



Welcome



I am delighted to bring to you our final Teaching and Learning Newsletter of this academic year. In this edition, I have asked some Subject Leaders to look back on some of the key Teaching and Learning developments that they have been working on over the term, and to assess their impact as well as giving you, the parent or carer, some advice on how you can work in partnership with the school to support your child. Our focus has been largely about encouraging our students to become better independent learners and to provide them with the tools to achieve this. We will continue to hold this theme central to our plans for next year. As always, if you have any comments or questions, then I would love to hear from you.

Ian Henry, Assistant Headteacher
 ihenry@st-edward.poole.sch.uk

A word from your Year Leader

I can't quite believe that we are already into the final half term of this academic year! Looking back at what Year 9 have achieved during this time is a reminder of how proud we should be of the year group; recent events such as the French exchange, Sports Presentation Evening and Battle of the Bands are just some examples of this. It is always a pleasure when staff take time to tell me what different members of the year group have been contributing to the school community.

Things for Year 9 to look forward to in the final few weeks of the term include sports day, where I am sure we will see some school records broken, along with retreat days and further careers events.

Teachers are currently busy completing the next round of monitoring and reporting which will be sent home to parents & carers in a couple of weeks' time. Alongside the familiar progress, classwork and homework columns there will also be a written report from their tutor summarising their achievements and areas for development. Something that will be important as we look ahead to GCSEs commencing in September. As always, please do make contact with your child's tutor if you have any questions, worries or concerns.

The Year 9 team are looking forward to another busy and exciting term and wish everyone a happy and relaxing summer holiday!

Mr Kemish

Spotlight on....

Geography

Year 9 are considering the Geography of China and the impact that this remarkable country will make on the globe during the 21st Century.

The Geography department has been trialling flipped learning with the aim of making it the recognised way of working from September 2018 for all year groups. We have already seen the benefits with classes at Key Stage 3 of learning content 2 weeks ahead, as this then frees up lesson time for completing higher order application tasks. This approach also complements the shifting focus at key stage 4 and 5 where more marks in the examinations are awarded for application and evaluation than for knowledge.

You can continue to support your child by encouraging them to access the guided independent learning materials available via the school website. We will begin to shift away from using Padlet to our own Sharepoint site. It will benefit students enormously to be familiar with materials prior to studying them in class, as this will enable them to move on to more complex ideas at a faster rate. We would welcome your views upon this new site, to help us to build it in a way that best supports our students.



Spotlight on.....

History



This year in history, students have been using structure strips to guide extended writing. Source evaluation and historical interpretation provide high challenge for all students and these strips are designed to break down the components to ensure students can develop their understanding of how to construct a top level answer. As students progress, these will gradually be withdrawn and students will feel more confident when presented with analytical and evaluative questions.

This term Year 9 are studying a unit entitled 'Conflict and Tension, 1894-1918', which considers the complex causes of the First World War, the events of the war itself, including trench warfare, advances in technology and leadership, before analysing the reasons for Germany's defeat.

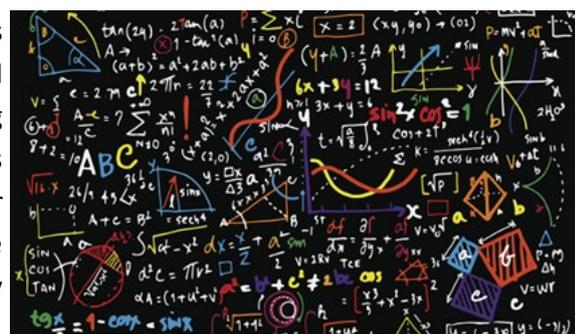
To support your child in engaging and succeeding in this topic, please make regular use of their knowledge organisers to test their knowledge and understanding of key dates, terms, people and themes. In addition to this, there are plenty of engaging podcasts and original documents on the Imperial War Museum website. Asking your children to discuss what they have been studying at school will support them in articulating their thinking and support them in understanding where there are gaps in their knowledge. Students have an overview sheet of the topic in their exercise books which will help you to identify what they are studying.

Maths

We are now in the second year of the new GCSE Maths qualification. The department have worked hard to make the transition as seamless as possible for all year groups. The students have reacted well and taken it in their stride. A clear scheme of work that allows students to study each topic and then judge their own strengths and weaknesses alongside teacher feedback is now fully implemented and allows for students to take ownership of their own learning.

Home learning will play a key part in this and will be much more personalised in the coming academic year, this will allow each student to work on the topics relevant to their needs and combine both independent and home learning together.

Year 9 will be continuing with their GCSE studies, this term they will focus on constructions, transformations and Pythagoras' theorem. This will lead to an end of term assessment which will aim to consolidate the learning from this academic year. In the final weeks of this academic year, the focus will switch to problem solving. The new GCSE syllabus places a greater emphasis on problem solving and we have allocated time into the scheme of work to allow students to work with their teachers and peers to fully grasp this element of their studies.



Science

Students in Year 9 have been issued Combined Science revision guides as they embark upon their GCSE course. Students in Year 10 have been using their revision guides across the year and all students will use these right up to the Year 11 summer exams. These books are a great resource that are tailored to the AQA specification and cover all of the key information in a concise manner. Students bring these revision guides to lessons and use them in class to help them solve problems or to support their knowledge of key facts.

Science continued...

Science continued

The revision guides are useful in a number of ways for both home study and independent learning. Students can find answers and guidance on homework and past paper questions, and can read ahead of the lesson to see what is coming in future lessons. Students in Year 11 have found the questions on each page a useful way to test their knowledge using the answers in the back to check they are making good progress. The end of chapter questions provide a useful knowledge checklist before end of topic tests. Another advantage is the lack of distractions that may be encountered when searching for revision content online, students (and particularly boys) are often far more productive with a concise book than with the vast expanse of the internet at their fingertips.



In support of the school's focus on flipped learning, Year 9 and 10 students will gain access to GCSE Pod, an online resource that allows students to watch quick video clips that summarise topics and relate key information in a clear and concise way. Teachers will be setting questions, and students will be able to complete assignments using this resource. Year 10 students will use this as they prepare for the end of year exams and Year 9 students will be able to complete 'flipped learning' by watching the clips before they complete the lesson, to give them a head start as they arrive to the class.

Computing



This year, Year 9 students have studied Computer Science within the technology block rotations. There has been a real change this year involving us moving towards students learning some Python and developing their ideas of how computers are coded. The level of independence and thinking behind this is considerable, therefore it is both highly challenging and rewarding as an academic pursuit. Although we have not aimed for students to be fluent coders by the end of the 7 week rotation, we certainly aim to take away any fear of the mysteries of computers since the future is likely to be highly digital and the IT sector likely to be the greatest employment industry in the country in the coming years. As part of home learning, we have encouraged students to take the principles of computational thinking and apply them to other worldly scenarios.

The final rotation has just started, therefore the whole rotation has elements of the world of IT including the implications of the 'Internet of Things' and how data is both handled and manipulated in a computer. The main thrust of Year 9 at this point though, is developing their real world knowledge and application of Python. Students will be learning how to do this using IDLE. This will be requiring students to think hard to solve some of the coding projects that we will ask them to complete.

The best way to learn coding is to tinker and play with it; consequently you can support your child by encouraging the use of IDLE, which is a free piece of software for windows PCs. It is a website which allows online coding. There are a variety of real world challenges that we get students to think about; usually it involves planning how to do it in English as an algorithm, before moving on to thinking about how to do it in Python.

Summer Term Topics and Assessments

Year	Topic Title	Main Assessment Task	Deadline (if known)
English	Rhetoric	To prepare and perform a persuasive speech about a topic. This is to have a go before the real speaking and listening assessment in Year 10.	
Science	GCSE Combined Science B1 – Cell biology C1 – Periodic table P1 - Energy	Written tests completed in class for all topics listed using past GCSE science questions.	July
Computing	Introduction to Python	Independently create a program to take an input and produce an output.	
MFL	French: My place in the world and opportunities in my local area. German: My rights and responsibilities and opportunities in my local area.	End of year assessment in reading and writing.	
Geography	China	Exam style Questions	
History	Conflict and Tension, 1894-1918	In class assessment on stalemate in the First World War	July
Art	African Art	Portfolio of work produced	July
Drama	Macbeth/ Youth Crime	Perform key scenes using semiotics and devices of Epic Theatre to enhance meaning for the audience.	Between 6-20 th July
Music	Song writing	Performance or multi-tracked recording of composition in groups	
P.E	Summer activities	Students are taking part in a variety of sports over this term the sports could be tennis, rounders, athletics, Softball.	The assessments are made at the end of each teaching block.
R.E	'What does it mean to be a Muslim?'	GCSE style formal assessment and presentation	Mid June
Technology	Fashion and Upcycle Bespoke Steam Punk Clock Teen Meals: putting a meal together in a healthy way	Design and making of product	

For further updates please find us on:



@stedwardspoole



@stedwardspoole