

Year 7 Information Evening



THE JOHN FISHER SCHOOL

Behaviour Expectations



✓ **Ready**
✓ **Respectful**
✓ **Responsible**



As a student of The John Fisher School, I will:

- ✓ ***Be punctual, well prepared and ready to learn at all times.***
- ✓ ***Treat my peers and adults with respect at all times.***
- ✓ ***Will take responsibility, for my actions and my environment.***

Staff will use positive reminders as well as non-verbal reminders to help you maintain your focus.



Be Positive

Be Polite

Be Prepared

Do Your Best

Working together to improve school attendance



THE JOHN FISHER SCHOOL

School Attendance - The Law



- The law entitles **every child of compulsory school age to an efficient, full-time education** suitable to their age, aptitude, and any special educational need they may have. It is the **legal responsibility of every parent/carers** to make sure their child receives that education by attendance at a school.
- Parent/carers have **an additional legal duty to ensure their child attends that school regularly**. This means their **child must attend every day** that the school is open, except in a small number of allowable circumstances such as being too ill to attend.



How can parent/carers support their child's attendance?



- ☐ Proactive engagement and support of all parent/carers
- ☐ Talk/communicate with your child to determine barriers to attending school
- ☐ Consistent message to your child re: daily attendance and punctuality to school
- ☐ Triangulation of message between the school, child and parent/carer
- ☐ Regular communication with KS Administrators (Mrs Maynard) and Form Tutors
- ☐ Inform the school immediately if your child is absent from school. Any absence not communicated on each day of absence will be classed as unauthorised
- ☐ Provide appropriate medical evidence, where possible
- ☐ Ask the school for further support/ intervention if needed

Maths

Year 7 and Beyond



THE JOHN FISHER SCHOOL



SUCCESS and SELF BELIEF

- through volunteering answers and demonstrating thought
 - extended practice
 - retrieval of knowledge over time
- assessment and **external examination results**

Year 7 Overview



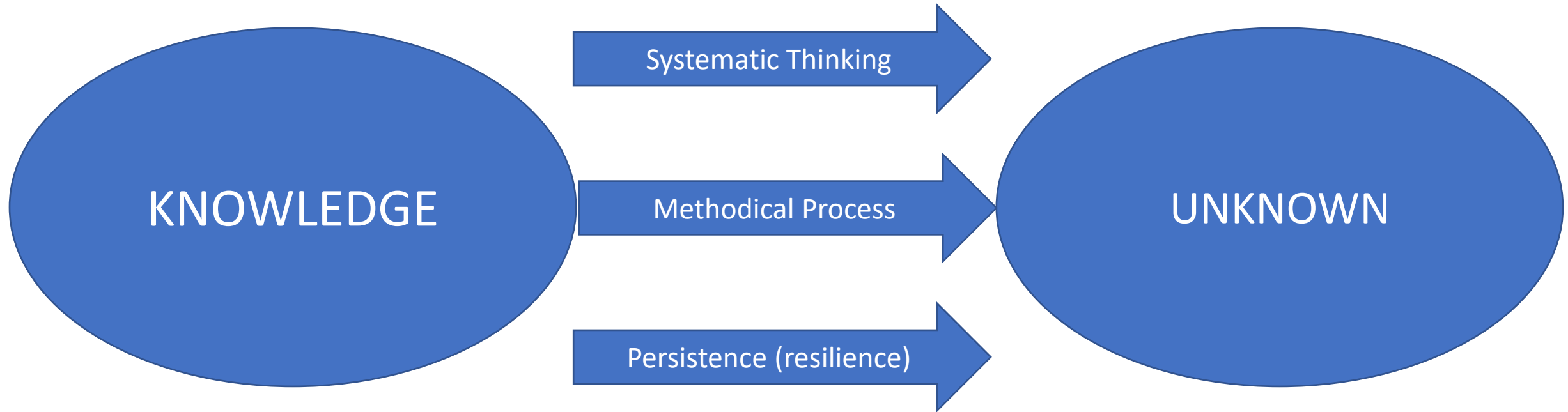
THE JOHN FISHER SCHOOL MATHEMATICS DEPARTMENT

Year 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Establishing good practise						Developing understanding					
	Baseline testing	1. Types of number	2. Directive number	3. Sequences			4. Decimals	5. Algebra	6. Shape			
Spring	Application of knowledge						Developing fluency					
	7. Linear Graphs	8. Fractions	9. Ratio				10. Algebra	11. Angles	12. FDP			
Summer	Proportional Reasoning						Statistical investigation					
	13. Theoretical Probability	14. Statistics					15. Project work					

Barriers to Learning



- Often we put up our own barriers to learning, it is our job as their maths teachers to encourage pupils to see past these barriers no matter their starting point.



Baseline assessments



Due to the unusual nature of your son's academic journey over recent years, Year 7 will sit a baseline assessment within lessons.

The purpose of this assessment is to collect information regarding students' current working standard and to highlight areas that may need development on an individual level.

The questions are all non-calculator and are designed to be all a similar level of challenge and curriculum coverage. They are mainly number-based, covering the full range of numeracy that the students will have encountered at primary school, with some basic properties of shape questions in there as well.



	Mo	Upcoming Homework - Wed	
	Week 6		
✓		0h 59m	3 days early
✓		0h 45m	1 day early
✓		0h 49m	1 day early
✓		0h 58m	7 days early
✓		0h 33m	1 day early
✓		0h 25m	7 days early
✓		1h 23m	3 days early
✓		0h 33m	1 day early
✓		0h 48m	1 day late
✓		0h 52m	1 day early
✓		0h 45m	1 day early
✓		0h 56m	1 day early
	Su	Consolidation	

- Set Wednesday
- Due the following Wednesday
- Copy out questions and show full workings (if they are racing through Sparx will give them more homework each week, aiming for 1 hour)
- Start homework early so they can ask their teacher for help.
- 100% completion

What can you do to help



- Show an interest and be positive about Maths
- Advise them on where to go for help e.g. Sparx Maths videos, Maths teachers,
- Ask them to explain their learning to you in a “low stake” manner, review (not test) their work with them regularly.
- Regular informal practice:

Science



THE JOHN FISHER SCHOOL

Teaching Staff: Fully staffed with Qualified Science Teachers



- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mr Bennett (Dept Head)
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

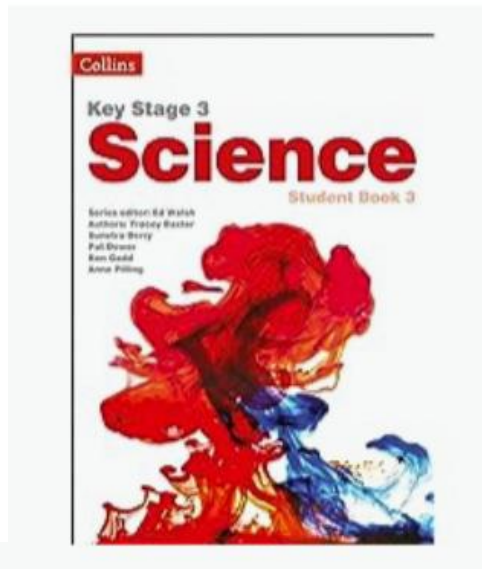
- Mrs Woolcock (SL for Science)
- Mr Hall (SL for Chemistry)
- Miss Green
- Ms Bryant

- **Physics Specialists:**

- Mr Harwood (SL for Physics)
- Dr Ekanayake
- Ms Bryant
- Mr Hassan

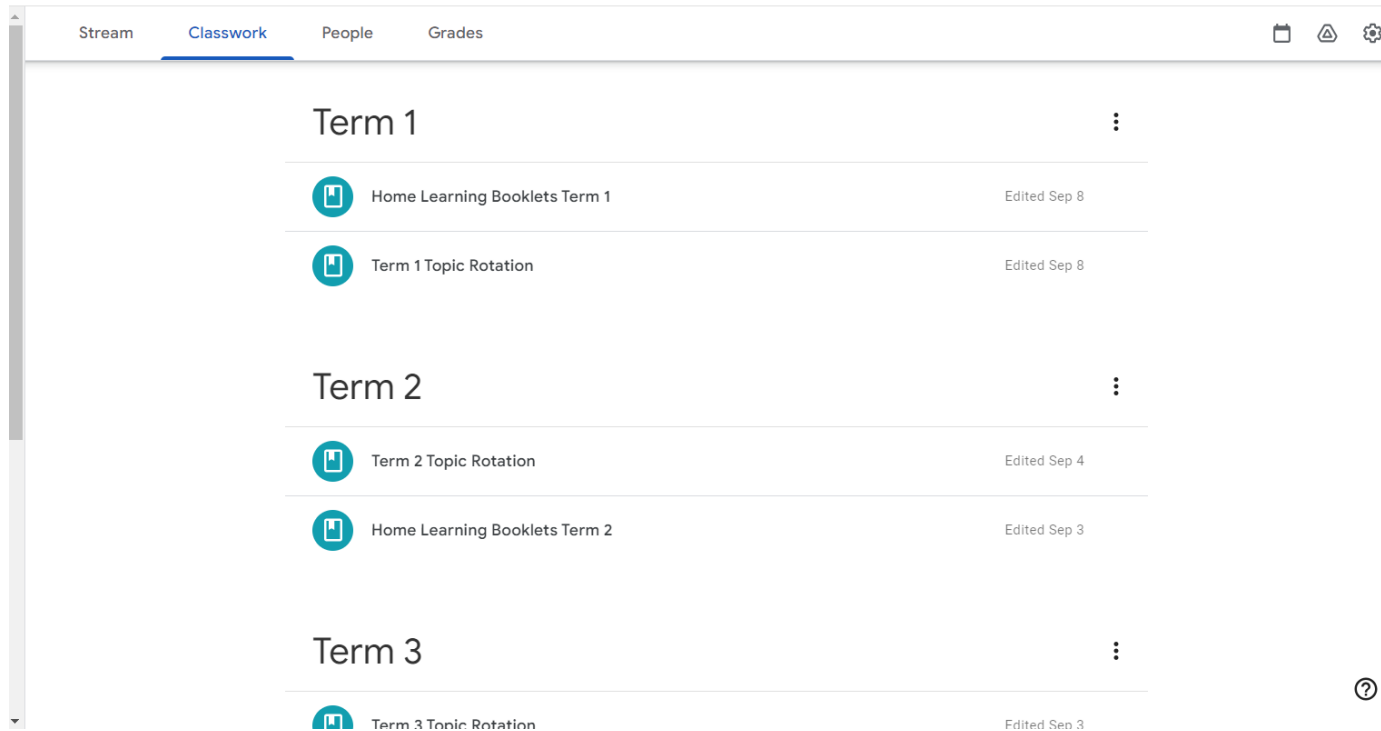


- Our KS3 Curriculum is supported by the Collins KS3 Schemes of work
- Your son will have access to supporting materials via Google Classroom





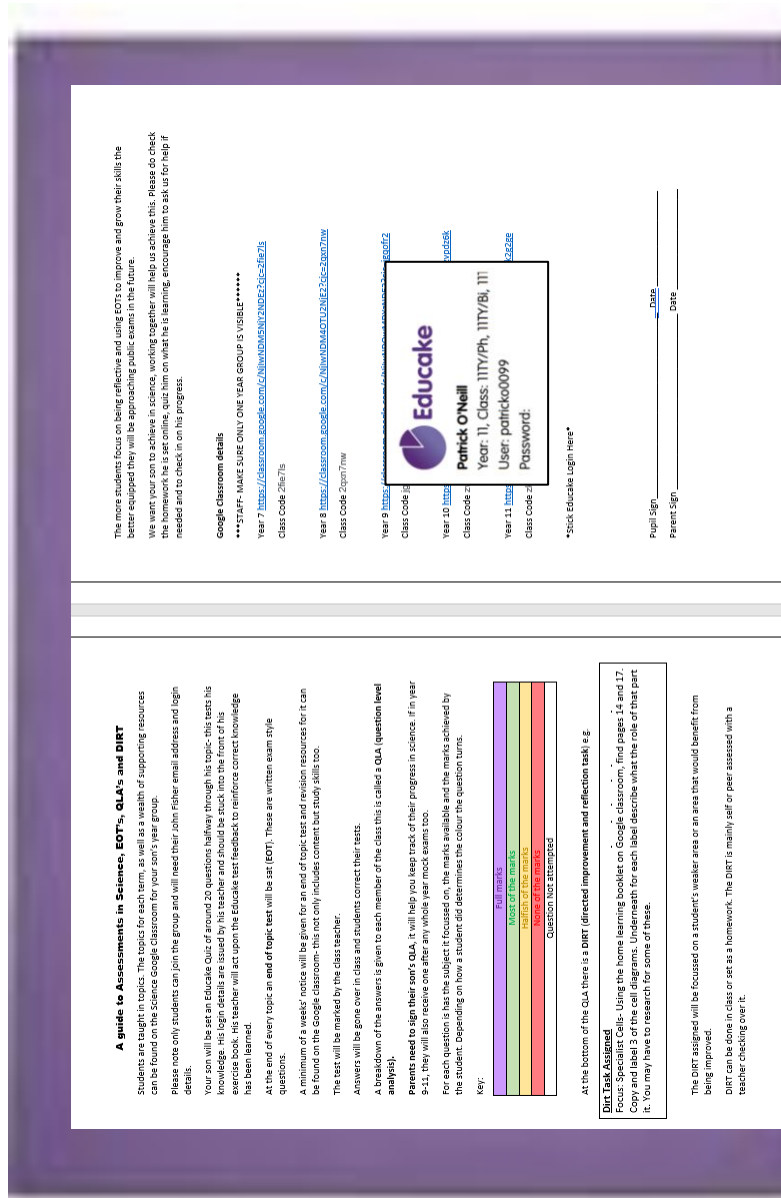
- Class Code: 2fie7ls
- An invite will be sent via an online platform. Only JFS students can login using their JFS login details
- There are home learning books on here (HLB) from which homework may be set





Educake

- Login details for Google Classroom and Educake can be found at the front of your son's exercise book.
- Years 7-9 will have a lesson with a laptop to ensure they can login.



Mrs Woolcock's Expectations

1. Be on **time**
2. **Listen** and follow instructions first time
3. Show **respect** to everyone in the classroom
4. Put up hands to ask **questions**
5. Allow others to **learn**
6. Always, always try your **best**
7. *Write a target for yourself*



Home learning Booklets

- Each Topic has a Home Learning Booklet
- Your son may be set homework from this
- They also contain revision tips, additional tasks to boost learning and understanding that can be self assessed.

Our Health and the Effect of Drugs

Home Learning Booklet



Name:

Science Set:

Item 1 Contents

Item 2 Checklist for Topic 1-2

Literacy Tasks

Item 3 Key Vocabulary for Topic 3-5

Item 4 Key Vocabulary for Practical Skills 6-7

Item 5 Summary Sheet and Comprehension Questions 8-11

Item 6 Effect of Drugs 12

Item 7 Illegal Drugs Comprehension Task 13-18

Mid Topic Assessment Collins Quizzes

Item 8 Collins Connect User Guide 19-24

Item 9 Collins Quiz Tracker (to be filled in by Student and stuck in their book) 25-26

Revision Skills

Item 10 Flash Cards 27-29

Item 11 Mind Maps 30-35

Questions

Item 12 How to answer Questions 36

Item 13 Practice Exam Style Questions 37-43

Item 13 Practice Exam Style Mark Scheme 44-47

Item 14 Revision Broadsheet 48

Final Task- Revise for End of Topic Test using all of the above

Feedback will be a QLA (question level analysis) and a DIRT task assigned from this



- Topic checklist issued with specific information and knowledge for that particular topic
- Mid-point of a topic low stakes quiz on Educake are set and feedback made available to students.
- End of topic- end of topic assessment, marked by the teachers and personalised feedback and DIRT (directed improvement and reflection time) task produced.



End of Topic Assessment

- He will be given a feedback sheet that will be stuck at the back of the book and that we ask you to sign.
- He will also be given an improvement task to complete

Chemistry		
Topic X		
Student A		10Ty Mrs Woolcock)
Questions		
1	6 mk compare Structure & bonding	3 / 8
a,b	Energy, moles and gas volume calc	6 / 4
2d	Energy, moles and gas volume calc	2 / 4
3a	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	6 / 4
le	Energy, moles and gas volume calc	0 / 4
ia	Energy, moles and gas volume calc	0 / 4
2d	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	5 / 8
10a	Definition activation energy	0 / 1
10b	Calc: reacting masses and limiting	1 / 4
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
Total:		54 / 87
Skill		
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0
Dirr Task Assigned		
Please complete a mindmap on the properties of covalent bonds		

Educake: Our online low stakes Quizzes



- Google 'Educake, select students then enter details (front of exercise book)



Student login



School staff login





- Any set quizzes will come up

My Educake

Revision wizard >

Your next 3 quizzes

[View all upcoming quizzes](#)

Subject	Quiz name	Set by	Due
Chemistry	Tester (10 Qs)	Mrs Woolcock	today

Your latest 3 quizzes

[View all completed quizzes](#)

Subject	Quiz name	Set by	Completed	Score
Chemistry	(Archived) Chemical Changes revision	Miss Green	23-03-2025	67%
Physics	(Archived) Motion on earth and in space	Miss Green	19-01-2025	54%
Biology	(Archived) Infection	Miss Green	23-10-2024	60%

Study and quiz yourself

KS2

KS3

GCSE

Key Stage 3 Science

61%



Biology

65%



Chemistry

67%



Physics

54%



Working Scientifically

0%





- There may be added information for your son to view

Tester

Set by Mrs Woolcock
Due 12th September 2025 (today)
10 questions

Message from Mrs Woolcock:
"Please complete by Friday 7th"

Your teacher recommends these to help you:
[Home - BBC Bitesize](#)

Begin quiz >

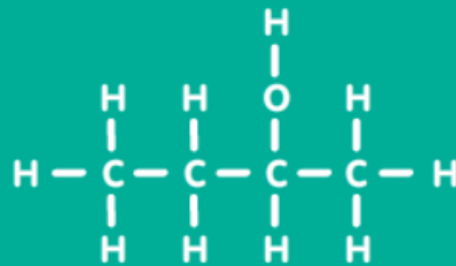


- Complete the quiz and repeat until a certain % is reached eg 95% correct

Question 1 of 10

The diagram shows the displayed formula of a substance. How many different elements are there in this substance?

Enter your answer as a number






- Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com have second hand versions which are cheaper!
- We are going to be sending letters to parents this term with details how to buy CGP revision resources through school.
- There will (not currently on there) be guide on Google Classroom as to which chapters in the revision guide correspond to which chapters in our textbooks.



THE JOHN FISHER SCHOOL

As a department, we are dedicated to ensuring all students aspire to reach their full potential. Your son will be following the spiral curriculum; skills which are taught throughout KS3 which will equip them with the skills they need for GCSE.

- **Your son's lessons will be structured in the following format:**
 - **5x English lessons**
 - **1x DEAR Lesson**
 - **1x Class Reader**
- 
- A decorative graphic in the bottom right corner featuring various English-related doodles. It includes the word 'ENGLISH' in large, stylized letters, a pencil, a book, a speech bubble with 'who?', a checkmark, a question mark, and the words 'ABC' and 'don't'.





KS3 Programme of Study

HT	Year 7 The individual Experience <i>'For God gave us a spirit not of fear but of power and love and self-control.' 2 Timothy 1:7</i>
Ht1	Baselines + Novel Study – Robert Swindells: <i>Stone Cold</i> Class reader: <i>The Boy in the Tower</i> IM1 –
Ht2	Continue the novel NF reading – youth unemployment, homelessness, policing, responsible journalism, accent, dialect and colloquial language. NF writing – Leaflet about homelessness Diverse Shorts (last 2 weeks)
HT3	Poetry – Diversity Poetry NF reading – contextual information of the poets
HT4	Play, Gothic (19th C.)– <i>Frankenstein</i> Pullman adaptation Use of original text to supplement NF reading: Science articles linked to the novella, morality, gothic etc. NF writing – Letter as a Scientist?

HT5	Writing through reading: Heroic Journey's Beowulf, The Hobbit, Greek Myths,
HT6	Writing Through Reading: Dystopian <i>IM3 – Results and Targets (17th June)</i>

Year 8 Society's Expectations <i>'So whoever knows the right thing to do and fails to do it, for him it is a sin' James 4:17</i>
Novel Study – <i>Boy in the Striped Pyjamas</i> or <i>Once</i> Class reader: <i>Cranston Knights</i>
Continue the novel NF reading – personal accounts of the Holocaust, including Anne Frank, Corrie Ten Boom, <i>Kindertransport</i> , journey to Auschwitz eg. <i>Tattooist of Auschwitz</i> , Paul Swain, refugees NF Writing – Leaflet about <i>Kindertransport</i> IM1 –
Poetry – War NF reading – letters, diary entries and accounts of soldiers WWI and other periods IM2
Shakespeare – <i>A Midsummer Night's Dream</i> NF reading: Life in Elizabethan England NF writing – Diary entry - A Day in the Life of An Elizabethan Theatre-Goer

Bildungsroman in Victorian texts The Victorians Dickens – <i>Great Expectations</i> Other Victorian writing NF reading – Life in Victorian England
Bildungsroman BAME TBD

Our spiral curriculum is influenced by the strong comprehension focused curriculum in Key Stage 2, enabling students to utilise these skills in a more independent manner in Key Stage 3. By the time they reach Key Stage 5, we aim to have instilled a true thirst for wider reading and gaining further knowledge to help students thrive in A Level study and gain further understanding of the world around them.

YEAR 7 Spiral Curriculum



HALF TERM	TOPIC	PREPARATION FOR:
1	Stone Cold	Literature
2	Stone Cold	English Language Paper 1
3	Diverse Poetry	Literature Paper-Poetry/unseen poetry
4	Play-Frankenstein	Literature Macbeth
5	Heroic Journey Writing through reading	19 th Century Literature
6	Dystopian Writing	English Language Q5

Although they will not be completing content for their GCSE this year, students will be **developing skills** vital for them to succeed in their GCSEs, with the overarching topic of **The Individual Experience**.

Class Readers



One lesson a fortnight is dedicated to our class reader, each class reader is chosen to compliment our scheme of work and demonstrate how wider reading can influence our understanding of texts and instil a 'thirst' for reading.

When deciding upon our class readers, we wanted to satisfy two primary aims: to reflect upon issues that our students may encounter and offer a safe space for discussion. We have therefore chosen texts that both engage and challenge students' perspectives of the world around them, but also texts that we as teachers love to teach which will instil that LOVE of reading!

	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<u>HT1</u>		Cool	The Secrets Act	Welcome to Nowhere
<u>HT2</u>				
<u>HT3</u>		Monster Calls	Crongton Knights	The Upper World
<u>HT4</u>				
<u>HT5</u>		The Boy in the Tower	A Kind of Spark	
<u>HT6</u>	Wonder			

What can I do to help my son?



Discuss with your son the history around topics to link ideas together any visits to museums, galleries and even local areas. For example – the imperial war museum is free and would underpin and make war poetry relevant and relatable.

We cannot underestimate the power of 'modelling' good practices...let your son see you reading little and often.

Make time to sit down and eat together once a week, all electronic devices off and talk! It makes a huge difference.

Homework



- In year 7 each student will be set 1 homework task a week which will take them 30min to complete.
- We do expect this homework to be given the dedicated time as it may inform the next lesson or reinforce learning that has happened in the classroom.
- If there is any reason your son could not do the homework over the course of the week, your son should speak with their English teacher before the lesson in which it is due.
- All homework will be given an Engagement and Ownership grade 1-5 (5 being outstanding) this is in line with their Age Related Expectations.

Questions?



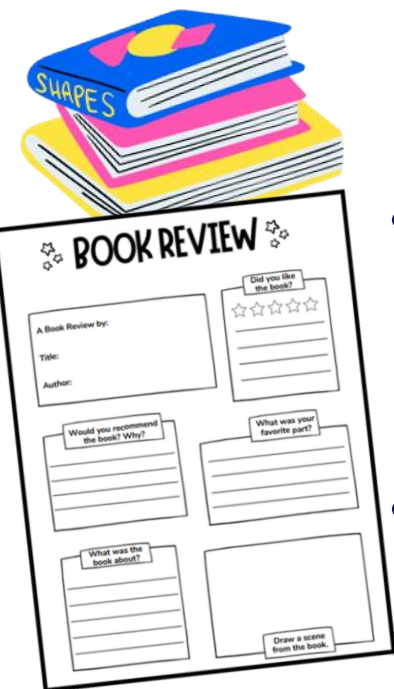
- If you have any further questions, it would be easiest to contact your son's class teacher in the first instance via Mrs Maynard (KS3 Administrator)
- KS3 Coordinator is Ms Johnstone
- Head of Department is Mrs Ryder



Year 7 Literacy Overview and Reading Expectations



- Year 7s should always have a 'reading book' of their choice and interest on the go. This could be a book from home or a book checked out from the LRC.
- Dedicated lesson in the LRC once a fortnight where a love of reading is fostered through independent reading time but they are held to account on logging what they have read/learnt in their Reading Logs.
- One form time a week that is dedicated to reading as class. This term is based on the classic mythological tales based on **Ovid's *Metamorphoses***, in partnership with the Cambridge Classics School Project.

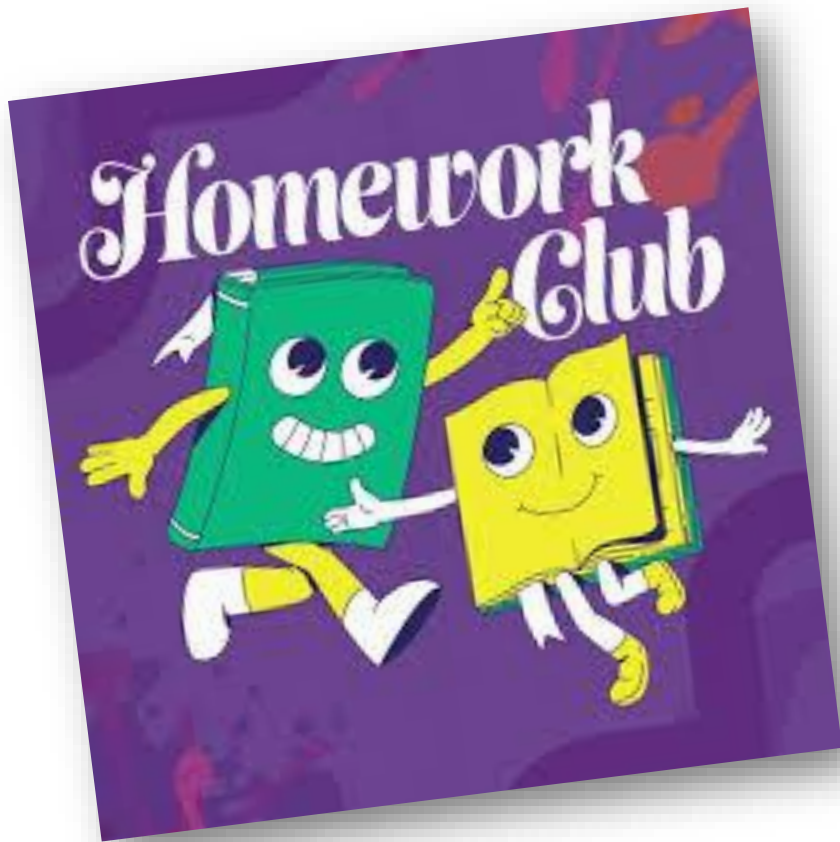




Library Timetable

Time	Monday	Tuesday	Wednesday	Thursday
Lunchtime 12.55-1.35pm	Manga Drawing Club	Quiet reading	Quiet reading	Board Games Club
After school 3.30-4.30pm	KS3 Homework Club	'The Art of Writing' Club	Quiet study space	Advanced Readers' Club

...and open
every break
**Mon.-
Thurs.!**



KS3 Homework Club

On Mondays at 15:30-16:30, the LRC will be open to any Year 7-9 pupils who wish to work in a quiet, relaxing space. You will be free to use the laptops and can access a wide range of books and textbooks to help. Teachers may also refer pupils to this club to catch up on outstanding homework, or if a pupil's work standards are consistently low.



‘The Art of Writing’ Club

On Tuesdays at 15:30-16:30, Miss Burgess will be running a writing club that focuses on improving students’ writing skills: organising ideas, structuring paragraphs, spelling/grammar/punctuation, tone, style, and so on.

This aims to develop both creative and critical writing—helpful for essay-based subjects and, of course, your English Literature and Language qualifications. Students of all ages are welcome!





Rigorous yet realistic

- To begin with, **just get reading**– novels, Manga, football reports all count!
- If they don't like a book, **don't force them to finish it!** Make sure to read at least **15 pages** of it, but then change it for another book.
- **Avoid reading the same thing** continuously – there are so many good books out there!
- Speak to Miss Burgess, Miss Carquez or your English teacher for recommendations!



Supporting reading at home



The benefits of independent reading are numerous – please find a variety of materials available on our school website:

- **Book marks**
- **A parent guide to engaging your child in reading**
- **A selection of reading recommendations and book lists**

Safeguarding



THE JOHN FISHER SCHOOL

You are not alone and there is support if you need it!



- ✓ Your Tutor
- ✓ Your Head of Year
- ✓ wellbeingsupport@johnfishersschool.org



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



Your time,
your words,
your presence

Safeguarding at the John Fisher School

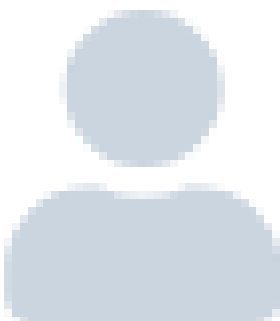


- The John Fisher School is committed to safeguarding and promoting the welfare of all students and staff. We expect all students and staff to share this commitment.

Our Designated Safeguarding and Prevent Leads are:



Mr D Mawer
Designated Safeguarding
Lead, Assistant Head teacher



Miss M Lala
Deputy Designated
Safeguarding Lead
Inclusion Coordinator



Miss S. Carquez
Deputy Designated
Safeguarding Lead



Mr K Tomlinson
Assistant Designated
Safeguarding Lead
Head of Year 7



Mr J Dawkins
Assistant Designated
Safeguarding Lead
Head of Year 8



Mrs C Butcher
Assistant Designated
Safeguarding Lead
Head of Year 9



Mr R Briggs
Assistant Designated
Safeguarding Lead
Head of Year 10



Miss S Sayers
Assistant Designated
Safeguarding Lead
Head of Year 11



Mr D Jackson
Assistant Designated
Safeguarding Lead
Director of Sixth Form

If a Student has a concern about any risk of harm or abuse, or is worried about his own safety, mental health, extremism etc, please speak to one of the safeguarding team or your form tutor.

If a member of staff is concerned that a student has been harmed, is at risk of harm or makes a disclosure, please speak to one of the safeguarding team as soon as possible and log on My Concern.

The nominated **Safeguarding Governor** can be contacted on:
Safeguardinggovernor@johnfisherschool.org

Concerns and queries regarding
students with SEN can be referred to
Mrs Hall

k.hall@johnfisherschool.org

Thank you!

Further questions can be directed to
johnfisherschool@johnfisherschool.org



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