



Weald of Kent Grammar School

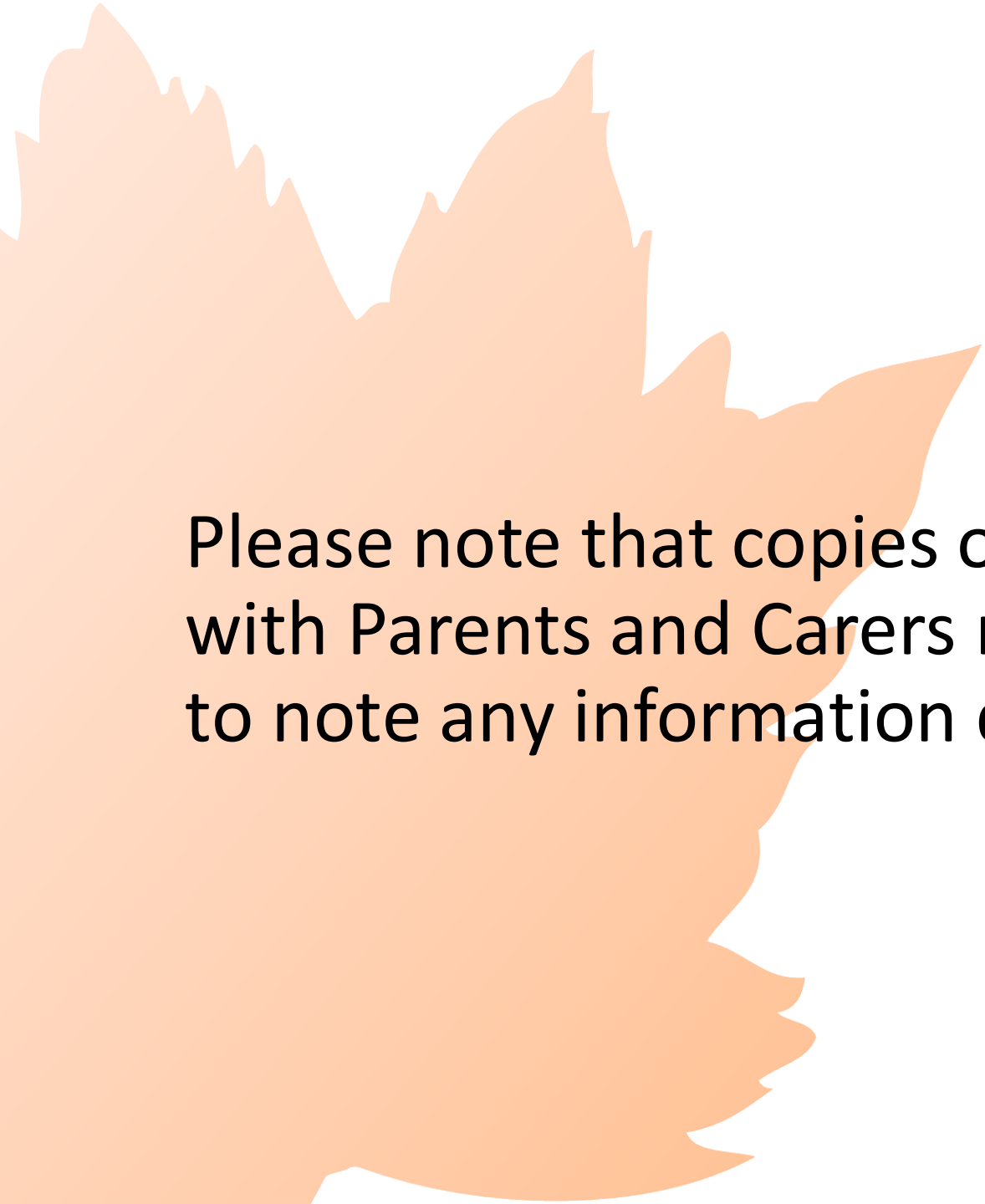
New Year 7 Tonbridge
Parent Information Evening 2024

Welcome!



Mr Booth

Headteacher

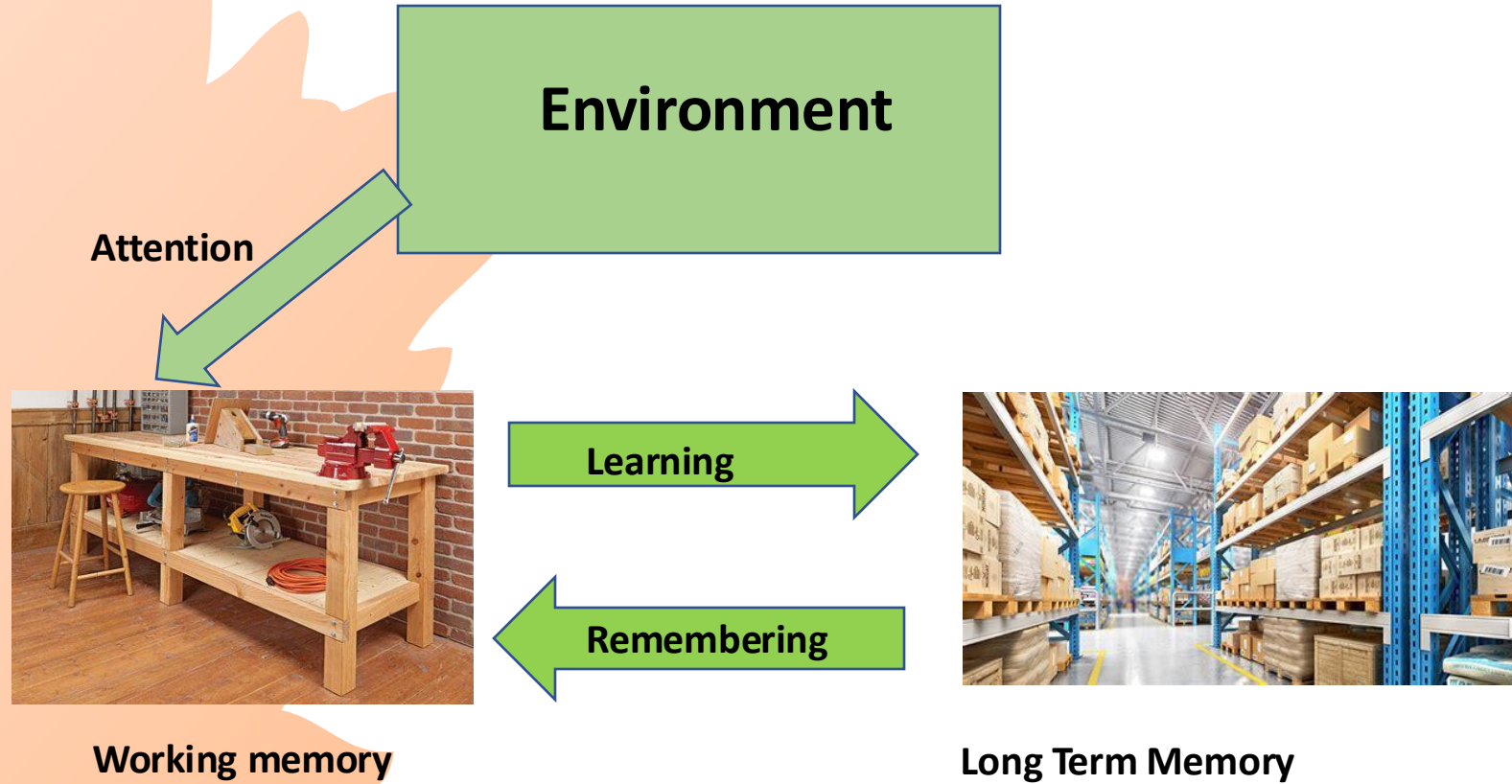


Please note that copies of these slides will be shared with Parents and Carers next week so there is no need to note any information during the presentation.

Key Staff - Tonbridge

- **Head of Year:** Miss A Sales
- **Senior Leadership Team link:** Mr C Love
- **Assistant to the Head of Year:** Mrs K Bampton
- **SENDCo:** Mrs N Smith
- **Attendance Officer:** Mrs S Blazer


A simple model of memory



An abstract orange background with jagged, flame-like edges on the left side, partially overlapping a black rectangular box.

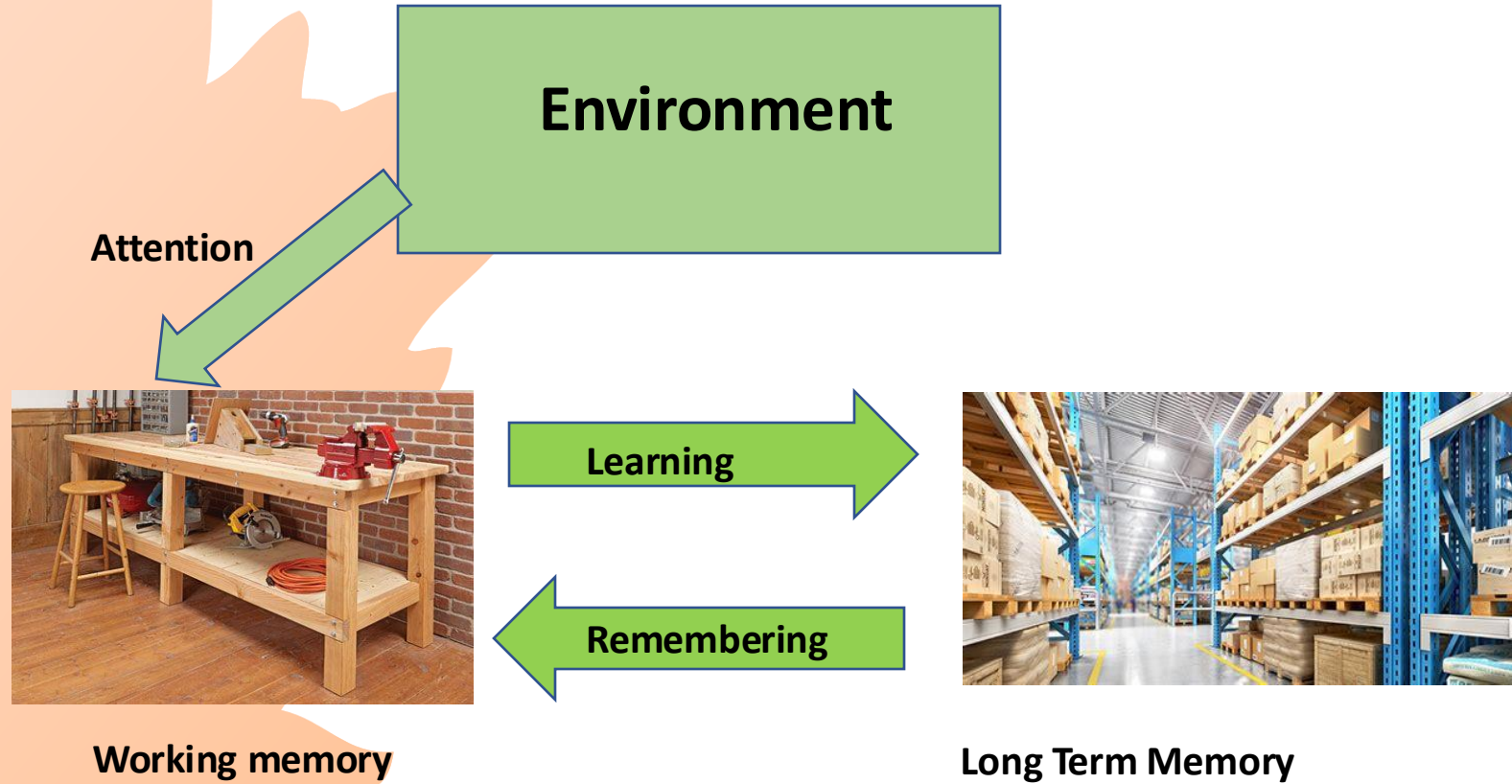
Instructions

**Count how many times the
players wearing white pass
the basketball.**



But did you see the gorilla?!

A simple model of memory

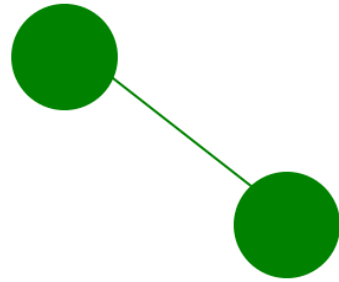


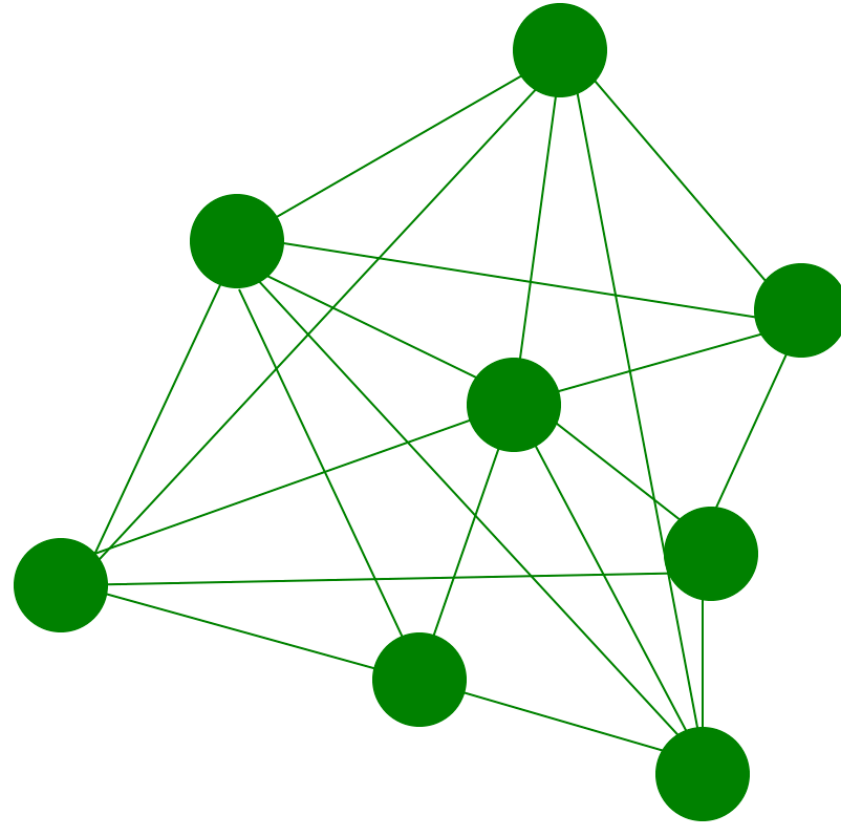
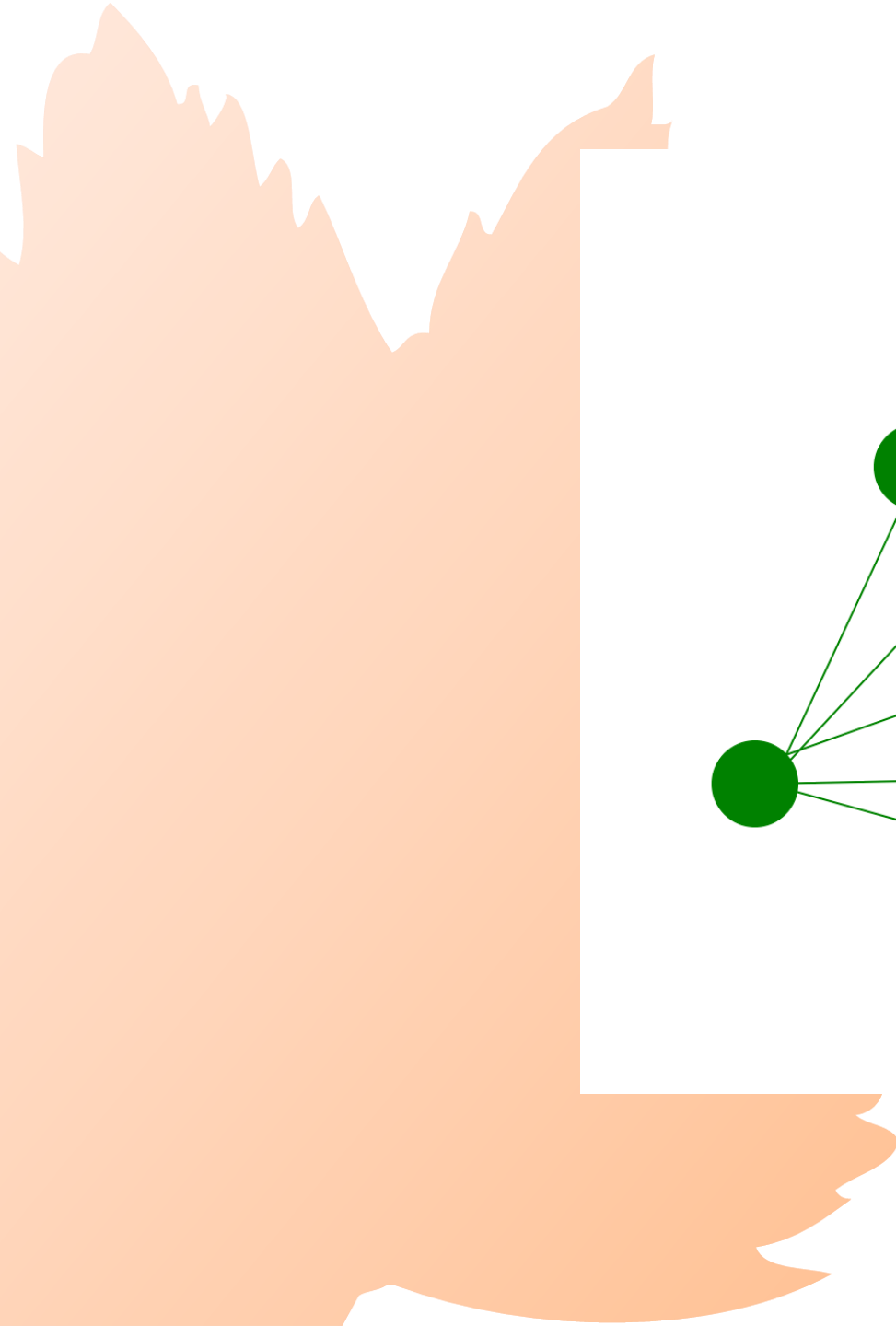
**Long Term Memory is vast, but
Working Memory is the bottleneck.**

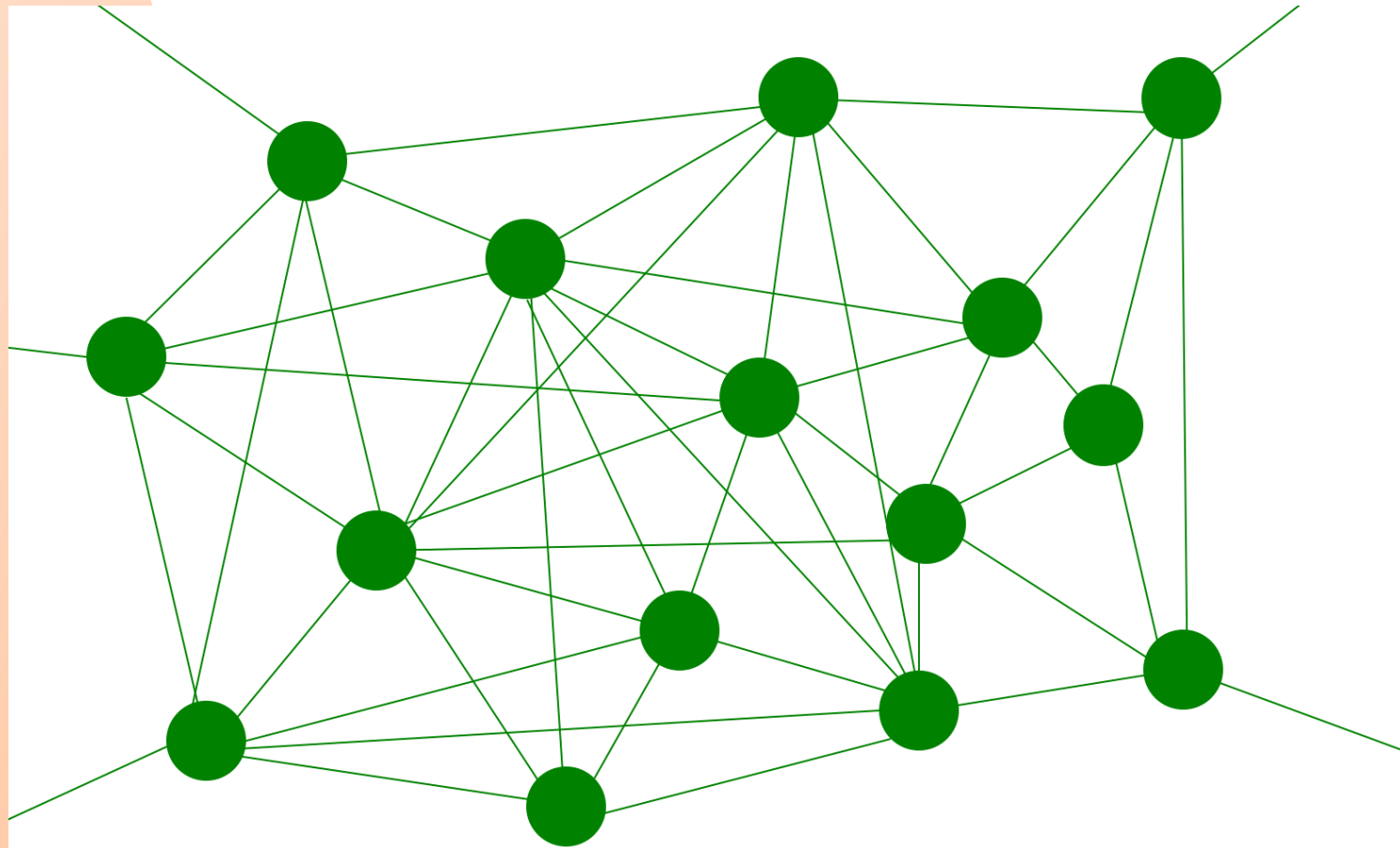
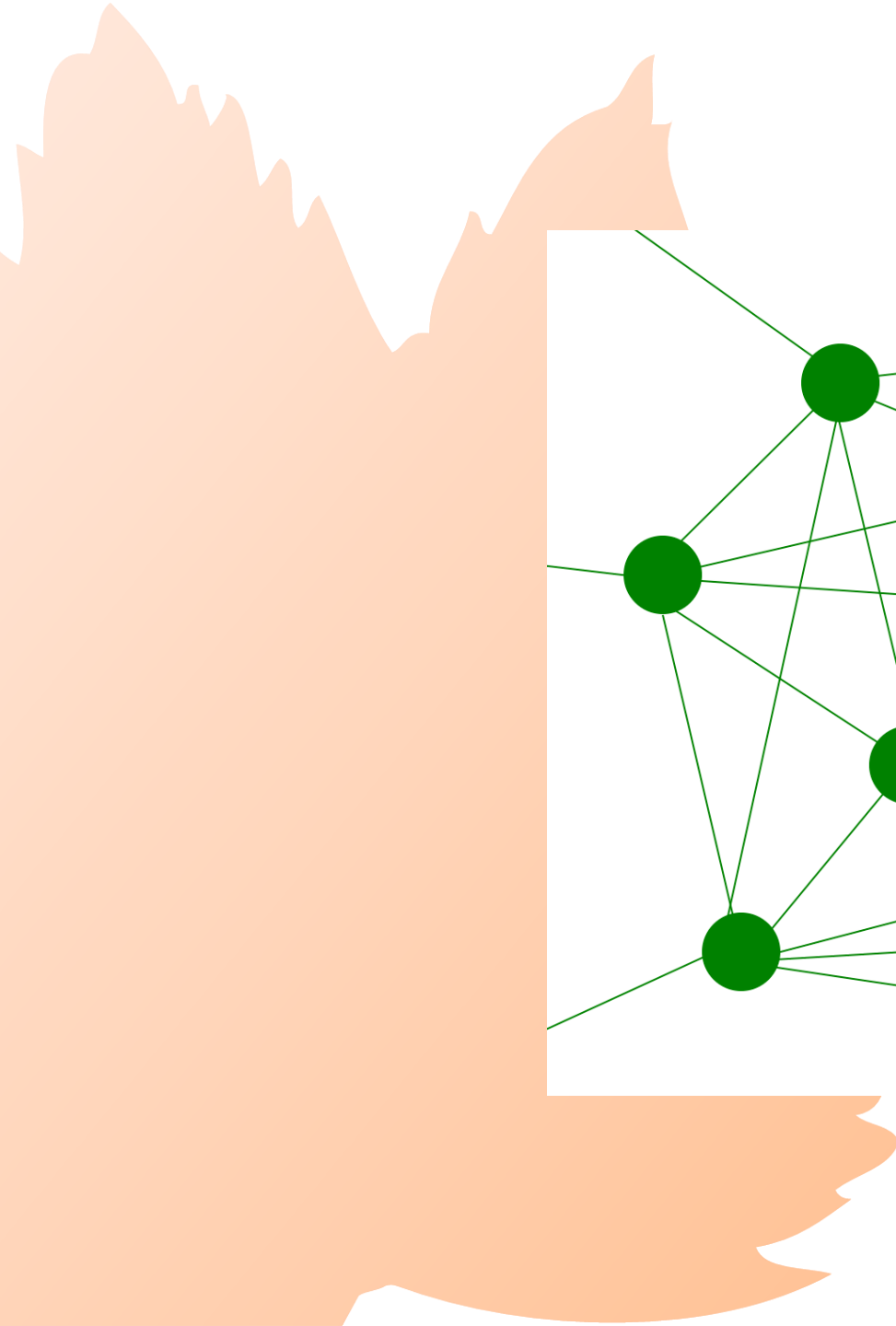


How knowledge organises in memory









Knowledge is important!

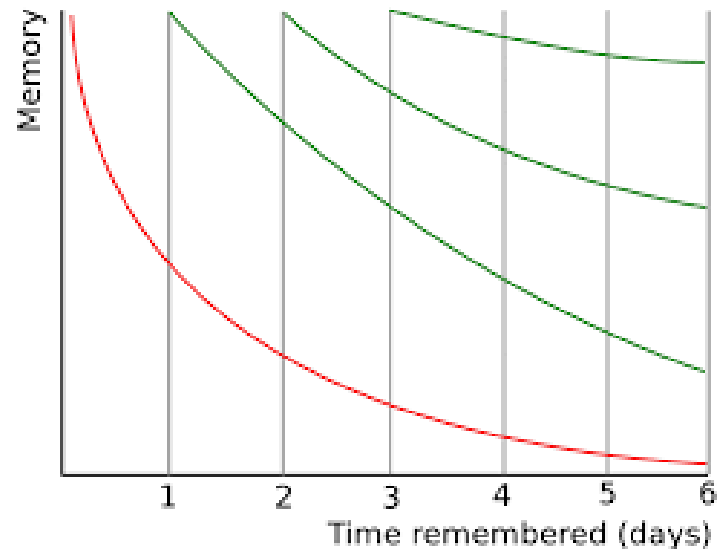
601681129166

6016 8112 9166

1066 1812 1966

Practice. Forgetting. Retrieval. Testing.

The Forgetting Curve



**Your beliefs about your
ability affect your ability**

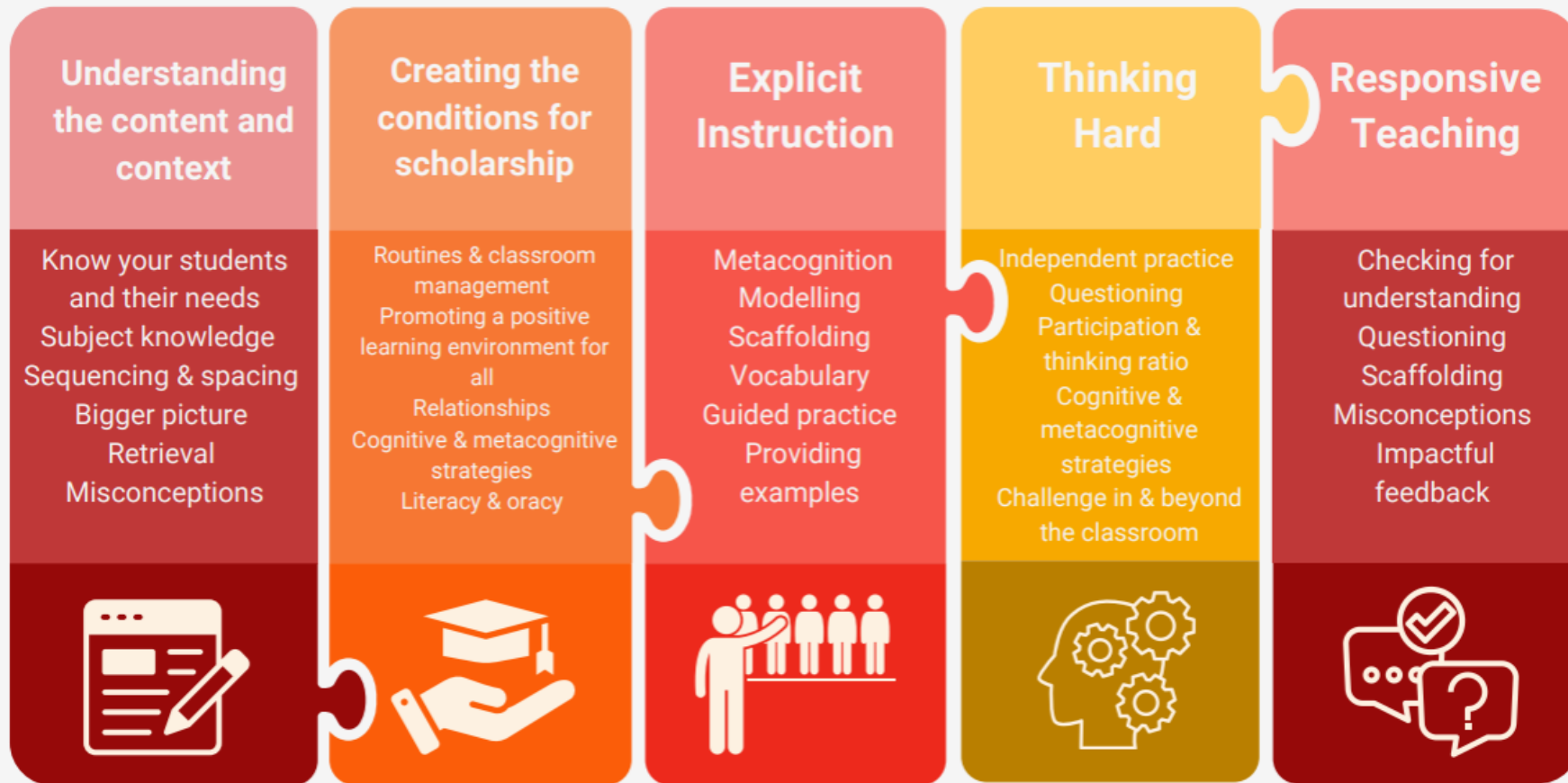




Mrs Jones

Senior Assistant
Headteacher

The Weald of Kent Teaching and Learning Framework



Effective attitudes to learning

To get the most out of every lesson, students should:

- Participate actively by answering questions, engaging with activities, trying their best
- Keep their books well-organised and presented
- Be responsive to verbal and/or written feedback from teachers and peers in lessons
- Be brave, take risks and accept that making mistakes is a key part of learning
- Work conscientiously and be curious to constantly strive to understand and know more
- Take every opportunity to think hard and to challenge themselves

Homework

- Homework is set at Weald for the purpose of consolidating learning, re-visiting prior learning and/or preparing for future learning.
- The school has no homework timetable in order to:
 - Only set homework when meaningful and necessary for embedding learning in lessons or to contribute to future learning;
 - Develop students' organisation, planning, ownership of learning and independent study skills.
- In Year 7 students should receive a 30-minute piece of homework per core subject (including Languages) per week and once a fortnight for all other subjects, with a one-week minimum completion time.
- **No** homework for the first four weeks to allow students to settle into a routine and get involved in the extra-curricular life of the school

Homework and organisation

- Students should note homework in **planners**, including deadlines, during the lesson when work is set. It will also be added to **Edulink** by staff.
- Missing/late homework will be recorded on ClassCharts. If there is a repeated issue, this will be picked up by departments and parents/carers contacted.
- Form Tutors will support students with organisation and using their planners effectively.

Assessment and feedback

- Research informed approach - feedback rather than "marking"
- Assessment is an integral part of learning
- Frequent, short, 'low stakes' testing
- Feedback can take many forms including verbal, whole class and live marking
- Student ownership of reflection and improvement
- Only 'key' assessments for reporting must be graded - grades/marks often detract from the more useful feedback provided

Report and Consultation Evening dates

The Year 7 reporting and consultation calendar is as follows:

- **Meet the tutor meetings:** week beginning Monday 30th September 2024
- **Early progress reports published:** Friday 8th November 2024
 - This will provide an early indication of how your child is settling into school in each subject.
- **Progress reports published:** Wednesday 2nd April 2025
- **Parent consultation evening:** Thursday 24th April 2025 online via School Cloud
- **End of Year Assessments:** Monday 2nd June 2025 – Friday 6th June 2025
- **End of Year report published (including tutor report):** Friday 11th July 2025

What can I expect in my child's report?

- For each subject students will receive a 4-1 rating for:
 - Progress
 - Attitude to Learning
 - Homework
- The 4-1 ratings mean the following:
 - 4 – Outstanding
 - 3 – Good (this is the expected level for all Weald students)
 - 2 – Inconsistent
 - 1 – Cause for concern
- November/April Progress reports will just have ratings for each area in each subject.
- Should the rating be a 2 or 1, teachers will provide a brief comment as to why.
- End of Year reports will include subject comments on strengths and areas for development, as well as form tutor comments on their personal development and commitment to wider school life.

Supporting your child at home

- Reading for pleasure
- Wider reading
- Literacy skills
- Engage in curriculum conversations
- Foster independence
- Encourage engagement in the life of the school and extra-curricular activities
- Explore useful study strategies
- <https://www.learningscientists.org/>

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	All students know and understand	Key art vocabulary, and the definitions of the formal elements; Various use of line and tone	What observational drawing is; How a 'success criteria' can aid the progress of a drawing; How self and peer assessment can facilitate progress and independence; Drawing pencil grades and where and how they should be used.	What a colour wheel is, learning primary, secondary, tertiary, complementary, harmonious colours. Tone and tints; The properties of watercolour paints; How to achieve "brush control"; How to review the work of artists and what we can learn from the work of others; How to analyse the work of Paul Klee and his use of colour.	How to respond to the work on Paul Klee within a painting of an insect; What a professional illustrator does; How secondary reference material can be used to make a line drawing of an insect; How to create patterns and apply colour to these within the development of their insect drawing.	How to experiment with mixed media to create a relief collagraph printmaking plate.	How the properties of materials can affect outcomes; How to apply their knowledge of the formal elements to plan and execute a personal outcome; Learn how to use a craft knife safely.
	All students know how to	Present a visual and creative example that displays knowledge of the seven formal elements.	Apply self and peer assessment to aid development of their observational drawing; Accurately record from direct observation. To draw lightly and sensitively, reviewing, and refining work as it progresses; Confidently select and use most appropriate drawing pencil grade to create a wide range of tones to record the form of an object.	Understand the relationship between colours on the colour wheel; Confidently mix primary colours to create secondary and tertiary colours; Use the paint brush to ensure paint is applied neatly; Confidently use key art vocabulary to analyse the work of artists; Apply colour theory to a painting.	Review prior learning from term 2 and develop knowledge of the formal elements within a line drawing of an insect; Accurately record proportion; Enhance shape and pattern using symmetry for visual balance; Apply a range of hues of a chosen colour and use flashes of complementary colours to enhance shapes and patterns; Review and refine work as it develops, setting targets for improvement.	Review knowledge of the formal elements; Create a collagraph printmaking plate; Produce a series of prints exploring pattern, texture, and colour; Review and refine work as it develops, setting targets for improvement.	Investigate the properties of card as a construction material; Apply their knowledge of the formal elements within the design and construction of a decorated 3D card model; Safely use a craft knife and cutting mat.

Biology: Key Stage 3

Recommended Reading

Title	Author	Year	Stocked in Weald Tonbridge?	Shelf location	Stocked in Weald Sevenoaks?	Shelf location	Available as Kent Libraries digital book?	Available as Kent Libraries hardcopy book?
Why is Snot Green?	Murphy, G.	7, 8, 9	<u>Yes</u>	502 MUR	No		No	<u>Yes</u>
Horrible Science Collection	Arnold, N.	7, 8	Pending		<u>Disgusting Digestion</u>	612.3 ARN	No	<u>Various</u>
Kay's Anatomy	Kay, A.	7, 8, 9	No		<u>Yes</u>	612 KAY	<u>Yes</u>	<u>Yes</u>
It's not Rocket Science	Millar, B.	7, 8	Pending				<u>audio only</u>	<u>Yes</u>
Do No Harm	Arnold, N.	7, 8, 9	No		<u>Yes</u>	610.9 ARN	No	No
My Family and Other Animals	Durrell, G.	7, 8, 9	<u>Yes</u>	920 DUR	<u>Yes</u>	920 DUR	<u>Yes</u>	<u>Yes</u>
Medical Milestones & Crazy Cures (Operation Ouch!)	van Tullekin, C. & van Tullekin, X.	7	Pending				No	No
Archimedes and the Door of Science	Bendick, J.	7	Pending		No		No	No
Astrophysics for Young People in a Hurry	deGrasse Tyson, N.	7	<u>Yes</u>	520 TYS	No		No	<u>Yes</u>
Medicine: A Magnificently Illustrated	Hudson, B, Taylor, N.	7, 8, 9	<u>Yes</u>	610.9 HUD	<u>Yes</u>	610.9 HUD	No	No
Eyewitness Science: Medicine	Parker, S.	7, 8, 9	No		Yes	610.9 PAR	No	No
The Space Race	Hamilton, J.	8, 9	<u>Yes</u>		No		No	No
On a Beam of Light - a Story of Albert Einstein	Berne, J.	8, 9	Pending				No	No
The Periodic Table Book: A Visual Encyclopedia of the Elements	Dorling Kindersley	8	<u>Yes</u>	546.8 JAC	<u>Yes</u>	546	No	No
What if?	Munroe, R.	8	Pending				No	No
Operation Ouch! Your Brilliant Body	van Tullekin, C. & van Tullekin, X.	9	Pending				No	<u>Yes</u>
Life on Earth	Attenborough, D.	9	Pending				No	<u>Yes</u>
All about Biology (Big Questions)	Winston, R.	9	Pending				No	No
The Diversity of Life	Wilson, E.O.	9	<u>Yes</u>	575 WIL	No		No	No



Biology: Key Stage 3

Year 7

<p><u>How do some fungi turn insects into zombies?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2023/11/zombie_article_lower_level.pdf</p>
<p><u>Can armadillos show us how to regrow a liver?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2023/05/armadillo_article.pdf</p>
<p><u>Can materials made of the same elements have different properties?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2022/08/sugar_article.pdf</p>
<p><u>How can we store carbon dioxide from the atmosphere in minerals?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2022/05/mineralization_article.pdf</p>
<p>BBC Documentary – The Planets – Professor Brian Cox explores the dramatic lives of the eight majestic planets/worlds that make up our solar system https://www.bbc.co.uk/iplayer/episodes/p07922lr/the-planets</p>
<p>BBC Operation Ouch (all the series) https://www.bbc.co.uk/iplayer/episodes/b03cdr8s/operation-ouch</p>

Year 8

<p><u>What can ancient DNA tell us about Stone Age people?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2021/11/neanderthal_article.pdf</p>
<p><u>How can we protect bananas?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2019/09/Fungus_Genome_article.pdf</p>
<p><u>What can we learn from carbon on Mars?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2023/06/Mars_carbon_article_lower_level.pdf</p>
<p><u>How can we turn ocean water into renewable energy?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2021/06/osmosis_article.pdf</p>
<p>Sound Waves: The symphony of physics: https://www.dailymotion.com/video/x60naop (part 1) https://www.dailymotion.com/video/x60nc8p (part 2)</p>
<p>BBC Documentary – Plant Earth III with David Attenborough https://www.bbc.co.uk/iplayer/episodes/p0gjwxhv/planet-earth-iii</p>
<p>BBC Operation Ouch (all the series) https://www.bbc.co.uk/iplayer/episodes/b03cdr8s/operation-ouch</p>

Exploring List

Year 9

<p><u>How can tardigrades survive without water?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2023/08/tardigrades_article.pdf</p>
<p><u>Can graphene in your clothing prevent mosquito bites?</u> https://www.sciencejournalforkids.org/wp-content/uploads/2020/01/graphene_article.pdf</p>
<p>BBC documentary – Earth – Chris Packham reveals the epic, 4.5 billion-year story of our home – from its dramatic creation to the arrival of human life...and whatever's next</p>
<p>BBC Operation Ouch (all the series) https://www.bbc.co.uk/iplayer/episodes/b03cdr8s/operation-ouch</p>

Recommended Magazines for KS3

BBC Science Focus Magazine (available digitally from Kent Libraries)

National Geographic Magazine (available digitally from Kent Libraries)

The Week Junior – Science+Nature

Explore useful study strategies
www.learningscientists.org/





Miss Sales

Head of Year 7

Pastoral Provisions at the Weald of Kent

- Form Tutor
- Head of Year
- Student Services team: Student services receptionist, Mental Health Support Worker, School Nurse,

Medical support: Registered nurse &

Qualified first aiders

Emergency and prescribed medicine

Support for trips and visits

Health care plans

Medical advice

Liaison with health agencies

Support for referrals

Yvonne Clarke

School Nurse



Charlotte Kerr

Student Support receptionist/first aid

Ken MacSporran

Deputy Headteacher

Designated Safeguarding

Lead



Wellbeing and mental health support: Registered counsellors

& Mental health support workers

Counselling appointments (limited)

Regular check-ins with MHSW

Supporting self-regulation

Peer mentors

Art therapy

Groupwork



Sam Burton
Mental Health
Support Worker

Karen Reed

Deputy DSL

Family Liaison Manager



Family Liaison: Safeguarding Leads,

Family Liaison Managers (social work-trained), Heads of Year

Support with challenging or complex family situations

Reintegration of absent pupils

Supporting pupils with complex needs

Referrals to agencies, e.g. children services, police, health, local authority

Personal Development

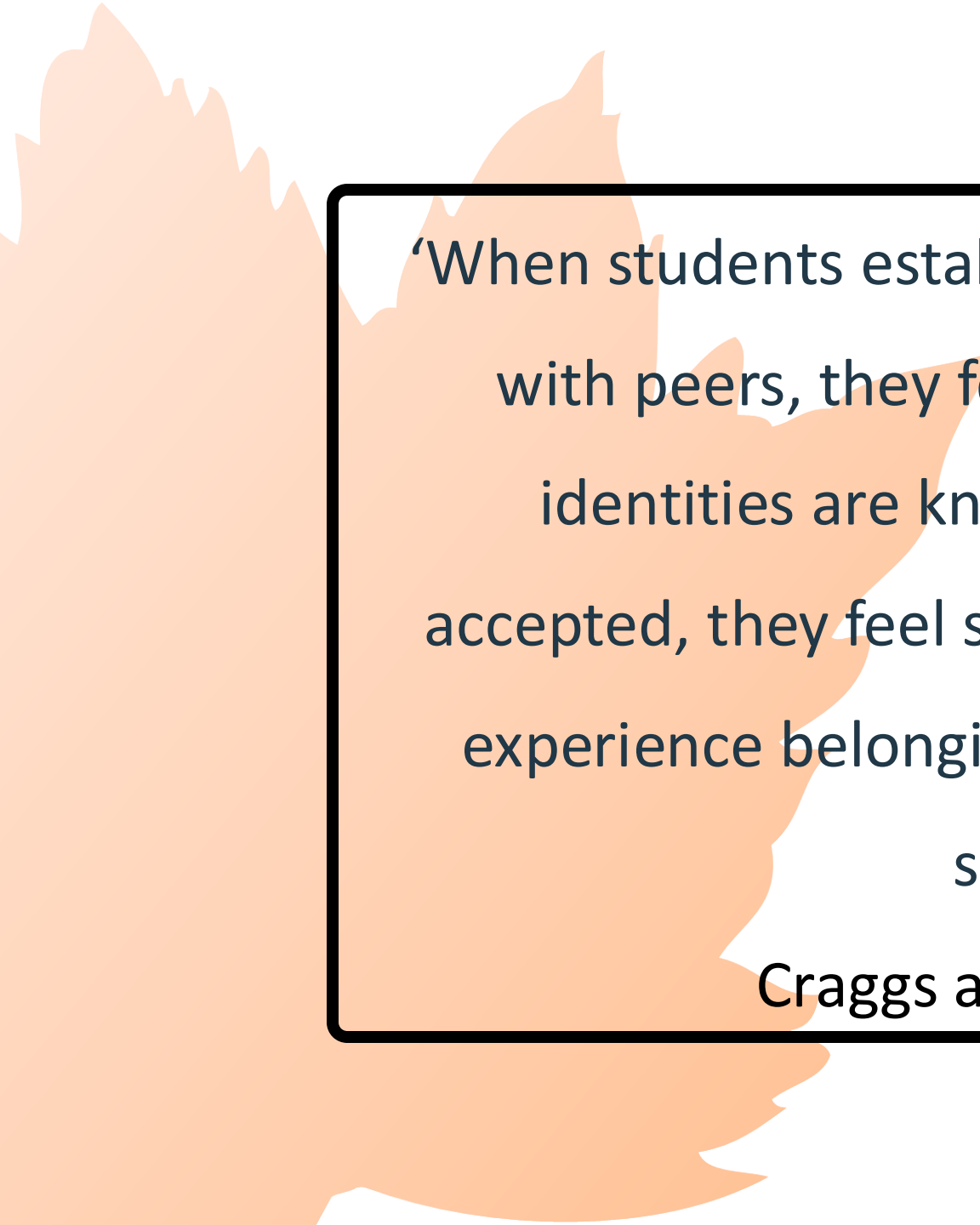
- Form time is essential for working on personal development.
- Topics that we cover in form time include school and house information; DEAR; Votes for Schools; Wellbeing Wednesday; Current Affairs.

Personal, Social and Health Education (PSHE)

- Personal, Social, Health and Economic (PSHE) is a compulsory school subject through which pupils develop the knowledge, skills and attributes they need to stay healthy, safe and prepare them for life manage now and in the future. This underpins our ethos and commitment to ‘develop the whole student’.
- 1 hour lesson per fortnight and is usually taught by your child’s Form Tutor.
- Themes will include:
 - Relationships
 - Sex Education (as per DfE statutory guidance – not taught until Year 9)
 - Health Education (including mental & physical wellbeing)
 - Online Safety
 - Careers
 - Basic First Aid
- The curriculum plan for PSHE for Year 7 can be found online.
- A letter was sent home regarding this last week.

The Importance of Good Attendance

There is multiple and continued evidence to suggest that consistent school attendance is a key mechanism to support children and young people's educational, economic and social outcomes.



‘When students establish positive relationships with peers, they feel that their individual identities are known, understood and accepted, they feel safe and are more likely to experience belonging to a group and to the school.’

Craggs and Kelly 2018

Unnumbered

"The Girl's Day Out"



22:3



The investigation approach

The investigation approach

Sophie - 30 mins

The investigation approach

Sophie - 30 mins

Ella, Jane, Teesha and Gloria - 20 mins

The investigation approach

Sophie - 30 mins

Ella, Jane, Teesha and Gloria - 20 mins

Sofia, Lily and Maisie - 30 mins

The investigation approach

Sophie - 30 mins

Ella, Jane, Teesha and Gloria - 20 mins

Sofia, Lily and Maisie - 30 mins

Millie, Sophie W and Hikah - 20 mins

The investigation approach

Sophie - 30 mins

Phoebe

Ella, Jane, Teesha and Gloria - 20 mins

Sofia, Lily and Maisie - 30 mins

Millie, Sophie W and Hikah - 20 mins

The Introductory Sessions

1. Every girl needs a friend
2. Everybody can feel insecure about their friendships
3. Every group of girls needs something to bond over
4. What does productive/counter-productive adult involvement look like?
5. Girls worry about what other people are saying about them
6. Girls can sometimes withhold the truth from adults because they don't want to get told off

Reactive Sessions



Chance

Choice

Consequence



**Goddess of divine
order and law**



**Goddess of the
earth**



**Goddess of
wisdom**



**Goddess of force
and energy**



**Goddess of truth
and sincerity**



Thank you.
Have a safe
journey home.