



Welcome to KS3

ASTON FIELDS MIDDLE SCHOOL



- INTRODUCTION TO KS3
- THE YEAR 7 TEAM
- KS3 ENGLISH
- KS3 MATHS
- KS3 SCIENCE
- HOMEWORK & ELAS
- CAREERS
- CHARACTER EDUCATION

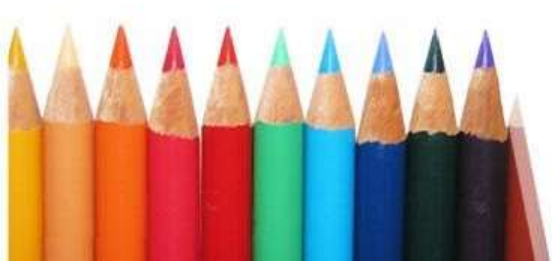


The National Curriculum 2014...

- *Provides pupils with an introduction to the essential knowledge that they need to be educated citizens.*
- *It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.*
- *The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.*

Key Stage 3

- Years 7 – 9 nationally
- Setting for English, maths, science and French
- Increased number of teachers with specialist knowledge of secondary teaching, securing a broad and balanced curriculum in KS3
- Building on KS2 experience and preparing pupils for transition to high school – mastery curriculum – breadth and depth
- Moving to more independent learning through enquiry and critical thinking methods
- Introduction of CIEAG (Careers Information, Education, Advice and Guidance)





Attendance

Students who frequently miss school are more likely to experience lower educational attainment, leading to limited opportunities and reduced social mobility.

A pupil who is persistently absent by the top end of the primary years (Years 5 and 6) is far more likely to leave school with no qualifications, suffer prolonged mental health issues, fall victim to crime and exploitation and become a teenage parent.



Good attendance is everything. Without it, how is a child to learn, socialise and develop the habits necessary to live a productive, happy and secure life into their adulthood?

NZ Education Minister



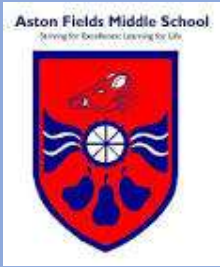
What does the research say?





Why is attendance so important?

- Frequent non-attendance has been associated with a range of short and long-term adverse outcomes including
 - Poor academic attainment
 - Poor social skills
 - Adult unemployment
 - Physical ill-health
 - Anxiety
 - Social and emotional difficulties
- Pupils who are not attending school are also considered to be at a far higher risk of **exploitation, radicalisation, and becoming NEET** (not in education, employment, or training) later in life.



Why does it matter?

- Academically, poor attendance hampers students' progress and leads to gaps in their knowledge. When students are absent, they miss vital explanations, demonstrations, and collaborative activities that enhance understanding. As a result, their learning suffers, leading to lower academic achievement and reduced confidence in their abilities.
- Moreover, attendance is closely linked to examination results and future prospects. Poor attendance could negatively impact students' performance in exams, limiting their opportunities for higher education and future employment. Educational institutions and employers often consider attendance records as a reflection of an individual's commitment, reliability, and discipline.



A Vicious Circle

- Beyond the academic realm, poor attendance also has detrimental effects on students' social and emotional development. School is a place for interaction with peers, fostering social skills, teamwork, and an environment that provides emotional wellbeing support. Regular attendance allows students to form friendships, engage in extracurricular activities, and develop a sense of belonging within their school community.
- However, frequent absences isolate students from these important interactions, potentially leading to feelings of loneliness, detachment, and low self-esteem. They may struggle to build supportive relationships with peers and miss out on the emotional support that school environments can provide. As a result, students who are frequently absent may experience difficulties in their social development, impacting their overall well-being.



90%



Meet Emma



- Emma's attendance is 90%
- Is this good?



The consequences for Emma...

- She will be missing a half a day of learning each week. Would this level of attendance be tolerated in the workplace?
- In an average 13 week term, she will have missed approximately 33 hours of learning.
- In an average school year, this will rise to 99 hours or approximately 4 weeks of lessons, after school opportunities, visits, visitors and socialising with friends.



Over time...

- If this level of attendance lasted throughout her time in middle school, she would lose 396 hours of learning compared to her peers.
- This is 79 days – over an entire term of learning!



An entire academic career?

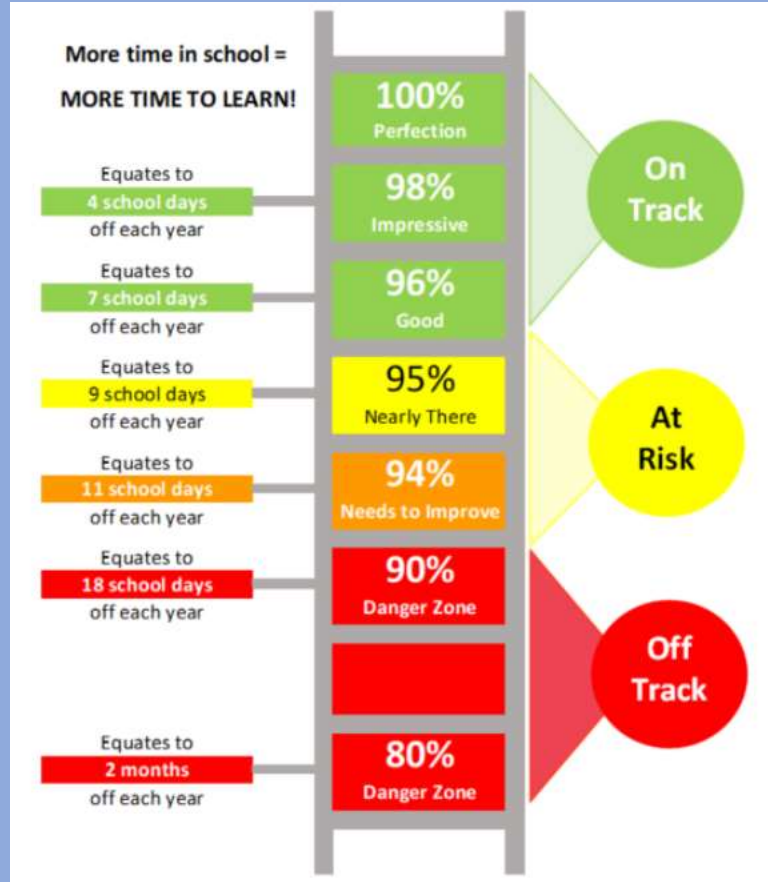
- 1386 hours of lost time
- 277 days of education gone
- Almost 1 and a half years less education than her peers.



HOW CAN WE
HELP?



What does attendance look like?



Welcome to KS3 and Year 7

Presentation by
Miss R A Bratton

Director of Year 7 and Director of Design Technology



Your child's commitment to us (with your help):

- **To come to school with a positive attitude to learning - behave appropriately allowing others to learn and setting a good example to the rest of the school.**
- **Wear the correct school uniform, as set out in the prospectus.**
- **Arrive at school on time. Pupils should be in school between 8.50 and 9am every morning, lined up on the KS3 yard.**
- **Complete and hand in homework on time – but let their teacher know if they are having difficulties.**
- **Have correct equipment in school, every day (i.e. pens, pencils, planner, crayons , glue stick etc).**
- **Reminder please - mobile phones must be handed into their form teacher during registration.**
- **Show politeness and good manners at all times.**

**Meet the Year 7
Team...**



7TM:
Mrs A Taylor:
Director of
Geography
and
Miss K
McNamara
Director of
Science

7SB:
Mrs G Simeons:
Specialist in
English and
French
Miss R A
Bratton:
Director of
Year 7 and
Design
Technology

7AC:
Mrs A Claydon:
Specialist in
English

7CD:
Mr C Delaney:
Director of
Modern Foreign
Languages

7HW:
Mrs H Weston :
Specialist in
Maths

Form Teacher Role

- **Between us we have over 110 years teaching experience and will support your children academically and emotionally throughout the year.**

Experiences and Achievements

- **Achievement recognition – pupils can earn subject nominations and prizes, house point certificates, praise post-cards and attendance awards.**
- **Record of achievement in form rooms – pupils can display their house point certificates / attendance awards etc.**
- **Autumn and Summer reports – you will receive documented evidence of your child's academic progress and attitude to learning in all subjects.**

How to find out information / make contact

- Check the school website for details of all events / copies of letters etc.
- Call the school office to report absences / request forms / ask questions
- If you wish to contact your child's form teacher with a query or concern, e-mail the school office with F.A.O. then form teacher name as the subject.
 - Indicate in your email, your preferred method of contact and appropriate times.
 - Staff should respond within 24 hours.
- You will be receiving an invitation to have a meeting with your child's form teacher next month to discuss how they have settled into Year 7 (Pastoral Parents Evening) but rest assured, staff would make contact if there was any thing you needed to be aware of regarding your child's education and well-being in school.

Dates for your Diary

- **Pastoral Parents Evening is on Thursday 16th October (more details of this will be with you nearer the date).**
- **Teacher Education Day (TEDay) on Monday 4th November.**
- **Half term is Monday 28th October to Friday 1st November.**
- **We break up for Christmas on Friday 20th December.**

You will receive a termly newsletter with these and other dates of interest and importance over the coming week.

We look forward to a successful partnership, supporting your child in Year 7.

National Curriculum: English

To immerse pupils in language-rich learning environments through high-quality texts where pupils will develop a love of reading and creative writing.

Our intent is for pupils to read as writers and write as readers through developing a conscious control over their writing; a deep understanding of all texts studied and authorial voice; and develop their love of literature and knowledge of its cultural significance through widespread reading for pleasure.

Reading enables students both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

National Curriculum: English

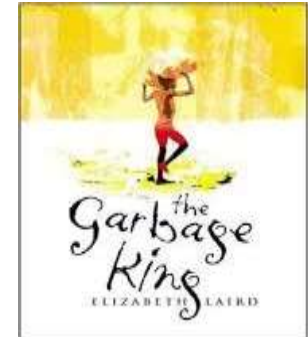
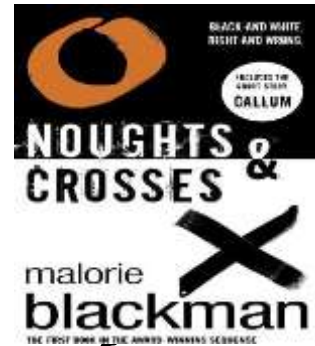
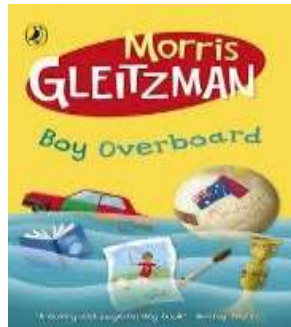
We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening, which will equip them with the fundamental tools to achieve across the curriculum and beyond.

All teachers are teachers of English.

It is our intention to immerse pupils in the wonders of quality texts, which will instill a love for reading, a passion for discovery and a confidence to explore their imagination.

KS3 English

We aim to introduce a broad range of texts:



Grammar for writing, opportunities for speaking and listening and reading for pleasure will be interleaved throughout the schemes of work.

The curriculum is designed to recognise children's prior learning; provide first hand learning experiences; allow the children to develop interpersonal skills; build resilience; and become creative, critical thinkers.

Reading for Pleasure

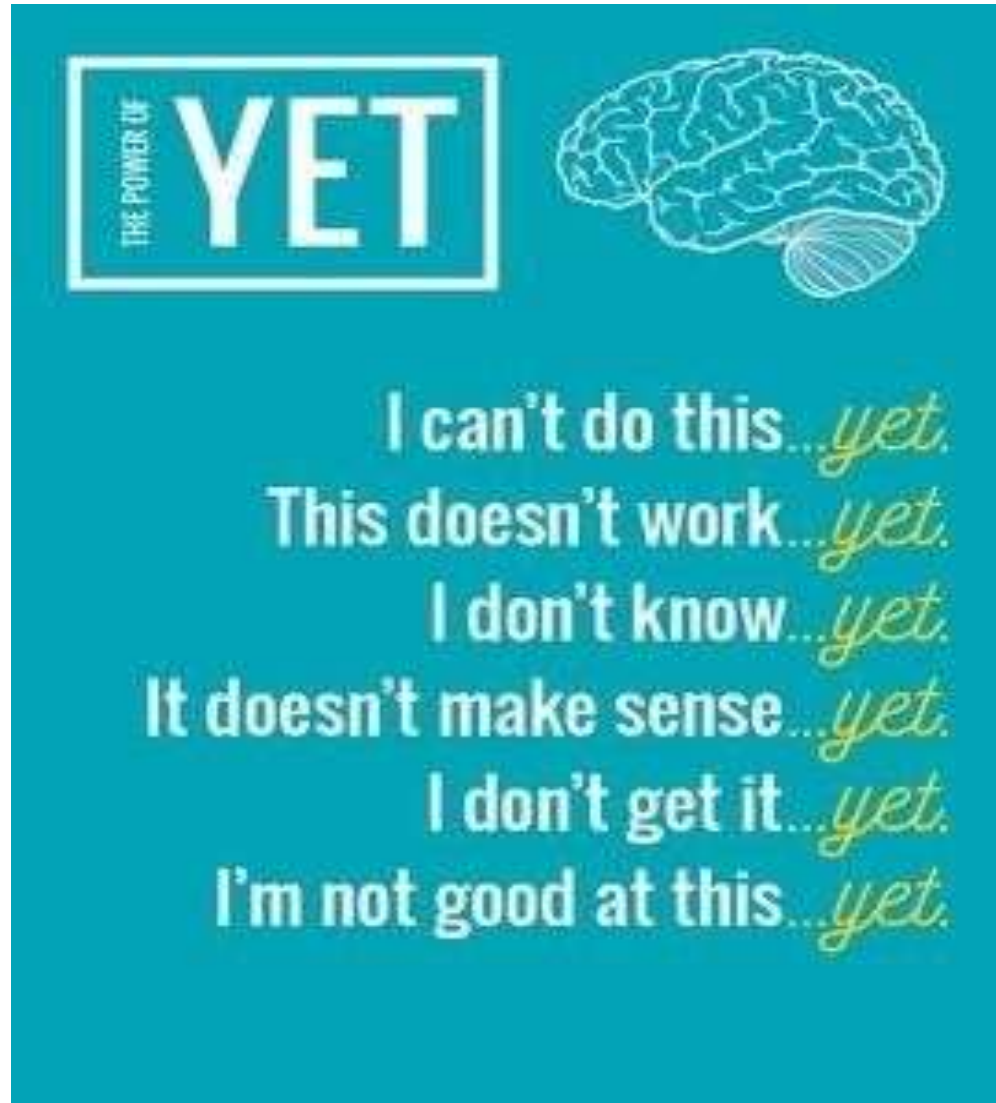
Reading for pleasure, through Renaissance Reading, is a cornerstone of our approach.

Renaissance Reading is a personalised learning programme, which will inspire a love of reading in all of your children - even the reluctant ones!


Parents!

You play a vital role in helping your child understand what they are reading and learning new words.

We want children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning.



THE POWER OF **YET**



I can't do this...*yet.*
This doesn't work...*yet.*
I don't know...*yet.*
It doesn't make sense...*yet.*
I don't get it...*yet.*
I'm not good at this...*yet.*



National Curriculum: Maths

- Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems.
- It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.
- A high-quality mathematics education provides the foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.



Our *intention*

- To foster enjoyment and wonder in the power of mathematics!
- To learn more and remember more.
- To provide the opportunity for pupils to become fluent in the fundamentals of mathematics.
- To help pupils reason mathematically – follow a line of enquiry, find relationships and generalisations, developing an argument, justification or proof using mathematical language.
- To provide the skills to solve increasingly complex problems, breaking them down into smaller, more simple steps and showing perseverance.





KS3 Mathematics - Our implementation

- Started in the summer term of Year 6.
- Builds on the knowledge we already have of our pupils.
- Formalisation of Algebra – greater emphasis on correct notation and formal methods.

KS3 Science

At
AFMS

Engaging.Inspiring.challenging

Overview

- Pupils study Biology, Physics and Chemistry
- Three lessons per week, all laboratory based
- Structured curriculum which enables pupils to build on prior learning

KS3 Science is taught by Miss McNamara, Mrs Winch Mrs Hopton and
Mrs Wildsmith

Supported by Mrs McCallum our laboratory technician

Curriculum

Term	Year 5	Year 6	Year 7	Year 8
Autumn	Space Forces	Classifying Living Things Healthy Bodies	Safety + Investigations Particles (T) Atoms and Elements Chemical Reactions	Safety recap Health and Lifestyle (T) Separation Energy and Pressure
Spring	Material World Amazing changes	Electricity Evolution and Inheritance	Forces and Motion (T) Waves Cells Body Systems	The Earth (T) Periodic Table Metals and Acids
Summer	Circle of life Growing Up	Light Investigations	Reproduction (T) Acids and Alkalis Space	Electricity and Magnetism (T) Ecosystems Adaptation

The National Curriculum

Pupils will develop scientific knowledge and conceptual understanding which will enable them to appreciate the uses of science today and for the future.

Pupils will gain the skills which enable them to work scientifically whilst learning substantive science content.

Pupils will experience different types of scientific enquiries which will help them to answer scientific questions, predict how things will behave and analyse causes.

Homework & ELAs

Careers

CIEAG

Ms K Jasper

What is CIEAG?

- Careers Information, Education, Advice and Guidance



Our aims:

- To guide, support and inspire our pupils to positive post-16 routes and beyond.
- To ensure that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.
- We work closely with The Careers and Enterprise Company to ensure best practice for our pupils in provision of careers information, advice and guidance.

THE CAREERS &
ENTERPRISE
COMPANY

How do we achieve our aims?

- Throughout years 7 and 8, we provide a range of experiences for all our pupils.
- These include...

Science, Technology, Engineering and Maths (STEM) workshops



Visits from guest speakers



Forensics Day – learning about the work of a forensic scientist and solving a crime!



Enterprise activities

'Cash Scrambles' Afternoon



Lickey Hills Field Trip

Working with
a geologist



International Women's Day



Inspired by local,
successful women

The Fire Service



WEST MIDLANDS FIRE SERVICE

West Mercia Police



Learning about the
work of the Police

Fly2Help Aim High



Experience working in the aviation industry



Young Enterprise Workshops



Equipping our pupils to succeed in the changing world of work.

Harper Adams University Trip



Harper Adams
University



Find out about careers in
agriculture

Worcestershire Skills Show



Character Education at AFMS



‘Learning for Life’

‘Educating the mind without educating the heart is no education at all.’



Character Education at AFMS



‘Learning for Life’

‘People of character do the right thing even if no one else does, not because they think it will change the world but because they refuse to be changed by the world.’



Wonder Woman

