



MAIDEN ERLEGH
CHILTERN EDGE



Parent Forum

Wednesday July 15th 2020
Welcome!



Tonight's objectives

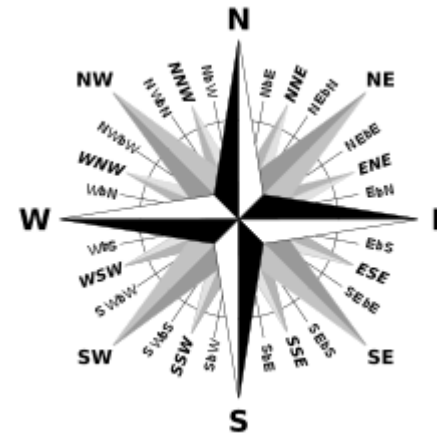
- To share with you our plans for 2020 and the work we have done in their construction
- To allow you to feedback on these plans
- To garner information on any further ideas you may have for the future of the school
- Nothing fancy- fundamentals and basics





Reference points

- OFSTED report 2017
- Headteacher observations
- Trust narrative and ethos
- Co-construction from SLT
- Wider Staff views
- Parent Survey and staff survey
- Current educational research and literature





Teaching and Learning

Learning

Teaching

&

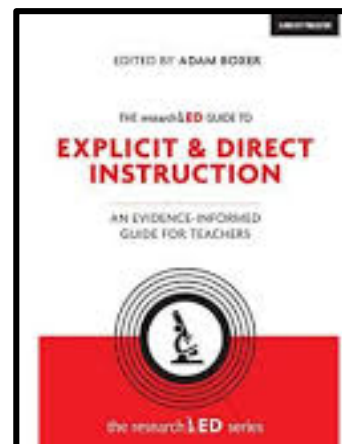
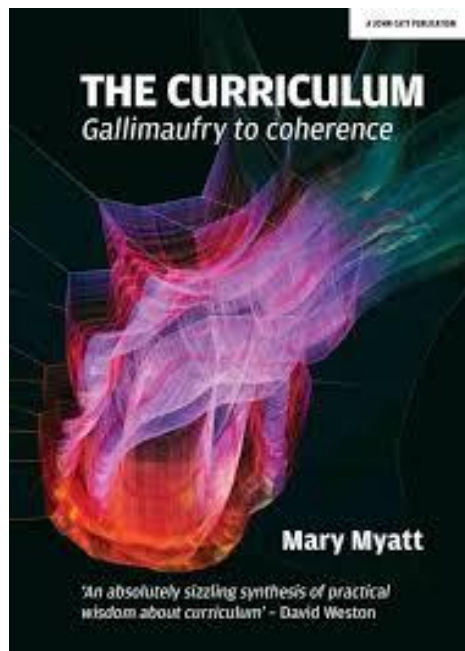
Assessment



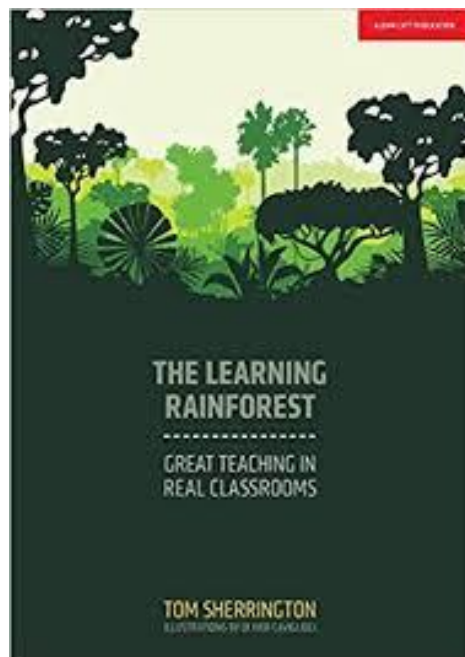
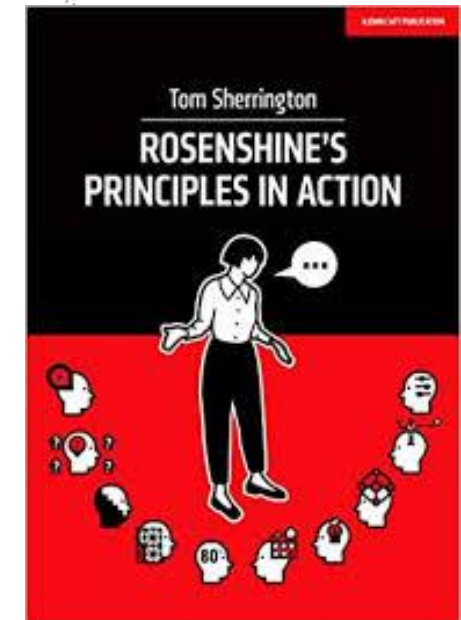
Teaching and Learning

- This is a very exciting area of educational research at the moment.
- Social media is full of examples of schools using different methods and advocates of certain styles of teaching
- There are a lot of great books on this matter at the moment





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Some of our current
favourites!





Why follow our methods?

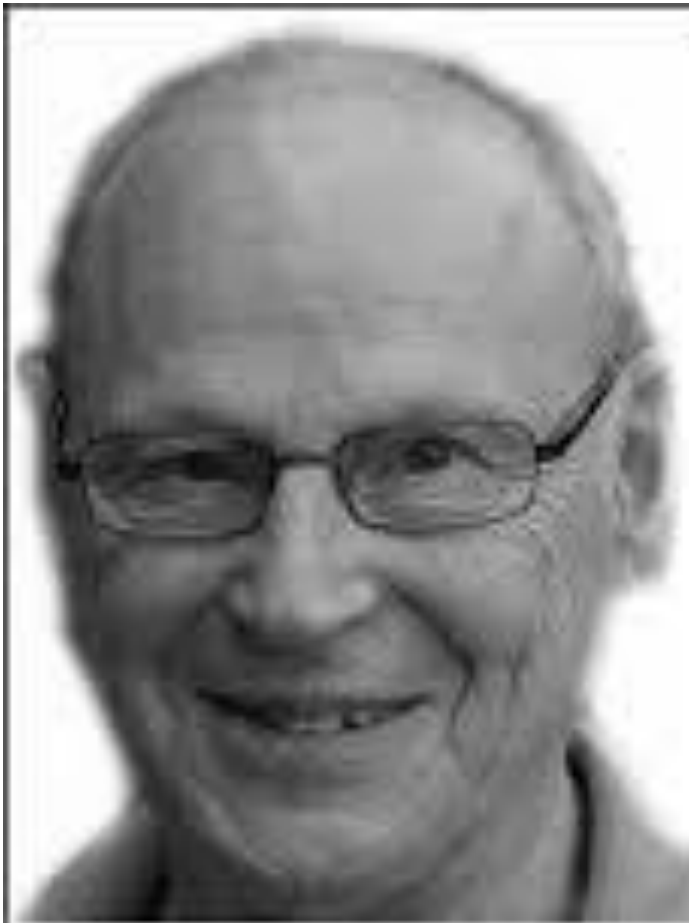
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Teaching and Learning at MECE 2020–2021

- The key issue of knowledge became clear
- Students ensuring they have enough knowledge to answer questions without always referring to the books
- Answer?
- All students in KS4 will have a booklet of knowledge organisers which they will have as part of their Tools for Learning.
- Many homeworks and lesson activities will be set around these documents.



Our society cannot afford a two-tiered system in which the affluent have access to superior education, while everyone else is subjected to a dull and incoherent classroom experience. Academic excellence, educational equity, and fairness demand a strong foundation of knowledge for all learners.

— E. D. Hirsch —

AZ QUOTES



Curriculum

Letting students in on the secret....

Knowledge Organisers are a key part of our strategy for next year. They help to 'let students in on the secret' by providing the key information and vocabulary that underpins the learning they will do in that unit. In tandem students will be given an 'Intro' sheet to set up the unit of work.

In **Years 10 and 11** students will receive a booklet of their Knowledge Organisers for each subject per term. They will be expected to have it with them each day (tools for learning) and teachers should be actively integrating them into lessons and homework.

The intention is that for 2021/22 **ALL** students in **ALL** year groups will have KOs to support their learning.



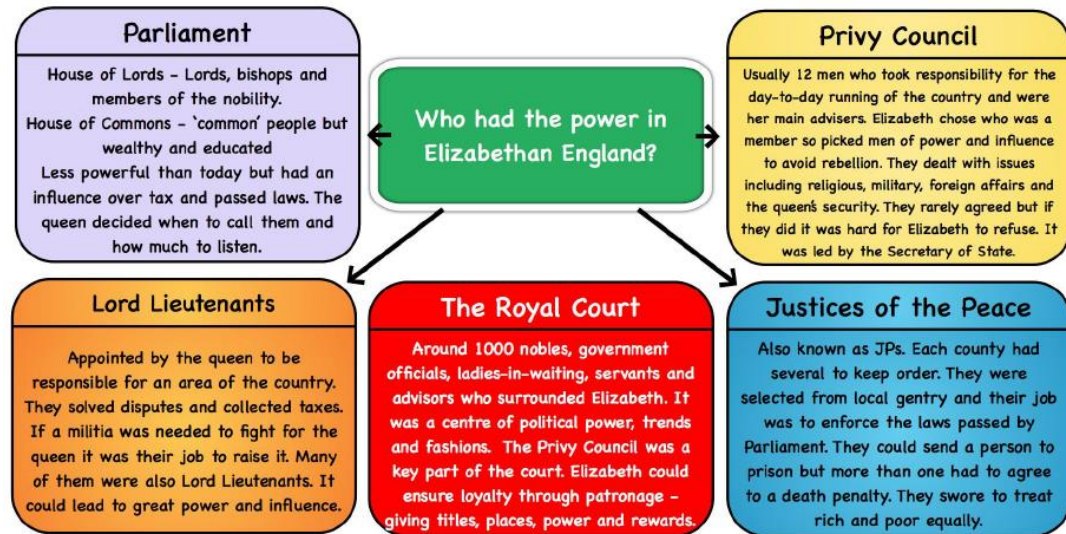
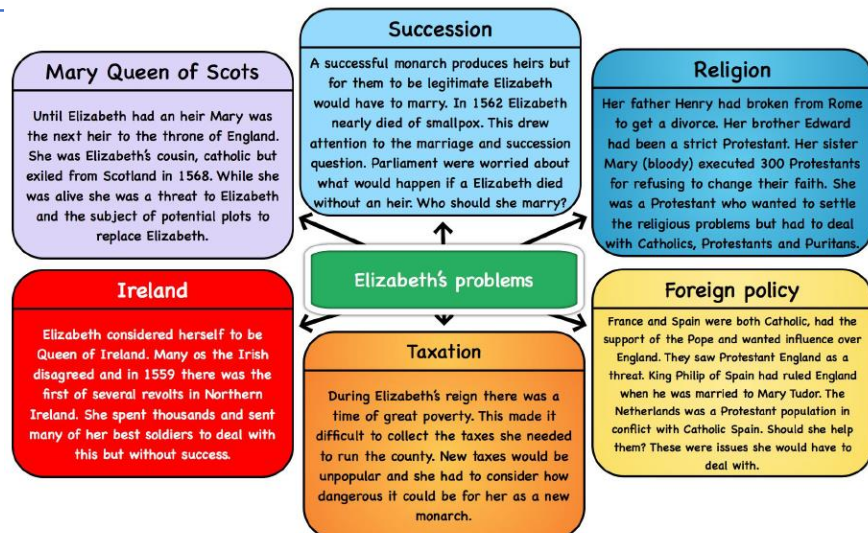
AQA History GCSE

Paper 2, Section B: Elizabethan England 1568-1603

Part one: Elizabeth's Court and Parliament



Unit overview: when Elizabeth ascended to the throne in 1558 she faced many problems: religious instability, weakness in the privy council, threats from abroad, financial debt and the question of her ability to be a successful female ruler. It can be argued she overcame many of these problems by 1569 as she had decided upon religious settlement which found 'the middle way' between puritans and Catholics, had reduced the size of the privy council to a small group of trusted advisors and had started to convince her subjects that they could be successfully ruled by a Queen.



Key People:



Sir William Cecil (lord Burghley). Closest advisor and was twice made Secretary of State. Critical role in poor laws and religious settlement.



Sir Frances Walsingham. Trusted advisor and held the role of Secretary of State and known as 'Spymaster'. Significant role in execution of MQS

Named Earl of Leicester by Elizabeth in 1564. Serving as Master of the Horse and also in some military leadership positions, Leicester was the Queen's close friend and probably her lover.





AQA History GCSE
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Topic 1 key terms	
Act of Supremacy	This made Elizabeth supreme governor of the Church of England.
Act of Uniformity	This established the appearance of churches and the form of services they held.
Counter Reformation	the campaign against Protestantism
Divine Right of Kings	the belief that a monarch was chosen to rule by God
Ecclesiastical	an adjective used to describe things to do with the Church
Excommunicated	being expelled from the Catholic Church by the Pope
Gentry	similar to nobility; people of a high social class
Heretics	people who refused to follow the religion of the monarch
Legitimate	Being born in wedlock when the existing king and queen were married.
Martyr	someone who dies for their religious beliefs
Nobility	a member of the aristocracy
Papacy	the system of church government ruled by the Pope
Patronage	to provide someone with an important job or position
Privy Council	Elizabeth's closest body of advisors; Elizabeth's chief advisor was William Cecil.
Puritans	extreme Protestants
Recusants	Catholics who were unwilling to attend church services laid down by the Elizabethan religious settlement
Royal Injunctions	a set of instructions to reinforce the acts of Supremacy and Uniformity
Royal Prerogative	Elizabeth could insist that Parliament did not talk about certain issues
Secretary of State	Elizabeth's most important Privy Councillor
Succession	the issue of who was going to succeed the throne after Elizabeth died
Visitations	inspections of churches and clergy by bishops to ensure that the Act of Supremacy was being followed
Yeomen	men who owned a small amount of land or an estate

Topic 1 key events	
1532	Start of the English Reformation
1556-58	Dutch Revolt against the Spanish
1558	Elizabeth's accession
1559	Mary Queen of Scots became queen of France
1559	Treaty of Cateau-Cambresis - England had to return Calais to France
1559	Religious Settlement and visitations commenced.
1559	The Pope issued an instruction that English Catholics should not attend Church of England services.
1560	Elizabeth helped Scotland Protestant lords defeat Mary of Guise. Treaty of Edinburgh.
1562	Religious war in France
1563	Philip II banned import of English cloth into Netherlands
1567	Elizabeth allows Dutch Sea Beggars to shelter in English harbours
1568	Genoese loan
1568	Mary Queen of Scots fled to Scotland and then arrived in England.
1569	Revolt of the Northern Earls

Potential Exam Questions:

Write an account of the problems Elizabeth faced in her early reign. (8 marks)
Write an account of the career of the Earl of Essex (8 marks)

Explain what was important about the Privy Council (8marks)
Explain what was important about Elizabeth's decision over marriage (8 marks)

How convincing is Interpretation A to understanding the problems facing a female ruler (8 marks)



AQA History GCSE
Paper 2, Section B: Elizabethan England 1568-1603

Part one: Elizabeth's Court and Parliament

Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.

The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

DIRT Activities

Explain what was important about the Church in the Middle Ages (self assessment)

Write an account of the problems Elizabeth faced in the first ten years of her reign (Teacher assessment)

Key date/events:

1558: accession to throne (death of Mary 1)

1559 – religious settlement

1562 – Elizabeth seriously ill with smallpox, heightening succession concerns

1568 – MQS forced to abdicate in Scotland

1570 - Elizabeth excommunicated

Key Vocabulary:

Act of Supremacy Act of Uniformity Excommunicated Gentry Heretics Nobility Patronage Privy Council Puritans Recusants Succession

Key names:

Frances Walsingham Robert Deveraux William Cecil Robert Dudley
Kat Ashley Roger Aschum Henry VIII Anne Boleyn



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Knowledge Organisers

BOOK KNOWLEDGE ORGANISER – WONDER BY R.J. PALACIO

Important Information

Plot

A young boy starts a new school but struggles to fit in due to a facial deformity. His classmates, family and larger community struggle to discover their compassion and acceptance.

Themes

Prejudice, Self-Acceptance, Friendship, Bullying, Society Values, Family, Fear, Courage, Tolerance

Setting

Set in the continent of North America in suburban New York, they live in a place called North River in Upper Manhattan near Central Park and near August's new school, which is called Beecher Prep.

Characters

August Pullman (Auggie)	Protagonist – 10-year-old with rare medical facial deformity
Olivia Pullman	August's older sister
Summer Dawson	one of August's best friends
Isabel and Nate Pullman	August and Olivia's parents
Jack Will	a tough kid and August's best friend
Julian Albans	Antagonist – a student who dislikes August
Justin	Olivia's boyfriend
Miranda Navas	Olivia's friend but who also has a strong relationship with August



What Can the Book Teach Us?

Don't hide your true self
Never judge anyone
Stand up for yourself
Choose kindness

Quotes

"Our deeds are our monuments."
"When given the choice between being right or being kind, choose kind."



Name of Book: Wonder

Date Published: 2012

Author and Illustrator: R.J. Palacio

Reading "Reconsidered" Spine: Year 5/6 and a Non-Linear Text

Key Vocabulary

cleft palate	a split or indentation on the surface of the mouth which separate the oral and nasal cavities
forewarn	to notify in advance or beforehand
precept	a rule of personal conduct
alignment	adjusting the parts of something so that they fit
contagious	capable of being transmitted by infection

American Vocabulary

sidewalks	paths / pavements
commercial	adverts
mom	mother/mum
fifth grade	Year 6
semester	term
vacation	holiday
subway	underground
block	street
recess	breaktime
garbage / trash	rubbish
dude	friend

Context – Palacio wrote Wonder after an incident where she and her three-year-old son were waiting in line to buy ice cream. Her son noticed a girl with facial birth defects. Fearing he would react badly, Palacio attempted to remove her son from the situation so as not to upset the girl or her family but ended up worsening the situation. Natalie Merchant's song "Wonder" made her realise that the incident could teach society a valuable lesson. Palacio was inspired by Merchant's lyrics and she began writing.



Did the historian Marc Morris get it right about significance of the Norman Conquest?

Background information:

- In January 1066 king Edward the Confessor died without an heir.
- Harold Godwinson quickly became the **monarch** but his crown was contested by King Harald Hardrada from Norway and Duke William of Normandy.
- Harold Godwinson beat Hardrada at the Battle of Stamford Bridge near York in September 1066.
- Harold Godwinson was then defeated by William of Normandy on 14th October 1066 at the Battle of Hastings.
- William become known as the Conqueror and ruled England between 1066-1087.

Impact of Norman rule:

- Most of England's land was now owned by Norman Earls who swore an **oath** to King William.
- Norman Earls became very rich and powerful but no one was as rich or powerful as William.
- The Normans built motte and bailey **castles** across England and used them to control the countryside.
- More and more **monasteries** were introduced because the Normans were very religious.



Key terms:

Heir - next in line for the throne.

Monarch - King or queen in charge.

Oath - a promise of loyalty.

Baron / Earl - important Norman Lord.

Monk - a man who devoted his life to God.

Monastery - a place where Monks lived, worked and prayed.

Peasant - poor farm worker. 99% of people were peasants.

Harrying - burn or destroy.

Castle - building used to defend an area - see image.

Continuities after the Norman Conquest:

- People still travelled either on foot or by horse and cart.
- Housing and clothing stayed the same for 99% of the people. They lived in wooden huts and wore clothes.
- Farming methods stayed the same.
- Medicine and healthcare stay the same. Cures were made from herbs.

Changes to England after the Norman Conquest:

- French was spoken by Barons and Earls. Latin was used in government
- New motte and bailey castles were built across the country and used to keep control.
- Nearly all land was now owned by the Normans.
- Many cathedrals were re-built.
- New monasteries were also built.
- William was a very powerful king.



Marc Morris's interpretation of the significance of Hastings:

I agree with those historians who regard the Norman conquest as the single most important event in English history. Of course, they didn't change some things: villages, the arts or the economy. Other areas have been shown to have experienced dramatic change. Not only did they bring with them new forms of cathedral building, new castles, military techniques, a new ruling class and a new language of government (Latin), they also imported a new set of attitudes. The Conquest mattered because it altered what it meant to be

Essential knowledge:

$$a + a + a = 3a$$

$$4 \times d = 4d$$

$$y \times y \times y = y^3$$

$$7 \times e \times f = 7ef$$

Expanding brackets:

- Expanding means remove brackets
- Use the claw

e.g. $3(5a - 2) = (3 \times 5a) - (3 \times 2)$
 $= 15a - 6$

Factorising expressions:

- The opposite (inverse) of expanding
- Answer will include brackets
- Look for common factors (numbers and algebra)
- Always choose the HCF

e.g. 1 $10a + 15 = 5(2a + 3)$

10 & 15 both in the 5 times table

$10a = 5 \times 2a$ $15 = 5 \times 3$

e.g. 2 $6x^2 - 21xy = 3x(2x - 7y)$

6 & 21 both in the 3 times table
 Both terms have an x in them

$6x^2 = 3x \times 2x$ $21xy = 3x \times 7y$

Building knowledge:**Simplifying expressions (adding/subtracting)**

- Can only simplify like terms.
- Be sure to include the sign before the term

e.g. $2a + 3b - a + 4b = a + 7b$

$2a - a = a$ $+3b + 4b = +7b$

Knowledge organiser: Unit 2F
Expressions, substitution,
expanding and factorising**Substitution:**

- Replace letters with values
- Always apply BIDMAS
- Use brackets for powers
- Fractions? Work out the top and bottom separately.

Building knowledge:**Simplifying expressions (multiplying)**

- Multiply the numbers and terms separately
- Remember your rules of indices

e.g. $5p \times 3q \times 4p = 60p^2q$

$(5 \times 3 \times 4) \times (p \times p \times q)$
 $60 \times p^2q = 60p^2q$

e.g **Evaluate** (find the **value** of) the expressions, given that:

$a = 2$ $b = 3$ $c = -5$

- $4b = 4 \times 2 = 8$
- $7b - 3c = (7 \times 3) - (3 \times -5) = 21 - 15 = 21 + 15 = 36$
- $5b^2 + 1 = 5 \times (3)^2 + 1 = 5 \times 9 + 1 = 45 + 1 = 46$
- $2c^3 = 2 \times (-5)^3 = 2 \times -125 = -250$
- $\frac{3ac}{2b} = \frac{3 \times 2 \times -5}{2 \times 3} = \frac{-30}{6} = -5$

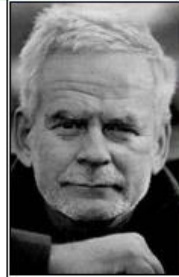


ANDY GOLDSWORTHY KNOWLEDGE ORGANISER



Biography

- Andy Goldsworthy is a British sculptor (a person who makes sculptures) and photographer.
- He likes to create his sculptures in natural places, using only natural materials.
- The materials used in his art often include brightly coloured flowers, icicles, leaves, mud, pinecones, snow, stone, twigs, and thorns.
- He is most well-known for works such as *Storm King Wall*, *Composition VII* and *Wet feathers/ wrapped around a stone*...
- He sometimes uses power tools and help from others. However, most of his sculptures are made using only his own bare hands.



-Goldsworthy was born in 1956 in Cheshire, and grew up around Harrogate, Yorkshire. He now lives and works in Dumfriesshire, Scotland.

Significant Works

Storm King Wall (1998)



-*Storm King Wall* is Andy Goldsworthy's largest single sculpture. It is in the United States. It is in the style of a traditional British farming wall. It snakes in and out of the trees at sculpture park in Hudson Valley. It then goes into a pond, before coming out at the other side.

Refuge d'art (2002)







-*Refuge d'art* is a 150 km course in a nature reserve in France. It takes hikers about 8-10 days to do the hike, visiting one of the 3 'sentinels' on a day's walk. -The sentinels are mounds of rough stones that are built into an oval shape.

Drawn Stone (2005)



The *Drawn Stone* is at the de Young Museum in California. It contains large Appleton Stone from Yorkshire. There is a large crack in the concrete, showing the San Francisco Faultline.

Styles and Techniques

Sculpture	<ul style="list-style-type: none"> -Sculpture is a type of visual art that operates in three dimensions (unlike 2-D paintings). -Sculptures used to always be carving into stone, metals, ceramics and wood (statues), but now sculptors use lots of different materials and places. -There are now many different styles of sculptures. 	 
Earth Art	<ul style="list-style-type: none"> -Earth art is also known as land art or Earthworks. -It is an art movement that began in the 1960s and 1970s, mainly taking place in the UK and the USA. -This type of art uses the materials of the earth for building sculptures. Examples of materials used could be rocks, soils, plants, water, and vegetation. -Earth artists take photographs of their work before it decays or disappears. Goldsworthy likes to create sculptures that blend with their natural environment. 	 

How do I create sculptures like Goldsworthy?

Step 1: You need to collect your materials. Try to use things that you can find naturally. Don't interrupt nature's process by picking things - use what you can find on the ground, e.g. fallen leaves, fallen petals, sticks, etc.

Step 2: Find the space that you want to create your sculpture - the backing is important!

Step 3: Carefully put your materials in your chosen pattern/image. Think about what message your creation gives, and how you use colour and materials for effect.



A child's concentric circle painting.

Things you'll need: Natural materials, a bag to hold them in, and your bare hands to build!

Step 5: Photograph your finished sculpture! Make sure that you catch it before it decays, or the weather gets it!

Andy Goldsworthy Timeline

July 25th, 1956 Goldsworthy is born in Sale Moor, Cheshire.	1969 Begins to spend his weekends working on a farm.	1974 He is accepted as a foundation student at Bradford College of Art.	1975-1978 He begins to explore the outdoors as an art studio whilst at University.	1982 Marries the sculptor Judith Gregson, and they move to Scotland.	Mid-1990s By this point he has become a renowned sculptor.	1997-1998 Creates <i>Storm King Wall</i> .	1999 Creates <i>Wet Feathers</i> ...	2000 Receives an OBE for his services to art.	2002 Finishes creating <i>Refuge d'art</i> .	2005 Creates <i>Drawn Stone</i> .	2018 2nd documentary of Goldsworthy released: <i>Leaning into the Wind</i>
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Key Vocabulary

Goldsworthy

UK

England

Scotland

Rural

Countryside

Installation

Environmentalism

Sculpture

Earth Art

Storm King Wall

Refuge d'art

Drawn Stone



How will we use Knowledge Organisers?

- Low stakes quizzes as a starter
 - Mini white boards starters or review activities
 - Getting them to set questions based on the knowledge they should have
 - Repeats, return, embed
 - <https://www.teachertoolkit.co.uk/2018/03/11/knowledge-stick/>
-
- Use the information gleaned to highlight any class misconceptions and make sure we teach that to the class as a result



Mastery

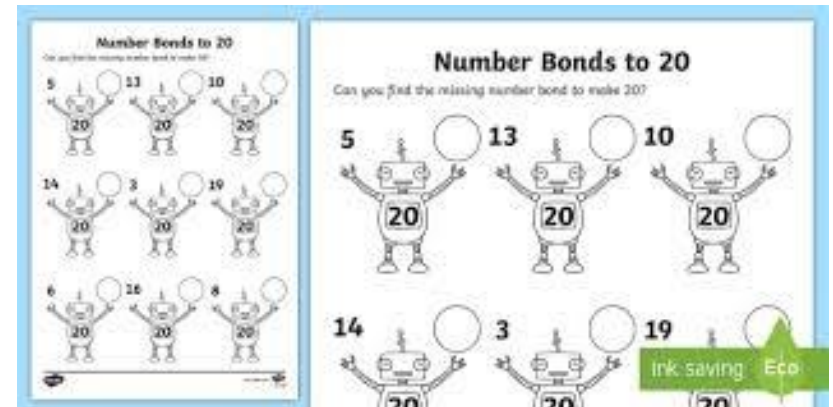
- The knowledge can then be used to explain and apply, in a thousand different ways but without knowledge it is difficult to explain anything!
- Fluency, reasoning and problem solving
- Making links between the facts and the key questions and problems



Maths

- Times Tables
- Number Bonds
- Place value
- Regularly revisited and embedded

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144





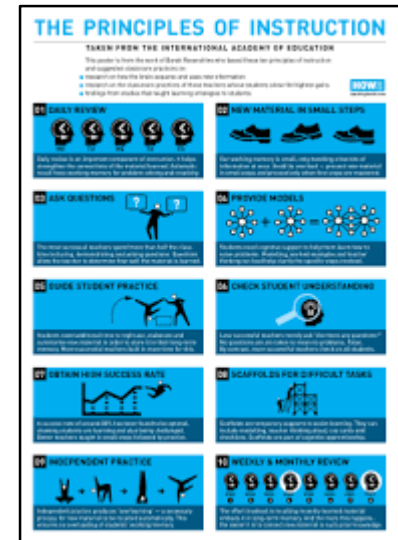
Mastery

- With the knowledge new areas can be visited with greater confidence
- Setting challenges based on what has been learned before but how it can be applied to new areas of learning
- Use the framework of knowledge to link ideas and analyse



Rosenshine's Principles

- Provide models
- Guide practice
- Check for understanding
- Provide scaffolds when it is tricky
- Independent practice
- 80% success rate is vital for class progress



Visualisers and modelling

- <https://www.youtube.com/watch?v=xv44P6L8oFo>



Direct instruction

- Students seemed to lack the confidence to write independently and tackle complex tasks
- Ensuring students are more disciplined in their responses to questions
- Ensuring they know the key knowledge
 - Introducing material, that is used to activate students' prior knowledge
 - Presenting new material, where students begin to learn with step-by-step guides
 - Guiding students, where teachers can correct mistakes early on and reteach material if needed
 - Providing feedback, where teachers give students an indicator of their performance
 - Practicing independently, where students individually apply the skills that they've gained
 - Evaluating, where students are tested on what they've learned.



Questioning

- A big push on this...
- How well has something been learnt?
- Does it need re-teaching?
- Explain how you got to your answer? Metacognition
- Techniques
 1. No hands up
 2. No opt out
 3. Cold calling
 4. Say it again, better
 5. Think pair share
 6. Whole class response
 7. Probing





Review

- Lessons to always finish with a review of learning
- To consolidate learning
- To give confidence in the progress attained
- To allow the teacher to identify any misconceptions and plan to re-teach in the future





Thoughts?

- Please use the sugar paper and let me know your thoughts on these approaches and anything we may have missed



Curriculum

January Whole School Curriculum Audit

Outcomes:

- Maintain broad and balanced curriculum offer throughout the school
- Re-introduction of Computing at Y7-9 and as a GCSE option
- 4 Options at KS4
- Introduction of Support Pathway at Y7 and Y10 (*initially*)
- Maintain discrete PHSE provision in all year groups
- The curriculum is compliant (and meets National Curriculum standards)
- Rationalisation of KS4 options – but maintaining a broad offer
- Return to a 2 week timetable



Curriculum

May Department level audits

Outcomes:

- Review of individual topics / units taught
- Clear focus on developing a sequence of learning that builds on prior knowledge
- Identified links within disciplines
- Identified areas for cross-Trust links and development
- Opportunities for venturing into 'The Hinterland'
- Identified strategies to 'let students in on the secret'
- Updated Curriculum Booklets produced to help 'let parents in on the secret'

The Hinterland

Opportunities to venture into 'The Hinterland' are both planned and unplanned.

Examples of how the curriculum is enriched and how students can build both academic knowledge, spark interests in new areas and build their cultural capital are extensive.

Dance / Music: Workshops that explore new styles of performance to develop techniques

Art / Tech: exploring up and coming artists through local galleries & exhibitions

French: Linking with English to look at French culture through literature

History – signposting a documentary to extend contextual knowledge around Tudor life

Reading: if you liked this book, try this.... (displays etc)

Science: linking with local University to deliver workshops on Astronomy or Genetics

Computing: exploring the ethics about the life of Alan Turing

Drama: facilitating opportunities for watching live performances

PE: discussions / research into the world of sponsorship within professional sports



Curriculum

More Able

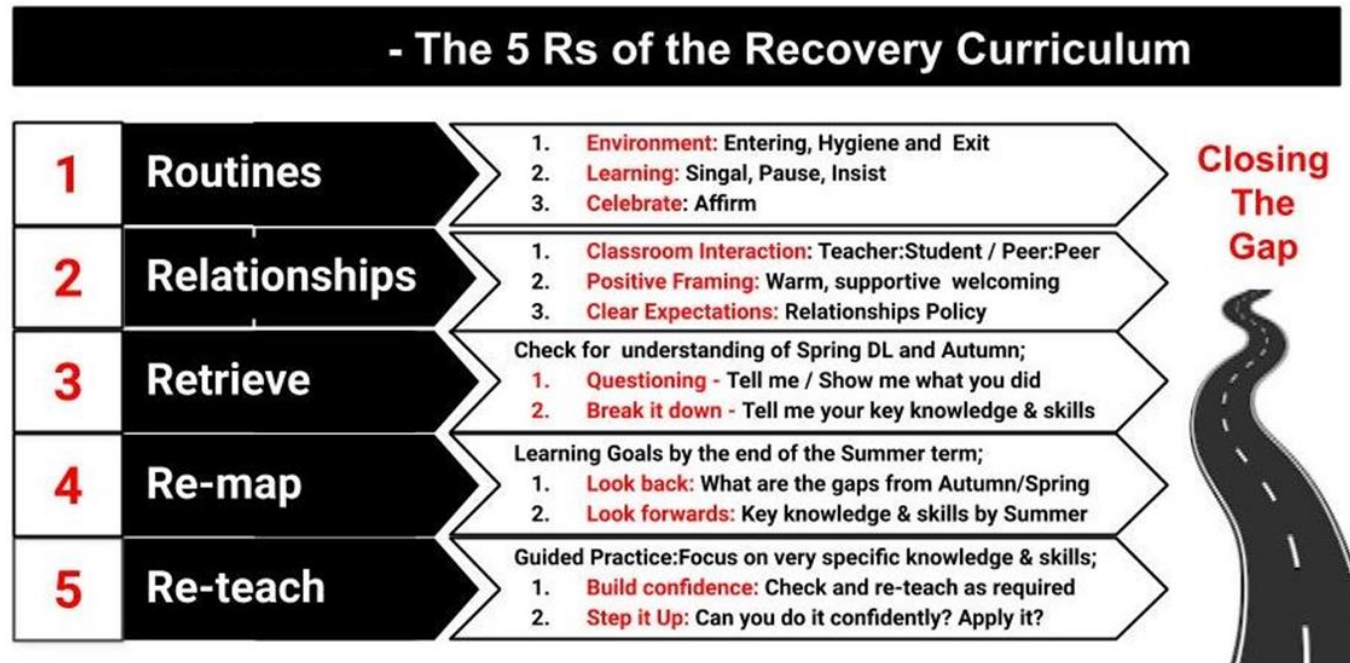
- **The Gold and Silver Programmes**
- **Pre-UCAS workshops**
- **'Lectures from The Edge' series**
- **The Brilliant Club**

The Hinterland of subjects is an excellent way for all of our students, but in particular our Most Able, to really stretch themselves both at KS3 and KS4.



Curriculum

September adjustments





Reading



Reading for pleasure at the age of 15 is a strong factor in determining future social mobility. Indeed, it has been revealed as the **most important indicator of the future success of the child.**

It helps them (children) develop stronger social skills, vocabulary and writing skills, and helps them to better understand and process more complex ideas. Reading also **expands their ability to build knowledge** overall – not just in subjects like English and language arts.

When we talk about teenagers not reading we are really talking about **extensive reading**, where reading is undertaken voluntarily and purely for pleasure or entertainment; where the texts are usually books and the reading happens regularly for extended periods.

The benefits of extensive reading are well known. It can lead to **faster reading speed** and **greater ability to process texts**. It enhances general language competence as well as knowledge about the world. It also helps to make the reader a better writer by giving them massive amounts of input on usage and vocabulary.



Standards in reading are too low. Pupils do not read well or widely enough. This restricts their access to the wider curriculum.

OFSTED 2017



Reading

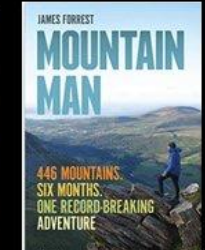
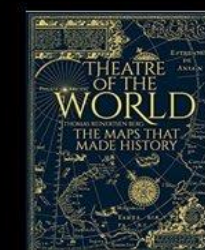
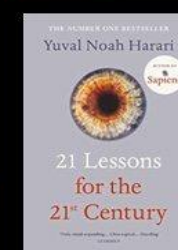
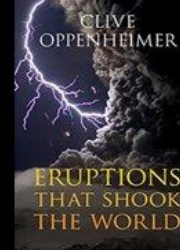
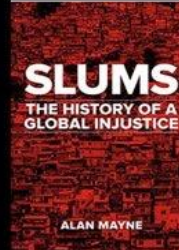
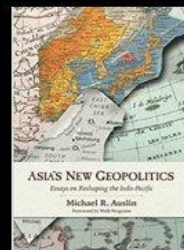
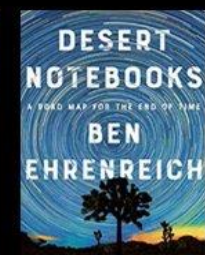
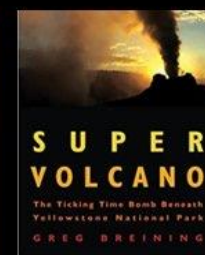
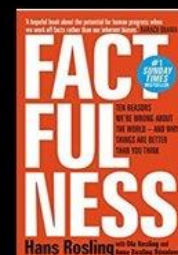
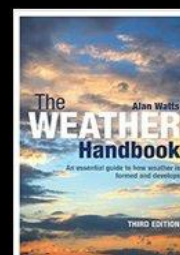
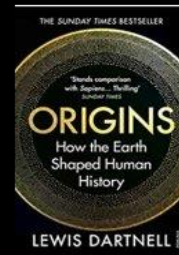
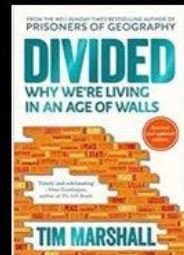
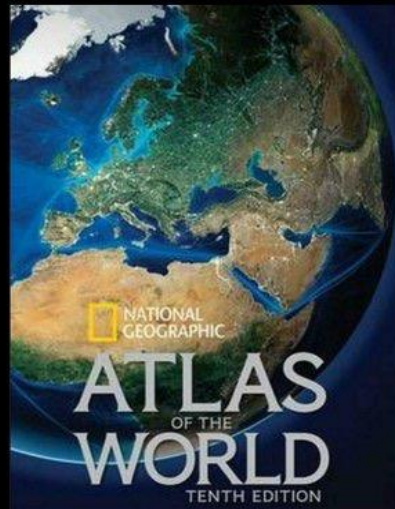
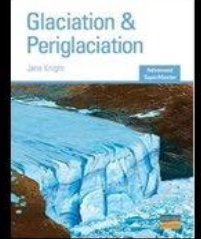
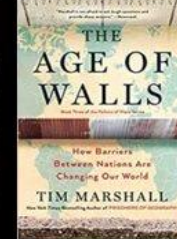
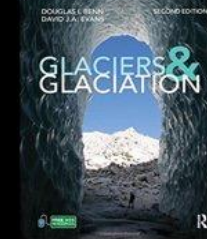
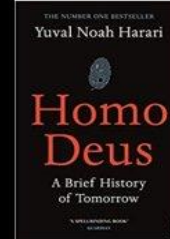
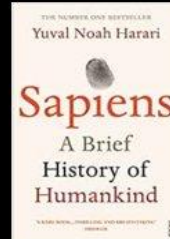
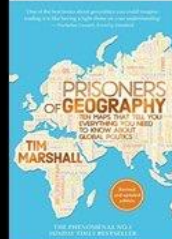
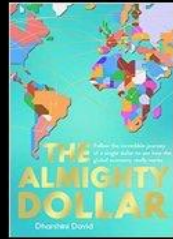
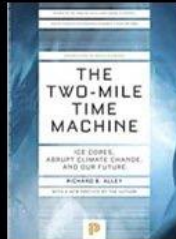
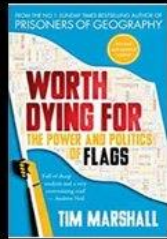
Reading is not an 'English' problem

Whole-school drive to raise standards and participation

- Clear identification of students who might need additional support to raise their reading age (and support programme devised and implemented)
- Raised profile of reading and academic reading
- Raised profile of the importance of literacy
- Knowledge Organisers to promote key terms / definitions within individual subjects
- Classroom displays with key words / definitions
- Tutor Reading Programme
- Relaunch of the library




Geography Bookflix





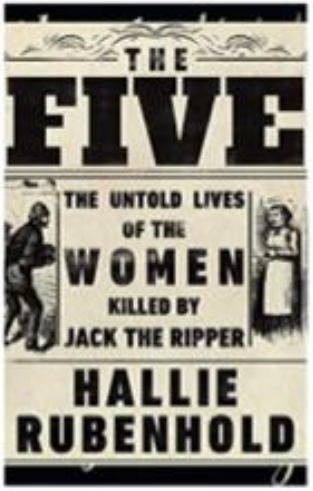
Books For Going Above and Beyond at GCSE.



Connected Topics

- Poverty/living conditions in Whitechapel.
- Policing in Whitechapel
- Sir Robert Peel and the Metropolitan police
- Sir Charles Warren


Overview
This book is not an option, it is a necessity to read alongside our study of Whitechapel. Rubenhold brings the lives of the 'canonical five' to the forefront and explores not only the intricacies of their individual stories but sheds unique light on the poverty, plights and policing of London's east end.



THE FIVE
THE UNTOLD LIVES OF THE WOMEN KILLED BY JACK THE RIPPER
HALLIE RUBENHOLD

Helen Castor


ELIZABETH I
A Study in Insecurity



Overview
In less than 180 pages, Helen Castor brings great insight into the character of Elizabeth I. She explores issues connected to gender, illegitimacy, religion, marriage and politics. Extremely readable, you'll have it finished in less than a week!

THE FIVE
The Untold Lives Of The Women Killed By Jack The Ripper
Hallie Rubenhold

£7.99 Paperback
£5.99 Kindle Edition




Elizabeth I
A Study in Insecurity
Helen Castor

£5.94 Paperback
£3.49 Kindle Edition

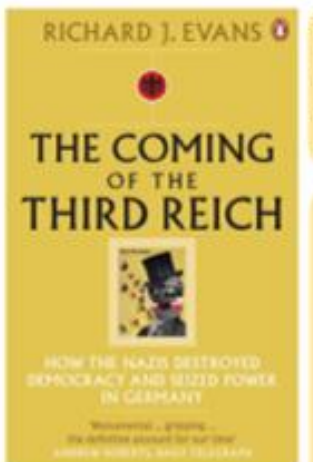
The Coming Of The Third Reich
How the Nazis Destroyed Democracy And Seized Power In Germany
Richard J. Evans

£14.99 Paperback
£4.99 Kindle Edition



The Spy And The Traitor
The Greatest Espionage Story Of The Cold War
Ben Macintyre

£5.99 Paperback
£4.99 Kindle Edition



THE COMING OF THE THIRD REICH
HOW THE NAZIS DESTROYED DEMOCRACY AND SEIZED POWER IN GERMANY
RICHARD J. EVANS

Overview
At first glance this is a daunting prospect, filled to the brim with detail regarding the early days of Weimar and the rise of the Nazi party. However this book is perfect for 'chapter extraction' with Richard J. Evans focusing on key events and situations in a depth that is unmatched. Anecdotes from here will serve you well for your exams!

Connected Topics:

- Weimar and Hyperinflation
- Birth and growth of the Nazi party.
- Power through force: 'Beer hall putsch' 1923
- Power through democracy: Nazi elections/police state
- Reichstag Fire/Enabling Act

Overview
This book is perfect for understanding the atmosphere of the Cold War and the high stakes of the time period. Following the life of Oleg Gordievsky a KGB agent turned MI6 Informer, Macintyre makes clear the competitive struggle and ideological differences between East and West.

Connected Topics:

- Gender
- Legitimacy
- Tudor dynasty
- Immediate threats to power
- Foreign relations

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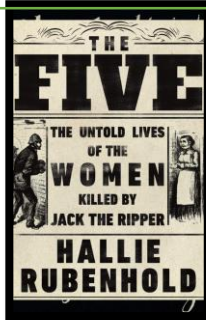
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What does the extract tell you about the water supplies for the poor of London?

What can we learn about the spread of disease in the 1800s?



The Five: The untold lives of the women killed by Jack the Ripper by Hallie Rubenhold.

There were few others comforts to be enjoyed in the homes in which she passed her youth. The Walkers never lived far from either Shoe Lane or High Holborn. From Dawes Court they moved to Dean Street, Robinhood Court and Harp Alley. Space and privacy were almost unknown in the dwellings clusters within the slender medieval streets in the parishes of St Bride's and St Andrew's. An 1844 inquiry undertaken into the state of housing in populous London districts found that buildings situated in enclosed courts and narrow alleys like the one in which the Walkers lived, were some of the 'worst conditioned....badly ventilated and filthy...in the entire neighbourhood'.

Most families shed one room the average size of which measures from 8 to 10 feet and from 6 to 8 feet from floor to ceiling. Into these compact rooms were pushed entire families. Dawes Court which had once been a large timber-framed and plaster house has been subdivided into three separate dwellings apportioned once more into individually rented rooms inhabited by no fewer than 45 people. one bed may have sufficed for an entire household with younger children on makeshift truckle beds stowed beneath. A table and a few chairs served as parlour, dining room and wardrobe. Every corner would have contained something of use from brooms pots and buckets, to sacks of onions and cool. Parents siblings and extended family dressed washed engaged and sex and if there were no conveniences defecated in front of one another. As one family member prepared a meal, a sick child with a raging fever might be vomiting into a chamber pot while a parent or sibling stood by half naked changing their clothes. Little about the human condition in its most basic form could be concealed.

Even at 4 shillings a week, the fabric of these buildings had little to recommend them. Tenants might expect damp and crumbling walls, soot blackened ceilings with peeling plaster, rotten floorboards broken or ill-fitting windows and gaps that allowed in the rain and wind. Blocked chimneys blew smoke back into the rooms and contributed to a host of respiratory illness. Internal corridors and stairwells were not much better even, at times, positively hazardous. One such building was described as having 'a handrail broken away' and the stairs no better 'a heavy boot had been clean through one of them already, and it would take very little for the whole lot to give way and fall with a crash'.

However, the present matters of access to clean water, sufficient drainage and fresh air frequently concerned inhabitants more than crowded living conditions in ramshackle buildings. The city's little courts suffered the worst and inspectors regularly found only a single source of water used to service a number of households. Almost all the butts in which supplies were stored were tainted in some way 'by a filthy accumulation on the surface'. In some cases residents were made to rely on 'refuse water' for cooking and cleaning, which was gathered from stationary pools that stank in the summer. As many of these buildings did not have cesspools the contents of emptied chamber pots ran into the courts or streets where they remained until a shower of rain washed them into the gutters. Unsurprisingly deadly outbreaks of cholera and what medical inspectors described broadly as 'fever', was rife especially in the warmer months.

As the capital's labouring classes knew only too well, unhealthy overpopulated dwellings made a comfortable home for nothing but disease. Smoke filled rooms as well as London's noxious yellow 'fog' did nothing to improve the health of the overworked and undernourished. Polly was to learn this before she reached her 7th birthday. In the spring of 1852 her mother began to sicken. At first Caroline would have displayed the symptoms of what appears to have been flu but the cough soon grew worse. As the tuberculosis that had settled on her lungs began to consume them her dreadful racking became blood-laced. Feverish and weary Caroline continue to waste until the 25 November.

How is a typical London working class dwelling described?

What was it like for the people living in these rooms?

What does this passage suggest about poverty in the 1800s?





Tutor Reading Sessions

- It is imperative that the children are read to for 15 minutes.
- This will take place 2 mornings a week in AM tutor time in Y7-9
- The chosen class novel should be challenging. The children should be able to access it, but it should be a text that many of the class could not sit and read cover to cover independently.
- Only the class teacher should read the class novel aloud so that children fully get the best possible understanding of it.
- Students will follow the text with a ruler to help maintain focus.
- Some tutor sessions in that term, on non-reading days, will link to the book for that term.



Why?



Reading for pleasure at the age of 15 is a strong factor in determining future social mobility. Indeed, it has been revealed as the **most important indicator of the future success of the child.**

It helps them (children) develop stronger social skills, vocabulary, writing skills, and helps them to better understand and process complex ideas. Reading also **expands their ability to build knowledge** overall – not just in subjects like English and language arts.

When we talk about teenagers not reading we are really talking about where reading is undertaken voluntarily and purely for pleasure or entertainment; where the texts are usually books and the reading happens regularly for extended periods.

The benefits of extensive reading are well known. It can lead to **faster reading speed** and **greater ability to process texts**. It enhances general language competence as well as knowledge about the world. It also helps to make the reader a better writer by giving them massive amounts of input on usage and vocabulary.

Studies have shown that by Year 9 the ‘average’ 14 year old is at a reading age 3 years lower than their chronological age (11 years old).

By GCSE student, on average, may only have the reading age of 13 – GCSE papers are written to a reading age of between 14-16 years old....



What will it look like?



Tutor Reading





Tutor Reading

	Year 7	Year 8	Year 9
Book 1	Wonder (Raquel Palacio) <i>Inclusion / inner beauty / bullying</i>	Mud Sweat and Tears (Bear Grylls) <i>Survival / perseverance</i>	The Curious Incident.... (Mark Haddon) <i>Difference / SEN / perspective</i>
Book 2	Tins (Alex Shearer) <i>Child labour / friendship</i>	Boy in the Stripped PJs <i>Friendship / war / persecution</i>	Flowers for Algernon (Daniel Keys) <i>Human relationships / intelligence / friendship</i>
Book 3	Coram Boy (Jamila Gavin) <i>Treatment of children / social acceptance</i>	Tamar (Mal Peet) <i>Love / espionage / betrayal</i>	The Other side of Truth (Beverley Naidoo) <i>Tolerance / asylum / prejudice</i>
Book 4	The Diary of a Young Girl (Anne Frank) <i>isolation / mortality / family</i>		



MAIDEN ERLEGH
CHILTERN EDGE



MAIDEN ERLEGH
CHILTERN EDGE



Maiden Erlegh Trust





Mrs N Benham

Assistant Headteacher (Inclusion)



SEN Update – Communication is KEY

- Mrs Benham becoming the permanent SENCo from September
- Weekly SEND surgeries and fortnightly “Well-being newsletter”
- Updating Pupil Profiles and Classroom Support Plans
- CPD for teaching staff with a half termly focus on an individual need, e.g. dyslexia



Pupil Premium Update

- Aim of PP is to narrow the **gap in attainment**.
- Spending published on the website.
- Some used to contribute to key staff salaries, who work directly impacts PP students.
- Most used to fund initiatives targeted at PP students, such as:
 - Tutoring
 - Attendance support
 - Resources
 - Homework support
 - Behaviour support



Behaviour Update

Covid-19

- ☐ Spitting
- ☐ Hand sanitizer
- ☐ One way system
- ☐ Sharing

Consequences

- ☐ Warning system
- ☐ Blue Slips and SLT lunchtime detention
- ☐ Thursday after school SLT detention. Can get the no.25 home.
- ☐ Removal and Reflection Room

Site improvement

- To ensure the site remains attractive, that where necessary refurbishments are carried out and that the site is ready for the predicted growth in numbers
- Windows
- Lighting
- Fencing
- The library
- Seating and outdoor furniture
- Displays
- Community mornings- 1 per term



Is there anything we have missed that you feel we should be working on as a school?

- Please take a few minutes to give us some feedback on any other aspects of secondary education we should be addressing in our plans for 2020/2021 and your thoughts on the second part of tonight's presentation



Thank you!

See you again soon