



KS3 Info Webinar

Tuesday 7 November 2023

Our Values

ASPIRE



We pursue excellence
We believe in ourselves
We are ambitious
We persevere

INNOVATE



We are curious and creative
learners
We are courageous
We show initiative and
embrace change
We work collaboratively

RESPECT

We are kind to ourselves
and others
We take responsibility
We celebrate diversity
We care for our environment

KS3 at Carrington School

Mrs Williams

Assistant Headteacher – KS3

The KS3 Team

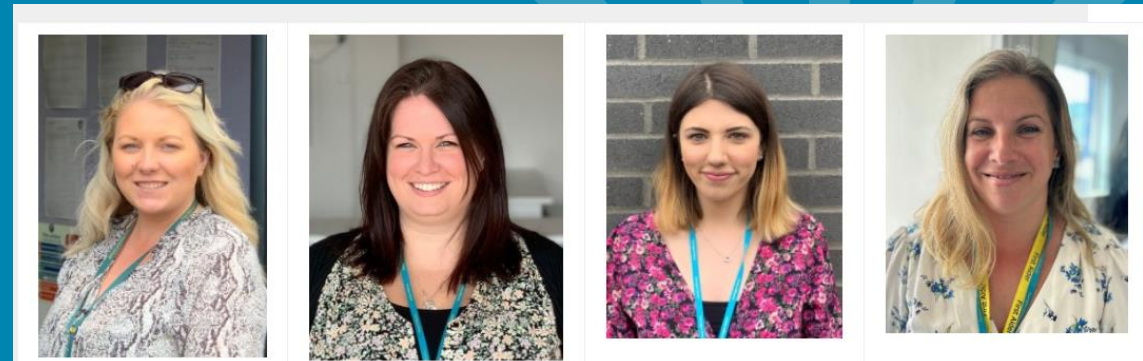
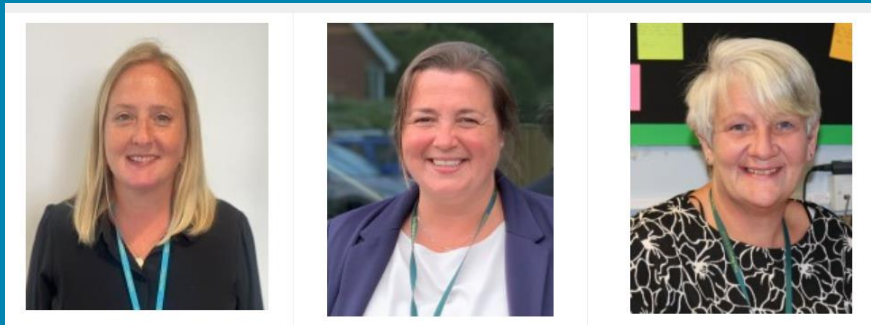
- Assistant Headteacher – KS3
- Heads of Year and Assistant Heads of Year
- Senior Tutors
- Student Hub Co-ordinators
- Tutors



Mrs C Williams

Assistant Headteacher KS3

(DDSL)



Students with SEND

- SENCO: Kristian Sorensen
- Assistant Headteacher: Ariana Akhavan
- Liaison between Heads of Year and Mr Sorensen to support all students
- **DICE** – Developmental and Inclusive Centre of Excellence



Support and Rewards

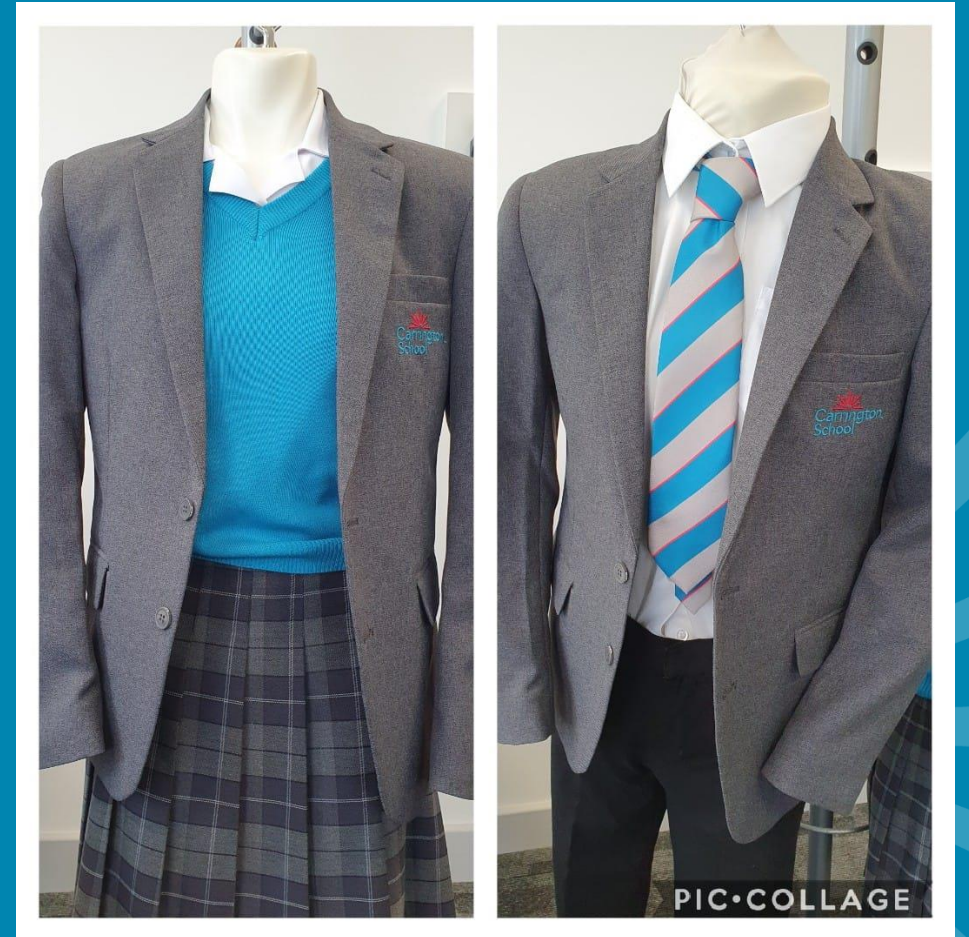
- Various services to support the students – referred via Year Teams, overseen by Mrs Williams
 - ✓ Sparkfish
 - ✓ ELSA
 - ✓ Relate Counselling
 - ✓ Place2Be
 - ✓ MCR Coordinator
 - ✓ YMCA
- Rewards are a strong focus for us this year, including Rewards Assemblies (which take place throughout the year)
- Providing opportunities for students to demonstrate their skills, our collective values and what it means to be a Carrington student



Uniform Expectations

- FULL Carrington uniform required
- Please ensure uniform is correct
- All queries to Laurie Hale, *Your Image*

- All students are expected to wear a lanyard.



Carrington Trouser Uniform

Charcoal grey blazer

Teal and grey striped tie

Teal jumper (optional)

Black trousers (short tailored trousers are acceptable between Easter and October half term)

White collared shirt (long or short sleeved)

Black leather school shoes

Carrington Skirt Uniform

Charcoal grey blazer*

Grey tartan skirt*

Teal jumper (optional)*

White revere-collared shirt (long or short sleeved)

Black leather school shoes

PE Kit

School sports shirt*

Windbreaker jacket (optional)*

Black sports leggings (optional)*

Plain black mid-layer top (optional)

Plain black shorts

Plain black "Skort"

Plain black tracksuit trousers (optional)



- Please mark all uniform as our Lost Property collection is growing daily!
- Be clear on jewellery, hair and make-up expectations and any unacceptable items

• [Carrington-Uniform-2022.pdf \(carringtonschool.org\)](https://carringtonschool.org/Uniform-2022.pdf)

Assessment & Reporting

Mr Rolt

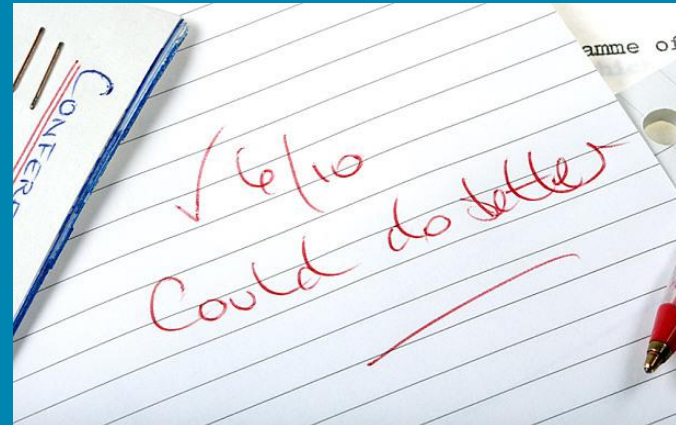
Deputy Headteacher

Assessing progress

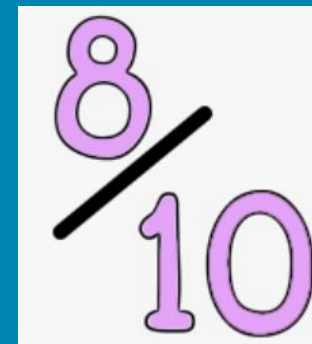
1. Astra Expected Bands
2. The Big Picture
3. Progress statements
4. Attitude to learning

Assessment

- What does it mean?



- How can the student improve?



Be ambitious, aspire and achieve

- Students are set expectations using ASTRA Expected bands.
- Astra Expected Bands set an expectation that every student will make progress in line with the top 20% of similar students nationally.

A	Accelerating
S	Soaring
T	Tuning
R	Rising
A	Acquiring

- Each student has an Astra Expected band for each subject.
- The band is shown using stickers on exercise books.
- There are no limits to learning.
- Students who consistently produce assessed work at a standard above their Astra Expected Band, may have it changed to a higher expectation.



Feedback to make progress

1. In each subject, topics show the “big picture”.
2. The big picture contains success criteria
3. Use a +, =, or – to denote the standard of work against student expectations for each success criteria.
4. Use these statements to know where you have produced work to a good standard and how you can improve this work.

8D Energy – The big picture

In this topic you will learn about types of stored energy and that energy is transferred for actions to occur. Energy is not created nor destroyed but can be wasted. You will also recap the particle theory from Year 7 and use it to learn ways that heat energy is transferred.

Keywords:

Renewable, non-renewable, fossil fuels, kinetic, electrical, thermal, sound, nuclear, elastic, gravitational, chemical, light, transformation, combustion, Sankey Diagram, Input/Output, useful energy, wasted energy, efficiency, conservation of energy, Joules, input energy, output energy, independent, dependent, control variables, density, mass, volume conduction, convection, radiation, emit, absorb, delocalised electrons,

Careers that require a knowledge of energy include: Environmental consultants, climate scientist, land surveyor, quarry engineer, industrial/ research engineer, hydrologist, geoscientist, seismologist

You are able to.....	Difficulty rating	Success +/√/-
State the 9 forms of energy	*	
State that energy is measured in Joules	*	
Identify energy stores	***	
Describe and identify different energy transformations	**	



Progress statements

1. Following assessments, feedback is from progress statements.

Descriptor	Definition
Working above	If the student continues to work at the same level, they are likely to exceed their current ASTRA Expected Range
Working at	If this student continues to work at the same level, they are likely to achieve in line with their ASTRA Expected Range.
Working towards	In order to reach their ASTRA Expected Range, this student needs to act upon advice and guidance from their teachers to develop their understanding in key topics.
Requires Intervention	This student needs to follow guidance from their teachers to develop their knowledge and understanding in identified areas of the curriculum or they risk not reaching their ASTRA Expected Range.

2. Following feedback, use “DIRT” (Dedicated Improvement and Reflection Time) to improve work and strengthen skills or knowledge

D.I.R.T time

Dedicated
Improvement and
Reflection
Time



Attitude to Learning

- Interim reports contain an attitude to learning statement
- These refer to learning skills, not behaviour
- Aspiration and Innovation make Star Learners.

Attitude to Learning	
Star Learner	<p>As per Motivated Learner but also including:</p> <ul style="list-style-type: none">• Leads learning in the classroom• Works independently both inside and outside of the classroom• Curious and demonstrating a real interest in learning about new ideas and topics.• Seeks own solutions to problems and misunderstandings.• Completes homework to an exceptionally high standard, often researching beyond or completing the Ad Astra Challenge
Motivated Learner	<ul style="list-style-type: none">• Active interest in learning and acquiring new skills and knowledge• Learns from own setbacks and demonstrates resilience.• Reviews own progress and acts on feedback to improve work• Seeks help when needed in order to improve their understanding.• Listens carefully to absorb new knowledge and instructions.• Completes homework to a good standard to support and consolidate learning, occasionally completing the Ad Astra challenge
Reluctant Learner	<ul style="list-style-type: none">• Can avoid challenging tasks• Requires supervision to attempt tasks• Can be off task and distracted.• Work is often incomplete or not at the level of their Astra Target Band• Does not attempt to act on feedback.• Does not complete homework to support learning



Teaching Groups

- Year 7 x 7; Year 8 x 8; Year 9 x 7
- We only have **Fast Track** and **Mixed Ability Groups**
- CAT4 utilised – this will inform group changes, provide us with insight into students' abilities (in the absence of KS2 data) alongside teacher input
- Students CAN and DO move between groups
- Appropriate support and challenge in lessons



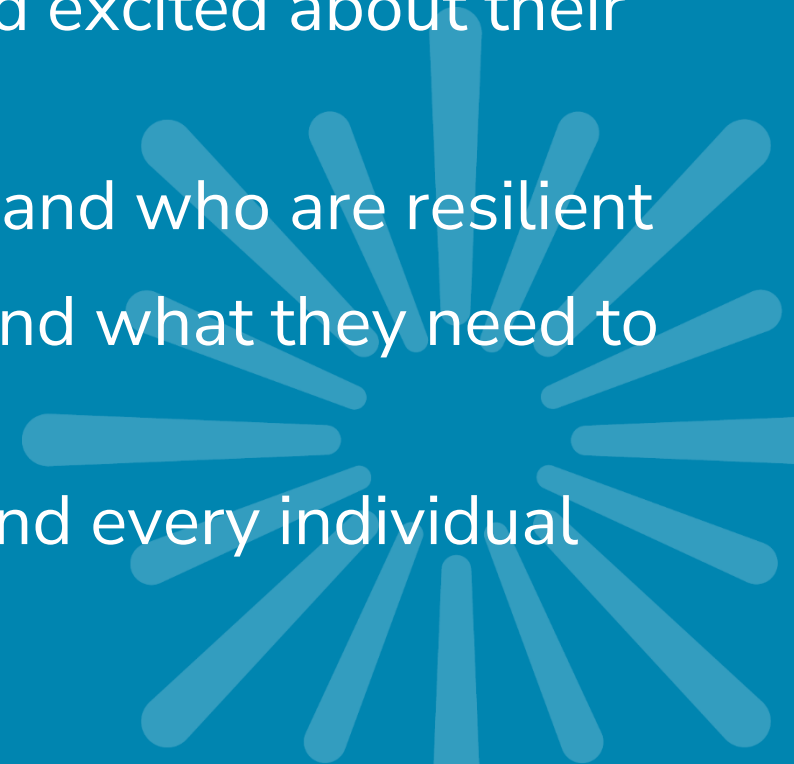
Teaching and Learning

Mrs Blackwell

Assistant Headteacher – Teaching and Learning

T&L Strategy Aims

- To have a clear learning journey
- For routines to be consistent and effective across all classrooms
- To hook the students in and make them curious and excited about their learning
- To develop students who can work independently and who are resilient
- To empower students to know where they are at and what they need to do to move on.
- To ensure progress is made across time, for each and every individual



Our strategy aims to ensure that no learning time is wasted

Students have an activity to complete as soon as they arrive, a range of activities during, including extension activities.

Homework is set weekly on Arbor and is embedded into the curriculum

Fulfil 4

1. Do It Now:

You will be met at the door and greeted by your teacher.
Enter and sit down, put your bag on the floor and coat on your chair – get your equipment out ready to learn.
There will be an activity ready for you to start.

2. The Big Picture / Aim:

You will know your learning journey and what you are working towards over the next lesson / series of lessons.

You will know what skills and knowledge you will need for this area of study and how you are going to achieve them.

3. Getting involved:

We want everyone to enjoy learning and actively involved.

You be told what activities you will be undertaking each lesson / series of lessons.

How do you learn best? Are you working to the best of your ability 'Every Lesson, Every Day'?

4. Reflect & Improve:

You will be expected to regularly review your work.
Have you read it through, checked your spellings, made sure it is answering the questions?
Have you presented your work to a high quality?
Have you responded to teacher feedback?



The Astra Challenge

In each lesson there will be a selection of challenges for you to engage with. Once you have 'Fulfilled 4' you will be challenged to 'Ad Astra'.

For example:

- STAR1: Can you write a quiz to support the recall of the information you have learnt today?
- STAR2: Can you develop a greater understanding of two key words in this work?
- STAR3: Can you answer the exam questions?



Big Picture Criteria: Year 7 History- What is History?

You are able to...	Difficulty rating	Success + / ✓ / -
List different types of sources historians use as evidence	*	
Explain how we split up time	**	
Write a timeline	***	
Use with confidence historical terms such as biased	***	
Describe that there are themes in History such as Power	**	
Explain the difference between usefulness and reliability when looking at historical sources	****	
Explain why the Romans were healthy	**	
Understand that an essay should have 3 parts	*	
Write a PEE paragraph	**	
Compare and contrast life before 1066	****	
My P8 Target is:		
To improve I must:		
<hr/>		
<hr/>		
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<u>Keywords</u>			
sources	reliable		Religion
		useful	
Bias	themes		
		origin	biased
trustworthy			
	power	monarchy	provenance

Feedback

We aim for feedback to be:

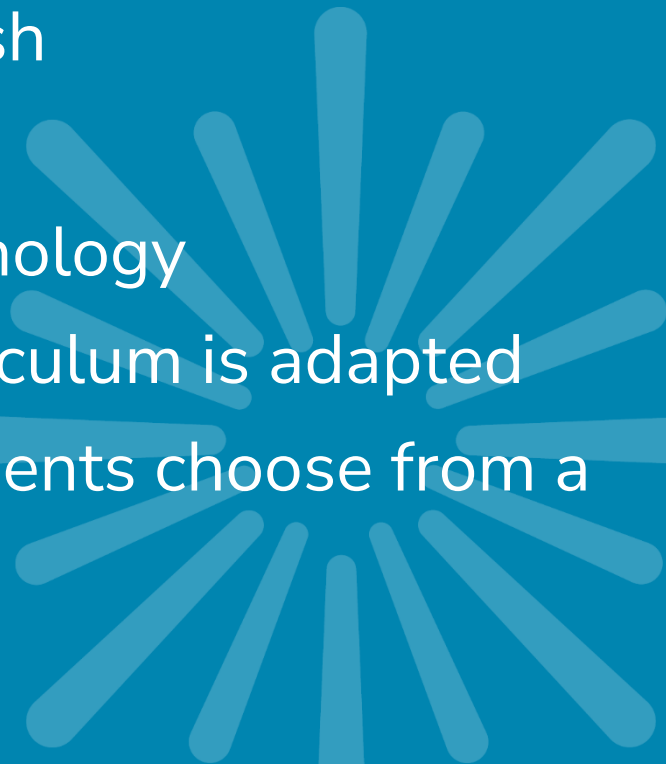
- Meaningful
- Manageable
- Motivational

As part of our feedback and marking strategy we use assessment grids but there are many other forms it can take



‘A broad and balanced curriculum’

- Full curriculum studied, including practical subjects taught in specialist rooms e.g. Science and Computing
- **Humanities:** History, RE, Geography
- **MFL (Modern Foreign Languages)** – French or Spanish
- **Performing Arts:** Music, Drama, PE and Dance
- **Technology:** Textiles, Art, Product Design, Food Technology
- **Personal Development (PD):** taught each week– curriculum is adapted
- **Excellence Programme (EP):** taught each week – students choose from a menu of activities



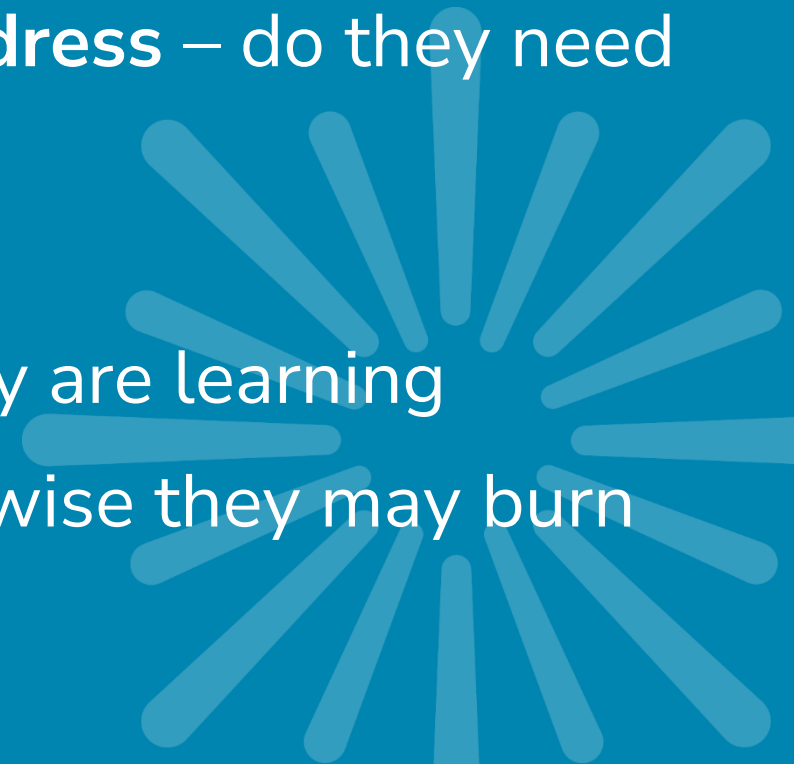
Homework

- Homework Timetables are used by staff to manage how and when homework is set
- 2/3 pieces an evening
- Should be set weekly or fortnightly if the piece of work warrants it
- Homework Club called Betelgeuse, runs after school in Antares



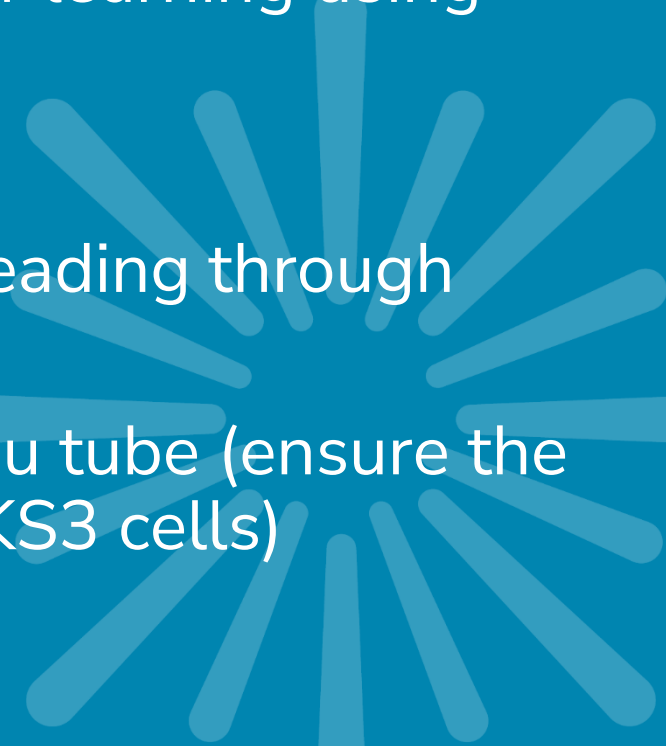
How can you support your child

- Ensure they have a **suitable space to work** – would our homework club be more suitable than a shared bedroom at home?
- Ensure they **complete** their homework
- Have they got **access to their school email address** – do they need support with resetting passwords, etc?
- Have they got the **revision guides** they need?
- Show an **interest** – quiz them on the topics they are learning
- Ensure they do have **down time too** – as otherwise they may burn out



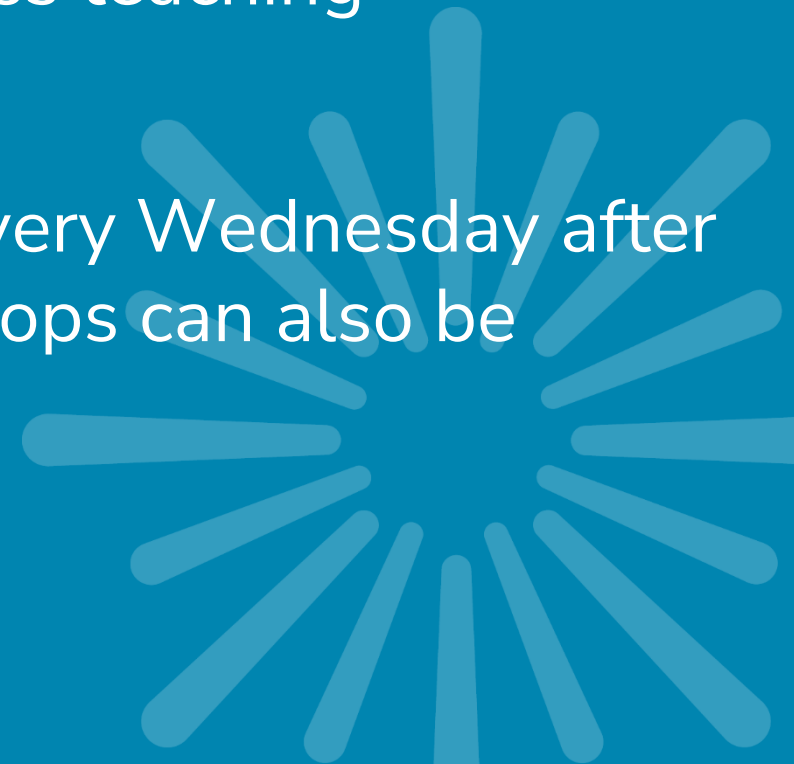
KS3 Science

- There is a large amount of content and vocabulary to learn in science and so revising a little and often is really beneficial
- Once completed science home learning, please encourage your child to read through work from the week and consolidate their learning using one or more of the methods below:
 - Making revision cards
 - Looking up content on BBC Bitesize (KS3 science) or reading through content in revision guides
 - Watching video clips available on-line, for example You tube (ensure the search includes the subject area and course level e.g. KS3 cells)



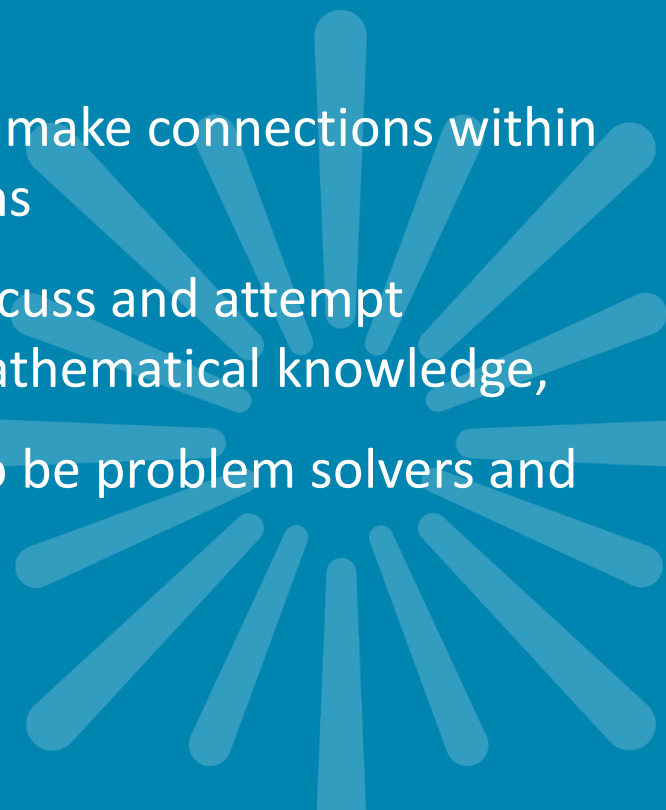
KS3 Science (continued)

- Homework Help: Science teachers are available to help every day before and after school and at breaktimes unless teaching
- Mr Shah (KS3 Co-ordinator) is also available every Wednesday after school in 2-21 for a drop-in session where laptops can also be available



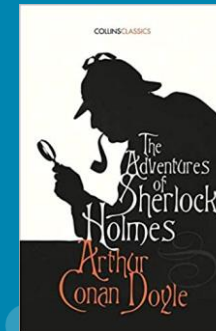
KS3 Maths

- Student study a wide range of units in KS3 and closely follow the White Rose Scheme
- Progression of skills is done in each year with Year 7 primarily focusing on developing fluency in number and building on skills and knowledge acquired at KS2, it also induces algebraic notation and directed number early in the scheme. Year 8 and 9 continues to develop number and algebra and introduces more shape, measure and statistics blocks.
- Students are encouraged to have **fluency in number** and to be able to make connections within the curriculum and to understand the different representations in maths
- Students are challenged to think differently and are encouraged to discuss and attempt different mathematical techniques to develop confidence with their mathematical knowledge,
- Students are supported to reach their full potential and encouraged to be problem solvers and develop and interest in, and engage in, maths beyond the classroom



KS3 English

- The intention is to develop literacy skills, and a love of reading for pleasure!
- Some lessons take place in Antares (the Library)
- Range of topics and writers studied
- Consolidation in Year 8
- Skill development for GCSE in Year 9



Non-fiction

Refers to factual stories that are based on **real people and true events**.

We read or watch this material for **information**.



Example:

- A book about animal life cycle.
- A documentary on TV.



Literacy at Carrington School

Mrs Wood

Director of Learning - English

Literacy at Carrington School

Our Aims

- Develop a life long love of reading.
- Celebrate the wider world and diversity of the written and spoken word.
- Ensure all students are able to access their academic courses across the curriculum.



- Reading in lessons and for homework
- Launch of tutor time reading
- Build on KS2 reading habits – students are expected to carry a book
- S&L units in English

- Literacy support including Accelerated Reader
- KS3 & 4 library lessons
- Regular access to Antares (our school library)
- Explicit teaching across the curriculum – vocabulary and reading processes





Literacy at home

We know that reading in school and at home benefits our students and you can support by:

- Reading yourself and talking about what you've read
- Conversations at home
- A reading book for every student
- Supporting reading routines
- Activities around reading
- Sharing challenges and success

Did you know...?

Reading for pleasure is a more powerful factor in life achievement than socio-economic background.

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

Adults who read for just 30 minutes a week are 20% more likely to report greater life satisfaction.



Reading websites and resources

- **Carrington School website:**
<https://www.carringtonschool.org/learning/reading-recommendations/>
- ***National Literacy Trust*, booklists:**
<https://literacytrust.org.uk/programmes/young-readers-programme/>
- ***World Book Day* resources for families:**
<https://www.worldbookday.com/families/>
- **Vocabulary games:** <https://play.freerice.com/categories/english-vocabulary>



Getting Involved

- Supporting the completion of homework
- Utilising Go4Schools – real-time updates about progress
- Supporting fundraising – via SOCS (Supporters of Carrington School)
- Encouraging your child/children to participate in Enrichment Activities





Any questions?

Thank you for listening