



Parents' Forum

September 2024

Teaching & Learning



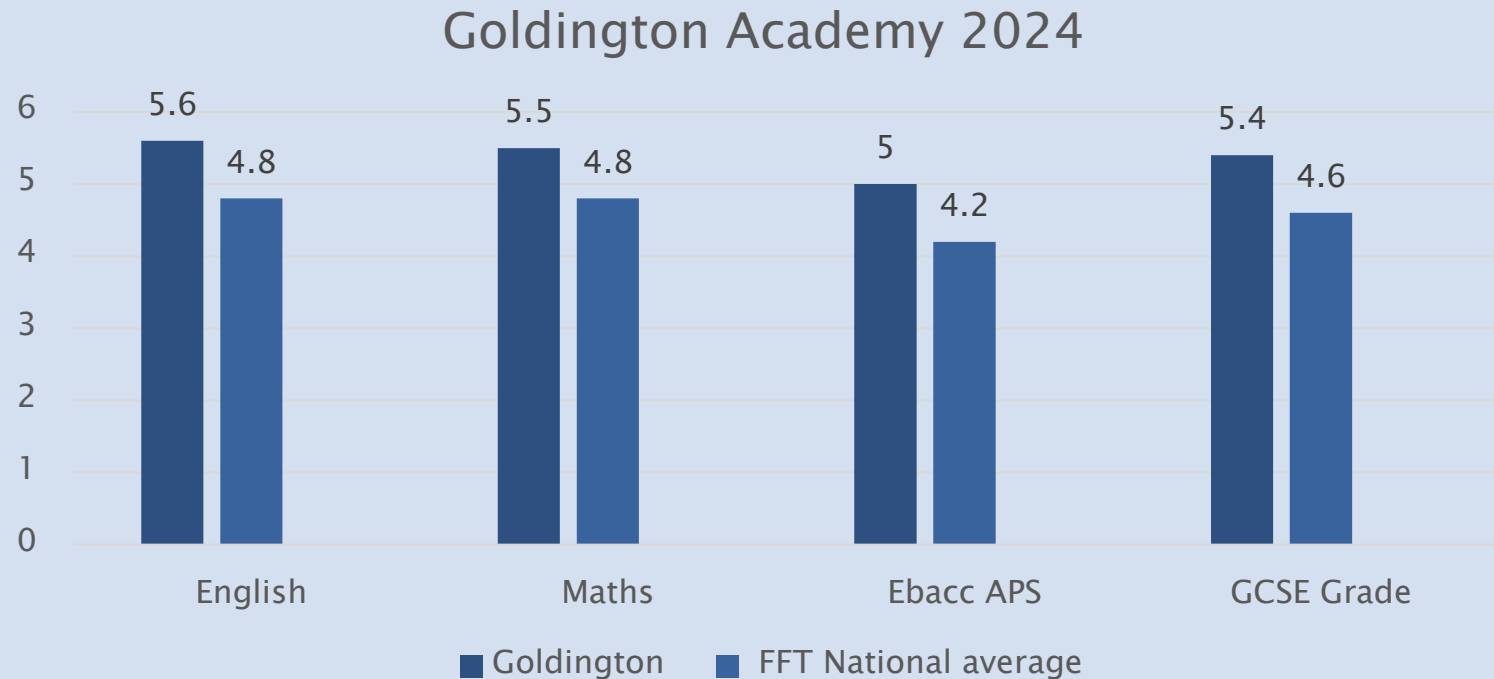
ACADEMIC ATTAINMENT



PERSONAL DEVELOPMENT

Year 11 GCSE Results

- ▶ For all the key performance indicators the students at Goldington achieved above the FFT national average.



Quality of teaching

Curriculum

Quality First
teaching

Lesson
Observations
Learning Walks
Work Scrutiny
Pupil Voice

Regular CPD



Homework

Set via Show My Homework

<https://www.satchelone.com>

7ST Maths - MathsPad 7ST/Ma

Description

Insights

Assess

Discussion

■ Miss S. Thomas set this assignment for group 7ST/Ma - Mathematics

Set on Mon 16 Sep

Due on Mon 23 Sep

Task description

Complete the tasks set for you on MathsPad relating to your knowledge of place value.
Watch the videos to help you if you get stuck.

Other information

- This homework will take approximately 30 minutes
- Miss S. Thomas would like you to hand in this homework via MathsPad

SJ MHW - Goldington Academy

Resources to help you

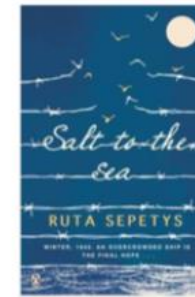
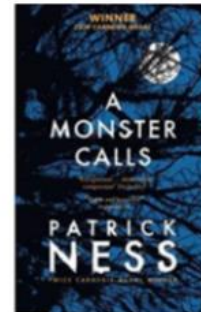
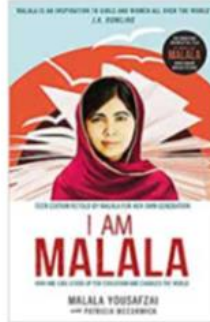
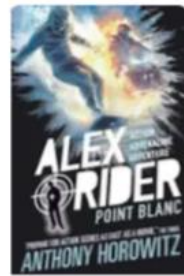
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Download

Web links


www.mathspad.co.uk/

Reading – Whole School Read

The reading journey from Year 7 to Year 9.



Reading comprehension strategies

Very high impact for very low cost based on extensive evidence.



+6

Embedding Knowledge – The Core 4

4 common learning methods to support independent retention and recall of knowledge;

- Flash cards
- Self Quizzing
- Mind maps
- Brain dumps

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Summary: How to use flash cards



1.

Identify knowledge

What are you creating flash cards on?
Do you have your knowledge organiser?

Use your book to look at previous misconceptions from whole class feedback.



2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall.



3.

Designing

1 Question per flashcard. Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

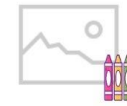


3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.



4.

Use images & colour

Use images and colour to help topics stick into your memory.



5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Personal Development

- ▶ Extra curricular activities
- ▶ Leadership opportunities (JLT, student voice, ambassadors)
- ▶ Duke of Edinburgh
- ▶ Careers
- ▶ Termly well being questionnaires
- ▶ Assemblies
- ▶ Form tutor time
- ▶ Life Skills (PSHE, RSE, citizenship & careers)
- ▶ Academic Mentoring





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