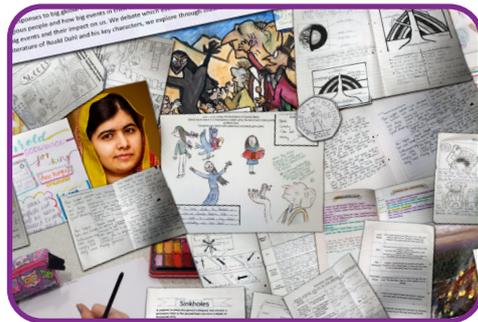


# Year 7 Information BOOKLET / 2020

CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.



# Welcome

Dear Year 7 Parents and Carers,

In normal circumstances we would look forward to meeting with you all this time of year face to face at our Year 7 welcome evening. Unfortunately we are not in a position to do this so hopefully the information outlined in this booklet will give you a flavour of some of the important procedures and provision we offer your child here at CCYD.

We are pleased to say that Year 7 have settled in wonderfully in the first few weeks of term. They have shown great resilience in adapting to their new setting, learning new routines and settling down to their learning in their lessons. They have already established sound relationships with their Form Tutors, Subject Teachers and with their Head of Year, Mrs Stockton, and the Pastoral Support Team.

We have had to make some temporary adaptations to the curriculum provision in order to keep everyone safe, which means that practical subjects such as D&T, Art and Music are being delivered differently. Learners are not able to access the practical areas due to the range of equipment that cannot be shared. The departments are adapting and creating innovative ways of enabling the learners to develop their subject knowledge and skills. We will allow our learners to access the practical areas when we can facilitate that safely for them.

As always if you wish to speak to a member of staff or have a query you can either email on; [comment@ccyd.org.uk](mailto:comment@ccyd.org.uk) or ring and speak to one of the KS3 pastoral support team



## Key Staff - Year 7

### Senior Management Team



Mr John Miles

Chair Of Governors



Mrs Tracey Wellington

Headteacher



Mr Gareth Pope

Deputy Headteacher



Mrs Jennifer Williams

Assistant Headteacher



Mrs Justine James

Assistant Headteacher



Mr Matthew Humphreys

Assistant Headteacher



Mrs Cath Pope

Assistant Headteacher



Mrs Melanie Hopkins

Director Of Finance

### Year 7 Pastoral Team



Mrs Andrea Stockton

Head of Year 7



Mrs Paula Struthers

Pastoral Support



Mrs Kelly James

Pastoral Support



# What Makes An Excellent Learner At CCYD ?

**Growth Mindset -**  
I can't do it... yet!

**Ask Questions -**  
Be curious and active when learning.

**Be Respectful -**  
Follow School Rules, be kind and polite.

**Work Hard**  
Always put in 100% effort and try your best.

**Have No Fear -**  
Do not worry about what other people think

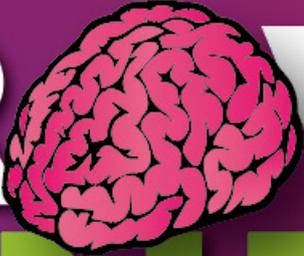
**Keep Trying -**  
Do not worry about making mistakes



*“Mighty Oaks From Little Acorns Grow”*

This Teaching & Learning poster and the ethos around it was developed through learner voice. We asked our learners to come up with the key things they think an excellent learner should look like at CCYD.

# GROWTH MINDSET



How can you help your child 

**1** **Talk About It**  
Talk with your child about their day, but guide the discussion by asking questions like:  
- Did you make a mistake today? What did you learn?  
- What did you do that was difficult today?

**2** **Praise The Process**  
Instead of saying, "You're so smart!" praise effort, goal setting, persisting through challenges, or being creative. You can say something like:-  
"Wow! you must have worked really hard on this!"

**3** **Help Them Change Their Dialogue**  
The way your children talk to themselves makes a huge impact on their mindset. If they say "This is too hard!" help them change that to "I can't do it yet, but I will keep trying." Give them the words to say when they are feeling defeated by modelling it yourself!



**4** **Encourage Failure**  
(Say What!) Your child needs to know that failure can (and often does) happen and it is okay! Remind them that each time they fail and try again, their brain is growing stronger! Don't step in to prevent your child's failure - this is how they learn to persevere in the face of challenges.

**5** **The Brain Can Grow**  
Remind your child that their intelligence is not fixed. Remind them that when things are difficult, their brain grows if they persist through the challenge. Each time they learn something new, their brain is making new connections. Your child needs to know this is possible!

**4** **Encourage Failure**  
(Say What!) Your child needs to know that failure can (and often does) happen and it is okay! Remind them that each time they fail and try again, their brain is growing stronger! Don't step in to prevent your child's failure - this is how they learn to persevere in the face of challenges.



**Do Praise**  
The Process ✓  
Effort ✓  
Achievement ✓  
Aspiration ✓  
Discipline ✓

**Don't Praise**  
Intelligence  
or  
Abilities

At CCYD we don't say "I Can't Do It", we embrace Growth Mindset and say "I Can't Do It Yet".

# WHAT IS GROWTH MINDSET?

Every mistake you make is progress 

## What is it?

We used to think that our intelligence was fixed - meaning we were either smart or we weren't. Scientists have proven again and again that simply is not true. Our brain acts like a muscle - the more we use it, the stronger (and smarter) our brain becomes.

## Is Your Mindset Fixed?

A person with a fixed mindset may do these things:

- Avoid challenges
- Give up easily / ignore feedback
- Is threatened by other people's success
- Try hard to appear as smart or capable as possible

## What does a Growth mindset look like?

A person with a growth mindset may do these things:

- embrace challenges
- give their best effort
- learn from feedback
- become inspired by other people's successes

# IF AT FIRST YOU DON'T SUCCEED TRY TRY AGAIN!

## Fixed Mind-Set

Intelligence is static

### YOU

- Avoid Challenge
- Give Up Easily
- Lack Of / No Effort
- Ignore Feedback
- Feel Threatened
- Achieve Less

Adolescent Brain Development



Challenge  
Obstacles  
Effort  
Criticism  
Success Of Others  
Results

## Growth Mind-Set

Intelligence can be developed

### YOU

- Embrace Challenge
- Always Persist
- Lots Of Effort
- Appreciate Feedback
- Feel Inspired
- Achieve More



Change your mindset and reap the rewards

# I'm ***RESILIENT & INDEPENDENT*** because:-

- I value how important it is to learn
- I attempt tasks before I ask for help
- I'm OK with making a mistake because it is part of my learning journey
- When things get difficult I don't give up
- I want to succeed

# USE **3** BEFORE ME



**BEFORE YOU ASK, FIRST USE YOUR**

**1.**



**BRAIN**

**2.**



**BOOK**

**3.**



**BUDDY**

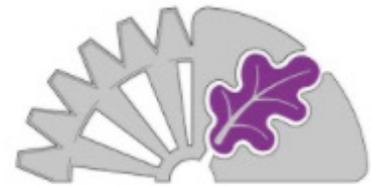
**TRY THESE, BEFORE ASKING**



**ME**

Taking Pride in all we do

# Book Presentation



COLEG CYMUNEDOL  
Y DDERWEN

All dates must be written in Welsh in **BLACK** or **BLUE** pen and underlined using a ruler.



All drawings and diagrams e.g graphs must be completed in **pencil** and labelled in pen.



All sub headings including **lesson aims, literacy and numeracy starters and self and peer assessment** tasks need to be clearly signposted and identified. This can be done by underlining and labelling them clearly.



All homework tasks need to be identified with the title '**Homework**'. This also needs to be underlined.



Peer and self assessment marking along with feedforward activities must be completed in **PURPLE PEN**.



## Your Child's Timetable in Year 7

Your child will study Core lessons and Skills Challenge lessons throughout Year 7

### Core Lessons (*continual weekly lessons*)

- English / Literacy
- Maths / Numeracy
- Welsh & French
  - PE
  - Science
  - Music
- Health & Wellbeing
  - Enrichment

### Skills / Challenge Lessons

Your child will study 4 themed 'Challenge' projects during Year 7.

Each 'Challenge' project last 10 weeks.

The 'Challenge' projects cover the 6 Areas of Learning Experiences (AOLE's).

These 6 Areas of Learning allow subjects to collaborate on projects to give your child a good balance of Knowledge, Skills and Experience in each challenge.

Eg. Imagine learning about planets and space in Science and then utilising that knowledge in Design & Technology to design and build rockets and space stations.

**The 6 Areas Of Learning Experiences (AOLE's) that the projects cover are:-**

Maths & Numeracy  
Language, Literacy & Communication  
Science & Technology  
Health & Wellbeing  
Expressive Arts  
Humanities

**The Cross Curricular Skills that the project incorporates are:-**

Literacy  
Numeracy  
Digital Competence

# Year 7 Skills / Challenge Curriculum

## Skills / Challenge Lessons

Learners will complete 4 challenges in Year 7, each challenge lasting 10 weeks. The graphic below shows how each project uses the collaboration of subjects to cover the Year 7 challenge curriculum. Each learner will experience the different subjects through the challenge with the advantage of carrying the knowledge, skills and experience throughout each project.



**SUBJECTS**  
 History  
 RPE  
 Geography  
 Art  
 (Humanities and Expressive Arts)



**D&T**  
 ICT  
 Drama  
 (Science / Technology and Expressive Arts)



(Examples of learners work in Year 7)

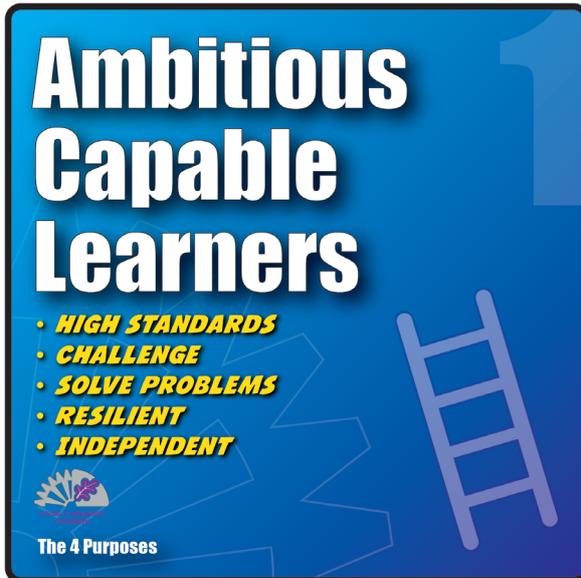


# The 4 Purposes / Skills Development

The 'NEW' Curriculum for Wales is all about developing our children to be better equipped at problem solving, decision making and gaining life skills for when they leave school.

The 4 purposes allow our learners to develop these skills in the following:-

- Ambitious Capable Learners
- Enterprising Creative Contributors
- Ethical Informed Citizens
- Healthy Confident Individuals



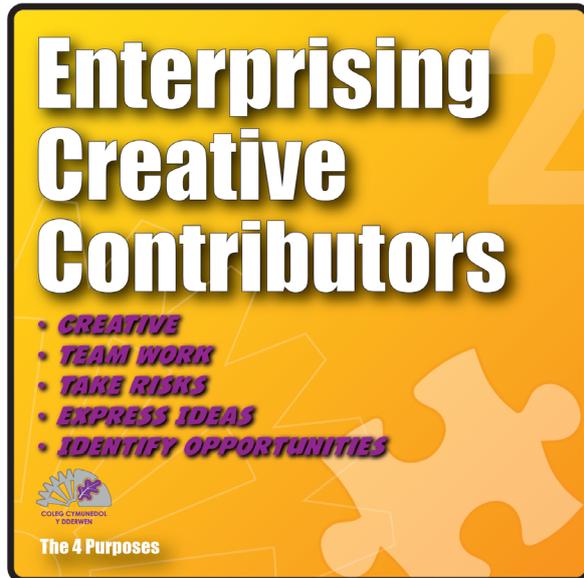
**1**

## Ambitious Capable Learners

- **HIGH STANDARDS**
- **CHALLENGE**
- **SOLVE PROBLEMS**
- **RESILIENT**
- **INDEPENDENT**

The 4 Purposes

This card features a blue background with a large white number '1' in the top right corner. The title 'Ambitious Capable Learners' is in white. Below it is a list of five bullet points in yellow. A white ladder icon is on the right side. The bottom left has a small logo and the text 'The 4 Purposes'.



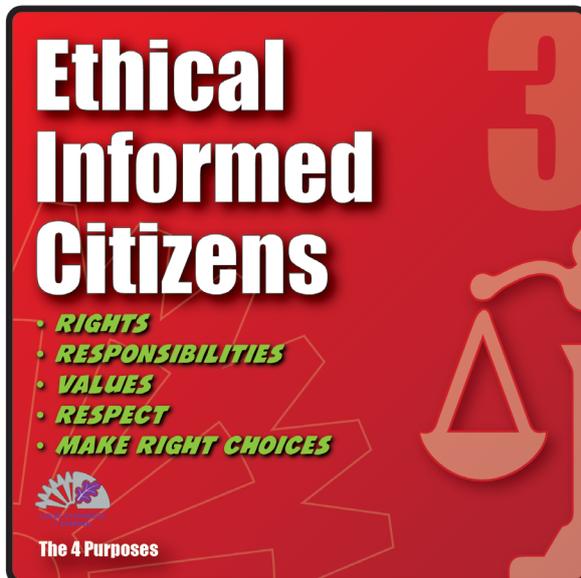
**2**

## Enterprising Creative Contributors

- **CREATIVE**
- **TEAM WORK**
- **TAKE RISKS**
- **EXPRESS IDEAS**
- **IDENTIFY OPPORTUNITIES**

The 4 Purposes

This card features a yellow background with a large white number '2' in the top right corner. The title 'Enterprising Creative Contributors' is in white. Below it is a list of five bullet points in purple. A white puzzle piece icon is on the right side. The bottom left has a small logo and the text 'The 4 Purposes'.



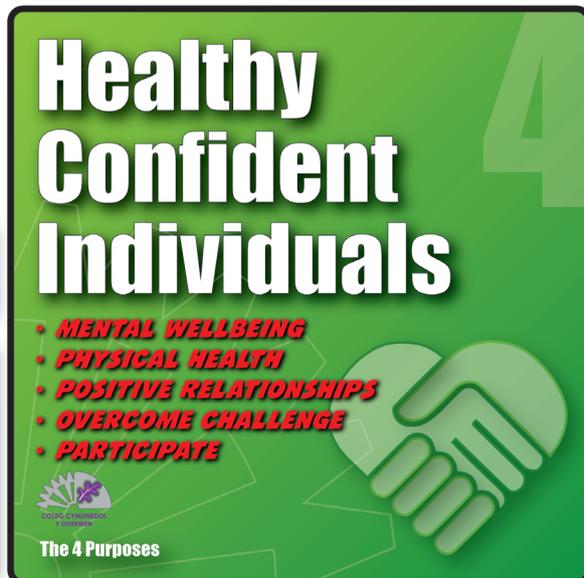
**3**

## Ethical Informed Citizens

- **RIGHTS**
- **RESPONSIBILITIES**
- **VALUES**
- **RESPECT**
- **MAKE RIGHT CHOICES**

The 4 Purposes

This card features a red background with a large white number '3' in the top right corner. The title 'Ethical Informed Citizens' is in white. Below it is a list of five bullet points in green. A white scales of justice icon is on the right side. The bottom left has a small logo and the text 'The 4 Purposes'.



**4**

## Healthy Confident Individuals

- **MENTAL WELLBEING**
- **PHYSICAL HEALTH**
- **POSITIVE RELATIONSHIPS**
- **OVERCOME CHALLENGE**
- **PARTICIPATE**

The 4 Purposes

This card features a green background with a large white number '4' in the top right corner. The title 'Healthy Confident Individuals' is in white. Below it is a list of five bullet points in red. A white handshake icon is on the right side. The bottom left has a small logo and the text 'The 4 Purposes'.



## Assessment: Understanding progress at keystage 3

We set all learners high Aspirational Targets

### AIM HIGH

The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.

*Michelangelo*

- Using data from the primary schools along with National test data scores and Cats test we set all learners a target to achieve at the end of each year.
  - Our aim is to challenge all learners to:
  - Make 2 Sub Levels of progress each year
- Which equates to 2 Levels of Progress over the Key Stage.

What are Sub Levels?

In order to identify progress we break the National Curriculum levels down into Sub Levels

Sub Level	Explanation
A	At the top of this level with some characteristics of the level above
B	Secure Level
C	At the lower end of this level with some characteristics of the level below

## Assessment: Understanding progress at keystone 3

### Expected Flight Path

Year 6 Level and Sub Level	End of Year 7 Target	End of Year 8 Target	End of Year 9 Target	GCSE Expected Progress
5a	6b	7c	7a	A
5c	5a	6b	7c	B
4a	5b	6c	6a	C
3b	4c	5a	5b	D

A learner that joins us from primary school with a level 4a, we would expect to reach a level 5b by the end of year 7, and by the end of year 9 achieve level 6a. However, this is just a guide, we recognise that all our learners are individuals that develop at different stages.

Below is an example of what could happen on your child's tracking data. The data will be shared with you throughout the year after each data collection. A learner that has a target of 5C, would be above target with a 5B and 2 below target with a 4B.

Colour Code	Above / Below Target	Example EOY 7 (Target 5c)
<b>ABOVE</b>	1 or More Sub Levels <b>ABOVE</b>	<b>5B</b>
<b>ON</b>	<b>ON TARGET</b>	<b>5C</b>
<b>BE AWARE</b>	1 Sub Level below <b>Be Aware</b>	<b>4A</b>
<b>BELOW</b>	2 or More Sub Levels <b>BELOW</b>	<b>4B</b>

## Assessment: Understanding progress at keystone 3

### Attitude to Learning 1-4

<b>1</b>	This is given only when students work above and beyond what we expect (not a give me)
<b>2</b>	This is what we expect
<b>3</b>	This indicates there is minor issue with the students attitude for a one or a number of reasons
<b>4</b>	This indicates there are major issues with the students attitude for one or a number of reasons

Below is an example of the data tracking sheet you will see over the year showing the information for all subjects in one place.

**Name: Mr Humphreys Year 7**  
**Progress Report / KS3**  
**Assessment 1**

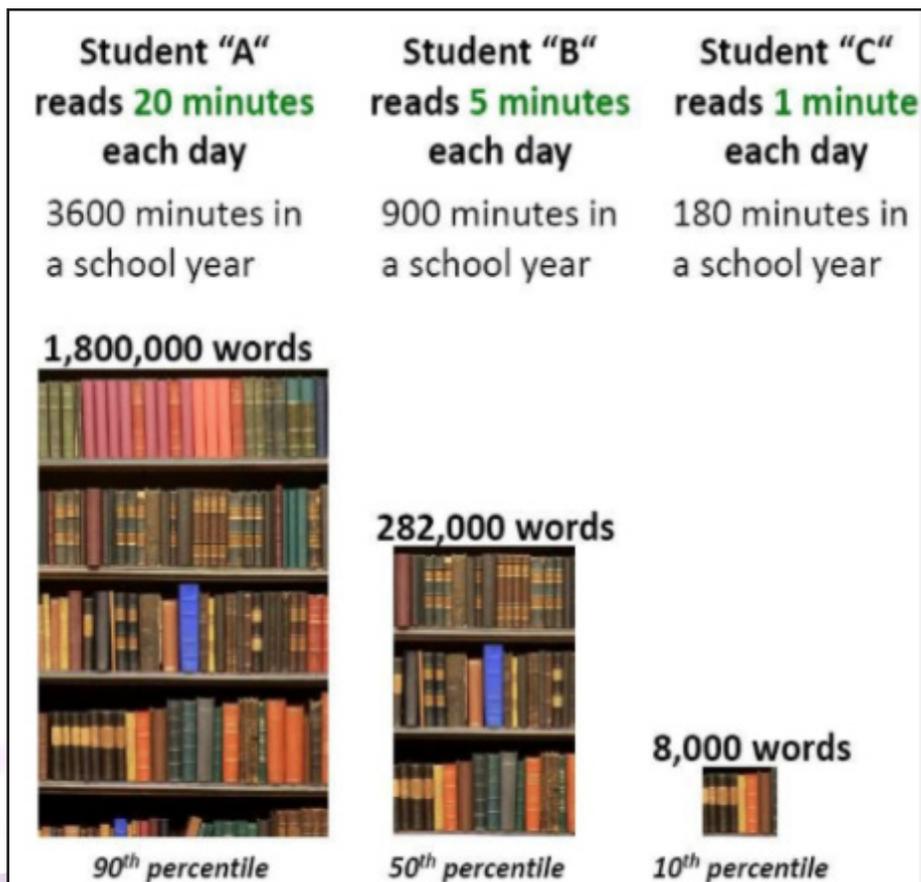
<b>SUBJECT</b>	<b>End of Year Target</b>	<b>Current Assessment</b>	<b>Attitude to Learning</b>
English	5b	5a	2
Maths	5a	4c	4
Science	5c	5c	2
PE	4a	4a	2
RPE	5c	5b	1
Welsh	4a	4b	2
Geography	5b	4a	3
History	5b	6a	2

# Literacy

## How are we promoting literacy at CCYD?

- Accelerated Reader and Group Interventions
- Drop Everything And Read (DEAR)-all learners are required to bring a book for this to read for 20 minutes during lesson time across a specific week
- Literacy Homeworks-3 specific literacy/numeracy homework tasks given by each department throughout the year to familiarise pupils with test type questions
- Mock National Tests

## Reading at CCYD: Why read ?



### 10 benefits of reading...

- Mental Stimulation
- Stress Reduction
- Greater Knowledge
- Vocabulary Expansion
- Memory Improvement
- Stronger Thinking Skills
- Improved Focus and Concentration
- Better Writing Skills
- Peace, quiet and tranquility
- Free entertainment

## What is Accelerated Reader ?

- Computer based programme where learners can quiz to test themselves on how well they have understood a book
- Used to enable learners to select books to help develop understanding whilst reading
- Monitoring tool to ensure learners are reading the best books for their ability

## Who is involved in Accelerated Reader ?

- All learners in Years 7, 8 and 9 take part in Accelerated Reader
- No one opts out of the reading culture in CCYD-everyone is expected to read and quiz on a regular basis
  - All learners should aim to read for **at least** 10 minutes a day
- Mrs Hicks is the LSO in charge of AR-she is responsible for testing progress, helping learners to choose the right books and additional support and intervention for reading
- Mrs Jones is our librarian-she will help learners to pick books that interest them and that they will enjoy from our library
  - The English department monitor progress in lessons

## Who does Accelerated Reader work ?

- Everyone takes a STAR Reading Test at the start of the year to find out where they are. Learners will be tested twice more to check progress.
  - Reading comprehension and skills

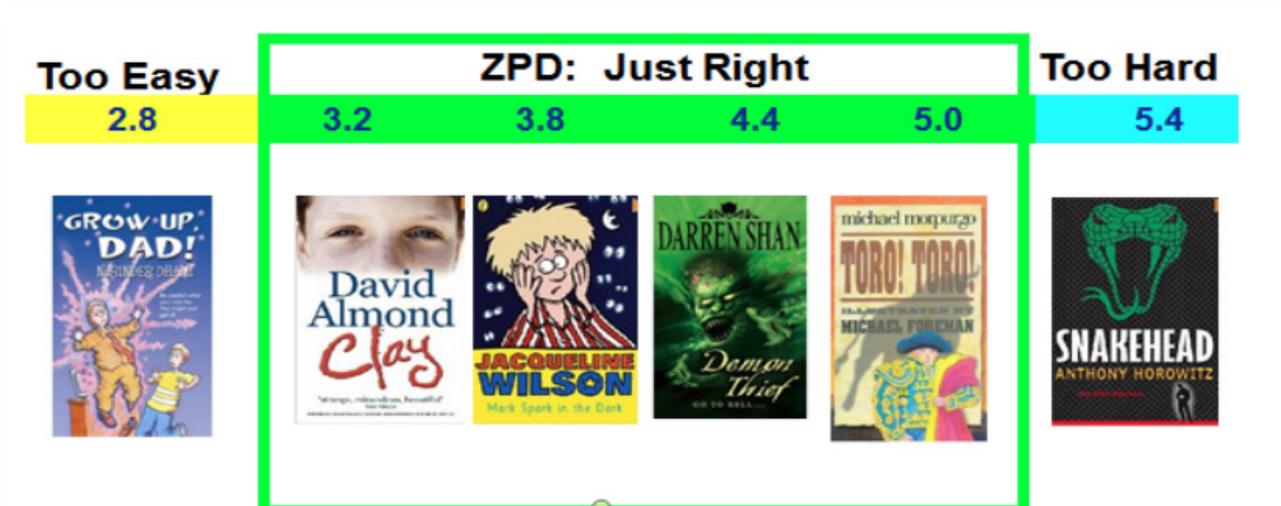
### Example Of A STAR Reading Test

We watched the cat \_\_\_\_\_ her paws with her tongue.

1. **admire**
2. **chew**
3. **sniff**
4. **lick**

## How does Accelerated Reader Work?

- STAR test provides children with a reading level and a range of book levels called the Zone of Proximal Development (ZPD)



### What happens when learners finish a book?

- Log on to AR to take a quiz in the library
- Quiz within 2 days of reading the book
- This will test learners reading comprehension skills

### What are Accelerated Reader Targets ?

- Aim to score an average of 85%+ correct on quizzes
  - Maximise progress
  - Three consecutive 100% scores
    - Moved up within reading level
- Learners are responsible for their library books and must return them by the due date or renew them

### How can we further support the learners with reading ?

Encourage at least 20 minutes of reading per day.

Engage with the school's Accelerated Reader programme by;

Discussing the book the child is reading, checking on the progress of their quiz results and encouraging the learner to access the library throughout the school day for extra support.

Using the parental access to Accelerated Reader to check on achievements.

Accelerated Reader is a programme that all learners from Years 7-9 access regardless of ability.

# Numeracy

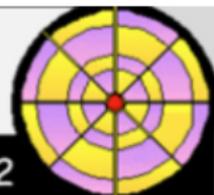
Numeracy is not just taught in Maths lessons at CCYD. All subjects have Numeracy elements in their lessons. Our aim is to ensure that all our learners are equipped to tackle real life numeracy situations.

At work	Giving correct change, weighing and measuring, using spreadsheets and understanding data.
In practical everyday activities at home and beyond	Working out how many minutes until our train, increasing a recipe to serve extra guests.
As consumers	Understanding how much we'll save with a 15% discount, checking we've received the right change, working out how much to tip in a restaurant.
In managing our finances	Setting and keeping to a budget, understanding interest rates, understanding the financial implications of borrowing money, working out how much money to put into a pension.
As parents	Helping children with homework, playing board and puzzle games with children.
As patients making sense of health information	Managing our diet and nutrition, making and keeping medical appointments, measuring medicine doses, working out a routine for taking tablets regularly.
As citizens understanding the world about us	Making sense of statistics and graphs in the news, understanding information about government spending.

## The Daily Rigour

Sun 22<sup>nd</sup> September 2019

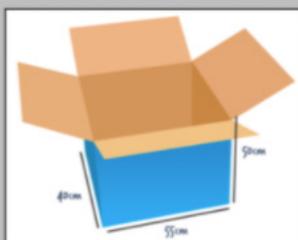
Issue No. 172



### Hermes have a ridiculously bad method for calculating volume!

One of the UK's largest delivery companies has an interesting way of calculating the volume of a parcel, shown below, to see if it is the correct size to send. This interesting method is shown on their website. And by interesting we mean bad!

The parcel below is in the shape of a cuboid. Can you calculate its actual volume?



1. Add together the 2 shortest sides:  $40 + 50 = 90$ .
  2. Multiply this number by 2:  $90 \times 2 = 180$ .
  3. Add the longest length to this number:  $180 + 55 = 235$ .
  4. 235 is less than 245 so this parcel is okay to send.
- MEASUREMENT

### Asda is selling a 6ft giraffe toy for a bargain price

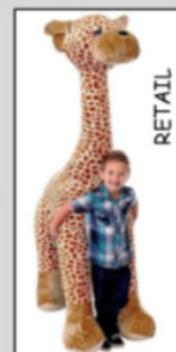
ASDA is selling a huge 6ft toy so you can transform your bedroom into an exotic animal kingdom - and no, we're not having a giraffe!

Better yet, the supermarket has slashed the price from £49.97 to just £30.

When boxed up it measures just 43cm x 35cm x 25cm and its suitable for children above the age of three.

According to the ridiculously bad rule shown to the left, can the giraffe be delivered by Hermes when boxed up?

You **MUST** show your working and give a reason for your answer!



**This website is really useful for learners to try out real life Numeracy problems**

# Numeracy

At CCYD we use BKSb which is a basic skills package that identifies Numeracy skill gaps. Such as converting measurements or rounding decimals.



- Year 7 BKSb online assessment has just started. The assessment will give us a BKSb level for each learner.
- Intervention is put in place if needed - letters will be given to learners when testing is complete
- BKSb levels are not the same as National Curriculum levels. This table compares the BKSb level to the year at school.

A learner that is on Level 1 in Year 7 is exactly where we want them to be. However, very few learners reach level 1 at the start of Year 7 as they have gaps in their knowledge. Gaps could be there for various reasons, they may have previously missed lessons or they may just need to go over something more thoroughly.

Level 2	Year 10 and above
Level 1	Year 7 to 9
Entry 3	Year 5 and 6
Entry 1 and 2	Year 4 and below