

2023-24



A GUIDE FOR PARENTS AND CARERS

# The Year 9 Curriculum and how to support learning at home.



*“The effect of parental engagement over a student’s school career is the equivalent of adding two to three years to their education.”*

Professor John Hattie, 2008

# CONTENTS

Key Dates and Contact details .....	4
Attendance .....	5
Ways in which parents and carers can help .....	6
‘All Stars’ Recognition.....	7
Your child’s curriculum entitlement.....	8
The power of parent and carer conversations .....	9
Year 9 Curriculum 2023-24 Overview .....	10
Homework .....	12
Using a knowledge organiser .....	13
Becoming an Independent Learner self-assessment sheet .....	14
How is my child’s work assessed? .....	15
Conversation Starter Cards .....	16
How to help your child with maths .....	17
Using Sparx maths .....	18
What can I do to help my child’s literacy? .....	19
Why do we ‘need to read?’ .....	20
Reading – borrowing books from school and online .....	21
Wellbeing .....	22
5 Ways to Wellbeing .....	23
How we develop wellbeing across the curriculum at Saddleworth .....	24
Keeping tabs on my 5 a day sheet .....	25
Getting set up for online learning at home .....	26
Help! IT support .....	29



## Dear Parent or Carer,

Welcome to the Year 9 Guide to the Curriculum and Home Learning. We hope that you find this a useful resource in the year ahead.

The partnership between school and home is a vital one and by working together we can ensure your child continues to build on the progress they made last year.

An exciting key feature of Year 9 is the Key Stage 4 Pathways Process where your child will receive guidance and make decisions about the subjects they will study in Years 10 & 11. Subject areas will provide specific information to students in lessons about the GCSE and Technical Award courses on offer. Students will have a KS4 Pathways interview to discuss their choices and ask questions.

Parents and Carers will receive further detailed information and invitations to events which will help to support the KS4 Pathways process.

The purpose of this guide is to share the overview of the Year 9 curriculum with you and provide information about how you can support your child's learning at home. The school's curriculum policy and curriculum guides will all be posted on the '**Curriculum**' page of the Saddleworth School website.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher or the Curriculum Leader for that subject. If your questions are about a range of subjects, your child's form tutor or Home School Leader will be well placed to help.



*“Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school. It is their support of learning within the home environment that makes the maximum difference to achievement.”*

Sui-Chu and Willms, (1996)

## YEAR 9 KEY DATES 2023-24

<b>13<sup>th</sup> September 2023</b>	Y9 Parents' Information Evening
<b>19<sup>th</sup> October 2023</b>	School closes at 3pm for October half term today.
<b>20<sup>th</sup> October 2023</b>	INSET – Staff training day.
<b>w.b. 13<sup>th</sup> November 2023</b>	Y9 Reports go home this week
<b>21<sup>st</sup> December 2023</b>	School closes at 1:20pm today for the holidays
<b>Monday 8<sup>th</sup> January 2024</b>	INSET – Staff training day.
<b>Tuesday 9<sup>th</sup> January 2024</b>	School opens to students
<b>10<sup>th</sup> January 2024</b>	KS4 Pathways Assembly for Y9 students
<b>w.b. 29<sup>th</sup> January 2024</b>	Y9 Reports go home this week
<b>5<sup>th</sup> Feb- 4<sup>th</sup> March 2024</b>	Y9 students have KS4 Pathway interviews with SLT
<b>13<sup>th</sup> February 2024</b>	Y9 Parents' Consultation and KS4 Pathways Evening
<b>16<sup>th</sup> February 2024</b>	School closes at 3pm for holidays and opens on 26 <sup>th</sup> Feb.
<b>4<sup>th</sup> March 2024</b>	Deadline to hand in KS4 Pathways Form
<b>28<sup>th</sup> March 2024</b>	School closes today for holidays and opens on 14 <sup>th</sup> April.
<b>3<sup>rd</sup> and 7<sup>th</sup> May 2024</b>	Provisional dates for Maths & English assessments in halls
<b>6<sup>th</sup> May 2024</b>	Bank Holiday Monday
<b>23<sup>rd</sup> May 2024</b>	School closes today at 3pm for Y7-10 students only.
<b>24<sup>th</sup> May 2024</b>	School is open to Y11 students for exams (Whit Friday)
<b>w.b.17<sup>th</sup> June 2024</b>	Y9 Reports go home this week.
<b>1<sup>st</sup>-5<sup>th</sup> July 2024</b>	Arts Festival Week
<b>12<sup>th</sup> July 2024</b>	Y7-9 Health & Wellbeing event
<b>w.b. 15<sup>th</sup> July 2024</b>	Year 9 Celebration Assembly
<b>23<sup>rd</sup> July 2024</b>	School ends at 1:20pm today for the Summer.



### KEY CONTACTS



**School Reception: 01457 872072**

<b>Your child's Form Tutor:</b> 9N – Mrs J Healey 9A – Mr D Ratajczyk 9V – Mr N Jackson 9Y – Miss N Cotton 9E – Mr R Sandhu 9T – Mr P Kelly 9G – Mr J McMahan 9O – Mr J Ashton 9L – Miss S Poppleton 9D – M C Taylor	<b>Email:</b> <a href="mailto:j.healey@saddleworthschool.org">j.healey@saddleworthschool.org</a> <a href="mailto:d.ratajczyk@saddleworthschool.org">d.ratajczyk@saddleworthschool.org</a> <a href="mailto:n.jackson@saddleworthschool.org">n.jackson@saddleworthschool.org</a> <a href="mailto:n.cotton@saddleworthschool.org">n.cotton@saddleworthschool.org</a> <a href="mailto:r.sandhu@saddleworthschool.org">r.sandhu@saddleworthschool.org</a> <a href="mailto:p.kelly@saddleworthschool.org">p.kelly@saddleworthschool.org</a> <a href="mailto:j.mcmahan@saddleworthschool.org">j.mcmahan@saddleworthschool.org</a> <a href="mailto:j.ashton@saddleworthschool.org">j.ashton@saddleworthschool.org</a> <a href="mailto:s.poppleton@saddleworthschool.org">s.poppleton@saddleworthschool.org</a> <a href="mailto:c.taylor@saddleworthschool.org">c.taylor@saddleworthschool.org</a>
<b>Year 9 Pastoral Support Assistant:</b>	<b>Mrs R Smith</b> <a href="mailto:r.smith@saddleworthschool.org">r.smith@saddleworthschool.org</a>
<b>Year 9 Home School Leader:</b>	<b>Mr J Horn</b> <a href="mailto:j.horn@saddleworthschool.org">j.horn@saddleworthschool.org</a>
<b>Assistant Headteacher: KS3</b>	<b>Mr M Carey</b> <a href="mailto:m.carey@saddleworthschool.org">m.carey@saddleworthschool.org</a>
<b>Attendance Team:</b>	<b>Mrs D Dorobat and Mrs L Brindle</b> <a href="mailto:d.dorobat@saddleworthschool.org">d.dorobat@saddleworthschool.org</a> <a href="mailto:l.brindle@saddleworthschool.org">l.brindle@saddleworthschool.org</a>

## ATTENDANCE

We understand that there are times when a student has to miss school due to illness. Please keep these occasions as brief and as infrequent as possible. In these circumstances we request that parents select the [absence tab](#) on your **Classcharts app**. This will display a list of absences that you have reported for your child. To report a new absence, please click on the [report new absence](#) button. **Please do this by 8.30am on each day of absence.** If no contact has been made to confirm absence, then the school will follow the 'Unexplained / Unexpected Absences' procedures that are highlighted within the School's Attendance policy.

*Please see the school website for support on using Classcharts.*

Ready to Learn AIM HIGH			
E Excellent	G Good	I Inconsistent	S Serious Concern
<b>100% Attendance</b>	<b>97-99% Attendance</b>	<b>94-96% Attendance</b>	<b>Below 94% Attendance</b>
0 Late Marks to School.  No appointments or holidays during school time.	0-3 Late Marks to School.  No appointments or holidays during school time.	0-6 Late Marks to School.  Some appointments during school time.	T6+ Late Marks to School.  Appointments or holidays during school time.

## PUNCTUALITY

Students who are habitually late to school or to lessons will, over time, miss a significant amount of learning as the table below shows. Please help your child to recognise the importance of being on time for school, lessons and outside of school as well as the consequences of being late for appointments and for the work place.

Minutes Late	Days of Learning Lost
5 Minutes	3.4 Days - (98.4% Attendance)
10 Minutes	6.9 Days - (97.6% Attendance)
15 Minutes	10.3 Days / 2 Weeks - (94.7% Attendance)
20 Minutes	13.8 Days - (92.9% Attendance)
30 Minutes	20.7 Days / 4 weeks -(89.2% Attendance)

It Matters!

## WAYS IN WHICH PARENTS & CARERS CAN HELP

- Is your child getting their 5 Ways to Wellbeing each day?
- How is your child coping? Communication is key
- Is there a quiet place to study at home without distractions?
- How do you make sure mobile technology doesn't distract your child from revision and home learning? Agree some ground rules!
- Is your child getting quality sleep? 8-10 hours per night?
- Does your child read regularly?
- Does your child have all the equipment they need (see below) and a desk/table to work at?
- Is your child meeting deadlines for homework tasks?
- What is your child finding difficult? Can they tell you specific areas in certain subjects that they find tricky?
- Does your child quiz themselves using their knowledge organisers? Do they make their revision active by writing and talking aloud? Ask them to show you.
- Can your child structure and plan time? Help them to make a list and organise their time.
- Talk with your child about their learning using the prompts on page 17.



## EQUIPMENT LIST





## 'ALL STARS' – RECOGNITION








In order to recognise students' efforts and attitudes to learning, we have the 'All Stars' recognition package at Saddleworth School.

Students' credits accumulate and at certain credit amounts they are awarded a Bronze/Silver/Gold Diamond or Platinum Award.

### ★ Bronze Award

KS3			
 Certificate and badge	 Form Tutor Call home	 Bulletin Recognition	 Entered into end of term raffle
Choice of Awards			
 Credit Zone Voucher	 Front of queue Wristband	 Lunchtime Movie	

### ★ Silver Award

KS3			
 Certificate and badge	 HSL Call home	 Bulletin Recognition	 Re-entry into end of term raffle
Choice of Awards			
 Credit Zone Voucher	 Free lunch Wristband	 Pizza Lunch with Form Tutor	

### ★ Gold Award

KS3			
 Certificate and badge	 SLT Call home	 Bulletin Recognition	 Re-entry into end of term raffle
Choice of Awards			
 Credit Zone Voucher	 Trip to Theatre/ Cinema/Museum	 Book of your choice	

### ★ Diamond Award

KS3			
 Certificate and badge	 SLT Call home	 Bulletin Recognition	 Re-entry into end of term raffle
Choice of Awards			
 Credit Zone Voucher	 Trip to Theatre/ Cinema/Museum	 Amazon Voucher	

### ★ Platinum Award

KS3			
 Certificate and badge	 SLT Call home	 Governor Commendation	 Re-entry into end of term raffle
Choice of Awards			
 Students achieving this award will discuss their bespoke award with their Home School Leader			

## YOUR CHILD'S CURRICULUM ENTITLEMENT

Subject	Number of lessons per fortnight	Subject	No.	Subject	No.	Subject	No.
<b>Maths</b>	<b>8</b>	<b>SPACE</b>	<b>1</b>	<b>Music</b>	<b>2</b>	<b>History</b>	<b>3</b>
<b>English</b>	<b>8</b>	<b>PE</b>	<b>3</b>	<b>Art</b>	<b>2</b>	<b>Geography</b>	<b>3</b>
<b>Science</b>	<b>7</b>	<b>MFL(French/German)</b>	<b>4</b>	<b>Drama</b>	<b>2</b>	<b>RE</b>	<b>2</b>
				<b>Design Technology</b>	<b>3</b>	<b>Computing</b>	<b>2</b>

### The Year 9 curriculum entitles students to:

- Access a broad and balanced curriculum.
- Develop their literacy skills supported by the whole school focus on 'language for learning'.
- Develop their numeracy skills and economic awareness.
- Learn a Modern Foreign Language.
- Participate in at least 3 hours of physical education each fortnight.
- Experience the arts as discrete subjects (Music, Art and Drama) and access the extra-curricular opportunities they provide.
- Study a range of subjects within Design Technology, including food and nutrition.
- Explore and develop their sense of self: their values, feelings and understanding of their place in the world as a respectful, responsible, global citizen. Strengthening their spiritual, moral, social and cultural development.
- See the importance of and connections between leading a healthy, active life with managing one's own mental health and wellbeing.
- Receive careers education, information advice and guidance (CEIAG) through specific sessions, and the 'Start Profile' online platform.
- Develop the appropriate IT and employability skills.
- Develop their attitudes to learning and leadership skills in a range of contexts including lessons, form time, extra-curricular participation, homework and the PETALS programme.
- Represent their school in cultural and sporting events and/ or be a volunteer ambassador at whole school and community events.

'The beautiful thing about learning is nobody can take it away from you.'  
*B.B. King*



## THE POWER OF PARENT AND CARER CONVERSATIONS.

### Why is it important to help support your child's home learning?

We know that learning at home can be really challenging. Parents and Carers are not expected to be experts, but they play an incredibly important role in showing children how to organise themselves, manage their time and to keep trying when things get tricky.



### Why are conversations about learning at home so important?

Research shows that the more we all talk about learning the more we think deeply about it and want to find out more - this gives learning a greater chance of sticking in our long-term memory. Before COVID-19, we were working with parents and carers to find more ways of helping you to have conversations about learning at home. It's so important that we continue to work together to nurture your child's learning.

- **Just a five-minute conversation** with a child can help them to remember and better understand what they've learnt.
- Support your child by checking their confidence in an area of learning. You do not need to be an expert in a subject to ask questions about it.
- The best way to learn something is to teach it to someone else – can they teach you?
- Help your child to identify what knowledge and skills they are less sure or confident about. Knowing which topics need more work or revision is crucial. Many young people feel happier spending time on what they already feel confident with but that is not where their improvement and future progress lies – they need to persevere with the topics they find challenging.
- Encourage and motivate your child; recognise their successes and achievements, however small.

### What kind of questions could I ask?

Here are some questions teaching staff may want students to be able to answer with their parents and carers as part of a home learning activity.

*Try using the cards on page 17.*



- *"Which was your favourite lesson today? Sum up your lesson in 3 words. Why did you pick those words?"*
- *"Did you do something new today that you've never done before? Can you explain it to me?"*
- *"What have you been learning about today? What can you teach me?"*
- *"What does \_\_\_\_\_ mean?"*
- *"Why do you think this might be important to know or learn? What's your opinion on this topic?"*
- *"What are you less sure about or find difficult to understand? What do you need to do/ask?"*
- *"Which part are you less confident with? How can we find out more?"*
- *"Which is your best piece of work so far? Why do you think this is?"*
- *"Show me how you are organising your work so that it is kept in the correct sequence or order."*
- *"Show me how you take PRIDE in your work."*
- *"Show me your work from today or this week in [name of subject]. What might your teacher say is a strength with this work? What might they say is an area to improve?"*
- *Have you proof read your work and thought about how to improve it? Have a go at doing this and show me your improvements later."*

## YEAR 9 CURRICULUM OVERVIEW 2023-24

SUBJECT	Autumn Half Term 1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
<b>MATHS Foundation</b>	Number Skills Types of Number	Algebraic Expressions 1 2D Shapes and Angles	Fractions Solving Linear Equations Analysing & Displaying Data	Sequences Percentages and Decimals	Percentages and Decimals Ratio & Proportion	Perimeter/Area Probability 1 Problem Solving
<b>MATHS Higher</b>	Calculations & Types of Number Indices Algebraic Expressions	Algebraic Expressions Angle Facts Fractions Solving Linear Equations and Formulae	Solving Linear Equations and Formulae Averages Statistical Diagrams	Statistical Diagrams Percentages Linear Graphs and Coordinate Geometry	Linear Graphs and Coordinate Geometry Sequences Standard Form	Surds Statistical Diagrams 2 Ratio and Simple Proportion
<b>ENGLISH</b>	Short Stories	Julius Caesar (Extract based)	Equality matters – non-fiction texts paper 2 work	A Taste of Honey	Masters of English (Creative writing looking at writing in style)	Power and conflict poetry cluster x4
<b>SCIENCE</b>	9B: How do plants make everything they need just from photosynthesis? 8H: How do rocks transform from one type to another? 9I: How do we represent speed? How do simple machines work?	9E: How are materials made, what are their properties & how does this affect their use? 9I: How do we represent speed? How do simple machines work?	9A: How is DNA inherited and how does it affect survival? 9F: What happens when metals of different reactivity react? 9J: What are magnetic and electric fields and how are they used?	Skills and GCSE Ready lessons	SB1 Key Concepts in Biology SC1 States of Matter SC2 Separating Substances CP3 Conservation of Energy	
<b>Modern Foreign Languages (MFL)</b>	Daily Routine	New Technology/Media	School	Jobs & Career Ambitions	Free Time	Live, Breathe, Speak German (Getting GCSE Ready)
<b>RE</b>	Was Jesus the Messiah?		Is religion a cause for conflict or peace?		What is the Philosophy of Religion?	

**Continued... YEAR 9 CURRICULUM OVERVIEW 2023-24**

<b>SUBJECT</b>	<b>Autumn Half Term 1</b>	<b>Autumn HT2</b>	<b>Spring HT1</b>	<b>Spring HT2</b>	<b>Summer HT1</b>	<b>Summer HT2</b>
<b>HISTORY</b>	How did Hitler go from let-down to leader?	Did the Nazi regime make life better for everyone?	Who was responsible for the Holocaust?	What were the important events of WWII?	Why were the police unable to catch Jack the Ripper?	
<b>GEOGRAPHY</b>	Global Atmospheric Circulation.	Rapid urbanisation in LIDCs.	Conflicts	Rivers	Coasts	Coral reefs.
<b>COMPUTING</b>	Organisation & Internet Safety - Social Media	Algorithms/Programming	Ethical environmental & legal issues including cyber security		Spreadsheets IDEAS Award	Project Digital Graphics
<b>PE</b>	<p>Football</p> <p>Netball/ handball</p> <p>Rugby/ tag rugby</p> <p>Gymnastics/ trampolining</p> <p>Within each sport specific: -</p> <ul style="list-style-type: none"> <li>• Motor competences</li> <li>• Rules, strategies &amp; tactics</li> <li>• Healthy participation &amp; Leadership</li> </ul>	<p>Badminton / table tennis</p> <p>Basketball, Dance</p> <p>cross country</p> <p>Within each sport specific: -</p> <ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, strategies and tactics</li> <li>• Healthy participation &amp; Leadership</li> </ul>	<p>Cricketer/ Rounders/ softball</p> <p>Athletics</p> <p>Within each sport specific: -</p> <ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, strategies and tactics</li> <li>• Healthy participation &amp; Leadership</li> </ul>	<p>Fitness</p> <p>Hockey</p>		
<b>DESIGN TECHNOLOGY</b>	<p>Sustainable Energy</p> <p>Workshop Health and Safety</p> <p>Basic Electronic Components</p> <p>Control Systems</p>	<p>Product Design – Solar Light</p> <p>Programming</p> <p>Flowcharts</p> <p>Soldering</p> <p>Wood Joints</p>	<p>CAD/CAM</p> <p>Graphics</p> <p>Presentation skills</p> <p>Model making</p> <p>Branding/Corporate identity</p>	<p>Technical Drawing</p> <p>Colour theory</p> <p>Production methods</p> <p>Enhancement techniques</p>	<p>Carbohydrates, function and sources</p> <p>Benefits of low sugar diet</p> <p>Gelatinisation</p> <p>Health and safety</p> <p>Fats, function and sources</p>	<p>Protein, function and sources</p> <p>Vegetarian/vegan diet</p> <p>Micronutrients</p> <p>Food labelling</p> <p>Food waste</p> <p>Food intolerances</p>
<b>MUSIC</b>	EDM	Soundtracks	Gamer	New directions:	SAMBA!	SADDLEWORTH
<b>ART</b>	Electronic Dance Music	Film Music	Music for computer games	Minimalism	LIVE LOUNGE	Performance
<b>DRAMA</b>	How do portraits change across cultures?	How do portraits change across cultures?	How can personal opinion be expressed through Pop Art?	How can personal opinion be expressed through Pop Art?	How can we create new art from old?	
<b>SPACE</b>	Quarantine Rave. Why did a secret rave take place?	I Phone	Playwright (John Godber)/Teachers	Thief in the Factory	The Dome	Crington Knights – Alex Wheatle
	<ul style="list-style-type: none"> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• British Values</li> <li>• Careers/Labour Market</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 Pathways</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Study Skills</li> <li>• Online safety</li> </ul>	<ul style="list-style-type: none"> <li>• Staying safe online</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> </ul>

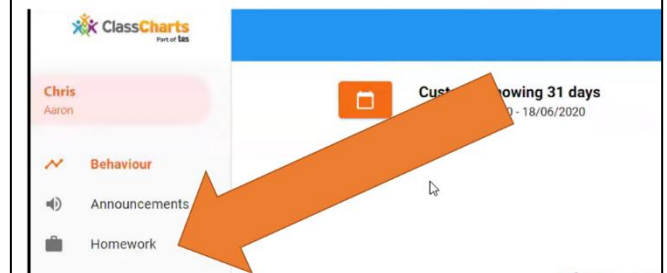
# WHAT ARE THE EXPECTATIONS FOR HOMEWORK

Students are expected to work at home to consolidate the knowledge and skills they have learnt at school. Being able to practise and study at home is important because it not only helps students to develop independence and organisational skills but also helps them to develop effective learning habits for future years.

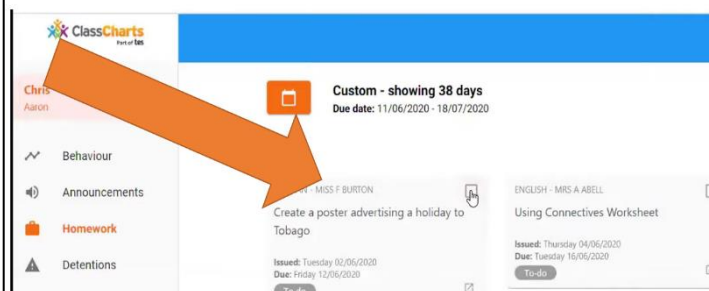
**Teachers will set the details about all homework tasks on Class Charts so that parents can support students to manage their time.**

Not all homework will be completed online; students will be directed to the resources they need and instructed when and how to hand it in.

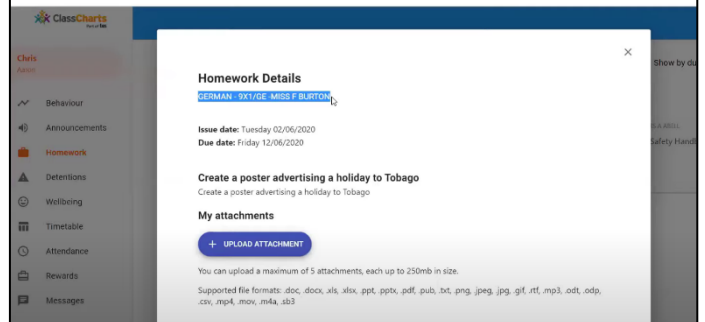
## 1. Click on the 'Homework' tab.



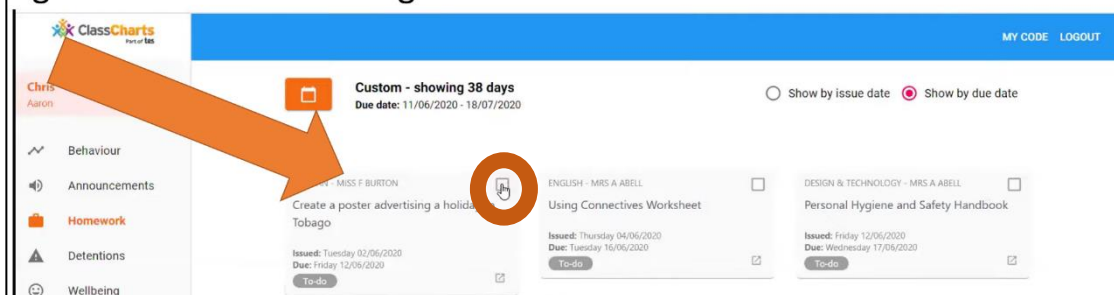
## 2. Click on the homework you want to view



## 3. Read your instructions and download any attachments



## 4. Once you have completed your homework, click the box in the top right corner of the rectangle.



When a student is unsure it is always best to encourage them to have a go at the homework. Please do not hesitate to contact your child's teacher if there are issues - by working together we can support students more effectively.

Parents and carers can play a supporting role by checking Class Charts regularly. Please ensure that your child has the time, equipment and quiet table space at home to study. Ask your child 'show me your learning... what are you most proud of?'

**In KS3, a weekly homework activity will be set in Maths, English and Science and all other subjects will set homework as appropriate but twice per half term as a minimum.**



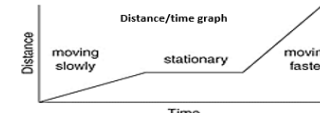
# HOW SHOULD MY CHILD USE THE KNOWLEDGE ORGANISERS?

Each KS3 scheme has a 'knowledge organiser' (a sheet of the most important facts and concepts to learn) for each half term's scheme of learning. Your child should develop their independent learning skills by using the knowledge organisers in different ways to help them to prepare for assessments and learn the key information. Parents and carers can help by asking their child questions about the meanings, spellings and concepts on the knowledge organisers.

Here is an example of the Year 9 Knowledge Organiser for Science...

### Unit 9I Forces and Motion

1. To measure how fast something is travelling, you need to measure the **distance** it travels and the **time** taken.
2. Units for **speed** are **km/h** or **m/s** or **mph**.
3. The **mean (average) speed** is the total distance travelled divided by the total time taken. Actual speeds during a journey can be faster or slower than the mean speed.
4. A car travelling at 50 km/h overtakes one travelling at 30 km/h. The **relative speed** of the faster car compared to the slower car is 20 km/h.
- 5.



Distance/time graph


6. Forces can be used to turn objects around pivots. A **pivot** is also known as a **fulcrum**. Levers can be **force multipliers**, when they increase the force that is put in (the **effort**). They can be **distance multipliers** if they make the load move further than the effort. The amount the force or distance is multiplied depends on the distances between the load and the pivot, and the effort and the pivot.
7. A turning force is called a **moment**. Moments are measured in **newton metres (N m)**.
8. When an object is balanced, the anticlockwise moment is equal to the clockwise moment.
9. A **lever** is an example of a simple machine. Ramps and pulleys are simple machines that act as **force multipliers**.
10. If a machine makes it possible to lift or move a load using a smaller force, the force has to move through a greater distance. The total amount of energy needed is the same.
11. The **work done** by moving a load is the same as the amount energy transferred from one store to another. Work is done when a force moves through a distance.
12. Work is measured in **joules (J)**.

Definitions	
13. accelerate	To change speed.
14. balanced forces	When two forces on an object are the same strength, but in opposite directions.
15. resultant force	The difference between forces in two opposite directions.
16. unbalanced forces	When two forces acting in opposite directions on an object are not the same strength. Unbalanced forces change the motion of objects.
17. speed	How fast something is moving. Often measured in metres per second (m/s), miles per hour (mph) or kilometres per hour (km/h).
18. distance multiplier	A lever or other machine where the load moves further than the effort.
19. effort	The force put on something, especially a lever or other simple machine.
20. force multiplier	A lever or other machine where the load is bigger than the effort.
21. fulcrum	A point about which something turns. Another name for a pivot.
22. in equilibrium	In balance.
23. lever	A simple machine that consists of a long bar and a pivot. It can increase the size of a force or increase the distance the force moves.
24. load	The weight or force on something. For a machine, the load is the weight that is being moved.
25. moment	The turning effect of a force. It is calculated by multiplying the force by the perpendicular distance of the force from the pivot.
26. newton metre (N m)	The unit for the moment of a force.
27. pivot	A point about which something turns. Another name for fulcrum.
28. machine	A device, such as a lever or ramp, that makes it easier to move something by multiplying a force or a distance.
29. ramp	A sloping surface. A ramp is a force multiplier: it needs less force to pull something up a ramp than it does to lift it directly.
30. pulley	A simple machine consisting of a wheel that can turn on an axis with a rope running around it. Using more than one pulley with a rope allows a force to be multiplied.
31. work	The energy transferred from one store to another when a force moves an object. It is calculated using the size of the force and the distance moved by the force. The unit for work is the joule (J).

Equations	
32.	$speed = \frac{distance}{time}$
33.	$moment (Nm) = force (in N) \times perpendicular\ distance\ from\ the\ pivot (m)$
34.	$work = force \times distance\ moved\ in\ the\ direction\ of\ the\ force.$

## Ways to use your knowledge organiser and develop your independent learning skills.


### Retrieval: Revision clock



- Split a piece of paper into 12 sections.
- Each section is one aspect of the topic.
- You have 5 minutes to complete each section.
- Do this from memory and then use your notes to check and correct.


### Foldable revision!

This is a great strategy to test yourself on key words and definitions. Your teachers will have given you knowledge organisers, so you could use foldable revision to test yourself. The key words go on the top, whilst the definition is written underneath. A great way to keep your revision together!



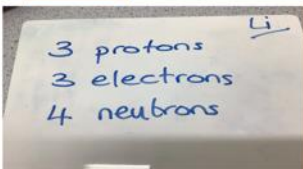
### Voice memos.

- Record your revision verbally, so you can play it back and listen to your revision.
- Ask yourself questions and leave a silence before saying the answer.
- Use a voice memo app on your phone for FREE




### Whiteboards

- LOOK
- COVER
- WRITE
- CHECK
- REPEAT



### Exam-style questions and past papers

Create an exam or test paper OR a set of questions that you would hate to get in an exam or test, in order target your revision! Don't fall into the trap of revising things you already know. The extra marks lie with the topics that you haven't yet mastered.




### Cornell Notes

<b>TITLE:</b>	<b>DATE:</b>	
<b>SUBJECT:</b>	<b>NOTES</b>	
<ul style="list-style-type: none"> <li>1. Copy or Class</li> <li>2. Complete this column</li> <li>3. Complete your notes</li> <li>4. Ask your questions</li> <li>5. Consider your notes</li> <li>6. Ask the questions</li> <li>7. Use resources your learning points for revision</li> </ul>	<ul style="list-style-type: none"> <li>1. Answer these Notes whilst you are in the lesson. You will need to write before you write down. You will not be able to write every word!</li> <li>• Key points,</li> <li>• Bullet points,</li> <li>• Meaningful images, symbols and diagrams.</li> <li>• Dates</li> <li>• Leave spaces between topics and points.</li> <li>• Abbreviate - abx. for speed.</li> <li>• Quotes</li> <li>• Use colour if you've time.</li> </ul>	
<b>SUMMARY</b>		
1. Write a summary of the main points AFTER you have written the Notes. 2. What were the main points of the lesson? 3. What questions do you still have?		


### Leitner System: 'flash' cards.

- Revision cards are for testing not summarising.
- Flash cards have questions on the front and the answer on the back.
- This means you will need to break topics down into lots of small questions.




### Self quizzing.

- Quizzes simply involve answering questions.
- You could use questions that you have completed in class or make your own.
- Include a range of questions - multiple choice, knowledge, understanding.
- Remember to answer the questions from memory first and then check if they are correct/complete using your notes afterwards.







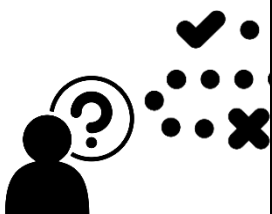





### Concept Maps.



Flexibility of thinking: Connect two words with a line and then write on and annotate the line with an explanation of the connection.

## BECOMING AN INDEPENDENT LEARNER

 <b>Independent Learning Skills and Qualities</b>		<b>Is this me yet?</b> <b>What can I do to help myself to develop this skill or quality?</b>	<b>Rate yourself</b> 
	<p>I am <b>organised</b>.</p> <p>I manage my time by setting short term goals.</p> <p>I have the equipment I need.</p>		
	<p>I take <b>responsibility</b> for my actions.</p>		
	<p>I am <b>positive</b>.</p> <p>I know that I can improve if I keep trying and persevere, especially when I don't understand at all.</p>		
	<p>I understand that <b>working and thinking hard now</b> will help me to achieve in the future. I know that having a long-term goal can help me through difficult times.</p>		
	<p>I am prepared to <b>make and learn from mistakes</b>.</p> <p>I see challenges as problems to solve. I <b>ask the question: Why? How? What if?</b></p>		
	<p>I step out of my comfort zone and <b>push myself</b> to do, see and discover new things.</p> <p>I <b>try out new learning techniques</b>.</p>		
	<p>I <b>reflect</b>.</p> <p>I <b>think about how I learn</b>.</p> <p>I <b>listen to advice and act upon feedback</b>.</p>		
	<p>I <b>praise myself</b> and remember to celebrate my success, big or small.</p> <p>I <b>recognise what I have achieved</b> and how much progress I have made.</p>		



## HOW IS MY CHILD'S WORK ASSESSED IN YEAR 9?

Each subject will have several key assessments throughout the year and an end of year exam. Each key assessment will also assess aspects of learning from previous schemes so that students are revisiting and consolidating their understanding throughout the year. Here is an example of the assessment criteria that will be shared with students before they complete their **first key assessment in Year 9 History**.

Students are taken through what the teacher expects to see in their work in order to achieve the highest mark ('Advanced' band). The criteria for all subjects in Years 7-9 is set out in the same way, reading left to right, from 'Foundation' to 'Advanced', so that students can see what they need to know, do and understand in order to make progress.

A student could meet the 'Secure' criteria for this first assessment but in their next assessment, depending on the skills and knowledge being assessed, their work might meet a different criteria band such as 'Working Towards' or 'Advanced'. In this way, students and teachers will be able to see where each student's strengths are and which areas they need to develop.

Assessment 1 Criteria - Historical Interpretations (1920s USA) MARK: /16	
<p><b>Foundation</b></p> <p>* You write some knowledge about the 1920s and events that happened but you have not applied it to the interpretation.</p> <p>*You have not reached an overall judgement.</p> <p><b>At the upper end of this band you have paraphrased or quoted information from the interpretation but not explained it.</b></p> <p>1-4 marks</p>	<p><b>Working Towards</b></p> <p>*You are able to simply analyse the interpretation by selecting some details from it.</p> <p>*You have used some relevant knowledge of the context to support the overall interpretation.</p> <p>* You have reached an overall judgement but without a clear line of reasoning.</p> <p><b>At the upper end of this band you have been balanced and recognised/identified other interpretations. And made simple use of knowledge to support other interpretations.</b></p> <p>5-8 marks</p>
<p><b>Secure</b></p> <p>* You provided an explained evaluation, agreeing or disagreeing with the interpretation (you have analysed it).</p> <p>*You have used good knowledge of the historical context to support your analysis of the interpretation.</p> <p>*You reached an overall judgement with some reasoning.</p> <p><b>At the upper end of this band you have also used detailed knowledge to challenge the interpretation and offer support for alternative views about this period of history.</b></p> <p>9-12 marks</p>	<p><b>Advanced</b></p> <p>*You included a detailed analysis of the interpretation with precise and detailed knowledge.</p> <p>*You reach a clear judgement where you address the "how far" part of the question and reflects the main body of your answer</p> <p><b>At the very upper end of this band you have also offered an evaluation of another interpretation to challenge it.</b></p> <p>13-16 marks</p>

Reflection on your work:

## STUDENTS' REPORTS

Assessment Bands	Grades reported home
<b>Advanced</b>	<b>7,8,9</b>
<b>Secure</b>	<b>5,6</b>
<b>Working Towards</b> <i>(becoming secure)</i>	<b>3,4</b>
<b>Foundation</b>	<b>1,2</b>

Parents will be sent reports home on a termly basis. If a student has been given a grade 7, 8 or 9 in a subject it means they have been consistently meeting the 'Advanced' criteria in all of their assessments. Where a student has met different criteria bands in their key assessments, the teacher will look at the bands that have been met the most and take into account, the skills and knowledge which are most essential to the subject before awarding a grade. All students are encouraged to strive to meet the 'Advanced' criteria.

## Conversation Starters for Parents and Carers to use with their child when talking about learning.

What have you been learning about today?	What can you teach me about....?	What does _____ mean? <i>(Choose a word from your child's knowledge organiser)</i>
What's your opinion on this topic?	What are you less sure about or find difficult to understand? What do you need to do or ask?	Which part are you less confident with? How can we find out more?
Have you proofread your work and thought about how to improve it? Have a go at doing this and show me your improvements later.	Show me how you are organising your work so that it is kept in the correct sequence or order. Show me how you take PRIDE in your work.	Show me your work from today or this week in <i>[name of subject]</i> . What might your teacher say is a strength with this work? What might they say is an area to improve?
Why do you think this might be important to know or learn?	Which is your best piece of work so far? Why do you think this is?"	How you do you spell .....?

## Questions to ask your child about the book they're reading.

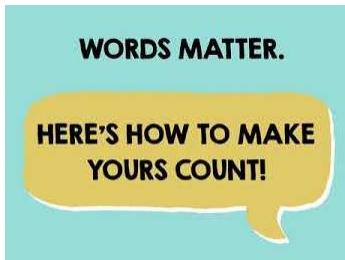
Can you tell me what the book is about as a brief summary?	What has happened so far?	Who are the main characters in the story?
What do you like about this book? or What don't you like?	What genre or type of book is it?	What made you choose that book to read?
Who is the author?	Who is your favourite character? Describe them for me and say why you like them best.	Would you recommend that book to someone else?



## THERE'S NO WAY I CAN HELP MY CHILD WITH MATHS! ...YES, you can!

Students are required to have strong numeracy skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded across the curriculum in many subjects, but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their number skills in a wide range of contexts.

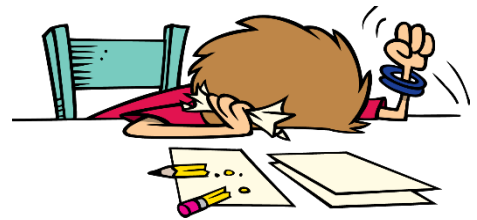
- **Be positive about maths** – research shows that parents pass on their own anxiety about maths to their children, particularly mums to daughters. It's much better to say:



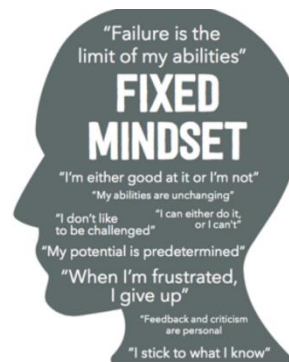
- *'I don't know how to do that – what can you tell me about it?'*
- *'I've seen how much effort and time you've put into working that out, well done. Maths is about practice and solving problems, it takes time. You might not be able to understand it first time.'*
- *'I have to work really hard at maths, but I keep improving with time.'*

- *'What do you think the question is asking you to do? Can you tell me what the signs mean?'*
- *'Where could we get help with this maths question?'*

- **Never say things like "I can't do maths" or "I hate maths" or "I'm rubbish at maths as well, don't worry."** We would never say it was OK to be awful, at reading or to not bother with learning how to write! Your child may start to think that maths isn't important and that there is no point in trying - they will then struggle even more with maths because they have lost confidence in their own ability.



- **Point out the maths in everyday life.** Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- **Always praise your child for their effort, not their ability. It's not helpful to praise them for being 'clever' – because the minute they struggle with something, they then worry that they are no longer clever.** If you praise effort, it shows them that by working hard they can always improve. Research shows that progress comes from working at the things you find difficult and not giving up. We spend more time on the things we like, which is why we keep getting better at them. Just like reading, maths skills are improved by **doing** maths frequently and accepting that learning new concepts will take time.
- **We learn in life and in maths by making mistakes.** Getting things wrong and working out what went wrong, why and where, is an important part of learning.



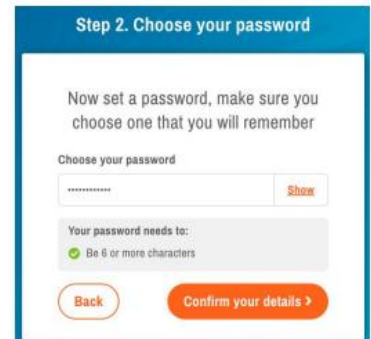
## USING SPARXMATHS.COM

**Sparxmaths.com** is a fantastic online resource which students will use for homework and revision in Maths. Sparxmaths contains instructional videos and automatically marked assessments on every topic students learn from Year 7 up to the most challenging GCSE topics.

### LOGGING ON TO SPARX

Go to **sparx.co.uk**, click 'log-in' in the top right hand corner and select 'student log-in'. Select **Saddleworth** school from the dropdown list. If this is the first time of logging in, select 'new Sparx user', enter your name and date of birth in order to confirm your username.

The first time students log in they will be asked to choose a **password** and should make sure that their chosen password is memorable and at least 6 characters long. Students can request a password re-set. This won't be immediate as it has to be authorised by the class teacher.



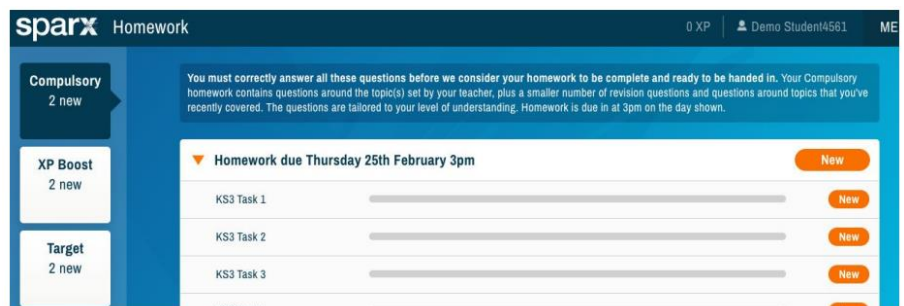
### USING SPARX

Sparx homework is tailored to each student and offers just the right level of challenge, based on the topics that their teacher has set. Homework contains 3 elements: **Compulsory, XP Boost and Target**.

All questions in the '**Compulsory**' section must be answered correctly for the homework to be marked as complete.

Each task bar will show as green when fully complete. For homework to be complete, all task bars need to be green.

'**XP Boost**' questions are at a similar level to 'Compulsory', and offer extra practice. '**Target**' questions have been designed to provide extra challenge to students.



### MISTAKES ARE PART OF LEARNING AND HELP SPARX TO DIAGNOSE STUDENTS' LEVELS

Even if a student thinks they will answer incorrectly, they should make the first attempt on a question without help. This will allow their teacher to see what they are working on, and also helps Sparx and School correctly determine their level.

**If a student receives too much assistance with their homework, Sparx may think they're able to tackle more difficult questions and their work will get harder. To prevent this, parents should encourage students to attempt the question first and watch the support video before getting help from others.**

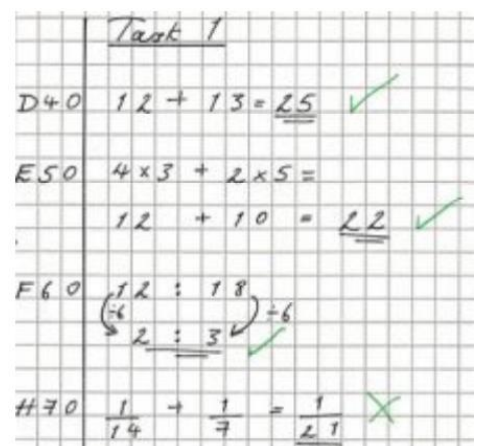
Watching the video together is a great way to support and encourage students. If a student gets a question wrong three times, Sparx will suggest they seek help and the teacher is notified.

### BOOKWORK CHECKS

In Sparx, every question is accompanied by a 'bookwork code'. Students need to write the bookwork code down, and then write their workings and answer next to the code like in the example here:

When students are asked for the answer they gave for a particular bookwork code, they need to give the exact answer they wrote down, even if it was wrong. If a student fails a bookwork check in Sparx, they will need to re-do the question, even if they originally gave the correct answer. This is to encourage them to record their workings.

The more bookwork checks a student gets correct, the fewer they'll see.





## WHAT CAN I DO TO HELP MY CHILD'S LITERACY?

At Saddleworth School, we have a whole school focus on supporting students to develop their literacy skills. We call it '**Language for Learning**' because children need literacy to engage with the written word in everyday life. Being able to read and write means being able to; express our own emotions and opinions; communicate effectively, keep up to date with current news and understand the issues that affect our world.

- Refer to the school's language for learning initiative as seen here.

Students will be asked to **speak** in full sentences in class and to extend their answers wherever they can to practise using an increasingly sophisticated vocabulary and to explore their own thoughts and opinions.

Language for Learning		
	<b>Speaking</b>	We say it in a sentence.
	<b>Listening</b>	We listen with respect.
	<b>Reading</b>	We need to read.
	<b>Writing</b>	We plan, practise and proofread for SPaG.

**Listening** to others is key to all effective communication. Without the ability to listen effectively, messages can be easily misunderstood resulting in frustration.

Good listening skills benefit our personal lives because we can develop better relationships. Active listeners, who really take notice of what is being said, and how it is being said, are more likely to have a greater number of friends and social networks, improved self-esteem and confidence, higher grades in academic work and even better health and general well-being. Studies have shown that, whereas speaking raises blood pressure, attentive listening can bring it down!

- **Make time to have a conversation with your child** – discuss a story from the news or what's happened during the day. Encourage your child to be able to talk about how they're feeling and why – if we can recognise our emotions, we are more able to manage them.
- **Model speaking in full sentences.**
- **Model how to listen with concentration and sensitivity to what they are saying.**



### How can my child improve their writing?

...**by reading!** We pick up ideas and see different methods of communicating when we read. We learn new words to use in our own writing when we read.

...**by talking!** If we can say it, we are more likely to be able to write it – which is why we promote speaking in full sentences.

...**by practising!** Writing fluency comes from practising.

Young people may spend a great deal of their time writing using technology but being able to handwrite is an essential skill in school. Writing is the way in which most students demonstrate their understanding. Writing equips us with communication and thinking skills – being able to write means that we can record our ideas and memories.

### What if I need to refresh my own literacy or need some more information about literacy?

Please contact [c.evans@saddleworthschool.org](mailto:c.evans@saddleworthschool.org) for a copy of Saddleworth School's 'Literacy Guide'.

## MY CHILDREN WANT TO KNOW WHY I KEEP ASKING THEM TO READ!

Children often ask why they need to read – here are some useful, factual and honest responses!

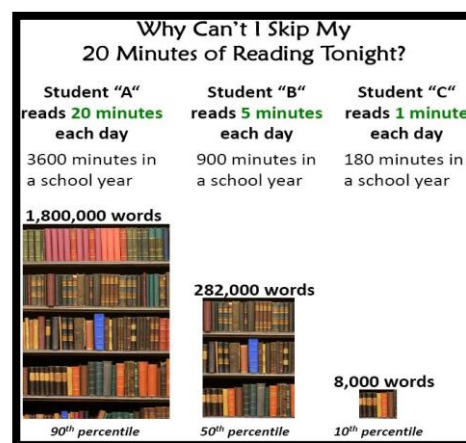
- When reading, we learn new words which widens our vocabulary and makes communicating with other people easier.
- Reading improves your memory because as you read, you have to stretch your memory muscles to remember the characters, storyline, details and facts.
- Reading will boost your creativity by giving you more ideas and helping you to problem solve.
- When you read, you exercise your brain, you think more – reading increases your knowledge and so studying becomes easier.
- Reading improves your writing skills – because you often use words, structures and even ideas that you have read about in your own writing.

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



## How else can I support the development of my child's literacy?

- Talk to your child about their learning.
- Check that your child is practising writing – from shopping lists to stories.
- Encourage your child to read for at least 20 minutes every night.
- Quiz your child on the meanings and spellings of key words in each subject.
- Quiz your child using the knowledge organisers form each subject.
- Check that your child is proofreading their own work for grammar and spelling errors before considering it complete.
- Encourage your child to speak in Standard English whenever appropriate.
- Promote a love of reading at home by suggesting books from the reading lists on these sites: <https://schoolreadinglist.co.uk> or [www.booktrust.org.uk](http://www.booktrust.org.uk) or [www.lovereadingschools.co.uk](http://www.lovereadingschools.co.uk)



## Where else can I find useful advice?

- You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

### RESEARCH FINDINGS: Reading means achieving

Recent research into the reading skills of 15 year olds across the world, found that children who are more interested in reading do better at school than those who don't read for pleasure. The study also found that parents and carers who talk to their children about books, TV programmes and films help to keep their children interested in reading. Having books, newspapers and magazines around at home also made a difference to how interested children were in reading.



## HOW CAN I SUPPORT MY CHILD TO READ MORE?

- Let your child choose what to read.
- Encourage your child to read magazines, comics, newspapers and the internet as well as books.
- Talk to your child about books or magazines you haven't enjoyed, as well as things you love.
- Buy books as presents.
- Remember that your child is reading when they are looking at bus timetables, menus, instructions, TV guides and the internet.
- Help your child to find books they will enjoy by joining the public library, if you are not already members.
- Read together.
- Talk to your child about the types of reading they are doing at secondary school; get them to explain to you what they already know about types of non-fiction (factual writing), and try to match them to the subjects your child does at school.

**"If you don't like to read, you haven't found the right book."  
J.K. Rowling.**

### The School Library

**The Library is located on Shawmere floor 2 and the School's Librarian is Mr Carter who is always at hand to recommend and help students with their reading.**

**Email: [r.carter@saddleworthschool.org](mailto:r.carter@saddleworthschool.org)**

The Library is open every day from 8am until 4pm and is open to ALL students from all year groups at break and lunch times. As well as housing more than 5,000 books, the Library has a suite of computers and a printer so that students can undertake their own research, complete homework and prepare for exams.

We have extended our school library to enable students to borrow e-books and audio books free of charge from a wide range of thousands of different books. To set up their e-account, students will need to drop into the Library.

### Where else can I get books from?

**Visit Oldham library webpage here and get access to online magazines, newspapers, e-books and audio books for free! [www.oldham.gov.uk/libraries](http://www.oldham.gov.uk/libraries)**

**Become a member of Oldham, public libraries.** Membership of the library service is free to all residents in Oldham. You do not need to provide any identification in order to join. There is no minimum age for joining, but those under the age of 13 years require the presence of a parent or carer to complete registration. If you are not sure that you have an existing account then call 0161 770 8000.

### Reading age tests

We use the NGRT tests to assess students' reading ages. Any student whose reading age is significantly below their chronological age is supported through a variety of reading interventions depending on their need.

## HOW DOES THE SCHOOL SUPPORT MENTAL HEALTH AND WELLBEING?

#respect

#kindness

Keeping our physical and mental health in check is important. Good mental health allows children and young people to develop the resilience to manage whatever life throws at them and develop into well-rounded, healthy adults.

There is clear evidence that emotional wellbeing is a key indicator of academic achievement, and subsequently improved outcomes in later life. The Department for Education has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school.

At Saddleworth School, we challenge any negative perceptions about mental health and actively discuss and promote strategies, events and organisations which support young people to understand that we all have times in our life when we need support and we need to be able to recognise the signs of poor mental health and have some helpful strategies.

Further evidence points to how a student's ability to manage their own emotions can either support or hamper their learning, commitment and ultimate school success.



- We have SPACE (Saddleworth School's Personal, Academic, Cultural Awareness and Enrichment) lessons which includes Relationships & Sex Education and provides opportunities for students to discuss and explore issues pertinent to them. We ask students for feedback and use surveys to improve provision.
- We strive to help students develop self-confidence by discussing 'growth mindset' and using a positive, optimistic language with students.
- We promote the '5 Ways to Wellbeing' and explicitly discuss strategies for coping with exams, stressful situations and frustration with learning.
- We have comprehensive pastoral support and work closely with external agencies to support young people with interventions to meet their identified needs.

## HOW CAN I SUPPORT MY CHILD'S WELLBEING?

1. **Encourage them to get their 5 Ways to Wellbeing** each day.
2. **Talk to them about mental health and the importance of good sleep**, 8-10 hours per night. Using phones, tablets and laptops can impact on our sleep - keep screens out of bedrooms!
3. **Model good habits** - If you are taking care of your own mental health, it's easier for them to see what good habits look like.
4. **Consider your own and their use of phones and social media**. More than 2 hours per day on social media is excessive. We're also more likely to listen to one another if we're not distracted by technology.
5. **Notice any changes in your child's behaviour**. Knowing what is normal for your child makes it easier to notice when things change, and if this might be a sign that they're struggling.

# The 5 Ways to Wellbeing



## Connect

Connect with people around you. Spend time with your friends and family. Make new friends. Use different ways to communicate.



## Be Active

Go for a walk or a run. Cycle, dance or play a game. Walk to school instead of getting the bus. Go to the park. Try a new activity.



## Take Notice

Take time to be still, reflect, and become aware of your surroundings. Notice what you are thinking and be aware of what's going on in the world around you: the everyday and the unusual. Be curious. Savour your favourite food and try new foods.



## Keep Learning

Set yourself a goal. Learn something new. Research something you're interested in. Learn a new word or a random fact. Remember that making mistakes is an important part of learning...so you know how to improve.



## Give

Do something nice for a friend. Thank someone. Smile. Volunteer your time. Raise money for charity. Be a good role model. Being kind to others will see others being kind to you.

## ORGANISATIONS WHICH PROVIDE ADVICE AND SUPPORT



For information on internet safety and a parent and carers guide to online monitoring of your children's internet use, go to:  
[www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)



For information and support on mental health and wellbeing.

**YOUNGMINDS** <https://youngminds.org.uk>

**kooth** <https://www.kooth.com>

**Anna Freud** <https://www.annafreud.org/on-my-mind>  
National Centre for  
Children and Families






**NHS** <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing>

# How we develop wellbeing through the curriculum at Saddleworth.

<p><b>We are a community.</b></p> <ul style="list-style-type: none"> <li>• We are polite and considerate to each other.</li> <li>• We look after our environment.</li> </ul>	<p><b>We are responsible.</b></p> <ul style="list-style-type: none"> <li>• We learn how to look after our physical and mental health.</li> <li>• We make informed decisions.</li> <li>• We reflect on what's happened and why.</li> </ul>	<p><b>We are resilient and optimistic.</b></p> <ul style="list-style-type: none"> <li>• We aim high and are determined to achieve our goals.</li> <li>• We understand that it's part of life and learning to make mistakes.</li> <li>• We keep trying.</li> </ul>	<p><b>We celebrate our differences.</b></p> <ul style="list-style-type: none"> <li>• We challenge prejudice.</li> <li>• We develop our understanding of the world and our role as a global citizen.</li> <li>• We help and care for those in need.</li> </ul>	<p><b>We participate with enthusiasm.</b></p> <ul style="list-style-type: none"> <li>• We make the most of every opportunity.</li> <li>• We have a positive attitude.</li> <li>• We step outside of our comfort zones.</li> </ul>
<p>How do my behaviours affect others?            What is it to be a friend?            What are the ingredients of a good relationship?            What is kindness?            How does the kindness of others make us feel?            What does being kind to others do for me?            What is it to be unkind?            What do I care about? Are these things just important to me?            What do I value?            What is integrity?            What is a 'community'?            How important is it to feel that you belong?            What can you do to make you feel proud of our community?            How can our community change for the better?            What could be your legacy for our community?</p>	<p>What are the 5 ways to wellbeing?            How does exercise help my wellbeing?            What do I know about the teenage brain?            How do I deal with my emotions?            Can I control anger?            What makes me tick? What makes me upset? How do I lift my own spirits? What makes me over-react?            What is 'appropriate behaviour'? Can I explain calmly to others how I am feeling?            Why is communication important?            What is 'active listening'?            How do I develop critical thinking skills?            Why is it important to reflect?            How do I manage change?            What does 'controlling the controllables' mean?            How can I lead a happy and fulfilling life?</p>	<p>What am I good at?            What could I be really brilliant at?            What is a growth mind-set? Why does effort trump talent?            What's the power of 'yet'?            Who would be an excellent role model? Who/What inspires me?            What do I want for myself in the future? What will I need to do to get there?            Why do we need to read?            What does it mean to be 'digitally literate'?            What is 'glass half empty'?            What is optimism?            How can I become an independent learner? What does an excellent learner do?            What is meta-cognition?            How do I respond to criticism and feedback? How can I develop resilience?            What does it feel like outside my comfort zone? How can I develop my self-confidence?            Why are problem-solving skills important?</p>	<p>What is it to be an upstander?            What's a bystander?            What is oppression?            What is prejudice?            How empathetic am I?            What is an effective way of challenging someone's views?            How can I find out more about the world? Do I believe everything I read or hear?            What happened in the news today? What can I do to be more involved in the issues that are important to me?            What is suffering?            Who helps those in need?            Can one person change things?            Why volunteer?            Why are charities needed?            What change would I like to see in the world?            What is the 'rule of law'?            How do we show 'mutual respect'?            What is 'democracy'?            What is 'individual liberty'?            Who protects human rights?</p>	<p>What am I enthusiastic about? How intrepid am I?            Why should I step outside my comfort zone?            What opportunities are available to me?            Who can I ask for help?            Who could I support?            Who might participate with me?            How can I make sure I get involved and make the most of each day?            What is a 'team player'?            What might stop me from participating?            Why does a positive attitude make such a difference?            What is humour?            What is sarcasm?            It was just a joke. Is there a funny side for everyone?            Which type of humour helps and which hurts?            What makes me laugh?            What power is there in laughter?</p>

# Keeping tabs on my 5 a day!

Write down how you've kept yourself mentally and physically healthy today in the columns below...

				
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Ask a friend about their weekend and pay attention and listen when they tell you.</li> <li>• Make contact with someone you used to hang out with.</li> <li>• Ask your parents or carer about their childhood.</li> <li>• Write a letter or send a postcard to someone.</li> <li>• Smile at a person on the street and say hello.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Play your favourite song and dance to it.</li> <li>• Walk to school.</li> <li>• Go to your local park.</li> <li>• Stretch and move your limbs in the morning, midday and evening. Work it out!</li> <li>• Walk the dog.</li> <li>• Do some gardening.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Take notice of what you are thinking. Not to judge or be hard on yourself, but just to be more aware of yourself.</li> <li>• Really savour every mouthful of your lunch, noticing the texture, flavour, how the food feels, tastes.</li> <li>• Consider your strengths – do you make the most of them?</li> <li>• Watch animals and birds outside.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Learn a new word.</li> <li>• Create a quiz to do with your family.</li> <li>• Learn a new language.</li> <li>• Learn a new dance routine or the words to a new song.</li> <li>• Learn more about your family history.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Smile and be willing to give your time to a conversation.</li> <li>• Check up on a friend.</li> <li>• Say thank you to someone who has helped you – send a text, or message or write them a letter to show how much it meant to you.</li> </ul>



## HOW DO WE GET SETUP FOR ONLINE LEARNING FROM HOME?

This document shows students and parents how to access the key areas in Office 365.

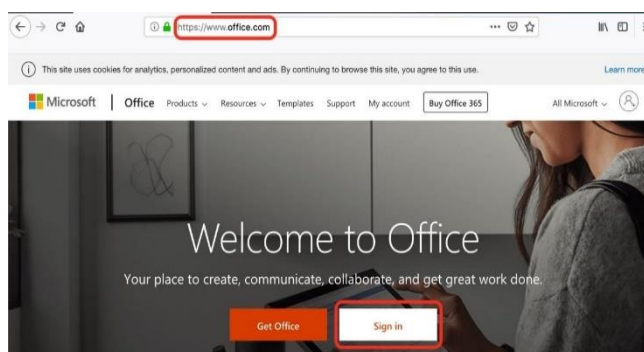
**Office 365 Login:** Students should open a web browser and go to the website [www.office.com](https://www.office.com) then click **Sign In**.

Their sign-in email address is of the format [surnameforename@saddleworthschool.org](mailto:surnameforename@saddleworthschool.org):



**Sign in**

[bloggsjoe@saddleworthschool.org](mailto:bloggsjoe@saddleworthschool.org)

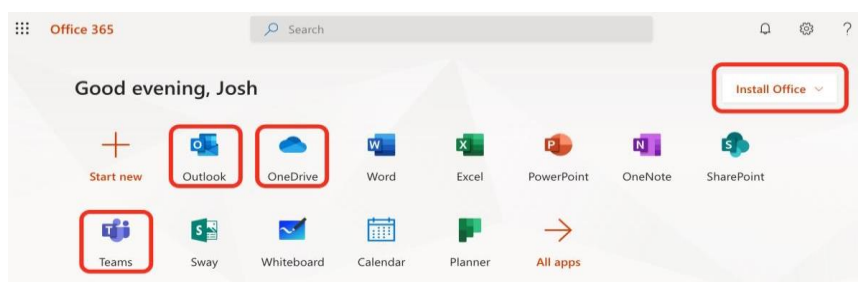


For double-barrel names **use a hyphen** e.g. [bloggs-bloggsjoe@saddleworthschool.org](mailto:bloggs-bloggsjoe@saddleworthschool.org).

The **password** is the same password that students use to log onto a computer at school.

### Office 365 Apps:

Once the email and password are entered students will arrive at the Office 365 home page.



There are 4 key areas we will focus on:

- 1. Install Office:** Our education license means that students can install the full Microsoft Office suite of software on any family devices. If you are on a traditional computer you can download and install them via the 'Install Office' link. If you are using a phone or a tablet you can download the Word, PowerPoint etc apps from the App Store. When the applications are installed they will ask you to sign in to register them. Use the email address and password from the previous step. The whole family can benefit from these applications.
- 2. Outlook:** This contains the student email and calendar.
- 3. OneDrive:** This is an online folder where students can store their electronic work, this can be accessed from any device in or out of school.
- 4. Teams:** This is our class-based communication tool and learning platform.

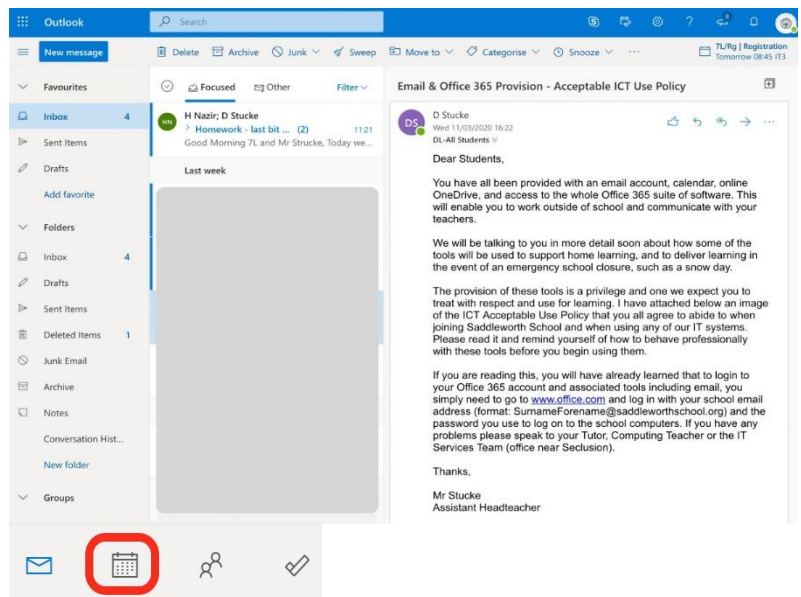


## I'm not sure how to use Outlook. Is it easy to use?

Clicking the Outlook icon from [www.office.com](http://www.office.com) will bring students to their email:

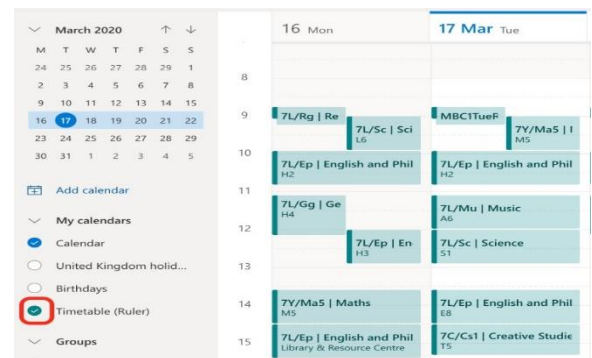
Students can read emails and reply to emails (but only to addresses within school).

At the bottom left of the screen, students can switch to their calendar by clicking the small calendar icon:



Students should turn on the 'Timetable (Ruler)' calendar by checking the box next to it – this will add their timetable to their calendar. During a normal school day, this will allow students to see their lessons for the day ahead.

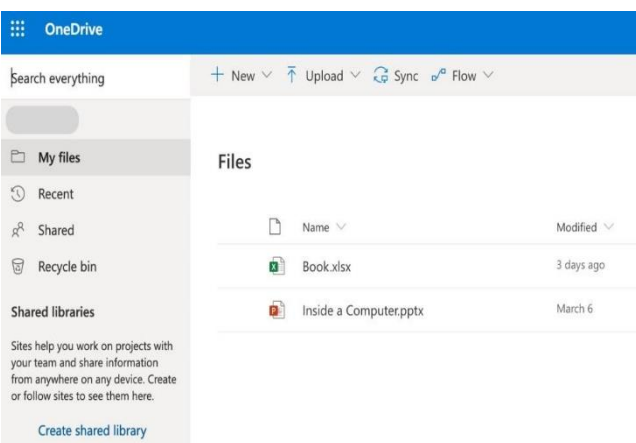
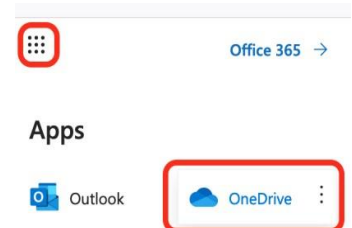
Students may choose to download and install the Outlook app to a phone or tablet. This gives them easy access to their email and school calendar at all times.



## How does OneDrive work?

Tapping the 9 square 'waffle' menu in the top left of any Office 365 website brings up the application switcher. OneDrive can be accessed from this menu.

This is an online folder where students can store their electronic work, this can be accessed from any device in or out of school. Students have been encouraged in school lessons to copy their school network documents into OneDrive as this means they have easy access to them from home.



If students complete work at home and save it into their OneDrive they can easily access it again at school. Uploading files is as simple as dragging and dropping from a computer folder if working on a computer.

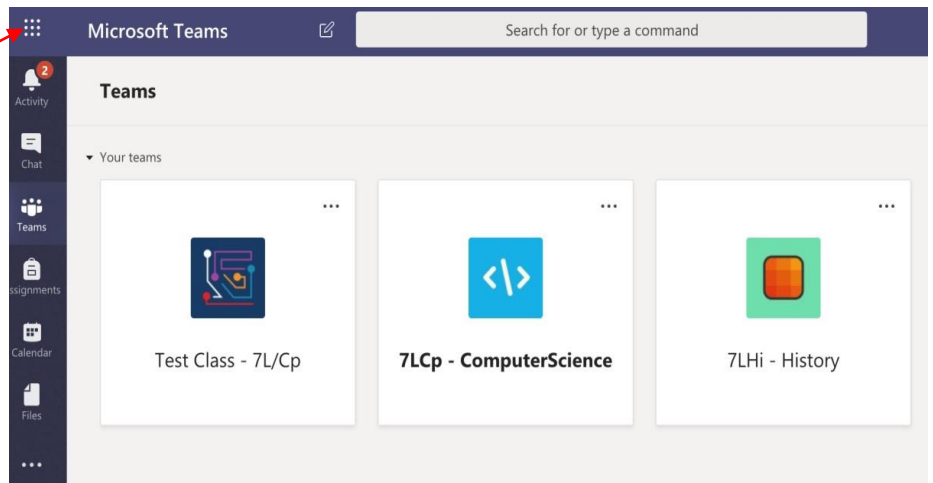
Again, a OneDrive app is available for tablets and phones that gives access to files on those devices.

## How does 'Teams' work?

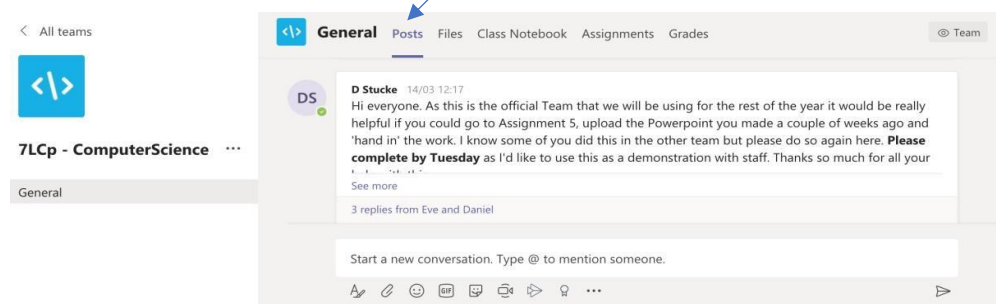
Teams can also be accessed by the 'waffle' menu. Some subjects use Teams.

Students should find a Team for each class that they have in school.

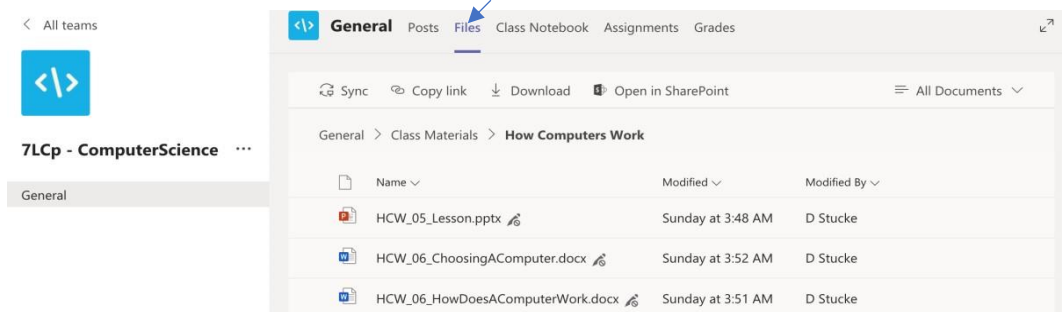
Clicking on a class icon will open up the Team for that class.



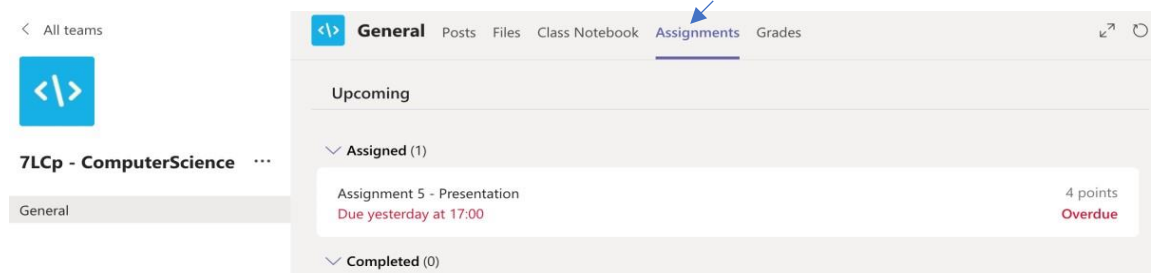
The 'Posts' section will have messages from the teacher and other students:



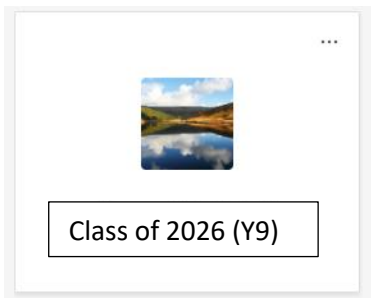
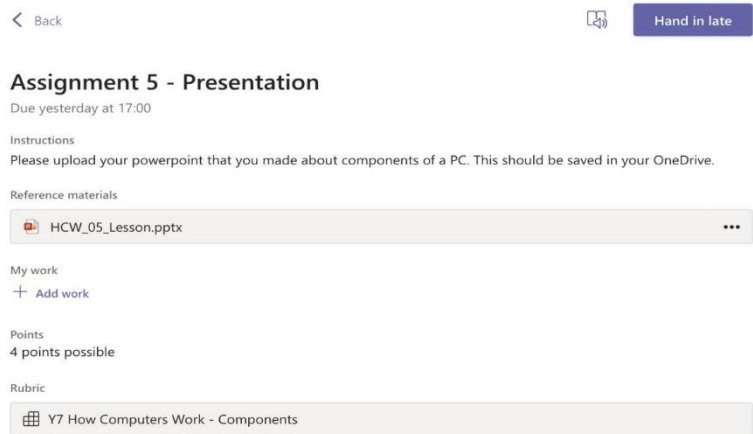
The 'Files' section stores any files that have been shared with the group by the teacher:



The 'Assignments' section is where specific learning tasks may have been shared. This would be used if students have a deadline to work to, or work to return:



To complete assignments in Teams, students should read the instructions carefully. Either complete the attached files or use the 'attach' button to upload other work. Once the student's work is completed and ready to send to their teacher, they have to press the 'Hand In' button.



As well as a 'Team' for each class, students will find they are a member of a Year Team called 'Class of '.

**What if we're struggling to understand how to use MS Teams?  
What if we haven't got a laptop?  
We're having technical issues!**



The IT team at Saddleworth School will try to support you wherever possible. We do have a few laptops available for students to loan.

Please phone the School Reception on 01457 872072 to ask to speak to **Mr Gary Hudson or Miss Evans** or email them on [g.hudson@saddleworthschool.org](mailto:g.hudson@saddleworthschool.org) or [c.evans@saddleworthschool.org](mailto:c.evans@saddleworthschool.org)



Class Charts is a great online tool for parents and students. At Saddleworth, we use Class Clarts for attendance, behaviour, homework, recognition and communication. Parents and students require a log on. **Please refer to the separate Class Charts booklet for more details or contact your child's Home School Leader or the General Admin Office.**