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Deputy Head Teacher

**An approach to effective yr7
Learning – supporting your
daughter.**

When observing lessons, inspectors may find the following prompts helpful.

Are pupils working independently? Are they self-reliant – do they make the most of the choices they are given or do they find it difficult to make choices?

To what extent do pupils take responsibility for their own learning?

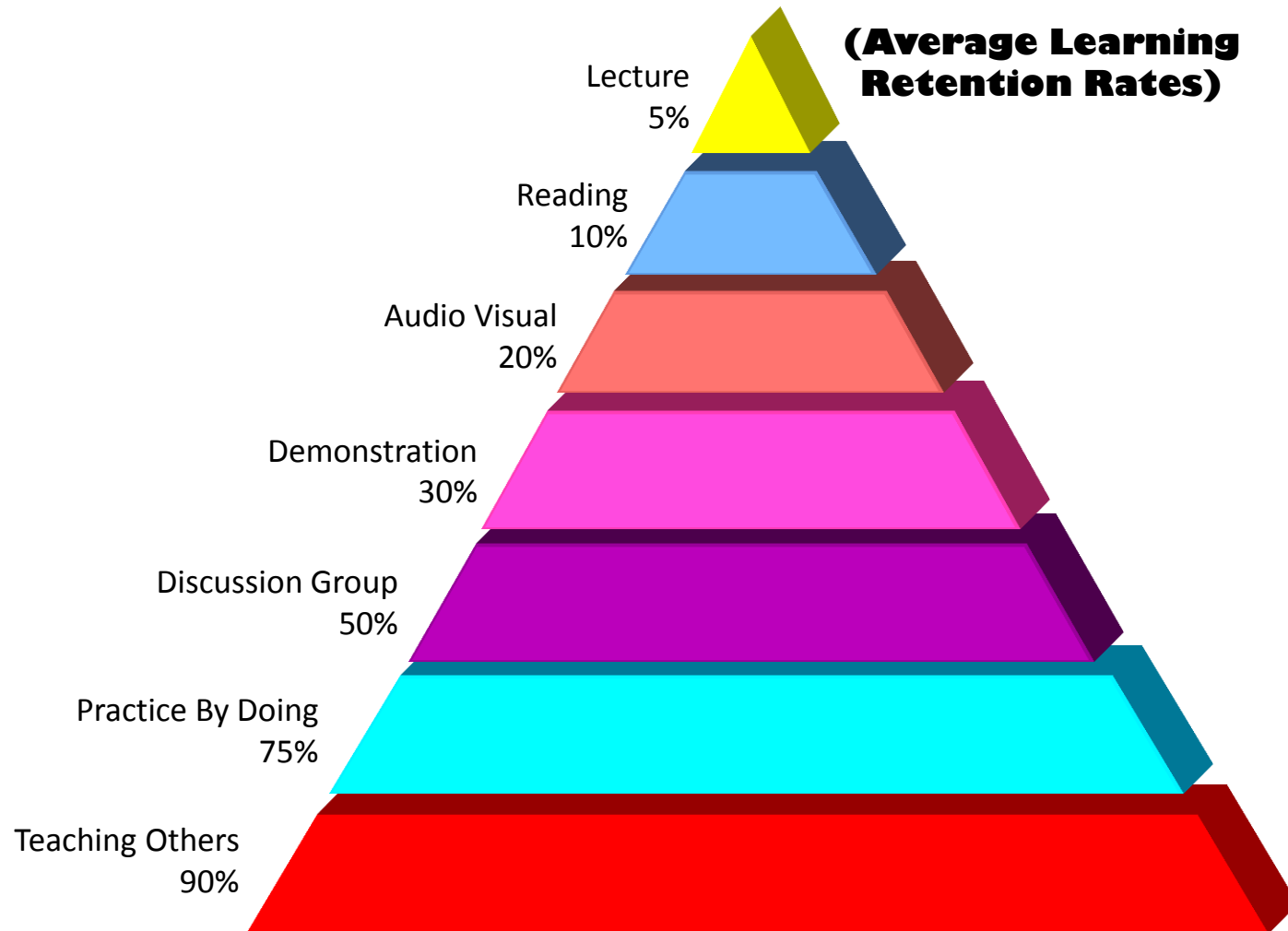
How well do pupils collaborate with others?

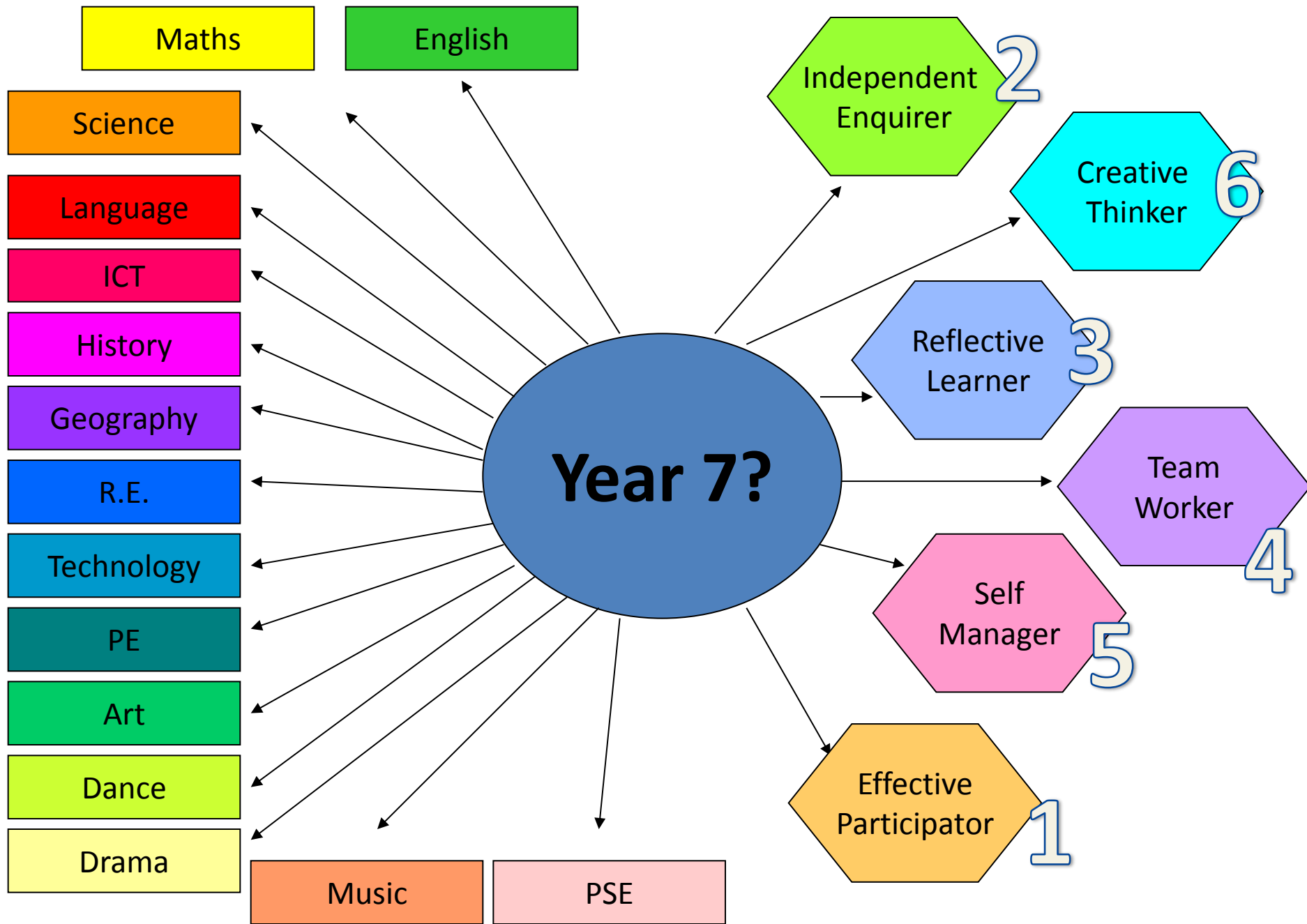
Are pupils creative, do they show initiative?

Are pupils developing habits of good learning?

What are they?

Learning Pyramid





Using the school website to support your daughter

<http://ricardslodge.merton.sch.uk>

You can find useful information in 2 key places

The screenshot shows the homepage of Ricards Lodge High School. At the top left is the school's logo, a green 'R' with a tree. Below it is the text 'RICARDS LODGE'. To the right is a search bar with a magnifying glass icon. Below the search bar is a purple navigation bar with the following menu items: HOME, ABOUT US, NEWS, LEARNING, ADMISSIONS, RR6 SIXTH FORM, COMMUNITY & CLUBS, PARENTS, and CONTACT US. Two blue arrows point from the text 'You can find useful information in 2 key places' to the search bar and the 'LEARNING' menu item. Below the navigation bar is a large photograph of a group of students and a teacher sitting on a bench outdoors. To the left of the photograph is a text box with a quote and the school's name.

RICARDS LODGE

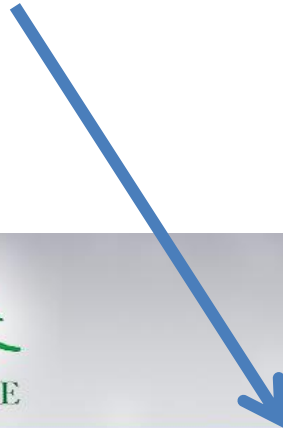
HOME ABOUT US NEWS LEARNING ADMISSIONS RR6 SIXTH FORM COMMUNITY & CLUBS PARENTS CONTACT US

*Welcome to
RICARDS LODGE HIGH SCHOOL*

"Key to the quality and success of many lessons are the fantastic relationships that students share with each other and their teachers. Students are clearly motivated and cooperative because they recognise that their teachers are committed to educating successful women of the future."

OFSTED 2013

To find the homework timetables – go to the learning section, let the drop-down list appear – hover on Homework Timetables and then you get the option for Key Stage 3 – Yr7 come up on the first page.



The screenshot shows the website's navigation bar with the following items: HOME, ABOUT US ±, NEWS, LEARNING ±, ADMISSIONS ±, R6 SIXTH FORM ±, COMMUNITY & CLUBS ±, PARENTS ±, CONTACT US ±. A dropdown menu is open under 'LEARNING', listing: DEPARTMENTS ±, STUDENT LEADERSHIP, HOMEWORK TIME TABLES ±, and CAREERS ADVICE AT RICARDS. A sub-menu is visible under 'HOMEWORK TIME TABLES', listing 'KEY STAGE 3' and 'KEY STAGE 4'. Below the navigation bar is a large photograph of a group of students and a teacher in school uniforms. To the left of the photo, the text reads: 'Welcome to RICARDS LODGE HIGH SCHOOL' followed by a quote: 'Key to the quality and success of many lessons are the fantastic relationships that students share with each other and their teachers. Students are clearly motivated and cooperative because they recognise that their teachers are committed to educating successful women of the future.' and the date 'OCTOBER 2013'.

Homework / Home Learning

Yr 7 Homework Timetables / Kit day reminders 2015/16

	Mon 1	Tues 1	Weds 1	Thur 1	Fri 1	Mon 2	Tues 2	Weds 2	Thur 2	Fri 2	
7R	Geography Science English	Science Dance French Maths	RE English Drama	History PSHE Technology	Art Maths ICT Music	German ICT Geography	Maths RE French Music	Art Science English	Technology History English	Maths PSHE Drama Dance	
		PE + Dance Kits	PE Kit					PE Kit		Dance Kit	
7C	English Geography Science	Art RE French Maths	ICT Drama Science	Dance English PSHE Technology	History Maths Music	English Dance Science	Maths History Geography	Drama French Art	Technology RE English	Maths PSHE Music ICT	
			PE Kit	Dance Kit	PE Kit	Dance Kit		PE Kit			
7A	English French Drama	Science Geography Maths	Music Dance History	ICT PSHE Technology	Art Maths Science English	English Drama French	Maths Art Geography	Science English History	Technology RE RE	Maths PSHE Dance Music	
		PE Kit	Dance Kit	PE Kit		PE Kit				Dance Kit	
7D	Geography Science RE	English Art Maths	French Science Drama	ICT Dance PSHE Technology	Maths History Music English	Science Dance Drama	Maths History Art	French Geography English	Technology ICT RE	Maths PSHE English Music	
			PE + Dance Kits			Dance Kit	PE Kit	PE Kit			
7S	Science Dance Geography History	English Spanish ICT	Music Maths Drama Technology	RE Drama English	Science PSHE Maths	English Science History	Art RE ICT	Music Maths Technology Dance	English Geography German	Spanish PSHE Maths Art	
	Dance Kit	PE Kit		PE Kit		PE Kit		Dance Kit			
7L	English Spanish History	Music Drama Science	Geography Maths Technology	English Music Art	Dance PSHE RE Maths	Geography Science English	RE Spanish ICT	Drama Maths Technology Science	Dance Art English	History PSHE Maths ICT	
				PE Kit	Dance Kit	PE Kit			PE + Dance Kits		
7G	Science Drama History	Music English Spanish	ICT Maths Technology	Art Drama RE English	PSHE Dance Maths	Science Spanish Geography	RE English ICT History	Maths Technology Science	Art Geography Music	Dance PSHE Maths English	
	PE Kit		PE Kit		Dance Kit	PE Kit				Dance Kit	
7E	History Spanish Dance	Music Geography English	English Maths Technology	RE Science Art	ICT PSHE Maths Drama	Science Drama	RE Spanish Dance English	Music Spanish Dance English	ICT Maths Technology	History Science English	Art PSHE Maths Geography
	Dance Kit		PE Kit				Dance Kit	PE Kit	PE Kit		

Along with students writing homework tasks in their planners, students will find their homework tasks on FROG.

Click directly on the Learning tab and this page will appear.



Scroll down to Key Stage 3 and there are a number of useful documents for you.

LEARNING

Our Curriculum is designed to provide students with a broad, balanced and flexible programme of study, enabling each and every girl to become a successful learner, confident individual and responsible citizen. We believe our curriculum gives every student the challenge and motivation to develop her individual abilities and talents to the full. Ricards' girls study in an atmosphere that celebrates and rewards success. Our rewards system recognises academic excellence as well as good conduct, good citizenship, effort and improvement

DfE Performance Table

KEY STAGE 3

At Key Stage 3, girls follow a common curriculum:

ENQUIRIES

For any enquiries regarding curriculum provision at Ricards Lodge please contact Ms Paula Simmons (Deputy Headteacher) paula.simmons@ricardslodge.merton.sch.uk

WEBSITES TO SUPPORT YOUR LEARNING

*Here are some really useful links to websites that will enhance your learning:
Sam Learning*



A great resource of accurate spellings of the words used frequently in each subject – they could set their own spelling tests on these.




KS3 HIGH FREQUENCY KEYWORDS

 *Key Stage 3 High Frequency Words Booklet*

RICARDS LODGE KEY STAGE 3 CURRICULUM MAPS FOR ALL SUBJECTS

Art, Computing, Dance, Design and Technology, Drama, English, French, Geography, German, History, Mathematics, Music, PE, PSHE, Religious Studies, Science, Spanish

YEAR 7 & 8 SUGGESTED READING BY LEVEL

-  *Year 7 Level 4*
-  *Year 7 Level 5*
-  *Year 7 Level 5+*
-  *Year 7 Level 5+/6*
-  *Year 8 Level 4*
-  *Year 8 Level 5*
-  *Year 8 Level 5+*

If they are stuck for a book to read there are plenty on these lists – perhaps even some gift ideas!

Year 7 Curriculum Maps

2015/16

KS3 Curriculum
Art Department

Art KS3 Curriculum Map



Year	Autumn Term	Spring Term	Summer Term
7	<p>Content: Formal Elements/Personal Journeys</p> <p>Skills: Introduction to the formal elements of art. Line, Tone, Form, Shape, Pattern, Texture – Developing drawing skills, use of dry media Analysis of artwork from different times and cultures</p>	<p>Content: Personal Journeys/Mythological Creatures</p> <p>Skills: Developing creative imagination, understanding signs and symbols and using them to create meaningful artworks. Developing skills using dry media and printing techniques</p>	<p>Content: Mythological Creatures</p> <p>Skills: Developing creative imagination, exploring anatomical drawings from primary and secondary sources. Working with watercolour paint and a range of mixed media.</p>
	<p>Content: Culture and Eating</p> <p>Skills: Exploring the ritual of eating in different cultures. Using research to inform artwork. Developing skills using clay techniques and intro to working with fabric.</p>	<p>Content: Culture and Eating/Textiles Recycling Project</p> <p>Skills: Exploring the links between art and cloth. Using research to inform artwork. Developing skills using clay techniques and intro to working with fabric – Learning to weave</p>	<p>Content: Textiles Recycling Project</p> <p>Skills: Exploring the links between art and cloth. Using research to inform artwork. Learning to weave Developing an understanding of recycling using broad range of materials.</p>
9	<p>Content: Anti - Discrimination Portraits Project</p> <p>Skills: Independent research skills Developing portraiture skills Empathy Expressing & communicating ideas and feelings. Reflecting on and evaluating their own and others' work. Adapting and refining <u>their own</u> work. Developing ideas and intentions when creating <u>artwork</u>.</p>	<p>Content: Portraits Project/NDSP Sculpture Project</p> <p>Skills: Independent research Artist analysis Drawing and design skills Developing skills with form Adapting and refining their own work Developing ideas and intentions when creating artwork</p>	<p>Content: NDSP Sculpture Project</p> <p>Skills: Independent research Artist analysis Drawing and design skills Developing skills with form Adapting and refining their own work Developing ideas and intentions when creating artwork</p>

KS3 Curriculum
Art Department



Course Text Books/Websites:

www.bbc.co.uk/education

www.art2day.org

www.theartstory.org

www.tate.org.uk

www.nationalgallery.org.uk

www.saatchi-gallery.co.uk

www.whitecube.com

www.whitechapel.org

www.moma.org

www.samlearning.com

Additional Materials/Equipment required:

We supply art materials to the students but it is always good to have your own sets. Pencils, sketching and coloured, watercolour paints are the basics. We sell comprehensive art kits in the school shop that are a very good quality and much cheaper than on the high street. Please enquire with your art teacher.

Home Support:

Homework and research is very important as a developmental tool in Art. Please encourage your daughter to complete her homework thoroughly and hand it in by the due date. We recommend pupils begin their homework the night it is set. Basic equipment such as colour pencils and glue will help pupils to complete their homework. Pupils will also greatly benefit from visiting Art/Photography Galleries/Exhibitions regularly. Some examples of interesting galleries include the Tate Modern, Tate Britain and Saatchi Gallery.

Head of Department:

Mr Rainsford

Useful websites

<https://frog.ricardslodge.merton.sch.uk>



This is where they will find all their homework listed in detail – parents will have their own logins from December – letter to follow.

<https://www.vivoedge.com>



This is the website for VivoMiles for students to access their Vivo rewards account and make purchases using their VivoMiles in the online shop.

<http://www.mymaths.co.uk>



The current MyMaths password is C=Pi,timesD

<https://www.vocabexpress.com/login/>



Students are set some Languages homework via this site and have all been given their logins.

Key Focus for ALL!!!

SPaG

Spelling
Punctuation
and
Grammar

Name:

Date

Writing Assessment Title:

Writing Level	Across a range of writing I can...
7	<ol style="list-style-type: none"> 1. I develop my writing in an imaginative and interesting way, experimenting with a range of techniques to create impact. 2. I successfully and imaginatively adapt forms and conventions in writing to suit a variety of purposes and audiences. Write with distinctive voice. 3. I skilfully manage information and ideas to shape my writing into paragraphs. I craft my paragraphs to achieve imaginative or rhetoric effect on the reader. 4. I experiment with every sentence type to achieve an effect on the reader. Use embedded clauses with ease. 5. I use a full range of punctuation accurately and can choose punctuation to help to shape and create impact in my writing. 6. I consistently match my vocabulary to the purpose of my writing. I use vocabulary that is varied, ambitious and judiciously chosen. 7. I check that I have used correct spelling throughout my writing and there are rarely any mistakes.
6	<ol style="list-style-type: none"> 1. I develop my writing in an interesting and imaginative way, using a range of techniques to achieve different effects. 2. I write formally and use different conventions of writing suited to audience and purpose. I establish and maintain a point of view. 3. I control and sequence my writing into sequenced paragraphs. I organise writing to support the meaning and purpose of task. 4. I use simple, compound and complex sentences accurately and to match my purpose and achieve an effect on the reader. I use 'y' and 'ing' words at the beginning of my sentences to emphasise my points. 5. I use a full range of punctuation correctly including the semi colon and colon. 6. I choose vocabulary which is generally appropriate to the purpose and audience and use a range of vocabulary that is generally ambitious although not always apt. 7. My spelling is mostly correct throughout and I can spell complex and ambitious words correctly, too.
5	<ol style="list-style-type: none"> 1. I develop my ideas using some imaginative detail such as similes and metaphors. 2. I write so that the main purpose is clear and consistent. I use correct features and style appropriate to the purpose of the task. 3. I structure my writing into clear paragraphs with logical and clear links between each paragraph. 4. I use simple, compound and complex sentence accurately. 5. I use a full range of punctuation accurately (including the apostrophe) although sometimes I make mistakes with commas in complex sentences. 6. I choose vocabulary to affect the reader. I use a reasonably wide vocabulary although I don't always choose the best word. 7. My spelling of common words are correct and I attempt to spell more ambitious words correctly but sometimes make mistakes.
4	<ol style="list-style-type: none"> 1. I write to interest the reader and use a range of techniques such as adjectives and adverbs appropriately. 2. I write so that the main purpose is clear and use main features suited to the purpose of the task (although not all way through). 3. I use paragraphs as well as openers and closings of sentences (which are all linked). I tend to repeat connective words. 4. I use simple, compound and most forms of complex sentence accurately and use a range of connectives. I use past, present and future verbs correctly. 5. I use punctuation speech correctly. I use commas in lists and sometimes in complex sentences (although not always correctly). 6. I show some evidence of deliberate vocabulary choices and try to use vocabulary to match my topic. 7. I spell common words and most plurals correctly. I still need to work on my spelling of homophones.
3	<ol style="list-style-type: none"> 1. I write in an interesting way and can use techniques like adjectives to describe nouns. 2. I generally establish the purpose of my writing and maintain it throughout. I can use some of the features suited to the purpose. 3. I organise (loosely) my ideas into related points and sometimes make links between my sentences. I use openers and closings. 4. I use simple sentences and can connect my ideas using words like 'and', 'but', 'so'. I sometimes use past, present and future verbs accurately. 5. I use full stops, capital letters, question marks and exclamation marks accurately. 6. I use simple, generally appropriate vocabulary but I don't use many different words. I do use some words for effect. 7. I spell most common words accurately but I have a bit of trouble spelling past tense verbs and adverbs.

Tutor Break Out Sessions

- Mrs S Freeman (7SFR) – **A3**
- Mr N Sharman (7NS) – **A5**
- Miss P Lorento (7PLM) – **A2**
- Ms E Toscano-Heighton (7ETH) – **A4**
 - Miss S Mecheti (7SM) – **A12**
 - Miss L Wilson (7LW) – **A13**
 - Miss C Stangroom (7CS) – **A1**
- Miss S Bell/Miss M McKeogh (7SBE) – **A11**