



HOW CAN I HELP MY CHILD STUDY IN KEY STAGE 3?

KS3 Timeline

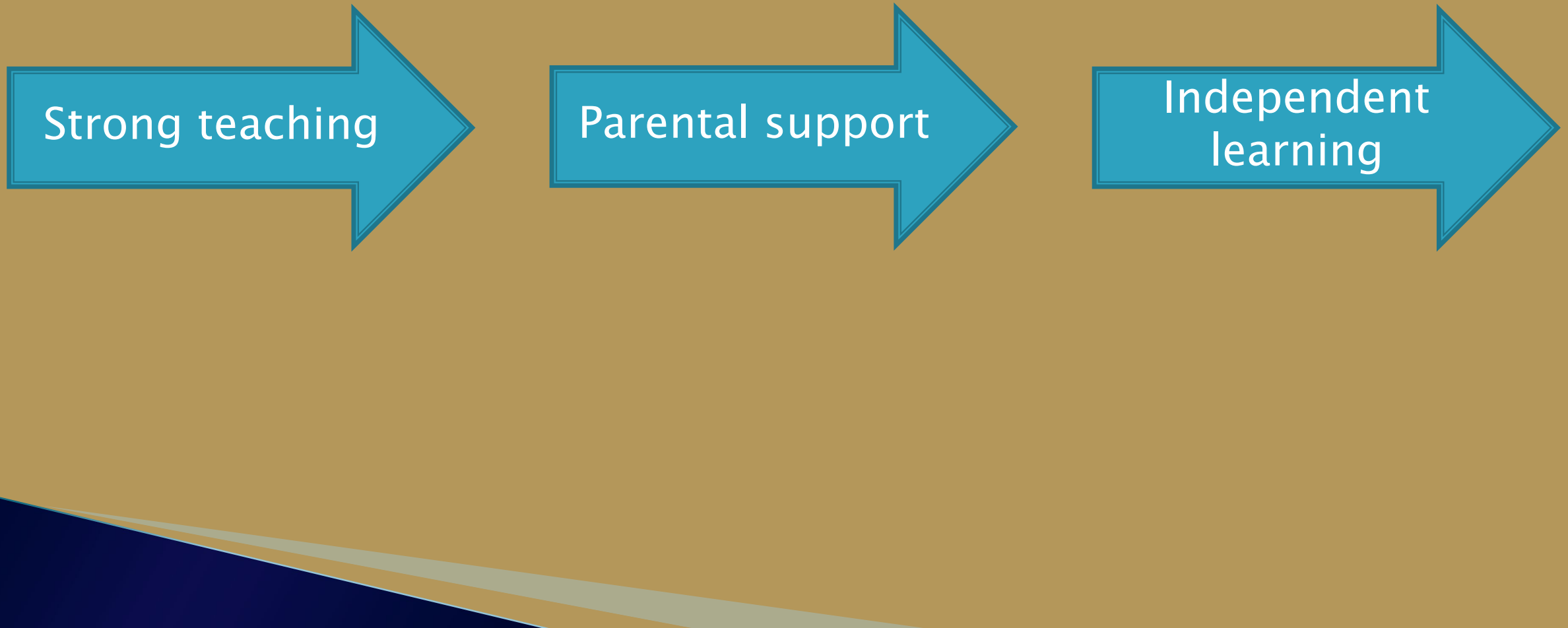
Year 7 Parents' evening	Wednesday 12 March
Year 8 Parents' evening	Thursday 12 December
Year 9 Parents' evening	Thursday 27 February
Reports published	Wednesday 18 December (interim report), Monday 31 March (interim report), Friday 11 July (full report)
GCSE Options Evening for Year 9	Thursday 24 April

What does 'success' look like in a Key Stage Three pupil?

- ▶ Success is about achieving one's academic potential, but it's also more than this
- ▶ Years 7–9 in particular is about developing into that 'well-rounded pupil' – one who works hard in addition to seizing the many opportunities the school has to offer.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<ul style="list-style-type: none"> String Group (GK) 8.20-8.50 am, Drama Studio 	<ul style="list-style-type: none"> GCSE Music Revision (GK) 8.20-8.45 am, Rm 18 	<ul style="list-style-type: none"> Music Theory (GK) 8.20-8.45 am, Rm 18 		
Lunch Time	<ul style="list-style-type: none"> KS3 D&T Makers Club (EH) 1.00-1.30 pm, Rm 8/9 Spectrum Club (SB) 12.40-1.10 pm, Rm 34 Yrs 7/8 Badminton Club (AU) 1st half of lunch and Yr 9/10 2nd half of lunch, Sports Hall Gym/Parkour Club (LC) 1st half of lunch, Gym Y11 French drop-in (KS) 1.10-1.35 pm, Rm 30 KS3 Computing Club (CG) 1.00-1.35 pm, Rm 24 Fun Friends Club (AC) All lunchtime, Rm 2 GCSE Music Revision & Music Theory (GK) 12.40-1.20 pm, Rm 18 	<ul style="list-style-type: none"> Yr 11 Spanish drop-in (LO) 1.00-1.30pm, Rm 35 KS3 Girls' Basketball Club (GD/CN) 1st half of lunch, Sports Hall KS3 Dodgeball (MN) 2nd half of lunch, Gym Geography Club (DN) 1-1.30 pm, Rm 33 Maths Homework & ICT Puzzles Club (JN) 12.55-1.35 pm, Rm 24 Ukulele Club (CG) 1.00-1.35 pm, Rm 18 KS4 Book Club (HB), 1st half of lunch, Rm 25 Fun Friends Club (AC) All lunchtime, Rm 2 Mindful Art Club (MZ) 12.40-1.10 pm, Rm 41 KS3 Art Catch-up (JT) 12.40-1.10 pm, Rm 40 Chess Club All Years (CJ) 1.00-1.35 pm, Rm 14 	<ul style="list-style-type: none"> KS4 History homework Club (SB) 12.40-1.20 pm, Rm 34 Yrs 7/8 Basketball Boys' & Girls' (LH) 1.10-1.40 pm, Sports Hall Grow @ Goldington (NS) 12.45-1.30 pm, Garden Area Eco Club (KP) 1-1.30 pm, Rm 32 KS3 Debate Society (BR) 12.40-1.10 pm, Rm 22 Fun Friends Club (AC) All lunchtime, Rm 2 Bandits (GK) 1.50-1.30 pm, Rm 18 	<ul style="list-style-type: none"> Grow @ Goldington (NS) 12.50-1.30 pm, Garden Area STEM Club (OL) 1.00-1.40 pm, Rm 7 Table Tennis (all years) (CN) 1st half of lunch, Gym Fun Friends Club (AC) All lunchtime, Rm 2 KS4 Art Catch-up (MZ) 12:50-1.10 pm, Rm 41 Bandits (GK) 1.50-1.30 pm, Rm 18 	<ul style="list-style-type: none"> Journalism Club (AI) 12.55-1.30 pm, Rm 20 Sports hall athletics (CN/GD/BB), 1st half, of lunch, Sports Hall Geography Film Club (DN) 12.45-1.30 pm, Rm 33 Yr 11 French drop-in (BD) 12.40-1.15 pm, Rm 36 Yrs 7/8 Drama Club (CM) 1.00-1.30 pm, Drama Studio Literature drop-in (HB) all lunchtime, Rm 25 Fun Friends Club (AC) All lunchtime, Rm 2 Yr 11 History revision (SB) 12.40-1.20 pm, Rm 34 Keyboard Club (GK) 12.40-1.20 pm, Rm 18
After School	<ul style="list-style-type: none"> Running Club (TF), Field KS3 Netball (BB), Courts Yrs 7/8 Boys' Football (MN), Field Yrs 9/10 Play (CM) 3.45- 5.30 pm, Drama Studio KS3 Inklectic (English) (AB) 3.50-4.50 pm, Rm 45 U16 Boys' Basketball fixtures (AL/LH) Percussion Club (GK) 3.40-4.45 pm, Rm 18 	<ul style="list-style-type: none"> Table Tennis (CN) Gym Girls' Rugby (OL/GD), Field Yr 11 Drama catch up and rehearsal (CM) 3.45-5.00 pm, Drama Studio Year 7 Boys' Football fixtures (KL) All ages Netball fixtures (BB) Composition Club (GK) 3.40-4.45 pm, Rm 18 	<ul style="list-style-type: none"> KS4 D&T Drop-in (EH) 3.45-4.45 pm, Rm 8/9 Y7/8 Girls' Football (GD), MUGA KS4 Basketball Club (AU), Sports Hall KS4 Netball (BB), Courts Boys' Rugby (OL), Field Geography GCSE exam technique (KP/BC) 3.45- 5 pm, Rm 32 Musical rehearsal (GK) 3.45-5.30 pm, Main Hall Performing Arts Tech Club (Invite only) 3.45-4.45 pm, Rm various by arrangement Yr 7 Sports Festival (CN/GD) Gospel Choir (GK) 3.40-4.45 pm, Rm 18 	<ul style="list-style-type: none"> Advanced Netball Club (BB), Courts Y7/8 Boys' Football (MN/KL), Field Musical rehearsal (GK), 3.45-5.30 pm, Main Hall KS4 Art Open Studio (MZ/JT) 3.40-4.45 pm, Rm 41/40 Yr 8 Girls' Football fixtures (BB/GD) Yrs 10/11 Boys' Rugby fixtures 	<ul style="list-style-type: none"> GCSE PE Practical (AU) until 4.45 pm, Gym Geography GCSE exam technique (DN) 3.45-5 pm, Rm 33 Arts Award (HP) 3.45-4.45 pm, Exh Space GCSE Music Revision (GK) 3.40-4.45 pm, Rm 18 Band rehearsal (CG) 3.40-4.45 pm, Practice Rm 1 All PE After School clubs during the week run from 3.45 pm – 4.45 pm unless otherwise specified

The secret to academic success/achieving one's potential



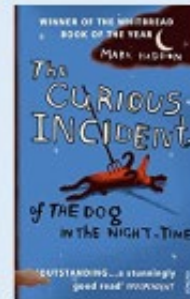
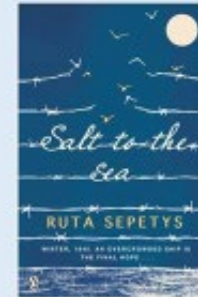
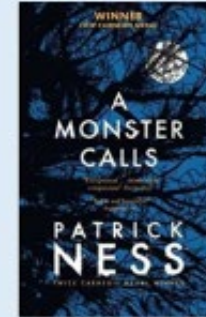
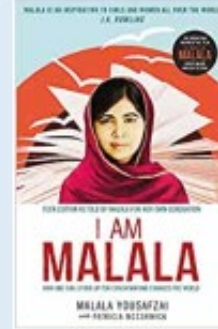
How do we support your child?

- ▶ Consistently strong teaching by our staff
- ▶ Academic Mentoring programme led by FTs
- ▶ Spaces to work independently before, during and after school
- ▶ Homework – deliberately designed to take learning further. Satchel:One to help pupils organise themselves (and parents can monitor homework with their own logins)
- ▶ Study skills – ‘Core 4’
- ▶ The Whole School Read
- ▶ Support materials – e.g. planner. This contains advice about effective study, the learning process and it offers advice
- ▶ Website.



The Whole School Read

The reading journey from Year 7 to Year 9.



Our work to promote a culture of reading is motivated by research findings such as:

- ▶ A very recent *National Literacy Trust (NLT)* report (Nov. 2024) which found evidence that only 35% of 8–18 year olds enjoy reading in their spare time. This marks the lowest figure yet recorded over the last twenty years (and in fact the figure for secondary age children showed the steepest decline, meaning that just three in ten children reported reading in their spare time)
- ▶ Yet the current children's laureate, Frank Cottrell-Boyce, speaking on behalf of the NLT, reports some of the benefits of reading for pleasure as:
 - ▶ Increased vocabulary
 - ▶ Vastly improved mental wellbeing.

Our website

Curriculum summaries:

<https://www.goldington.beds.sch.uk/learning/curriculum-overview>

(Goldington website – Learning – Curriculum overview)

Subject learning pages:

<https://www.goldington.beds.sch.uk/learning/curriculum-subjects/maths>

(Goldington website – Learning – Curriculum Subjects)

AUTUMN TERM 2024 - YEAR SEVEN	
COOKING & NUTRITION	In cooking and nutrition, the course will begin with food hygiene. Students will begin to design their own recipes. They will prepare their own ingredients, and look at the nutritional content of food and the benefits of a healthy, balanced diet. 90% of the dishes cooked will be savoury.
DESIGN AND TECHNOLOGY	Students will begin the year looking at technical drawings and recognising the importance of this within the design and manufacture world including isometric and line weighting. Students will begin to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics such as HDPE and our roles as both manufacturers and consumers. Within the design process, pupils will learn about biomimicry.
DRAMA	Students will begin the year studying an introductory unit for new starters to secondary level drama. Many students will have had drama lessons in primary school, but it is likely that the groups' experiences may vary greatly. This unit of study offers an opportunity for them to get to know each other and develop their social and teamworking skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year with more complex and/or thematic content.
FRENCH	Students will start the autumn term revising work from their primary school – numbers/age, family members, classroom descriptions - ensuring that they are confident in the phonetic/grammatical/lexical foundations of the language. They will move on to master how they can discuss about their immediate world including what they do at school: free-time likes and dislikes, descriptions of their appearance/personality and what they wear and study at school. Students will practise listening and reading skills, including pronunciation and French accent, and also strive for greater confidence in writing with accuracy, especially centring on the impact of gender on adjectival agreement.
GEOGRAPHY	Students will begin the term by discovering what makes a great geographer through the topic of 'Fantastic Places'. They will travel the globe investigating regions and countries of the world informed by Tim Marshall's book, 'Prisoners of Geography'. Students will apply their geographical skills to a range of OS maps and aerial photographs. Students will then move onto tectonics and study the restless Earth through the topic of 'Days that shook that world'. Students will investigate the causes and impacts of volcanoes and earthquakes and enquire if we can ever live safely with these hazards. They will revisit, retrieve, reuse and develop their map skills.
HISTORY	Students will begin the year with a unit based on the development of historical skills such as deduction and evaluation. Students will then learn about Constantinople in the 11 th century, before investigating how influential the Normans were on England. Subsequently, students will look at the power of Eleanor of Aquitaine before a study of the Crusades. Throughout the term, students will learn to develop their understanding of chronology, interpretation of sources and to explore the causes and consequences of historical events. This course will build on students' knowledge of power and authority by repeatedly interacting with stories related to how medieval rulers across the world sought to develop, increase and maintain their power and authority: who holds power, how do people keep their power, what methods do they use to gain and maintain

Useful links

Mathswatch – logins for all pupils will be handed out at the start of the year, additional work can always be completed in addition to the homework tasks set. Videos and worksheets are available for each KS3 and GCSE topic

Home > Learning > Curriculum Subjects > Maths

MATHS

Why study mathematics?

Maths is the universal language

Maths is understood the same virtually all over the world.

A maths equation doesn't have to be translated to another language to be understood by someone on the other side of the planet.

A mathematical law doesn't change because someone has a different religion than you or speaks a different language from you.

2 + 2 = 4 in every single place on planet Earth.

The universality of maths is one of the many things that makes it such a powerful tool and, indeed, essential life skill.

Maths is everywhere.

Maths is not only important for success in life, it is all around us.

How will you know if you have enough money to buy that new game you want?

How would you work out the time to take your cake out of the oven?

Maths is everywhere. It is the best and the most useful.

YEAR 7	YEAR 8	YEAR 9
Knowledge Organisers	Knowledge Organisers	Knowledge Organisers
Autumn	Autumn	Autumn
Spring	Spring	Spring
Summer	Summer	Summer

Homework and Independent Study

- ▶ Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework perform better.
- ▶ According to the Education Endowment Foundation (EEF), the impact of homework is, on average, five months of additional progress.

Year	Approximate total time per day
Year 7	1 hour
Year 8	1 hour – 1 hour 30 minutes
Year 9	
Year 10	1 hour 30 minutes – 2 hours
Year 11	

“Study time shouldn’t be a giant big deal that students make a big decision about week to week – it should just be something they always do without question; without thinking too hard about it.”
(Tom Sherrington)

If you have any questions about homework/learning at home, please contact us:

galbraithf@goldington.beds.sch.uk

chapmanl@goldington.beds.sch.uk

andrewsv@goldington.beds.sch.uk

gordonc@goldington.beds.sch.uk

Study skills

Four common learning methods to support independent retention and recall of knowledge:

- ▶ Flash cards
- ▶ Self-Quizzing
- ▶ Mind maps
- ▶ Brain dumps / 'Empty your head'.



*Deliberately practised as part of our Life Skills programme

*Used across the curriculum in class and for homework.

How can YOU support your child?

Successful study:

motivation + **strategy** + **habits**

Tom Sherrington, 2023

How can YOU support your child?

- ▶ Know that we have our pupils' – your child's – best interests at heart;
- ▶ Encourage your child to strive for 100% attendance;
- ▶ Value homework and encourage independent learning;
- ▶ Activate your parent access to your child's Satchel:One account;
- ▶ Encourage your child to read for pleasure;
- ▶ Inform staff about any concerns;
- ▶ Encourage your child to work in a suitable space;
- ▶ Help your child to avoid distractions – no phones, no music, no tv in the background. Research has shown that it can take **20 minutes** to refocus after a distraction.

How can your child support THEMSELVES?

Key Stage Three is the time to develop strong routines and effective behaviours around learning.

- ▶ Be self-motivated, organise themselves but keep a healthy balance;
- ▶ Develop their ability to overcome frustrations and be resilient;
- ▶ Get organised, plan ahead and have everything they need;
- ▶ Take advantage of all that is offered to them;
- ▶ Ask for help;
- ▶ Remember: “The one who does the work does the learning.”

Terry Doyle, Learner-Centered Teaching 2012

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