



Welcome, Year 7 2020-2021

Who's Who?!

Class Teachers in Year 7

7V	Lauren Adams
7W	Nathalie Baron
7X	Lyn Bown
7Y	Fiona Utley
7Z	Mike Yeates

Senior Leadership Team

Executive Headteacher	Dawn Wilks
Head of School	Jade Palmer
Directors of Curriculum	Dani Goulding and Aimee Lancaster
Director of Inclusion	Rachel Milton
Assistant Headteacher of KS2	Donna Swann
Assistant Headteacher of KS3	John Dover
Senior Leaders	Rebecca Murphy and Donna Whittaker

Who's Who?!

Subject Teachers	
Maths	Mr G Hart, Miss K Bone, Mr J Talbot
English	Mr M Yeates, Mrs M Hall
Science	Mr B Davies, Mr B Littleboy
History	Mrs F Utley
Geography/ PSHE	Mrs A Barter
Religious Philosophy	Miss K Mackin
French	Madame Baron
Performing Arts	Mrs D Curtis
Art/ Resistant Materials	Mrs A Matthews
Textiles	Mrs L Bown
Food Technology	Ms L Harrison
Computer Science	Mr G Hart, Mr J Dover

Communication

Effective communication is a crucial factor in ensuring all our learners achieve their best and are safe and happy at Broadstone Middle School. We are constantly striving to ensure we keep you updated and fully informed regarding your child's learning.

- School Website- calendar of events, curriculum overviews, Learning Pathways
- Letters, texts and emails
- Snapshot of the week
- Official Facebook Page

Social Media

- Official school Facebook page and twitter account
- Positive platform
- Always come to us first
- Sharing accurate information
- Educating pupils how to use effectively



Contacting Your Child's Class Teacher

The Class Teacher is always the first point of call.

Phone to school office to leave a message for them.

Send an email into the school office.

Email the class teacher directly.

Class Teacher >> Head of Year >> Assistant Head (KS2 – Donna Swann KS3 – John Dover) >>
Head of School >> Executive Head



Behaviour at BMS!



Expected behaviours are modelled and unwanted behaviours addressed at ALL times with ALL pupils.

Prep For Learning!

➤ Opportunity to collect 25 House Points

House points are gained for things such as asking interesting questions, great learning, being polite or working well in a team!

➤ Privilege passes to be gained!

If a child gains a privilege pass they can choose to have a DVD treat at social time or a non uniform day

➤ 5 Prep Marks = after school detention

Prep marks are gained for things such as no homework, untucked shirts, incorrect uniform, incorrect equipment for learning

➤ Out of Class Pass

The card is marked on the back with the time they leave the class and why they are leaving e.g. toilet 11.45am

➤ Lost Card

If they loose a card they will be given a new one but 2 'Lost card' marks will be added to the prep side of the new card. A second lost card will result in an after school detention.

The image shows an orange privilege card. On the left side, there is a grid of 25 stars arranged in 5 rows and 5 columns. Above the grid, it says 'Total Carried Forward' and 'Signature.....'. On the right side, there is a table with 5 rows and 3 columns. The first column is labeled 'Date', the second column is labeled 'CARD: Equipment / Uniform / Homework / Gum Shield / Punctuality / Eating in Corridor', and the third column is labeled 'Signed'. The rows are numbered 1 to 5.

TERM: 1	CARD:	Signed
Date	Equipment / Uniform / Homework / Gum Shield / Punctuality / Eating in Corridor	
1		
2		
3		
4		
5		

Zero Tolerance to Bullying

- We need to know! If we haven't witnessed it in school and we rely on being informed.
- Repeated incidents – difference between friendship issues
- We are here to offer support and guidance to the family
- Fantastic Inclusion team
- Formal consequences will be decided by the school in line with our policy

Uniform and Equipment

Uniform at BMS

- ✓ White collared-shirt with a top button. Must be tucked in.
- ✓ Blue clip on school tie
- ✓ BMS V-neck jumper – no other type of jumper or cardigan is permitted
- ✓ Charcoal tailored school trousers or school shorts
- ✓ BMS skirt (checked) at knee length or Charcoal tailored school trousers. Logos are not permitted.
- ✓ Socks must be plain grey or black
- ✓ School shoes must be plain, all black, smart leather school shoes – sandals, soft or canvas shoes, trainers, open backed shoes, boots and shoes with logos are not permitted.

Uniform and Equipment

Additional Requirements

No coloured or visible tops to be worn under shirts. Plain white t-shirts are acceptable.

BELTS must be plain, black and unobtrusive.

SCARVES may not be worn as an accessory without outdoor wear

HEADGEAR No hats or caps may be worn in the school building.

- **MAKE UP** – No makeup at KS2. In KS3 make up must be discreet. This must be removed if requested by a Head of Year or senior member of staff. **NAIL POLISH** – Must ONLY be clear.
- **JEWELLERY** – The ONLY jewellery permissible is a wrist watch. If pupils have pierced ears, only plain studs must be worn in school. No other form or ornamentation is permitted.
- **HAIRSTYLES** – Must be neat and tidy. No extremes of fashion or hair accessories. The school will make the decision as to what constitutes extreme. Hair must be tied up in school. If hair is too short to be tied up, it must be clipped back

Uniform and Equipment

PE KIT

- ✓ Polo shirt or T-shirt in light blue
- ✓ Black shorts
- ✓ Black tracksuit bottoms or leggings
- ✓ Reversible rugby shirts black with blue panels (optional)
- ✓ PE Hoodie – navy with the blue school logo (optional)
- ✓ White PE socks
- ✓ Black games socks
- ✓ Trainers or football boots (any colour)
- ✓ Shin pads
- ✓ Gum shield

PE KIT DAY

During covid arrangements each year group have a specified day where they wear full PE kit. On this day they will complete a full 1 hour PE session.

Everyday the pupils complete 30 minutes of physical movement that is not as intense as their PE day and we therefore ask that they wear trainers everyday.

Year	Day
YEAR 5	FRIDAY
YEAR 6	THURSDAY
YEAR 7	TUESDAY
YEAR 8	WEDNESDAY

Uniform and Equipment

Non-School Uniform Days

- ✓ No jewellery
- ✓ Hair must remain tied back
- ✓ Clothing must be suitable for the school environment (think about length of skirts/ exposed navels should not be on show/ under garments should not be on show)
- ✓ Make up, if worn, must be subtle

The school will decide on what is acceptable or not.

Other occasions such as trips or residential the year team will provide input with regard to 'kit lists' and appropriate clothing.

Mobile Devices



The school does not encourage children to bring mobile phones or devices into school and asks parents to ensure that pupils only do so when really necessary. Parents and pupils need to be aware of and understand the following conditions:

MOBILE DEVICES -

Mobile devices with the ability to function interactively without connection to a phone are not permitted in school (eg iwatches and smart watches). This is because the data and information stored within the device remains whether in 'flight mode' or not, potentially leading to distraction or misuse.

Mobile devices with the ability to work 'offline' (such as Fitbits etc) must be switched to the offline mode and be disconnected from the smart device (usually the phone). If a pupil is seen to be accessing external communication through such devices, it will be confiscated in line with the Policy.

The school does not accept responsibility for any loss or damage to mobile phones or devices whilst they are on the school premises or on the way to and from school.

Mobile phones and devices are to be switched off and kept out of sight when the child is on school property.

Mobile phones or devices can only be used during school hours with the express permission of a member of the teaching staff and only for the purpose for which permission has been given.

Any breach of these conditions will result in the confiscation of the mobile phone/device until the end of the school day and parents will be notified and asked to collect the device at their convenience.

Attendance and Absences

You can help us by:

- ❖ Ensuring your child attends school regularly. Absence should only happen when your child is significantly ill, showing one of the symptoms of covid and therefore unfit to attend school, or if there is an unavoidable/unforeseen reason or circumstance which is causing a difficulty.
- ❖ Telephoning on the first morning of any absence before 9.00am to inform us of your child's absence. If a call has not been received by 9.00am on the first day of absence, the office will ring the parent to ascertain the reason for absence. If school is unable to contact a parent, a welfare check may be arranged and The School Attendance Service may be made aware.
- ❖ Sending us a note confirming the reason for your child's absence when s/he returns to school.
- ❖ Arranging all non-emergency medical appointments out of school hours or during school holidays
- ❖ Making sure we always have your current contact numbers; this includes all telephone numbers (including child minders') and emergency contact details

Lateness

Doors open at 8.00am for those who have a place in Morning Club.
Doors will close at 8.50am during the extended opening period due to covid.
Your child will be registered as late if they arrive after the doors close.

Being frequently late for school adds up to lost learning:

Arriving 5 minutes late every day = 3 days lost a year
Arriving 15 minutes late every day = 2 weeks lost a year
Arriving 30 minutes late every day = 19 days lost a year

If a child is late twice in one week this will result in an after school detention on suitable night arranged with your child's class tutor (30 mins)

Holidays in Term Time

This year we have reviewed our approach to holidays taken by pupils in term time. We have discussed with the local authority and schools within the community to ensure a consistent approach.

NO holidays will be authorised.



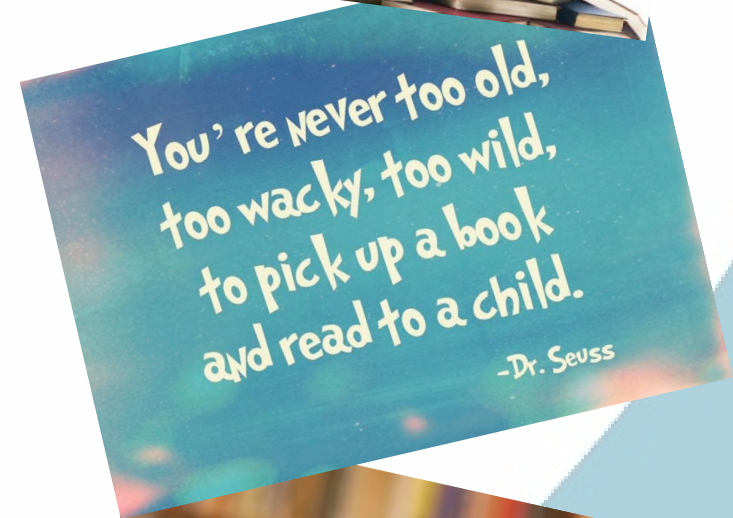
Spelling, Handwriting & Times-Tables

In KS3 we expect that...

- ❖ Pupils frequently practice their handwriting so that letter formation is clear, neat and joined.
- ❖ Spellings are accurate and corrected where not
- ❖ Be able to recall **all** multiplications at speed

Reading

- ❖ Daily reading in school
- ❖ Access to the LRC
- ❖ Teachers will read rich texts to our pupils
- ❖ Encourage your children to read at home
- ❖ KS2 will provide suggested reading lists
- ❖ Foster a love of reading!



General Information

- ❖ **Snacks during morning break** - something healthy and sustainable for their morning period of learning.
- ❖ **Weekly Snapshot** – please send in achievements, fundraising and successes from home to share in the snapshot!
- ❖ **Celebrating success** – Superhero Wall in school to share successes – send in photos and details!
- ❖ **Educational Visits** – postponed until further notice.
- ❖ **Labelling** – it is important to label your child's items and school uniform!

Term Dates and Events

We usually map out our events for the whole year and are able to share specific dates with you from September. Unfortunately, there are many things we are not able to do in current times and as guidance is updated we will inform you in a timely manner of any planned events that are able to go ahead.

Date	Event	Time
3rd/4th September	INSET Days	All Day
25th September	Deadline for Head Boy and Girl applications	All Day
October	School Council Elections	TBC
October Half Term 26th – 30th October		
13th November	Children in Need	
16th November	Anti Bullying Week	
Christmas Holidays 21st Dec – 1st Jan		
5th January	First Day back after Christmas	
February Half Term 15th – 19th February		
4th March	World Book Day	
Easter Holidays 5th – 16th April		
May Half Term 31st May – 4th June		
June	Sports Day Event	All Day
21st July	Last day of Term – Summer Holidays	

Reconnect and Recover Curriculum

In response to the partial school closures during last year, resulting in the vast majority of children missing school for several months, we have carried out research to establish the best means of reconnecting our pupils with school life.

Our priority has always been health and safety first. In terms of health, we include the mental well being of our pupils and their emotional readiness to engage in learning again.

We have adapted our curriculum in the first stages of fully opening to reconnect pupils with school life and support them most effectively to plug any gaps and recover lost learning.

This will be reviewed frequently to provide the very best provision possible in the current circumstances.



THE R'n'R CURRICULUM PRIORITIES

Emotional Readiness to Learn

Relationships
Resilience
Routine
Self regulation

Basics and Fundamentals

Bridging the Gap

Reconnect and
Recover

Expression, Exploration and Esteem

The Arts

Physically well is mentally well

Physically Active

KS3 CURRICULUM

Our curriculum develops a rich knowledge base to enable pupils to successfully apply, manipulate and construct information in challenging and complex experiences.

We value the subject disciplines of the curriculum and have identified the big ideas of each subject to help our pupils develop the ability to think more deeply about what they are learning.

Our curriculum is designed to enable pupils to be truly effective learners and ultimately masters of their own destination. They will not fear failure rather they are expected to collaborate in teams and think deeply and analytically about the problems they are faced with.

KS3 CURRICULUM

Our KS3 curriculum builds on the teaching and learning in KS2 and supports the curriculum access in year 9 and beyond.

Topics and key knowledge is defined in each subject to ensure that pupils build effectively on their prior learning.

Learning is linked to an overarching enquiry question to define the meaning and purpose for the learning. Authentic Learning Projects are planned in across the year to enable the pupils to apply their learning in a wider context and to demonstrate the relevance of their learning in a 'real' event.

Curriculum Expertise and Community Access

We value the access to experts and expertise in our curriculum. In normal times, our curriculum is littered with visitors into the school and visits and residentials that enhance the learning in school.

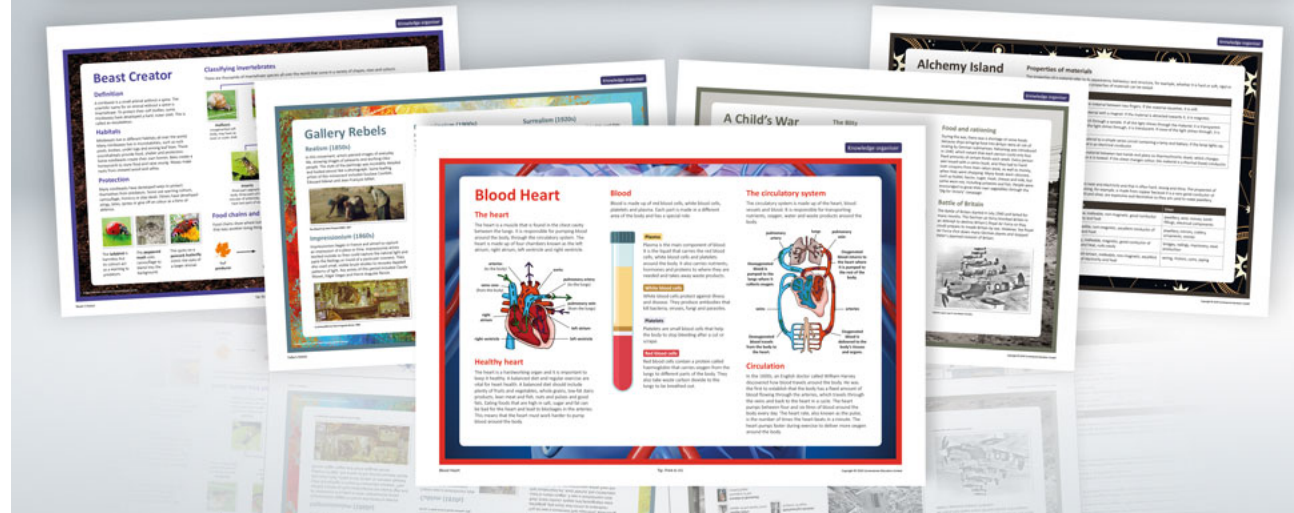
Unfortunately, this aspect of the curriculum is currently on hold until we can be sure that we can be safe in our approach.

We also value engaging with the community and hope to return to working across schools, with families and alongside local communities as soon as it is safe to do so.

Home Learning

‘Meaningful, manageable and fully supports what is being taught in school.’

What are knowledge organisers?



The 'go to' document full of knowledge, experiences and resources to help at home. Your child will be expected to keep these within an A4 ring binder.

something such as a very short poem or a special word used to help a person remember something:

- The musical notes on the lines go EGBDF - use the mnemonic "Every Good Boy Deserves Fun"
- The colours of a rainbow—use the mnemonic "Richard Of York Gave Battle In Vain"
- Points of a compass—use the mnemonic "Naughty Elephants Squirt Water"
- Difficult spellings – I Sat On Swanage Cliffs Eating Lovely Egg Sandwiches = isosceles



Mnemonics



Peg Words

a memory aid that involves linking words with numbers

- •one - gun
- •two - shoe
- •three - tree
- •four - door
- •five - hive
- •six - sticks

•If you have a list of things to memorize, like a shopping list, you can associate each item of the list with a number rhyme image. So if your shopping list is: carrots, milk, bread, eggs, rice, etc., make associations like this:

- •One is "gun" -- imagine a gun shooting a pile of carrots, the first item on your shopping list.
 - •Two is "shoe" -- imagine cleaning your muddy shoe with a bottle of milk.
 - •Three is "tree" -- imagine bread growing on a tree.
 - •Four is "door" -- imagine throwing eggs at a door.
 - •Etc.
- Once you've associated each item in your shopping list with a number peg, you'll be able to mentally walk through the numbers, recall the rhymes ("what was the gun shooting?"), and recall the item ("carrots")



LOCI

Linking visual items to a story.

Memory experts sometimes refer to the Method of Loci as the 'Memory Palace.'

Instead of taking a mental walk through a specific route, they visualize items to be memorized in different imaginary rooms in their palace

•Let's suppose that you want to memorize the following list:

•o Monkey o Computer o Apples o Soccer o Bike o Steak o Mobile phone

•You could use the method like this: I wake up in my bedroom and the first thing I see as I open my eyes is a monkey that stares at me. As I move to the bathroom I see a post-it paper on the mirror writing "Your computer is broken". Damn this monkey broke it. I make my way to the second bedroom and on the desk I see a basket full of rotten apples and they smell terrible (sensory data increase memory capacity).

•

•I throw them out of the balcony. As I move to the living room, the TV is on playing the Champions league soccer final and I watch for a while. As I move to the kitchen I take the small bike bag from the table and I move to the refrigerator to take the steak I cooked the previous day. I walk to the front door and as I close it behind me I hear the mobile phone ringing from the inside (creates an annoying feeling because I forgot to take the mobile phone with me – feelings also increase memory capacity).

•

•This is a very simple example of the method of loci. As you can imagine, you can memorize a lot more things by creating more stop points. For instance, you can think every piece of furniture of the house as a new point. It is not necessary to change rooms to remember the next item.

You can memorize multiple objects in the same room by simply associating them with different locations in the same room. In my example, I placed the bike bag and the steak in the same room but at different locations; the bag was on the table while the steak was in the fridge

•

Chanting is a type of repetition practice

Chant the words, preferable in a rhythmic manner and repeat





Association

Association is a technique whereby you link hard to remember information to relevant or logical things

If memory works by association, we actively work to create an association between two bits of information. For example, for the plane that we need to catch at 2 P.M., we can imagine the plane in our mind, and notice that it has 2 wings. Two wings, 2 P.M. There's an association. We are now ten times more likely to remember the take-off time long after it has faded from our short-term memory.

Chunking is another mnemonic device that can make large amounts of information more memorable

To remember or share a phone number, chances are you chunk the numbers so they're easier to remember: "888" "555" "0000"—rather than the more memory-intensive "8 8 8 5 5 5 0 0 0 0." Research suggests that on average the human brain can hold 4 different items in its working (short-term) memory. But by grouping information into smaller To sets, we can "hack the limits of our working memory,"

The chunking technique involves grouping items, finding patterns in them, and organizing the items. You might group items on your grocery list by aisle, for example, or look for connections between events in a historical period to create chunks of them, such as moments in the 1920s that involved the US Constitution.

To put this into practice yourself, you could group vocabulary words for a new language you're learning by topic, organize items in a list by the first letter or by the number of letters they have, or associate items with the larger whole they might be involved in (e.g., apples, pie crust, brown sugar, butter = apple pie).



Chunking

Chunking

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Chunking

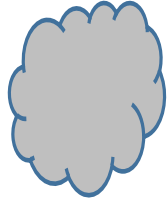
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Chunking

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sponge

8x8



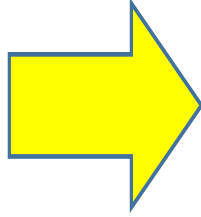
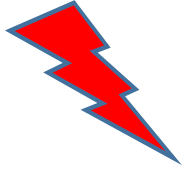
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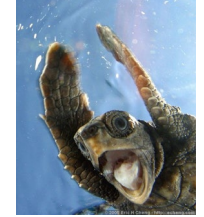
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Roma



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lemons



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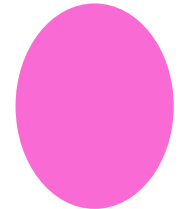
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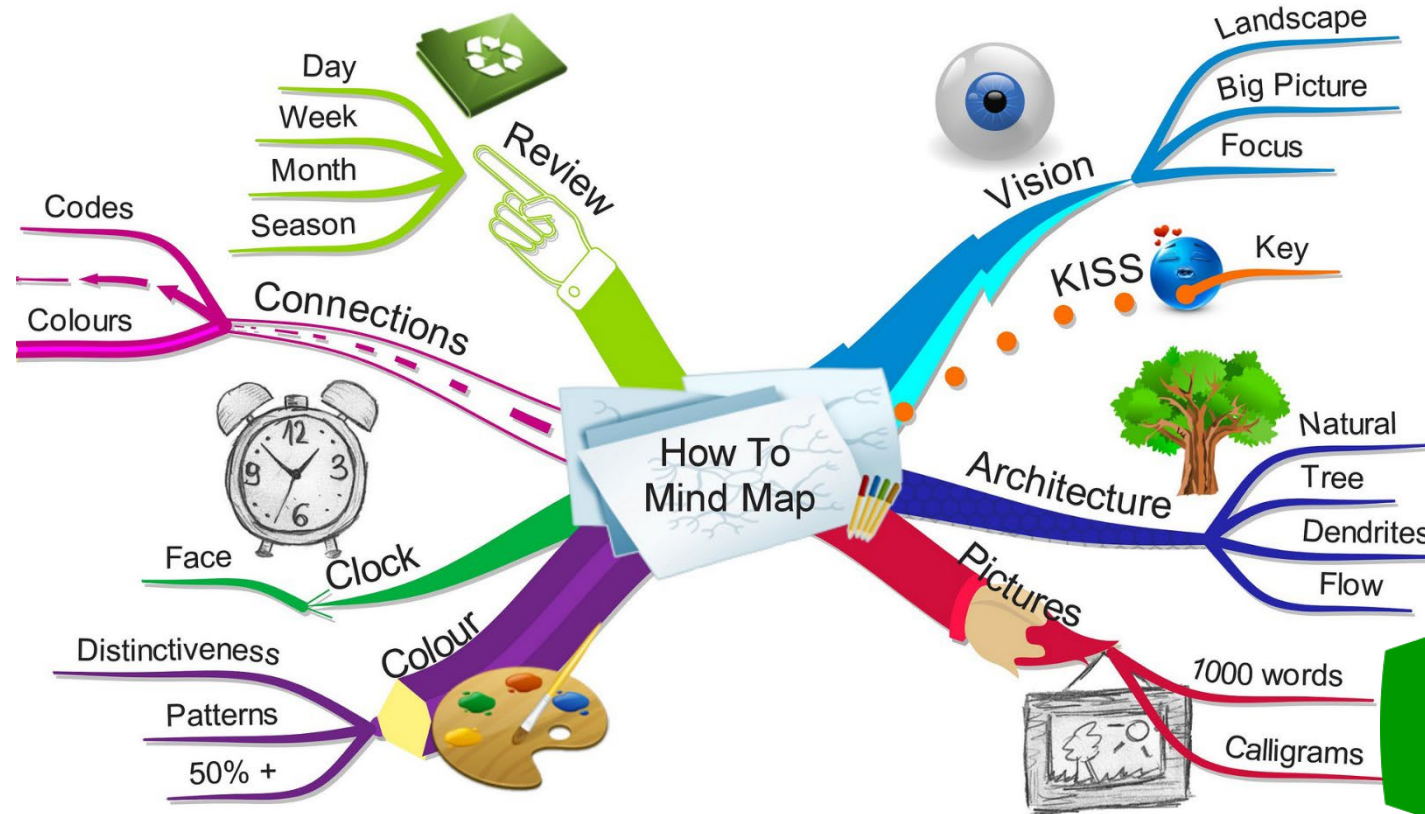
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Mapping out the information you need to understand can be really helpful—especially to understand the links between the information



Mind maps
Concept maps
A maps

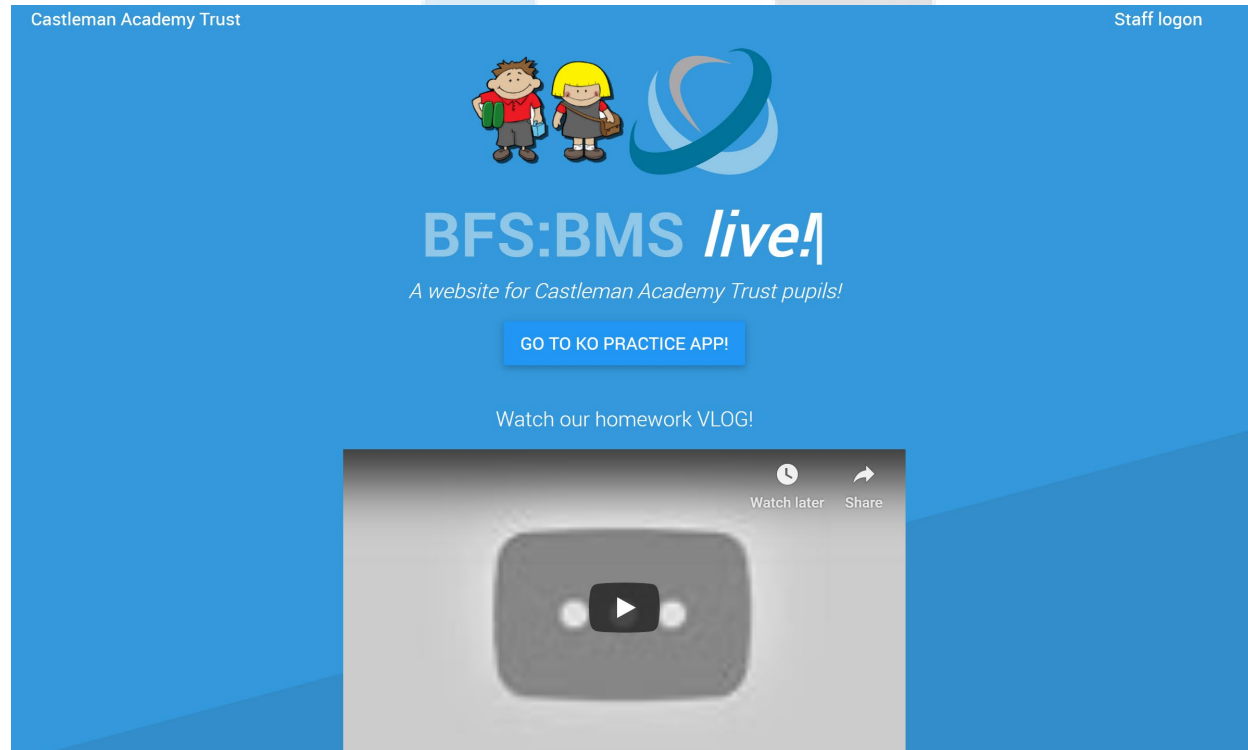
Arranging information into
bullet points can be

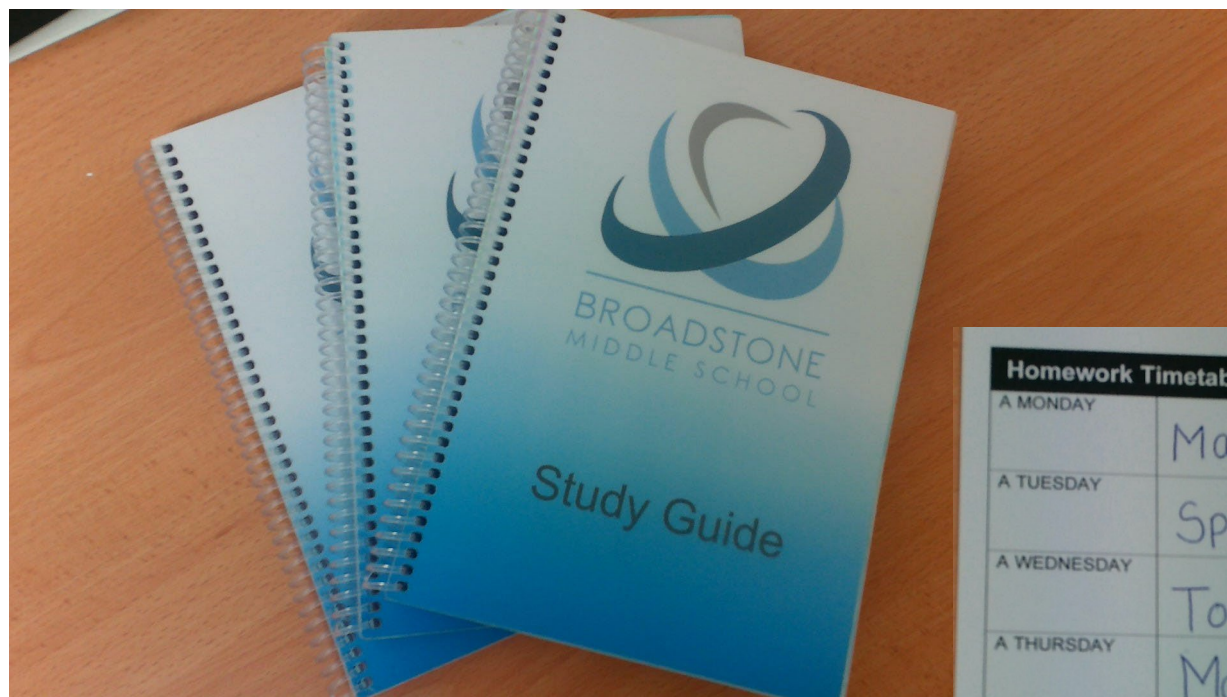
- **Quick**
- **Clear**
- **Logical**
- **Easier if you want to use mnemonics**



BMS App!

<https://www.bmslive.co.uk/landingpage>





All pupils are expected to have a study guide – this can be purchased at school or any type of notebook they record their home learning into.

KS2 have pieces to complete each week and we ask that they date and label 1/5, 2/5 and so on.

Homework Timetable		
A MONDAY	Maths	15 mins
A TUESDAY	Spag	15 mins
A WEDNESDAY	Topic	15 mins
A THURSDAY	Maths	15 mins
A FRIDAY	Spag	15 mins
B MONDAY	Maths	15 mins
B TUESDAY	Spag	15 mins
B WEDNESDAY	Topic	15 mins
B THURSDAY	Maths	15 mins
B FRIDAY	Spag	15 mins

KS3 have 12 pieces to complete and we ask that they date and label 1/12, 2/12 and so on.

10/09/2018 1/5

A prime number is only divisible by 1 & itself

$$1634 = \underline{600}$$

978,347 In words =

Nine hundred and Seventy eight thousand
three hundred and forty seven.

17,453

3 in 1,324,567

Three hundred thous and

$$-3 + 6 = 3$$

$$3 - 6 = -3$$

$38 \xrightarrow{\text{nearest}} 40$
 1, 2, 3, 4 \downarrow round down to the floor $10 = 5, 6, 7, 8, 9$
 washing line the up round

1, 2, 3, 4 ↓ round down to the floor

5, 6, 7, 8, 9 | ^{top}
up
Round

11/09/2018 2/5

What is a noun? A person, place or thing

a word that modifies a VERB
describing a TIME, PLACE OR
MANNER

Accommodate

Accompany

According

Achieve

Aggressive

Monday 10th September

$\frac{1}{5}$

Maths

Millions	Hundreds of thousands	Tens of thousands	Thousands	Hundreds	Tens	ones	Decimal point	Tenths
7	1	8	6	9	2	•		43

The value of something is how much it's worth. We can tell the value of a digit by looking at its place within a number.

Wednesday 12th September

$\frac{3}{5}$

Maths

Written form
Seven thousand
eight hundred
and twenty
four

7824

Numeral form
7824

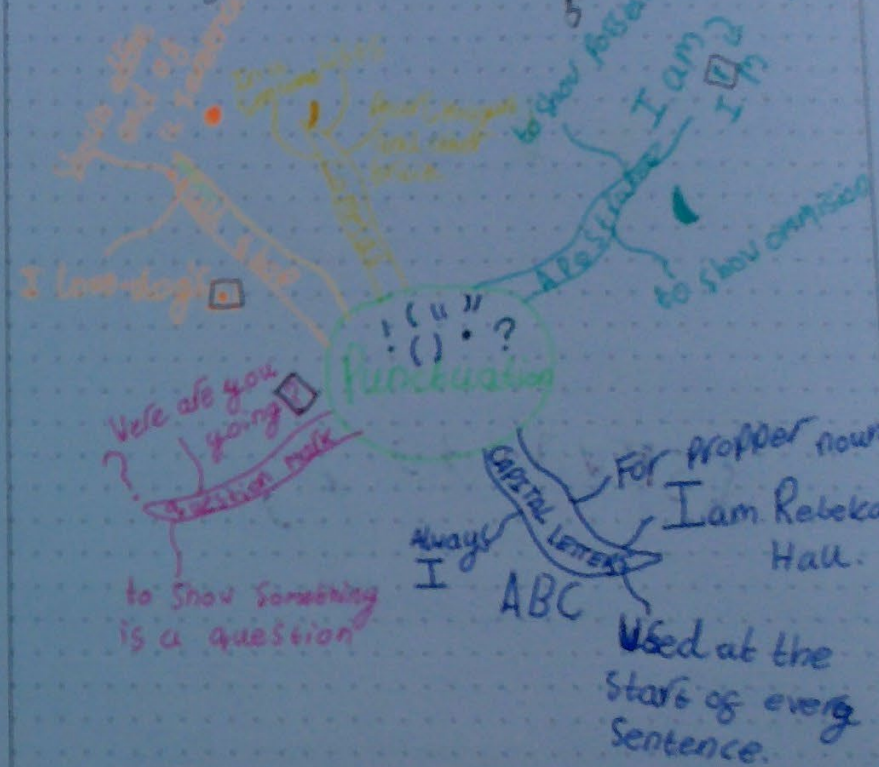
Expanded form
7000 + 800
+ 20 + 4

Picture form

Monday Tuesday 11th September

$\frac{2}{5}$

Spag





Thank you for your time this
evening!