

Cavendish School

Believing in Excellence





Supporting Your Child in Year 7

Working together to achieve the best for all
pupils

The Four Pillars of Learning

Challenge

We show **respect** by producing our best effort – every time.

We show **resilience** by being prepared to attempt difficult tasks.

We take **responsibility** by not asking if our work is finished, but asking if it is excellent.



Engagement

We show **respect** by being willing to join in and share our ideas with the class.

We show **resilience** by being willing to try new ways of learning.

We take **responsibility** by making the most out of every learning opportunity.



Feedback

We show **respect** by offering useful feedback to others.

We show **resilience** by learning and improving from our mistakes.

We take **responsibility** by thinking and acting on areas for improvement.



Independent Learning

We show **respect** by being well equipped and being on time for school.

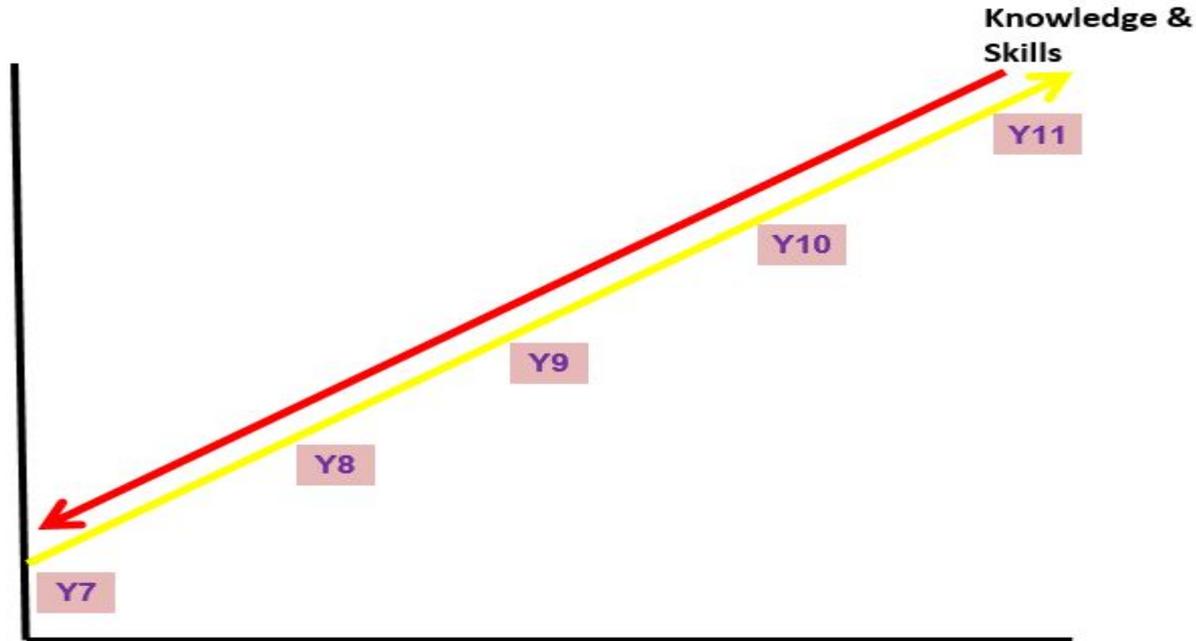
We show **resilience** by being willing to learn on our own and with others.

We take **responsibility** by doing homework on time and to the best of our ability.

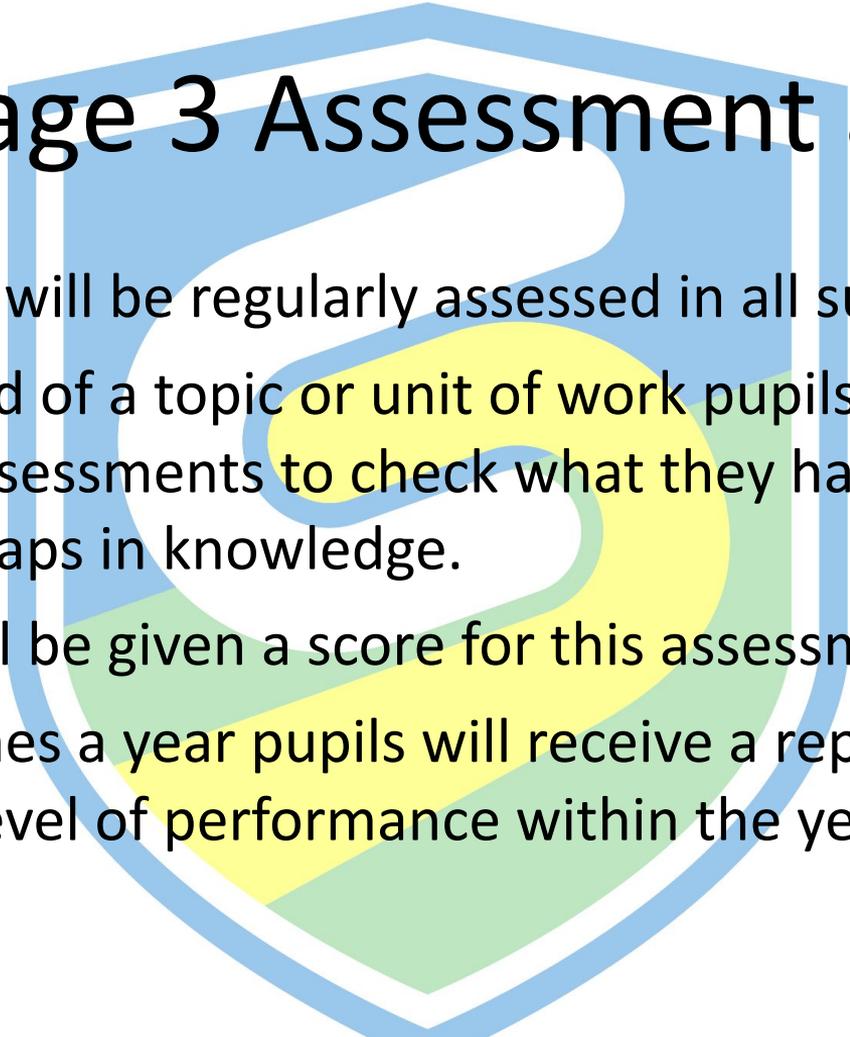


Assessment at Cavendish

Where do we want pupils to get to?



Key Stage 3 Assessment at Cavendish

The logo of Cavendish School is a shield-shaped emblem. It features a blue border and a central design with a yellow and green swirl. The shield is positioned behind the main text and the list of bullet points.

- All pupils will be regularly assessed in all subjects.
- At the end of a topic or unit of work pupils will complete formal assessments to check what they have learnt and to identify gaps in knowledge.
- Pupils will be given a score for this assessment.
- Three times a year pupils will receive a report showing their current level of performance within the year group

Levels of Performance

The language of the levels of performance is based on the language used in the primary phase but also feeds into the grades a pupil might expect to achieve at GCSE.

The levels of performance are as follow:

- On Track to achieve **Greater Depth (GDS)**: The pupil is producing work that demonstrates knowledge and skills for a given end point in time that reflect what a pupil who would go on to get a Grade 7 or higher at GCSE would produce.
- On Track to achieve the **Strong Standard (STR)**: The pupil is producing work that demonstrates knowledge and skills for a given endpoint that reflect what a pupil who would go on to get a Grade 5 or 6 at GCSE would produce.
- On Track to achieve the **Expected Standard (EXS)**: The pupil is producing work that demonstrates knowledge and skills for a given endpoint that reflect what a pupil who would go on to get a Grade 4 at GCSE would produce.
- On Track for **Working Towards the Expected Standard (WTS)**: The pupil is producing work that demonstrates knowledge and skills that a pupil who would not go on to get a Grade 4 at GCSE would produce

This does not mean that the pupil is producing work at Grade 5 (or Grade 7) in, say, Year 7 but is demonstrating the age appropriate knowledge and skills to go on to achieve that Grade. Progress is reflected in the depth of knowledge they are expected to demonstrate as they move through the course.

It also does not mean that a pupil who is currently Working Towards is not capable of getting a Grade 4 or higher.

Attitude To Learning

	4 Ineffective	3 Inconsistent	2 Committed	1 Outstanding
Challenge	<ul style="list-style-type: none"> You lack willingness to embrace tasks. You fail to produce a good effort towards your learning. You do not demonstrate a commitment towards overcoming difficulties. 	<ul style="list-style-type: none"> Your aspiration levels and willingness to embrace tasks is inconsistent. You inconsistently produce a good effort towards your learning. You lack commitment in the face of difficulties. 	<ul style="list-style-type: none"> You are aspirational and you embrace tasks. You consistently produce a good effort towards your learning. You are committed in the face of difficulties. 	<ul style="list-style-type: none"> You are highly aspirational and you actively embrace difficult tasks. You produce your best effort - every time. You are persistent in the face of difficulties.
Engagement	<ul style="list-style-type: none"> You do not make the most of your learning opportunities and do not demonstrate a willingness to try new ways of learning, both individually and as part of a group. You do not display good behaviour, attitudes and self-control, which has a negative impact on yours and others' learning. 	<ul style="list-style-type: none"> You are inconsistent in making the most of your learning opportunities and willingness to try new ways of learning, either individually and as part of a group. Your behaviour, attitudes and self-control are inconsistent, which has an impact on yours and others' learning. 	<ul style="list-style-type: none"> You make the most of your learning opportunities and demonstrate a willingness to try new ways of learning, both individually and as part of a group. By displaying good behaviour, attitudes and self-control, you support yours and others' learning. 	<ul style="list-style-type: none"> You make the most of every learning opportunity and actively demonstrate a willingness to try new ways of learning, both individually and as part of a group. By displaying exceptional behaviour, attitudes and self-control, you facilitate yours and others' learning.
Feedback	<ul style="list-style-type: none"> You do not show a willingness to learn and improve from your previous attempts/mistakes, or to act on feedback/targets. 	<ul style="list-style-type: none"> You are inconsistent when learning and improving from your previous attempts/mistakes, acting on feedback/targets and offering feedback to others. 	<ul style="list-style-type: none"> You are committed to your learning and improving from your previous attempts/mistakes, acting on feedback/targets and offering useful feedback to others. 	<ul style="list-style-type: none"> You are proactive in learning and improving from your previous attempts/mistakes, utilising feedback/targets and offering insightful feedback to others.
Independent Learning	<ul style="list-style-type: none"> You do not take responsibility for your own learning and are often ill-equipped and late to lessons. You do not complete homework and when you do, it is of a poor standard. You do not demonstrate the capacity and willingness to be able to take the next step in learning. 	<ul style="list-style-type: none"> You inconsistently take responsibility for your own learning by being equipped and on time for school. You inconsistently complete homework, you sometimes miss deadlines and it is not always of a good standard. You do not always demonstrate the capacity and willingness to be able to take the next step in learning. 	<ul style="list-style-type: none"> You take responsibility for your own learning by being equipped and on time for school. You complete homework on time and to a good standard. You demonstrate the capacity and willingness to be able to take the next step in learning, often without teacher support. 	<ul style="list-style-type: none"> You drive your own learning by consistently being equipped and on time for school. You complete all homework on time and to the best of your ability. You consistently demonstrate the capacity and willingness to be able to take the next step in learning without teacher support.

Harry Smith
Year 8 Progress Update: December 2021

Tutor Group: **BJNO**

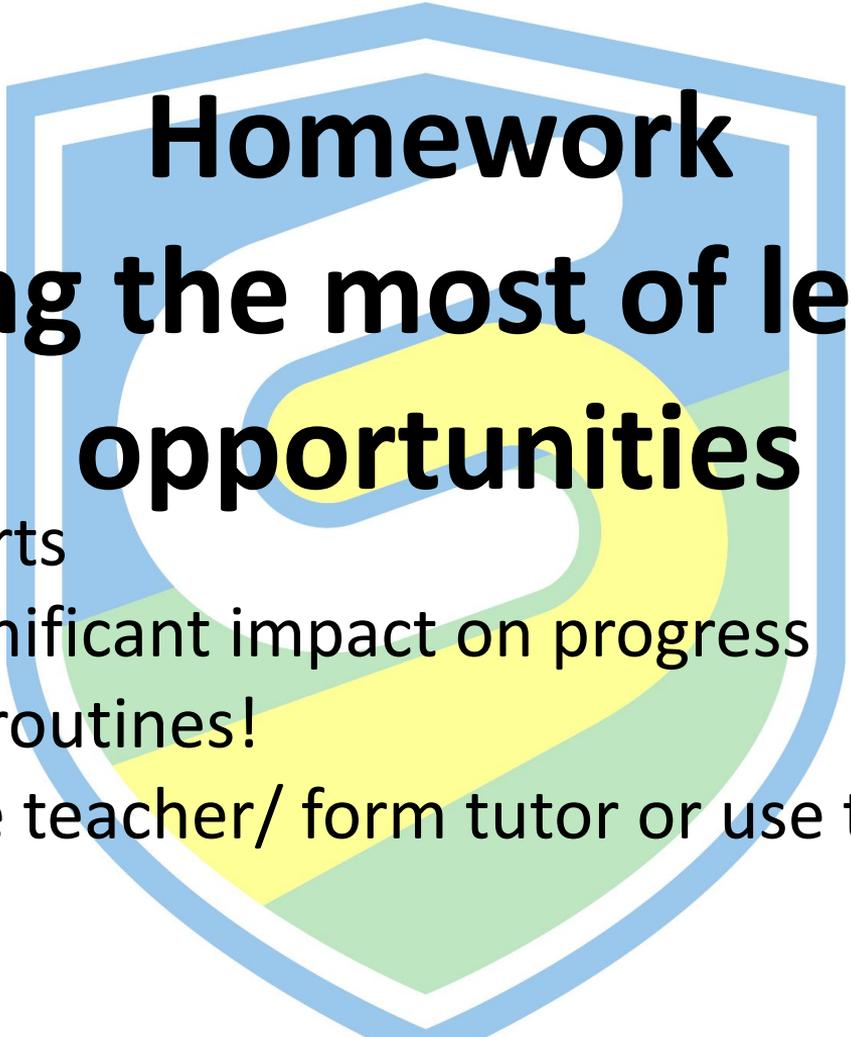
Percentage Attendance: 98.7%	Possible Sessions: 318	Number of sessions late: 0	Authorised Absences: 4	Unauthorised Absences: 0
-------------------------------------	------------------------	----------------------------	------------------------	--------------------------

Reports

Subject	Key Stage 3 Performance	Attitude to Learning			
		Challenge	Engagement	Feedback	Independent Learning
English Reading Ms T. MOORE	EXS	3	2	3	2
English Writing Ms T. MOORE	EXS	3	2	3	2
Mathematics Miss A. COBBY	STR	2	1	2	1
Holistic Attitude to Learning Grade					
Science Mr P. MARTIN	STR	1			
Fine Art Mrs R. HOLLINGSWORTH	GDS	1			
Computer Technology Mr M. PICKUP	STR	1			
Drama Mr S. HATTON	WTS	4			
Food Technology Mr S. PALMER	EXS	2			
Geography Miss L. ABBOTT	EXS	2			
History Ms A. SELMES	EXS	2			
Music Mrs H. GARDNER	EXS	2			
Personal, Social and Health Education Mrs R. HOLLINGSWORTH	EXS	2			
Physical Education Miss A. SIMES	GDS	1			
Religious Studies Mrs V. KILBY	GDS	1			
Spanish Ms H. CLOWES	EXS	3			

If a result for a pupil's assessment is blank, they have not been assessed yet.

If you have any queries, please contact the subject teacher directly. For general queries, please contact Mr Hatton, the Year 8 Progress leader on shatton@cavendish.e-sussex.sch.uk



Homework

Making the most of learning opportunities

- ClassCharts
- Has a significant impact on progress
- Get into routines!
- Email the teacher/ form tutor or use the planner



Custom - showing 38 days

Due date: 15/09/2021 - 22/10/2021

Show by issue date Show by due date

5 tasks due this week

2 tasks submitted/completed

3 tasks remaining this week



To do

4



Completed

2



Submitted late

0



Not submitted

0



Submitted

2

Homework schedule

KS3 Homework Timetable 2021-2022

Year 7

	A Mon	A Tue	A Wed	A Thur	A Fri
7x1 JGD	English	Science Geog	Maths	French	
7x2 ASI	English Geography	Science	Maths		French
7x3 RSE	English	Science	Maths	Geography	Spanish
7y1 NTH	History	French	Science	English	Maths
7y2 OGO	Spanish		Science History	English	Maths
7y3 JRU		Geography	Science Spanish	English	Maths

	B Mon	B Tue	B Wed	B Thur	B Fri
7x1 JGD	Maths	English	Science	French	History
7x2 ASI	Maths	English	Science History	French	
7x3 RSE	Maths	English History	Science	Spanish	
7y1 NTH	French		Science	Maths	English Geography
7y2 OGO	Spanish	Geography	Science	Maths	English
7y3 JRU	Spanish		Science	Maths	English History

Art homework will be set once a term linked to the completion of a project.

Food Technology homework will be set when ingredients are required for a practical.

Other Design Technology subjects will be set between two and three homeworks per term.

Computer Technology homework will be set once per term.

RE homework will be set once per term.

★ BEHAVIOUR

🕒 ACTIVITY

[Redacted]

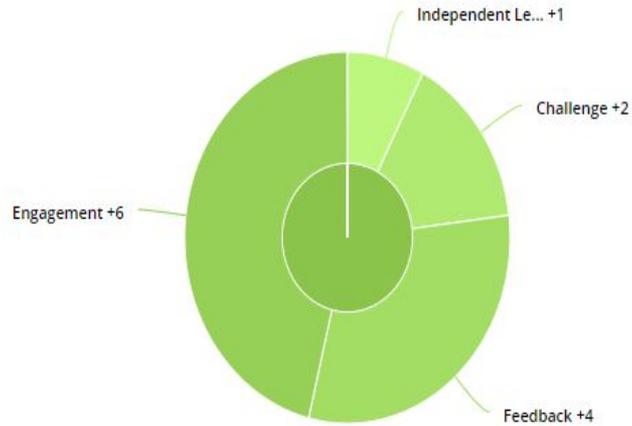
[Redacted]

Report dates:

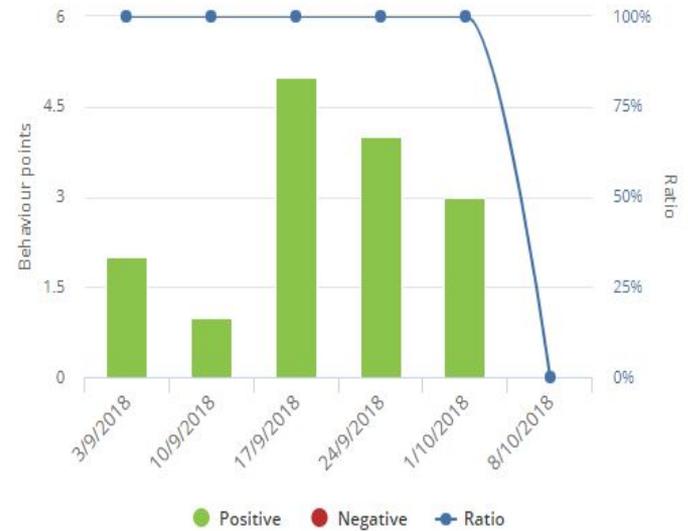
[Redacted]

Behaviour

Behaviour score breakdown

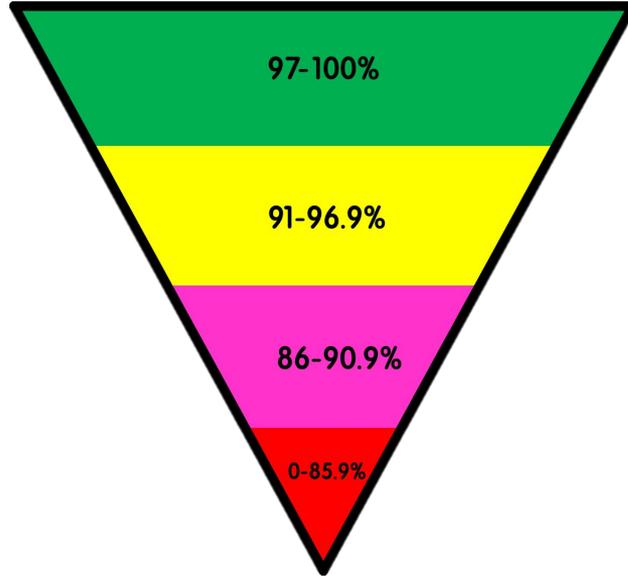


Weekly Behaviour Breakdown

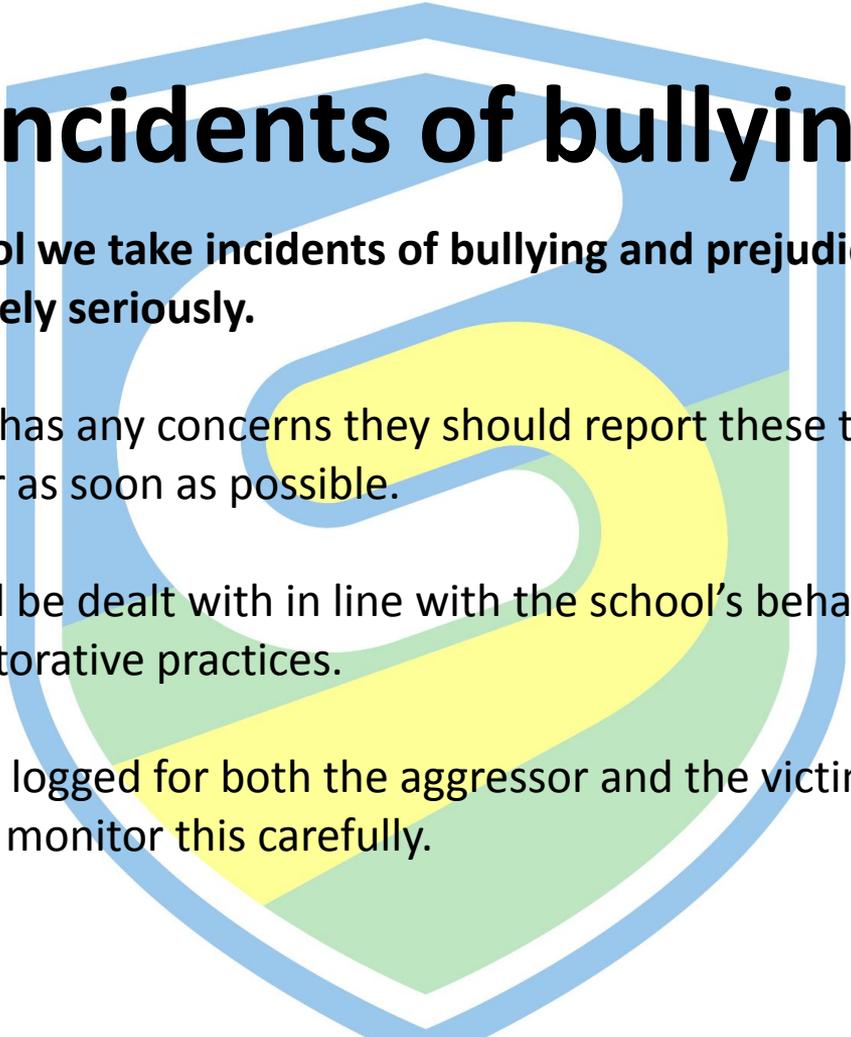


Activity

Attendance Matters



100%-97%	0-6 days missed	No Concern
91%-96.9%	7days -18days missed	Risk of underachievement
86%-90.9%	19-28 days missed	Severe risk of underachievement
0%-85.9%	29+days missed	Extreme concern - underachievement



Incidents of bullying

At Cavendish School we take incidents of bullying and prejudiced based behaviours extremely seriously.

If a pupil or parent has any concerns they should report these to their Form Tutor or Guidance Leader as soon as possible.

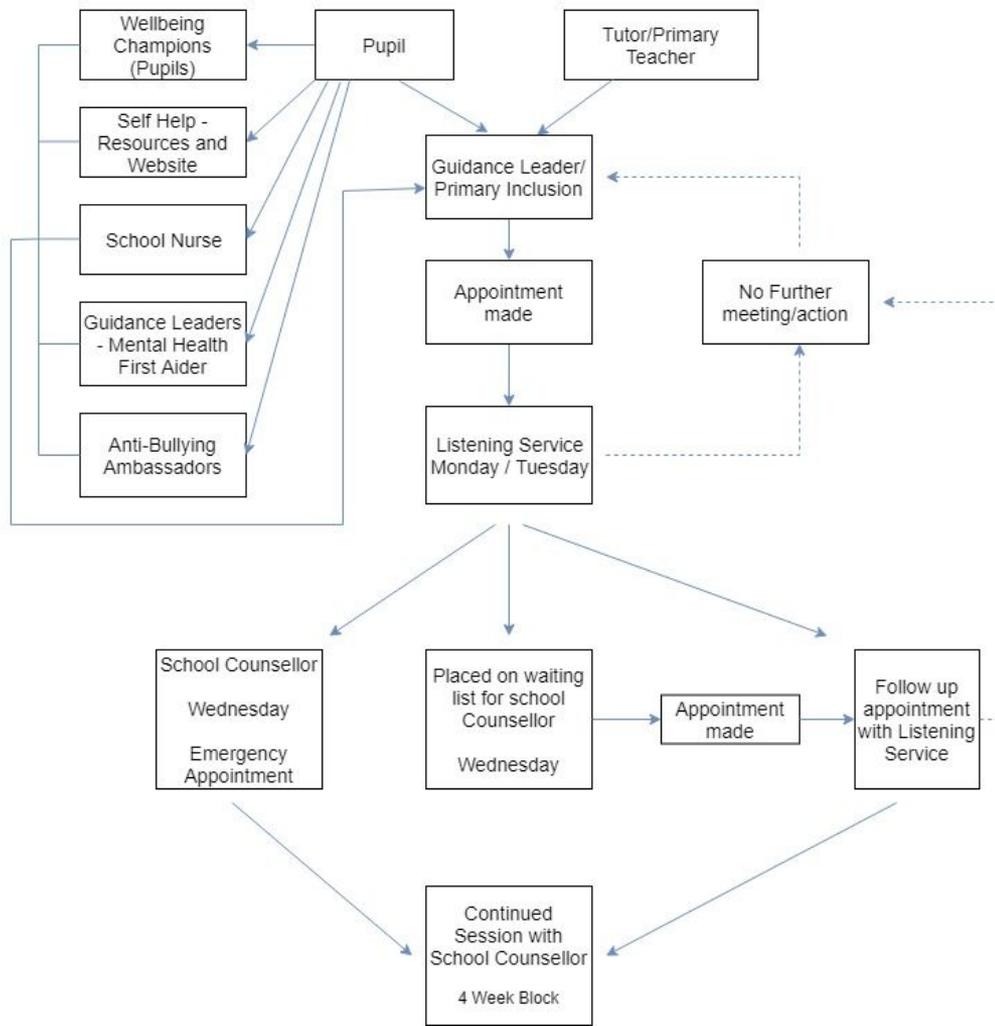
These incidents will be dealt with in line with the school's behaviour policy with a strong focus on restorative practices.

All incidents will be logged for both the aggressor and the victim to enable the school to track and monitor this carefully.

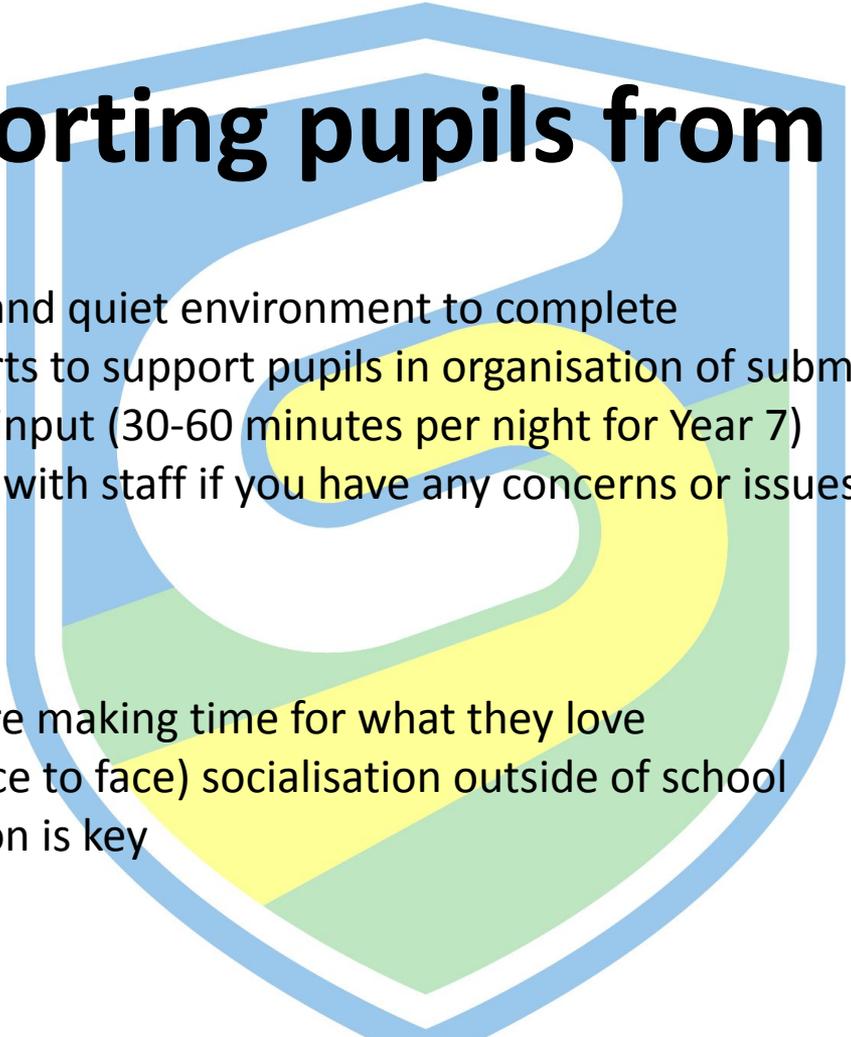


[https://www.cavendishschool.net/information/
wellbeing-e-safety/](https://www.cavendishschool.net/information/wellbeing-e-safety/)

Mental Health Support at Cavendish School



Supporting pupils from home

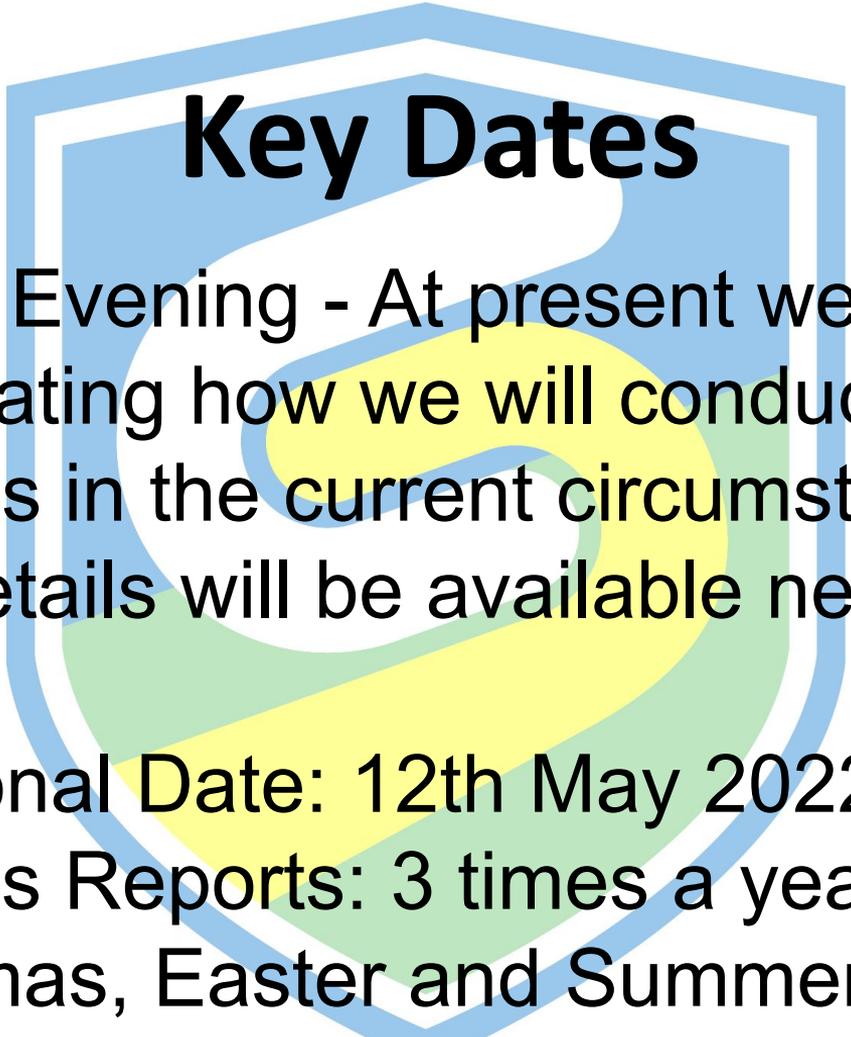


Homework

- Provide calm and quiet environment to complete
- Use Class Charts to support pupils in organisation of submission deadlines
- Monitor time input (30-60 minutes per night for Year 7)
- Communicate with staff if you have any concerns or issues

General School Life

- Talk to them
- Ensure they are making time for what they love
- Encourage (face to face) socialisation outside of school
- Communication is key



Key Dates

- Subject Evening - At present we are investigating how we will conduct our evenings in the current circumstances. More details will be available nearer the time.
- Provisional Date: 12th May 2022
- Progress Reports: 3 times a year (Christmas, Easter and Summer)

English



Year Seven English at Cavendish 2021-2022



Term One: *Myths, Legends and Tales*

This is an exciting introduction to Key Stage Three English, where your child will explore a variety of narratives and characters through reading different types of texts, as well as promoting oracy. Pupils will develop their writing skills and understand how to construct short stories as well as create characters.

In this term, we also assess your child's reading and spelling ages. They have one lesson a week timetabled in the Library to follow the Bedrock programme and complete their own independent reading.



Year Seven English at Cavendish 2021-22



Term Two: *A Christmas Carol*

pupils will explore Victorian Britain and society through the novella of A Christmas Carol, leading up to the Christmas holiday. They will read the text and complete reading and character analysis, while exploring the well known character of Ebenezer Scrooge. pupils will have knowledge of social class, poverty and redemption in Victorian literature.



Year Seven English at Cavendish 2021-2022



Term Four: *The Tempest*

In this term, your child will get to investigate the language of Shakespeare through his magical play 'The Tempest.' This unit of work is full of drama based activities to support all pupils in engaging with and enjoying a Shakespeare play.



Year Seven English at Cavendish 2021-2022



Term Five: *Creative Writing*

pupils will learn how to channel their creativity into writing, developing further from Term 1. They will be able to include a range of devices to create atmosphere, settings and narrative perspectives.



Year Seven English at Cavendish 2021-2022



Term Six: *Media Island Project*

This exciting project allows pupils to work together to create their own 'Dream Islands', advertise them using persuasive language and then write letters of complaint and reviews about their imaginary stays at each other's 'Dream Islands.'



GCSEs

English Language Paper 1: Fiction.

English Language Paper 2: Non Fiction.

English Literature Paper 1: Romeo and Juliet and Jekyll and Hyde.

English Literature Paper 2: An Inspector Calls, Power and Conflict poetry and unseen poetry.



What we do in school...

- Intervention with an intervention tutor to help with areas identified by class teachers.
- Sound Training reading booster sessions (6 x 1hr sessions for selected mid and high ability readers).
- We word and structure end of term assessments so that they sound like the assessments they will take at KS4 to prepare them.
- **Regular homework which you can monitor on Classcharts**
- Library lessons once a week. Bedrock to build vocabulary.

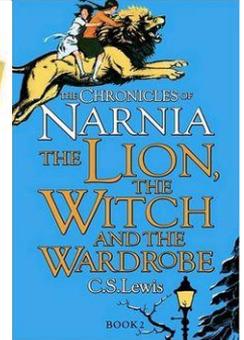
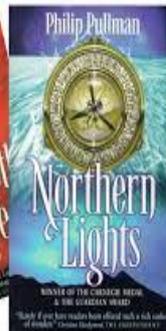
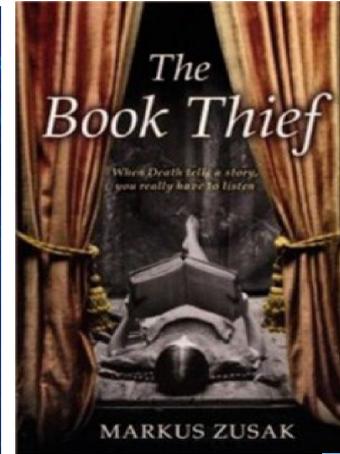
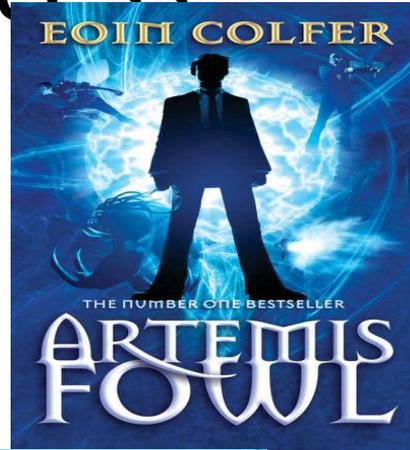
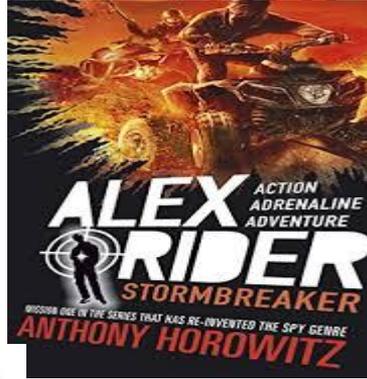
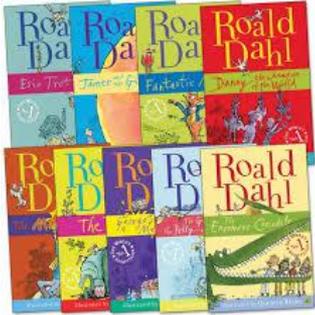


How pupils can be supported at home...

1. Monitor exercise books for presentation, teacher comments and homework.
2. Encourage them to attend any intervention we have put in place.
3. Encourage them to redo and improve a piece of work in their exercise book, adding to it.

Reading at home is key to

success



Thank you for your support...

In the case of an issue, please contact your child's teacher in the first instance.

Alternatively:

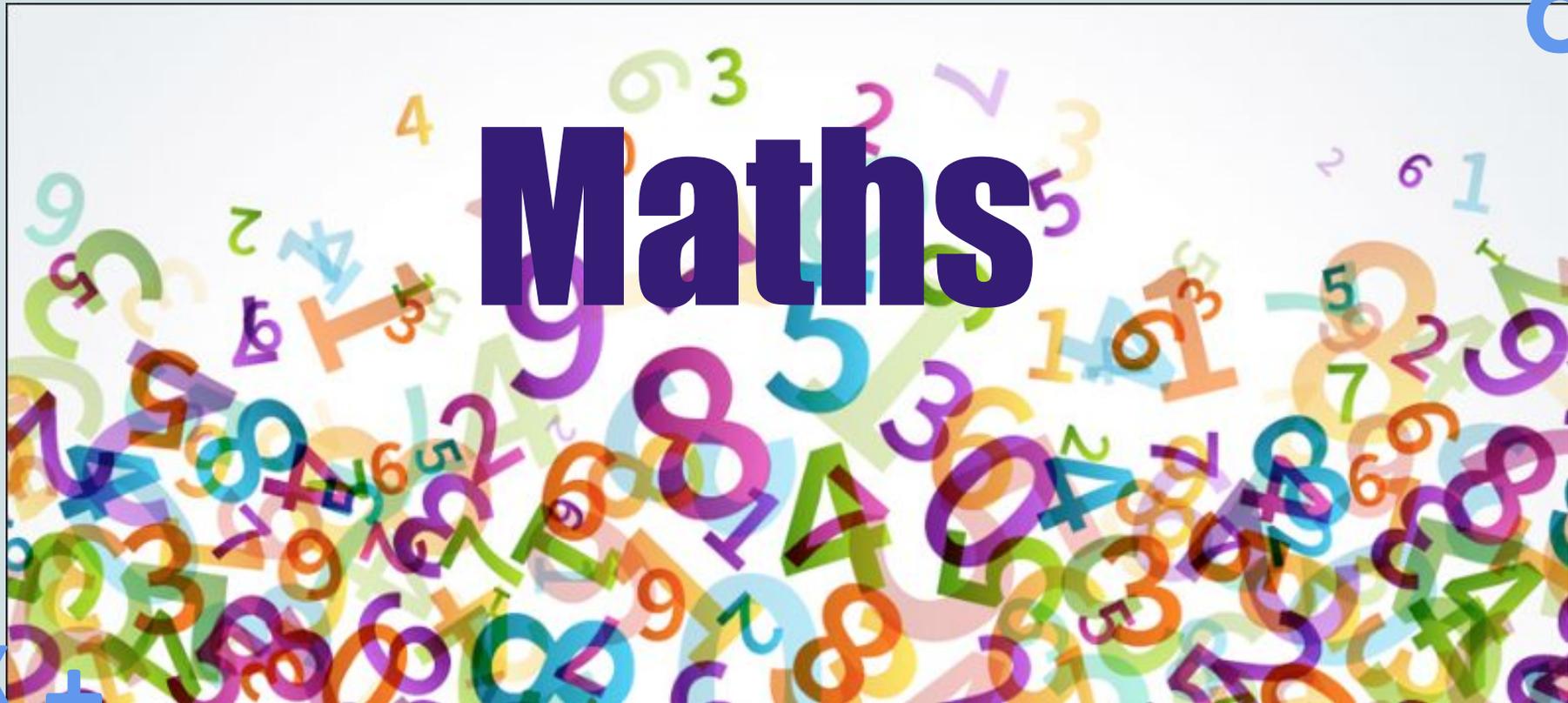
Year 7 Lead: Mrs Shearer

Head of Faculty: Miss Lawrence

ϕ π
 σ

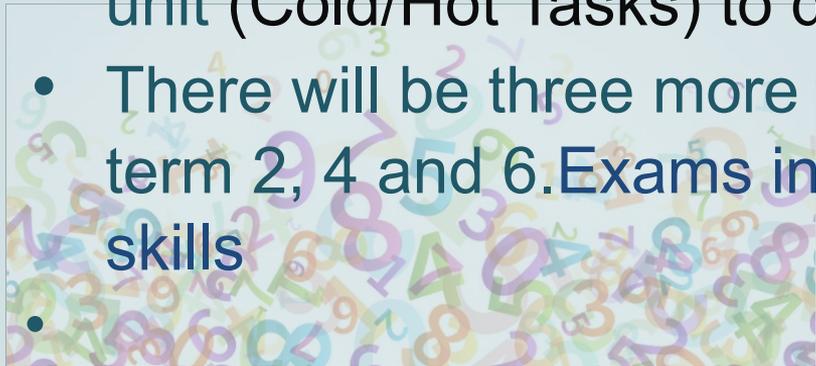
Maths

x
 $+$
 $-$ \div



KS3 Maths

- All classes are set from the start of September and are now updated following a Maths Initial Assessment after 3 weeks
- We follow schemes of work for every class
 - These are adjusted for different ability levels
- Classes have short topic tests at the start and end of each unit (Cold/Hot Tasks) to demonstrate progress
- There will be three more formal exams during the year - term 2, 4 and 6. Exams include non-calculator and calculator skills



Term 1 Topics:

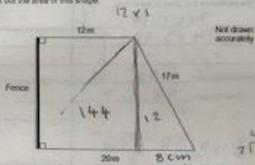
Elizabeth Chan COID TASK

YEAR 9 - STAGE 3 - UNIT 7 - AREA AND PERIMETER

Unit 7: Area and Perimeter	Date:	Q	W
1 Know and use formulae for area of a rectangles, triangles and parallelograms, solve compound shapes problems			
2 Know and use formulae for area and circumference of a circle from radius and diameter and solve problems involving arcs, sectors and segments			
3 Construct nets of cuboids and simple prisms and find surface area			
4 to 5 Find surface area of a cuboid, triangular prism, cylinder, cone and sphere			
6 to 7 Assessment Lessons			

I found Question 2, 4, 5 as it included circle working out circle areas & perimeters which I am not strong at.

Q1) The diagram shows a lawn with a fence along one edge. Work out the area of this shape.



$$12 \times 12 = 144$$

$$20 - 12 = 8$$

$$8 \times 12 = 96 \div 2 = 48$$

$$144 + 48 = 192$$

Answer: 19200 cm² x

$$144 + 48 = 192$$

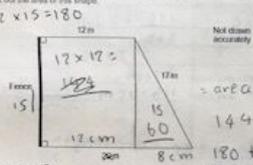
marked by Dana Hot task

YEAR 9 - STAGE 3 - UNIT 7 - AREA AND PERIMETER

Unit 7: Area and Perimeter	Date:	Q	W
1 Know and use formulae for area of a rectangles, triangles and parallelograms, solve compound shapes problems			
2 Know and use formulae for area and circumference of a circle from radius and diameter and solve problems involving arcs, sectors and segments			
3 Construct nets of cuboids and simple prisms and find surface area			
4 to 5 Find surface area of a cuboid, triangular prism, cylinder, cone and sphere			
6 to 7 Assessment Lessons			

I found this challenging with some questions because the equations were hard to remember.

Q1) The diagram shows a lawn with a fence along one edge. Work out the area of this shape.



$$20 - 12 = 8$$

$$17^2 - 8^2 = 225 = 15$$

$$240 \text{ m}^2$$

$$240 - 90 = 150$$

$$150 \times 2 = 300$$

$$100 \times 2 = 200$$

$$300 - 200 = 100$$

$$100 \times 2 = 200$$

$$200 + 100 = 300$$

$$300 - 200 = 100$$

$$100 \times 2 = 200$$

$$200 + 100 = 300$$

$$300 - 200 = 100$$

$$100 \times 2 = 200$$

$$200 + 100 = 300$$

$$300 - 200 = 100$$

$$100 \times 2 = 200$$

$$200 + 100 = 300$$

Unit 1 : Graphs

- 1 Plot coordinates in the first quadrant
- 2 to 3 Plot coordinates in all four quadrants
- 4 Finding the missing coordinate of shapes on a grid
- 5 to 6 Assessment Lessons

Unit 2 : Arithmetic Decimals

- 1 Round numbers to the nearest 10, 100 or 1000
- 2 Round to 1 and 2 decimal places
- 3 Order decimals
- 4 Add and subtract integers using a written method
- 5 Use addition and subtraction to solve contextual problems
- 6 Solve problems involving calculations with money
- 7 to 8 Assessment Lessons

Unit 3 : Angles

- 1 Use angles and degrees, know compass points e.g. N, NE, E. and deal with angles between these, giving angles with three digits
- 2 Estimate, measure, draw and classify angles
- 3 Calculate missing angles on a straight line and at a point
- 4 Classify triangles and find missing angles in triangles
- 5 to 6 Assessment Lessons

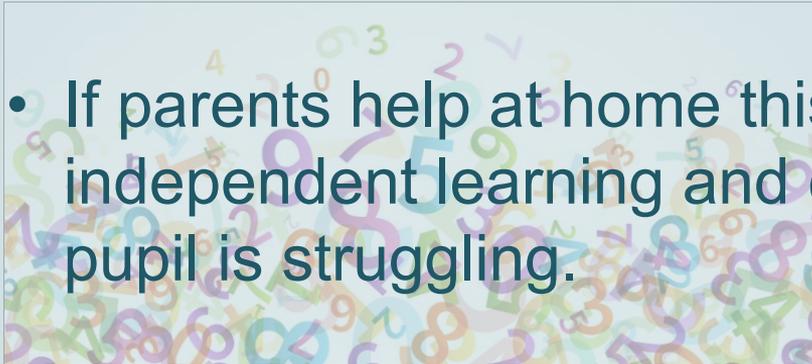
Unit 4 : Number Patterns and Sequences

- 1 Predict next picture in a pattern for pictorial sequences
- 2 Finding the next term in a sequence
- 3 Generate a sequence from an expression for the nth term
- 4 Find the formula for the general term of a linear sequence
- 5 Look at special sequences: Fibonacci, square numbers, Pascal's triangle
- 6 to 7 Assessment Lessons



KS3 Maths Homework

- Homework tasks are set once a week
 - Details are always on Class Charts.
- We use a variety of paper based or computer based tasks.
- At key stage three the homework task should be completed in approximately 30 minutes.
- If parents help at home this is fine - however, we encourage independent learning and contact with the class teacher if a pupil is struggling.



Thank you for your support...

In the case of an issue, please contact your child's teacher in the first instant.

Alternatively:

Year 7 and Year 8 Lead: Miss De Souza

Head of Faculty: Mrs Dean