

# **Welcome to KS3 Parent/Carer Information Evening**

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# Headteacher's Welcome

*Mrs Critchlow*

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# Aims of the evening:

- To share key information to ensure you are informed.
- To give hints and tips to support your child and share where they can access support in school.
- To share subject specific information for English , Maths and Science.

# School update:



Ofsted 



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# Expectations of our students:

- We have **high expectations** in terms of standards [Uniform/Behaviour/Ready to learn]
- We have **high aspirations** for our students [National Curriculum/Aspirational for ALL/Timetable]
- We promote a **positive attitude** to learning and strong **work ethic** [More important than ability - achieve YOUR potential, No substitute for HARD work]
- You must demonstrate our **ALDER Values** and **follow the Alder Way** [Develop your character, reduce distractions]
- Low-Level **behaviour** [eg chatting] has massive impact on **a]** their learning and **b]** other students' learning
- **Independent** learning/Homework [Every evening]
- **Attend** school [On time, every lesson, every day]

# Attendance:

- Students should aim for **100% attendance**
- Absent students **rarely catch up**: Simply too much content and not enough time
- Strong correlation between attendance and achievement

Over 95%: average progress score of 0.55

Below 92%: average progress score of -0.32

## Punctuality

- To school/lessons: Says a lot about their **attitude towards learning**
- Instilling **life skills** needed to be successful in the real world



# Parents:

- Work in **partnership** with us - not perfect but **shared goal** [call/email/Class Charts]
- Support Alder's **High Expectations** [Benefit them longer term - 3 equal members of a team]
- Promote **good work ethic** at home and **take an interest** [Provide: quiet study room, routines, take an interest, ask questions]
- Promote **good behaviour & attendance** [Vital to success]
- Reward **'effort'** rather than outcome [If working hard, reassure them you are 'happy' no matter the result]
- Careful of **'deflection'** ["Can't do it"/"Too hard"/"No homework"/ "Teacher won't help"]
- Encourage **responsibility & maturity** [Life skills]
- Communicate **respectfully** [Communication Charter]

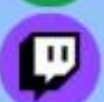
# Safeguarding update RAN/HLI

*Contextual updates, vapes, phones,  
social media*

# Safeguarding our students

## Contextual Concerns

- ▶ Vapes
- ▶ Bullying/Child on Child Abuse
- ▶ Online behaviour

|                                                                                     |              |     |
|-------------------------------------------------------------------------------------|--------------|-----|
|    | YouTube Kids | 4+  |
|    | Snapchat     | 12+ |
|    | TikTok       | 12+ |
|    | Roblox       | 12+ |
|    | Minecraft    | 9+  |
|    | Wizz App     | 12+ |
|    | WhatsApp     | 12+ |
|   | Twitch       | 12+ |
|  | Lemon8       | 12+ |
|  | Peeps        | 12+ |

# Instagram

Did you know app age ratings are determined by the developers of the app?

Lower age rating = more downloads. That means many of the apps recommended for kids include chat features, mature content, and addictive features.

This leaves the real responsibility on parents to determine at what age they should introduce apps to their kids. Staying educated as a parent is more important now than ever!



## Online Safety Hub

Trusted digital safety advice for caregivers

[About](#)[Staff](#)[Parent](#)[English](#) [Reviews](#)[Parental Controls](#)[Help](#)[Social Media](#)[Screen Time](#)[Gaming](#)[Bullying](#)[More](#) [Bullying](#)

### Online Bullying FAQs

Online bullying is a serious concern for parents in the digital age. This FAQ guide addresses the unique challenges of online bullying and its impact on your child's wellbeing.

#### Most Recent

[See all](#)

Entertainment  
**Spotify**



Parenting advice  
**Parent Webinar: Age-Appropriate Technology...**



Gaming  
**Clash Royale**



Parenting advice  
**Creating a family tech agreement**

#### Reviews

[See all](#)

Social Media  
**YouTube**  
Our Age Rating: 13+



Social Media  
**Snapchat**  
Our Age Rating: 16+



Social Media  
**Discord**  
Our Age Rating: 17+



Gaming  
**Roblox**  
Our Age Rating: 12+

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[Reviews](#)[Parental Controls](#)[Help](#)[Social Media](#)[Screen Time](#)[Gaming](#)[Bullying](#)[More](#) 

Social media

### Snapchat

Our experts recommend

Ages 16+



Social media

### TikTok

Our experts recommend

Ages 16+



Social media

### Instagram

Our experts recommend

Ages 16+



Messaging

### WhatsApp

Our experts recommend

Ages 14+



## Qustodio

### The Qustodio Parent App

- Qustodio is a world-leading online safety tool that helps parents manage and supervise their child's online activities.
- Our partnership with Qustodio offers parents free access to the Qustodio parent app.
- The Qustodio Parent App enables parents to manage screen time, monitor online activity, and access expert advice on online safety.

# Accessing the Online Safety Hub

<https://aldercommunityhighschool.onlinesafetyhub.uk/>



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# Academic Progress

*Ms Sloan*  
*Deputy Headteacher - Quality of Education*

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# Our Curriculum Journey

## **Reviewed Curriculum: Improved Curriculum Accessibility**

### **A Rigorous & Academically Robust Curriculum**

- High expectations for all students, supporting strong progress – as required by the new GCSE exams 'know more and remember more'
- Subjects sequenced to build knowledge step by step – help students to retain information in preparation for linear exams at the end of year 11

**Key priorities: effective implementation of our curriculum and quality first teaching, so that our students can compete with the best nationally.**

**Thank you for your ongoing support and partnership. Together, we're building a brighter future for every pupil.**

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# Working Together

- ▶ Curriculum Area on website
- ▶ Key to Success Evening
- ▶ Class Charts
- ▶ Parent/Carer Evenings
- ▶ Progress Update reports
  - Attendance & Punctuality
  - Behaviour & Achievement points
  - % of curriculum learnt
  - Year Average
  - Behaviour
  - Engagement in learning
  - Independent Learning

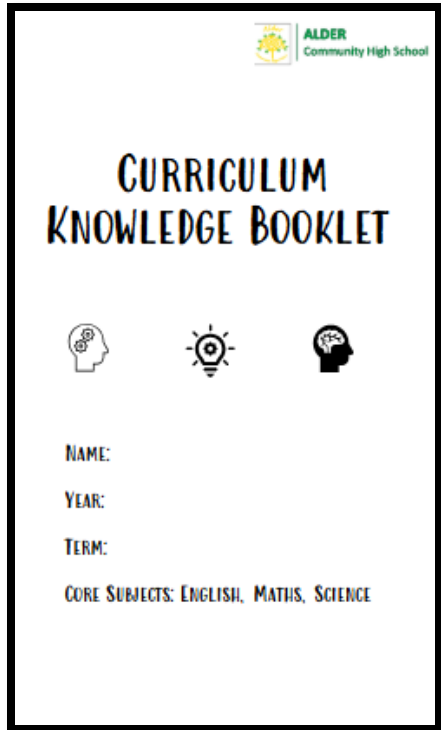
# Knowledge Organisers

How can students use a Knowledge Organiser booklet?

- There are many ways they can be used to help support learning
- Independent Learning Strategies and ongoing revision

## What Do students Need to Do?

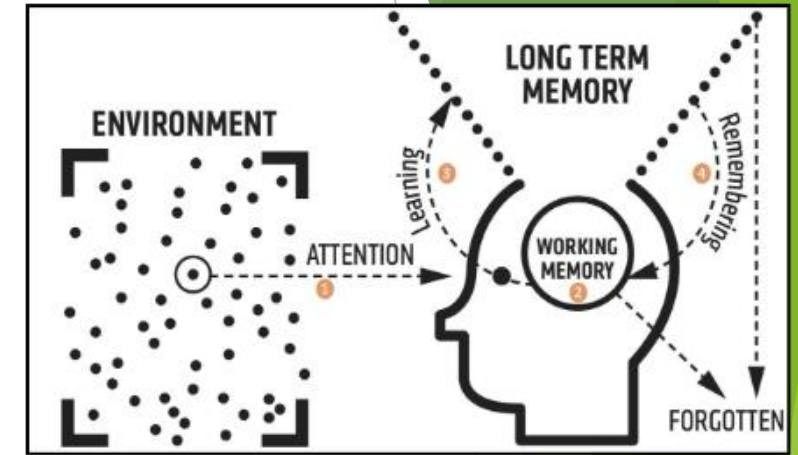
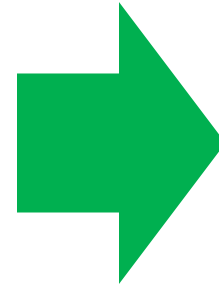
1. **Keep their booklet with them at all times** – bring it to every lesson.
2. Use it as a tool to help with:
  - In-class activities
  - Independent learning tasks
  - On-going revision



# Independent Learning

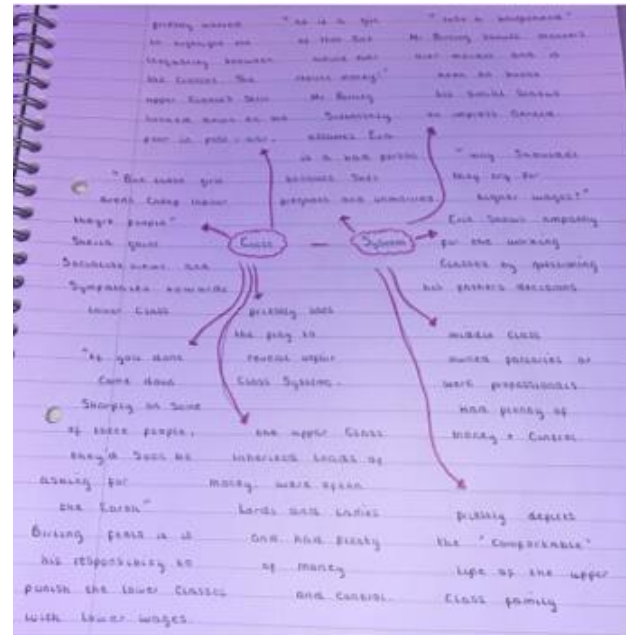
## Purpose of ILS at Alder:

- ✓ Revisit + secure learning covered in lessons
- ✓ Activate/build on prior knowledge before new topics are learnt
- ✓ Foster independence and self-regulated learners



## Independent Learning Activities:

- ✓ Mind-mapping
- ✓ Flashcards
- ✓ Knowledge Drop
- ✓ Retrieval Quizzes
- ✓ Condense it



### DETAILED PARAGRAPH FROM A TEXTBOOK:

The pressure cooker was invented in the seventeenth century by the physicist Denis Papin, and works by expelling air from the vessel, and trapping the steam produced from the boiling liquid inside. This raises the internal pressures and permits high cooking temperatures. This, together with high thermal heat transfer from the steam, cooks food far more quickly, often cooking in between half and a quarter the time for conventional boiling. After cooking, the steam pressure is lowered back to ambient atmospheric pressure, so that the vessel can be opened safely.

### CONDENSED DOWN TO NOTE FORMAT:

INVENTED: 17TH CENTURY BY DENIS PAPIN.  
COOKS FOOD 2-4 TIMES FASTER THAN CONVENTIONAL BOILING.

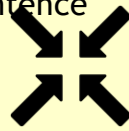
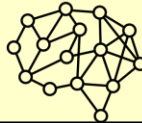
#### HOW IT WORKS:

- AIR IS EXPELLED AND STEAM FROM THE BOILING LIQUID IS TRAPPED INSIDE.
- INCREASED PRESSURE CAUSED BY TRAPPED STEAM ALLOWS FOR A HIGH COOKING TEMPERATURE.
- STEAM CAUSES HIGH THERMAL HEAT TRANSFER.

REMEMBER: THE PRESSURE NEEDS TO BE LOWERED TO OPEN THE COOKER SAFELY.

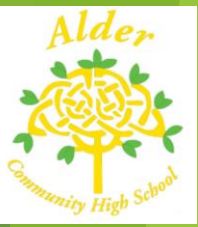
# INDEPENDENT LEARNING STRATEGIES



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>KNOWLEDGE DROP</b></p> <p>Set yourself an <b>amount of time</b> to <b>write down everything</b> that you can remember about a topic.</p> <p>When you've done, <b>check</b> your book or knowledge organiser to <b>see what key information</b> you missed.</p>                                                                                                                                         | <p><b>FLASH CARDS</b></p> <p>On one side of a flash card, <b>write a question</b> from the topic you wish to revise. <b>On the other side, write down the correct answer.</b></p> <p><b>Ask a parent, carer or friend to test you.</b> You could also test yourself! If you answer correctly, place the flash card in one pile. If you answer incorrectly, place the flash card in another pile.</p> <p><b>Re-test</b> on the cards you didn't get right the first time, until you can answer all correctly.</p>  | <p><b>CONDENSE IT</b></p> <p>If given a detailed sheet of information, <b>highlight key points</b> as you go.</p> <p>When you've finished, <b>condense</b> the most important information into <b>FIVE sentences.</b></p> <p>Then, try to condense each sentence to simply a <b>key word!</b></p>  |
| <p><b>TALK UNTIL YOU STOP</b></p> <p>Aim to talk about a topic for <b>1 minute without stopping.</b> You could do this with a parent, carer or friend.</p> <p><b>Try not to repeat yourself,</b> or take too long a pause.</p> <p>If you stop before the minute, read over notes to remind you of where you left off. When you can talk for a full minute on the topic, <b>increase</b> to 2 minutes!</p>  | <p><b>MNEMONICS</b></p> <p>A mnemonic is a <b>trigger of letters, images or rhyme</b> that helps to remember something.</p> <p>Think of a topic, and some of the <b>most important information</b> within it.</p> <p>Take the first letters of key words, and <b>make up a phrase to help you remember</b> them.</p>                                                                                                                                                                                            | <p><b>MIND MAP</b></p> <p>A mind map is a way of putting your ideas and knowledge on paper in a clear, visual way.</p> <p>Put the topic in the centre of the page and grow your ideas so you can see how they are connected.</p> <p>Use colours and images to make more memorable.</p>           |

***“Know more and remember more”***

# Independent Learning/Homework



## When/how often is it set:

|                | Online Platform     | Set on    | Completed by      | Support Session  |
|----------------|---------------------|-----------|-------------------|------------------|
| <b>Maths</b>   | <b>Sparx</b>        | Wednesday | Wednesday         | Tuesday (Brunch) |
| <b>English</b> | <b>Sparx Reader</b> | Tuesday   | Tuesday           | Thursday         |
| <b>Science</b> | <b>Educake</b>      | Monday    | Sunday (Midnight) | Wed/Thu (Brunch) |

## How does my child access/submit H/W?



- ✓ Tasks will be teacher-reviewed or automatically marked by online platform
- ✓ Completion/submission tracked automatically visible by class teacher
- ✓ Completion will be rewarded; non-completion challenged restoratively

# Independent Learning Examination Preparation

- ▶ Internal Exams - summer term
- ▶ All subjects
- ▶ Exam hall / Classroom
- ▶ Prepares students for final GCSE examinations
- ▶ Independent learning strategies (Revision) developed in form time curriculum.

# Support Available

- Class Teachers - subject specialists!
- Form Tutors
- Heads of Year
- SEND Team
- Careers team
- Student leadership team
- School leadership team



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# SEND Support

Key staff:

Miss Huddleston - SENDCo (NASENDCo)

Mrs James - Assistant SENDCo and Medical Lead

Miss Allford - Learning Support Manager

Team of Teaching Assistants



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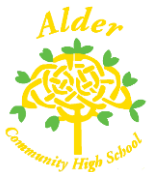
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# SEND Support

- A broad, balanced and appropriate curriculum
- We have high aspirations and expectations of all students
- Communication with all stakeholders



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# Ways we communicate with you

- Co-production working with parents, carers and pupils
- Clear and consistent communication
- Appointments can be made to discuss progress with the SENDCo or a member of the Learning Support team where necessary
- Assistant SENDCo answers queries via telephone
- The SEND department has a dedicated email address which is monitored by the SENDCo and Assistant SENDCo: [sen@alderchs.uk](mailto:sen@alderchs.uk)
- Parents evenings
- EHCPs are officially reviewed annually, and progress reviews may be scheduled when requested



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# SEND Support

## Support for Year 9 Options

- Our students with SEND will be offered a broad and ambitious range of options

## Access Arrangements

- The assessing and awarding of access arrangements is a formal process and we must comply with strict JCQ regulations to put these in place
- Depending on the needs of the student, appropriate arrangements may be made if they meet the required standards set out in the guidance, and it is embedded as their 'Normal Way of Working'



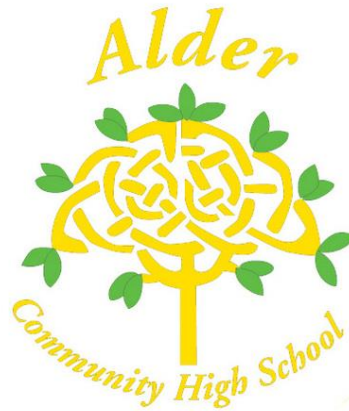
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# Supporting your child in English

Ms J Darlington  
Associate Assistant Headteacher for English



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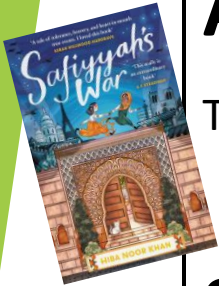
# As a department, we aim to:

- Build passion for English through a challenging curriculum
- Ensure students have an in-depth knowledge of a broad, diverse range of texts across time
- Ensure students retain and build upon their English knowledge
- Encourage students to use challenging, academic language in your written and spoken work
- Develop student understanding of the cultural, social and political world around them
- Ensure they excel in their exams and beyond

# What does English look like in Year 7?

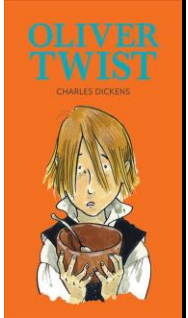
## Autumn

The theme(s) of Conflict and Rebellion, with an in-depth reading of *Safiyyah's War* by Hiba Noor Khan



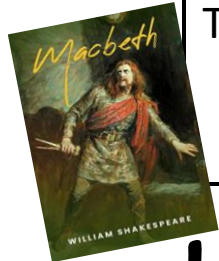
## Spring

The theme(s) of Crime and Punishment, with an exploration of *Oliver Twist*, by Charles Dickens



## Summer

The theme(s) of Heroes and Villains, with an exploration of *Macbeth*, by William Shakespeare

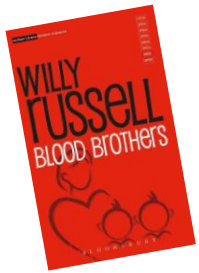


# What does English look like in Year 8?



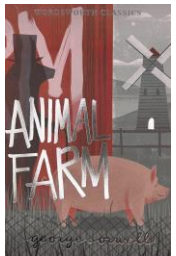
## Autumn

The theme(s) of Morality and Responsibility, with an in-depth reading of *A Christmas Carol*, by Charles Dickens



## Spring

A scheme entitled It's Grim Up North, with an in-depth reading of *Blood Brothers*, by Willy Russell



## Summer

The theme of Political Protest, with an in-depth reading of *Animal Farm*, by George Orwell

# What does English look like in Year 9?

## Autumn

The theme(s) of Power and Control, with an in-depth reading of *The Tempest*, by William Shakespeare

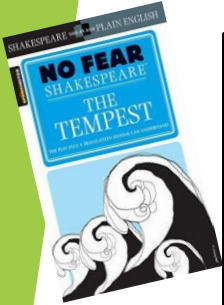
## Spring

The Gothic: a writing unit exploring writing to describe, linking to genre

Identity: an exploration of identity poetry and how writers use language to create meaning

## Summer

The theme(s) of Human Nature and Morality, with an in-depth reading of *Lord of the Flies*, by William Golding



# Knowledge Organisers

Separated into:

**Page 1:**

- **Character**
- **Vocabulary**
- **Context**

**Page 2:**

- **Quote explosions support**

## FLASH CARDS

On one side of a flash card, write a **question** from the topic you wish to revise. On the other side, write down the **correct answer**.

**Ask a parent, carer**  
You could also test yourself correctly, place the card in another pile.  
If you answer incorrectly, place the card in another pile.

**Re-test** on the cards the first time, until you answer correctly.

## MIND MAP

A mind map is a way of putting your ideas and knowledge on paper in a clear, visual way.

Put the topic in the centre and grow your ideas so they are connected.

Use colours and images to make it memorable.

## Knowledge Organiser - Year 7

| Contextual factors |                                                                                                                                                                                                                           | Links to the text                                                                                                                                                                                                                                     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| World War Two      | World War Two began in 1939 when Germany broke the Treaty of Versailles and invaded Poland. Britain declared war on Germany on the 3rd September 1939 after Germany refused to withdraw their troops from Poland.         | <ul style="list-style-type: none"> <li>Safiyah's War is set in 1939 just before the German invasion of Paris</li> </ul>                                                                                                                               |
|                    | In World War One, Germany were forced to leave land and pay harsh penalties. This led to food and money. Germany was ruled by a dictator, Adolf Hitler. Together with the Nazi Party, they wanted Germany to rule Europe. | <ul style="list-style-type: none"> <li>Paris became an occupied city in France when invaded by Germany – we see this happen in the novel.</li> <li>"under the control of another country that it doesn't want to be under the control of."</li> </ul> |

## KNOWLEDGE DROP

Set yourself an **amount of time** to write down everything that you can remember about a topic.

When you've done, **check** your book or knowledge organiser to **see what key information** you missed.

# Knowledge Organisers

Separated into:

Page 1:

- Character
- Vocabulary
- Context

Page 2:

- Quote explosions support



## English - Safiyah's War - Knowledge Organiser - Year 7



### Guide for Quote Explosions and PEE paragraphs

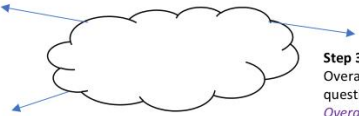
- In this unit of work, we will be practising two key skills:
  - Quote explosions
  - PEE paragraphsYou should use this page in the knowledge organiser to practice these 2 key skills.  
*Top tip! Use the tier 2 vocabulary list to improve your vocabulary.*

#### 1. Quote explosion guide

**Step 1:**  
What does your quotation suggest?  
*This suggests...*

**Step 2:**  
What device or word type has been used in your quotation? What is the effect?  
*The use of...is effective because... The use of... makes me think or feel...*

**Step 3:**  
Overall, how does this link back to the question?  
*Overall, this shows that... The writer may have...*



#### 2. PEE paragraph guide

- Once you have completed your quote explosion, you should use your ideas to write up your paragraph. All of your ideas count so make sure you include them!
- Use the success criteria to support you with reminders of what to include in your paragraph.

|          |                                                                        |                                                                                                                                                  |
|----------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Point    | Open the paragraph by responding to the question and introduce an idea | <i>Khan presents... as...</i>                                                                                                                    |
| Evidence | Introduce a relevant quotation                                         | <i>This is shown through the quotation "..."</i>                                                                                                 |
| Explain  | Comment on the quotation, linking to character/plot/theme              | <i>This suggests...because...<br/>The use of...is effective because...The use of...makes me think or feel...<br/>Overall, this shows that...</i> |

### Practice questions

Now, use these practice questions to improve your key skills.  
**Step 1:** Read the question, highlighting key words  
**Step 2:** Explore the quotation, linking to the question  
**Step 3:** Complete a PEE paragraph, responding to the question.

**Question:** How does the writer use language to present the effects of war in this quotation?

**Quotation:** 'she looked towards the man, who all of a sudden seemed to be as fragile as delicate porcelain.'  
*In this quotation, Safiyah finds Monsieur Cassin after the soldiers have raided his home because he is Jewish.*

**Question:** How does the writer use language to present the soldiers in this quotation?

**Quotation:** 'the soldiers' presence felt like a violent tornado, with the capacity to let loose and wreak havoc at any moment'  
*In this quotation, Safiyah observes the soldiers in the pharmacy after they have been at Monsieur Cassin's house.*

**Why is this important?**  
For this unit of work, we will be assessing this core knowledge:

To know how to write a paragraph using the Point, Evidence, Explain,

To know how to use conjunctions when explaining

To know how to use tier 2 vocabulary to develop my response

**Conjunctions**

Because, so, as



# Knowledge Organisers

Separated into:

## Page 3

- **How-to guide: flashcards**

## Page 4

- **Writing guidance plus practice questions**

English - Safiyyah's War - Knowledge Organiser - Year 7

How can I revise the information on the knowledge organiser?

**FRONT**

**Key vocabulary**

1. What does the word oppressive mean?
2. What does the word tyrant mean?
3. What events in the novel link to the word oppressive or tyrant?  
*Hint: books, soldiers, Monsieur Cassin, Hana*

**Flashcard guide**

1. On the first side of your flashcard, write down the topic you will be revising.
2. Write down 3 questions you are going to ask yourself.  
*You could include hints at the bottom.*

**BACK**

1. What does the word oppressive mean? The word oppressive means cruel or unjust treatment.
2. What does the word tyrant mean?  
A tyrant is a cruel leader.
3. What events in the novel link to the word oppressive or tyrant?  
Madame Odette telling Safiyyah about the book burnings; German soldiers destroying Monsieur Cassin's book; the treatment of Hana.

On the back of your flashcard, write down the answers to the 3 questions you have asked yourself.

Ask your parents/carers/friends to quiz you, or quiz yourself!

# Knowledge Organisers

Separated into:

Page 3

- How-to guide: flashcards

Page 4

- Writing guidance plus practice questions

English – Transactional Writing - Knowledge Organiser - Year 7

### Guide for planning a letter:

Step 1: Brainstorm your ideas around the task you have been given.  
For example:

To convince – this means I should use persuasive devices

Audience – this means the letter should be formal

Reasons for change: lack of uniform allows students to express their individuality...

Write a letter to your **headteacher** to **persuade** them to **change the school uniform policy**

Step 2: Decide on 3 main ideas that you are going to write about.  
Step 3: Organise your ideas by bullet pointing your ideas under the headings below. There are some questions included to support you.

- Introduction  
Who are you writing to, and why are you writing?
- Paragraph one:  
What is your first idea, and how do you feel about it? What device will you use for effect? Overall, what is your message about this idea?
- Paragraph two:  
What is your second idea, and how do you feel about it? What device will you use for effect? Overall, what is your message about this idea?
- Conclusion:  
Summarise your letter – overall, what do you want your recipient to think/feel/do?

Top tip! Add the tier 3 terminology that you are going to include e.g., direct address

| Tier 3 Vocabulary                                                                  |
|------------------------------------------------------------------------------------|
| Direct address, adjectives, opinion, rhetorical question, emotive language, triple |

### Guide for writing a letter:

| Paragraph                                                                                                                           | Sentence starters to use for support                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b><br>Address of recipient: top left<br>Leave a line: date (Monday, 24 <sup>th</sup> ...)<br>Leave a line: Dear... | Dear...<br>(date)<br>I am writing to you to...                                                                    |
| <b>Paragraph 1</b><br>Topic sentence<br>Supporting sentence 1 and 2<br>Concluding sentence                                          | Firstly, I wanted to share/address...<br>This is...<br>I feel that...<br>Overall, I hope/wonder/have realised...  |
| <b>Paragraph 2</b><br>Topic sentence<br>Supporting sentence 1 and 2<br>Concluding sentence                                          | Secondly, I wanted to share/address...<br>This is...<br>I feel that...<br>Overall, I hope/wonder/have realised... |
| <b>Conclusion</b>                                                                                                                   | Finally, I wanted to say that...I hope that...<br>Kind regards/Yours sincerely/Warm regards...                    |

**Practice question:**

Imagine you are a young person living during a time of war. This could be during World War I, World War II, or a fictional conflict.

Write a letter to a close friend or family member describing:

- What life is like where you are
- How the war has affected you and the people around you
- Your thoughts, fears, and hopes for the future
- Any questions you have for the person you're writing to

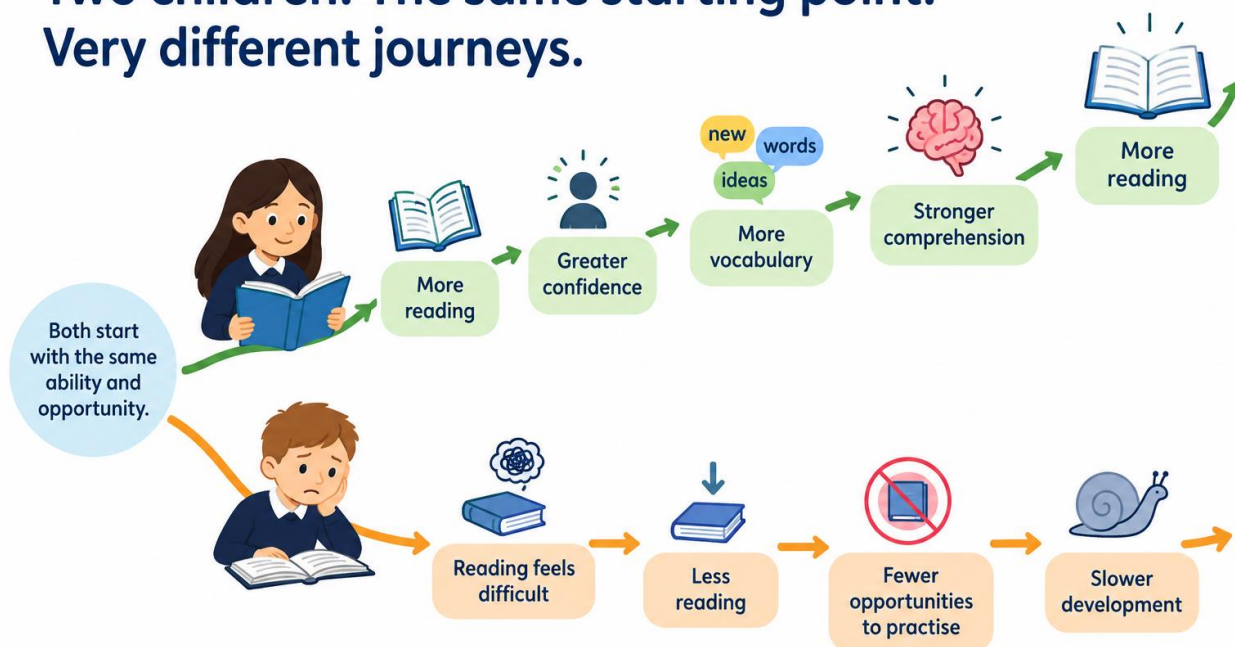
You should:

- Use a suitable **tone** (emotional, personal, reflective)
- Include **descriptive details** to bring your experiences to life
- Show how **conflict impacts ordinary people**

# Independent Learning

All KS3 students will have compulsory weekly Independent Learning set on SparxReader.

Two children. The same starting point.  
Very different journeys.

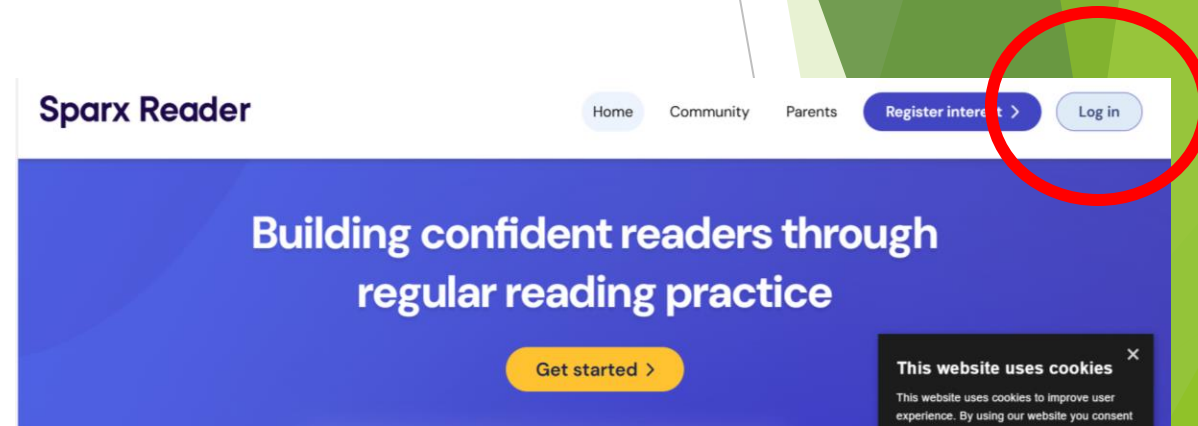


# Independent Learning

**SparxReader encourages students to read widely and often, and uses their reading test to assess their current reading level and support them to select the best book for them.**

**Students can swap or change their book if it is too difficult, or simply if they are not enjoying it.**

**Teachers can also amend students Sparx profile if they are struggling to engage or finding reading difficult.**



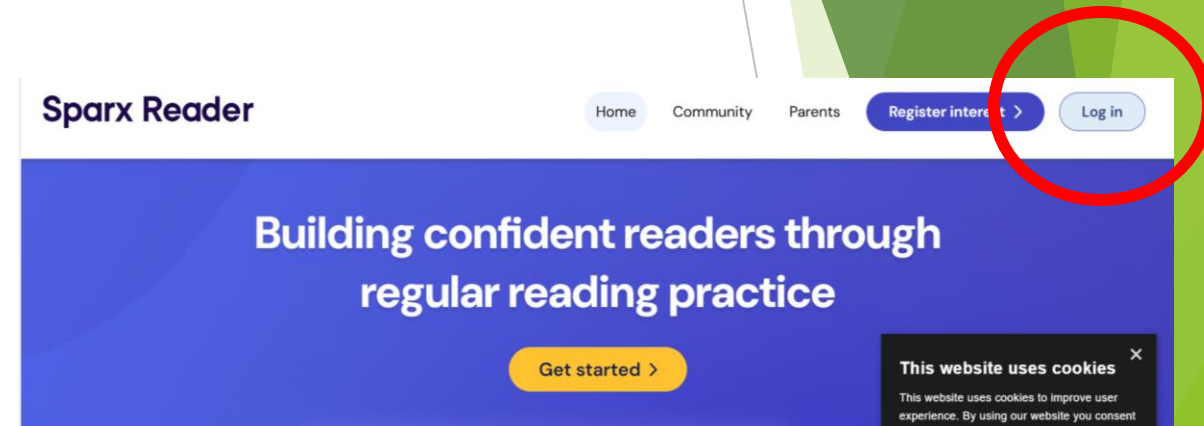
1. Type in SparxReader to your web browser. Click the first link.

# Independent Learning

**Student Independent Learning follows a weekly schedule.**

**Every Tuesday, students will have SparxReader homework to complete.**

**Students can access this in the same way as they would access SparxMaths.**



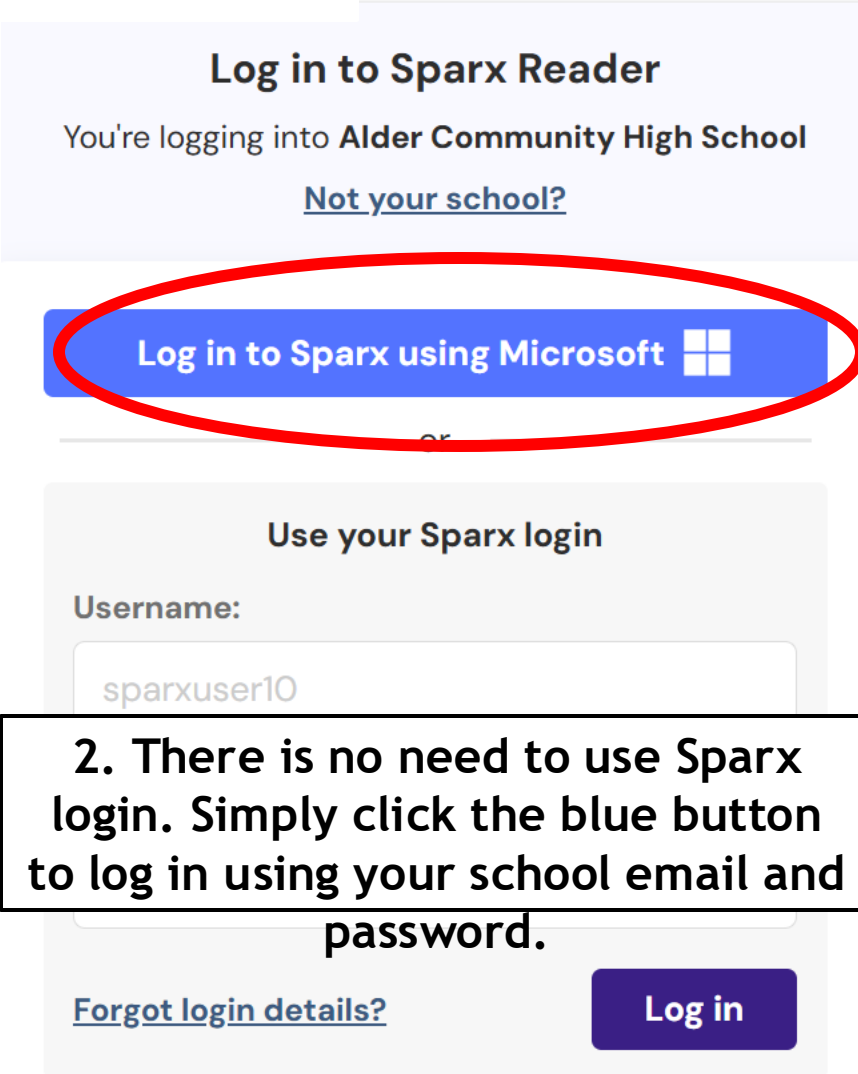
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# Independent Learning

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**Students can access this in the same way as they would access SparxMaths.**



**Log in to Sparx Reader**  
You're logging into **Alder Community High School**  
[Not your school?](#)

**Log in to Sparx using Microsoft** 

or

**Use your Sparx login**  
Username:

[Forgot login details?](#) **Log in**

2. There is no need to use Sparx login. Simply click the blue button to log in using your school email and password.

This will tell students when their homework is due. We ask that students read for 30 minutes a week. This will equate to 300 SparxReader points.

This section is also important. Students will be able to see how many tasks have been completed here. If they have overdue homework, they will need to catch up by simply reading more.

The screenshot shows the SparxReader user interface. On the left is a vertical sidebar with icons and labels for Home, Library, Leaderboard, Vocab, and Gold Reader. The main content area is titled 'Good evening, Jade'. It features two primary sections: 'Current Task' and 'Previous Tasks', both of which are circled in red. The 'Current Task' section shows 'There is no current task set' with a red arrow pointing to it from the top-left text box. The 'Previous Tasks' section shows 'You have no previous tasks' with a red arrow pointing to it from the top-right text box. Below these are sections for 'Latest book' (stating 'You have not started any books.' with a 'Find a new book to read in the Library' button) and 'Unlock Gold Reader' (showing a progress bar and five stars).

Good evening, Jade

**Current Task** [What is this?](#)

There is no current task set

**Previous Tasks**

You have no previous tasks

**Latest book**

You have not started any books.

Find a new book to read in the [Library](#)

**Unlock Gold Reader**

Reach 5 stars to unlock a 5-week Gold Reader pass!

# Independent Learning

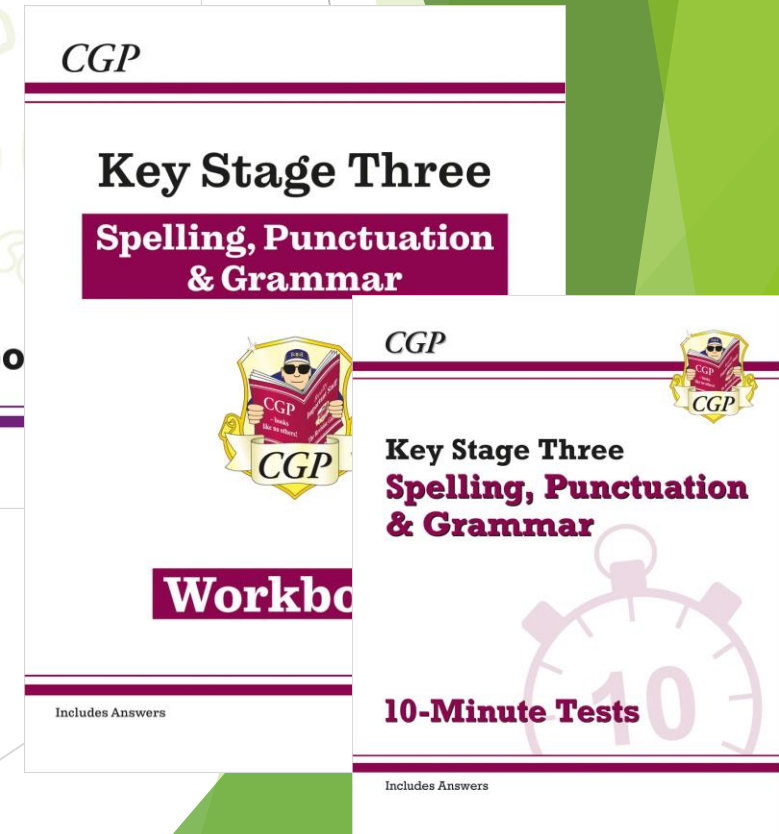
## Parents/carers can make a big difference by:

- ▶ Encouraging their child to complete their Sparx Reader homework regularly.
- ▶ Asking about the book they are currently reading.
- ▶ Encouraging children to look up or discuss unfamiliar words.
- ▶ Providing a quiet environment where possible.
- ▶ Celebrating consistent effort rather than focusing solely on scores.



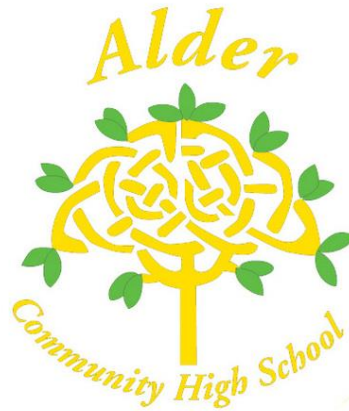
# Support:

You can purchase a range of revision guides to support your child at KS3. They are available via ParentPay.



# Supporting your child in Maths

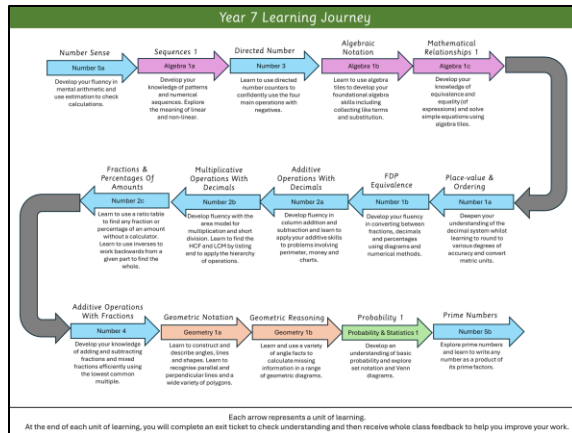
Mrs M Maden  
Associate Assistant Headteacher for Maths



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# Maths at Alder: What KS3 students can expect from us



## Learning Journey

A yearly learning journey which details:

- what each unit of learning will cover
- when checkpoint assessments will take place
- which strand of maths each unit falls within

*All students have this stuck in the front of their exercise book for easy reference.*

Y7 Maths. A1a. Sequences 1

**I need to know that...**

- a previous terms can be used to find preceding terms,
- diagrammatical sequences can be represented numerically,
- triangular and square numbers form a pattern,
- Linear sequences have a constant difference.

**I need to know how to...**

- find the next term in a linear sequence,
- find the next term in a non-linear sequence,
- describe the term-to-term rule in a sequence,
- find missing terms in a linear sequence.

Y7 Maths. A1a. Sequences 1

**Vocabulary**

Sequence: An ordered set of numbers, shapes or objects, arranged according to a rule.

Term: (Sequencial) A number, shape or object in a sequence.

Position: The place something is located.

Difference: The result of a subtraction.

Arithmetic: A type of sequence in which the difference between the terms is constant (common difference).

Linear sequence: A sequence with a constant difference (amount added or subtracted each time).

Geometric: A type of sequence in which each term is found by multiplying the previous term by a fixed non-zero number.

Non-linear: The difference between terms is not constant (it may be  $\times$ ,  $\div$  or some other rule).

**Describe and continue a sequence diagrammatically**

**Patterns and check terms**

**Sequences in tables and graphically**

**Linear and Non-Linear Sequences**

**Explain terms to term rule**

## Knowledge Organisers

A knowledge organiser for each unit of learning which details:

- Learning objectives
- Key vocabulary
- Key knowledge and examples

*All students have been issued a knowledge organiser for their current unit. This is printed on yellow and stuck into their exercise book for easy reference.*

Y7 Maths. A1a. Sequences 1

**Vocabulary**

Sequence: An ordered set of numbers, shapes or objects, arranged according to a rule.

Term: (Sequencial) A number, shape or object in a sequence.

Position: The place something is located.

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**Sequences in tables and graphically**

**Linear and Non-Linear Sequences**

**Explain terms to term rule**

## High Quality Lesson Resources

Centrally planned lesson resources for consistency across all classrooms and teachers within the department.

The structure of a maths lesson:

- Retrieval 'Do Now' task covering key skills
- Exposition of new knowledge
- Modelling examples and guided practice
- Silent independent practice
- Review learning

# Maths at Alder: What KS3 students can expect from us

## Regular Formative Assessment

Formative assessment gathers information to inform future teaching, rather than to generate a grade.

Students complete an exit ticket between each sub-unit of learning, and these are teacher marked.

Scores are tracked at skill level.

## Regular Feedback

Following an exit ticket or checkpoint, lesson time will be allocated for teachers to deliver feedback (often through a whole class feedback sheet) and for students to respond to feedback.

This is often referred to at Alder as 'MAD-time' (**M**ake **A** **D**ifference) and is critical for students to make progress.

## Coherent Curriculum Journey

The curriculum for KS3 and KS4 has been rewritten to be coherent and ensure clear progression across the five strands of maths:

- Number
- Algebra
- Geometry
- Ratio & Proportion
- Probability & Statistics.

*Please see the school website for parent-friendly curriculum overviews.*

# Maths at Alder: What we expect from KS3 students

## Expectations

### The basics

- One voice at a time
- Hands up and wait
- Full equipment

Equipment checklist:



Black pen



Red pen



Pencil



Rubber



Ruler



Calculator



Workbook

### How can I show the ALDER values in maths lessons?

A – listening respectfully and allowing others to learn.

L – sharing ideas in discussions and supporting others to share theirs.

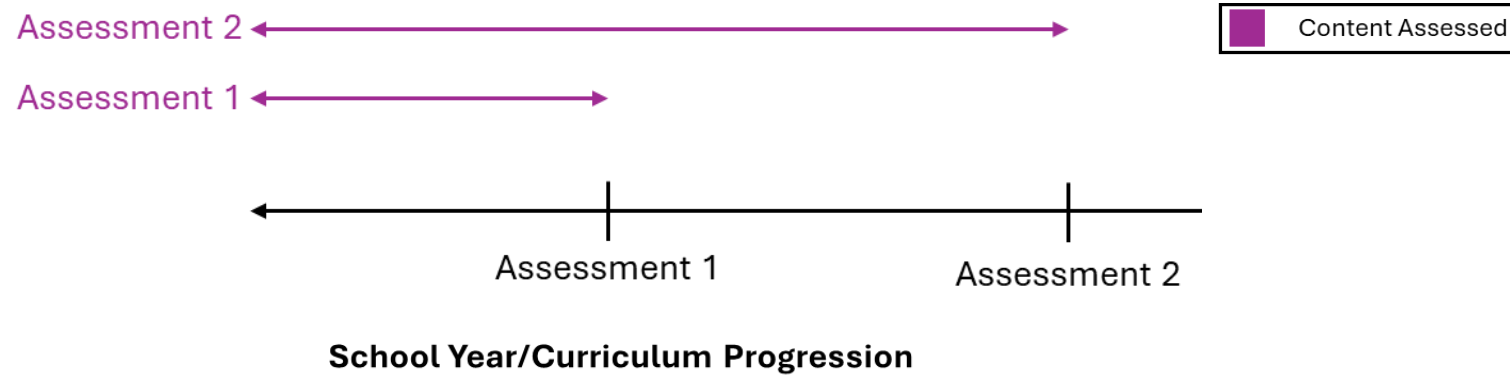
D – respecting different opinions and ideas.

E – attempting all tasks to the best of your ability.

R – implementing feedback from the teacher and staying positive when something is challenging.

# Summative Assessment

Summative assessment gathers information to be able to report what proportion of the curriculum each student knows at two given points across the school year.



## Summative Assessment Dates:

|                     | Y7                       | Y8                       | Y9                       |
|---------------------|--------------------------|--------------------------|--------------------------|
| <b>Assessment 1</b> | w/c 4 <sup>th</sup> Jan  | w/c 4 <sup>th</sup> Jan  | w/c 23 <sup>rd</sup> Nov |
| <b>Assessment 2</b> | w/c 21 <sup>st</sup> Jun | w/c 21 <sup>st</sup> Jun | w/c 21 <sup>st</sup> Jun |

# Independent Learning

## Sparx Maths

- 30-minute weekly task
- Set Wednesday and due the following Wednesday at 9am (complete Tuesday night before bed)
- Uses AI to level to the student
- Automatically interleaves topics a student has previously struggled with
- Personal Practice function for additional practice
- 'Independent Learning' section for topic-specific practice
- Guidance videos, hints instant feedback
- Support session Tuesday brunch in F6

## Other

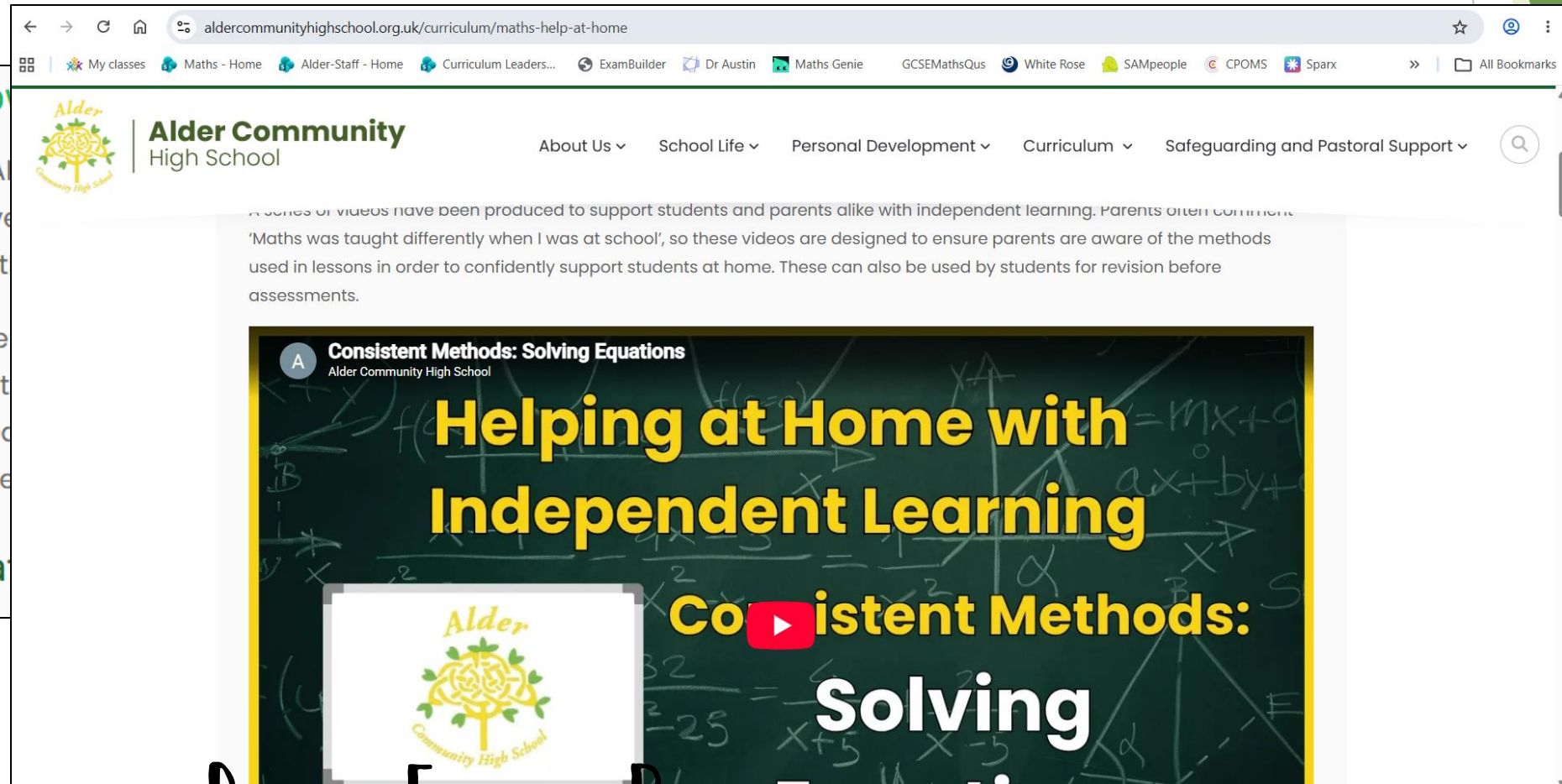
- Flashcards – note down basic facts (times tables, square numbers, prime numbers, cube numbers, ...) and practice recall at home
- Pre-Learning – look out for announcements on ClassCharts where your teacher has suggested doing some revision of a specific skill prior to a lesson
- Lesson follow up – spend an extra 15-20 mins in the evening completing further practice on the task from the lesson

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## Consistent Methods – Support Videos

‘Maths was taught differently when I was at school’



The screenshot shows the Alder Community High School website. The browser address bar displays [aldercommunityhighschool.org.uk/curriculum/maths-help-at-home](http://aldercommunityhighschool.org.uk/curriculum/maths-help-at-home). The website header includes the school logo and navigation links: About Us, School Life, Personal Development, Curriculum, and Safeguarding and Pastoral Support. A search icon is also present. The main content area features a video player with the title 'Consistent Methods: Solving Equations' and the subtitle 'Helping at Home with Independent Learning'. The video thumbnail shows a chalkboard with mathematical equations and the Alder Community High School logo. The video player interface includes a play button and a progress bar.

**Consistent Methods: Solving Equations**  
Alder Community High School

**Helping at Home with Independent Learning**

**Consistent Methods: Solving**

# Parental Support

‘I was no good at maths when I was at school’

‘Our family don’t have maths brains’

Have positive or neutral conversations around maths at home, avoid expressing negative views around children

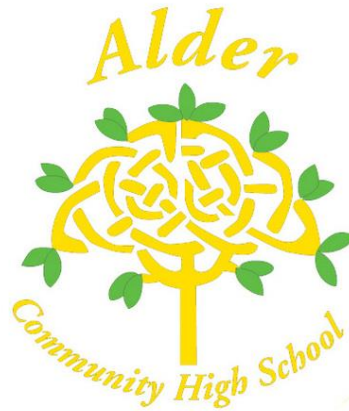
Interestingly, survey results show that when parents admitted to expressing negative views about maths, their child’s average confidence score drops to 6.8. On the other hand, positive reinforcement raises the child’s confidence to 7.7.

*National Numeracy: Parents pass fear of maths on to their children, new Mumsnet research suggests (2024)*

<https://www.nationalnumeracy.org.uk/news/parents-pass-fear-maths-their-children-new-mumsnet-research-suggests>

# Supporting your child in Science

Ms K Whitehead  
Associate Assistant Headteacher for Science



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# Our curriculum

| Biology                                                                                                                                                                                      | Chemistry                                                                                                                                                                                                    | Physics                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Cells and the cell cycle<br>Enzymes<br>The genome<br>Transport and exchange surfaces<br>Natural Selection<br>Disease and immunity<br>Respiration<br>Photosynthesis<br>Homeostasis<br>Ecology | Particle model<br>Atoms, Elements, Compounds, Mixtures<br>General Equations<br>Atomic Structure<br>Periodic Table<br>Energy in chemical reactions<br>Opposites attract<br>Mass and Moles<br>Collision Theory | Electricity<br>Opposites attract<br>Energy<br>Motion<br>Forces<br>The model of the atom<br>Particle model<br>Light<br>Sound |

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*“Science isn’t just one subject, it’s three, how can I revise all that?”*

What is the key to being successful if there is so much to remember?

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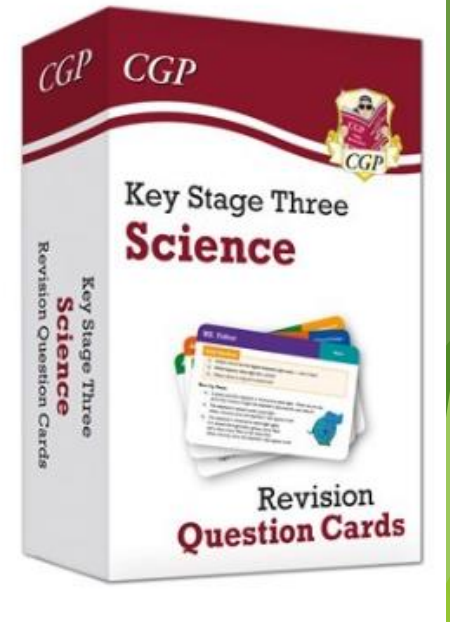
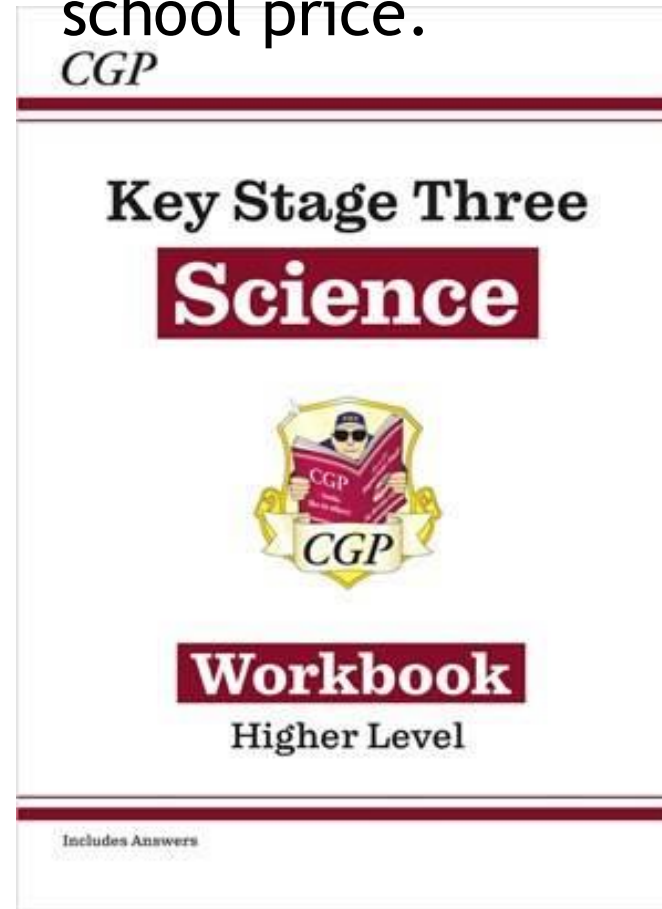
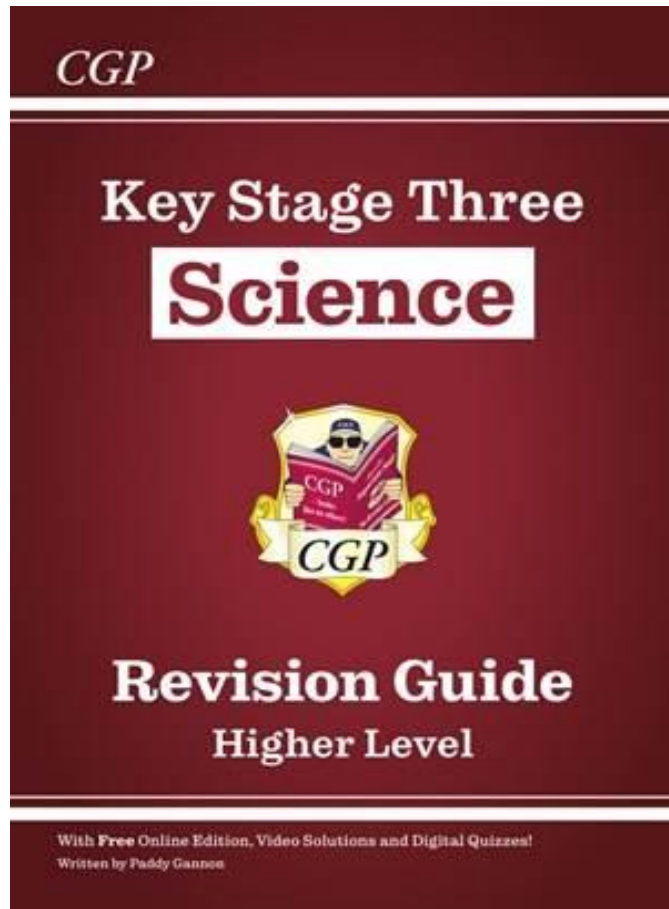
# SELF TESTING

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# Be prepared

Revision guide bundles are available to buy on ParentPay at a discounted school price.



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# Use appropriate techniques

1. Educake
2. Knowledge organisers
3. Revision guides and workbooks



**Educake**

Online Formative Assessment

Independent learning (homework) will be **set**  
every **Monday**.

It is **due** every **Sunday (by midnight)**.

**1 quiz per week**

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**Educake username**

For example, maxg0004

Please enter a username

☐ Remember my username

**Educake password**

Enter your Educake password here

Please enter a password

Log in

or

 Sign in with Google

 Sign in with Microsoft



## Sign in

26kw28@alderchs.uk

No account? [Create one!](#)

[Can't access your account?](#)

Back

Next



Sign-in options

26\_ \_ \_ \_ @ alderchs.uk

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## My Educake

[Revision wizard >](#)

### Your Upcoming Quizzes

| Subject          | Quiz name                           |
|------------------|-------------------------------------|
| Geography        | Weather and climate (16 Qs)         |
| Computer Science | Ethical issues (15 Qs)              |
| English          | Themes: Science & Curiosity (16 Qs) |

Educake also has a smart assistant feature (revision wizard) where it identifies your strengths and weaknesses and sets tests for you to try!

These are optional but a great revision tool to use!

pick from your teachers

### Study and Quiz Yourself

KS3

GCSE

GCSE Science – AQA

54%

Biology

57%

Chemistry

50%

Physics

53%

Maths for Science

50%

Working Scientifically

60%

GCSE Science – Edexcel

54%

# Knowledge organisers

## CB1 Revision Worksheet

Define the following words:

Magnification

Resolution

Using the formula triangle- the size of an organism is 0.003mm and the size of the image is 4.2mm. What magnification was used?



Complete the following:

Total magnification= ..... x .....

| Eyepiece Magnification | Objective Magnification | Overall Magnification |
|------------------------|-------------------------|-----------------------|
| X10                    | X4                      |                       |
| x15                    | x400                    |                       |

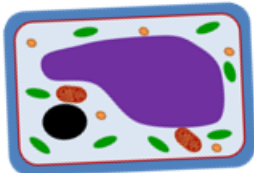
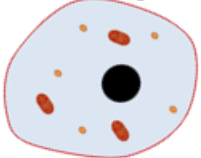
Describe three differences between a light microscope and an electron microscope:

.....

.....

.....

Label all the organelles in the animal and plant cells below:



Match up the following organelles to their functions:

Nucleus

Controls what happens in the cell and carries genetic information.

Cytoplasm

Controls what gets in and out of the cell.

Cell Membrane

Jelly like substance where chemical reactions happen.

Ribosome

Where respiration occurs to make energy.

Mitochondria

Where new proteins are made.

Vacuole

Where the cell makes food through photosynthesis.

Chloroplast

Where cell sap is stored

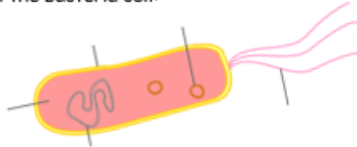
Cell Wall

Gives the cell structure and support.

Draw a specialised cell found in the reproductive or digestive system.

Function:  
Adaptations:

Label the bacteria cell:



State the function of the following components:  
Chromosomal DNA- .....

Plasmid DNA- .....

Flagella- .....

Tick or cross which features are found in which types of cell:

| Feature       | Animal Cell | Plant Cell | Bacterial Cell |
|---------------|-------------|------------|----------------|
| Cell Membrane |             |            |                |
| Nucleus       |             |            |                |
| Plasmids      |             |            |                |
| Chloroplasts  |             |            |                |
| Cell Wall     |             |            |                |
| Cytoplasm     |             |            |                |

Define the following words:

Eukaryotic

Prokaryotic

Explain what an enzyme is and what they do:

.....

.....

.....

Make  
flashcards and  
mind maps  
from your  
knowledge  
organisers.

# Key Updates: Mobile Phones & Smart Devices

## Our approach: “Gate to Gate”

- Students must have phones/smart devices **switched off – not on silent – and out of sight**
- Devices must be stored within the **inside blazer pocket or school bag.**
- **No use, sight or sound** of devices unless an authorised exception applies.

## If a device is seen or used:

- It will be confiscated in line with the Positive Behaviour Policy and statutory powers.
- Device is **returned to parents/carers at the end of the day.**
- Refusal to hand over a device = **failure to follow a reasonable instruction** and will result in further correctives.

## Exceptions

- Only where there is an **agreed medical need or reasonable adjustment**, authorised in advance  
The aim is to **reduce distraction, support positive behaviour and engagement, and safeguard pupils.**

# ALDER CLASS OF 2026



| LUNCH CLUBS (green week)<br>13:20 – 13:50 |                                          |                                          |                                          |                                          |
|-------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| MONDAY                                    | TUESDAY                                  | WEDNESDAY                                | THURSDAY                                 | FRIDAY                                   |
| Library Club<br>Library                   | Library Club<br>Library                  | Library Club<br>Library                  | Library Club<br>Library                  | Library Club<br>Library                  |
| Art Club<br>B5 AFI                        | Art Club<br>B5 AFI                       | Art Club<br>B3 AHA                       | Art Club<br>B3 AHA                       | Chess Club<br>E6 ABA                     |
| Dance<br>Dance Studio PD                  | Music Practice<br>Session<br>C17 AGP/ADA | Music Practice<br>Session<br>C17 AGP/ADA | Music Practice<br>Session<br>C17 AGP/ADA | Music Practice<br>Session<br>C17 AGP/ADA |
| Book Club<br>A5 JDA                       | K33/4 Photography<br>Club C16            | Studio Ghibli Club<br>A11 RPL            | Table Tennis Club<br>Dance Studio<br>JCH | LGBTQ+ Allies<br>F8                      |
|                                           |                                          | Nathletics<br>D11 ERA                    | Poetry Club<br>A5 JDA                    |                                          |
|                                           |                                          | Rummikub Club<br>KWA D10                 |                                          |                                          |
|                                           |                                          | K54 GCSE Drop In<br>VLA A12              |                                          |                                          |

| Brunch Time CLUBS (yellow week)<br>10:50 – 11:20 |                                                       |                                                       |                                                       |                         |
|--------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------|
| MONDAY                                           | TUESDAY                                               | WEDNESDAY                                             | THURSDAY                                              | FRIDAY                  |
| Library Club<br>Library                          | Library Club<br>Library                               | Library Club<br>Library                               | Library Club<br>Library                               | Library Club<br>Library |
|                                                  | Spurs Maths Support<br>C9 IMH                         | English KS4 Independent<br>Learning<br>A10 – CHC      | Spurs Maths Support<br>F6 KMS                         |                         |
|                                                  | KS4 Composition and<br>Performance Support<br>C17 AGP | KS4 Composition and<br>Performance Support<br>C17 AGP | KS4 Composition and<br>Performance Support<br>C17 AGP | KS4 M...<br>C3          |
|                                                  | Twinkl Fashion Club<br>C11 IMC                        | Quart Games<br>H6 IMH                                 | Knives and Camp Goggles<br>A6 – IMH                   |                         |
|                                                  | GCSE Question Prep<br>F9 MDD                          | Drama Club<br>Dance Studio<br>A6H                     | GCSE Question Prep<br>F9 MDD                          |                         |
| KS4 ART /PHOTO<br>INTERVENTION<br>B1/BS          | KS4 ART /PHOTO<br>INTERVENTION<br>B1/BS               | KS4 ART /PHOTO<br>INTERVENTION<br>B1/BS               | KS4 ART /PHOTO<br>INTERVENTION<br>B1/BS               |                         |



# SPAIN 2026



## Culture

### Our Alder Values

We encourage our students to live by our values in all that they do.

**Altruism**  
Having a genuine and selfless concern for others.

**Leadership**  
Inspiring and empowering a community to achieve a shared vision by leading by example.

**Diversity**  
Celebrating, accepting and respecting that everyone is different both in school and in our community.

**Excellence**  
Striving to achieve your best in all that you do.

**Resilience**  
Turning challenges into something positive and never giving up.

#WeAreAlder

# Celebrating Alder PRIDE

Thank you for coming!  
Have a safe journey  
home

**A**LTRUISM   **L**EADERSHIP   **D**IVERSITY   **E**XCELLENCE   **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO  
#WeAreALDER