



The Ferrers  
School

YEAR 7 INFORMATION EVENING

#CLASSOF2030



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School

# Year 7 Information Evening



Meridian  
Trust

1. Reminder of key school policies and systems
2. Overview of GL Assessment, academic targets and reporting of progress
3. English and maths



Mrs Raku  
Principal



Mrs Garrod  
Assistant Principal



Ms Zafir  
Trust Director English



Mrs Leggett  
Trust Director Maths

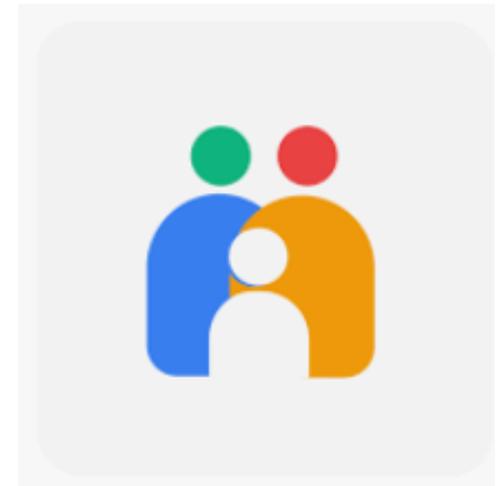
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All policies are on our website: [Policies and Protocols – The Ferrers School](#)

- Bromcom
- Social media
- Fortnightly Principal's update letter and termly school newsletter

### Key Dates:

- Monday 8<sup>th</sup> September – Email introductions from tutor
- Tuesday 16<sup>th</sup> September – Meet the tutor Evening (in person)
- Monday 6<sup>th</sup> October to Friday 10<sup>th</sup> October GL Assessment Baseline Reports
- Wednesday 3<sup>rd</sup> December – Progress Report 1 & Information Evening
- Monday 8<sup>th</sup> December to Friday 19<sup>th</sup> December – Academic Mentoring
- Tuesday 6<sup>th</sup> January (4.15pm – 7.15pm) – Year 7 Parent's Evening (virtual)
- Wednesday 29<sup>th</sup> April – Progress Report 2
- Tuesday 5<sup>th</sup> May to Friday 15<sup>th</sup> May – Academic Mentoring



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1. Form Tutor

Mrs Chambers



Mrs Smart

2. Student Support Assistant (SSA)



Mr Jackson

3. Senior Tutor



Miss York

4. Senior Link

Please allow **two working days** for non-urgent replies

Where do I go if I need support at break, lunch or after school?

**HOUSE OFFICE**

1. Form Tutor
2. Student Support Assistant
3. Senior Tutor
4. Senior Leader

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## Extending the Boundaries of Learning

	Gold: TO LEAD	Silver: HELP ORGANISE	Bronze: TAKE PART IN				
	 PARTICIPATION	 LEADERSHIP	 EXCELLENCE	 DIVERSITY	 GIVING	 ENVIRONMENT	 SERVICE
<b>B R O N Z E</b>	Attend an after school club for six weeks either sporting, cultural and/or academic	Take a lead role in and be a significant part of a lesson's structure. This should be recorded by a member of staff	Receive an academic sporting or cultural award from school	Actively participate in activities which explore/promote/challenge bullying/racism/homophobic views and stereotypes	Complete the school sponsored walk and raise money for charity or a community project	Volunteer and complete clearing duties in the restaurant for 3 consecutive days	Be a tour guide for parents or visitors to the school both during school times and/or after school events
	Read in class so that the teacher is able to identify you as a regular reader	Make a positive contribution as a student receptionist and have a reference written up to make clear the positive contribution	Take part in an out of school activity which called for determination, grit and resilience	Visit another country and show awareness of their cultural identity	Take part in an event which raises awareness of a charity or community project	Complete 5 litter picks during your free time on consecutive days	Play a role in supporting an after-school activity through providing a service to staff/parents/community
	Read 60,000 words as recorded by 'Accelerated Reader' or similar school reading programme	Take part in a form activity which is seen by a wider audience	Represent the school in a team or individual sport, cultural or academic competition	Learn to speak or make significant progress in a language not taught in the school curriculum	Donate old school uniform/PE kit/books, toys, games to school for the benefit of the school community	Actively participate in improving the school environment in a way which could be recorded and is substantial and sustained	Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 6 sessions
	Participate in a school or outside school concert, show or sporting event	Write a school play/a piece of poetry which is performed/a song which is heard/a story which is read out	Receive regular and substantial praise in your books in a number of different subjects over a term	Produce a project about a culture new to you or country that you have not lived in	Donate regularly to a food-bank or local community project	Help with a recycling scheme	Get involved with the Service section of the Bronze Duke of Edinburgh's Award
	Attend an out of school club for a sustained period and no less than 6 weeks	Take an ambassadorial role either in or outside school	Take part in a holiday/ weekend activity where your skill and or knowledge has deepened in a particular subject	Visit a place of significant cultural difference within the UK	Be a recognised buddy for someone	Help with the various gardening/environmental projects around the school for at least 5 hours in a term	Be part of a design or service which either helps make life easier or helps make people make progress in their daily lives

# PLEDGES

- 154 individual PLEDGES awarded at Bronze Level for Y7 and some students even hitting Silver
- 2 students have achieved their overall Bronze PLEDGES

Share with your form tutor or email  
PLEDGES@theferrers.org



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# Session 6



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	Activity	Year Group	Time	Venue	Staff
<b>Monday</b>	Netball	9-11	3-4pm	Courts/SH	KPI
	Football	7-10	3-4pm	3G	DCA/DPA
	Boys Fitness Suite	10-11	3-4pm	Fitness Suite	PE Staff
	Pokémon Club	All Years	3-4pm	Library	JRO
	Aspire Homework Club	All Years	3-4pm	Library	JRO
<b>Tuesday</b>	Aspire Homework Club	All Years	3-4pm	Library	JRO
<b>Wednesday</b>	Combined Cadet Force	8-13	3.15-5.15pm	Main Hall/Lancaster Suite	DAV
	Girls Football	7-10	3-4pm	Field	MBL/CCL
	Basketball	9-11	Lunchtime	SH	CSU
	Fusion Development Company	7-11	Lunchtime B Week	Dance Studio	EHI
	Drama Club	7-11	3:15-4:15pm	Drama Studio	TRA
	Girls Fitness Suite	10-11	3-4pm	Fitness Suite	PE Staff
	Flag Football	All Years	3-4pm	3G	CSU/MYU
	Music Tech Club	All	3-3.30pm	Music Technology	CGA
	Aspire Homework Club	All	3-4pm	Library	JRO

<b>Thursday</b>	Duke of Edinburgh	9-13	3.15-5.15pm	Main Hall	DAV
	Table Tennis	All Years	3-4pm	Gym	MYU/MJA
	Boys Fitness Suite	8-9	3-4pm	Fitness Suite	PE Staff
	Basketball	All Years	3-4pm	SH	CSU
	Vocalise	All Years	3-3.45pm	Music 2	CGA
	Fusion Dance Company	Audition only	3-4pm	Dance studio	AWO
	Beyblade Club	All Years	3-4pm	Library	JRO
	Photography Club	All Years	3-4pm	D block	DMA/STN
	Warhammer Club	All Years	3-4pm	D block	MLU
	Aspire Homework Club	All years	3-4pm	Library	JRO
<b>Friday</b>	Girls Fitness Suite	8-9	3-4pm	Fitness Suite	PE Staff
	Fusion Development Company	7-11	Lunchtime A Week	Dance Studio	EHI
	Pokémon Club	All Years	3-4pm	Library	JRO
	Star Wars Club	All Years	3-4pm	Library	JRO
	Aspire Homework Club	All years	3-4pm	Library	JRO
	Creative Writing Club	All years	3-4pm	H17	EWI



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# GL Assessments



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## GL Assessment

Collecting this data enables us to see the potential of our students, along with their individual areas of strength as well as areas for support.



Highlight strengths and gaps in reading and core subjects



Reveal barriers to learning



Identify and support children with additional educational needs



Provide evidence of progress



Deliver evidence of whole school improvement



Directly inform teaching strategies

<https://www.gl-assessment.co.uk/>



### CAT4

A child's verbal skills may be obvious in the classroom, but that's only part of the story.



### New Group Reading Test

A standardised, adaptive, termly assessment to measure reading skills against the national average.



### PASS

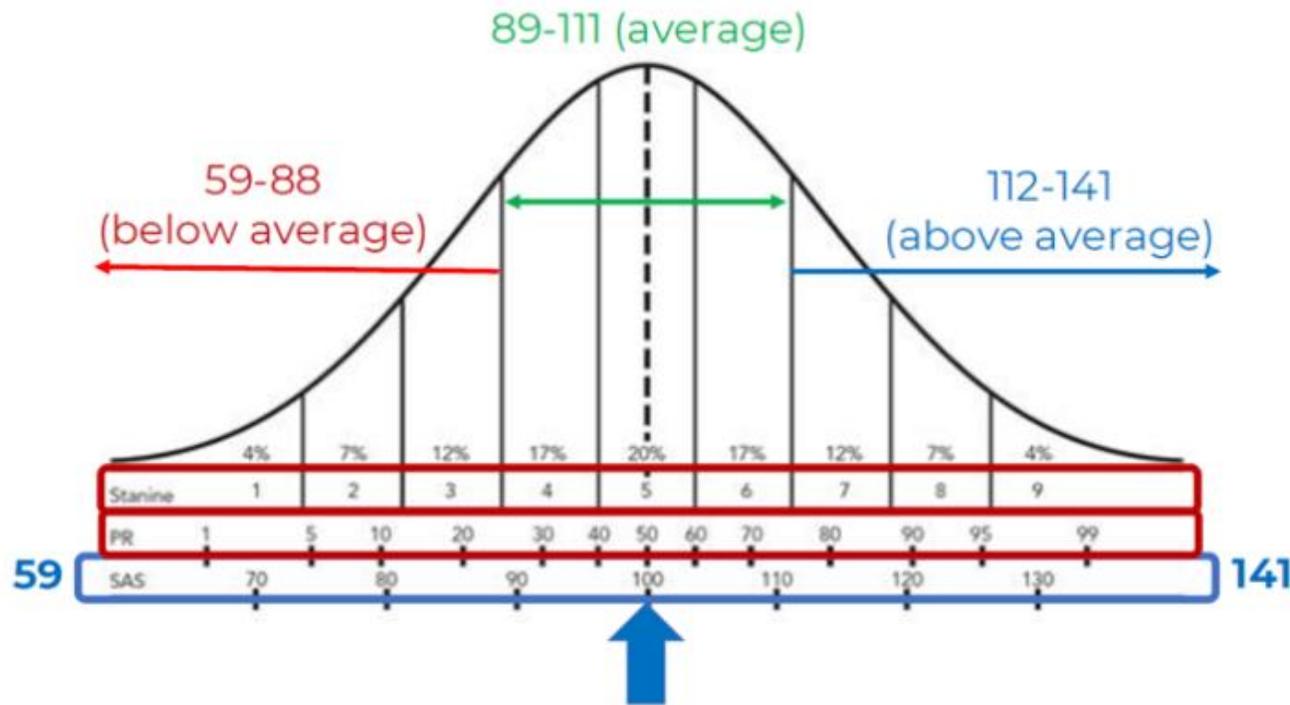
PASS takes the guesswork out of understanding why pupils may be reluctant, disengaged or disruptive by sensitively exploring social and emotional wellbeing.



### Progress Test Series

Measuring attainment in English, maths and science.

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**ST: Stanine**  
**SAS: Standard Age Score**  
**NPR: National Percentile Rank**



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# Cognitive Ability Tests CATs



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Baseline point providing a view of both current skills as well as **hidden potential**.

Provides a unique profile of strengths and weaknesses across four areas known to make a difference to learning and achievement, allowing us to target support, provide an appropriate level of challenge and make informed decisions about a student's progress.

**Verbal Reasoning:**  
Reasoning with words

**Non-Verbal Reasoning:**  
The ability to understand  
and analyse visual  
information

**Quantitative Reasoning:**  
Reasoning with  
numbers

**Spatial Reasoning:**  
Thinking with and  
mentally manipulating  
shapes in 3D



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October 2025



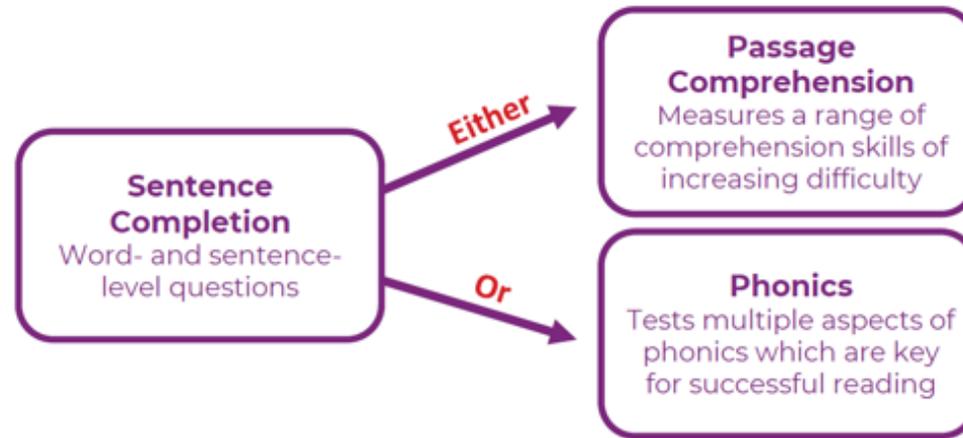
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# New Group Reading Tests (NGRTs)



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Reading, literacy and language are essential tools for accessing every subject in the curriculum.



## New Group Reading Test

A standardised, adaptive, termly assessment to measure reading skills against the national average.

**Sentence Completion**

**Decoding**

The ability to read a word by sounding out the phonemes within the word.

**Passage Comprehension**

**Understanding**

Understanding and making sense of words.

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# Progress Test Series PTE/PTM/PTS



Measuring knowledge, understanding and application of the core subjects.

- **English:** focuses on grammar, punctuation and spelling, and on reading comprehension, using age-appropriate fiction and information texts.
- **Maths:** assesses key aspects of age-appropriate maths, including mental arithmetic.
- **Science:** measures two dimensions of science learning; understanding of science content and working scientifically (application of skills).



**Progress Test Series**  
Measuring attainment in English,  
maths and science.

Allows us to measure both in-year and year-on-year progress and identify, and act upon, gaps in learning at both an individual and cohort level.

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# Minimum Target Grades MTGs



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Statistical targets based on how similar students performed nationally in that subject – similar students are defined as similar prior attainment (CATs), gender and month of birth.

These targets are not prophecies....they present possibilities and pose meaningful questions.

## KS4 PA

More Able  
High Prior Attainer  
Mid Prior Attainer  
Low Prior Attainer

## GCSE Grade

8, 9  
6, 7  
4, 5  
1, 2, 3

## Vocational Grade

Level 2 Distinction\*  
Level 2 Merit / Distinction  
Level 2 Pass / Merit  
Level 1



New grading structure	Former grading structure
9	A*
8	A
7	A
6	B
5	C
4	C
3	D
2	E
1	F
1	G
U	U

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# Progress Review Points



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In year 7 and 8 we report academic progress using progress indicators, a grade much less focused on the end point target, which is a long way off, and more on how **well they are moving forward from their starting point towards that target**. Based on teacher judgement looking at work produced, assessment in lessons and how they feel the students are progressing and on how they have performed on end of unit tests.

## **Progress Indicators:**

- P+** Making more than expected progress
- P** Making expected progress
- P-** Making less than expected progress

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# Progress Review Points



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KS3 Progress Report

Progress Report (PR) Round : PR1

Name : Alexander Timms

Tutor Group : F6

Tutor : Miss Feltham

House : Franklin

Attendance				Behaviour				Reading Scores					
Attendance:	100%	Unauthorised Absences:	0%	Achievement Points:	0	Behaviour Points:	0	Y7 Start:	107	Y7 End:		Y8 End:	

PLEDGES Awards							PLEDGES AWARD
Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	
Bronze	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet

	Teacher	Progress Report 1				Progress Report 2			
		CI	PR	Pride	Independence	CI	PR	Pride	Independence
English	Mrs E Wisby	IL	P	M	M				
Maths	Mr R Sadler	Ab	P+	M	M				
Science	Mrs H Kerr	IL	P	A	A				
Art and Design	Mr D Marinkovic	IL	P	A	A				
Technology	Mrs I Qazi	IL	P	M	M				
Dance	Miss A Woolvett	IL	P	S	M				
Drama	Miss T Rae	IL	P+	A	A				
French	Miss E Halliday	IL	P	A	A				
Geography	Miss V Taylor	IL	P	A	A				
History	Mr A Gwynne	IL	P+	M	M				
Computing and ICT	Mr C Gammon	IL	P+	A	A				
Music	Mr C Gammon	Ab	P	A	A				
PE	Mr D Carter	IL	P+	A	A				

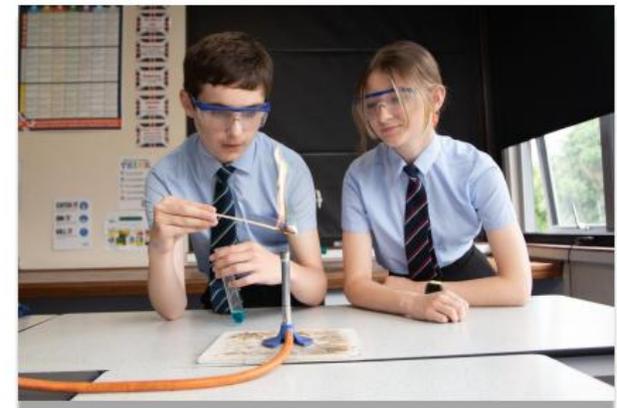
- In year 7 and 8, all students are taught in mixed ability classes, based upon their CATs and SATs scores.
- There are opportunities for stretch and challenge as well as support in each scheme of work to ensure all students have the appropriate teaching.

[Year 7 Curriculum Overview](#)



## Year 7 Curriculum Overview 2025-26

*"Learning is a journey, not a destination."*





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# Homework



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- Getting into good habits.
- Details recorded on Teams – weekly for English (reading and spelling), maths (Sparx – teacher set according to students' level) and science (Tassomai); fortnightly for all other subjects.
- Homework club in the library until 4.15pm each day.



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# English



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**No More  
Marking**

6 lessons per fortnight

2 GCSE grades – Language and Literature

**Sparx  
Reader**

**NGRT** – provides us with a reader profile and reading age allowing us to support children with what they need to improve their reading skills.

**Fast Read** – Y7 start with immersive reading where they read two suitably challenging texts back to back with the aim of improving their vocabulary and fluency. This starts their mastery journey in English.

We use **NMM comparative judgement** to assess children's writing where we are, like NGRT, given a writing profile and age to help us give children the right support.

**Sparx Reader** is designed for deliberate reading – the aim is for students to read slower and with care.



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# English



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**The Y7 Curriculum is built on Reading where oracy and writing skills are taught through the texts being studied. Children get to read novels, plays and poetry.**

**Reading** – Encourage your child to share their Sparx Reader book with you. Discuss the book with them. What did they think of the plot or a character? Why did they like it or dislike it? What are they going to choose to read next? Why?

**Spelling** – Help your child with their spelling . Perhaps focus on a few each day. Are there any other words they find difficult to remember? Add those to create their personal spelling list.

Vocabulary – you could support your child with vocabulary games such as scrabble or wordle.

**Writing** – Encourage your child to keep writing. They could write something for our English writing competitions – details are in the library or on the broadcast. Handwriting is important so this is an area that you could help with.

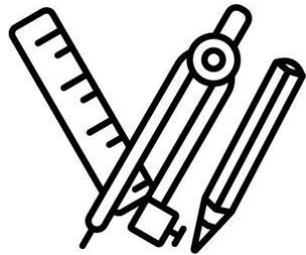


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# Maths



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6 lessons per fortnight

1 GCSE grade

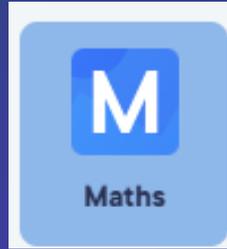
**Sparx Maths**

Make maths in everyday life the 'norm', encouraging your child to add up the shopping bill up as you go around the shops, even if its an estimate by rounding or look at your energy bills together and calculate the percentage increase in cost. Saying that maths can be understood by all, they may just not have it yet!

Your child can complete independent learning on topics using Sparx, beyond the set homework.



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## **Sparx Homework**

Our aim is for all students to complete **100%** of their homework.

Set weekly, based on what students have just learnt.

Students simply need to log in.

# Sparx Assessment

## Independent Learning: Closing the gap following an assessment.

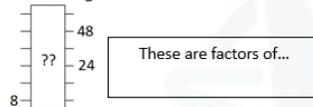
### Number Properties: End of topic knowledge check

11 Write down a number that has an odd number of factors.

12 Describe the mistake.



13 Here are part of the factors of a given number. Find the number and the missing factors.



#### Highest Common Factor.

14 Here are the factors of 6 and 9. What is the highest common factor of 6 and 9?

- 6: 1, 2, 3, 6  
9: 1, 3, 9

15 Find the highest common factor of 72 and 84.

16 A shop is making sweet cones. They want to make the maximum number of cones and each cone must be the same. They have 72 fried eggs, 84 giant strawberries and 120 midget gems.

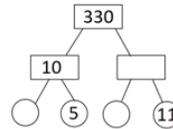
- a) How many sweet cones can they make?  
b) How many of each sweet goes in a cone?

### Primes and Products of Primes.

17 Circle the prime number.  
6      7      8      9

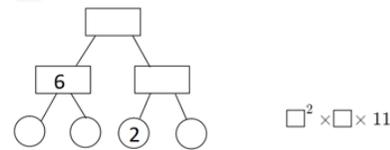
18 Write down all the prime numbers between 20 and 40.

19 Finish this prime factor tree.



20 Express 84 as a product of its prime factors.

21 Fill in the gaps.



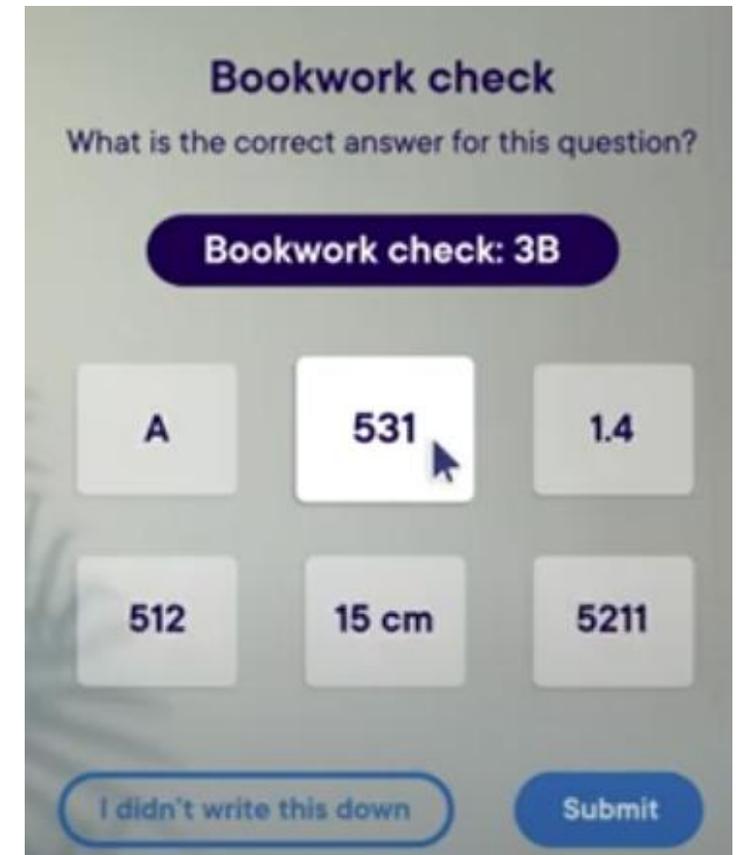
### Mathematics Assessment Feedback

Paper Year 7 Mid Term 1  
Name Cal Culator  
Teacher Enter Teacher Name

Questions	Question Title	Score	SPARX code
1	I can express written numbers in figures	1 / 1	
2	I can identify square numbers	0 / 1	
3a	I can convert metres into centimetres	1 / 1	M772
3b	I can convert millimetres into metres	1 / 1	M722
4	I can state the value of an identified digit in a number	0 / 1	M704
5	I can use place value to identify the largest number	0 / 1	Q976
6	I can identify digits in a number by their place value	0 / 2	M704 and M522
7	I can use place value to complete number sentences	1 / 2	M704
8	I can identify prime numbers and factors	2 / 2	M322 and M823
9	I can use place value to compare numbers	1 / 1	Q976
10	I can evaluate square and cube numbers	1 / 1	M135
11	I can use place value to compare and order values	1 / 1	M522 and Q509
12	I can identify square numbers, square roots and cube roots	1 / 3	M135
13	I can compare and order decimals and fractions	1 / 1	Q509
14	I can use place value to create the largest number	1 / 1	M704
15	I can identify prime numbers and give an explanation	0 / 1	M322
16	I can identify square and prime numbers which give a specific total	1 / 1	M322 and M135
17	I can express a number as the product of its prime factors	0 / 2	M108
18	I can multiply and divide by powers of 10	1 / 2	M113
19	I can find the highest common factor	2 / 2	M698
20a	I can evaluate powers and place them in order	2 / 2	M135 and Q979
20b	I can calculate with powers	1 / 2	M135
21	I can identify factors	0 / 1	M823
22	I can express a large number in standard form	1 / 1	M719
23	I can use place value to determine which number is closer	1 / 1	M522
24	I can partition fractions and decimals	2 / 2	Q127
25	I can reason with factors	2 / 3	M823
26	I can identify numbers on a numberline	1 / 1	M763
27	I can use powers and roots to identify which is larger	2 / 2	M135
28	I can identify missing numbers on a numberline	0 / 2	M763
29	I can reason with prime factorisation	0 / 2	M108
30a	I can identify prime numbers with a specific total	0 / 2	M322
30b	I can reason with prime numbers	0 / 1	M322

## Our top tips for you and your child when using Sparx Maths...

- Encourage them to tackle it on their own
- Nudge them to use the support videos
- Suggest that they start early to give plenty of time for help if they need it.
- Encourage students to complete their calculations in their book.





6 lessons per fortnight  
2 or 3 GCSE grades



Encourage them to see how science affects their everyday life by reading about and then discussing science in the news. CBBC Newsround or National Geographic Kids are great age-appropriate online resources.

There are lots of online resources to support with the concepts covered through our science curriculum, the most important thing is that they practice applying the knowledge to questions as opposed to just trying to memorise facts. Tassomai is an app that helps with recall of facts and concepts learnt throughout the curriculum.

- [BBC Bitesize](#)
- [Cognito practice questions](#)
- [CGP revision guide and workbook](#)



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# Why Support at Home is so Important

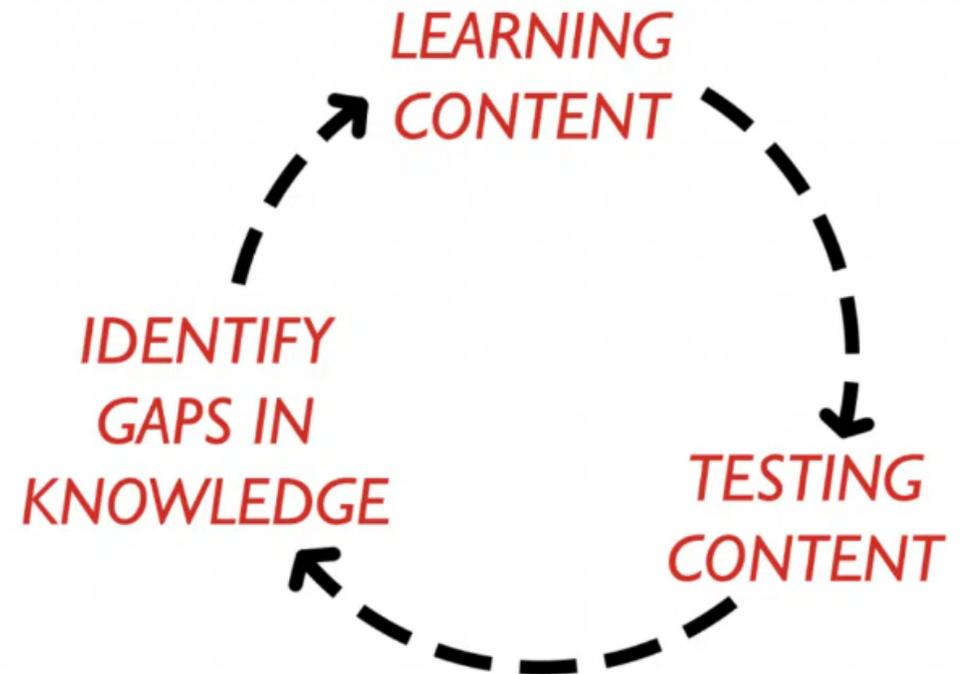


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Parental involvement is crucial for academic success and emotional well-being.

Encourages motivation, reduces stress, and fosters a positive study environment.

Supports developing independent learning skills and responsibility.



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Year 7 Information Evening  
December 2025 Parent/Carer  
Feedback



Please do  
give us some  
feedback