

# Welcome to Year 7 Evening Wednesday 18<sup>th</sup> September 2019



*Learners of today. Leaders of tomorrow.*

[www.riddlesdown.org](http://www.riddlesdown.org)

Riddlesdown Collegiate

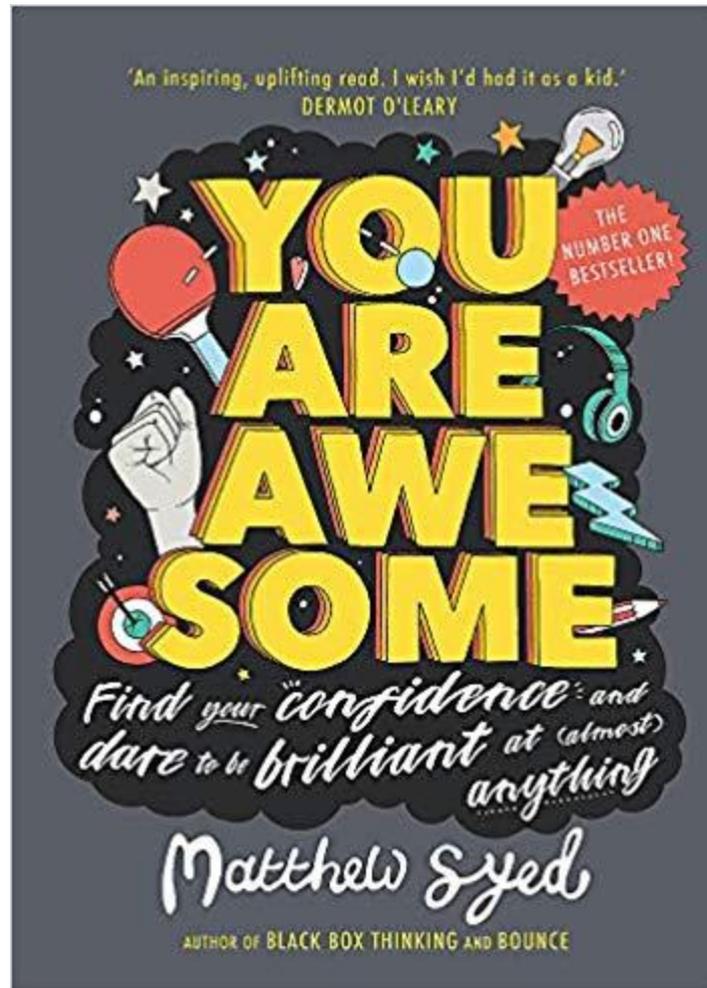


# *Welcome to Year 7 Evening*

- Mrs L Bruce – Head of Teaching & Learning
- Mrs N Williams – Deputy Principal
- Mr D Osborne – Deputy Principal
- Miss A Jones – Director of Learning, Pegasus College
- Mr L Chapman – Headteacher, Aquila College
- Mr T Beecham – Headteacher, Orion College
- Mr L Harkness – Headteacher, Pegasus College
- Mr J Vass – Headteacher, Phoenix College
- Miss T Ward – Headteacher, CPA College



# Growth Mindset



***Welcome to Riddlesdown –  
what is important about  
Year 7?***

# THE RIDDLEDOWN COMMITMENT - Our Mission, Vision and Values

Our **Mission** is summarised in our **Motto**:

**“Learners of today. Leaders of tomorrow.”**

*This describes our on-going ambition to develop successful adults through all that we do in the Collegiate.*

When we asked students “What kind of place do you want the Collegiate to be?” you said:

“We want the Collegiate to be **really ambitious** for students, providing **inspirational teaching**, and opportunities for us to **learn and develop inside and outside** of the classroom. This should be in a **kind, fair, safe, tidy and supportive** environment, surrounded by the best possible facilities and resources.”

The **Values** we develop to achieve this are:

**V – value each other**

**A – aim high**

**L – lead by example**

**U – use and develop your talents**

**E – excel in your efforts**

**S – stick at it**

To live up to these **Values**, students will:

- be a positive influence in lessons by working to the best of our ability and by showing respect to our teachers and fellow learners
- behave sensibly and show consideration to others around the Collegiate
- maintain a calm and tidy environment in which everyone feels safe and secure
- show courtesy to members of the public and our local community when travelling to and from school, and be proud representatives of Riddlesdown Collegiate through our appearance and conduct
- complete homework, coursework and revision tasks to the best of our ability at home and ensure that we are ready to learn before leaving for the Collegiate

Riddlesdown Collegiate



# ***The Riddlesdown Commitment***

## ***Our Values***

**V**alue each other

**A**im high

**L**ead by example

**U**se and develop our talents

**E**xcel in our efforts

**S**tick at it



***Learners of today. Leaders of tomorrow.***



## Key Stage 3

- Key Stage 2 = Years 3 to 6 at primary school
- Key Stage 3 = Years 7, 8 and 9



- Preparation for Key Stage 4/GCSE in Years 10 and 11
- Key Stage 4 is preparation for Key Stage 5 in College VI



# ***Year 7 – how is it different?***

- Fresh start in a new school
- New routines
- New experiences
- New friends
- “Big School”
- Not being the oldest students any more
- Developmental changes



# ***The Curriculum***

# Curriculum Organisation

College	Teaching Groups <b>1 R, 1C, 2</b>	DT	PE
<b>Aquila</b>	English (6), Mathematics (6), Science (6), Excellence Curriculum (18), Computing (2), French (5), Latin (3), Art (2), Drama (3), Music (3)	DT (2)	PE (4)
<b>Orion</b>	English (6), Mathematics (6), Science (6), Excellence Curriculum (18), Computing (2), Spanish (5), Latin (3), Art (2), Drama (3), Music (3)	DT (2)	
<b>Pegasus</b>	English (6), Mathematics (6), Science (6), Excellence Curriculum (18), Computing (2), Spanish (5), Latin (3), Art (2), Drama (3), Music (3)	DT (2)	PE (4)
<b>Phoenix</b>	English (6), Mathematics (6), Science (6), Excellence Curriculum (18), Computing (2), French (5), Latin (3), Art (2), Drama (3), Music (3)	DT (2)	



# Year 7 – Teaching Groups

Students will be placed into a Tutor Group, designed to be mixed in every way possible – gender, ability, and primary school. Primary schools are consulted when composing the Tutor Groups so that we can try to accommodate particular combinations of students remaining together or being separated.

For the first three weeks, students will be taught in their Tutor Groups. This will allow students to better familiarise themselves with their Tutor Group and their College and also provides good opportunities for informal assessment at the beginning of the year. Using the Key Stage 2 teacher assessments, test results and the results of our own internal assessments, students will then be placed in ability based teaching groups.

Students move into ability groups on the **30<sup>th</sup> September** and parents will have access to these timetable changes on parent portal from **Friday 27<sup>th</sup> September**.

**Set 1r and Set 1c and Set 2 in Year 7**



# ***The Excellence Curriculum***

# ***The Excellence Curriculum***

We have designed our own unique **integrated curriculum** to provide the students in Year 7 with high quality research based projects which progress at a pace relevant to the interests and learning needs of the students.

At the heart of each assignment will be the foundations of **philosophy** and **enquiry**.

The curriculum is designed to ensure that our students are ready for the demands of secondary education, by igniting a **passion for learning** from the moment they join us.



# ***The Excellence Curriculum***

## **Knowing our students**

**One of the huge benefits of this curriculum is the extended contact that the Year 7 students have with one teacher. This teacher will see the student for up to 18 periods per fortnight, and will have a detailed knowledge of the student's progress and learning development, particularly for key literacy and numeracy skills. This will allow for regular meaningful and personalised feedback, with any need for intervention quickly identified. As well as the form tutor, the Excellence Curriculum teacher becomes a familiar person for contact and support for the students.**



# ***The Excellence Curriculum***

## **Overview:**

**1 teacher per college – all classes have 18 periods over two week period.**

**The Year 7 Excellence Curriculum includes all of the content from Humanities**

**subjects:**

**Citizenship**

**Geography**

**History**

**PSHEE**

**Religious Educations**

**The curriculum will also cover some elements of English and Mathematics.**

**Our prime focus is to guide students in learning, practising and developing the  
key skills necessary to become confident and resilient learners.**



# ***The Excellence Curriculum***

***The Year 7 'Excellence Curriculum' gives pupils a flying start to their secondary school career. Teachers build on pupils' primary school experiences very skillfully to prepare them for the demands of more advanced work.***

***The school's Year 7 Excellence Curriculum, where a third of the time is dedicated to literacy and the humanities, provides exceptionally well for pupils' learning. This is because highly skilled teaching provides activities that are exciting and challenging, building pupils' skills very successfully.***



# ***Assessment and The Flightpath***

# Grades

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	
2	E
1	
U	U

GOOD PASS (DFE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Grade		Benchmarks
9	Secure	The Government will award a Grade 9 to the top 2-3% of students who achieve a Grade 8
	Developing	
	Emerging	
8	Secure	
	Developing	
	Emerging	
7	Secure	Comparable to previous A grade
	Developing	
	Emerging	
6	Secure	
	Developing	
	Emerging	
5	Secure	Good Pass = 5 Secure. Comparable to prev. top C/lower B grade
	Developing	
	Emerging	
4	Secure	Standard Pass = 4 Secure. Comparable to prev. lower C grade
	Developing	
	Emerging	
3	Secure	
	Developing	
	Emerging	
2	Secure	
	Developing	
	Emerging	
1	Secure	Benchmark for students entering Year 7 = 1S (Equivalent to KS2 100 Score)
	Developing	
	Emerging	



# Flightpath Model



KS2 Measure	Year 7	Year 8	Year 9	Year 10	Year 11	GCSE Performance Target
						Grade 9
						Grade 8
						Grade 7
						Grade 6
						Grade 5
119-120						Grade 5
115-118						Grade 4
110-114						Grade 3
105-109						Grade 2
100-104 EXS						Grade 1
95-99						
90-94						
85-89						
80-84						

*In Year 6, pupils who meet End of Year Expectations (EOYE) are entering Year 7 at the Expected Standard (EXS). Therefore, they would be expected to achieve Grade 5 at GCSE.*



*I would expect for a Year 7 student on the Grade 5 Flightpath to be secure in Grade 5 criteria at the end of Year 7 and then emerging in the Grade 5 criteria at the start of Year 8 as the skills will be progressively more challenging to keep them on track for success.*

# **Progress towards Flightpath throughout the year**

<i>Emerging</i>	<i>The student is beginning to learn the new skills and knowledge required for the flightpath for this year.</i>
<i>Developing</i>	<i>The student is showing an increasing understanding of skills, knowledge and concepts. Most of the expectations of the flightpath for this year are being met.</i>
<i>Secure</i>	<i>The student has achieved the vast majority of expectations of the flightpath for this year. Key skills, knowledge and skills are fully understood, and can be applied to new and different contexts.</i>

***Working Towards – the student hasn't acquired the skills of the Flightpath yet and should be using the 'Closing the Gap' materials on Google Classroom to support their development.***

***On track/off track***



# ***Flightpath- Grade 6 Flightpath Year 7 student***

Reading	Writing
<ol style="list-style-type: none"><li>1. Responds to tasks in a way that demonstrates a somewhat secure understanding and awareness of implied meaning.</li><li>2. Uses some well-chosen references to support responses.</li><li>3. Offers an implied sense that the writer is crafting the text and is aware of methods even if subject terminology is used inaccurately at times.</li><li>4. Explains quotes and references in a mostly descriptive and developed way.</li><li>5. Offers comparisons between texts that are in some way meaningful.</li><li>6. Forms links between the meaning of the text and the contexts which apply to it that are general or implied.</li></ol>	<ol style="list-style-type: none"><li>1. Uses punctuation consistently to control sentences with developing accuracy.</li><li>2. Attempts to use some high-level vocabulary with regularity and purpose.</li><li>3. Employs some linguistic methods to contribute in some purposeful way to the reader's experience.</li><li>4. Consciously varies sentence forms for effect if not always successfully.</li><li>5. Spells with occasional errors although simple language is mostly correct.</li><li>6. Makes an effort to use a range of devices to organise the writing with a developing degree of consistency and purpose.</li><li>7. Matches style and register to audience and purpose in a straightforward way that reveals a superficial awareness that writers can manipulate language although only demonstrating this in a rudimentary way.</li></ol>



# Flightpath

**Closing the Gap  
materials on  
Google Classroom**

Reading	Writing
<ol style="list-style-type: none"><li>1. Responds to tasks in a way that demonstrates a somewhat secure understanding and awareness of implied meaning.</li><li>2. Uses some well-chosen references to support responses.</li><li>3. Offers an implied sense that the writer is crafting the text and is aware of methods even if subject terminology is used inaccurately at times.</li><li>4. Explains quotes and references in a mostly descriptive and developed way.</li><li>5. Offers comparisons between texts that are in some way meaningful.</li><li>6. Forms links between the meaning of the text and the contexts which apply to it that are general or implied.</li></ol>	<ol style="list-style-type: none"><li>1. Uses punctuation consistently to control sentences with developing accuracy.</li><li>2. <b>Attempts to use some high-level vocabulary with regularity and purpose.</b></li><li>3. Employs some linguistic methods to contribute in some purposeful way to the reader's experience.</li><li>4. Consciously varies sentence forms for effect if not always successfully.</li><li>5. Spells with occasional errors although simple language is mostly correct.</li><li>6. Makes an effort to use a range of devices to organise the writing with a developing degree of consistency and purpose.</li><li>7. Matches style and register to audience and purpose in a straightforward way that reveals a superficial awareness that writers can manipulate language although only demonstrating this in a rudimentary way.</li></ol>



# ***Marking and Feedback***

# ***Assessment, Monitoring and Reporting***

- Regular low stakes class assessment routinely built into lessons.
- Feedback informs progress and is indicated through the use of **green pen** in books.
- Formal assessment tasks happen once a term in books which will provide information on the acquisition of skills and knowledge across the Flightpath. Students will know what skills they have mastered and what skills they need to work on from teacher written feedback.
- KS3 Exams happen at the end of the academic year and are summative assessments on the skills and knowledge of the Flightpath. We award students a percentage mark and feedback on how to improve.



# ***Feedback policy***

***We do not give marks or grades in books***

***Students set their own 'TOP Target' for progress***

***Formative feedback is linked to the skills of the Flightpath***

***Students will have a plethora of **green pen** in books to show journey of improvement as students act on feedback routinely in lessons***



# *What does feedback in the lesson look like?*



# *What does Teacher Feedback look like?*

*Sampling for planning*

*Whole class feedback*

*The plans for the next lesson*

*Deep marking in books*

*Electronic feedback*

*AFL and questioning in lessons*



## *Thinking Hard and Feedback*

**“Learning happens when people have  
to think hard”**



# ***What do students do with feedback?***

**DIRT** (*Dedicated Improvement and Reflection Time*) takes place regularly in lessons and is also a response to a specific piece or a unit of work.

Students are expected to respond to feedback so that correcting, redrafting, thinking beyond are basic but crucial expectations of their learning.

When revising, students should look at the DIRT in their books to help them to secure a specific skill/area of knowledge. This will be clear as it is in green pen.

Students will then set themselves a transferable '**TOP Target**' that they want to refine/ focus on during the next assessment.



$$4.16 \times 20.5 = 85.28$$

$$\begin{aligned} &\div 10 \\ 0.416 \times 20.5 &= 8.528 \\ \times 100 & \\ 416 \times 205 &= 85280 \\ \div 10 & \\ 0.416 \times 20.5 &= 85.28 \\ \times 10 & \\ 41.6 \times 0.205 &= 8.528 \end{aligned}$$

$$14.2 \div 2.5 = 5.68$$

$$\begin{array}{r} \times 10 \\ 142 \div 25 = 56.8 \end{array}$$

$$\begin{array}{r} \div 10 \\ 1.42 \div 2.5 = 0.568 \end{array}$$

$$\frac{14.2}{25} = 0.568$$

$$\frac{142}{0.25} = 568 \times 568$$

so answer is  $\times 10$  (opposite!)

$$6.4 \times 2.8 = 17.92$$

$$64 \times 28 = 1792$$

$$\begin{array}{r} \times 100 \\ 640 \times 2.8 = 1792 \end{array}$$

$$\begin{array}{r} \div 10 \quad \times 10 \\ 0.64 \times 28 = 17.92 \end{array}$$

$$\begin{array}{r} -10 \quad \div 100 \\ 0.64 \times 0.28 = 0.1792 \end{array}$$

Well done -  
clear calculations shown  
and accurate methods used

An excellent start  
to your GCSE  
Tia!

Please try (T1)

$$\begin{array}{r} \text{DIRT} \\ \text{DIRT} \end{array} \frac{84 \times 45 = 108}{35} = 0.35$$

$$\frac{84 \times 45 = 35}{108} \quad \text{Great! (R8)}$$

$$1) \sqrt{1024} = 32$$

$$2) (37 + 59) \times 61 = 3936$$

$$b) 31^2 + 48^2 = 52.62$$

$$c) (-87 + 6.5)^2 = 576$$

$$d) 5^3 + 8^2 = 155.125$$

You've made an excellent start  
to your GCSE George - the level  
of understanding you show is great

Try (T1) AND (T2) - show your  
calculations

$$\begin{array}{r} \text{DIRT} \\ \text{DIRT} \end{array} \text{T1 } \frac{84 \times 45 = 108}{35}$$

$$\begin{array}{r} \div 10 \\ 84 \times 0.45 = 10.8 \\ -100 \end{array}$$

$$\text{T2 } \frac{1872}{1.2} = 1560$$

$$\frac{84 \times 45}{108} = 35 = 0.35$$

$$\frac{1872}{1.2} = 1560$$

what is 1.2? This should help!



# Examples of using TOP Targets

English 'TOP Target.'  
This then helped to focus the work of the student on one specific area.

Discussion Wednesday 10<sup>th</sup> May 2017  
How does the poem 'Cousin Kate' explore the theme of inequality?  
TOP Target: include detailed context  
The poem 'Cousin Kate' shows is about the relationship of the speaker and the lord. It includes a betrayal and a twist at the end as the speaker and the lord have a son. It explores the theme inequality throughout the poem. - Could you expand who with analysis of the title  
In the first stanza Rossetti Rossetti uses questions "Why did a great lord find me out, And praise my flaxen hair?", to show the speaker as insecure and knowing it was all a mistake. Rose. The repetition of



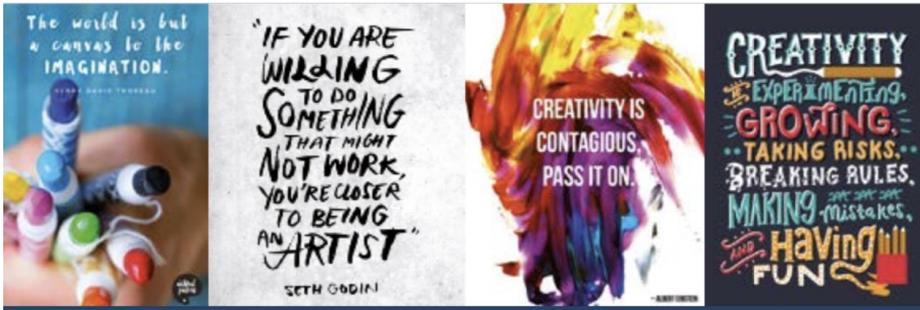
# ***What can you do to help students to revise?***

- Encourage students to revise the DIRT in their **books-GREEN PEN**
- Encourage students to focus their revision around their '**TOP Targets**'
- Encourage students to focus revision on skills that are linked to the Flightpath and to revise the areas that they haven't mastered on Google Classroom



# ***The CPA***





RIDDLEDOWN COLLEGIATE

## CPA PROGRESS BOOK YEAR 7 BOOKLET



Name:

Tutor:



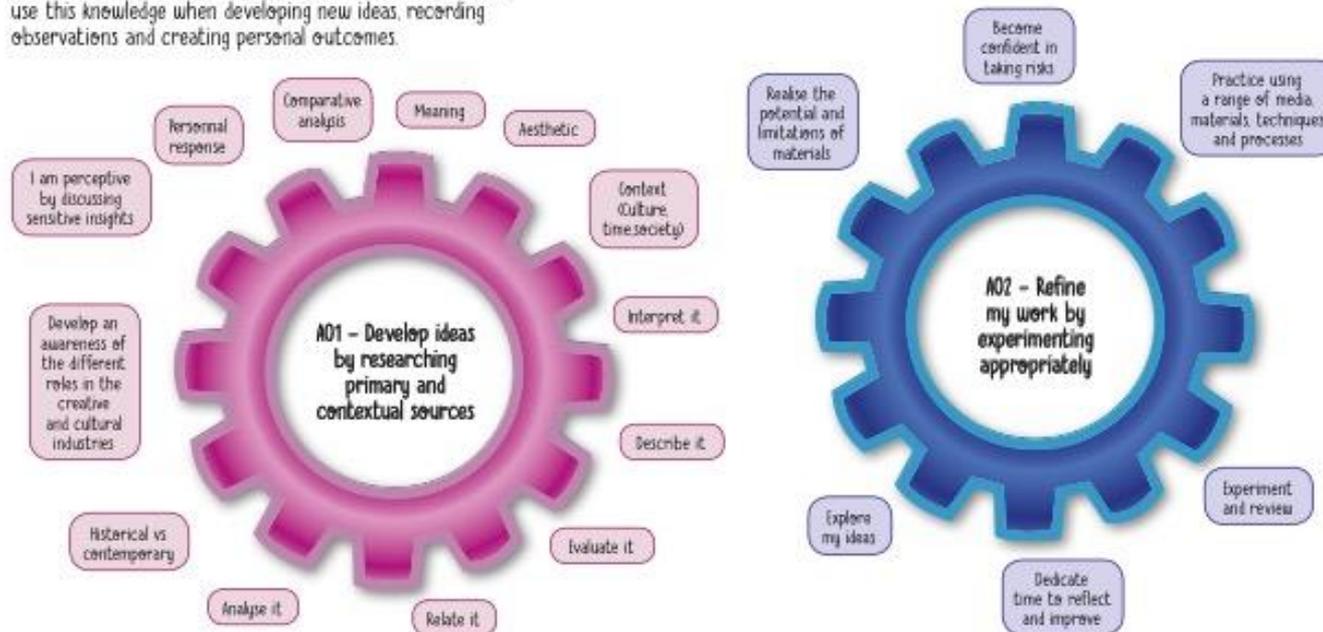
# PROGRESS BOOKS

In the progress books you can track your child's progress and see what subject skills they have been learning for each subject. Students will be filling these in during lessons but they are also encouraged to use them at home and to complete them at their own pace.

## ***Each subject has it's own set of subject skills.***

Art, Craft and Design is a broad and flexible course which enables students to develop an appreciation of the creative process. This subject draws upon fine Art, Graphic Communication, Textile Design, Three-dimensional Design and Photography. A variety of two-dimensional and three-dimensional media, materials, techniques and processes are used to create skilful and imaginative work. Students explore how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students use this knowledge when developing new ideas, recording observations and creating personal outcomes.

# **ART SUBJECT SKILLS**



***Some subjects keep their skills the same throughout KS3 but the expectations s becoming harder through the Key Stage. For example Art.***

# MUSIC SUBJECT SKILLS

Music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of music. The tones or sounds employed, occurring in single lines (melody) or multiple lines (harmony), are sounded by voices or instruments. The subject contains 3 disciplines – Performing, Composition and

Appraising (Listening to and Analysing music). Each of these will be explored through a variety of musical genres and composers. Students develop their knowledge of musical techniques and key terms and are able to apply these to their Performances, Compositions and when Listening and Analysing.



- Ensemble work
- Confidence
- Steady tempo and fluency
- Improvise with fluency
- Lead an ensemble
- Perform a solo
- Technical control
- Read sheet music
- Sight-reading
- Effective rehearsing



- Improvisation
- Pentatonic melody
- Notate a score
- Use Sibelius
- Compose own rhythm
- Mood music
- Use of ostinato
- Create a polyrhythm
- Call and response



- Identify pitch
- Identify dynamics
- Identify tempo
- Identify texture
- Identify genre
- Identify instruments / sonority
- Identify structure
- Rhythm dictation
- Peer assess

***Music skills change every year and get harder!***

Can You Excel in Music?

[www.musictheory.net](http://www.musictheory.net)

[www.bbc.co.uk/education/subjects/zpf3cdm](http://www.bbc.co.uk/education/subjects/zpf3cdm)

<https://musescore.com>

[www.naxos.com/education/glossary.asp](http://www.naxos.com/education/glossary.asp)

[www.sfskids.org](http://www.sfskids.org)

9/8/7 IT IS NOT SURPRISING THAT X CREATED Y AS  
 PERHAPS (TITLE OF WORK) BY (NAME OF ARTIST) WAS INSPIRED BY/AS A RESULT OF (CONTEXT)

## HOW TO WRITE ABOUT ART

### Describe it

What do you see?  
 How would you describe the art?  
 How would you describe it to someone who can't see?  
 How would you describe colour / shape / size

### Interpret it

What title would you give art and why?  
 What do you think is happening in this work?  
 What do you think the message of this work is and how come to think this?

### Evaluate it

What do you think is good about this work and what is not so good?  
 Why do you think this is?  
 What do you think other people would say about this work?  
 What do you think is memorable about this piece of work?

- Use this writing frame to help you **analyse an Artist's work (AO1)**.
- Start by circling the vocabulary you will need to include, using a word bank.
- Justify your responses to a few of the questions from 'Get the picture' to demonstrate that you are perceptive.

## GET THE PICTURE

*To help develop literacy in some CPA subjects we have created writing frames and guidelines on how you should write about a certain subject. Please read this and familiarise yourself!*

about you, your life or your experience that connects to this photo?

make you feel? Why?

events does this image remind you of?

Discuss how the **context** of the artist's life influenced the work they produced.

Link their work to what was happening at the time the work was produced / the country they worked in as an Artist / politics / economy / religion / ethnicity / gender / age etc.

# MUSIC VOCABULARY

Highlight words as you use them in your written work!

## THE ELEMENTS OF MUSIC

<b>Pitch</b>	High and low
<b>Dynamics</b>	Volume (loud and quiet)
<b>Tempo</b>	Speed (fast and slow)
<b>Texture</b>	Musical layers
<b>Sonority</b>	Sound quality (bright/harsh/dull)
<b>Rhythm</b>	Pattern of long and short notes
<b>Genre</b>	Style of the music

## TEMPO

<b>Adagio</b>	Play slowly
<b>Andante</b>	Play at a walking pace
<b>Allegro</b>	Play quickly
<b>Presto</b>	Play very fast
<b>Rit. or Rall.</b>	To slow down

## TYPES OF VOICES

<b>Soprano</b>	High female voice
<b>Alto</b>	Low female voice
	High male voice
	Low male voice

## CHORDS, HARMONY

<b>Arpeggio</b>	Notes of a chord
<b>Tonic</b>	1st degree of scale
<b>Dominant</b>	The 5th degree of scale
<b>Triad</b>	Three note chord

## INSTRUMENTAL TECHNIQUES

<b>Tremolo</b>	Trembling effect between 2 notes
<b>Strum</b>	To strum strings, ie Guitar
<b>Pizz</b>	To pluck strings
<b>Arco</b>	To play with a bow

## TEXTURE

<b>Monophonic/Monorhythmic</b>	One melody/One rhythm
<b>Polyphonic/Polyrhythmic</b>	Two or more melodies/rhythms played at the same time
<b>Unison</b>	Same part/melody performed by everyone (no harmony)
<b>Heterophonic</b>	Melody with accompaniment(chords)

Some subjects have useful information, including vocabulary. This is to help students be more independent when working at home

# SKILLS & KNOWLEDGE TREE



## Out witting opponents

- Choose, combine and perform basic skills applying fluency and accuracy.
- Develop the ability to outwit opponents and teams using strategies and tactics.
- Continual development and adaptation of decisions.
- Improve performance and outwit opposition more frequently.
- Apply decisions made to a game situation.
- Development of rules in game play.



## Accurate Replication

- Repeat actions, phrases and movements as accurately as possible.
- Be able to use video analysis and feedback throughout.
- Refine and execute skills and techniques.
- Understand performance in relation to 'perfect model'.
- Work outside PE time to develop accurate replication.
- Perform skills with accuracy and control.



## Defence and Attack

- Identify and recognise similarities in principles of attack and defence.
- Develop the skills necessary.
- Create successful attacking and defending in practice.
- Create successful attacking and defending in game situations.
- Shape, movement, communication.
- Depth, width, penetration.

# DRAMA KNOWLEDGE & SKILLS TREE

SKILLS/KNOWLEDGE – WHAT I HAVE LEARNT	Evidence

*Some subjects give a lot of verbal feedback during lessons. The progress book is a way of recording that*

# DT PROJECT REFLECTION **KEYRING PROJECT**

Ms Carney

Self Assessment (WWW/EBI)

Peer Assessment (WWW/EBI)

Place image of your completed keyring here

Name the experiences used in your keyring design.

Explain how your Keyring product met the Design Brief and Design Specification:

Machinery / Tool / Processes used	Date	Why did you use this Machine / Tool / Process?	R A G
ACCESS FM			
laser cutter			
Diary of making			

*Also a way of checking progress and to log knowledge and understanding*

## **GOLDEN TICKET TASKS**

### **ART:**

- Visit a gallery
- Make an anima
- Make an anima
- Research emb
- Make a sample with embroide
- Make a timelin

### **DRAMA:**

- Write a monol
- the cave a fe
- Write a mini p
- are being bull
- verbal.
- The Tempest: demonstrates island.

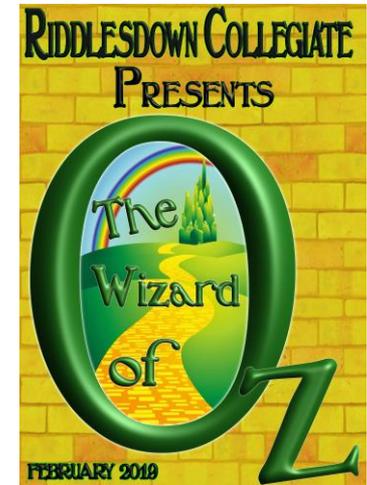
### **DT:**

- Research your and difference
- Respond to your interpretation

***Please encourage your child to look at the Golden ticket activities at the back of the Progress Books – these are independent study tasks and create a deeper understanding of the subjects studied in the CPA. Students will be rewarded for completing these task.***

# Wider Opportunities and Extra curricular activities

- **Whole School production**
- **Science Museum Trip**
- **Sport teams and fitness**
- **Drama and Music**
- **Choir of the Year**
- **Blacklands Farm**
- **Windsor Castle**
- **Citizenship Conference**
- **Conservation**
- **Inter-College Maths Challenge**





FORC are a friendly group of parents, staff and associates of Riddlesdown Collegiate who get together to have fun and support the school in whatever way we can, helping out at Collegiate events and raising money to fund those special little extras for co-curricular activities or equipment which make Riddlesdown such a positive and inclusive community.

We are hoping to hold various events to appeal to different tastes over the coming months. If you have any ideas, do let us know, or even better, come along to our next meeting to meet us all and get involved. You decide what part you can play and whether that is likely to be big or small, regular or occasional, it all makes a contribution so do get in touch.

If you would like to help in anyway or just want to be kept in the loop about our activities and events, please let us know via [FORC@riddlesdown.org](mailto:FORC@riddlesdown.org).

***Quiz Night 4<sup>th</sup> October 2019***





# QUIZ NIGHT



4th October  
2019



7pm at



Riddlesdown Collegiate  
in the @RC Theatre



Tickets are £5.50 per person, 8 per team

Over 18's only

Bring your own picnic! Cash bar available.

Please complete the attached form and return by **27th September 2019**. See form attached.



BOOKS

NEWS

F.O.R.C.  
Friends of Riddlesdown Collegiate

F.O.R.C.  
Friends of Riddlesdown Collegiate

# ***Independent Study***

# ***Independent Study***



# ***Independent Study is powerful because we see...***

- Students working anywhere-*school/bus/train/with friends*
- Students revising skills without the teacher-**being independent.**
- Students revising skills without the parents-**being independent**
- The focus is on the student (**independent**) and what they can do to further their own study-with specific areas of focus-**TOP Targets**
- Students will be aware what areas of **the Flightpath** they need to have as their **specific skills focus** to keep them on track.
- Students start to become more **self reflective.**
- Independent Study is really meaningful to the student.



# ***What does Independent Study do?***

- Consolidate/Extend Learning in the Classroom
- *Offer therapy which is personalised around the student*
- Pre-learning/flipped learning





# Google Classroom

Riddlesdown Collegiate



# ***Google Classroom***

## **Benefits for Students**

- Can see all Independent Study at the click of a button
- A personalised experience to help stay organised
- No more excuses!
- Students have more time to listen
- Resources are electronic and support Revision from Day 1

## **Benefits for Parents**

- Can see exactly what Independent Study has been set
- Easily take part in home learning
- Create more positive relationship with teachers







# Google Classroom



Google Classroom is the new place for anywhere, anytime learning at Riddlesdown Collegiate



Show My Homework will no longer be in-use



You can access Google Classroom on any device at any time



Your class memberships are automatically kept up to date, even if you change a class



Log in with your Riddlesdown email address & password



Parents/Guardians can choose to receive an email update – they will receive an invitation automatically

# ***Supporting Learning***

# ***Personal Development Time***

- At Riddlesdown, we are proud that we offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of students at the Collegiate and within society. This also prepares students for the opportunities, responsibilities and experiences of later life
- To further develop our delivery of outstanding care, support and guidance, we have devoted two sessions per week to Personal Development Time and enrichment activities. This will allow students to focus their thoughts, feelings and opinions on topical events and current affairs, as well as developing their learning skills in sessions delivered by their tutor.
- To utilise this opportunity fully, we will work in partnership with 'The Day' online learning platform to support the students understanding of these issues.



# ***Supporting Students' Learning***

- Tutors
- Pastoral Programme – “Learning Habits”
- Learning Support Assistants
- HLTAs
- Library
- MacKay College
- College VI students
- Website
- Google Classroom



# The Riddlesdown Commitment – Attitude to learning

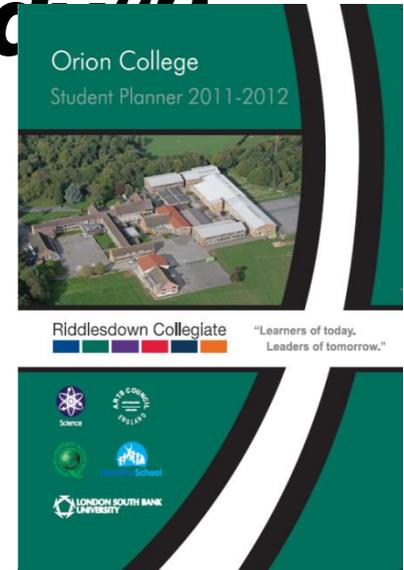
***“We must complete Independent Study, coursework and revision tasks to the best of our ability at home and ensure that we are ready to learn before leaving for school”***



- Remember to bring your regular equipment to school every day, including ***pens, pencils, ruler, rubber, sharpener*** and a ***calculator*** – ***Riddlesdown Ready!***
- Always give 100% - only hand in work that reflects ***your best effort*** – and ***spend time acting on your teachers’ comments and advice*** when they have marked and returned your work to you



# Are you "Riddlesdown Ready"?

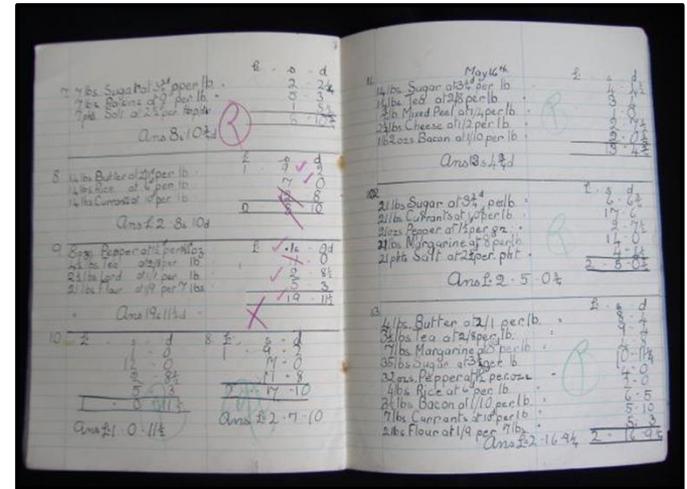


**Correct and  
complete  
uniform**



# Presentation of work

It is important that you **present your work neatly** and that your books are kept tidy so that you can use them to revise what you have learnt in preparation for assessments and exams.



Every time you start work in your exercise book, you should use this format:

C/W

Title

Tuesday 19<sup>th</sup> September

Learning Objective: (if teacher would like it recorded)

# ***Presentation of work***

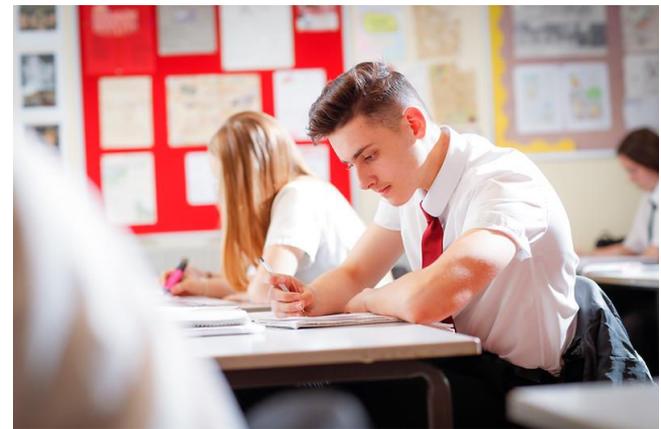


***You should:***

- **Write in black pen and draw in pencil**
- **Use a ruler to rule off work from the previous lesson, underline headings and draw diagrams**
- **Put one neat line through any errors that you make**
- **Number the pages in your book and start with a Contents page**
- **Include Key Information pages following the contents page (two to four pages)**
- **Ensure that there is no graffiti on exercise books, folders or planners (including covers)**
- **Cover your books with subject specific material to keep them looking tidy and to help to identify them**
- **Stick worksheets neatly into your book or attach them using a tag**

# ***Supporting your child at home***

- Show an interest – talk about your child's day
  - Look at and use the Student Planner every day
  - Look at and discuss the CPA Progress Booklet
  - Know what's going on in the Collegiate each term
  - Read Newsletters (online each week)
- 
- Discuss, support and check **Independent Study** and presentation
  - Help to organise time and equipment
  - Provide a quiet place to work
  - Ensure full attendance



# ***Rewards***

# ***Rewards & Recognition***

- Praise
- Achievement Points
  - Subject Points
  - College Points
- Certificates
- Assemblies
- Newsletter
- Termly rewards
- Jack Petchey Award
- Principal's Commendation
- Success in Inter-College competitions – e.g. Choir of the Year



# Achievement Points

## Achievement Points

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5
Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Wk 16	Wk 17	Wk 18	Wk 19	Wk 20
Wk 21	Wk 22	Wk 23	Wk 24	Wk 25
Wk 26	Wk 27	Wk 28	Wk 29	Wk 30
Wk 31	Wk 32	Wk 33	Wk 34	Wk 35
Wk 36	Wk 37	Wk 38	Wk 39	Wk 40



# ***Sanctions & Behaviour Support***

- Warnings and reprimands
- Restorative justice
- Opportunities for support, mentoring and counselling
- Detentions
- Community service
- Withdrawal of social time
- Internal exclusion
- External exclusion
- Permanent exclusion



# ***Parent Portal***

## In this section



- ▶ [Parent Information](#)
- ▶ [Term Dates](#)
- ▶ [Letters and Documents](#)
- ▶ [News](#)
- ▶ [Events](#)
- ▶ [Image Gallery](#)
- ▶ [Policies](#)
- ▶ [Freedom of Information](#)
- ▶ [Uniform](#)
- ▶ [Catering](#)
- ▶ [Parent Pay](#)
- ▶ [PTA - FORC \(Friends of Riddlesdown\)](#)
- ▶ [Parent Portal](#)

## PARENT PORTAL - UPDATE YOUR CONTACT DETAILS - ACCESS STUDENT INFORMATION

**AOL or BT Internet email account? Please see below.**

The Parent Portal is an online system for Riddlesdown Collegiate parents where you can:

- ▶ [Update your contact details](#)
- ▶ [Access your child's reports](#)
- ▶ [Book appointments for Parents' evenings \(at certain times of the year only\) \\*](#)

We recommend that parents provide unique and personal email addresses rather than a 'family' account. Each primary and secondary person with parental responsibility and a unique email address in our systems will receive a login to the Portal.

[Click here to access your Parent Portal account.](#)

If you have forgotten your username or password, or have not received your details, you can use the reminder & reset facility on the Parent Portal page. Click 'Don't know your password?' under the login box and enter the email address we have on file. You will receive a reminder of both your username and a new password.

For further technical support, please email: [parentportal@riddlesdown.org](mailto:parentportal@riddlesdown.org)

\* Only the primary contact may book Parents' Evening appointments.

# Parent Portal

General ▾ Attendance ▾ Behaviour ▾ Exams ▾ Reports ▾ 

### Student details

Chosen name:		Legal name:	
DOB:		Age:	
Tutor:		Reg Group:	
SEN status:	Never assigned	Year Group:	
House:	Pegasus (Mr L. R. Harkness)	Ethnicity:	
Country of birth:	<a href="#">United Kingdom</a>	National identity:	
Nationality:	<a href="#">United Kingdom</a>	Gender:	
Mode of travel:	<a href="#">Car/Van</a> ;	Route:	
Dietary requirements:	<a href="#">Not specified</a>	First language:	
Religion:	<a href="#">No Religion</a>	Home language:	
Youth Support Services Agreement:		Free school meals:	
		Internal exam number:	ULN:
		Admission number:	

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Home address:	Student's own contact details:
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# Parent Portal – Achievement Points

Event date	Event time	Type	Points	Location	Issued In	Subject
14/09/2017		Subject Point - Outstanding Effort	1		8p/En2	English
12/09/2017		Subject Point - Outstanding Effort	1		8p/Gg2	Geography
12/09/2017		Mathematics Subject Point - Outstanding Effort	1	Mathematics	8p/Ma2	Maths
11/09/2017		Subject Point - Outstanding Effort	1		8p/Gg2	Geography
08/09/2017		Subject Point - Outstanding Effort	1		8p/Gg2	Geography



# Parent Portal - Timetable

Monday 18/09/2017									
08:40 AMon:1 <b>Maths</b> Sp/Ma2 P01-MATHS1 Miss R Swain	08:45 AM <b>SCLK</b> Miss C. Knox	08:55 AMon:2 <b>Latin</b> Sp/La1 S01-GEN LARGE-32 Miss E Rushton	10:20 AMon:3 <b>History</b> Sp/Hi2 P18-HUMS2 Miss J E Nordberg	10:40 AMon:4 <b>Science</b> Sp/Sc2 P12-SCI LAB3 Mr J Valler	11:30 PM <b>SCLK</b> Miss C. Knox	12:55 AMon:5 <b>Spanish</b> Sp/Sp1 P01-MATHS1 Mrs H C Baines	13:00 AMon:6 <b>English</b> Sp/En2 P09-EX Mrs F E Barker	13:50	14:40
Tuesday 19/09/2017									
08:40 ATue:1 <b>History</b> Sp/Hi2 P08-SCI LAB1 Miss J E Nordberg	08:45 AM <b>SCLK</b> Miss C. Knox	08:55 ATue:2 <b>Religious Ed</b> Sp/Re1 X05-HUMS1 Mr E Ketibuah	10:20 ATue:3 <b>Geography</b> Sp/Gg2 P16-HUMS1 Mr J A Currow	10:40 ATue:4 <b>Latin</b> Sp/La1 S01-GEN LARGE-32 Miss E Rushton	11:30 PM <b>SCLK</b> Miss C. Knox	12:55 ATue:5 <b>Art</b> Sp/Ar3 C16-ART3 Mrs C E Shepherd	13:00 ATue:6 <b>Science</b> Sp/Sc2 P12-SCI LAB3 Mr J Valler	13:50 ATue:7 <b>PDT</b> SCLK/Rg P20-COMP2 Miss C Knox	14:40
Wednesday 20/09/2017									
08:40 AWed:1 <b>History</b> Sp/Hi2 P18-HUMS2 Miss J E Nordberg	08:45 AM <b>SCLK</b> Miss C. Knox	08:55 AWed:2 <b>Computing</b> Sp/Co2 P20-COMP2 Miss C Knox	10:20 AWed:3 <b>Design Technology</b> Sp/Dt2 C08-DT3 Mr C B Chapman	10:40 AWed:4 <b>Design Technology</b> Sp/Dt2 D12-COMP1 Mr C B Chapman	11:30 PM <b>SCLK</b> Miss C. Knox	12:55 AWed:5 <b>Spanish</b> Sp/Sp1 P05-MFL1 Mrs H C Baines	13:00 AWed:6 <b>English</b> Sp/En2 P06-ENG2 Mrs J M Pekris	13:50	14:40
Thursday 21/09/2017									
08:40 AThu:1 <b>Science</b> Sp/Sc2 P12-SCI LAB3 Mr J Valler	08:45 AM <b>SCLK</b> Miss C. Knox	08:55 AThu:2 <b>Music</b> Sp/Mu3 C05-MUSIC3 Miss G Chapman	10:20 AThu:3 <b>English</b> Sp/En2 P18-HUMS2 Mrs F E Barker	10:40 AThu:4 <b>Maths</b> Sp/Ma2 P01-MATHS1 Miss R Swain	11:30 PM <b>SCLK</b> Miss C. Knox	12:55 AThu:5 <b>Physical Education</b> Spx/Pe5 Sports Hall Mrs E A Johnson	13:00 AThu:6 <b>Physical Education</b> Spx/Pe5 Sports Hall Mrs E A Johnson	13:50 AThu:7 <b>PDT</b> SCLK/Rg P20-COMP2 Miss C Knox	14:40
Friday 22/09/2017									
08:40 AFri:1 <b>Computing</b> Sp/Co2 P20-COMP2 Miss C Knox	08:45 AM <b>SCLK</b> Miss C. Knox	08:55 AFri:2 <b>Maths</b> Sp/Ma2 P01-MATHS1 Miss R Swain	10:20 AFri:3 <b>Drama</b> Sp/Dr3 Theatre Mrs R M Eckersall	10:40 AFri:4 <b>English</b> Sp/En2 P06-ENG2 Mrs J M Pekris	11:30 PM <b>SCLK</b> Miss C. Knox	12:55 AFri:5 <b>Science</b> Sp/Sc2 P12-SCI LAB3 Mr J Valler	13:00 AFri:6 <b>Geography</b> Sp/Gg2 P16-HUMS1 Mr J A Currow	13:50	14:40



# Parent Portal – Attendance Summary

General ▾ Attendance ▾ Behaviour ▾ Exams ▾ Reports ▾

Detail

Calendar

## Week-by-week

Week beginning	Mon AM	Mon PM	Tue AM	Tue PM	Wed AM	Wed PM	Thu AM	Thu PM	Fri AM	Fri PM	Attendance
04/09/2017	#	#	/	\	/	\	/	\	/	\	 100%
11/09/2017	/	\	/	\	/	\	/	\	/	\	 100%
18/09/2017	/	\	/	-	-	-	-	-	-	-	 75%

## Code summary

Code	Description	Count	%
/	Present (AM)	10	50
\	Present (PM)	10	50



# ***Important Dates***

# Assessment, Monitoring and Reporting

- College Monitoring
- Setting 30<sup>th</sup> September 2019
- Student Planner & CPA Progress Booklet
- Report 1 25<sup>th</sup> November 2019
- Parents' Evening w/c 11<sup>th</sup> December 2019
- Year 7 Excellence Parents' Evening w/c 17<sup>th</sup> March 2020
- Report 2 2<sup>ND</sup> March 2020
- Exams fortnight starts 1<sup>st</sup> June 2020. Results given to students on the 26<sup>th</sup> June 2020.
- Tutor Report home on 10<sup>th</sup> July 2020.



# ***Year 7 Parents' Evenings***

- Meet the Tutor, Monday 23rd September 2019 (3.00 – 5.00 p.m.)
- **Aquila** Parents' Evening, Wednesday 11<sup>th</sup> December 2019
- **Orion** Parents' Evening, Tuesday 12<sup>th</sup> December 2019
- **Pegasus** Parents' Evening, Tuesday 12<sup>th</sup> December 2019
- **Phoenix** Parents' Evening, Wednesday 11<sup>th</sup> December 2019
- **CPA** Parents' Evening, 11<sup>th</sup>/12<sup>th</sup> December 2019



# ***Contact Details***

# Year 7 Tutors

Tutor Group	Tutor	Email
7ELH	Miss E L Holledge	<a href="mailto:Emily.Holledge@riddlesdown.org">Emily.Holledge@riddlesdown.org</a>
7SEL	Mrs S Lawson/Mrs S Beecham	<a href="mailto:Sarah.Lawson@riddlesdown.org">Sarah.Lawson@riddlesdown.org</a> / <a href="mailto:Sarah.Beecham@riddlesdown.org">Sarah.Beecham@riddlesdown.org</a>
7MMM	Mrs M Mercer	<a href="mailto:Maja.Mercer@riddlesdown.org">Maja.Mercer@riddlesdown.org</a>
7VMA	Miss V M Anderson	<a href="mailto:Vikki.Anderson@riddlesdown.org">Vikki.Anderson@riddlesdown.org</a>
7SGW	Mr S G Williams	<a href="mailto:Scott.Williams@riddlesdown.org">Scott.Williams@riddlesdown.org</a>
7MEW	Mr M Wilson	<a href="mailto:Mark.Wilson@riddlesdown.org">Mark.Wilson@riddlesdown.org</a>
7OCC	Mr O C Crane	<a href="mailto:Owen.Crane@riddlesdown.org">Owen.Crane@riddlesdown.org</a>
7BP	Mrs B Pampin	<a href="mailto:Beatriz.Pampin@riddlesdown.org">Beatriz.Pampin@riddlesdown.org</a>
7AVK	Mrs A V Kumar	<a href="mailto:Aparna.Kumar@riddlesdown.org">Aparna.Kumar@riddlesdown.org</a>
7SLP	Miss S L Parry	<a href="mailto:Shelley.Parry@riddlesdown.org">Shelley.Parry@riddlesdown.org</a>
7HHR	Mr H Raveendran	<a href="mailto:Hariharan.Raveendran@riddlesdown.org">Hariharan.Raveendran@riddlesdown.org</a>
7GES	Miss G Smith	<a href="mailto:Grace.Smith@riddlesdown.org">Grace.Smith@riddlesdown.org</a>