



**Hugh Sexey
Church of England
Middle School**

**KS3 Parents' Information
Evening
September 2024**



Dear Parent/Carer,

I hope that you will find the information contained in this booklet useful in supporting your child's transition from Key Stage 2 into Key Stage 3.

In Years 7 and 8 the whole curriculum is timetabled on a secondary style model, with the expectation that children will be responsible for ensuring they have the correct equipment with them for each lesson and that they record and complete homework tasks as appropriate. These skills will be essential for success, not only at GCSE but in later life – for post 16, university and employment.

All pupils in Years 7 and 8 need to establish good independent work and study habits to support and deepen their learning. We also want to foster a culture where pupils are proactive in thinking, questioning and developing resilience in their learning.

Research shows that there is a significant, positive correlation between homework/home study and pupil achievement. In other words, **pupils who take time to study and do homework perform better in school.** In particular, **"...home study and homework is thought to improve study habits, attitudes toward school, self-discipline, inquisitiveness and independent problem solving skills."**

Each pupil is given a home-school diary in which they may record the homework that has been set, however, it will also be uploaded and available through the Class Charts App. Parents may wish to make a comment in this diary, and it is the responsibility of the pupil to take this to the appropriate staff member. When completing tasks at home we would encourage you to help your child to find a quiet area with a table or desk, away from distractions such as the TV etc. We ask that children treat their books with respect and that they don't doodle or draw on front covers or pages.

At school, homework may be completed during lunch breaks in our library or ICT suite.

We hope that our Key Stage 3 provision continues to excite and challenge our pupils; which in turn motivates them to be the very best that they can be, ready to succeed in their next phase of learning and prepared to enter the wider community as well rounded young, open minded and confident adults.

If you have any questions or concerns then please contact your child's tutor in the first instance by ringing the school office or by emailing school@hughsexey.org.uk



P Tatterton

Wider Curriculum

Academic Curriculum	Elective Curriculum	Enhancement Curriculum	Intrinsic Curriculum
25 Lessons Per Week Primary and Secondary Model Cross Curricular Thematic and Skills Links Catch Up / Intervention Revision Master Classes Writing/Reading Focus Extended Learning Online Learning Programmes Challenge Days Balanced Homework NTP	Extra-Curricular Offer – Trips and Visits After School Provision School Representation / Ambassadors Student Voice / Council Events, Performances & Competition Anti-Bullying Wellbeing Pupil Ambassadors 'The Big Award' Charity Work Celebration Assemblies	Mentoring / Buddy System Collective Worship & Assembly Programme Careers Education PSHE/RSE Programme SMSC Wellbeing Relationships and Sex Education Health Education & Promotion Topical Issues Local, National and International Exploration Commemoration, Celebration & Remembrance	Attitude to Learning House System Learning Routines High Expectations SLC British Values Citizenship / Values in Action Character Education Shared Whole School Christian Values Thankfulness Justice Endurance Compassion Koinonia Trust

Curriculum time

Subject Hours Per Week												
Year Group	Art	Computing	DT	Drama	English	Humanities	Mathematics	MFL	Music	PE	PSHE	Science
5	1	1			7	3	6	1	1	2	1	2
6	1	1			7	3	6	1	1	2	1	2
7	1	1	1	1	4	4	4	2	1	2	1	3
8	1	1	1	1	4	4	4	2	1	2	1	3

Example Subject Curriculum



HSMS Drama Curriculum Overview 2024-2025



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Pupils' are expected to live all six of the core values every day at Hugh Sexey Church of England Middle School. Each term however, there is a focus through collective worship as indicated below.					
	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 7 - Topic	Intro to Drama, the Black Death and it's social and economic impact. (UK 1348-1665)	The Cheddar Man Mesolithic Skeleton (Found 1903)	Little Red Riding Hood	Our Day Out (Set in 1977)	Boxing Day Tsunami (2004)	Twisted Tales (based 1793) What nursery rhymes really mean!
Key Concepts/Idea(s)	Create a horrible histories style performance that outlines key social, economic and historic points whilst being able to articulate its impact around the world today. Use Drama conventions, English script writing skills and Historical facts to demonstrate and articulate your knowledge to a target audience (Year 5).	Create a site-specific performance. Local life at the end of the 19 th Century (Cheddar, Somerset)	Human Law vs Animal Instinct in a Fairytale Court. Understanding British Legal System Analysing Evidence Creating counter arguments Legal formalities and language.	An exploration of Liverpool in 1977. Links to the industrial revolution Explore changing Britain Cotton Trading Slave Trade Political systems – Is the system designed to fail the pupils in the story. – Empathy.	To explore Survivors Stories through poetry and interviews To understand the geographical, geological, historical and social impact of the natural disaster. To know the steps Scientists, Geographers and Geologists are taking to explore ways to predict natural disasters and save lives	Jack and Jill Rhyme Louis XVI (Born 1754-Died 1793) & Marie Antoinette (Born 1770-1793) Exploring how what we hear is not always as it seems.

Example Road Maps



Teaching arrangements

In years 7 and 8 the pupils are taught in mixed ability or tutor groups. Each curriculum area is taught by a specialist teacher.

Materials/ equipment

Many subjects use exercise books, which are mostly kept in school to ensure good standards of repair and presentation. A standard pupil pencil case is expected to include:

- 2 Black Pens
- Sharp Pencil
- Ruler
- Red Pen

Games/PE Equipment

- Black and red reversible rugby shirt
- Red T-shirt with school badge
- Black and red shorts
- Black with red-topped knee length games socks OR plain black knee length socks
- Trainers
- Football boots
- Shin pads and gum shield
- One-piece swimming costume or trunks
- Towel
- **Optional** black and red hooded sweatshirt
- **Optional** girls black and red skirt

Other recommended equipment

- Headphones (for use in the ICT suite or with iPads)
- Coloured pencils
- Apron for DT (subject specific materials such as ingredients will be communicated with parents via the home-school diary and the website)
- Basic geometry set for Mathematics lessons

Please note: It is important that children take their pencil case to every lesson.

Homework arrangements

Homework will be set regularly in Mathematics, English, Humanities, Science and Languages and that pupils will be given at least a full week to complete the task. Extended or enrichment homework tasks may be set in other subjects. All homework set should be recorded in Class Charts. If you have any concerns over apparent lack of homework, please contact your child's tutor at the earliest opportunity.

Assessment

Nationally, all schools have been given the freedom to assess progress against the new curriculum framework that was published in 2014. This has been necessary as the content of the new curriculum has been changed and is also more demanding.

Assessment should not be used as an arbitrary indication of your child's ability at school, as compared to other children of a similar age, but as a means to develop their ability to learn; to recognise their knowledge, understanding and skills and help identify areas for improvement within each subject.

In line with the Department for Education's expectations, we now use a system that encourages a much greater focus on the specific skills and knowledge expected of a pupil in each phase of their learning.

We will assess each pupil's learning regularly throughout the year using a combination of formative and summative methods, including tests, end-of unit and termly teacher assessments. The outcomes of these will be used to help us respond to the needs of each pupil as they progress in their education.

Our Assessment 'Language'

	Year 8
	8.9
Year 7	8.8
7.9	8.7
7.8	8.6
7.7	8.5
7.6	8.4
7.5	8.3
7.4	8.2
7.3	8.1
7.2	
7.1	

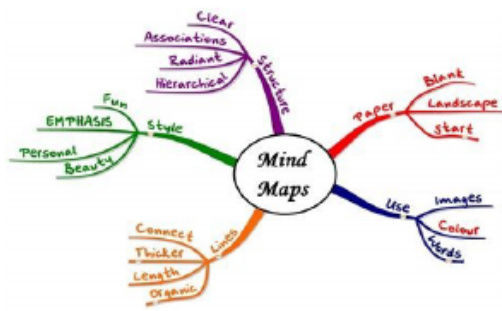
Attainment and Progress

Attainment: A pupil's level is an indicator of where a pupil's attainment lies (current). It is based on an agreed assessment criterion and their alignment with National expectations.

Progress differs from attainment. Progress measures if a pupil is making a stepped improvement in line with prior rate of attainment from KS1/KS2.

Independent Study Tips

There are many effective ways you can study independently—here are a few tips!

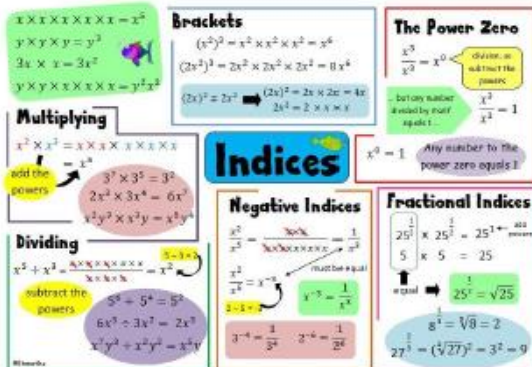


1) Mind Maps

- Make notes around a key concept or subject.
- Draw lines to link definitions, key ideas and related parts.
- Some people find it helpful to use different colours for different ideas or for emphasis.

2) Flash Cards

- Write key points down on flash cards and carry them around with you - look at them as often as you can!
- Use them as a quiz - write a key word on one side and the definition on the other, then test yourself.



3) Posters

- Make your own colourful posters! You can pick any subject as your theme.
- Draw diagrams or pictures to go with your text.
- You don't have to display them, but it can help if you do!

4) Retrieval Practice

- Make a list of all the important information you need to know from a particular unit or chapter.
- Close the books and create a quiz using flash cards or an app.
- Try to retrieve everything you remember.
- Go back and check all your answers!



Year 7 Pastoral Team

Year 7 Pastoral Lead

Mrs Julie Harrison



Mrs Amy Tuck



Mrs Zoe Cameron



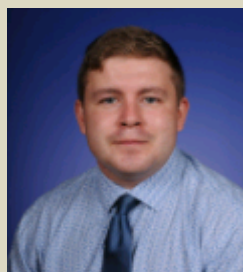
Mrs Cherie Smith



Mr Ross McKechn



Mr George Sawkins



Key Dates

Attitude to Learning Report – 10th October 2024

KS3 Meet the Tutor Evening – 14th October 2024 & 17th October 2024

KS3 Subject Progress Report 1 – 19th December 2024

KS3 Subject Progress Report 2 – 28th March 2025

Year 7 Curriculum Parents' Evenings - 31st March 2025 & 3rd April 2025

KS3 Full End of Year Report – 21st July 2025