

Year 7 Information Evening

Settling in to LVC + Curriculum, Homework, Assessment and Reporting



Presentation Overview

Part 1: Welcome to LVC

- The Year 7 Pastoral Team
- Enrichment
- The Linton Learner

Part 2: Curriculum & Assessment

- What will students learn this year?
- How often will they be assessed?

Part 3: The Reporting Calendar & Parents Evening

- How frequently will reports be published to parents?
- What does a report look like and what does it mean?
- When is parents' evening?

Part 4: Reports & Go4Schools

- What is the KS3 Indicator?
- How is the Current Grade determined?
- How does LVC feed back on learner attributes?

Part 5: Satchel:One (home learning)

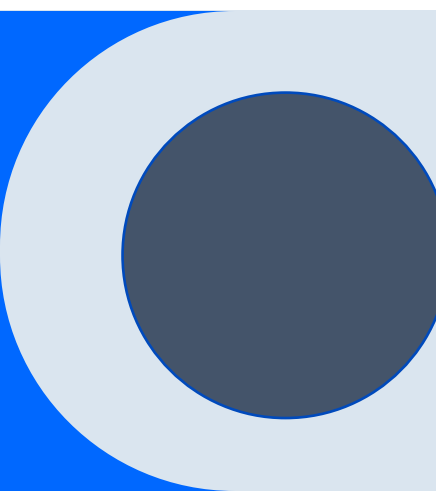
- How does home learning work at LVC?
- How do I get in?

Part 6: Contacting college staff


- How do I find staff e-mail addresses?



Linton effect

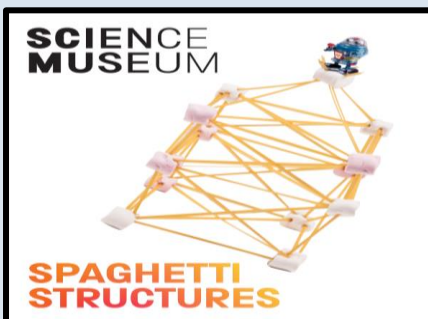
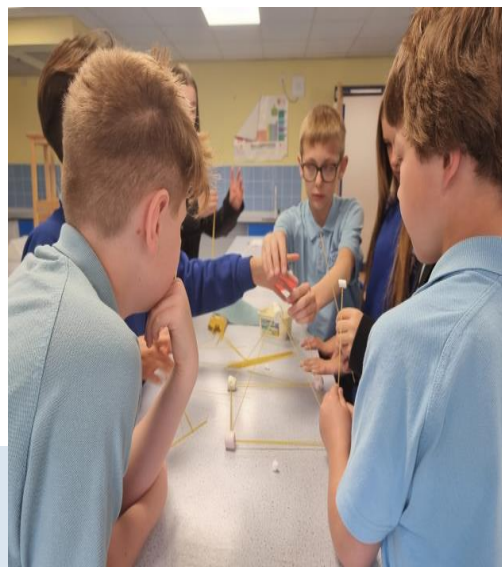


A community of lifelong learners whose ambition and kindness will make the world they inhabit a better place



Welcome to LVC!





What a wonderful start you have had !



Meet the Tutor Team !



7TD MB1



7PS M4



7SM AR1



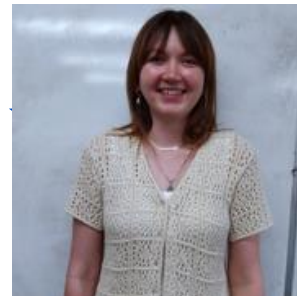
7RD Tu W Th F AW: M

AW: M



7KM MTuTh

W & F Te1



7FR E1



7LKA S2-3



7ZS S14

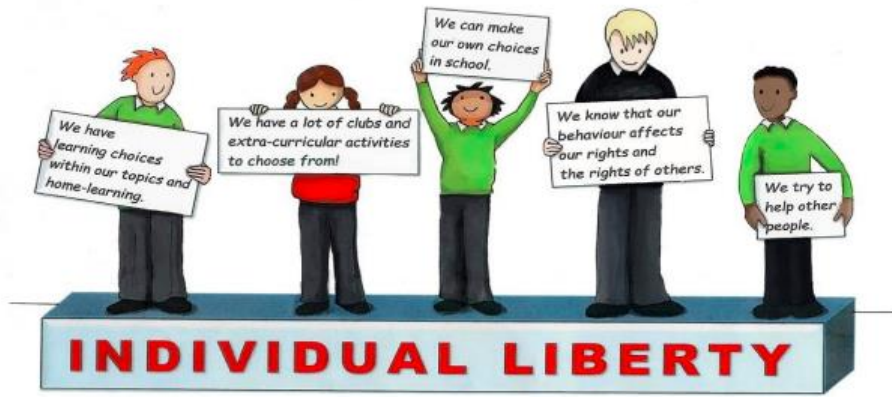


DD HOY

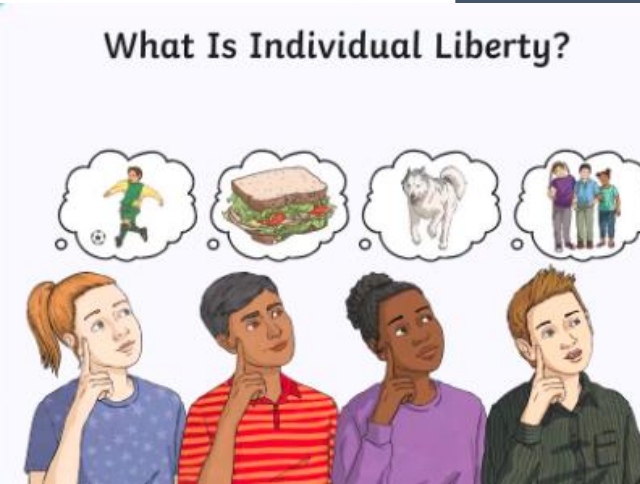
8M8 allocation

7SM	Eleanor Ferguson Elsie M Bunting	Joseph Boffey
7KM	Robert Evans Bo Forsell	Maddy Glentworthy
7RD	Annie Durham Tony Nguyen	Seren K Jones
7TD	Asia Mika Klaudia Goddyn	Minnie Hamilton
7ZS	Jess Buccioca Ruby Crotty	TBC
7LKA	Emily Godden Gaby Pawley	Luke Marshall
7PM	Kloe Abbots Arianne Symmonds	Chloe A Martin
7FR	Zoe Mason Isabella Hutton	Oliver Bailey

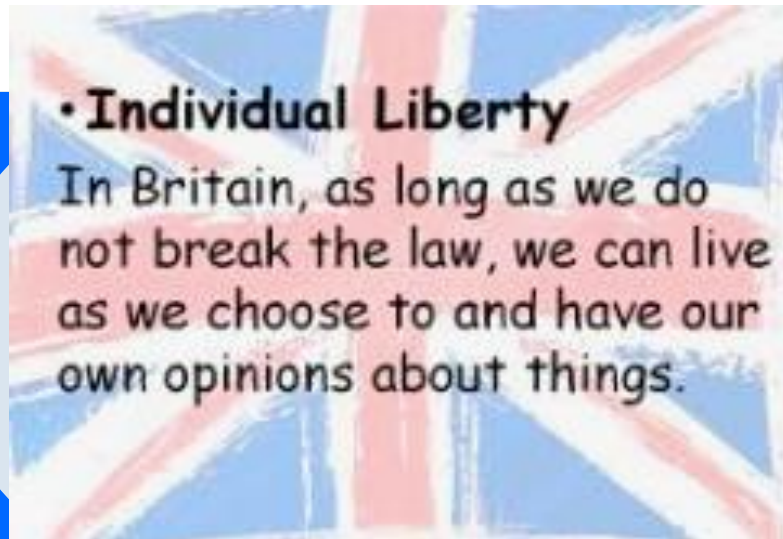





Individual liberty & self development



It doesn't mean you can do whatever you want - it means you are free to do what's right.



How can I be the best version of myself ?



Linton Enrichment Challenge

LINTON VILLAGE COLLEGE



DANCE

Enrichment skill	Bronze Award (Year 7)	Silver Award (Year 8)	Gold Award (Year 9)
1 Communication Sharing ideas and information	eg talk to a writer, artist or performer	eg visit a gallery, museum or exhibition	eg regularly use a foreign language
2 Teamwork Working with others	eg school sports team	eg school music or drama group	eg be part of a local issue or project
3 Risk taking Being prepared to taking a chance	eg join a new lunchtime club	eg perform solo in a school event	eg a bungee jump
4 Flexibility Being willing and able to change	eg make a change that will help others	eg voluntary work for a charity	eg camp away from home for a week
5 Exploration To travel in order to learn about places	eg a local visit to a place of interest	eg travel to a new place in the UK	eg travel abroad to somewhere new
6 Adventure An exciting or "dangerous" experience	eg go to a concert to hear live music	eg hike to the top of Mt Snowdon	eg white water rafting or a scuba dive
7 Leadership Being in charge of a group of people	eg host a dinner party for friends	eg captain a team quiz or competition	eg set up an new event or activity
8 Responsibility Being reliable with important duties	eg tutor group representative	eg gardening for an elderly neighbour	eg get a qualification (first aid/coaching)
9 Commitment Not giving up	eg stick with something for 1 year	eg stick with something for 2 years	eg stick with something for 3 years
10 Problem solving Working out the best way to do something	eg enter a competition	eg fix the lighting for a school play	eg learning how to sail a boat
Level completed when 8/10 skills signed off by tutor	Linton Letter and Bronze Star Signed	Linton Letter and Silver Star Signed	Linton Letter and Gold Star Signed



Extra Curricular Activities



Clubs and activities will begin
In week 3 of term and beyond to allow you
time to settle in to the new term.

The range is vast this year and we are hoping
that clubs will be well attended.

Make the most of your time at school and
immerse yourself in new activities.



Arts Award Bronze



Arts Award is a national scheme

The Award is validated by Trinity College, London

All of Year 7 will participate in the Award over the course of Year 7

There are four different sections. Art, Dance, Drama and Music will all be delivering one section each during the course of the year.

arts inspiration

CALLIGRAPHY

Calligraphy is an art related to writing. It is the

LVC Arts Award example work

WE DO THE TALKING

How do they make or do their work?

She does movies by being inspired by people and things around her.

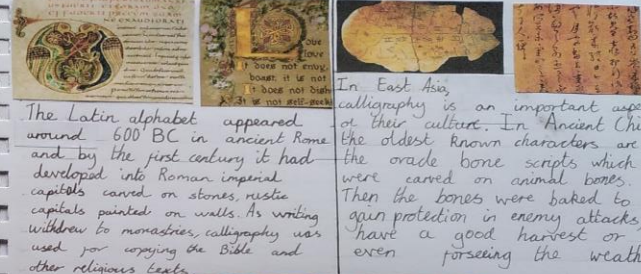
Top Tip
Why not include example of their work?

Quality writing has a regularity to the letters. Each letter has a precise stroke order depending on the style of calligraphy. The principal tools for a calligrapher are a pen and a brush. Calligraphy pens have ribs that may be flat, round or pointed. However, felt-tip and ballpoint pens can also be used, although these cannot be used for angled lines.

abcdefghijklmnopqrstuvwxyz

Ss Tt Uu Vv
Ww Xx Yy Zz

A B C D
E F G H
I J K L
M N O P
Q R S T
U V W X
Y Z



The Latin alphabet appeared around 600 BC in ancient Rome and by the first century it had developed into Roman imperial capitals carved on stones, rustic capitals painted on walls. As writing withdrew to monasteries, calligraphy was used for copying the Bible and other religious texts.

In East Asia, calligraphy is an important aspect of their culture. In Ancient China the oldest known characters are the oracle bone scripts which were carved on animal bones. Then the bones were baked to gain protection in enemy attacks have a good harvest or even foreseeing the weather.

Europe Asia
America Africa
Middle East

Maya glyphs were used by Mayas but it is now rarely used in the modern world. However, Maya glyphs can still be found on monuments in Central America.

In Egypt hieroglyphs were the formal writing system. Hieroglyphs had a total of around 700 symbols.

Islamic calligraphy is used in various areas such as religious texts, artwork.

Sadie Sink was born in Brenham Texas on the 16 of April 2002

She is an American Actress and starred her career in 2009 while performing on Broadway

She has won 4 awards in total, 2 in 2018 when she was just 16, 1 in 2020 when she was 18, and 1 in 2022 when she was 20

She is inspiring to me because she is not from an acting background and she started her career when she was just 7!

Sadie Sink

performance

Part C - arts inspiration

Mini Checklist for Part C: Make sure you have ticked every box

Have you....?

1. Included the name/title of your arts inspiration and why you chose them
2. Included your research into their arts career, life and work
3. Created a summary in your own words of the main things you found out about their arts career, life and work

discuss

celebrations arts

As a whole, I prefer not to voluntarily participate in dance. I've noticed that I have the urge to expressing their feelings through movement - it's just not something that I chose to approach the whole affair do myself. But in the general spirit of Enrichment Week I would relax and just enjoy with an open mind. Given that it was the last day of school trips I would relax and just enjoy myself. Surely a dance workshop would be intended to win around the sceptics? Reader, it wasn't. The day did have some high points, though. I particularly enjoyed my lunchtime venison ragu (long slow simmering is key), and the seats in the theatre were exceedingly comfortable, of which more later.

We began with the normal safety briefing (leave by the nearest emergency exit in case of fire, try not to kill or seriously injure anyone) and then it was on with the show. The first session was actually quite fun. We were taught a short dance and then we had to choreograph our own ending to it. After rehearsing this extravaganza we inflicted it on our two chaperoning teachers, who were at least polite. Without realising it an hour had passed and I was left waiting for the next session in at least a vaguely positive mood.

The next session was on careers in dance. It turns out that there are more forms of pointe shoe fitter than any rational person would wish to know about, but I was at least sustained by thoughts of lunch - not just the venison ragu (it's the long slow simmering that makes it special) but also the slices of homemade stem ginger cake waiting for me. The "technician" role did sound interesting, though, combining both computing and music.

After lunch (it was the long slow simmering that really made the ragu delicious) we went into the theatre session. The lights dimmed, some of them changed colour, and we set off to learn more about what technicians do. Unfortunately we didn't get to see much of the technician role as the session quickly degenerated into an extended demonstration of the stage lighting changing colour. But the seats were exceedingly comfortable, the room largely dark, and I needed a pause for digestion. Three quarters of an hour later I woke with a crick in my neck and dreams of freedom chasing each other round my brain. Fortunately my friends had refrained from decorating my face with any unfortunate designs while I was unconscious.

The best part of the visit to DanceEast?
The squeak of the bus tyres heralding our exit - or possibly the slowly-simmered venison ragu at lunch.

be the audience

Checklist for Part C:

Make sure you have ticked every box

- 1.?
- 2. Included what you learned
- 3. Included evidence of you presenting it (eg photos, tickets, mementoes, postcards, etc)
- 4. Included what you thought about it
- 5. How you shared your experience with others

be the audience

Keep going...

Where can I find my child's Tutor ?



Meeting Room on the
main corridor



ROOM 4



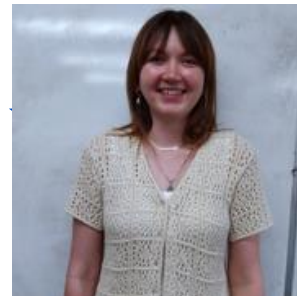
ROOM 5



ROOM 3



ROOM 8



ROOM 2



Drama Studio



ROOM 1



HALL

Part 2: Curriculum & Assessment

Each column shows what is being taught and when students are being assessed.

Printout available tonight to take away (and from reception for the next week).

Year 7 Curriculum and Assessment Map

Term	Date	Week	English	Mathematics	Science	Religious Studies	Geography	History	PSH
Autumn A	05-Sep	1	Transition unit	Place Value, Rounding and Significant Figures	Forces which includes: What forces are, Newtons, types of force, Forces at a distance and balanced and unbalanced forces	What is the difference between belief, fact and opinion?	What is geography?	What were the features of Anglo-Saxon society?	What is a healthy relationship and off-lit
	12-Sep	2	1. Baseline assessments				Baseline assessment	Baseline Assessment	
	19-Sep	1	Novel study Private Peaceful	Basic Arithmetic	Particles and their behaviour: The particle model, states of matter, some changes of state, diffusion and gas pressure,			How did William gain control of England?	
	26-Sep	2		Laws of Arithmetic			How do we find our place in the world? Understanding maps and the skills required to read them.		
	03-Oct	1		Powers, Roots and BIDMAS		Baseline Assessment - Does God Exist?			
	10-Oct	2				How has the Jewish Identity changed over time?	Assessment - Creative Project about Belief on land.	Mid unit assessment	
	17-Oct	1		Multiples, Factors and Primes					
24-Oct			October Half-Term	October Half-Term	October Half-Term	October Half-Term	October Half-Term	October Half-Term	
Autumn B	31-Oct	2	Novel study Private Peaceful	Assessment 1 - Number	Reactions: chemical reactions, word equations, burning fuels, thermal decomposition, conservation of mass, endothermic and exothermic	How has the Jewish Identity changed over time?	OS map skills and interpretation of landscapes. How to make effective use of data in atlases.	How did William gain control of England?	What is a healthy relationship and off-lit
	07-Nov	1		Pre-Algebra Unit 1					
	14-Nov	2		Assessment 1 Feedback & CTG					
	21-Nov	1		Negative Numbers	Cells: Observing cells, plant and animal cells, specialised cells, movement of substances, unicellular organisms				
	28-Nov	2	2. Unit assessment Private Peaceful						
	05-Dec	1	Representation in the Media	Fractions	Forces, cells and reactions assessment		Assessment - end of unit test.	End of unit assessment	Term 1 Review: Presentation (1 lesson the group (1))
	12-Dec	2				End of Unit Assessment - "The Jewish Identity has survived."	Complete Map Skills Unit		
	19-Dec	1							
26-Dec			Christmas Break	Christmas Break	Christmas Break	Christmas Break	Christmas Break	Christmas Break	
	02-Jan	1		Fractions					

Years 7 and 8

INSPIRING A LOVE OF LEARNING


In Years 7 and 8, all students follow the same broad and balanced curriculum (with a choice of French or Spanish) that allows every child to achieve to the best of their ability while inspiring a love of learning.

The core curriculum consists of a range of subjects that nurture the interests, skills and talents of all students while developing their wider knowledge base in preparation for making informed option choices as they tailor their curriculum.


In Year 8 the students need to make some decisions about the technology and arts subjects they study in Year 9 as the first stage of a two-stage options process.

The Options booklet and links to subject videos can be found below.

DOWNLOADS

[Year 7 Curriculum and Assessment Map \(2022-2023\)](#)


[Year 8 Options Booklet](#)

[Year 8 Options Launch Videos](#)

YEARS 7 & 8 CURRICULUM

All students in Years 7 and 8 study the following subjects:



- Eng
- Mat
- Scie
- Arts
- Tec
- Com
- Hur
- Soc
- Mo
- PE,



SELECT LANGUAGE

MENTAL HEALTHADULT EDUCATION

HOMEABOUT USCURRICULUMPARENTSINFORMATIONNEWS AND EV



Welcome to
Linton Vill
College

Curriculum Rationale

Years 7 and 8

Year 9

Years 10 and 11

Careers Education, Information, Advice and Guidance (CEIAG)

Teaching Groups at LVC

Subjects

Enrichment

Special Educational Needs and Disability (SEND)

Mathematics

ART

BUSINESS STUDIES

COMPUTING

DANCE

DESIGN TECHNOLOGY

DRAMA

ENGINEERING

ENGLISH

FOOD PREPARATION &
NUTRITION

GEOGRAPHY

HEALTH & SOCIAL CARE

HISTORY

MATHEMATICS

ETHOS AND AIMS

The Maths department at LVC echoes the College ethos, "Ev

1. All students can experience success in Maths.
 - We have a growth mindset.
 - All students have the opportunity to access the full cu
 - All students are provided with an appropriate level of
2. All students can enjoy Maths, and appreciate Maths as
 - Maths can be found interesting and satisfying even w
 - There are opportunities for all students to develop cu
 - All students can appreciate challenge and develop pr
3. Maths has a place in the future of all students.
 - An enriching Maths curriculum prepares students for
 - Exam results enable post-16 pathways for further stu
 - The study of Maths lays the groundwork for a variety

OUR CURRICULUM AT KS3

Students in years 7 and 8 are taught in mixed groups. All grou core resources, which have been collaboratively developed by lessons are carefully designed to ensure all students have an a experience different levels of achievement, work on the same Maths concepts at the same time, albeit at different levels of complexity.

OUR CURRICULUM IN YEAR 9

Students in year 9 spend the first term in mixed groups as they prepare for their year 9 exams and the transition to GCSE studies. Following the year 9 exams, students are placed in groups which will then study either the foundation tier or higher tier GCSE schemes of work. We agree the appropriate tier of study with students based on their



SELECT LANGUAGE

MENTAL HEALTH

ADULT EDUCATION

HOME

ABOUT US ▾

CURRICULUM ▾

PARENTS ▾

INFORMATION ▾

NEWS AND EV



Welcome to
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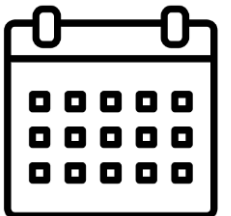
Part 3: The Reporting Calendar & Parents' Evenings

Parent-Tutor Evening – Thursday 21st September 2023 ✓

Parent-Teacher Evening – Thursday 16th November 2023

Snapshot Report 1 – w/c 15th January 2024

Snapshot Report 2 – w/c 22nd November 2024



Part 4: Reports & Go4Schools



LINTON VILLAGE COLLEGE

Year 7 Autumn Snapshot Report

Name: _____

Linton Village College

Note: Some science classes in year 7 are split between two teachers. Each teacher delivers entirely separate units and this means some groups have not yet sat an assessment. Where this is the case there will not yet be a current grade. However all classes will complete assessments soon and so there will be current grade information available on Go 4 Schools before the end of term.

Subject	KS3 Indicator	Current	Quality of home learning	Behaviour for learning and participation	Quality of classwork	Quality of organisation
Art	Developing	Achieving	Good	Good	Good	Good
Computing	Emerging	Achieving	Good	Outstanding	Good	Good
Dance	Achieving	n/a	Good	Good	Outstanding	Outstanding
Design & Engineering	Developing	Developing	Good	Good	Good	Good
Drama	Developing	Emerging	Good	Outstanding	Good	Good
English	Developing	Achieving	Good	Good	Good	Good
Food Preparation & Nutrition	Developing	n/a	n/a	n/a	n/a	n/a
Geography	Developing	Achieving	Outstanding	Good	Good	Outstanding
History	Developing	Achieving	Good	Good	Good	Outstanding
Mathematics	Developing	Achieving	Outstanding	Need for improvement	Good	Outstanding
Music	Developing	Developing	n/a	n/a	n/a	n/a
Physical Education	Achieving	Developing	Good	Good	Good	Good
Religious Studies	Developing	Achieving	Good	Good	Good	Good
Science	Developing	Achieving	Good	Good	Good	Outstanding
Spanish	Developing	Developing	Good	Good	Good	Outstanding

Report Key

KS3 Indicator
Current
Broad achievement group informed by FFT estimates using year 7 CAT4 data. This is generated from key assessments within the scheme of work, carried out by all students, to give an overview of the grade your child is currently working at. It will be updated half termly in core subjects and termly in non-core subjects at KS3. It will be updated half termly in all KS4 subjects.

Quality of home learning
How well has the student engaged with work set for them to complete at home?

Behaviour for learning and participation

- Co-operation and attentiveness - Willingness to work with others and contribute positively to classroom activities
- Courtesy - The degree to which he or she is well mannered and considerate
- Responsibility - Is he or she reliable and trustworthy?
- Attitude to and engagement in learning - Is this positive, and supportive of the needs of others?

Quality of classwork

- Completion of work - To what extent is it done to the best of his or her ability in the time available?
- Presentation - Is this to the best of his or her ability?
- Meeting learning objectives - To what extent is it possible to see clear progression?

Quality of organisation

- Equipment - Is the student fully prepared for learning in every area?
- Punctuality - Is homework submitted on time? Does the student arrive to lessons on time?

Target Indicators

Well below target (red) Below target (2) (yellow) On target (3) (green) Above target (8) (purple)

Session Attendance Information

Percentage attendance: 93.75%
 Attendance: 90
 Authorised absences: 6
 Unauthorised absences: 0
 Possible sessions: 96

Behaviour Information

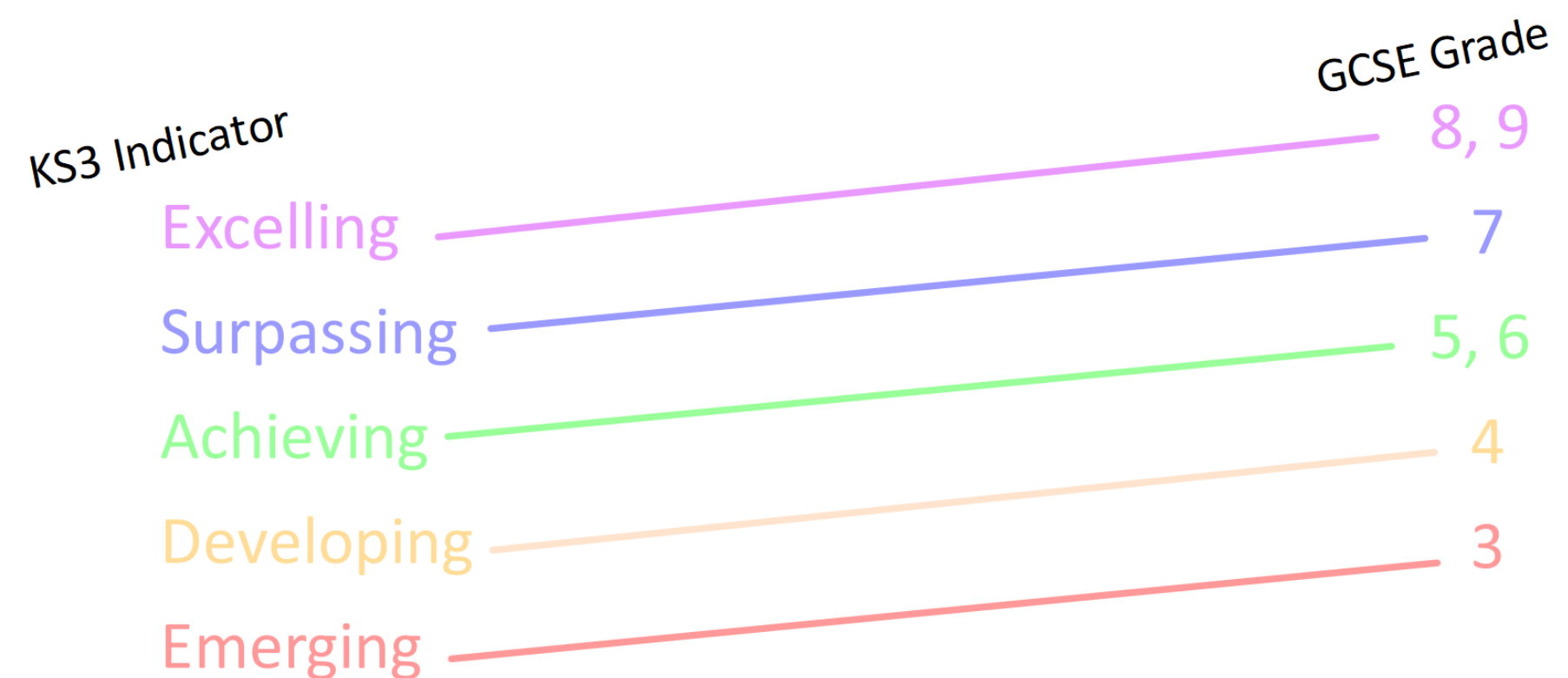
Positive points: 33
 Negative points: -1

Snapshot reports include:

- KS3 Indicator
- Current Grade
- Attitudinal data
 - Quality of Home Learning
 - Behaviour for Learning and Participation
 - Quality of Classwork
 - Quality of Organisation

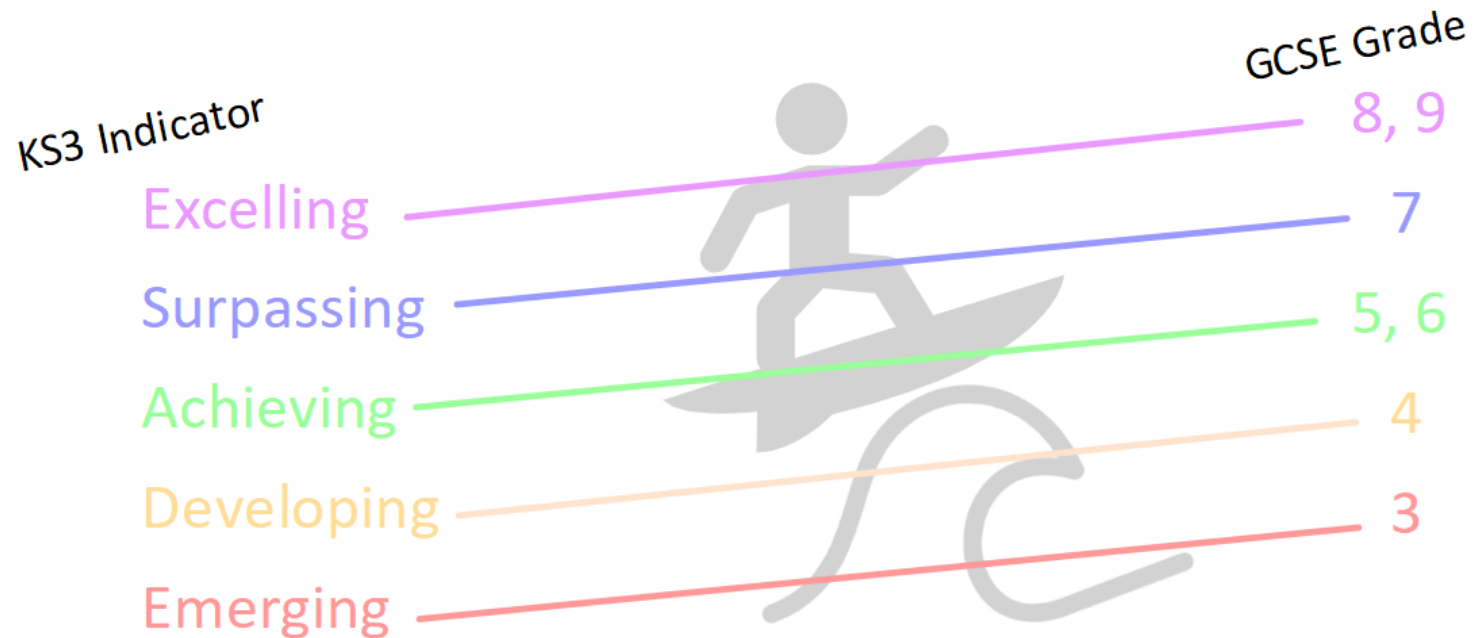
The KS3 Indicator

- Links achievement at KS2 with estimated achievement at KS4
- A means of communicating progress relative to expectations
- Specific to each subject



The KS3 Indicator

- Links achievement at KS2 with estimated achievement at KS4
- A means of communicating progress relative to expectations
- Specific to each subject



It's up to you! You can make more than the expected progress.

The KS3 Indicator

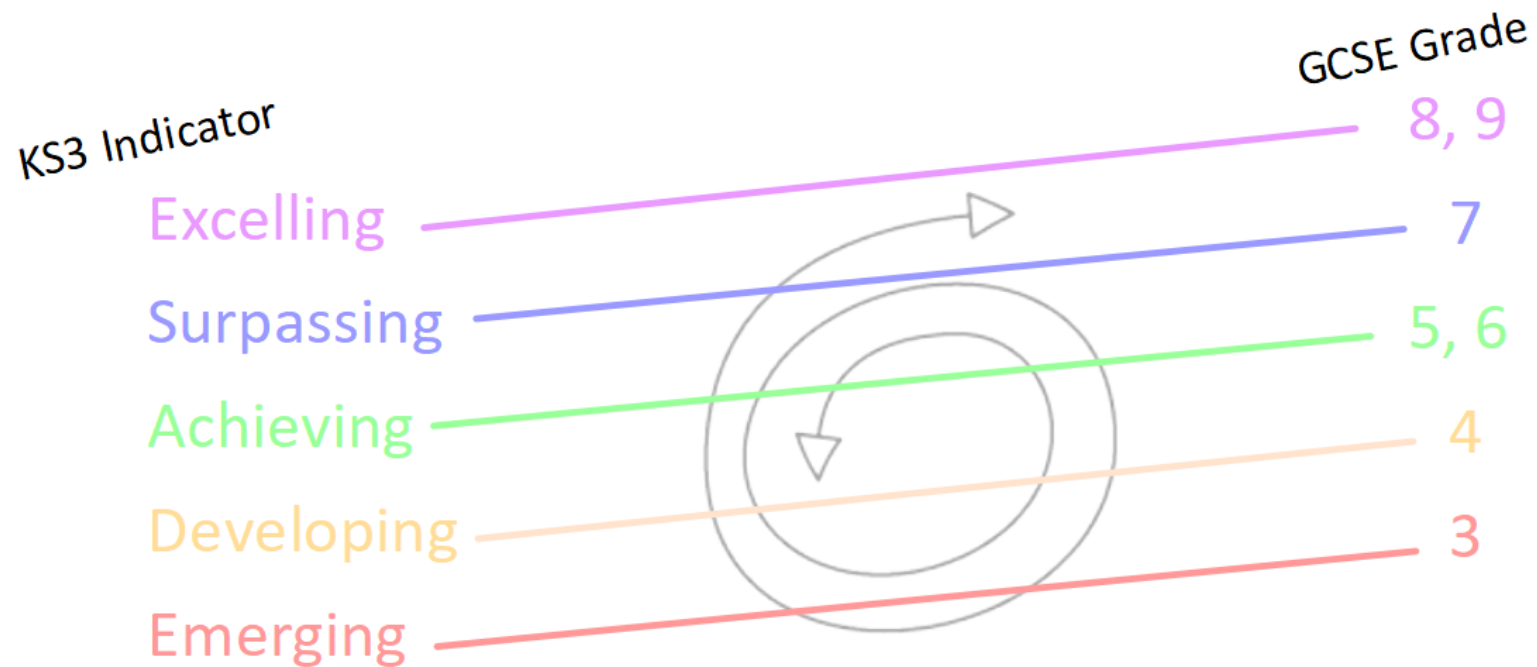
- Links achievement at KS2 with estimated achievement at KS4
- A means of communicating progress relative to expectations
- Specific to each subject



But be careful! There are no guarantees. You can fall short, too.

The KS3 Indicator

- Links achievement at KS2 with estimated achievement at KS4
- A means of communicating progress relative to expectations
- Specific to each subject



Progress isn't always linear!



The Current Grade

- Based on an accumulated weighted average of internal assessments
- Provides a means for comparison relative to the KS3 Indicator
- Constantly updated, not just in time for reports

Subject	KS3 Indicator	Current
Design & Engineering	Developing	Developing
Drama	Developing	Emerging
English	Developing	Achieving

Great work! You're on track. 

Currently falling short here.
Time to pull up your socks! 

Wow! Outstanding progress! 
Keep doing what you're doing!

Go4Schools

1. Parents log in with their e-mail address (the one known to the school). First time users get an e-mail for verification.
2. Students log in with their school e-mail address and password.

What can you see?

- *Timetable*
- *Attendance*
- *Behaviour*
- *Progress (markbook data)*
- *Reports*



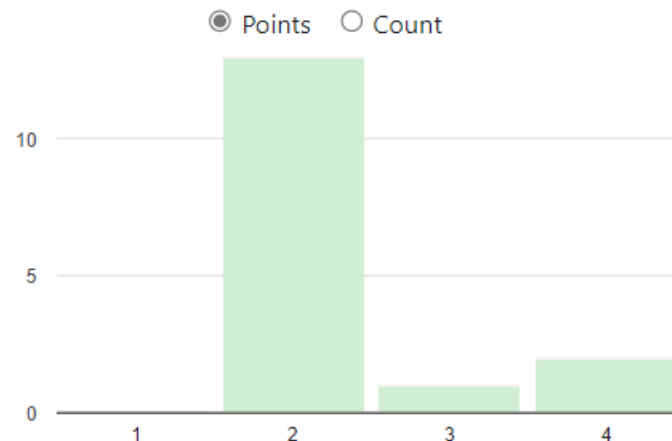
Overview

Timetable

08:30	08:50	Rg, 7LKA/Reg	Mrs L Kahr
08:50	09:50	French, 7D/Fr	Miss C Mayzes
09:50	10:50	Physical Education, 7D/Pe	Mr A Oakman
11:10	12:10	Religious Studies, 7D/Re	Ms A Pelaprat-Mason
12:10	13:10	Geography, 7D/Gg	Ms A Dellar
14:00	15:00	Mathematics, 7D/Ma	Mrs H Olding

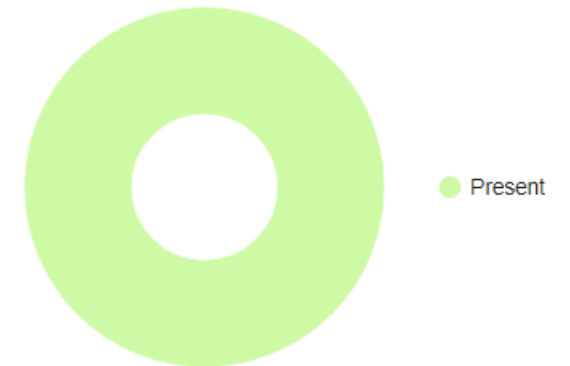
Behaviour

+16 | 0



Attendance

100%



Everyone is a learner and every learner matters

Ready, Respectful, Safe

Our minimum behaviour expectations.

Concerns/events logged.

The Linton Learner

Our aspirational learning attributes.

Rewards to praise going above and beyond.

We are safe

- We behave responsibly on our journey to and from school.
- We move around the school calmly and orderly, walking on the right.
- We interact sensibly, ensuring everyone's safety and wellbeing.

We are ready

- We arrive on time, fully equipped and in correct uniform.
- We focus in lessons and complete activities straight away.
- We are committed to our learning and try our best with all tasks.

We are respectful

- We follow staff instructions without delay or argument.
- We take care of the school environment.
- We communicate politely with each other, listening attentively when somebody else is speaking.



Part 5: Home Learning (Satchel:One)

Students and parents log in at www.satchelone.com.



Students → Log in with e-mail address and password using the Office 365 link.

e.g. 23jdo@lvcstudents.org



Sign in with Office 365

Parents → First time log in requires a Pin or Code. (No pin? Contact reception@lintonvc.org)

Note:

- *Each subject has their own home learning policy, particularly as it relates to frequency, duration and feedback.*
- *All home learning is set on Satchel:One.*
- *Any subject specific questions can be directed to your child's teacher.*

IT Systems for Students

Example: Cameron Fehr
E-mail format:
23cfe@lvcstudents.org

- School computer log-in and Microsoft365
 - *Login: <e-mail address>*
 - *Password: <assigned by the school and hopefully changed>*
- Go4Schools (Reports, academic data, behaviour data)
 - *Single sign on – Look for this button!*
- Satchel:One.com (Home Learning)
 - *Single sign on – Look for this button!*
- SparxMaths.uk (Maths Home Learning)
 - *Single sign on – Look for this button!*



Sign in with Microsoft



Sign in with Office 365

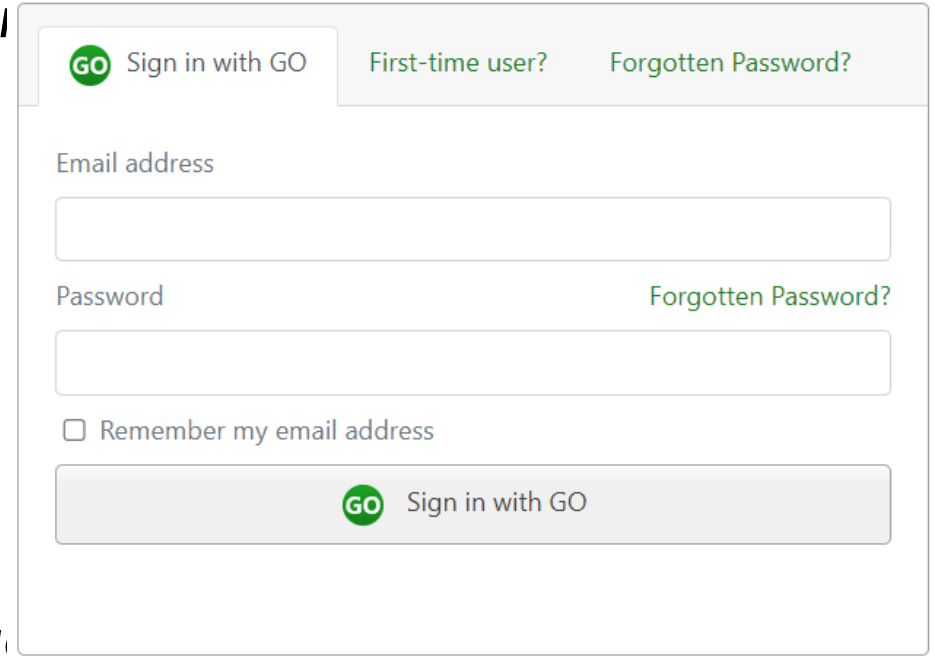
Log in to Sparx using Microsoft



IT Systems for Parents

- Go4Schools (Reports, academic data, behaviour data)

- *Sign on with the e-mail address LVC has on record*
- *If it's your first visit, click on "First-time user".*
- *If you've forgotten your password, click on "Forgotten password".*

A screenshot of the Go4Schools login interface. At the top, there is a navigation bar with a 'GO' logo and the text 'Sign in with GO'. To the right of the logo are two links: 'First-time user?' and 'Forgotten Password?'. Below the navigation bar, there are two input fields: 'Email address' and 'Password'. To the right of the 'Password' field is a link 'Forgotten Password?'. Below the input fields is a checkbox labeled 'Remember my email address'. At the bottom, there is a large button with the 'GO' logo and the text 'Sign in with GO'.

- Satchel:One.com (Home Learning)

- *You will be issued a parent code to create your account*

- SparxMaths.uk (Maths Home Learning)

- *Look out for e-mail reminders from Sparx to update you on your child's home learning.*

Contacting Staff

Staff E-mail format: first initial + last name@lintonvc.org

School Website:

www.lvc.org



Friends of LVC – The PTA

Enriching students learning environment

Go to www.lvc.org → Parents → Friends of LVC



Sponsored Walk

- Friday October 20th (it's a work-from-home day 😊)
- From 9.30am – 12 Midday (weather dependent)
- We need Volunteers for just one hour on the day to marshal road crossings.
- 10am to 11am and/or 11am to 12pm
- Please email friends@lintonlvc.org

