



Enjoy Respect Achieve

Year 8 Information Evening

10 Oct 2019

PROGRESS

PEOPLE

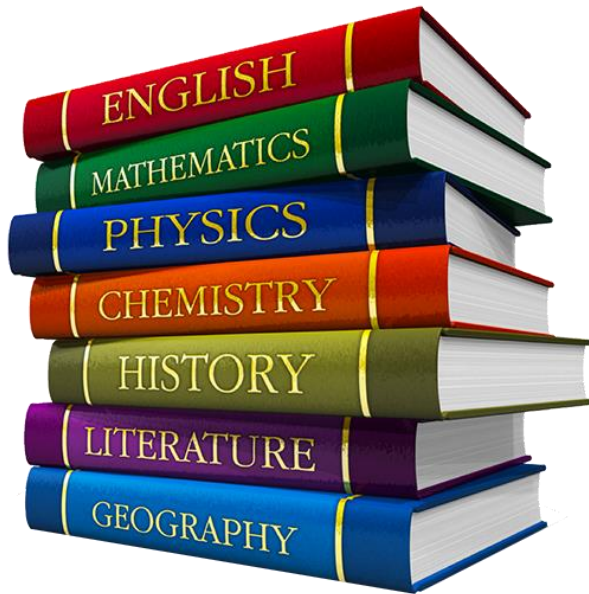
PRIDE

Curriculum: Knowledge Organisers and Homework

Miss Spalding

rspalding@priorysouthsea.org

Priory Curriculum



‘We firmly believe that all children, irrespective of their starting point, are entitled to a broad, balanced and inclusive curriculum. The core curriculum is fundamental but one part of our broad and deep offer including an extensive extra-curricular provision. We promote substantive and disciplinary knowledge, skills and qualities. Students master the knowledge, competencies and dispositions that prepare them to be informed, skilled and collaborative citizens who can be critical and lead the common good in today’s knowledge-based, interdependent world.’

What is a Knowledge Organiser?

- Invaluable Knowledge
- Platform for success
- Provided to students at the start of each unit/term
- In class retrieval practice
- Outside classroom

Subject: Art		Topic: PPE	Dates: Winter Term, Year 11	Additional Information: N/A
--------------	--	------------	-----------------------------	-----------------------------

Essential Vocabulary		
Artist copy	Creating an accurate copy of all or part of an artists work show understanding of their processes and materials.	
Development	Using a combination of the artists studied and own photos to create an independent piece of work that has clear links to the artists.	
Refine	Finishing off, improving or adding extra detail to a piece of work to improve its overall quality.	
Experimentation	Using different materials and techniques to show that the theme has been properly explored using different materials.	
Artist Medium	The different types of materials that can be used are described as medium or artist media	
techniques	Different types of art created using different materials	
Analysis	Explaining and showing the understanding of an artists work by writing about the themes and how the artist made their work.	
Primary sources	Primary sources are photographs that have been taken for the theme and must be own photographs.	
Theme	The idea that runs throughout the project to create a narrative link	
Annotation	Writing about own work and analysing the successful elements and areas of improvement	Annotation - What have you done? <i>For this piece I have...</i> - How have you done it? <i>I have created this piece by...</i> - What inspired you? <i>I was inspired by...</i> - Why is your work successful? <i>My work is successful because...</i> - Is there anything you would change? <i>The areas i could improve on are...</i>
		Different techniques - Printmaking - Lino, etching, monoprinting, screen printing, stencilling... - Photography - Photoshop, double exposure, manual manipulation ie cutting images, burning and sewing, weaving photos, painting onto photos... - Painting - Acrylic, watercolours, inks, silk painting... - Drawing - Charcoal, chalks, pen and wash, biro, pencil, oil pastel, ink, sewing. - Mixed media - Drawings and painting mixed over a collaged background - Sculpture - Clay, wire and tissue, cardboard, paper..

PPE format - September - December - The ppe adds to the 60% of the final grade started in year 10. - Specific question given from past papers - A coursework must be created in response to the question and then a 10 hour exam will be sat over 2 days where a piece of work will be created to finish off the project.	Work expected to be completed during the PPE period - 3 Artists analysis written pieces - A series of photos linking to the chosen question/theme - 3 Copies of the artists work (1 for each artist) - Observational drawing page containing different drawing styles and techniques. - 4 development ideas/techniques (minimum). - His paintings reflect his environment, compelling the beauty of nature, with manmade form and images which spring from his ancestral heritage. - Interim final outcome - Final piece plans - Final piece made during the 10 hour exam period.	Analysing artists work Things to discuss Content Colour Tone Shape Texture Line Detail Composition Media Techniques Style Ideas and meanings Your thoughts...
---	--	---

Additional information can be found video the following websites and videos;
 BBC Bitesize: <https://www.bbc.com/bitesize/subjects/z0hs34j> Pinterest:
 The student art guide: <https://www.studentartguide.com/articles/art-sketchbook-ideas> Tate: <https://www.tate.org.uk/>

Why are Knowledge Organisers **so important?**

- Literacy
- Support increase reading ages
- Expand vocabulary
- Shared basic expectation ‘Invaluable knowledge’
- Highlight next knowledge available
- Support learning outside of class (Homework, Revision, Independent Study)



Subject: Art	Topic: Formal elements	Dates: Autumn Term, Year 9	Additional information: N/A
--------------	------------------------	----------------------------	-----------------------------

Essential Vocabulary

Composition	Is the placement of relative subjects and elements within an image or scene to create a pleasing feel.
Shutter speed	The shutter speed is how long that shutter stays open to let light into the camera.
Focus	Something that is in focus is sharp, while an object that is out-of-focus isn't sharp.
Depth of field	The distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.
Aperture	Aperture is the size of the opening in the lens and the amount of light it lets in.
Long exposure	A long exposure is an image that has been exposed for a long time or uses a long shutter speed.
DSLR	Digital Single-Lens Reflex.
Exposure	Exposure is how light or dark an image is.
Leading line	A compositional technique that uses natural lines found in the image to draw the viewers eyes towards a focal point.
Photo-sculpture	Using photographs and presenting them in a non-traditional sculptural form.
Focal point	Is a way to describe the main part of the image or a point of interest within the image.



The Boyle Family - Photographers/sculptor

- The Boyle Family is a group of collaborative artists based in London.
- The work shows details and textures.
- Their work about earth studies took casts from textured surfaces and is one of their most popular.



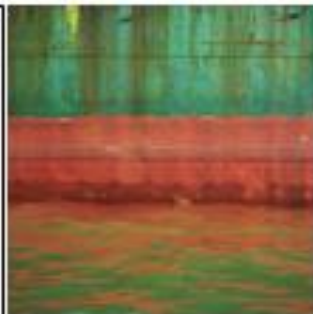
Szymon Hopinski - Polish, Photographers/sculptor

- He takes photographs of landscape environments and prints them over geometric shapes.
- The images are presented grouped together to show the whole scene.
- His work is used as an installation to fill spaces.



Frank Mallam-Day – American, Fine art photographer

- He studies the main natural textures that occur when metals and other man-made materials are exposed to the elements.
- He photographs the vibrant contrast between colours.



Additional information can be found video the following websites and videos:

Aboriginal art: <https://www.youtube.com/watch?v=4d114668-01> and <https://www.youtube.com/watch?v=01-09146601> Hannah Hoch: <https://www.youtube.com/watch?v=7272> Edward Pienoud: <https://www.youtube.com/watch?v=7272> Gerard Paris: <https://www.youtube.com/watch?v=7272>

Look more closely at the design of Priory School Knowledge Organisers

Subject: **BTEC Sport**

Topic: **Training**

Dates: **Year 9 Autumn**

Essential Vocabulary

**Aerobic
endurance**

The ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to the working muscles during prolonged activity.

**Muscular
endurance**

The ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.

Flexibility

Having an adequate range of motion in

Interpreting fitness data in relation to sport and activity

- Each test is specifically linked to a specific component of fitness;
- ❖ Aerobic Endurance - Cooper Run
- ❖ Muscular Endurance - One minute sit up test
- ❖ Strength - Hand grip dynamometer
- ❖ Flexibility - Sit and reach test
- ❖ Power - Sergeant jump test
- ❖ Speed - 20m Sprint test

Subject: English	Topic: Macbeth	Date: Autumn 1	Additional Information: Year 7
------------------	----------------	----------------	-----------------------------------

Essential Vocabulary	
Ambition	A strong desire to do or achieve something.
Betrayal	Being purposely disloyal and breaking a person's trust.
Prophecy	A prediction of what will happen in the future.
Reality	Things as they actually exist that can be seen and touched.
Stereotype	A widely held image or idea about how a person or thing.
Treason	The crime of betraying your country by attempting to kill or overthrow the King or Queen.



Essential Vocabulary: Subject Terms	
Act	Part of a play. A tragedy has five acts. Each act in a play is made up of individual scenes.
Aside	When a character's speaks to the audience but is not heard by the other characters on stage.
Audience	The people who watch the performance or who the play is aimed at.
Dramatic Irony	When the audience knows something that is going on in the play but the characters are unaware of what is happening.
Fatal Flaw	The weakness of a tragic hero which brings about their downfall and eventual death.
Foreshadowing	Hints about what is to come later in the text.
Metaphor	Compares one thing directly to another.
Pathetic Fallacy	Using light, colours or the weather to reflect the mood in a text.
Sensory Language	Use of the five senses (sight, sound, smell, taste, touch) to describe.
Scene	A small section or portion of a play.
Script	The written dialogue, description and directions provided by the playwright.
Simile	Compares two things indirectly using the words 'like' or 'as'.
Stage Directions	Instructions given to the actors telling them what to do, where to move and how to say their speech. It can also give information about the setting.
Soliloquy	A speech given by a character to the audience to show their thoughts and feelings.
Tension	A part in a text where the reader/audience feels on edge, anxious, unsettled or a sense of anticipation.
Theatre	The place where plays are performed.
Tragedy	Is a genre of literature where the main character faces terrible events.

Key Symbols	
Blood	
Light	
Darkness	
Clothing	
Sleep	

Key Characters	
Macbeth	
Lady Macbeth	
The Witches	
Banquo	
Macduff	
King Duncan	
Malcolm	
Fleance	
Donalbain	

Key Themes	
Ambition	
Death	
Fate vs Free Will	
Power	
Supernatural	

Key context	
Divine Right of Kings	The belief that the King was chosen by God not by the people. Also, the belief that a King had complete power and only answered to God.
The Gunpowder Plot	A plan to murder King James I by using gunpowder to blow up Parliament to allow English Catholics to take over the country. Guy Fawkes was caught with the gunpowder and he and his men were executed. These events inspired Macbeth as Shakespeare knew King James I wanted to see a play where treason was punished.
Jacobean	The name of the era in which King James I ruled England and Scotland.
Globe Theatre	The theatre in London where many of Shakespeare's plays were first performed.
Witchcraft	The practice of magic, particularly dark magic. At the time, many people strongly believed in witches and were terrified of them. King James I was personally involved with witch trials where women accused of witchcraft were killed.

Language	Describe
Scene	A small section or portion of a play.
Script	The written dialogue, description and directions provided by the playwright.
Simile	Compares two things indirectly using the words 'like' or 'as'.
Stage Directions	Instructions given to the actors telling them what to do, where to move and how to say their speech. It can also give information about the setting.
Soliloquy	A speech given by a character to the audience to show their thoughts and feelings.
Tension	A part in a text where the reader/audience feels on edge, anxious, unsettled or a sense of anticipation.
Theatre	The place where plays are performed.
Tragedy	Is a genre of literature where the main character faces terrible events.

Banquo
Macduff
King Duncan
Malcolm
Fleance
Donalbain
Key Themes
Ambition
Death
Fate vs Free Will
Power
Supernatural

Key context	
Divine Right of Kings	The belief that the King was chosen by God not by the people. Also, the belief that a King had complete power and only answered to God.
The Gunpowder Plot	A plan to murder King James I by using gunpowder to blow up Parliament to allow English Catholics to take over the country. Guy Fawkes was caught with the gunpowder and he and his men were executed. These events inspired Macbeth as Shakespeare knew King James I wanted to see a play where treason was punished.
Jacobean	The name of the era in which King James I ruled England and Scotland.
Globe Theatre	The theatre in London where many of Shakespeare's plays were first performed.
Witchcraft	The practice of magic, particularly dark magic. At the time, many people strongly believed in witches and were terrified of them. King James I was personally involved with witch trials where women accused of witchcraft were killed.

materials are
exposed to the
elements.

He photographs the
vibrant contrast
between colours



presented grouped
together to show the
whole scene.

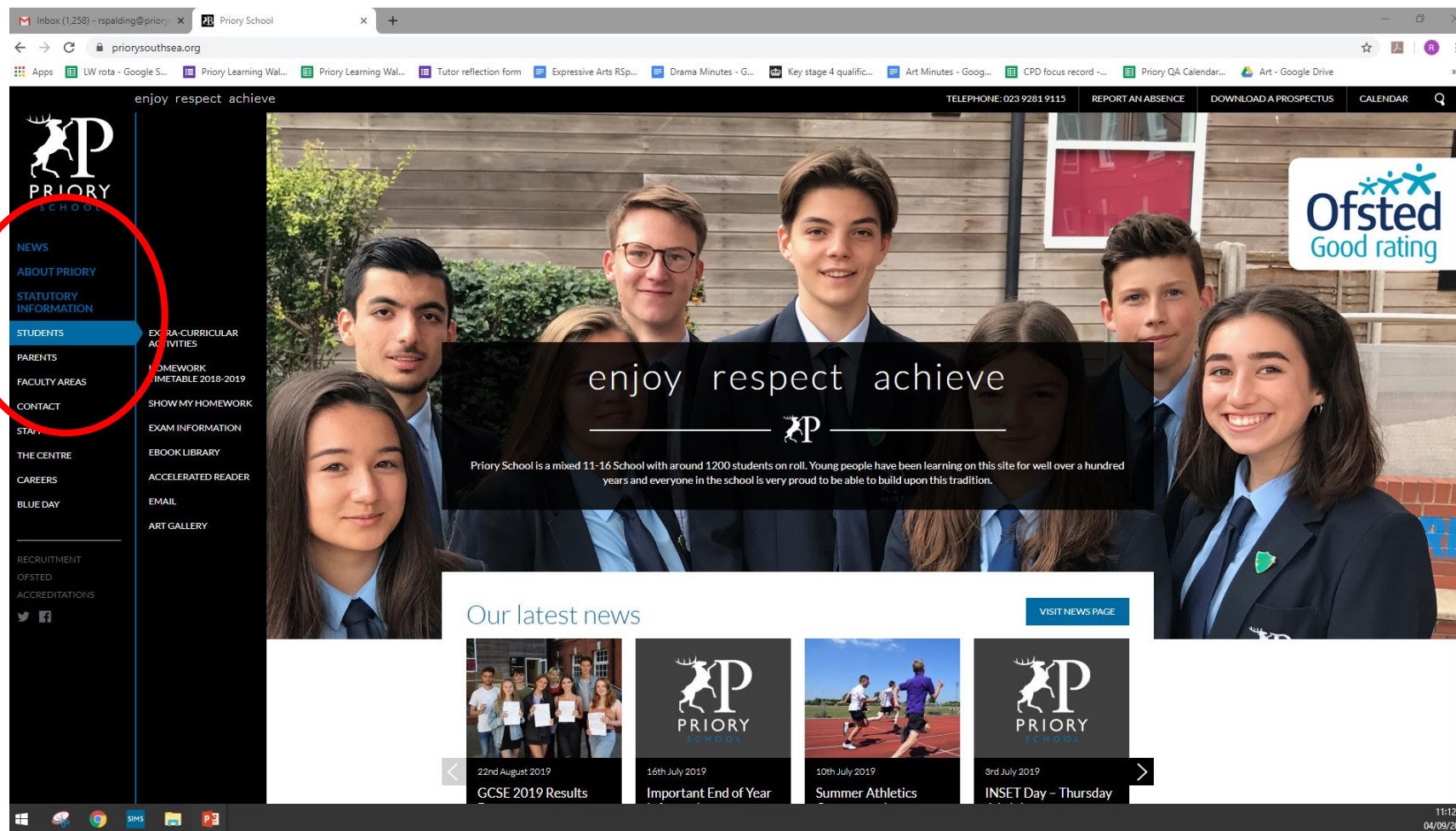
His work is used as an
installation to fill spaces



Additional information can be found video the following websites and videos;

Aboriginal art: <https://www.youtube.com/watch?v=AoHAn58-rq> and <https://www.youtube.com/watch?v=mQi1NMh9CvA> Hannah Hoch:
<https://www.moma.org/artists/2675> Eduardo Paolozzi: <https://www.tate.org.uk/art/artists/sir-eduardo-paolozzi-1738> Bernard Perlin:
<https://www.tate.org.uk/art/artists/bernard-perlin-1758>

Online PDF entitled 'KO Year 8 Autumn Term' Website – Students – Knowledge Organisers



At Priory School we have developed our own Knowledge Organisers to support the delivery of the curriculum, and have produced a booklet for every year group, for each term. We will publish the booklet for the term ahead, by the first week of each new term.

A Knowledge Organiser provides students with the 'invaluable knowledge' for a topic of study. Each one identifies the key information that pupils need to have learned by the end of a topic. It also acts as a tool to support students in retaining and retrieving knowledge for life-long learning. Students will be using the Knowledge Organisers within their lessons, homework, revision and independent study.

We encourage students and parents to take the time to familiarise themselves with the Knowledge Organisers early on in each term, as they provide the essential knowledge that every child must know to be fully successful in their courses. For further guidance on how to effectively use the Priory School Knowledge Organisers can be found in the link below.

If you have any questions regarding Knowledge Organisers contact Miss Spalding on rspalding@priorysouthsea.org

Guidance on the use of Priory School Knowledge Organisers

[Guidance on the use of Priory School Knowledge Organisers \(pdf\)](#)

Priory School Autumn Term 2019 Knowledge Organisers

[Priory School Year 7 Autumn Term 2019 Knowledge Organiser \(pdf\)](#)

[Priory School Year 8 Autumn Term 2019 Knowledge Organiser \(pdf\)](#)

[Priory School Year 9 Autumn Term 2019 Knowledge Organiser \(pdf\)](#)

[Priory School Year 10 Autumn Term 2019 Knowledge Organiser \(pdf\)](#)

[Priory School Year 11 Autumn Term 2019 Knowledge Organiser \(pdf\)](#)





Year 11 Knowledge Planners Autumn Term

Student Name:

Tutor Group:

Additional information can be found video the following websites and videos;
BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zfh334> Pinterest:
The student art guide: <https://www.studentartguide.com/articles/art-sketchbook-ideas> Tate: <https://www.tate.org.uk/>

Topic: PE	Dates: Winter Term, Year 11	Additional Information: N/A
--------------	--------------------------------	-----------------------------

an accurate copy of all or part of an artists work show understanding of their processes and styles. combination of the artists studied and own work to create an independent piece of work that has its own meaning to the artists. off, improving or adding extra detail to a piece to improve its overall quality. different materials and techniques to show that they have been properly explored using different materials. different types of materials that can be used are identified as medium or artist media. types of art created using different materials. writing and showing the understanding of an artist about the themes and how the artist communicates their work. sources are photographs that have been taken by the artist and must be own photographs. that runs throughout the project to create a link between the artists work and their own. about own work and analysing the successful aspects and areas of improvement.	Annotation - What have you done? - For this piece I have... - How have you done it? - I have created this piece by... - What inspired you? - I was inspired by... - Why is your work successful? - My work is successful because... - Is there anything you would change? - The areas I could improve on are... Different techniques Printmaking - Lino, etching, monoprinting, screen printing, stencilling... Photography - Photoshop, double exposure, manual manipulation ie cutting images, burning and sewing, weaving photos, painting onto photos... Painting - Acrylic, watercolours, inks, silk painting... Drawing - Charcoal, chalks, pen and wash, biro, pencil, oil pastel, ink, sewing. Mixed media - Drawings and painting mixed over a collaged background Sculpture - Clay, wire and tissue, cardboard, paper...
---	--

Analysing artists work

Things to discuss

- Content
- Colour
- Tone
- Shape
- Texture
- Line
- Detail
- Composition
- Media
- Techniques
- Style
- Ideas and meanings
- Your thoughts...

Work expected to be completed during the PPE period

- 3 Artists analysis written pieces
- A series of photos linking to the chosen question/theme
- 3 Copies of the artists work (1 for each artist)
- Observational drawing page containing different drawing styles and techniques.
- 4 development ideas/techniques (minimum).
- His paintings reflect his environment, compelling the beauty of nature, with manmade form and images which spring from his ancestral heritage.
- Interim final outcome
- Final piece plans
- Final piece made during the 10 hour exam period.

Topic: Macbeth	Dates: Autumn 1	Additional Information: Year 7
----------------	-----------------	--------------------------------

Macbeth A strong desire to do or achieve something; being purposely dishonest and breaking a person's trust. A prediction of what will happen in the future. Things as they actually exist that can be seen and touched. A widely held image or idea about how a person or thing. The crime of betraying your country by attempting to kill or overthrow the King or Queen.	
--	--

Macbeth Part of a play. A tragedy has five acts. Each act in a play is made up of individual scenes. When a character's speaks to the audience but is not heard by the other characters on stage. The people who watch the performance or who the play is aimed at. When the audience knows something that is going on in the play but the characters are unaware of what is happening. The weakness of a tragic hero which brings about their downfall and eventual death. Hints about what is to come later in the text. Compares one thing directly to another. Using light, colours or the weather to reflect the mood in a text. Use of the five senses (sight, sound, smell, taste, touch) to describe. A small section or portion of a play. The written dialogue, description and directions provided by the playwright. Compares two things indirectly using the words 'like' or 'as'. Instructions given to the actors telling them what to do, where to move and how to say their speech. It can also give information about the setting. A speech given by a character to the audience to show their thoughts and feelings. A part in a text where the reader/audience feels on edge, anxious, unsettled or a sense of anticipation. The place where plays are performed. Is a genre of literature where the main character faces terrible events.	Key Symbols - Blood - Light - Darkness - Clothing - Sleep Key Characters - Macbeth - Lady Macbeth - The Witches - Banquo - Macduff - King Duncan - Malcolm - Fleance - Donalbain Key Themes - Ambition - Death - Fate vs Free Will - Power - Supernatural
---	---

Macbeth The belief that the King was chosen by God not by the people. Also, the belief that a King had complete power and only answered to God. A plan to murder King James I by using sunpowder to blow up Parliament to allow English Catholics to take over the country. King James was caught with the sunpowder and he and his men were executed. These events inspired Macbeth as Shakespeare knew King James I wanted to see a play where treason was punished. The name of the era in which King James I ruled England and Scotland. The theatre in London where many of Shakespeare's plays were first performed. Witchcraft The practice of magic, particularly dark magic. At the time, many people strongly believed in witches and were terrified of them. King James I was personally involved with witch trials where women accused of witchcraft were killed.	
--	--

Macbeth The belief that the King was chosen by God not by the people. Also, the belief that a King had complete power and only answered to God. A plan to murder King James I by using sunpowder to blow up Parliament to allow English Catholics to take over the country. King James was caught with the sunpowder and he and his men were executed. These events inspired Macbeth as Shakespeare knew King James I wanted to see a play where treason was punished. The name of the era in which King James I ruled England and Scotland. The theatre in London where many of Shakespeare's plays were first performed. Witchcraft The practice of magic, particularly dark magic. At the time, many people strongly believed in witches and were terrified of them. King James I was personally involved with witch trials where women accused of witchcraft were killed.	
--	--

Macbeth The belief that the King was chosen by God not by the people. Also, the belief that a King had complete power and only answered to God. A plan to murder King James I by using sunpowder to blow up Parliament to allow English Catholics to take over the country. King James was caught with the sunpowder and he and his men were executed. These events inspired Macbeth as Shakespeare knew King James I wanted to see a play where treason was punished. The name of the era in which King James I ruled England and Scotland. The theatre in London where many of Shakespeare's plays were first performed. Witchcraft The practice of magic, particularly dark magic. At the time, many people strongly believed in witches and were terrified of them. King James I was personally involved with witch trials where women accused of witchcraft were killed.	
--	--

Topic: Formal arts	Dates: Autumn Term, Year 9	Additional Information: N/A
-----------------------	-------------------------------	-----------------------------

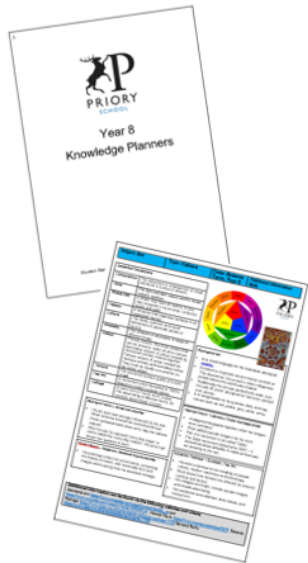
relative subject and image or scene to create a how long that shutter stays the camera focus is sharp, while an object isn't sharp. the closest and farthest we look noticeably sharp in an the opening in the lens and the damage that has been exposed a long shutter speed. effect or dark an image is. lines that create natural lines draw the viewers eyes towards grounding them in a new the main part of the image or a	
---	--

The Boyle Family - Photographers/sculptor - The Boyle Family is a group of collaborative artists based in London. - Their work shows details and textures. - Their work about earth studies rock casts from textured surfaces and is one of their most popular. Saymon Rogirak - Polish, Photographers/sculptor - He takes photographs of landscape environments and prints them over geometric shapes. - The images are presented grouped together to show the whole scene. - His work is used as an installation to fill spaces.	
--	--

Additional information can be found video the following websites and videos;
Aboriginal art: <https://www.abc.net.au/indigenous/art/indigenous-art-101> at one <https://www.abc.net.au/indigenous/art/indigenous-art-101> Hannah Hoch: <https://www.abc.net.au/indigenous/art/indigenous-art-101> Barnett Newman: <https://www.abc.net.au/indigenous/art/indigenous-art-101> Barnett Newman: <https://www.abc.net.au/indigenous/art/indigenous-art-101>

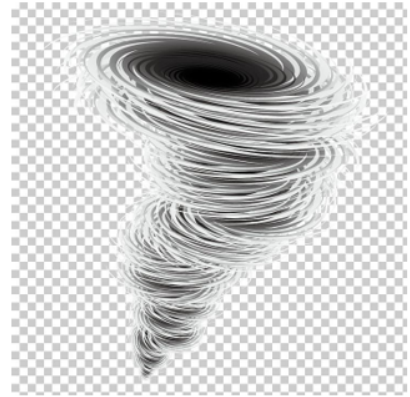
PROGRESS

PEOPLE




Guidance on the use of Priory School Knowledge Organisers

If you have any questions regarding Knowledge Organisers please contact Miss Spalding on rspalding@priorysouthsea.org




- Students should memorise all the content on a knowledge organiser by the end of the topic.
- Memorising the knowledge will take time, and requires students to use their knowledge organisers daily.
- In order for the new knowledge to make the journey into the brain's long term memory, a student must be exposed to the knowledge 17 times to be exact.

What does this mean?

Learn the new knowledge in small amounts, and keep revisiting the knowledge at daily, weekly, monthly intervals.

Where should you start?

Each Knowledge Organiser has an 'essential vocabulary' list.

This is an ideal place to start!

What subject should I be starting with?

The homework timetable will show parents and students which subject they should be doing that evening.

If you are confident with this knowledge organiser, move onto those you are less confident using.



Essential Vocabulary	
Composition	The placement or arrangement of visual elements in a piece of artwork.
Tone	The light and dark values used to create realistic qualities.
Shape (2D)	A shape may have an outline, or you may recognise it via an area. Limited to height and width.
Pattern	A structure that organises surfaces in an organised manner.
Culture	The ideas, customs, and social behaviours of particular people or society.
Diversity	The inclusion of all people. A range of different things.
Colour	Primary colours: The three colours that can be mixed to make all other colours. Secondary colours: A colour created by mixing two primary colours together. Tertiary colours: A colour created by mixing a primary and secondary colour. They must be beside one another on the colour wheel.
Texture	The perceived surface quality of a work of art.
Pop Art	A movement which flourished in 1950's. Based on modern popular culture.
Collage	It came from a French word 'to glue.' The assembling of different forms, for example assemblage of paper.

Look, Cover, Write, Check

is a useful strategy for getting started with a new Knowledge Organiser.




Look, Cover, Write, Check is a useful strategy for getting started with a new Knowledge Organiser.



Look



Cover



Write



Check

Self-quizzing is a particularly effective form of memorizing knowledge.

You can self-quiz using the knowledge planner, or you can create flash cards.

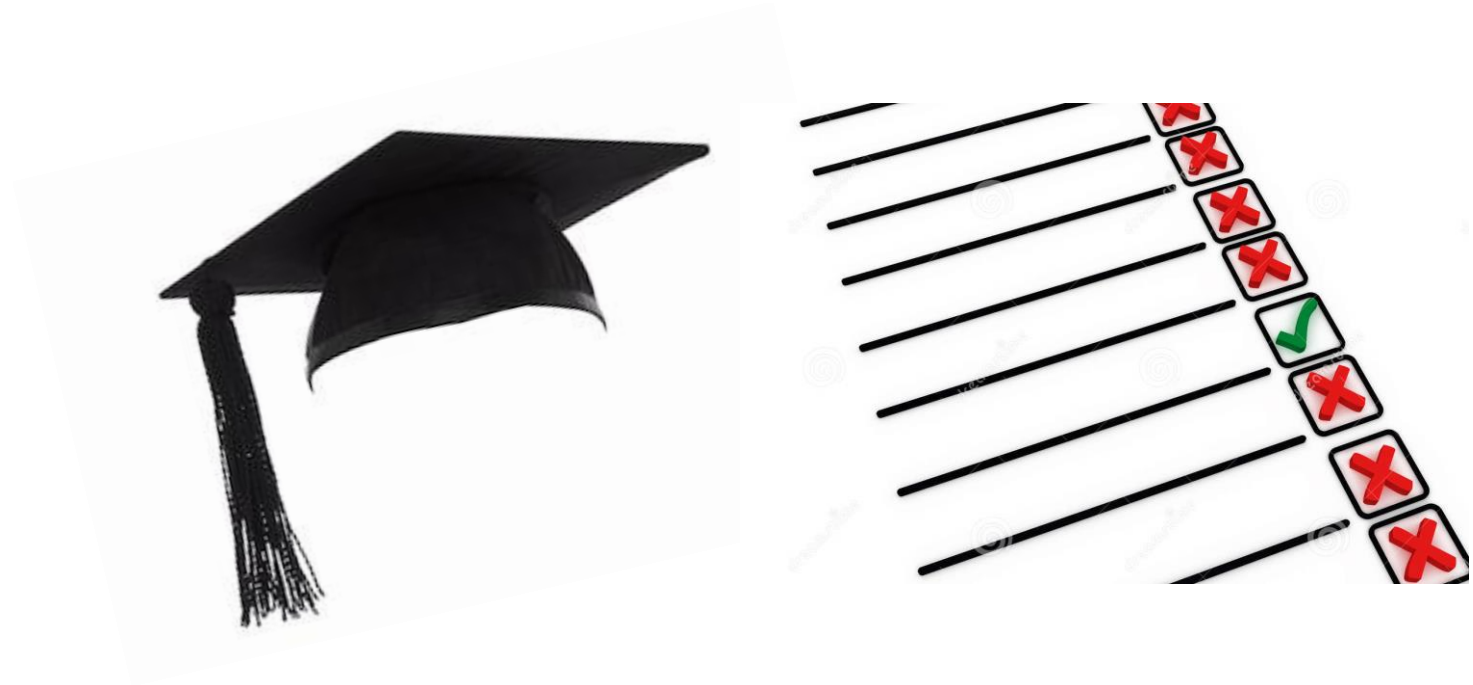
Flash cards summarise the knowledge into short key points.

These can then be used by a friend or family member to test knowledge and highlight areas of strength and weakness.

The great thing about this method is that it can be used for any subject.

Teaching others is a great strategy for assessing how much knowledge you have retained.

The person being taught could tick off each piece of knowledge you confidently taught – this will highlight areas of strength and weakness quickly and easily.



Homework

Year 10 Homework Timetable 2018-19



Day	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Homework	Science MFL Dance - Group R PE BTEC Group 10RPE1		English Dance - Group S GCSE PE	Music	
Other Subjects Homework	Maths - Set on the same day each week by the Maths teacher Art - Once per week, on the first lesson of the week DT - 1 piece of homework set every week Humanities - Citizenship, Geography, History, RE - once per week PSCRE - every 4th Week Drama - once per week Leisure and tourism - Once per week Business - Once per week Computer Science - Once per week Health and Social Care - Weekly during assignment period				



Eng Homophones Quiz

■ Miss H. Making set this assignment for group 9a/En4 - Eng

Set on Wed 11 Sep

Due on Wed 18 Sep

For this week's homework you are being tested on your knowledge of there/their/they're homophones.

Homophones are words that sound the same but are spelt and used very different.

You will be given two statements relating to Of Mice and Men. Select the one that uses the there/their/they're homophone correctly.

We are aiming for 100% so if you get some wrong try the quiz again!

Preview quiz

1/10

Question

Eng Homophones Quiz

8:36

Quiz Timer

Which is correct?

1

In the 1930's there are more male workers than female.

2

In the 1930's there are more male workers than female.

Continue →

Exit

PROGRESS

PEOPLE

PRIDE



- Use them every day at home (Homework, independent revision)
- Space your learning – learn, repeat, learn, learn, learn, repeat
- Use the techniques that are proven to work

Extra Curricular At Priory School

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
	Breakfast Club (Sports Cafe) 8-8.20am	Breakfast Club (Sports Cafe) 8-8.20am	Breakfast Club (Sports Cafe) 8-8.20am	Breakfast Club (Sports Cafe) 8-8.20am	Breakfast Club (Sports Cafe) 8-8.20am	Junior Park Run 2k weekly run - Bransbury Park - Sunday mornings at 10am for Under 14yrs, please see Mrs Snewin if interested.
	Girls Basketball (SH) 3.20-4.15pm	Rugby (AWP) 3.20 - 4.15pm Starts 17th Sept	Homework Club (T1) 7.45-8.15am	Harry Potter Club (A11) 3.20-4.15pm	Homework Club (C12) 2.20-3.10pm	
Y	Dance Show (UGY/LGY/DDS) 3.20 - 4.30pm	Girls Football (AWP) 3.20 - 4.15pm	Vocal Blast Choir (A21) 2.30-4pm	Hula Hooping (LGY) 3.15-4.15pm	Cheerleading (UGY) 2.30 - 3.30pm	
E	Art Competition Club (B8) 3.20 - 4.15pm	Dance Show (UGY/LGY) 3.20 - 4.30pm	Kickz with Pompey in the Community (AWP) 3.15-5pm	Stage Combat (TC) 3.20-4.15pm	HOP Boxing (LGY) 2.30 - 3.30pm	
A	Creative Writing (T10) 3.20 - 4.15pm	Girls Rugby (AWP/TC) 3.20 - 4.15pm	Lego Club (C11) 2.20-4pm	Priory Eco Freaks (B4/B3) 3.15 - 4.15pm	Yoga (DDS) 2.30 - 3.30pm	
R	Chess (B21a) 3.20 - 4.15pm	School Production (DDS) - 3.20 -4.30pm	Homework Club (C12) 2.20-3.10pm	Trampoline Squad (UGY) 3.20 - 4.30pm - Invite Only	Dodgeball (TC) 2.30 - 3.30pm, starts 4th Oct	
	Trading Card Game (C3) 3.20 - 5pm	Fitness (MGY) 3.20 - 4.15pm	Young Sport Leaders (TC) 2.30-4pm, See Miss Jordan to apply. Starts after Oct half term	STEM Club (C4) 3.20 - 4.15pm	DJs (A21/Music rooms) Lunch 2A&B	
8	School Band (Invite Only) 3.20 - 4.15pm	Netball (SH) 3.20 - 4.15pm, starts 17th Sept	Archery (TC) 2.30 - 3.30pm Starts 18th Sept, See Miss Jordan	Production rehearsals (DDS) 3.20 - 4.15pm	Homework (C12) 2.30 - 3.15pm	
	Yr8 Boys Football	Art - Drawing (B8) 3.20-4.15pm	Lego Club (C11) 2.30 - 3.15pm			
		Science Club (A23) 3.20 - 4.15pm	Homework (C12) 2.30 - 3.15pm			
		Problem Solving Club (B20) 3.20 - 4.15pm				
		Dungeons and Dragons (C3) 3.10-5pm				
		Crochet Club (A11) 3.20 - 4.15pm				

Curriculum

Miss Spalding

rspalding@priorysouthsea.org

Mr R Foster – AHT Performance

ASSESSMENT & REPORTING

Learning has **no limits**

We can **continually improve** at something



The **time** it takes to master something **varies**

Progress is **not** a straight line!

But if we know **where** we can **improve**;
we can **make better** progress

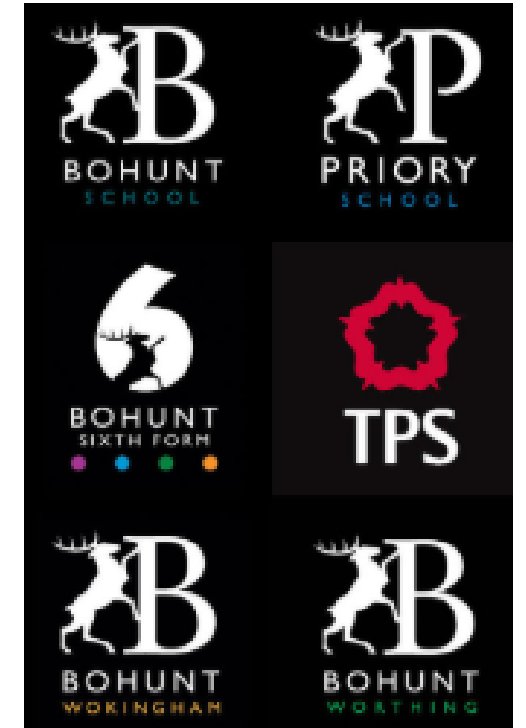


Tracking, Assessment & Feedback

- Most important goal of **assessment** is that they help students **make progress** in their learning.
- **Grades** show how they're compared to others but **don't tell them** how to improve
- **Feedback** on assessments & classwork is **critical**
 - It guide them on **how to improve**
 - Time is given to look at targets for improvement and **how to get better**

Trust Moderated Assessments

- **Shared assessments** across every subject in all Trust schools
- Allows us to **benchmark our students' progress** across the Trust
- Cross-Trust sharing of best practice and assessments across all schools



What's the starting point?

**Information
from your
primary school
(KS2 Results)**



**School
data/baseline
tests**

**B.E.T
Standards**



PROGRESS

PEOPLE

PRIDE

BET Standards

- All students have a **2 Year KS3** and a **3 Year KS4**
- Each student has a **KS3 BET Standard** for every subject
- These are **ambitious measures** of **expected progress**
- Range from 2- 8 and **may not be the same** in all subjects
- **Progress** is measured through BET Assessments, classwork and teacher assessment

Why?

- End of KS3 expectation to **measure progress** we expect
- Allows teachers to set **high challenge** and **stretch, weaknesses** to support
- Allows to **identify students** who may need support or praise for their work
- Allow you to make an **informed decision** about your **GCSE Option choices** (More information closer to the time)

Reports

Subject	Teacher	Attitude to Learning	Independent Learning	Quality of Classwork	Quality of Homework	Subject Average	Progress Indicator	Home Learning Target
English	Miss H. Making	2	2	2	2	2.00	Expected	Read short extracts of fiction with your child and try to replicate some of the sentence structures and language techniques identified.
Mathematics	Mr D. Bierton	1	2	1	2	1.50	Some	Encourage your child to use the assessment feedback to work independently on those topics which need their attention, such as equations and gradients of linear graphs.
Science	Mrs B. England-Wood	2	2	2	2	2.00	Expected	Encourage your child to read the news to find stories about Science, Technology, Engineering and Maths that interests them.

3 reports per year

Snapshot of progress and behaviour at that point of the year.

Progress Indicator

Progress will be shown in the reports as a simple word

Students that are showing exceptional progress will have their hard work & effort acknowledged by the school.

Support will be offered to students who are not making expected progress.

Statement	Guidance
Exceptional	2 or more above
Beyond	1 above
Expected	At expected level
Below	1 or more below

Attitude to Learning

Attitude to Learning	Independent Learning	Quality of Classwork	Quality of Homework	Subject Average
----------------------	----------------------	----------------------	---------------------	-----------------

- Focus on 4 Key areas

- Attitude to Learning
- Quality of Classwork
- Quality of Homework
- Independent Learner

1	Excellent – consistently shows these skills/standards
2	Good - frequently shows these skills/standards. <u>This is Priory School's expected standard</u>
3	Improvement required – Inconsistently shows these skills/standards
4	Poor – Rarely shows these skills/standards

- Average AtL compared to the year group

Home Learning Targets

Home Learning Target

- Aimed at **Parents & Carers**
- Mechanism to **discuss/help your child** with a particular subject.
- Link explicitly to the **Knowledge Organisers & classwork**
- Short activities to help revision or recall
- Can be done over a **period of time**

But...

- Reports are simply **one** method of communicating home.
- They should not be a “surprise” to you
- Please contact teachers if there are any concerns **at any time**

Upcoming Events

Parents Evenings

- 12th March 2020 (Options Evening)
- 19th March 2020

Moderated Assessments

- 14th October 2019
- 9th March 2020

Reports

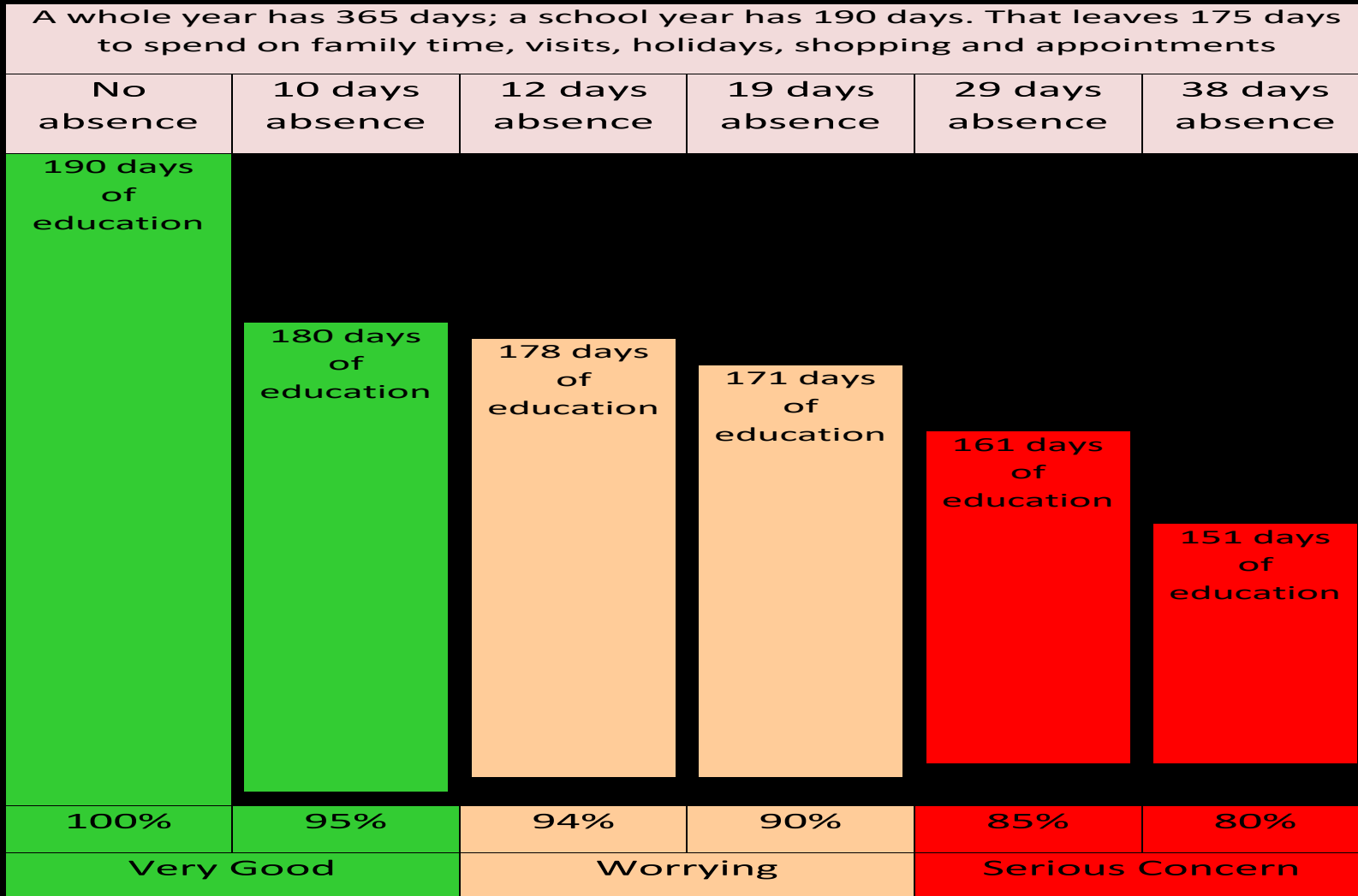
- 5th December 2019
- 14th February 2020
- 15th May 2020

Progress Leader

MRS CHADWICK

Attendance

The effect of absence on progress....



Just a little bit late doesn't seem much but....

She/he is only missing....	That equals	Which is.....	And over 13 years of schooling that is.....
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>Half a year</u>
20 minutes per day	1 hour 40 minutes per week	Over 2.5 weeks per year	Nearly <u>1 year</u>
Half an hour per day	Half a day per week	4 weeks per year	Nearly <u>1 ½ years</u>
1 hour per day	1 day per week	8 weeks per year	Over <u>2 ½ years</u>

Every Day Counts.....

If you miss	That equals...	Which is...	And over 13 years of school that is...
1 day a fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day a week	40 days per year	8 weeks per year	Over 2.5 years
2 days a week	80 days per year	16 weeks per year	Over 5 years
3 days a week	120 days per year	24 weeks per year	Nearly 8 years

Support Information

Mr Smith

Progress Coordinator

School Website

www.priorysouthsea.org

- The school website also has a section dedicated to information for parents including the following;
- Emotional Health & Wellbeing Advice & Support
- Support for Learning
- Digital Safety Guidance
- Key Dates

MyEd App

- MyEd is the **free** parent app that gives you a multitude of communication and information features to stay in touch with what is going on at school.
- **Communication is vital**; with the MyED app we can send you messages direct to your mobile and you can send messages to us completely free of charge.

MyEd App

- MyEd App – Connecting parents, students and schools.

https://www.youtube.com/watch?time_continue=66&v=uNb6ZlrxdTQ

MyEd App

- The app gives you direct access to the following information about your child;
- Attendance,
- Timetable,
- Absence records,
- Achievements,
- Behaviour

Thank you

- If you have any further questions regarding any of the information you have received this evening please don't hesitate to come and speak to us.
- Thank you for your time this evening and your continued support.

Thank you

- If you have any further questions regarding any of the information you have received this evening please don't hesitate to come and speak to us.
- Thank you for your time this evening and your continued support.



Enjoy Respect Achieve

Year 8 Information Evening

10 Oct 2019

PROGRESS

PEOPLE

PRIDE