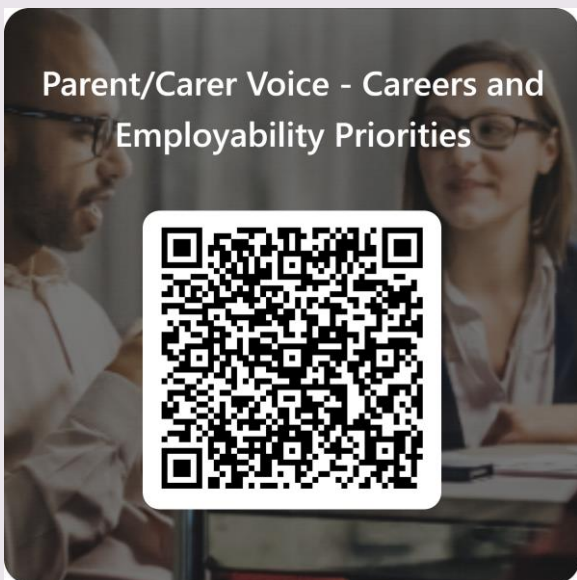


WELCOME TO OUR YEAR 7 PARENTS' INFORMATION EVENING



19th SEPTEMBER 2024

While you wait, please
scan the QR code to share
your views about Careers
and Employability
Education at HSMS



The aim of this evening:

Curriculum, Assessment & Reporting

Homework and independent learning

Pastoral care and the Tutor team

Expectations and promoting positive behaviour

Pupil welfare and safeguarding

Question and Answer opportunity





The School Day

Key Stage Two



Key Stage Three





Wider Curriculum

Academic 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

Elective Curriculum

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

Enhancement Curriculum

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

Intrinsic Curriculum

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 Distribution

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



Drama

[Home](#) >> [Learning](#) >> [Curriculum Areas](#) >> Drama



Curriculum Intent
and Overview



Key Skills and
Progress Ladders



Independent
Learning
Resources

- Curriculum Information
- Whole School Curriculum Intent
- We are a Thinking School - Metacognition
- Curriculum Areas**
- Curriculum Evening
- KS2 Standard Assessment Tests
- Extra Curricular Activities
- Homework Club
- Using Information Technology
- Trips and Visits



Example of a Subject Curriculum Overview

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 19th 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.
Sequence of Learning	Understand the Drama Studio Rules Getting to know each other through character introductions. Understand how to become an effective drama team. Understand what Drama is at HSMS?	'The world is a stage' (Stanislavski) We take pupils outdoors to perform site specific pieces. How to explore sound outdoors during performance. Effective use of projection Small group performance confidence.	Use the conventions explored in terms 1 and 2 to explore our legal system in a varied context. Find counter arguments in a simple fairy tale? Was the wolf really guilty? Analysing Evidence Identifying Truth.	Identify how a stereotyped character can change. Verbally empathise with the range of characters in the story. Can you articulate 'Our Day Out' using varied stage designs.	Making, Performing and Responding Assessment. Using Physical Theatre to explore real life stories. Capturing feelings through movement and forcing our audience to feel the performance.	Exploring the devising and scripting skills from terms 1 and 2 to devise final piece exhibiting learned skills, adapting and applying devices and targeting a particular audience.



Road Maps

Ready to enter Year 8

Assessment 3 MAKING PERFORMING RESPONDING

Tsunami 2004

Explore real heart felt accounts of the Tsunami that hit Sri Lanka in 2004. Understand and perform an empathetic approach to situation.

Our Day Out

Explore, through the eyes of characters in Willy Russell's 'Our Day Out', how social, economic and political systems impacted children/adults in Liverpool in 1977.

Assessment 1 MAKING PERFORMING RESPONDING

The Black Death

Create a horrible histories style performance that outlines key social and historic facts to a target audience.

Drama

Twisted Tales

What we hear is not always as it seems! Through exploration explore the deeper meanings behind fairytales and present to your class team.

Assessment 2 MAKING PERFORMING RESPONDING

Little Red Riding Hood

Was the wolf really guilty? Create a court case that explores a range of fairy tale characters whilst gaining an understanding of the British Legal system.

Cheddar Man

Explore what our local life was like at the end of the 19th Century. Create a site specific performance

Year 7 Journey Starts Here

Ready to enter Year 8

- Beliefs of teachings of Sikhism
- How Sikhs live in the modern British community (Khalsa)
- Beliefs into action
- Links with: Y7 Asia and India
- Builds on: Y6 Ganges and Himalayas (Geog), Y6 Jungle Book (Eng)

- Beliefs in action
- Christian charities
- Multi-faith & multi-cultural
- Links with: Values in Action, Y7 How do Christians make sense of life?
- Builds on: Y6 Parables

- Origin of Christian beliefs
- Belonging to the Christian faith
- Links with: Y7 Tudor Britain - living as a Christian
- Builds on: Y5 Christian teachings

- Investigation into one of our 'Earth Hero's'
- Personal beliefs in actions
- Links with: Y7 Beautiful Britain (Geog)
- Builds on: Y5 Polar Biomes (Geog)

- Religious and secular views on creation and the natural world
- Teachings about stewardship
- Indigenous Peoples
- Links with: Y7 Beautiful Britain (Geog)
- Builds on: Y5 Islam, Y6 Judaism

Religion, Philosophy and Ethics

The 'Change-makers' Khalsa Aid

Sikh beliefs and teachings

How do Christians make sense of life?

Earth Heroes

Does our planet have a future? (Stewardship)

Year 7 Journey Map

Ready to enter Year 8

T6: End of Year Exams Week

T5: Earth versus Humans

- Explore a range of non-fiction texts
- Be able to articulate my own opinions
- Persuasive writing: encouraging your reader to live sustainably

T3: BoneTalk by Candy Gourlay

- Explore how the writer creates description and character
- Narrative writing: using descriptive techniques to create a setting

T1: Villains

- Consolidate writing skills from KS2
- Explore a range of literary characters and how they are presented
- Creative Writing: a monologue using a character you have created

English

T6: Shakespeare

- Explore life in Shakespearean Britain
- Explore how Shakespeare creates humour
- Imagine how the play might be performed on stage

T4: BoneTalk by Candy Gourlay

- Continue to build PETAL essay writing skills
- Be able to make inferences about the text

T2: Unseen Poetry

- Introduction to PETAL essay writing skills
- Read and perform a range of poetry
- Understand and use poetic terminology

Year 7 Journey Map



Elective Curriculum



Autumn Clubs & Activities – Term 1 & 2 2024

No fee or sign up is required. Registers will be taken for each session. Collection following an after-school activity will be via the car loop at 4.50pm.

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Before School</u> 8.30-8.55am			TTRS Maths Club Year 5 and 6 IT1 RMK	Spaxx Maths Club Year 7 & 8 IT1 RMK	TTRS Maths Club Year 5 & 6 IT1 RMK
<u>KS3</u> <u>Year 7 and/or 8</u> Club Time 12.40 – 1.10 Any changes to times have been specified on the activity	Library Year 7 & 8 12.45-1.10 KS3 Cross Country Year 7 & 8 - DJ & AD KS3 Gymnastics Year 7 & 8 - KA The club with no name. Year 5,6,7 & 8 (invite only) 12.45-1.10pm Room 8 – ILH Production Rehearsal – Singing SHREK Year 8 (invite only) Music Room - JH	Library Year 7 & 8 12.45-1.10 Mr LeHunte's Awesome Band Year 7 & 8 (invite only) Music Room MLH	Library Year 7 & 8 12.45-1.10 Boys Football Year 7 & 8 Under 13s Cup Team NW Girls Rugby Year 7 & 8 RMG	Library Year 7 & 8 12.45-1.10 Spaxx Maths Club Year 7 & 8 IT1 (12.40-1.10pm) RMK Girls Football Year 7 and 8 Under 13s Cup Team RM Chess Club Year 7 & 8 MFL2 – KA Percussion Ensemble Year 5, 6, 7 & 8 (invite only) Music Room - JH	
<u>KS2</u> <u>Year 5 and/or 6</u> Indoor Club runs: 12.45-1.10 Outdoor Club Runs: 1pm-1.30pm	Library Year 5 & 6 12.45-1.40 KS2 Cross Country Year 5 & 6 - DJ & AD KS2 Gymnastics Year 5 & 6 - KA Gardening Club Year 5 & 6 Room 6 / 1.10-1.30pm – JP The club with no name! Year 5,6,7 & 8 (invite only) 12.45-1.10 Room 8 – ILH Colouring Club Year 5 & 6 1.10-1.40pm in Room 9 - JC	Library Year 5 & 6 12.45-1.40 Drama Club Year 6 AMK Comic Convention Club Year 5 & 6 - create your own comic strips! Room 10 IB	Library Year 5 & 6 12.45-1.40 Creative Writing Club Year 5 & 6 Room 4 – RM Games Club Year 5 (invite only) 1.10-1.40pm - Room 2 EM	Library Year 5 & 6 12.45-1.40 Lego Club Year 5 Room 3 OM / EE / LP	Library Year 5 & 6 12.45-1.40 Percussion Ensemble Year 5, 6, 7 & 8 (invite only) Music Room - JH
<u>After School</u> 3.50pm – 4.50pm <u>After school</u> <u>Collection Point</u> Car Loop		Year 8 Production Rehearsal Year 8 (invite only) 4-5.30pm Hall – EF, JH & CS Boys and Girls Rugby Year 5 & 6 RM/OM	Sports Leaders Year 8 - KA Boys and Girls Football Year 5 & 6 - RM Sing the Musicals Year 5,6,7 & 8 Music Room - JH	Rugby Year 7 & 8 RM/ GS Hockey Year 7 & 8 KA/PN Digital Leaders Year 8 (invite only) IT1 – DJ – Start date to follow	Production Rehearsal - Dance SHREK Year 8 (invite only) 4 - 5.30pm Hall - AMK



KS3 Assessment



SATs

Taken in
Year 6

Reading
Writing
Maths
SPAG

Central System RAW to SCALED

Generates a scaled score
for each element

Reading/Writing/Maths/SPaG:

Calculates an overall
combined score

Example: 106

HSMS Progress Ladders

Calculates a guidance Year 11
grade

Example: Grade 5.

KS3 Assessment Ladders



KS3 Assessment Ladders

				Year 11
				11.9
				11.8
				11.7
				11.6
				11.5
				11.4
				11.3
				11.2
				11.1
			Year 10	
			10.9	
			10.8	
			10.7	
			10.6	
			10.5	
			10.4	
			10.3	
			10.2	
			10.1	
		Year 9		
		9.9		
		9.8		
		9.7		
		9.6		
		9.5		
		9.4		
		9.3		
		9.2		
		9.1		
		Year 8		
		8.9		
		8.8		
		8.7		
		8.6		
		8.5		
		8.4		
		8.3		
		8.2		
		8.1		
		Year 7		
		7.9		
		7.8		
		7.7		
		7.6		
		7.5		
		7.4		
		7.3		
		7.2		
		7.1		

But ev

Guidance

Nothing stopping a pupil exceeding that expectation in Year 11

Pupils will not be working at GCSE Level 5 in Year 7.

But every pupils learning journey is different!

KS3 Reports and Parents Evenings



Attitude to Learning Report – 10th October 2024

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

KS3 Subject Progress Reports 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



HUGH SEXEY CHURCH OF ENGLAND MIDDLE SCHOOL

Year 7 – Autumn Report



Name: [REDACTED]

Tutor Group: [REDACTED]

Percentage Attendance:	93.8	Authorised Absences*:	6	Unauthorised Absences*:	2	House Points:	76	Behaviour Points:	0
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* Please note each absence refers to either a morning or an afternoon school session.

Subject	Attitude to Learning	Teacher Assessment	Skills and Knowledge	Progress	Next Steps
ART	Good	7.7	Mastering	Making expected progress	Challenge yourself and take risks with your work. Don't be afraid to experiment and try new techniques that are out of your comfort zone.
COMPUTING	Outstanding	7.5	Secure	Not making expected progress	Have confidence in your ability to research and find solutions to problems in computing lessons.
DESIGN TECHNOLOGY FOOD	Good	7.8	Mastering	Making expected progress	To consider several senses when evaluating your dish.



Homework Arrangements

Homework will be set regularly in Mathematics, English, Humanities, Science and MFL and pupils will be given at least a full week to complete the task.

Extended or enrichment homework tasks may be set in other subjects. Homework is communicated via Class Charts.

Homework

- Extends and/or consolidates learning.
- Develops independent learning and time management skills (meeting deadlines).
- Pupils should spend approximately one hour per night on homework (KS3).

Homework- how your child can get help.

- Homework club runs on Monday & Wednesday lunchtimes
- Discuss it with a classmate.
- Discuss it with you - open lines of communication.
- Ask their teacher if they don't understand something.
- Check their use of their homework diary.

If you have any concerns over the apparent lack of homework or homework not being recorded, please contact your child's tutor at the earliest opportunity.

HOMework CLUB

Lunchtime Timetable

Room: ICT 1

Day	Year Group	Time
Monday	Year 7	12.40-1.10
Monday	Year 5	1.10-1.40
Tuesday	Year 8	12.40-1.10
Tuesday	Year 6	1.10-1.40
Wednesday	Year 7	12.40-1.10
Wednesday	Year 5	1.10-1.40
Thursday	Year 8	12.40-1.10
Thursday	Year 6	1.10-1.40





Independent Study Tips

2) Flash

- Write cards as
- Use one the

$$x \times x \times x \times x \times x = x^5$$
$$y \times y \times y = y^3$$
$$3x \times x = 3x^2$$
$$y \times y \times x \times x \times x$$

Multiplying

$$x^2 \times x^3 = x \times x \times x \times x$$

add the powers

$$x^2 \times x^3 = x^{2+3} = x^5$$

$$2x^2 \times 3x^3 = 6x^{2+3} = 6x^5$$

$$x^2 \times x^3 = x^5$$

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$$x^2 \times x^3 = x^5$$

Brackets

The Power Zero

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!



Pastoral Care



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



Pupil Welfare

Pupil Wellbeing

- Wellbeing Action Group
- THINK TWICE
- BIG Award for Antibullying
- ELSA – Emotional Literacy Support
- Mental Health Support (SPACE)

The support is the same, the experience for the pupils is different.

Email into the office and your concerns will be forwarded to the right person.



Expectations and Promoting Positive Behaviour



Raising the Bar

- High Standards (Role Models) - “catch them being good!”
- RIGHTS, RESPONSIBILITY, RESPECT, READINESS

Expectations

Uniform, Equipment, Punctuality, Kindness

Pupil Well Being Charter

Being kind to each other matters.
When it comes to our behaviour, we **THINK TWICE**

Before we speak we consider... We are kind to others so we...

T - Is it **true**?

Treat others the way
we want to be treated

H - Is it **helpful**?

Welcome and support
others and try to be a
good friend

I - Is it **inspiring**?

Include everyone and
show compassion to
those in need

N - Is it **necessary**?

K - Is it **kind**?

Challenge any behaviour
we don't like and report
it to staff



Empathise and show
kindness towards others.
Share and offer to help



Safeguarding



Please continue to take an active role in safeguarding our community.

Safeguarding and Support for Families

[Home](#) >> [Parents](#) >> [Safeguarding and Support for Families](#)

If you are worried about a pupil, please direct your concern to our **Designated Safeguarding Lead (DSL)** Mr Matt Drew, via the school office. In his absence Mrs Harrison or Mr Tatterton (**Deputy Safeguarding Leads**) will be glad to help you.

Our **Safeguarding Governor**, Mrs Gemma Willcox, is also contactable via the school office.

If you have concerns about a child outside of school hours, please contact **Somerset Safeguarding Children's Partnership** on 0300 123 2224 or the **NSPCC helpline** on 0808 800 5000.

Share a concern

[Home](#) >> [Pupils](#) >> [Share a concern](#)

Share a concern

If you are concerned about a friend or situation, including something you have seen email and make a difference.

Name

Email

Message



Wessex
Learning Trust
We Learn Together!

