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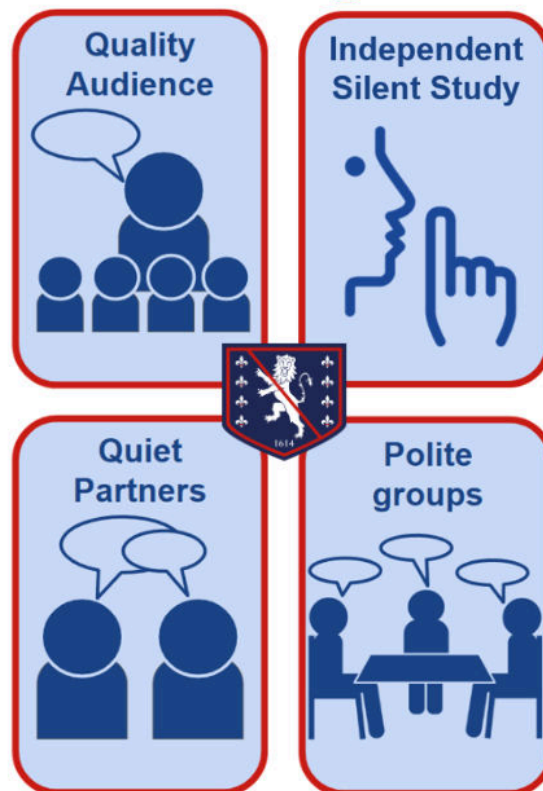


How my child learns at school

Learning Modes

In school, we are focusing on 4 learning modes which help students to engage effectively in their learning.

SGS Learning Modes



The learning modes are an agreed set of phrases that all teachers use to direct students into learning in a specific way. This shared use of language ensures that students are clear about the expectations for learning in the lesson.

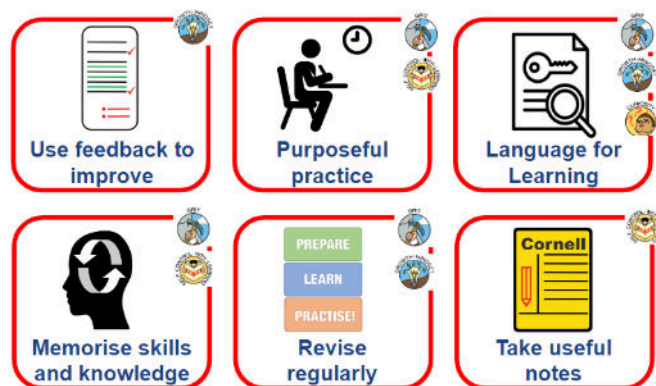


Here is a summary of what these modes mean:

Quality Audience	• Students sit upright and track the speaker. • They listen carefully and answer questions when asked. • iPads are flat on tables.
Independent silent study	• Lessons start in this mode for the 'Do Now'. • Purposeful practice is completed in this mode. • Students work in silence and try their best.
Quiet Partners	• Students only speak to their partner. • They use 'quiet partner voices' so they do not distract others.
Polite groups	• Students take turns. • Students take on roles, e.g. note taking, spokesperson. • Students actively participate and listen. • Students use 'table speak' so other groups are not distracted.

How we learn

We support your child with developing a range of skills to help them to learn at SGS.



Here a series of short videos, which explain each of these.

- [How we Learn Introduction](#)
- [How to take Cornell Notes](#)
- [Language for Learning](#)
- [Purposeful Practice](#)
- [Memorise skills and knowledge](#)
- [Using Feedback to Improve](#)

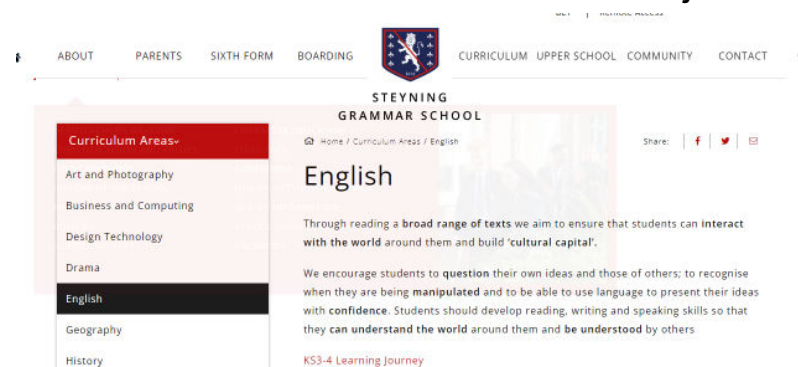


What my child is learning

There is some key information on the [school website](#) to help you understand what your child is learning.

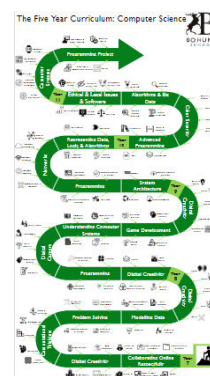
1. Curriculum Aim.

This is a statement of intent for each subject area.



2. Learning Journey

This gives you an overview of what your child is learning across the whole course, e.g. Y7-11.



3. Termly Curriculum Plans

The 'What we are learning in...' document breaks down what your child is studying in each subject each term.



4. Knowledge Organisers.

These break down the basic knowledge your child needs to learn in each topic. Here is a [link](#) to the Knowledge Organisers for all year groups.



Understanding my child's academic progress

Progress Reports show children's progress in several different ways

Subject	Teacher	Summer Assessment Grade	Progress Indicator	Summer Term
English	Miss A Gogarty & Ms L Peterson	5	Rapid	
Mathematics	Mrs N Pickford	6	Rapid	
Science	Miss I Tunnicliffe & Mrs K Ambridge	5	Rapid	
Art	Mrs J Cooper	4	Good	
Computer Science	Mr S Carey	5	Rapid	
Drama	Ms L Peterson			
Food Preparation and Nutrition	Mr A Sensible		Good	
French	Miss C Mann	2		
Geography	Mrs K Mercer	4	Good	
History	Mr J Howie	6	Rapid	
Music	Mrs K Hayward	6		
Physical Education	Mrs A Hutchings		Good	
Religious Education	Mrs K Mercer	3	Some	
REMAP	Mrs V Chalcraft			
Technology	Mr M Budgen		Rapid	

- **Progress Word (KS3 reports).** Your child's report has a word for each subject indicating their progress. The meanings of each word are described below:

- *Rapid* - more than expected progress, if this continues this would lead to better than expected GCSE grades
- *Good* - expected progress towards challenging GCSE targets
- *Some* - less than expected progress and if this continued your child would get lower GCSE results than they are capable of.
- *Limited* - Very limited progress which could lead to GCSE results well below expectations

Subject	Teacher	Target Grade	Forecast
English GCSE	Ms S Hughes & Mr M Larney	5	7
Mathematics GCSE	Miss L Rennie & Mrs H Franks	5	4
Science GCSE	Miss M Wilkinson & Mr D Jordan	5-4	4-4
Business Studies GCSE	Miss J Huang	5	5
Geography GCSE	Mr P Jones, Miss R Walker & Mr J Harding	5	5
Religious Education Short Course GCSE	Mr J Fleming & Mr J Watson	6	6
Spanish GCSE	Mr J Heydenrych & Miss I Karonen	5	5

- **Assessment grades (Y8 only)** This is a grade on a 1 to 9 scale that shows how well your child has done in assessments. . 9 is the highest grade, and means your child is in the top 4% of students. A grade 5 means your child has an average grade.
- **Forecast grades (KS4 reports)** A forecast grade is on the GCSE 1 to 9 scale. It is the teacher's best judgement of the GCSE grade your child will get in that subject if they continue to work as they are.
- **Target grades (KS4 reports)** A target grade is the grade that your child's previous attainment suggests your child is capable of getting in that subject.

What to look for and talk to your child about

Celebrate subjects where ...

Celebrate subjects where

- KS3 Progress words are *rapid* or *good*
- KS4 forecast grades or on or above target grade

Express support and concern where

- KS3 Progress words are *some* or *limited*
- KS4 forecast grades are below target grades

Discuss...

- What is good about this subject?
- Why is it going well?
- What do you do that helps you learn in this subject?
- What did you do when you revised this subject?



Supporting my child's academic progress

Here are 10 ways you can support your child's academic progress

1. **Make sure they are prepared for school each day** - the right equipment, books and iPad charged.
2. **Show a growth mindset** - try to avoid phrases like 'I always found science hard too'. Instead say 'you can learn anything if you do the right things'. When children say they can't do something, reply 'you can't do it yet'. Try to get grandparents and other influential people to your child to do the same.
3. **Monitor Classcharts** - Make sure you know your child's timetable, make sure they are attending lessons punctually, celebrate ERA points and discuss behaviour points.
4. **Monitor homework** - Homework set is also viewable on the parent Classcharts app.
5. **Provide a space for children to work** - many children work best at home if they are in a shared space where parents and carers can see them working. Highly motivated children can also utilise private study spaces.
6. **Read in front of your child and with your child** - the more reading your child does the better.
7. **Talk about how you learn** - discuss the ways that we learn when the opportunity arises. The 'How we learn at SGS' on page 1 is a good starting point.
8. **Take an interest in what your child is learning** - use the [knowledge organisers](#) to discuss the topics your child is learning.
9. **Help them make a revision timetable** - start 2 weeks before CTAs, 6 weeks before trial exams and 3 months before GCSEs. Pin it up and encourage your child to stick to it!
10. **Discuss progress reports** - use the info on page 3 to interpret and discuss your child's progress.



Supporting my child with homework

Expectations

At **Key Stage 3**, students will be set the following home learning

- Reading for pleasure (15 minutes a day)
- Sparx Maths (weekly)
- Spanish/French (weekly)
- Science, Geography and History (fortnightly)
- All other subjects, including R.E (half termly)
- Teachers put the homework on Classcharts.
- Tasks should not be more than 20 minutes long (apart from Sparx).
- Homework may often be revision.

At **Key Stage 4**, students will be set the following home learning

- Sparx Maths (weekly)
- Spanish/French (weekly)
- English (weekly)
- R.E short course (once a half term)
- Other subjects (fortnightly)
- Teachers put the homework on Classcharts.
- Tasks should not be more than 45 minutes long
- Homework may often be revision.

At **Key Stage 5**, Students should expect to study for about **40 hours per week** in total, which includes lesson time, private study time and home learning (i.e. 'normal' working week!).

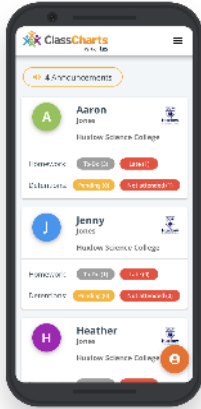
- Minimum expectations should be: 5-6 hours per subject per week for all Sixth Form Students.

Keep informed



- Keep up to date with the homework your child is receiving and when they have completed it.

Class Charts is a really good way to do this.



To get Classcharts

- Open www.classcharts.com/parent/login
- Enter your email address
- Type in the access code we sent you
- Get the app from your app store

Any problems, please contact Mr Dryer on ddryer@sgs.uk.net

- Ask your child questions about their homework, e.g.
 - What is your home learning?
 - How does it connect with what you are doing in class?
 - How will you go about completing this?
- You shouldn't complete your child's homework for them but do ask them to talk you through what they need to do and how they will do it.

This is a really good way of improving your child's understanding of their own learning.

Routine

- Make sure your child has a designated space for homework, e.g. kitchen table, in your office, in their room, in the local library.
- They just need an uncluttered and quiet space that they can access regularly.
- Try to set a routine- a regular time each day that your child works on their homework, e.g. after school or after dinner. This will help to create a habit they can stick to.
- Discuss with your child when they think the best time to do this is.

Nutrition



We all find it hard to focus if we are hungry or thirsty, so check to make sure your child has eaten healthily and is ready to learn before they begin their home learning.

Issues

If your child is really struggling with homework from certain subjects and not grasping basic concepts then please get in touch with their teacher so that they can help you support them.

Supporting my child with reading



Studies show that reading for pleasure makes a big difference to children's educational performance.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

As Pearson says, "Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background".

The UK government's Education Research Standards Team tells us, "Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment."

Your child should read for 15-20 minutes every day.

Here are our top tips for helping your child to enjoy reading.

1. Lead by example. Let your child see you reading.
2. Make sure there is access to reading materials in the house- books, magazines, newspapers. Y7-9 students all have access to the SGS Library website and ebook platform on their iPads.
3. Create a quiet space for your child to read and a regular time slot, so this becomes a routine, e.g. bedtime or when they get home from school.
4. Encourage them to finish books and not just read bits and pieces from different books.
5. Encourage them to read a range of genres and text types, including good quality non-fiction.
6. Read aloud to your child and listen to them reading aloud.
7. Discuss you and your child's reading
8. Make a point of looking up unknown words and suggesting more precise words to describe things.

The BookTrust website is fantastic and gives recommendations for reading, booklists and advice: <https://www.booktrust.org.uk/>.

Reading broadsheet newspaper articles on a subject of their choice is a really good way to improve students' reading. [The Times](#), [Guardian](#), [Observer](#) all have Sports, Food, Media, Fashion, and Lifestyle sections or supplements at the weekend.

Supporting my child with revision



When we talk about revision, we talk about ‘Prepare, Learn, Practise’.

HOW TO REVISE

PREPARE

1. Use a **CHECKLIST** - so you don't miss content and can see your progress.
2. Use a RAG (Red, Amber, Green) to rate your confidence on the topics
3. Use [Get Revising](#) to make a **REVISION TIMETABLE** – to get in a routine and avoid cramming.

LEARN

1. **SUMMARISE** the learning using things like:
 - Making flashcards
 - Cornell Note taking
 - Dual Coding
2. **TEACH IT** to others – If you can't explain it, you don't know it!

PRACTISE!

1. **TEST YOURSELF** and be tested – use the Flashcard Leitner system or e-quizzes.
2. Do **PAST EXAM QUESTIONS** – mark using markschemes and then improve them.
3. Use **EXAMPLE ANSWERS** – read them and then write them

<https://youtu.be/jrXMrH7E4bw> <https://sites.google.com/bolnisi-hants.sch.uk/revise/home>

What this means:

1. **Prepare:** Students should find out what they need to know. It is good to print the [knowledge organiser](#) for the topics and highlight it red, amber or green to indicate their level of understanding.
2. **Learn:** Students should make summary notes on the areas that are ‘Amber’ or ‘Red’. This may include [Cornell notes](#), [Concept maps](#) and making [Test Yourself Flashcards](#).
3. **Practise:** Students should use their ‘Test Yourself Flashcards’ to test themselves and in KS4, complete past paper questions from exam board websites like [AQA](#), [Edexcel](#), [Eduqas](#) and [OCR](#). They then need to mark these using the markschemes and improve.

Using Showbie



Showbie is the online platform we use for Teaching and Learning at Steyning Grammar School.

We use Showbie in lessons and for homework to do the following activities:

- Teachers can assign, collect and review student work.
- Student work is organised in easy to find folders
- Students and teachers can annotate their work in a variety of ways
 - through typing, handwriting (using a stylus) and by using voice notes.

Parents can access the following in Showbie:

- Lesson resources
- Revision resources, e.g. Knowledge Organisers
- Assessments and feedback
- Results to tracked retrieval quizzes
- Homework



Here is a link for a [short video](#) to explain how to navigate your way around Showbie.

You can access Showbie at: <https://www.showbie.com/>

You will need the parent code you were emailed by the school to sign up and create a log on. If you have problems logging onto Showbie please contact ddryer@sgs.uk.net.