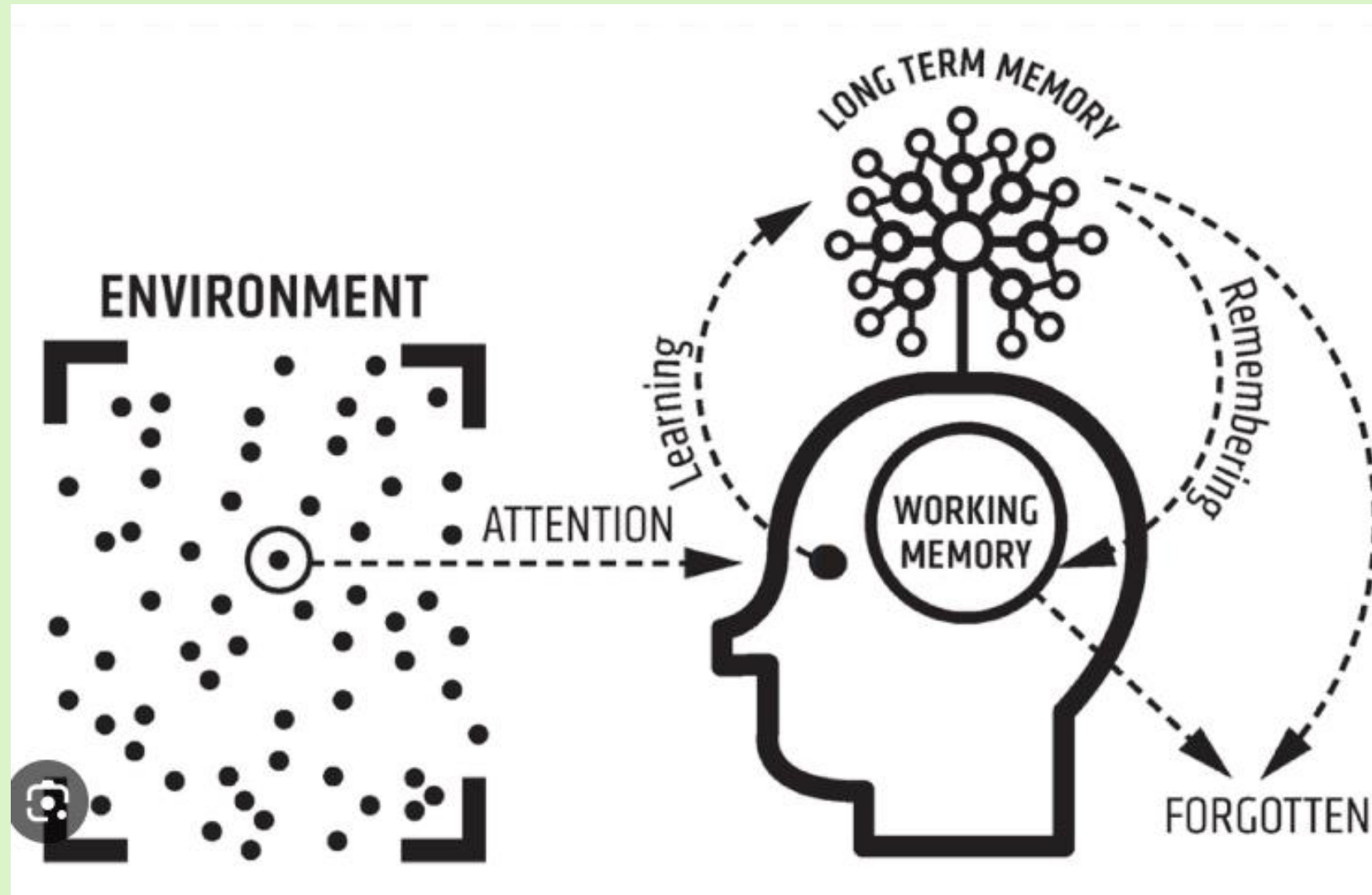


Habit 2: Read



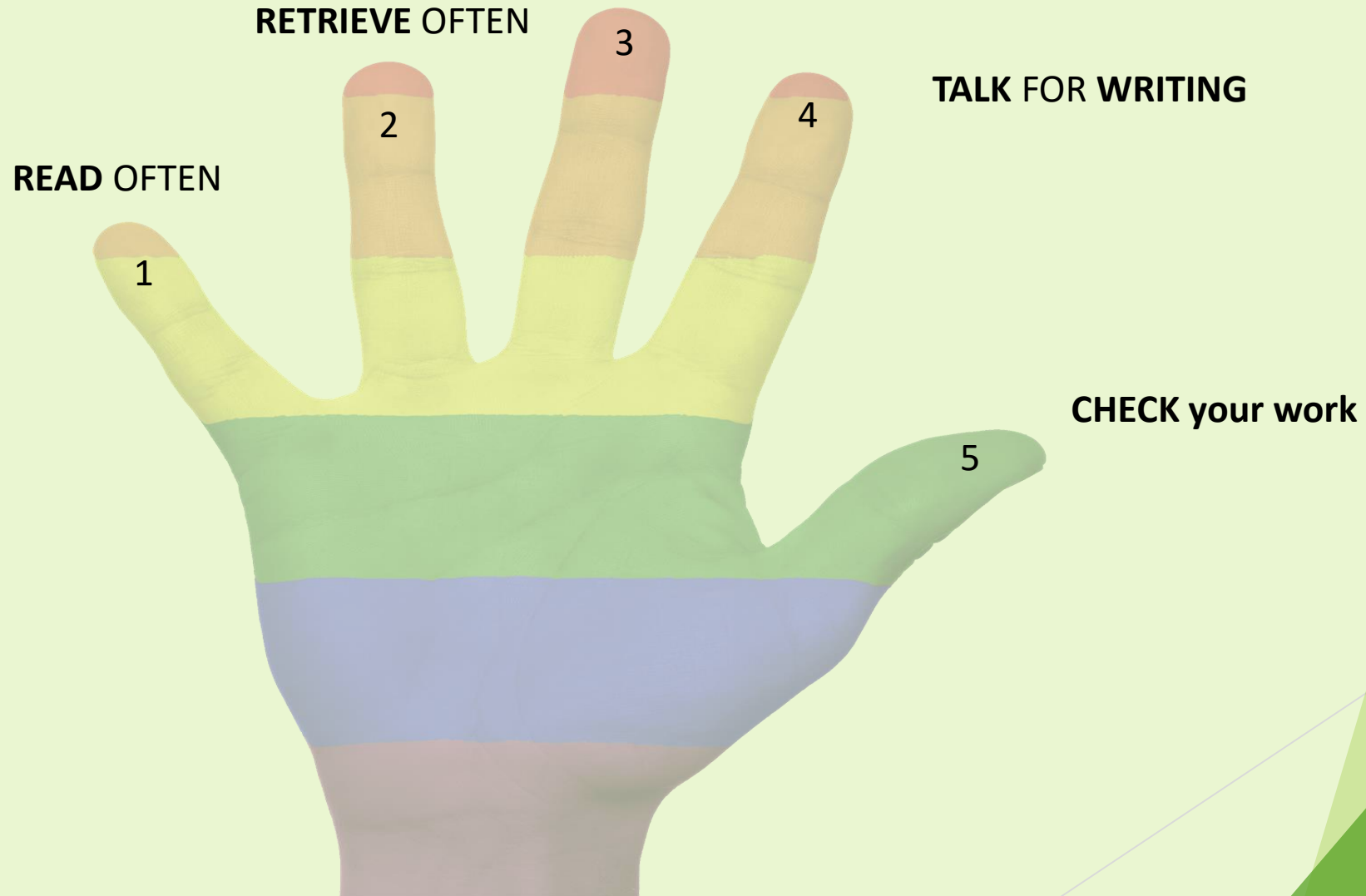
Reading is for the mind what exercise is for the body

Learning happens when the long-term memory is activated



Habit 2: A quick 'High Five'

HIGHLIGHT TIER 3 words



Grading the New GCSEs in 2017

| NEW GCSE GRADING STRUCTURE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U |
| <div><div><div>4 = C</div><div>and above</div><div>and above</div></div><div><ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.</div></div> | | | | | | | | | |
| CURRENT GCSE GRADING STRUCTURE | | | | | | | | | |
| A* | A | B | C | D | E | F | G | U | |

Facts

- Students will be examined on two years' worth of work in all subjects. They will have approximately 20 exams in all.
- No one succeeds in their exams without thorough preparation
- No one succeeds unless they accept the help and advice from those around them
- They CAN do it and they CAN succeed but it starts now!
- Their GCSE results matter and they will rely on them throughout their adult life



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Key findings

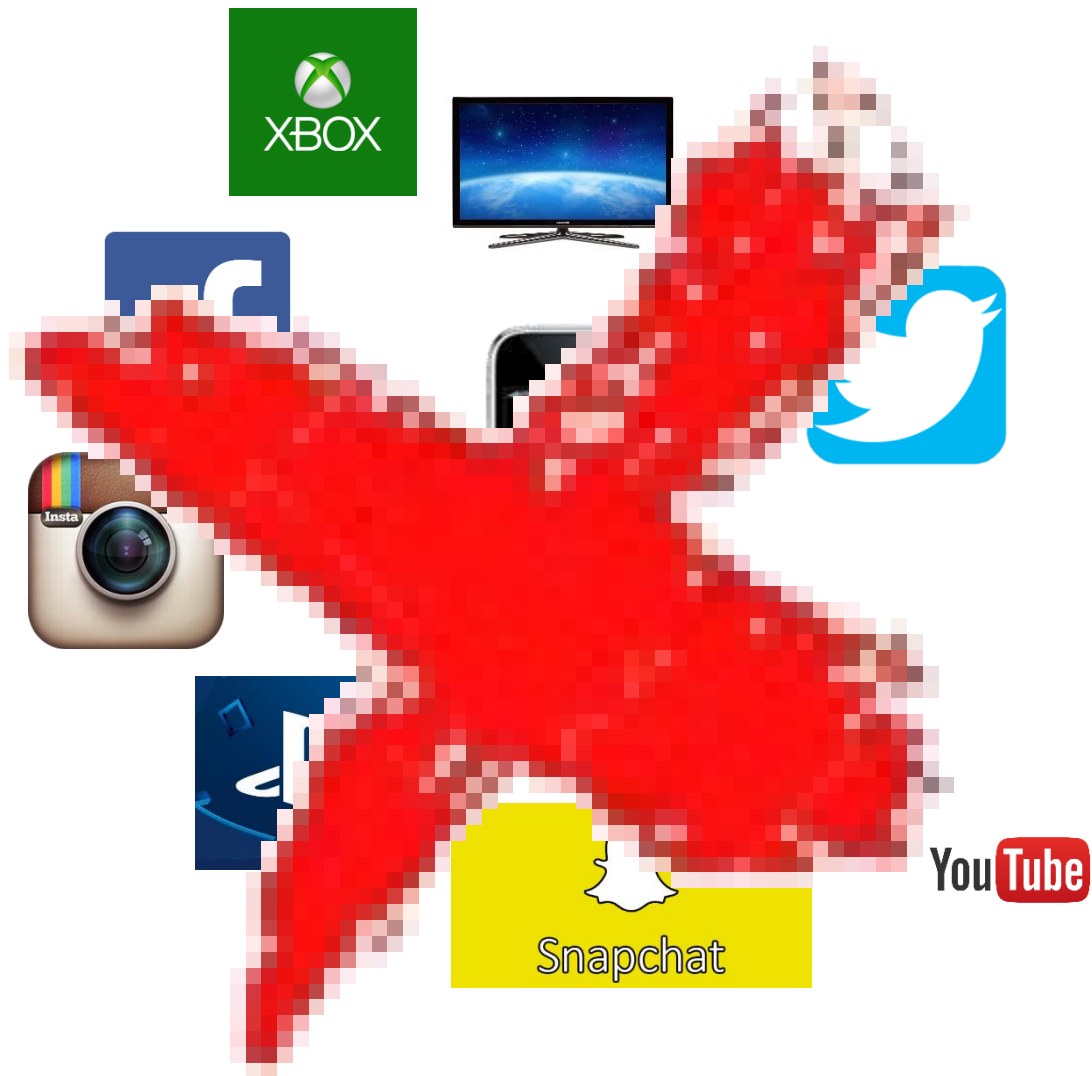
“**Parental involvement** in children’s education from an early age has a **significant effect** on educational achievement, and continues to do so into adolescence and adulthood.”

“The **quality and content** of fathers’ involvement matter more for children’s outcomes than the **quantity of time** fathers spend with their children.”

The Impact of Parental Involvement on Children’s Education



Distractions ?



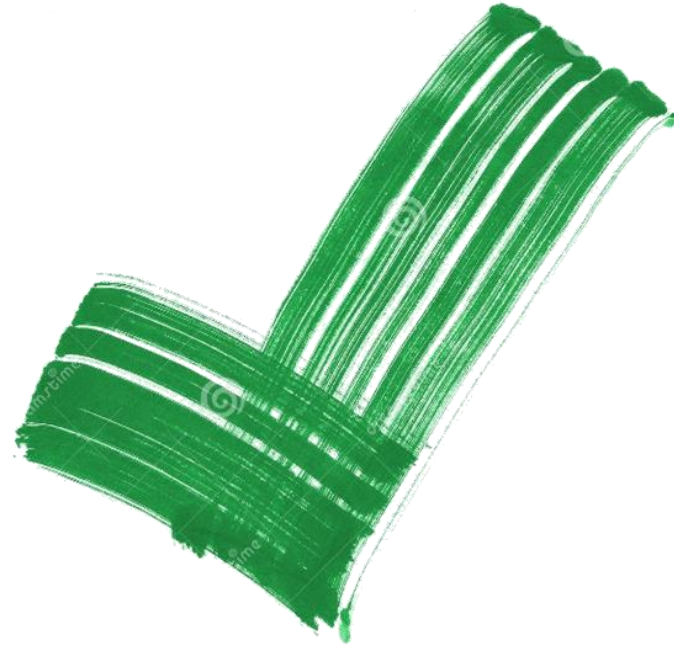
And what should you do? - parents

- Appreciate that children will get stressed
- Show an interest in their revision
- Join in the revision process.
- Reduce chores around the house
- Cook their favourite meals
- Reward for effort (not bribery)
- Find a suitable revision place where study can be done and notes kept safe



And what should you do? - parents

- Be positive. If things are going wrong talk to your child and avoid at all costs losing your temper.
- Avoid negatives. Self esteem will be brittle. Don't tell them how great you were at this...you probably weren't!
- Be the banker. Provide all the equipment for your children, pens, paper, folders etc



Don't

- Make comparisons with brothers, sisters, friends and so on.
- Unintentionally add to their worries by constantly mentioning the exams.
- Relate too much to when you were sitting exams at school or how you did your revision.
- Worry if their revision techniques seem strange or unusual.
- Distract them unnecessarily.
- Expect them to study all the time as taking some time out to relax will have a positive effect on their work.
- Join in the general anxiety; be a picture of serene confidence.



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The Target Setting Procedure at Dorset Studio School

Having High Expectations

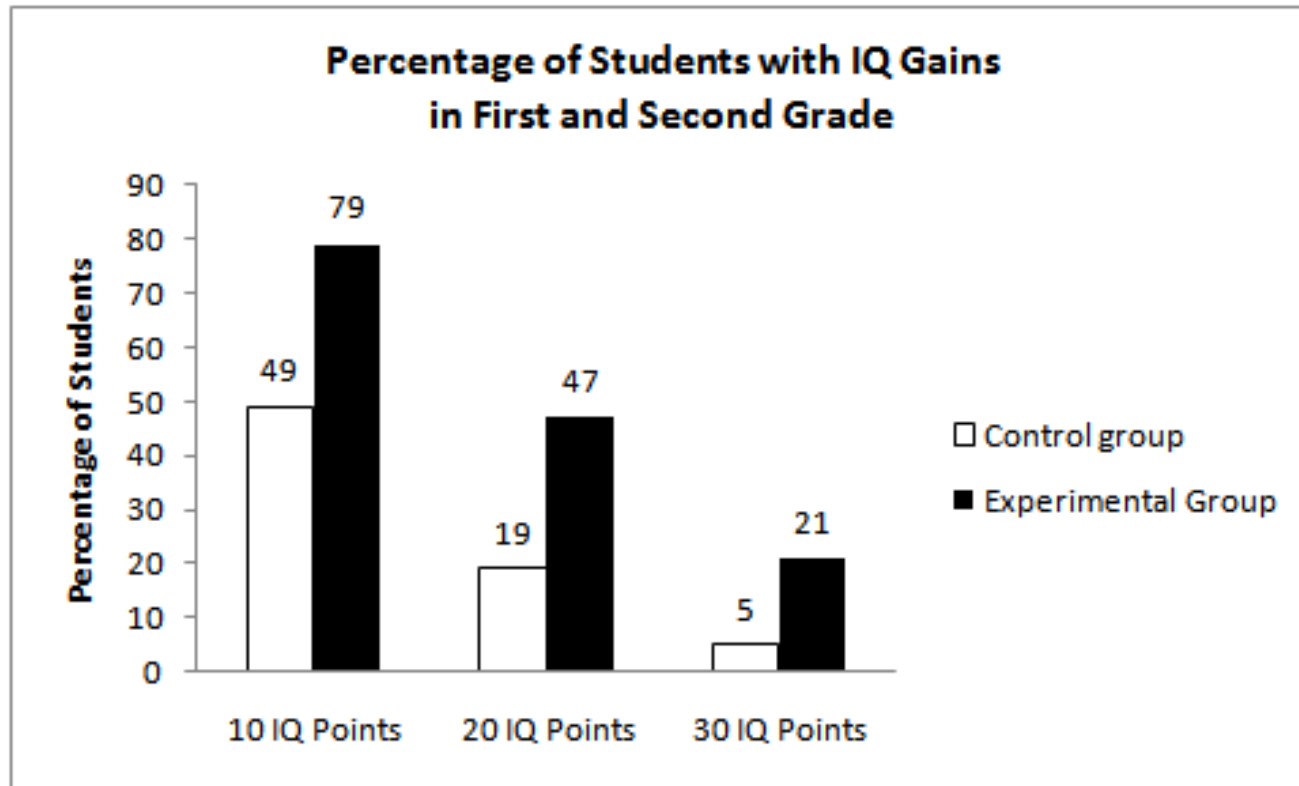


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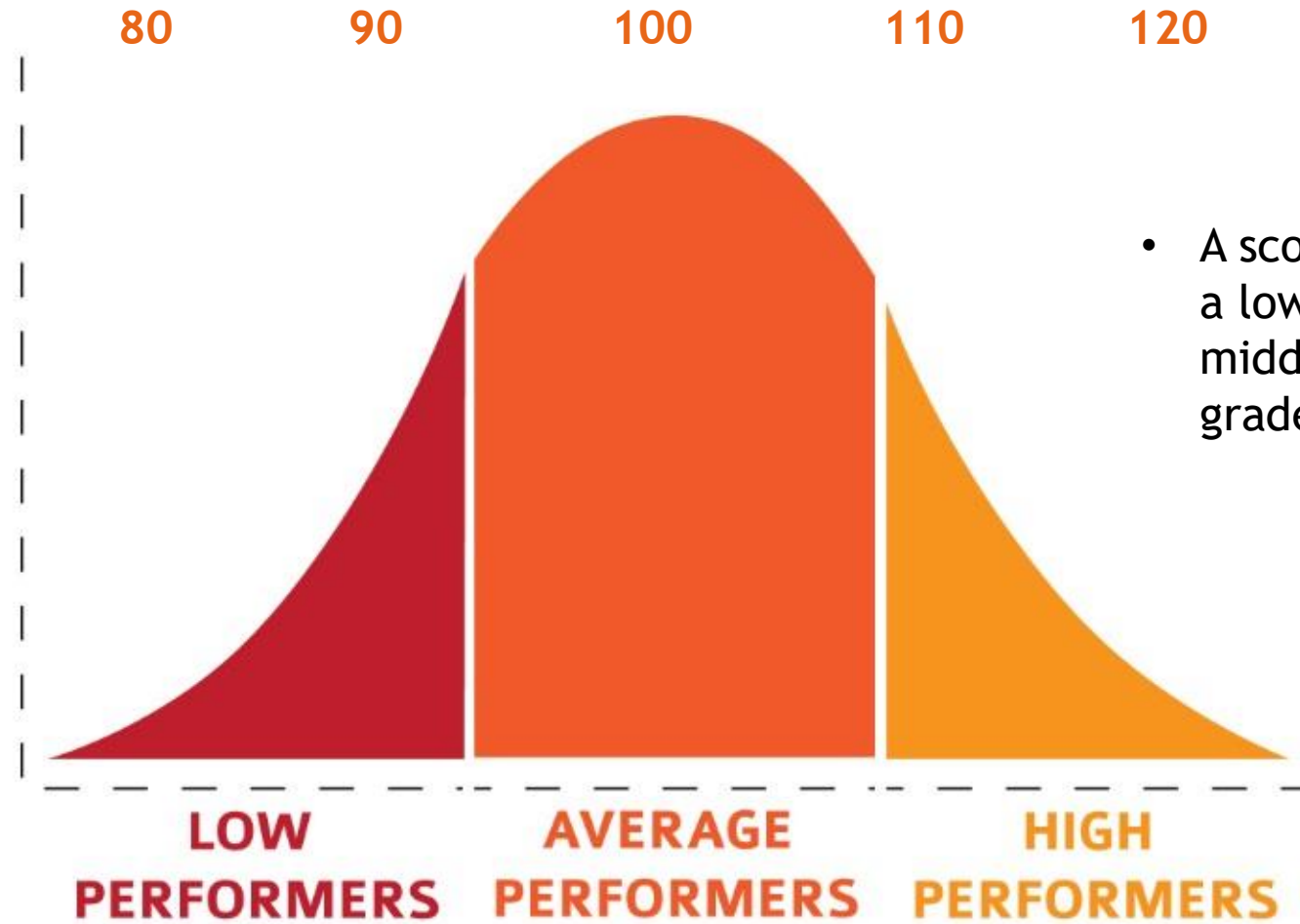
The Pygmalion Effect



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Standard Distribution Curve



- A score of 90 in SATS would be a lower grade, with 100 a middle grade, and 120 a higher grade



The Process

| | HML | Reading | Writing | Maths | Chance of each grade | Risk of lower grade | FFT grade | Chance of higher grade | Target grade | How likely, FFT | How likely, my school | Target reviewed? |
|----------------------|-----|---------|---------|-------|---|---------------------|-----------|------------------------|--------------|-----------------|-----------------------|------------------|
| 07/02/2000 Female | PP | EAL | SEN | | 1 2 3 4 5 6 7 8 9 1 6 27 35 22 8 1 ~ ~ Chance (%) | 34% | 4 | 31% | 4 | 66% | | ✓ |
| 31/08/2001 Male | PP | EAL | SEN | | 1 2 3 4 5 6 7 8 9 ~ 5 20 34 25 13 2 1 ~ Chance (%) | 25% | 4+ | 41% | 5 | 41% | | ✓ |
| 01/01/2001 Male | PP | EAL | SEN | | 1 2 3 4 5 6 7 8 9 ~ 3 14 21 25 18 5 1 ~ Chance (%) | 48% | 5- | 24% | 5 | 52% | | ✓ |
| 16/02/2001 Female | PP | EAL | SEN | | 1 2 3 4 5 6 7 8 9 2 15 35 31 13 4 ~ ~ ~ Chance (%) | 17% | 3+ | 48% | 3 | 83% | | ✓ |
| 05/02/2001 Male | PP | EAL | SEN | | 1 2 3 4 5 6 7 8 9 ~ 2 12 28 29 21 6 2 ~ Chance (%) | 42% | 5- | 29% | 5 | 58% | | ✓ |
| Female | PP | EAL | SEN | | 1 2 3 4 5 6 7 8 9 6 28 40 20 5 1 ~ ~ ~ Chance (%) | 34% | 3 | 26% | 3 | 66% | | ✓ |
| 15/07/2001 Male | PP | EAL | SEN | | 1 2 3 4 5 6 7 8 9 ~ 5 11 100 50 20 5 1 ~ Chance (%) | | | | 5 | 41% | | ✓ |

- We use FFT
- This uses KS2 SATS Data
- But we also know of other data
- Targets can be set at various levels
- But can then be personalised
- Chances of Achieving the Grade is given

Important to Remember



- These are ‘targets’ not expectations
- They *are not predicted grades*
- Children are human beings
- (but they are not mini adults)
- A lot can happen in two years
- But they are attainable
- And we know that having high expectations generally works

**My children
have a lifetime
of learning
ahead.**

**The most
important thing
I teach them
today is how to
love learning.**



Class Charts



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Behaviour

1/8/2023 - 26/9/2023

Show all classes

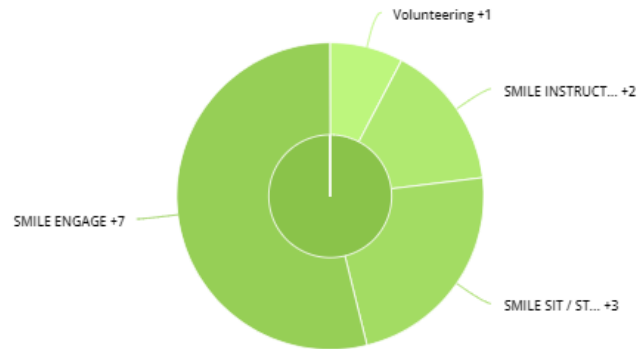
Overall behaviour

100%

Attendance

100%

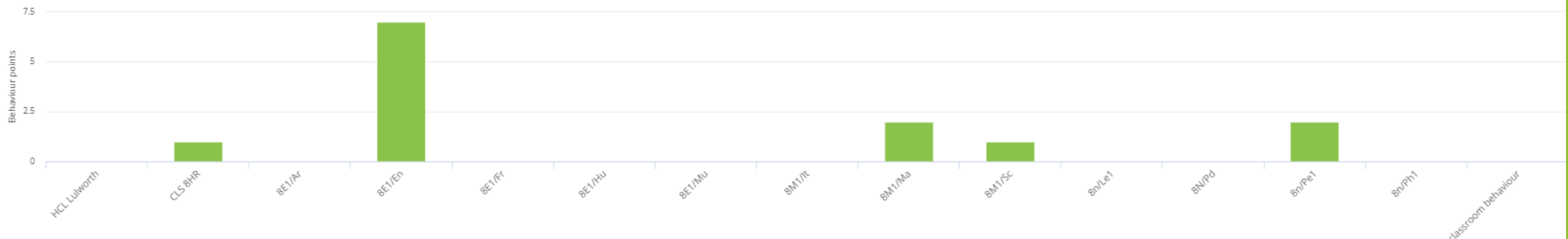
Behaviour score breakdown



Weekly Behaviour Breakdown



List of Classes



Homework

Class Charts

1/8/2023 - 26/9/2023

Show all classes



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| Homework | Teacher | | | | | Est. time | Type |
|------------------------------------|-----------------------|--------|-----------------|-----------------|--|--------------|------------------|
| Reading Plus | Mr G | | | | | 30 minutes | Homework |
| Sparx maths summer work | Mr Thomas James | 7N/Ma1 | 11/7/2023 00:00 | 4/9/2023 00:00 | | 90 minutes | Blended Learning |
| Recapping Knowledge from last year | Mrs Julie Harris | 8E1/Mu | 8/9/2023 00:00 | 14/9/2023 00:00 | | 20 minutes | Homework |
| HI VIS & shirts | Mrs Julie Harris | 8E1/Ar | 8/9/2023 00:00 | 15/9/2023 00:00 | | 5 minutes | Homework |
| Types of Farming | Mr Timothy O'Regan | 8n/Le1 | 11/9/2023 00:00 | 18/9/2023 00:00 | | 20 minutes | Blended Learning |
| Humanities | Mr Nicholas Toomey | 8E1/Hu | 14/9/2023 00:00 | 20/9/2023 00:00 | | 30 minutes | Homework |
| Revision on notation (duration) | Mrs Julie Harris | 8E1/Mu | 14/9/2023 00:00 | 21/9/2023 00:00 | | 20 minutes | Homework |
| Patchelbels Canon | Mrs Julie Harris | 8E1/Mu | 14/9/2023 00:00 | 21/9/2023 00:00 | | 30 minutes | Homework |
| Sparx Maths | Miss Hayley Cotterell | 8M1/Ma | 18/9/2023 00:00 | 22/9/2023 00:00 | | Time not set | Homework |
| Recap on art terms | Mrs Julie Harris | 8E1/Ar | 8/9/2023 00:00 | 22/9/2023 00:00 | | 20 minutes | Homework |
| science | Mrs Donna Brown | 8M1/Sc | 20/9/2023 00:00 | 26/9/2023 00:00 | | 30 minutes | Homework |

Overview

Exam Prep New

Assignments 1

Ask Amelia

Assignments 5 sections

Science homework

Due: in 8 days, at 17:30

1.4.1 Nutrition

1.4.2 Diseases Caused by
Nutritional Deficiencies

1.4.3 Testing for Carbohydrates,
Proteins & Fats

1.4.4 Digestion

1.4.5 Enzymes in Digestion

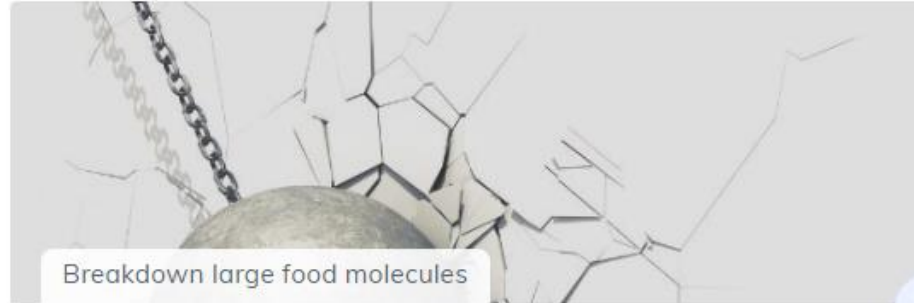
Try related Exam Questions



Enzymes in Digestion

1/2

Digestive enzymes are produced by specialised cells (perform a specific function) in the glands and the lining of the gut. They are then secreted (released) out of the body cells and into the cavity of the digestive system. Digestive enzymes are used to:



Breakdown large food molecules

- The digestive enzymes catalyse (speed up) the breakdown of large, insoluble food molecules into smaller, soluble (can be dissolved) molecules that are then small enough to be absorbed into the bloodstream.
- Digested molecules can be used to construct new carbohydrates, proteins and lipids in the body.
- Some glucose produced by digestion is used for respiration.



Typing speed: x1.0

Why is it necessary to break down large, insoluble food molecules into smaller, soluble molecules?



Scroll down to continue



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sparx Homework 44 XP | Y7-Demo Student 13 MENU

Compulsory
3 new
1 started

Optional
4 new

Target
None available

You must correctly answer all these questions before we consider your homework to be complete and ready to be handed in. Your compulsory homework contains questions around the topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding.

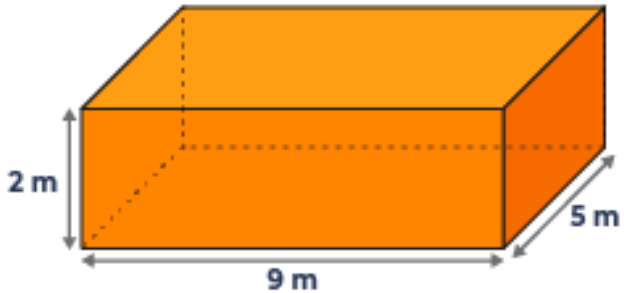
Homework due Monday 25th May 17%

| Task | Progress | Status |
|-----------------|------------------------|-----------|
| Homework Task 1 | <div><div></div></div> | Completed |
| Homework Task 2 | <div><div></div></div> | New |
| Homework Task 3 | <div><div></div></div> | New |
| Homework Task 4 | <div><div></div></div> | New |
| Homework Task 5 | <div><div></div></div> | New |

Sparx 32,000 XP | Robin Sullivan MENU

Bookwork code: B10

Calculate the **volume** of the cuboid below.



2 m

9 m

5 m

Not drawn accurately

[Back to task](#) [Watch video](#) [Answer](#)

FAQs for parents and carers



Success at school is always a partnership between teachers and parents, which is why we need your support.

Top tips for parents and carers

1 Provide a computer or tablet in a quiet space.

For up to two hours a week, please provide your child with an internet-connected computer or tablet, in a quiet setting, with space nearby to write in their workbook. Earphones or headphones are useful for concentration too. If this is not practical, please contact the school and they will endeavour to help.

2 Check their progress during the week.

Please be aware of when your child's homework is set and due each week and make sure they are on track to complete all of their Compulsory questions. Encourage them to start early each week so that they have time to ask their teacher if they get stuck.

3 Watch short support videos together.

Each week you will receive an email about your child's maths homework. It may contain a link to a short video on a topic that your child has found difficult. If it does, please watch this video together. Don't worry if you don't understand it – just watching it together will help your child to refocus and better understand the topic.



How to revise: the 20 revision techniques that work

1. Make a plan

2. Create a calm study space

3. Prepare a folder for each subject/topic

4. Be clear about your goals and grades

5. Find out exactly how long you've got

6. Understand your gaps

7. Draw up a revision timetable

8. Test yourself

9. Space out your revision

10. Switch topics regularly

11. Use mind maps

12. Self quiz with flash cards

13. Use practise exam papers

14. Time yourself answering questions

15. Do some revision every day

16. Take regular breaks

17. Know your most productive time of day

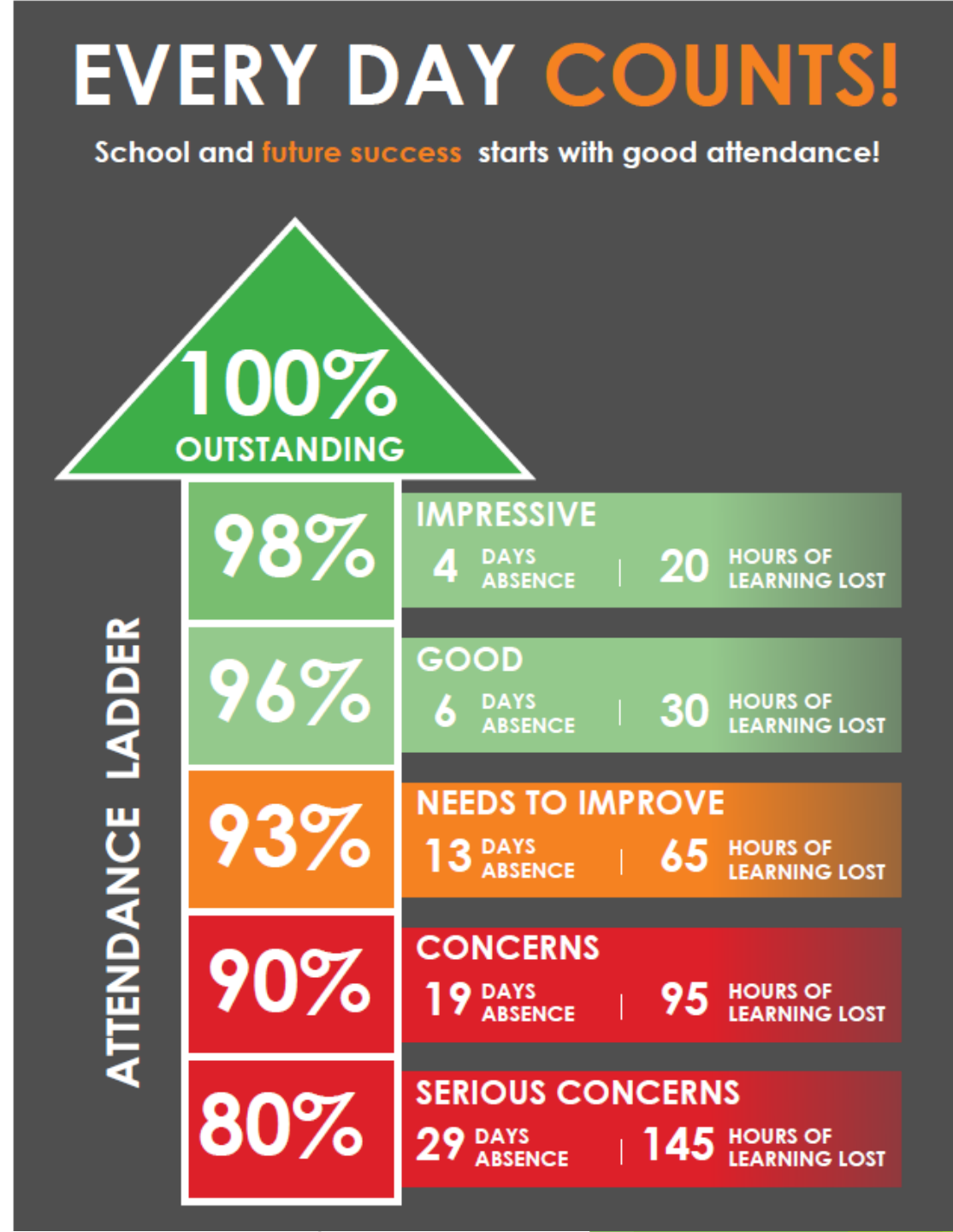
18. Sleep well

19. Turn up on time

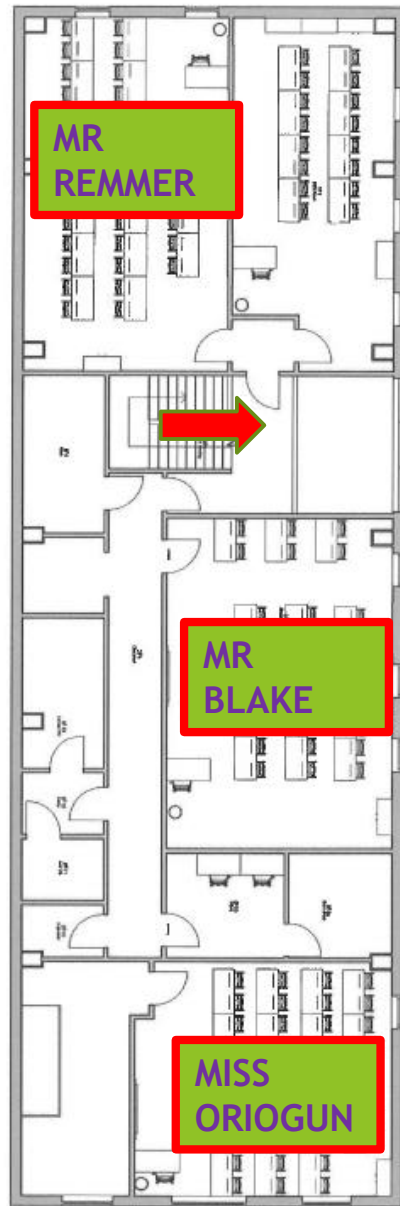
20. Do your best

Attendance

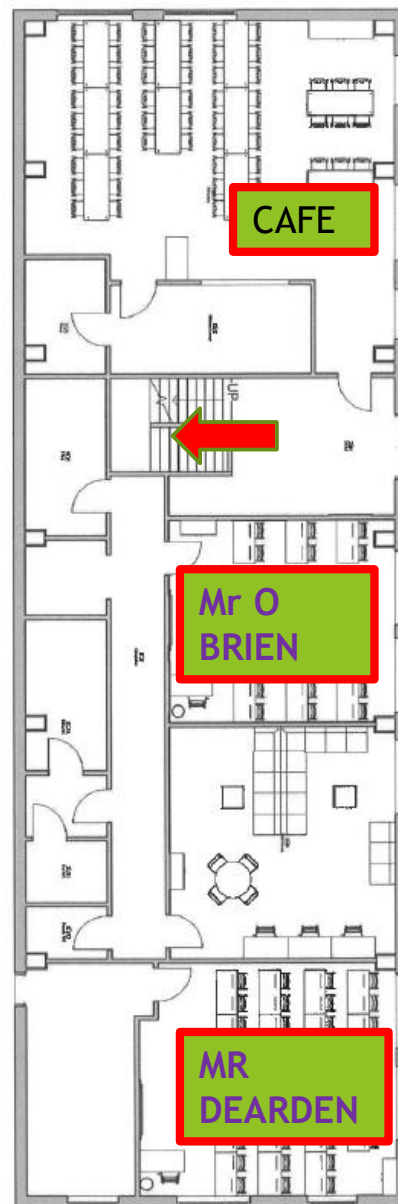
Working together to maximise success



The Work Experience Offer and the Year Ahead



FIRST FLOOR



GROUND FLOOR

