



Welcome Yr 7 Parents and Carers





Middle Years Programme



Rude?
Gossip?
Unaware?
Lazy?
Selfish?

Can't do basic tasks?

Always taking someone else's side?



CARING

As IB Learners we strive to:

- Show empathy
- Commit to service
- Act to make a positive difference in the world



COMMUNICATORS

As IB Learners we strive to:

- Express ourselves confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the



PRINCIPLED

As IB Learners we strive to:



REFLECTIVE

As IB Learners we strive to:

- Consciously reflect on their own and others' actions and decisions



THINKERS

As IB Learners we strive to:

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative solutions
- Be resourceful and resilient in the face of change and uncertainty



INQUIRERS

to:
and with others
in all our life



OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



KNOWLEDGEABLE

As IB Learners we strive to:

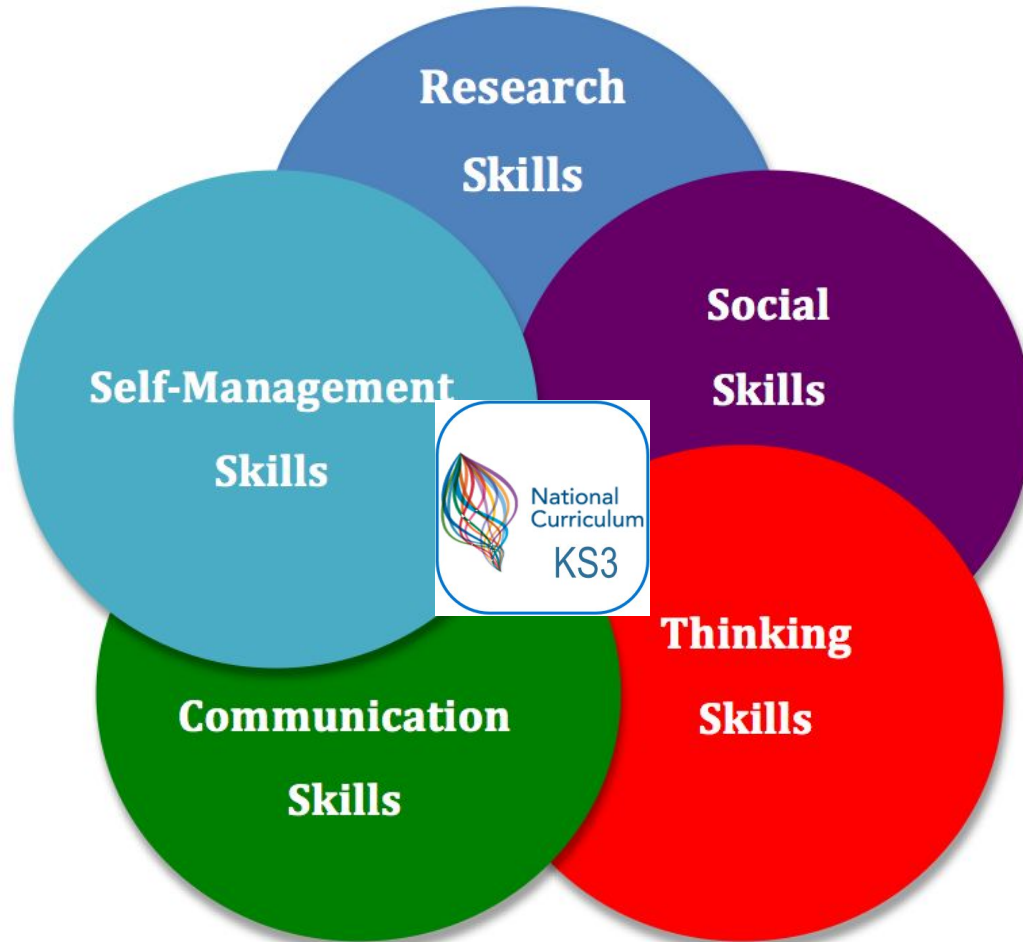
- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important



BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live








How do we do that?

1. Inquiry led learning
2. Regular reflection time
3. Embedding skills in our curriculum



Statement of inquiry: The **significance** of **global interactions** varies by **perspective**.

 Global context	Fairness and development
 Concepts	Global interactions <u>Significance</u> Perspective
 ATL Skills	T.C.16 - Evaluate evidence and arguments

fairness - for something to be equal and to have justice.
significance - ~~at~~ something important or an event.

e.g. 'getting my horse'

Global interaction - relationships and actions between different countries.

Varies by perspective - is different depending on your experiences.



Teacher(s)	English Department	Subject discipline	group and	English Language & Literature
Unit title	Exploring <u>Social Injustice</u> (Of Mice and Men)	MYP year	3	Unit (weeks) duration 7

Inquiry: Establishing the purpose of the unit

Key concept	relationships.	Related concept(s)	Global context
Connections	Characters	Fairness and Development	injustice equality. Society

Statement of inquiry

Considering a range of characters creates a more informed point of view — the reader (me)

Inquiry questions

Factual:
How does a writer use character to inform readers' perspectives of a text?

Conceptual:
How do we respond to characters and their fictional experiences?

Debatable:
Is it ethical for writers to explore ideas linked to discrimination if they haven't experienced it themselves?

Inquiry questions:

How does the writer link social injustice to the text?

How does social injustice now link to social ~~injustice~~ ^{injustice} in the past?

Title: Perspectives

LO: To explore the topic for term two and create my own inquiry questions.

Inquiry Questions

Factual

What were concentration camps?

Why did Germany invade Poland

how did they get the fuel for there tanks and planes in ww2

Why did UK and France help Poland against the Nazi's

why was there a ww1

how did ww2 begin

why was adolph hitler so rude to gay people and Jewish and disabled peopke ????????????

how did ww2 end

why did adolf hitler hate jewies

Conceptual

why did ww2 make such a big impact

how did adolph hittla build an army and what did he make them join with

how did ww2 affect lif

what was important in ww2

why are different perspectives important

why did hitler think different

why did the people who made the boy in striped clothes write that paticular book

Why did the Nazis listen to Hitler?

why did ww2 change life's ?

Debatable

Did the world war affect our perspectives today?

why is it bad to be a jew

was there anything that could of ended the world in ww2

Are different perspectives important?



How do we do that?

1. Inquiry led learning
2. Regular reflection time
3. Embedding skills in our curriculum



Wednesday 14th
November
2020

Task Review

Use evidence from the text to meet targets when improving my response to an extract question

I know there isn't a great deal of detail with views and all that"

↳ grammatically incorrect

↳ Piggy's disadvantage status

↳ Piggy's reaction that is a fragment of their imagination

↳ the basis is in each of the boys

↳ to savage primitive was the instinct to kill

Throughout the novel the relationship between Ralph and Piggy is presented as two sides and strained this is evoked in the quote "the fat boy wanted to be asked his name" This could be highlighted as it shows how Golding has focused on how Piggy has a disadvantage due to his size which could lead to him losing confidence this could come from the way that Piggy has no friends and is quite a shy figure this could show that he lacks social skills the words "fat boy" can show that they are different and has to be the same as everyone else and shows the disadvantage of his size the way this is said was a very insulting and disrespectful which could show how Piggy is a shy figure compared

to the others. Fr Additionally, the quote " Ralph's golden body" This quote was included is intentionally used Piggy and the way Piggy was described as the 'fat boy' which can compare to Golding using it purposefully to affect the way the reader sees Ralph and Piggy as characters. The use of the words "golden body" can show how Ralph is compared to some special like a trophy or something that is treasured this could also be link to the way he acts the quote could link to the wider text because it shows how Ralph was seen immature figure but can also be sensible and responsible when he needed to be the use of "golden boy" could mirror the way Piggy gets called the "fat boy" that this is a massive difference in the way they are presented it may feel humiliating for Piggy to get called "the fat boy" compared to Ralph being called "golden body"

Must use target met

Spag target met

where I can confidently develop my analysis etc to advance my knowledge of the readers intent and all correctly using capital letters



How do we do that?

1. Inquiry led learning
2. Regular reflection time
3. Embedding skills in our curriculum



Home learning



Why do we set home learning?

- Reinforce learning
- Develop independent study skills
- Promote critical thinking
- Strengthen collaboration and communication

“The evidence shows that the impact of homework, on average, is five months' additional progress. (EEF)”



Homework Timetable

- Support pupils in developing a sense of routine, responsibility, and organisation

- Promote engagement in extracurricular activities, optional project work and more regular independent reading



Year 7 College Timetable

College	Year / Band	Monday	Tuesday	Wednesday	Thursday	Friday
Neptune	7x	Read / catch-up	Science Geography	Read / catch-up	Maths English	History
Forseti	7y	Read / catch-up	Maths Science	Read / catch-up	English History	Geography
Athena	7z	Read / catch-up	Maths	MfL	English	Science

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7x	Read / catch-up	Science	Read / catch-up	Maths English	MfL
7y	Read / catch-up	Maths Science	Read / catch-up	English	MfL
7z	Read / catch-up	Maths	History	English Geography	Science



What to expect as homework

- **English** - Sparx reading and comprehension tasks
- **Maths** - Sparx (Online digital tool with practice questions and tutorials)
- **MfL** - Language Nut (Online quizzing tool)
- **Science, History and Geography** - Combination of online quizzes, practice questions, research and or structured revision.
- **One piece for performing Arts each module*



Expectations of teachers

- Home learning will always be set as an assignment on Google Classroom, with a clear due date (as per homework timetable)
- 30 minutes per week
- Clear instructions on whether it should be written in their exercise books, or submitted online
- Supporting lesson resources posted on Google classroom to support the completion of homework.



How will pupils receive feedback on their homework?

- Self Assessment
- Peer Assessment
- Quizzing of knowledge organisers
- Questioning
- Use of skill in lesson
- Use of research / homework material to complete activities in lessons



Homework Club Support - T4 Everyday

Monday, Tuesday and Thursday until 4pm

Wednesday until 3pm

Fridays until 3.30pm



Reading - What do we do at school?

- Reciprocal Reading in form / lessons
- Opportunities to read aloud in lessons
- Pre-reading for lessons
- Use of articles and sources in lessons
- Knowledge Organisers to support understanding of key subject specific terms
- Reading texts in English lessons
- Library lesson once a fortnight
- Peer reading
- Access to library at break and lunch times
- Reading testing and interventions



Reading - what can **you** do at home?

- Read aloud with your child at home
- Ask them questions about what they are reading
- Ensure they are completing their English reading and comprehension homework using Sparx reader every week.
- Encourage them to do extra reading on Sparx reader to gain more reward points



Demonstration site

<https://demo.sparxmaths.uk/>

1. username: demostudent
2. password: tiny28car

Set date/time 10th Jan
Due date/time 17th Jan, 08:00

Length Full length








































Compulsory completion 12/28

XP Boost completion 0/28

Target completion 0/28

All students in 10x/Ma3 (28)

Hand-in Summary

Student	Compulsory Homework					Optional Homework		IL	Previous compulsory			
	Completion	Working time	Completion day	Alerts	Answers	XP Boost	Target	Time	W14	W15	W16	W17
		0h 34m	1 day early		View >	-	-	0h 00m	96%			
		0h 13m	Incomplete		View >	-	-	0h 00m	97%	38%	33%	27%
		1h 17m	1 day early		View >	-	-	0h 00m	89%			
		0h 55m	Incomplete		View >	-	-	0h 00m				
		0h 50m	2 days early		View >	-	-	0h 00m				
		0h 40m	1 day early		View >	-	-	0h 00m				
		0h 26m	2 days early		View >	-	-	0h 21m				
		0h 16m	Incomplete		View >	-	-	0h 00m	93%	90%		
		0h 44m	Incomplete		View >	-	-	0h 00m	0%	98%	0%	0%
		0h 26m	Incomplete		View >	-	-	0h 00m		85%	85%	93%
		0h 20m	1 day early		View >	-	-	0h 00m	73%	29%	3%	71%
		0h 00m	Incomplete		View >	-	-	0h 00m	3%	8%	3%	0%



1. Writing numbers as percentages of other numbers U925 Help the class

19 of the 40 trees in a park are elm trees.

What percentage of the trees in the park are **not** elm trees?
Give your answer to 1 d.p.

Show answer

Expand question

2. Multiplying with mixed numbers U224 Help the class

Calculate the value of $1\frac{1}{9} \times \frac{2}{5}$

Give your answer as a fraction in its simplest form.

Show answer

Expand question

3. Converting between fractions, decimals and percentages U888 Help the class

Write 0.58 as a fraction in its simplest form.

Show answer

Expand question

4. Converting between fractions, decimals and percentages U888 Help the class

What is 6% written as a decimal?

Show answer

Expand question

5. Writing numbers as percentages of other numbers U925 Help the class

This season's results for Sparx FC are shown below.
What **percentage** of their matches have they lost?



Number of matches won	Number of matches drawn	Number of matches lost
7	6	7

Show answer

Expand question



Chromebooks and Google Classroom





Implementing the Chromebooks Effectively

With students now all having access to chromebooks its vital that we make sure they are being used to their full potential and that any shortcuts that can be used to speed up student using them are known.

We have the list of shortcuts which are useful for students and parents to know.



How to Take Care of Your Chromebook

1. Make sure your Chromebook is on a flat surface when using it. This will prevent it from falling or sliding, which may happen if it is on an inclined surface.
2. Check your chromebook is clean before closing it. If you have any object on there, even something as small as a pencil or a paper clip, it could crack the screen when you close it.
3. Keep food and drink away from your chromebook. A simple spill on the keyboard or even having some dusty nacho cheese fingers can really mess up the system.



How to take Care of your Chromebook

4. Any time that you are moving with your Chromebook, make sure that you're using two hands and the screen has been closed down. Ensure you are not opening or carrying your chromebook if it is raining outside.
5. When you have finished your homework each evening, make sure to plug your chromebook in to charge. This will ensure you have a full battery that will last the entire day at school.

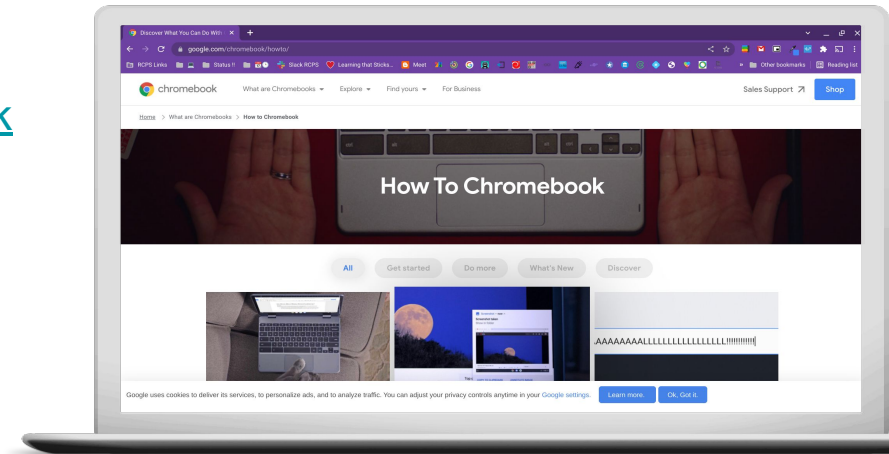


Want to learn more about how to use your Chromebook?

[Discover What You Can Do With Chromebook](#)

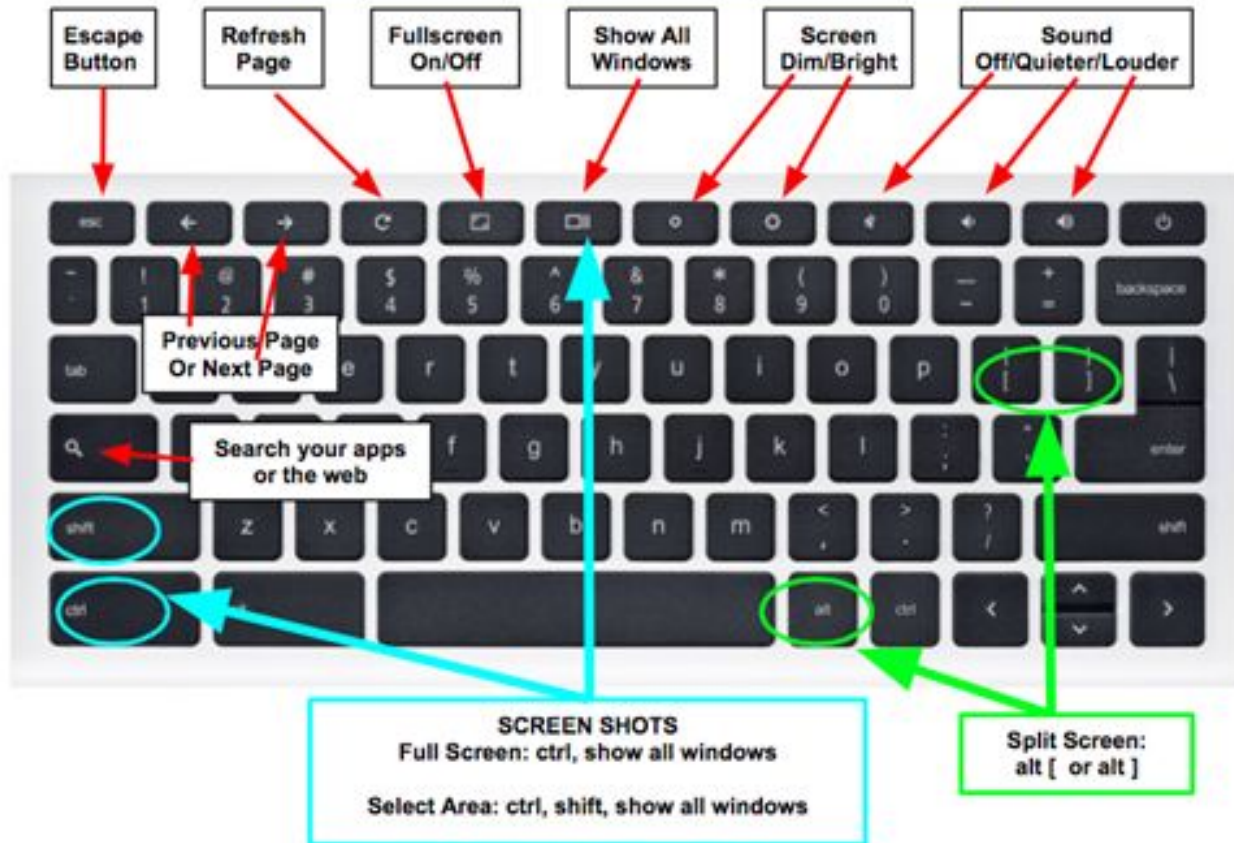
[Chromebook Simulator](#)

[Chromebook Help](#)




























Chromebook Keyboard & Student Shortcuts





Keyboard Shortcuts **R**

	CUT	Ctrl	+	X		ZOOM IN	Ctrl	+	+		
	COPY	Ctrl	+	C		ZOOM OUT	Ctrl	+	-		
	PASTE	Ctrl	+	V		VIEW 100%	Ctrl	+	0		
	PASTE WITHOUT FORMATTING	Ctrl	+	Shift	+		SPLIT SCREEN RIGHT	Alt	+]	
	UNDO	Ctrl	+	Z		SPLIT SCREEN LEFT	Alt	+	[
	REDO	Ctrl	+	Y	ABC BOLD	Ctrl	+	B			
	RELOAD	Ctrl	+	R	ABC ITALIC	Ctrl	+	I			
	FIND	Ctrl	+	F	ABC UNDERLINE	Ctrl	+	U			
	NEW	Ctrl	+	N		REOPEN TAB	Ctrl	+	Shift	+	T
	OPEN	Ctrl	+	O		LOCK	Ctrl	+	Shift	+	L
	CLOSE	Ctrl	+	W		SCREENSHOT	Ctrl	+			
	SELECT ALL	Ctrl	+	A		SELECTED AREA SCREENSHOT	Ctrl	+	Shift	+	

Turn Caps Lock on or off:

Press Search + Alt.

See all keyboard shortcuts:

Press Ctrl + Alt + / (forward slash).



Student Quick Guide to Google Classroom

Join at classroom.google.com



Click plus icon in upper left

Go to Classwork Tab

Stream Classwork People

Uncompleted work has a dark icon. Completed work is greyed.



Click on assignment stripe with dark icon to expand assignment preview.

Click on View Assignment

VIEW ASSIGNMENT

Click + Add or Create

+ Add or create

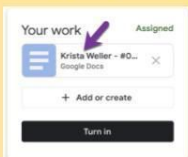
Find "Your Work" Bubble

Your work Assigned

+ Add or create

Mark as done

Click on Attachment Title to Edit



Mark as Done or Turn In

Turn in

View Your Work

View your work

On Classwork Page

PARENTS' GUIDE



TO GOOGLE CLASSROOM

[Student view Tutorial for Guardians](#)



**The Hundred of Hoo
Academy**



The Hundred of Hoo
Academy

Get Google Classroom email summaries for _____

Mrs Onodi invited you as a guardian in Google Classroom

You'll get a weekly summary of Onodi's progress with missing and upcoming work, and new teacher posts.



Onodi

ACCEPT

I'M NOT THE GUARDIAN



The Hundred of Hoo
Academy

[here](#)



**The Hundred of Hoo
Academy**



Weekly summary for Felix

Aug 1 – Aug 5, 2016

Student work

Missing from last week

U.S. History – due Jul 26

My top five influential figures in American History

Create a top 5 list of the most influential figures in American history from the people listed in the handout. For each figure, write a brief explanation (in your own words) on why they are on your list. We will be going over this in class so make sure you are ready to justify your choices.

English and American Literature – due Jul 27

What is the Harlem Renaissance? Who started it?

Due next week

U.S. History – Due Aug 9

"The Price of Free Speech" Reading and Questions



**The Hundred of Hoo
Academy**



The Hundred of Hoo
Academy

<https://classroom.google.com>



Submitting Assignments

When a student opens an assignment there will be a “turn in” button at the bottom of the post.

Students will find the same button at the top of the assignment document towards the top right hand side.

The assignment will have a status message say “assigned”, “Missing”, “Submitted” or “late”.

The can also be a message indicating that it has been returned with a grade

The screenshot displays a user interface for submitting an assignment. On the left, there are three vertical menu items: a three-dot menu, a post titled 'p 19, 11:59 PM', and a right-pointing arrow. The main content area is titled 'Your work' with a green 'Assigned' status. It features a document preview for 'Google Docs' with a close button. Below the preview is a '+ Add or create' button. A prominent purple 'Turn in' button is located at the bottom of the 'Your work' section, with a red arrow pointing to it. Below the 'Turn in' button is a 'Private comments' section, which is highlighted with a red box. This section includes a user profile icon and a text input field with the placeholder 'Add private comment...' and a right-pointing arrow.

Private comments can also be added if stuck and support is required

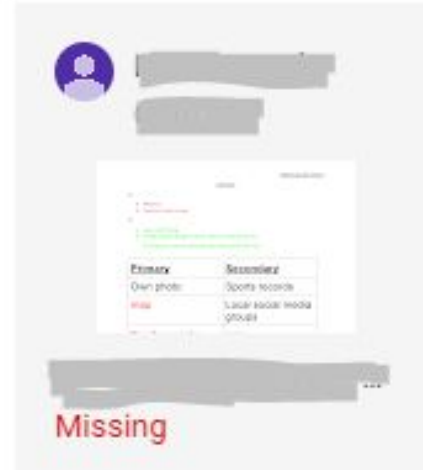


Important

Please check that your child isn't uploading blank documents to assignments.

Google softwares allows users to see history of the documents to show when they were last accessed. Revert a document back to an older version. This can be checked on by teachers.

With documents provided by teachers on assessments we can see a live working document of each individual student's work.





Introduction of Sparx [Click here](#) to watch it

sparx KS3 Task 1: Item D 0 XP Leila McConall MENU

Bookwork code: E40 Calculator not allowed

Which of these functions should complete the function machine below?

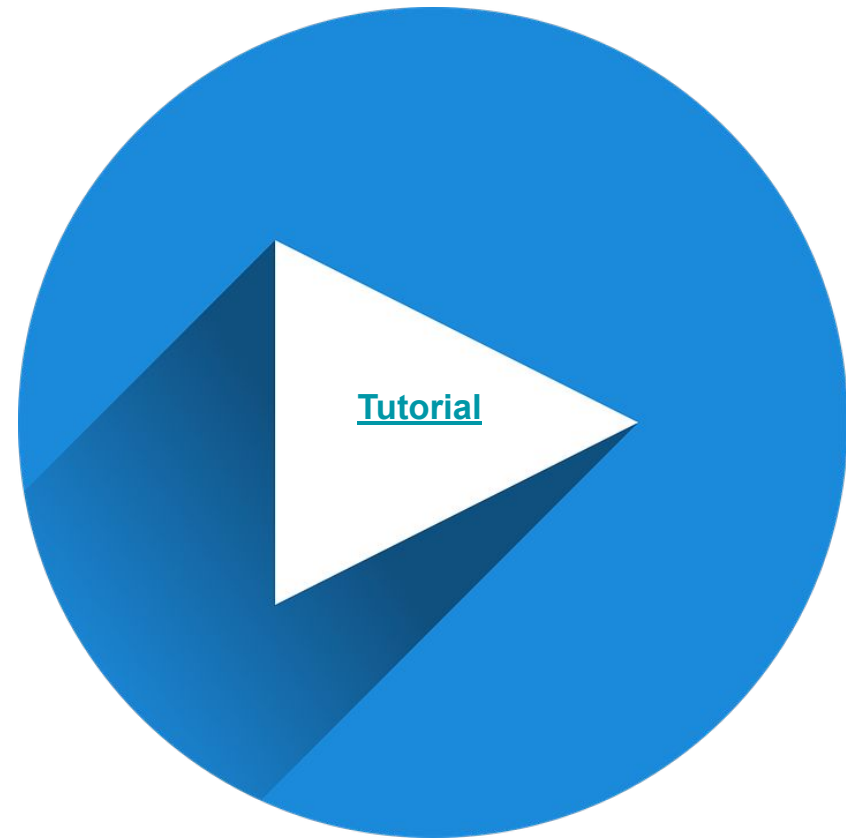
Input 580 → ? → Output 58

$\div 100$ $+100$ -100 $+10$
 $\times 100$ $\div 10$ $\times 10$ -10

[Back to task](#) [Watch video](#) [Answer](#)



Workbook layout





Inclusions

Mr Webb



Class Setting- How do we use data to inform setting?

X- Neptune, including our SWC

Y- Forseti

Z- Athena



At the end of key stage 2 (KS2) pupils take national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling.

Scaled scores are awarded for each test between 80 and 120.

A score of 100 shows the pupil has met the expected standard in the test.

We use the mathematics scores to set in maths.

We use the average of the reading and Grammar, punctuation and spelling test to set in English.



All other sets are mixed.

Additionally, we test students' reading ages.

Where appropriate, subjects complete their own baseline tests during Module (term) 1.

Students may change sets during the year based on continual teacher assessment (in lessons and at the end of milestone assessments) to support their progress.



Reports

Pupils are assessed throughout the year.

However, we only have a full set of data for every subject by Module 4, which is when you will receive your first data report.

Parents will receive updates on their attitude to learning and homework before this.



Effective Home-School Partnerships

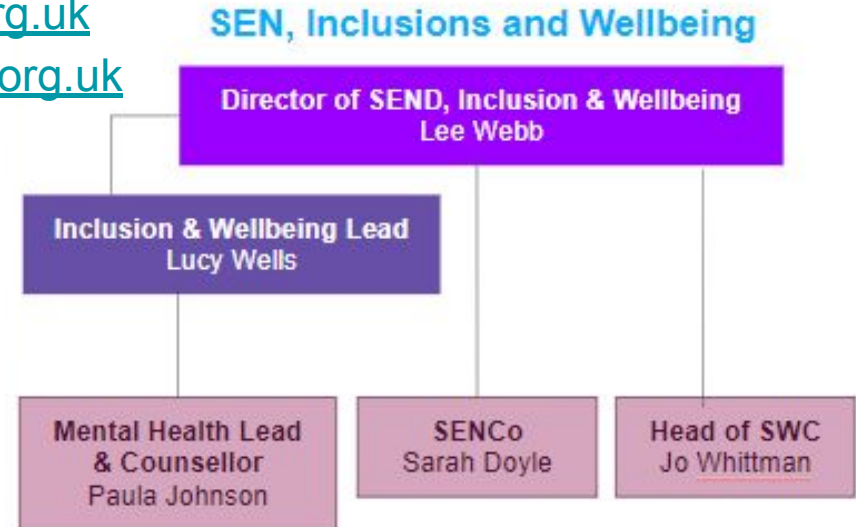
- Opportunities created for parents and carers to discuss their child's progress at regular intervals within the academy.
- Celebrate pupils achievements both inside and outside of the academy environment.
- Parental surveys.
- Parent forums.
- Opportunities for parents to understand the curriculum on offer for their child.
- PTA.



Accessing Support and SEN Support- Who to contact

In the first instance please send an email directly to the college team. They will then direct your enquiry to the inclusion team:

- Athenaparent@hundredofhooacademy.org.uk
- Forsetiparent@hundredofhooacademy.org.uk
- Neptuneparent@hundredofhooacademy.org.uk





Supporting Young People with Worries



- Negative events can be awful and painful. There might be times when it can all feel overwhelming.
- We might do our utmost to avoid - go round it, run away from it anything to avoid it.
- If we avoid, it's still there, just a bit hidden and there's a good chance it will come back at some point in your life.



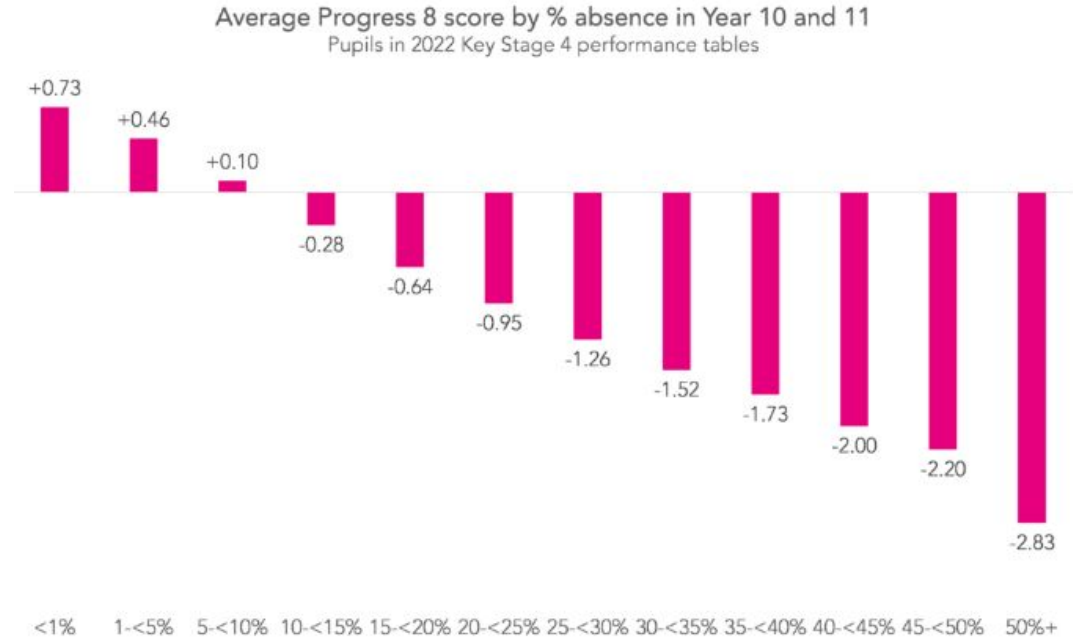
Supporting Young People with Worries

- Resource List:
 - Childline: www.childline.org.uk 0800 11 11
 - Young Minds: www.youngminds.org.uk
 - Shout: www.giveusashout.org text 85258 Crisis support text MEDWAY to 85258
 - Samaritans: www.samaritans.org phone 116 123
 - Hopeline: suicide prevention 9am-midnight 0800 0684141 Text: 07860 039 967
- Online emotional support and counselling www.kooth.com
- Apps:
 - Chill Panda
 - Breathe
 - Think, do with Sesame
 - Mindful Powers
 - Children's Bedtime Meditations



Attendance - Mr Harding

- Academy Target 96%
- Rewards for high attendance throughout the year
- 07860054474 or email relevant parent enquiries to report an absence
- Last year 1 in 5 pupils were persistently absent across the UK





Extra-Curricular Offer

In 2023-24 the Academy will strive to offer a wide range of co-curricular opportunities for pupils both inside and outside the academy to support pupils' cultural development.

- Clubs
- Trips and experiences
- Subject workshops
- College competitions
- Duke of Edinburgh Award



School Production	Preparing the the yearly school production
Choir	Singing group for all abilities
Rock School	Musical Band group for all abilities
Keyboard Club	Group to learn basic keyboard skills
Choir	Singing group for all abilities
Drama	Group to learn about technical aspects of Performing Arts
Tech Club	Using technology to increase pupils creativity
LGBTQ+	We will learn about the history, culture and some of the science todo with LGBTQ+
Chess club	Learn key skills to become a chess champion

KS3 Dance Club	Group to explore practical drama and live performance
Steel Drums	For those that have a keen interest in Steel drums
Stem Club	Applying practical skills that they will be able to apply in lessons as well as their own investigations at home.
Anime Club	Japanese culture and folklore. Anime and manga.
Languages	Foreign films and language vocabulary
Talk and Draw	Chance to chat with other pupils whilst drawing
Culture Club	Learn the background of different cultures and celebrations



Upcoming Events

Tuesday 26th September

Coffee Morning *9am-10.15am*

Thursday 5th October

Year 7- Meet the Form Tutor *4pm-6pm*

Parents' Forum *6pm-6.45pm*

- Discussion about key changes and issues in the Academy
- Parental feedback



Some final reminders...

Site access - No cars should be on site unless there is an emergency / need for disabled parking or if a child is unwell.

Appointments must be made to meet members of staff through the college team distribution email.

Parentpay - We are a cashless school and will use parentpay for all payments.