

Outwood Academy Acklam Parent information evening

Being the best we can be!

2nd October 2023

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SPARX Maths

Elizabeth Flood

Head of Maths

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Students First: raising standards and transforming lives



What exactly is Sparx Maths Homework?

Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set.

Homework contains 3 elements: Compulsory, Optional and Target.

All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.

Each task bar will show as green when fully complete. For the homework to be classed as complete, all taskbars for that homework need to be fully green. The percentage of homework complete will show on the menu page:



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How can I support my child when they're stuck?

Try and set up a quiet work area for your child if possible. If you don't have the space, consider setting aside routine 'quiet times' during the day, when children can concentrate, even if only for short periods of time.

It is important that students still keep a record of their work when learning at home and we have provided all students with a SPARXs workbook. They may still need their teacher's support, and they in turn may want to see student workings.

Each question is accompanied by a help video. Watching the video with your child is a great way to support and encourage them with the question.

Sparx top tips for parents

Encouraging good habits

Try and set up a quiet work area for your child if possible. If you don't have the space, consider setting aside routine 'quiet times' during the day, when children can concentrate, even if only for short periods of time.

If they have attempted the questions 3 times, please encourage your child to watch the accompanying video for support. Watching the video with your child is a great way to support and encourage them with the question.

If your child is struggling, we actively encourage students to attend **MATHS ENRICHMENT on Wednesday's 2:30-3:30pm where a staff member is able to support.**

Sparx top tips for parents

It is important that students still keep a record of their work when learning at home, so providing them with a book. Student should record the question code next to their working out.

Task 1		Task 2	
D40	$12 + 13 = \underline{25}$ ✓	E41	$P(\text{yellow}) = \frac{3}{6}$ ✗
E50	$4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓	F51	$P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60	$\begin{matrix} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{matrix}$ ✓	G61	All the marbles are green. The probability of choosing a purple marble is <u>impossible</u> ✓
H70	$\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗		
J90	$\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$		

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Log on to SPARXs

Go to <https://sparx.co.uk>, click login in the top right corner.

- Choose Sparx Maths, Student Login and then search for the correct school

Sparx Maths Home Teachers & Leaders Sparx Curriculum **New!** News & Updates Register interest Log in

Now Live!

FREE - Sparx Maths Curriculum
An intelligently sequenced 5-year curriculum for Y7 to Y11

Find out more

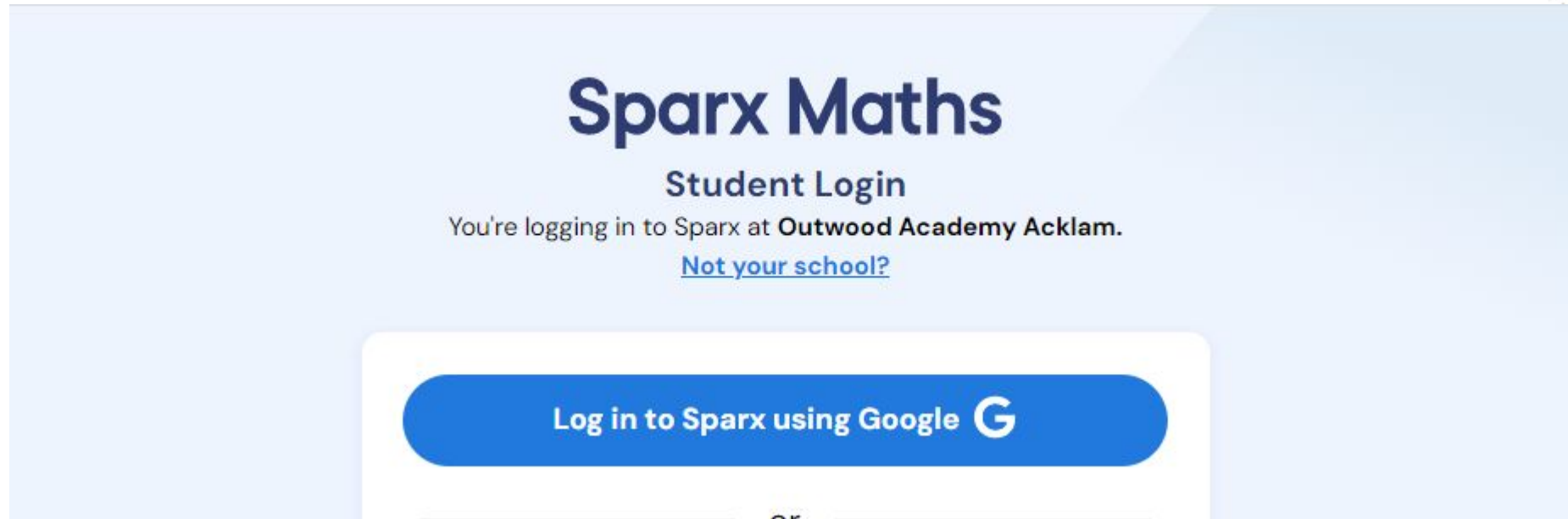
Personalised maths homework, proven to boost

Proven to

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Log on to SPARXs

Choose to log on with Google using your child's school email address



The screenshot shows the Sparx Maths Student Login interface. At the top, it says "Sparx Maths" in a large, bold, dark blue font. Below that, it says "Student Login" in a smaller, bold, dark blue font. Underneath, it reads "You're logging in to Sparx at **Outwood Academy Acklam**." followed by a blue link that says "Not your school?". In the center, there is a white rounded rectangle containing a prominent blue button with the text "Log in to Sparx using Google" and the Google 'G' logo. Below the button, the word "or" is partially visible, indicating an alternative login method.

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The Outwood Parent Portal

Nicola Robinson

Assistant Principal

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Students First: raising standards and transforming lives

The Outwood Parent Portal

This portal is now live and has been designed to allow you to be able:

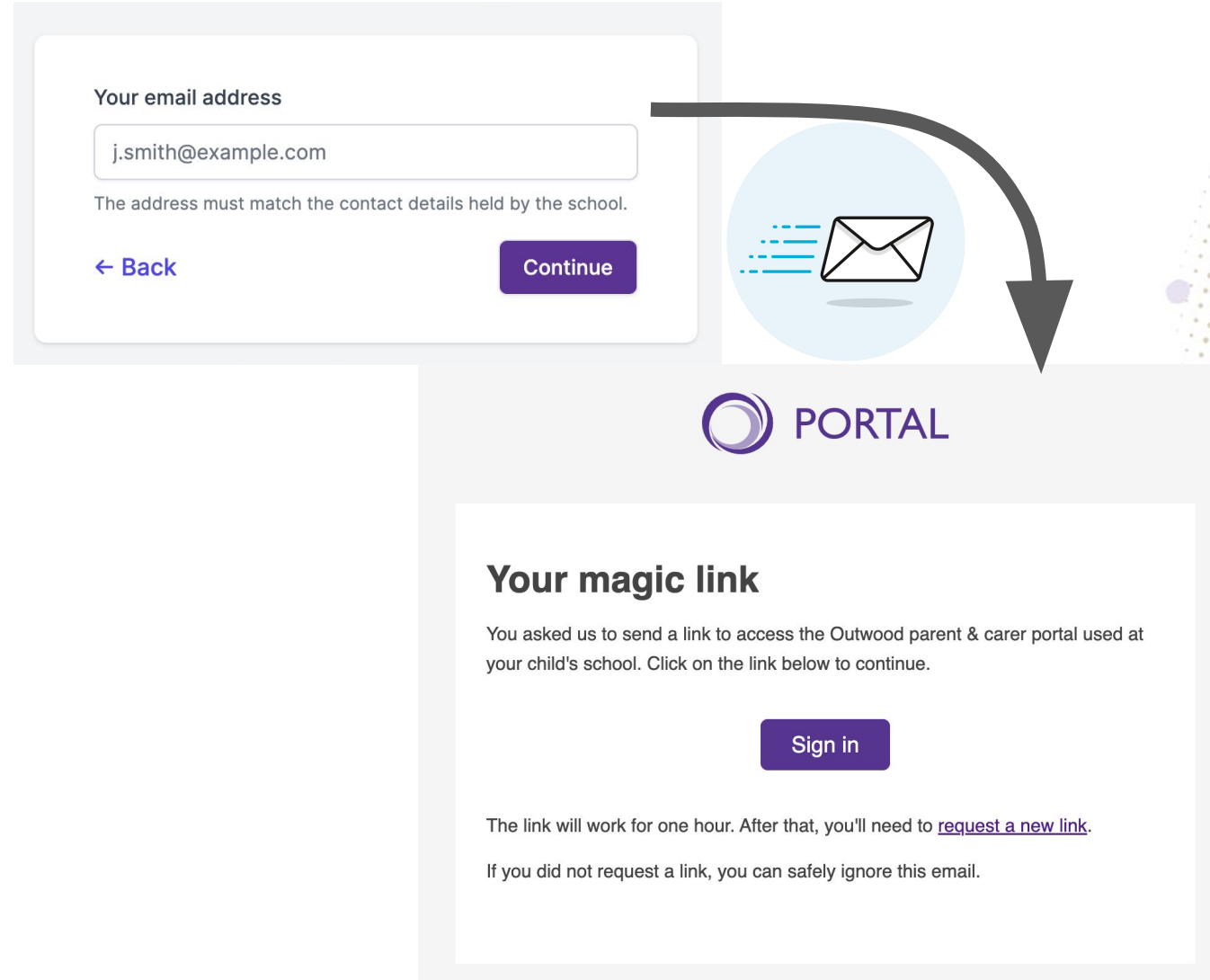
- To see your child's current attendance
- See your child's Praise and how well they are doing in school
- See your child's consequences and be able to support us with this.
- See your child's timetable
- See your child's praising stars

**All of the above will help you support your child's journey at
Outwood Acklam.**

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How do I sign in?

1. Parents/carers visit portal.outwood.com (linked from the academy website)
2. They are sent a “magic link” by email to securely sign in




The diagram illustrates the sign-in process. It starts with a form where a user enters their email address (j.smith@example.com) and clicks 'Continue'. An arrow points from this form to an email icon, which then points to a 'PORTAL' email. The email content includes a 'Sign in' button and instructions about the magic link's validity and how to request a new one if needed.


Your email address

j.smith@example.com

The address must match the contact details held by the school.

← Back Continue



 PORTAL

Your magic link

You asked us to send a link to access the Outwood parent & carer portal used at your child's school. Click on the link below to continue.

Sign in

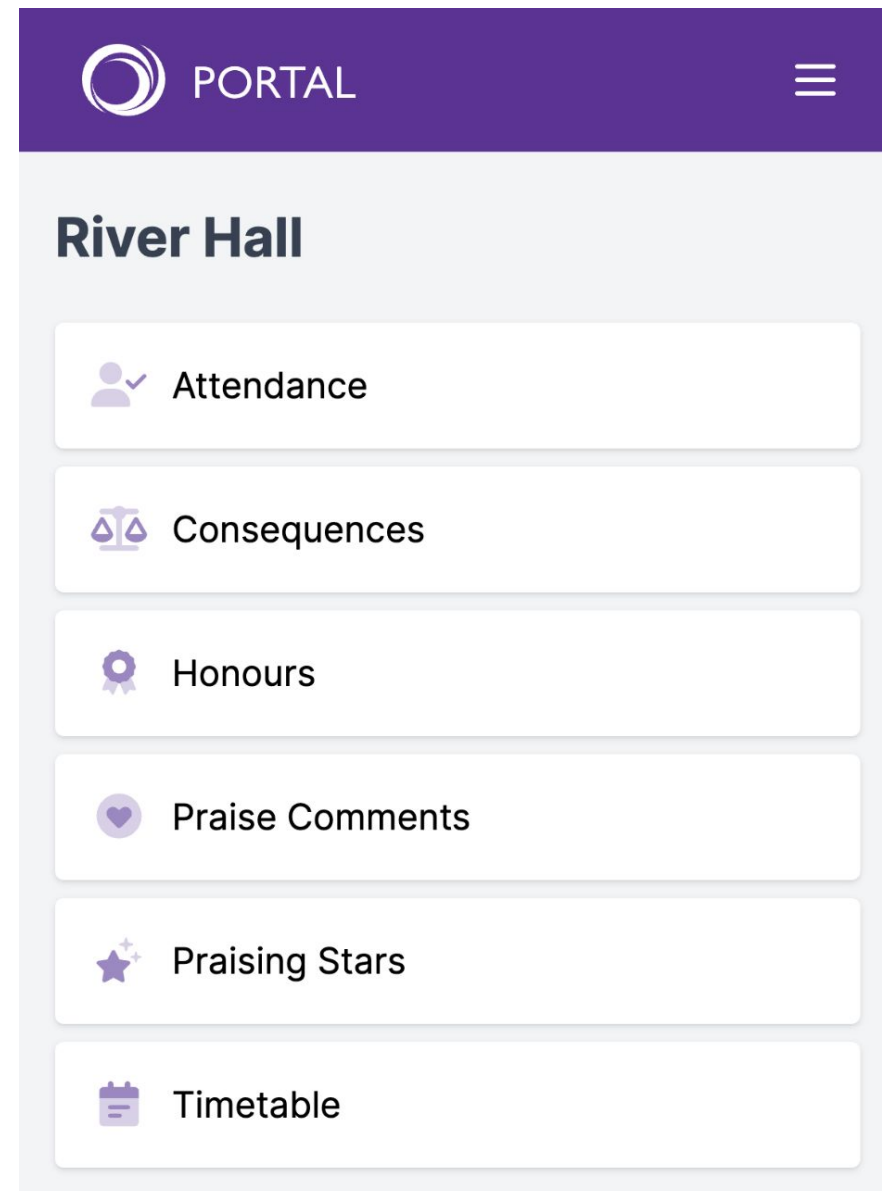
The link will work for one hour. After that, you'll need to [request a new link](#).

If you did not request a link, you can safely ignore this email.

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This first thing you will see. Landing page

Parents with more than 1 child can switch
between student .



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Attendance

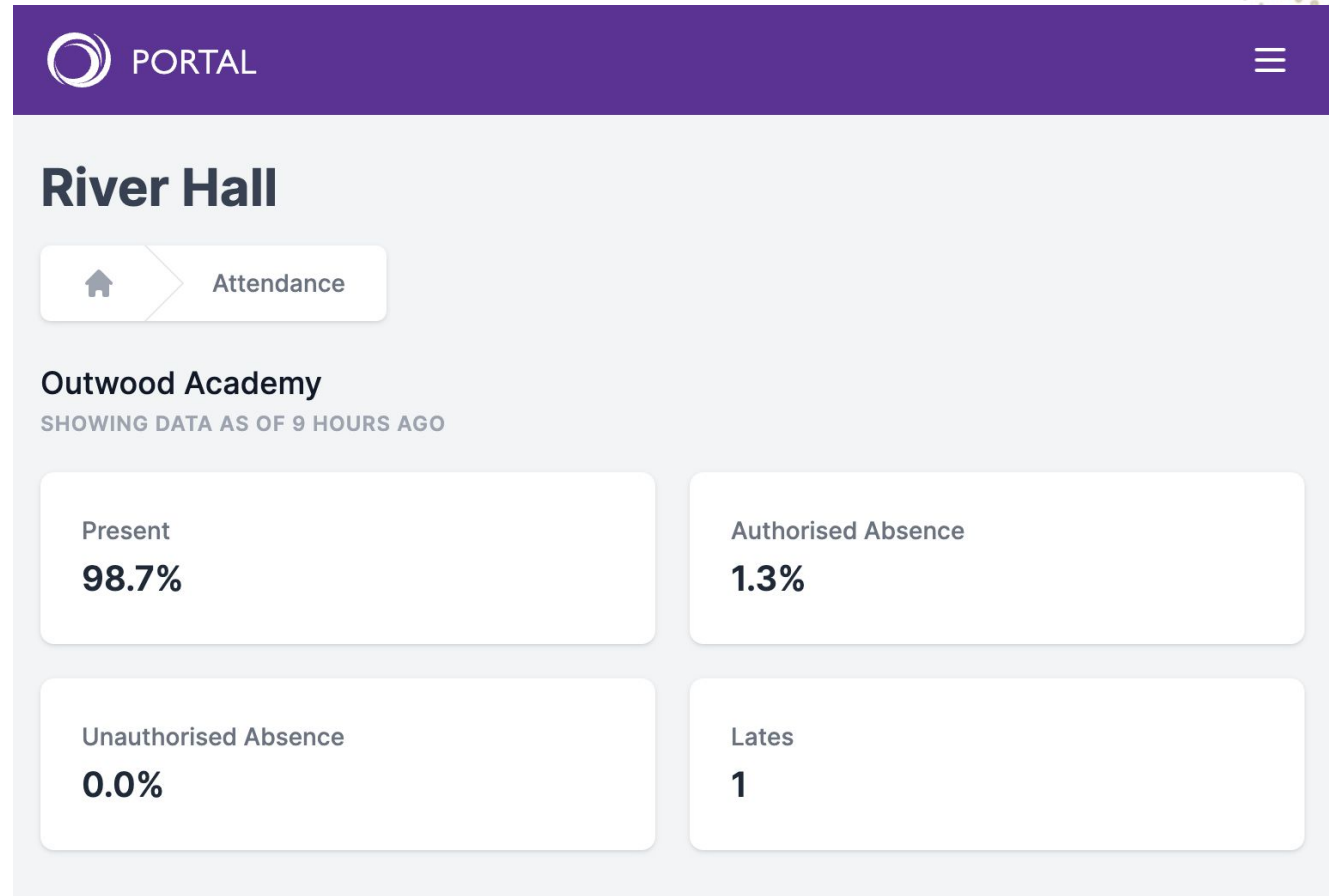
Attendance figures are provided.

Present

Authorised Attendance

Unauthorised Attendance

Lates



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Consequences

Consequences figures are provided:

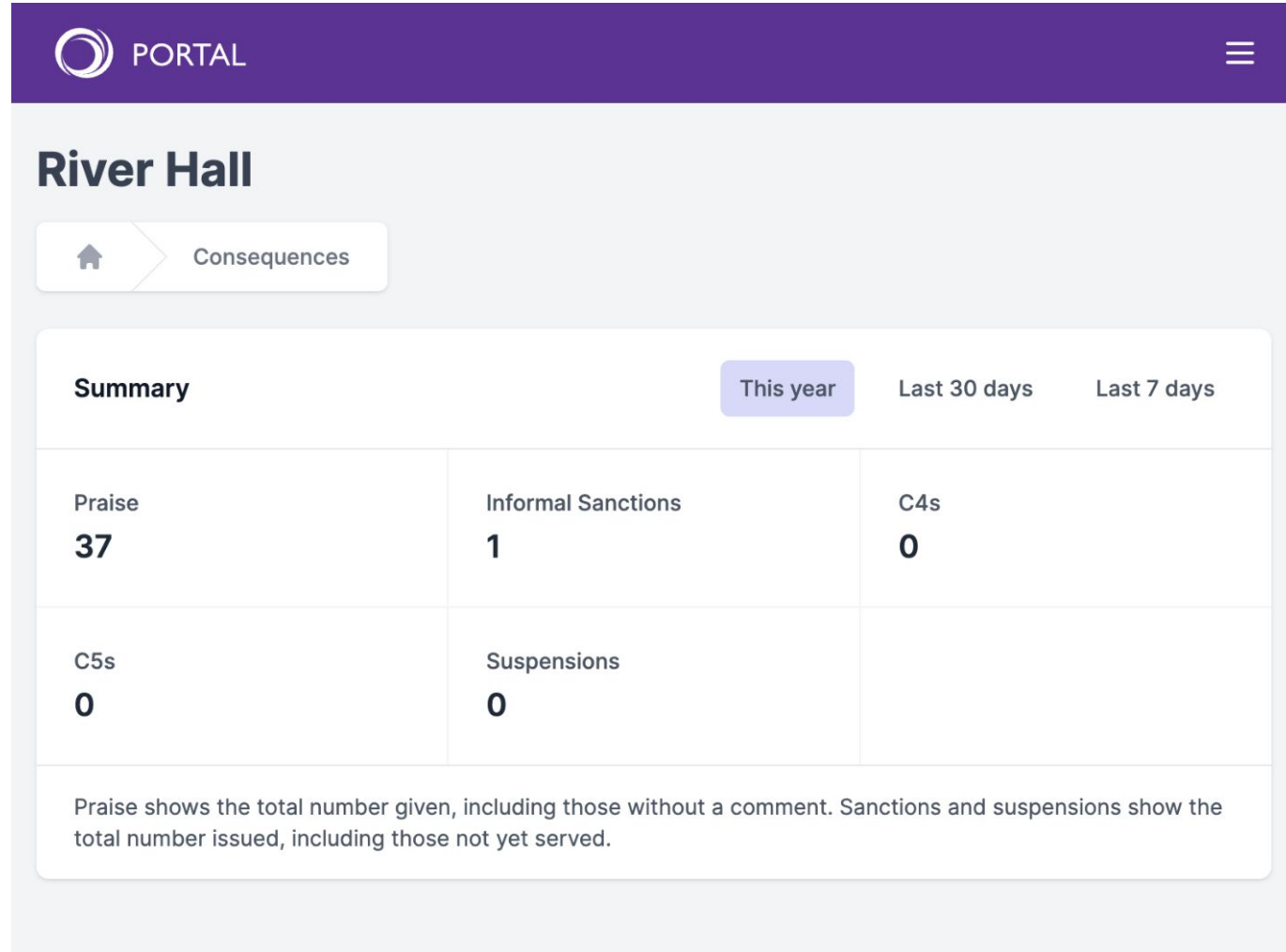
Praise Points

Informal Sanctions

C4

C5

Suspensions



The screenshot shows the 'River Hall' portal interface. At the top, there is a purple header with the 'PORTAL' logo and a menu icon. Below the header, the page title 'River Hall' is displayed. A breadcrumb trail shows a home icon followed by 'Consequences'. The main content area features a 'Summary' section with three tabs: 'This year' (selected), 'Last 30 days', and 'Last 7 days'. A table displays the following data:

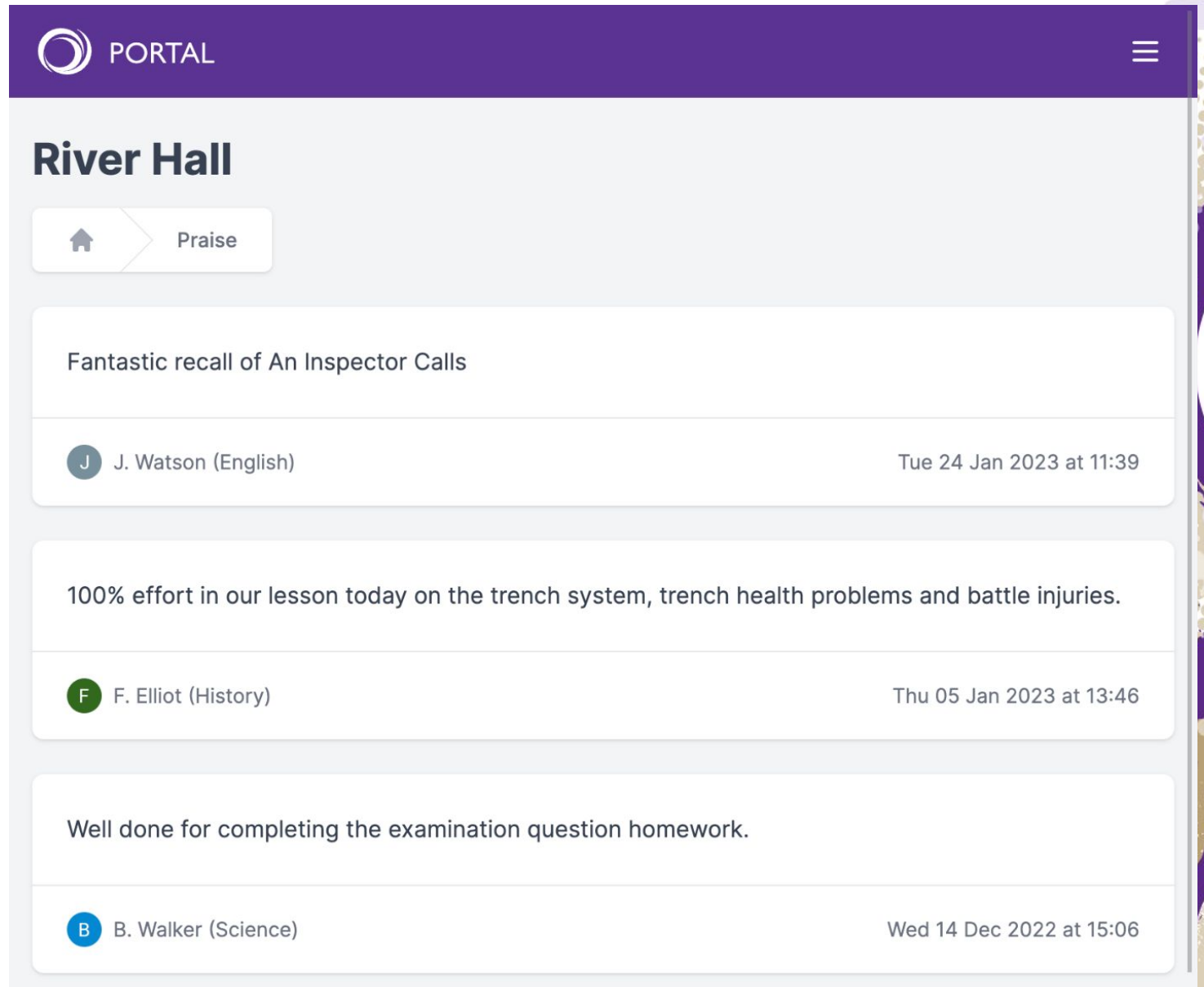
Summary			This year	Last 30 days	Last 7 days
Praise	37	Informal Sanctions	1	C4s	0
C5s	0	Suspensions	0		

Below the table, a note states: 'Praise shows the total number given, including those without a comment. Sanctions and suspensions show the total number issued, including those not yet served.'

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Praise comments

All of the student's Praise comments are provided.



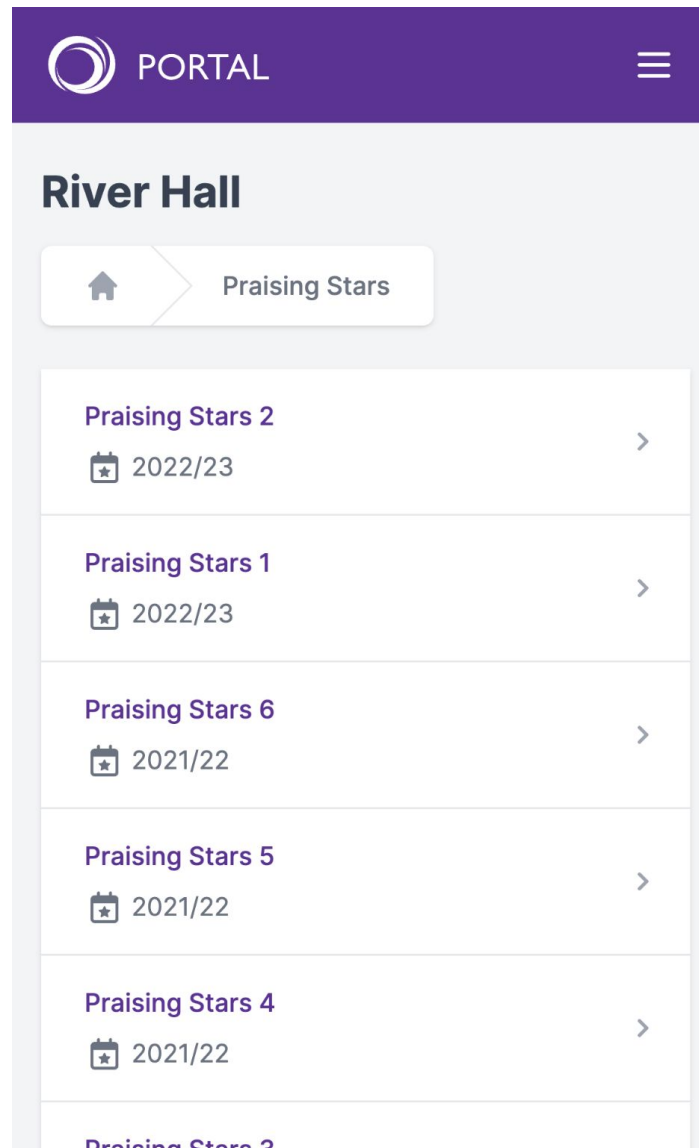
The screenshot shows a web portal titled 'River Hall' with a purple header. Below the header is a navigation bar with a home icon and the word 'Praise'. The main content area displays three praise comments in white boxes with rounded corners. Each comment includes the text of the praise, the author's name and subject, and the date and time.

Comment	Author	Date and Time
Fantastic recall of An Inspector Calls	J. Watson (English)	Tue 24 Jan 2023 at 11:39
100% effort in our lesson today on the trench system, trench health problems and battle injuries.	F. Elliot (History)	Thu 05 Jan 2023 at 13:46
Well done for completing the examination question homework.	B. Walker (Science)	Wed 14 Dec 2022 at 15:06

Praising Stars

All of a student's Praising Stars reports are available.

Each report includes the same information as a printed report, adapted for display on a screen.

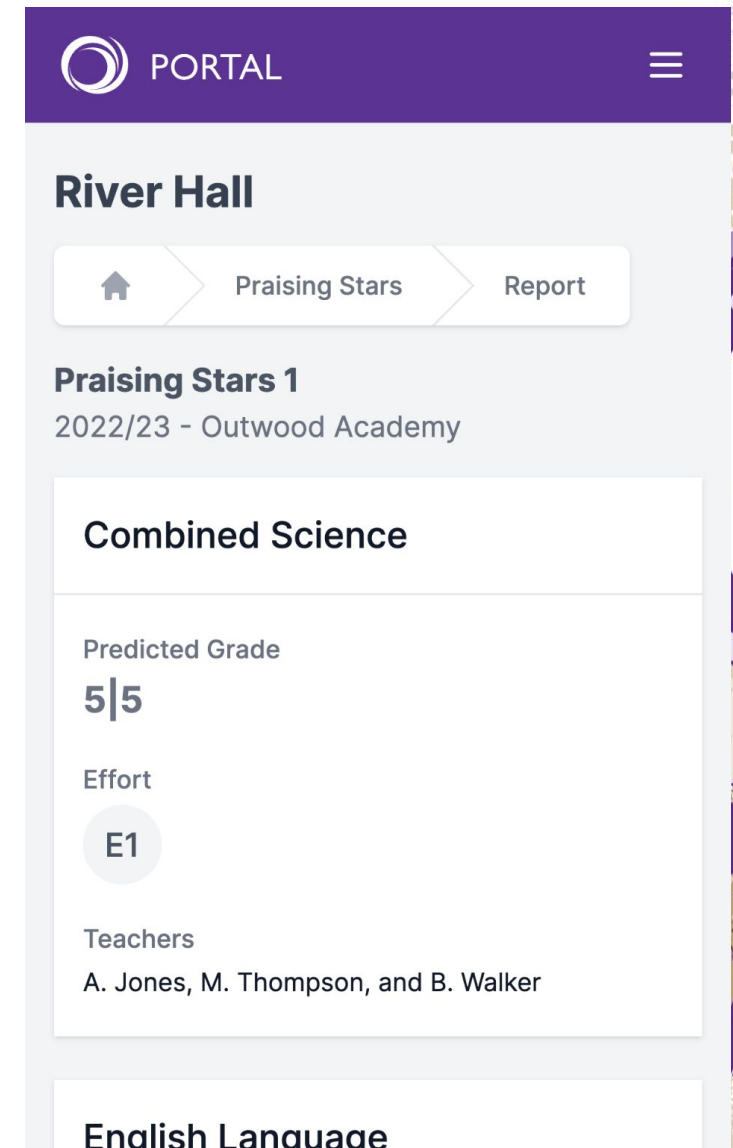


PORTAL

River Hall

Home > Praising Stars

- Praising Stars 2
2022/23
- Praising Stars 1
2022/23
- Praising Stars 6
2021/22
- Praising Stars 5
2021/22
- Praising Stars 4
2021/22
- Praising Stars 3



PORTAL

River Hall

Home > Praising Stars > Report

Praising Stars 1

2022/23 - Outwood Academy

Combined Science

Predicted Grade
5|5

Effort
E1

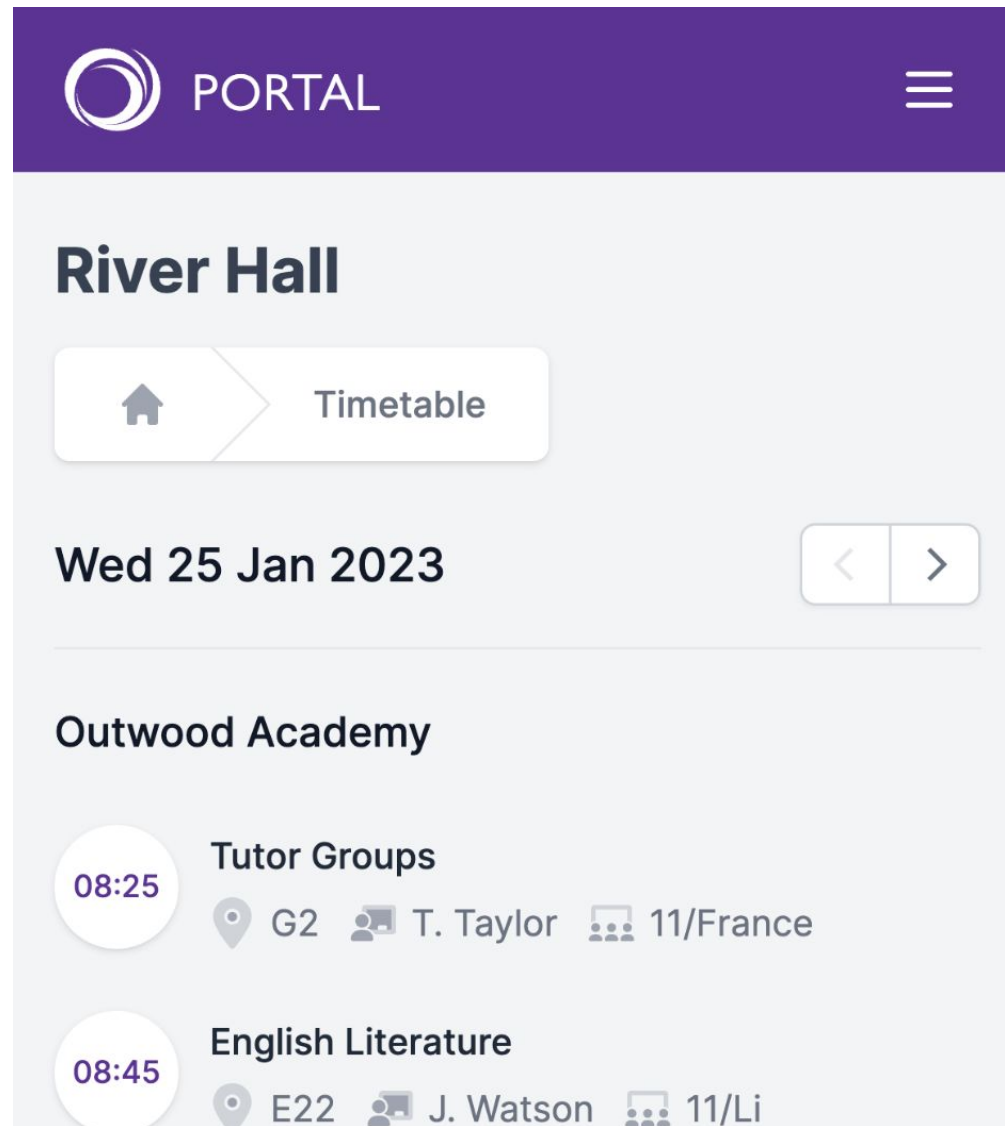
Teachers
A. Jones, M. Thompson, and B. Walker

English Language

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Timetable

A student's timetable is provided.
You can scroll through two weeks of timetable.



PORTAL

River Hall

Home Timetable

Wed 25 Jan 2023

Outwood Academy

- 08:25 Tutor Groups**
G2 T. Taylor 11/France
- 08:45 English Literature**
E22 J. Watson 11/Li

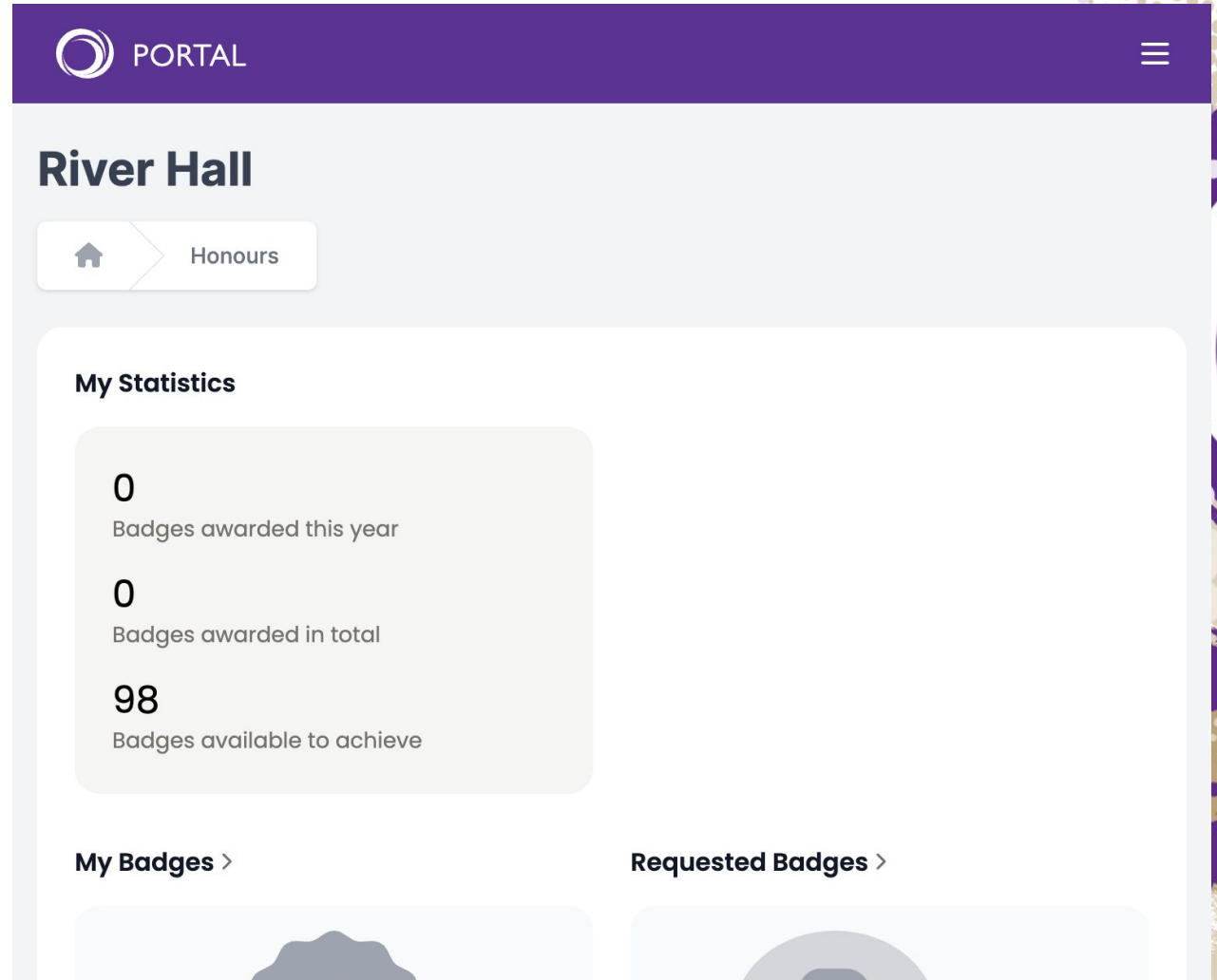
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Honours

Honours is currently for all Y7 and Y8. This is new programme. For those of you with children in year 7 and 8 you will get more information on this programme later. On here you will be able to see the badges awarded over the year and beyond.

You can browse/search all available badges and learn more about how to achieve them.

Students accessing the portal using their academy Google account can also request badges (parents/carers receive a read-only view of Honours).



The screenshot shows a web portal interface for 'River Hall'. At the top, there is a purple header with the 'PORTAL' logo and a hamburger menu icon. Below the header, the page title 'River Hall' is displayed. A navigation bar contains a home icon and a 'Honours' button. The main content area features a 'My Statistics' section with three data points: 0 Badges awarded this year, 0 Badges awarded in total, and 98 Badges available to achieve. Below this, there are two sections: 'My Badges >' and 'Requested Badges >', each with a corresponding card that is partially visible at the bottom of the screen.

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The Outwood Parent Portal

We hope that this portal provides you with additional information that will help support your child.

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Five Pillars of Learning

Chris Palmer

Vice Principal

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Students First: raising standards and transforming lives



What are the 'Five Pillars of Learning?'

- Clarity of Intention
- Recap and Recall
- New Information
- Practice
- Feedback



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Five Pillars - The Purpose

To have common terminology and language that is shared by subjects, teachers, students and parents to bring consistency of approach while still allowing flexibility of delivery.



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Five Pillars - The Purpose

Five Pillars approach focuses teachers to better support learners...so that students know **more**, remember **more** and **can do more over time**



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Five Pillars - How it looks like in lessons



CLARITY OF
LEARNING
INTENTIONS



RECAP
& RECALL



NEW
INFORMATION



PRACTICE



FEEDBACK

These 5 Pillar logos are used on slides, explicitly referred to and in places written in student work.

Five Pillars - What will be gained?

- It is helping deliver a more consistent approach to learning.
- It will aid parental understanding of lesson delivery and the expectations of students.
- It will aid students to understand each aspect of the lesson, the relevance, and lead to them buying-into lessons more and being more focused.
- An improvement in learning behaviours and outcomes

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Learning Intentions - Why



Students should have the same idea as their teacher what is going on in the classroom, and what they should be learning as a result of doing.

Students should also know how their learning links to other topics and where relevant, subjects.

**CLARITY OF
LEARNING
INTENTIONS**

Learning Intentions - Why



**CLARITY OF
LEARNING
INTENTIONS**

- Topic Question
- Lesson Question
- Success Criteria
- Topic Learning Journey
 - In all books
 - Explicitly referred to

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TOPIC QUESTION:

What is Homeostasis and Response?

LESSON QUESTION:

What is homeostasis and what are the systems in the body that are responsible for it?

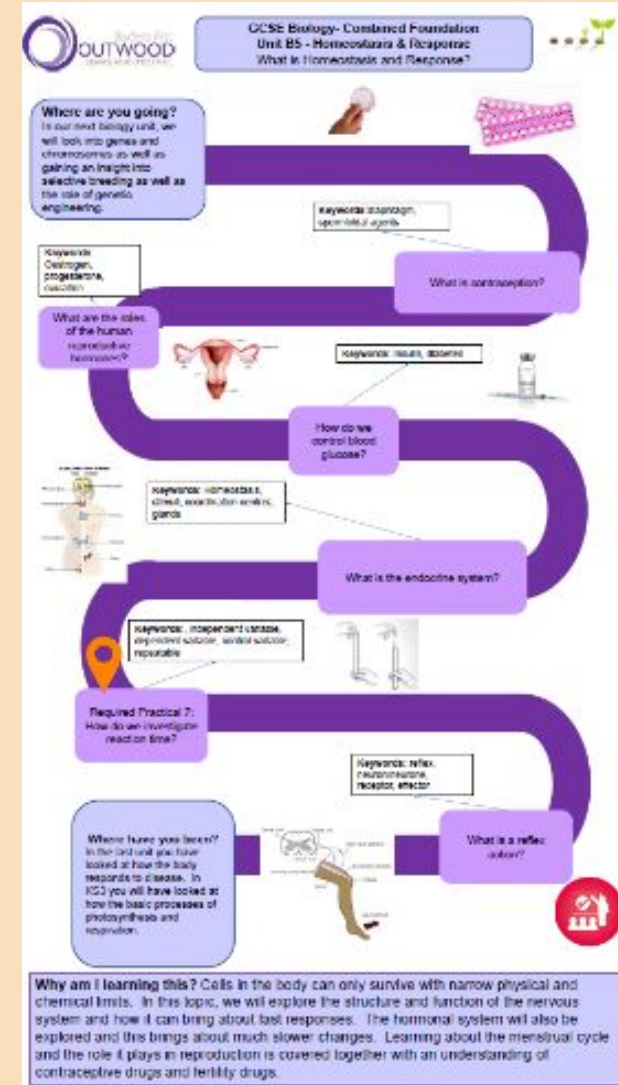
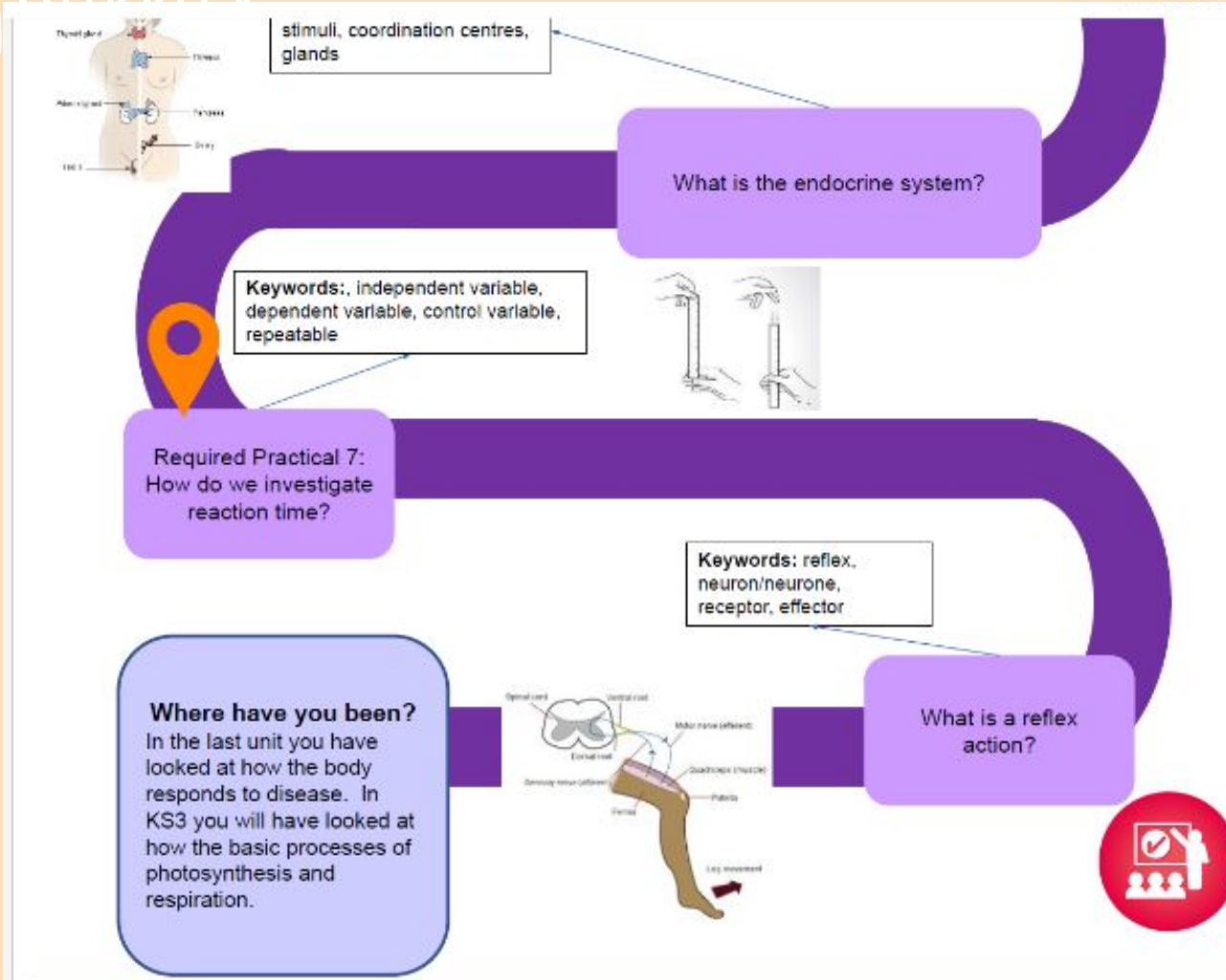
SUCCESS CRITERIA:

- I can define what homeostasis is
- I can name the two automatic control systems within the human body
- I can recall and describe the three elements that all control systems include

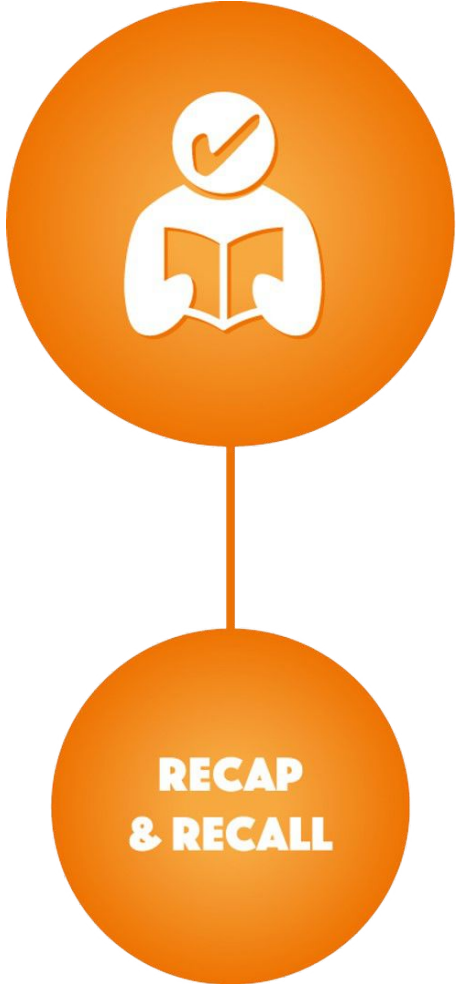


TOPIC LEARNING

JOURNEY



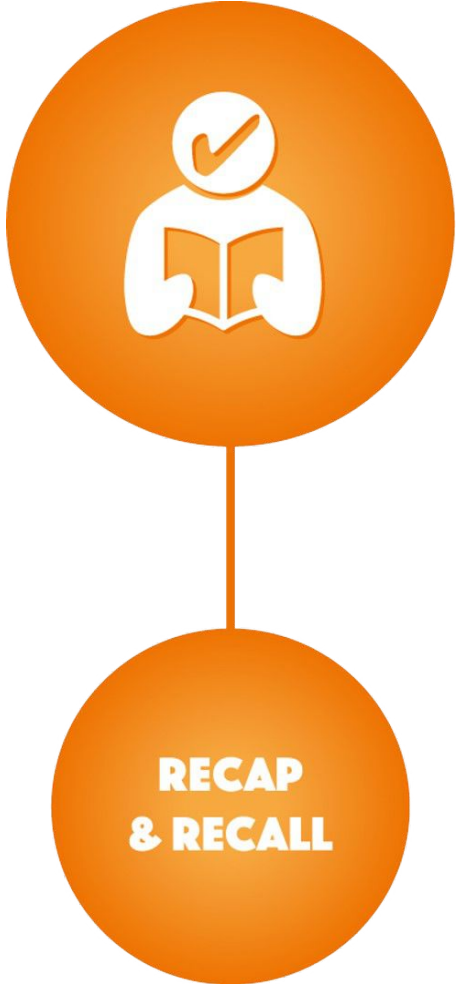
Recap and Recall - Why



- Forces recall or application of information that should already be understood.
- This allows the teacher to check the students understand and can remember the information.

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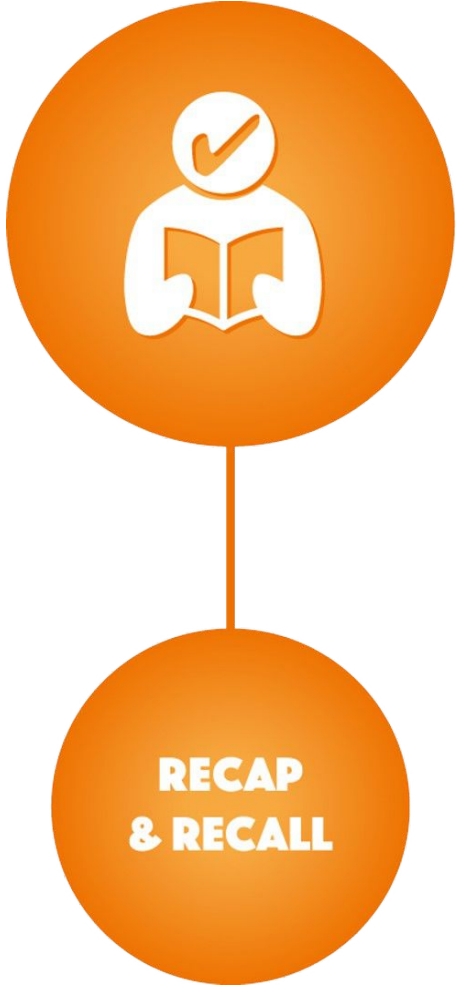
Recap and Recall - Why



- When used at the start of the lesson it:
 - Allows the teacher to tackle any issues.
 - It ensures students are ready to built upon this information and we are not setting the lesson up for failure, but rather success.

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Recap and Recall - How



- Daily Review
- Retrieval Practice
- Lesson Takeaways
- Weekly and Monthly Review

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What are ionic bonds and how are they formed?

24

Mg

12

Following what we have been doing have a go at demonstrating Ionic Bonding with the following steps:

1. Draw the electron configuration of both atoms
2. Draw arrows to show the movement of electrons
3. Redraw both after the electrons have moved to give both atoms full shells
4. Add square brackets to each
5. Add the charges to each

16

0

8



TAKEAWAY MENU



RECAP
& RECALL

TOPIC QUESTION:

How do different substances bond together, and how does this link to their physical properties?

LESSON QUESTION:

What are ionic bonds and how are they formed?



- Ionic bonding occurs between metals and non-metals
- Ions are atoms that have lost or gained electrons
- Atoms form positive and negative ions



TOPIC QUESTION:

How do different substances bond together, and how does this link to their physical properties?

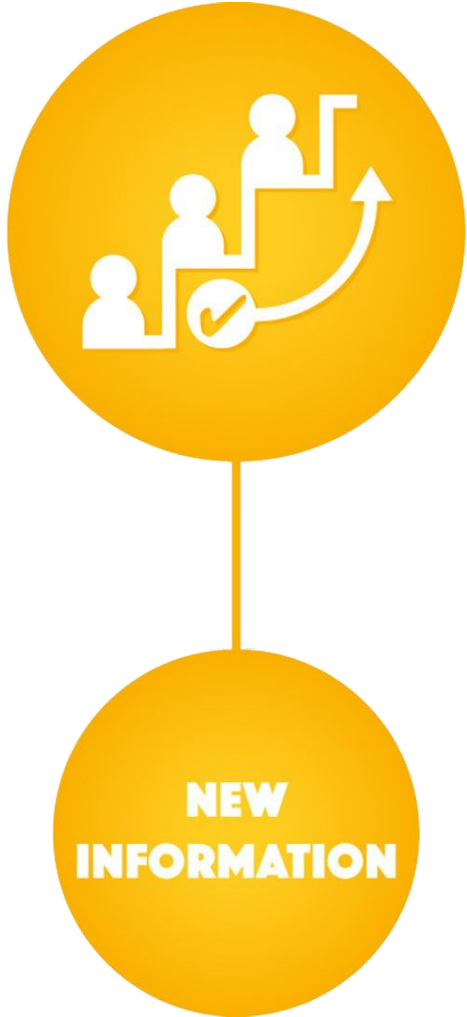
LESSON QUESTION:

What are ionic bonds and how are they formed?

New Information - Why

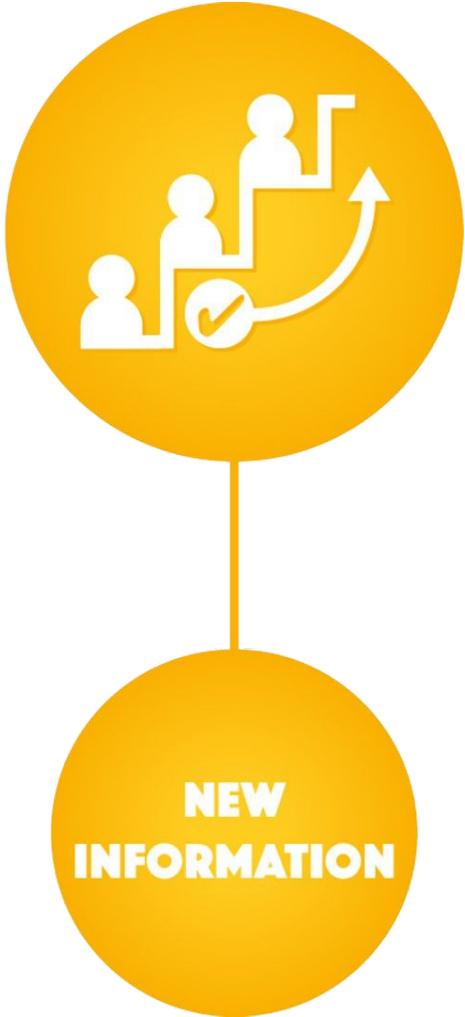
- If we want students to learn something new we have to be explicit about the fact we are giving them new information.
- If we want students to be able to learn new skills or use new techniques we have to explicitly show them these new skills and techniques.
- If we want students to remember new facts, we have to provide these and be explicit about these being things they need to remember.


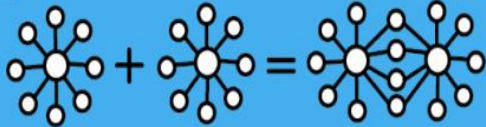
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New Information - How

- We will provide new information in small steps so students are not overloaded
- Where appropriate we will model approaches prior to students undertaking practice tasks



<p>02 NEW MATERIAL IN SMALL STEPS</p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>	<p>04 PROVIDE MODELS</p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
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Series

A number of events, objects, or people of a similar or related kind coming one after another.

Charge

Electric charge can be positive or negative. Like charges repel each other and unlike charges attract each other. An object with no net charge is referred to as electrically neutral.



Circuit

Series

Ammeter

Charge

Potential

Voltage, Resistance



Definition: Existing or taking place between molecules.

Morphology

Inter

Molecular

Etymology

from Latin inter (prep., adv.) "among, between, betwixt, in the midst of" (also used extensively as a prefix)

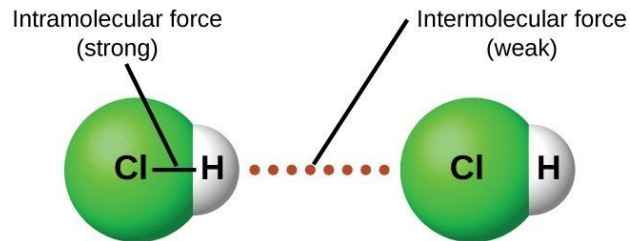
"relating to or consisting of molecules," by 1815, from molecule + -ar or else from French moléculaire or Modern Latin molecularis

Word Families

Interconnected, international, interstate, intersection, intercept

Synonyms

Antonyms



Covalent
(KOH - VAY - luhnt)

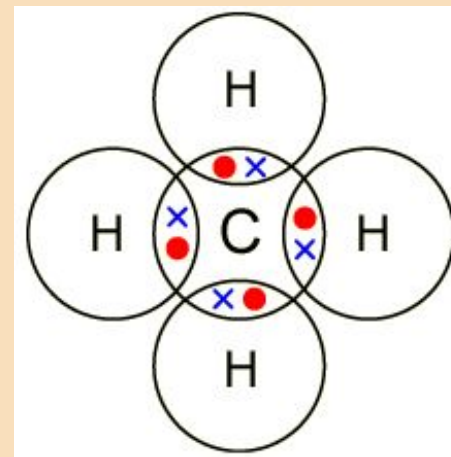
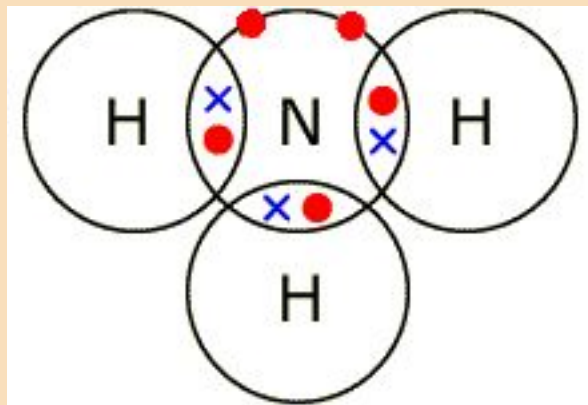
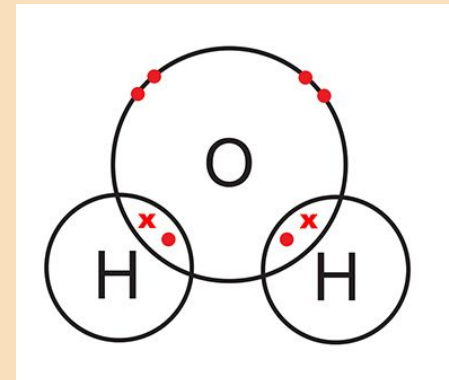
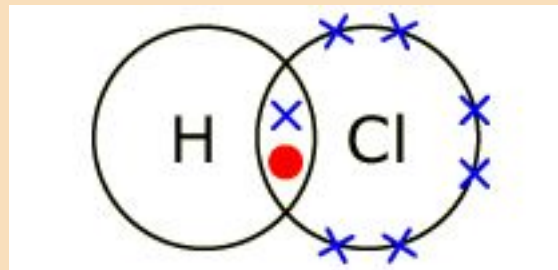
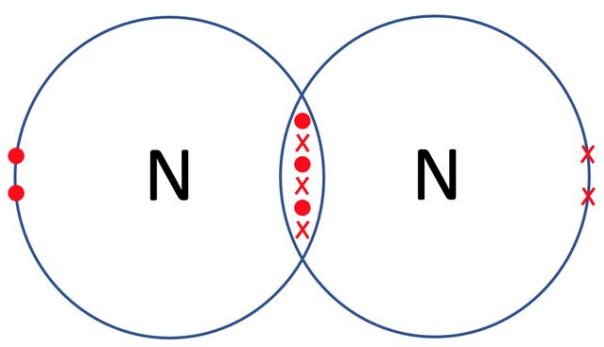
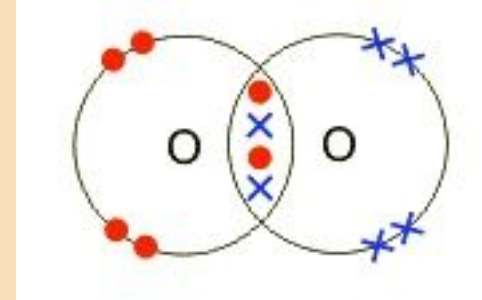
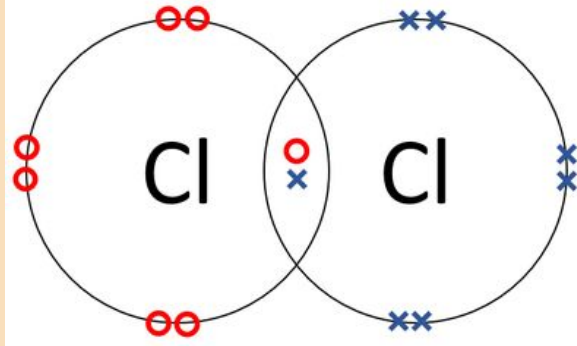
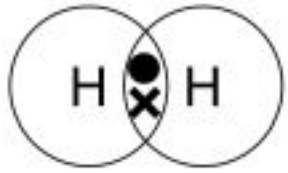
Application - Example Use

Task

NEW INFORMATION: KEY CONTENT



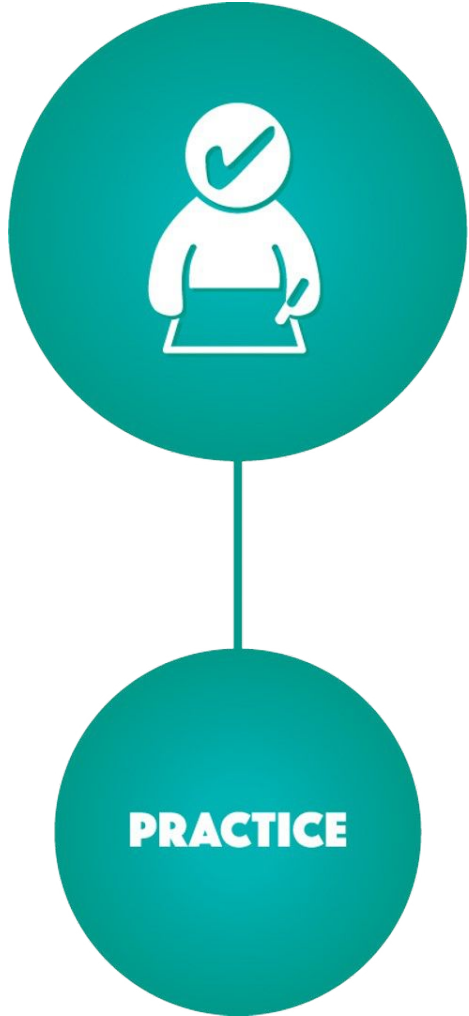
NEW
INFORMATION



Remember:

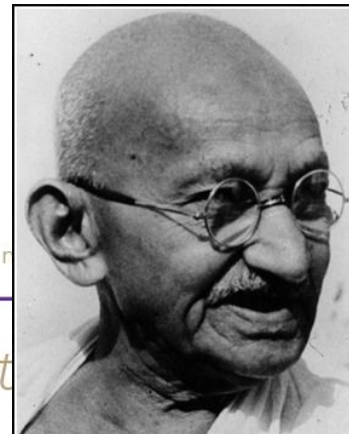
This is so important you need to draw a Black/Blue Box around this information.

Practice - Why



- Carefully designed guided practice, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practice.
(EEF)
- Independent practice produces ‘overlearning’, a necessary process for new material to be recalled automatically
(Rosenshine).

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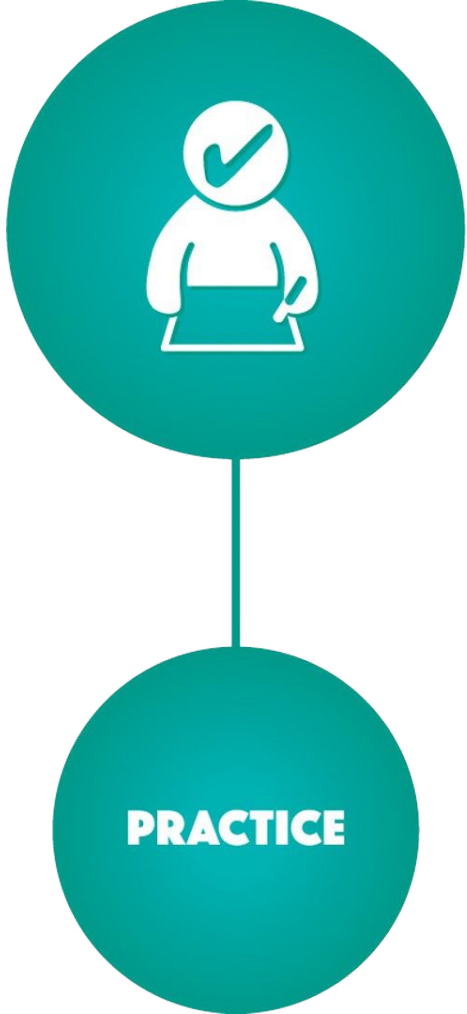


An ounce of practice is worth more
than tons of preaching.

— Mahatma Gandhi —

Practice - How

- Guided Practice
- Independent Practice



I Do



We Do



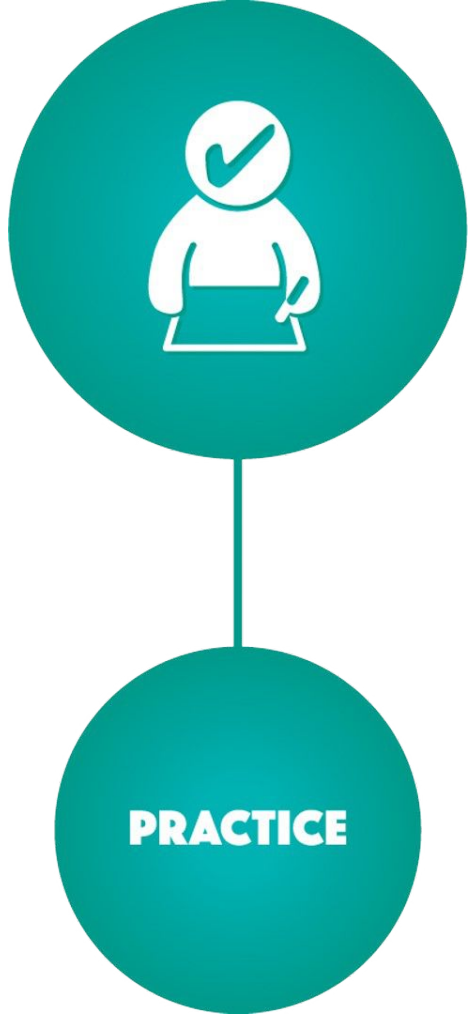
You Do It Together



You Do It Alone



Practice - How



- Worked Examples
- Teacher Modelling
- Class Modelling
- Sentence Starters
- Key Word Banks
- Structured worksheets
- Regular AFL
- Frequent Verbal Feedback
- Self and Peer Assessment against success criteria

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1. A circuit is a set of components connected in a loop to allow c_____ to flow.
2. A _____ circuit has more than one loop of wire connecting components.
3. A _____ circuit consists of a single loop of wire connecting components.
4. _____ circuits have multiple branches for current to flow.



(b) Sodium reacts with chlorine to form sodium chloride.

(i) Name the type of bonding in sodium chloride.

(1)

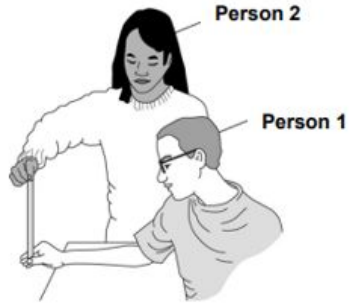
(ii) Explain why the melting point of sodium chloride is high.

(2)

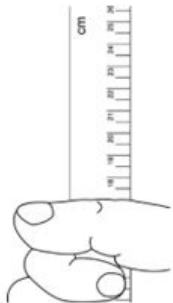


Method for standard human reaction time test

1. Work with a partner to do this test. Choose who will be person 1 and who will be person 2.
2. Each of you should use your dominant hand to do this experiment. If you are right handed then your dominant hand is your right hand.
3. Person 1 sits down on the chair, with good upright posture and eyes looking across the room.
4. Person 1 puts the forearm of their dominant arm across the table with their hand overhanging the edge.
5. Person 2 holds a ruler vertically with the bottom end (the end with the 0 cm mark) in between person 1's thumb and first finger. They will tell person 1 to prepare to catch the ruler.



6. Person 1 catches the ruler with their thumb and first finger as quickly as possible when it drops.
7. Record the number on the ruler that is level with the top of person 1's thumb.



8. Have a short rest, then repeat the test several times.

9. Record your results on a table.

Drop test attempt	Ruler measurements in cm				Reaction times in seconds			
	Person 1 Before	Person 2 Before	Person 1 After	Person 2 After	Person 1 Before	Person 2 Before	Person 1 After	Person 2 After
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

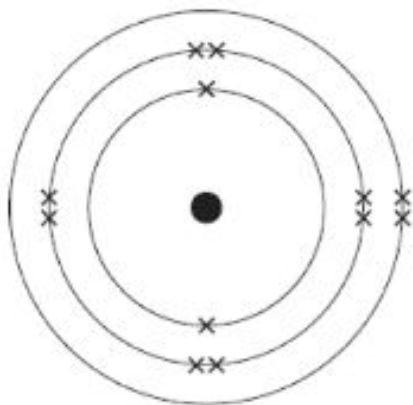
10. Repeat the test with Person 2 catching the ruler and Person 1 dropping it.
11. Record Person 2's results on the table.
12. Use a conversion table to convert your ruler measurements into reaction times.
13. Make the change that you are investigating to change human reaction time.
14. Repeat steps 1-9 for each person and record the results in your data table.



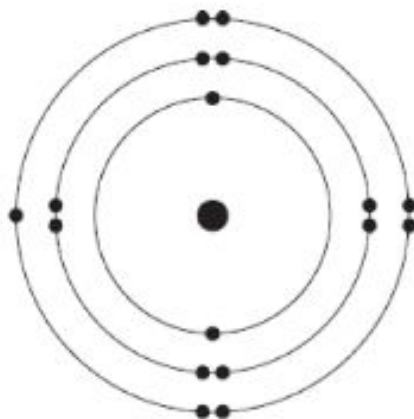
TASK:

2.

(a) The diagram shows an atom of magnesium and an atom of chlorine.



Magnesium



Chlorine

Describe, in terms of electrons, how magnesium atoms and chlorine atoms change into ions to produce magnesium chloride (MgCl_2).

SUCCESS CRITERIA

Include what happens - movement of electrons.

Include where they move from, and go to.

Be clear about how many of each atom are needed.

Be clear about how many electrons move, and where to.

Remember:

This is a timed task. You are working in silence and should try to overcome being 'stuck' as this is a skill.

If stuck, try to approach the task in a different way.



You are investigating how the lack of sleep affects reaction time.
Write an outline of the method you would use to do this.

Success Criteria

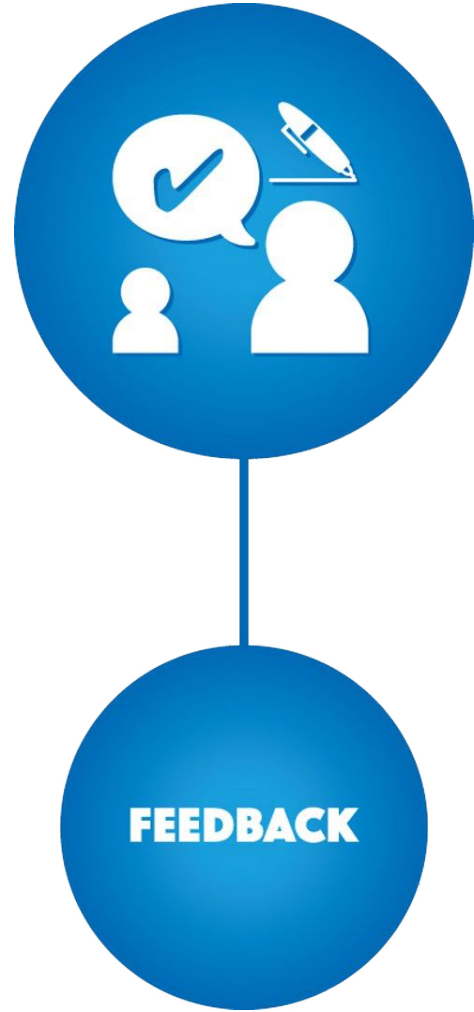
- You will write using bullet points or numbers for steps in the method
- You have a clear method to gather a set of results
- You have a clear method that will ensure the results are valid (accurate and reliable)
 - You will be clear about what you will be measuring and how
- You have made it clear what your independent and dependant variables are
- You have made it clear what control variables there are and how you will ensure these are kept the same
- You will be clear about how you measure the sleep factor
- You will check your spellings, and writing for understanding (does it make sense and could someone else follow your instructions)

Remember:

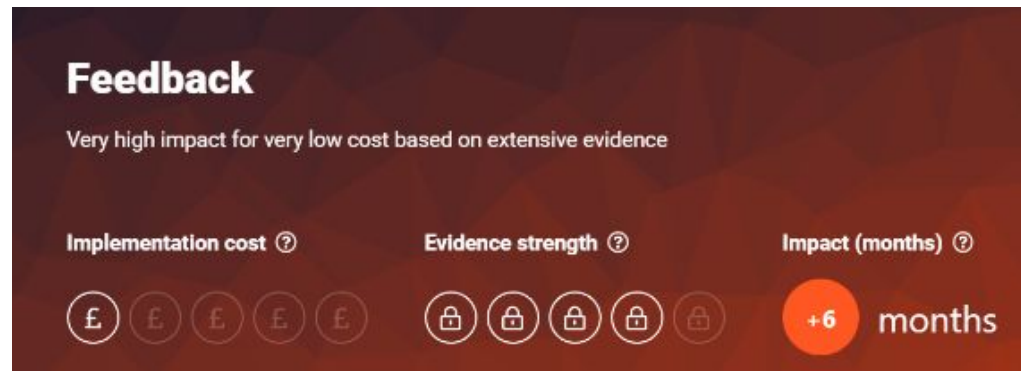
This is a timed task. You are working in silence and should try to overcome being 'stuck' as this is a skill.
If stuck, try to approach the task in a different way.



Feedback - Why

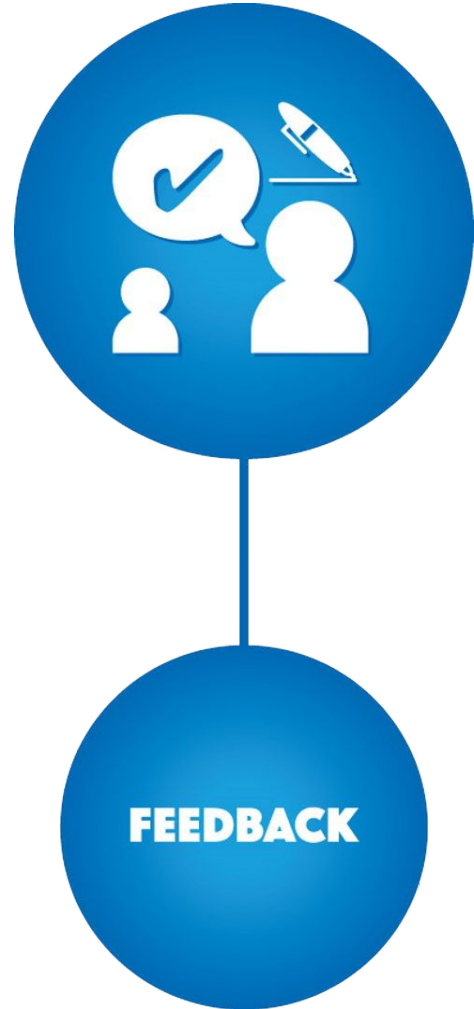


- Put simply, focused feedback helps students recognise and correct mistakes in their understanding so they can improve their practice.
- "Feedback is rated as having one of the highest impacts on student attainment."
(Education Endowment Foundation)



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Feedback - How



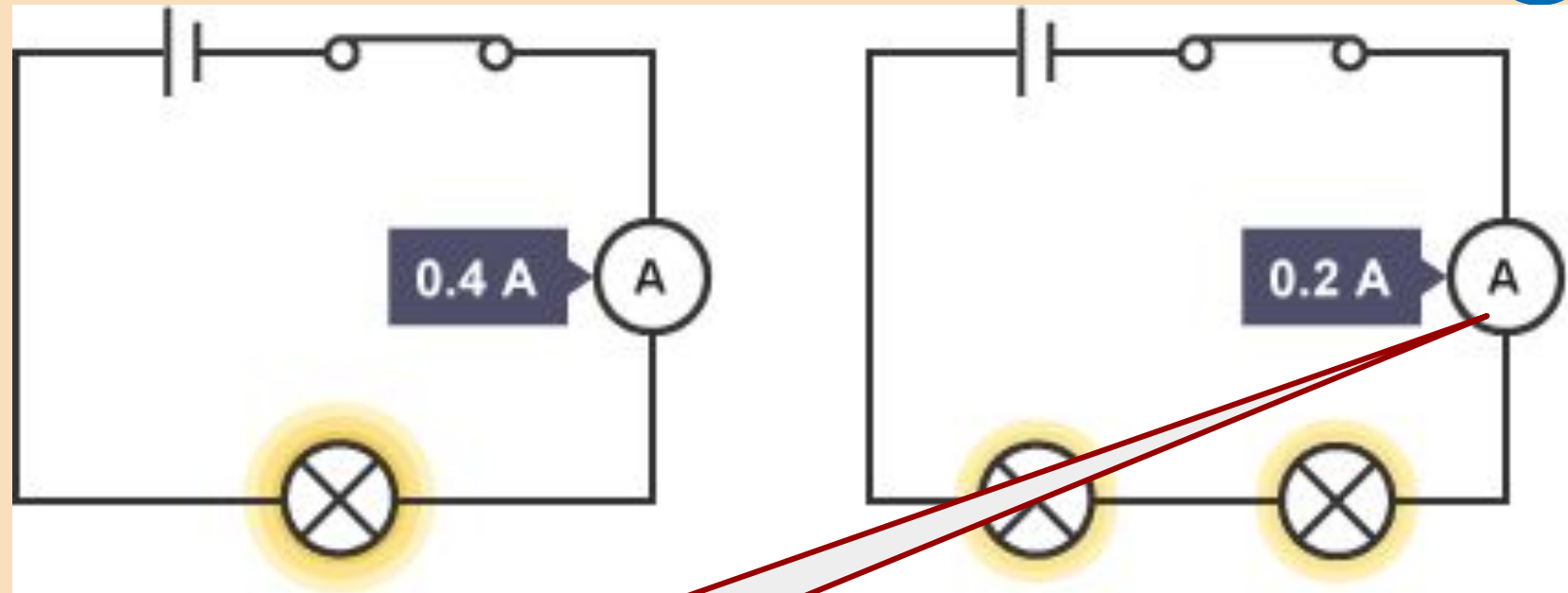
- The teacher actively circulates around the classroom:
 - Verbal feedback is common practice in lessons
 - Live marking is used where appropriate.
- Teacher assessed work should be planned in advance, given as independent practice and SRT used to support and improve the piece

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The resistance increases when you add more components in series.

In this case the resistance of 2 lamps is greater than the resistance of 1 lamp so **less current** is flowing through them.

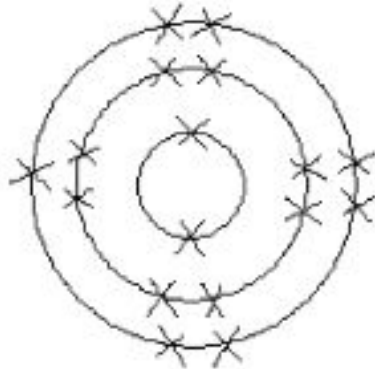


The amps show that less current is flowing through this circuit.



1.

(a)



*accept dots / crosses / e
must be drawn on diagram
electrons do not need to be paired
ignore brackets or + or -charges
ignore 2,8,7*

1

(b) (one) electron

recognition that electrons are involved

1

lost / given away / transferred from sodium / transferred to chlorine owtte

*must be linked to electrons
accept loses electron(s) for **2** marks
NB loses 2 or more electrons gains **1** mark
reference to sharing / covalent max **1** mark
ignore charges on ions formed*

1







RECAP & RECALL



Topic and lesson questions, success criteria, revisit.

CLARITY OF LEARNING INTENTIONS



Daily review, identify gaps, force recall, monthly/weekly review, Lesson Takeaways.

RECAP & RECALL



Presenting, modelling, demonstrating, Key content for recall, scaffolding.

NEW INFORMATION



Guided, Independent, scaffolding.

PRACTICE



Identify gaps, verbal, live marking, circulating, questioning, SRT, Planned

FEEDBACK

The Outwood Honours Program (Year 7 and 8 only)

Graham Skidmore
Principal

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Honours Program

To reward the extraordinary things our students do.



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Honours Program

Students:

- Self motivated
- Positive contribution to wider life of the school and community
- Support wellbeing of others
- Develop pupil's character

Be Safe, Be Respectful, Be Responsible



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Honours Program

Aims:

- Self motivated students, who take ownership
- Positive contribution to wider life of the school and community
- Support wellbeing of others
- Develop pupil's character
- Recognise unique contributions
- Hard work and effort is front and centre

Be Safe, Be Respectful, Be Responsible



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Badges / Awards

A wide range of areas of focus:

- Students can request ANY of the badges, other than:
 - 100% Attendance
 - Principal's Commendation
 - Accelerated Reader badges
- Students can search by year group, or by key words, to find badges that they would like to work towards.
- Students can also give feedback in terms of any badges that they feel are missing!



100k Reader
Reached 100,000 Accelerated Reader points



1k Reader
Reached 1,000 Accelerated Reader points



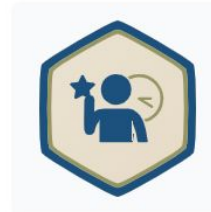
500k Reader
Reached 500,000 Accelerated Reader points



50k Reader
Reached 50,000 Accelerated Reader points



Academy Representative
Proudly represented your academy



After School Achiever
Attended 20 enrichments in a school year



After School Believer
Attended 10 enrichments in a school year



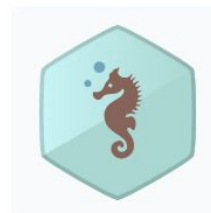
After School Succeeder
Attended 40 enrichments in a school year



Animal Carer
Care of animals



Antibullying
Stood against bullying



Aquatic Expert
Delved into the fascinating world of marine life



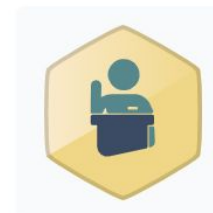
Artist
Showcased skills in visual arts



Aspiration
Aimed high with big dreams!



Aspiring Author
Wrote a compelling story






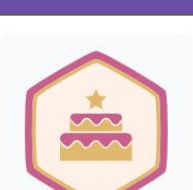
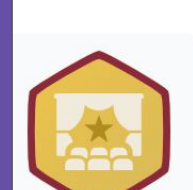
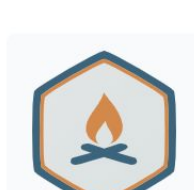
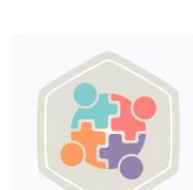

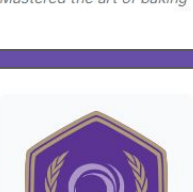



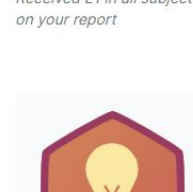


Assembly Ambassador
Helped organise or deliver a school assembly

Badges / Awards

Star Baker:

- Each badge gives details of how students can achieve the badge.
- Students can click a button to request a badge if they feel that they have achieved the criteria.

				
Self-disciplined <i>Demonstrated exceptional self-discipline</i>	Sign Language <i>Learned Sign Language</i>	Silver ACE Achiever <i>Achieved the Silver ACE Award</i>	Spiritual Awareness <i>Understanding and growth in spiritual awareness</i>	Sportsperson <i>Represented your sport</i>
				
Star Baker <i>Mastered the art of baking</i>	Star of the Show <i>Shone in a school production, on stage or backstage</i>	Survival Skills <i>Developed outdoor skills</i>	Teamwork <i>Displayed excellent teamwork skills</i>	Top Effort <i>Received E1 in all subjects on your report</i>
				
Trust Commendation <i>Received a special trust-wide commendation</i>	Tutor Representative <i>Represented your tutor group & voiced their ideas</i>	Tutor Time Star <i>Made a positive impact during tutor time</i>	World Faith <i>Promoted understanding & protection of religious freedom</i>	Young Designer <i>Demonstrated skills in Design & Technology</i>

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Badges / Awards

Star Baker:

- Each badge gives details of how students can achieve the badge.
- Students can click a button to request a badge if they feel that they have achieved the criteria.



Star Baker

Mastered the art of baking

 Awardable to Year 7 - Year 13  Visible to Pupils  Requestable by Pupils

 Award this Badge

 View Requests

 View Awards

If you have a passion for baking and want to show off your skills, this badge is for you! The *Star Baker* badge is all about celebrating your knack for baking up scrumptious goodies.

Here are some ways to earn this badge:

- Learn to bake a variety of baked goods, such as cakes, cookies, bread, and pastries
- Experiment with different baking techniques and styles
- Try adapting recipes for different dietary needs, like gluten-free or vegan baking
- Show your creativity by decorating your baked goods with unique designs
- Share your baking knowledge by teaching a friend or family member a new recipe
- Participate in a school or community bake sale or baking competition

Earn your *Star Baker* badge and become the go-to baker for your friends and family. Show off your culinary skills, and make the world a little sweeter, one bake at a time!



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Next Steps:

- Students will be shown how the program works, and be able to start to work towards the badges.
- Staff will be looking through the curriculum for areas where the badges will naturally fit into work completed, so staff can award badges as part of the curriculum.
- Bronze, Silver and Gold ACE badges - for students in Year 8 - will be block awarded to those who have already awarded these. Students do not need to reapply for these.
- Year 7 and 8 will start with this, and the program will follow the students through the years as they going into Year 9 etc.
- Linking the program to Graduation in Year 9, as well as celebration events for students who achieve key thresholds in terms of number of Honours badges.

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Any questions?

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Students First: raising standards and transforming lives